

## **CHAPTER-ONE: INTRODUCTION**

### **1.1. General Background**

We can hardly imagine the world without language. Language is the most effective, highly developed and most frequently used means of communication. It is one of the unique gifts to human beings. Only the human being is able to acquire language in the world which makes them distinct from the rest of other livings i.e. animals. Due to the possession of language, and creative thinking, human being has a dynamic role and place in the world. It is a process of transmitting the message through the speakers to the receivers. It is the powerful means of communication through which people can express and exchange their thoughts, feelings, emotions, reactions, desires, etc. it plays the vital role to establish a good relationship in a community, nation and worlds.

According to Widdowson (1988,p.5) “ Language is a system of arbitrary vocal symbols which permits all people in a given culture; or other people who have learned the system of the culture to communicate or to interact”. So language is a system in which we can communicate the ideas and share the experiences gained during the life. Crystal (1990,p.213) defines language “ The everyday use of this term involves several different senses which linguistics is careful to distinguish”. Being widely used means of communication; it is shared by every member of community. It is commonly defined voluntary and vocal system of human communication. Oxford Advanced Learner’s Dictionary (1993,p.700) defines languages as ‘ A system of sounds, words, patterns etc used by humans to communicate thought and feelings. Thus, language is the most powerful convenient and powerful means and forms of communication. Likewise, language is taken as the storehouse of knowledge and instrument of thinking as well as source of delight. It transforms knowledge from one person to another person.

Sapir (1928,p.8) describes language as ‘Primary human and non-instinctive method of ideas, emotions and desires by means of a system of voluntary produced symbols’. On the other hand, Chamsky (1957,p.13) maintains “ language is a set (finite or infinite) of sentences, each finite in length and construct and of a finite set of elements”. That is why role of language in communicating ideas can not be ignored.

More than 5,000 language are spoken in the world. It has been estimated that some sixty percent of today’s world population is multilingual. There must be an easy use of language and it must be understood by the speaker and the receiver. It is fair, than to say that throughout history, foreign language learning mainly the English language has always been an important practical concern. English is one among them and spoken all over the world. It is used as an official language in UNO and joint official language in about fifty other countries and in former British Colonies such as India and Nigeria. Not only this, countries like Nepal, Bhutan, Bangladesh use English as a second language where it is used.

In a variety of function in foreign affairs, in broadcasting, in the press, in IT, in researches and broadly in education and many more, English has become the best medium of education curriculum. The international business corporation, co-ordination, integration are only possible through English language. So we can say that teaching English has been the cry of the day as there is no other language, easy to learn for us internationally accepted as lingua Franca. The world has become a small village where all people converse each other in English. Indeed, English is supposed to be the passport to travel the globe and thus has become indispensable and excellent vehicle for other transmission of modern a civilization and culture in any corner of the world. Thus, the population of English is increasing everywhere.

In this regard, Mc Crum et al (1986,p.11) found over 100 countries treats English as a foreign language. About a third of world's newspapers are published in countries where English has special status and majority of those are in English and English is the medium of the vast treasure of world's knowledge and pleasure. More than half of the world's books are in English. Furthermore, some sixty percent of the radio broadcast are beamed in English and English is the medium of eighty percent of the information stored in the world's computer.

On the other hand, Crystal (1997,p.61) opines "There has never been a language so widely spread or spoken by so many people as English." Hence, Pandey (1996, P.246) comments English is undoubtedly of vital importance for accelerating the modernization process in Nepal, and in so far as education is concerned and agent of such a process the place of English in Nepalese Education as a foreign language is secure and unassailable because it is one of the pre conditions for promoting technical education. Similarly, according to Bhattra (1994, p.226), "English has become indispensable vehicle to the transmission of modern civilization into the nation. It is a passport through which one can visit the whole world and one knows English can enjoy the advantage of the world citizen ." Therefore, English can only face the challenges of science, economics, commerce, politics etc. English has become a mirage experience to the learners and English can only satisfy the hunger and thirst of the active learners.

English is taken as a foreign language in our country. To learn the language one must learn its vocabulary. Without vocabulary one cannot string together words in sentences and without those fundamentals learning becomes impossible, both on literary or oral level. So, vocabulary is the key for learners. There were many techniques to teach vocabulary. The use of realia is one of those techniques. But what is realia ? How and why should teachers use realia in teaching vocabulary in the classroom ? Or will realia be effective in teaching English vocabulary ? Or can the use of realia in teaching English vocabulary improve the

students' vocabulary? If you are thinking the word 'realia' sounds vaguely latin, then you'd be correct. In the EFL classroom, the word realia means using rel items found in everyday life as an aid to teaching English, using realia helps to make English lesson memorable by creating a link between the objects and the word or phrase they represent. The use of realia can improve the students' vocabulary.

### **1.1.1 importance of English in Nepal**

English has gained the most important status in Nepal. Its importance is being increased day by day. It has been taken as a compulsory subject from nursery to campus level. Every student has to pass this subject in S.L.C. and the higher level of formal education Hence, It is inevitable for academic and communicative purposes.

The role of English in developing country like Nepal can never be underestimated. The teaching of English can be viewed from different purposes. However it can be taught for international purpose that is for carrying as international relations world wise.

Nepal has got an active membership of international organizations like UNO, UNESCO, SAARC etc. English is one of the official languages used in these organizations. It is one of the many modern languages which are being taught and learnt in many countries of the world. It plays a vital role in the development of international trade, transport and communication.

Most of the books in the field of science and technology, economics, commerce and so on are written in the English language. So, we need the knowledge of the English language to grasp the knowledge from these great books. Being an international language, English has become very important language all over the world English is also needed to those who work in tourism, foreign affairs and international trade and so on. Another factor for the need of English education is that many of the advance countries have been helping Nepal

in its development providing with finance, assistance & technicians. We need to deal with such technicians through English.

Doctors, engineers, pilots and high technical personalities should have the knowledge of English. Most of the prescribed books of campus levels are written in English. Without the knowledge of English, it is very difficult to get success in higher levels of education. A number of English schools have been established at private level under the supervision, guidance and control of the ministry of Education and Sports. A liberal attitude has been adopted in giving permission to establish schools at private level. As a result, a large number of English medium schools have been established in all parts of the kingdom.

### **1.1.2 The Teaching of English in Nepal**

The history of teaching and learning English in Nepal is not so old. The introduction and development of English in Nepal is closely related to the rise of Rana Regime. Jang Bahadur Rana, the former Prime Minister of Nepal, established a school in a room of Thapathali palace to teach English to the member of Rana families after returning from England in 1910 B.S. later, when Dhir Shamsher became the Director General of Education, he gave the permission to the sons and daughters of government officials to study at that school. The school was opened for public since 1942B.S. when Bir Shamsher became the prime minister of Nepal. He transferred this school to its present location in 1948 B.S. which is still called Durbar High School. The teaching and learning of English in Collage level was started when PM Chandra Shamsher established 'Tri-Chandra College' in 1975 B.S.

### **1.1.3 Definition of vocabulary**

Vocabulary can be roughly defined as the words which are used in our day to day communication. It is the vital aspect of language without which a language can't be existed in the world. It can be defined as the total number of words that

make up a language. Richards et al. (1987,p.307), defines vocabulary as “a set of lexemes including single word, compound words and idioms”. Likewise crystal (2003,p.126) defines vocabulary as “ in several areas of applied linguistics, a fixed set of words used as part of the definition of other words. The notion is found in such contexts as foreign language teaching, the teaching of reading and lexicography.

To write with Harmer (1991,p.154), “If language structure makes up the skeleton of language then it is vocabulary that provides the vital organ and flesh”. Similarly Cambridge international Dictionary of English (1995,p.1628), defines vocabulary as “all the words used by a particular person or all the words which exists in a particular language or subject”. Furthermore Celce-Murcia and Larsen-freeman (1983,p.29), say, “We take a considerably broader view of the lexicon, we consider it to comprise not only single words but also word compounds and conventionalized multiword forms.”

It is such a vital aspect of language without which communication remains impossible. The knowledge of language structure become handicapped if one doesn't possess the granary of crops i.e. vocabulary. So, a good store of vocabulary is crucial for understanding all language and communication in it. People have a sense in which learning a foreign language is basically a matter of learning the adequate knowledge of vocabulary for teaching learning is as necessary as breathing. So there is a great requirement of systematic analysis and evaluation of the vocabulary.

#### **1.1.4 Types of Vocabulary**

Vocabulary can be classified in various ways. If we consider vocabulary as the amount of words possessed by a user of his or her language, there are two types of vocabulary: active and passive vocabulary. The former refers to the vocabulary that students have been taught or learnt and which they are expected to

be use – while the latter refers to words which the students will recognize when they meet but which they will probably not be able to produce. Active vocabularies may become passive if they are not used and passive vocabularies may become active through constant use. In other words, the status of vocabulary items does not seem to be a permanent state of affairs.

Another distinction is made between content words and function words. Content words refer to those words which have lexical meaning when they are used in isolation. They include nouns, verbs, adjectives and adverbs. They are also known as major class words. On the other hand, function words are those words which show grammatical relationship in and between sentence and they have little meaning on their own. Function words are mainly preposition, articles, conjunctions, auxiliaries etc. content words have lexical meanings and structural words have grammatical meanings.

Fries (1945,p.44-50) classifies English words into four groups. They are functional words, substitution words, grammatically distributed words and content words. The functional words chiefly perform grammatical functions, the substitution words replace a class or words and several sub-classes, grammatically distributed words show unusual grammatical restrictions in distribution and finally the content words constitute the bulk of the vocabulary on the language.

From Frisby (1954), Chalise (2007,p.7) quoted four types of vocabularies. They are: listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. He says that speaking vocabulary is the smallest and the reading vocabulary is the largest. We use language on two levels, i.e. the production level and recognition level. We can recognize many more words than we really use.

Similarly, Aarts and Aarts (1986,p.22) classify words into two types; major and minor word classes. The former also called open classes: their membership is

unrestricted and indefinitely large since they allow the addition of new members. Minor word classes are also called closed classes: their membership is restricted since they do not allow the creation of new members. Moreover, the number of items they comprise is, as a rule, so small that they can easily be listed. In English there are four major word classes. They are nouns, verbs, adjective and adverbs. The minor word classes are conjunctions, articles, numerals, pronouns, quantifiers and interjections.

On the basis of 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. cup, pen, plate, book etc. On the other hand, if it signifies something which has no definite shape, size etc. and is entirely dependent on our personal imagination, it is called abstract vocabulary e.g. love, hate etc.

### **1.1.5 Importance of vocabulary in language teaching and learning**

Vocabulary refers to the words that we use in our day to day life for expressing our thoughts and feelings. It is the knowledge of word and word meaning. It is the most inevitable part of language teaching. Without vocabulary learning, language learning remains incomplete. With vocabulary, we can send our message and ultimately communication takes place. Without vocabulary communication is impossible. So vocabulary should not be neglected in teaching and learning a language “A major aim of most teaching programmes is to help students to gain a large vocabulary” Cross (2003,p.5)

In this regard Wilkins (1972,p.11) says “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. “Thus, vocabulary teaching is very important. If the learner know more vocabulary, they can communicate easily”. Hornby (2005,p.1707) says ‘The term vocabulary refers to the words that people use when they are talking about a particular subject’.

Vocabulary is a powerful carrier of meaning. Communication takes place in the presence of vocabulary. The person, who has strong vocabulary power, can understand other and express his/her views easily. It makes the person fluent speaking and writing.

Learning a foreign language is a matter of learning the vocabulary of that language. In this sense, Wallace (1982,p.9) says:

“learning a foreign language is basically a matter of learning the vocabulary of the language. Not being able to find the words you need to express yourself is the most frustrating experience in speaking another language. He means to say that person who has no adequate collection of vocabularies of a particular language in which he wants to express himself will find it difficult and will be frustrated when he is unable to get appropriate and enough words of the target language”.

Vocabulary plays an important role in expressing complex thoughts and ideas. Words constitute the elements of language structure and a proper knowledge of this is essential for on and all.

Without meaningful words, it is very difficult to have communication. So, vocabulary learning is the vital aspect of learning. We need a variety of words to express our desires, feeling and emotions meaningfully. “If language structure makes the skeleton of language, then it is vocabulary that provides vital organs and flesh” Harmer (1991,p.153). Likewise, Krashan I Lewis (1993,p.111) says, “When students travel, they don’t carry grammar books, they carry dictionaries.” Similarly, widows in Lewis (1993,p.115) “The more than considers the matter, the more reasonable it seems to suppose that lexis is where we need to start from, the syntax needs to be put to the services of words and not the other way round.” Vocabulary teaching learning starts from the basic level, i.e. pre-primary level. At this level, it is very important for learners to learn a number of varieties of words with correct productions. So, it is the duty of a teacher at this level to focus on the

correct spelling and pronunciation of a particular word while the students are learning it.

Vocabulary items play an important role in framing the ideas in a continuous flow. In order to communicate the thoughts effectively one needs to select the appropriate vocabulary items and combine them together with the help of underlying rules. Unless an individual selects the right vocabulary items, even the grammatically correct sentence fail to express the intended meaning.

At last, vocabulary is the soul of successful communication. So, teaching-learning vocabulary is very important in order to use a language perfectly.

### **1.1.6 Principle of Teaching and Learning Vocabulary**

Learning vocabulary is not the same as memorizing the list of words. According to Wallace (1982) the teacher expect the learner to be able to do? Unless the teacher is clear on this point, it will be difficult to assess how successful the vocabulary has been.

1. **Aims:** At first, the teacher has to be clear about his/her aims how many to the things listed does the teacher expect the learner to be able to do ? Unless the teacher is clear on this point, it will be difficult to assess how successful the vocabulary has been.
2. **Quantity:** After the teacher has decided on what is involved in vocabulary learning, he may have to decide on the quantity of vocabulary to be learnt. Clearly the actual number will be varied from class to class and learner to learner.
3. **Need:** The vocabulary should be presented in response to the student's needs and interest and they are perhaps more likely to remember. So, the teacher should try to bring such situation inn the classroom by which the students should feel that they need the target word.

4. **Frequent exposure and repetition:** We cannot remember a new word simply by learning it once. It has to be repeated frequently. The students should be given the opportunity to repeat the new word frequently.
5. **Meaningful presentation:** The vocabulary must be used in an unambiguous way. A word may have different meaning in different situation. The word that is going to be learnt should be presented in such a way that is perfectly clear and unambiguous.
6. **Situation presentation:** The words should be learnt in an appropriate situation. The choice of any words can vary according to the situation in which we are speaking.

### 1.1.7 Criteria of Vocabulary Selection

The English language is like a vast ocean. Even a native speaker does not know the whole vocabulary of his language. All learners start acquiring very small bits of it. For a foreign language learner, selecting of vocabulary is very important. It is not possible to learn each and every word of a foreign language at a time. Learning a word takes a long time and many exposures to the word used in different situation. To quote Bhattraï (1994, p. 54) “selection is that inherent characteristics of a method which makes sorting a vocabulary items in accordance with the learners need, level and various choice of criteria.”

Vocabulary should be selects in accordance with the following criteria: A general principle of vocabulary selection has been that of frequency. We can decide which words we should teach on the basis of how frequently they are used by speakers of the language. The words which are commonly used are the ones we should teach first. Another principle that has been used in the selection of the vocabulary is that of coverage. A word is more useful if covers more things than if it only has on very specific meaning- so the argument goes. These principles would suggest that a word like ‘book’ would be an early vocabulary item. It is

frequently used by native speakers and has greater coverage than 'notebook', 'exercise book', 'textbook' etc. (Harmer, 1991,p.154). The quotation conveys the sense that selection of vocabulary item totally depends upon a frequency of occurrence and coverage of the item. Especially for small children, these types of vocabulary items are useful.

According to Krashan (1993), vocabulary should be selected in accordance with the following criteria:

- 1. Frequency:** It means the number of occurrences of the words. Those words that occur time and again as this, that, he etc. have high frequency and those words that do not occur frequently as encyclopedia, Para-language have low frequency. The words which are most commonly used are the ones we should teach first.
- 2. Range:** There are some words which have more structural values than others. A word that is found everywhere is more important than a word that is found only in a particular situation. Words such as a, an, this, that have widest range. Those words having widest range are more important and should be selected.
- 3. Availability:** The words which are readily available should be selected. Though the words as chalk, homework etc. have low range they are readily available for the students and they should be selected.
- 4. Coverage:** A word is more useful if it has wider coverage and if it has only specific meaning. We have to select the words which have wider coverage. For examples, the word 'house' can cover the concepts of hut, cottage, building etc.
- 5. Learn ability:** Some words are very difficult to learn and some are easy. Similarly to the realia, clarity, regularity and learning load determine the degree of difficulty. The words that are easy to learn should be selected.

6. **Productivity:** There are some words out of which more words can be produced by means of prefixes and suffixes. Such words have more productivity than others and so they should be selected. For example the word ‘man’ has more productivity as we can have words like manly, unmanly, manliness and manhood by adding prefixes and suffixes.

### **1.1.8 Methods of Teaching Vocabulary**

Vocabulary refers to the words that we use in our day to day life for expressing our thoughts and feelings. It is the knowledge of words and word meanings. According to Harmer (1991,p.159) “Teaching vocabulary is clearly more than just presenting new words.” Very young children are able to understand the meaning of the whole sentences by noticing the intonation, gesture, facial expression, action and circumstances used by the teacher. Similarly, Halliwell (1992,p.4) has said, “Alongside the ability to perceive meaning, children also show great skill in producing meaningful language from limited resources. This too also helps them when they encounter an new language an is therefore something else we want to build on.” Young children are very creative and they use their limited resource effectively. This helps them in guessing the meaning of new vocabulary items which they have never encountered before.

To increase the vocabulary power of the students’ different activities can be done. Different kinds of vocabulary games can be played. It should be taught by applying different methods. Harmer (1997) has discussed the following methods for teaching the meaning of vocabulary.

- 1. Actual Objects/Real Objects:** Concrete words can be taught by showing the actual objects or their models. The objects itself leaves an unforgettable impression in the students’ brain.

- 2. Pictures:** If the objects to be shown cannot be brought in the classroom, their pictures can be shown. The teacher can draw things on the board or bring picture’.
- 3. Synonyms:** To teach the meaning of new words, the acceptable synonymous terms which are already known to the students can be used. For example ‘Ria is a pretty (beautiful) girl.
- 4. Antonyms:** Many words can be taught by using antonymous terms. For example- Sita is an ugly girl. She is not a beautiful girl.
- 5. Actions:** It is impossible to explain the meaning of all words and prammar either through the use of realia or in pictures. Actions are probably better explained by mime. Concepts like ‘running’ or ‘smoking’ are easy to present in this way.
- 6. Dramatization:** Abstract notions such as smile, sad, love etc. can be illustrated by dramatizing them. The teacher himself / herself dramatizes to clarify the meaning of such words.
- 7. Definition:** Several words can be taught by giving the definition of them. For examples, pen: an instrument for writing etc.
- 8. Word Analysis:** The teacher can clarify the meaning of some complex words by breaking up them into their constituent morphemes. For examples unhappiness: un+happy+ness.
- 9. Translation:** It is the oldest and widely used method for teaching. The meaning of the vocabulary is translated into the students’ realia. Students can easily understand the meaning of vocabulary. They can use them in their own sentences. For example- mother : aama.

**10. A combined:** No single technique would be found sufficient in actual practice.

The teacher can use the several techniques to teach the same item. The combined techniques can be applied to teach difficult word or vocabulary.

### 1.1.9 Techniques of Testing Vocabulary

The teacher who teaches vocabulary should have knowledge of testing methods of vocabulary. There are different types of vocabulary testing methods. The followings are some methods of vocabulary testing.

**A)** The students are asked to choose the correct meaning of the words from the given alternatives.

For-example, 'An Author' means.....

- a) Merchant                      b) A writer  
c) A teacher                      d) A player

**B)** The students are asked to give opposite of the given words.

For example: brave – cowardly

Cheap –

Male –

Fail –

Rich –

**C)** By using 'Matching' items of objective test for example match the following.

#### Column A

Louis Pasteur

James Watt

#### Column B

Light

War

Thomas A Edison

Medicine

Alfred Nobel

Traveling

**D)** By asking the students to complete the paragraph using the words from the list. For example.

Edison made over 100 invention. Two fo them were phonograph and \_\_\_ there is no \_\_\_inside the electric bulb. Nowadays we can travel faster because of \_\_\_ Alfred Nobel was upset because his work caused much\_\_\_(destruction, working engine, air, electric bulb)

**E)** The students are asked to fill the gaps.

**F)** The teacher ask the students to make sentences using the words which have already been taught. For example,

Use the following words in your own sentences:

Book, cow, cat, bus, car etc.

**G)** The students are given sentences in their realia to translate into the target language or vice versa for example:

a) They play football.

b) Ram can speak English.

c) Rita reads poem.

**H)** The teacher dictates the words or sentences from appropriate materials and the students write them down.

**I)** The students can be asked to give the meaning of the words. For example,

Write the meaning of the following words :

Pigeon, Duck, Friend, Tournament etc.

**J)** The students are asked to re-arrange the jumbled words in the correct spelling for example:

Book – Book

Mpa –

Pne –

Hne –

So, the vocabulary achievement can be tested by applying above techniques.

### **1.1.10 Teaching Vocabulary Through the Use of Realia**

‘Realia’ refers to any real object we use in the classroom to bring the class to life. In this Sense, Heaten (1997) characterizes realia and ‘an associative bridge between the classroom and the world namely (Realia) as old and versatile resource of language teachers. Kelly (1996) states that there is some disagreement in the literature as to exactly what constitute realia. It can refer either to object in the learners own environment used to illustrate vocabulary in the L2 or to objects specific to the culture of the L2 used for the same purpose. We shall use the tern to refer to object of any origin used to illustrate vocabulary and structure in he second language.

The word realia means using real items found in the world around us as an aid to teaching English. Using realia helps to make English lesson memorable. It creates a link between the object and the word of phrase they show. So, how should the teachers use realia in the classroom ? The use of realia is only limited in the teacher’s imagination and possibly practically too. Using realia stimulate the mind and bring vocabulary of life like no other visual aids can.

Adults are usually very receptive to realia, and find this approach unusual and refreshing. Bringing realia into the lesson is a great icebreaker, and serves as a useful tool to promote conversation. It also takes some of the attention and pressure, often the teacher by concentrating the students, mind on the object and word questions.

Many adults have had bad experiences of learning English at school, and often remember their English lessons as being dull and repetitive. Using realia and other visual aids will generate interest and help create an atmosphere conducive to learning.

If the teacher is going to teach English to young children, realia is a must. Young children are at the perfect age to learn a language and as visual learners, she should try to tap into their natural creativity. Using realia in EFL classroom serves to foster a more creative and promote cultural understanding. There is a connection between vocabulary and culture. Helping vocabulary learners see the connection help them understand more clearly the meaning of vocabulary. Thus, the main advantages of using real objects into the classroom are to make the learning experiences more memorable for the learners. For example, if the teacher is going to teach vocabulary of fruit and vegetables it can be much more affective for students, if they can touch it, smell it, see the object at the same time of learning a new word and may be (though not always) even taste it. This would appeal to a wider range of learners styles than a simple flash card picture of a piece of fruit or vegetable. It is a better way to take along a hat, scarf, and gloves to introduce winter/winter activities. Realia saves time, as recognition of an object is often immediate although there could be some exception, depending on where she is teaching. Elicitation immediately becomes much easier and holding up the object with a raised eyebrow, will usually result in the desired word being spoken. With many young learners, classroom management can be trickier if we bring in real objects as excitement levels tend to rise. Students are often more interesting

from materials than text books and can be on subjects that will really engage them. They will be expected to use real materials when they leave the class.

Here are some ideas on how to use realia in the classroom.

- Use your country's flag and a map to show students where you live and to help them learn the same of foreign countries.
- Stage a fashion show after learning the vocabulary for items of clothing.
- Utilize toys such as plastic animals and toy cars in games for young learners.
- Bring in items such as biscuits and plastic cups to practice ordering drinks.
- Timetables, tickets and pedestrian maps of London are great for practicing role play scenarios such as asking a directions or buying tickets.
- Teaching business English use mobile phones to create telephone conversations, practice giving numbers, arranging meeting or discussing for the better.

## **1.2 Objectives of the study**

The study has the following objectives:

- To find out the effectiveness of teaching vocabulary through the use of realia.
- To point out some pedagogical implications of the study.

## **1.4 Research Questions**

- a. What is vocabulary?
- b. what is realia?
- c. How do you teach vocabularies with realia?

## **1.5 Significance of the Study**

English has been taught and learnt as a foreign language in most of the countries in the world. as a major component of language learning, vocabulary

learning has a major role to play for the better acquisition and learning of the language. Nepal is one of such countries where English is being taught as a second language from primary to bachelor level as a compulsory subject since long. Because of this status of English, various researches have been carried out to make the field of teaching and learning of English more effective. For years, language learning placed heavy emphasis upon early and extensive vocabulary learning. So, it wouldn't be wrong to claim that this study will be significant to those who are directly or indirectly related to teaching and learning process. The main significance of this study are as follows:

- This study will provide valuable insights to the people involved in teaching and learning the English language in Nepal.
- This study will be helpful to investigate the students proficiency in the acquisition of the vocabulary used in the English text book of class four.
- It provide an insight on the nature of vocabulary to be selected while designing the English text book of class four.
- This study will be helpful for further vocabulary studies.
- This study will be also helpful to compare the vocabulary achievement with in different variables.
- This study will be helpful to determine whether the difficulty level of vocabularies used in the English text book of grade 4 are appropriate to the intellectual maturity of the students or not.
- This study will be helpful for the curriculum designers, researchers and text book writers in general.
- This study will be beneficial to the primary level English teacher.
- This study will be equally benefited to the primary level students.

## 1.6 Delimitations of the Study

- a. This study is limited to the vocabularies through the use of realia in grade IV students.
- b. The data was collected from sample population of the study were 40 students of the grade IV which was selected systematically by using simple random sampling.
- c. The researcher himself discussed on the vocabularies through the use of realia in grade IV students.
- d. The data for the English language was limited to the primary sources.

## 1.7 Definitions of the Terms Used

**Noun:** a word or group of words used as the name of a class of people, place, or things, or of a particular person, place, or thing

**Primary sources:** The firsthand & direct sources

**Pronoun:** Pronoun is the word which is use instead of noun.

**Secondary sources:** The second & indirect sources

**Tools:** something such as a piece of equipment, questionnaire or skill that is used for doing research

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Review of Related Literature**

Vocabulary is the most important aspect of language without which study about language cannot be carried out. Different studies were carried out in the field of vocabulary. Some of the studies which are more or less related to this study can be observed as follows:

##### **21.1. English Teaching**

Teaching and learning are the two crucial elements in learning process that cannot be separated from each other. Teaching activity can help the learning process run effectively. As Douglas Brown says in his book *Principles of Language Learning and Teaching*, “Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition to learning” (Brown 2000:7). It means that teaching is an activity to help and assess someone in learning something in order that they can understand what they are learning better. Definition of teaching is also stated by Cole and Chan, “teaching is a complex phenomenon that takes into account a wide range of personal characteristic, professional skills and specialized based of knowledge.” (Cole and Chan, 1994:2).

In teaching activity, a teacher plays an important role in controlling the student during the learning process. Jeremy Harmer stated, “The behavior and the attitude of the teacher are the most important factors in the class room”. (Harmer, 1991:249). Therefore, every teacher has to have a good personality and capability to lead the student, because teacher has to be able to control and manage the student in the class in order that they can learn well. There are some requirements to be a good teacher. They are;

1. A teacher should make an interesting lesson
2. A teacher must love his/her job
3. A teacher should have his/her own personality
4. A teacher should have much of knowledge
5. A good teacher is an entertainer in a positive sense not in negative sense

(Harmer, 1998:1-2).

Besides having a good capability to lead, a teacher has to create a good teaching and learning process. It can be done by applying these issues:

- a. Creating a relaxed and enjoyable atmosphere in the class room
- b. Retaining control in the class room
- c. Presenting work in an interesting and motivating way
- d. Providing conditions so pupils understand the work
- e. Making clear what pupils are to do and achieve
- f. Judging what can be expected of a pupil
- g. Helping pupils with difficulties
- h. Encouraging pupils to raise their expectations of themselves
- i. Developing personal mature relationship with pupil
- j. Demonstrating personal talents and knowledge (Williams and Burden 1992:48)

### **2.1.1 English Learning**

Learning is an activity that is done by someone to get knowledge. As stated bellow, teaching and learning cannot be separated. It is due to the fact that both of them are essential in accepting new knowledge for the students. Without teaching, learning process cannot be evaluated well. Moreover, without learning, the students cannot improve their capability in mastering new knowledge.

According to Harmer, learning is defined as “the process of accepting the knowledge” (Harmer, 1998:237). Kimble and Garmezy stated, “Learning is relatively permanent change in a behavioral tendency and result of reinforced practice” (Kimble and Garmezy, 1963:133).

Learning can be done not only in formal classes, but also in informal classes. In other words, learning cannot only be done by reading a book and noting something in a writing book, but it can also be done by seeing something in the surrounding. For example, seeing the beautiful scenery can be a learning process of a kid to recognize the nature. Even watching television can also be a learning process too, because the kids can receive much of information and knowledge. But, in this activity, the parents have to be good guards in choosing the right programs for their children. Moreover, Harold explained, "Learning is to observe, to read to imitate, to try something themselves, to listen, to follow direction" (Harold Spear, 1995:94).

According to Douglas Brown in his book *Teaching in Principles*, learning can be defined as the following statements:

1. Learning is acquisition or 'getting'
2. Learning is retention of information or skill
3. Retention implies storage system, memory, cognitive organization
4. Learning involves active, conscious focus and acting upon events outside or inside the organism
5. Learning is relatively permanent but subject to forgetting
6. Learning is a change in behavior (Brown, 2001:7)

From those statements above, it is clearly seen that learning is a complex activity done by the learners involving their mental process and their physical process. Therefore, it needs a lot of work to reach the best result, both the teacher and the students.

### **2.1.3 Young Learner**

Learner is divided into some groups, on the cases of certain criteria. One of them is age. Young learners are student in elementary school. Philips stated that

young learners mean “children from the first years of formal schooling (5 or 6 years old) to eleven or twelve years of age” (Philips, 1996:5).

There are several characteristics of young learner:

1. Young learner is only beginner in his/her schooling. Teachers have a major opportunity to mould their expectation of life in schooling
2. As a group they are potentially more differentiated than secondary or adult learner, for they are closer to their varied home cultures and new to the conformity increasingly imposed cross cultural grouping by the school.
3. They tend to be keen and enthusiastic learners without inhibitions which older children sometimes bring to their schooling.
4. Their learning can be closely linked with their development of ideas and concept, because it is so close to their initial experience of formal schooling.
5. They need physical movement and activity as much as stimulation for their thinking and the closer together these can be the better. (Brumfit, Moon and Tongue, 1995: v)

According to Wendy A Scott and Lisbeth H Ytreberg in their book Teaching English to Children, young learner is classified into two main groups:

1. The five to seven years old (beginning stage)
  - They can talk about what they are doing
  - They can tell about what they have done
  - They can plan activities
  - They can use logical reasoning
  - They can understand direct human interaction

## 2. The eight to ten years old

- They can understand abstract
- They can understand symbol (beginning with words)
- They can generalize and systematize (Scott and Yterberg, 1998:2)

They said “Young children love to play and learn best when they are enjoying themselves, but they also take themselves seriously and like to think that what they are doing is real work” (Scott and Yterberg, 1998:2).

It can be said that in this age, they are in a golden age, because in this period, their physical and mental developments grow fast. That is why it is important to give a learning language to them from the earliest time.

### **2.1.4 Realia**

Realia are objects from real life used to improve students' understanding of other cultures and real life situations in classroom instruction ([www.google.com](http://www.google.com)). A teacher of a foreign language often employs realia to strengthen students' associations between words for everyday objects and the objects themselves. There are several kinds of Realia that can be used by the teacher. They are:

1. The real object being learnt and it can possibly show to the student, such as, stationeries (book, pencil, eraser, bag, pen, ruler, etc), things in the classroom (table, chair, blackboard, picture, chalk, etc), parts of the body (hand, hair, eyes, nose, ears, mouth, foot, etc), etc.
2. The replica of the object if the real objects are not possible to bring to the classroom, such as, animals (cow, goat, frog, cat, lion, dog, etc), vehicles (bus, train, plane, motorcycle, etc), occupations (Doctor, soldier, steward, policeman, fisherman, etc) etc.

As a substitute of the real object, the teacher can use dolls or toys. The main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner. For examples, if the teacher is going to teach vocabulary of fruit and vegetables it can be much more affective for students if they can touch, smell and see the objects at the same time as hearing the new word. This would appeal to a wider range of learner styles than a simple flashcard picture of the piece of fruit or vegetable.

### **2.1.5 Teaching English Vocabularies to young learner**

Vocabulary is the basic knowledge of learning L2 (second language), including English. As Linda Taylor states, “Vocabulary is central to language teaching and learning” (Taylor, 1990: ix). It means that if someone wants to learn L2, they have to learn vocabularies first. As a basic knowledge, vocabularies should be given in the early stage before they recognize grammar and the other skills of learning L2. Because with a good vocabulary, learner can express more what they feel and what they want to state.

It is also stated by Scott Thornbury, “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.” (Thornbury, 2002:13).

Teaching vocabulary to young learner is very different from teaching vocabulary to adult. It is not an easy job, because it is the first time to them to get language learning and they are not used to before. Therefore, the teacher is suggested that he make an interesting learning activity to the student in order that they can understand well and the learning process can run well too.

To realize an interesting learning activity, the teacher needs to have a special ability or skill, as stated by Douglas Brown, “to successfully teach children a second language requires specific skills and an intuition that differ from those appropriate for teaching adult.” (Brown, 2001:87).

Beside this, a teacher should have a certain techniques of presenting new words to young learner. It will be easier for the teacher to attract the student’s attention and it makes young learners respond well to concrete object. It is also stated by Scott and Yterberg, “don’t rely on the spoken word only. Most activities of the younger learners should include movement and involve the senses. You will need to have plenty of objects and pictures to work with, and to make full use of the school and your surroundings.” (Scott and Yterberg, 1990:5).

That is why the presentation technique is absolutely needed. There are several techniques of presentation according to Jeremy Harmer in his book Practice of English Language Teaching; one of this is by using Realia. As explained above, Realia is some real objects we use in the classroom to bring the class to present what the teacher teach. There are two reasons for using real life materials or Realia in presenting something to the student in the classroom:

1. They are often more interesting than material from text books and can be on subjects that will really engage the students
2. Students will be expected to use real material when they leave the classes.

It can be said that using Realia is aimed to make the students more active in receiving information during the learning process because the roles of the student are also important to support the lesson. It is stated by Michael McCarthy, “we concentrated on vocabulary presentation in the classroom very much from the teacher’s point of view, but success in vocabulary lesson crucially depends on the

interaction between teacher and learners, and of the work the learner themselves put into the assimilation and practicing of new words.” (McCarthy, 1990:121).

In using Realia to present vocabulary, the teacher has to consider first which Realia are appropriate to use. There are two ways to decide if the realia is appropriate:

1. Decide if the topic matter is appropriate for your students. If you are not sure you can ask them or find out what their interests are.
2. Look at how much new vocabulary and grammar structures are in the materials. If students are to cope with real material, they may have to learn to deal with topics with a lot of alien vocabulary.

If the appropriate Realia is already determined, the teacher can apply it to present the lesson to the student. With the technique, it is expected that the student can be more interesting in joining learning activity and the learning process can be useful for the student. So, they will get the best result in their language lesson and they can use it for their next stage of language learning.

The first research to investigate the vocabulary repertoire of the students in Nepal was carried out by Rongong (1973) entitled “A study of the spoken vocabulary of the primary school children of Nepal.” The purpose of this study was to identify a list of Nepali words which were most frequently used by pupils of grade one, two and three of the primary schools of Nepal. The study showed that no much difference was found in the word used the children from three regions. The children from the Terai region tended to use more Hindi words.

Although different researchers have already been carried out the researchn different topics about vocabulary, no one has yet done research on the effectiveness of teaching vocabulary through the use of realia. That is why, the researcher has been interested to carry out & research on it.

## 2.2 Review of Empirical Literature

Kandel (2009) has carried out the research on “ A study on the strategies used in teaching vocabulary at pre-primary level” and concluded that only few teachers used most of the techniques properly in the real classroom. Only sixty percent teachers were good in the use of realia and forty percent were very good in the use of facial languages and gestures. Only forty percent teachers frequently used materials and fifteen percent pre-primary teacher frequently used reallia inside the classroom. She has also talked about the visual aids, picture and games and suggested that teachers should receive training before they teach in the classroom. Shi also advised to the teachers and the students to give the equally focus to four skills of language i.e. listening, speaking, reading and writing while teaching vocabulary.

Chettri (2010) conducted the research on ‘A correlation study on the Achievement of the students in English.’ The purpose of the study was to find out the overall correlation achievement in English with respect to their cast and gender. He has compared the vocabulary achievement of grade eight and nine. The study found that the students have better achievement in English in grade eight than that of grade nine. There is not any group with negative correlation. All comparing groups have positive correlation. To comparing overall achievement of male female students, male students are better than female. Non Dalit male students are far better than any other comparing groups. Dalit students are weaker in English than other groups. Comparing between Dalit male and female students, the achievement of Dalit female students is better than male.

Similarly, Kattel (2005) has carried out his M.Ed. thesis entitled “A study on the Vocabulary items used in the New English Text Book for grade Three” with the objectives of analyzing vocabulary items used in English textbook for grade three. His finding has shown that 693 different vocabulary items were used in the text book. Out of different parts of speech 314 different nouns were found to

be used. This shows that nouns occupied the highest number of vocabulary items. Conjunctions were found to be used least in number. Only six conjunctions were found in the text book.

Das (2007) has carried out a research on 'A study on English vocabulary achievement of grade four students.' In his research, he has tried to investigate the students' achievement of English vocabulary used in English textbook grade four. He has compared the vocabulary achievement of grade four students in terms of urban versus rural school and boys versus girls. He selected 30 students in total from four schools. From his research it was found that the achievement of grade four students was satisfactory in total. From his finding, it was also clear that achievement of urban school was better than rural school..

Thapa (2008) has carried out a research on 'A study on the vocabulary items used in My English book IV.' The purpose of the study was to study the vocabulary items of only major word class of 'My English book IV'. The purpose of the study was to study the vocabulary items of only major word class of 'My English Book' for class four. There was no primary source for data collection and the secondary source was 'My English Book for grade four' including other articles, journals, thesis, books etc. The researcher collected all the vocabulary items of the book and divided into four groups as nouns, verbs, adjectives, and adverbs. Syllable structures and consonant clusters of words were observed and at last the morphological structures of the vocabulary items were observed in terms of derivational affixes. Six hundred and eighty three vocabulary items belonging to major word classes were found to be used and out of them three hundred twenty two are nouns. The verb 'like' occurred eighty four times with the highest number of frequency.

Chudal (1997) has carried out a research on 'A study of English Vocabulary Achievement of the students of Grade six in Jhapa district.' The

purpose of the study was to investigate students' achievement of English vocabulary used in English textbook of grade six. The purpose was to make a comparative study of English Vocabulary achievement of the students of class six on the basis of sex and locality. The study found that the students' English vocabulary achievement was poor in total. The boys' proficiency of the English vocabulary was found better than that of girls. Similarly, urban school students proficiency the rural school students. The boys' English vocabulary achievement was found more satisfactory than that of girls in the urban school. The girls were found satisfactory than the boys in rural school.

Shrestha, (1999) carried a research on ' A comparative study of the efficiency of Nepali and English as the media of instruction in Teaching English' and concluded that the medium of instruction plays an important role in learning a foreign language. Medium of instruction plays a vital role to achieve the goals and objectives of any language teaching. It has been found from this experiment that there is not a single medium which is appropriate for teaching listening, speaking, reading, writing vocabulary, grammar and functional English. Different media are effective for different language skills. The teaching English in English medium was more effective for teaching listening, speaking, reading, writing vocabulary and functional English while teaching English in Nepali medium was more effective in teaching grammar.

Bhandari, (2000) Carried out a research entitled' An effectiveness of medium of Instruction on Teaching English Preposition.'" The main objective of the study was to find out the effectiveness of medium of instruction in English preposition According to this research work, it was found that Nepali medium of Instruction was far better compared to English.

Like this Tiwari (2001) in this thesis entitled " A study on English vocabulary achievement by the students of grade x" has attempted to find out the

students proficiency in the achievement of English vocabulary used in the English textbook of grade ten. It has also made an attempt to analyze the difficulty level of the vocabulary on the basis of the student's intellectual maturity. The finding of his study show that English vocabulary achievement of the students of grade ten was not found satisfactory in total since the majority of the students were found below the average level. Similarly, so far as the difficulty level of the vocabulary item is concerned 43.75% of them were found beyond the student's intellectual maturity. The studies mentioned above are some of the studies on vocabulary achievement of the students which were carried out in the past.

### **2.3 Implication of the Review**

Review of literature is therefore essentially a considerable about of the research study. The advantage of the review or the implication of the study is to formulate the theoretical framework for the study, conceptuality the findings in the existing body of knowledge, specifying gaps in existing knowledge in the area, establishing a point of departure for future research, avoiding worthless duplication providing understanding of the theoretical and research issues related to the research question. The present study has derived some theoretical and conceptual ideas and frame work from the review. It means, the study was conducted on line with the spirit of the review of literature.

The review of the related literature helps the researcher to :

- a. Bring clarity and focus to the research problem
- b. To order the study
- c. Improve the methodology and
- d. Reveal areas of needed research

## **2.4 Theoretical Framework**

### **Vocabulary**

Vocabulary is one competence of language aid. There is no language exist without words. Words are designing ideas as well as the means to enhance people's thoughts. The more words one learns, the more ideas he/she has, and we can share the ideas more effective because without vocabulary nothing is going to be told. Vocabulary is one component and supporting elements to the mastery of four languages skill listening, speaking, reading, and writing. The role of vocabulary can't be ignored in learning English in order to comprehend the target language. So English should be introduce earlier because the younger a learner learners a foreign language, the better she/he is in producing the language.

A vocabulary is defined as all the words known and used by a particular person or a specific group. A vocabulary usually grows and evolves with age and servers as a useful and fundamental tool for communication and acquiring knowledge. Language users construct some words to make sentence and for their communication with other people.

### **The Importance of Vocabulary**

Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning. While Dellar and Hocking (in Thornbury, 2002:13) say that you will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. So a person may be judged by other based on their vocabulary. Vocabulary has several types, and Haycraft (1978 : 44) divides vocabulary into two types, namely:

## **1. Active Vocabulary**

Active vocabulary is the words which the student understands, can pronounce correctly and use constructively in speaking in speaking and writing.

## **2. Passive Vocabulary**

Passive vocabulary is the words which the students recognize and understands when they occur in context, but which he cannot produce correctly himself. Vocabulary is very useful for anyone who is studying a foreign language. If someone has a large vocabulary, he will speak English well and vice versa.

## **MEDIA**

Media according to Romiszowski (in Kasihani, 2007:100) are any extensions of man which allows him to affect other people who are not in face with him. Thus, communication media include letters, television, film, radio, printed matters and telephone. Furthers Heinich and Rusello (1982 in Kasihani ,2007:101) say that media are any means of communication which carry the information between the source and the receiver. The media called instructional media if they are used to convey the messages in educational environment.

In the word, media could be defined as the carrier of the massage the teacher to the students. On learning activity media can help the teacher in conveying the teaching material so the students will clearly understand about the topic. According to Kasihani (2007:102) there are 3 kinds of media:

1. Visual media is media that can be seen and touched by students, example: picture, photo, real object, map, flash card, and realia.
2. Audio media is media that contain recorded text to listen, example: radio and cassette recorder,
3. Audio visual media is media that can be seen, touched, and listened, example: TV, film, etc.

Wright (1989 : 5, in Kasihani, 2007 : 102 ) says that there are five criteria of media which are used by teacher in the classroom. They are:

### **1. Easy to prepare**

If it take you two hours to prepare an activity which you can then use many times with different classes, then it is worthwhile once you have built up to a flashcard, it is usually not difficult to prepare the activity.

### **2. Easy to organize**

Is it easy organized in the classroom? The teacher has to decide whether the effort of organizing a more complicated activity is worthwhile in tenns of the three points which follows.

### **3. Interesting**

The text book may be interesting but on the other hand, you and your student might like the activity you are considering is unlikely to interest you and the student, then you will have question whether it is worth doing.

### **4. Meaningful and Authentic**

They should be authentic and intrinsic to the activity. It is probably true that many activities which appear in communication are little more than empty drills, in the sense that no one really about the meaning.

### **5. Sufficient amount of the language**

The activity will give rise to sufficient amount of the language use in order to justify its conclusion in the language lesson.

## **THE IMPORTANCE OF MEDIA**

A lot of definition of congeniality opened all experts about media among other things is: Association of Education and Communication Technology (AECT) in America limiting media as all the form of and channel used a people to channel the message our information. National Education Association (NEA), saying that "Media" is form of communication print and also audio-visual and also its equipments. Gagne (1970 taken from Hujair's book 2009;3) said that media is various type of component or Happening of process learn them. So in general media is assistive appliance which can be used in course of study. Kasihani (2007:101) say that media functions to:

1. Help learning language more simple
2. Decrease the use of mother tongue
3. Increase student's interest in learning language
4. Explain the new concept in order to student can understand easier
5. Equal some perceptions
6. Improve English learning Quality
7. Make learning process more interesting and enjoyable.

## **MEDIA IN TEACHING ENGLISH VOCABULARY**

Study media is a functioning appliance and used to submit the study message. Study is communications process between study, instructor and teaching substance can be Sais that, form of communication will not walk unassisted of medium to submit message. Stimulus forms can be utilized as media, among other things relation or human being interaction, reality, picture make a move or not, recorded voice or hence fifthly form this stimulus, will assist the study learn the lesson substance or inferential that stimulus from which can be utilized as study media is voice, see, and movement.

Houghton (2004:34) in Hamili and Silsilia reported that using teaching media impacts student learning in the following ways:

1. Diagrams, charts, video, film, animation, plays, pictures (flash cards) and audio help students who do not understand language concepts by giving them a variety of perspectives.
2. Students need material that is of high interest and grabs their attention. Using teaching media provides a variety of ways to enhance lessons.
3. Students may not be able to understand completely unless an aid is used along side the text ( for example, photograph of saturn's rings and sounds of the ocean.

According to Haycraft (1983:97), there are available effective media in Teaching English. They are object (real object), realia flash cards, wall charts, pictures, cards, overhead projector transparencies, film, video, and tape recorders.

## **REALIA**

Realia is a term used in library science and education to refer to certain real-life objects. In library classification systems, realia are objects such as coins, tools, and textiles that do not easily fit into the orderly categories of printed material or naturally occurring (specimens, samples, etc. ), usually borrowed, purchased, or received as donation by teacher, library, or museum for use in classroom instruction or in exhibits.

According to Platt & Platt (1992), Realia (in language teaching) are actual objects and items which are brought into a classroom as example or as aids to be talked written about and

used in teaching or concrete objects and the paraphernalia of everyday life. In Education, realia are objects from real life used in classroom instruction. Realia include objects used by educators to help students to understand better other cultures and real life situations. Anything which has a purpose outside of the ESL and can be brought into the classroom as media in imitation form of all things, for examples: replica of landscapes, miniature of house, imitation of fruits or vegetable (Robertson, & Hofmann in [http ://www.wlc.com./oxus/realia.htm](http://www.wlc.com./oxus/realia.htm)).

A teacher of a foreign language often employs realia to strengthen students' associations between words for everyday object and the object themselves. In foreign Language instruction, the realia has a broader meaning, which includes photos of objects from a country where the target language is spoken. The two meanings are closely related because of the support many types of libraries give to educational endeavors. By presenting information through diverse media, realia helps to make English language input as comprehensible as possible. and to build "an associative bridge between the classroom and the world" (Heaton, 1979). As Berwald (1987) note so realia are not only a series of artifacts that describe the customs and tradition of a culture, but they are also a 'set of teaching aids that facilitate the simulation of experience in the target culture' (my italics). Realia provides language learners with multi-sensory impressions of the language which, as Rivers (1983) notes is "learned partly at least through seeing, hearing, touching and manipulating" items. And interaction with authentic materials aids in contextually grounding instruction by bringing students into contact with language as it is used in the target culture in order to meet actual communication needs. The use of realia, then, can enhance linguistic and cultural comprehensibility, which are both prerequisites for real language learning.

Realia is objects in the class because it adds interest and relates language to the real world. The use of realia fall into three main areas, first, for descriptions, and second, as props in drama and another type of activity is a creative thinking

exercise, finding different uses for object, e.g. a ruler could be a weapon, musical instrument, a symbol of authority and so on.

### **PROCEDURE OF TEACHING VOCABULARY USING REALIA**

Realia that can be used in situational language practice is hence an essential part of the teacher's equipment. Davies, et al. (1975:6-7) cited in Fauziati (2002:47) gives detailed information about teaching procedures to be used with situational language teaching. The sequence of activities they propose consists of.

- a. Substitution drilling in which the teacher uses cue words (words, pictures, numbers, names, etc) to get individual student to mix the example of the new patterns.
- b. Question-answer drilling in which the teacher gets one student to ask a question and another to answer until most students in the class have practiced asking and answering the new question form.
- c. Individual imitation in which the teacher asks several individual students to repeat the model she has given in order to check their pronunciation.
- d. Choral imitation in which students all together or in large groups repeat what the teacher has said. This works best if the teacher gives a clear instruction like "Repeat," or "Everybody" and hand signals to mark time and stress.
- e. Listening practice in which the teacher obtains his student's attention and repeats and example of the patterns or word in isolation clearly, several times, probably saying it slowly at least once(Where. . . is. . .the. . .pen?), separating the words.
- f. correction, in which the teacher indicates by shaking his head, repeating the error, etc., that there is a mistake and invites the student or a different student to correct it. Where possible the teacher does not simply correct them is take himself. He gets students to correct themselves so they will be encouraged to listen to each other carefully.

## **CHAPTER- THREE: METHODOLOGY**

The researcher adopted the following methodology to fulfill the objectives.

### **3.1 Sources of Data**

The research was based on primary source of data. Similarly, secondary source of data was used to complete the research.

#### **3.1.1 Primary Sources of Data**

The primary sources of data for the study were the students of class 4 of Shree Janta Secondary School Gandhiasram, Morang. Pre-test were administered to them. The pre-test was administered before the real teaching started and the post-test after it. The researcher himself was involved in teaching the students for a month.

#### **3.1.2 Secondary Sources of Data**

Various journals, books, reports, articles and some previous research study in the same area were consulted as the secondary sources. These selected sources mainly are as follows: Fries c.c. (1945). Wallace, M.J. (1982). Halliwell, s.(1992). Pettirgrew, J. (1997). Chudal, N.P.(1997). Mc Carthy M. & L'Dell F. (1999). Flangan, L.L. (1999). Kettle, L. (2005). Chalise, K.P. (2007). Chettri, B.B. (2010).

### **3.2. Population and Sampling Procedure**

The population of this study were all the 4<sup>th</sup> grade students of Janta Ma.Bi. Gandhiasram. The population were chosen purposively. The sample population of the study were 40 students of the same grade which was selected systematically by using simple random sampling. The total sample population were divided into two halves in terms of odd and even number, according to the rank obtained in the pre

test. Then the odd roll number group was given the name of control group and the even roll number group was named as experimental group by the researcher. Thus, there were 20 students in each group.

### **3.3 Tools for Data Collection**

Two different sets of questions were used to collect the data. One set of question was used as a pre-test and another set of question was used as a post-test. The set of questions were same for the control and experimental group.

### **3.4 Process of Data Collection**

The primary data were collected by conducting a pre-test and a post-test. For this purpose, the researcher adopted the following steps.

- 1) First of all, a suitable test item was prepared on the basis of the text book of grade 4.
- 2) The researcher divided the students group into to equally proficient groups on the basis of odd-even rank obtained from the pre-test.
- 3) The odd number students were kept in control group and the students of even number were kept in experimental group. Both the groups were taught by the researcher for six days in a week. One period one day and each period was of 45 minute. It was continued for a month.
- 4) The researcher taught the control group as usual i.e. without using realia. At the same time he taught the experimental group as he planed i.e. through the use of realia.
- 5) At last, post test was given to both the groups and average scores were computed and tabulated as the nature of data. The obtained data were compared to determine the effectiveness of teaching vocabulary through the use of realia.

6) The design of study of pre-test, post test was as follows.

Selected group	Pre-Test	Treatment	Post-Test
Control group	O1	C	O2
Experimental group	O3	X	O4

- O1 Pre-test for control group
- O2 Post-test for control group
- O3 Pre-test for experimental group
- O4 Post-test for experimental group
- C Control
- X Treatment for experimental group

### **3.5 Limitations of the Study**

The study was limited in the following ways:

- A) This study was limited to only the students of Janta Ma. Vi. Gandhiasram.
- B) Only 40 students of grade 4 of the concerned school were included as the sample population of the study.
- C) Only the effectiveness of teaching vocabulary through the use of realia was observed in this study.

## CHAPTER FOUR: ANALYSIS AND INTERPRETATION

In this section the researcher has tried to find out the student's achievement of vocabulary used in the text book of grade 4 and interpret the data. The main basis of investigation of vocabulary achievement was the test items. He used the simple statistical tools like frequency, mean, percentage to analysis and interpret the scores made by students. In this analysis the vocabulary achievement (good result) and below 50% was assumed as unsatisfactory (poor result). The minimum marks assumed to be the lowest and the maximum marks to be the highest.

### 4.1 Analysis of total vocabulary achievement of the students as whole

The pre-test question wise raw scores of the students as whole have been presented in Appendix III 'A'. however the summary of statistical calculation of the students as given in the table.

Sample size	Average mean	Above Average		Below Average	
		No. of student	%	No. of student	%
40	13.75	15	37.5	25	62.5

The given table shows the sample size of the study was 40. The total mean (score) made by students in whole test was 13.75. 15 students out of 40 also achieved above the average level and 25 students were found below the average level. The percentage was 37.5 and 62.5 was the percentage of students who were found below the average level. The achievement of the students in whole test was found unsatisfactory because majority (62.5%) of students secured the marks below the average level.

#### 4.1.1 Analysis of Vocabulary Achievement in Item No.-1 Matching Correct Meaning.

Table No.2: Status of Vocabulary Achievement in Item No. 1 ‘Matching Correct Meaning’

Total sample	Average Mean	Above Average		Below Average	
		No. Std.	%	No. Std.	%
40	2.2	14	35	26	65

The above table shows that sample size of the study was 40. the average mean of the study was 2.2. 14 students out of 40 were found above the average mean and 26 students were found under the average mean. 35 % students scored above the average and 65% students scored below the average. The vocabulary achievement of the students in above test was unsatisfactory because majority of the student (65%) secured the marks below the average level.

#### 4.1.2 Analysis of Vocabulary Achievement in Item No.-2 ‘Writing Synonyms’

Table no.3: Status of Vocabulary achievement in item No.-2 ‘Writing Synonyms’

Total sample	Average Mean	Above Average		Below Average	
		No. Std.	%	No. Std.	%
40	2.4	16	40	24	60

The figures given in the above table indicates the scores secured by the students as whole. As shown on the table, the sample size of the study was 40. the average mean of the study was 2.4. 16 students out of 40 were found above the average mean and 24 were found the average mean. 40% students scored above the average and 60% students scored below the average. The vocabulary

achievement of the students in whole test was unsatisfactory because majority of the students (60%) secured the marks below the average level.

#### **4.1.3 Analysis of Vocabulary Achievement in Item No.-3 ‘Writing Opposite Word’.**

Table No. 4: Status of vocabulary achievement in item No.-4 ‘Writing Opposite Word.’

Total sample	Average Mean	Above Average		Below Average	
		No. Std.	%	No. Std.	%
40	2.7	18	45	22	55

By the above table, it is clear that in item No.-3 ‘writing opposite word’ the student didn’t get satisfactory result since the majority of the students (55%) scored below the average level and the minority of the students (45%) scored above the average level.

#### **4.1.3 Analysis of Vocabulary Achievement in Item No.-4 ‘Making Sentences by Using the Words.’**

Table No.-5: Status of vocabulary achievement in item No.-4 ‘Making Sentences by using the words.’

Total sample	Average Mean	Above Average		Below Average	
		No. Std.	%	No. Std.	%
40	2.0	15	37.5	25	62.5

The mentioned figure shows that, the vocabulary achievement in item No.4 ‘Making sentences by using the words’ was unsatisfactory. Most of the students

performed below the average level. 15 students out of 40 students (37.5%) found above the average level and 25 students (62.5%) were found below the average level.

#### **4.1.4 Analysis of Vocabulary Achievement in Item No.- ‘Rearranging Jumble Letter’**

Table No.- 6: Status of Vocabulary achievement in item No.-5 ‘Rearranging Jumble Letters’

Total sample	Average Mean	Above Average		Below Average	
		No. Std.	%	No. Std.	%
40	2.9	19	47.5	21	52.5

The table No.6 clears that the vocabulary achievement of the 19 students (47.5%) students out of 40 were found above the average level and the 21 students (52.5%) were found below the average level which was unsatisfactory result.

#### **3.1.5 Analysis of Vocabulary Achievement in Item No.-6 ‘Changing into Noun form.’**

Table No.-7: Status of Vocabulary Achievement in item No.6 ‘Changing into Noun Form.’

Total sample	Average Mean	Above Average		Below Average	
		No. Std.	%	No. Std.	%
40	1.5	12	30	28	70

As presented by table No.7 status of vocabulary achievement in item No.6 was unsatisfactory since the majority of the students were found above the average

level. The table shows 12 students (30%) students scored above the average and 28 students (70%) scored below the average level.

The analysis of the above data can be synthesizing in the following.

Table No.8

Total Item	Total Sample	Average Mean	Above Average		Below Average		Full Marks
			No. Std.	%	No. Std.	%	
1	40	2.2	14	35	26	65	5
2	40	2.4	16	40	24	60	5
3	40	2.7	18	45	22	55	5
4	40	2.0	15	37.5	25	62.5	5
5	40	2.9	19	47.5	21	52.5	5
6	40	1.5	12	30	28	70	5

#### 4.2 Classification of the Students into Two Groups

The researcher in the beginning classified the sample students into two halves in terms of odd and even roll number according to the rank obtained in the pre-test. Then, the odd roll number group was given the name of control group and even roll number was named as experimental group by the researcher. Thus, there were 20 students in each group. The researcher was very careful to establish two equal group to balance the initial capacity of the sample students. If the both groups had not been equivalent, it would have been difficult to find out the differences of language learning variation between controlled and experimental on the pre-test and post-test result.

### 4.2.1 The Analysis of Pre-test Result of the Two Groups

The pre-test scores of the students of the both groups are presented in Appendix III 'B'. In the given table, the summary, statistics on the mean achievement of the both groups in presented.

Table No. 9: The Analysis of Pre-test Result

<b>Group</b>	<b>Average Mean</b>	<b>D</b>	<b>D%</b>
CG	14	0.5	3.57
EG	13.5		

Table No.9 makes it clear that experimental and control group were more or less equivalent in their abilities in English. Each group was equivalent because there was not significant difference between the mean scores of the two groups. The above table shows that 'CG' has the average score of 14 and 'EG' has the average score of 13.5 in the pre-test. It shows that both the groups were more or less equivalent in their abilities.

### 4.3 Analysis of the Total Vocabulary Achievement of the Students of Control Group and Experimental Group in Post-test as Whole

The post-test question wise raw scores of the students of the control group and the experimental group have been presented in Appendix III 'C' and Appendix III 'D'. However the summary of statistical calculation of the control group and experimental group is given below in the table.

Table No. 10: Status of total Vocabulary Achievement of the Students of Control Group and Experimental Group as a whole.

Sample	Groups	Average Mean	Above Average		Below Average	
			No. of Std.	%	No. of Std.	%
20	CG	15.6	9	45	11	55
20	EG	17.75	14	70	6	30

The given table shows that the sample size of the study of control group was 20 and the experimental group was 20. the total mean (score) made by the students of CG in whole test was 15.6 and EG was 17.75 students of CG out of 20 and 14 students of EG out of 20 were found above the average level. 11 students of CG and 6 students of EG were found the average level. The percentage of CG who were found above the average was 45 and the EG was 70.55 percent of CG and the 30 percent of the EG wee found below the average level. The vocabulary achievement of the CG in whole test was found unsatisfactory because majority (55%) of students secured the marks below the average level but the vocabulary achievement of the students of EG was found satisfactory because majority (70%) of students secured the marks above the average level.

#### **4.3.1 Analysis of Total Vocabulary Achievement of the Students of Control Group and Experimental Group in Item No.1 : ‘Matching Correct Meaning’**

Table No. 11: Status of Vocabulary Achievement in Item No. 1 Matching Correct Meaning

Sample	Groups	Average Mean	Above Average		Below Average	
			No. of Std.	%	No. of Std.	%
20	CG	2.7	10	50	10	50
20	EG	3.5	12	60	8	40

The table presents the result of the students of control group and experimental group. In this item ‘Matching Correct Meaning’ total score made by the students of CG was 2.7. Out of 20 students, 50% students were able to achieve above average mean and 50% students were below the average mean. Hence, vocabulary achievement of control group was found poor (unsatisfactory) in this item because not more than 50% students were able to achieve above average mean score. The result would be satisfactory if more than 50% students were able to achieve above average mean score.

On the other hand, total score made by the student of EG was 3.5. Out of 20 students, 60% (12) students scored above the mean and only 40% (8) students were below the mean level. Hence total vocabulary achievement of this item was found satisfactory achievement (because most of the students were above the mean score).

#### **4.3.2 Analysis of Total Vocabulary Achievement of the Students of Control Group and Experimental Group in Item No. 2 ‘Re-arranging Jumble Letters’.**

Table No. 12 : Status of Vocabulary achievement in item No. 2 ‘Re-arranging Jumble letters

Sample	Groups	Average Mean	Above Average		Below Average	
			No. of Std.	%	No. of Std.	%
20	CG	2.20	9	45	11	55
20	EG	2.35	11	55	9	45

In item No. 2 ‘Re-arranging jumble letter’s total score of CG was 2.20 among 20 students. Only 9 students (45%) students got achievement above their average mean whereas 11 (55%) students found below the average mean level. On the other hand, the total score of EG was 2.35 among 20 students. 11 students (55%)

students got achievement above their average mean and only 9 (45%) students scored below the average mean. Thus the total vocabulary achievement was found unsatisfactory in CG and found satisfactory in EG.

#### **4.3.2 Analysis of the Total Vocabulary Achievement of the Students of Control Group and Experimental Group and in Item No. 3 ‘Writing Appropriate Words against its Meaning.’**

Table No. 13: Status of vocabulary achievement in item No.3 ‘Writing Appropriate words against its meaning.

Sample	Groups	Average Mean	Above Average		Below Average	
			No. of Std.	%	No. of Std.	%
20	CG	2.65	8	40	12	60
20	EG	2.9	13	65	7	35

As shown in table No. 12, average mean score obtained by the CG was 2.65 in item No. 3 ‘Writing Appropriate Words Against its Meaning’. The scores of the CG obtained in post test was not found satisfactory since majority of the students 12 students (60%) achieved below the average level and minority of them 8 students (40%) achieved above the average level.

Likewise, the average, mean score made by EG was 2.9. Majority of them 13 students (65%) secured above the average mean and minority of them 7 students (35%) secured below the average mean. Hence, the result of achievement was found satisfactory in EG.

### 4.3.3 Analysis of the Total Vocabulary Achievement of the Students of Control Group and Experimental Group in Item No. 4 ‘Using the Words/Phrases in Appropriate Sentences.’

Table No. 14: Status of Vocabulary Achievement in Item No. 4 ‘Using the words/phrases in appropriate sentences’

Sample Size	Groups	Average Mean	Above Average		Below Average	
			No. of Std.	%	No. of Std.	%
20	CG	2.5	9	45	11	55
20	EG	2.70	12	60	8	40

As illustrated in table No. 14: Students vocabulary achievement of CG was not found satisfactory in item No. 4 ‘using words/phrases in appropriate sentences.’

The average mean of CG was 2.5. Only 9 students (45%) could show their performance above the mean score. But the total mean score made by the students of EG was 2.70. Students vocabulary achievement of EG was found satisfactory since 12 students (60%) of them could perform above the total average mean score.

### 4.3.4 Analysis of the Total Vocabulary Achievement of the Students of Control Group and Experimental Group in Item No. 5: ‘Writing/Comparative and Superlative Form.’

Table No. 15: Stats of Vocabulary Achievement in Item No. 5 ‘Writing Comparative and Superlative Form’

Sample Size	Groups	Average Mean	Above Average		Below Average	
			No. of Std.	%	No. of Std.	%
20	CG	3.25	8	40	12	60
20	EG	3.70	14	70	6	30

Table No. 15: Shows that in item No. 5 ‘Writing Comparative and Superlative Form’, the total score made by students of CG was 3.25. In this item, students

vocabulary achievement was not found satisfactory because only 40% students were able to achieve above the average level. On the other hand, the average of EG was 3.70. 14 students (70%) were able to achieve above the average level. Hence, the result of achievement of EG was found quite satisfactory in this item.

#### **4.3.5 Analysis of the Total Vocabulary Achievement of the Students of Control Group and Experimental Group in Item No. 6 ‘Writing Appropriate Words in the Blanks.’**

Table No. 16: Status of Vocabulary Achievement in item No. 6 ‘Writing Appropriate words in the Blanks’

Sample Size	Groups	Average Mean	Above Average		Below Average	
			No. of Std.	%	No. of Std.	%
20	CG	2.35	7	35	13	65
20	EG	2.60	13	65	7	35

Table No.16 clears that total vocabulary achievement of the students of CG was found poor in item No. 6 ‘Writing appropriate words in the blanks.’ Since only 7 (35%) students were able to secure above their average score. But the average score made by the students of EG in this was 2.60. 13 students (65%) obtained achievement above the average mean. The vocabulary achievement of the students of EG in this item was found good (quite satisfactory).

#### **4.4 The Analysis of the Post Test Result**

The post-test raw scores of the students of the control group and experimental group have been presented in appendix III ‘E’. however the summary of statistical calculation of the control group and experimental group is given below.

Table No. 17: The analysis of Post-Test Result

Group	Average Mean	D	D%
CG	15.6	2.15	13.78
EG	17.75		

The above table shows that there is a significant difference between two mean scores. The result with significant difference between two means was due to medium of teaching in the classroom. Although, both groups achieved the more or less same average score in the pre-test, the differences increased at once in the post test because medium of teaching played vital role.

#### **4.5 Analysis of the Total Vocabulary Achievement of the Students of Pre-test and Post-test Result (Control Group)**

The scores of the testes (Pre-test and Post-test) of the students of control group are presented in appendix IV 'A'. for holistic analysis, the total average marks and the difference between the marks of pre-test and post-test are computed & tabulated in the following table.

Table No. 18 : Analysis of the Total Vocabulary Achievement of the students of Pre-test and Post-test (CG)

Test Type	Sample Size	Average Mean	Above Average		Below Average	
			No. of Std.	%	No. of Std.	%
Pre test	20	14	7	35	13	65
Post test	20	15.6	9	45	11	55

The above table shows that the control group had the average score 14 and 15.6 in pre-test and post-test respectively. Only 7 (35%) students scored above the average mean level in pre-test and 9 (45%) students scored above the average mean level in post-test. Although the average mean level increased by 1.6 and the

number of students also increased by 2 in post-test, the result was not found satisfactory in control group because only 45% students were able to achieve above the average mean score.

#### **4.6 Analysis of the Total Vocabulary Achievement of the Students of Pre-test & Post-test (Experimental Group)**

The scores of the tests (pre-test and post-test) of the EG are presented in appendix IV 'B'. For holistic analysis, the total average marks and the difference between the marks of pre test and post test are computed and tabulated in the following table.

Table No. 19: Analysis of the Total Vocabulary Achievement of the Students of pre test and post test (EG)

Test Type	Sample Size	Average Mean	Above Average		Below Average	
			No. of Std.	%	No. of Std.	%
Pre test	20	13.5	8	40	12	60
Post test	20	17.75	14	70	6	30

The mentioned figure shows that the experimental group scored 13.5 mean score in the pre-test. Only 8 students (40%) achieved above the average level in pre-test, most of the students i.e. 12 (60%) couldn't achieve above the average level. So, the result was not satisfactory in pre-test.

On the other hand, the experimental group scored 17.75 mean score in the post-test. Most of the students i.e. 14 students (70%) obtained achievement above the average level. Only very few students i.e. 6 students (30%) couldn't achieve the good (satisfactory) result. It clears that the result was very good of experimental group in post-test.

So, it shows that there is significant difference between two mean scores of the pre-test and the post-test of experimental group. The result with significant difference between two means was due to medium of teaching vocabulary for experimental group against control group because both groups were statically homogeneous before the real experimental class started. Therefore the researcher concluded that teaching vocabulary through realia is far better in grade 4.

The data of the table No. 17, 18 and 19 can be shown more clearly in the holistic form as below.

Test Type	Sample Size	Group of Std.	Average Mean	Above Average		Below Average	
				No. of std.	%	No. of Std.	%
Pre test	20	CG	14	7	35	13	65
		EG	13.5	8	40	12	60
Post test	20	CG	15.6	9	45	11	55
		EG	17.75	14	70	6	30

## **CHAPTER-FIVE: FINDING AND RECOMMENDATION**

The present research was an effort to find out the effectiveness of teaching vocabulary through the use of realia. Twenty three classes were taken to conduct an experiment in Shree Janta Ma.Vi. Gandhiasram, Morang. Forty students studying in grade 4 were sampled for the study, twenty in each of the group i.e. experimental and control group. Then the collected information were analyzed in descriptive form.

### **5.1 Findings**

On the basis of analysis and interpretation of primary data, the findings are presented as follows.

1. Vocabulary achievement of the students of pre test is below the average level as a whole. Out of forty students, 37.5% students were above the average level and 62.5% students were below the average level.
2. In item wise analysis, as a whole, in pre-test, 35% students were above the average level and 65% students were below the average level in item No. 1 'matching correct meaning'. 40% students were above the average level and 60% student were below the average level in item No.2 'writing synonyms'. 45% students were above the average level and 55% students were below the average level in item No. 3 'writing opposite word'. 37.5% students were above the average level and 62.5% students were below the average level in item No. 4 'making sentences by using the words'. In item No. 5 re-arranging jumbled letters, 47.5% students was above the average level and 52.5% students were below the average level. In item No. 6 'changing into noun form', 30% students were above the average level and 70% students were below the average level.
3. The mean score obtained by the CG was 14 and EG was 13.5 in pre-test.

4. Both groups couldn't success to achieve the satisfactory result in pre-test.
5. In the post-test, 45% students of the CG were above the average level and 55% students were below the average level.
6. In the post-test, 70% students of EG were above the average level and 30% students were below the average level.
7. In item wise analysis, in the post-test, in item No.1, 'Matching Correct Meaning', 50% students of the CG and 60% students of the EG were above the average level. 50% students of CG and 40% students of EG were below the average level. In item No. 2, 're-arranging jumble letters', 45% of CG and 55% of EG were above the average level and 55% of CG and 45% of EG were below the average level. In item No.3, 'writing appropriate words against its meaning', 40% students of CG and 65% of EG were above the average level and 60% of CG and 35% of EG were below the average level. In item No. 4, 'using the words phrases in appropriate sentences', 45% students of CG and 60% of EG were above the average level. 55% of CG and 40% of EG were below the average level. In item No. 5, 'writing comparative and superlative form', 40% of CG and 70% of EG were above the average level and 60% of CG and 30% of EG were below the average level. In item No. 6, 'writing appropriate words in the blanks', 35% of CG and 65% of EG were above the average level. 65% of CG and 35% of EG were below the average level.
8. The use of realia played vital role to learn vocabulary. Beginners (EG) achieved progress at a quicker pace where the realia was used.
9. In the post-test, the vocabulary achievement of the CG was found unsatisfactory and the EG was found satisfactory in total.

10. The students involved in EG achieved 17.75% score in post-test. They were able to achieve the satisfactory result.
11. Most of the students (70%) were found better to write comparative and superlative form in EG.
12. Most of the students 55% were found weak in re-arranging jumbled letters in EG.
13. The students of experimental group were found to be more active, alert, enthusiastic, highly motivated, interested and having a lot of fun and noise while teaching. So that they actively participated in every activities in the class. The students of control group were found to be shier reticent and feeling uncomfortable to speak.
14. The students of EG were comparatively found to be familiar, more talkative than the students of CG.

The findings of this study have been determined on the basis of the results of the groups rather than the responses of the individual students. Both groups were taught the same text, only the techniques were different. The result of the post-test depicts that the EG was more benefited.

## **5.2 Recommendation**

It is shown that the use of realia play a great role to learn something. For the better learning it is necessary to instruct the pupil in the target language but for the ease and understanding of the students, the use of realia is necessary. So, on the basis of the study “Effectiveness of teaching English through the use of realia” the following recommendations are made.

1. Teaching English through the use of realia is better way to teach. So, it should be applied while teaching vocabulary.

2. Even though students vocabulary achievement of EG was found satisfactory in the research, the level of vocabulary achievement of the students should be increased because this level (70%) is not the highest level of achievement.
3. Teaching vocabulary consists of not only the meaning of words but also other aspects like spelling, pronunciation, grammatical information. The meaning has to be contextualized by giving students reading texts, stories, essays, dramas etc. when much practice has to be put on vocabulary items. Time to time refreshment and revision should be maintained. So, the achievement of vocabulary items has to be tested by conducting weekly or once in two weeks tests.
4. This technique is significant and relatively better as a whole. It should be used regularly and daily in teaching and learning activities.
5. Teachers should motivate the class before starting teaching vocabulary. Motivation plays the vital role to achieve the objective of teaching.
6. Each student should be provided chance to involve and practice language function in the class. For this, teachers should be provided various trainings to enable them to create situation in the class.
7. Teachers should give much priority to those vocabulary items in which the students are weak after testing their performance.
8. Teaching vocabulary inductively in meaningful situation and encouraging interests to read as many vocabularies as they can which are of their interests followed by comprehension questions enhance their learning.
9. The teaching materials for vocabulary teaching should be prepared according to the learners' level, need and interest.

10. The curriculum designers should reform the curriculum according to the level and interest of students by maintaining the balance and standard between vocabulary and reading skill of students.
11. This study was conducted in Morang district taking only one government school (Janta Ma.Vi.) as sample. To get valid and reliable result, it should be extended to national level.

### **5.3 Pedagogical Implication**

Learning foreign language is achieving the vocabulary of that language which is the most important aspect of language. Especially learning a word doesn't mean merely understanding the meaning of the word. One has to master the spelling, pronunciation and usages. Learning is thought to be gained when there is a direct interaction and proper and sufficient exposure of the target language. Instead of going through a long explanations in the target language, it is sometimes easier and more efficient to show the real object of a vocabulary item. Imagine a teacher who wants to teach the word 'car' to Nepali students and starts by phrasing the explanation as follows 'a car is a road vehicle with an engine, four wheels and a word. It takes more time and it doesn't make clear concept for the students. Despite the fact, in context of Nepal, teaching the English language has become exam oriented since all are concerned with examinations. Teaching foreign language is a tough job to be understood. It was almost a trend to use grammar translation method to teach English to the Nepali learners. So, satisfactory result can be found by using the realia.

In traditional text book, most vocabularies are acquired from lists and pupils have to parrot them without knowing the meanings of the words from the lists to master vocabularies. Because they did not use the realia in the classroom but they couldn't memorize the vocabulary for a long time. After a long period of time, they had to forget them. As a result, they couldn't increase the vocabulary power.

So, the most important technique of mastering vocabulary is that words should be learned/taught by using the realia in the primary level. So the vocabularies would be set on pupils' mind and memorable forever.

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