

**USE OF NEWSPAPER CUTOUTS FOR TEACHING
VOCABULARY**

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

**Submitted by
Til Prasad Lamsal**

**Faculty of Education
TribhuvanUniversity, Kirtipur
Kathmandu, Nepal
2017**

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RECOMMENDATION FOR ACCEPTANCE

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DECLARATION

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

Date: 02/02/2017

.....

Til Prasad Lamsal

DEDICATION

Dedicated

to

*My father Kul Prasad Lamsal, my mother BhimKumaraLamsal and my Sister
NiruLamsal, who devoted their life for me by facing ups and down.*

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Date: 19th March, 2017

Til Prasad Lamsal

ABSTRACT

This study entitled “Use of Newspaper Cutouts for Teaching Vocabulary” aims at finding out the practices of using newspaper cutouts for teaching vocabulary in secondary level and exploring the teachers’ perceptions on the role of using newspaper cutouts for teaching vocabulary. I used non-random purposive sampling procedure to select thirty secondary level English language teachers teaching in private and public schools in Banke district. I used questionnaire including both the close-ended and open-ended questionnaire as the research tool. The collected data have been presented in tables and pie-charts; and analyzed and discussed qualitatively and quantitatively. The major findings of the research showed that the use of newspaper cutouts was ‘occasionally’ practiced in schools as most of the teachers only ‘occasionally’ used newspaper cutouts for teaching vocabulary. However, most of the teachers supported that the using newspaper cutouts played significant role in teaching vocabulary.

The thesis consists of five chapters. The first chapter is an introductory chapter. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter deals with review of theoretical and empirical literature, implications of the study and conceptual framework of the study. The third chapter incorporates with methods and procedures of the study which incorporates design of the study, population, sample and sampling strategy, research tools and techniques, sources of data, **data collection procedures, data analysis and interpretation procedure and ethical considerations.** The fourth chapter consists of the rigorous analysis and interpretation of results. The fifth chapter encompasses the findings, conclusion and recommendations of this research in different levels such as policy, practice and further research ones. References and appendices form the concluding part of the thesis.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Approval for the Research</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>xii</i>
<i>List of Figures</i>	<i>xiii</i>
<i>Lists of Symbols and Abbreviations</i>	<i>xv</i>
CHAPTER ONE: INTRODUCTION	1-5
1.1 Background of the Study	1
1.2 Statement of the Problems	2
1.3 Objectives of the Study	3
1.4 Research Questions	3
1.5 Significance of the Study	4
1.6 Delimitation of the Study	4
1.7 Operational Definitions of Key Terms	5
CHAPTER TWO: REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	6-18
2.1 Review of Related Theoretical Literature	6
2.1.1 Newspaper Cutouts as Teaching Materials	6
2.1.2 Teaching Vocabulary through Newspaper Cutouts	7
2.1.2.1 Introduction and Types of Vocabulary	8
2.1.2.2 Objectives and Importance of Teaching Vocabulary	9
2.1.2.3 Aspects of Teaching Vocabulary	10

4.1.1.7	Use of Newspaper Cutouts in Teaching Language Skills and Aspects	29
4.1.1.8	The Genres of Newspaper Selecting for Teaching Vocabulary	30
4.1.1.9	The Newspapers Used as the Teaching Materials	31
4.1.1.10	The Availability of Training on Use of Newspaper Cutouts for Teaching English	32
4.1.2	Teachers' Perceptions on the Role of Newspaper Cutouts for Teaching Vocabulary	34
4.1.2.1	Teaching Vocabulary by Using Newspaper in ELT Classes	36
4.1.2.2	Utilization of Journal, Condolence and News Stories	37
4.1.2.3	Usefulness of Different Genres of Newspaper for Teaching Vocabulary	38
4.1.2.4	Newspaper Cutouts as Motivational Materials	39
4.1.2.5	Making ELT Classrooms Alive through Newspaper Cutouts	39
4.1.2.6	Increasing the Students' Participation in Learning Vocabulary	40
4.1.2.7	Encouraging the Learners to Learn Words in Contexts	41
4.1.2.8	Helping the Students Develop Long Term Memory	41
4.1.2.9	Creating Students' Motivation in Learning Unfamiliar and Complex Words	42
4.1.2.10	Bringing Authenticity in Teaching and Learning Vocabulary	43
4.1.2.11	providing the Students with a Variety of Meanings and usage of the Words	44
4.1.2.12	Helping the Students Visualize the Different Aspects of Vocabulary Learning	45
4.1.2.13	Newspaper Cutouts as Cheaper Teaching Materials	46
4.1.2.14	Newspaper Cutouts as Easier to Design and Use in ELT	47
4.1.2.15	Use of Newspaper Cutouts as Time Consuming Activity	48
4.1.2.16	Use of Newspaper Cutouts as Boring and Tedious Job	48
4.1.2.17	Difficulty of Language Used in Newspaper	49

CHAPTER FIVE: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

51-57

5.1 Findings	51
5.2 Conclusions	54
5.3 Recommendations	55
5.3.1 Policy Related	55
5.3.2 Practice Related	56
5.3.3 Further Related	57

REFERENCES

APPENDICES

LISTS OF TABLES

Table	Titles	Page No.
4.1	The Availability of Training on Use of Newspaper Cutouts for Teaching English	33
4.2	Teachers' Perceptions on the Role of Newspaper Cutouts for Teaching Vocabulary	34

LIST OF FIGURES

Figure	Titles	Page No
2.1	Aspects of Vocabulary Teaching	12
2.2	Conceptual Framework	18
4.1	Trend of Using Newspaper Cutouts in Schools	24
4.2	Teachers' Using Newspaper Cutouts for Teaching Vocabulary	25
4.3	Teachers' Colleagues' Habit of Using Newspaper Cutouts for Teaching Vocabulary	26
4.4	Collaboration with Colleagues during Selection and Use of Newspaper rCutouts	27
4.5	Availability of English Newspaper in Schools	28
4.6	Opportunity of Participation in Workshops and Seminars	29
4.7	Use of newspaper Cutouts in Teaching Language Skills and Aspects	30
4.8	The Genres of Newspaper Selecting for Teaching Vocabulary	31
4.9	The Newspaper Cutouts Used as Teaching Materials	32
4.10	Availability of Training on using Newspaper Cutouts for Teaching English	33
4.11	Teaching Vocabulary by Using Newspaper in ELT Classes	37
4.12	Utilization of Journal, condolence and News Stories	37
4.13	Usefulness of Different Genres of Newspaper for Teaching Vocabulary	38
4.14	Newspaper Cutouts as Motivational Materials	39
4.15	Making ELT Classrooms Alive through Newspaper Cutouts	40
4.16	Increasing the Students' Participation in Learning Vocabulary	40
4.17	Encouraging the Learners to Learn Words in Contexts	41
4.18	Helping the Students Develop Long Term Memory	42
4.19	Creating Students' Motivation in Learning Unfamiliar and Complex Words	43
4.20	Bringing Authenticity in Teaching and Learning Vocabulary	44
4.21	Providing the Students with a Variety of Meanings and usage of the Words	45

4.22	Helping the Students Visualize the Different Aspects of Vocabulary Learning	46
4.23	Newspaper Cutouts as Cheaper Teaching Materials	46
4.24	Newspaper Cutouts as Easier to Design and Use in ELT	47
4.25	Use of Newspaper Cutouts as Time Consuming Activity	48
4.26	Use of Newspaper Cutouts as Boring and Tedious Job	49
4.27	Difficulty of Language Used in Newspaper	49

LISTS OF SYMBOLS AND ABBREVIATIONS

CDC	Curriculum Development Centre
CUP	Cambridge University Press
Dr.	Doctor
ELT	English Language Teaching
M.Ed	Master of Education
MOE	Ministry of Education
NCED	National Centre for Educational Development
NELTA	Nepal English Language Teachers' Association
TU	Tribhuvan University

CHAPERONE

INTRODUCTION

This is the study on 'Use of Newspaper Cutouts for Teaching Vocabulary'. This introduction chapter consists of the background of the study, statements of the problems, objectives of the study research questions, significance of the study, delimitations of the study and the operational definitions of the key terms.

1.1 Background of the Study

Language is at the centre of human life. We use it to express our love or hatred, to achieve our goals and further our careers, to get artistic satisfaction or simple pleasure, to pay or to blaspheme. Vocabulary teaching is one of the most important components of any language class. The main reason is the fact that it is a medium, which carries meaning; learning to understand and express the meaning is what counts in learning languages. Vocabulary is very important to learn any language. Especially, if we talk about English language without good storage of different lexical items we cannot use it for communication. Good selection of the words depends upon the person's storage of words.

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

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

Vocabulary plays an important role in expressing complex thoughts, ideas and emotions. Word consists of the elements of language structures and a proper

knowledge. Without having the knowledge of sufficient number of vocabularies, we cannot communicate to each other. So, the vocabularies are essential aspects of language teaching.

As vocabulary is the core part of language, learning a language is automatically learning it. Harmer (1991, p.153) says, “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.” Thus, it is essential to deal with vocabulary items separately to develop the learner’s command over the language. Furthermore, vocabulary is the prime factor for successful communication. In this context, Wilkins (1972, p.111) asserts, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Indeed, vocabulary is the most important aspect of language learning, so that, in the absence of vocabulary communication is not possible. Good selection of vocabulary is necessary to convey right information.

1.2 Statement of the Problems

Vocabulary is central to English language teaching as without the knowledge of sufficient vocabulary the students cannot understand other and express their own ideas. For developing students’ accuracy and fluency in English, it is essential to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies. Vocabulary plays an important role in expressing thoughts, ideas and emotions. Word constitutes the elements of language structures and proper knowledge.

Without having sufficient number of vocabulary, the students feel frustrated when they do not find the appropriate words while communicating. Most of the teachers seem to focus on grammatical accuracy rather than knowledge of vocabulary.

Although, the teachers teach vocabulary during their language classes, they do not use appropriate, suitable and sufficient teaching materials. As a result, the students cannot learn vocabulary effectively and they cannot store and retrieve properly. Different materials can be used in teaching vocabulary effectively. As the newspapers are full of new and contextual words along with pictures, the newspaper cutouts can be suitable

and motivational material for developing appropriate vocabulary power in the students.

In spite of teachers' attempts in teaching vocabulary effectively, the students have low vocabulary power. When the students engage in communication they cannot speak fluently and accurately because of the lack of sufficient vocabulary. In this context, it is essential to search whether the teachers have been using newspaper cutouts in teaching vocabulary or not and how they perceive about the use of newspaper cutouts in teaching vocabulary in English language classes. However, there was no single research which is concerned with such issue. Thus, this study is concerned with the teachers' perceptions towards the role of newspaper cutouts as the teaching material in teaching vocabulary.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To find out the practices of using newspaper cutouts in teaching vocabulary at secondary level.
- ii. To identify the teachers' perceptions on the role of newspaper cutouts in teaching vocabulary at secondary level.
- iii. To suggest some pedagogical implications from this study.

1.4 Research Questions

This study is oriented to find out the answers of the following research questions:

- i. What are the practices of using newspaper cutouts in teaching vocabulary?
- ii. What are the teachers' perceptions towards the use of newspaper cutouts in teaching vocabulary at secondary level?

1.5 Significance of the Study

Vocabulary teaching is one of the most important aspects of language teaching. Indeed, vocabulary plays very significant role in developing language competence in the students. All of the teachers agree that use of teaching materials is necessary to teach language skills and aspects effectively. However, they might focus on only the expensive teaching materials. In such situation use of newspaper cutouts can be the easiest and cheapest material to develop vocabulary power to the students. The role of newspaper cutouts is indisputable for successful second language teaching and learning. As this study tries to find out the teachers' perception towards the use of newspaper cutouts for teaching vocabulary, it has great significant to many people directly or indirectly.

This study is useful for the English language teachers to understand the use of newspaper cutouts in ELT classes. Similarly, this study is very helpful for the teachers to be familiarized with the practice of using newspaper cutouts in teaching vocabulary. Likewise, this study is highly significant for the ELT practitioners who want to use newspaper cutouts in teaching vocabulary in ELT classrooms. Furthermore, this study is useful to give the direction to curriculum planners, subject specialist and other concerned personnel. At last it is important material for the researchers who want to concern on developing ELT teaching materials and their proper use in teaching English language in general and different aspects particularly.

1.6 Delimitations of the Study

This study was limited under the following respects:

- The population of the study was limited to secondary level English language teachers teaching in Banke district.
- It was limited to 30 teachers teaching at secondary level.
- It was limited to 30 secondary schools of Banke district.
- Only one teacher from each school was selected as the sample of the study.

- It was limited to the practice of using newspaper cutouts in teaching vocabulary and teachers' perception on the role of newspaper cutouts for teaching vocabulary at secondary level.
- Questionnaire was used as the tool for data collection.

1.7 Operational Definitions of the Key Terms

The following are the key words used in this study:

Newspaper Cutouts : The part of English newspaper selected specially for teaching purposes

Perception : Attitude and beliefs of the teachers towards the use of newspaper cutouts in teaching vocabulary

Vocabulary : The English words which are highly used in communication and teaching and learning English language.

Teaching Materials : The newspaper cutouts used for teaching vocabulary

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of theoretical framework, review of empirical literature, implication of the review of the study and conceptual framework.

2.1 Theoretical Framework

In this chapter different theories that are related to this study are discussed. This theoretical framework facilitates the study by providing theoretical backup.

2.1.1 Newspaper Cutouts as Teaching Materials

A newspaper is a printed document. The individual parts are listed chronologically or numerically and appear frequently, usually at least once a week but sometimes fortnightly or monthly. Newspapers are printed on newsprint paper, usually appear without a cover, folded rather than bound together, with a masthead, and are normally larger than 297mm x 420mm in size. A newspaper is a serial publication containing news, other informative articles and advertising. The newspaper is the integral part of our lives. Some parts of the newspaper can be used for teaching and learning purpose. Newspaper cutouts are very important tools for developing knowledge in learners. Newspapers provide us day to day information about the different events and issues in local, national and international levels.

Language teaching and learning activity cannot take part in vacuum. In present context of globalization, we find various changes in English language teaching. In past, chalk and talk technique was prevalent in the field of language teaching which has been expired now. Nowadays, the use of several teaching materials becomes the essential part of language teaching. So, newspaper cutouts are considered as important tools for effective language teaching. Hyland (2003) says, "In addition to encouraging the students to think critically, newspapers and print media are source of providing content stimulate ideas and encourage" (as cited in Devi, 2010). Similarly, Dhand

(1990) states that newspaper can be a part of the total curriculum, and be used whenever appropriate. Therefore, we can say that the English newspapers are the best teaching materials to develop English language competence in the learners.

Newspapers are ephemeral texts which cater to wide range of readers with a wide range of needs. It also provides great exposure to language as well as the content related to various fields, and therefore, provides useful models of vocabulary. So, newspaper can be used as the teaching material.

2.1.2 Teaching Vocabulary through Newspaper Cutouts

Teaching foundation courses to undergraduate students has time and again made them think of ways of helping students cope with vocabulary. The newspapers were found to be a source of authentic materials for the improvement of vocabulary. Newspaper cutouts are the most recent and updated resources for introducing learners with different types of vocabulary. Students can use English Newspapers as an added dimension with other traditional resources to teach vocabulary to learners. Editorials, feature articles, gossip columns, letters to the editor, advertisements, requirement tender and legal notice, corrigenda entertainment columns, schedules of TV programmes, book reviews, profiles on authors, word puzzles, etc. can provide an extensive range of vocabulary items. For example, editorial and feature articles can teach vocabulary related to analysis and synthesis, reports on court proceeding can teach vocabulary about law and argumentation. Indeed, teaching vocabulary by using newspaper cutouts is interesting and effective.

English language newspapers are available worldwide on a daily basis. Some originate from English speaking countries, other are locally produced. In fact, there is scarcely a country in the world that does not have an English language newspaper. They are cheap and plentiful. This source of topical material written in authentic English is too useful and important to be omitted from the language classroom (Grundy, 1993, p.7). Therefore, newspaper cutouts can be a great and important source of vocabulary teaching and learning. In a newspaper cutout we find a large number of vocabularies. By reading the newspaper cutouts the students can learn new vocabulary by

predicting, by contextual use, by looking dictionary. So, newspaper cutouts are good source of teaching vocabulary.

After discussing on the use of newspaper cutouts in teaching vocabulary, it is necessary to talk about introduction and types of vocabulary, objectives and importance of teaching vocabulary, aspects of teaching vocabulary and ways of using newspaper cutouts in teaching vocabulary. They have been briefly described below.

2.1.2.1 Introduction and Types of Vocabulary

Vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner.

Language is built up of vocabulary items and grammatical system. The word 'vocabulary' generally represents a summary of words or their combinations in a particular language. Richards (1985, p.307) views, "Vocabulary refers to a set of lexeme including single word, compound word and idioms. Similarly, Crystal (1995, p.111) states, "Vocabulary is the Everest of language". Vocabulary is genuine aspect of language without which language cannot exist. Vocabulary items carry the meaning of a language and it functions as a cornerstone of the language. Speaking would be meaningless and perhaps impossible having only structure without vocabulary.

There are various criteria for classifying vocabulary of a language. Harmer (2009, p.159) classified vocabulary into two types: active and passive ones. Active vocabulary refers to the vocabulary that students have been taught to learn and which they are expected to be able to understand, pronounce and use constructively in speaking and writing. It is used in day to day communication. So, it seems to be productive in its nature. On the contrary, passive vocabulary is only in competence level of the students. So, it seems to be receptive in its nature. In newspaper, the active vocabularies are widely used through which we can teach vocabulary effectively. Passive vocabulary refers to the words which the students recognize when they occur

in a context but which they will probably not be able to produce. And there is less use of them in day to day communication.

2.1.2.2 Objectives and Importance of Teaching Vocabulary

In English language teaching, vocabularies are taught to meet a number of objectives. The prime objectives of teaching vocabularies are to make the learners able to:

- Recognize the vocabulary in its spoken and written form
- Recall it at will
- Relate it to the appropriate object and concept
- Use it in appropriate object and concept
- Use it in appropriate grammatical form

Vocabulary knowledge is often viewed as a critical tool for second language learners as a limited vocabulary in it impedes successful communication. It is the genuine block of language. In regard of sound and word, sound in itself has no meaning at all whereas word is always meaningful. With the lack of proper knowledge of words, we cannot send our message i.e. communication is far without sufficient repertoire of words. So, the learners need to learn the lexis of the language by right choice of the words. A speaker creates good impression on the hearer. So, the vocabulary teaching is essential.

- When one acquires a language, he/she acquires vocabulary automatically. This implies that language learning is matter of learning the vocabulary of that language. So, when we want to express our feelings, emotions, thoughts, ideas, we need high vocabulary power, we fail to communicate. As vocabulary is the basic unit of language it should not be neglected in English language teaching.

2.1.2.3 Aspects of Teaching Vocabulary

According to Harmer(2009), teaching and learning of the words concentrates mainly on the four aspects of vocabulary in ESL/EFL context. They are word meaning, word formation, word use and word grammar, which are briefly discussed below.

A. Word Meaning

The meaning of a word is based on the contexts. So, a word may have different meanings in different contexts. For example, the word 'bachelor' in the sentence 'He studies in Bachelor level' means university degree. On the other hand, it means an unmarried boy in the sentence 'He is a bachelor in his family'.

Sometimes, the words have meaning in relation to other words that is sense relation. For example 'good' has the same sense with the word 'excellence' (synonymy) and 'good' has the opposite sense with 'bad' (antonym). Similarly, 'banana' is co-hyponym of 'mango'; both banana and mango are the co-hyponyms of fruits. Such relations of synonym, antonym and hyponym can be called sense relation. Through the newspaper we can give tasks to the students to find the meaning with predicting and contextual use.

B. Word Use

The word meaning is usually stretched through the use of metaphor and idiom. Metaphor is the way of describing something by saying that it is like something else. For example, the word 'hiss' means the noise produced by a snake. But it can be stretched to describe the way people talk to each other. Similarly, in an idiom, more than one word convey single meaning. For example, 'He is living a dog's life' (a worthless life).

Word meaning is also governed by collocation. Collocation is the way in which words are used together while speaking. For example, it can be 'headache', 'stomachache' and 'earache' but not have a 'throatache' or 'legache'. Likewise, the use of words also varies from register and style. Sometimes, the same word may be used in different topical contexts for similar meaning. For example, toilet, bathroom, restroom and fresh room etc. In newspaper, there are different uses of a word in different contexts from which the students can understand about the word use in particular situation.

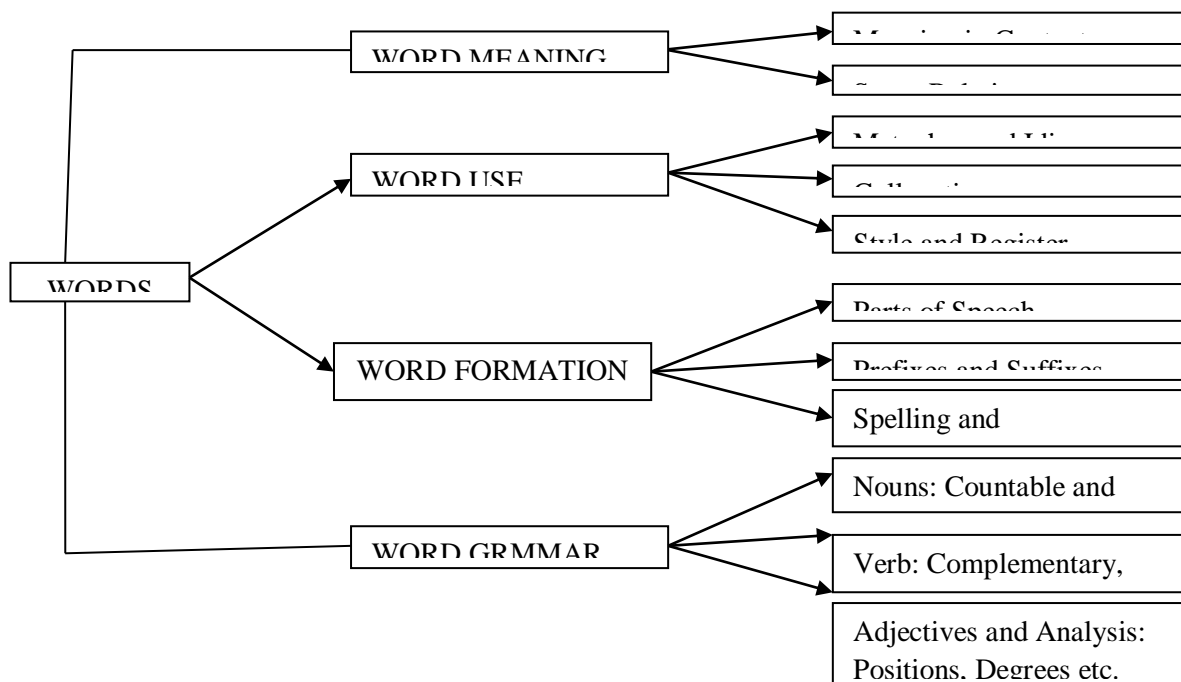
C. Word Formation

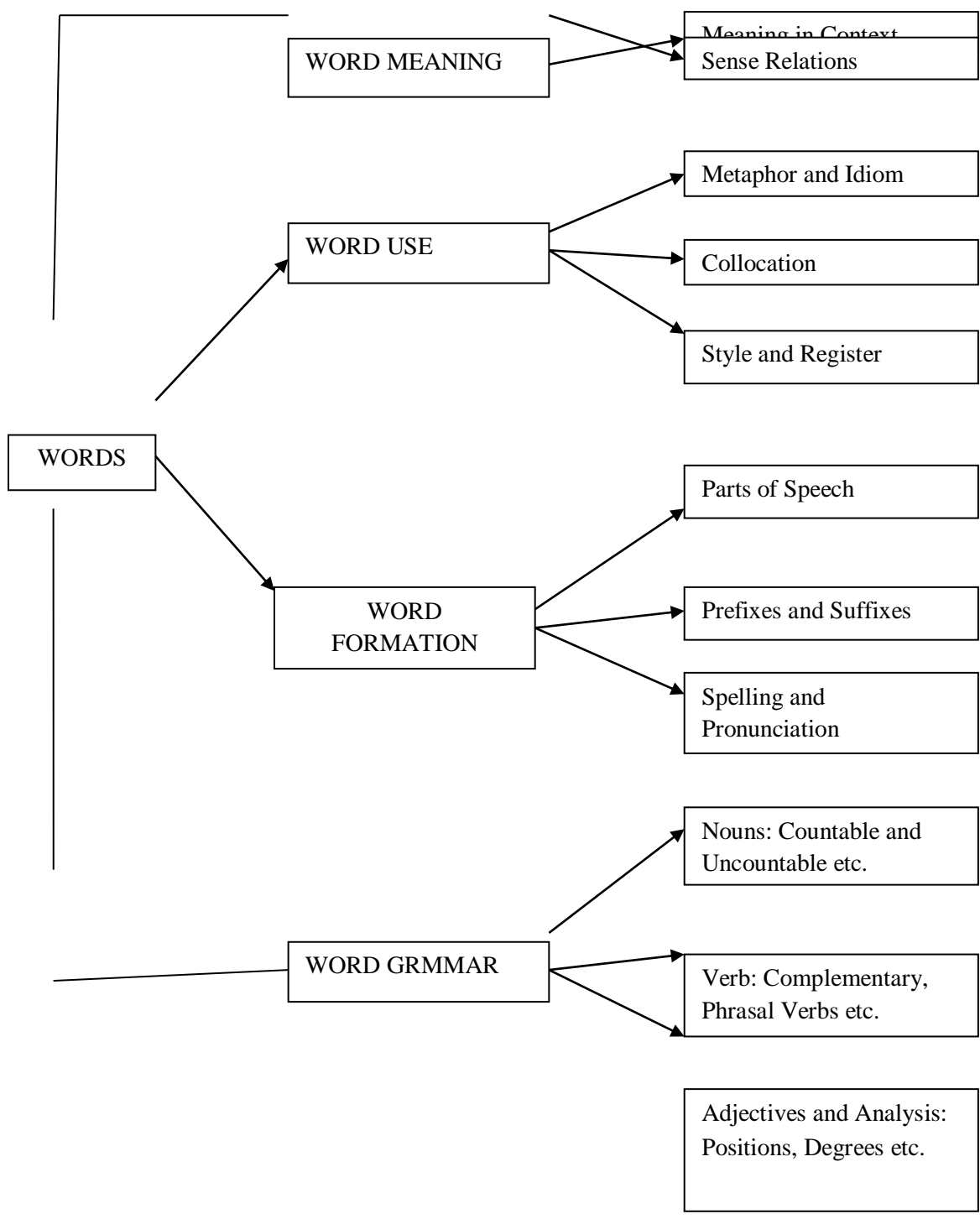
The learner should be trained to form the words. They should know the facts about word formation and how to twist upon the words to fit them in different grammatical contexts. Words can change their shape and grammatical nature, too. For example, 'run' (present, plural, past) may include parts of speech i.e. noun, verb etc. Suffixes and prefixes work to change the form of words or even derive new words. For example:

Happy Unhappy (prefix 'un')
 Beauty beautiful (suffix 'ful')

D. Word Grammar

Certain words reflect certain grammatical patterns. For example, if a word is a noun then we have to consider whether it is countable or uncountable, singular or plural. It includes the verb that is transitive verb, intransitive verb, phrasal verb, complementation verb etc. and the position of adjectives and adverbs. If the words are adjectives whether they are used predicatively or attributably or in which position they occur in the sentence should be considered. Harmer (1991, p.158) summarizes the aspects of learning vocabulary in the following diagram:





(Figure 2.1: Aspects of Learning Vocabulary)

2.1.2.4 Ways of Techniques of Teaching Vocabulary

Teaching vocabulary at school level is very important element of teaching English because children knowing more and more words can better communicate with other children. It is the most important thing in teaching foreign language. Teachers can use

different and interesting techniques which make lesson more exciting and motivating for students. Tickoo (2003) suggests a number of ways of teaching vocabulary as follows:

- Varied opportunities for extensive reading
- Experiencing word in context
- Learning about and the experiencing words
- Inferring meaning
- Building good dictionary using habits
- Activating word mnemonics
- Translation

Similarly, Harmer (2000) suggests some techniques of teaching vocabulary which are briefly described below.

A. Realia

Realia refers to the use of real objects in the classroom. The objects help to make the meaning of the words clear. For example, a pen, a book and a ball etc. can be used in teaching vocabulary in English classes. Similarly, the teacher can use different things available in the classroom such as chair, table and board etc. Newspaper cutouts can also be the authentic realia.

B. Pictures

Pictures may be the most useful aids in language teaching, since they are used in different ways. There are pictures, blackboard drawings, wall pictures, photos from magazines etc. Those aids are used to explain the meaning of words or to create a situation and concept. In newspaper, we can find different pictures and that can be used for teaching vocabulary.

C. Mime, Action and Gesture

This technique is useful for explanation of the actions and grammar items. Such concepts like jumping, smoking or the words from on, to etc. are easy items to teach through performing those actions. Mime, action and gesture make great fun for children.

D. Enumeration

This technique helps when any words are difficult to explain visually. We can say clothes'and explain this by enumerating or listing various items. Teacher may list a number of clothes for example a dress, a skirt, trousers etc. Then, the meaning of word will become clear.

E. Explanation

Explanation technique can be effective in secondary level students, who already have some knowledge of English. It is essential for the teacher to bear in mind, that while explaining certain words, he should use the language that is comprehensible for learning. In newspaper we found expand topic through that student learn the vocabulary.

Although, there are a number of studies carried out in the field of English language teaching and design and use of teaching materials in teaching language skills and aspects. The role of using newspaper cutouts in teaching vocabulary is not concerned by any of the studies in English department. So, the present study is of a great importance in Nepalese EFL context.

2.2 Review of the Related Empirical Literature

Every researcher needs to observe the fundamental background of the related subject and past studies. A number of research works have been carried out in the field of

techniques of developing writing skills, some of the major research works related to this study are reviewed as follows:

Acharya(2008) carried out an experimental research on “The effectiveness of teaching vocabulary through real objects”. The main objective of the study was to find out the effectiveness of teaching vocabulary through real objects. He selected 40 students from grade 12. The major research tools were test items. He found teaching vocabulary through real object at grade two is more effective than teaching without real objects.

Jokolva (2009) carried out a research entitled “Using pictures in teaching vocabulary”. The main objective of the study was to explore how picture can be put to use in English Classes. The study was based on experimental design. The sample of the study was taken from the students studying in primary level. Twenty-five students were selected through random sampling procedure as the sample for the study. The pre-test and post-test were administered for collecting information regarding the study. She found out that the pictures were very useful and effective materials in language classroom for teaching vocabulary.

Devi(2010) conducted a research entitled “Using newspaper to teach argumentative essay writing”. The main objective of the research was to examine the effectiveness of using newspaper in improving the students writing abilities. This study was based on experimental design. The students studying inB.Com1st year in Railway Degree Collage, Haidarabad were the population of the study. The sample consists of 25 students selected from simple random sampling procedure. The data collection tools were pre-test, post-test and observation. She found that newspaper was very useful in language classroom for teaching argumentative essay. Similarly, she found that the uses of newspaper in the classroom sensitized the students and helped them to organize their thoughts.

Pun (2011) conducted a research entitled “Developing reading skill through newspaper cutouts”. The main objective of the research was to find out the usefulness of daily newspaper for developing reading skill. It was experimental research.The

students of grade 9 in Rukum district were the population of the study. Forty students were selected as the sample for the study. The pre-test and post-test were used as the tools of data collection. It was found that the use of newspaper cutouts became the most effective material to develop the reading skill.

Yadav (2012) carried out a research on “Using newspaper in teaching vocabulary”. The main objective of the study was to find out the effectiveness of using newspaper for teaching vocabulary at secondary level. Forty students studying in grade 10 were selected as the sample for the study. It was an experimental research. The pre-test and post-test were used as the tools of data collection. It was found that the use of newspaper became more effective to teach vocabulary at secondary level.

Though various studies have been carried out in the field of ELT and the techniques and strategies of developing language skills, only a few researches have been carried out in techniques materials used for teaching vocabulary at secondary level in Nepal. Similarly, they mostly concentrated on the effectiveness of a particular technique and material for teaching vocabulary. Still there is lack of research in teachers’ perceptions on role of newspaper cutouts for teaching vocabulary at secondary level in EFL classes. So, the present research is a new endeavor in the field of language teaching in general and developing vocabulary through newspaper cutouts in particular. It tries to reveal the teachers’ perceptions on the role of using newspaper cutouts in teaching vocabulary.

2.3 Implications of the Review for the Study

Literature review helped me to understand the topic clearly. It has crucial importance for the research study. It helped me to get insight about theory and trends; so, it provided me a clear path to walk. The most of the reviewed studies were concerned with the effectiveness of different techniques and materials in teaching vocabulary.

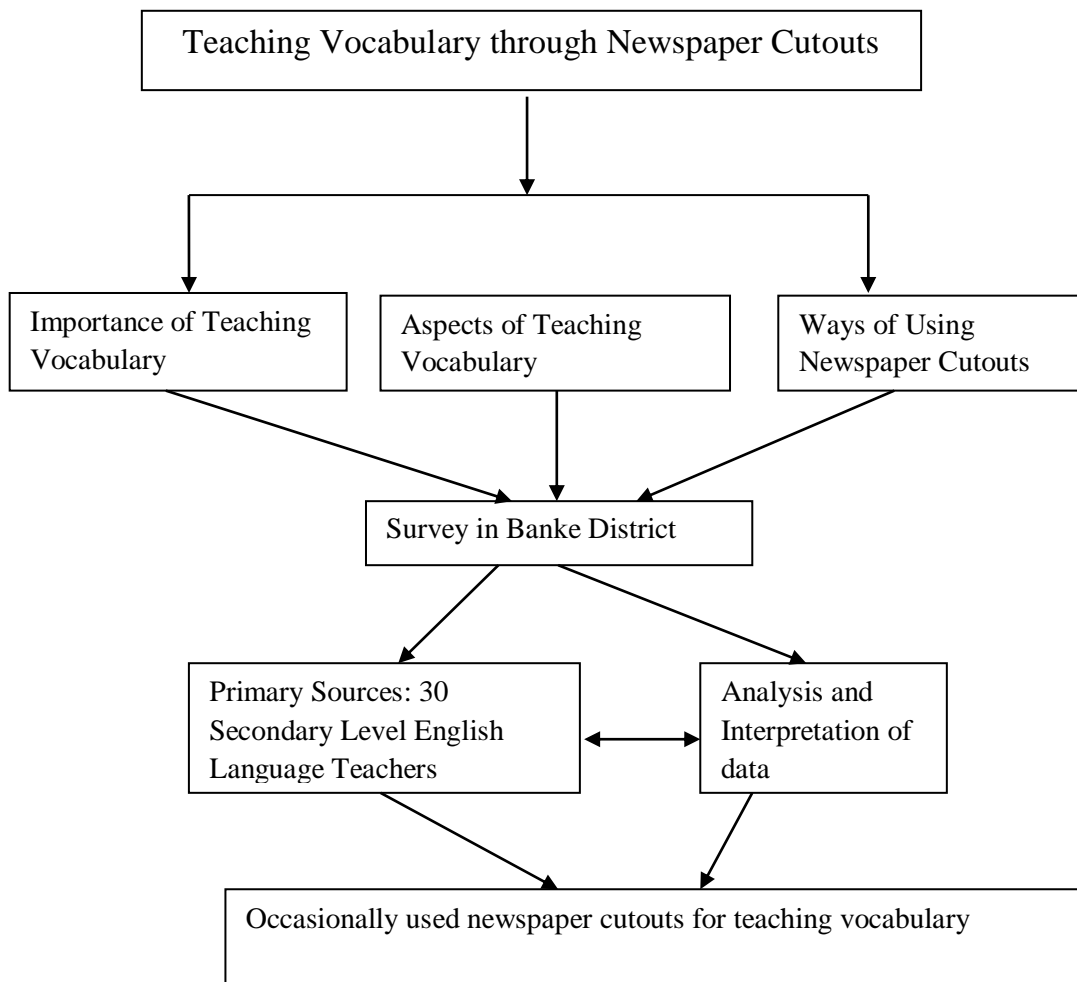
Specially, I got information of effectiveness of newspaper and realia in teaching vocabulary from the studies carried out by Acharya (2008) Jokolva (2009), and Yadav (2012) respectively. Similarly, I got some information from Pun (2011) about the role

of newspaper cutouts in developing reading skill. Similarly, I got some information about effectiveness of newspaper to teach argumentative essay writing from the study carried out by Devi (2010). Similarly, the study carried out by Chaudhary (2013) provided me the information regarding the techniques adopted by secondary level teachers in teaching vocabulary.

In order to conduct those researches, all of them except Chaudhary used experimental research designs. He used survey research design. I also used survey research design to find out the teachers' attitudes towards using newspaper cutouts to teach vocabulary. They have used tests and observation as the tools of data collection but I used only questionnaire as the tool to collect required data. Reviewed of the related empirical literature helped me to scrutinize my findings and suggest implications. It helped me to study the problems systematically and logically.

2.4 Conceptual Framework

The study on “Teachers’ Perceptions towards use of newspaper cutouts for teaching vocabulary” will be based on the conceptual framework that is presented in figure 2.2 below.



(Figure 2.2 Showing conceptual framework)

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This section has incorporated the design of the study, sample and sampling strategy, research tools, sources of data, data collection procedures and ethical considerations.

3.1 Design of the Study

A research design is a plan, structure and strategy of investigation to obtain answers of the research questions. It tells to the researcher within which framework the research activity will be conducted in order to collect required information. It also suggests how the collected information is gathered and analyzed. Regarding it, Kumar (2007, p. 84) says, “A research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically”.

This present research was based on survey design. Survey is a research design that is widely used in social and educational researches. Primarily it is carried out in the large number of population to find out an attitude, belief or behavior of particular group of people or an individual as well. It is mostly useful to generalize the finding in a large number of populations. It is cross-sectional in nature. Therefore, this research study was fully based on the survey research design. Nunan (2009) stated the following procedures for carrying out a survey research:

- Step 1: define objectives
- Step 2: Identify target population
- Step 3: Literature review
- Step 4: Determine sample
- Step 5: Identify survey instruments
- Step 6: Design survey procedure
- Step 7: Identify analytical procedure

Step 8: Determine reporting procedure

This research was followed the aforementioned procedure to carry out this study as it is a survey to explore the teachers' perception towards the use of newspaper cutouts for teaching vocabulary. There is some modifications in these stages of a survey according to the format of the department.

3.2 Population, Sample and Sampling Strategies

This research was carried out on the basis of data taken from the teachers who are teaching English at secondary level in Banke district. The sample of the study incorporated 30 teachers teaching English at secondary level. They were selected from 30 secondary schools of Banke district. I selected one teacher from each school using non-random judgmental sampling procedure.

3.3 Research Tools

I used 'Questionnaire' (see appendix I) to elicit the required information for the study. The questionnaire consisted of both the close-ended and open-ended questions.

3.4 Sources of Data

Both the primary and secondary sources of data were used to meet the objective of the study.

3.4.1 Primary Sources

The primary sources of data were 30 English language teachers teaching English at secondary level in Banke district. The data were collected through questionnaire from the teachers selected from 30 different schools. The questionnaires were distributed, collected, analyzed and interpreted.

3.4.2 Secondary Sources

The secondary sources of this research study were various books, articles and journals on English language teaching and role of newspaper in teaching vocabulary. The books of the following people were mostly used as the secondary sources of data:

Ur (1996), Freeman (2000), Kumar (2005), Harmer (2009), Tickoo (2009), Cohen et al. (2010), Nunan (2010) and Wallace (2010).

3.5 Data Collection Procedures

A step-wise methodological procedure was employed to collect the required data for the study. First of all I constructed questionnaire. Then I purposively selected 30 secondary schools, visited the selected schools and got permission from the authority to consult the English language teachers. In schools, I built rapport with the concerned teachers and explained them about the purpose of my study. After interacting with the teachers in each school, I requested them to help me by responding to the questionnaire. Then, I distributed the questionnaire to them and after a few days, I collected the questionnaire from them. At last, I thanked to all of the teachers who provided me the required information.

3.6 Data Analysis and Interpretation

The collected data were coded, analyzed, tabulated and interpreted both qualitatively and quantitatively; and presented using charts, graphs, tables, figures and so on. The percentage was used to interpret data.

3.7 Ethical Consideration

For the disciplinary awareness the researcher should follow sound ethical code of conduct to make research as research. To fulfill my research I took consent with respondents. I maintained confidentially regarding the information of the respondents. I did not use the data for any of the case except for my study with permission of respondents. I didn't analyze the data subjectively. I gave dew attention on

truthfulness, accuracy, honesty in my study. As well as I avoided the plagiarism while processing the data from study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter consisted of analysis of data and interpretation of result.

4.1 Analysis and Interpretation of Results

All the data have been presented, analyzed and interpreted under this topic. The data was collected with the use of questionnaire (see appendix I) consisting of two set of 26 close-ended questions and two open ended ones. The questions were constructed being based on the objectives of the study. The data were collected from 30 secondary level English language teachers from different 30 schools of Banke district.

I arranged the questions thematically into two groups to meet the objectives of the study. The collected data was analyzed, interpreted and discussed under the three main headings:

- Practice of Using Newspaper Cutouts for Teaching Vocabulary
- Teachers' Perception on Roles of Newspaper Cutouts for Teaching Vocabulary.

The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation has been done both statistically and descriptively.

4.1.1 Practice of Using Newspaper Cutouts for Teaching Vocabulary

The first concern of this study was to identify teachers' practices of using newspaper cutouts as teaching material for teaching vocabulary. For drawing the required information to meet this objective, the teachers were asked a set of 9 close-ended questions based on frequency rating scale of five frequencies: always, sometimes, occasionally, rarely and never along with some questions having different alternatives.

In addition, an open ended question was also asked to the teachers to make the research more convenient. On the basis of their responses the data has been presented in the succeeding figures.

4.1.1.1 Trend of Using Newspaper Cutouts as Teaching Materials in Schools

The responses of the teachers, on the trend of using newspaper cutouts as teaching material in schools, have been illustrated in the figure below.

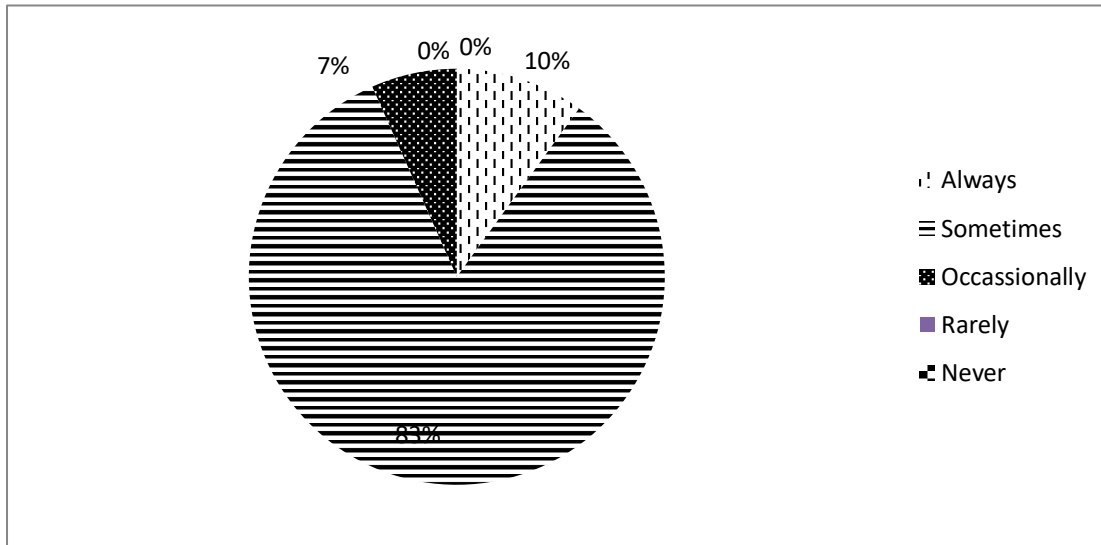


Figure 4.1: Trend of Using Newspaper Cutouts in Schools

The figure 4.1 shows that most of the teachers 83%(20) viewed that use of newspaper cutouts was sometimes practiced and for 10% (3) of them always used newspaper cutouts as teaching material in Schools. Similarly, 7% (2) of the teachers opined that use of newspaper cutouts as teaching material was only occasionally practiced in schools. From this data it was found that trend of using newspaper cutouts as teaching materials was not usual in English classes.

4.1.1.2 Teachers Using Newspaper Cutouts for Teaching Vocabulary

The responses of the teachers about how often they use newspaper cutouts for teaching vocabulary have been illustrated in figure 4.2 on the next page.

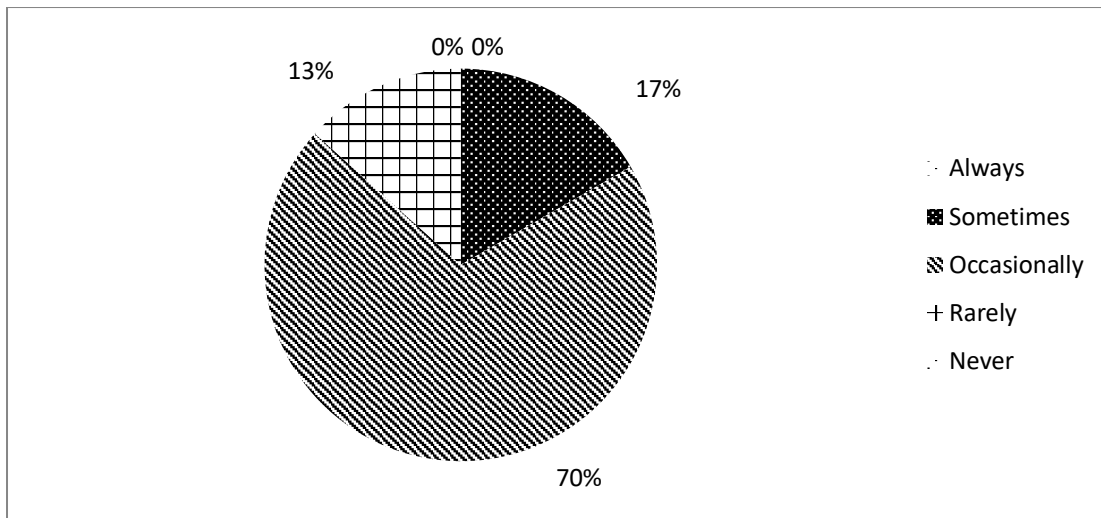


Figure 4.2: Using Newspaper Cutouts for Teaching Vocabulary

The figure 4.2 depicts that 70% (21) of the teachers supported that they occasionally used newspaper cutouts for teaching vocabulary whereas 17% (5) of them sometimes used to do so. On the other hand, 13% (4) of the teachers rarely used the newspaper cutouts for teaching vocabulary. From this information it can be concluded that the teachers had no usual habit of using newspaper cutouts for teaching vocabulary. However, they were found to be using newspaper as teaching material occasionally.

4.1.1.3 Teachers' Colleagues Using Newspaper Cutouts for Teaching Vocabulary

The teachers were also enquired whether their colleagues used newspaper cutouts for teaching vocabulary. The responses of the teachers about how often their colleagues used the newspaper cutouts for teaching vocabulary have been illustrated in figure 4.3 on the next page.

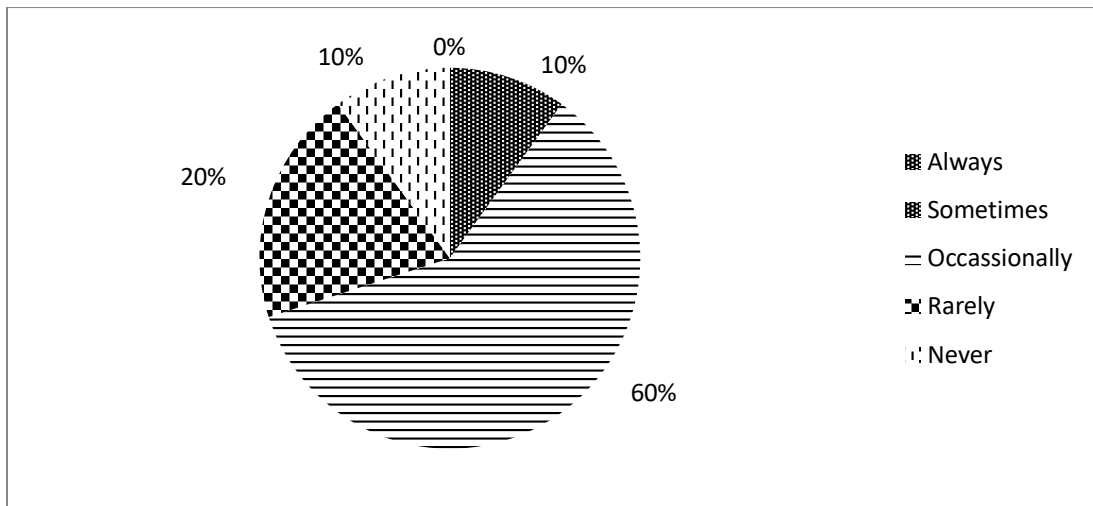


Figure 4.3: Teachers’ Colleagues’ Using Newspaper Cutouts for Teaching Vocabulary

The data in the figure 4.3 depicts that 60% (18) of the teachers viewed that their colleagues ‘occasionally

’used newspaper cutouts. Similarly, the 10% of them viewed that their colleagues ‘sometimes’used newspaper cutouts for teaching vocabulary in English classrooms.

On the other hand, 20% (8) of the teachers found their colleagues never used newspaper cutouts whereas 10% (4) of them experienced their colleagues never used such materials for teaching vocabulary. From the above discussion I conclude that the teachers’ colleagues also did not often use newspaper cutouts for teaching vocabulary in spite of their occasional use of them.

4.1.1.4 Collaboration with Colleagues for Selecting and Using Newspaper Cutouts

The teachers were asked about their collaboration with their colleagues for selecting and using newspaper cutouts in teaching vocabulary. The responses of the teachers have been presented in figure 4.4 on the next page.

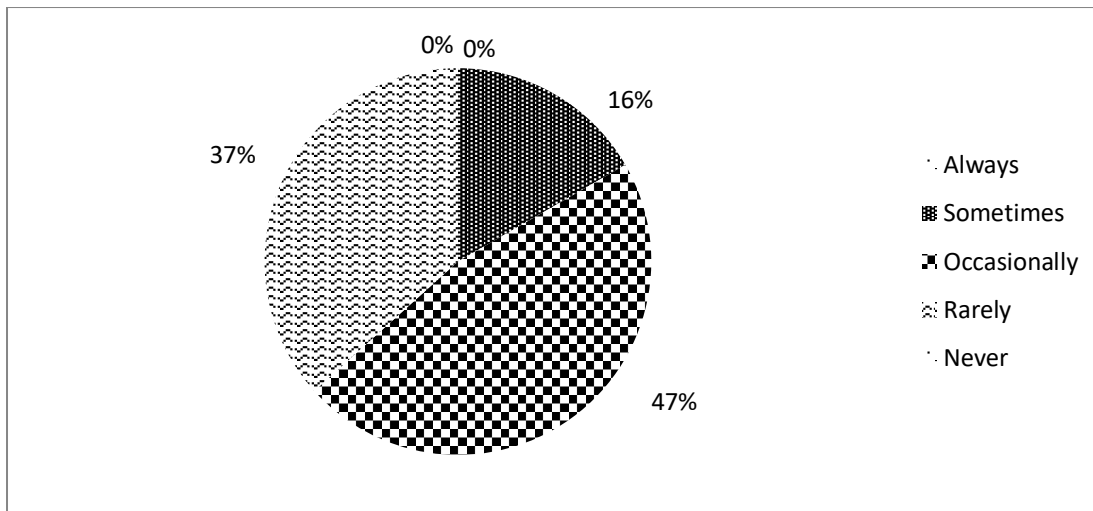


Figure 4.4: Collaboration with Colleagues during Selection and Use of Newspaper Cutouts

The above figure 4.4 shows that nearly half of the teachers 47% (14) ‘Occasionally’ collaborated with their colleagues and 16% (5) of them sometimes did so. On the other hand, 37% (11) of them rarely collaborated with their colleagues while selecting and using newspaper cutouts for teaching vocabulary. Analyzing the discussion, it was found that they had the occasional collaboration with their colleagues for selecting and using newspaper cutouts for teaching vocabulary.

4.1.1.5 Availability of English Newspapers in Schools

The data related to the availability of English newspapers in schools have been presented in figure 4.5 on the next page.

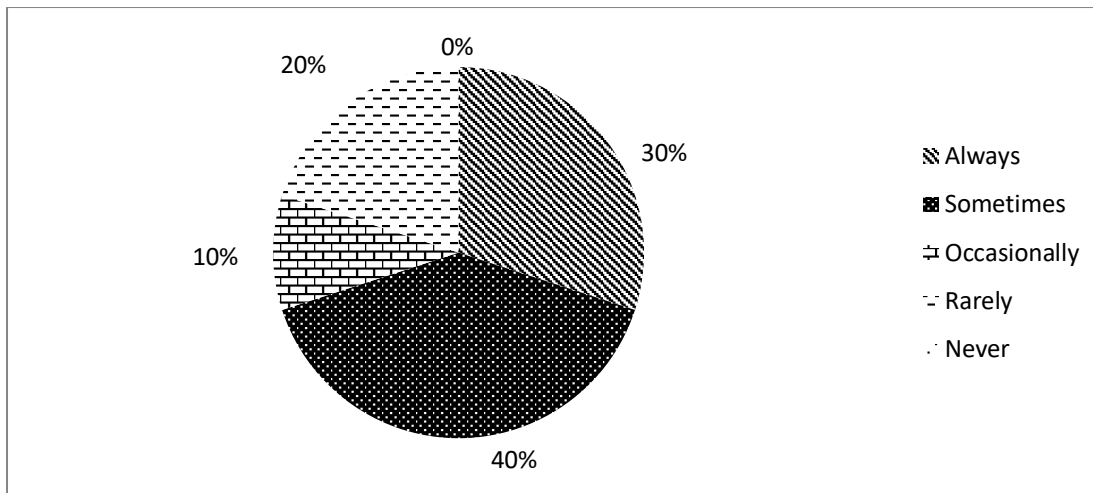


Figure 4.5: Availability of English Newspaper in Schools)

The figure 4.5 shows that 40% (12) of the teachers sometimes got newspapers and 30% (9) of them always got them in the schools whereas 10% (3) of them occasionally got the newspapers. On the other hand 20% (6) of them rarely got English newspapers in their schools. From this discussion, it can be said that there was average availability of newspapers in schools.

4.1.1.6 Opportunity of Participation in Workshops and Seminars on Using Newspaper Cutouts for Teaching Vocabulary

The teachers were asked whether they got opportunity of participation in workshops and seminars on using newspaper cutouts for teaching vocabulary. The responses on it have been presented in the figure 4.6.on the next page.

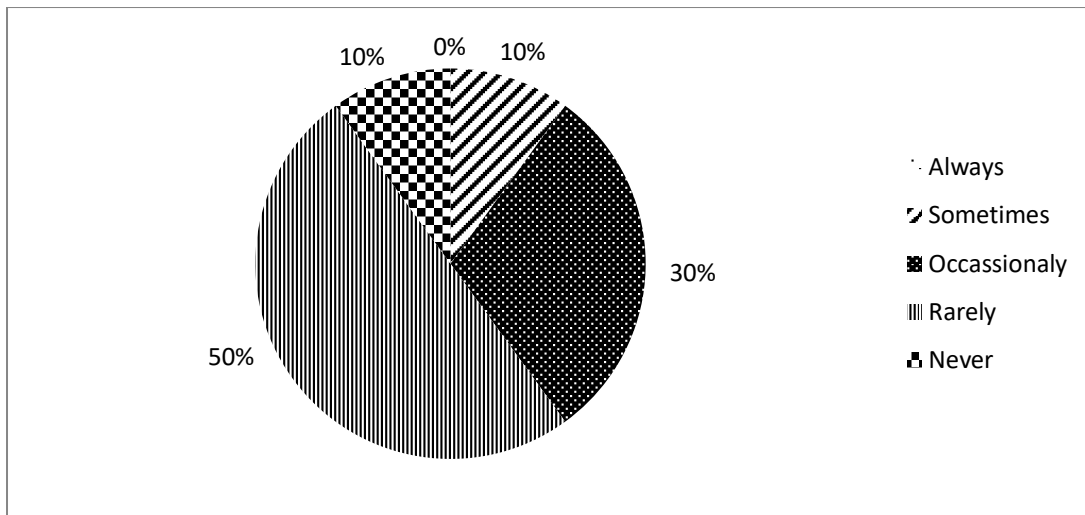


Figure 4.6: Opportunity of Participation in Workshops and Seminars

This figure 4.6 depicts that half of the teachers 50% (15) rarely got opportunities of participation in seminars and works related to the use of newspaper cutouts in teaching vocabulary. Likewise, 10% (3) of them never got such opportunities. On the other hand, 30% (9) of them occasionally and 10% (3) sometimes got such opportunities. It was found that most of the teachers did not get opportunities of participation in seminars and workshops on using newspaper cutouts for teaching vocabulary.

4.1.1.7 Use of Newspaper Cutouts in Teaching Language Skills and Aspects

It was also tried to draw the information about which of the language skills or aspects the teachers taught using newspaper cutouts. The information provided by the teachers has been presented in figure 4.7 on the next page.

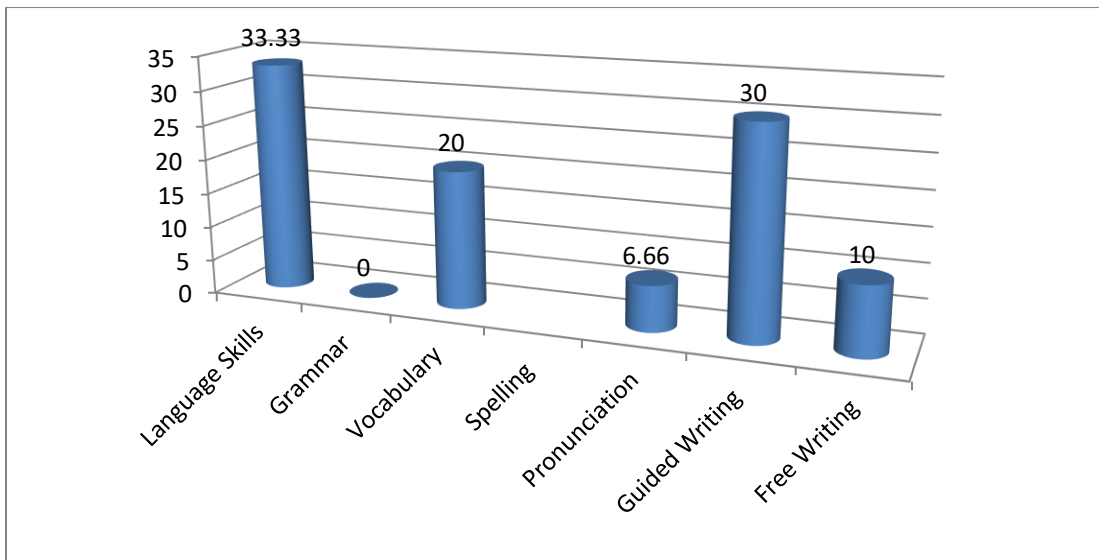


Figure 4.7: use of newspaper Cutouts in Teaching Language Skills and Aspects

The figure (4.7) depicts that 33.33% (10) of the teachers used newspaper cutouts for teaching language schools where as 30% (9) of them used the newspaper cutouts for teaching guided writing. But only 20% of them used the newspaper cutouts for teaching vocabulary. Similarly, 10% (3) of them used the cutouts for teaching free writing where as 6.66% of them used for teaching pronunciation. It was found that a large number of the teachers used the newspaper cutouts for teaching language skills and guided writing.

4.1.1.8 The Genres of Newspaper Selecting for Teaching Vocabulary

It was also tried to draw the information about which of the genres of newspaper the teachers focused while selecting and using newspaper cutouts for teaching vocabulary. The information provided by the teachers has been presented in figure 4.8 on the next page.

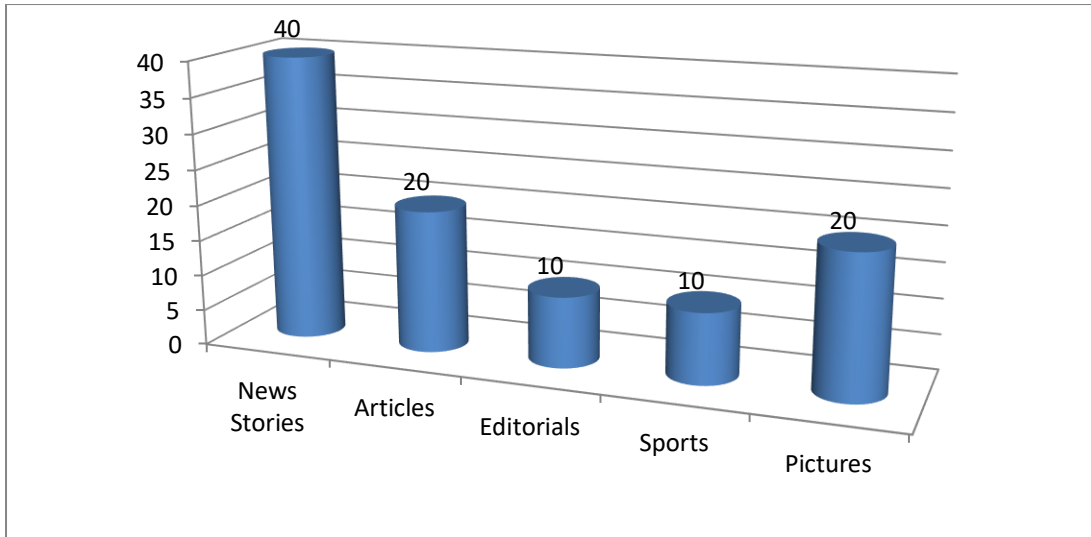


Figure 4.8: The Genres of Newspaper Selecting for Teaching Vocabulary

The figure (4.8) depicts that 40% (14) of the teachers selected news stories as the main genre from the newspaper whereas 20% (6) of them chose articles as the cutouts for teaching vocabulary. Another 20% (6) of them selected pictures as the newspaper cutouts for teaching vocabulary and 10% (3) of them chose editorials. The remaining 10% (3) of them used to select sports news as the newspaper cutouts. It was found that the teachers used different genres of newspaper for teaching purposes; however news stories were highly used as the teaching materials.

4.1.1.9 The Newspapers Used as the Teaching Materials

Teachers were asked which of the English newspapers they used for constructing teaching materials. Their responses have been presented in the figure 4.9 on the next page.

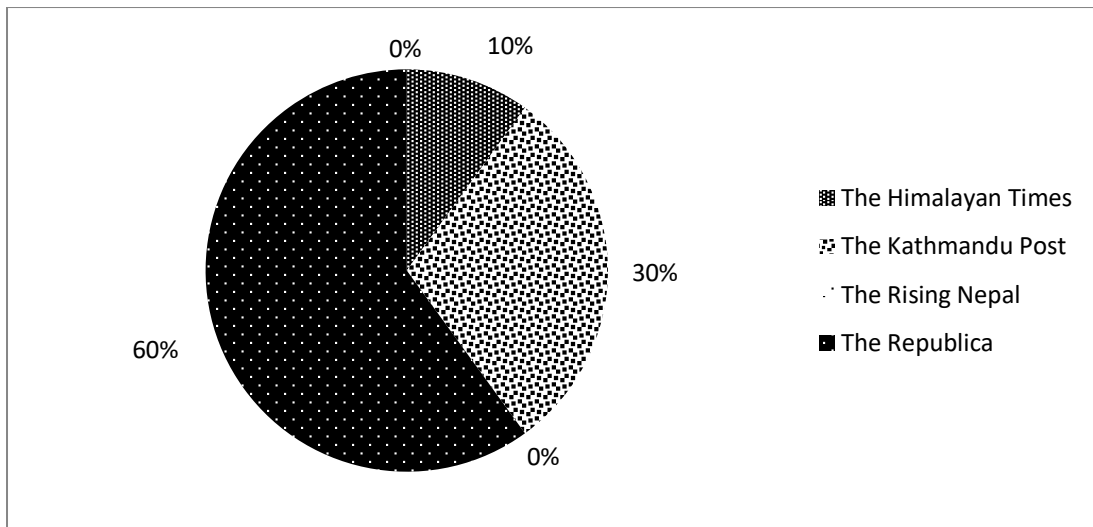


Figure 4.9: The Newspaper Cutouts Used as Teaching Materials

The figure (4.9) shows that a majority of the teachers 60% (18) viewed that they selected the cutouts from the English newspaper ‘The Republica’ whereas 30% (9) of them used ‘The Kantipur’ as the source of their cutouts. On the other hand, only 10% (3) of them used ‘The Himalayan Times’ as the source of their cutouts but they did not have access of ‘The Rising Nepal’. It was found from the above discussion that ‘The Republica’ an English newspaper was highly used by the teachers as the source of their cutouts for teaching vocabulary.

4.1.1.10 The Availability of Training on Use of Newspaper Cutouts for Teaching English

The teachers’ responses regarding the availability of the training to the teachers which were devoted to use of newspaper cutouts in English language teaching have been presented in the following figure 4.10 on the next page.

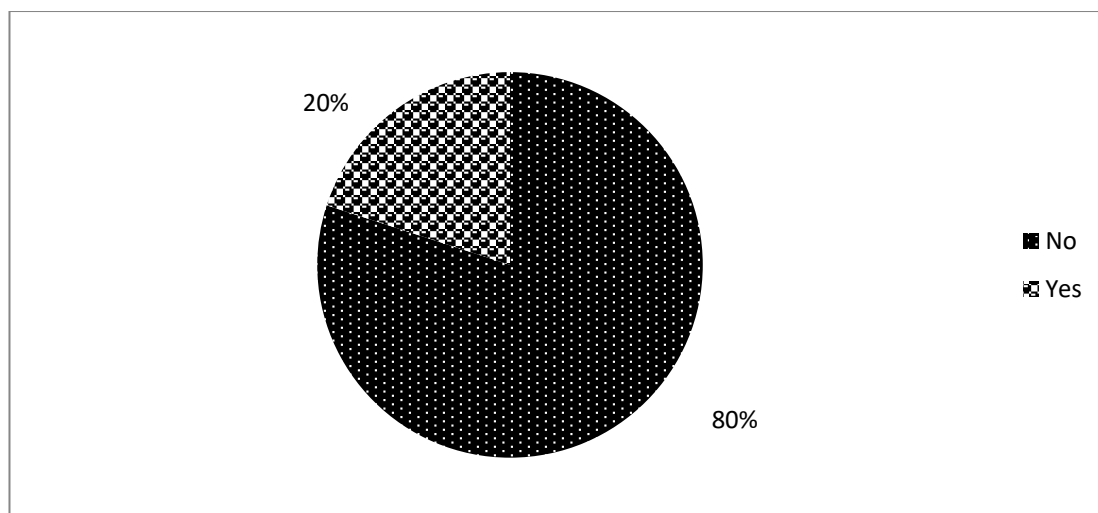


Figure 4.10: Availability of Training on using Newspaper Cutouts for Teaching English

The figure 4.10 shows that most of the teachers (80%) viewed that they did not participate in any kinds of training programs devoted to use of newspaper cutouts in English language teaching. On the other hand, only 20%(6) of the teachers agreed that they participated in such training programs. It is found that a large number of the teachers lacked the trainings on the use of newspaper cutouts in language classes.

The teachers who participated in the trainings were further asked when, where and how long they participated in such trainings. The responses of the teachers have been presented and discussed below.

Table 1: Teachers' Participation in Different Programs

The Programs	Training Organizer	Date	Duration
Construction and Use of Teaching Materials in ELT	NELTA Banke	Feb, 2014	2 days

The table 1 shows that there were only a few programmes which were devoted to the construction and use of newspaper cutouts in language classes. The teachers stated that NELTA has organized a two days program in February, 2014. They viewed that they learnt how to form different teaching materials from locally available and low

cost materials. One of the cheapest and easily available materials that they learnt to construct and use in the training was newspaper cutouts. From this data it was found that although, there was rare opportunity for the teachers to participate in trainings related to use of newspaper cutouts for teaching vocabulary whoever participated in such trainings had positive response to them as they learnt how to construct and use newspaper cutouts in teaching English.

4.1.2 Teachers' Perception on the Role of Newspaper Cutouts for Teaching Vocabulary

The second objective of the study was to explore the teachers' perception on the role of newspaper cutouts for teaching vocabulary. To elicit the required information for this, the teachers were provided with a set of rating scale of degree of agreement and disagreement including seventeen items along with an open ended question. The responses of the teachers have been presented in the table below.

Table 2: Teachers' Perception on the Role of Newspaper Cutouts for Teaching Vocabulary

S.N.	Statements	SA		A		UD		DA		SDA	
		No	%	No	%	No	%	No	%	No	%
1	We can teach vocabulary by using newspaper in ELT classes	18	60	12	40						
2	We can utilize editorial journal, condolence, biography and news stories from newspaper to teach vocabulary	14	46.66	16	53.33						
3	Newspaper consists of different genres (news, sports, entertainment, pictures etc.) which are useful for teaching vocabulary.	9	30	15	50	6	20				

4	Newspaper cutouts are motivational teaching materials for teaching vocabulary.	17	56.66	13	43.33						
5	Newspaper cutouts make the ELT classrooms alive.	12	40	18	60						
6	Newspaper cutouts increase the students' participation in learning vocabulary.	15	50	15	50						
7	Newspaper cutouts encourage the learners to learn words in contexts.	10	33.33	20	66.66						
8	Newspaper cutouts help the students develop long term memory.	9	30	15	50	3	10	3	10		
9	Newspaper cutouts create students' motivation in learning unfamiliar and complex words.	15	50	9	30	3	10	3	10		
10	Newspaper cutouts bring authenticity in teaching and learning vocabulary.	3	10	21	70	3	10	3	10		
11	Newspaper cutouts provide the students with a variety of meanings and usage of the words.	16	53.33	9	30	2	6.66	3	10		
12	Newspaper cutouts help the students visualize the different aspects of vocabulary learning. ☐	14	46.66	16	53.33						
13	Newspaper cutouts are cheaper teaching materials.	6	20	12	40	10	33.33	2	6.66		
14	Newspaper cutouts are easier to design and use for teaching vocabulary along	8	26.66	22	73.33						

	with other language skills and aspects.										
15	Using newspaper cutouts is time consuming for teaching vocabulary.	4	13.33	12	40	6	20	5	16.66	3	10
16	Using newspaper cutouts is a boring and tedious job.			6	20	6	20	6	20	12	40
17	The language of newspaper is difficult to deal with.			12	40	3	10	15	50		

(SA=Strongly Agree, A=Agree, UD=Undecided, SDA=Strongly Disagree, D=Disagree, No=Number and %=Percentage)

Table 5 shows the teachers’ perceptions on the role of using newspaper cutouts for teaching vocabulary and its some constraints in ELT. The data presented in this table have been presented and analyzed in the figures below. The rigorous analysis of teachers’ perception on the role of using newspaper cutouts in ELT has been done along with each of the figures below.

4.1.2.1 Teaching Vocabulary by Using Newspaper in ELT Classes

The teachers’ responses about teaching vocabulary by using newspaper in ELT classes have been presented in the figure on the next page.

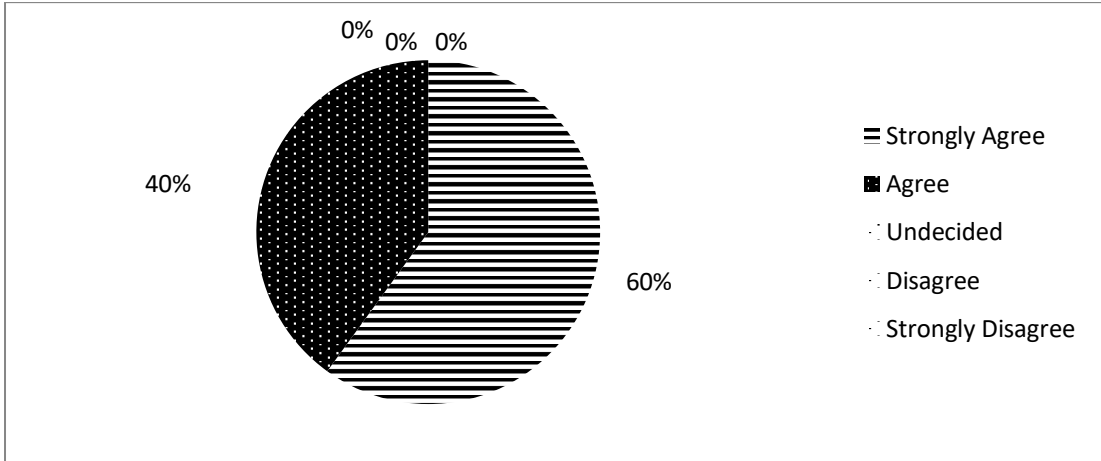


Figure 4.11: Teaching Vocabulary by Using Newspaper in ELT Classes

The figure 4.11 shows that the majority of the teachers (60%) strongly agreed to the statement, ‘We can teach vocabulary by using newspaper in ELT classes’ whereas (40%) agreed to the statement. It was found that all most all the teachers supported the statement.

4.1.2.2 Utilization of Journal, condolence, Biography and News Stories

The teachers’ responses about utilization of journal, condolence, biography and news stories have been presented in the figure below.

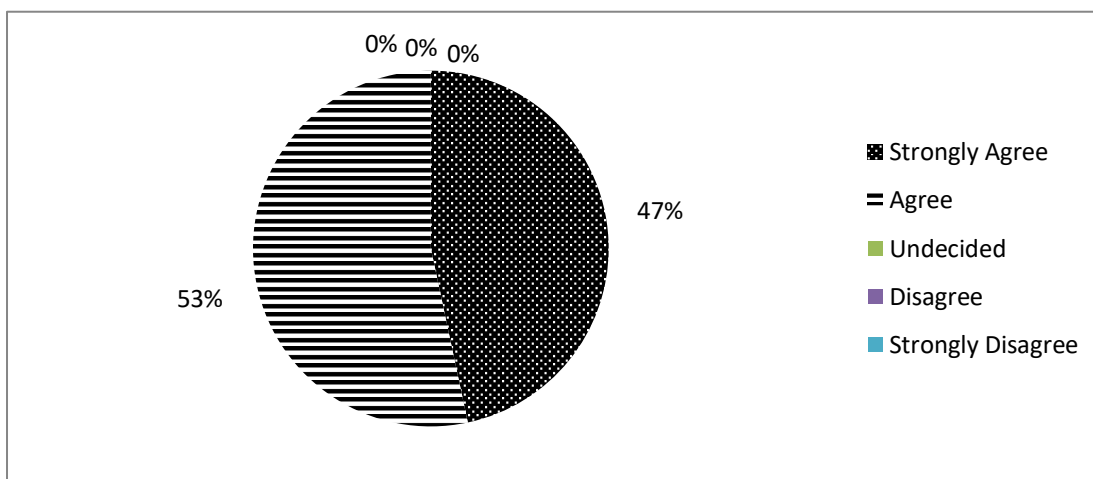


Figure 4.12: Utilization of Journal, condolence, Biography and News Stories

Figure 4.12 depicts that slightly more than half of the teachers (53%) agreed and the remaining of the teachers (47%) strongly agreed that they could utilize editorial journal, condolence, biography and news stories from newspaper to teach vocabulary. It was found that all most all the teachers were in support of the utilization of editorial journal, condolence, biography and news stories from newspaper to teach vocabulary.

4.1.2.3 Usefulness of Different Genres of Newspaper for Teaching

Vocabulary

The teachers’ responses about the usefulness of different genres of newspaper for teaching vocabulary have been presented in the figure below.

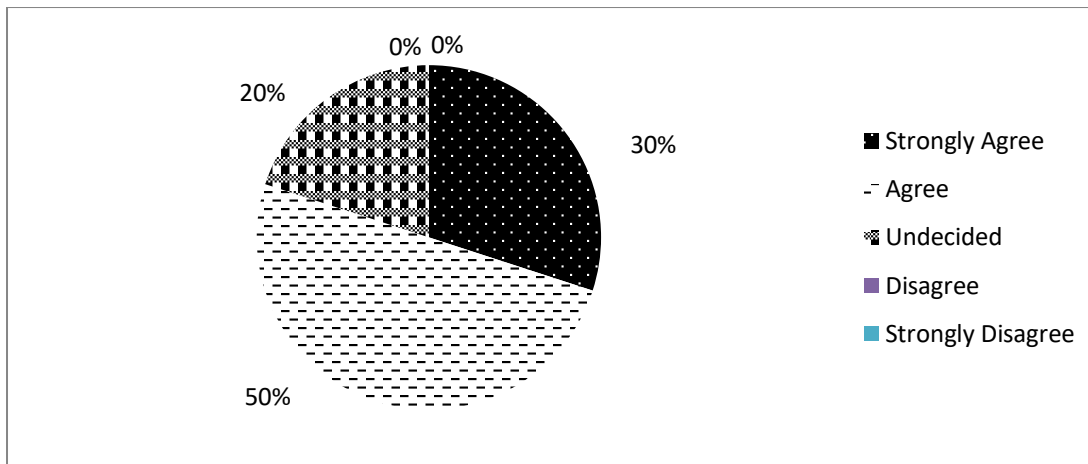


Figure 4.13: Usefulness of different Genres of Newspaper for Teaching Vocabulary

Figure 4.13 shows that, half of the teachers (50%) agreed and 30% of them strongly agreed that newspaper consisted of different genres (news, sports, entertainment, pictures etc.) which are useful for teaching vocabulary. However, 20% of the teachers kept themselves undecided about the statement. From this it was found that most of the teachers were in side of the use of newspapers in teaching vocabulary and utilizing different genres of newspaper in ELT.

4.1.2.4 Newspaper Cutouts as Motivational Materials

The teachers' responses about the newspaper cutouts as motivational materials for teaching vocabulary have been presented in the figure below.

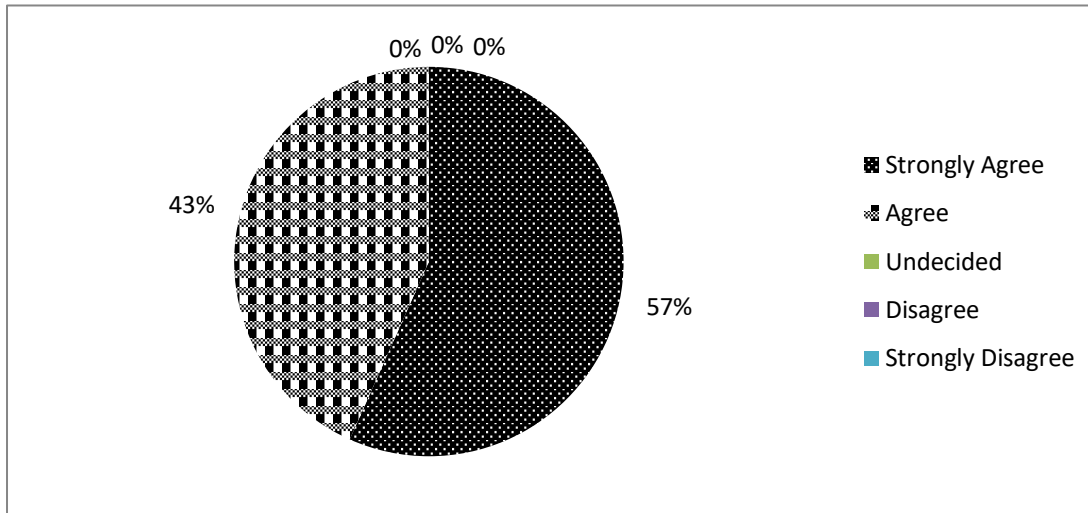


Figure 4.14: Newspaper Cutouts as Motivational Materials

Figure 4.14 shows that more than half of the teachers 57% strongly agreed and 43% of them agreed to the statement- 'Newspaper cutouts are motivational teaching materials for teaching vocabulary'. It was found that there was a significant role of newspaper cutouts for motivating the students while teaching vocabulary in ELT classes.

4.1.2.5 Making ELT Classrooms Alive through Newspaper Cutouts

The teachers' responses about the role of newspaper cutouts for making classrooms alive have been presented in the figure below on the next page.

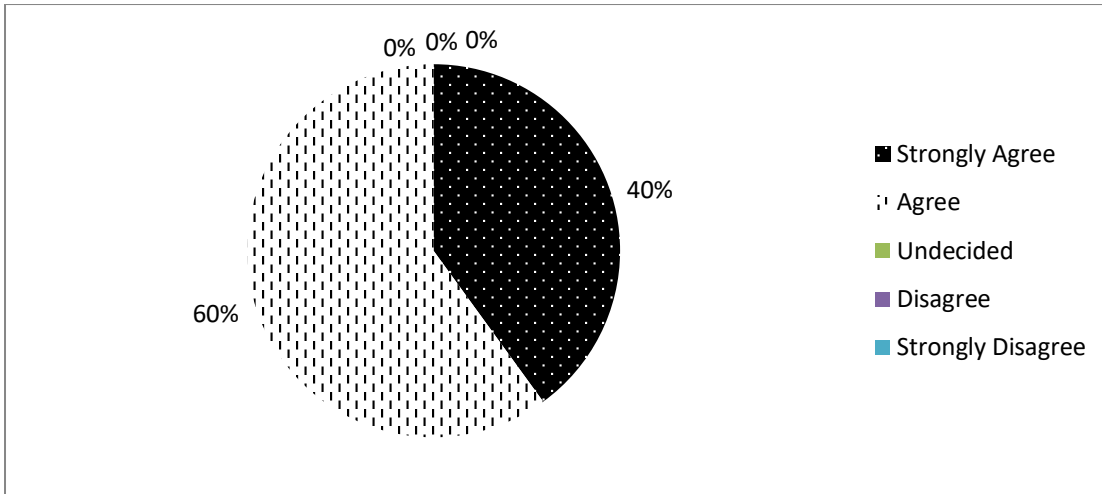


Figure 4.1.2.5. Making ELT Classrooms Alive through Newspaper Cutouts

Figure 4.15 reflects that a majority of the teachers (60%) 20 agreed and 40% (10) strongly agreed that newspaper cutouts made the ELT classrooms alive. It was found that newspaper cutouts play a vital role in making the ELT classrooms alive.

4.1.2.6 Increasing the Students’ Participation in Learning Vocabulary

The teachers’ responses about the role of newspaper cutouts for increasing the students’ participation in learning vocabulary have been presented in the figure below.

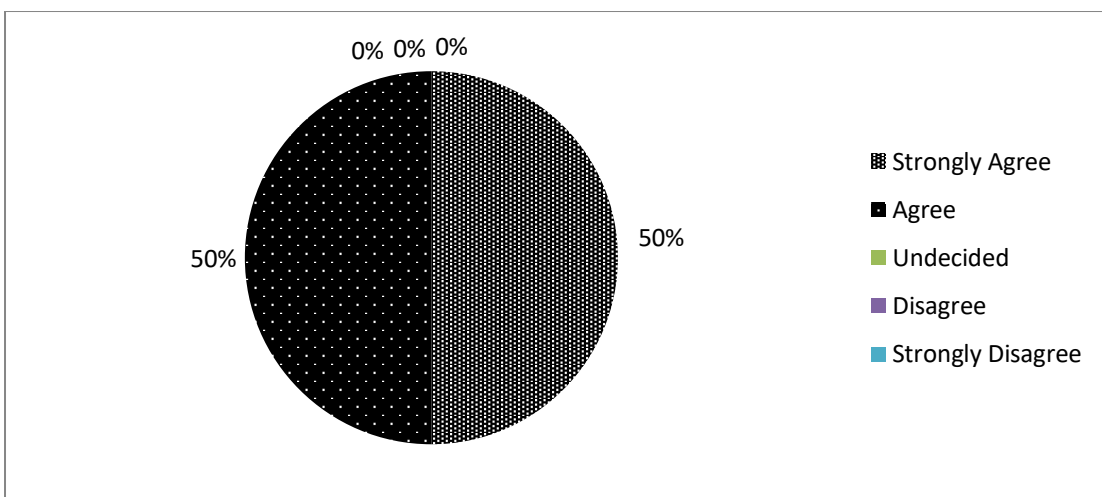


Figure 4.16: Increasing the Students’ Participation in Learning Vocabulary

According to figure 4.16, 50 % (15) of the teachers strongly agreed and other 50% (15) agreed to the statement-‘Newspaper cutouts increased the students’ participation in

learning vocabulary'. From this data it was found that almost all the teachers believed that newspaper cutouts played important role in increasing the students' participation in learning vocabulary.

4.1.2.7 Encouraging the Learners to Learn Words in Contexts

The teachers' responses about the role of newspaper cutouts for encouraging the learners to learn words in contexts have been presented in the figure 4.17.

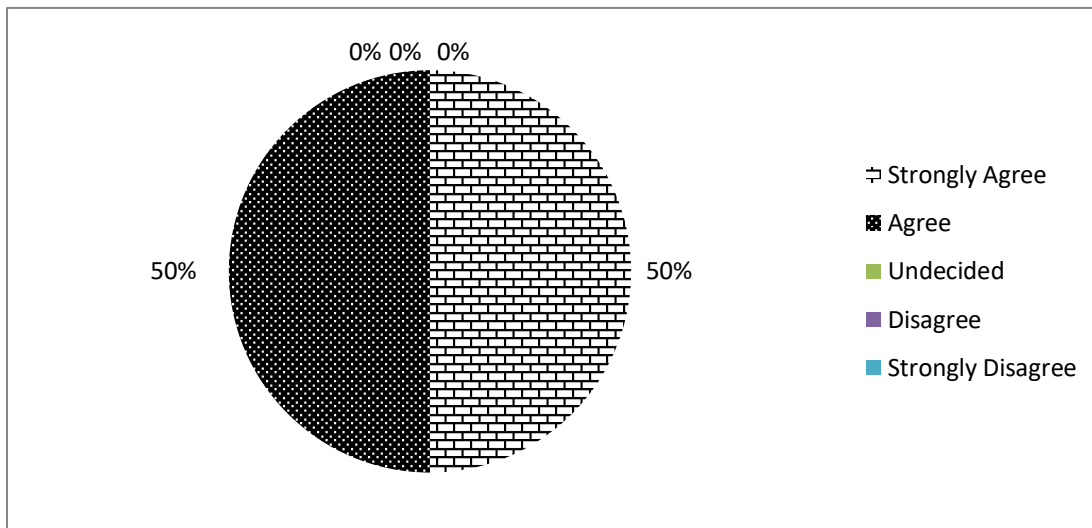


Figure 4.17: Encouraging the Learners to Learn Words in Contexts

The figure 4.17 indicates that nearly 50% (15) of the teachers agreed and 50% (15) strongly agreed that newspaper cutouts encouraged the learners to learn the words in contexts. From this information it was found that all of the teachers believed that newspaper cutouts encouraged the learners to learn the words in contexts.

4.1.2.8 Helping the Students Develop Long Term Memory

The teachers' responses about the role of newspaper cutouts for helping the students develop long term memory have been presented in the figure below on the next page.

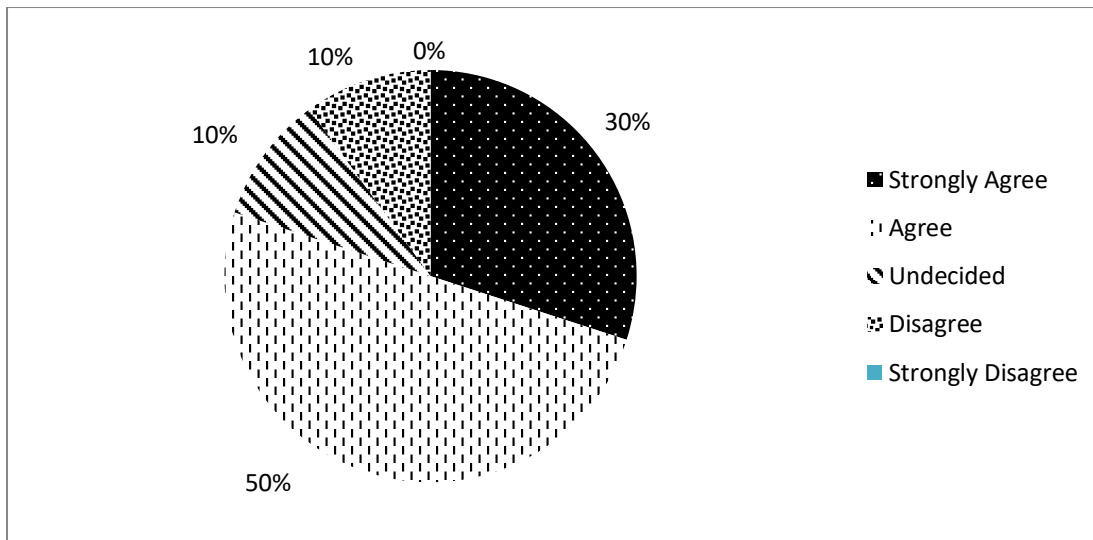


Figure 4.18: Helping the Students Develop Long Term Memory

Figure 4.18 shows that, half of the teachers 50% (15) agreed and 30% (9) strongly agreed that newspaper cutouts helped the students develop long term memory. In contrast, 10% (3) of the teachers did not agree that newspaper cutouts helped the students develop long term memory. However, the remaining 10% (3) of them could not decide about it. It was found that most of the teachers perceived that newspaper cutouts helped the students develop long term memory.

4.1.2.9 Creating Students' Motivation in Learning Unfamiliar and complex Words

The teachers' responses about the role of newspaper cutouts for creating students' motivation in learning unfamiliar and complex words have been presented in the figure below on the next page.

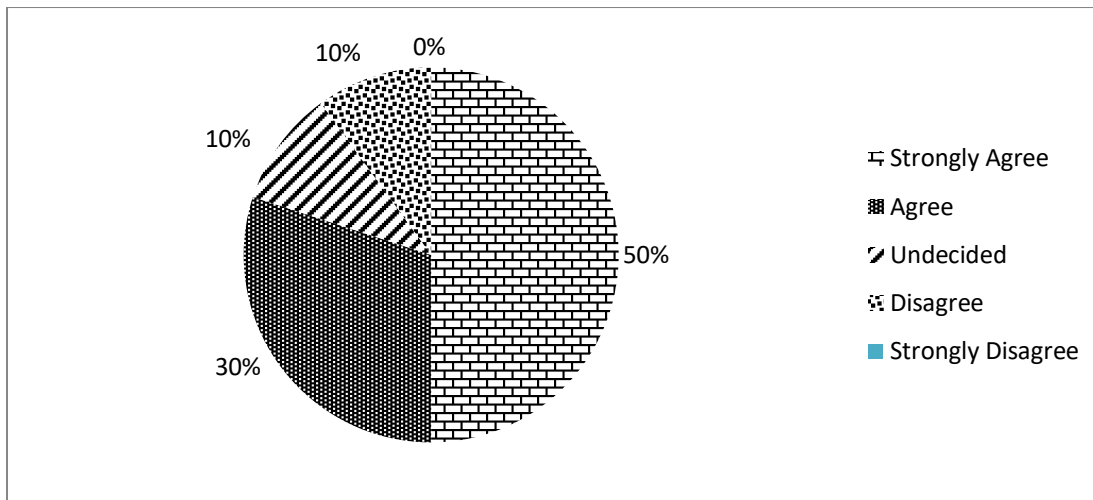


Figure 4.19: Creating Students' Motivation in Learning Unfamiliar and complex Words

Likewise, figure 4.19 shows that half of the teachers 50% (15) strongly agreed and 30% (9) strongly agreed to the statement- 'Newspaper cutouts create students' motivation in learning unfamiliar and complex words'. On the other hand, 10% (3) of the teachers could not decide on the statement and other remaining 10% (3) did not agree with the statement. It can be concluded that a large number of the teachers supported this statement.

4.1.2.10 Bringing Authenticity in Teaching and Learning Vocabulary

The teachers' responses about the role of newspaper cutouts for bringing authenticity in teaching and learning vocabulary have been presented in the figure below on the next page.

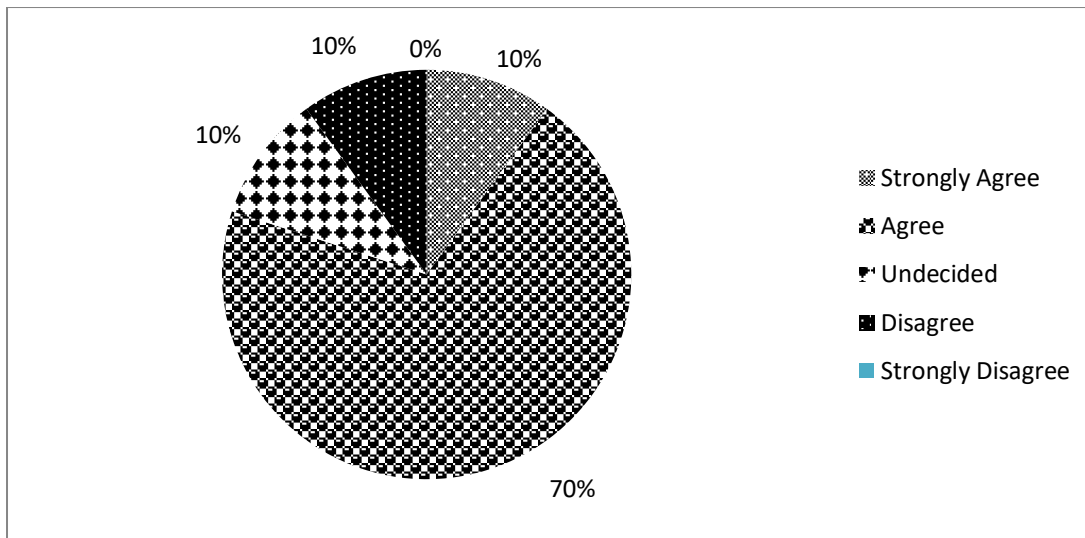


Figure 4.20: Bringing Authenticity in Teaching and Learning Vocabulary

Similarly, figure 4.20 depicts that 70% (21) of the teachers agreed and 10% (3) strongly agreed that newspaper cutouts brought authenticity in teaching and learning vocabulary. But 10% (3) of them kept themselves undecided about this statement and other 10% (3) of them did not agree with the statement. So, from this discussion, it was found that newspaper cutouts could bring authenticity in teaching and learning vocabulary.

4.1.2.11 providing the Students with a Variety of Meanings and usage of the Words

The teachers' responses about the role of newspaper cutouts for providing the students with a variety of meanings and usage of the words have been presented in the figure 4.21. on the next page.

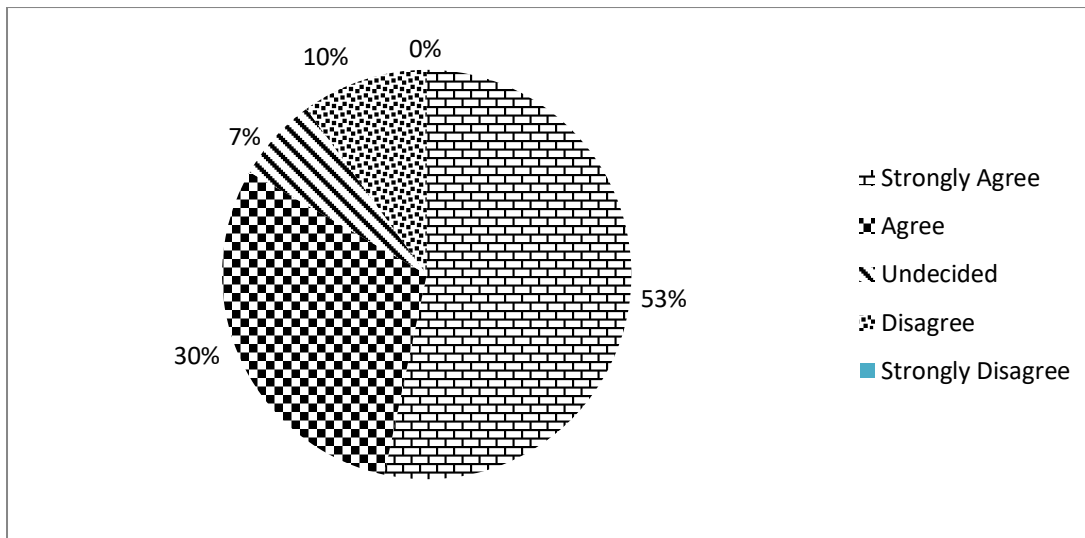


Figure 4.21: Providing the Students with a Variety of Meanings and usage of the Words

The figure 4.21 shows that more than half of the teachers 53.33% (16) strongly agreed and 30% (9) of them agreed that newspaper cutouts provided the students with a variety of meanings and usage of the words. However, 10% (3) of them did not agree and 6.66% kept undecided about the statement. From this it was found that a majority of the teachers agreed to the role of newspaper cutouts in providing the students with a variety of meanings and usage of the words.

4.1.2.12 Helping the Students Visualize the Different Aspects of Vocabulary Learning

The teachers' responses about the role of newspaper cutouts for helping the students visualize the different aspects of vocabulary learning have been presented in the figure 4.22 on the next page.

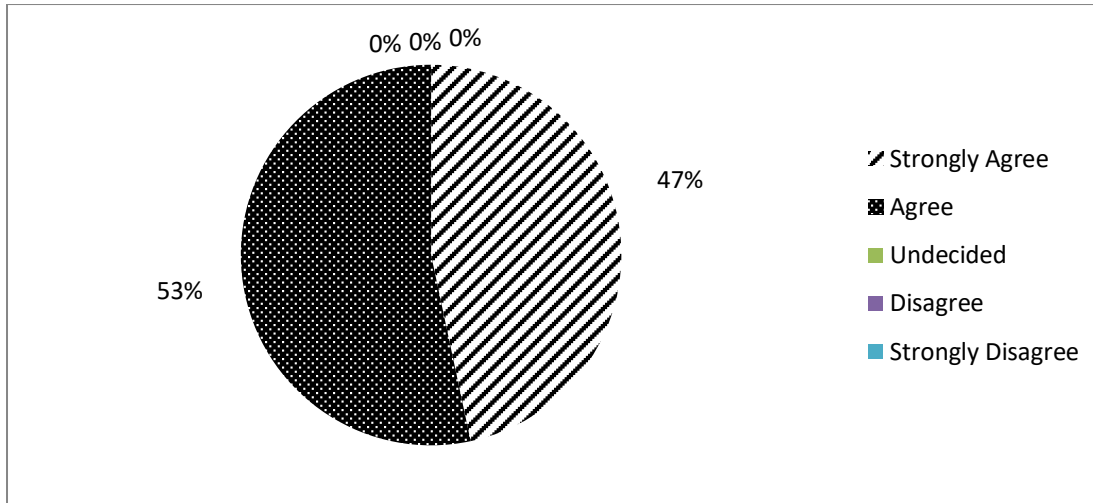


Figure 4.22: Helping the Students Visualize the Different Aspects of Vocabulary Learning

Similarly, figure 4.22 shows that more than half of the teachers (53.33%) agreed and remaining (47%) of the teachers strongly agreed that newspaper cutouts helped the students visualize the different aspects of vocabulary learning. From this data it was found that all of the teachers perceived positively on the role of newspaper cutouts in helping the students with visualizing the different aspects of vocabulary learning.

4.1.2.13 Newspaper Cutouts as Cheaper Teaching Materials

The teachers' responses about the role of newspaper cutouts for helping the students visualize the different aspects of vocabulary learning have been presented below.

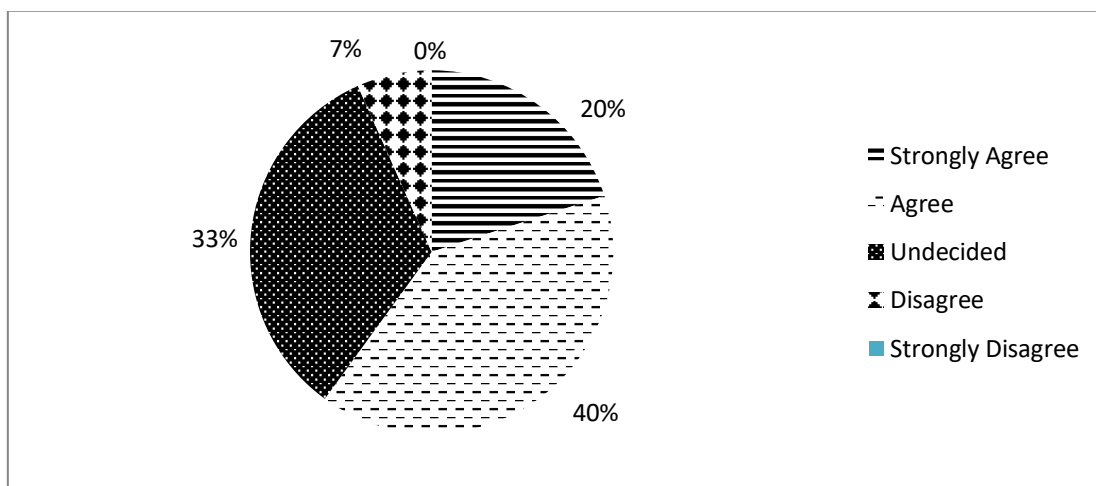


Figure 4.23: Newspaper Cutouts as Cheaper Teaching Materials

Figure 4.23 shows that the forty percent of the teachers (12) agreed and 20% (6) of them strongly agreed that newspaper cutouts were cheaper teaching materials. On the other hand, 33.33% (10) of the teachers kept undecided and 7% did not agree with the statement. From this discussion it can be concluded that a majority of the teachers perceived that newspaper cutouts were cheaper teaching materials.

4.1.2.14 Newspaper Cutouts as Easier to Design and Use in ELT

The teachers' responses about the newspaper cutouts as easier to design and use for teaching vocabulary along with other language skills and aspects have been presented below.

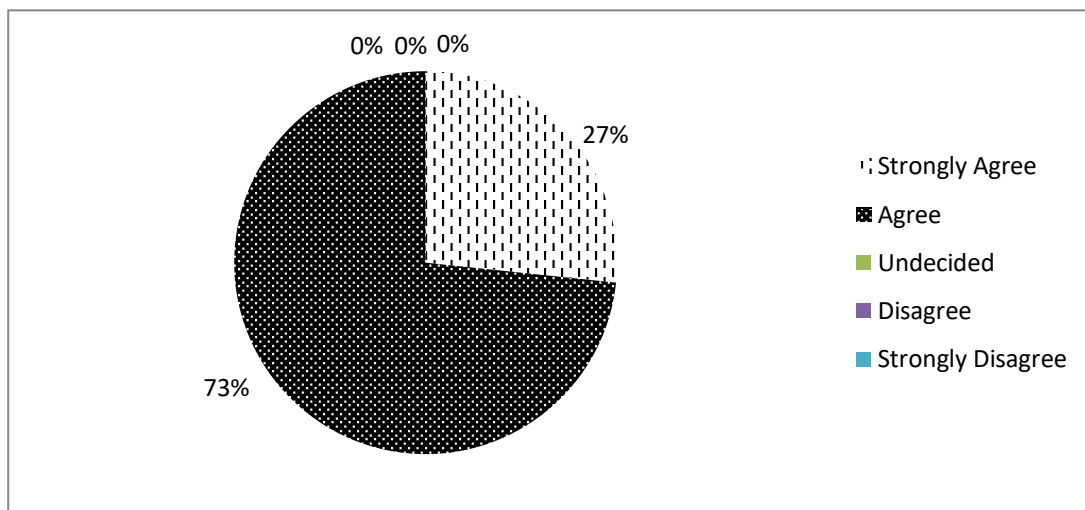


Figure 4.24: Newspaper Cutouts as Easier to Design and Use in ELT

Similarly, figure 4.24 shows that a large number of the teachers (73%) agreed and the remaining of the teachers strongly agreed that newspaper cutouts were easier to design and use for teaching vocabulary along with other language skills and aspects. It was found that almost all the teachers were positing about the fact that newspaper cutouts were easier to design and use for teaching vocabulary along with other language skills and aspects.

4.1.2.15 Use of Newspaper Cutouts as Time Consuming Activity

The teachers' responses about the use of newspaper cutouts consumes much time while teaching vocabulary have been presented in the figure.

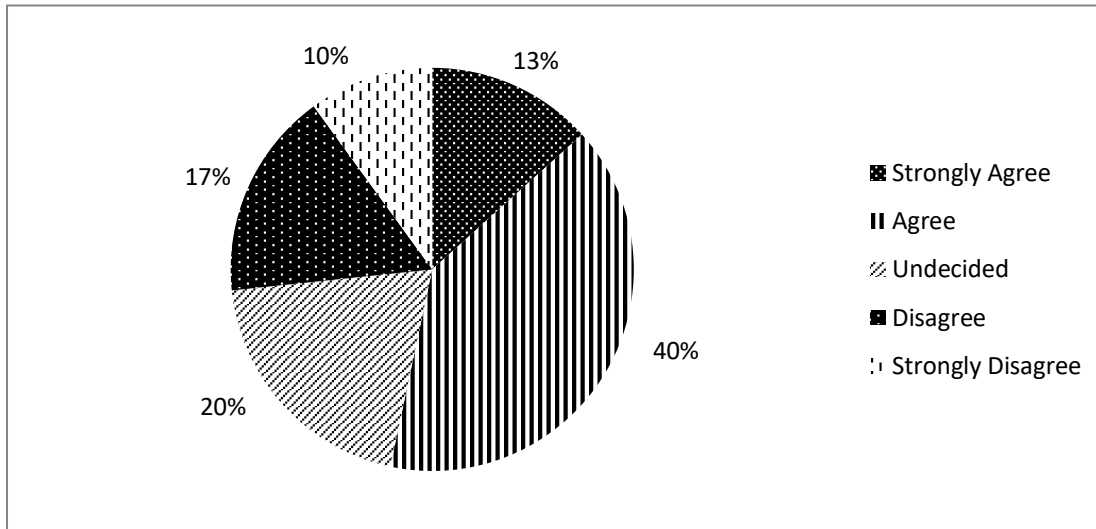


Figure 4.25: Use of Newspaper Cutouts as Time Consuming Activity

There is nothing without its drawbacks as so CIA also has some weaknesses. The analysis and discussion of teachers' perception on the drawbacks of CIA has been done here. The figure 4.25 portraits that 40% (12) of the teachers agreed and 13% (4) strongly agreed that using newspaper cutouts was time consuming for teaching vocabulary. But 20% (6) of them kept undecided about the drawback of using newspaper cutouts. On the other hand, 17% (5) of them did not agree and 10% (4) strongly objected that using newspaper cutouts was time consuming for teaching vocabulary. It was found that more than half of the teachers perceived using newspaper cutouts in teaching vocabulary consumed time.

4.1.2.16 Use of Newspaper Cutouts as Boring and Tedious Job

The teachers' responses about the use of newspaper cutouts as boring and tedious job have been presented in the figure 4.26 in the next page.

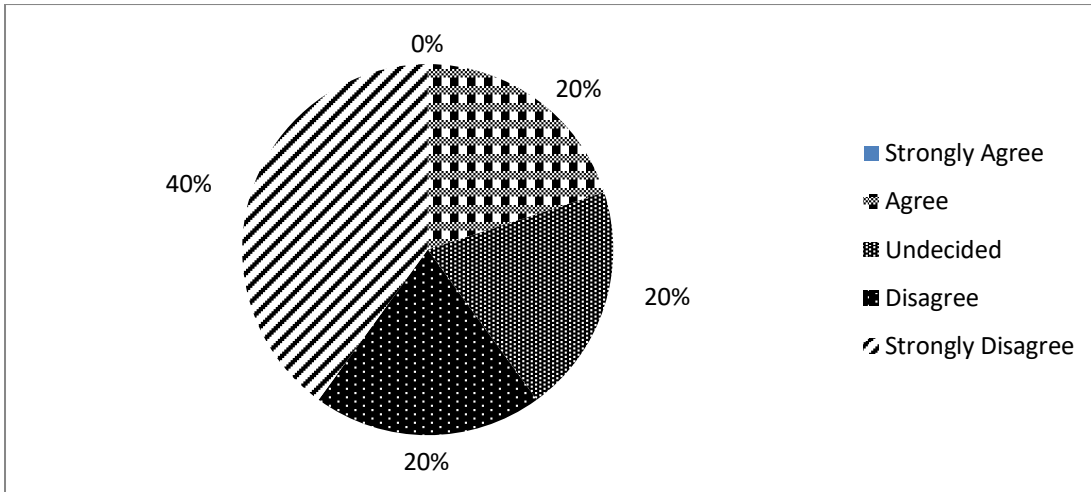


Figure 4.26: Use of Newspaper Cutouts as Boring and Tedious Job

It depicts that 40% (12) the teachers strongly objected and 20% (6) objected that using newspaper cutouts in teaching vocabulary as a boring and tedious job. On the other hand, 20% (6) of them agreed with this drawback whereas the remaining 20% (6) of them could not decide that whether using newspaper cutouts was a boring and tedious job or not. From this discussion, it can be concluded that a majority of the teachers did not perceive that using newspaper cutouts as tedious and boring job.

4.1.2.17 Difficulty of Language Used in Newspaper

The teachers' responses about the language of newspaper as difficult to deal with have been presented in the figure below.

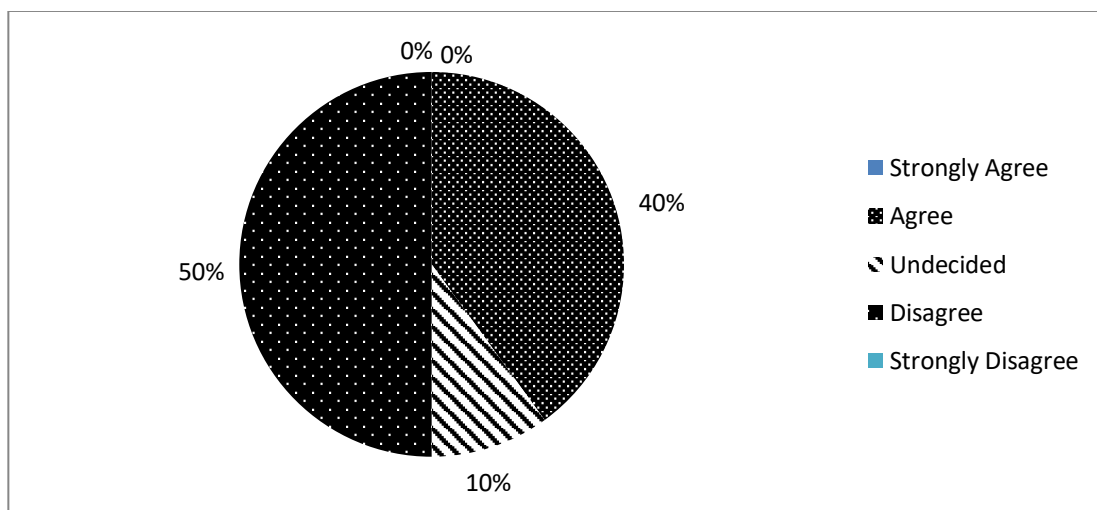


Figure 4.27: Difficulty of Language Used in Newspaper

The figure 24.27 shows that 50% (15) did not agree that the language of newspaper was difficult to deal with. On the other hand, 40% (12) of the teachers agreed that the language of newspaper was difficult to deal with. However, the remaining 10% (3) of the teachers could not decide about this drawback of using newspaper cutouts for teaching vocabulary. It was found that only half of the teachers could not find it difficult to deal with the language of newspaper.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the findings, conclusions and recommendations of the study.

5.1 Findings

It deals with the summary of findings of the study. On the basis of the presentation, analysis and interpenetration of the data the major findings of the study have been summarized below in two sections.

A. The Findings Related to the Practice of Using Newspaper Cutouts in Teaching Vocabulary

- It was found that for 83% (20) of the teachers, trend of using newspaper cutouts as teaching materials was not usual in schools.
- The teachers 70% (21) had no usual using newspaper cutouts for teaching vocabulary. However, they were found to be using newspaper as teaching material occasionally.
60% (18) of the teachers' colleagues also did not often use newspaper cutouts for teaching vocabulary in spite of their occasional use of them.
- It was found that they 47% (14) had the occasional collaboration with their colleagues for selecting and using newspaper cutouts for teaching vocabulary.
- It was found that as 40% (12) of the teachers stated, there was average availability of newspapers in schools.
- It was found that most of the teachers 50% (15) did not get opportunities of participation in seminars and workshops on using newspaper cutouts for teaching vocabulary.
- It was found that a large number of the teachers 33% (10) used the newspaper cutouts for teaching language skills and guided writing.

- It was found that the teachers used different genres of newspaper for teaching purposes however news stories were highly used (by 40% (12) as the teaching materials.
- It was found that ‘The Republica’ an English newspaper was highly used by the teachers 60%(18) as the source of their cutouts for teaching vocabulary.
- It is found that a large number of the teachers 80% (20)lacked the trainings on the use of newspaper cutouts in language classes.
- It was found that although, there was rare opportunity for the teachers to participate in trainings related to use of newspaper cutouts for teaching vocabulary who participated in trainings had positive experience of training as they have learnt how to construct and use newspapers cutouts in teaching English.

B. The Findings Related to the Teachers’ Perception on the Role of Newspaper Cutouts for Teaching Vocabulary

- It was found that most of the teachers 60% (18)were in side of the use of newspapers in teaching vocabulary and utilizing different genres of newspaper in ELT.
- It was found that for 56.66% (17)of the teachers there was a significant role of newspaper cutouts for motivating the students while teaching vocabulary in ELT classes.
- As 40% of the teachers strongly agreed and 60% (20) of them agreed, it was found that newspaper cutouts play a vital role in making the ELT classrooms alive.
- It was found that almost all the teachers 100% (30) believed that newspaper cutouts played important role in increasing the students’ participation in learning vocabulary.
- It was found that all of the teachers believed that newspaper cutouts encouraged the learners to learn the words in contexts.

- It was found that most of the teachers 80% (20) perceived that newspaper cutouts helped the students develop long term memory.
- It was found that for 80% (20) of the teachers, newspaper cutouts could bring authenticity in teaching and learning vocabulary.
- It was found that a majority of the teachers 53.33% (16) strongly agreed and 30% (6) agreed to the role of newspaper cutouts in providing the students with a variety of meanings and usage of the words.
- It was found that all of the teachers 46.66% (14) strongly agreed and 53.33% (16) agreed perceived positively on the role of newspaper cutouts in helping the students with visualizing the different aspects of vocabulary learning.
- A majority of the teachers 53.33% (16) perceived that newspaper cutouts were cheaper teaching materials.
- It was found that almost all the teachers 26.66% (13) strongly agreed and 73.33% (17) agreed were positive about the fact that newspaper cutouts were easier to design and use for teaching vocabulary along with other language skills and aspects.
- It was found that more than half of the teachers 53.33% (16) perceived using newspaper cutouts in teaching vocabulary consumed time.
- A majority of the teachers 60% (18) did not perceive that using newspaper cutouts as tedious and boring job.
- It was found that only half of the teachers 50% (15) could not find it difficult to deal with the language of newspaper.

5.2 Conclusions

The study was mainly concerned with identifying the teachers' practice of using newspaper cutouts and exploring the teachers' perception on the role of using newspaper cutouts for teaching vocabulary. The first research question was concerned

with the teachers' practice of using newspaper cutouts for teaching vocabulary. It was found that culture of using newspaper cutouts as teaching materials was not usual in schools. Similarly, teachers had no usual habit of using newspaper cutouts for teaching vocabulary. However, they were found to be using newspaper as teaching material occasionally. As there was occasional use of newspaper cutouts by the teachers' colleagues, they had only the occasional collaboration with them for selecting and using newspaper cutouts for teaching vocabulary, too. In spite of average availability of newspapers in schools, most of the teachers did not get opportunities of participation in seminars and workshops on using newspaper cutouts for teaching vocabulary. So, the use of newspaper cutouts for teaching English was not usual in English classes. News paper cutouts were used basically in teaching language skills along with guided writing in comparison to other aspects of language. In addition, the English newspaper, 'The Republica' was mostly available in the schools of Banke district. Although, there was rare opportunity for the teachers to participate in trainings related to use of newspaper cutouts for teaching vocabulary who participated in trainings had positive experience of training as they have learnt how to construct and use newspapers cutouts in teaching English.

The most important research question was how the teachers perceive about the role of using newspaper cutouts for teaching vocabulary. Most of the teachers were in side of the use of newspapers in teaching vocabulary and utilizing different genres of newspaper in ELT. Similarly, the teachers viewed that there was a significant role of newspaper cutouts for motivating the students and making the class alive while teaching vocabulary in ELT classes. Likewise, almost all the teachers believed that newspaper cutouts played important role in increasing the students' participation in learning vocabulary as they encourage the learners to learn the words in contexts. From the findings, newspaper cutouts were found not only to bring authenticity in teaching and learning vocabulary but also helped the students develop long term memory. In the same way, a majority of the teachers agreed to the role of newspaper cutouts in providing the students with a variety of meanings and usage of the words along with visualizing the different aspects of vocabulary learning. Furthermore, a

majority of the teachers perceived that newspaper cutouts were cheaper and easier teaching materials to design and use for teaching vocabulary along with other language skills and aspects. On the other hand, using newspaper cutouts have some drawbacks, more than half of the teachers perceived using newspaper cutouts in teaching vocabulary consumed much time it's a difficult task to deal with the language of newspaper as the students' proficiency in English was low. However, a majority of the teachers did not perceive that using newspaper cutouts as tedious and boring job.

To sum up, the use of newspaper cutouts was 'occasionally' practiced in schools as most of the teachers only 'occasionally' used newspaper cutouts for teaching vocabulary. However, most of the teachers supported that the using newspaper cutouts played significant role in teaching vocabulary.

5.3 Recommendations

The recommendations of the findings have been presented under the sub-headings: recommendations in policy, practice and further research related.

5.3.1 Policy Related

The following recommendations have been suggested for the policy level on the basis of findings and conclusion of the study:

- Use of newspaper cutouts for teaching vocabulary along with different skills and aspects of language should be included in teacher education courses as an important teaching material in ELT.
- Ministry of Education (MOE), National Center for Educational Development (NCED) and Department of Education should include the practical knowledge and skills of constructing and using newspaper based materials in teacher training packages.
- The teachers should be directed for constructing and using newspaper cutouts as the main material for teaching vocabulary.

- The policy of organizing different seminars, workshops and trainings on ‘Use of Newspaper Cutouts for Teaching Vocabulary’ should be determined.
- District Education Office and related departments should concern on use of newspaper cutouts for teaching vocabulary as well as other skills and aspects of language as the part of training and supervision to the teachers.
- Training packages should be designed in addressing the teachers’ perceived challenges and difficulties of constructing and using newspaper based teaching materials in ELT classes.
- The teachers who often construct and use newspaper cutouts for teaching ELT should be awarded with certain incentives for developing it as a culture in schools.

5.3.2 Practice Related

The following recommendations have been suggested for the practice level on the basis of findings and conclusion of the study:

- The school administration should encourage the teachers for using newspaper cutouts for teaching vocabulary in English language classrooms.
- The schools should develop a trend of constructing and using newspaper cutouts for teaching vocabulary and discussing on their effective use with other the teachers, or with expert such as school supervisor, resource person etc. for changes in future.
- The teachers should select newspaper, construct cutouts and use in teaching vocabulary along with other language skills and aspects as often as possible.
- The different concerning departments and authorities should organize workshops, seminars and trainings to the teachers on selecting

newspapers, constructing cutouts and using them in teaching vocabulary in English language classrooms.

- The schools or educational institutions should provide a certain time for the teachers to construct newspaper cutouts for teaching vocabulary.
- Teachers should collaborate with their colleagues for constructing and using newspaper cutouts for teaching vocabulary.
- School Supervisors, Resource Persons and Head Teachers should be supportive and as facilitator to the teachers for initiating use of newspaper cutouts for teaching vocabulary, as an important teaching material.

5.3.3 Further Research Related

The following recommendations have been suggested for the further research level on the basis of findings and conclusion of the study:

- The researchers who are interested in this study area can study on policy of Minister of Education (MOE) and Curriculum Development Center(CDC) about use of newspaper cutouts and their role in teaching vocabulary.
- The researchers can study on the effectiveness of using newspaper cutouts for teaching vocabulary.
- The researchers can study about the correlation on use of newspaper cutouts for teaching vocabulary and language skills.
- The researchers can search about the effectiveness of using particular genre of newspaper.
- The researchers can study on the Use of newspaper cutouts for teaching other skills and aspects of language.

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Appendix I

Questionnaire for Secondary Level Teachers

Dear Sir/ Madam,

This questionnaire is a tool to collect information for my study entitled, “**Use of newspaper cutouts for teaching vocabulary**” under the supervision of **Dr. Purna Bahadur Kadel, Lecturer**, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu.

The kind information provided by you will be of great value for accomplishing my study. The information that you provide will be kept highly confidential. Please feel free and relaxed while answering the questionnaire. Moreover, I would appreciate your honest opinions and assure you that the responses given by you will be exclusively used for my research purpose only.

If you have any queries regarding the questionnaire or researches, please do not hesitate to talk to me personally.

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05ය

a. Always b. Sometimes c. Occasionally d. Rarely e. Never

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නැති 10065යදුම්පත් 335
ලකුණු 10යදුම්පත් 35 අයදුම්පත් 2

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1005ය 5 අයදුම්පත් 107යදුම්පත් 9 නොයදුම්පත් 106100 අයදුම්පත් 0 ආදායම් 05
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නැති 10065යදුම්පත් 335
ලකුණු 10යදුම්පත් 35 අයදුම්පත් 2

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නැති 6 නොයදුම්පත් 13යදුම්පත් 5 ලකුණු 7 අයදුම්පත් 3305ය

අයදුම්පත් 96515 නොයදුම්පත් 0065 අයදුම්පත් 10 ලකුණු 390005ය අයදුම්පත්
10 අයදුම්පත් 900005ය අයදුම්පත් 65 අයදුම්පත් 6 අයදුම්පත් 0 අයදුම්පත් 4

☐ ආදායම් 63 6 අයදුම්පත් 5 ලකුණු 56336305ය අයදුම්පත් 5 අයදුම්පත්
3107යදුම්පත් 9 ලකුණු 561 බැංකු 100 නොයදුම්පත් 335 100 අයදුම්පත් 0 අයදුම්පත්
0 ආදායම් 05ය 4යදුම්පත් 90යදුම්පත් 05 අයදුම්පත්

යදුම්පත් 104යදුම්පත් 3යදුම්පත් 5යදුම්පත් 104 අයදුම්පත්
බැංකු 104 අයදුම්පත් 9යදුම්පත් 4යදුම්පත් 5ලකුණු 1 6100
නැති 104 අයදුම්පත් 10005ය අයදුම්පත් 7යදුම්පත් 3

ලකුණු 104 අයදුම්පත් 104 අයදුම්පත් 71 බැංකු 30 නොයදුම්පත්
අයදුම්පත් 56 60 අයදුම්පත් 9 104 අයදුම්පත් 107 අයදුම්පත් 05 104 අයදුම්පත් 104

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Thank you for your kind co-operation.