

# CHAPTER – ONE

## INTRODUCTION

The present study is about the ‘Strategies Adopted by English Teachers to Teach Vocabulary Items in Grade Eight.’ The first chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

### 1.1 Background of the Study

Language can be defined as a voluntary vocal system of human communication. It bridges the gap between social, economical, political and geographical distance. Language is built with vocabulary items and grammatical systems. Without being familiar with the English language people feel uneasy to communicate wherever they go. So, it is essential for an individual to get mastery over the English language to survive in the society. Nowadays, English language becomes the language of business, media, or information technology. Regarding this fact, Richards and Rodgers (2001, p. 3) say " Today English is the world's most widely studied foreign language, 500 years ago it was Latin, for it was the dominant language of education, commerce, religion and government in the western world".

Vocabulary is the base of language. Each language consists of vocabulary items which are the major building blocks to communicate. In the lack of vocabulary, communication is impossible. Vocabulary plays an important role in expressing complex thoughts, ideas and emotion .Words constitute the elements of language structures and a proper knowledge .This is essential for one and all. Without having larger number of vocabularies, people feel frustrated when they do not find the appropriate words while speaking the target language.

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

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

Chomsky (1968) argues that “Due to the finite number of grammatical rules a child is capable of producing infinite number of structure.” There rules are pre-programmed in the child’s mind but this principle is not applied in the case of vocabulary since word may be used differently in different situation. Similarly, Wilkins (2001p.3) says that, without grammars very little can be conveyed without vocabulary nothing can be conveyed.

## **1.2 Statement of the Problem**

As we know that, teacher is person who leads the learners towards goal. It is really important to study or examine the roles of teacher in promoting learners. There are various kinds of problems while teaching vocabulary in the classroom. The teachers feel difficulty to select strategies to teach vocabulary. Similarly, selection of resources and materials related to vocabulary are also one of the problems. The teachers face various obstacles and challenges while teaching vocabulary. However, selection of effective strategies of vocabulary teaching is the challenges for the teachers. Still, most of the teachers get confused regarding the selection of appropriate strategies to increase effectiveness of their teaching. In this sense, the basic problem in our context is the beliefs of language teachers towards use of these strategies in the language classroom. As strategies of vocabulary teaching are the fundamental aspects of teaching learning process, it is very important to study and implement them in

our practice. So, this study tries to address these issues in the field of the English language teaching to direct our vocabulary teaching in suitable direction.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- a) To find out the strategies used by teacher of grade Eight in teaching vocabulary items, and
- b) To suggest some pedagogical implications.

### **1.4 Research Questions**

The study addressed the following research questions:

- a) What kinds of strategies are used by the lower secondary level English teachers for teaching vocabulary?

### **1.5 Significance of the Study**

Vocabulary is backbone of a language. Therefore, research in this area will be significant for different people. This study finds out various aspects, strategies of vocabulary teaching. It will be useful to the language teacher for understanding the different aspects of vocabulary teaching. The language teachers will get benefits about vocabulary teaching form this study. Moreover this study will give ideas to the teachers about how to teach vocabulary the learners at lower secondary level. Similarly, linguists, grammarians, syllabus designers, textbook writers will also get its usefulness. Anyone who is directly and indirectly involved in the area of vocabulary teaching will get benefit from this study. The research will be fruitful to the researchers interested in this area.

## 1.6 Delimitation of the Study

The study had the following limitations;

- a) The study was limited to the lower secondary level English teacher of Bardiya district.
- b) The study was limited only to the vocabulary teaching strategies.
- c) The study was limited to the observation as the tool of data collection.
- d) The study was limited to only grade 8 for the data collection.
- e) The study was limited only four lower secondary schools.

## 1.7 Operational Definition of the Key Terms

**Strategy:** The term strategy in this study signifies a plan that is intended to achieve particular purpose.

**Vocabulary:** The term vocabulary in this study refers to all the words of particular language. People use the vocabularies to speak and write to communicate and share their feelings and needs with others.

**Teaching Vocabulary:** Teaching vocabulary is a process developing the ability to use the appropriate words in appropriate situation.

## **CHAPTER – TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

Literature review is a summary and critique of research relating to particular issue or problem. It is a preliminary task that the researcher has to go through the existing literature in order to acquaint with the available body of knowledge in the area of research.

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

To carry out any research work we need some theoretical ideas and base. Similarly, to carry out this study I have gone through different theoretical literature and these provided the base for this study.

##### **2.1.1. Introduction to Vocabulary**

Vocabulary is the prominent aspect of language without which a language cannot exist in the world among the human beings. Each language consists of vocabulary items which are the major building blocks to communication to each other. The more vocabulary items we have, the more communication is possible. Richards et al (1999,p.400) says, “A set of lexemes including single words, compound word and idioms. Similar to this definition of CelceMurcia and Freeman (1683,p.29) say, “We take a considerably broader view of the lexicon; we consider it to comprise not only single words but also word compound conventionalized multi-word forms”. Both of these definitions view that vocabulary does not include only single words items but also multi –word items with a single meaning. For example, ‘forget me not’, ‘sister in law’, ‘kick the bucket’ are made of more than one word but express a single meaning.

Wilkins (1972, p.111) says, “Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.” This means that vocabulary is the most important aspect of language teaching. The experience of most of the

language teacher is that the single and biggest component of any language course is vocabulary. This idea supports that vocabulary is more important than grammar and sounds. Without the knowledge of vocabulary, students would not be able to use the grammar to generate meaningful sentences.

Harmer (1991, p.153) says, 'If language structures make up skeleton. It is vocabulary that provides vital organs and flesh". Teaching vocabulary is therefore, a process developing the ability to use the appropriate words in appropriate situation.

### **2.1.2 Types of Vocabulary**

Vocabulary can be classified in terms of different criteria. Different Scholars have attempted to classify in to various types. Fries (1945,p 40) classifies English words in to four groups:

**Function Words:** They primarily perform grammatical function. For Example, do signaling questions.

**Substitute words:** These words are known as replace class of words. For example, he, she, it they etc.

**Grammatically distribute words :**These words show the unusual grammatical restriction distribution. For example, so, any etc.

**Content words:** These words are also known as Words. They have their own meaning. For example, noun, verb, adjective, adverb.

Harmer (2001,p.159) classifies vocabulary in two types. They are active vocabulary and passive vocabulary. Active vocabulary refers to the vocabulary that students have been taught to learn and which they are expected to able to understand, pronounce and use constructively in speaking and writing. Passive vocabulary refers to the words which the student recognizes when they occur in a context but which they will probably not be able to produce. Active

vocabulary is used in day to day communication. It seems to be productive in nature. On the other hand, passive vocabulary is only in competence level. So, it seems to be receptive in nature.

Rechards et al (1985, p.61) divides words in two types i.e. content and function words. The word which refers to things, quality, state and action and which have meaning in isolation are known as content words and the words which have little meaning on their own, show grammatical relationship in between sentences are known as function words. Contents words refer to those which have lexical meaning. On the other hand, function words refer to those words which function as a grammatical connector.

Art & Arts (1986, p.22) classify words into two types i.e. major word classes and minor word classes. Major word classes are what we call open classes. Minor word classes are closed classes. Nouns, adjectives, verbs and adverbs are major words classes whereas pronouns, preposition, conjunctions, interjections, determiners, intensifiers and classifiers are minor word classes.

### **2.1.3 Importance of Teaching Vocabulary**

Vocabulary is the most genuine part of language. In the lack of words, we cannot send our message. So, Language learners need to learn the lexis of the language by right choice of words. A speaker creates good impression on the hearer. So, vocabulary teaching is essential for language learners.

Vocabulary is the most important unit of language. Vocabulary is such important aspect of language without which communication is rather difficult even if one who has good knowledge of language. In this regard, Wilkins (1972, p. 111) states that without grammar, very little can be conveyed, but without vocabulary, nothing can be conveyed.

In the beginning, learning vocabulary was neglected. Actually, people thought that learning vocabulary is not important for learning the language. In this regard, Tyrol (1990, P.1) says,

In foreign language teaching, vocabulary has for long time been neglected area. Course books have provided little guidance other than word lists. So that part from the specialized supplementary materials such as dictionary, workbook, teacher have been hard to out satisfy their students' demand for word.

In this way, people started thinking that is very difficult to learn language or to take part in communication without the knowledge of vocabulary.

#### **2.1.4. Aspects of Vocabulary**

Teaching vocabulary is a broad notion which contains various aspects of vocabulary: word meaning, pronunciation, word use, word formation, and word grammar.

##### **a) Word Meaning**

Most words have more than one meaning. We cannot decipher the meaning of the words in isolation. For example, the word 'bank' refers to the place where people keep money in one sense and the coastal area of river in another sense.

##### **b) Pronunciation**

Pronunciation means how we say words. It is the way you say a word or the way in which a language is usually spoken. It is an accepted standard of the sound and stress patterns of a syllable, word, phrase etc.

##### **c) Word Use**

Mostly, the words are understood with their direct meaning but they are frequently stretched through the uses of metaphor and simile, idiom, collection, style, register.



*Metaphor and Simile:* Metaphor refers to a figure of speech which makes use of comparison of descriptive term for a person and thing which is literally impossible. For example, his words stabbed at her heart. 'The word did not actually stab but their effect is compared at the stabbing of knife.

A simile is an expression in which something compared to something else by the use of function words such as like or as. For example, 'my friend's eyes are like red rose.'

*Idiom :* It refers to a sequence of words which is semantically and often syntactically restricted so that it functions as a single unit. From a semantic point of view, the meaning of the individual words cannot be summed to product the meaning of the idiomatic expression as a whole meaning cannot be worked out from its separate parts. For example, 'he is real snakes in the grass. In this sentence, the Idiom refers to deceitful person. This meaning of words used at idiom has no direct connection. So the word meaning is changed and extended in idiomatic use of words.

*Collocation :* Collocation means mutual relationship between words in which it collocates. The meaning of words is governed by collection use of them. For example, we use headache, stomachache but cannot use throat ache. We have to use throat pain.

*Style :* The use of language according to situation and context refers to style. There is various style of using language viz. personal, impersonal, formal, neutral etc. The use of words in different style also makes the meaning different. So, style also governs the use of word. For example, kid is used in informal style, offspring in formal and child in neutral style. The use of different words gives the same meaning but different connotation because of different style. For example, 'lavatory' is formal 'toilet is neutral and 'loo' is informal use of the same thing but the different style.

*Register* : Register refers to a speech variety used by a particular group of people usually sharing the same occupation or the same interest. It is a variety of language distinguished according to use. The use of language varies depending upon the mode on which language is used field about which language is used and so on. The use of words in different register is also varied. Therefore, the teacher should instruct different vocabulary items used in different register.

#### **d) Word Formation**

Word formation is process by which various words are made from combining and recombining different morphemes. Crystal (2003, p. 502) defines word formation as, "whole i.e. including the two main division of inflection (words variations signaling, grammatical relationship) and derivation (word variations signaling lexical relationship)". This definition including the process of words formation. A word can be broken down into their component bits. How these are put together to form a word is process of forming a word.

Besides affixation process, three things are to be taught under words formation. The words are used differently as a noun, a verb and an adjective depending upon the context. For example, in 'I have a book' book here is used as a noun, similarly, 'I booked a ticket yesterday' the book functions as the verb.

#### **e) Word Grammar**

It is an important aspect of learning words. The grammar of new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have unpredictable change of form in certain grammatical context or may have some idiosyncratic way of connecting with other words in sentences. It is important to provide learner with this information at the same time as we teach the base form. When teaching a new verb, we might give its past form, if this is regular or irregular, and we might note if it is transitive or intransitive. Similarly, when teaching a noun we may wish to present its plural form, if

irregular learner, attention to the fact that it has no plural form, if irregular, attention to the fact that it has no plural at all.

### **2.1.5 Strategies of Teaching Vocabulary**

Strategies/techniques refer to presenting items to the student in a comprehensible way. The main aim of teaching vocabulary is to make student find out word meaning in different context. Vocabulary items depend upon the techniques used in teaching vocabulary. Therefore, techniques should be perfect and suitable according to the nature of words. Although, there are several aspects of vocabulary teaching, mainly techniques of teaching pronunciation, spelling and meaning are considered more important. So, vocabulary items should be taught in a way that must help learner to use it in proper and suitable context. Strategies / Techniques of teaching vocabulary are listed below:

#### **2.1.5.1 Techniques of Teaching Pronunciation**

Every word is to be pronounced correctly. Unless a word is pronounced accurately, there is no fruitfulness of teaching vocabulary. So, the teacher should provide different activities using different techniques to practice pronunciation. Some techniques are as follows:

*a) Through Modeling* :The teacher pronounces the words as a model and the student repeat after him. They imitate either in group or individually.

T: pen [ph en]

S: pen [ph en]( it is done 3-4times)

The teacher's model should be correct in this technique.

*b) Through Visual Representation:* The teacher shows the different pattern of pronunciation either on board or on flash cards. He can show stress pattern intonation, and pitch etc. for example.

Democracy, de'mocracy, Democracy

He is teacher. (falling)

Is he a teacher? (Rising)

*c) Through Phonetic Symbol:* The teacher uses phonetic symbols to transcribe the words and the students pronounce the word by looking at the symbols. But the students in this technique should be familiar with symbols. For example, diagram / diagram/

### **2.3.5.2 Techniques of Teaching Spelling**

Spelling is basic step of writing. It is a graphic representation of sounds in which words are written. English words are difficult to spell as there is no one to – one correlation ship between letters and sounds. Therefore, different useful techniques are to be used. Following are some techniques to teach spelling.

- a) *Copying:* The teacher writes the words having different spelling and meaning on boards, then student copy them on their notebook.
- b) *Reading aloud:* Teacher asks the students to read the words, phrases and sentences loudly focusing the spelling of words. Then they do so.
- c) *Dictation:* Students listen from the teacher and write and sentences. The dictated copy is corrected by peers or by teacher.
- d) *Word analysis:* Student and teacher analyze the words in terms of their root, suffixes and prefixes.
- e) *Phonetic method:* The teacher tries to correlate sound and spelling in this technique. He provides letters and its possible phonetic representation and phoneme and its possible graphic symbols. For example, K-kill class, check, cheque etc.

- f) *Spelling game and spelling rule*: There are various games to learn the spelling of words, games, like crosswords puzzle, jumbled letters, word starting from last letter of words etc. are popular to develop spelling skill. On the other hand, there are some spelling rules which are helpful to know general and regular spelling of words.

### **2.1.5.3 Technique of Teaching Meaning**

Meaning is central aspects of vocabulary teaching. The teacher should apply different techniques according to the nature of words and practically of the techniques. There are various techniques of teaching meaning. Some useful techniques of teaching meaning are briefly described below:

- a) *Picture*: Pictures are very useful means of teaching vocabulary. For example, poster, paper cut out, blackboard drawing etc. can be used for teaching vocabulary in classroom as a picture.
- b) *Mime, Action, and Gesture*: Explaining the meaning of words through the use of pictures sometimes becomes impossible. For example, words like running, jumping can be taught easily through the use of mime, action, and gesture but is difficult to teach by help of picture.
- c) *Translation*: We can also teach meaning of words translating meaning into learners' mother tongue. It is a way of telling the mother tongue equivalent of target language words. It is an easy and quick technique.
- d) *Contrast*: We can also teach meaning of words by contrasting them with another words such as "big" can be contrasted with "small".
- e) *Game*: Vocabulary can be best taught by creating vocabulary game. There are lots of games such as words puzzles, jumble words etc.
- f) *Songs & Rhyme*: It helps to motivate student and also creates interest upon students helps to break monotony and mental fatigue. When we use this

teaching items student can be repeat it interestingly again and improve pronunciation and learn easily and unconsciously.

*g) Realia:* Realia refer to the original objects which can be used seen in classroom at the time of teaching and learning when teacher brings real objects to teach vocabulary like stone, ball etc. Student can find them in real context and start to do real activities with it.

*h) Context:* By giving the context of particular words or by using the words in sentences, the teacher can make the meaning clear. For example, 'wallet' we keep money in it

In the same way, Cross(1999, p.5) presents the following techniques of teaching meaning:

*Ostensive means:*It is similar to the way of presenting meaning showing the real objects in front on the students.

*Synonyms:*It is the way of presenting meaning with the similar meaning of words. For example, 'residence ' is taught giving its synonyms 'home'.

*Antonyms:*It is the way of presenting meaning through opposite meaning .for example, 'huge 'can be taught giving the meaning of 'small'.

*Illustrative sentence:*It is the way of presenting new vocabulary in which illustrative sentences are formed using words to be taught. For example, the vehicles were in long queue because of traffic. The sentence illustrates the words traffic.

### **2.1.6 Problems of Teaching Vocabulary**

There are some problems that a teacher faces when teaching vocabulary items. These problems will cause the danger of being failure in teaching. According to Wallace (1982), the following are the problems of vocabulary teaching.

- a) Inability to retrieve vocabulary that has been taught. Sometimes, learner cannot use the already taught words when they need. It causes problems in teaching further words.
- b) Use of vocabulary inappropriate in given situation. In this case, the students know the meaning of particular words but use the words in the situation where they do not fit.
- c) Use of vocabulary at wrong level of formality: In foreign language learning, students may use more formal language in normal conversation and choose the words in the same way. So they fail use words according to formality level.
- d) Possessing the wrong kind of vocabulary for ones need: The students feel lack of appropriate vocabulary for their needs; and use wrong words If they are involved in face conversation with native speakers, they need conversational language at that time. Similarly, for rapid reading they need extensive reading words but if they dont have such words. There causes problems.
- e) Using vocabulary in an unidiomatic way: Even the learners have right vocabulary items; sometimes they may use in unidiomatic way for example, I opened the switch of radio.
- f) Using vocabulary in meaningless way: The students are using target language but they will not be learning it since no connection has been made between vocabulary and meaning.
- g) Incorrect use of dictionary : Some student are not aware of most efficient way to use the dictionary, other students are over conscious of importance of dictionary and check individual words all the time .In both of the causes, there seen problems.

### **2.1.7 Objective of Teaching Vocabulary**

Vocabulary is taught for certain purpose. The Aspects of vocabulary teaching seen similar to the objective of it .Vocabulary teaching aims to develop some abilities in the learners which are knows as objectives of it.

According to the Wallace (1982, p.27), the main objective of the teaching vocabulary is to recognize it in its written and spoken form. To relate it to an appropriate grammatical object and concept is also one of the major objectives. Likewise, next prime objective of vocabulary teaching is to use it with the words in correctly goes within the correct collaboration. Moreover, to be aware of its connotation and associations is primarily considered as the major objective of the teaching vocabulary.

### **2.1.8 Principles of Teaching Vocabulary**

It is a complex task to teach the vocabulary's various aspects, processes and techniques are involved in it. There are some guiding principles of vocabulary teaching. If vocabulary is taught without any principles, the learners may not learn the target words. According to Wallace (1982), the following are the Principles of the teaching learning vocabulary:

- a) *Aims*: First of all, the teacher should be clear about the aim of vocabulary teaching. Which vocabulary is to be taught? How to teach? What is the expected outcome? etc should be considered for the successful teaching learning of words.
- b) *Quantity*: Secondly, the teacher should decide the quantity of words to be taught. Questions like how many word can learners learn in a lesson? At what level? Should be determined. The quantity of words differs from level to level.
- c) *Need*: A teacher has to select vocabulary needed to group of learners according to the situation although syllabus provides the vocabulary to be taught. The words should be presented in response to the students need and interest to use the words in situation.
- d) *Frequent exposure and repetition*: We cannot remember a new word simply by learning it once .It has to be repeated frequently. We have to check whether the learning has been done or not. We can do so by looking whether the students can recognize the target words and identify



their meaning or not to make the words as the student parts of productive vocabulary, they should use the words repeatedly. For that high exposure is required.

- e) *Meaningful Presentation*: The learners must have clear and specifies understanding of what a word denoted i.e. its meaning and form .The word has to be presented in such a way that its denotation and reference is perfectly clear and unambiguous.
- f) *Presentations in context and situation*: It will be sensible that a student should learn words in situation and context in which they are appropriate not in isolation. The words should be appropriate to the person with whom we are speaking. So, words should be presented in appropriate situation from the very beginning. Words must appear in its natural environment.

## **2.2 Review of Related Empirical Literature**

Vocabulary teaching has become a wider field of research in language teaching. Various researches have been carried out under the Department of English Education T.U. Kirtipur.

Chudal (1997) carried out research on “A study of English Vocabulary Achievement of the Students of Grade Six in Jhapa District”. The prime objective of the study was to find out student’s achievement of English vocabulary used in the English text book of grade six. Next objective was to compare vocabulary achievement in six wise and locality wise .He used non – random sampling procedure for data collection and used the observation tool to find out the objective .He found out that the students’ vocabulary achievement was not good in total . The boys’ proficiency was found better than that of girls’ . Similarly, urban school students achievement was found satisfactory than that of the rural school student.

Gyawali (2004) carried out a research on “A study on Vocabulary Teaching Through Direct and Indirect Techniques: A Practical Study.” The main objective of that research was to compare the effectiveness of direct and indirect techniques. He did this experimental research in class ix with the help of the tool per and post test. The finding shows that the direct technique was effective than indirect technique in vocabulary teaching.

Thapaliya (2007) conducted out a research on “A Study on Techniques of Teaching Vocabulary: A Case Study of Secondary Level Teacher”. The main objective of the study was to find out the common procedure of teaching vocabulary and to compare these procedures in terms of aspects of vocabulary. The research tool was observation for data collection. He observed the class of secondary level English teachers. The main finding of the research was techniques of vocabulary are effective in vocabulary teaching.

Acharya(2008) carried out 'The Effectiveness of Teaching Vocabulary Through Real Objects’. The objective of the study was to find out the effectiveness of real object in the vocabulary teaching .He used different test items such as multiple choice item, fill in the blanks, matching items etc. to find out the effectiveness of teaching vocabulary through real objects. He used non random sampling procedure for data collection. The finding of the study showed that teaching vocabulary through real objects had relatively better impact on the students.

Rawat (2008) carried out a research on “Techniques of Teaching Vocabulary Used by Public and Private School Teachers: A Comparative Study.” He wanted to find out techniques used by public and private school teachers to teach vocabulary, He used non random sampling procedure for population selection and used structural observation check list as tools for data collection His finding shows that public school teacher used mother tongue translations technique to teach word meaning where as private school teacher used contextual presentation and definition.

Thakur (2008) conducted a research entitled “The Effectiveness of Teaching Vocabulary Through Jokes and Riddles”. He used judgmental sampling procedure to select the private school of Kathmandu and random sampling procedure to select the study population. He used different test items for data collection such as multiple choice, fill in the blanks, word categorization, word arrangement etc. His finding showed that teaching vocabulary through jokes and riddles were relatively better and more effective than the conventional technique.

Though the above studies are related to the vocabulary teaching, it is not enough for successfully vocabulary teaching. While reviewing the related literature, the researcher found that no research has been conducted to study the strategies adopted to teach vocabulary items by grade eight teachers. So I was interested to conduct this research. My study would be different from any researches carried out in the Department of English Education.

### **2.3 Implication of the Review for the Study**

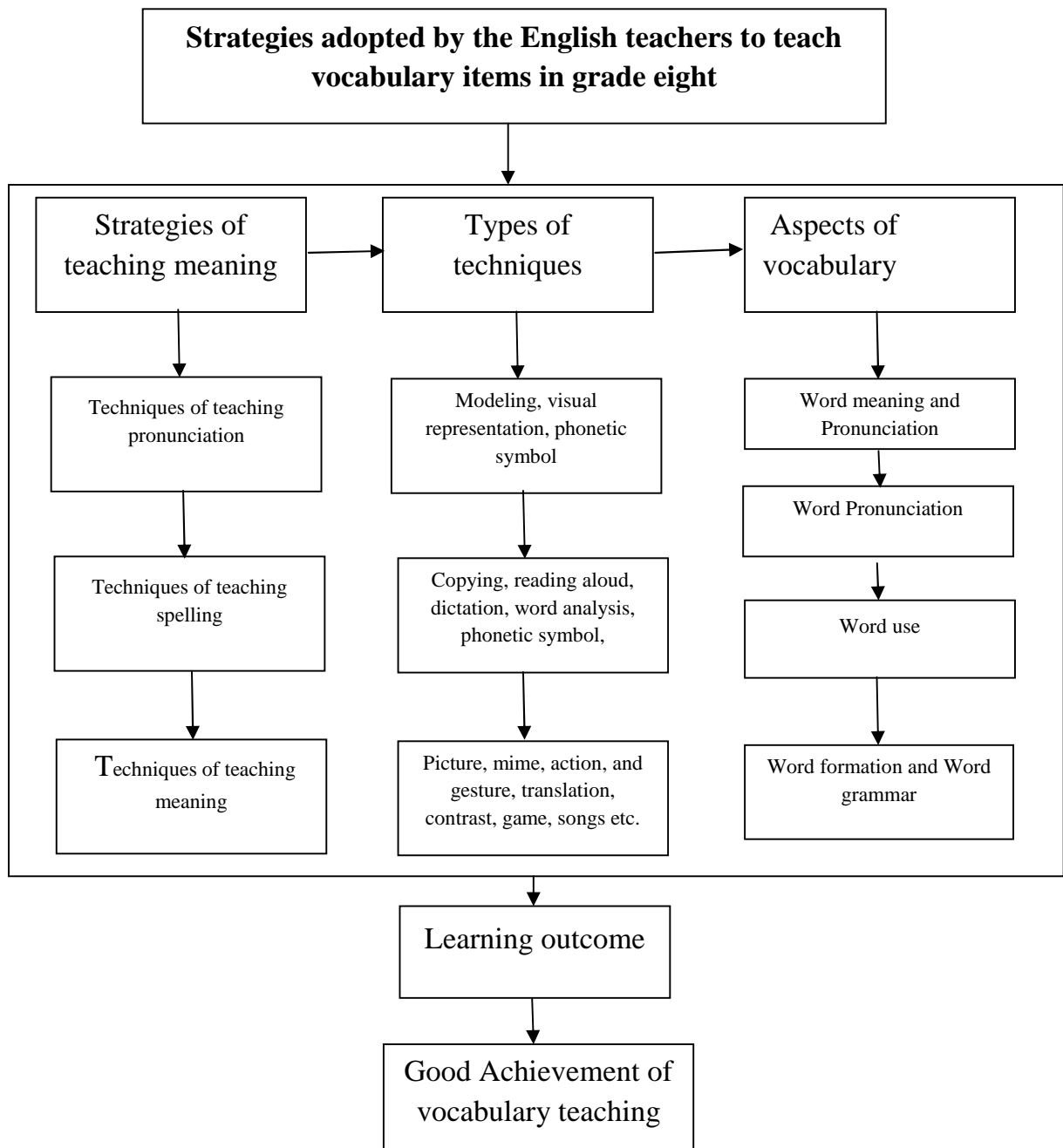
Reviewing the related literature is the central and most important for researcher in any research. The above mentioned researches are carried out in the techniques of teaching vocabulary. From these researches, the researcher learnt about the methodology. Similarly, the researcher learnt how to make the observation tools, how to select population. It helps the researchers to know about the theoretical background of the study. Similarly, the various researches help to understand about the topic and methodology. It helps the researcher to contextualize the findings. It also helps the researchers to bring the clarity and focus on research problem, improve methodology and contextualize the findings.

To be specific, from the study of the Chudal (1997), I got the sound theoretical knowledge. Similarly, the study of Gyawali (2004) provided me some inspiration how to analyze and interpret data. In addition, Acharya’s (2008)

work gave me some ideas about how to form questionnaire to collect the data. Similarly, his study gave me insights about how to administer the questionnaire. And all those studies helped me to carry out this research properly and systematically.

## 2.4 Conceptual Framework

The study “Strategies Adopted by the English Teachers to Teach Vocabulary Items in Grade Eight” was based on the following conceptual framework.



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

Under this chapter, I used various methods and procedure to analyze, interpret and discuss the data. For the purpose of fulfilling the objectives, the following methodology and procedures were used.

#### **3.1. Design of the Study**

The research design of this study was survey design. Survey research design is the most commonly used method of investigation in educational research.

According to Nunan (1992,p. 140) the main purpose of a survey research is to obtain a snapshot of conditions, attitudes and events at a single point of tie .As survey usually address the larger group of population and of my study was lower secondary level English Teachers.

Nunan (1992) suggests the following eight step procedures of research in a more comprehensive way.

##### **Step 1: Define objectives**

It is the first step of survey research. In order to carry out any types of research at first objectives of the research need to be designed. If we conduct research without defining objectives it is worthless. Here, defining objectives is the most important step of survey research.

##### **Step2: identify the target Population**

It is another step of Survey research. In this step of research, we should identify the target population that we want to know about

##### **Step 3: Literature Review**

It is the central and most important unit of research works. It is a written summary and critique of research relating to a particular issue or question. It provides the information about the method and procedures other researchers

have used in such similar studies .In this step we have to review the literature which is to the study.

#### Step: 4 Determine sample

It is another step of survey research in which we have to determine the sample from the large number of population.

#### Step 5 Identify survey instrument

After determining the sample, we have to identify the survey instruments. The Instruments are questionnaire, interview, observation etc.

#### Step 6: Design survey procedure

In this step we have to design the survey procedure where we have to do ,how the data collection actually be carried out.

#### Step 7: identify analytical procedure

After designing survey procedure we have to identify the analytical procedure for the analysis of data.

#### Step 8: determine reporting procedure

It is the last step of survey research. In this step, we have to determine reporting procedure for presenting results and discussions. As a researcher, I have decided to use both descriptive and analytical approach to conduct the research.

The common steps or procedures of survey research are given below:

1. Identifying the broad area:- The first step of research works is to identify the broad area of the study.
2. Framing title:-The second step of survey research is framing title of the study.
3. Specifying objectives:-Another steps is specifying objectives.the most important steps of survey research is to specify objectives.

4. Constructing hypothesis:-Next step of research works is constructing hypothesis. It is very crucial step of survey research.
5. Expanding theoretical knowledge:-Similarly,expanding theoretical knowledge is the fifth step of survey research.
6. Writing a research proposal and preparing research tools:-The next step of survey research is to write a research proposal and prepare research tools.
7. Going to the field:-After that,the researcher goes to the field to collect data. It is very challenging task.
8. Establishing rapport to authority:-Then, another step of research works is to establish good rapport to authority
9. Preparing list of the sampling population:-Next step of survey research is to prepare list of the sampling population. The researcher may use the different research tools i.e. testing, interview and questionnaire.
10. Analysis of the data:-Similarly, analysis of the data is one of the steps of survey research.
11. Presenting the data:-After that, the next step of research work is to present the data.
12. Presenting the report –thesis:-The last step of survey research is to present the thesis.

Survey research is often used to guess thoughts, opinions and feelings. Survey research can be specified and limited or it can have more global, widespread goals. Today, survey research is used by a variety of different groups, psychologists and sociologists often use survey research to analyze behaviour while it is used to meet the more pragmatic needs of the media. Such as, in evaluating political candidates, public health of officials and advertising and marketing directors. A survey consists of a predetermined set of questions that is given to a sample. The sample is chosen from the sampling frame, which consists of a list of all members of the population of interest. The goal of survey research is not to describe sample, but the larger population.

The purposes of survey research are given below:

- a. To find out opinions, beliefs on certain issues.
- b. To asses certain educational program.
- c. To find out behaviours of different professional,
- d. To asses certain activities
- e. To study certain trends and existing state of certain institution at single point of time.
- f. And if possible to compare the finding with standard one
- g. To farward some suggestions for the improvement of the research area.

Survey research is one of the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedures that involve asking questions of respondents. A “survey” can be anything form a short paper and pencil feedback form to an intensive. We will begin by looking at the different types of survey that are possible. These are roughly divided into two broad areas Questionnaire and Interviews.

Survey represents one of the most common types of quantitative social science research. In survey research, the researcher selects a sample of respondents from a populatiion and administrater, a standardized questionnaire to them. The questionnaire, or survey can be a written document i.e. completed by the person being surveyed, and online questionnaire ,a face to face interview or a telephone interview, using surveys. It is easy to collect data from large or small populations

Moreover, the central features of survey research should have wide and specific coverage. Generally, triangulation is used to ollect data using difference tools. It is conducted at a specific point of time. At a time only one tool is used in data collection.



I have followed the above discuss step of carrying out a survey research in this study. Since my study was descriptive in nature, I selected survey research for my study.

### **3.2 Population, Sample and Sampling Procedure**

The population of the study refers to all Grade Eight English teachers and sample population consists of 4 teachers teaching at lower secondary school of Bardiya District. For this study I purposively selected Bardiya district as the lower secondary level schools using non random sampling procedures. I moreover selected one English teacher from each school.

### **3.3 Study Area**

Study area of this study was Bardiya district. I selected the lower secondary school of Bardiya district to collect the data for the study.

### **3.4 Tools for the Data Collection**

For the fulfillment of objectives the study, I used only one tool i.e. observation checklist for the data collection. The observation checklist consisted of both open ended and close ended questions. I observed fourty classes for the study.

### **3.5 Data Collection Procedures**

To collect the primary data, I studied different aspects of vocabulary teaching in detail. Then I fixed the area of this study. I developed the observation tools for the teachers. After that I went to the selected school for the study. Then I told the purpose of his study to the principal and the English teachers of the selected school. After that, I requested the English teacher to provide his class for observation.

### **3.6 Data Analysis and Interpretation Procedure**

I analyzed and interpreted the data from qualitative point of view. I used simple statistical tools i.e. percentage, weighted mean and frequency.

## **CHAPTER: FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

This chapter is the body of the researcher, which deals with the analysis and interpretation of data. Data is obtained from the class observation form to achieve the objectives of the study. Four lower secondary level English language teacher classes were observed while teaching reading comprehension to obtain the data for analysis.

I collected the required data from the English language teachers of grade eight. The responses were analyzed and interpreted using statistical tools via tables and graph figures for clarity purpose in terms of understandings of techniques of teaching pronunciation, teaching spelling teaching word meaning, word use and teaching word formation, teaching word grammar and other various techniques of teacher vocabulary.

#### **4.1. Analysis and Interpretation of Data**

The collected information were analysed and interpreted to find out the summary of the study. The collected data were presented, analyzed and interpreted on the basis of following main headings:

##### **4.1.1 Techniques of Teaching Vocabulary**

The researcher observed classes of the English language teacher teaching vocabulary. There were various techniques of teacher vocabulary used by lower secondary school teacher. They have been analyzed and interpreted by using the simple statistical tool of percentage as stated below.

##### **4.1.2 Techniques of Teaching Spelling**

The teacher taught the words through dictation, game etc. as the techniques of teaching spelling. All the teachers wrote on the blackboard then they asked the

students to copy words in their notebook. Teachers wrote the words on the blackboard and explained the words by words by its affixation.

Animals = animal+s

Biggest = big+est

Safely = safe+ly

Explained = explain+ed

Careful = care+ful

Leaving = leave+ing

Enable = en +able

#### **4.1.3 Techniques of Teaching Word Use**

Most of the teachers (60%) taught word use using words in the sentences. Generally they used chalk and talk to teach word use. Some of the teacher used teaching materials as sentence cards to teach word use. They asked the student giving new words about how to use the words in sentences. At first the teachers used new word in a sentence. They asked the student to use it in their own words. Some of the teachers did not emphasis own word use. They only taught word meaning while teaching vocabulary. They taught new word such as rock, attack narrow, domestic while teaching word use.

#### **4.1.4 Techniques of Teaching Word Formation**

Teachers used word analysis as technique of teaching word formation. 40% teachers used this technique to use formation.

#### **4.1.5 Techniques of Teaching Word Grammar**

Seventy percent teachers used chalk and talk to teach word grammar. They wrote new words on the black board and analyzed it in to parts of speech. Very few teachers (30 %) used teaching materials to teach word grammar. Some used flash cards to teach word grammar. They taught new word analyzing its parts of speech to the students such as:

Large (adj.) = of considerable size, extent capacity.

Hardly (adv.) only just; scarcely; bravely

Ask (V) = to request information by means of a question

Beauty (N): Combination of qualities that give pleasure to the sense or to the mind.

#### **4.1.6 Analysis of Teaching Vocabulary in Terms of the Aspects of Vocabulary**

This section deals with the analysis of teaching vocabulary which was found in the Lower Secondary level English language teachers classes. The analysis is done in terms of aspect of teaching vocabulary.

##### **1. Real Object**

Existing or occurring in the physical world; not imaginary, fictitious or theoretical; actual.

**Table No. 1**

**Real Object**

| <b>Aspects</b>         | <b>Occurrence</b> | <b>Percentage</b> |
|------------------------|-------------------|-------------------|
| Pronunciation          | 0                 |                   |
| Spelling               | 0                 |                   |
| Word Meaning           | 2                 | 5%                |
| Word Use               | 0                 |                   |
| Word formation         | 0                 |                   |
| Word grammar           | 0                 |                   |
| No focus on any aspect | 38                | 95%               |
| Total                  | 40                | 100%              |

Table no 1 shows that five percent teachers used real objects as techniques of teaching word meaning but ninety five percent teachers didn't use it as a technique of teaching vocabulary. Some teachers used real objects as ball, watch, pen to teach word meaning.

**2. Picture**

A visual representation of a person, object, scene, as a painting drawing, photographs etc.

**Table No. 2**

**Picture**

| <b>Aspects</b>         | <b>Occurrence</b> | <b>Percentage</b> |
|------------------------|-------------------|-------------------|
| Pronunciation          | 0                 |                   |
| Spelling               | 0                 |                   |
| Word Meaning           | 2                 | 5%                |
| Word Use               | 0                 |                   |
| Word formation         | 0                 |                   |
| Word grammar           | 0                 |                   |
| No focus on any aspect | 38                | 95%               |
| Total                  | 40                | 100%              |

Table No. 2 shows that five percent teachers used pictures as a technique of teaching word meaning. Most of the teacher i.e. ninety five percent did not use it as a technique of teaching vocabulary. Very few teachers used pictures as Janakpur temple TajMahal to teach word meaning.

### 3. Synonym

A word or phrase that means exactly or nearly the same as another word or phrase in the same language.

**Table No. 3**  
**Synonym**

| Aspects                | Occurrence | Percentage |
|------------------------|------------|------------|
| Pronunciation          | 0          |            |
| Spelling               | 0          |            |
| Word Meaning           | 11         | 25%        |
| Word Use               | 7          | 16%        |
| Word formation         | 0          |            |
| Word grammar           | 0          |            |
| No focus on any aspect | 22         | 59%        |
| Total                  | 40         | 100%       |

Table no.3 shows that twenty five percent teachers used synonym used as a technique of teaching word meaning but sixteen percent teachers used word use fifty nine percent did not use it as a technique of teaching vocabulary.

#### 4. Antonym

A word that has the exact opposite meaning of another word.

**Table No. 4**

#### **Antonym**

| <b>Aspects</b>         | <b>Occurrence</b> | <b>Percentage</b> |
|------------------------|-------------------|-------------------|
| Pronunciation          | 0                 |                   |
| Spelling               | 0                 |                   |
| Word meaning           | 6                 | 15%               |
| Word use               | 5                 | 13%               |
| Word formation         | 0                 |                   |
| Word grammar           | 0                 |                   |
| No focus on any aspect | 12                | 72%               |
| Total                  | 20                | 100%              |

Table No. 4 shows that fifteen percent teachers used antonym as a techniques of teaching word meaning. Thirteen percent teachers used word use. More than half of the teachers i.e. seventy two percent did not use it as a techniques of teaching vocabulary. Some teachers used antonym as happy –sad, spent –earn to teach word meaning.

#### 5. Action

Action is one of the techniques of teaching word meaning. Very few teachers used this technique to teach meaning of a word.

**Table No.5**

**Action**

| <b>Aspects</b>         | <b>Occurrence</b> | <b>Percentage</b> |
|------------------------|-------------------|-------------------|
| Pronunciation          | 0                 |                   |
| Spelling               | 0                 |                   |
| Word meaning           | 2                 | 5%                |
| Word use               | 0                 |                   |
| Word formation         | 0                 |                   |
| Word grammar           | 0                 |                   |
| No focus on any aspect | 38                | 95%               |
| Total                  | 40                | 100%              |

Table no. 5 shows that five percent teachers used action as a technique of teaching word meaning. Most of teachers i.e. ninety five percent did not use it as a technique of teaching vocabulary.

**6. Definition**

By definition a new word, very few teachers used this technique to teach word meaning.

**Table No. 6**

**Definition**

| <b>Aspects</b>         | <b>Occurrence</b> | <b>Percentage</b> |
|------------------------|-------------------|-------------------|
| Pronunciation          | 1                 | 3%                |
| Spelling               | 1                 | 3%                |
| Word meaning           | 24                | 63%               |
| Word use               | 0                 |                   |
| Word formation         | 0                 |                   |
| Word grammar           | 0                 |                   |
| No focus on any aspect | 14                | 31%               |
| Total                  | 40                | 100%              |



Table no. 6 shows that sixty three percent teachers used definition as a technique of teaching word meaning, three percent teachers used pronunciation, three percent teachers used spelling and thirty one percent of the teachers did not use as a techniques of teaching vocabulary.

## 7. Translation

Translation is one of the techniques of teaching word meaning. Some teachers used this technique to translate new words while teaching word meaning.

**Table No. 7**  
**Translation**

| Aspects                | Occurrence | Percentage |
|------------------------|------------|------------|
| Pronunciation          | 2          | 5%         |
| Spelling               | 2          | 5%         |
| Word meaning           | 35         | 88%        |
| Word use               | 0          |            |
| Word formation         | 0          |            |
| Word grammar           | 0          |            |
| No focus on any aspect | 1          | 2%         |
| Total                  | 40         | 100%       |

Table no. 7 shows that ninety two percent teachers used translation as a technique of teaching word meaning , three percent teachers used pronunciation, three percent teachers used spelling where as two percent teachers did not use it as a technique of teaching vocabulary.

## 8. Black Board Sketches

A black board is a reusable writing surface on which text or drawing are made with sticks of chalk.

**Table No. 8**  
**Blackboard Sketches**

| <b>Aspects</b>         | <b>Occurrence</b> | <b>Percentage</b> |
|------------------------|-------------------|-------------------|
| Pronunciation          | 0                 |                   |
| Spelling               | 2                 | 5%                |
| Word meaning           | 0                 |                   |
| Word use               | 0                 |                   |
| Word formation         | 1                 | 3%                |
| Word grammar           | 0                 |                   |
| No focus on any aspect | 37                | 92%               |
| Total                  | 40                | 100%              |

Table No.8 shows that five percent teachers use blackboard sketches as a technique of teaching spelling, three percent teachers used word formation. But ninety two percent teachers did not use it as techniques of teaching vocabulary.

### **9. Game**

Game is one of the techniques of teaching word spelling, word use, word, word meaning. The following table shows the description of teaching word spelling meaning and use.

**Table No. 9**  
**Game**

| <b>Aspects</b>         | <b>Occurrence</b> | <b>Percentage</b> |
|------------------------|-------------------|-------------------|
| Pronunciation          | 0                 |                   |
| Spelling               | 6                 | 15%               |
| Word meaning           | 2                 | 5%                |
| Word use               | 2                 | 5%                |
| Word formation         | 0                 |                   |
| Word grammar           | 0                 |                   |
| No focus on any aspect | 30                | 75%               |
| Total                  | 40                | 100%              |

Table no.9 shows that fifteen percent teachers used game as technique of teaching spelling. Five percent teachers used it as techniques of teaching word use Similarly,five percent teachers used it as techniques of teaching word meaning. On the other hand, seventy five percent teachers did not use it as technique of teaching vocabulary.

## 10. Facial Expression

A facial expression is one or more motion or positions of the muscles beneath the skin of the face.

**Table No.10**  
**Facial Expression**

| Aspects                | Occurrence | Percentage |
|------------------------|------------|------------|
| Pronunciation          | 0          |            |
| Spelling               | 0          |            |
| Word meaning           | 2          | 5%         |
| Word use               | 0          |            |
| Word formation         | 0          |            |
| Word grammar           | 0          |            |
| No focus on any aspect | 38         | 95%        |
| Total                  | 40         | 100%       |

Table No.10 shows that five percent teachers used facial expression as a technique of teaching word meaning. But rest of the teacher i.e. ninety five percent did not use it as a technique of teaching vocabulary.

## 11. Word Analysis

By analyzing words the teachers used word analysis to teachword meaning.

**Table No.11**  
**Word Analysis**

| <b>Aspects</b>         | <b>Occurrence</b> | <b>Percentage</b> |
|------------------------|-------------------|-------------------|
| Pronunciation          | 0                 |                   |
| Spelling               | 0                 |                   |
| Word meaning           | 2                 | 5%                |
| Word use               | 0                 |                   |
| Word formation         | 0                 |                   |
| Word grammar           | 0                 |                   |
| No focus on any aspect | 38                | 95%               |
| Total                  | 40                | 100%              |

Table No. 11 shows that five percent teachers used word analysis as a technique of teaching word meaning.. On the other hand, ninety five percent teachers did not it as techniques of teaching vocabulary.

## 12. Copying

Teachers used copying as one of the technique of teaching spelling, meaning, grammar, formation.

**Table No. 12**

**Copying**

| <b>Aspects</b>         | <b>Occurrence</b> | <b>Percentage</b> |
|------------------------|-------------------|-------------------|
| Pronunciation          | 0                 |                   |
| Spelling               | 16                | 40%               |
| Word meaning           | 4                 | 10%               |
| Word use               | 0                 |                   |
| Word formation         | 2                 | 5%                |
| Word grammar           | 0                 |                   |
| No focus on any aspect | 18                | 45%               |
| Total                  | 20                | 100%              |

The table no.12 shows that forty percent teachers used copying as a technique of teaching spelling and ten percent teacher used word meaning, five percent teacher used word formation but forty five percent teachers did not use it as a technique of teaching vocabulary.

**4.2 Summary of the Finding**

After the analysis, interpretation and item wise description of the data, the research came up of with following major findings. I have found the following results after analyzing and interpreting data carefully through survey questionnaire only:

- ) Most of the teachers (95%) did not use real object as a technique of vocabulary teaching whereas only less number of the teachers (5%) used real object as the technique of teaching word meaning.
- ) Likewise, most of the teachers (95%) did not use of picture as the technique of teaching word meaning but only some teachers (5%) used of picture as a technique of teaching vocabulary.

- ) Only less number of the teachers (20%) used synonym as a technique of teaching vocabulary but most of the teachers (80%) did not use of synonym as the technique of teaching of teaching vocabulary.
- ) Less than half of the teachers (40%) used of antonym as the technique of teaching word meaning. On the other hand, majority of the teachers did not use antonym as the technique of teaching vocabulary.
- ) Most of the teachers (95%) did not use action as a technique of vocabulary teaching but less number of teachers (5%) use it as the technique of teaching word meaning.
- ) Likewise, majority of the teachers (63%) used definition as a technique of teaching word meaning whereas only (31%) teachers did not use this techniques.
- ) Some teachers (88%) used of translation as a technique of teaching word meaning. On the other hand, very less teachers (2%) did not use the translation as the technique of teaching vocabulary.
- ) Less number of the teachers (20%) used the blackboard sketches as the teaching vocabulary.
- ) Few teachers (5%) used game as a technique of teaching spelling whereas same numbers of teachers (0%) used it as technique of teaching word meaning. Moreover, majority of the teachers (92%) did not use the game of teaching vocabulary.
- ) Similarly, some of the teachers (5%) used facial expression as the technique of word meaning but most of the teachers (95%) did not use it as the technique of the vocabulary teaching.
- ) Likewise, majority numbers of the teacher (5%) used word analysis as a technique of teaching word meaning whereas some of the teachers (95%) did not use word analysis as the teaching vocabulary.
- ) Altogether 40% teachers used copying as a technique of teaching spelling, 10% teachers preferred word meaning, 5% teachers used word formation but most of the teachers i.e. 45% seemed negative towards the use of it for teaching vocabulary.

## CHAPTER FIVE

### CONCIUSION AND RECOMMENDATIONS

This chapter consists the conclusion of the study and some recommendations at policy level, practice level and for further research.

#### 5.1 Conclusion

The present study is about “Strategies Adopted by English Teachers to Teach Vocabulary Items in Grade Eight”. The main objective of the study was to find out the strategies used by teacher of grade Eight in teaching vocabulary items. Survey research was the research design of the study. Both primary and secondary sources of data were used to collect the required data. Primary sources of data were 4 teachers teaching at lower secondary school of Bardiya District. I adopted purposive non-random judgmental sampling procedureI utilized only one tool i.e. questionnaire for data collection. Then I analyzed and interpreted the collected data qualitatively. I also utilized the simple statistical tool like percentage.

From the summary of the research, I would like to conclude that this study plays vital role to find out the importance of strategies adopted by the lower secondary English teachers for successfully vocabulary teaching. These strategies are vital in teaching vocabulary at lower secondary level. I highlighted an important fact that these strategies are essential to the English teachers to make vocabulary teaching interesting, long lasting, and meaningful. Without these strategies, teaching vocabulary becomes boring and monotonous.

On the basis of analysis and interpretation of data, the conclusions of the study were presented as follows:

1. Most of the teachers gave emphasis on word meaning and word spelling.
2. The teachers wrote the difficult words on the blackboard with their meaning.

3. The teachers pronounced the new words 2-3times. Then they made the student repeat after them.
4. The teachers asked the student to read and copy the words and use them in their own sentences.
5. Very few teachers used the techniques such as; game action, minimal pair, and facial expression.
6. The analysis and interpretation showed that the teaching learning process was totally teacher centered. In the class, the teachers came and hardly explained the subject matter of the text in their own way.
7. There was no any motivation and student participation in the classroom.
8. Most of the English language teaches used the Nepali Language in the classroom.
9. Sometime teachers used the teaching materials while teaching vocabulary.

## **5.2 Recommendations**

This study will be useful for teaching vocabulary. It is not only useful for novice teachers but also to the researchers who are interested to carry out further research. Mostly, the English teachers can get benefit from the existence of this thesis for various reasons.

The recommendation is provided for policy makers, practitioners, and researchers by dividing it into policy level, practice level and for further research.

### **5.2.1 Policy Level**

The present research is an attempt to find out the attachment of the students in the use of vocabulary and suggest some implication for the policy level so that Vocabulary aspects can be given a good place in the school level curriculum and text books. The implementations of research for the policy level presented in below:



- a) Adequate rules practice exercises about the use of vocabulary aspects should be included in the text books.
- b) The teachers who are teaching English in the schools from beginning up to secondary levels should be trained about the proper use of vocabulary. So, they should be provided regular training on how to teach vocabulary effectively.
- c) The students of government schools are found to be less aware in the use of vocabulary than the students of private schools. Therefore school supervisor should visit school frequently and help them with the problem in teaching.
- d) Separate exercises focusing on vocabulary should be included in text books.
- e) The concerned authority should be aware of the students- centered techniques of teaching vocabulary and the teaching learning materials.

### **5.2.2 Practice Level**

Then, the recommendations of the study at practice level deals with the implementation of curriculum at classroom, school, college, institutions and so on. Teaching vocabulary should be meaningful and purposive. The implications of the study at practice level can be listed below:

- a. Use of vocabulary aspects should not be neglected while teaching reading and writing as it is one of the important components of teaching.
- b. The teachers should use appropriate teaching materials and techniques of teaching vocabulary as far as possible.
- c. The teacher should correct the mistake in vocabulary immediately and should suggest the students to use the vocabulary aspects correctly.
- d. The teacher should use languages games related to the vocabulary while teaching in the classroom.
- e. More exposure should be provided to the students in order to make them well aware about the use of vocabulary aspects.

### **5.2.3 Further Research**

The research is equally important to the further research works that will be carried in future in the field of vocabulary. The implications of this research for the further research are as follows:

- a. More researchers should be carried out in the field of vocabulary with special focus on attitude of teachers towards teaching uses.
- b. Any research work that is a carried out about writing skills should include vocabulary aspects as well.
- c. Some more practical studies should be carried out to cover the whole area of vocabulary aspects because the present study is just a part of whole vocabulary area of aspect.

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**APPENDIX I** Name of teacher:

No. of student

Name of School: Topic

Classroom observation Form (Checklist)

| Techniques of teaching vocabulary | Aspects of teaching vocabulary |          |              |          |                |              |
|-----------------------------------|--------------------------------|----------|--------------|----------|----------------|--------------|
|                                   | Pronunciation                  | Spelling | word meaning | word use | Word Formation | Word Grammar |
| Realia /actual object             |                                |          |              |          |                |              |
| Picture                           |                                |          |              |          |                |              |
| Self – Defining context           |                                |          |              |          |                |              |
| Synonyms                          |                                |          |              |          |                |              |
| Antonyms                          |                                |          |              |          |                |              |
| Definition                        |                                |          |              |          |                |              |
| Word analysis                     |                                |          |              |          |                |              |
| Word series                       |                                |          |              |          |                |              |
| Blackboard sketches               |                                |          |              |          |                |              |
| Game                              |                                |          |              |          |                |              |
| Scales                            |                                |          |              |          |                |              |
| Facial expression                 |                                |          |              |          |                |              |
| Gesture                           |                                |          |              |          |                |              |
| Copying                           |                                |          |              |          |                |              |
| Audio Presentation                |                                |          |              |          |                |              |
| Translation                       |                                |          |              |          |                |              |

**Other Methodology** .....



Appendix II

Classroom observation form (Checklist)

Name of teachers: Ram Baran Chaudhary No. of students: 59

Date: 20/08/20

Name of schools: Honar Shahid shree  
Daserath Chand Ma. Vi.

Topic: Monkey Tricks in  
Mukhinath (Reading)

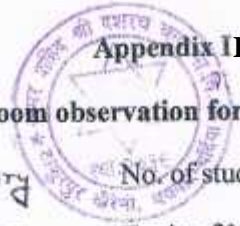
Period: 3<sup>rd</sup>

| Techniques of teaching vocabulary | Aspects of teaching vocabulary |          |              |          |                |          |
|-----------------------------------|--------------------------------|----------|--------------|----------|----------------|----------|
|                                   | Pronunciation                  | Spelling | Word meaning | Word use | Word formation | Word gra |
| Realia                            |                                |          |              |          |                |          |
| Pictures                          |                                |          |              |          |                |          |
| Self defining context             |                                |          |              |          |                |          |
| Synonyms                          |                                |          | ✓            |          |                |          |
| Antonyms                          |                                |          | ✓            |          |                |          |
| Dramatization                     |                                |          |              |          |                |          |
| Actions                           |                                |          |              |          |                |          |
| Definitions                       |                                |          |              |          |                |          |
| Word analysis                     |                                |          |              |          |                |          |
| Blackboard sketch                 |                                |          |              |          |                |          |
| Games                             |                                | ✓        |              | ✓        |                |          |
| Facial expressions                |                                |          |              |          |                |          |
| Gesture                           |                                |          |              |          |                |          |
| Copying                           | ✓                              | ✓        |              | ✓        | ✓              | ✓        |
| Audio presentation                |                                |          |              |          |                |          |
| Translation                       |                                |          | ✓            |          |                |          |
| Songs                             |                                |          |              |          |                |          |
| Contrast                          |                                |          |              |          |                |          |
| Dictation                         |                                |          |              |          |                |          |
| Phonetic method                   |                                |          |              |          |                |          |
| Reading aloud                     |                                | ✓        |              |          |                |          |
| Through modeling                  | ✓                              |          |              |          |                |          |
| Through visual                    |                                |          |              |          |                |          |
| Contextualization                 |                                |          |              |          |                |          |

Other methodologies: .....

Binod Paudel

Researcher



Appendix II

Classroom observation form (Checklist)

Name of teachers: Ram Baran Chaudhary

No. of students: 59

Date: 2070/08

Name of schools: Amar Shahid Shree Dasrath Chand Ma. VI.

Topic: monkey tricks in muktinath (new 19.)

Period: 3<sup>rd</sup>

| Techniques of teaching vocabulary | Aspects of teaching vocabulary |          |              |          |                |        |
|-----------------------------------|--------------------------------|----------|--------------|----------|----------------|--------|
|                                   | Pronunciation                  | Spelling | Word meaning | Word use | Word formation | Word g |
| Realia                            |                                |          |              |          |                |        |
| Pictures                          |                                |          |              |          |                |        |
| Self defining context             |                                |          |              |          |                |        |
| Synonyms                          |                                |          |              |          |                |        |
| Antonyms                          |                                |          |              |          |                |        |
| Dramatization                     |                                |          |              |          |                |        |
| Actions                           |                                |          |              |          |                |        |
| Definitions                       |                                |          |              |          |                |        |
| Word analysis                     |                                |          |              |          |                |        |
| Blackboard sketch                 |                                |          |              |          |                |        |
| Games                             |                                |          |              |          |                |        |
| Facial expressions                |                                |          |              |          |                |        |
| Gesture                           |                                |          |              |          |                |        |
| Copying                           | ✓                              |          |              | ✓        | ✓              |        |
| Audio presentation                |                                |          |              |          |                |        |
| Translation                       |                                |          | ✓            |          |                |        |
| Songs                             |                                |          |              |          |                |        |
| Contrast                          |                                |          |              |          |                |        |
| Dictation                         |                                |          |              |          |                |        |
| Phonetic method                   |                                |          |              |          |                |        |
| Reading aloud                     |                                | ✓        |              |          |                |        |
| Through modeling                  |                                |          |              |          |                |        |
| Through visual                    |                                |          |              |          |                |        |
| Contextualization                 |                                |          |              |          |                |        |

Other methodologies: .....

Binod Paudel

Researcher



Appendix I

I

Classroom observation form (Checklist)

Name of teachers: Ghanashyam Chaudhary No. of students: 49 Date: 2070/08/07

Name of schools: Shree Nepal Raasthya (S.S) Topic: 4/5 to Gokyo (Reading) Period: 3<sup>rd</sup>

| Techniques of teaching vocabulary | Aspects of teaching vocabulary |          |              |          |                |              |
|-----------------------------------|--------------------------------|----------|--------------|----------|----------------|--------------|
|                                   | Pronunciation                  | Spelling | Word meaning | Word use | Word formation | Word grammar |
| Realia                            |                                |          |              |          |                |              |
| Pictures                          |                                |          |              |          |                |              |
| Self defining context             |                                |          |              |          |                |              |
| Synonyms                          |                                |          |              |          |                | ✓            |
| Antonyms                          |                                |          |              |          |                |              |
| Dramatization                     |                                |          |              |          |                |              |
| Actions                           |                                |          |              |          |                |              |
| Definitions                       |                                |          |              |          |                |              |
| Word analysis                     |                                |          |              |          |                |              |
| Blackboard sketch                 |                                |          |              |          |                |              |
| Games                             |                                |          |              |          |                |              |
| Facial expressions                |                                |          |              |          |                |              |
| Gesture                           |                                |          |              |          |                |              |
| Copying                           |                                | ✓        |              |          | ✓              |              |
| Audio presentation                |                                |          |              |          |                |              |
| Translation                       |                                |          | ✓            |          |                |              |
| Songs                             |                                |          |              |          |                |              |
| Contrast                          |                                |          | ✓            |          |                |              |
| Dictation                         |                                |          |              |          |                |              |
| Phonetic method                   |                                |          |              |          |                |              |
| Reading aloud                     |                                |          |              |          |                |              |
| Through modeling                  | ✓                              | ✓        |              |          |                |              |
| Through visual                    |                                |          |              |          |                |              |
| Contextualization                 |                                |          |              |          |                |              |

Other methodologies: Collocation (Word Use)

Binod Paudel  
Researcher





Appendix I

I

Classroom observation form (Checklist)

Name of teachers: Ghonechyan Chaudhary

No. of students: 49

Date: 2070/08/05

Name of schools: Shree Nepal Rajshya (L.S.S)

Topic: Up to (relyo  
checking up)

Period: 4<sup>th</sup>

| Techniques of teaching vocabulary | Aspects of teaching vocabulary |          |              |          |                |           |
|-----------------------------------|--------------------------------|----------|--------------|----------|----------------|-----------|
|                                   | Pronunciation                  | Spelling | Word meaning | Word use | Word formation | Word game |
| Realia                            |                                |          |              |          |                |           |
| Pictures                          |                                |          |              |          |                |           |
| Self defining context             |                                |          |              |          |                |           |
| Synonyms                          |                                |          |              |          |                |           |
| Antonyms                          |                                |          |              |          |                |           |
| Dramatization                     |                                |          |              |          |                |           |
| Actions                           |                                |          |              |          |                |           |
| Definitions                       |                                |          |              |          |                |           |
| Word analysis                     |                                |          |              |          |                |           |
| Blackboard sketch                 |                                |          |              |          |                |           |
| Games                             |                                |          |              |          |                |           |
| Facial expressions                |                                |          |              |          |                |           |
| Gesture                           |                                |          |              |          |                |           |
| Copying                           |                                | ✓        |              |          | ✓              |           |
| Audio presentation                |                                |          |              |          |                |           |
| Translation                       |                                |          | ✓            |          |                |           |
| Songs                             |                                |          |              |          |                |           |
| Contrast                          |                                |          |              |          |                |           |
| Dictation                         |                                |          | ✓            |          |                |           |
| Phonetic method                   |                                |          |              |          |                |           |
| Reading aloud                     |                                |          |              |          |                |           |
| Through modeling                  | ✓                              | ✓        |              |          |                |           |
| Through visual                    |                                |          |              |          |                |           |
| Contextualization                 |                                |          |              |          |                |           |

Other methodologies: .....

Binod Paudel  
Researcher



**Classroom observation form (Checklist)**

**I**

Name of teachers: Pudra Tiwari      No. of students: 102      Date: 2070/06/16  
 Name of schools: Shree Kotahi Ma. Vi      Topic: Exhibition and strange animals (listening)      Period: 4th

| Techniques of teaching vocabulary | Aspects of teaching vocabulary |          |              |          |                |            |
|-----------------------------------|--------------------------------|----------|--------------|----------|----------------|------------|
|                                   | Pronunciation                  | Spelling | Word meaning | Word use | Word formation | Word gramm |
| Realia                            |                                |          |              |          |                |            |
| Pictures                          |                                |          |              |          |                |            |
| Self defining context             |                                |          |              |          |                |            |
| Synonyms                          |                                |          |              |          |                | ✓          |
| Antonyms                          |                                |          |              |          |                |            |
| Dramatization                     |                                |          |              |          |                |            |
| Actions                           |                                |          |              |          |                |            |
| Definitions                       |                                |          | ✓            |          |                |            |
| Word analysis                     |                                |          |              |          |                |            |
| Blackboard sketch                 |                                |          |              |          |                |            |
| Games                             |                                |          |              |          |                |            |
| Facial expressions                |                                |          |              |          |                |            |
| Gesture                           |                                |          |              |          |                |            |
| Copying                           | ✓                              |          |              | ✓        |                |            |
| Audio presentation                |                                |          |              |          |                |            |
| Translation                       |                                |          |              |          |                |            |
| Songs                             |                                |          |              |          |                |            |
| Contrast                          |                                |          |              |          |                |            |
| Dictation                         |                                | ✓        |              |          |                |            |
| Phonetic method                   |                                |          |              |          |                |            |
| Reading aloud                     |                                |          |              |          |                |            |
| Through modeling                  |                                |          |              |          |                |            |
| Through visual                    |                                |          |              |          |                |            |
| Contextualization                 |                                |          |              |          |                |            |

Other methodologies: .....

Binod Paudel  
 Researcher



**Appendix I**  
**Classroom observation form (Checklist)**

Name of teachers: Rudra Tiwari

Number of students: 402

Date: 25/10/2015

Name of schools: Shree Kotahi ma. vi

Topic: Exotic and strange animals (19-study) Period: 4<sup>th</sup>

| Techniques of teaching vocabulary | Aspects of teaching vocabulary |          |              |          |                |              |
|-----------------------------------|--------------------------------|----------|--------------|----------|----------------|--------------|
|                                   | Pronunciation                  | Spelling | Word meaning | Word use | Word formation | Word grammar |
| Realia                            |                                |          |              |          |                |              |
| Pictures                          |                                |          |              |          |                |              |
| Self defining context             |                                |          |              |          |                |              |
| Synonyms                          |                                |          | ✓            |          |                |              |
| Antonyms                          |                                |          | ✓            |          |                |              |
| Dramatization                     |                                |          |              |          |                |              |
| Actions                           |                                |          |              |          |                |              |
| Definitions                       |                                |          |              |          |                |              |
| Word analysis                     |                                |          |              |          |                |              |
| Blackboard sketch                 |                                |          |              |          |                |              |
| Games                             |                                |          |              |          |                |              |
| Facial expressions                |                                |          |              |          |                |              |
| Gesture                           |                                |          |              |          |                |              |
| Copying                           | ✓                              |          |              | ✓        |                |              |
| Audio presentation                |                                |          |              |          |                |              |
| Translation                       |                                |          | ✓            |          |                |              |
| Songs                             |                                |          |              |          |                |              |
| Contrast                          |                                | ✓        |              |          |                |              |
| Dictation                         |                                | ✓        |              |          |                |              |
| Phonetic method                   |                                |          |              |          |                |              |
| Reading aloud                     | ✓                              |          |              |          |                |              |
| Through modeling                  |                                |          |              |          |                |              |
| Through visual                    |                                |          |              |          |                |              |
| Contextualization                 |                                |          |              |          |                |              |

Other methodologies: .....

Binod Paudel  
Researcher



**Classroom observation form (Checklist)**

**I**

Name of teachers: *Netra Gautam*

No. of students: *78*

Date: *2070/05/21*

Name of schools: *Saree Bhurba H.S. school* Topic: *Genghis Khan*

Period: *4<sup>th</sup>*

| Techniques of teaching vocabulary | Aspects of teaching vocabulary |          |              |          |                |              |
|-----------------------------------|--------------------------------|----------|--------------|----------|----------------|--------------|
|                                   | Pronunciation                  | Spelling | Word meaning | Word use | Word formation | Word grammar |
| Realia                            |                                |          |              |          |                |              |
| Pictures                          |                                |          |              |          |                |              |
| Self defining context             |                                |          |              |          |                |              |
| Synonyms                          |                                |          |              | ✓        |                |              |
| Antonyms                          |                                |          |              | ✓        |                |              |
| Dramatization                     |                                |          |              |          |                |              |
| Actions                           |                                |          |              |          |                |              |
| Definitions                       |                                |          | ✓            |          |                |              |
| Word analysis                     |                                |          |              |          |                |              |
| Blackboard sketch                 |                                |          |              |          |                |              |
| Games                             |                                |          |              |          |                |              |
| Facial expressions                |                                |          |              |          |                |              |
| Gesture                           |                                |          |              |          |                |              |
| Copying                           |                                | ✓        |              |          |                |              |
| Audio presentation                |                                |          |              |          |                |              |
| Translation                       | ✓                              |          |              |          |                |              |
| Songs                             |                                |          |              |          |                |              |
| Contrast                          |                                |          |              |          |                |              |
| Dictation                         |                                |          |              |          |                |              |
| Phonetic method                   |                                |          |              |          |                |              |
| Reading aloud                     | ✓                              |          |              |          |                |              |
| Through modeling                  |                                |          |              |          |                |              |
| Through visual                    |                                |          |              |          |                |              |
| Contextualization                 |                                |          |              |          |                |              |

Other methodologies: .....

Binod Paudel

Researcher



**Appendix I**  
**Classroom observation form (Checklist)**

Name of teachers: *Netra Gautam*      No. of students: *78*      Date: *2070/05/24*  
 Name of schools: *Shree Bhurba H.S. School*      Topic: *Genghis Khan (Achiwiteo)*      Period: *2<sup>nd</sup>*

| Techniques of teaching vocabulary | Aspects of teaching vocabulary |          |              |          |                |              |
|-----------------------------------|--------------------------------|----------|--------------|----------|----------------|--------------|
|                                   | Pronunciation                  | Spelling | Word meaning | Word use | Word formation | Word grammar |
| Realia                            |                                |          |              |          |                |              |
| Pictures                          |                                |          |              |          |                |              |
| Self defining context             |                                |          |              |          |                |              |
| Synonyms                          |                                |          |              |          |                |              |
| Antonyms                          |                                |          | ✓            |          |                |              |
| Dramatization                     |                                |          |              |          |                |              |
| Actions                           |                                |          |              |          |                |              |
| Definitions                       |                                |          |              |          |                |              |
| Word analysis                     |                                |          |              |          |                | ✓            |
| Blackboard sketch                 |                                |          |              |          |                |              |
| Games                             |                                |          |              |          |                |              |
| Facial expressions                |                                |          |              |          |                |              |
| Gesture                           |                                |          |              |          |                |              |
| Copying                           |                                |          |              |          |                |              |
| Audio presentation                |                                |          |              | ✓        | ✓              |              |
| Translation                       |                                |          |              |          |                |              |
| Songs                             |                                |          |              |          |                |              |
| Contrast                          |                                |          |              |          |                |              |
| Dictation                         |                                |          |              |          |                |              |
| Phonetic method                   |                                |          |              |          |                |              |
| Reading aloud                     | ✓                              |          |              |          |                |              |
| Through modeling                  |                                |          |              |          |                |              |
| Through visual                    |                                |          |              |          |                |              |
| Contextualization                 |                                |          |              |          |                |              |

Other methodologies: .....

Binod Paudel  
Researcher