

**TEACHERS' ATTITUDE TOWARDS
VOCABULARY TEACHING**

A Thesis Submitted to the Department of English Education
in Partial Fulfillment for the Master's Degree in Education

**Submitted by
Dipendra Lamsal**

**Faculty of Education
Surkhet Campus (Education)
Birendranagar, Surkhet
2009**

TEACHERS' ATTITUDE TOWARDS VOCABULARY TEACHING

A Thesis Submitted to the Department of English Education
in Partial Fulfillment for the Master's Degree in Education
(Specialization in English Education)

Submitted by

Dipendra Lamsal

Faculty of Education

Surkhet Campus (Education)

Birendranagar, Surkhet

2009

T.U. Regd No. 9-1-57-114-98

2nd Year Exam Roll No.: 570144

Campus Roll No. 354

Date of Approval of

Thesis Proposal : 2066/03/05

**Date of Submission of the Thesis :
2066/05/04**

Date of Approval of the Thesis : 2066/08/26

DECLARATION

I hereby declare to the best of my knowledge that this thesis is purely a genuine work, which is far from the touch of 'plagiarism'. No part of the thesis was submitted earlier for the candidature of research degree to any university.

.....

Dipendra Lamsal

Date : 2066/ / /

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dipendra Lamsal** has prepared the thesis entitled "**Teachers' Attitude Towards Vocabulary Teaching**" under my guidance and supervision. I recommend this thesis for acceptance.

Date : 2066/ / /

.....

Mr. Vasu Dev Karki

Teaching Assistant (Guide)

Department of English Education

Surkhet Campus (Education)

Surkhet

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by following Research Guidance Committee

Signature

Mr. Nem Bahadur Shahi

.....

Teaching Assitant

Chairperson

Head of the Department of English

Surkhet Campus (Education)

Mr. Vasu Dev Karki (Guide)

.....

Teaching Assistant

Member

Department of English Education

Surkhet Campus (Education)

Mr. Uttam Kumar Gaulee

.....

Teaching Assistant

Member

Department of English Education

Surkhet Campus (Education)

Date : 2066/ / /

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following. Thesis Evaluation and Approval Committee.

Signature

Mr. Nem Bahadur Shahi

.....

Teaching Assistant

Chairperson

Head of the Department of English Education
Surkhet Campus (Education)

Dr. Jai Raj Awasthi

.....

Professor/Chairperson

English and other Foreign Languages Education

Expert

Subject committee

Tribhuvan University

Mr. Vasu Dev Karki (Guide)

.....

Teaching Assistant

Department of English Education

Surkhet Campus (Education)

Date : 2066/08/26

ACKNOWLEDGEMENT

The present thesis is the outcome of the sincere cooperation and valid suggestions from all the related personnel.

First of all, my sincere thanks go to the **Department of English Education Surkhet Campus (Education)**, Birendranagar, Surkhet for giving me the permission to undertake this research.

I extend my sincere gratitude to my research guide **Mr. Vasu Dev Karki**, Teaching Assistant, Department of English Education, Surkhet Campus (Education), Birendranagar, Surkhet. His contribution to this research work is immeasurable. I am indebted to him for his regular guidance.

I am very much indebted to **Prof. Dr. Jai Raj Awasthi**, Chairperson, English and Other Foreign Languages Education Subject Committee, Tribhuvan University, for evaluating this thesis and providing me a lot of valuable suggestions.

I want to express my sincere gratitude to **Mr. Nem Bahadur Shahi**, Head of the Department of English Education, Surkhet Surkhet Campus (Education), Birendranagar, Surkhet for his valuable advice for my research.

I owe a great deal of gratefulness to **Mr. Lal Bahadur Rana** and **Mr. Uttam Gaulee** Department of English Education, Surkhet Campus (Education) for

their valuable suggestions without which, this work wouldn't have come out in this shape.

Similarly, I am really grateful to the **teachers** who helped me by giving their valuable responses on questionnaires during the stage of data collection for the study.

At last but not the least, I am equally thankful to my **Guru and classmate Mr. Hikmat Bahadur Oli**, who always supported me to collect required materials and shared his views in research writing.

To conclude, I am grateful to all my **teaching staff at Sharada Higher Secondary School**, Chhinchu, Surkhet and my well wishers.

Date : 2066/05/04

Dipendra Lamsal

ABSTRACT

The present study is done to find out their attitudes towards teaching vocabulary. Having constructed the questionnaires (Attitude Inventory), they were administered to 81 secondary level English teachers of public schools of Surkhet District. After collecting data through the questionnaires, analysis and interpretation was done grouping the questionnaires into general attitude and SLA theoretical-based strategies, viz. cognitive-based strategies, input-based strategies and output-based strategies. On the whole, the concerned people were found to have positive attitude towards teaching vocabulary.

This study is divided into four main chapters and other sub-topics. The first chapter deals with the general introduction to the importance of English language, definition of vocabulary and different theoretical based strategies and techniques in teaching vocabulary. After that literature review, objectives and methodology were explained. The third chapter presents analysis and interpretation of the tabulated data and the fourth chapter consists of findings and recommendations on the basis of the chapter three. Apart from the main chapters, the supportive materials, viz. references, questionnaires and comments of the respondents were presented.

TABLE OF CONTENTS

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Acknowledgements</i>	<i>v</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>x</i>
<i>List of Appendices</i>	<i>xi</i>
<i>List of Abbreviations and symbols</i>	<i>xii</i>

CHAPTER ONE: INTRODUCTION

1.1. General Background	1
1.1.1. ELT in Nepal	2
1.1.2. Attitude: What does the Word Refer to?	4
1.1.3. Methods of Scaling	6
1.1.4. Defining Vocabulary	8
1.1.5. Vocabulary Teaching/Learning Strategies within SLA theories	10
1.1.6. Types of Vocabulary	12
1.1.7. Aspects of Learning Word	13
1.1.8. Vocabulary Teaching/Learning Principles	19
1.1.9. Vocabulary Teaching Strategies	21
1.1.9.1. Teaching of Pronunciation	21
1.1.9.2. Teaching of Spelling	27

1.1.9.3. Teaching Meaning	29
1.1.10. Vocabulary Games and Activities	32
1.2. Literature Review	35
1.3. Objectives of the Study	37
1.4. Significance of the Study	37

CHAPTER TWO: METHODOLOGY

2.1. Source of Data	39
2.1.1. Primary Source	39
2.1.2. Secondary Source	39
2.2. Population of the Study	39
2.3. Sample Population	39
2.4. Sampling Procedure	40
2.5. Tools for Data Collection	40
2.6. Process of Data Collection	40
2.7. Limitations of the Study	41

CHAPTER THREE: ANALYSIS AND INTERPRETATION

3.1. Responses on General Statements	42
3.2. Attitudes towards Vocabulary Teaching/Learning Strategies in Relation to the Theoretical Orientations	46
3.2.1. Cognition-based Strategies	46
3.2.2. Input-based Strategies	50
3.2.3. Output-based Strategies	54

CHAPTER FIVE: FINDINGS AND RECOMMENDATIONS

4.1. Findings	58
4.2. Recommendations	60

REFERENCES

APPENDICES

LIST OF TABLES

1.	Tools for Data Collection	40
2.	Responses on General Statements	42
3.	Responses on the Statements Related to Cognition based Strategies	47
4.	Responses on Input-based Strategies Related Statements	50
5.	Responses on Output-based strategies Related Statements	54

ABBREVIATIONS AND SYMBOLS

EFL:	English as a Foreign Language
P.:	Page
ELT:	English Language Teaching
A.D.:	(From Latin Anno Domini) The years after Christ
B.S.:	Bikram Sambat
NESP:	National Educational System Plan
TOEFL:	Test of English as a Foreign Language
SLA :	Second Language Acquisition
etc :	etcetera
Viz :	Videlicet (namely)
e.g. :	for example
L ₁ :	First Language
L ₂ :	Second Language
T. :	Teacher
S _s :	Students
No. :	Number
Vol. :	Volume
OHP :	Over Head Projector
SLC :	School Leaving Certificate
TL :	Target Language
% :	Percentage
GRE :	Graduate Record Examination
NELTA :	Nepal English Language Teachers' Association
S.Ag. :	Strongly Agree
Ag. :	Agree
Un. :	Unsure
Dag :	Disagree
S.Dag. :	Strongly Disagree

LIST OF APPENDICES

Appendix 1: EFL Teachers' Attitudes Inventory

Appendix 2: Comments Received from Participants (Teachers)