CHAPTER ONE

INTRODUCTION

This chapter deals with the introduction of the study, which comprises of general background, review of the related literature, objectives of the study, significance of the study and limitations of the study.

1.1. General Background

Language is a means of communication by which human can express his/her feelings, ideas, thoughts, desires, hopes, and opinions. Among different modes of communication language is the most developed and primary means than the other modes of communication and it is the unique property of human beings.

Language is the expression of human personality. It is a form of social behaviour. Wardhaugh (1986, p. 1) says language is "what the members of a particular society speak". Language is the social phenomenon. It is spoken form of persons in society to fulfill their communication. Similarly, Richards et al. (1986, p. 96) has defined language is "the system of human communication which consists of the structured arrangement of sounds or their written representation into larger units, e.g. Morphemes, Words, Sentences, Utterances." This definition supports that language is used by human to fulfill their communicative purpose. It is a structured arrangement from sound level to sentences or utterances. Language is the sum of its smallest unit to the larger units, which is used in communication by human.

Researches carried out during late 1950s and early 1960s concluded that language is species specific. It is uniquely a human property as no other living beings can acquire it. Summarizing the researches carried out regarding as to whether or not

non-human beings can acquire language, Aitchison (1993, p. 46) mentions, "……. even though intelligent animals seem capable of copying with some of the rudimentary characteristics of human language, they do not seem pre-disposed to cope with them." It is an integral part of human beings. It connects the souls of two or more than two persons making communication protable but also a means of change in the present world.

Among many languages in the world, English is the most widely used language. The importance of the English language in the present day world need not be overemphasized. It is a principal language for international communication and a gateway to the world body of knowledge. It is the world's most widely spoken language and the common means of communication between the people of different nations. One person out of every four on earth can be reached through English. Therefore, English is regarded as a contact language or foreign language. At this present world, it is necessary to learn and speak the English language by every people to live and work in all the sectors.

1.1.1. ELT in Nepal

In Nepal, the history of teaching English is not so long. Teaching and learning English is started in Nepal with the establishment of the first modern school named Durbar High School in 1854 A.D. (1910 B.S.) formally.

Awasthi (2003, p. 22-23) opines, "English entered in the Nepalese Education in 1854 when the then Prime Minister Jung Bahadur Rana opened a high school in Kathmandu. The introduction of English language Teaching (ELT) in Nepalese

education started only in 1871 with the implementation of National Education System Plan (NESP) and still continues."

It was particularly established in Durbar of Thapathali palace. After the ruler Junga Bahadur Rana in Nepal from Britain, he felt that the English language is necessary to learn and he established Durbar High School. To be in power of the nation Ranas had to make their close relationship with the British and for this they had to know English Thus, the introduction of English in Nepal had a deep vested of Rana autocrats. At that time, Durbar high School was with Kolkatta University. From the 1854 A.D. to 1947 A.D., only 13 secondary schools were opened in Nepal. After the establishment of Tri-Chandra Collage in 1981A.D. (1976 B.S.) higher education door was opened. Before Tri-Chandra Collage, there was no collage or University for higher education. ELT in Nepal started in 1971 A.D with the implementation of National Education System Plan (NESP) and the same year Tribhuvan University (2016 BS) started B.Ed. programme in English education.

English is taught as a compulsory subject from grade one in government aided community schools and from nursery in private schools, in these days. Besides compulsory subject, there is also in elective English course. At higher level education, Tribhuvan University offeres compulsory and optional/major course in I.Ed., B.Ed., and M.Ed. and started M. Phil and Ph.D. Same is the case in faculty of humanity and social sciences. English is taught in other faculties for specific purposes (law, medicine, engineering etc.). Same is the case in Purbanchal University, Pokhara University and Kathmandu University. There are many language institutions in major cities of Nepal. They run classes for TOEFL, GRE and many other language tests. The use and importance of English language learning in Nepal is increasing day by day.

1.1.2. Attitude: what does the word refer to ?

Although, researches on teacher attitude has been established and is getting, richer, this concept still lacks of clear definition. Labels like attitude, belief, cognition, knowledge and values etc. are closely related with each other and it is often difficult task to distinguish one from another. Richards (1998, p.66) uses the term attitude systems to refer to "information, belief, values, expectations, theories and assumptions about teaching and learning teachers develop over time and bring with them to the classroom." Brown (2000, p. 180) points out, "attitudes are cognitive and affective; that is, they are related to thoughts as well as to feelings and emotions. "Attitudes govern how one approaches learning, which in the case of language requires exposure to a different culture and also to the difficult task of mastering a second language. Attitudes begin developing early and are influenced by many things, including parents, peers and interactions with people who have social and cultural differences.

This same concept is given by Brown (2000, p. 180) as attitudes, like all aspects of the development of cognition and affect in human beings, develop in early childhood and are the result of partners and peers' attitudes due to the contact with people who are "different" in any number of ways, and interacting affective factors in the human experience. These attitudes form of a part of one's perception of self, of others and of the culture in which one is living.

In the words of Freeman (1962, p. 596)

> An attitude is a dispositional readiness to respond to certain situations, persons, or objectives in a consistent manner which has been learned and which has become one's typical mode of response. An attitude has a well-defined object of reference. For example, one's views regarding a class of food or drink (such as fish and liquors), sports, Mathematics, or Democrats, are attitudes.

According to Gardner (1985, p. 10) attitudes are a component of motivation, which "refers to the combination of effort plus desire to achieve the goal of learning plus favorable attitudes towards learning the language." If the related groups of teaching and learning have positive attitudes, they can be benefited from teaching and learning with their desire and high motivation.

Most members of the language teaching profession realize that their students' learning potential increases when attitudes are positive and motivation is high with the positive attitudes. This is not only of students but the teachers' also should have positive attitudes Richards, et al. (1999, p. 199) defines "the attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language." He again says "expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity ……" It is well known that negative attitudes towards the foreign language and group, which often comes from stereotypes and superficial contact with the target culture, can impede the learning of that language. Conversely, positive attitudes towards the foreign language and group increase language teaching and learning success. As Brown (2000, p. 181) describes several studies about the effect of attitude on language teaching/learning and concludes that "positive attitudes towards the self, the native language group, and the target

language group enhanced proficiency. "When teachers' or students with positive attitudes experience success, the attitudes are reinforced, whereas they are with negative attitudes may fail to progress and become even more negative in their language -learning attitude. In the field of teaching and learning, particularly, the direct involved groups are teachers and students. So, all the attitudes of the learners' towards the learning factors, and the teachers' towards teaching factor directly influence teaching and learning.

1.1.3. Methods of Scaling

Tests of attitudes are based on several assumptions:

   a. The scale should deal with a controversial question.
   b. An individual's feelings and insights in regard to the question will determine his responses to the various statements that are made pro and con.
   c. The statements can be scaled regarding the degree to which they favor, or are opposed to, the question under consideration. (as cited in Freeman, 1962, p.5)

There are three major types of attitudinal scales. They are:

   i. Summate rating scale (Likert Scale)
   ii. The equal appearing- interval or differential scale (Thurnstone Scale)
   iii. The cumulative scale (Guttmann Scale)

They are briefly introduced as follows:

i. Likert Scale

This scale is based upon the assumption that each statement/ item in the scale has equal 'attitudinal value' or 'importance' in terms of reflecting an attitude towards the issue in question. This technique is simpler than the Thurstone methods and is regarded by many as at least as reliable. Each item or statement, in the attitude

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scale is followed by five responses, one of which is checked by the subject. The main limitation of this scale is that the statements on a scale seldom have an equal attitudinal value. In this scale, arbitrary scoring weights of 1, 2,3,4,5 are assigned for the respective responses and data are analyzed on the basis of mean. For example,

English should be taught from grade one.

S.Ag.	Ag.	Un.	Dag.	S.Dag.

Where,

S.Ag. = strongly agree, Ag. = agree, Un. = uncertain, Dag. = disagree, S.Dag. = strongly disagree

ii. Thurston Scale

The Thurston Scale calculates 'weight' or 'attitudinal values' for each statement with which respondents is given and attitudinal score equivalent to the 'attitudinal value' of the statement. For example,

English subject should be taught from grade one.

    i) Yes ☐   ii) No ☐

The validity of such comparisons is, however, questioned because the defined "neutral points" of different attitudes are not necessarily the same. Nor are the intervals demonstrably equal; they are only equal appearing. Thus, the main benefit of this attitudinal scale is to determine actual rather then relative concept.

iii. Guttmann Scale

The Guttmann Scale is one of the most difficult scales to construct and therefore is rarely practised. The multiple choice options are given to respondents and the analysis is done by cumulative set of scores. For example,

From which level should English be taught?
  a) Primary Level ☐
  b) Lower-Secondary Level ☐
  c) Secondary Level ☐

Regarding the measurement scale, the researcher used the Likert Scale in his study.

For the purpose of this study, the researcher has taken a rather narrower view of the term, the researcher particularly to the propositions about teaching and/or learning English vocabulary. The scales to measure attitude is same as given by Likert scale and also same as given by Rechards, et al. (1999, p. 25) strongly agree, agree, disagree and strongly disagree on the statements. In this research, the researcher has added one more point that is unsure for those who were not clear on the statements.

1.1.4. Defining Vocabulary

Vocabulary is the basic unit of language. The term vocabulary refers to the total number of words that make up a language. It is one of the aspects of language and is regarded as its skeleton. Communication is possible through words. Language learners need to learn the lexis of language. Here, lexicon, lexical items are synonyms for vocabulary. The lexicon has been characterized as a mental inventory of words and productive and derivational processes. The term vocabulary is defined differently in various books.

According to Richards et al. (1990, p. 400 as cited in Raut) vocabulary refers to "a set of lexemes, including single words, compound words and idioms, which are made by the sounds. If language structures make up skeleton of language, then it is vocabulary that provides the vital organs and flesh." In this definition importance of vocabulary is emphasized. Vocabulary is the skeleton of language. Without vocabularies language is not possible. Vocabularies are the segments of language where we can give pausing at the time of speaking which are the combinations of sounds, as Hockett (1967, p. 167) says "any segment of a sentence bounded by successive point at which pausing is possible. Word is a combination of sounds acting as a stimulus to bring into attention, the experience to which it has become attached by use." So, in language, vocabulary has a great role. It can be a single word or a group of words that takes a single meaning. If somebody doesn't take the ability to use vocabulary appropriately, s/he will not be able to express his/her feelings effectively and the intended meaning may not be understandable to the hearer, as Wilkins (1972, p.111) says "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." So, vocabulary is the building blocks of language. Without it grammar is worthless. A speaker should have adequate numbers of vocabularies and should be careful to select vocabulary at the time of speaking or writing. A word may have many meanings and used in different ways in different situations. Without having an adequate number of vocabularies, no one can speak any language fluently and appropriately. So, it is the basic unit of language.

1.1.5. Vocabulary teaching/learning strategies within SLA theories.

Second language acquisition (SLA) is a relatively young field. We should be hard pressed to state a "beginning" date, but it is probably fair to say that the study of SLA has expanded and developed significantly in the past 40-45 years. It is the study of the acquisition of a non-primary language; that is the acquisition of a language beyond the native language. It is the study of how learners create a new language system with only limited exposure to a second language.

Gass and Selinker (1994, p. 7) says "SLA refers to the process of learning another language after the native language has been learned." Sometimes the term refers to the learning of a third or fourth language. Again Gass and Selinker (1994 p. 9) says "The important aspect is that SLA refers to the learning of a non-native language after the learning of the native language. The phrase "Second language" L_2 can refer to any language learned after learning L_1, regardless of whether it is second, third, fourth or fifth language" (p. 7). By this term, we mean both the acquisition of a second language in a classroom situation, as well as in more "natural" exposure situations.

Here, the goal of the researcher was not to offer a detailed description of different theories of SLA, but it was an attempt to show that vocabulary teaching/learning strategies can be applied based on three relatively established theories, which are as follows:

a. Cognitivism

"Cognitive views of SLA are influenced by the research in learning psychology that mainly see learning as a process of attention to input and restructuring the input learning to automatization (Mitchell and Myles, 2004, p. 37)." This view

supports the idea of memorization, repeated input and practice of language bits for becoming learning. As the vocabulary learning strategies, from a cognitive perspective, involve analyzing word meaning, associating word with image to remember words or the use of mnemonic device guessing meaning from context, using dictionary.

b. Input Perspective

Originally inspired by the input hypothesis of Krashen (1985), the input principle sees the importance of comprehensible input for a learner to learn. "The basic notion is that attending to the naturalistic language input cannot offer learners the best way to learn a language; therefore, learners should be provided with carefully selected and modified bits of input which are comprehensible to them (Mitchell and Myles, 2004, p. 38)." From this perspective vocabulary learning strategies involve providing student with opportunities to listen to the target language, words, reading the TL texts, translating vocabulary into L1. Teachers attitude in this view provide opportunities for students to read or hear the word, provide examples of word use, teach vocabulary only if students do not understand it from context or, translate difficult vocabulary for enhancing students' vocabulary learning.

c. Output Perspective

"This perspective assumed that the learners notice the gap in their knowledge while trying to produce L_2 in writing or in communication and that noticing of the gap triggers learning (Swain and Lapkin, 1995, p. 40)." Learning vocabulary from this ground thus can involve using the words encountered in speech or in writing making list of new words; writing words and their meanings. Encouraging

productive activities based on the vocabulary can be taken as common teaching strategies from output perspective.

1.1.6. Types of Vocabulary

Vocabulary can be classified in different ways. Richards et al. (1985, p. 61) has classified words into two categories: Content word and function word. Content word refers to a thing, quality state or action and which have lexical meaning when it used alone. On the other hand, function word has little meaning of its own but it shows grammatical relationship in and between sentences. Content word includes nouns, verbs, adjectives, adverbs, whereas, function word includes conjunctions, preposition, articles, negative particles, auxiliaries, etc.

Harmer (1991, p. 153 as cited in Raut 2007) classified the words into active and passive vocabulary. Active vocabulary refers to the vocabulary that students have been taught or learnt and which they are expected to be able to understand, pronounce and use constructively in speaking and writing. On the other hand, 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. It can also be classified into two categories on the basis of the types of meaning they convey concrete and abstract (in Raut, 2007). If a word refers to an object with a concrete shape, it is called concrete vocabulary, e.g. bench, book, stick, etc. On the other hand, if it signifies something, which has no definite shape, size or measurement and it entirely dependent on our personal imagination, it is also called abstract vocabulary, words like love, kindness, etc.

Similarly, broadly words can be categorized into two types: content and structural words. Content words are also called lexical or full words and structural words are also called function word.

Fries (1945, p. 44 as cited in Raut 2007) classifies English vocabulary into four different group, viz. (i) function or structural word, (ii) substitute words, (iii) grammatically distributed words and (iv) content words. Here function words refers to grammatical words, substitute words replace a class and several classes of words, grammatically distributed words, he refers to words like some, any, which show unusual grammatical restrictions in distribution and content words means similar to major class words.

Arts and Arts (1986, p. 22) classify words into two types : major and minor word classes. Here major word class refers to the same. e.g. nouns, verbs, adjectives, adverbs. Similarly minor word class refers to the same as function word or open word class. e.g. conjunctions, articles, prepositions, auxiliaries, etc.

Arts and Arts also point out the difference of vocabulary/word on the basis of the structure of words. On the basis of the structure, words are categorized in simple, compound and complex word. English words minimally consist of one constituent, which is called simple word. For example: news, back, friend, etc. compounds word consists of two or more free morphemes where the constituents themselves and constitutes are words, e.g. black teal, copyright etc. Similarly, complex words consist of a root and one or more derivational affixes, e.g. babyhood, determination, etc.

1.1.7. Aspects of learning word

Learning a word means learning different aspects of that word like meaning, use, formation, grammar etc. Ur. (1996, p. 60) has explained following points to be taught vocabulary.

i)   Form: pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and the learner when encountering the item for the first time will perceive one or the other. In teaching, we need to make sure that both these aspects are accurately presented and learned.

ii)   Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as we teach the base form.

iii)   Collocation

The collocations typical of particular items are another factor that makes a particular combination sound 'right' or 'wrong' in a given context. So this is another piece of information about a new item, which it may be worth teaching. When introducing words like 'decision' and 'conclusion', for example, we may not that your 'take' or 'make' the one but usually 'come' to the other; similarly, 'you throw a ball' but 'toss a coin'; you may talk about someone being 'dead tired' but it sounds odd to say 'dead fatigued.'

iv) Aspects of meaning (1): denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in dictionary. For example, dog denotes a kind of animal.

A less obvious component of the meaning of an item is its connotation: the associations or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition for example, within the English language, 'moist' has favorable connotations while 'dank' has unfavorable.

A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain word is very common, or relatively rare, or 'taboo' in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse, or belongs to a certain dialect.

v) Aspects of meaning (2): meaning relationships

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationship: here are some of the main ones.

a. Synonyms: Items that means the same, e.g. intelligent, smart

b. Antonym: Items that mean the opposite; rich-poor

c. Hyponyms: Items that serve as specific examples of a general concept; dog, lion, mouse are hyponyms of animals.

d. Co-hyponyms or co-ordinates: Other items that are the 'same kind of thing', red, blue, green and brown are co-ordinates.

e. Super ordinates: General concepts that 'cover' specific items; animal is the super ordinate of dog, lion, mouse.

f. Translation: words or expression in the learner's mother tongue that is (more or less) equivalent in meaning to the item being taught.

vi) Word formation

Vocabulary items, whether one word or multi-word, can often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful information. Perhaps mainly for more advanced learners you may wish to teach the common prefixes and suffixes; for example, if learners know the meaning of sub-, un-and-able, this will help them guess the meanings of words like 'substandard, ungrateful and untranslatable. Similarly, another way vocabulary items are built is by combining two words (two nouns, or a gerund and a noun, or a noun and a verb) to make one item; a single, compound word, or two separate, sometimes hyphenated words (bookcase, swimming pool).

According to Harmer (1991, as cited in Sharma and Phyak, 2006, p. 145), there are four aspects of learning a word, which are described below:

i) Word Meaning

The same word has multiple meanings. In other words, one word may have different meaning. For example: the word 'get' has more than thirty meanings. Word meaning changes according to context in which it is used. If someone say 'I read this 'book'; here the word 'book' means reading material. But if someone say 'I booked my ticked', then the word 'book' means reservation. Similarly the same word 'bank' has two different meanings; viz. side of the river and financial institution. Thus students need to understand the different meanings of a word while learning new vocabulary.

ii) Word Use

The meaning of a single word may change by how it is used. Sometimes we use the same word as metaphorically and have the metaphorical meaning. Idioms such as 'raining cats and dogs, putting the cat among the pigeons, etc. have different meaning other than isolated words. Similarly, word meaning is also governed by collocation that is which words go with each other. For example, 'beautiful' collocates with 'flower', 'girl' and may others but not with ox. Use of word is also governed by register and style-two doctors talking about an illness will talk in a different register than one of them who then talks to the patient in question who has never studied medicine.

iii) Word Formation

Word is formed out of sounds in speech and out of letters in writing, which include both pronunciation and spelling. The meaning of words may be totally changed due to the slight change in pronunciation and spelling. Thus, students while learning new words should know how words are written and spoken and how they can change their form. Words can change their shape as well as their grammatical value students need to know about word formation. There are suffixes and prefixes to form new words through derivational and inflectional affixes. For example, 'in-' or '-ly' can change the meaning of a word, e.g. in + complete = incomplete, quick + ly = quickly. In these examples not only the form of words is changed but also the meaning is changed. So, the formation of the word is one of the most important things that students need to know while learning vocabulary.

iv) Word Grammar

The grammatical behavior of the words should be understood by students. For example, a countable noun can be both singular and plural but an uncountable

noun has only one form. i.e. singular. Verbs trigger grammar too. 'Tell' is followed by and object + to + infinitive (He told him to leave house) but the adverb 'say' can't be used in such structure. Students should know how they behave. They should know how objectives are ordered? What position adverbs can be used in?

Harmer (1991, as cited in Sharma and Phyak, 2006, p. 147) summarizes the aspects of learning vocabulary as given in the following diagram:

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                          ┌──────────────────────┐
              ┌───────────┤  Meaning in context  │
┌──────────┐  │           └──────────────────────┘
│  WORD    ├──┤
│ MEANING  │  │           ┌──────────────────────┐
└──────────┘  └───────────┤   Sense relations    │
                          └──────────────────────┘

                          ┌──────────────────────┐
                          │   Metaphor and idiom  │
                          └──────────────────────┘
┌──────────┐  ┌───────────┤
│ WORD USE ├──┤           │   Collocation         │
└──────────┘  │           └──────────────────────┘
              └───────────┤
                          │   Style and Register  │
                          └──────────────────────┘

                          ┌──────────────────────┐
                          │   Parts of speech     │
┌──────────┐              └──────────────────────┘
│  WORD    │  ┌───────────┤
│FORMATION ├──┤           │  Prefixes and suffixes│
└──────────┘  │           └──────────────────────┘
              └───────────┤
                          │ Spelling and Pronunciation │
                          └──────────────────────┘

                          ┌───────────────────────────────────┐
                          │ Nouns: Countable and uncountable, etc. │
┌──────────┐              └───────────────────────────────────┘
│  WORD    │  ┌───────────┤
│ GRAMMAR  ├──┤           │ Verb, complementation, phrasal verbs, etc. │
└──────────┘  │           └───────────────────────────────────┘
              └───────────┤
                          │ Adjectives and adverbs, position, etc. │
                          └───────────────────────────────────┘
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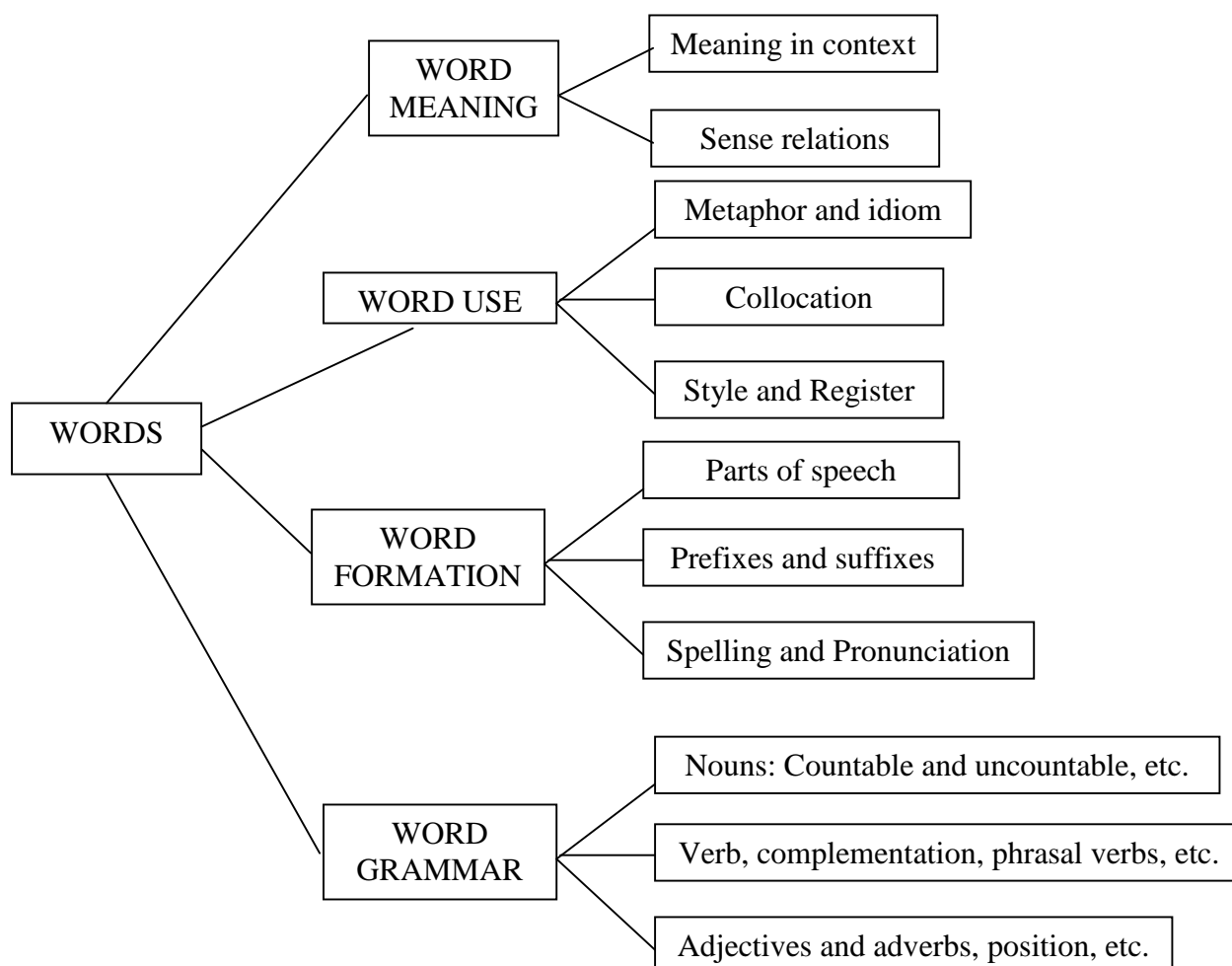
WORDS

V Saraswati (2004, p. 103) had given following of word study that need to be focused on :

a.   Affixes: Prefixes and suffixes-unhappy; childish

b.   Parts of speech: Object-Noun; Object-Verb

c.   Compound words: headmaster; Postman

d.   Phrasal verbs: break down; break out; break up

e.   Homophones: days-daze; quiet-quite

1.1.8. Vocabulary Teaching-Learning Principles

Teaching a foreign language means developing in students the competence of the language in question, which forms the basis for their performance. This can be done by teaching them phonology, grammar and vocabulary of the language. Out of them vocabulary is one of the most important aspects of language teaching because it is building blocks of language.

Vocabulary is one of the most important aspects of language which we have to teach to the students. Students have to learn varieties of vocabulary particularly to develop their communicative proficiency. The term vocabulary includes all root words, derived words, compound words, phrases and idioms. In communicative language teaching every skill starts with vocabulary. It is closely linked with grammar with the help of grammar the vocabularies are arranged systematically.

Mostly the language teaching programme aims to help students to provide a large range of useful vocabulary. In every teaching topic, students face new words. They

practice them clarifying the meanings and using them in sentences. Now the main objective of teaching vocabulary is to make students find out word meaning themselves in different contexts. The students and teachers who have strong vocabulary power, can understand the others utterances and express their views easily. A person who has a large number of active vocabularies certainly becomes fluent in speaking and writing activities. To teach vocabulary means to make students such person.

Wallace (1982, p. 27) points out the following principles for teaching vocabulary.

i) Aims

The teacher should be clear at first about his aim to teach vocabulary. How many words? Which words? And how to teach? The teacher should be clear in those aspects.

ii) Quantity

At what level, how many new words in lesson can learners learn? The teacher should decide on the quantity of vocabulary to be taught.

iii) Need

The teacher has to teach vocabulary in relation to the needs of the situation. It makes learners easy to remember.

iv) Frequent exposure and repetition

The students should be given the opportunity to repeat the new words frequently to make them remember and good user.

v) Meaningful presentation

Meanings should be presented in meaningful way. It should be ambiguous. One word may have different meanings. To make clear, should be presented by providing its references perfectly and clearly.

vi) Presenting in Context and Situation

The teacher should present the meaning in relation to the context and situation. Through this process, students can use those words in context and or in appropriate situation by knowing.

1.1.9. Vocabulary Teaching Strategies

There are some aspects of teaching vocabulary that need to be considered while teaching words. Pronunciation, spelling and meaning are most important aspects of teaching words.

1.1.9.1. Teaching of Pronunciation

Teachers need to be aware, then, that the process of 'modifying one of the basic modes of identification by the self and others, the way we sound' is located 'at the extreme limits of proficiency: This is why the uniquely sensitive nature of pronunciation teaching in comparison with that of other skills, such as mastering grammar and vocabulary, has come to be generally accepted (Seidlhofer as cited in Carter et al. 2001, p. 58).

Pronunciation is a major aspect of teaching vocabulary. Until and unless a word is pronounced in an accurate way there will be no fruitful teaching of vocabulary. Teaching and learning pronunciation is very difficult job because there is not any hard and fast rule for pronunciation.

To learn better pronunciation there are some affecting factors that Ken worthy (1987 as cited in Nunan, 1998, p. 106) has given :

(a) The native language:

It means mother-tongue influence on second system. Second system.

(b) The age factor:

Childs can learn better pronunciation than adults.

(c) Amount of exposure:

The more amount of exposure students receive the better will be the

pronunciation.

(d) Phonetic ability:

It refers to whether someone has an 'ear' for a foreign language. It contains

phonetic coding ability or auditory discrimination ability.

(e) Attitude and identity:

The ability to adopt and develop a foreign pronunciation has also linked with

the extent to which the learner wants to identify with the target culture.

(f) Motivation and concern for good pronunciation:

Students are concerned or unconcerned to learn better pronunciation.

Seidlhofer, (as cited in Carter et al. 2001, p. 62-63) has given following techniques to teach pronunciation.

i) Elicited mechanical production

This involves manipulation of sound patterns without apparent communicative reason and without offering learners an opportunity for making motivated choices of sound, stress patterns, etc. Examples: manipulation of stress for prominence, as in 'would you like to have dinner with us to NIGHT? Would you like to have dinner with US tonight? Would you like to have DINNER with us tonight? etc. for individual sounds, tongue twisters of the 'she sells' 'sea shells' on the 'see shore' kind are useful.

ii) Listen and Repeat

This is a time-honored techniques involving learners in imitating chunks of language provided by teacher or recoding; skill widely used in course books which are which are accompanied by CD-Rom or tape and particularly popular in language lab exercises.

iii) Discrimination practice

Students listen for sound contrasts to train their ears. Examples: reading contrasting sounds or words to a class and asking the form of a 'binge-like game or 'yes-no game.' A variation of this particularly suitable for monolingual classes is 'bilingual minimal pairs' where learners listen for differences in articulatory settings in lists of L_1-L_2 word pairs.

iv) Sounds for meaning contrasts

While 'listen and repeat' is often drill-like, exercises can be modified to make them more meaningful for the learner while retaining a focus on sounds. 'Minimal pairs' can be embedded in sentences such as 'please SIT in this SEAT, which can be used for listening for and learning differences.

v) Cognitive analysis

Many learners, particularly more mature ones, welcome some overt explanation and analysis. These notions include a wide range of methodological options, such as:

a. Talking about it: discussing stereotypic ideas about 'correct' and 'sloppy' speech for introducing assimilation and elision as crucial features of connected speech;

b. Phonetic training: explanations of how particular sounds are articulated, and conscious exploration and analysis by learners how they themselves articulated L_1 and L_2 sounds;

c. Teaching learners phonemic script: Controversial, but appreciated by many students to help them conceptualize the L_2 sound system, use pronunciation dictionaries, record pronunciation themselves and draw comparisons with their L_1;

d. Giving rules, especially when they are simple and comprehensive, e.g. for the pronunciation of the –ed past ten marker and the –s inflectional ending, etc;

e. Comparison of L_1 and L_2 sound systems: Since learners seem to hear the sounds of a new language through the filter of their L_1, it can be very helpful to teach the system of phonemes rather than just the articulation of the new sounds;

f. Analysis of sounds in words or texts: Encourage learners to match up monosyllabic word pairs which contain the same vowel sound; demonstrate how dialogues not designed for pronunciation work can be used for awareness-raising of the functions of stress and intonation, e.g. pitch height for smooth turn-taking;

g. Looking up the pronunciation of new words in a dictionary: Excellent for developing learner autonomy.

ii) Communicative activities and game

While many of the above techniques can contain a game-like element, some activities are primarily focused on a particular communicative purpose or outcome, e.g. mini-plays whose interpretation depends entirely on the learners' use of voice quality and intonation.

iii) Whole brain activities

These are intended to activate the right brain hemisphere, often involving music, poetry, guided fantasies and so on.

Harmer (1991, p. 162-163, as cited in Sharma and Phyak, 2006, p. 152) has given the following three techniques of presenting sounds:

i. Through Modeling

In this technique the teacher works as a model. This technique is also called drill. Here, the teacher pronounce the word and students follow him.

ii. Through Visual Representation

In this technique, the teacher models the word by the help of some visual representation. The teacher writes up new words on the board and indicates where the stress is, e.g. underlining, photograph, using a stress square, photographer, etc.

iii. Through Phonetic Symbols

In this technique, pronunciation of word is taught by giving phonetic symbols for example: Cat/kæt/, Mat/mæt/, etc.

Ur (1996, p. 54) has given the following ideas for improving learner's pronunciation:

a) Imitation of teacher or recorded model of sounds, words and sentences;

b) Systematic explanation and instruction (including details of the structure and movement of parts of the mouth);

c) Imitation drills: repetition of sounds, words and sentences;

d) Choral repetition of drills;

e) Varied repetition of drills (varied sped, volume, mood);

f) Learning and performing dialogues (as with drills, using choral work, and varied speed, volume, mood):

g) Learning by heart of sentences, rhymes, jingle;

h) Jazz chants;

i) Tongue twisters;

j) Self-correction through listing to recordings of own speech;

1.1.9.2. Teaching of Spelling

Graphic representation of sounds in which, particular word is written is spelling. Spelling is basic in writing. Spelling is an effective way to reinforce both word analysis skills and automatic word recognition. Research consistently indicates that fluent, skilled readers (both children and adults) make use of spelling patterns when they read and, conversely, reading itself reinforces knowledge of spelling patterns. We find a lot of irregularities in sound-symbol correlation in English. Same sound /k/ is represented by c, cc, k, q etc. Because of this relationship it is necessary to teach spelling.

Ur (1996, p. 58) has given the following teaching ideas to teach pronunciation-spelling correspondence:

a. Dictation: of random lists of words, of words that have similar spelling problems, of complete sentences, of half-sentences to be completed.

b. Reading aloud: of syllables, words, phrases and sentences.

c. Discrimination (1): prepare a set of 'minimal pairs'-pairs of words, which differ from each other in one sound-letter combination (such as dip-deep in English).

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Either ask to read them aloud, taking care to discriminate, or read them aloud yourself, and ask students to write them down.

d. Discrimination (2): provide a list of words that are spelt the same in the learners' mother tongue and in the target language: read aloud, or ask learners to, and discuss the differences in pronunciation (and meaning).

e. Prediction (1): provide a set of letter combinations, which are parts of words the learners know. How would the learners expect them to be pronounced? Then reveal the full word.

f. Predication (2): dictate a set of word in the target language which the learners do not know yet, but whose spelling accords with rules. Can they spell them? (Then reveal meanings).

Venkateswaran (1995, p. 123) provides the following techniques for teaching spelling:

1. Make the children read aloud.
2. Expose the class to every possible variant of spelling patterns in the language.
   i. One-syllable words with the general shape of consonant -vowel - consonant; e.g. teeth, but, etc.
   ii. Spelling patterns using the final 'e' to differentiate them from others; e.g. made, male, etc.
   iii. A number of important spelling patterns of much more limited application, involving the varied doubled vowels.

a. Ensure that your students are familiar with the probable structure of words in their language.

b. Spelling games can be used.

c. Dictation will be useful technique.

d. Use mnemonics - a system desired to improve memory, formulate or other aids to help memorization.

1.1.9.3. Teaching Meaning

There are many methods of teaching vocabulary. No method is complete. Thus, teacher should go from one to another. The way of teaching vocabulary depends on the level of the students and the nature of word. Some important ways of presenting the meaning of new vocabulary items are discussed below.
Ur (1996, p. 13-18) has given the following techniques for showing the meaning of words.

1. Showing meaning visually

a) By showing the real objects: This is one way of showing the meaning of new words. For example: T : Look - this is a watch (pointing to his/her watch), Ss : A watch. (and so on)

b) By showing a picture, this can be done into two way:
   i) By drawing a picture on the board.
   ii) By showing a picture prepared before the lesson?

c) By miming, using actions and facial expressions:
   Most action verbs like sit, stand, open, write, etc. can be taught using this technique. For example: T : Look - (mime someone sneezing) Atchoo! I've just sneezed. Can you say it?

Ss : Sneeze. (and so on).

2) Giving examples

Another way to know what words mean is by giving an example, using the word in a context.

Some points to be remembered when giving examples.

a. It is not necessary to give a complicated explanation; the meaning can be shown by simple sentences.
b. A good example should clearly show the meaning of the word to someone who does not know it already.
c. Examples are especially useful for showing the meaning of abstract words, e.g. love, happiness, quality, etc.

3) Giving synonyms

The words of the same type and have the same general meaning are called synonyms and can be a technique to present the meaning of new word. For example: thief, burglar, robber etc. Carpet, rug, mat, doormat, etc.

Harmer (ibid, as cited in Sharma and Phyak, 2006, p. 148) gives following ways to present the meaning of new vocabulary.

a. Relia

Relia means real object. The teacher can bring real objects like pen, watch, mango, etc. It is very useful way of teaching vocabulary for beginners.

b. Pictures

Picture can be useful to teach concrete words because such objects are impossible to bring in the classroom, e.g. cow, car, buffalo, etc.

c. Mime, action and gesture.

Action words can best be taught through mime, action and gesture. For example; running, jumping, smoking, etc.

d. Contrast

We can present the meaning contrasting with others. For example; 'big' with 'small', 'cold' with 'hot' etc.

e. Enumeration

This is the technique to present meaning of specific words relating them with general words, e.g. clothes, animals, furniture, etc. can best be taught by enumeration.

f. Explanation

This technique is an easy and quick way to present the meaning of words. It is useful in teaching the meaning of abstract words, e.g. love, democracy, kindness, etc. In this technique the teacher translate the meaning of a new words into students' mother - tongue (L_2-L_1)

1.1.10. Vocabulary Games and Activities

There are many games and activities that can be used for teaching vocabulary. Selection of these games and activities depends upon the nature of vocabulary and level of the students. While selecting games and activities the teacher should also think about the time-too long games and activities may not be fruitful. Some games and activities are discussed below (Sharma and Phyak, 2006, p. 154-158)

a. Labeling a diagram

It will be good to draw a diagram. Figures can be displayed on OHP or get a student to draw for you. Students label parts of the body, house, etc.

b. Matching definitions

This is more fun if the teacher cut the definitions out and put students in group to do it, or let them mingle around the class until they find their word/definition.

c. Guess the word

The teacher begins to dictate a word letter by letter until a student guesses the word and shouts 'stop'. The student then spells the word to the end.

d. The best sentences

Divide the students into teams. Write a word to be revised on the board. Each team has a secretary who writes a sentence constructed by the team and using the word on the board. The best sentence scores a point.

e. Brainstorming

Put students in groups. Tell them to think of as many words as possible in three minutes on the subject of …………. (over to you!), appoint a group secretary to note down the words. Who has the most?

f. Hangman

A word is represented on the board by one dash for each letter, e.g. mango; students suggest letters (usually vowels firs). If the letter doesn't belong the word, teacher writes letter on the board and draws one line of a hangman's gallows. The students have to guess the word before a man gets hanged. One uses counts as line.

g. Team vocabulary race

Divide the students into groups depending on class size. Appoint a group secretary. Establish a vocabulary category and number of words, e.g. 15 words connected to sport'. Shout 'go' when a team claims to have finished, check their list for spelling and suitability of words without stopping the other groups. The first team to correctly collect a list of words scores one point for each word on the list.

h. Running definition

Split students into three or four groups, and write a scoring table on the board. One team member from each team comes to the teacher who whispers a definition of a word to the group representatives. The representatives run back to their teams and repeat the definition. The team then writes the word, they think is being defined on a slip of paper and the 'runner' returns to the teacher. The first term to guess the word and write it correctly of another word.

i. What's this called in English?

Cut out pictures, stick them on card and on the other side write the word (and phonetic translation if you like). Students mingle and hold up cards asking "what's this called in English?" students can't sit down again unless they can name all the items on the cards.

j. Throw them away

Give students slips of paper with vocabulary. Students define words to their partner, and throw them away when their partner guesses. The student to throw away all their slips of paper wins.

k. Board run

Put students in team and line them up facing the board. Give the first student in each line a board pen. Describe a word or phrase. The first student to run to them board and write the word legibly scores a point. Tripping, holding and bitting is allowed, but the word/phrase must be written correctly.

l. Click your fingers

Get students on their feel and in circle. Start clicking or clapping. Nominate a student who has to say a word from last lesson. This works best with groups of word, e.g. profession, phrasal verbs, sport, words beginning with 'P' etc.
Except above vocabulary games and activities there are many other games and activities, Kim's game, naughts and crosses, back to the board, vocabulary box and so on. Any techniques we can use to fit the best to reach to the goal of the lesson.

1.2. Review of Related Literature

Research works have been done to find out teachers strategies, which the researcher thought, were worth to mention here.

Raut (2007) has done a research entitled 'A Study on Strategies used in Teaching Vocabulary: A case of Lower Secondary Level English Teachers'. He has found the strategies what the teachers applied were somehow satisfactory.

Thapaliya (2007) has entitled a research on 'A Study on Techniques of Teaching Vocabulary: A case of Secondary Level English Teachers'. He has found positive impact of different techniques, though lack of materials but teachers techniques were not so satisfactory.

Here, the research topic is related to attitude towards vocabulary teaching. So, the researcher thought that it is worth to mentioned the different research works related to the attitude towards L_2 learning.

Awasthi (1979) had a research on "The Attitudes of Different Group of People towards Learning English in Secondary Schools of Kathmandu District" and found that people had positive attitudes towards English despite the highest failure percentage in English in SLC Examination.

Bhandari (2004) conducted a research on " A Descriptive and Attitudinal Study on SLC English Question and Specification Grid 1999" and came to the conclusion that SLC English questions setters had not covered all the areas specified by the specification grid. Regarding the specification grid, he found that teachers had positive perception towards it as it had brought uniformity in the SLC examination.

Elyildirim and Ashton (2006) had an observation on "creating positive attitudes towards English as a foreign language." They had concluded that attitudes and motivation are complex social, cultural, and psychological factors that influence how a student approaches many situations in life, including second language, learning. As experienced teachers know, students with positive attitudes usually progress more rapidly in second language learning, When students have a positive attitude, it acts as a motivational impetus to enable a greater effort to achieve the goal of learning the language.

Giri (1995) through his research on "People's Attitude towards the Existing SLC Examination in Nepal" discovered that 44.37% people i.e. administrators, headmasters, teachers, students and guardians had good attitude towards the SLC Examination of Nepal.

Khanal (1999) produced a research on "A Study of Attitude of Secondary Level Students towards Learning English" and concluded that the students have positive attitudes towards learning English but they have negative attitudes towards some aspects of textbooks, method of teaching, learning environment and examination system (Terminal, Half-yearly and Annual Exams)

Sapkota (2004) had a research on "The Attitude of Teachers towards Grade 10 Teacher's Guide" and concluded that all teachers have positive attitude towards the Teachers' Guide.

Neupane (2008) carried out a research on ' A Study of Attitudes Towards the English Language ' and found that the students, the English teachers, the headmasters, the parents, school supervisors and the members of District Education Committee had positive attitude towards English language. The sampled population was en favour of continuing English to be taught as a foreign language.

The former researches were related to the attitude towards different aspects of English language. But the present study is different, as no study has been done yet to find out the attitude of EFL teachers towards teaching vocabulary. Thus, it is a new venture in itself.

1.3. Objectives of the Study

The specific objectives of the study were:

(a) to find out their general attitudes towards teaching English vocabulary.

(b) to find out their attitudes towards teaching vocabulary in relation to the following SLA theoretical-based strategies:

(i) Cognitive-based strategies,

(ii) Input-based strategies and

(iii) Output-based strategies.

(c) to discover whether their attitude towards teaching vocabulary is influenced by any particular strategies or not.

(d) to recommend some pedagogical implications on the basis of the findings.

1.4. Significance of the study

Although there is a widespread realization of this fact that there is still ongoing discussion on how vocabulary teaching/learning can be successfully incorporated in the program of second language instruction. Appropriate consideration to the teacher attitudes can help us in designing and implementing educational programs, which can be useful and suitable to the context of teaching learning. Thus, this study will be useful for those who are involved in the field of language teaching, especially in ELT. It will be very useful for teachers through its findings and suggestions, which will be the strategies of teaching vocabulary. Similarly, it will

be helpful to develop positive attitudes towards teaching vocabulary for teachers, for textbook writers to design best textbooks, for students to increase their interest and to improve their own style of learning vocabulary, for researchers to get the methodology and as a resource book for further study and will be helpful for those who are interested in ELT. This will have remarkable contribution to the area of teaching vocabulary by utilizing the findings and recommendations of this study.

CHAPTER TWO

METHODOLOGY

The researcher was adopted the following methodology.

2.1. Source of Data

The study was given more focus on primary source of data. However, secondary sources will be consulted.

2.1.1. Primary Source

The study was mainly based on the primary source of data that were answers from the teachers through the questionnaires distributed to them.

2.1.2. Secondary Source

The related books for the topic of this research were studied. These books were Wallace, (1982), Swain, et al. (1995), Venkateswaran, (1995), Ur, (1996), Nunan, (1998), Richards, et al. (1999), Mitchell, et al. (2004), and other related books, theses, reports, etc. were consulted.

2.2. Population of the Study

The total population of the study was all the secondary level English teachers.

2.3. Sample Population

The sample population of this study was 81 secondary English teachers who taught at public schools in Surkhet District.

2.4. Sampling procedure

The researcher selected Surkhet district for the study purposively. After that, 27 secondary level English teachers each were selected from each three constituency by using simple random sampling procedure.

2.5. Tools for Data Collection

The main tools for data collection were questionnaires. A set of questionnaire, consisting of different statements related to teaching vocabulary was distributed to eighty-one teachers for their responses. These questionnaires were developed to know the teachers' general attitude and the attitude related to some major theoretical-based strategies: Cognitive-based strategies, input-based strategies and output-based strategies.

Table No. 1

Tools for Data Collection

S.N.	Statements Categories	Number of Items
1.	General statements	1, 2, 4, 6, 9, 27, 28, 29, 30, 31
2.	Cognition-based strategies	3, 5, 12, 17, 21, 24, 26, 32
3.	Input-based strategies	7, 8, 10, 13, 15, 18, 20, 23
4.	Output-based strategies	11, 16, 19, 22, 25, 23

2.6. Process of Data Collection

The researcher was used the following procedure to collect the data from the primary sources.

(a) At first, the researcher developed the questionnaires for the teachers.

(b) After that, the researcher met the teachers and distributed the questionnaires to the teachers and confirmed the date of getting the completed questionnaires back.

(c) Finally, the researcher collected all the questionnaires from the teachers.

2.7. Limitations of the Study

(a) This research was limited to the public schools English teachers of secondary level of Surkhet district.

(b) The population was limited to eighty-one teachers teaching English at secondary level.

(c) The questionnaires were developed only to know the general and theoretical based strategies (cognitive-based, input-based and output-based) related attitude in teaching vocabulary.

(d) Only the responses on questionnaires of the teachers were the source of the information.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. The data, which is analyzed, were obtained from questionnaires related to vocabulary teaching. To achieve the objectives of the study, eighty-one secondary English teachers' responses were collected. The researcher collected the required data from the English teachers who teach English at secondary level. The data were analyzed and interpreted using simple statistical tool. The data were presented by grouping the statements of the questionnaire to know their attitudes in terms of general and theoretical-based strategies (cognitive-based, input-based & output-based) by using the simple statistical tool of percentage, which are as follow:

3.1. Responses on General statements

Table No. 2

Responses on General statements

Items	Responses					Percentages				
	S. Ag.	Ag.	Un.	Dag.	S. Dag.	S. Ag.	Ag.	Un.	Dag.	S. Dag.
1. Learning a foreign language is mostly a matter of learning a lot of new vocabulary items.	13	52	6	10		16.04	64.19	7.40	12.34	

2. Learning isolated vocabulary items is very important in early years, where as it doesn't require much attention in later year	8	42	12	21		9.87	51.85	14.81	25.92	
4. Teaching vocabulary should be integrated with comprehension reading.	33	38	7		3	40.74	46.91	8.64		3.70
6. It is easier to use new words in speech than in writing.	11	42	14	14		13.58	51.85	17.28	17.28	
9. Words that are more frequent in TL should be taught before words that are less frequent.	32	40	7	2		39.50	49.38	8.64	2.46	

Statement										
27. We cannot teach every new vocabulary the students encounters in a given text. So, we have to select which vocabulary items are to be taught and which not from the given lesson.	6	55	8	12		7.40	67.90	12.34	14.81	
28. Students acquire when it is not explicitly or intentionally taught.	42	39				51.85	48.14			
29. The best way to acquire vocabulary is by frequent reading and rich oral language discussion.	12	56	9	4		14.81	69.13	11.11	4.93	

30. In comprehension lesson, at least 25% time should be allocated for vocabulary teaching.	28	47	5		1	34.56	58.02	6.17		1.13
31. Different words require different teaching strategy.	8	33	20	20		9.87	40.74	24.69	24.69	

To find out the general attitude ten items included in the questionnaire capture general issues regarding the teaching and learning of vocabulary in the EFL setting and its importance. Two statements (item 4, 27) were related to the integration of vocabulary teaching with reading activities. These statements were grouped in the general attitude category because the teachers mostly depend on textbook for teaching and input to students in other forms of language (spoken) is very limited. The result (Table 1) clearly shows that most of the respondents agreed vocabulary to be an important aspect of SLA. While the majority (80.23%) of them agreed that learning a language is mostly a matter of acquiring a lot of vocabulary items, it is difficult attitude about direct and isolated teaching of vocabulary. Although many of them (61.72%) believed isolated and direct teaching to be more useful and helpful in early years, there were still a considerable percentage (40.73%) of respondents who disagreed to the proposition. However, their response to item 4 indicates that they prefer teaching vocabulary in integration with comprehension reading which is further supported by their response to items 28, 29 where they

believe in indirect acquisition of vocabulary and mainly through extensive reading. Most of the respondents' attitude was that using vocabulary in speech is easier than in writing (Item, 6), which can be related to their concern in grammatical accuracy with priority (Item, 9). Their attitude was that, they need to be selective about teaching vocabulary as all that students' encounter cannot be taught (Item, 27). Though they were for incorporating vocabulary with comprehension reading, they were aware of the importance of vocabulary teaching as they want a significant portion of reading lesson to be allocated for vocabulary teaching (Item, 30). On the issue (Item, 31), a teaching strategy should be determined by the type of the word, there was mixed responses.

3.2. Attitudes Towards Vocabulary Teaching/Learning Strategies in Relation to Theoretical Orientations

The researcher developed 23 statements related to different vocabulary teaching/learning strategies based on three different perspectives of language learning dominating current SLA literature. In the context when there is growing controversy on which perspective best describes the process of second language development, the teachers' attitude on how second language vocabulary should be taught tells us what they believe on different strategies, which have their theoretical bases on different perspectives. In the following sections, the result of the teachers' responses on items relating to different perspectives of EFL learning is presented.

3.2.1. Cognition-based strategies

Under this category the items mainly aimed at examining the respondents' attitudes towards the cognition-based strategies of learning i.e. association, memorization and guessing.

Table No. 3

Responses on the statements related to cognition-based strategies

Items	Responses					Percentages				
	S. Ag.	Ag.	Un.	Dag.	S. Dag.	S. Ag.	Ag.	Un.	Dag.	S. Dag.
3. Students should be encouraged to guess if they don't know a word in second language.	45	23	11	2		55.55	28.39	13.58	2.46	
5. Learning the meaning of a new vocabulary item is more important than being able to use that word.	3	5		49	24	3.70	6.17		60.49	29.62
12. Students should be encouraged to guess meaning of the new word from the context.	49	24	8			60.49	29.62	9.87		
14. Students should memorize a word to acquire it.	5	29	20	20	7	6.17	35.80	24.69	24.69	8.64

17. Students should learn to compare a word in TL with the similar word in their L_1.		38	25	18			46.91	30.87	22.22	
23. Students should practice pronunciation and morphology of the L_2 words in isolation.	10	56	5	10		12.34	69.13	6.17	12.34	
24. Students should be offered model pronunciation and they will learn how to pronounce correctly in their own.	46	20	7	8		56.79	24.69	8.64	12.34	

26. Words should be taught in associations with the object they refer to (using visual aids).	25	51		5		30.86	62.96		6.17	
32. Abstract words should be taught through definition.	16	55	8	2		19.75	67.90	9.87	2.46	

As seen from the above table (Table, 2), the result does not show a clear tendency of their affiliation on cognition-based strategies. While most of the respondent showed their belief on encouraging students to guess meaning of vocabulary from the context they appeared in (Items 3, 12), many of the respondents still believed in memorization strategy (41.97%) although they did not make the majority of respondents (Item, 14). The teachers were clearly divided in their attitude on using the strategy of comparing TL word with L_1 word to learn it (Item, 17). It tells us that, using L_1 to teach the TL vocabulary is still preferred by many teachers. On the other hand, most of the teachers' attitude was that students learn the pronunciation of a vocabulary if they are offered model pronunciation. They have strong attitude that using visual aids can make vocabulary teaching effective (93.82%). On the basis of the responses obtained, it can be generalized that, teachers believe is in cognitive based teaching/learning strategies, however, they tend to favor contextual guessing and modeling strategies whereby students are

encouraged to internalize meaning and pronunciation of vocabulary items. The majority of respondents were against using L_1 and TL vocabulary memorization. Similarly, the majority of respondents were in support of teaching abstract words through definition (Item, 31).

3.2.2. Input-based Strategies

Table No. 4

Responses on Input-based Strategies Related Statements

Items	Responses					Percentages				
	S. Ag.	Ag.	Un.	Dag.	S. Dag.	S. Ag.	Ag.	Un.	Dag.	S. Dag.
7. It is important to understand the meaning of each word in a sentence to understand the meaning of whole sentence	8	51	15	7		9.87	62.96	18.51	8.64	

8. Students normally need not learn the pronunciation of difficult vocabulary, as they don't need to use them in their normal conversation.	6	13	18	42	2	7.40	16.04	22.22	51.85	2.46
10. Students should be provided opportunity to hear or read a word several times and understands its meaning for learning it properly.	28	43	7	3		34.56	53.08	8.64	3.70	

13. It is not necessary to understand the meaning of new word to acquire, they just need enough opportunity to hear and read it.	10	42	15	14		12.34	51.85	18.51	17.28	
15. Students should be provided as many examples of the new vocabulary items as possible (spoken, writing) for the to understand and acquire it.	31	38		12		38.27	46.91		18.81	

Statement										
18. Vocabulary teaching should be a focus in a classroom only if students ask the meaning of any word in their lessons.	12		59	10		14.81		72.83	12.34	
20. Students should be given one-to-one translation of L2 word in their L1.		5	7	39	30		6.17	8.64	48.14	37.03
23. Using TL literature (Poems, stories etc) is the best way to teach TL vocabulary.	13	45	20	2	1	16.04	55.55	24.69	2.46	1.23

The researcher developed eight statements, which elicited the respondent teachers' attitude related to the input-based vocabulary teaching strategies. While many of

the teachers (87.64%) expressed their attitude that students need sufficient opportunity to listen to or read the new vocabulary (Items 10, 15), they also thought that reading of the TL literature needs to be encouraged for developing students vocabulary (Item, 23). However, they did not believe in translating vocabulary in students' L1 (Item, 20). Most of them were against the belief that vocabulary teaching should focus only on meaning and not on pronunciation (Item, 8). They also felt that teaching vocabulary should not only involve giving meaning to the words to those students do not understand (Item, 18). The majority of the respondents' attitude was in support on importance of meaning of each word to understand the meaning of whole sentence (Item, 7).

3.2.3. Output-based Strategies

Table No. 5

Responses on Output-based Strategies Related Statements

Items	Responses					Percentages				
	S. Ag.	Ag.	Un.	Dag.	S. Dag.	S. Ag.	Ag.	Un.	Dag.	S. Dag.
11. Students should be asked to repeat new words several times with correct pronunciation.	40	36	5			49.38	44.44	6.17		

16. Students should be able to use the new vocabulary items in writing or in connected speech for its acquisition.	23	53	3	2		28.39	65.43	3.70	2.46	
19. It is good to ask students to reproduce using sense relations of the vocabulary items to be taught.	12	45	15	9		14.81	55.55	18.51	11.11	
22. In the comprehension lesson, if students can give the main idea of the paragraph or the lesson, it is not necessary to teach individual vocabulary items.		18	9	41	13		22.22	11.11	50.61	16.04

Statement									
25. Before teaching a new vocabulary, we should ask students to use it in their speech or in writing.		31	11	36	3		38.27	13.58	44.44	3.70
33. To make the students able to use the vocabulary in context communicative method should be conducted.	22	53	6			27.16	65.43	7.40		

The researcher developed six statements, which elicited the respondent teachers' attitude related to the output-based vocabulary teaching strategies. The respondents have shown their strong attitudes towards output-based strategies, which involve sufficient repetition with correct pronunciation (Item, 11) and encouraging students to use vocabulary both in speech and in writing (Item, 16). Similarly, they have strong support to it to be a useful strategy to encourage students to use sense relations (Item, 19). They have positive attitude towards communicative method to make the students able to use the vocabulary in context (Item, 33). However, they did not believe in asking students to answer comprehension question for the teaching of vocabulary (Item, 24). They were divided on the attitude concerning asking students to use vocabulary before it is taught (Item, 25).

As seen form the analysis of teachers' responses, the result does not show a clear tendency of their affiliation to show on cognition-based strategies. Similarly, they had not total affiliation on input-based and output-based strategies. As shown in the above three tables, they have given their responses in support of three strategies. Through the result, it was seen that, they did not want to apply only one strategy. So, they were not influenced by any single theory of SLA. Their attitudes were related on varieties of strategies in teaching vocabulary. The detailed discussion of the findings as reported in this section is presented in the findings section to follow.

CHAPTER - FOUR
FINDINGS AND RECOMMENDATION

4.1. Findings

The main aim of this study has been on exploring the and experienced teachers' attitude and awareness of the importance of vocabulary teaching and finding out their major theoretical orientation in relation to three 'relatively established theories' of SLA on the basis of their preferred teaching strategies. Therefore, the researcher wanted to pinpoint the shortcomings of the future.

On the basis of analysis and interpretation of the data, the detailed findings can be deduced as follows:

1. The teachers mostly agreed that vocabulary learning is an important aspect of learning a language and they agreed that most of the vocabulary teaching should be based on written input or through extensive reading in TL.
2. It was found that most of the teachers agreed that learning a language is mostly a matter of acquiring a lot of vocabulary items.
3. Most of them agreed that using vocabulary in speech is easier than in writing, which can be related to their concern in grammatical accuracy.
4. The teachers also favored teaching more frequent vocabulary with priority. They supported that they need to be selective about teaching vocabulary as students encounter cannot be taught.
5. The teachers preferred that cognitive strategies of guessing and word use. They did not agree with the assumption that understanding the meaning is more important than being able to use a word. This attitude shows that 'learning is doing'.

6. They were also in agreement with the direct teaching involving cognitive strategy of association and modeling of pronunciation.

7. From the comprehensible perspective, learners can be left to study on their own pace unless they feel problems in comprehension. But the teachers did not agree in this assumption, while teaching vocabulary as majority of them disagree on teaching particular vocabulary after the students express difficulty with it.

8. Majority of the respondents agreed in the statement that it is important to understand the meaning of whole sentence.

9. The respondents largely believed in the importance of rich vocabulary authentic comprehensible input for learning them, both in written and spoken form as well as sufficient exposure to the TL literature for learning of vocabulary.

10. The teachers were against translating vocabulary items into their L_1 to make it comprehensible. This marks a shift to teachers' attitude from the traditional GT method in which most of them were educated to adopt of new teaching strategy.

11. The teachers' responses indicated their inclination towards the output-based techniques of asking students to reproduce vocabulary with correct pronunciation, using them in connected speech and writing.

12. They also agreed in encouraging students in using sense relation of vocabulary while teaching comprehension.

13. It was found that their attitude of understanding a lesson or a text does not guarantee vocabulary learning.

14. The large number of respondents were in support of post-teaching activities. This indicates the attitude that the source of learning is teacher and students learn to produce only after teacher or text offers them input.

15. It emerged that most of them believed in interactive strategies in teaching vocabulary, which involves strategies based on cognitive, input-based as well

as output orientations of SLA. Hence, their view towards learning a language with regard to vocabulary development indicates their orientation towards an 'integrative perspective'.

16. The teachers as individuals or as a group did not show any trend in their attitude based on any particular theory of SLA. Rather, they largely believe in varieties of strategies, which are based on different theoretical orientations. They also have attitude in using different strategies in teaching different vocabularies.

4.2.   Recommendations

On the basis of the findings the following recommendations have been made:

1. Vocabulary is the important aspect of language. So, teachers should give focus on teaching vocabulary.

2. There was considerable percentage (40.73%) of teachers, who disagree to the proposition that isolated and direct teaching to be more useful and helpful in early years but they did not show clear attitude on it. So, they should be clear on it.

3. Memorization of a word, being a conscious process, cannot assist us to acquire it. So, who were in support of it should change their attitude.

4. If teacher training and education programs can impart skills in effective use of the TL literature, the strongly held belief of teachers in relation to TL literature to teach vocabularies can have positive contribution for students in learning.

5. For the need of authentic comprehensible input to the students, teacher should use new vocabulary while talking to students, so that they can copy him/her because vocabularies are learnt best by attending to authentic use of language. It also provides opportunity to practice which helps in acquisition.

6. The support of teachers to post-teaching production techniques indicates that the source of learning is teacher and students learn to produce only after teacher. It is against the attitude that the learning of a vocabulary can be more effective if students are encouraged to use previously unknown words in communicative tasks, so, they should modify their attitude on it.

7. They did not seem to have fully complying with the principle of learner centeredness. This attitude of teachers needs transformation to some extent, for incorporation of learner-centeredness in the English classroom.

8. From this research, it was found that the teachers did not have the clear knowledge about different theories of SLA. For this, the government should manage training and refreshment-training programs for teachers to make ELT effective.

9. To make teaching learning effective, teachers should applied their positive attitudes and knowledge in the practical teaching field.

10. The concerned authority should provide necessities for the availability of teaching materials in schools.

11. Students' attitudes should be focused as a study to improve vocabulary teaching and learning effective.

APPENDIX-I

Vocabulary Teaching

Teachers' Attitudes Inventory

Namaste!!!

This inventory is designed to study experienced EFL teachers' Attitudes in teaching vocabulary. The study is being carried out as part of coursework requirement for master's Degree in English Education.

Following are a number of statement with which some EFL teachers agree and other disagree. I would like to indicate opinion after each statement by putting a tick (✓) mark in the box that best indicates what you believe. If you think that there is something that you would like to comment on, please use the space available after each statement. (Please don't exceed 50 words for each comment)

The information you provide this inventory will not be available to anyone except to the researcher for use in this particular study and identity will be kept anonymous.

Thank you very much for your help.

Name:-   Qualification:-

School's name:-   Gender:- M/F

Level:-

Experience as an English Teacher (Years):

Have you attended any training programs as a teacher of English? Y/N

1.   Learning a foreign language is mostly a matter of learning a lot of new vocabulary words.

Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree ☐

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2.   Learning isolated vocabulary items is very important in early years whereas it doesn't require much attention in latter years.

Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree ☐

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3.   Students should be encouraged to guess if they don't know a word in second language.

Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree ☐

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4.   Teaching vocabulary should be integrated with comprehension reading.

Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree ☐

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5.   Learning the meaning of a new vocabulary item is more important than being able to use that word.

Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree ☐

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6.   It is easier to use new words in speech than in writing.

Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree ☐

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7.   It is important to understand the meaning of each word in sentence to understand the meaning.

Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree ☐

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8.   Students normally need not learn the pronunciation of difficult vocabulary as the don't need to use them in their normal conversation.

Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree ☐

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9.   Words that are more frequent in TL should be taught before words that are less frequent.

10.   Students should be provided opportunity to hear or read a word several times and understands its meaning for learning it properly.

Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree ☐

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11.   Students should be asked to repeat new word several times with correct pronunciation.

Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree ☐

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12.   Students should be encouraged to guess meaning of the new word from the context.

Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree ☐

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13.   It is not necessary to understand the meaning of new word to acquire, they just need enough opportunity to hear and read it.

Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree ☐

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14.   Students should memorize a word to acquire it.

Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree ☐

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15. Students should be provided as many examples of the new vocabulary items as possible (spoken, writing) for them to understand and acquire it.

Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree ☐

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16. Students should be able to use the new vocabulary items in writing or in connected speech for its acquisition.

Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree ☐

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17. Students should learn to compare a word in TL with the similar word in their L1.

Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree ☐

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18. Vocabulary teaching should be a focus in classroom only if students ask the meaning of any word in their lessons.

Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree ☐

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19. It is good to ask students to reproduce sentences using synonyms or paraphrasing the vocabulary items taught.

Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree ☐

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20. Students should be given one-to-one translation of L2 word in their L1.

Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree ☐

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21.   Students should practice pronunciation and morphology of the L2 words in isolation.

Strongly Agree ☐   Agree ☐   Unsure ☐   Disagree ☐   Strongly Disagree ☐

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22.   In the comprehension lesson, if students can give the main idea of the paragraph or the lesson, it is not necessary to teach individual vocabulary items.

Strongly Agree ☐   Agree ☐   Unsure ☐   Disagree ☐   Strongly Disagree ☐

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23.   Using TL literature (poems, stories, etc) is the best way to teach TL vocabulary.

Strongly Agree ☐   Agree ☐   Unsure ☐   Disagree ☐   Strongly Disagree ☐

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24.   Students should be offered model pronunciation and they will learn how to pronounce correctly in their own.

Strongly Agree ☐   Agree ☐   Unsure ☐   Disagree ☐   Strongly Disagree ☐

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25.   Before teaching a new vocabulary, we should ask students to use it in their speech or in writing.

Strongly Agree ☐   Agree ☐   Unsure ☐   Disagree ☐   Strongly Disagree ☐

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26.   Words should be taught in associations with the object they refer to (Using visual aids)

Strongly Agree ☐   Agree ☐   Unsure ☐   Disagree ☐   Strongly Disagree ☐

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27.   We can not teach very new vocabulary the student encounters in a given text. So we have to select which vocabulary items are to be taught and which are not from the given lesson.

Strongly Agree ☐   Agree ☐   Unsure ☐   Disagree ☐ Strongly Disagree ☐

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28.   Students acquire when it is not explicitly or intentionally taught.

Strongly Agree ☐   Agree ☐   Unsure ☐   Disagree ☐ Strongly Disagree ☐

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29.   The best way to acquire vocabulary is by frequent reading and rich oral language discussions.

Strongly Agree ☐   Agree ☐   Unsure ☐   Disagree ☐ Strongly Disagree ☐

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30.   In comprehension lesson, at least 25% time should be allocated for vocabulary teaching.

Strongly Agree ☐   Agree ☐   Unsure ☐   Disagree ☐ Strongly Disagree ☐

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31.   Different word requires different teaching strategy.

Strongly Agree ☐   Agree ☐   Unsure ☐   Disagree ☐ Strongly Disagree ☐

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32.   Abstract words should be taught through definition.

Strongly Agree ☐   Agree ☐   Unsure ☐   Disagree ☐ Strongly Disagree ☐

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33.   To make the students able to use the vocabulary in context, communicative method should conducted.

Strongly Agree ☐ Agree ☐ Unsure ☐ Disagree ☐ Strongly Disagree ☐

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Your overall comment on the inventory (Vocabulary teaching and learning techniques)

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Thank you very much for your valuable help!!!

Researcher

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APPENDIX II

Comments received from participants

<u>Items wise comments of Teachers</u>

<u>Item 1</u>

"It is also to learn culture." (T1)

<u>Item 6</u>

Generally, Nepalease people use English words while speaking, but they do not know how to write." (T3)

<u>Item 7</u>

"……. the importance of learning a particular set of vocabulary depends on their coverage and frequency, not on their difficult pronunciation. Learning words without their nearly correct pronunciation…….. is a futile effort." (T3)

<u>Item 9</u>

"Learning a meaning of a word after hearing or reading it several times may not go long lasting until and unless learners use the learnt words in real life situations." (T3)

<u>Item 12</u>

If a word is heard and read in isolation, how will it be acquired? It it is about hearing and reading in context, it is possible." (T3)

<u>Item 13</u>

Language learning is said to be sub-conscious and inevitable process. So, memorization of a word, being a conscious process, cannot assist us to acquire it." (T4)

Item 16

"Modern linguists opine that it is not profitable to compare L2 and L1 terms in terms of their similarities and differences because researchers have proved that similarities between L1 and L2 terms may cause difficulties rather than ease in learning" (T3)

Item 17

"It is on the part of the efficient teacher when, how and which vocabulary to be taught or focused but teaching vocabulary only after students have asked is not a well planned and successful teaching" (T3)

Item 18

"It is good to check whether the students have understood the meaning of the vocabulary taught but it is better to ask students to use the vocabulary taught in their own sentences." (T3)

Item 19

"One to one translation is not possible" (T1)

Item 22

"But depends on the grade (level of the students)" (T1)

"Both of the views 'language first school' and 'literature first school' are logical so I am not sure either way" (T3)

ITEM 25

"But the case of abstract words is different as those words have no concrete 'signified.' (T2)

Item 28

"It might be Intentional or not, but if words are presented in context or using different techniques, students can acquire them." (T3)

Teachers' Overall Comments

"This inventory has helped me to reflect on how I have been teaching vocabulary in the classroom." (T2)

"Vocabularies are learnt best by attending to authentic use of language. So teacher should use new vocabulary while talking to students so that they can copy him/her. It also provides opportunity to practice which helps in acquisition." (T3)

"Vocabulary should not be taught in isolation. Communicative method of teaching should be used. Using visual aids in the lower grades and extensive reading and project works in higher grades is effective in teaching vocabulary. Similarly, comparison between TL and L1 in unequipped situations is also effective as it saves time, energy and money as well." (T4)

"This inventory made me think of how I have been teaching vocabulary. It has provided opportunity to evaluate myself." (T5)

"Different teaching strategies like: drilling, guessing games, telling a story, antonyms/synonyms, dramatization etc. can be used depending on the level of the learners and the type of the word."

"The inventory is comprehensive and thought provoking." (T6)

"While teaching vocabulary, the teacher should make a wise selection and Gradation of the new vocabularies, on the basis of the need, interest, and level of the learners. They should be taught following the principles of teaching vocabulary in TL." (T7)

"There are different schools of thoughts on vocabulary teaching and learning. None of the methodologies/strategies, in isolation, can be regarded as the best remedy in this regard. Most importantly, changes taking place on the part of learners and contents are also to be considered." (T8)

"Completing this questionnaire has given me an opportunity to revisit my lessons of the target language." (T9)

"Teaching vocabularies of any TL is compulsory. But the teachers should be aware of their teaching of TL. If students can't improve pronunciation of their Lg and real meaning of given word, teaching is worthless." (T3)

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