USING NEWSPAPER IN TEACHING VOCABULARY

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Jitendra Kumar Yadav

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

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DECLARATION

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

Date: ....

....
Jitendra Kumar Yadav

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Jitendra Kumar Yadav** has prepared this thesis entitled **Using Newspaper in Teaching Vocabulary** under my guidance and supervision.

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ABSTRACT

This research entitled "**Using Newspaper in Teaching Vocabulary**" was an attempt find out the effectiveness of using newspaper for teaching vocabulary at the secondary level. The research was mainly based on the primary sources of data. The sample size of the study consisted of 40 students studying in grade ten at Shree Janta Secondary School Simradhigadhi, Dhanusha, Janakpur Dham for the purpose of the research, the students were divided into experimental and control groups. The required data were collected by using test items. It was found that the group which was taught by using newspaper achieved better than the group which was taught without using newspaper.

This thesis has been divided into four chapters. The first chapter deals with a brief overview of the vocabulary and newspapers. Similarly, chapter two presents the methodology of the study, sources of data, sample and sampling procedure, tools for data collection, limitations of the study, chapter three deals with analysis and interpretation of the collected data and chapter four presents the findings and recommendations of the study.

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LIST OF SYMBOLS AND ABBREVIATIONS

-	not respond
%	Percent
D.	Difference
D%	Degree of increase percentage
Dr.	Doctor
e.g.	example
etc.	ex cetera
ESL	English Second Language
i.e.	that is
M.Ed.	Masters in Education
NELTA	Nepal English Language Teachers' Association
No.	Number
p.	Page
pp.	Pages
Prof.	Professor
Regd.	Registered
S.N.	Serial Number
T.U.	Tribhuvan University
UK	United Kingdom
vol.	Volume
www	World Wide Web

CHAPTER - ONE

INTRODUCTION

The present study is on "Using Newspaper in Teaching Vocabulary." This section consists of general background, aspect of language, vocabulary, types of vocabulary, aspect of learning vocabulary, objectives of teaching vocabulary, techniques of teaching vocabulary, newspaper as vocabulary as teaching materials, how to use newspaper in teaching vocabulary, what makes newspapers good teaching materials, review of related literature, objectives of the study and significance of the study.

1.1   General Background

Language is common to all and only human beings. it is purely a human thing. It is the most unique god's gift to human beings. It is the most significant aspect of human being that separates him from an animal. We cannot think of any social, academic and artistic activities going on without language. Some of the definitions of language are cited below.

According to Finnocchiaro (1964, p.8 as cited in Brown, 1994, p.4)

> "Language is a system of arbitrary, vocal symbols which permit all the people who have learned the system of that culture, to communicate or interact."

According to Linkage Pie (1966, p.141, as cited in Brown, 1994, p.4)

> "Language is the system of communication by sound, operating throw the organs of speech and hearing among members of a given

community and using vocal symbols possessing arbitrary conventional meanings."

From the above definitions, we can say that language is the system of communication in speech and writing that is used by human beings. It is a set of arbitrary symbols which are primarily vocal or may also be visual. Language is used only for communication.

English is the most dominant language in the world. Therefore, it has been compulsorily taught from grade one to bachelor level in Nepal. The sound knowledge of this language is necessary to exchange our ideas and views among the people of different countries. Language is either spoken or written through which people of different ethnic groups use it for the transmission of the science and technology development. English is an international language because it is used to establish a diplomatic relationship with most of the countries in the world by some of the international organizations like the United Nation Organization (UNO), South Asian Association for Regional Co-operation (SAARC), etc.

Undoubtedly, it is a passport to travel the whole world. It is vital tool for all national and international communication. In the view of these facts, the English language is given importance in the education system of Nepal.

1.1.1 Aspects of Language

Language teaching includes teaching different aspects, i.e. pronunciation and spelling, grammar, vocabulary, communicative functions, etc. Stern (1988, p.130) gives the following aspects of language:

Speech Sounds: in phonetics and phonology

Words: in lexicology, semantics and morphology

Sentence: in syntax

Meaning: in semantics

Texts (dialogue, narrative and poem): in discourse analysis

1.1.1.1 Pronunciation and Spelling

Pronunciation refers to the spoken shape and spelling refers to the written shape of language. Pronunciation and spelling are very important aspects of language. ESL teachers should have sound knowledge of pronunciation and spelling. The sub branches of linguistics-phonetics and phonology are the main terms of understanding pronunciation. Phonetics mainly deals with the physical properties of speech sounds while phonology deals with functional aspects. It means phonetics deals with how speech sounds are produced, transmitted and perceived, what organs of speech are involved to produce the sound etc. Phonology, on the other hand, deals with sound system of a particular language, e.g. how sounds are combined to form meaningful utterances. Phonetics and phonology provide information and suprasegmental features like tress, intonation, pitch, etc.

Spelling is another important aspect of language that a teacher should be aware of. Without spelling exercise correct language is impossible. It is quite difficult to predict the correlation between spelling and sounds in the English language.

1.1.1.2 Grammar

Grammar refers to the structure or pattern of language. It is rule or skeleton of language. Grammar has its own importance in language teaching. Traditionally, grammar was divided into morphology and syntax. Morphology deals with internal structure of sentence. Since 1930s several grammatical theories have emerged e.g. pedagogical, transformational generative, communicative, functional and so on. However, grammar should be taught to ensure that students are communicatively efficient with the grammar they have at their level. As teachers, we have to prepare to use a variety of techniques to help our students to learn and acquire language or grammar. Sometimes, it involves teaching grammatical rules and sometimes it allows students to discover rules for themselves (Harmer, 1991, p.23).

1.1.1.3 Language Functions

Language function refers to the purpose for which an utterance or unit of language is used. They are the ways in which language is used in different situations. Language functions can be broadly categorized into grammatical and communicative functions.

Grammatical functions deal with the relationship that a constituent in a sentence has with other constituents. For example, 'He is a teacher', 'he' is a subject and 'a teacher' is an object of the sentence. It is also called syntactic function.

The main function of language is communicative function Van EK (1976, p.37) distinguishes six main functions of language which are:

a. Imparting and finding out factual information (reporting, asking, correcting, etc.)

b. Expressing and finding out intellectual attitudes (inquiring, denying, etc.)

c. Expressing and finding out emotional attitudes (pleasure, surprise, hope, etc.)

d. Expressing and finding out moral attitudes (apologizing, approval, disapproval, etc.)

e. Getting things done (suggestion, advising, offering, etc.)

f. Socializing (greeting, attracting attention, purposing toast, etc.)

1.1.1.4 Vocabulary

Vocabulary is one of the important building blocks of language. It deals with different meanings and uses of words. Vocabulary includes words, lexis or word power. It is the list of words which is used in an appropriate situation. We can produce infinite number of grammatical sentences out of finite number of structural rules. A word may be used in different ways in different situations. Without having adequate number of vocabularies we cannot speak any language fluently and appropriately. People feel frustrated when they do not find the appropriate words while speaking the target language. Vocabulary is one of the fundamentals of language. Without vocabulary no one can communicate. It is the brick of the language. Students need to prepare with a wide and vivid vocabulary to communicate.

All the meaningful words of languages are vocabulary. Every language has large amount of vocabulary. It refers to the words that we use in our day to day communication for expressing our thoughts and feelings It is obvious that a word is the most important unit of the language. No one can express his thoughts and feelings if he does not know the words of language for effective communication in the target language. Only the knowledge of the structure of that language is not sufficient. It is the vocabulary which is much more important as it provides the vital and fleshes on the structure of language. The following definition makes it clear.

According to Celce-Murcia and Larsen-Freeman (1983), "We take a considerably broader view of the lexicon, we consider it to comprise not only single words but also compound words and conventionalized multi word forms" (p.39).

We can say that vocabulary is the set of single, compound words and idioms. It is rather difficult to communicate even if someone has a good knowledge of the system of language in question. There is the sense in which learning a foreign language is basically a matter of learning the vocabulary of that language. So, there is no language without vocabulary.

1.1.2 Types of Vocabulary

Vocabulary is categorized into two groups. They are active and passive vocabulary. According to Harmer (1991)

A distinction is frequently made between 'active and passive vocabulary'. The former refers to vocabulary that students have

been taught or learnt and which they are expected to be able to use while the latter refers to the words, which the students will recognize when they meet them but which they will not be able to produce (p.153).

Our active or productive vocabulary is that over which we have full command and which we can use in our speech and writing. The passive or receptive vocabulary, on the other hand, consists of those words whose meanings can be understood when they appear in speech or writing of others, but which we cannot use in our speech or writing because we are not fully conversant with them. The fact is that our passive vocabulary out numbers our active vocabulary. Active and passive vocabularies are also called production and recognition vocabularies respectively. Production vocabulary is used in speech and writing whereas recognition vocabulary is understood when it appears in the text or speech. Thus, people have a large number of passive vocabularies. We get problem to express our ideas if we have lack of active vocabularies.

The main aim of foreign language teaching should be to convert passive vocabularies into active vocabularies. It is also true that some vocabularies are active at the beginning may be passive with the time gap and lack of use. Therefore, the more the learners play with the new words, the more they are increasing their active vocabularies.

Words can also be divided into two classes on the basis of their meanings. They are content words and function words, which are defined as follows:

According to Richards et al. (1986, p.81), "Content words are words which refer to thing, quality, state or action which have lexical meaning when the words are used alone. Content words are mainly nouns, verbs, adjective and adverbs." Content words are also called lexical words or full words. It carries most of the content or meaning of sentence. A content word is open world classes since new vocabulary items can be added. Major word classes since new vocabulary items can be added. Major word classes are content words.

According to Richards et al. (1986, p.81), "Function words are words which have little meaning on their own, but which show grammatical relationship in and between sentences. Function words have grammatical meaning." The function words play a structural role in a sentence and are also called grammatical words, structural words. Functional words are also called minor word class. Conjunctions, prepositions, articles, etc. are called function words.

1.1.3 Aspects of Learning Vocabulary

Teaching/learning of word, in the context of any second or foreign language teaching, concentrates mainly on the following four aspects of vocabulary. They are word meaning, word formation, word use and word grammar. According to Harmer (1991, p.158), there are four aspects of learning a word which are described below:

1.1.3.1 Word Meaning

The same word may have different meanings in different context. For example:

Bachelor - an unmarried boy

Bachelor - first university degree

Bachelor - a young male fur seal, that older male keeps from having access to breeding grounds.

Sometimes words have meaning in relation to other words that is sense relation. For example 'good' has the same sense 'excellence' (synonymy) and 'good' has the opposite sense with 'bad' (antonym) and similarly banana is the co-hyponym of mango, both banana and mango are the co-hyponyms of fruits. Such relations of synonym, antonym and hyponym and so on can be called sense relation.

1.1.3.2 Word Use

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

Similarly, it is also governed by collocation. Collocation is the way in which words are used together while speaking. For example, 'headache',

'stomachache', 'earache' but not have a 'throatache', 'legache' and the use of word also varies from register and style. Sometimes the same words may be used in different topical context for similar meaning. For example, toilet, bathroom, restroom, fresh room, etc.

1.1.3.3 Word Formation

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

Suffixes and prefixes work to change the form of words or even derive new words. For example:

Happy   Unhappy (prefix 'un')

Beauty   beautiful (suffix 'ful')

Word formation means knowing how words are written and spoken and how they can change their form.

1.1.3.4 Word Grammar

Certain words reflect certain grammatical patterns. For example, if a word is a noun then we have to consider whether it is countable or uncountable, singular or plural. It includes the verb that is transitive verb, intransitive verb, phrasal verb, complementation verb etc. and the position of adjectives and adverbs. If the words are adjectives whether

they are used predicatively or attributably or in which position they occur in the sentence should be considered.

Harmer (1991, p.158) summarizes the aspects of learning vocabulary as given in the following diagram:

```
                          ┌──────────────┐        ┌──────────────────────┐
                          │     WORD     │────────│  Meaning in Context  │
                    ┌─────│   MEANING    │        └──────────────────────┘
                    │     └──────────────┘        ┌──────────────────────┐
                    │                             │    Sense relations    │
                    │                             └──────────────────────┘
                    │
                    │                             ┌──────────────────────┐
                    │     ┌──────────────┐        │   Metaphor and idiom  │
                    │     │   WORD USE   │────────└──────────────────────┘
                    │  ┌──│              │        ┌──────────────────────┐
  ┌──────────┐      │  │  └──────────────┘────────│      Collection       │
  │  WORDS   │──────┤  │                          └──────────────────────┘
  └──────────┘      │  │                          ┌──────────────────────┐
                    │  │                          │   Style and Register  │
                    │  │                          └──────────────────────┘
                    │  │
                    │  │                          ┌──────────────────────┐
                    │  │  ┌──────────────┐        │    Parts Of Speech    │
                    │  └──│     WORD     │────────└──────────────────────┘
                    │     │  FORMATION   │        ┌──────────────────────┐
                    │     │              │────────│  Prefixes and Suffixes│
                    │     └──────────────┘        └──────────────────────┘
                    │                             ┌──────────────────────┐
                    │                             │     Spelling and      │
                    │                             │     pronunciation     │
                    │                             └──────────────────────┘
                    │
                    │                             ┌──────────────────────┐
                    │     ┌──────────────┐        │  Nouns: countable and │
                    │     │     WORD     │        │   uncountable etc.    │
                    └─────│   GRAMMAR    │────────└──────────────────────┘
                          │              │        ┌──────────────────────┐
                          └──────────────┘        │ Verb: complementation,│
                                                  │  phrasal verbs, etc.  │
                                                  └──────────────────────┘
                                                  ┌──────────────────────┐
                                                  │     Adjectives and    │
                                                  │  analysis: positions, │
                                                  │          etc.         │
                                                  └──────────────────────┘
```
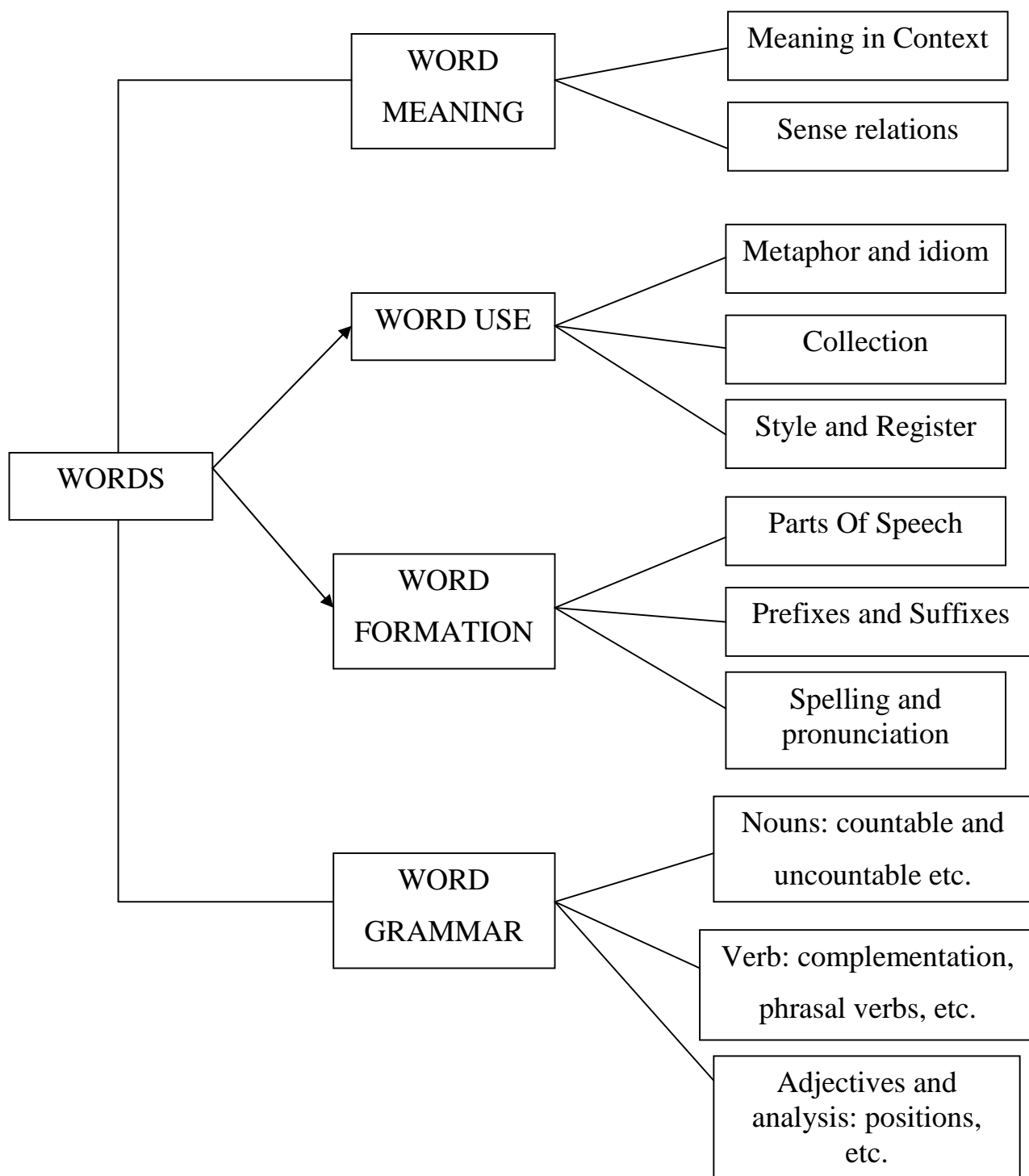
Source: Harmer (1991, p.158).

1.1.4 Objectives of Teaching Vocabulary

The objectives of teaching vocabulary are to make the learners able to:

- ➢ recognize the vocabulary in its spoken and written form
- ➢ recall it at will
- ➢ relate it to the appropriate object and concept
- ➢ use it in appropriate object and concept
- ➢ use it in appropriate grammatical form
- ➢ spell it correctly
- ➢ pronounce it in correct way
- ➢ use it at the appropriate level of formality

1.1.5 Techniques of Teaching Vocabulary

Teaching vocabulary at primary level is very important element of teaching English because children knowing more and more words can better communicate with other children. It is the most important thing in teaching foreign language. Teachers can use different and interesting techniques which make lesson more exciting and motivating for students. Some of the techniques of teaching vocabulary are as follows (Harmer, 2001):

1.1.5.1 Realia

This word refers to the use of real objectives in the classroom. The objects help to make the meaning of words clear. For example, a pen, a

book, a ball, etc. The teacher may use the classroom's environment things like chair, table, board, etc.

1.1.5.2 Pictures

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

1.1.5.3 Mime, Action and Gesture

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

1.1.5.4 Enumeration

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

1.1.5.5 Explanation

This is a technique which is assigned to be listed with upper-beginners, who already have some knowledge of English. It is essential for the teacher to bear in mind, that while explaining certain words, he should use the language that is comprehensible for the students.

1.1.6 Newspapers as Vocabulary Teaching Materials

Teaching foundation courses to undergraduate students has time and again made them think of ways of helping students cope with vocabulary. It has found newspapers to be a source of authentic materials for the improvement of vocabulary. Newspapers are the most recent and updated resources for introducing learners with different types of vocabulary. Students can use English newspapers as an added dimension with other traditional resources to teach vocabulary to learners. Editorials, feature articles, gossip columns, letters to the editor, advertisements, requirement tender and legal notice, corrigenda entertainment columns, schedules of TV programmes, book reviews, profiles on authors, word puzzles, etc. can provide an extensive range of vocabulary items, for example, editorial and feature articles can teach vocabulary related to analysis and synthesis, reports on court proceeding can teach vocabulary about law and argumentation and logic and letter to the editor vocabulary and expressions usually used in writing in formal letter to the editor vocabulary and expressions usually used in writing informal letters. Indeed, teaching vocabulary by using English newspapers may be interesting and effective (NELTA, 2008, p.43).

English-language newspapers are available worldwide on a daily basis. Some originate from English-speaking countries, others are locally produced. In fact, there is scarcely a country in the world that does not have an English-language newspaper. They are cheap and plentiful. This source of topical material written in authentic English is too useful and important to be omitted from the language classroom (Grundy, 1993,

p.7). Therefore, newspaper can be a great and important source of language teaching and learning, especially vocabulary. Language teachers have to play a great role in utilizing this resource. Also the publishers of newspapers should keep in mind the role they can play in this regard.

1.1.7 How to Use Newspaper in Teaching Vocabulary

Teacher may choose any extract form the newspaper brought into the class. But it it better if the extract is such that gives students much fun and interest because amusement and interest in the topic act as a tonic for learners while learning a lesson. Some interesting sections for choosing extract are feature articles, sports columns, letters to the editor, advertisements, recruitment notices, entertainment columns, book reviews, profiles of others, and word puzzles. After choosing the extract he/she will have to design activities for individual, pair and group works in order to involve learners in a number of activities for a better result. Because the more exercises the students will attempt the more words they will learn and the more effective will be their learning. "The more cognitive energy a person expands when manipulating and thinking about a word, the more likely it is that they will enable to recall and use it later [Schamitt and McCarthy (ed.), 1997, p.3]

Activities may be designed aiming at teaching students spelling, pronunciation, meaning, grammatical characteristic, association and collocation. According to Schamitt and McCarthy (1997, p.4), activities may be divided into sections like:

(i) Pre-text activities

(ii) Working-with-texts activities

(iii) Pictures and mime activities

(iv) Word-sets activities

(v) Personal activities

(vi) Dictionary exercises and word games and

(vii) Revision exercises.

Some interesting and effective pre-text activities are: (a) inferring the content of a text, (b) inferring the words of a text, (c) inferring meanings, (d) diagramming word relations, (e) genderizing words, (f) quick look memory text, (g) placing words on a map, and (h) hunting cards (Morgan & Rinvolucri, 1986, pp. 12-27).

Some pleasant and effective working-with-texts activities may be: (a) modifying a text, (b) doctoring a text, (c) matching definitions, (d) using realia to teach meaning, and (e) using example to teach meaning (Morgan & Rinvolucri, 1986 and Doff, 1988).

It is possible to design a number of revision exercises. However, I think six types of exercises will be very interesting and effective. They are: (a) matching words, (b) story telling, (c) explaining-the-word technique, (d) sentence completion, (e) determining parts of speech and (f) MCQ test.

1.1.8 What Makes Newspapers Good Teaching Materials

Newspapers can be used extensively as teaching materials because they have certain qualities. The qualities are as follows:

a.   Authenticity

Newspapers are a source of authentic contemporary and conversational English and therefore the response we make to them is also authentic "Not only are newspapers authentic materials in themselves but our response to what we read in them, even in a second language, is likely to be authentic and personal (Curundy, 1993, p.8).

b.   Availability

Newspapers are the most readily available English language teaching aid. Relevant parts of the newspapers can be multiplied by Xeroxing and supplied to the students for use.

c.   Affordability

Text books are usually costly and hence beyond the means of most of the learners. As newspapers are very often cheap both teachers and students can buy them easily.

d.   Cost Effectiveness

As teaching materials newspapers can be used many times and for along period if properly handled and stored. The longer period they are preserved and used the more cost-effective they become.

e.   Relevance

If learning materials are structured within the experience culture and environment of the learner they become more interesting motivating and relevant. Newspapers fulfill these qualities. For example, editorials, feature reports, gossip columns, and other parts of the newspapers are

generally based on the local issues which immediately arrest the attention of the readers.

f.   Variety

Newspapers contain a wide variety of texts and immense information w know that different learners have different tastes. Newspapers will appeal to a wide variety of learners (Curundy, 1993, p.9).

1.1.9 Importance of Teaching Vocabulary

Vocabulary is taken as one of the important building blocks of language. If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. We talk about the importance of choosing words carefully in certain situations, but we are less concerned about choosing structures, carefully. So, vocabulary is such a vital aspect of language without which communication is rather difficult even if someone has good knowledge of the system of language.

About the importance of teaching vocabulary Wallace (1982, p.30) has forwarded views as "it has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary." There is a sense in which learning of foreign language is basically a matter of learning the vocabulary of that language. In this regard, Wilkins (1972, p.111) says, "without grammar very little can be conveyed. Without vocabulary nothing can be convened."

From the above paragraphs we can say that vocabulary is the basic unit of language. It should not be neglected in teaching and learning a language.

There are some problems of teaching/learning vocabulary. Wallace (1989, p.34) gives following problems of teaching/learning vocabulary.

1) In ability to retrieve vocabulary that has been taught: the student cannot bring the learnt word into mind when s/he needs it. Either this breaks down communication or s/he has to use repair strategy. This is the most basic kind of vocabulary fault.

2) Use of vocabulary inappropriate to the given situation: In this case, student knows the meaning of word but contextually s/he cannot use the appropriate word.

3) Use of vocabulary at the wrong level of formality: This is related to the use of formal of informal language according to situation and speakers with when the students are speaking. The students may use slang or colloquial expression in formal situation.

4) Possessing the wrong kind of vocabulary for one's need: The knowledge of vocabulary in one area does not help for all situations. So, possessing the wrong kind of vocabulary hampers the communication.

5) Using vocabulary in an unidiomatic way: here students have the right kind of words but word but s/he may use them mixturing uneasy way which may hamper the communication.

6) Using meaning in a meaningless way: In this situation student use the words meaninglessly.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less then their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading or watching television. Research on vocabulary in recent years has done a great deal to clarify. The levels of vocabulary learning learner's need simplified and unsimplified materials and to process different kinds of oral and written texts, as well as the kinds of strategies learners use in understanding, using and remembering words.

1.2   Review of Related Literature

It is obvious that vocabulary is the core aspect of language and therefore it is necessary to be taught adopting different techniques. For a few decades, different scholars have laid emphasis on the significance of the vocabulary teaching due to the sense in which learning a foreign language is greatly concerned with building vocabulary repertoire of the learners. Furthermore, this is partly due to the recent availability of computerized databases of words and partly due to the development of new approaches of language teaching which is much more 'a word-centered', such as the 'lexical approach.' There has been a revival of interest in vocabulary teaching in recent years. Several research works have been carried out to find out the effectiveness in different ways of teaching vocabulary under the Department of English Education. The following paragraphs present

some vocabulary studies, vocabulary analysis, etc. done in the past which are related to the area of this study. Some of which are as follows:

Rangon (1973) has carried out a research on "A Study of the Spoken Vocabulary of the Primary School of Nepal." His attempt was limited to investigate the words come in the oral use of the children of primary level. The findings show that the oral uses of words have been better than written form.

Rawal (2004) has carried out a research on "A Study on the Effectiveness of Drill Techniques in Teaching Passivization." He found that if the students are assigned to take part in the drill technique inside the classroom, they can do better in learning the passivization than those who were not assigned so.

Adhikari (2005) has carried out a research on "Effectiveness of Teaching Vocabulary Through Game." The aim of the study was to find out the effectiveness of teaching vocabulary through games. The findings show that teaching vocabulary through game has been more effective and lay emphasis on learning by doing resulting in long lasting retention in the students than other ways of teaching.

Pandey (2007) has carried out a research on "Effectiveness of Imitation Drill in Teaching Pronunciation" and compared the students' pronunciation in terms of boys versus girls performance. He concluded that the experimental group was found much better than the control group. The experimental group excelled the control group by 8.05% in the total performance moreover the boys of experimental group

performed better than the boys of control group and the girls of experimental group performed better than the girls of controlled group.

Several research works have been carried out in the field of teaching vocabulary through different methods and techniques. None of them have done under this title, so my research was different from the other research studies. I tried to find out the use of newspaper for teaching vocabulary in primary level.

1.3   Objectives of the Study

The objectives of the study will be as follows:

a) To find out the effectiveness of newspaper in teaching vocabulary.
b) To suggest some pedagogical implication of the study.

1.4   Significance of the Study

This study is expected to explore the use of teaching vocabulary through newspaper. Nowadays language teaching gives emphasis on real life situation because it highlights on the student-centered activity to find out the use of teaching vocabulary through newspaper.

As the study provides information about organizing vocabulary practice in the classroom, I hope, indeed, it will encourage the English language teachers to adopt newspaper in teaching vocabulary items. The teachers, students, textbook writers, language planners, syllabus designers and methodologists can equally be benefited from the study. It would be a reformative measure in the field of vocabulary teaching.

CHAPTER - TWO

METHODOLOGY

In order to accomplish the objectives of the study, I adopted the following methodological strategies.

2.1   Sources of Data

The present research was actually a practical study. In order to accomplish this research, I used both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data for this study were the students of grade ten studying in Shree Janta Secondary School Simradhi Gadhi, Dhanusha.

2.1.2 Secondary Sources Data

The secondary sources for the research were related books e.g. Wallace (1982), Kumar (1993), Wrigh (19167), etc. Apart from these articles, magazines, journals, the theses approved in the Department of English Language Education, T.U. and many other types of researchers.

2.2   Population of the Study

The population of the study were the secondary level students of class ten of Shree Janata Secondary School Simradhi Gadhi of Dhanusha district.

2.3 Sample Population

The sample population of the study were forty students of grade ten.

2.4 Process of Data Collection

The primary data of this research were collected by conducting pre-test and post-test to the students of class ten. For this, I visited the selected school and followed the following steps:

I. First of all, I visited the school that was selected through a judgmental non-random sampling procedure and obtained permission from the concerned authority to carry out this research.

II. Then, I talked to the related English language teacher and explained to him the purpose of the study.

III. After sampling the school and population, a pre-test was administered to determine the actual vocabulary level of the students.

IV. Then, the students were put on a rank on the basis of their individual scores. The total students were divided into two groups - 'A' and 'B' according to their rank. The group division and ranking procedure was as follows:

Pre-test	Group 'A'	Group 'B'
1-10	odd	even
11-20	even	odd
21-30	odd	even
31-above	even	odd

V.   After that daily lesson plans were developed and ought to teach both groups. Group 'A' (experimental) was taught using newspaper and the group 'B' was taught without using it. Each group was taught for six days a week, twenty two classes were taken for each group. The vocabulary item and other teaching item were the same in both groups.

VI.   After the experiment, a post-test was administered.

VII.   Finally, the performances of the groups were compared and analyzed.

2.5   Limitations of the Study

The limitations of the study were as follows:

i.   The research was limited to Dhanusha district.

ii.   It was limited to only one government-aided school.

iii.   Data were collected through test items.

iv.   Only the students of secondary level were taught twenty-two days.

v.   The study was limited to newspaper.

vi.   It was limited only to find out the use of newspaper in teaching vocabulary in secondary level.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from the primary sources. The main objectives of this study were to find out the effectiveness of newspaper in teaching vocabulary.

For this, I used a test item consisting of closed-ended questions as a research tool. The answers of respondents have been presented and described in this chapter.

I used closed-ended questions because these were the main basis to find out the effectiveness of something in experimental research. Closed-ended questions were in the form of fill in the blanks, match the following, correct the spelling, rearrange the words and so on. Ten questions were asked. The average is the main basis of data analysis. The obtained data from the students were analyzed on the basis of the following categories:

3.1   Holistic Comparison

The holistic comparison can be presented as follows:

Table No. 1

Holistic Comparison of Both Groups

Group	Average Score in the Pre-test	Average Score in the Post-test	D	D%
A	19.05	26.3	7.25	36.57
B	18.82	24.8	5.98	31.77

The above table shows that the average scores of group 'A' (Experimental group) was 19.05 in the pre-test and 26.3 in the post-test. This group increased its average mark by 7.25 and its increment percent was 36.57.

Group 'B' (Control group) has the average score of 18.82 in the pre-test and 24.8 in the post-test. This group increased its score by 5.98 and its increment percentage was 31.77.

The difference shows that Group A made better progress in learning as a whole. Therefore, it is concluded that the use of newspaper in teaching vocabulary in grade X is more effective than teaching vocabulary without using newspaper.

3.2 Item Based Comparison

This category included all the test items and the marks obtained by the students on each item. The average scores obtained by experimental group and control group were compared in each testing item. The data

were tabulated and analyzed on the basis of the marks obtained by the students on each item. There were ten test items. They were rearranged the letters, fill in the blanks, matching item, etc.

3.2.1 Comparison on Item No. 1

Item no. one was "Rearrange the letters to make meaningful words". The comparison is presented below:

Table No. 2

Rearrange the Letters to Make Meaningful Words

Group	Average Score in the Pre-test	Average Score in the Post-test	D	D%
A	1.58	3	0.95	100.30
B	1.7	2.45	0.85	85.38

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 1.58 and 3 respectively. The marks were increased in the post-test by 0.95 and its increased percentage was 100.30. On the other hand, the average scores obtained by the control group in the pre-test and post-test were 1.7 and 2.45 respectively. The mark was increased by 0.85 and its percentage was 95.38.

The difference in percentage shows that the experimental group did better than the control group. So, we can say that the former group learnt more effectively than the latter group.

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3.2.2 Comparison in Item No. 2

Item no. two was "Fill in the Blanks with Appropriate Words". The comparison is presented below:

Table No. 3

Fill in the Blanks with Appropriate Words

Group	Average Score in the Pre-test	Average Score in the Post-test	D	D%
A	0.98	2.13	1.18	138.33
B	1.70	2.65	0.95	100.31

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 0.98 and 2.13 respectively. The marks were increased in the post-test by 1.18 and its increased percentage was 138.33. On the other hand, the average scores obtained by the control group in the pre-test and post-test were 1.70 and 2.65 respectively. The mark was increased by 0.95 and its percentage was 100.31.

The difference in percentage shows that the experimental group did better than the control group. So, we can say that the former group learnt more effectively than the latter group.

3.2.3 Comparison in Item No. 3

Item no. three was "Match the Words with Their Similar Meaning". The comparison is presented below:

Table No. 4

Match the Words with Their Similar Meaning

Group	Average Score in the Pre-test	Average Score in the Post-test	D	D%
A	2.05	3.65	1.6	125.56
B	1.85	3.1	1.6	115.26

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 2.05 and 3.65 respectively. The marks were increased in the post-test by 1.6 and its increased percentage was 125.56. On the other hand, the average scores obtained by the control group in the pre-test and post-test were 1.85 and 3.1 respectively. The mark was increased by 1.6 and its percentage was 115.26.

The difference in percentage shows that the experimental group did better than the control group. So, we can say that the former group learnt more effectively than the latter group.

3.2.4 Comparison in Item No. 4

Item no. four was "Complete the Table." The comparison is presented below:

Table No. 5

Complete the Table

Group	Average Score in the Pre-test	Average Score in the Post-test	D	D%
A	0.88	1.88	1.01	127.5
B	1	1.6	0.65	85

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 0.88 and 1.88 respectively. The marks were increased in the post-test by 1.01 and the increased percentage was 127.5. On the other hand, the average scores obtained by the control group in the pre-test and post-test were 1 and 1.6 respectively. The mark was increased by 0.65 and its percentage was 85.

The difference in percentage shows that the experimental group did better than the control group. So, we can say that the former group learnt more effectively than the latter group.

3.2.5 Comparison in Item No. 5

Item no. five was "Match the Words with Their Opposite Meaning." The comparison is presented below:

Table No. 6

Match the Words with Their Opposite Meaning

Group	Average Score in the Pre-test	Average Score in the Post-test	D	D%
A	2.3	4	1.65	85.42
B	2.08	3.05	1.13	76.96

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 2.3 and 4 respectively. The marks were increased in the post-test by 1.65 and its increased percentage was 85.42. On the other hand, the average scores obtained by the control group in the pre-test and post-test were 2.08 and 3.05 respectively. The mark was increased by 1.13 and its percentage was 76.96.

The difference in percentage shows that the experimental group did better than the control group. So, we can say that the former group learnt more effectively than the latter group.

3.2.6 Comparison in Item No. 6

Item no. six was "Complete the Table. Do as in the Example." The comparison is presented below:

Table No. 7

Complete the Table. Do as in the Example

Group	Average Score in the Pre-test	Average Score in the Post-test	D	D%
A	2.7	3.53	0.83	59.46
B	3.1	3.58	0.48	18.55

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 2.7 and 3.53 respectively. The marks were increased in the post-test by 0.83 and its increased percentage was 59.46. On the other hand, the average scores obtained by the control group in the pre-test and post-test were 3.1 and 3.58 respectively. The mark was increased by 0.48 and its percentage was 18.55.

The difference in percentage shows that the experimental group did better than the control group. So, we can say that the former group learnt more effectively than the latter group.

3.2.7 Comparison in Item No. 7

Item no. seven was "Change the Words into Plurals". the comparison is presented below:

Table No. 8

Change the Words into Plurals

Group	Average Score in the Pre-test	Average Score in the Post-test	D	D%
A	1.6	2.53	1.18	110.83
B	1.83	2.75	0.93	66.25

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 1.6 and 2.53 respectively. the marks were increased in the post-test by 1.18 and its increased percentage was 110.83. On the other hand, the average scores obtained by the control group in the pre-test and post-test were 8.13 and 2.75 respectively. The mark was increased by 0.93 and its percentage was 18.55.

The difference in percentage shows that the experimental group did better than the control group. So, we can say that the former group learnt more effectively than the letter group.

3.2.8 Comparison in Item No. 8

Item no. eight was "Separate the Spelling which would form two meaningful words." The comparison is presented below:

Table No. 9

Separate the Spelling Which Would Form Two Meaningful Words

Group	Average Score in the Pre-test	Average Score in the Post-test	D	D%
A	3.65	4.50	0.85	32.44
B	3.23	3.70	0.575	28.75

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 3.65 and 4.5 respectively. The marks were increased in the post-test by 0.85 and its increased percentage was 32.44. On the other hand, the average scores obtained by the control group in the pre-test and post-test were 3.23 and 3.70 respectively. The mark was increased by 0.575 and its percentage was 28.75.

The difference in percentage shows that the experimental group did better than the control group. So, we can say that the former group learnt more effectively than the latter group.

3.2.9 Comparison in Item No. 9

Item no. nine was "Complete the Table". The comparison is presented below:

Table No. 10

Complete the Table

Group	Average Score in the Pre-test	Average Score in the Post-test	D	D%
A	0.88	1.88	1.01	127.5
B	1	1.6	0.65	85

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 0.88 and 1.88 respectively. The marks were increased in the post-test by 1.01 and its increased percentage was 127.5. On the other hand, the average scores obtained by the control group in the pre-test and post-test were 9 and 1.6 respectively. The mark was increased by 0.65 and its percentage was 85.

The difference in percentage shows that the experimental group did better than the control group. So, we can say that the former group learnt more effectively than the latter group.

3.2.10 Comparison in Item No. 10

Item no. 10 was "Change the Words into Adverbs Form." The comparison is presented below:

Table No. 11

Change the Words into Adverbs

Group	Average Score in the Pre-test	Average Score in the Post-test	D	D%
A	1.6	2.53	1.18	110
B	1.83	2.75	0.93	66.2

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 1.6 and 2.53 respectively. The marks were increased in the post-test by 1.18 and its increased percentage was 110.83. On the other hand, the average scores obtained by the control group in the pre-test and post-test were 8.13 and 2.75 respectively. The mark was increased by 0.93 and its percentage was 18.55.

The difference in percentage shows that the experimental group did better than the control group. So, we can say that the former group learnt more effectively than the latter group.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The analysis and the interpretation of the data obtained from the tests given to the two groups of the students have led the researcher to reach some conclusions:

The findings of the study are as follows:

i. In item-wise comparison, the researcher has concluded the followings:

   a. In item no. one, the experimental group had 100.30 increment percentage of marks whereas the control group had only 85.38 increment percentage. Thus, it is clear that the experimental group did better than that of the control group.

   b. In item no. two, the experimental group had 138.33 increment percentage of marks whereas the control group had only 100.31 increment percentage. Thus, it is clear that the experimental group did better than that of the control group.

   c. In item no. three, the experimental group had 125.56 increase percentage of marks whereas the control group had only 115.26 increase percentage. Thus, it is clear that the experimental group did better than that of the control group.

d. In item no. four, the experimental group had 127.5 increase percentage of marks whereas the control group had only 85 increase percentage. Thus, it is clear that the experimental group did better than that of the control group.

e. In item no. five, the experimental group had 85.42 increase percentage marks whereas the control group had only 76.96 increase percentage. Thus, it is clear that the experimental group did better than that of the control group.

f. In item no. six, the experimental group had 59.46 increase percentage marks whereas the control group had only 18.55 increase percentage. Thus, it is clear that the experimental group did better than that of the control group.

g. In item no. seven, the experimental group had 110.83 increase percentage of marks whereas the control group had only 66.25 increase percentage. Thus, it is clear that the experimental group did better than that of the control group.

h. In item no. eight, the experimental group had 32.44 increase percentage of marks whereas the control group had only 28.75 increase percentage. Thus, it is clear that the experimental group did better than that of the control group.

i. In item no. nine, the experimental group had 127.5 increase percentage of marks whereas the control group had only 85 increase percentage. Thus, it is clear that the experimental group did better than that of the control group.

j. In item no. ten, the experimental group had 110 increase percentage of marks whereas the control group had only 66.2 increase percentage. Thus, it is clear that the experimental group did better than that of the control group.

The study showed that group A has total increment marks of 544 and group B has 496, which is less than that of group A. It was concluded, the whole experiment showed that the use of newspaper in teaching vocabulary in grade ten was effected.

4.2 Recommendations

The findings of this study help the researcher to point out some recommendations that would be worthy enough for pedagogical implications in the institutions. They would be useful for bringing change in the ways of teaching on the part of the English teachers teaching in secondary level. The recommendations which are based on findings are presented below:

4.2.1 Recommendations for Pedagogical Implications

Based on the findings from the analysis of the test-items, some recommendations for pedagogical implications have been made as follows:

i. Group A performed better than that of group B. Therefore, the use of newspaper was found effective here. Newspapers are to be followed by secondary English teachers for teaching vocabulary.

ii. In each type of test items used to test vocabulary power, the use of newspaper has been found to be effective. So, it should be used for teaching vocabulary.

4.2.2 Recommendations for Further Researches

Recommendations for further researches have been made as follows:

i. The research was limited only to forty students of government-aided school. So, it cannot be claimed that the findings of the research are applicable everywhere. Further researches can be carried out including more students and more schools of different types and different parts of country.

Finally, it is thought that this study has opened the door for the further investigation on the use of newspaper in teaching vocabulary at secondary level in Nepal. To find out penetrating ideas on its is left for the future endeavor in research.

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