CHAPTER-ONE

INTRODUCTION

1.1 General Background

Learning a language means learning its structures and vocabulary. Each language consists of vocabulary items which are the main instruments to express the ideas. Language learning is not only learning its structures and vocabulary but also learning its pronunciation, grammar, meaning and communicative functions through listening, speaking reading and writing. Vocabulary items have the important role to play in any language. Without vocabulary nobody can share their feelings appropriately. The person who has rich vocabulary can hold day to day communication easily. Without achieving the higher number of vocabulary, we cannot express our ideas clearly and easily. The more vocabulary items we have, the more we become confident and can express our ideas in different fields. So we can say that vocabularies have greater importance in developing competence in a particular language.

Vocabulary is the core part of any language, so it is essential to deal with vocabulary items separately to develop advance vocabulary repertoire so that the person can have command over language. Wallace (1982, p.9) says:

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

According to this definition the requirement of teaching and learning vocabulary items while learning foreign language is crucial. Harmer (1991,

p.153) says, "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh." In other words, it is clear that without vocabulary, language is not complete in itself. A language becomes or oarless boat in the ocean without vocabulary. That is why vocabulary is an integral part of foreign language teaching.

1.1.1 Introduction to Vocabulary

Generally, vocabulary refers to all the total words in a particular language. In other words, we can say that vocabulary is the list of words used in a language. It can be defined as the skeleton of language. According to Richards et al. (1985, p.307), "Vocabulary refers to a set of lexemes including single words, compound words and idioms."

Highlighting the importance of vocabulary Wilkins (1972, p.111) says, "Without grammar very little can be conveyed without vocabulary nothing can be conveyed." It shows that teaching vocabulary is an essential part to convey message through language. In the same way, Bhattrai (2001, p.160) says,

> Abstract words belong to various places according to their simplicity or
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> complexity of notions. Simple notions may be explained by
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> demonstration but complex notions need analysis. Concrete words do
>
> not require any explanation to understanding because they may be
>
> pointed out or illustrated.

So, we can say that vocabulary is the list of words and phrases. It is one of the most important aspects of language teaching and it has occupied a very important place in language teaching. Different vocabulary items have different meanings. There may be stretching and twisting of words. An ELT teacher, planners and curriculum designers need to select the vocabularies according to the level and capacity of the students. Language students need to learn the lexis

of the language. They also need to learn what words mean and how they are used in different context. So, it is the genuine aspect of language.

1.1.2 Types of Vocabulary

So far as the types of vocabulary are concerned, there are various criteria on the basis of which vocabulary is classified.

Harmer (1991, p.159) classifies vocabulary into two types: active and passive. Active vocabulary refers to the word that learners understand and use in speaking and writing. So, it is known as productive vocabulary. Doff (2003) R. states that words which students will need to understand and also use themselves are called active vocabulary whereas, passive vocabulary refers to those words that learners understand when they listen to speech and when they read but do not use yet. Therefore, it is also known as receptive vocabulary. Doff (2003)R. expresses that words which we want students to understand, but which they will not need to use themselves are called passive vocabulary. Our primary aim of teaching foreign language should be to convert passive vocabularies into active vocabularies. The vocabularies, which are active in the beginning, may become passive with the time gap. Therefore, the more the students play with the new words, the more they learn and increase the store of their active. Whether any word belongs to a passive or active vocabulary is not the characteristics of the word itself her passive store may suddenly become active if the situation or the context provokes its use.

Fries (1945, p.40) classify English words into four groups: Function words, substitute words, grammatically distribute words and contents words. The function words primarily perform grammatical function e.g. 'he, she, it, they, etc. replace class of words and several classes. Grammatically distributed words, for example, some any etc. show unusual grammatical restriction in distribution.

Arts and Arts (1996, p.22) classify words into 'major' and 'minor' word class. The former is also called open class; its membership is unrestricted and indefinitely large since they allow the addition of new members. The latter, is also called close class, its membership is restricted since they do not allow the creation of new members. Moreover, the number of items they comprise is so small that they can be listed easily. In English, there are four major classes; noun, verb, adverb, adjective. The minor word classes are; conjunction, article, pronoun, preposition and interjection.

On the basis of the structure, there are three types of words: simple, compound and complex words. Simple words consist of a single free morpheme followed or not by an inflection affix, such as play, plays, played etc. Compound words consist of two or many free morphemes where they constitute themselves and constitute are words e.g. blackboard. Compound word is a lexical item composed of two or more parts written (–) where the parts themselves are a word e.g. bus-park, school boy, etc. Complex words consist of a root plus one or more derivational affixes e.g. childhood, explanation, etc.

1.1.3 Aspects of Teaching Vocabulary

Teaching vocabulary is a broad notion which contains various aspects of vocabulary. For instance, word meaning, word use, word formation and word grammar. The learner should have got sound knowledge over these aspects of word otherwise his/her learning remains uncompleted.

It is obvious that some words are more frequent in use than others due to which we should lay emphasis on selection of words having high frequency, range, coverage learn ability, etc. While teaching vocabulary items apart from this, we should be aware which aspects of the words to be highly considered. Harmer (1991, p.158) has summarized knowing words as follows:

Figure No. 1. Aspects of Vocabulary
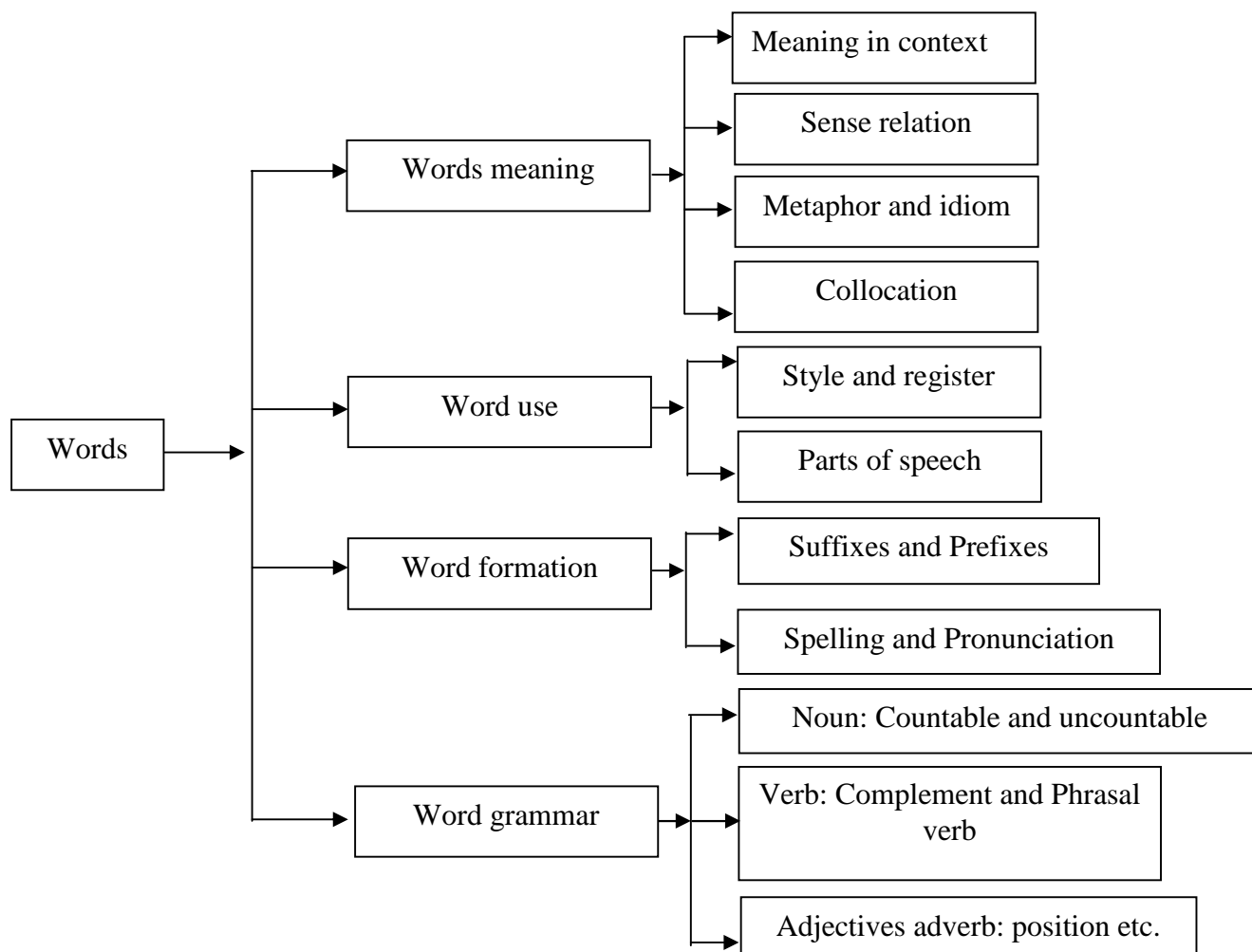
(Source: as cited in Phyak, 2009, p.147)

1.1.3.1 Word Meaning

Most words have more than one meaning. So, we cannot decipher the meaning of words in isolation. It needs the context in which it is used. For example, the word 'book' refers to something we use to read from a set of printed pages fastened together inside a cover. But it has more than four meanings. When we combine it, with a phrasal verb; such as 'open a book' refers 'to bet'. We decipher the meaning of a word by looking at the context in which it is used and by looking its combination with other words. For example in the sentence "I booked three tickets yesterday", 'book' refers to reservation.

Thus, while teaching the word 'book' the teacher should teach how the word 'book' is used to give different meaning in different context.

Next significant aspect of word meaning is sense relation. Sense relation refers to the various ways in which the meanings of words may be related. The relationship might be a sameness or similarity of meaning in which case it is called synonyms or it might be opposite meaning in which case it is antonyms. Likewise, Yule, (1985; P.120) says, "Words are not only the meaning containers and role players but their relationship." There are various such relationships. The sense relationship presented in Yule, (1985, P.120) incorporates the following features:

Figure No. 2 Lexical Sense Relation
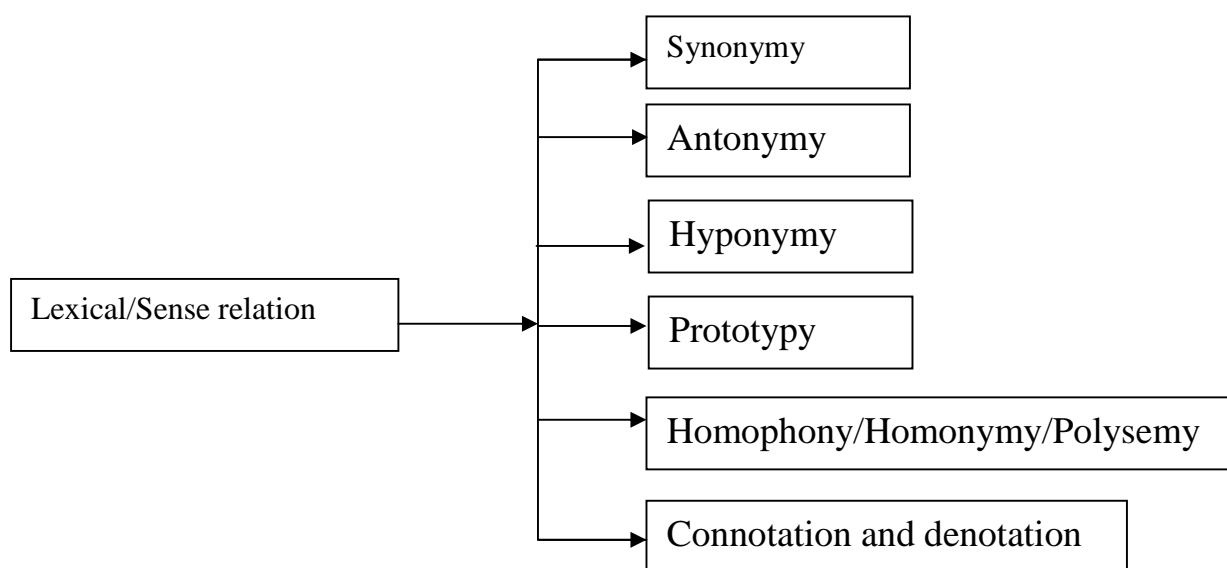
a. Synonymy

This is the relationship of sameness of meaning i.e. two words having same meaning or nearly the same e.g. bright, clever, smart may serve as synonyms of "intellect". Synonyms are similar but seldom convey same meaning even between words that seem interchangeable, such as taxi and car; one will be preferred over the other in certain context and by particular speakers. Thus, the word having similar meaning may be inappropriate in different context i.e.

handsome refers to the charmless in boys but does not take the function of pretty, cute, beautiful.

b. Antonymy

It refers to the relationship of oppositeness of meaning i.e. two words or lexems having opposite meaning e.g. cold and hot, beautiful and ugly, day and night, go and come etc. Antonym is often thoughts of as opposite of synonymy, but the status of the two are very different. Languages have no real synonyms and it is doubtful whether any true synonyms exist. But antonym is a regular and very natural feature of language and can be defined fairly and precisely. Antonyms can be divided in two types: gradable and non-gradable. Gradable antonym is seen in terms of degree of quality in involved. In other words, gradable pair does not necessarily imply the order.

Non-gradable antonyms are also called complementary which refers to the relation between words or lexemes e.g. male and female, dead and alive, etc, whose meaning are mutually exclusive; true of one implies falsity of there.

Hyponymy is the relationship which obtains between specific and general lexical items. In other words, the former is included in the latter for example an apple is a hyponymy of fruit. Brinjal is hyponymy of vegetable.

c. Prototypes

It means the first design of something from, which other from are derived. Yule (1985, p.120) defined prototype as the useful elements to explain meaning not in terms of component features but in terms of resemblance to the clearest example. The dove and the pigeon are the closer prototype than bat and ostrich to make a clear concept of bird. A doves would be a prototype, of bird whereas an ostrich would not because of its typical characteristics, notably its inability to fly. If the vocabulary teaching is performed with prototype, the students get

chance to activate their passive vocabulary as well as the new vocabulary items can also be introduce to them in interesting way.

d. Homonym

This refers to lexical items which have the same form but differ in meaning. Homonymy is illustrated from the various meaning of bank refers to where we keep money. The same word 'bank' means side of a .river. While hyponyms provide a headache for the learner, their ambiguity, is a rich source of human. Thus, the teacher should teach different homonyms while teaching vocabulary items.

e. Homophony

Homophony is a type of homonymy. Homophones are words which have the same pronunciation but different written periods and meanings. For instance, threw-thorough, rode-rowed, bare-bear, sew-so, some-sum, meet-meat, etc.

It refers to the multiple meaning of a single word such as 'foot' which means bottom of the leg' bottom of the mountain' etc. "It refers to a lexical item which has a range of different meaning' (Crystal 1995, p. 297). The multiple meaning of a polygenic words are not entirely different, they are in some way connected to the word. It equally becomes useful if a teacher teaches them different shades of meaning of a word in interesting way.

f. Metonymy

It refers to a figure of speech in which the name of an attribute of an entity is used in place of the entity itself. This is the different' type of relationship between words based on a close connection in everyday's experience.

1.1.3.2 Word Use

What a word means can be changed, stretched or limited by how it is used and this is something students need to know about. The meaning of a word can be frequently extended and stretched throng its following elements.

a. Metaphor and Simile

Metaphor refers to a figure of speech which makes use of comparison of descriptive term for a person and thing which is literally impossible. Richards et al. (1985, p.106) states that in a metaphor, no function words are used. Something is described by stating another thing with which it can be compared. The word meaning of 'hiss' –noise of snakes-can be stretched to describe the way people talk to each other.

Simile is a kind of figure of speech under which literal or usual meaning is not separated. Something is expressed by stating another thing with which it can be compared. A simile is an expression in which something is compared to something else by the use of function words such as; like or as. For instance, "My mother is like a cow."

b. Idiom

It refers to a sequence of words which is semantically and often syntactically restricted so that it functions as a single unit. From a semantic point of view, the meaning of the individual words cannot be summed to produce the meaning of the idiomatic expression as a whole. Hence, idiom is an expression which functions as a single unit and whose meaning cannot be worked out from its separate parts. For instance, "It's raining cats and dogs" means it's raining heavily. But, we cannot guess the meaning from word to word translation.

c. Collocation

Word meaning is also governed by collocation- that is which words go each other. For example 'bad' collocates with boy not with 'eggs', 'curd' etc. Similarly, we say "throw a ball but toss a coin" we may talk about someone being "dead tired" but it sounds odd to say dead fatigued.

d. Style

Style usually varies from casual to formal according to the type of situation, the person/parsons addressed, the location, the topic discussed. According to Wallace (1985, p.112), "It is however a protean word which is used in so many ways by so many different writers that it is not difficult to use it with any technical sharpness." The learner should know the use of style of using words in formal and informal situations.

e. Register

Register refers to a speech variety used by a particular group of people, usually sharing the same occupation or the same interests. Register of ten distinguishes itself from other registers by having a number of distinctive words, by using words or phrases in a particular way.

It is said that a distinction is often made between style and register. A register of English is a variety of the language as used in specific contexts such as legal English, academic English or technical English.

Learning new words is one of the most important and difficult tasks in learning a language. Learning a word mean more than just knowing its meaning. There are certain things about the words that we need to know which are called aspects of learning words. Unless the learner knows all aspects of words, learning remains incomplete. Teaching vocabulary is an entire notion which contains various aspects of vocabulary. Various aspects of vocabulary are summarized as below:

1.1.3.3 Word Formation

Word formation refers to the change in shape and grammatical value of a word. Students need to know facts about word-formation and how to twist words to fit in different grammatical contexts. For example, the verb 'run' has the participles 'running' and 'run'. The present participle 'running' can be used as an adjective and 'run' can also be a noun. Students also need to know how suffixes and prefixes work. For example, we can change the meaning of word 'happy' by adding the prefix 'un'. Word can be formed by various ways which are as follows:

Yule (1985, p. 62) has recognized word formation in the following different ways:

Figure No: 3 Word Formations

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                                          ┌──────────────────┐
                                     ────►│   Compounding    │
                                          └──────────────────┘
                                          ┌──────────────────┐
                                     ────►│     Coinage      │
                                          └──────────────────┘
                                          ┌──────────────────┐
                                     ────►│     Blending     │
                                          └──────────────────┘
                                          ┌──────────────────┐
                                     ────►│    Borrowing     │
                                          └──────────────────┘
                                          ┌──────────────────┐
                                     ────►│     Clipping     │
                                          └──────────────────┘
 ┌──────────────────┐                     ┌──────────────────┐
 │  Word formation  │────►           ────►│  Backformation   │
 └──────────────────┘                     └──────────────────┘
                                          ┌──────────────────┐
                                     ────►│     Acronym      │
                                          └──────────────────┘
                                          ┌──────────────────┐
                                     ────►│   Modification   │
                                          └──────────────────┘
                                          ┌──────────────────┐
                                     ────►│  Reduplication   │
                                          └──────────────────┘
                                          ┌──────────────────┐
                                     ────►│   Conversation   │
                                          └──────────────────┘
                                          ┌──────────────────┐
                                     ────►│    Affixation    │
                                          └──────────────────┘
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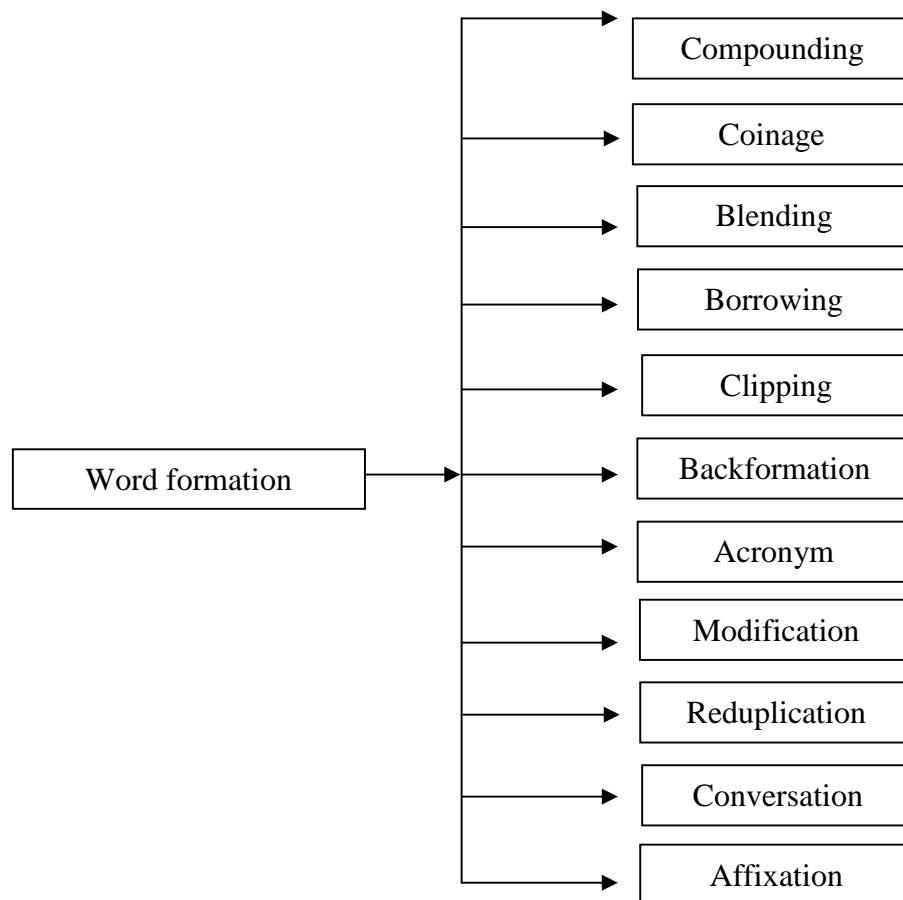
Word formation means knowing how words are written and spoken and how they can change their form.

1.1.3.4 Word Grammar

Word grammar is another important aspect of learning vocabulary. In certain grammatical contexts, an item may have unpredictable change of form. The grammar of a new item will need to be taught, if this is not obviously covered by general grammatical rules. For example, when teaching a new verb, we might give its past form. Similarly, when teaching a noun, we may think its plural form. If irregular, such as, mouse- mice, we give adequate examples. There are many other areas of grammatical behavior that students need to know such as; what are phrasal verbs and how do they behave? How are adjectives ordered? What position can adverbs be used in? Thus, the teaching must help students to understand what this knowledge implies both in general and for certain words, in particular.

From the above description we can draw the inference that knowing a word does not mean only recognizing meaning but also knowing word use, formation and grammar. So, emphasis on teaching all the aspects of vocabulary items becomes the need.

1.1.4 Importance of Teaching Vocabulary

Vocabulary is the most genuine block of language. In regard of sound and word, Sound, in itself has no meaning at all whereas word is always meaningful. In the lack of word, we cannot send our message; i.e. communication is far without words. So, language learners need to learn the lexis of the language by right choice of words. A speaker creates good impression on the hearer. So, the vocabulary teaching is essential.

Language is a composite of whole comprising grammar and vocabulary. Both of these components of language are equally important for communication to be successful. We can produce infinite number of structures on the basis of the knowledge of finite number of grammatical rules. But it is not applicable in the case of vocabulary because a word may be used differently in different

situations. Hence, a vital question arises, which of the two is more important: Grammar and vocabulary? Thus, vocabulary teaching is essential.

When one acquires a language, he/she acquires vocabulary automatically. This implies that language learning is matter of learning the vocabulary of that language. So, when we want to express our feelings, emotions, thoughts, ideas, we need high vocabulary power. When we do not have vocabulary power, we fail to communicate. In this regard, Wallace (1982, p.9) says," It has often been remarkable how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary because there is a sense in which learning a foreign language basically a matter of learning the vocabulary of that language. It is due to the lack of adequate knowledge of vocabulary that people often get frustrated when they do not find words which they need to express their thoughts, ideas and feelings while communicating in the target language. So, it needs adequate number of vocabulary to engage in communication".

Learning a word is often considered learning a meaning but it is not true. In order to know truly how to use word appropriately in English, a speaker needs to know much more than simply the meaning of a word.

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

1.1.5 Methods of Teaching Vocabulary

Generally, there are two ways of teaching vocabulary. They are direct way and indirect way.

1.1.5.1 Direct Way of Teaching Vocabulary

The process in which individual items are learnt consciously is called the direct way of teaching vocabulary. In direct way of teaching vocabulary, the direct focus is on the target items. In this method either the teacher selects the

difficult items or asks his students to select them. Then he/she supplies the meaning of those words with the help of a number of techniques. After that he/she exemplifies the items in sentences. She also asks the students to study the meaning and sentences for a while and try to produce student to process their own sentences. Direct teaching can be described as teacher-centered teaching because the teacher becomes a complete source. Dictionary use is also a kind of direct technique in teaching vocabulary.

1.1.5.2 Indirect Way of Teaching Vocabulary

The process in which the students learn the targeted items without directly focusing on them is known as indirect way of teaching and learning vocabulary. In this method, students from the habit of guessing meaning from the context by reading the materials on their own. Inferred meaning is verified and confirmed when the items recur again and again. The main assumption behind indirect learning is that the foreign language learners can acquire the targeted items as naturally as they do in their mother tongue, i.e. without being conscious about the targeted items. The teacher's role is just like that of a guide or a facilitator.

This technique developed the independent strategy in learning. It is used especially at the situation when there is already a considerable store of vocabulary in learners' mind. The students are taught in a way to activate the passive vocabulary repertoire of the learners. There are many techniques in teaching vocabulary indirectly. They are the use of games and riddles and the use of cross word puzzle.

1.1.5.3 Use of Games in Teaching Vocabulary

Techniques refer to presenting the item to the students in an understandable way. The main objective of teaching vocabulary is to make students find out the word meaning in different contexts. There are various techniques to teach

the meaning of vocabulary items. The following techniques can be used to teach vocabulary:

i) Drawings and pictures: This is another technique to teach vocabulary items. This technique is used when concrete objects or realia are impossible to bring in the classroom. The teacher either shows readymade pictures or draws one on the board to make students familiar with the meaning of a particular word. For example, the word aeroplane can be taught by showing its picture.

ii) Mime, action and gesture: It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explained by mime. Mime action and gesture can be used effectively and show the meaning of action verbs and it is also used to show feelings and emotions.

iii) Through antonyms and synonyms: By giving synonyms or antonyms, we can teach the meaning of new vocabulary items. For example :

   a. through synonyms

      huge -   large,

      ability -   capacity

   b. through antonyms

      ugly   -   not beautiful ,

      small   -   not big

iv) Definition and explanation: The meaning of new vocabulary item can be taught through definitions and explanation. For example: Widow – the women whose husband is dead.

   Cemetery – area of land used for burying the dead.

v) Drill: With the help of drill technique vocabulary can be taught. The pronunciation aspect of vocabulary is more effective with the help of this technique.

vi) Songs and rhymes: This technique can also be used to teach the vocabulary items in language classrooms. In this technique the students pronounce the words and use them in a lively and unconscious way. 'Zony –Zony yes, papa, eating sugar no papa' is the suitable example.

vii) Through translation: We can teach the meaning of complex and abstract words with the help of this technique. It is a quick and easy way to present the meaning of words. Sometimes other techniques of teaching vocabulary are unable to give clear concept to the students, in that case this technique is helpful. But there is problem also because their is no exact equivalent terms in mother tongue for some target language terms.

viii) Through using dictionary: Dictionary is a supplementary material for teaching and learning. So we should teach students how to make use of target language dictionary properly to get the meaning of the unfamiliar words. It also helps them to improve their pronunciation. It is obvious that the dictionary can be an extremely useful learning resource, especially as it makes the learner more independent of the teacher. It becomes more effective if we provide dictionary to the students and teach them to find out the meaning of new vocabulary item, its pronunciation and use. It also provides all the details about words through translation

Here my concern and the area of interest is teaching vocabulary through games and realia.

ix) Games: Language games have become more popular nowadays in vocabulary teaching. Different types of games are used in teaching vocabulary. Vocabulary can be best taught by creating vocabulary

game. They are: repetition, 'I spy', Hidden object, Guessing game, Jumbled letter, what is it? Target picture, etc. Games are valuable to the teacher of a foreign language because they provide an opportunity for students to use their language skills in a less formal situation. Vocabulary games encourage student participation. As it creates interest upon the learners, these techniques also lay emphasis on "learning by doing" resulting in long lasting retention in the students so, there are lots of games such as word puzzles, jumble words, etc. We can teach concrete and abstract words by the help of the game technique. For example,,snake,sweet, eye, cat, apple, elephant, comb, motorbike, watch, log, zoo, twice, giraffe, customer, pan, fan, van, mouse, hotel, campus, farmer, computer, blackboard, fruit, vegetable, bread, pity, love, fast, hurry, crime, happy, angry, beauty, shy, tasty, laugh, weep, dream, fun, imagination, dead, young, old, high, bright, friendship, cruel, delay, weak, strong,

x)   Realia: It refers to real objects which insert can be used and seen in classroom at the time of teaching. So using real objects in teaching learning is called 'Realia' technique. It facilitates to teach concrete words. It breaks monotony in classroom and makes it alive. This technique motivates the students and makes teaching/learning natural. When teachers brings real objects to teach vocabulary like 'book', 'bag', 'doll', 'ball', 'flower' , book, paper, jug, chalk, dustbin, board, fan, bench, desk, pen, diary, etc can find them in real context and start to do real activities with it. It also breakonotony, mental fatigue. It also increase interest towards learning, it also brings associated meanings, instead of only one meaning. For example when we bring 'book' to teach its meaning student can easily understand it is 'hard' and 'heavy' too with this single object.

1.1.6 Importance of Teaching Vocabulary Through Real Objects

When real objects are used to teach vocabulary it automatically brings real environment in classroom. It motivates students and raises interests towards the objects or items. It also breaks monotony and mental fatigue using by real objects. It does not bring only single meaning but also brings more than one meanings which are automatically associated with it. For example, to teach word 'flower' real flower is brought and students automatically understand its other associated meanings, 'soft' and 'beautiful' too. The learning also retains in concept for long lasting rather than artificial objects.

It is not only useful for teaching vocabulary but also other skill of language can be taught effectively through using real object or using realia technique. The important of using real objects in teaching vocabulary are given below:

1. Real object bring real environment in the classroom.
2. It brings many associated meanings at the same time of teaching one item.
3. It creates interest upon the students and motivates them towards learning.
4. It breaks monotony and mental fatigue upon students
5. It helps to retain learning for long lasting
6. It is also useful to teach other skills of language such as listening , speaking, reading and writing.
7. It helps to learn spelling, meaning, pronunciation and use of word, easily.

1.2 Review of Related Literature

Many studies have been carried out entitled to vocabulary teaching. Among them, some are given below:

Tiwari (2001) carried out the research 'A study on English Vocabulary Achievement by the Students of Grade Ten.' The objectives of this study were to investigate the students achievement of English vocabulary used in the new English book of grade ten. The conclusion of this study is that the students' level of vocabulary achievement was not satisfactory. Sixty students of grade 10 were sample population.

Gyawali (2004) carried out a study on 'Vocabulary Teaching Direct and Indirect Techniques'. The objective of the study was to find the effectiveness of indirect technique over direct technique in teaching vocabulary and the result was that the former was more effective than the latter technique. Test items were the tools for data collection. Judgemental sampling procedure was used.

Adhikari (2005) carried out research to find out the Effectiveness of Teaching Vocabulary through Games. The objective was to find out the effectiveness of teaching vocabulary through games. His finding shows that teaching vocabulary through games was more effective than traditional ways of teaching.

Chaudhary (2007) in his M.Ed. thesis carried out a research on "The Effectiveness of Teaching Vocabulary through Songs and Rhymes." The objective of the research was to find out the effectiveness of teaching vocabulary through songs and rhymes. The result was that teaching vocabulary through songs and rhymes in grade five was more effective than other useful methods.

Ghimire (2007) carried out a research on "The Effectiveness of Visual Aids in Teaching Vocabulary." The objective of the study was to find out the effectiveness of vocabulary teaching through use of visual aids. The study found that teaching vocabulary through visual aids was more satisfactory than usual method.

Khanal (2007) carried a research on "The Effectiveness of Communicative Method in Teaching Vocabulary." The main objective of her research was to find out the effectiveness of communicative method in teaching vocabulary. Her study found out that communicative method in teaching vocabulary is effective.

Regmi (2008) carried out a research on "The Effectiveness of Cross Word Puzzles in Learning Vocabulary." The main objective of his research was to find out the effectiveness of teaching vocabulary through crossword puzzles. The findings of the research showed that teaching vocabulary through crossword puzzle

Acharya (2008) carried out research on "The Effectiveness of Teaching Vocabulary through Real Objects." The main objective of his research was to find out the effectiveness of teaching vocabulary through real objects. The primary sources of data are the sampled students of grade IX studying in Jaya Devkota Manakamana Higher Secondary School, Kathmandu. The findings of the research showed that teaching vocabulary through real object is more effective than other usual techniques.

Bhatta (2009) carried out research on "The Effectiveness of Teaching Vocabulary through Dictionary."The main objective of his research was to find out the effectiveness of teaching vocabulary through dictionary. The findings of the research showed that teaching vocabulary through the use of dictionary is more effective than the usual way of teaching it. Test items were the tools for data collection.

Bhattarai (2009) carried out research on "Effectiveness of CL in Developing Vocabulary." The objective of the study was to find out the effectiveness of CL in developing vocabulary of grade nine students in Kathmandu district. The finding shows that CL method is an effective method in developing students' vocabulary in second language learning and the performance in specified items

in pre-test, progressive test and the post-test was impressive. The primary source of data are the sampled student of ix studying in Shree Janata Higher Secondary School Asanpur,Golbazar.

So far no experimental research has been carried out to find out the effectiveness of game in teaching vocabulary at lower secondary level. So, I carried out this research.

1.3 Objectives of the Study

Objectives of the studies were as follows:

  i.   To find out the effectiveness of games in teaching vocabulary.
  ii. To suggest some pedagogical implications.

1.4 Significance of the study

The study tried to find out the effectiveness of teaching vocabulary through games to the students of grade six of a government-aided school of Kathmandu district. Although this study seems to be small task, it will certainly deserve the great importance in the field of ELT, in Nepal. This study makes an effort to explore the effectiveness of teaching vocabulary through the use of games. This technique of teaching vocabulary highlights on student-centered activity. So, I have selected this topic to carry out the research work. School students and teachers will be directly advantaged by the findings of this study, as they will find which way to adopt while teaching vocabulary. It is also useful for textbook writer, language planner, syllabus designers and the university students interested in teaching. It will also be helpful for the researchers who want to carry out further research on this area and methodologist. Furthermore, it would be a reformative measure in the field of vocabulary teaching.

CHAPTER – TWO

METHODOLOGY

Methodology here refers to the research methods. As Kumar (2006, p. 11) writes, "The research process is similar to undertaking a journey having decided upon your research question or problem, you their need to think how to go about finding their answers". The process involved throughout the whole work must be systematic for the achievement of the objectives and the success of work largely depends on the way it is performed. Since research is a scientific discipline, it deserves much more attention on the part of the researchers. A systematic study needs to follow a proper methodology to achieve the predetermined objectives. To quote, Kothari (1990, p. 9), "Research methodology is a sequential procedure and methods to be adopted in a systematic study. Thus it is a sequence of steps to take while conducting a research. The following methodologies were adopted to fulfill the objectives of the study.

2.1 Sources of Data

Sources of data are the prospective things, places, persons, where solution to the problem lies. Here the researcher used both primary and secondary sources of data. The primary sources were used to collect required data and the secondary sources were used to facilitate the research.

2.1.1 Primary Sources of Data

The primary sources of data were all the students of grade six studying in a government-aided school of Kathmandu district.

2.1.2 Secondary Sources of Data

The secondary sources were the related proposals, theses, articles, journals. The different websites were surfed and studied. Relevant research papers, books

such as; Wallace (1982), Richard et al, (1985), Ur, (1992), Harmer (1997), Kumar (1999), Best and Kahn (2002), Harmer (1991) and Larsen- freeman (1986) were consulted. Apart from these, books of Nepali writers were also consulted

2.2 Sampling Procedure

I selected government-aided school of Kathmandu district using judgmental sampling. All students of grade six were taken for the study. These students were divided into two groups viz. experimental and controlled groups using systematic sampling procedure. I tried to maintain equal proficiency level of both groups.

2.3 Tools for Data Collection

Before preparing the set of test items, vocabularies from the textbook 'Learning to Communicate' of grade six were collected and a set of different test items was prepared as a major tool for data collection. It totally carried 50 marks. To make the analysis convenient, the test items were divided into nine different test categories such as: Multiple Choice, Fill in the Blanks, Antonyms, True/ False, Letter Completion Items, Definitions, Sentence Making and Matching Items. The following table depicts the test categories with marks:

Table No. 1
Test -Item Categories

S.N.	Test categories	Q.N	Marks
1	Multiple choice	Question No. 1	5
2	Fill in the blanks	Question No. 2	5
3	True-False	Question No. 3	10
4	Matching Items	Question No. 4	5
5	Antonym	Question No. 5	5
6	Letter completion	Question No. 6	5
7	Give single word meaning	Question No. 7	5
8	Sentence making	Question No. 8	5
9	Definition	Question No. 9	5
	Full Marks		50

2.4 Process of Data Collection

I collected the primary data from the written work of the students. For this I followed the following procedure:

a.   First of all, I prepared a set of written test and visited the selected school. For the test items, she chose 60 vocabulary items as a sample out of the 150 words selected from the book of grade six 'Learning to Communicate' for experimental classes.

b.   I requested the principal and the class teacher for providing the class to administer the test.

c.   A written pre-test was administered to determine the actual vocabulary level of the students. They were given 1:30 minutes to attempt the questions because the full mark of the total questions was only 50. Then their written responses were marked.

d.   I determined the rank of the student on the basis of their level of proficiency in vocabulary based on their level of performance in the pre-test. She divided the students into two groups. The procedure of the group division was as follows:

Table No. 2

Procedure of Group Division

Group A	Group B
Odd	Even
Even	Odd

e.   The students were divided into two groups & taught separately. Group 'A' was taught vocabulary through games and group 'B' was taught without using games (definition and explanation).

f.   Each group was taught six days a week, one period a day and each period lasted for forty -five minutes. Experiment was carried out for a month.

g.   After the experiment, a post-test was administered using the same test used in pre-test.

h.   Finally, the performance of the groups were compared and analyzed in order to explore the effectiveness of teaching vocabulary through games.

2.5 Limitations of the Study

To include a large area in this kind of small research was impossible due to the limited resources and time. So, there were certain limitations of this study which are as follows:

a.   This study was limited to only one government- aided school 'Bal Kumari Higher Secondary School of Kathmandu valley.

b.   Only twenty two students of grade six of the same school were selected as the population of this study.

c.   The primary data for this study were collected from the written tests.

d.   The effectiveness of games in teaching vocabulary were observed only in grade six.

e.   The sampled population of the study was eleven numbers in each group.

f.   The limitation of the time of the study was four weeks.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. As this is the facet of the research analysis, interpretation and comparison of data have been carried out in this section. Data is obtained from the due effort of the experimental study and field survey since it is an experimental research. It requires a lot of information from the practical field. The main aim of this research was to explore the effectiveness of teaching vocabulary through games.

The data is presented comparatively in holistic, group wise and item wise forms.

3.1 Holistic Comparison

For holistic comparison the results of group 'A' and group 'B' are shown in the following tables.

Table No. 3

The Result of the Pre-Test and Post-Test of Group 'A'

R.N.	Name of the Student	Pre-T	Post-T	D	D%
1.	B.	29	45	20	40
3.	C.	21	41	20	40
5.	B.	20	41	21	42
7.	D.	19	39	20	40
9.	N.	18	40	22	44
11.	R.	18	38	20	40
13.	K.	18	39	21	42
15.	S.	18	37	19	38
17.	G.	17	36	19	38
19.	R.	17	35	18	36
21.	S.	17	36	19	38
	Total Score	208	427	219	438
	Average Score	18.90	38.81	19.90	39.81

The shows that the score obtained by each of the student of group 'A' in pre-test and post-test. Group 'A' got 18.90 average score in pre-test and 38.81 in post-test and this group increased by 19.90 average score and by 39.81 average percentage in post-test.

Table No. 4

The Result of the Pre-Test and Post-Test of Group 'B'

R.N.	Name of the Students	Pre-Test	Post-Test	D	D%
2.	A.	26	35	9	18
4.	R.	22	27	5	14
6.	R.	21	28	7	12
8.	R.	20	28	8	16
10.	A.	19	24	5	12
12.	B.	19	27	8	20
14.	H.	18	21	3	18
16.	Y.	18	19	1	18
18.	S.	18	28	10	16
20.	K.	17	26	9	18
22.	I.	17	22	5	18
	Total Score	215	285	70	142
	Average Score	19.54	25.90	6.36	12.90

The table shows the score obtained by each of the students of group 'B' in pre-test and post-test. Group 'B' has got 19.54 and 25.90 average score in pre-test and post-test respectively. This group has increased by 6.36 average score and by12.90average percentages in post-test.

It reveals the fact that group 'A' has learnt more effectively than that of group 'B'. The difference of average score of group 'A' is 19.90. And 'B' is 6.36 between the two tests. So, as a whole, group 'A' has progressed by 13.24 difference average score than group 'B'.

The result of group 'A' and group 'B' regarding the nine test items are shown in a single table. This comparative table shows the average percentage of group 'A' and 'B'.

Table No. 5

Overall Performance of Groups in the Pre-Test and Post-Test

S.N.	Test Items	Difference % of Group A	Difference % of Group B	Difference % between A and B
1.	Multiple Choice	41.33	32.66	18.67
2.	Fill in the blanks	39.33	32.33	7
3.	Antonyms	30.	15.33	14.67
4.	Letter completion items	43.33	19	24.33
5.	Definitions	27.33	8	19.33
6.	Sentence Making	31.33	12.66	18.67
7.	Matching Items	46.	14.66	31.34
8	True False items	34	1	19
	Definition	34	15	19
	Total Score	314.65	150.64	164.01
	Average Score	34.96	16.73	18.22

The table shows the average score percentage of group 'A' was 34.96 in different categories of test items whereas group 'B' had 16.73. It is less than the group 'A'. The average difference percentage between group 'A' and 'B' was 18.22%. So, it indicates that group 'A' had got better achievement than group 'B' as a whole.

3.2 Group Wise Comparison

Table No. 6

The Performance of Groups in the Pre-test and Post-test

Group	T.S.C. in Pre-Test	Av.Sc in Pre-Test	T.Sc in Post-Test	Av. Sc. in Post -Test	D (AV. sc. in pre –post T	D%
A	208	18.90	427	38.81	19.90	39.81
B	215	19.54	285	25.90	6.36	12.90

The above table shows that the average score of group 'A' is 18.90 in pre-test and 38.81 in post-test. This group improved by 19.90 average score or 39.81 average percentage. But, the group 'B' got 19.54 average score in pre-test and 25.90 in post-test. The group 'B' improved by 6.36 average score or by 12.90 average percentages.

It shows that group 'A' improved by 26.91 than group 'B'. So we can say that group 'A' got better achievement than group 'B'. This shows that learning vocabulary through games have been more effective than traditional way.

3.3   Item Wise Comparison

In this section, nine types of different test items are compared.

3.3.1   Average Proficiency in Test-Item of Multiple Choices

Table No. 7

Score Achievement in Multiple Choice Test-Items

Group	T. Sc. In Pre-Test	Av. Sc in Pre-Test	Av. P. in Pre-test	T. Sc. In Post-test	Av. Sc. In Post-Test	Av. P. in Post-test	D. in Av. Sc.	D. in Av. P%
A	23.5	2.13	42.6%	49	4.45	89%	2.32	46.36
B	26	2.3	46%	32	2.8	56%	0.54	10.90

From the above table that group 'A' has obtained 2.13 and 4.45 average scores in pre-test and post-test respectively. Thus, while comparing between the two tests, it has increased 2.32 average score and 46.36average percentage.

On the other hand, average score of group 'B' in pre-test is2. 3 and 2.8 in post-test respectively. It has got 0.54 more average score and 10.90 more average percentage in post-test than in pre-test. From the data, we can draw the conclusion that group 'A' has excelled group 'B' in post-test because the former has got 46.36 average percentages but the latter only 10.90 average percentage in post-test. So, group 'A' has progressed 35.46 more average percentage than group 'B'.

3.3.2 Average Proficiency in the Test-Item of Fill in the Blanks

Table No. 8

Score Achieved in Fill in the Blanks Test Item

Group	T.Sc. in Pre-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T.Sc. in Post-Test	Av. Sc in Post-Test	Av. P. In Post--Test	D in Av. Sc.	D. in Av. P%
A	26	2.36	47.2%	51.5	4.68	93.8%	2.40	45.63
B	26.3	2.4	48%	36.5	3.31	66.5%	1.61	20

The above table displays the achievement of the students in pre-test and post-test. It shows that group A obtained 2.36 average score in pre-test and 4.68 in post-test with the increment of 45.63 difference in average percentage. On the contrary, group 'B' has obtained 2.4 average score in pre-test and 3.31 in post-test with the increment of 01 difference average percentage. It reveals the fact that group 'A' achieved more progress in this area of vocabulary than group 'B' because group A got 45.63 average percentage in post-test but group 'B' got only 21 average percentage in post-test.

3.3.3 Average Proficiency in the Test Item of True/False Items

Table No. 9

Score Achieved in True/False Test Item

Group	T.Sc. in Pre-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T.Sc. in Post-Test	Av. Sc in Post-Test	Av. P. In Post—Test	D in Av. Sc.	D. in Av. P%
A	38	3.45	43.5%	83	7.54	75.4%	4.09	40.90
B	40	3.63	36.3%	58	4.27	42.7%	1.63	16.36

The above table shows that group 'A' has got 3.45 average score in pre-test and 7.54 in post-test. It increased 4.09 marks in post-test and this group increased by 32.7 average percentages in post-test.

On the contrary, group 'B' obtained 3.63 and 4.27 average score in pre and post-test respectively. It increased only 1.63.average marks and 16.36 average percentages in post-test. This data displays that group 'A' has got better achievement than group 'B' in this test item.

3.3.4 Average Proficiency in the Matching Test-Item

Table No. 10

Score Achieved in Matching Test-Item

Group	T.Sc. in Pre-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T.Sc. in Post-Test	Av. Sc in Post-Test	Av. P. In Post—Test	D in Av. Sc.	D. in Av. P%
A	21	1.90	38%	47	4.27	94.4%	2.36	47.27
B	21.5	1.95	39%	29.5	2.68	53.6%	0.72	14.54

The above table indicates that in this test category, experimental group 'A' obtained 1.90 average score in pre-test and 4.27.in post-test. So, group 'A' progressed by 47.27 more average percentage.

But group 'B' does not seem to have progressed much because the difference of average percentage between pre and post-test is only 14.54 Thus, in this test item, group 'A' excelled group 'B' in difference of average percentage by .3273 This shows that learning through games have been more effective than traditional ways.

3.3.5 Average Proficiency in the Test-Item of Antonym Word

Table No. 11

Score Achieved in Antonyms Test Item

Group	T. Sc. in Pre-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T. Sc. in Post-Test	Av. Sc in Post-Test	Av. P. In Post—Test	D in Av. Sc.	D. in Av. P%
A	28	2.64	52.8%	49	4.45	89%	1.90	34.54
B	28	2.54	50.8%	35	3.18	63.6%	0.63	12.72

The above table shows that group 'A' has got 2.64 average score in pre-test and 'B' has got 2.54 average score.

Group 'A' got 4.45 average score in post test but group 'B' got 3.18 average score in post-test. Thus, learning through games technique has been more effective in terms of this test item because the difference in average percentage of group 'A' is 34.54 but of group 'B' only 12.72 which means group 'A' excelled group 'B' by 16.36 more average percentage.

3.3.6 Average Proficiency in the Test-Item Letter Completion

Table No. 12

Score achieved in Letter Completion

Group	T. Sc. in Pre-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T. Sc. in Post-Test	Av. Sc in Post-Test	Av. P. In Post--Test	D in Av. Sc.	D. in Av. P%
A	25	2.27	45.4%	44	4.0	80%	1.81	34.54
B	25	2.22	44.4%	31	2.82	56.4%	0.54	10.90

The above table interprets that group 'A' got 2.27 average score in pre-test and 4 average score in post-test and has 34.54 average percentage. But group 'B' got 2.22 average score in pre-test and 2.82 average in post test and had10.90 6average percentage.

So, group 'A' got 21.64average percentages which is more than group 'B'. Thus, learning through games techniques had been more effective in terms of this test item.

3.3.7 Average Proficiency in the Test of Making Sentences

Table No. 13

Score Achieved in Making Sentences

Group	T. Sc. in Pre-T	Av. Sc. In Pre-Test	Av. P. in Pre-Test	T. Sc. in Post-Test	Av. Sc in Post-Test	Av. P. In Post-Test	D in Av. Sc.	D. in Av. P%
A	19.5	1.77	35.4%	44.5	4.04	80.8%	2.27	45.45
B	19.5	1.77	35.4%	29.5	2.68	53.6%	0.90	17.40

The above table shows that group 'A' has got 1.77 average score in pre-test but has increased by 2.27 marks in post-test. And the group 'A' has increased the marks by 28.45 average percentages in post-test.

On the contrary, group 'B' has obtained 1.77 and 2.68 average score in pre-test and post-test respectively. It has increased 0.90 percentage mark and 53.6 average percentages in post-test. This data displays that group 'A' has got better achievement than group 'B' in this test item. This shows that learning through games technique has been more effective than traditional way.

3.3.8 Average Proficiency in the Test-Item Giving Single Meaning

Table No. 14

Score Achieved in Giving Single Meaning

Group	T. Sc. in Pre-T	Av. Sc. In Pre-Test	Av. P. in Pre-Test	T. Sc. in Post-Test	Av. Sc in Post-Test	Av. P. In Post-Test	D in Av. Sc.	D. in Av. P%
A	27	2.45	49%	46	4.18	83.6%	1.81	34.54
B	28.5	2.59	51.8%	34.5	3.13	62.6%	0.18	16.36

The above table shows that group 'A' got 2.45 average score in pre-test but has increased by 1.81marks in post-test. And the group 'A' increased the marks by 18.18 average percentages in post-test.

On the contrary, group 'B' obtained 2.59 and 3.13 average score in pre-test and post-test respectively. It increased 0.18 percentage mark and 62.6 average percentages in post-test. This data displays that group 'A' got better achievement than group 'B' in this test item. This shows that learning through games technique has been more effective than traditional way.

3.3.9 Average Proficiency in the Test- Item of Definitions

Table No. 15

Score Achieved in Definitions Test Item

Group	T. Sc. in Pre-Test	Av. Sc. in Pre-Test	Av. P. in Pre-Test	T. Sc. in Post-Test	Av. Sc in Post-Test	Av. P. In Post—Test	D in Av. Sc.	D. in Av. P%
A	24.	2.27	45.4%	46	3.72	74.4%	2.54	34.54
B	28.5	2.09	41.8%	34.5	3.18	63.6%	1.72	30.90

The above table shows that group 'A' got 2.27 average score in pre-test and 'B' has got 2.09 average score.

Group 'A' got 2.27 average score in post test but group 'B' got 3.72 average score in post-test. Thus, learning through games technique has been more effective in terms of this test item because the difference in average percentage of group 'A' is 34.54 but of group 'B' only 30.90 which means group 'A' has excelled group 'B' by 3.64 more average percentage.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of research. It also deals with some recommendations and pedagogical implications which are made on the basis of analysis and interpretation of the data.

4.1 Findings

After completion of the analysis and interpretation of the data, the major findings are as follows:

4.1.1 Findings Based on the Holistic Comparison

The effectiveness of Games technique seemed significant by 26.91 percent in group wise comparison also. The average score percentage of games technique is 39.81 whereas the average score percentage of conventional technique is 12.90.

As a whole, the effectiveness of Games technique seemed significant by 19.91 percent compared explanation technique. It is significant in the sense that the average score percentage of games technique is 39.81 and the average score percentage of definitions and explanations technique is 12.90. So, it is relatively better and more effective than the conventional technique.

4.1.2 Findings Based on the Item Wise Comparison

a.   The games technique (Group 'A') is significant in multiple choice test items. It has obtained that group A has won group B by 35.46 more increment percentage and therefore we can say that It is more significant in comparison to the usual way of teaching regarding this test items.

b	In fill in thr blanks, the students were supposed to fill the blanks after reading the given passage. .In this case group A excelled group B by 23.63 more average increment percentage which indicates the effectiveness of teaching vocabulary through games...

c.	This test item also proved that games technique is more effective in teaching vocabulary. In the matching test item, experimental group has increased by 32.73 average percentages in post test whereas controlled group has increased only by 14.54 average percentages in the same test.

d.	Games technique is significant in antonyms test item also. It is effective in comparison to definitions and expiations technique since group 'A' has the difference of 22.72 average percentages in pre and post tests and group 'B' has the difference of 6.36 average percentages in pre and post tests. So, group 'A' has excelled group 'B' by 16.36 average percentages.

e.	Games technique is found more significant in single meaning test item because the difference in average percentage of group 'A' is 34.54 but of group 'B' is only 10.90 which means group 'A has excelled group 'B' by 23.64 percent.

f.	The effectiveness of games technique seemed more significant in sentence making test item. In this test item, group 'A' has got 34.54 average percentages whereas group 'B' has got only 16.64 average percentage. So, group 'A' has progressed by 18.18 average percentages than group 'B'.

g.	The significance of games technique in definition test item is also effective
technique in teaching vocabulary. Group 'A' has got 34.54 average percentage whereas group 'B' has got 3.09 average percentage. So, group 'A' has progressed by 31.45 average percentages than group 'B'.

h   Furthermore, while introducing vocabulary items through games students were found highly motivated so that there was active participation of all students whereas group B seemed a bit passive. I t was observed that the students of a had more long lasting retention than those of group B because the former ones learnt by doing. However the researcher had to face the problem of classroom setting and the noise problem .Even though experimental group was a bit noisier it was busy in learning by doing .so that it could achieve better result in post test. ,

These findings transparent that if students are assigned to play games while teaching vocabulary items they can perform better than those who are not assigned to. So, this research reveals that teaching vocabulary through games is more effective than usual classroom technique.

4.2 Recommendations

The recommendations and suggestions have been made on the basis of these findings.

a.   This research shows that group 'A' performed relatively better in all aspects of word than group 'B'. Thus, games technique should be used to teach vocabulary items in all the schools. This implies that this technique should be used for teaching vocabulary.

b.   The syllabus designer and methodologists should encourage the use of games in teaching of language. Even though it may be difficult to present games for each language items in the textbook and syllabus, it is inevitable to mention games in right place for vocabulary item in particular.

c.   As the research was limited only to twenty two students of a government -aided school only, it cannot be, however, claimed that the findings of this study are applicable for all schools of Nepal or they are complete in

themselves. In order to test the validity of these research findings, it is desirable to carry out further research in this area involving more and more number of schools and students.

d.   While teaching vocabulary through games, teachers may face various problems. If games are not chosen according to the level of students, they may lose their interest. The following practical suggestions are given by which the English teachers may be benefited.

i.   First of all, games should be chosen according to the level of the students.

ii.   The teacher should tell the rules and regulation of the game clearly.

iii.   Sometimes the teacher should present the game by herself, she should practice the games number of times beforehand so that they will enjoy it.

As a synopsis the researcher asserts that as far as possible vocabulary items should be taught through games ,which lay emphasis on learning by doing resulting in long lasting retention in the students. The vocabulary games should be included in the textbook appropriately and the teacher should be trained and provided with teaching materials to conduct through games systematically.

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