

CHAPTER ONE

INTRODUCTION

This study is about "A Study on English Vocabulary Achievement of Fifth Graders in Ilam District". In this study, the researcher wants to explore the vocabulary achievement of fifth graders in Ilam district. This study consists of general background, definition of vocabulary, classification of vocabulary, importance of teaching vocabulary, aspect of learning words, techniques of teaching word, vocabulary achievement, achievement test, review of related literature, objectives of the study, methodology, sources of data, tools of data collection, process of data collection, limitations of the study, analysis and interpretation and findings and recommendations.

1.1 General Background

Language is a means of communication through which human beings share their thoughts, feeling, desires etc and also express their ideas to each others. Language is a unique possession of human beings. There are thousands of languages spoken in the world. Among them English language is important and most essential language because it is an international language. So, it is taken as a social phenomenon which is used to establish good relationship among the people in community, nations and the world.

According to Hornby (2000, p.720) "language is a system of communication in speech and writing that is used by people of a particular country." Highlighting the importance of English, Crystal (1995, p.108) says "English hold special status as a medium of communication."

Thus, language has been defined differently by different scholars and linguists. Any one definition can not be suitable for language. But language is broadly accepted that it is a complex human phenomenon and its major function is communication.

English language has been taught as a second language in all schools in Nepal. To get mastery over any language, it needs to give lots of time to go over all levels of language. The levels of language are phonology, morphology, grammar and semantic. Among them morphology is very important because language learning begins with this level. It is the prominent building blocks of language. So, the effective use of English vocabulary is needed for communication.

'Vocabulary' is the body of the words used in a particular language. It also refers to all words that have meaning and that person knows or uses. It is the most significant aspect of language.

1.1.1 Definition of Vocabulary

Languages are made up of vocabulary items and grammatical rules.

Vocabulary is one of the most important aspects of language. It refers to the word that we use in our day to day life in order to express our feelings, emotions etc. Generally, the term vocabulary can be defined differently by different scholars or linguistics.

According to Richards et.al. (1985, p.307) "vocabulary refers to a set of lexemes including single words, compound words and idioms."

Similarly, According to Crystal (1995, p.111)"vocabulary is the everest of language."

Likewise, Hornby in OALDCE (1996, p.1425) defines vocabulary as" the total number of words. In general sense, it refers to the total number of words that make up a language.

According to Harmer (1991, p.153)"if a language structures make up the skeleton of language then it is vocabulary that provides the vital organ and flesh. An ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used."

Similarly, The Oxford Advanced Learners Dictionary (2003, p.1331) defines vocabulary in different ways as:

-) all the words of a language that a person known as uses.
-) all the words in a particular language which are used or understood by a particular person.
-) the words that people use when they are talking about a particular subject.

From these definitions, we can conclude that vocabulary does not refer to the words used only in a text but it includes the use of single words, compound words and idioms and the meaning in oral or written discourse and it is vital aspect of language.

1.1.2 Types of Vocabulary

Vocabulary of any language is a vast ocean. Vocabulary can be defined as the words which are used in our day to day communication. Without having greater number of vocabulary one can't speak any language frequently and appropriately. So far as a type of vocabulary is concerned, there are different criteria on the basis of which vocabulary is classified.

Harmer (1991, p.159) classified vocabulary into two types: active and passive.

"Active vocabulary refers to the vocabulary that students have been taught or learnt and which they are accepted to be able to understand, pronounce and use constructively in speaking and writing. On the other hand, "passive vocabulary refers to the words which the students recognizes when they occur in a context but which they will probably not be able to produce"

Similarly, Bhandari (2063, p. 162) says, " by active vocabulary we mean the words which students will need to understand and also use themselves and

passive vocabulary is that vocabulary over which we do not have full command and we do not use in our speech". So, active vocabulary is active itself that it is used frequently by learners, learners need to know active vocabulary for day to day communication but passive vocabulary is passive in use.

Likewise, Richards, et. al. (1985, p.61) divide "words into two classes: content and function words. Richards, et. al. (ibid) further defines content words as "the words which refer to thing, quality, state or action and which have meaning in isolation". It shows that content words exist alone in a sentence with their own meaning. According to Richards, et. al. (ibid) "the words which have little meaning on their own, but show grammatical relationships in between sentences are known as function words".

In conclusion, we can say words are divided into active and passive on the basis of use and content and grammatical on the basis of their meaning.

Similarly, According to Fries (1994, p.40) English words are classified into four groups: function words, substitute words, grammatically distributed words and content words. Those words which have no meaning in isolation are function words, i.e. they have almost zero meaning but they show the structural relation within and between the sentences. Substitute words replace a class and several classes of words. For example, synonymous, pronouns, etc. Grammatically distributed words show the distribution. For example, some, any, so, etc. These words serve as links in a syntactic string. And content words are those which have lexical meaning in isolation. They convey the primary meaning in entire area.

On the basis of the structure, there are three types of words: simple, compound and complex. Simple word consists of a single morpheme followed or not followed by any inflection such as play, plays, played, etc.

Compound words consist of two or more free morphemes. For example, blackboard, bus park, etc. It is a lexical item composed of two or more parts where the parts function as a word. Complex words consist of a root plus one or more derivational affixes. For example, babyhood, uncountable, etc.

Arts and Arts (1986, p.22) classify words into 'Major' and 'Minor' word classes. The 'Major' word classes are also called open class; its membership unrestricted and indefinitely large since they allow the addition of new members. 'Minor' word classes are closed classes; its memberships are restricted and therefore fixed and very small since they don't allow the creation of new members. In English noun, verb, adverb, adjectives are four major word classes and conjunction, article, pronoun, preposition and interjection are minor word classes.

Wallace (1982, p.23) has classified vocabulary as "productive and receptive. The words which are produced correctly are productive and which are recognized by the learners but not produced are receptive vocabulary."

On the basis of types of meaning they convey, vocabularies are two types: concrete and abstract. The concrete vocabularies refer to an object with a concrete shape. For example, bag, pen, earth etc. On the other hand, abstract words refer to those words which have no definite shape, size and measurement and also do not have concrete denotation. For example, love, pretty, sorrow, etc.

From above mentioned classification/type, we can conclude that there are various types of words which are based on different criteria.

1.1.3 Aspect of Learning Word

Vocabulary is building blocks of language. Learning a word means learning different aspect of the word. To get mastery over vocabulary, students must know all the aspect of vocabulary/word. According to Harmer (1991, p.153) "knowing the word means far more than just understanding its meaning, knowing a word implies knowing four aspect of vocabulary."

Based on Harmer (1991, p.153) there are four aspects of learning word :

-) Word Meaning (meaning in context and sense relation),
-) Word Use (metaphor and idiom, collection, style and register),
-) Word Formation (parts of speech, prefixes and suffixes, spelling and pronunciation) and
-) Word Grammar (nouns: countable and uncountable etc. verb: complementation, phrasal verbs adjectives and adverb, etc.)

1.1.3.1 Word Meaning

It refers to the meaning of a word. Most words have more than one meaning. So, we can't guess the meaning in isolation. We can get meaning of a word by looking at the context in which it is used and by looking its relation to other words. For example, ' I went to bank to get money' and 'I went to bank of river.' Words have also relationship with each others. The significant aspect of word meaning is sense relation/ lexical relation. It refers to the various ways in which the meaning of words may be related. Regarding sense relation, Yule (2006, p.105) presents the following features:

1.1.3.1.1 Synonymy

Yule (2006, p.105) says, "two or more words with very closely related meaning are called synonyms". It refers to the two or more vocabulary items sharing

close meaning. For example, almost/nearly, broad/wide, buy/purchase, car/automobile, etc.

1.1.3.1.2 Antonymy

The term 'antonymy' is used for oppositeness of meaning. Yule (2006, p.105) says, "two forms with opposite meaning are called antonyms". Some common examples are the pair alive/dead, big/small, and fast/slow, etc.

There are two types of antonyms; gradable (opposites along a scale. For example; big/small, tall/short, etc.) and non-gradable (direct opposites. For example, single/married, male/female, etc.)

1.1.3.1.3 Hyponymy

Yule (2006, p.105) says, "when the meaning of a form is included in the meaning of another, the relationship is described as hyponymy". For example, animal/dog, vegetable/cauliflower, fruits/mango, etc. It is the relationship which contains specific and general lexical items such that the former is 'included' in the 'later'. The concept of 'inclusion' involved in this relationship is the idea that if an object is a mango, then it is necessarily a fruit. So, the meaning of a fruit is included in the meaning of a mango or mango is a hyponym of fruit.

So, dog is a hyponym of animal or cauliflower is hyponym of vegetables. Like that 'dog' and 'horse' are co-hyponyms and the super ordinate term is 'animal'.

1.1.3.1.4 Prototypes

It refers that the first design of something from which other forms are derived. Yule (2006,p.106) says,

"while the words canary, cormorant, dove, duck, flamingo, parrot, pelican and robin are all equally co-hyponyms of the super ordinate bird,

They are not all considered to be equally good examples of the category 'bird'. According to some researcher, the most characteristic instance of the category 'bird' is robin. The idea of 'characteristic instance' of a category is known as the proto type."

Further he (ibid) explained," the concept of prototype helps explain the meaning of certain words like bird, not in terms of component features (i.e. bird has feathers, has wings) but in terms of resemblance to the clearest example."

For example, vehicle – motorbike, bus, etc.

bird – crow, dove, pigeon, etc.

1.1.3.1.5 Homonymy

This refers to lexical items which have the same form but different meaning. Yule (2006, p.107) says," when one form (written or spoken) has two or more unrelated meaning is said to be homonymy."

For example, bank = bank of a river, bank = financial institution

bat = flying creature, bat = used in sport, etc.

1.1.3.1.6 Homophony

These are words which have the same pronunciation but different written forms and meaning. For example, some/sum, meat/meet, pail/pale, flour/flower, etc.

1.1.3.1.7 Polysemy

It is another aspect of sense relation in words. It refers to the multiple meaning of single words. Yule (2006, p.107) says,

"When we encounter two or more words with the same form and related meanings, we have what technically known as polysemy. It can be defined as one form (written or spoken) having multiple meanings that are all related by extension".

For example, foot of a person/ foot of mountains/foot of bed, etc.

Head of object of top/head on top of glass of beer/ person at a top of company.

1.1.3.1.8 Metonymy

Yule (2006, p.108) says," metonymy is based on a container– contents relation (bottle/water, can/juice) a whole part relation like (car-wheels-string-headlight), (house, roof, room, verandah) a representative symbol of relationship (king/crown, the president/ the Whitehouse)."

1.1.3.1.9 Connotation and Denotation

Connotations and Denotations are also the elements for teaching vocabulary. The dictionary meaning or a lexical meaning of a word is called connotations. Similarly, denotation of a word refers to the conceptual meaning of a word.

1.1.3.2 Word Use

It refers to how words are used in different situations. It includes metaphor, idiom, style, collocation and register. It is necessary to be able to use the word in sentences. The meaning of a word is changed, extended and restricted according to the use of it.

According to Harmer (1991, p.158), the words can be changed in the following ways:

1.1.3.2.1 Metaphor

Metaphor is the use of words to indicate something different from the literal meaning of the word or words. It is an imaginative way of describing something by referring to something else which is the same in a particular way. For example, " if you want to say that someone is very shy and frightened of things, you might say that they are a mouse."

It is a type of figurative use in which the extension of meaning of a word is on the basis of similarity.

1.1.3.2.2 Idioms

An idiom is a particular group of words which have a different meaning when used together from the one they would have if you took the meaning of each word separately. It is also a sequence of words which are semantically and syntactically restricted in a single unit. Wallace (1982, p.119) says, "idiom is a special kind of collocation". He gives an example as: 'It was raining cats and dogs.' In this sentence it does not mean 'It is raining cats and dogs'. But it means 'It is raining heavily.'

1.1.3.2.3 Collocation

Word meaning is also governed by collocation that is which words go with each others. For example, bad collocates with 'boy' but not with 'eggs', 'curds' etc. We can have a 'headache ' but no 'legache', 'throatache', etc.

In linguistics, collocation is the way that some words occur regularly whenever another word is used. So, it is another piece of information about a new item which may be worth teaching.

1.1.3.2.4 Style

Style usually varies from casual to formal according to the type of situation, the person, person addressed, the location, the topic discussed. The use of language in different elements differs the meaning because of style. So, the learner should know the use of style of using words in formal and informal situation.

1.1.3.2.5 Register

In linguistics, the register of a piece of speech or writing is its level and style of language which is usually appropriate to the situation or circumstances in which it is used.

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

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

1.1.3.3 Word Grammar

Words have their grammatical meaning but words are not changed according to their use of certain grammatical patterns. For example, countable noun can be both singular and plural but some uncountable noun can only be singular. For example,

Singular	Plural	Singular	Plural
Dog	dogs	sugar	sugar

Cat cats sheep sheep (not singular, sheeps)

Harmer (1991, p.157) says, " as the words change according to their grammatical meaning, use of words can trigger the use of grammatical meaning". For example, a countable noun can be both singular and plural. For example,

One chair (singular) – two chairs (plural)

One table (singular) – two tables (plural), etc.

But some noun can be only singular for plural. For example,

Furniture – furniture

Rice – rice

Water – water, etc.

Similarly, certain nouns are neither countable nor uncountable but take certain singular or plural form. For example,

News – news

People – people

Politics – politics, etc.

1.1.3.4 Word Formation

It is a process of forming new words. It includes the spelling and pronunciation of words as well as parts of speech, prefixes and suffixes. It also refers to know how words are written, spoken and how they can change their form. Yule (2006, p.53) describes different ways for forming of new words which are described briefly here:

1.1.3.4.1 Coinage

It is one of the least common processes of word formation in English. It is the invention of totally new terms. The most typical sources are invented trade names for commercial products that become general term (usually with out capital letters) for any version of the products. For example, Klenex, toflom, tylenol, nylon, xerox, etc. It may be that there is an obscure technical origin for some of these invented terms. But after their first coinage, they tend to become everyday words in the language.

1.1.3.4.2 Borrowing

It is a process of taking over of words from other language. Through out its history, the English language has adopted a vast number of words from other languages such as French, Dutch, Italian, etc.

Likewise, some words in Nepali language are borrowed from Sanskrit language.

1.1.3.4.3 Compounding

It is a process where two separate words are joined together to produce a single form. This combining process is technically known as compounding. It is most common in English language.

For example,

book + case = bookcase

finger + print = fingerprint

text + book = textbook

good + looking = good looking

fast + food = fastfood, etc.

1.1.3.4.4 Blending

The combination of two separate forms to produce a single new term is called blending. It is typically accomplished by taking only the beginning of one word and joining it to the end of the other word. For example,

smoke + fog = smog

breakfast + lunch = brunch

television + broadcast = telecast

motor + hotel = motel

smoke + haze = smaze, etc.

1.1.3.4.5 Clipping

It is a formation of new words by shortening longer words when a word of more than one syllable is reduced to a shorter form, usually beginning in casual speech.

For example,

'Ad' from advertisement

'Email' from electronic mail

'Fan' from fantastic

'Flu' from influenza, etc.

1.1.3.4.6 Backformation

A very specialized type of reduction process is known as back formation.

Typically, a word of one type (usually a noun) is reduced to form a word of another type (usually a verb). For example,

'Televise' from television

'Emote' from emotion

'Donate' from donation, etc.

1.1.3.4.7 Conversion

A change in the function of a word, as for example when a noun comes to be used as a verb (without any reduction), is generally known as conversion. It is a process of formation of new words by changing a word from one part of speech into another part of speech. Yule (2006, p.56) presents some examples based on conversion:

A number of nouns such as bottle, butter, chair and vacation have come to be used through conversion as verbs.

a) We bottled the homebrew last night (noun bottle into verb bottled)

b) Someone has to chair in meeting (noun chair into verb chair) etc.

1.1.3.4.8 Acronyms

Yule (2006, p.57) says, " acronyms are new words formed from the initial letters of a set of other words." For example,

CD = Compact Disk

VCR = Video Cassette Recorder

ATM = Automatic Teller Machine, etc.

1.1.3.4.9 Derivation (Prefixes, Suffixes and Affixes)

It is a type of affixation in which affixes like un-, mis-, pre-, -less, -ish, and -ness are added in the words. Some affixes which are added to the beginning are prefixes and which are added to the end of words are suffixes. For example,

happy = unhappy

use = misuse

effective = effectiveness, etc.

1.1.3.4.10 Reduplication

It is the process of word formation in which prefixes or suffixes reflects certain phonological characteristics of the root word. For example,

tip =top, ding= dong, etc.

1.1.3.4.11 Modification

It is a process of making new words by changing a sound segment or spelling in words.

For example,

Man = men

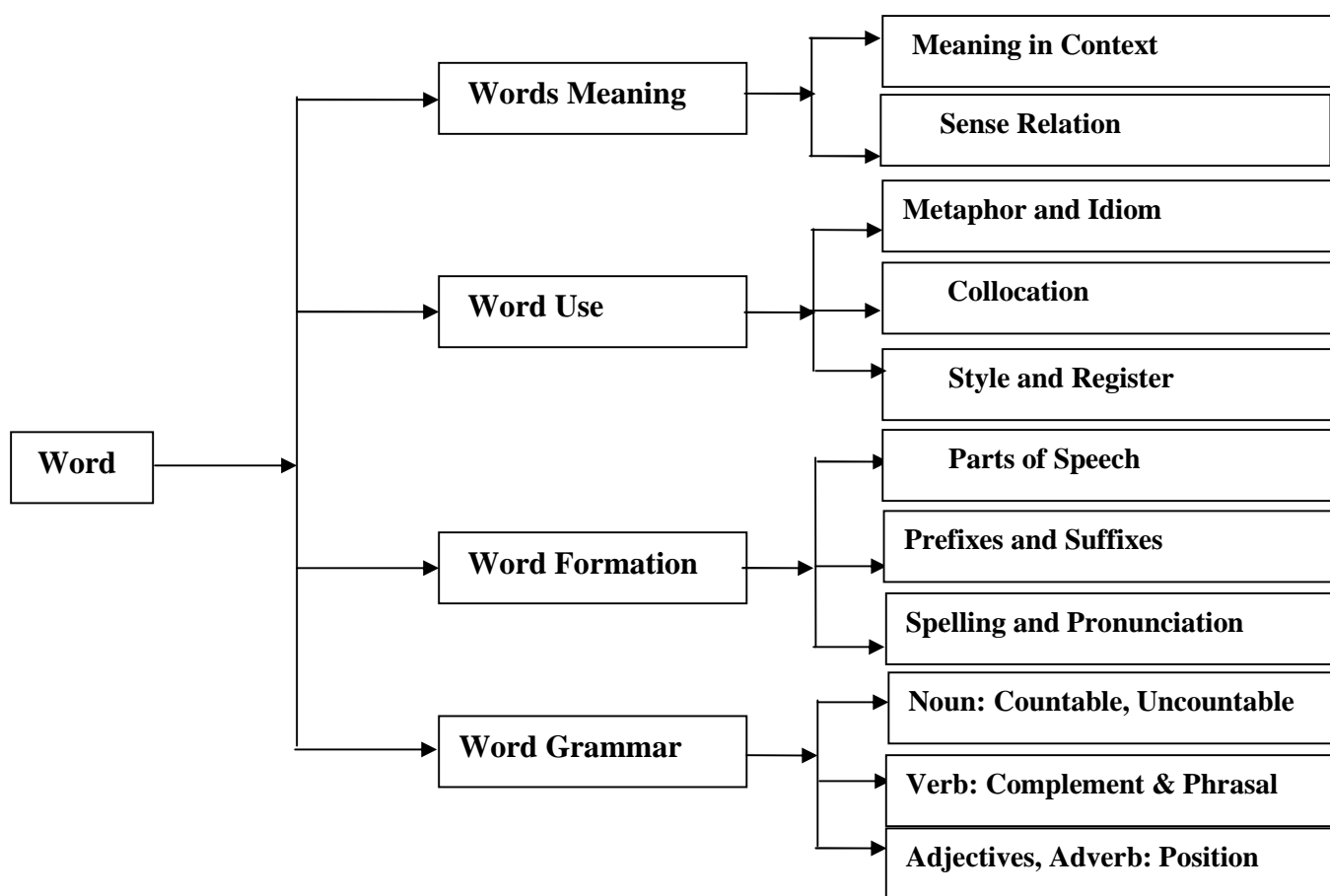
Foot = feet

Tooth = teeth, etc.

Thus, knowing a word does not mean only knowing the meaning but also knowing word meaning, word use, word grammar and word formation.

Without these aspects of vocabulary, the study of vocabulary achievement of the students can not be fulfilled and it is a vital task.

Regarding this, Harmer (1991) has summarized knowing words as follows:



Sources: Harmer: 1991, p.158

1.1.4 Importance of Teaching Learning Vocabulary

Vocabulary is considered as basic elements of language. All the aspects of language are important but among them vocabulary is one of the most important aspect of language learning because it is building blocks of teaching and learning language. Without it, we can't express our feelings, emotions, etc. If we have the vocabulary power, we can easily communicate.

Wilkins (1972, p.111) says "without grammar very little can be conveyed; without vocabulary nothing can be conveyed."

According to these definitions, vocabulary is the most important to perform a successful communication. Without getting a mastery over a vocabulary, no one can learn any language. Realizing the importance of the vocabulary, we should give emphasis in teaching/learning vocabulary. We should select appropriate vocabularies according to the level of the students while teaching. Harmer (1991, p.153) states the importance of vocabulary as "if language structure makes the skeleton of language than it is vocabulary that provides the vital organs and flesh."

Thus, teaching/learning vocabulary in learning a language has a great importance.

1.1.5 Principle of Vocabulary Selection

English language is crazy language. It has the richest vocabulary. It is not possible to know all the words which English language has. ELT teacher needs to select the vocabualry/ies according to the level and capacity of the students. So, vocabulary should be selected on the basis of following principles:

1.1.5.1 Frequency

The words which are most commonly used are selected and we should teach them first. The words which are most commonly and frequently used are the most useful items for teaching and learning vocabulary and those are selected.

1.1.5.2 Coverage

The principle for selecting words is coverage. If the words have wider coverage then it is most useful. So, we have to select those words which have wider coverage.

1.1.5.3 Availability

Selection of vocabulary also depends upon its availability. It means whether the items being used are available or not in the locality.

1.1.5.4 Learnability

While selecting vocabulary, those words should be selected which are easier than others. Easier words are useful for learner. It would be better, if the selection of words were based on simple to complex.

1.1.5.5 Range

The number of topic in which a word occurs is called its range. So, select that words which have their more structural value and which is found everywhere in the text..

1.1.5.6 Productivity

A word's productivity refers to its value for word building using prefixes and suffixes. So, select those words which have more productivity.

1.1.6 Principle of Teaching and Learning Vocabulary

Wallace (1982, p.27) has discussed the following principles of teaching and learning vocabulary:

1.1.6.1 Aim

Aim is the first principle of teaching/learning vocabulary. Firstly, the teacher has to be clear about his/her aims. Otherwise his/her teaching/learning doesn't go smoothly. Teacher should know how many selected items can be learned or taught.

1.1.6.2 Quantity

After determining the aims, teacher should make decision on the quantity of vocabulary to be learnt. It can be varied from class to class or learners to learners. Small child learns small quantity than older ones.

1.1.6.3 Need

Vocabulary teaching/learning should be based on students need and interest. By creating different kind of situation, the teacher can teach his/her selected vocabulary which is based on students need.

1.1.6.4 Frequent Exposure and Repetitions

The student should be provided a lot of time to use that newly learnt word. Frequent exposure and repetitions make the learner perfect in learning.

1.1.6.5 Meaningful Presentation

Presentation must be meaningful while teaching. The teacher must present that word in meaningful situation which helps learner to learn that word easily and perfectly. Many words have more than one meaning. So, it needs meaningful situation.

1.1.6.6 Presentation in Context and Situation

Meaning in isolation can create difficulties to the learner. So, the teacher should teach the word in meaningful context and situation. Meaningful context and situation helps learner to learn that new word easily..

1.1.7 Problems of Vocabulary Teaching

There are different levels of language such as phonology, grammar and semantics. Vocabulary is another important aspect of language. It is not possible to teach each and every word of a foreign language at a time. Teaching a word takes a long time and much exposure to the word used in different situation. To solve this problem, we need to select the words that are required to be taught because unless we have some kind of selection and control, we are in great danger of being lost in the ocean of words.

The first problem of vocabulary teaching is how to select what words to teach. A general principle in the past has been to teach more concrete words at lower level and gradually move to abstract ones.

People with inadequate vocabulary feel difficult to understand fully and properly whatever they read, speak or hear. But, it is not possible to teach the whole vocabulary of a language at a certain level. So selection and gradation should be done according to the level or standard of the students. This is one of the problems of vocabulary teaching. Generally concrete words are taught at lower level.

The second problem of vocabulary teaching is to make distinction between the active and passive vocabulary. The active vocabulary refers to the vocabulary that students have been learnt and which the learners are likely to use. On the other hand passive vocabulary refers to one which students recognize well while they meet but they are not able to use them well. The distinction becomes confusing when the learners seem to acquire the words and use them well. Harmer (1991, p. 159) says. "a word that students have in their passive store may suddenly become active if the situation or the context provokes its use."

The third problem of vocabulary teaching is that the teachers never teach in the context but in isolation. The formation of word is also not dealt with during the

classroom teaching. Students are conditioned to learn through translation in mother tongue to find out the equivalent words of English.

The fourth problem is for exposure. It is another problem for the learners as well as teachers in vocabulary teaching and learning. If the learners are provided with the sufficient exposure of language, it enables them increasing the vocabulary repertoire, otherwise they face problem in better learning.

According to Wallace (1982, pp. 9-12) there are the following problems of vocabulary teaching:

1.1.7.1 Inability to Retrieve Vocabulary that has been Taught

In this kind of vocabulary fault, student can not remember the vocabulary item taught before. In this situation, communication breaks down and the student has to express his meaning in different way.

1.1.7.2 Use of Vocabulary in Appropriate Situation

The student uses a word which does not suit the situation. For example, 'right' and 'left' are perfectly acceptable ways of indicating direction, but in ship, these terms sound strange, the terms 'port' for 'left' and 'starboard' for 'right' are more appropriate.

1.1.7.3 Use of Vocabulary at the Wrong Level of Formality

In learning a foreign language there is a tendency to use the more formal language found in textbooks in normal conversational situation, with results that sound strange to the native speaker. The reverse also happens when a learner picks a slang or colloquial expression and uses it inappropriately.

1.1.7.4 Possessing the Inappropriate Vocabulary for One's Need

The study of area is important. Someone who is studying medicine in English needs to know English medical words and expression. If he does not have vocabulary for his/ her need, there will be no communication.

1.1.7.5 Using Vocabulary in an Unidiomatic Way

Even when the student has the right kind of vocabulary, he may use the right kind of vocabulary. For example, 'no else corner of our planet' is unidiomatic. Here, 'else' is used for other.

1.1.7.6 Using Vocabulary in a Meaningless way

Sometimes students use vocabulary in a meaningless way. This may easily happen in the question-and- answer routines of a second language or foreign language classroom.

1.1.7.7 Incorrect Use of Dictionary

Using a dictionary in an appropriate way is the most important and effective in reading. Some students are not aware of it. Whenever they come across a new word in a passage, they will immediately stop and not proceed until they have checked it up in a dictionary. This can kill all interests and even interfere with comprehension because the reader is so connected with the individual words that he is less aware of the context which gives them meaning.

1.1.8 Ways to Present Meaning of New Vocabulary

The main objectives of teaching vocabulary are to make students find out word meaning themselves in different context. One of the major problems in teaching vocabulary is how to present meaning of new items to students in an understandable way. A number of ways to teach vocabulary items have been found. With the help of this, teacher can present meaning of a new word. Harmer (1991, p.165) gives following ways to present new vocabulary:

1.1.8.1 Relia

It refers to the actual or real objects. It can be easily taken to the classrooms and students get their meaning with that real object.

1.1.8.2 Pictures

Very refreshing, interesting and motivating techniques of teaching vocabulary is showing pictures. Pictures can be different types such as newspapers cutouts, photographs, wall papers, drawings, etc.

1.1.8.3 Mime, Action, and Gestures

Mime, action and gestures can be used to show the meaning of action verbs such as feeling and emotions.

1.1.8.4 Contrast

Words can be taught by contrasting the meaning of the words with others.

For example, the word meaning of 'big' contrasting with 'small'.

1.1.8.5 Enumeration

Another technique for teaching vocabulary is 'enumeration'. This is the way to relate words with general words. This shows sense relation of general to

specific. Through enumeration, the teacher can explain the word 'fruit' with apple, mango, grapes, etc.

1.1.8.6 Explanation

With the help of this way, the meaning of a word can be explained by using different words.

1.1.8.7 Translation

The meaning of a word is translated in to student's mother tongue. It is the oldest way and also easy and quick to use.

1.1.8.8 Games

Games are very useful in language teaching and learning. It is also very useful and important for vocabulary teaching. In this way, students take part in game and learn different vocabulary.

Ur (1996, p.63) lists out the following ways to presenting of a new vocabulary:

)concise definition (as in dictionary; often a super ordinate with qualifications: for example, a cat is an animal which.....)

)detailed description (of appearance, qualities

)examples (hyponyms)

)illustrations (picture, object)

)demonstration (acting, mime)

)context (story or sentence in which the item occurs)

)opposite(s) (antonyms)

)translation

)association ideas, collocations

1.1.9 Techniques of Teaching Vocabulary

Vocabulary is an important aspect of language. It should be taught by applying different techniques. Vocabulary should be taught in such a way that it helps learner to use it in proper and suitable context. To increase the vocabulary power of the student's, different activities can be done. Different kinds of vocabulary games can be played. Learning vocabulary is not just to know the spelling and meaning of a particular word, but to gather more information about the word like using it in sentences. The following are some of the techniques of teaching vocabulary as stated by the Harmer (1991, pp.162-163), Ur (1996, p.54-58) and Cross (2003, p.5-12):

1.1.9.1 Techniques of Teaching Pronunciation

One of the major aspects of teaching vocabulary includes pronunciation of words. Until and unless a word is pronounced in an accurate way there will be no faithful teaching of vocabulary. Correct pronunciation helps the learners to learn a word. The role of the teacher in teaching pronunciation is very important. Pronunciation shows differences between native and non- native speakers. There are different ways of teaching pronunciation. Harmer (1991, pp.162-163) gives following three techniques of presenting sounds:

1.1.9.1.1 Through Modelling

The teacher works as a model. S/he pronounces the word and students practice these sounds through different kinds of drill. The teacher can use gesture to indicate the stress while s/he is modelling. For example,

Teacher: astronaut

Class: astronaut (done 3- 4 times)

1.1.9.1.2 Through Visual Representation

The teacher writes up new words on the board and indicates where the stress is. This can be done by following ways:

For example,

a) Underlying:

photograph

b) Using a stress square:

□
photog^{ra}pher

c) Using stress mark before the stressed syllable:

photo'graphic

d) Writing the stress pattern of the word next to it:

photography □ □ □ □

1.1.9.1.3 Through Phonetic Symbol

The teacher can use phonetic symbols of language. Students can use a dictionary as well as IPA chart and phonetic chart of the particular language to know the pronunciation.

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

}imitation of teacher or recorded model of sounds, words and sentences.

}recording of learner's speech contrasted with native model.

}choral repetition of drills.

}learning and performing dialogues (as with drills, using choral work)

-)learning by heart of sentences, rhymes, jingles.
-)jazz charts.
-)tongue twisters.
-)self correction through listening to recordings of own speech.

1.1.9.2 Techniques of Teaching Spelling

Spelling is the graphic representation of sounds in which particular word is written. Pronunciation is basic step of writing. Knowing a particular word involves knowing spelling of that word too. Correct spelling carries professional prestige to the teachers as well as students.

Ur (1996, p. 58) gives the following teaching ideas for pronunciation-spelling correspondence:

-) Dictation of random lists of words, of words that have similar spelling problems of complete sentences, of half sentences to be completed.
-) Reading aloud of syllables, words, phrases, sentences.
-) Discrimination (1): prepare a set of 'minimal pairs'. Pairs of words which differ from each other in one sound- letter combination (such as deep- dip in English). Either asks learners to read them aloud, taking care to discriminate, or read aloud you, and ask students to write them down.
-) Discrimination (2): provide a list of words that are spelt the same in the learner's mother tongue and in the target language: read aloud, or ask learners to, and discuss the differences in pronunciation (and meaning).
-) Prediction (1): Provide a set of letter combinations, which are parts of words the learners know. How would the learners expect them to be pronounced? Then reveal the full word.
-) Prediction (2): dictate a set of words in the target language which the learners do not know yet, but whose spelling accords with rules. Can they spell them? (Then reveal meanings).

1.1.9.3 Techniques of Teaching Meaning of Word

Teaching meaning of a word is one of the major aspects of teaching vocabulary. Different techniques can be used while teaching the meaning of a word to the students. Cross (2003, pp. 5-12) has given the following ways to present meaning:

1.1.9.3.1 Ostensive Technique

Ostensive means 'showing'. Obviously what we hold that can be shown in the classroom as, chalk, duster, pen, book, etc. Ostensive techniques include:

i) Realia/Real objects

Realia means real objects/ things. Concrete objects can be taught by showing the objects. Postcards, pen, book, ball, banana, etc. can be brought in the classroom and students get unforgettable impression in the mind after looking at the real objects about the new word.

ii) Picture

Pictures can be used when real objects are impossible to bring into the classroom. Pictures can be drawn by the teacher on the board or s/he can bring magazine cutouts, newspapers and so on.

iii) Body

Body technique is using the body of the teacher to get meaning of a word. There are three basic ways of making use of body for teaching meaning of a word as:

) Mime and Action: to present many actions as, to play, to run, to sleep, to walk, to eat, quickly, slowly, angrily, etc).

-) Facial Expression: to show feelings and thought (for example, energy, worry, happy, tired, etc).
-) Gesture: gesture and posture help the teachers to teach meaning of a word. Using hands and arms to show a range of meanings (for example, fast, small, curving, rolling).

1.1.9.3.2 Linguistic Technique

Linguistic technique refers to the technique of showing meaning of a new word using teacher talk. The following techniques come under this technique:

a) Synonyms

Synonyms are words that mean more or less the same thing. For example; pretty, beautiful, cute, elegant, are the words having similar meaning.

b) Antonyms

Antonyms are the words that have an opposite meaning. For example, 'cold' is the opposite of 'hot'.

c) Cognates

Cognates are the words in students' own language that have the same or very similar form as the English words. These words resemble two languages.

There are very limited numbers of cognates in Nepali language in relation to English. The words as, coat, table, campus can be regarded as cognates for Nepali learners of English because their equivalents in the Nepali language have same or similar spoken form.

d) Self- defining Context

Context makes word meaning clear. Self- defining context may consist of a single or a sequence of sentences. Using a word in a self defining context does not mean, using it in a sentence but making meaning clear in the context. For example, 'Hari likes music but he hates games.' Here 'likes' contrast with 'hates'.

e) Building on General Knowledge

By building on general knowledge, the students have the meaning of a word. For example, the meaning of 'fruit' can be shown by collecting it with the name of fruits which they are familiar with as banana, mango, apple, orange, etc.

f) Scale

It is one of the techniques of teaching meaning of a word by sequencing words along a scale between two synonyms or antonyms.

g) Translation

Translation is a technique of telling the target language equivalent word in the student's native language. It is sometimes better to teach the mother tongue equivalent rather than to spend time trying to define or show the meaning.

h) Using Definition

Several words can be taught by giving the definition of them. For example, spade: a tool with a rectangular metal blade and a long handle, used for digging.

i) Associated Words

The words that are related to each other are called associated words. For example, city and town.

j) Word Analysis and Etymology

Words can be understood if they are analyzed into its different parts. For example, un-fortunate, im-possible, play- ed and so on.

1.1.9.3.3 Audio Technique

Audio technique is another technique of teaching meaning of a word. Many words are more easily presented by a tape recording than by other ways. The noises of an argument, a jet plane, a locomotive, a horse galloping, a river gurgling, etc. can be easily obtained or created.

Cross (2003, pp. 11-12) has further described the following steps to teach vocabulary:

a) Sound and Meaning

Tell the new words two or three times, pronouncing it clearly indicate the meaning at the same time verbally. Then he can get the meaning of new words.

b) Repetition

Tell the students to repeat the new word many times. Check them how they pronounce. If you are using a visual, keep it in front of them to ensure that they associate sound and meaning.

c) Written Form

Write the new words on the blackboard and say the class read aloud then ask them to associate the written form with the pronunciation.

d) Illustrative Sentence

Write down the short illustrative sentence on the blackboard so that the meaning will be clear to read the notes.

1.1.10 Vocabulary Achievement

Simply, achievement refers to something which someone has succeeded in doing, especially after a lot of effort. It is also the process of achieving something. All children from different culture and society acquire a language with a common pattern, unless there is something wrong with them mentally or physically. Language development in children starts with crying and by the age of six or seven are speaking as confident bi or tri language.

According Yule (2006, p.151-155)

"Learning is never ending process. So, the students increase their vocabulary day by day with the help of using in appropriate situation. At the age of 9 to 18 months child learn 20 words which are all from noun. After 18 months, his/her vocabulary achievement increases up to 200 words then at the age of 4 years, it reaches in 4000 words. Thus, the achievement of vocabulary is increased day by day and a child learns great portion of language as s/he becomes fully creative."

1.1.11 Achievement Test

Language covers the areas of an educational curriculum which involve the mastery of skill related to language mainly listening, speaking, reading and writing. Language education involves language teaching and learning. On the other hand, testing is a term refers of checking what students can do and cannot do with the language taught.

According to Heaton (1975, p.5),

"a large number of examination in the past have encouraged a tendency to separate testing from teaching. Both teaching and testing are so closely

interrelated that it is virtually impossible to work either field of without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the students or primarily as a means of assessing the students' performance in the language. In the former case, the test is geared to the teaching that has taken place, where as in the later case, the teaching is often geared largely to the test."

So, testing in a broad sense has been inherent part of teaching. There are so many testing areas in language teaching and learning. Here, it is essential to say something about the tests of vocabulary. Heaton (1975, p.9) says" a test of vocabulary measures students' knowledge of meaning of certain word as well as the patterns and collocations in which they occur." There are so many types based on vocabulary test.

On the other hand, achievement test refers to the tests which measures how much of the foreign language taught during a given period has been learned by the students. It is directly related to a particular language course. According to Davies (1999) as quoted in Khaniya (2005, p.85) "achievement test is an instrument designed to measure what a person has learned with in or up to a given time."

According to Heaton (1975.p.172) "achievement tests though similar in a number of ways to progress test, are far more formal tests are intended to measure achievement on a larger scale."

So, Achievement tests are those kind of tests that assessing what has been learned of a known syllabus with in a school or with in a total educational system. There are two types of achievement tests which are class progress test and final achievement test.

According to Heaton (1975, p.171) "the progress test is designed to measure the extent to which the students have mastered the materials taught in the classroom where as final achievement test is administered at the end of the academic session which indicated wide range of performance should be indicated."

Thus, achievement test is administered to find out how much of a language course actually been mastered out of the whole syllabus.

1.2 Review of Related Literature

In the Department of English Language Education some of the studies have been carried out on vocabulary development and achievement and also some are based on vocabulary teaching. Vocabulary development and achievement is an important phenomenon for learning and teaching English language. It provides help to learners as well as teachers also. So, several studies have been carried out related to vocabulary focusing on different techniques, levels, variables and different district are as follows:

Rana (2011) carried out research on "Techniques used by Primary Level English Teachers in Teaching Vocabulary". His objective was to find out teaching techniques used by primary levels of English teachers in teaching vocabulary in terms of teaching meaning of new words, pronunciation and spelling. He used purposive random sampling to select sample for his research. Ten primary English teachers of ten public schools in Baglung district were selected for the study. He developed an observation form for his study then he observed five classes of each teacher. He found that eighty percent (80%) of the teacher used 'modeling' as a technique for teaching pronunciation of a new word. They pronounced new word in the class and asked their students to repeat the words after them. And twenty percent (20%) of teachers used 'minimal pair' as their techniques.

Dhungana (2011) studied on "Teaching Vocabulary Through Sense Relations". Her purpose was to find out the effectiveness of teaching vocabulary through sense relations. The nature of the research was experimental. She used questionnaire as a tool of data collection. Pre test and post test were conducted for collecting data. The findings showed that teaching vocabulary through sense relation was more effective than teaching it without sense relations.

Poudel (2011) has carried out research on "Strategies in Teaching Vocabulary at Primary Level". His objective was to identify the teaching learning strategies used by primary level teachers while teaching vocabulary. He used questionnaire and observation form as a tool of data collection. He selected 10 schools of Kaski district through random sampling from each school and selected one teacher involved in teaching at primary level. His findings showed that more than 60% teacher made good use of relia and pictures, 40% used demonstration, 40% used facial expression, 10% used rhymes as strategies of teaching vocabulary.

Bhatt (2011) studied on "The Effectiveness of Task Based Approach in Teaching Vocabulary". His objective was to find out the effectiveness of Task Based Language Teaching in teaching vocabulary. He used questionnaire as a tool of data collection. For this research, Dasharath Chandra Secondary School, Dhading was selected through purposive non random sampling procedure. All the students of grade nine were taken as the sample of the study. Pre test, time on task test, progressive tests and post tests were conducted while collecting data. He finally found that Task Based Language Teaching is effective to teach vocabulary and Task Based Language Teaching is very useful and helpful to the teachers as well.

Alam (2011) has carried out research on "The Effectiveness of Teaching Vocabulary Through Context". Her objective was to find out the effectiveness of teaching vocabulary through context. She used different test items as a major tool of data collection. She selected 75 vocabulary items out of the 270 words

from grade eight "Our English Book". This research was based on experiment. She divided the class into two groups experimental and non experimental. The students, who were taught divided into groups, were taught side by side. Group A was taught as usual method where as group B was taught through context. Her finding showed that teaching vocabulary through context has great effectiveness in language teaching.

Dhakal (2010) conducted study on "English Spelling Achievement of Grade Six Students". His purposes were to find out the achievement of English spelling of grade six students and factors influencing the achievement of English spelling. He used spelling writing test and questionnaire as a tool of data collection. Four government aided schools from Katmandu valley were purposively selected as a research area. Only eighty students from grade six were selected as a sample. His findings showed that English spelling achievement of grade six students was found above average in total, achievement in the spelling of the plural was unsatisfactory, achievement in the spelling of doubling of consonants before 'ing' and 'ed' was satisfactory, achievement in the spelling of the short forms was satisfactory, achievement in the spelling of the past forms was satisfactory, achievement in dictation was unsatisfactory. And irregularities in rule, no correlation between sound and letter, lack of practice were found as the factors influencing the achievement of English spelling.

Nepal (2010) conducted study on "Aspects of Teaching Vocabulary Adopted by Secondary Level English Teachers". His objective was to find out the aspects of vocabulary taught by secondary level of English teachers. He used questionnaire as a tool of data collection. The samples were selected using purposive non-random sampling design. He purposively selected ten secondary level English teachers from the different schools of Kathmandu district. Among them five teachers were from private schools. His findings showed that the secondary level teachers taught the various aspect of vocabulary teaching in various degree of importance. Almost all the aspects and sub-aspects of the

vocabulary were taught by a certain percentage of the teachers in all five degrees of importance. i.e. always, frequently, occasionally, rarely and never.

Kandel (2009) in her thesis entitled 'A Study on the Strategies used in Teaching Vocabulary at Pre- primary Level' made an attempt to identify the strategies used in teaching vocabulary in- pre- primary level. She used questionnaire and observation form as the tools for data collection. Her sources of data collection were the teachers of pre- primary level (Nursery & K.G.). The main objectives of the study were to identify the teaching learning strategies used by pre- primary teachers while teaching vocabulary and to analyze them. In her research she has done class observation while teaching vocabulary. The study was limited to only twenty teachers of ten private schools of Chitwan district. The finding of the research showed that the strategies used in teaching vocabulary was some how effective and only a few teachers used most of the techniques properly in the real classroom.

Likewise, Poudel (2008) carried out a study entitled "A Study on English Vocabulary Achievement of Grade Nine: A Comparative Study of Kathmandu and Lalitpur Districts". His objectives were to investigate the achievement of vocabulary of Grade Nine students and comparison of the student of Kathmandu and Lalitpur districts on the basis of gender and district. He used different questionnaire as a tool of data collection. He visited selected public schools and private schools of both Kathmandu and Lalitpur districts. Twenty students consisting equal number of boys and girls were selected from each school and test item were distributed to the selected students. The word having greater frequency were given first priority in the test. His findings showed that the achievement of vocabulary was found satisfactory since 54 students (67.5%) obtained above the total score. He also found that students in both schools were poor in fill in the blanks with appropriate verbs but excellent in matching words. Boys' achievement was 70% and girls achievement was 65%. In total, Vocabulary achievement was 71.3%. According to his findings,

achievement of vocabulary in public school of Lalitpur district was better than Kathmandu district.

Acharya (2008) studied on "The Effectiveness of Teaching Vocabulary Through Real Objects". His objective was to find out the effectiveness of teaching vocabulary through real objects. He used different set of questions and test items as major tool of data collection. He selected 140 words from grade two textbook and written pre-test was conducted to determine the actual proficiency on vocabulary level of the students. Then he determined the rank of the students on the basis of odd-even roll number according to marks they obtained. The students who were divided into two groups were taught side by side. Group 'A' was taught by usual method where as group 'B' was taught through real objects. His finding showed that teaching vocabulary through real objects is very useful in language teaching. By using it, student's actual proficiency was increased.

Although, the above mentioned studied are related to vocabulary teaching and achievement, these are all based on the different schools and levels. But the present study is different from that of others because it is based on vocabulary achievement of the students of fifth graders in Ilam district. This kind of study has not been carried out yet in Ilam district. Thus, it is a new research for Ilam district.

1.3 Objectives of the Study

The objectives to the present study were:

- a) to find out the students' achievement of English vocabulary item used in English text book of Grade Five at public schools in Ilam district, in terms of gender, and
- b) to suggest some recommendations for pedagogical implications.

1.4 Significance of the Study

This research will provide valuable insights to the English teachers of primary level who teaches in grade five in public schools of Ilam district as well as other teachers also. This study is based on the achievement of English vocabulary of fifth graders students and it gives related useful information for the teachers, students, educational planners, curriculum designers, text book writers etc.

CHAPTER TWO

METHODOLOGY

The researcher had adopted the following methodology during the study:

2.1 Sources of Data

This study was based on both primary and secondary sources of data to achieve its goal.

2.1.1 Primary Sources of Data

Primary sources of data were the students of fifth graders from six different public schools of Ilam district.

2.1.2 Secondary Sources of Data

The secondary sources of data were the related books, texts books, teachers guide, theses, research works, Ur, P. (1996), Yule (2006), Wallace, M.J. (1982), etc.

2.2 Sampling Procedure

The sampling populations for this research were the forty eight students of fifth graders from six different public schools of Ilam district. The researcher selected equal number of students from each school using purposive random sampling procedure.

2.3 Tools of Data Collection

The major tools were the questionnaire for collecting data. The researcher prepared two types of questions such as subjective and objectives which were based on grade five text book. The researcher used different types of objective test items such as multiple choices, fill in the blanks, look and write, jumbled letters, matching words, etc. as a tool of data collection. (See Appendix I)

2.4 Process of Data Collection

The researcher collected the data from the Primary Sources by giving questionnaires to the sampled population. For this purpose, the researcher adopted the following steps:

- a) At first, the researcher visited the DEO Office and gain list of the primary schools of selected area, i.e. list of primary school of Ilam distric (Ilam Municipality and Barbote VDC).
- b) After gaining the list of primary schools, the researcher made contact with the authorities of those schools. He asked authorities for the permission of data collection.
- c) After that, the researcher visited schools and made the rapport with school authorities and teachers.
- d) Then, the researcher arranged time for data collection using questionnaire.
- e) Then, the researcher selected eight students purposively from each school with equal numbers of boys (four) and girls (four).
- f) After that, the researcher gave instructions to the sampled population. The medium of instruction was both English and Nepali. He distributed questionnaires to the selected students and remained there during the test.
- g) Then, the researcher collected the answer sheets.
- h) Finally, the researcher gave thanks to all the informants and school authorities for their kind co-operation.

2.5 Limitations of the Study

The limitations of the study were as follows:

- a) This research was based on only vocabulary aspect.
- b) It was limited to six different schools of Ilam district.
- c) The sampling populations were the 48 students of selected schools from fifth graders and questionnaires were the tool for data collection.
- d) English and Nepali both languages were used as the medium of instruction.
- e) Purposive random sampling procedure was used to select the sample population.
- f) The test was taken only once in each selected school.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data which is core part of this research. The researcher has tried best to discover the students' achievement of English vocabulary on the basis of different test items. The responses of the students were marked as accurately and systematically as possible.

The analysis and interpretation of data had been carried out under the following headings.

-) Analysis of the total vocabulary achievement of the students in the whole test.
-) School wise analysis of the total vocabulary achievement in the whole test.
-) School wise comparison of the total vocabulary achievement of students in whole test.
-) Comparison of vocabulary achievement in terms of gender.
-) Analysis of vocabulary achievement of boys in subjective test.
-) Analysis of vocabulary achievement of girls in subjective test.
-) Analysis of vocabulary achievement of boys in objective test.
-) Analysis of vocabulary achievement of girls in objective test.

3.1 Analysis of the Total Vocabulary Achievement

In this heading, the researcher has attempted to investigate the total vocabulary achievement in the whole test.

3.1.1 Analysis of the Total Vocabulary Achievement of the Students in the Whole Test

Here, the researcher tried to find out percentage of the students above and below the total average.

Table No:–1

Status of Total Vocabulary Achievement of the Students in the Whole Test

Total Sample	Total Average	Above Average		Below Average	
		No. of Students	%	No. of Students	%
48	53.9	27	52.25	21	43.75

The above table shows that the total average score made by the students in the whole test among 48 total samples was 53.9. Students studying at different schools in Ilam district, 27 students were found above the total average and 21 students were found below the average. The percentage of the students found above the total average was 52.75 and 43.75 percentage of the students found below the total average.

3.1.2 Schoolwise Analysis of the Total Vocabulary Achievement in the Whole Test

In this heading, the researcher has attempted to find out schoolwise analysis of total vocabulary achievement in the whole test. The names of schools Nabin Pragati Primary school, Bhagawati H. S. School, Devkota Primary School, Amar H. S. School, Mahamai L. S. School and Adarsha L. S. School are codified as School 'A', School 'B', School 'C', School 'D', School 'E' and School 'F' respectively.

Table No:–2

Status of Total Vocabulary Achievement in the Whole Test

Schools	Total Sample	Total Average	Above Average		Below Average	
			No. of Students	%	No. of Students	%
School 'A'	8	66	3	37.5	5	62.5
School 'B'	8	46.5	5	62.5	3	37.5
School 'C'	8	60.2	2	25	6	75
School 'D'	8	50.9	5	62.5	3	37.5
School 'E'	8	60	4	50	4	50
School 'F'	8	40.2	3	37.5	5	62.5

The above table shows that the students of two schools (in School 'B' and School 'D', their total averages were 46.5 and 50.9) were found satisfactory in vocabulary achievement. Majority of students were found above the total

average. But rest of schools (School 'A', School 'C', School 'E' and School 'F' and their total averages were 66, 60.2, 60 and 40.2 respectively) were found unsatisfactory in the vocabulary achievement of English vocabulary because the majority of the students were found below the total average.

3.2 Comparison of Vocabulary Achievement

Under this main heading, the researcher had attempted to investigate the status of vocabulary items comparatively.

3.2.1 Comparison of the Total Vocabulary Achievement Between Girls and Boys in the Whole Test

Here, the researcher has tried to find out the status of vocabulary achievement between girls and boys in the whole test.

Table No: – 3

Status of Total Vocabulary Achievement Between Boys and Girls in Whole Test

Variables	Total Sample	Total Average	Above Average		Below Average	
			No. of Students	%	No. of Students	%
Boys	24	52.75	13	54.16	11	45.84
Girls	24	55.16	13	54.16	11	45.84

The above table shows that out of 24 total number of boys, majority of them (i.e. 54.16) were above the total average where as the same percentage of girls were found above the total average. It also shows 13 girls and 13 boys were found above the total average. Similarly, 11 boys and 11 girls secured below

the total average. The total average made by the boys was 52.75 and the girls was 55.16.

3.2.2 Comparison of Vocabulary Achievement Interms of Gender in School 'A'.

Here, the total average was 66 which was calculated from the total students (i.e. eight students) in each school.

Table No: – 4

Status of Vocabulary Achievement Between Boys and Girls in School 'A'.

Variables	Total Sample	Total Average	Above Average		Below Average	
			No. of Students	%	No. of Students	%
Boys	4	66	3	75	1	25
Girls	4	66	0	0	4	100

The above table shows the comparison of the vocabulary between boys and girls in School 'A'. Equal number of boys and girls were selected as a sample (i.e. four boys and four girls). The total score made by the students was 66. Out of four boys, three (i.e.75%) of them scored average. However, the total number of girls scored below the average. So, the boys' achievement was found to be more satisfactory than that of the girls.

3.2.3 Comparison of Vocabulary Achievement Interms of Gender in School 'B'

Here, the total average was 46.5 which was calculated from the total students (i.e. eight students) in each school.

Table No: – 5

Status of Vocabulary Achievement Between Boys and Girls in School 'B'

Variables	Total Sample	Total Average	Above Average		Below Average	
			No. of Students	%	No. of students.	%
Boys	4	46.5	1	25	3	75
Girls	4	46.5	4	100	0	0

The above table shows the comparison of vocabulary achievement in School 'B'. The average score obtained by the students was 46.5. Out of four boys, one (i.e. 25%) scored above their total average. However, girls' achievement was high in percentage. 100% of girls scored above the total average. So, the vocabulary achievement of girls was found satisfactory than boys in this school.

3.2.4 Comparison of Vocabulary Achievement In terms of Gender in School 'C'

Here, the total average was 60.2 which was calculated from the total students (i.e. eight students) in each school.

Table No: – 6

Status of Vocabulary Achievement Between Boys and Girls in School 'C'

Variables	Total Sample	Total Average	Above Average		Below Average	
			No. of Students	%	No. of Students	%
Boys	4	60.2	0	0	4	100
Girls	4	60.2	2	50	2	50

The above table shows the comparison of vocabulary achievement between boys and girls in School 'C'. The total score made by the students was 60.2. Vocabulary achievement of boys was less than the girls. Only 50% of girls scored above the total average and all of the boys scored below the average. So, the girls' vocabulary achievement was better than that of boys.

3.2.5 Comparison of Vocabulary Achievement Interms of Gender in School 'D'

Here, the total average was 50.9 which was calculated from the total students (i.e. eight students) in each school.

Table No: – 7

Status of Vocabulary Achievement Between Boys and Girls in School 'D'

Variables	Total Sample	Total Average	Above Average		Below Average	
			No. of Students	%	No. of Students	%
Boys	4	50.9	2	50	2	50
Girls	4	50.9	3	75	1	25

The above mentioned table shows that the total average score made by the students was 50.9. Out of four boys, two (i.e.50%) of them scored above the average and 50% scored below the average where as 75% of girls were found above the average. It shows that two boys and three girls were found above the average. This table clearly shows the vocabulary achievement of girls was better than boys.

3.2.6 Comparison of Vocabulary Achievement Interms of Gender in School 'E'

Here, the total average was 60 which was calculated from the total students (i.e. eight students) in each school.

Table No: – 8

Status of Vocabulary Achievement Between Boys and Girls in School 'E'

Variables	Total Sample	Total Average	Above Average		Below Average	
			No. of Students	%	No. of Students	%
Boys	4	60	4	100	0	0
Girls	4	60	0	0	4	100

The above table shows the comparison of vocabulary achievement between boys and girls in School 'E'. The total average made by the students was 60. Out of four boys, all of them scored above the total average whereas girls scored below the average. According to this table, boys achievement was found satisfactory than that of girls.

3.2.7 Comparison of Vocabulary Achievement Interm of Gender in School 'F'

Here, the total average was 40.2 which was calculated from the total students (i.e. eight students) in each school.

Table No: – 9 Status of Vocabulary Achievement Between Boys and Girls in School 'F'

Variables	Total Sample	Total Average	Above Average		Below Average	
			No. of Students	%	No. of Students	%
Boys	4	40.2	1	25	3	75
Girls	4	40.2	2	50	2	50

The above table shows the vocabulary achievement between boys and girls in School 'F'. The total average score obtained by the students was 40.2. The table shows the girls vocabulary achievement was better than that of boys. Out of four boys, one (i.e.25%) of them scored above the average where as out of four girls two (i.e. 50%) of them scored above the average.

3.3 Itemwise Analysis of Vocabulary Achievement Test

Under this main heading, the researcher has attempted to investigate the status of vocabulary achievement of boys and girls in subjective and objective tests.

3.3.1 Analysis of Vocabulary Achievement of Boys in Subjective Test

Here, the researcher has attempted to investigate boys' vocabulary achievement in subjective test.

Table: – 10

Status of Vocabulary Achievement of Boys in Subjective Test

Test Item	Total Sample	Total Average	Above Average		Below Average		F.M.
			No. of Students	%	No. of Students	%	
1	24	3.75	15	62.5	9	37.5	5
2	24	3.66	16	66.66	8	33.34	6
3	24	5.04	11	45.84	13	54.14	6
4	24	1.91	10	41.66	14	58.34	6
5	24	1	12	50	12	50	6
6	24	2.38	10	41.66	14	58.34	5
7	24	4.16	9	37.5	15	62.5	10
8	24	5.38	18	75	6	25	6
9	24	1.25	10	41.66	14	58.34	5
10	24	2.54	13	54.16	11	45.84	5

The above table shows the vocabulary achievement of boys in subjective test. In test item number one, the total score of the students in all six schools was 3.75. The sample population was 24 altogether. Out of 24 boys, 15(i.e. 62.5%) boys were above average in their total score. So, the total vocabulary achievement in this item was found satisfactory.

Similarly, in test item number two, the total average score was 3.66. Out of 24, 16(i.e. 66.66%) boys were above their total average score. Thus, the total vocabulary achievement of the boys in this item was found satisfactory.

In test item number three, the total average score of the boys was 5.41. The total percentage of the boys above the total score was 11 (i.e. 45.84%). So, the boys' achievement was not found satisfactory.

Likewise, in test item number four, the total average score of the students was 1.91. Only 10 boys, out of 24 scored above the total average score. So, vocabulary achievement of boys was found unsatisfactory.

In test item number five, the total average score of the boys was one. Fifty percent boys scored above the total average score. Thus, the boys' achievement was found satisfactory.

Similarly, in test item number six, the total average score of the boys was 2.38. Only 41.66 percent of the boys scored above the total average. So, the achievement of vocabulary in this item was found unsatisfactory.

In test item number seven, the total average score of the boys was 4.16. Out of 24 boys, nine (i.e. 37.5%) scored above the total average score. So, achievement of vocabulary was unsatisfactory in this item.

In test item number eight, the total score of the boys was 5.38. The percentage of the students was found above the total average score (i.e. 75%). So, the boys' vocabulary achievement was found more satisfactory than others in this item.

Likewise, in test item number nine, the total average score of the boys was 1.25. Only 10 boys (i.e. 41.66%) scored above the total average score. So, in this item, vocabulary achievement was found unsatisfactory.

Similarly, in test number ten, the average score of the boys was 2.54. More than 50% boys (i.e. 54.16%) scored above the total average score. So, the boys' achievement was found satisfactory in this item.

3.3.2 Analysis of Vocabulary Achievement of Girls in Subjective Test

Here, the researcher has attempted to investigate girls' vocabulary achievement in subjective test

Table: – 11

Status of Vocabulary Achievement of Girls in Subjective Test

Test Item	Total Sample	Total Average	Above Average		Below Average		F.M.
			No. of Students	%	No. of Students	%	
1	24	4.04	9	37.5	15	62.5	5
2	24	3.75	14	58.34	10	41.66	6
3	24	5.25	11	45.84	13	54.16	6
4	24	1.7	11	45.84	13	54.16	6
5	24	1	9	37.5	15	62.5	6
6	24	2.16	10	41.66	14	58.34	5
7	24	4.88	14	58.34	10	41.66	10
8	24	5.16	16	66.66	8	33.34	6
9	24	1.08	9	37.5	15	62.5	5
10	24	2.33	10	41.66	14	58.38	5

The above table shows the vocabulary achievement of girls in subjective test. In test item number one, the total score of the students in all six schools was 4.04. The sample population was 24 altogether. Out of 24 girls, nine (i.e.37.5%) girls were above average in their total score. So, the total vocabulary achievement in this item was found unsatisfactory.

Similarly, in test item number two, the total average score was 3.75. Out of 24, 14(i.e.58.34%) girls were above their total average score. Thus, the total vocabulary achievement of the girls in this item was found satisfactory.

In test item number three, the total average score of the girls was 5.25. The total percentage of the girls above the total score was 11 (i.e. 45.84%). So, the girls' achievement was not found satisfactory than item number two.

Like wise, in test item number four, the total average score of the students was 1.7. Only 11 girls, out of 24 scored above the total average score. So, vocabulary achievement of girls was found unsatisfactory.

In test item number five, the total average score of the girls was 1. Only 37.5 percent girls scored above the total average score. Thus, the girls' achievement was found unsatisfactory.

Similarly, in test item number six, the total average score of the girls was 2.16. Only 41.66 percent of the girls scored above the total average. So, the achievement of vocabulary in this item was found unsatisfactory.

In test item number seven, the total average score of the boys was 4.88. Out of 24 girls, 14 (i.e. 58.34%) scored above the total average score. So, girls' achievement of vocabulary was satisfactory in this item.

In test item number eight, the total score of the girls was 5.16. 66.66% percent of the girls were found above the total average score. So, the girls' vocabulary achievement was found more satisfactory than others in this item.

Likewise, in test item number nine, the total average score of the girls was 1.08. Only nine girls (i.e. 37.5%) scored above the total average score. So, in this item, vocabulary achievement was found unsatisfactory.

Similarly, in test item number ten, the average score of the girls was 2.33. Out of 24 girls, 10 (i.e. 41.66%) scored above the total average score. So, the girls' achievement was found satisfactory in this item. But it is more satisfactory than item number nine.

3.3.3 Analysis of Vocabulary Achievement of Boys in Objective Test

Here, the researcher has attempted to investigate boys' vocabulary achievement in objective test.

Table: – 12

Status of Vocabulary Achievement of Boys in Objective Test

Test Item	Total Sample	Total Average	Above Average		Below Average		F.M.
			No. of Students	%	No. of Students	%	
1	24	3.7	16	66.66	8	33.34	5
2	24	1.25	8	33.34	16	66.66	5
3	24	2.91	15	62.5	9	37.5	5
4	24	5.2	14	58.34	10	41.66	5
5	24	2.88	13	54.16	11	45.84	10
6	24	2.96	17	70.84	7	29.16	5
7	24	3.33	11	58.34	13	54.16	5

The above table shows the vocabulary achievement of the boys in objective test. In item number one, the total score of the boys was 3.7. Out of 24, 16(i.e.66.66%) scored above the total average. So, the achievement was found satisfactory in this item.

Likewise, in item number two, the score of the boys was 1.25. Only eight (i.e.33.34%) scored above the total average. So, in this item, the achievement of the boys was less satisfactory than item number one.

In item number three, the score of the boys was 2.91. Out of 24, 15(i.e.62.5%) scored above the total average. Thus, achievement of boys was found satisfactory in this item.

Likewise, in item number four, the score of the boys was 5.2. 14 boys out of 24(i.e. 58.34%) scored above the total average. So, in this item achievement of boys was found more satisfactory than item number two but unsatisfactory than item number three.

Similarly, in item number five, the score of the boys was 2.88. Out of 24, 13(i.e.54.16%) scored above the total average. Thus, achievement of boys was found unsatisfactory than item number four.

In item number six, the score of the boys was 2.96. Out of 24, 17(i.e.70.84%) scored above the total average. So, in this item, achievement of boys was found more satisfactory than others.

Similarly, in item number seven, the total average score made by the boys was 3.33. Out of 24, 11(i.e.45.84%) scored above the total average. So, the achievement of boys was found more unsatisfactory than others in this item.

3.3.4 Analysis of Vocabulary Achievement of Girls in Objective Test

Here, the researcher has attempted to investigate girls' vocabulary achievement in objective test.

Table: – 13

Status of Vocabulary Achievement of Girls in Objective Test

Test Item	Total Sample	Total Average	Above Average		Below Average		F.M.
			No. of Students	%	No. of Students	%	
1	24	4.25	9	37.5	15	62.5	5
2	24	1.5	10	41.66	14	58.34	5
3	24	3.84	18	75	6	25	5
4	24	5.12	13	54.16	11	45.84	5
5	24	2.33	9	37.5	15	62.5	10
6	24	3.04	13	54.16	11	45.84	5
7	24	3.04	10	41.66	14	58.34	5

The above table shows the vocabulary achievement of the girls in objective test. In item number one, the total score of the girls was 4.25. Out of 24, nine (i.e.37.5%) girls scored above the total average. So, the achievement of girls was found unsatisfactory in this item.

Likewise, in item number two, the score of the girls was 1.5. Only 10(i.e.41.66%) scored above the total average. Thus, achievement of girls was found more satisfactory than item number one, in this item.

In item number three, the score of the girls was 3.84. Out of 24, 18(i.e.75%) scored above the total average. Thus, achievement of girls was found more satisfactory than other in this item.

Likewise, in item number four, the score of the girls was 5.12. 13 girls, out of 24(i.e. 54.16%) scored above the total average. So, in this item, achievement of girls was found satisfactory.

Similarly, in item number five, the score of the girls was 2.33. Out of 24, nine (i.e.37.5%) scored above the total average. Thus, achievement of girls was found unsatisfactory.

In item number six, the score of the girls was 3.04. Out of 24, 13(i.e.54.14%) scored above the total average. So, in this item, achievement of girls was found satisfactory.

Similarly, in item number seven, the total average score made by the girls was 3.04. Out of 24, 10(i.e.41.66%) girls scored above the total average. So, the achievement of girls was found unsatisfactory.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This study was focused on English Vocabulary Achievement of fifth graders. The purpose of the study was to find out students' English Vocabulary achievement of words used in English textbook of grade five. And another purpose of the study was to compare the vocabulary achievement in terms of gender.

While analyzing and interpreting, the vocabulary achievement of the students above 50% was assumed satisfactory and below 50% as unsatisfactory. The findings of the study on the basis of analysis and interpretation are presented below:

4.1 Findings

The present study has the following findings:

1. While doing analysis of the total vocabulary achievement of the students in whole test, total average score was found 53.9. Out of 48 students, 27(i.e. 52.75%) scored above the average and the achievement was found satisfactory.
2. While doing school wise analysis in all the six schools, the students' total average was found the highest in School 'A' (i.e. 66) and the students' total average in School 'F' was found lowest(i.e. 40.2). But vocabulary achievement was found the highest in School 'B' and School 'D' (i.e. 62.5%).And vocabulary achievement of the students found lowest in School 'C' (i.e. 25%).
3. While making comparison in terms of gender, the boys' achievement was found satisfactory (i.e. 75%) than that of girls (i.e. 0%) in School 'A'.
4. On the basis of gender, the girls achievement of vocabulary was found more satisfactory (i.e.100%) than that of boys (i.e. 25%) in School ' B'.

5. The girls' achievement of vocabulary was found satisfactory (i.e.50%) than that of boys (i.e. 0%) in School 'C'. on the basis of gender.
6. The girls' achievement was found satisfactory (i.e.75%) than that of boys (i.e. 50%) in School 'D' on the basis of gender.
7. In School 'E', boys' achievement was found satisfactory (i.e. 100%) than that of girls (i.e. 0%).
8. In School 'F', girls' vocabulary achievement was found more satisfactory (i.e. 50%) than that of boys (i.e. 25%)
9. While making item wise analysis of boys and girls in subjective test, boys achievement was found satisfactory (i.e. 51.66%) than that of girls (i.e. 47.15%).
10. While making item wise analysis of boys and girls in objective test, boys achievement was found satisfactory (i.e. 57.74%) than that of girls (i.e.34.16%).
11. As a whole, boys performance was found satisfactory (i.e. 54.7%) than that of girls (i.e. 40.65%).

4.2 Recommendation

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

1. The total vocabulary achievement of the student was found not more than 75% as a whole, some schools (i.e. School 'F', School 'B', etc.) were found below the average. So, it needs to train students while teaching and learning new vocabulary.

2. Majority of students were found poor in writing skill such as application writing, paragraph writing, making sentences. So, there must be adequate practice in all four skills.
3. Boys' achievement was found satisfactory than that of girls. So, there should be given emphasis on finding out reasons why it happened so.
4. There should be given priority to the girls while teaching and learning because this research found girls vocabulary achievement lower than that of girls.
5. There should be given emphasis on regularity of students. It may be one reason for their poor performance.
6. There should be given emphasis on achievement test after finishing the unit or topic because no teachers were taking achievement test after finishing the unit or topic.
7. The vocabulary items should be selected, taught on the basis of needs and interests of the learners.
8. The students' achievement of vocabulary should be tested frequently. And students get more chances to practice vocabulary items.
9. Different activities (like pair work, project work, games, etc.) should be used while teaching/learning vocabulary.
10. The English teachers should be given in-service training.
11. The teachers should pay more attention to teach vocabulary to students because it is a building block of language.
12. The teachers should be aware about curriculum and level wise objectives of the course.

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