CHAPTER ONE
INTRODUCTION

This study is about "Teachers' Perception on Practice of Group work Technique in Teaching Vocabulary". This section introduces the research in terms of its background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms.

1.1   Background of the Study

Language is the most advanced and powerful means of communication. The vast knowledge in different fields of human activity is accumulated and stored by the use of language. It is the universal media to express human thoughts, feelings, ideas and emotions. Most of the activities of the world such as; transmitting human civilization, literature, politics and diplomatic activities and human achievements are carried out through language.The most interesting thing is that English has been recognized as a widely used language for global communication. It has become the most important language for communication between the people of different nations. Most of the nations of the world put more emphasis on English language education realizing its importance in international trade, science and technology, education, entertainment and other aspects of social life. English helps the learners to build their personality and career.

Regarding the language,Chomsky(2002, p. 2) views;

> The topic of language is particular state of human brains
>
> which seeks to unearth the nature and properties of linguistic
>
> states, their development and variety and their basis in innate
>
> biological endowment. This endowment helps to determine
>
> the close proximity among human over a broad range.

In conclusion, there are many languages spoken all over the world. However, English has earned its name and fame. Though no language is superior or inferior to one another in terms of communicative values, English is virtually on every one's lips. There are different techniques of teaching the aspects and skills of English language. Out of them group work technique is one of the important technique.

1.2   Statement of the Problem

Language teaching and learning is a way of expanding vocabulary of the language. Vocabularies are the building blocks of language and tool of thinking and medium of exchanging ideas. It has been defined as a total number of words which make up a language, withoutachieving a higher number of vocabularies we cannot express our idea clearly. Wilkins (1972, p. 111) further added the importance of vocabulary saying, "Without grammar very little can be conveyed without vocabulary nothing can be conveyed". So, the students must achieve a higher number of vocabularies. Thereare different techniques of teaching vocabulary; group work technique is one of them which is a form of cooperative learning.

I was quite interested to carry out a study on the teacher's perception on practice of group work technique in teaching vocabulary. The issue of group work practice arose in mind because of my personal experience of teaching and learning the English language in lower secondary level. As I discussed in the beginning when I was in lower secondary level, the teaching learning activity was entirely teacher-centered so we were engaged in passive learning. We had to memorize all the rules of grammar and vocabulary all the time.

Just asking questions from the text and getting the students involved into practicing the difficult vocabulary for making sentence do not help them to learn vocabulary. Because of this, the learners fail to develop their vocabulary and lose their confidence in using English in real situation. Therefore, I

haddecided to base this study focusing on the issue of "Teachers perception on the use of different technique to teach vocabulary."

The aim of teaching is to bring the change in real life situation by providing the learners with skills to face the challenges of life and also learning themselves. No education can provide them with readymade solutions. If the teachers have the skills and habit of learning independently towards the new trend, they will be able to face the challenges.

Though group work technique is a learner friendly and communicative one, teachers are not following it appropriately in their classroom, there might be different reason while doing so. One of the possible reasons might be their perception, if they do not perceive it as a constructive way of teaching. So, this study tried to state the problem on how teachers perceived it.

1.3   Objectives of the Study

No research work can be carried out without its clear objectives. So, the objectives of the study were as follows:
- To explore the teachers' perception on the practice of group work technique in teaching vocabulary.
- To suggest some pedagogical implications on the basis of findings.

1.4   Research Questions

In this research, I tried to find out the answer of following questions.
a.   What is the teacher's perception on the practice of group work technique in teaching vocabulary?
b.   How often teachers use group work technique in teaching vocabulary?
c.   Whether group work technique is used in teaching vocabulary in teaching English at lower secondary level?
d.   What are the different ways of practicing group work technique in teaching vocabulary?

1.5   Significance of the Study

Teaching has always been a difficult job, and with the advent of time and development of newer and nobler methods and techniques, it has become more challenging. This study seems to be significant in the sense that it helps to add a brick in the field of teaching vocabulary. It will provide information about organizing and conducting the group work technique in teaching vocabulary. Therefore, this study is expected to be significant to all those who are directly and indirectly involved in teaching vocabulary, and more practically to the teachers, students, syllabus designers, educationalist, textbook writers etc. I hope that the findings and recommendation will provide significant support in order to improve teaching methodology in teaching vocabulary. Moreover, this research will be significant for the prospective researchers, who want to undertake further researches in the field of ELT methodology.

1.6   Delimitations of the Study

The study had following delimitations.

The study was limited to the teacher's perception on group work technique in teaching vocabulary.

- The study was limited to the thirty- six English teachers teaching English at lower secondary level.
- Questionnaire was used as the major tool for data collection.
- Purposive non-random sampling procedure was used to select the sample population.
- The research area of this study was limited to twelve lower secondary schools of Kathmandu district.
- The sample was taken only from the teachers who have been teaching English at lower secondary level of the Kathmandu district.

1.7 Operational Definition of Key Terms

Group work: Group work is a learning activity which involves a small group of learners working together.

Perception : A strong feeling that is true.

Survey: An investigation of the opinions, behavior, etc. of a particular group of people, which is usually done by asking them questions.

Technique: A technique is a classroom activity.

Vocabulary: Vocabulary can be defined roughly as 'the words we teach in the foreign language'.

Practice: a way of doing something that is the usual or expected way in particular situations**:**

Passive habit: to accept what happens or what people do without trying to change anything or oppose them:

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

This chapter deals with the review of related theoretical literature, review of the related empirical literature, implication of the review of the study and conceptual framework.

2.1 Review of Related Theoretical Literature

Theoretical framework is a concept, belief, system about the topic. This part includes the discussion of aspect of language, introduction to vocabulary, classification of vocabulary, importance of teaching vocabulary,principal of teaching and learning vocabulary, some techniques of teaching vocabulary, practicing vocabulary, teachers' beliefs, teachers' perception on vocabulary and practice of group work technique.

2.1.1 Aspects of Language

Language teaching incorporatesskills to be developed and aspects of language to betaught. There are four main aspects of language: vocabulary, grammar, pronunciation and meaning. Which are described below:

a.Vocabulary

Vocabulary includes single word, compound words and idioms. Vocabulary is the most vital aspect of language without which a language cannot exist. Each and every language consists of vocabulary items which are the main instruments to express ideas. Vocabulary is one of the aspects of language which students should learn. Without achieving a higher number of vocabularies we cannot express our idea clearly. So, while teaching and learning of vocabulary, the question of the criteria of selection and need of the

learners should be properly considered. The students have to know organization, pronunciation, meaning, etc. of new words. Vocabulary, thus presents different aspects of language teaching. So, vocabulary teaching deserves more attention and careful planning Language is basically a matter of learning the vocabulary of that language. The main objective of teaching vocabulary is to make students find out word meaning themselves in different contexts.

b.   Grammar

Grammar, one of the aspects of language, is the connection of words and word groups in an acceptable structure. Grammar may be defined as the description of the ways in which words or bits of words are manipulated and combined to make larger units such as phrases, clauses and sentences. It is central to the teaching and learning of languages. Thus, any grammar of a language is the way of combining words to form the meaning. It is a branch of linguistics which is concerned with the description of rules for formation of sentences including an account of the meanings that these forms convey.

c.   Pronunciation

Pronunciation is very important aspect of language. As pronunciation deals with the speech sounds, it is related to phonetics and phonology. Pronunciation of the new vocabulary is very important to set good habit of the students. There are mainly two ways of teaching pronunciation, i.e. modeling or visual representation and phonetic transcription. Modeling is best suitable to the junior level where students imitate the teacher. Pronunciation needs the concepts of stress, intonation and syllabus. Students should practice to develop their habits on the correct pronunciation. Phonetic transcription is another ways of teaching pronunciation, which is only useful to the advanced level student.

d.   Meaning

Meaning is one of the aspects of language. The teaching of meaning and use of the vocabulary is both advanced and difficult because the same word may have several meaning and use in the context. Until and unless the meaning and use of vocabulary is not made clear to the learners, no learning can be gained by teaching. Meaning and use of words can be taught through synonyms, antonyms, suffix, prefix, definitions, pictures, realia, gestures etc. Right words should be used in the right place so that the context may be meaningful. Before using the word in the proper place, words should be selected and then those selected weeds only should be used to the final meaning. All these aspects have equal role and important in language teaching. As the focus of this study, the detail information about vocabulary is given below.

2.1.2 Introduction to Vocabulary

Simply, vocabulary can be understood as the words which are used in our day to day communication. The term vocabulary refers to the total number of words that make up a language. Lexicon or lexical items are synonymous terms for vocabulary. The term vocabulary is defined differently in different books by different scholars. Some of the definitions are given below;

According to Harmer (1991, p. 153) "If language structure makes up the skeleton of language then it is vocabulary that provides the vital organs and flesh".

Similarly, Richards (1985, p. 307) defines vocabulary as "A set of lexemes including single words, compound words and idioms."

Crystal (2003, p. 126) views the language as, "A fixed set of words used as part of the definition of other words. The notion is found in such context as foreign language teaching, the teaching of reading and 'lexicography'".

Regarding the terms vocabulary, Hockett (1958, p. 167) writes that as any segment of sentence bounded by successive point at which pausing is possible.

From above definitions, we can infer that vocabulary is the list of words including single words, compound words and idioms. Vocabulary is one of the most important aspects of the language. Nothing can be conveyed without the use of vocabulary. Vocabulary closely links with grammar, where the words are arranged systematically. In any language, grammar provides certain structure and vocabulary provides meaningful words to fulfill those certain structures. Vocabulary is central to language and is of great significance to language learners because words are the building blocks of language. Since, they label objects, actions, ideas without which people cannot convey the intended meaning.

2.1.3 Importance of Teaching Vocabulary

Vocabulary is one of the indispensible aspects of language. Although sounds are the building blocks of language, word is probably the most important unit of language. Vocabulary teaching is inevitable part of language teaching without which language learning remains incomplete.Regarding the importance of teaching vocabulary,

Cross (2003, p. 5) says

"A good store of words is crucial for understanding and communication. A major aim of most teaching programs is to help students to gain a large vocabulary."

Similarly, Wallace (2001, p. 9) says

> It has often been marked 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.

Realizing the importance of vocabulary, Harmer (1991, p. 153) states "if language structures make the skeleton of language, then it is vocabulary that provides the vital organs and flesh".

Vocabulary items play an important role in framing the ideas in a continuous flow. In order to communicate the thoughts effectively, one needs to select the appropriate vocabulary items and combine them together with the help of underlying rules. The complexity or simplicity of our thought, the formality and informality of our knowledge and degree of politeness all are reflected by the word we used. In this regard Wilkins (1972, p. 111) says, "Without grammar very little can be conveyed, without vocabulary nothing is conveyed."

Hornby (2010, p. 701), defines the term vocabulary as "The words that people use when they are talking about a particular subject." Vocabulary plays an important role for expressing complex thoughts and ideas. Therefore, vocabulary learning and teaching should not be neglected. The knowledge of vocabulary and structure is very much important for all learners. Learning English means learning a foreign language and learning foreign language is a matter of learning the vocabulary of that language.

Thus, vocabulary plays an important role in making ideas and thoughts. Teaching vocabulary in isolation is not found to be productive. So we need context and situation to understand the meaning of particular words. Learning a word is often considered learning the meaning but it is not true. In order to know how to use a word appropriately in English, a speaker needs to know more than simply the meaning of words. Vocabulary items play an important role in framing the ideas in a continuous flow. In order to communicate the thoughts effectively one needs to select the appropriate vocabulary items and combine them together with the help of underlying rules.

In general, vocabulary is the most significant aspect of language. Vocabulary is very important for the students who learn English as a foreign language. That is why everybody who learns English or a certain language should know the

words. A vocabulary usually grows and evolves with age, and serves as useful and fundamental tools for communication and acquiring knowledge. Some importanceof vocabulary in language teaching are:

• It is important for all readers who are required to read a specific text.
• It is important because learners develop receptive and productive skills.
• It is important for successful communication.
• Without vocabulary communication is rather difficult even if one who has good knowledge of language.
• To know how words are formed, how they are used and how and what they mean.
• To make the students able to use the word contextually.
• To know what grammatical element does the word consists of.
• To make the student able to know how the word is formed and how to twist words to fit different grammatical contexts.
• To know why suffixes, prefixes and infixes are add in words.

2.1.4 Classification of Vocabulary

Vocabulary can be classified on the basis of different criterion. Vocabulary of any language has vast ocean of word list. One cannot speak any language fluently and appropriately without having an adequate numbers of vocabularies. Wallace (2001, p. 23) has given two types of vocabulary as productive and receptive. Everyone who learns a foreign language is usually able to produce a word correctly. One has to produce or spell it the right way. The words which are produced correctly are productive and which are recognized by the learners but not produced are receptive vocabulary.

Fries (1995, pp. 44-50) classifies English words into four groups. They are function words, substitute words, grammatically distributed words and content words. According to him function words refer to the grammatical words which have no meaning in isolation. Substitute words replace a class and several

classes of words. Grammatically, distributed words refer to words like 'some', 'any' which show unusual grammatical restrictions in distribution and finally the content words constitute the bulk of the vocabulary of the language.

Similar distinction is made by Lado (1964, p.147).He has discussed them into three levels. They are vocabulary to operate the pattern and illustrate the pronunciation of the language, vocabulary to communicate the different areas of wide currency and aesthetic and technical vocabularies.

Vocabulary can also be classified into two categories on the basis of the types of meaning they convey: Concrete and abstract vocabulary. If a word refers to a visible object with concrete space is known as concrete vocabulary. On the contrary, if it signifies something which has no definite shape, size and measurement and is entirely depend on our personal imagination is called abstract vocabulary. For example- love, kindness, bravery, etc. Similarly Harmer (1991, p. 159) classifies vocabulary into two types: active and passive.

- **Active Vocabulary**

Simply speaking the words that are often used by a person come under active vocabulary. It also refers to such vocabulary that students have been taught or learnt. Those vocabularies we can use in both productive and receptive skills of language are active vocabulary. According to Wallace (1982, p. 38) "Active vocabulary refers to those words which the student understands, can pronounce correctly and use constructively in speaking and writing". Active vocabulary is used in day-to-day communication. So it seems to be productive in nature. Active vocabulary refers to the vocabulary items that students have acquired and been able to use it. What the L2 teachers need to consider is that their learners should be involve in the exercises, activities and tasks focusing on vocabulary items with different status. Such activities, tasks and games are useful to make the status of vocabulary active.

- **Passive Vocabulary**

Passive vocabulary refers to the words which the student recognizes when they occur in context but which will probably not be able to produce. According to Wallace (1982, p. 39), 'passive vocabulary refers to those words that the students recognize and understand when they occur in the context, but which he cannot produce correctly'. Passive vocabularies are also known as receptive vocabularies.

From the above definition we can infer that vocabulary is the list of words used in particular language or we can say that vocabulary is the list of words including single words, compound words and idioms. Nothing can be conveyed without the use of vocabulary.

2.1.5 Principles of Teaching and Learning Vocabulary

Principles of teaching and learning vocabulary pave the path of teacher and student in teaching and learning vocabulary. Learning vocabulary is not the same as memorizing the list of words. To know a word in a target language means not only to know its meaning but also to have ability to recognize it in its spoken and written form, recall it at will, use it in the appropriate grammatical form and be aware of its collocations and associations. Wallace (1982, p. 27) has discussed the following principles of teaching and learning vocabulary.

- **Aims**

At first the teacher has to be clear about his/ her aims. How many of the things listed does the teacher expect the learner to be able to do? If the teacher is not clear on this topic, it will be difficult to assess how successful the vocabulary learning has been.

- **Quantity**

After determining the aims the teacher should make decision on the quantity of vocabulary to be learnt. Clearly, the actual number will be varied from class to class and learner to learner as well.

- **Need**

The vocabulary should be presented in response to the students' need and interest and they are perhaps more likely to remember it. So, the teacher should try to bring such situations in the classroom by which the students should feel that they need target words.

- **Frequent exposure and repetitions**

We cannot remember a new word simply by learning it at once. It has to be repeated frequently. The students should be given the opportunity to response the new words frequently.

- **Meaningful Presentation**

The vocabulary must be used in an unambiguous way. For example, a rod may have different meaning in different situations. The words that are going to be learned should be presented in such a way that its reference is perfectly clear and unambiguous.

- **Presentations in context**

The words are rarely occurred in isolation. The teacher should teach the vocabulary in meaningful context not in isolation.

2.1.6 Techniques of Teaching Vocabulary

The techniques of teaching vocabulary refers to presentation of items to the students in a understandable way. The main aim of teaching vocabulary is to make students to find out word meaning themselves in contexts.It actually

takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques depend on teacher, his individual artistry, and on the composition of the class as the 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 students, 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, finding out synonyms, antonyms etc. A teacher should be sure that he or she should provide adequate information about the words while teaching vocabulary. Regarding the techniques of teaching vocabulary different writers have given different views. However, in general the following techniques are used while teaching vocabulary.

- **Using Realia (Real Objects)**

Realia refers to the real objects, which can be bought and used into the classroom for teaching words. The name of many things can easily betaught by showing these objects or their models. For example word like book, ball, bench, etc. can be taught with realia.

- **Explanation of Meaning**

Explaining the meaning of vocabulary items can be very difficult, especially at beginning and elementary levels.But with intermediate and above level students such a technique can be used. It is worth remembering that explaining the meaning of a word must include explaining any facts of word use which are relevant. If we are explaining the meaning of 'mate' (friend), we have to point out that it is a colloquial word used in informal contexts and that it is more often used for males than for females.

- **Using picture**

Regarding the importance of using picture, it is a well-known saying that, bringing a pen into the classroom is not a problem. Bringing in a car, however, is a problem for teacher. One solution of such is the use of pictures. Pictures can be board drawings, all pictures and charts, flashcards, magazines pictures and any other non-technical visual representation. Pictures can be used to explain the meaning of vocabulary items: teachers can draw things on the board or pictures. They can illustrate the concepts such as *above* and *opposite* just as easily as birds, , policeman, horse, school etc.

1.bird   2. Policeman

3.horse   4. school

- **Use of Mime, Action and Gesture**

It is impossible to explain the meaning of words and grammar either through the use of relia or in pictures. Actions, in particular are probably better explained by mime. For example, words like running, jumping, smoking, etc. can be taught through the use of mime action and gestures rather than that of relia or pictures.

- **Use of Translation**

We can also teach meaning of words by translating them into student's mother tongue. It is an easy and quick way. It is useful in teaching meaning of abstract words.

- **Pairwork**

Pairwork is a learning activity which involves learners working together in pairs. It is a part of classroom management; each pair of the learners is assigned with a well prepared task that they attempt to accomplish. They can be put in pairs for a great variety of work including reading and writing.

- **Group work**

Group work is a learning activity or techniques ofteaching vocabulary which involves a small group of learners working together. The group may work on a single task, or on different parts of a larger task. Tasks for group members are often selected by the members of the group. It increases the amount of student talking time and gives students opportunities really to use language to communicate with each other.

It can be concluded that the importance of teaching vocabulary in context is very important in English language teaching. Language and context are in close relationship. The language elaborates context and the context helps to interpret the meaning of the utterance in a language. Generally nonnative speakers of English can understand nothing without the knowledge of context. So context can be used as a resource for teaching vocabulary.

2.1.7 Practicing Vocabulary

The techniques such as miming, demonstrating, group work, pair work, etc. which we use in while introducing new vocabulary items can also be used in

practicing them to the students. Practicing vocabulary is really important for the regulation of what is acquired and what is in the process of acquisition.

There are a number of activities that are suggested for practicing vocabulary items. Some of them which are suggested by Harmer (1991, p.235) are discussed below:

- **Word Circle**

In this type of activity, the students look as wheel of words as in the following figure and try to say which words may combine with which, for example they may make the words such as bookcase (but not TV case and TV screen) from the word circle.
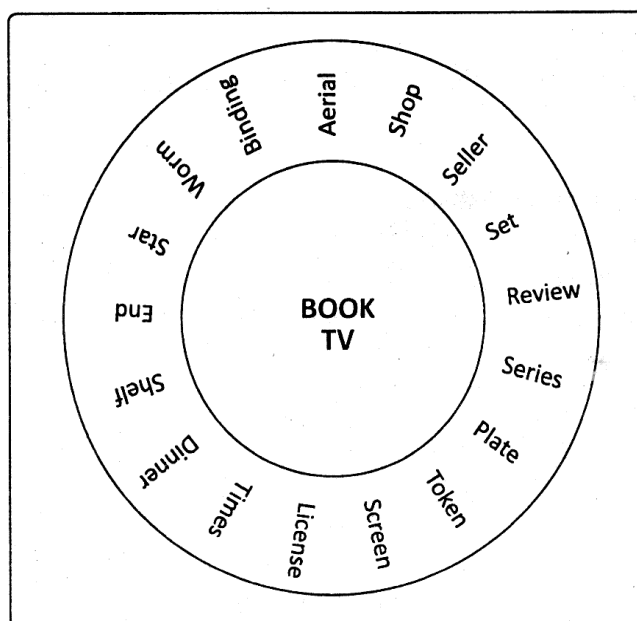

Fig. 1: Word circle(Source: Harmer, 1991, p. 235)

- **Word Map**

Another suggested activity for practicing vocabulary is known as word map in which the students are encouraged to extend the webs of words as shown in the following figure. The students can work in their group and pairs to elaborate the word map.
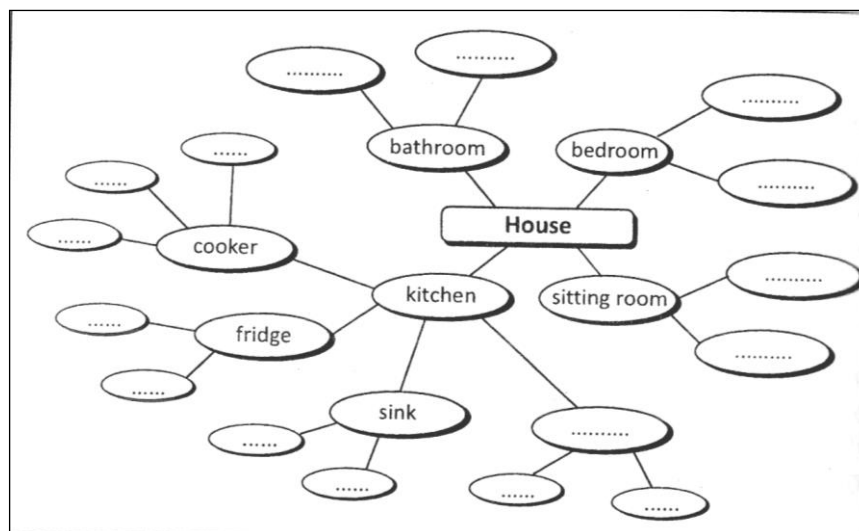
Fig. 2: Word map activity (Source: Harmer, 1991, p. 236)

- **Information-gap Activities**

The students can be involved in various types of information gap activities to the practice of vocabulary that they are familiar with. For example the students can be given in the text by using the words of the card.

Fig. 3: Information- gap activity (Source: Harmer, 1991, p.237)

2.3.8 Practice of Group Work Technique

Group work is a learning activity which involves a small group of learners working together. The group may work on a single task, or on different parts of a larger task. Tasks for group members are often selected by the members of the group.

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In general, it is possible to say that small groups of around five students provoke greater involvement and participation than larger groups. They are small enough for real interpersonal interaction, yet not so small that members are over - reliant upon each individual. Because five is an odd number it means that a majority view can usually prevail. Norms, roles, and status are interrelated concepts that affect the social integration of individuals in the group. They limit individuality, freedom and independence but at the same time stabilize and regulate the operation of the group, helping members to feel comfortable and secure in their positions within the group and with each other. Therefore in working with task and treatment groups, members should balance the needs of individuals and of the group as a whole, managing conformity and deviation, while ensuring that norms, roles and status hierarchies are working to benefit resources will be used to facilitate the research.

- **Procedures for Group work**

There are number of procedures that are suggested for practicing group work technique in language teaching. Some of them as mentioned by Harmer (1991, p.122), are as follows;

a) **Before**

When we want students to work together in groups we will follow the 'engage - instruct - intake' sequence. This is because students need to feel enthusiastic about what they are going to do. They need to understand what they are going to do, and they need to be given an idea of when they will have finished the task they are going to get involved in.

b) **During**

While students are working in groups we have a number of options .We could, for instance, stand at the front or the side of the class (or at the back or anywhere else in the room) and keep an eye on what is happening nothing who appears to be stuck or disengaged, or about to finish. In this position we can

'tune in' to a particular pair or group from some distance away. We can then decide whether to go over and help that group.

## c)	After

When group stop working together we need to organize feedback. We want to let them discuss what occurred during the group work session and, where necessary, add our own assessments and make corrections.

## •	Steps for Group work

Group work is a learning activity which involves a small group of learners working together. Learners perform a learning task through small-group interaction in group work. Regarding the steps of group work different writers have given different views. But we follow the following steps while teaching vocabulary

1.	Set some grounds rules. Decide who will do what by when and make sure that everyone commits to doing their part. Lay out a method for how, when and how often you will communicate as a group.

2.	Get to know your group members and understand their commitments. What are they involved in on school? What do them going on in other classes? This part is especially vital to understanding how to divide up workloads. But don't just stop at learning about their commitments. Building relationships with your group members show them that they are important to the team and will strengthen their loyalty to the project.

3.	Don't be afraid to step up and be the team "coordinator". This doesn't mean that you need to be taskmaster or the one who does all the work. It's a role that you can fulfill simply by keeping track of the group's progress and facilitating communication.

- **Ways for Conducting Group work Techniques**

Group work is a form of cooperative learning. In group work the teacher, as a controller or a manager, is the most important person. His/her role is similar to traffic controller and should follow some ways while conducting teaching learning activities, which are given below.

1. Consider student ability to engage in group work.
2. Clarify expectations and learning outcomes of group work with you and your students.
3. Consider your student's formal teaching timetable when deciding on the quantity of group work to include.
4. Consider group size.

2.1.9 Teacher's Beliefs/ Perception on Vocabulary

Teacher's beliefs/perceptions play key role in language teaching. Teaching can be described in terms of the behavior of the teachers and learners as well. The teachers must have attempted for the selection of appropriate for the selection of appropriate learning activities, presentation skills, making students ready to learn and monitor students learning. If teachers have negative attitudes towards their students, then obviously the whole teaching learning activities are influenced. Regarding the implication of teachers' belief systems, Richards and Lokhart (2010, p.29) argue that, what teachers do is the reflection of what they know and believe ....teacher knowledge and teacher thinking provide underlying framework or schema which guides teachers' classroom actions.

Teacher beliefs can be represented as a set of conceptual representations which store general knowledge of objects, people and events and their characteristic relationships. A substantial body of research suggests that both the professional development of teachers and their classroom practices are influenced by educational beliefs.

Teacher beliefs are related to student's learning through some event or sequences of events mediated by the teacher, that happen in the classroom. These events might be said to 'cause' student learning in the sense that the events in the classroom lead, in the case of effective teaching, to student learning. There is one sense in which the relationship between teacher beliefs and those classroom events that cause student learning is very opaque. This sense emphasizes the productive aspects of teaching. A teacher makes the transition from belief to action without thinking. For example, a person stops at a river and does not wade in. The person does not enter the river, not because the person makes a conscious connection between walking in the river and drowning.

To conclude, beliefs are the permeable and dynamic structures that act as a filter through which new knowledge and experience are screened for meaning. Beliefs systems therefore serve as a personal guide by helping individuals define and understand the world and themselves.

2.1.10 Teachers' Perception on Vocabulary

Perception is a central construct in every discipline which deals with human behavior and learning. Vocabulary instruction occurs every day in classroom at a variety of levels and for a variety of purposes. The teachers' perception about learning will lead them to different strategies based on their belief and consequently it will effect on the learners' amount of learning. Teacher's perception influences their goals, procedures, materials, classroom interaction, patterns, their roles, their students, and the school they work in.

Teachers' perception is one of the most significant issues in education. Therefore, belief towards vocabulary may significantly vary from person to person .Teachers need to focus on the enhancement of comprehension instead of promotion of word alone. The belief of content area teachers for supporting vocabulary learning in such a manner are related to the importance they place

in helping students develop necessary strategies for reading informational text. There are varied types of belief of teacher on vocabulary teaching. Some of them are included as;

- A new word is acquired through learning about that topic.
- Students learn new words through their experiences, such as participating in an activity.
- Having knowledge about a subject helps children learn new, related words.
- Being quick and efficient will help students learn new vocabulary.
- Students learn new words best through direct presentation of their definitions, such as telling them the meaning of words.

Among the various techniques of teaching vocabulary, this study is concerned to the group work. Let me clarify the concept of group work with its steps, procedure, as a technique in teaching vocabulary.

2.2   Review of Related Empirical Literature

A literature review is the effective evaluation of selected documents on a research topic. Though a number of research works have been carried out in the field of teaching vocabulary, a very few research works are found to be carried out in respect to the group work technique in teaching vocabulary in the Department of English Education, T U, Kirtipur. However, no study is there regarding teachers' perception on the practice of group work technique in teaching vocabulary. So, this study seems tobe unique one for this department. For the review purpose, I had consulted many researches which are carried out in the national context as well. Some of the related major research works and articles are reviewed below:

Regmi (2004) carried out an experimental research on "The Effectiveness of Group work Technique in Teaching English Tenses". The aim of the study was to find out the effectiveness of group work technique in teaching English

tenses. He used pre-test and post-test as the tools to collect primary data by dividing the students into two groups i.e. experimental and controlled groups. He sampled on 30 studentsof lower secondary level using simple random sampling procedure. He used interview and observation as a research tool for data collection. From the study it was found that the students who were taught by using group work progressed relatively better than the students who were taught using explanation.

Bhandari (2005) carried out a research entitled "The effectiveness of group work technique in teaching communicative functions of English". The objective of his study was to compare the effectiveness of the two techniques: pair work and group work in teaching communicative function of English. He took small number of informants from primary level i.e.16 students and used random sampling procedure to collect required information. The major tools for data collection were questionnaire and observation for recording students' activities during treatment. The study concluded that the pair work technique was found relatively more effective than group work technique for teaching communicative function of English in general.

Poudel (2005) has carried out a research entitled "A Study on English Vocabulary Achievement by the Students of Grade Nine". His objective of study was to investigate the students' achievements of English Vocabulary items used in English textbook of grade nine and to compare the vocabulary of grade nine students in terms of different variables, as urban vs. sub - urban schools; boys vs. girl's.He selected 32 students of secondary level.The data of his studywere collected through questionnaire. He used random sampling procedure to collect required information. And findings of the study showed that the vocabulary achievements of the students was satisfactory in aggregate on the basis of the norms of secondary schools,i.e.98.75 percent of the students were found above norms.

Similarly, Ghimire (2007) has carried out a research entitled "A Study on Vocabulary Development of the Students of Grade Six. "The objectives of his study were to study the vocabulary development of grade six students and to make a comparative study of the vocabulary development of the students on the basis of different variables, such as active vs. passive vocabulary, boys' vs. girls' performance, school wise and district wise comparison. He sampled 38 students from grade six as a sample and questionnaire was used as the major tool in his data collection. He used random sampling procedure to sample his informants. And the finding of the study showed that the performance of the students in passive vocabulary is far better than in active vocabulary. The students of private and urban schools were better than those of government aided and rural schools on their vocabulary development.

In the same way, Giri (2010) carried out a survey research on "Perception of Teachers and Students on lecture Technique". The aim of the study was to find out the perception of learners and teachers on the use of lecture technique in teaching English at higher secondary level. The area of study was Nawalparasi district and the sample of his study were 10 teachers and 50 students teaching and learning at higher secondary level respectively. He used simple random sampling procedure to collect required information. Questionnaire was the major tool for data collection in his study. He has concluded that "although different teachers perceive lecture technique differently, what is commonly found is that this technique is easy to conduct in the classroom and to complete the course within an academic year."

 The above researches clarify that the several research works have been carried out in the field of teaching vocabulary through different methods and techniques. None of them have done under this title, so this research becomes different from the other research studies. I have tried to find out the practice of group work technique in teaching vocabulary along with concerned teacher's perception. This is based on the practice of group work as a technique of teaching vocabulary and what the teachers believe on this technique.

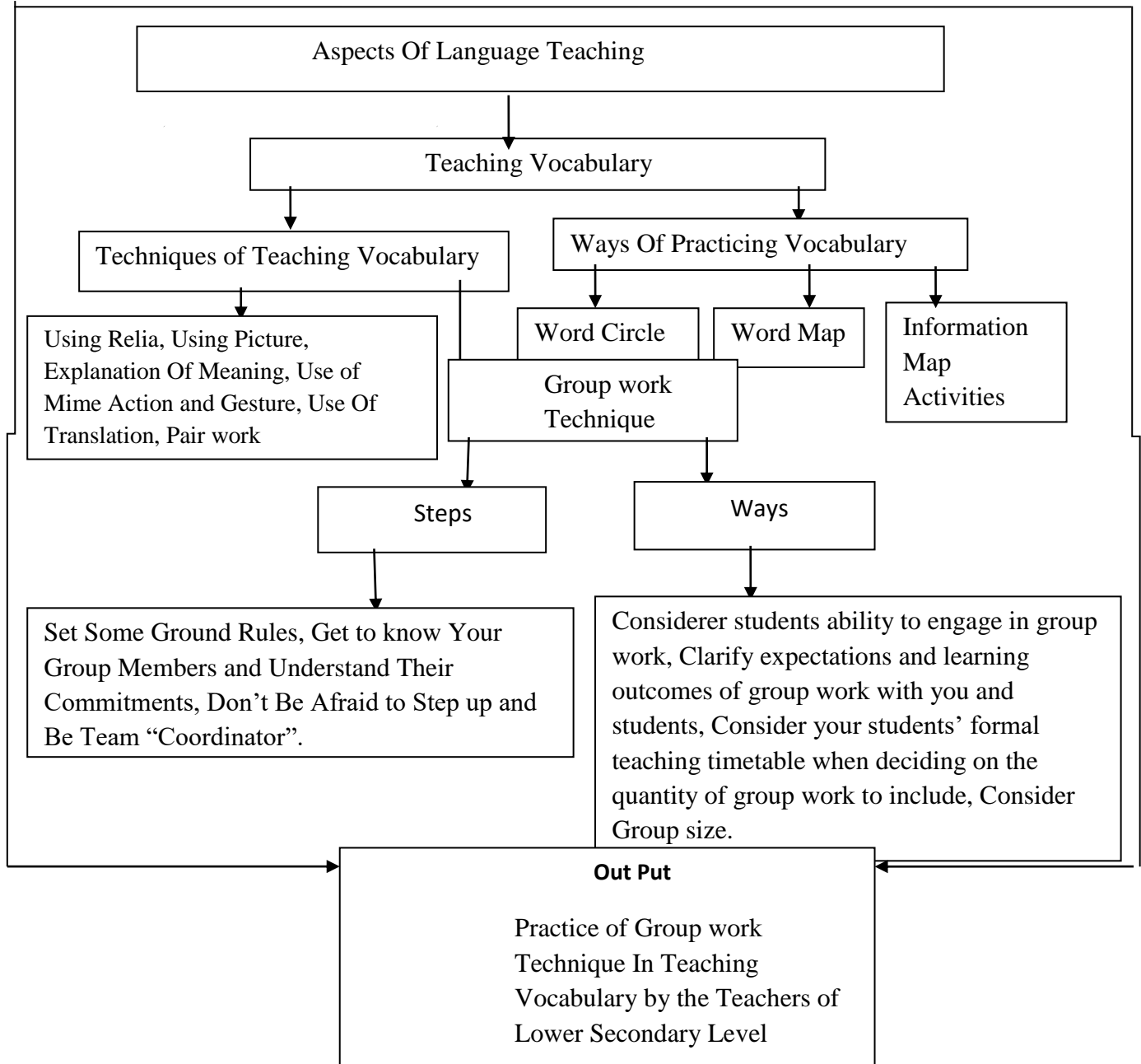## 2.3   Implications of the Review for the Study

Research work takes advantage of the knowledge which was explored in the past. The reviewed researches provide theoretical and practical ideas for carrying out the research in present context. I have identified existing literature like thesis, books and articles and read them critically. The literature review serves mea chance to enhance and consolidate my knowledge base and helps me to integrate my study with existing body of knowledge. It helps me to establish the theoretical roots of my study clarify my ideas and develop my methodology.

Especially, I have reviewed five different studies. These studies were conducted regarding group work technique in teaching vocabulary. These studies are similar to some extent to my study. After reviewing these works I have got lots of ideas regarding the practice of group work technique in teaching vocabulary. So I have got some theoretical roots of my study, clarify my practical ideas of conducting survey researches. Similarly, I have collected some ideas for preparing test items, group division, preparing lesson plan and so on. The study ofRegmi (2004) widened my concept regarding group work technique in clear way. Similarly, Poudel's (2005) study guided me to prepare tools and research methodology. In the same way, the study of Ghimire (2007) provided me golden opportunity to prepare tool and concept of vocabulary in clear way. Likewise, research carried out by Giri (2010) supported me to prepare some tools. Finally, the study prepared by Bhandari(2005) was fruitful for me to design research methodology and tool. Above all are the conclusive remarks derived from the review done so far, which helped me to bring the clarity and focus on research problems, improve methodology and contextualize findings.

2.4 Conceptual Framework

Conceptual framework is an analytical tool with several variation and contexts. It is used to make conceptual distinctions and organize ideas.Strong conceptual frameworkcaptures something real and do this in a way that is easy to remember and apply. Likewise, conceptual frameworks are abstract representations, connected to the research project's goal that directs the collection and analysis of data. Lastly, we can say that a conceptual framework as the way ideas are organized to achieve a research project purpose. The given figure summarizes the steps and process of the whole research.

TEACHERS 'PERCEPTION ON PRACTICE OF GROUPWORKTECHNIQUE IN TEACHING VICABULARY

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┌─────────────────────────────────────────────────────────────────┐
│          ┌──────────────────────────────────────────┐           │
│          │         Aspects Of Language Teaching      │           │
│          └──────────────────────────────────────────┘           │
│                              │                                   │
│              ┌──────────────────────────────┐                   │
│              │      Teaching Vocabulary      │                   │
│              └──────────────────────────────┘                   │
│                   │                      │                        │
│   ┌──────────────────────────┐    ┌─────────────────────────┐   │
│   │ Techniques of Teaching    │    │ Ways Of Practicing      │   │
│   │ Vocabulary                │    │ Vocabulary              │   │
│   └──────────────────────────┘    └─────────────────────────┘   │
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Techniques of Teaching Vocabulary

Using Relia, Using Picture, Explanation Of Meaning, Use of Mime Action and Gesture, Use Of Translation, Pair work

Ways Of Practicing Vocabulary

Word Circle   Word Map   Information Map Activities

Group work Technique

Steps

Set Some Ground Rules, Get to know Your Group Members and Understand Their Commitments, Don't Be Afraid to Step up and Be Team "Coordinator".

Ways

Considerer students ability to engage in group work, Clarify expectations and learning outcomes of group work with you and students, Consider your students' formal teaching timetable when deciding on the quantity of group work to include, Consider Group size.

Out Put

Practice of Group work Technique In Teaching Vocabulary by the Teachers of Lower Secondary Level

CHAPTER -THREE

METHOD AND PROCEDURE OF THE STUDY

It is one of the most important parts of the study. This chapter deals with the design and method of the study, population and sampling strategy, study/area field, information collection tools, information collection procedure and data analysis and interpretation procedure respectively**.**

3.1   Method and Design of the Study

A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or program of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data. As survey usually addresses the large group of population, sampling is a most to carry out the investigation. It is one of the cross-sectional studies which address a large group of population in reference to the educational information. In survey research, the structured tools are used to collect quantifiable data from the selection of the representative sample and data is collected only at a single time. For the purpose of comprehensive study with huge amount of data, I adopted survey research design. And finding of the study is drawn on the basis of qualitative study which is analyzed in the three steps;data organization, description of organized data and the interpretation of the described data.

A traditional research design is a blueprint or detailed plan for how a research study is to be completed-operational zing variables so they can be measured, selecting a sample of interest to study, collecting data to be used as a basis for testing hypotheses, and analyzing the results (Thyer, 1993, as cited in Kumar, 1996, p. 84).

According to Selltiz, 'A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure' (1962, as cited in Kumar, 2009, p. 84).

The above definitions suggest that a research design has two main important functions. The first relates to the identification and development of procedures and logistical arrangements required to undertaken a study, and the second emphasizes the importance of quality in these procedures to ensure their validity, objectivity and accuracy. The study design is a part of the research design. It is the design of the study per se, whereas the research design also includes other details related to the carrying out of the study. So, a research design is a procedural plan that is adopted by the researcher to answer questions validity, objectivity, accuracy and economically.

Thisstudy carried out on the basis of survey research. Through this research design, I want to explore teacher's perception on the practice of group work technique in teaching vocabulary. In this study, questionnaire is the main tools for data collection.

Survey is a superficial study of an issue or phenomenon. It is a general view and characterization of the circumstances and the testing of its status. It is the most commonly used method of investigation in educational research. According to Nunan (1992, p.140), 'the main purpose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of time'. Survey is one of the most important research method used in educational investigation. It is mainly carried out to find out people's attitudes, opinions and the specified behavior on certain issues, phenomena, events and/or situations. The finding of survey is generalizable and applicable to the whole group.

Survey is the best research design carried out to find out public operation, and the behaviors and attitudes of different professionals to access certain activities and study certain trends almost at single point of time. No other research

strategy matches the strengths of survey research in its potential for handling external validity (Kidder, 1991, p.81).

Characteristics of the Survey research

•   Survey is one of the cross - sectional studies.

•   Survey generally addresses a large group of population in reference to the educational information.

•   The structured tools are used to collect quantifiable data.

•   Selection of the representative sample is a must.

•   Data in survey is collected only at single time.

•   Survey's findings are generalizable and applicable to the whole group.

•   Survey is a hypothetic-deductive study.

Procedures of survey research

Survey, in the context of educational research is carried out to find out the practicality, applicability and appropriacy of certain events, issues, situations and phenomena. While talking about the process of survey, we have to be clear for what do we want to find what do

we want to find out and how will results be written up and presented. For this, different researchers have suggested the survey research procedure differently in their own style. Nunan (1992, p.70) suggests the following eight-step procedure of survey in more comprehensive way.

•	Define objectives	- What do we want to find out?
•	Identify target population	-Who do we want to know about?
•	Literature review	-What have others said/discovered about the Issue?
•	Determine sample	-How many subjects should we survey, and how will we identify these?

- Identify survey instructions   -How will the data be collected: questionnaire/interview?
- Design survey procedure   -How will the data collection actually be carried out?
- Identify analytical procedure   -How will the data be assembled and analyzed?
- Determining reporting procedure -How will results be written up and presented?

From the above discussion, we can conclude that survey is one of the important research method used in investigation. It is mainly carried out to find out people's attitudes, opinions and the specified behavior on certain issues, phenomena events and/or situations. Survey in education passes through a series of steps similar to those for other types of research. So we have to be clear for what do we want to find out and how will result be written up and presented.

3.2   Population,Sample and Sampling Strategy

Thepopulation for the study were all the English teachers who were teaching in private schools of Kathmandu valley. The sample of the study consisted of thirty six English teachers of lower secondary level and they were selected through purposive non-random procedure for this study. For this purpose, I selected twelve schools and three teachers from each of the school.

3.3   Study Area/Field

The area of the study was Kathmandu district and the field of it was concerned with group work technique used by lower secondary level English teacher to teach vocabulary.

3.4   Data Collection Tool

Questionnaire was used as a major tool to elicit the required data in this study.

3.5   Data Collection Procedure

Data were collected through the primary sources by administering the questionnaire. For this purpose, I followed the following steps.

i.   At first, I visited to the selected schools and talked to the concerned authority explaining them the purposes and process of research. I asked them to grant permission to contact their English language teachers.

ii.   After getting permission from the authority, I built rapport with the concerned teachers explaining them about the purpose of my study.

iii.   After this, I requested them to help by responding to the questionnaire.

iv.   Finally, I collected the distributed questionnaires and thanked the informants and school authority for their cooperation.

3.6 Data Analysis and Interpretation Procedure

Systematically collected data were analyzed and interpreted descriptively. In case of qualitative data, simple statistic tools were used, I presented fact in different lists, points and chartsas well.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF RESULT

This chapter deals with the detail analysis and interpretation of data from primary and secondary sources and summary of the findings. The data have been analyzed under the following sixteen sub heading.

4.1. Analysis and Interpretation of Data

This section is concerned with the data which were collected by using questionnaire from lower secondary English teachers of Kathmandu district. Data were mainly collected to explore the teachers' perception on practice of group work technique in teaching vocabulary. For this,I prepared questionnaire and collected data from thirty-six teachers. For analyzing the data from the English teachers,I used some rating scales as well as open - ended questions too. Here, the individual's activities obtained from the questionnaire have been analyzed and interpreted separately under the sixteensub headings.

4.1.1. Teachers Perceptions on the Use of Group Work Technique for Teaching Vocabulary

Group work is a learning activity which involves a small group of learners working together. In large class, the teacher cannot keep contact with each student individually so the teacher should consider with the studentability to engage in group, group size and clarify expectations and learning outcomes of group work with teacher and students. The sample of the study were asked to respond to the question, "How do you use group work technique while teaching vocabulary?" The responses of them is presented in the figure below;

Figure No.1

**Teachers' Perceptions on the Use of Group Work Technique for Teaching Vocabulary**
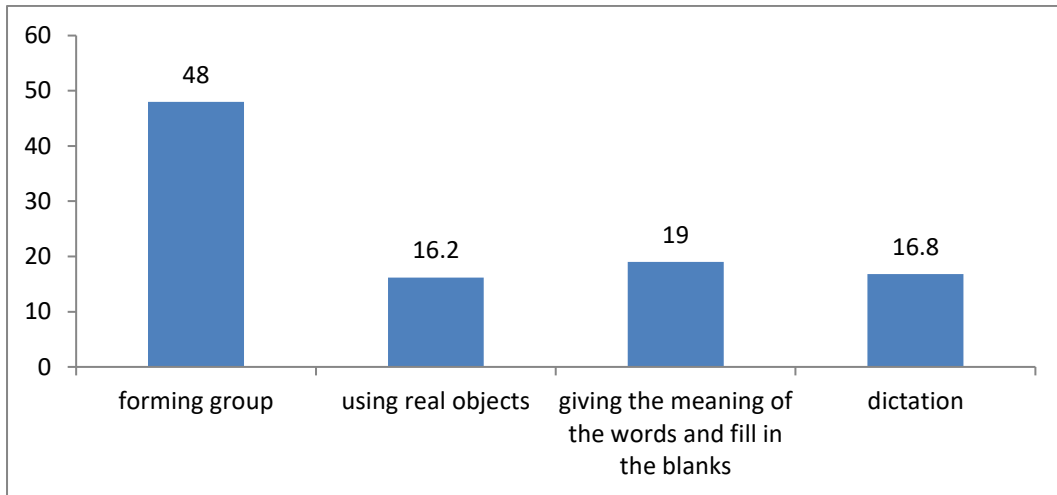
The above bar graph clearly shows that the number of respondents who used groupwok by forming groups are nearly twice (48%)than the other groups. Likewise, 16.2 % respondents said that they used real objects inside the classroom. Similarly, 19 % participants used group work by giving the meaning of the words and to fill the blanks.Correspondingly, 16.8 % participants said that they used it by using dictation. As a result, we can say that, formation of group is best while practicing vocabulary.

4.1.2. Frequency of Using group Work for Teaching Vocabulary

In order to see the frequency of using group work technique for teaching vocabulary. The teachers were asked as "How often do you use group work while teaching vocabulary?"The responses obtained from have been presented in the following bar graph.

Figure No.2

## Frequency of Using Group Work for Teaching Vocabulary
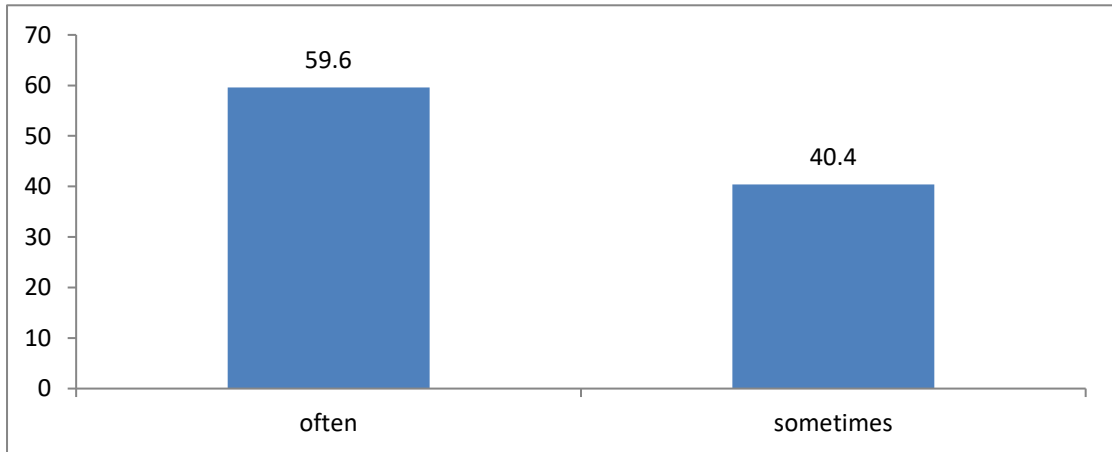
The given chart shows that 59.6 % of the total respondents said that they often use it inside the classroom which is more than the respondents who use it sometimes. On the other hand, 45.4 % teachers sometimes use it while teaching vocabulary. By observing the above result, it can be concluded that group work is very useful technique which help to learn vocabulary in short time and will be memorable for a long time.

4.1.3 Ways of Forming Groups

The respondents were asked to respond about the ways they prefer to form groups in the questionnaire. They were asked to tick on the best alternatives given. The response obtained from the participants are shown in the given figure.

Figure No.3

Ways of Forming Groups
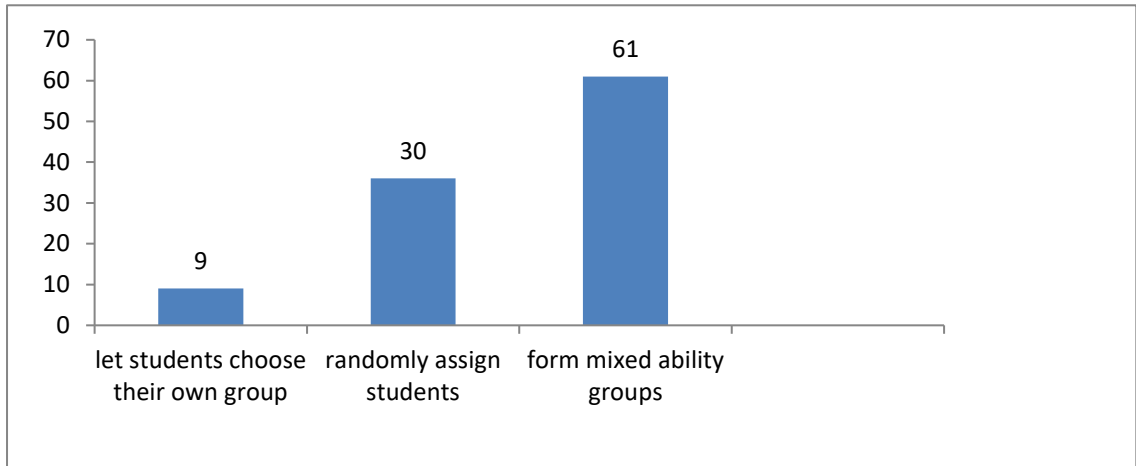
The above figure shows that only 9% of the total respondents said that they let students choose their own group, while 30% replied that they randomly assign students to form groups. Unlike, 61%of them said that they formed mixed ability groups which is meanwhile double than the respondents who randomly assigned the students. On the basis of the obtained data, we come to conclusion that, very few teachers let students choose their own groups which is not supposed to be the best since the group work is an effective technique for teaching with mixed abilities students.

4.1.4 Types of Group Work Used in Teaching Vocabulary

The responded were asked to respond on the types of group work that they used in teaching vocabulary.The responses obtained from them have been presented in the following figure.

Figure No. 4

**Types of Group Work Used in Teaching Vocabulary**
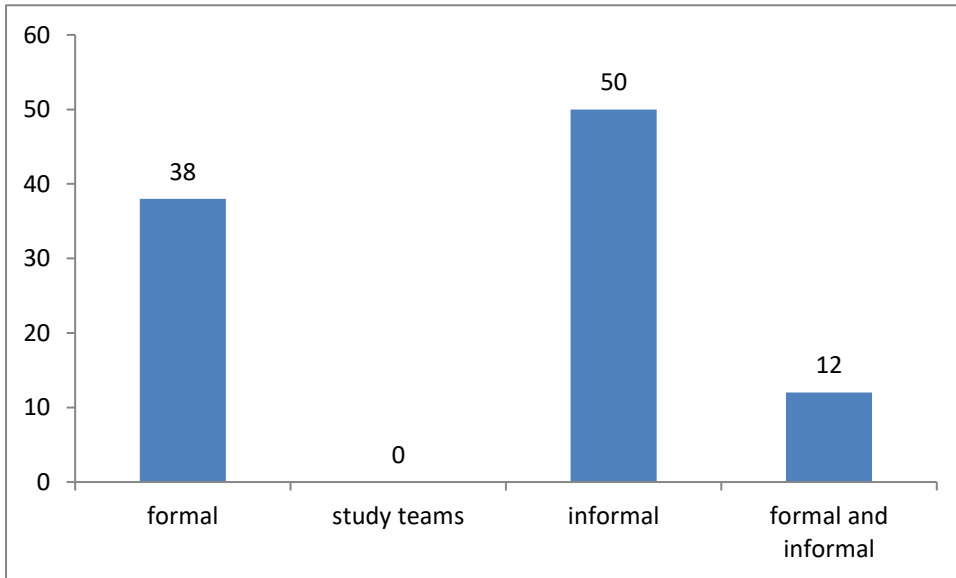
The above bar graph compares the data obtained from the respondents on the types of group work used in teaching vocabulary. Similarly, the table shows that 38% of the respondents said that they used formal type of group work; no one responded that they used study teams. Although, 50 % informants used informal type of group work. Remaining12 % respondents have concept of both formal and informal types of group work which are equally valuable in teaching learning activities. On the ground of obtained data, what we can infer that half of the teachers think informal types of group work helps to enhance their capacity.

4.1.5. Skills and Aspects Best to be Handled Using group Work

To find out the preference of teachers to teach language skills and aspects by using group work technique, in question no16, they were asked to respond to the question' Which of the following skills can be best developed by using group work technique for teaching vocabulary?' The responses of them have been presented in the following figure.

Figure No.5

Skills and Aspects Best to be Handledby Group Work
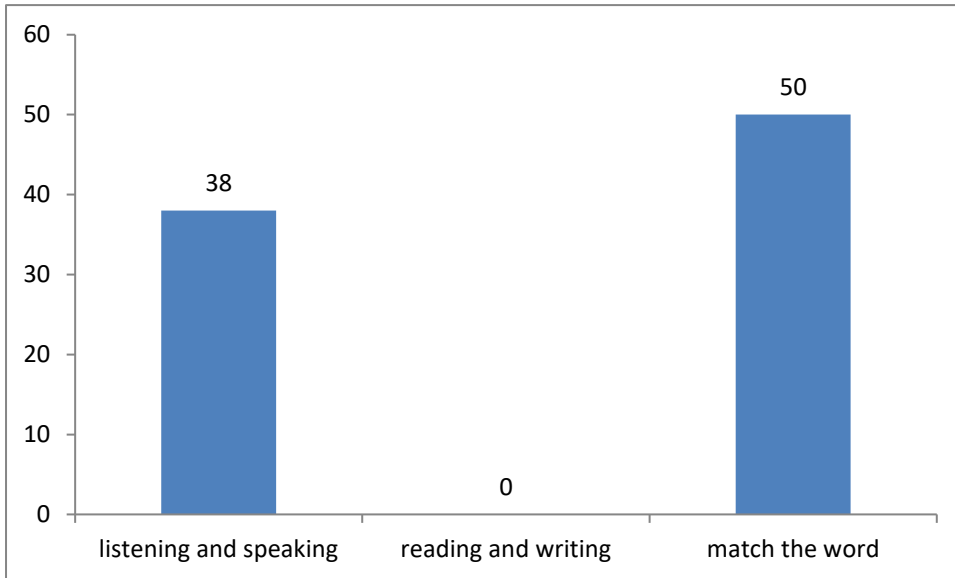
The above figure illustrates that the majority of the respondents i.e.66.6 % of the total respondents believed that listening and speaking can be best handled by using group work while,27% of the total respondents believed that reading and writing can be best taught by using group work. On the contrary,6.4 % respondents replied that match the word with their suitable meaning can be best handled by using group work technique which is too much less than other two groups. On the basis of obtained data, we come to conclusion that listening and speaking skills can be best developed by using group work technique for teaching vocabulary.
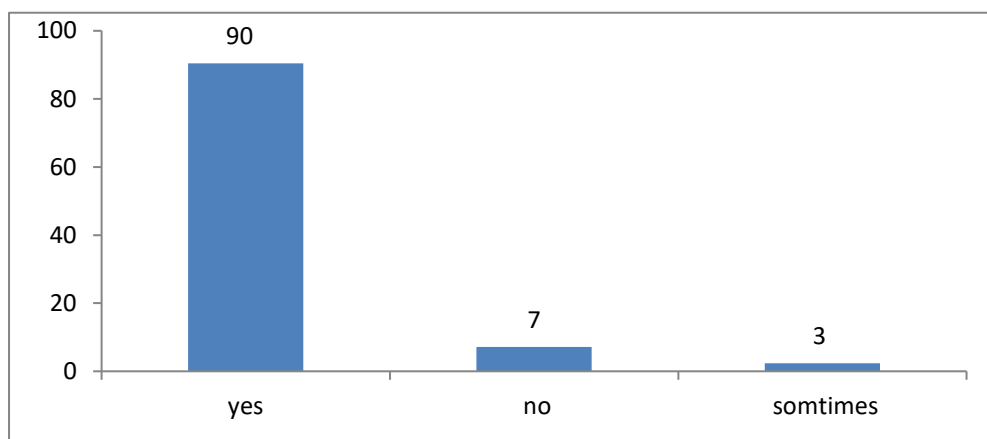
4.1.6 Use of Relia for Teaching Vocabulary

One of the best ways of presenting words is to bring the things that they represent in to classroom-i.e.by bringing 'realia' in to the classroom. Words like 'postcard', 'ruler', 'pen', 'watch' etc. can obviously be presented through

the use of realia. The teachers were asked about the use of relia for teaching vocabulary which is given in the figure below.

Figure No.6

Use of Relia for Teaching Vocabulary

The above figure illustrates the details of the response the use of realia for teaching vocabulary. The table shows that the 90 % of total respondents said they used relia in teaching vocabulary. Similarly, 7 % of them responded that they did not use it. Only 3 % respondents said that they used relia sometimes in their classroom. With this, we can conclude that the most of the teachers used relia for teaching vocabulary during their classes in English language teaching at lower secondary level. So, the relia is one of the best ways to motivate the students.

4.1.7. Use of Picture for Teaching Vocabulary

To find out the frequency of using picture for teaching vocabulary, the teachers were asked to respond to the question "How often do you use picture for teaching vocabulary? In responseto this question, the teachers responded difference of responses which is presented in the figure below;

Figure No.7

**Frequency of Using Picture for Teaching Vocabulary**
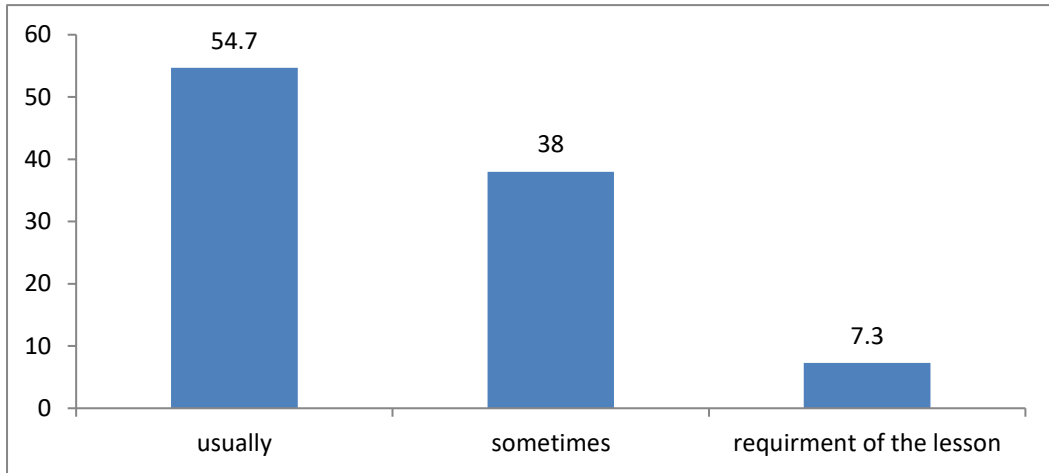
The given figure clearly shows that 54.7% of the total respondents said that they usually used group work in their classroom. Similarly, 38% teachers said that they sometimes used group work technique while teaching vocabulary. The number of respondents who used it according to the necessity are too much less 7.3% than the teachers who used usually and sometimes. With this, we can conclude that using picture in class is appropriate for lower secondary level.

4.1.8. Appropriateness of Word Circle for Practicing Vocabulary

While teaching vocabulary word circle the students look as a wheel of words as the following figure and try to say which word may combine with which. The respondents were provided an opportunity to put their views about the appropriate of word circle for practicing vocabulary to teach lower secondary level. To find out whether the teachers think word circle is suitable for lower secondary level or not, they were asked to response the question" Do you think word circle is appropriate for practicing vocabulary?"The responses obtained from have been presented in the following bar graph.

Figure No.8

Appropriateness of Word Circle for Practicing Vocabulary
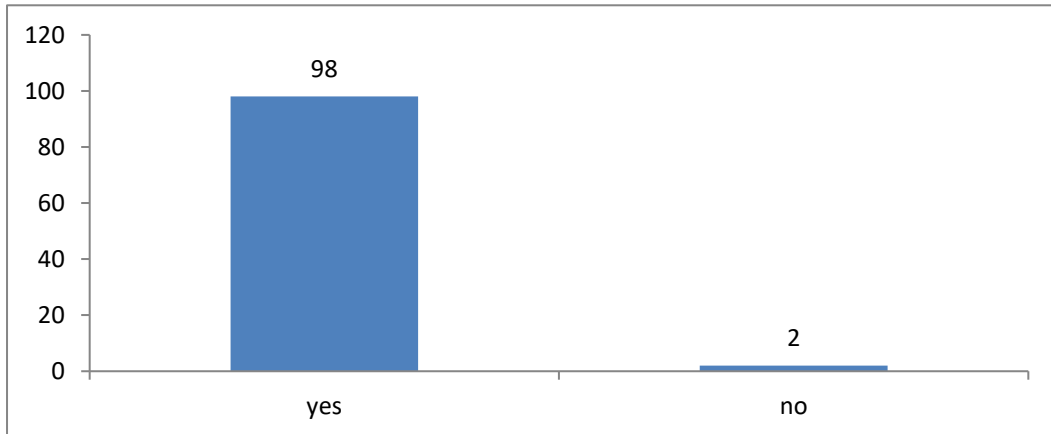
The given figure illustrates that there is the vast difference between the respondents whether the word circle is appropriate or not. In comparison,most of the respondents (98 %) said that word circle is appropriate while teaching vocabulary. On the other hand, only (2%) percent teachers said that they don't use it while teaching vocabulary for lower secondary level. We can conclude that word circle is appropriate technique while teaching vocabulary.
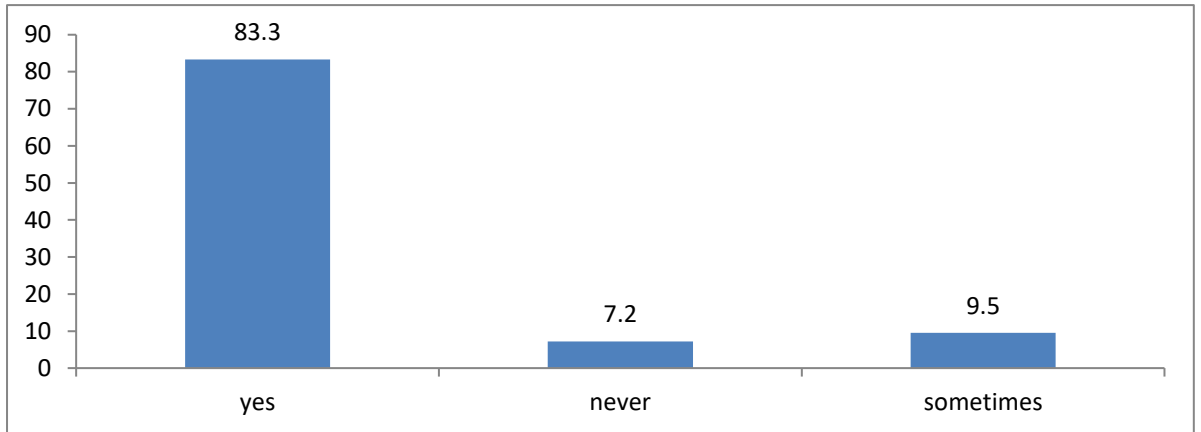
1.8.9 Use of Information - Gap Activity While Practicing Vocabulary

In question no. 6 of the questionnaire,the respondents were requested to mention the use of information- gap activity while practicing vocabulary. The responses obtained from them have been presented in the following bar graph.

Figure No.9

Use of Information - Gap Activity While Practicing

Vocabulary

On the basis of their perception on the use of information - gap activity, the bar graph shows that the largest number of 83.3% respondents use regularly while other use sometimes /never. On the other hand, only 7.2 % said that they have never used it while teaching vocabulary. Likewise, 9.5% respondents said that they sometimes use information - gap activity while teaching vocabulary. From the above discussion, we can conclude that information - gap activity is appropriate technique for lower secondary level.

4.1.10. Importance of Translation Technique for Practicing Vocabulary

The respondents were asked aboutthe importanceof translation technique for practicing vocabulary for lower secondary level in question 7.The responses obtained from them have been presented in the following bar graph.

Figure No.10

Importance of Translation Technique for Practicing
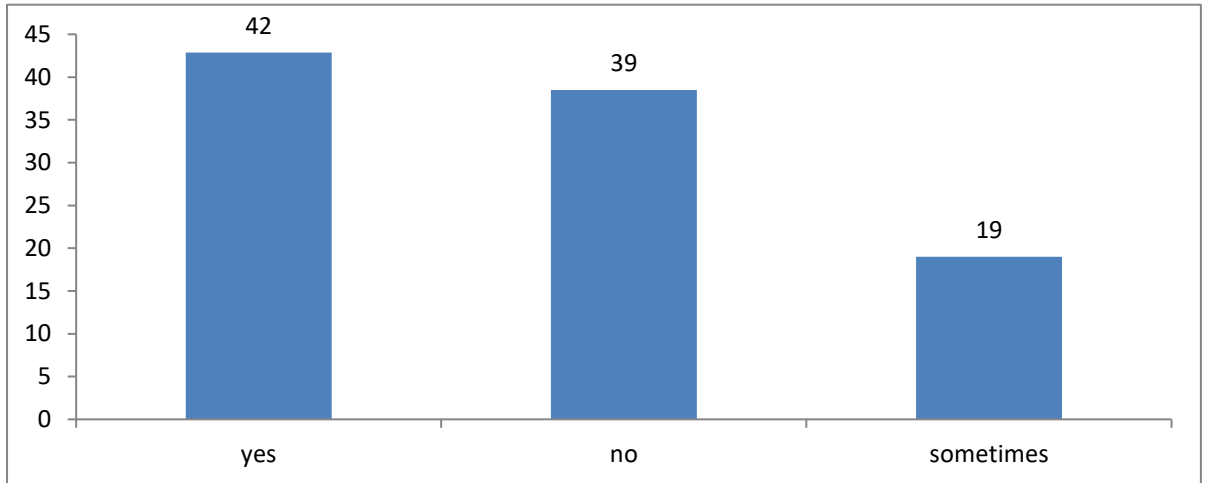
Vocabulary

The above bar graph explores that the question received the highest level of agreement.42 % of the total respondents said that translation is an important technique for practicing vocabulary, while 39% replied that they do not use it while practicing vocabulary. Likewise, the respondents who said sometimes are less than other two groups which is only19 per cent. On the basis of obtained information, we come to the conclusion that it is not most effective technique for practicing vocabulary.

4.1.11 Size of Group for Implementing GroupWork Technique

To find out the appropriate number of students to form a group, they were asked to respond the question "In your opinion,what is the appropriate number of group for groupworktechnique?The responses obtained from the sample have been presented in the following bar graph.

Figure No.11

Appropriate Number of Group for Group work Technique
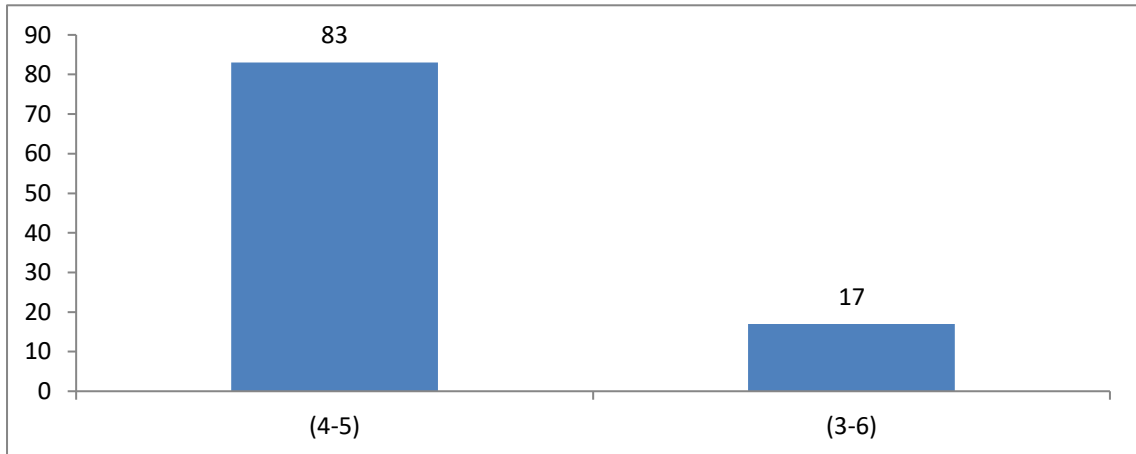
The above bar chart depicts that 83% of respondents opined that the best number of the group is of(4-5) students. Similarly,rest of the teachers i.e. of them 17% said that they form group of (3-6) students. By observing the above information, it can be concluded that the appropriate number of students to form group is (4-5)while teaching vocabulary for lower secondary level. From the above discussion, it can be concluded that (4-5) is more appropriate size for conducting group work rather than group of (3-6) students because the teachers can make personal contact and enhancecommunicative skills.

4.1.12 Frequency of Word Map Activity While Teaching Vocabulary

To find out the frequency of using word map activity while teaching vocabulary, the respondents were given question 'How often do you use word map activity while teaching vocabulary?' The responses obtained from them have been presented in the following bar graph.

Figure No.12

Frequency of Word Map Activity While Teaching Vocabulary
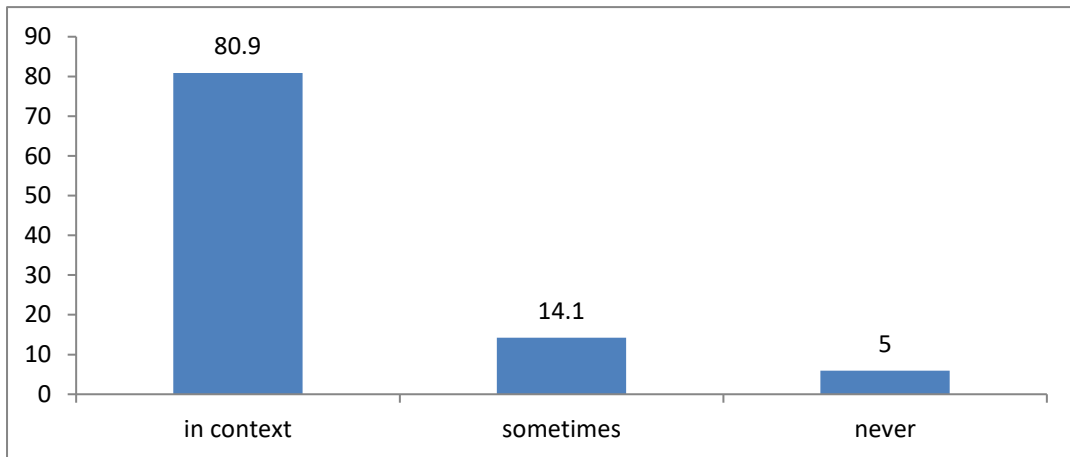
The above figure shows that the majority of the total respondents 80.9 %replied that they sometimes use word map activity. Similarly, the teachers who use sometimes are more in number than the teachers who never use which is 14.1 % and 5 %respectively. In addition, 5% of them replied that they do not have idea about group work so they haven't tried in classroom. By observing the above information, it can be concluded that word map activity is very useful while teaching vocabulary for lower secondary level.

4.1.13 Demerits of Group Work Technique

In question no 10. The respondents were requested to mention thedisadvantages of a group work technique. The responses obtained from them have been presented in the following bar graph.

Figure No. 13

Demerits of Group Work Technique
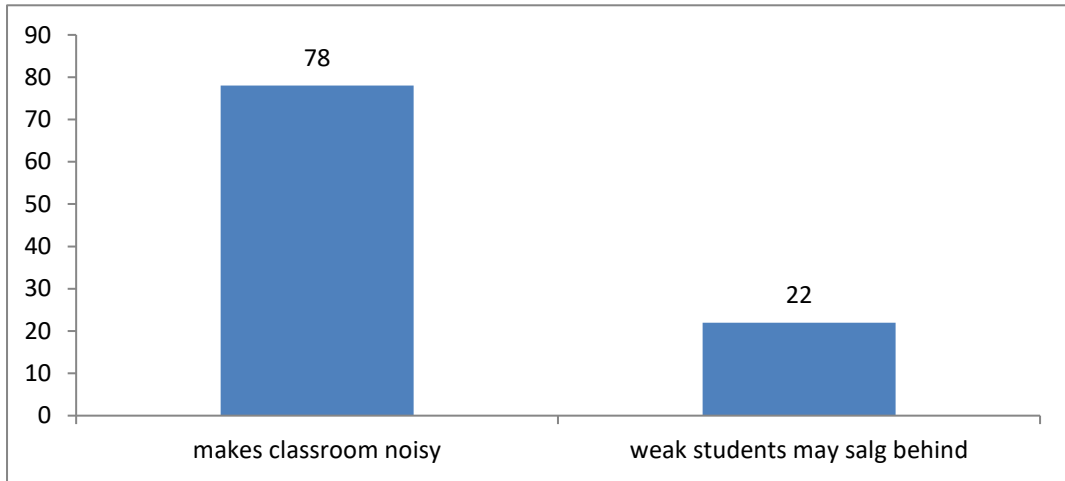
The above figure presents that the majority of the respondent's i.e.78% mentioned that it makes classroom noisy while 22% respondents mentioned that the weak students may slag behind while conducting teaching learning activities through group work. In conclusion, the group work technique is a highly effective technique;however, there are also some weakness.

4.1.14 Merits of Group Work Technique

The participants were provided an opportunity to put their views about the merits of group work technique to teach vocabulary for lower secondary level. To find out whether the teachers think group work technique is suitable for lower secondary level or not, they were asked to response the question'mention the importance merits of group work technique'. The views provided by the teachers is shown below.

Figure No.14

Merits of Group Work Technique
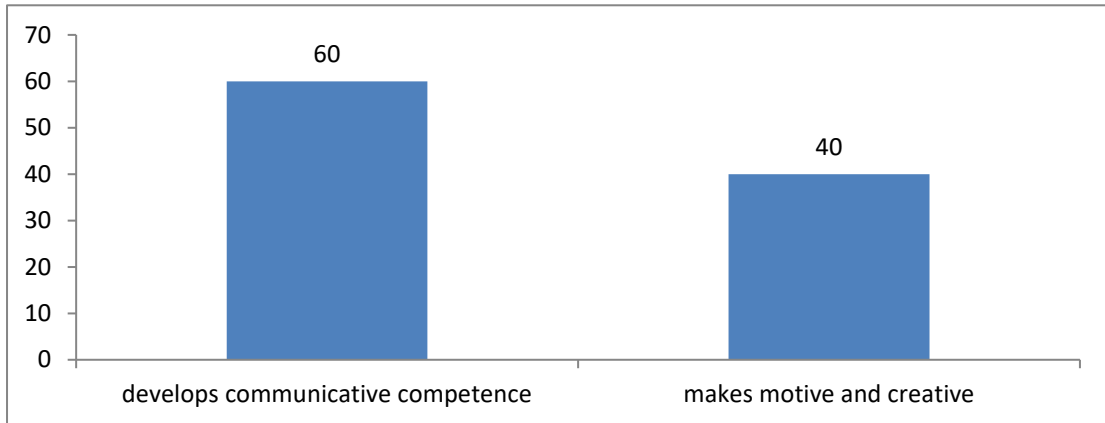
The above figure shows that 60% of the total respondents replied that all the student's get chance to build the skills while working in groups and enhance their communicative competence which is more than that of the next group.The reminder, i.e. only40% teachers replied that it helps to motivate and improve way of thinking of the students. On the basis of the views expressed by the respondents, we can claim that even though the group work technique undoubtly a highly effective technique, there are also some weakness of it as other technique in teaching vocabulary at lower secondary level.

4.1.15Importance and Appropriateness of Group work Technique to Enhance Interaction of Students for Teaching Vocabulary

The participants were provided an opportunity to put their views about the effectiveness and suitability of group work to enhance the interaction of the students while practicing vocabulary in lower secondary level. In addition, they were also provided with a chance to clarify their views for both positive and negative responses. To find out the responses, they were asked to response the question 'Do you think group work is an effective and suitable to enhance the

communication level of the students while teaching vocabulary?'The response provides by the respondents are given below.

Figure No.15

Importance and Appropriateness of Group work Technique to Enhance Interaction of Students for Teaching Vocabulary
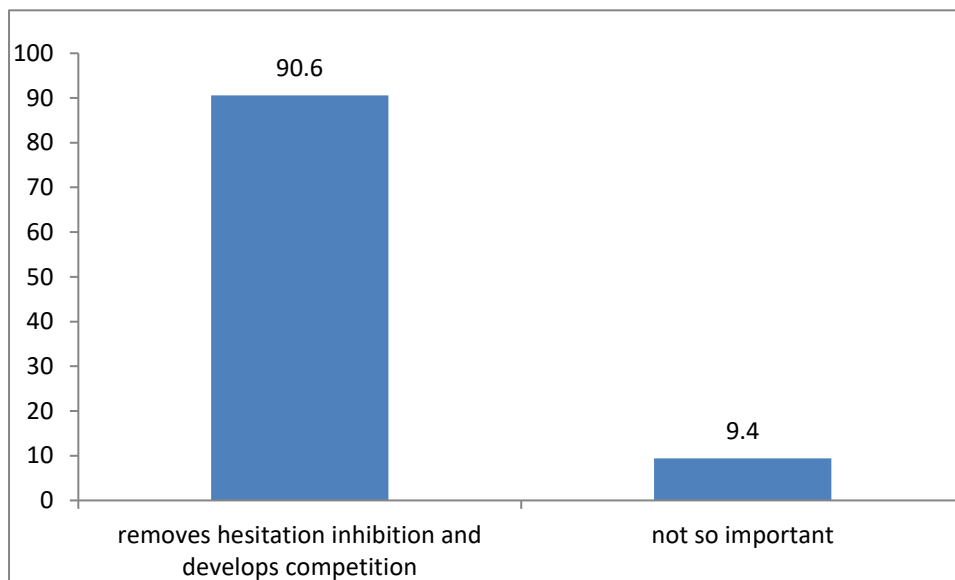
The above figure shows that 96.6 % of the total respondents thought that it is an effective and a suitable technique for this level because it removes hesitation and inhibition of students and sense of competition sprouts among the students. On the other hands, only one 9.4 % respondent said that it is not important and suitable technique for the students.No one responded that strongly disagree with the statements. On the basis of the responses, we can argue that group work technique is an appropriate technique at this level to conduct classroom activities which helps to develop the fluency of the students. Moreover, it is also appropriate since the students of this level who works in group are satisfied with their classes.

4.1.16 Impact of Group Work Technique on Student's Motivation

Similarly, the respondents were also asked to respond on the impact of group work technique on student's motivation. The responses provided by the teachers are shown in the following graph.

Figure No.16

Impact of Group Work Technique on Student's Motivation
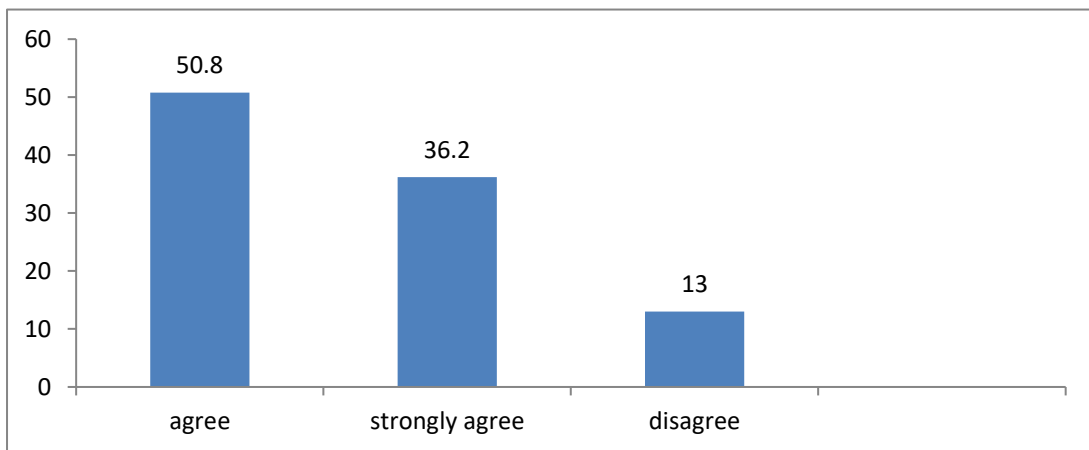
The above figure shows that 50.8 % of the total respondents agreed with the statement which is comparatively more than the other two groups. On the other hand, 36.2 % replied that they are strongly agreedwith the statements because it helps to facilitate the teaching learning activities.But 13 % of them replied that they were disagreewith the statements.Their responses make us clear that most of the teachers use it to motive the students and useful technique.

4.2 SUMMARY OF THE FINDINGS

In this section, I have mainly presented the summary of the findings based on the data analysis and interpretation. I have drawn conclusion for the findings which had largely contributed to suggest some points for readers of the study. Finally, I discussed my reflection of the study.

a. Overall, majority of the teachers were found to have very positive perceptions on using group work and at least they use group work/they are familiar with group work. And they viewed that it is more useful technique than the translation technique.

b. Teachers were found to be encouraged to use group work not only in English but also in all subjects. In addition, they viewed that the book used for teaching English at lower secondary level is designed to promote group work in vocabulary teaching.

c. Most of the teachers said that they were using formal and informal grouping system using variety of strategies (random, as chosen by learners, and mixed ability); most of the participants said they used mixed ability.

d. In their perception, all sorts of language skills and aspects can be taught using group work; however, vocabulary can be best handled by using it in comparison to the language skills.

e. The teachers perceived group work as an appropriate technique for lower secondary level. According to the number of teachers, it is an appropriate and important technique because the exercise like providing direction, matching, classifying, solving problems, word circle require either group work or a pair work technique to be practiced. Moreover, it was found that it is an appropriate technique to deal with crowded class where it is very difficult for a teacher to make personal contact in the class.

f. It was found that some teachers have good theoretical knowledge of techniques but due to the lack of skills, practical knowledge and passive habit; they do not practice and prepare for conducting group work in the classroom.

g. Though the majority of the respondents perceived group work as a highly effective technique, they also have internalized some shortcomings of it. They viewed that it makes the classroom noisy as well as weak students may slag behind.

h. Similarly, it was also found that appropriate size of the students for the group work is (4-5) because teachers can make contact with everyone and easy know the psychology of the students.

i. likewise, it was found that most of the teachers perceived it is an useful technique to motive and make the students creative in the classroom while teaching vocabulary. And it helps to develop the communicative competence of the students.

CHAPTER FIVE

CONCLUSIONAND RECOMMENDATION

On the basis of the analysis and interpretation of the data and summary of the findings, I have concluded the study with some recommendations. So this chapter is about the conclusion and recommendations for further improvements.

5.1. Conclusions

The main purpose of my study was to explore whether the teachers practice group work technique or not and useful of this technique in class room for teaching vocabulary. I actually passed various stages of the study in course of deriving these conclusions.

I designed certain research questions which are also reflected in the objectives of the study. Research design and methodology were selected on the basis of mixed nature of the research. The sample of the study was selected through purposive non-random sampling procedure where sample were 36 and major tools were questionnaire. The literature reviewed in this field also contributed a lot for deriving the conclusion of the study. Above all analysis and interpretation of the data collected using questionnaire from the teachers largely contributed us for deriving the conclusion of the study.

From the above study, I found that group work technique is very useful technique to teach vocabulary. It has better impact as a whole teaching meaning and pronunciation aspect of vocabulary in course of learning language. Furthermore, it can also be said that group work technique is useful to learn not only meaning and pronunciation but also other aspects of vocabulary. The study has been presented in five different chapters. The first chapter is introduction, second chapter is review of related literature and conceptual framework, third chapter is method and procedures of the study,

chapter four is analysis and interpretation of the results and last chapter is conclusion and recommendation. The main conclusions which I found of the study are below:

a. Group work technique was found to be better than that of other technique (i.e. translation) technique to teach meaning of vocabulary and pronunciation.

b. It was found that groupwork technique enables the students to spell vocabulary of meaning correctly.

c. It can be concluded that group work technique was useful to teach different aspect of vocabulary.

d. It shows that group work technique activate the students as well as the teacher in the classroom.

e. It can be concluded that using group work technique in teaching vocabulary has relatively better impact on the whole. The above result shows that teaching vocabulary through group work techniques is more appropriate than teaching with usual classroom technique i.e. translation.

f. I concluded that students feel less anxiety when they are working with their friends privately, weak and shy students learn more as they can talk or speak with their friends.

g. It can be concluded that feel problems while conducting teaching learning activities. The difficulties can be varied in nature. The problem could be different like psychological, classroom management, fluency, communication between students and teacher, subject matter, syllabus designing, finding the available resources which are in the institutions' periphery.

h. At last, I concluded that group work can be a very suitable in context of Nepal where it is very difficult for teacher to make personal contact in the class due to limitation of time provided for a class period. It can

perfectlyused in teaching all language skills and encourage students to be more involved and to concentrate on the task.

i.   Though the majority of the respondents perceive group work as a highly effective technique, they also have internalized some shortcomings of it.They viewed that it makes the classroom noisy as well as weak students may slag behind.

5.2 Recommendations

On the basis of analysis and interpretation of the information obtained, the following suggestion and recommendation have been drawn being related to policy, practice and further research area.

5.2.1 Policy Related Recommendation

The main recommendations of the study at this level are as follows.

i.   The curriculum designer should utilize the group work to design the technique of teaching vocabulary in the curriculum of language teaching.

ii.   The pressure of students' number is high in government- aided schools of Nepal. In such a context, teachers should implement of the group work the technique as it is an appropriate way to deal with for a teacher to make personal contact in a class.

iii.   To implement this technique at school level effectively, the teacher should be trained and provided with sufficient teaching materials.

iv.   The text book writer should include many group based exercises in their textbooks so that the teachers can present the vocabulary items by involving the students in group work; the teachers can develop in them the habit of pronouncing the word as necessary to learn faster.

v.   Group work technique is a time consuming task. So, it is suggested to allocate more time while conducting such activities in the classroom.

5.2.2 Practice Related Recommendation

The following practice related recommendations are made on the basis of obtained through the analysis and interpretation of the data.

i.   As the result of this study indicates teachers' positive views about group work, it should be given emphasis as like the other techniques used in lower secondary level.

ii.   The methodologists should encourage the use of group work in teaching of vocabulary for language learning.

iii.   While teaching vocabulary through group work, teacher might have to face various problems. If group works are not chosen according to the level of students they may lose their interest. So, they are suggested to form adequate number of group and manage the task accordingly.

iv.   The teacher should be trained as how to use group work effectively.

v.   Practical aspects of groupwork should be emphasized by producing systematic principles and procedure to teach particular skills, and aspect   of language

5.2.3 Further Research Recommendation

The study is supposed to be beneficial to conduct the research on the topics like, role play, use of picture, realia etc. while teaching vocabulary. Teachers should be responsible to practice it in their institution. They should always be ready to enhance their knowledge and understanding of group work into the real to enhance their knowledge and understanding of group work into the real practice for their professional development. Therefore they are highly

recommended to be role models for others. Likewise, this research is supposed to be very much helpful more broad and comprehensive research in the future.

It can be suggested that more studies regarding this technique is necessary and its implementation is required to make it more effective as this is the era of communicative and integrative language teaching. This study is entirely based on teachers' perceptions. For a better understanding of how teachers implement group work further observations of teachers' actual classroom is needed.
As the research was limited only to 36 English teachers of private and government school of Kathmandu district. It cannot be, however, claimed that the findings of this study are applicable for all lower secondary level schools of Nepal. 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.

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QUESTIONNAIRES TO THE TEACHERS

Dear sir/madam,

This questionnaire is a research tool for gathering information for my research entitled "Teacher's perception on practice of groupwork technique in Teaching Vocabulary " for the partial fulfillment of my master of Education in English at T U. I am carrying out this research under the supervision of Mr. Guru Prasad Paudel, Teaching Assistant of the Department of English Education, T U, Kirtipur. The questions are based on Teacher's perception on practice of groupwork technique in Teaching Vocabulary.

The current information provided by you will be of great help for the successful completion of this research. Your name and the name of your organization are optimal and your participation is voluntary. All the information collected though the questionnaires will be kept highly confidential and used only for research purpose. I would be greatly if you could kindly spare some time to complete the questionnaires below.

ShushilaKattel

Appendix- 1

Questionnaire

School's Name: Date:

Teacher's Name:

Teacher's Experience:

1.   Do you use realia for teaching vocabulary?

....

....

2.   How often do you use picture for teaching vocabulary?

....

....

3.   How do you use group work technique for practicing vocabulary?

....

....

4.   How often do you use groupwork technique while teaching vocabulary?

....

....

5.   Do you think work circle is appropriate for practicing vocabulary?

....

....

6.   Do you use information- gap activity while practicing vocabulary?

....

....

7. Do you believe translation is a good way for practicing vocabulary?

....

....

8. In your opinion, what is the appropriate number of group for groupworktechnique?

....

....

9. How often do you use word map activity while teaching vocabulary?

....

....

10. What can be the demerits of groupwork technique?

....

....

11. Mention the important merits of groupwork technique?

....

....

12. Do you think 'groupwork' is an effective and suitable technique for teaching vocabulary?

    Yes   [   ]   No [   ]

    If 'yes' how can you say the technique is effective and suitable for lower secondary and secondary levels.

....

13. Groupwork techniques have significant impact on the students' motivation.

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

14. Groupwork techniques help the students in interaction.

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

15. Which of these types of groupwork do you use while teaching vocabulary in your class?

a. Informal (temporary formation of groups work can be organized at any time during a lesson)   [   ]

b. Formal (Students work together for a period of time until the task is finished)   [   ]

c. Study team (Long-term groupwork, lasting till the end of the Semester)   [   ]

Thank you so much for your time in thinking through and answering the questions. It will be highly appreciated.