

CHAPTER – ONE

INTRODUCTION

This is the study on techniques used for teaching abstract nouns. This introduction chapter includes background of the study, statement of the problem, objectives, research questions, significance, delimitations and operational definition of key terms respectively.

1.1 Background of the Study

Language is the primary means of communication. The institution whereby human beings communicate and interact with each other by means of habitually used oral-auditory and arbitrary symbols is called language. In other words, language is voluntary vocal system of human communication. It is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols. A language is a system of arbitrary vocal symbols by means of which a social group co-operate and negotiate meaning. It can be defined as the system of communication in speech and writing that is used by people of a particular country or area. There are different views of the scholars on language.

Wardhaugh (1998, p.1) defines, “Language is what the members of a particular society speak.” Language is the expression of human personality. It is a forms of social behaviour that enables the individual to cooperate with others in a group. The major function of language is to communicate. ”

Chomsky (2002, p. 2) defines it as, “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 humans over a broad range.” From the above definition, now, it can be said that

language is the voluntary vocal system of human communication. Without language, a society cannot exist and different languages make different speech communities.

Learning a foreign or second language is not an easy task. It needs a lot of time and effort to have mastery over all the levels of languages. These levels are phonology, morphology, grammar and semantics. Out of these, phonology and morphology are very important levels because a language learner begins the journey of language from these levels. While learning a language, vocabulary plays the most important role. The full and effective use of the English vocabulary is essential for successful communication in English.

Each language consists of vocabulary items which are the main instruments to express the idea. The more vocabulary items we have, the more we can express. Vocabulary is the nucleus of the language and it helps to nourish the knowledge of language. Vocabulary is one of the most important aspect of language teaching. Vocabulary items can be taught by different methods, techniques and activities.

1.2 Statement of the problem

Language is the system of systems. It is systematically structured. Smaller units of language are systematically structured to form larger units. Similarly, grammar is the way of putting words together to make correct sentences. To use it according to the context, all the forms of grammar to be linked. The form of abstract vocabulary are also needed to convey meaning.

Word grammar is one of the important aspects of any language. It is the backbone of the language. It is partly the study of what forms (or structure) are possible in a language. Teaching of the language is automatically consistent with teaching its grammar in the sense that

whichever the language acquired, there exists grammar, through the learners may not be able to recite the learned patterns in the forms. In this regard, grammar is said to be part and parcel of language, if it is to retain its identity. (Wilkins, 1997)

Word grammar is the most important unit of language. Word grammar is such important aspects of language without which communication is rather difficult even if one has good knowledge of a language. Although, we have much vocabulary, we have to choose right vocabulary according to the situation, subject matter of communication and the person with whom we are talking. The complex or simplicity of our thought, the formality and informality of our knowledge and degree of politeness all are reflected by the words used. So, in order to communicate appropriately s/he should learn the adequate number of word grammar vocabulary of language. Vocabulary and grammar are equally important components of language for effective communication. In this regard, Wilkins (1997, p.111) says, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

From the above definition; it is clear that grammar is the science that contains a set of rules for speaking and writing particular language correctly and appropriately. Therefore, the study on grammar and vocabulary is foremost. The main problems faced by the teachers while teaching abstract nouns are:-

-) Problems in adopting methodologies by the teacher while teaching abstract nouns.
-) Problems in identifying the areas of abstract nouns.
-) Problems to distinguish abstract nouns and rest of the other nouns by the teacher.
-) Problems to teach abstract nouns with feelings, emotions, action, state and quality by the teachers.

Study on grammar and vocabulary is significant. Each and every part of speech should be linked with each other. Otherwise, it won't be meaningful. The above mentioned problems were seen while teaching abstract nouns.

1.3 Objectives of the Study

The objectives of the present study were:

- a. To identify the techniques used for teaching abstract words.
- b. To identify the problems faced by the teachers while teaching abstract words.
- c. To suggest some pedagogical implications based on findings.

1.4 Research Questions

- a. What techniques do the teachers follow to teach abstract nouns?
- b. What are the problems faced by the teachers in teaching abstract nouns?

1.5 Significance of the Study

The study will be beneficial to all those who are involved in the field of language teaching, especially in ELT. It will be highly significant and helpful for ELT practitioners mainly the students who clearly use the abstract nouns in meaningful contexts. Moreover, it will be significant to the students and other language teachers involved in teaching to deal with abstract concepts. Teachers, syllabus designers, text-book writers and to all those who are interested in language teaching will be familiar with techniques to present abstract concepts in sentences. More specifically, it will add a milestone in teaching various nouns to foundation level students.

1.6 Delimitations of the Study

The study had the following limitations:

- i. To carry out this study, only thirty schools were selected from Syangja district.
- ii. Only two English teachers were selected from each of the selected schools.
- iii. Schools were selected by using random sampling procedure.
- iv. The data were collected by using the questionnaire which was given to the English teachers and class observed by the researcher.
- v. The population of the study was limited only to the English teachers of Syangja district.
- vi. The study was carried out by using the questionnaire in written form.
- vii. The research was limited only to find out the techniques of teaching abstract nouns used by the teachers.
- viii. Only abstract nouns were taken into the consideration as the part of teaching vocabulary.

1.7 Operational Definition of Key Terms

Vocabulary: In this study, vocabulary can be defined as a body of all the words that a person knows or uses. Language structures make up the skeleton of language then it is vocabulary that provides the vital organs and flesh.

Active vocabulary: Here, active vocabulary refers to the vocabulary that students have been taught or learnt and which they are expected to be able to understand, pronounce and use constructively in speaking and writing.

Passive vocabulary: In this research, passive vocabulary refers to the words which the students recognize when they occur in a context but which they will probably not be able to produce.

Content words: Here, the content words refer to a thing, quality state or action and which have lexical meaning when it is used alone. It includes nouns, verbs, adjectives, adverbs (major class words)

Metaphor: Here, it is defined as word or phrase used to describe sb/sth else, in a way that is different from its normal use, in order to show that the two things have the same qualities and to make the description more powerful.

Idiom: In this research, idiom is a group of words whose meaning is different from the meanings of the individual words.

Collocation: It can be defined as combination of words in a language that happens very often and more frequently than would happen by chance.

Abstract Noun: Here, it can be defined as noun that refers to an idea or a general quality, not to a physical object.

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists the details of reviewed theoretical and empirical literature and their implications on the study. In the same way, theoretical concepts and conceptual framework are also included in this chapter.

2.1 Review of Related Theoretical Literature

Language is made up of vocabulary items and grammatical rules. Vocabulary is the vital aspect of language without which a language cannot exist in the world. Each language consists of vocabulary items which are the main instruments to express the ideas. However, all languages may not be rich in vocabulary items. The more vocabulary items we have, the more we can express our ideas indifferent fields. Vocabulary items have the great place in any language. Communication without vocabulary will be utmost impossible. Vocabulary items can be defined as the total number of words, which make up a language. In this respect, Richards (1985, p. 307) defines vocabulary as "a set of lexeme including simple words, compound words and idioms." Similarly, Crystal (1995, p. 111) states "Vocabulary is the Everest of language" so while teaching and learning vocabulary, the questions of the criteria of selection and need of the learners should be properly considered.

Learning a foreign language is a matter of learning vocabulary of that language. In this regard, Wallace (1982, p.120) says, "It has often been remarked how strange it is that comparatively little has been written on the teaching and learning and learning of foreign language vocabulary because there is a sense in which learning a foreign language is basically a matters of learning the vocabulary of that language."

Even though vocabulary is the core part of language, it can be said that learning a foreign language is automatically learning vocabulary items. It is essential to deal with vocabulary items separately to advance vocabulary reportageso that the person can command over language. Harmer (1991, p. 153) says, if language structures make up the skeleton of language, then it is vocabulary that provide vital organs and the flesh. In this way, vocabulary is the building block of language. Similarly, Chomsky (1957, p. 16) argues that due to finite numbers of grammatical rules a child is capable of producing infinite number of structures. These rules are pre-programmed in the child's mind but this principle is not applied in the case of vocabulary are to be practical to learn since word may be used differently in different situation.

It is obvious that a word is most important aspect of language in the absence of it communication is most difficult.

2.1.1 Defining Vocabulary

Vocabulary can be roughly defined 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 and lexical items are synonyms for vocabulary. It is a body of all the words that a person knows or uses. The meaning of vocabulary is also given as total number of words that make up of language. We can find out the various definitions of it. Some of them includes:

Hockett (1958, p.167) defines word, “As any segment of sentence bounded by successive point at which pausing is possible.”

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

Similarly, according to Verghese (1989, P.64) “Words used in a language constitutes vocabulary.” Likewise, Harmer, (1991. p. 153)says, “If language structures make up the skeleton of language then it is vocabulary that provides

the vital organs and flesh. Crystal (2003, p. 126), defines vocabulary 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.”

Vocabulary is one of the most important aspects of language. Vocabulary refers to the total number of words of a language. ‘Vocabulary’ can be a single word or a group of words that take a single meaning. In addition, vocabulary closely links with grammar. With the help of grammar, the words are arranged systematically. In any language, grammar provides certain structure and vocabulary provides meaningful words to fulfill the certain structures. Without vocabulary, there is no existence of language.

2.1.2 Types of Vocabulary

Vocabulary can be classified on the basis of different criteria. Arts and Arts (1986, p. 22) classify words into two types: major and minor words. The former is also called open word class, its membership is unrestricted and indefinitely large since it allows the addition of new members. Minor word is also called close word class; its membership is restricted since it does not allow the number of items they comprise it, as a rule, so small that they can easily be listed. In English, there are four major word classes: noun, adjective, verb and adverb. The minor word classes: conjunction, article, pronoun, quantifier, numeral and interjection. Regarding the types of word, Arts and Arts (1986, p. 21) mention the three types of words as simple, compound and complex.

A simple word consists of single free morpheme followed, not to combine any affixes. A Compound word consists of two or more free morphemes where the constituents themselves and constitutes are words, for example black board, black tea, cupboard etc. Compound word is lexical item composed of two or more parts of written (-) where the parts themselves are usually words, for

example, bus park. Complex word consists of a root and one or more derivational affixes, for example, babyhood, determination, etc.

There are mainly two types of vocabulary: active vocabulary and passive vocabulary. According to Harmer (1991, p. 159), a distinction is frequently made between 'active' and 'passive' vocabulary. The former refers to the vocabulary that students have been taught or learnt and which they are expected to be able to use whilst the latter refers to the words which the students will recognize when they meet them but which they will not be able to produce.

This description reveals that those words that an individual used more frequently are called active vocabulary and those words which can be understood but not frequently used are called passive vocabulary.

Vocabulary can also be classified into two categories on the basis of the types of meaning they convey: concrete and abstract. If a word refers to an object with a concrete shape, it is called concrete vocabulary, e.g. pen, banana, book, etc. On the contrary, if it signifies something which has no definite shape, size or measurement and is entirely dependent on our personal feelings and imagination, it is called abstract vocabulary, words like kindness, love, etc. come under this vocabulary.

Another distinction is made between 'content words' and 'function words'. Content words refer to those words which have lexical meanings when they are used in isolation. They include nouns, verbs, adjectives and adverbs. They are also known as major class words. On the other hand, function words are those words which show grammatical relationship in and between sentences and they have little meaning on their own. Function words are mainly prepositions, articles, conjunctions, auxiliaries etc.

Fries (1945, 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) into three levels. They are vocabulary to operate the pattern and illustrate the pronunciation of the language, vocabulary to communicate in different areas of wide currency and aesthetic and technical vocabularies.

The first two are common core vocabularies and the third is the specialized one. A word is supposed to be perfect word if it has its own meaning. But function words are almost meaningless in isolation. Therefore, they cannot share the quality to the perfect word. Content words are independent and have more meaningful quality. However, only literal denotation or dictionary meaning is not always complete meaning of words because they have different connotations which are obvious by situational use.

Todd (1987, pp. 49-50) says that the term word is used for the following five senses:

- i. Orthographic word
- ii. Phonological word
- iii. Morphological word
- iv. Lexical word
- v. Semantic word

i **Orthographic word:** It represents the word in its conventional alphabetical writing. It has space on either side. For example, pen, come, sit, book, go and so on.

ii **Phonological word:** It refers to the word in spoken form. It is preceded and followed by pause/ silence in speech. Phonological word is

represented in phonemic or phonetic symbol. For example, 'cat' is orthographic word and /kæt/ is phonological word.

- iii **Morphological word:** It consists of the form. Ball has two meanings (a spherical object used in games and a formal social gathering for dancing) but the word ball is a single morphological word.
- iv **Lexical word:** it is also called lexeme. The lexical word is an abstract unit which underlines many morphological words. For example, the set of morphological words play, plays, playing played represent a single lexeme.
- v **Semantic word:** It consists of the meaning of a linguistic unit. The one morphological word 'ball' represents two semantic words because it has two different unrelated meanings. One is a large formal party for dancing and the other is a round object to play a game.

2.1.3 Importance of Vocabulary Teaching

Vocabulary is the indispensable aspect of language. Vocabulary teaching is an inevitable part of language teaching. Without vocabulary learning, language learning remains incomplete. Cross (2003, p. 5) "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."

Realizing the importance of vocabulary, Harmer (1991, p. 153) says "If language structures make the skeleton of language, then it is vocabulary that provides the vital organs and flesh". It is true that without the use of meaningful words, no communication is possible. So, vocabulary learning is the vital aspect of language. Vocabulary teaching learning starts right from the basic level, i.e. primary level. At this level, it is very important for learners to learn a number of varieties of words with correct pronunciation. In the same way, Wallace (1982, p. 9) says, "Learning a foreign language is basically a

matter of learning the vocabulary of that language. Not being able to find the words you need to express yourself is the most frustrating experience in speaking another language.”

He means to say that we must have adequate knowledge of vocabulary. When we do not have vocabulary, we are not successful to communicate our ideas. In this regard, Wallace (1982, p. 9) further 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.

Hornby (2005, p. 170), defines the term vocabulary as "The words that people use when they are talking about a particular subject." Vocabulary is a powerful carrier of meaning. A learner recognizing the power of vocabulary might reasonably aim to acquire a working knowledge of a large number of words.

Vocabulary experts suggest that every person should not select the lexical items, if there is natural selection inherent in the classroom activities. From that, the learners can learn the vocabulary for their necessity.

Unless an individual selects the right vocabulary items, even the grammatically correct sentences fail to express the intended meaning.

Stressing the importance of vocabulary, Wilkins (1997, p. 111) says, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” 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.

2.1.4 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. There are a number of problems. Some of them as given by Harmer are discussed below:

The first problem of vocabulary teaching is how to select what words to teach. A general principle in the past had been to teach more concrete words as lower level and gradually to more 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. 'A word that students have in their passive store may suddenly become active if the situation or the context provokes its use' (Harmer, 1991, p. 159).

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 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.

Similarly, Wallace (1982, pp. 9-12), has presented the following problems of vocabulary teaching.

a Inability to retrieve vocabulary that has been taught

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

b 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.

c 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 happen when a learner picks a slang or colloquial expression and uses it inappropriately.

d Possessing the wrong kind of 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.

e 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.

f 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.

g 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 interest 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.

2.1.5 Principles of Teaching Learning Vocabulary

Learning vocabulary is not the same as memorizing the list of words. Teaching learning vocabulary is a complex process. 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.

According to Wallace (1982, p. 27), the teaching and learning of vocabulary should be based on the following principles.

i 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? Unless the teacher is clear on this point, it will be difficult to assess how successful the vocabulary learning has been.

ii Quantity

After the teacher has decided on what is involved in vocabulary learning, he may have to decide on the quantity of vocabulary to be learnt. Clearly the actual number will be varied from class to class and learner to learner.

iii Need

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

iv Frequent Exposure and Repetition

It is very difficult to remember a new word simply by hearing it once. It has to be repeated frequently. The students should be given the opportunity to repeat the new word frequently.

v Meaningful Presentation

The vocabulary must be used in an unambiguous way. A word may have different meaning in different situation. The word that is going to be learnt should be presented in such a way, its reference is perfectly clear and unambiguous.

vi Presentation in Context and Situation

The words should be learnt in an appropriate context and situation. The choice of any words can vary according to the situations in which we are speaking.

2.1.6 Criteria of Vocabulary Selection

For a foreign language learner, the selection of vocabulary is very important. To quote Bhandari (1996, p. 54), "Selection is that inherent characteristics of a method which makes sorting of vocabulary items in accordance with the learners' need level and various choice of criteria."

Harmer (1991, p. 154) "Vocabulary should be selected in accordance with the following criteria."

- a Frequency:** Frequency refers to the occurrence of a word in repetition. The teacher can decide which words to teach on the basis of how frequently they are used by speakers of the language. The words most commonly used are to be selected and taught first.
- b Range:** Range here refers to the value of words. Some words have more structural values than others. Words such as a, an, this etc. have widest range and are more important and should be selected.
- c Availability:** Selection of vocabulary depends on whether the vocabulary items being used are available in the locality. Especially for

the young learners, the readily available words are easier to teach as real things can be brought in the classroom.

- d Coverage:** Words having wider converge should be selected than having only specific meaning. For example, the word beautiful can cover the concepts of pretty, cute, elegant etc.
- e Learnability:** Some words are very difficult to learn while others are easy. Similarity to the mother tongue, clarity, regularity and learning load determine the degree of difficulty. The words that are easy to learn should be selected.

2.1.7 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 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/she should provide adequate information about the word while teaching vocabulary. Teaching vocabulary consists of teaching pronunciation, spelling and use of words. So, the techniques of teaching vocabulary includes the techniques of teaching pronunciation, spelling, meaning and use respectively.

2.1.7.1 Techniques of Teaching Pronunciation

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, p. 16) has discussed the following techniques for teaching the pronunciation of a word.

a. Through Modelling

The teacher as a model pronounces the words and then gets both choral and individual repetition. When the teacher is modelling the word he/she can use gesture to indicate the main stress in a word.

Teacher: Community

Class : Community (Done 3- 4 times)

b. Visual Representation

Visual representation involves the use of various symbols to indicate stress, intonation and pitch. For example:

Demography

Demo|graphic

Demographic □ □ □ □

She is a nurse →

Is she a nurse? ↗

c. Phonetic Symbol

Phonetic symbols represent the use of symbols to transcribe each word.

Students can use a dictionary to know the pronunciation. Ur (1991, 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.
-) learning by heart of sentences, rhymes, jingles
-) jazz charts
-) tongue twisters
-) self-correction through listening to recordings of own speech.

2.1.7.2 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.

Harmer (1991 as cited in Bhandari 1995, pp.162-63) quoted the following techniques can be used for teaching spelling:

a. Copying

Teachers write the difficult words on the black board and the students copy them on their notebook.

b. Dictation

The teachers dictate the words and sentences to the students. The students listen to the teachers and write them.

c. Word analysis

Students analyze the words in terms of affixation, i.e. prefix, word stem and suffix.

d. Focusing the trouble spot

There are some words students themselves making spelling errors. For example, letter (students often write latter), pronunciation (students often write pronounciation), psychology (students often write psychology).

e. Phonic method

The teachers try to correlate the sound and spelling in this method. So, the teachers present the spelling that represent the sound. For example, |k|.

- K: kill, keep, kick, make
 C: cause, cap, become
 Ch: character, monarchy, stomach
 Ck: lack, back, check, duck
 Q: queen, quick, question
 Cc: occasion, account

f. Spelling game

Students are involved in a spelling game to teach spelling for example,

A kind of game	C	H	E	S	S
Glasses we drink tea		U	P		

Food we eat daily	R	I	C	E
Force somebody to have sex		A	P	

E			T					E	
			P						

Make as many words as you can from the above table.

Similarly, Ur (1991, p. 58) presents the following teaching ideas for pronunciation and 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 yourself, 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 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)

In conclusion, copying, detection and word analysis are the ways of teaching spellings. Similarly, Ur presents reading aloud, detection of random list of words and preparing a set of minimal pairs are the ways of teaching pronunciation and spelling.

2.1.7.3 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. 5-10) has given the following ways to present meaning.

A. 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:

) 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.

) 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.

) 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 each meaning of a word. Using hands and arms to show a range of meanings (for example fast, small, curving, rolling)

Ostensive technique, which means to teach the vocabulary with the help of real object is the foremost and long-lasting technique of teaching vocabulary.

B. Linguistic Techniques

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

i. Synonyms

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

ii. Antonyms

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

iii. 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.

iv. 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'.

v. 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.

vi. Scale

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

vii. Translation

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

viii. Definition

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

ix. Associated words

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

x. 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.

C. Audio Techniques

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.

In addition to the above mentioned techniques, Cross (2003, p. 11-12) has further described the following steps to teach vocabulary as:

i. 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.

ii. 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.

iii. 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.

iv. Illustrative sentence

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

2.1.7.4 Techniques of Teaching Word Use

Use of word is another aspect to be taught to the students, i.e. the way a word meaning is extended and restricted according to the use of it. In English language the words can be used in the following ways:

Metaphor

Metaphor is the use of word or words to indicate something different from the literal meaning of that word or words. The meaning of a word can be extended through the metaphorical use of it. Metaphor is a sort of figurative use in which the extension is on the basis of similarity. 'One is not imply using the term in one sense, but is saying something different through related word and working through the established sense in order to do it. It is a double operation' (Wallwork, 1969, p. 109). For example, stone literally means non-metallic solid mineral matter. But we extend its meaning to describe the cruel heart of a person, for example 'He has a heart of stone.' This is the metaphorical use of the word 'stone.'

Idiom

Idiom refers to a sequence of words which is semantically and often syntactically restricted in a single unit. Semantic point of view, the meaning of the individual words cannot be summed to produce the meaning of the

idiomatic expression as a whole. In syntactic point of view, the words often do not permit the usual variability they display in other contexts. For example, 'it's raining cats and dog' doesn't permit it's raining a cat and a dog/dogs and cats. An alternative terminology refers to idioms as habitual collections. It is a kind of language which is used by a particular group of people.

According to Wallace (1982, p. 118) idioms contain three elements:

- i Idiom consists of more than one word,
- ii Idioms have fixed collocations and
- iii Idioms are semantically opaque.

The meaning of the words used in idioms has no direct connection. For example, 'storm in a tea pot (fuss) about something that is not important). So such idioms need also to be taught to the students.

Collocations

Collocation is something which permeates all languages. According to Wallwork (1969, p. 94) "Collocation simply means 'placing together' of two or more words or phrases." Collocation is the association of one lexical item with another lexical item, it is outside grammar as it has no connection with the word class of a word and has limited choice but it is an open system.

Collocation is mutual relationship between words in which the preceding word determines the meaning of another word determines the meaning of another word with which it collocates. It refers to the restriction on how words can be used together, for example 'high' does not collocate with 'chance' but with probability: a high probability, a good chance. Simply what can be said is if learners do not know collocation well, then the whole vocabulary learning situation gets ridiculous. Therefore, a language teacher should be very careful to instruct the right use of collocation for better communication.

Style

Different words used to express the same meaning in different situation and contexts. Such use of language is called style. In Wallwork's (1969, p. 112) words, "It is however a protean word which is used in so many ways by so many different writers that it is now difficult to use it with any technical sharpness." At the time of using language different types of style can be used. Such as, personal, impersonal, formal, informal, neutral etc. For example the word 'beginning' is the neutral expression where as 'commencement' is the formal expression, but both have the same meaning. The use of language different elements differ the meaning because of the style. Students need to recognize the use of style for the recognition of communication process.

Register

A register is defined as a variety of language distinguished according to use. Richards (1985, p. 242) defines the term register in his dictionary as 'a speech variety used by a particular group of people usually sharing the same occupation or the same interest.' A lecturer, for example, speaks differently while communication with his children, parents, colleagues, students, shopkeepers and so on.

2.1.7.5 Abstract Noun

Abstract noun is a noun that denotes an idea, emotion, feeling, quality or other abstract or intangible concept like love, hate, anger peace, courage, truth etc. We all communicate with abstraction of times. Though abstract nouns don't convey things we can experience with our senses – we can't feel, touch, see, hear, or taste them – they allow us to express important meaning nonetheless.

Abstract nouns are the opposite of concrete nouns – nouns that refer to objects one can experience with five senses. Abstract nouns are intangible. They can identify concepts, experiences, ideas, qualities and feeling. Where concrete

nouns gives the ideas about the objects of external world, abstract nouns mainly refer to the characteristics and ideas of inner world i.e. psychological world.

In some cases, it's a little difficult to recognize when a noun is abstract. Some noun can function as verbs and abstract nouns are no exception.

For example, see how the word "fear" is used in the following two sentences.

I fear the night

(In this sentence, fear shows action, so it is a verb.)

The night was shrouded in fear.

(In this sentence, fear is an abstract noun because we cannot physically touch, feel, hear, taste, smell, or see it.)

Abstract words are by definition abstract, they can mean different things to different people. Moreover, abstract noun can convey deep emotion. Hence, there always remains a risk of misinterpretation. Therefore, in teaching learning process, use of abstract nouns can be obscure. However, the obscurity can be reduced, in pedagogy, by using different techniques like ostensive, linguistic and audio technique.

2.2 Review of Related Empirical Literature

Though a great number of researches have been carried out on different elements of language such as grammar, pronunciation etc. However, there are very less studies on vocabulary achievement of the students and the techniques used in teaching them. The researcher reviewed the following researches which seemed be helpful for the conduction of the present study.

Chavdal, (1997) carried out a research entitled “A study of the vocabulary achievement of the students of Grade six in Jhapa district”. His objective of the study was to investigate the students achievement of English vocabulary used in the English textbook for grade six and to make gender wise comparison of

the vocabulary achievement. He used 90 students of Jhapa district as the primary source and different books, journals, articles, thesis etc .as for secondary sources of data.He used judgmental and snowball sampling. Interview and questionnaire are tools of data collection for his research. The findings of the study showed that English vocabulary achievement was power in aggregate. The girls proficiency was found satisfactory than the boys in the achievement of English vocabulary.

Khatri, (2000) carried out a research on “The achievement of English vocabulary of the students of Grade eight”. His main objectives was to find out the achievement of the students of grade eight in learning English vocabulary and use them in their daily activities. The primary sources of data were forty five students of public and private schools and secondary sources of data were journals, books, thesis etc. He used simple random sampling method to select the sample. He used test items as the tools for data collection. His study concluded that student’s vocabulary achievement was satisfactory. It means the achievement of the nouns were better than of verbs.

Upadhaya, (2001) carried a survey research entitled, “A study on the vocabulary achievement of the students of higher secondary level”. It was done to find out the proficiency level on the phrasal verbs of the students of higher secondary level. His primary source of data were twenty five students of Illam district. He used judgmental non- random sampling to select the informants. He used interview and questionnaire schedule as research tools for data collection. He concluded that the students of the faculty of management showed better proficiency in learning vocabulary. Similarly, they grasped the vocabulary faster than other. They were able to use the word in real life situation.

Gyawali, (2004) carried out a survey research on the “A comparative study on vocabulary teaching through direct and indirect techniques in public secondary schools. His main objectives was to find out the effectiveness of direct or

indirect techniques. His primary source of data collection was thirty five students of Siddhartha higher secondary school of Rupandehi district and secondary source of data were books, journals, articles, thesis etc. He used simple random sampling to select the informants. He used questionnaire and interview as research tools for data collection. His study concluded that direct method is preferred in vocabulary teaching to indirect method.

Raut, (2007) conducted a research “A study on strategies used in teaching vocabulary: A case of lower secondary English teacher”. His main objective was to find out the teaching strategies for teaching vocabulary as a real object i.e. picture, synonyms , antonyms , definition , word analysis , minimal pairs , modeling , copying , blackboard , sketches , facial expressions , phonetics transcription , and translations while teaching vocabulary . His primary sources of data were forty students from Lalbandi V.D.C. of Sarlahi district. He used judgmental and accidental sampling to select the informants .He used interview schedule as research tools for data collection. This study found that a teacher who used real objects to teach vocabulary will get success to achieve their destination. Different methods, strategies or techniques will be applied but to teach vocabulary to lower secondary students, real object is the best for the teachers.

Ghimire, (2007) 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 comparative study of the vocabulary development of the students on the basis of different variables such as active vs passive vocabulary, boy's vs girl's performance, school wise and district wise comparison. His primary source of data was sixty students of grade six of Janajyoti secondary school of Gulmi district and secondary source of data were articles, books, newspaper , journals, thesis and also on. He used judgmental non-random sampling and accidental sampling to select the informants. He used interview and questionnaire as research tools for data collection .And the finding of the study showed the

performance of the students in passive vocabulary. The students of private and urban schools were better on this vocabulary development.

Even if some researches have been carried out their studies on the proficiency of the achievement of vocabulary and word grammar but no research has yet been done on the techniques of teaching of abstract nouns. So, this is one of the new areas in research. Thus, the researcher attempts to find out the eight students' proficiency in the use of abstract nouns in "our English book".

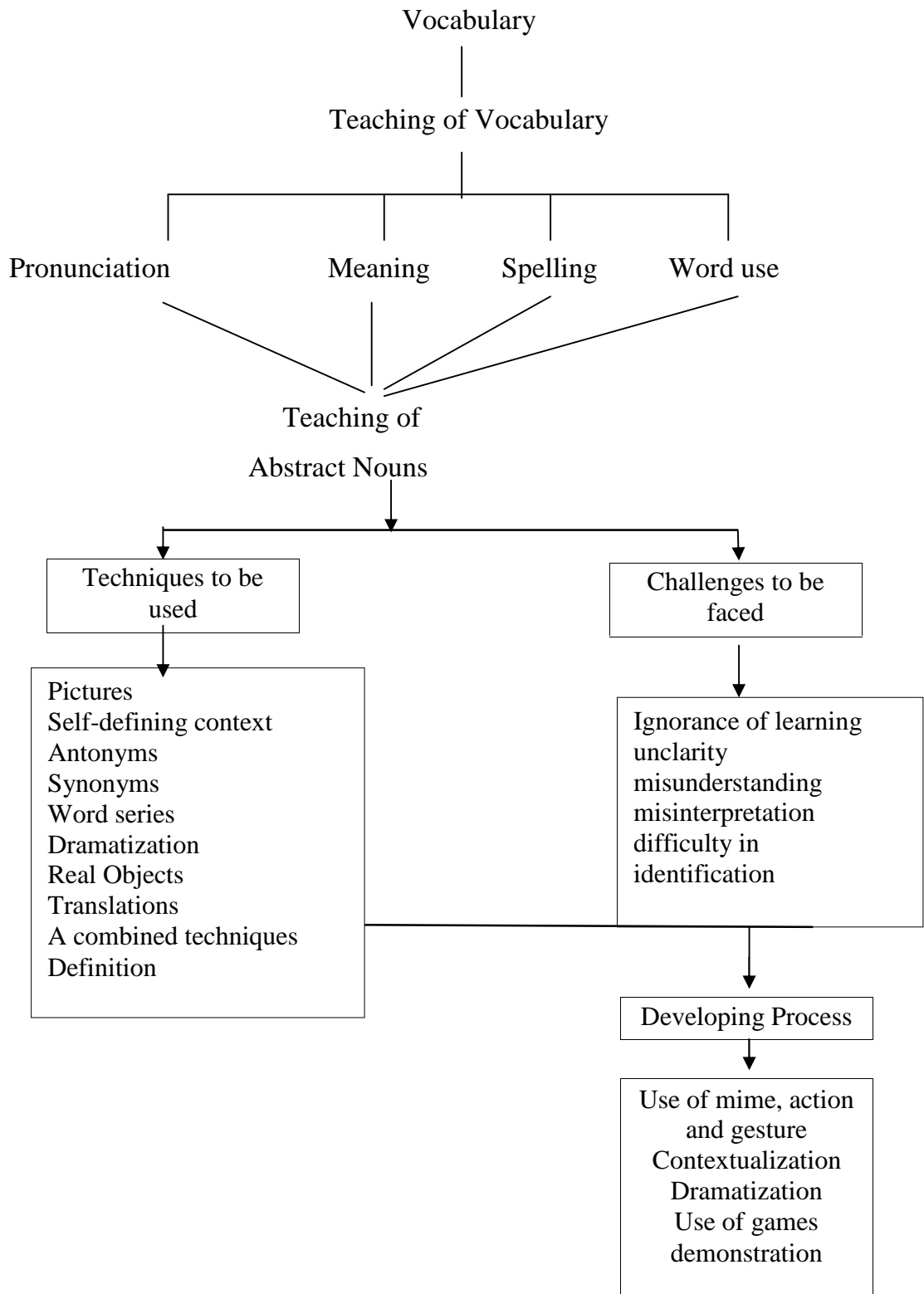
2.3 Implications of the Review for the Study

In literature review, our central focus is to examine and evaluate what has been before on a topic and establish the relevance of this information to our own research. This review of the study may obtain from the variety of sources including books, journals, articles, reports etc. The entire source helps to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research. There were very limited research studies which had been carried out in previous research in the field of teaching abstract noun or word grammar. From the review of above theoretical and empirical literature, I became familiar with the theory and methods to carry out the study. Similarly, I extended the theory of vocabulary and designed the method of doing this research. To be specific from the study of Khatri(2000), I found that the achievement of English vocabulary of the nouns were better than of the verbs. Raut,(2007) found that the teacher who used real objects to teach vocabulary makes both the students and teachers teaching and learning beneficial. Chavdal.(1997) carried research on vocabulary Achievement of the student of grade Six and to make gender wise comparison. He has found that the girls proficiency was found satisfactory than the boys in the achievement of English Vocabulary, similarly, Upadhaya, (2001) has found that the faculty of management showed better proficiency in learning vocabulary. Also found that

they grasp the vocabulary faster than other. They were able to use the word in real life situation. Ghimire,(2007)has found that the student of private and urban schools were better on vocabulary achievement because of availability of references and other materials too. Therefore my study is new in the field of English education especially in the department of EnglishEducation and this work is a new attempt in the exploration of above mentioned untouched areas. This has been a single study to address deicticalphenomena in the department. So, this seems to be a new study.

2.4 Conceptual Framework:

The conceptual framework of my research is as follows:



CHAPTER – THREE

METHODS AND PROCEDURE OF THE STUDY

Methodology is a vital element of a research work. So, it is designed in such a way that helps to carry out the study. It refers to the design of the study, population, sample and sampling strategies, study area, data collection procedure and data analysis and interpretation procedure.

3.1 Design of the Study

To obtain the objectives of teaching abstract nouns in grade eight, I adopted survey research. Survey is the most commonly used method of investigation in educational research. It is a superficial study of an issue or phenomenon. Survey research in education can be carried out either by a group of researchers or by an individual. It mainly depends upon the nature of the study. 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. Surveys are the most commonly used descriptive study in educational research, which are from large scale investigations to small scale studies.” In survey research, data is collected at a single point of time aiming to obtain overview of phenomenon, event, issue or a situation. Survey usually addresses a large group of population. Sampling is a must to carry out the investigation. The sample should be the representative of the study population as a whole. Sampling is done to obtain the practicability of the study, but the selection of representative sample from the population, as a whole, is difficult but very important and sensitive task for the researcher. The finding of survey is generalizable and applicable to the whole group. In other words, surveys are used mostly in large scale researches where a used population is required to be included in research. Generalization of the finding is focused in this type of research. It is a general or superficial study of an issue or phenomenon. It is also called the weaker type of research because of following reasons:

-) Lack of the use of appropriate tool.
-) Sample size determines the external validity (if the sample is small, the findings cannot be generalized)
-) The researcher may use hypothetical data and there is no mechanism to check it.

Similarly, Bryan (1989 as cited in Sapkota, 2012, p. 138) writes, “Survey research entails the collection of data on a number of units and usually at a single time, with a view to collect systematically a body of quantifiable data in respect of a number which are when to discern pattern of association.

From the above discussion, we can conclude that survey is one of the most important research methods used in English investigation. It is the best research design carried out to find out on certain issues; to assess certain educational program and to find out behavior of different professional; to access certain activity, to study certain trend of single point of time, and to find out existing situation or state of certain institutions.

Following Bryan (1989), the following are the processes used in the survey research.

-) Identification of the problem
-) Specifying the objectives
-) Constructing hypothesis
-) Expanding theoretical knowledge
-) Writing the research proposal and preparing appropriate research tools
-) Piloting research tools
-) Sampling the population
-) Going to the field/ public /contacting the informants
-) Establishing rapport with the respondents
-) Implementation of research tools
-) Collecting the data

-) Analysis of data
-) Comparison of data
-) Calculation of findings
-) Listing the findings

The study is based on survey design because survey is such a design where the researcher samples a small population and tries to generalize its finding to the entire population.

3.2 Population, Sample and Sampling Strategies

Only thirty teachers who teach compulsory English at grade eight were selected from the different schools of Syangja district to collect data. Moreover fifteen schools were selected for this study. I selected Syangja district as the research area of the study. Similarly, thirty teachers of the lower secondary level were selected through random sampling procedure. Two teachers were involved from each school in order to carry out this research.

3.3 Study Area/ Field

The area to collect data of techniques of teaching abstracts nouns is lower secondary school of Syangja districts. Thirty teachers were selected through random sampling procedure and two teachers were involved from each school to carry out data.

3.4 Data Collection Tools

To collect the required data for this study, I used structured interview, questionnaire and observation as the research tools.

3.5 Data Collection Procedure

After preparing the two different sets of questionnaire, the researcher visited the thirty selected government schools of Syangjadistrict. I requested the

headmasters and English teachers for their permission. I gave a set of questionnaire to the English teachers. After that the English teachers read the questions and answered them putting tick () within the given circle. The researcher selected the five teachers to observe their class. I observed the three classes of each teacher and filled in the class observation form.

3.6 Data Analysis and Interpretation Procedure

The systematically collected data were transcribed, analyzed, interpreted than presented descriptively as well as analytically.

CHAPTER – FOUR

ANALYSIS AND INTERPRETATION OF RESULT

This chapter deals with analysis and interpretation. The data were obtained visiting the schools and using the questionnaire. The data were collected systematically in the form of table by using strategical tools, frequency and percentage.

4.1 Analysis and Interpretation of Data

The core part of research is analysis and interpretation. Data was obtained visiting the schools and using the questionnaire. The major objective of the research was to find out the techniques of teaching vocabulary in terms of aspects of vocabulary. For this the researcher visited the thirty schools and collected the required data from the English language teachers who taught at grade eight. The responses were analyzed and interpreted using simple statistical tools. The data was presented in terms of techniques of teaching spelling, technique of teaching pronunciation, technique of teaching word meaning, technique of teaching word use and technique of teaching word grammar. The collected data are systematically presented, analyzed and interpreted in terms of the following ways:

a. Techniques used for Teaching Vocabulary

The researcher visited the 30 schools of Syangja district and gave the questionnaire to the English teachers who teach compulsory English at secondary level. After returning the questionnaire from all the English teachers, the researcher found the various types of techniques used which are analyzed and interpreted by using the simple statistical tools of percentage in the following way:

Table No. 1

Techniques Used for Teaching Spelling

Techniques used	No. of teachers	Percentage
Copying	20	80
Dictation	16	64
Word analysis	14	56
Phonic method	9	36
Spelling game	22	88

Table No. 1 displays that the 80% teachers used copying as a technique of teaching spelling. Similarly, 64% of them used dictation as a technique of teaching spelling. Likewise, 56%, 36% and 88% of them used word analysis, phonic method and spelling game respectively as the techniques of teaching spelling. They used spelling game, copying, dictation, word analysis and phonic method as the techniques of teaching spelling.

Table No. 2

Techniques Used for Teaching Pronunciation

Techniques used	No. of teachers	percentage
Modeling	23	92
Visual representation	12	48
Phonetic symbols	14	56
Minimal pair	17	68

Table No. 2 shows that 92% English language teachers used modeling as a technique of teaching pronunciation while teaching. Similarly, 48%, 56% and 68% teachers used visual representation, phonetic symbols and minimal pair as the techniques of teaching pronunciation respectively. They used modeling,

minimal pair, phonetic symbols and visual representation as the techniques of teaching pronunciation.

Table No. 3

Techniques used for Teaching Meaning

Techniques used	No. of teachers	Percentage
Realia	21	84
Picture	20	80
Facial expression	15	60
Gesture, mime and actions	20	80
Collocations	7	28
Synonym	24	96
Antonym	22	88
Self-defining context	15	60
Translation	23	92
Definition	18	72
Hyponyms	20	80
Word analysis	16	64
Associate words	18	72
Dictionary	24	96
Drawings	12	48
Recorded sound	11	44

Table No. 3 shows that the 84% teachers used realia as a technique of teaching meaning of a word. Likewise 80%, 60%, 80%, 28% 96%, 88%, 60%, 92%, 72% 80%, 64%, 72%, 96%, 48% and 44% teachers used pictures, facial expressions, gesture, mince and actions, collocations, synonym, antonym, self-defining context, translation, definition, hyponyms, word analysis, associate words, dictionary drawings and recorded sound as the techniques of teaching meaning of the word respectively. So, the techniques of teaching meaning of

the words are synonym, dictionary, translation antonym realia, picture gesture, mime and action, hyponyms, definition, associate words, word analysis, facial expression, self-defining context, drawing, recorded sound and collocations.

Table No. 4

Techniques Used for Teaching Word Use

Techniques used	No. of teachers	Percentage
Realia	10	40
Picture	8	32
Facial expression	16	64
Gesture, mime and actions	11	44
Collocations	20	80
Synonym	17	68
Antonym	16	64
Self-defining context	16	64
Translation	18	72
Definition	10	40
Hyponyms	15	60
Word analysis	13	52
Associate words	16	64
Dictionary	19	76
Drawings	19	76
Recorded sound	10	40

Table No. 4 shows that 40% teachers used realia as a technique of teaching word use. Likewise 32%, 64%, 44%, 80%, 68%, 64%, 64%, 72%, 40%, 60%, 52%, 64%, 76%, 76%, and 40% teachers used pictures, facial expressions, gesture, mime and actions collocations, synonym, antonym, self-defining context, translation, definition, hyponyms, word analysis, associate words, dictionary, drawing and recorded sound as the techniques of teaching word use

respectively. So, the techniques of teaching word use are collocations, dictionary, drawings, translation, synonym, facial expression, antonyms, associate words, hyponyms, word analysis, gesture, mime and actions, realia, definition, recorded sound and picture.

Table No. 5

Techniques Used for Teaching Word Grammar

Techniques used	No. of teachers	Percentage
Realia	10	40
Picture	8	32
Facial expression	15	60
Gesture, mime and actions	18	72
Collocations	11	44
Synonym	14	56
Antonym	15	60
Self-defining context	14	56
Translation	19	76
Definition	16	64
Hyponyms	14	56
Word analysis	17	68
Associate words	16	64
Dictionary	18	72
Drawings	20	80
Recorded sound	10	40

Table No. 5 shows that 40% teachers used realia as a technique of teaching word grammar. Likewise, 32%, 60%, 72%, 44%, 56%, 60%, 56%, 76%, 64%, 56%, 68%, 64%, 72%, 80%, and 40% teachers used pictures, facial expressions, gesture, mime and actions, collocations, synonym, antonym, self-defining context, translation, definition, hyponyms, word analysis, associate

words, dictionary, drawings and recorded sound as the techniques of teaching word grammar respectively. So, the finding techniques of teaching word grammar are drawings, translation, dictionary, antonym, facial expression, synonym, self-defining context, hyponyms, collocations, realia, recorded sound and picture.

b. Analysis of the Techniques of Teaching Vocabulary in Terms of the Aspects of Vocabulary

This section deals with the analysis of the techniques of teaching vocabulary which was used by the English language teachers in the classroom to teach vocabulary. This analysis is done in terms of the aspects of vocabulary teaching.

Table No. 6

Copying

Aspect	No. of teacher	Percentage
Spelling	20	80
Pronunciation	0	0
word meaning	0	0
word use	0	0
word grammar	0	0

Table No. 6 shows that 80% teachers used copying as a technique of teaching spelling. The teachers did not use it as a technique of teaching other aspects of vocabulary.

Table No. 7

Dictation

Aspect	No. of teacher	Percentage
Spelling	16	64
Pronunciation	0	0
word meaning	0	0
word use	0	0
word grammar	0	0

Table No. 7 shows that 64% teachers used dictation as a technique of teaching spelling. The teachers didnot use it as a technique of teaching other aspects of vocabulary.

Table No. 8

Word Analysis

Aspect	No. of teacher	Percentage
Spelling	14	56
Pronunciation	0	0
word meaning	16	64
word use	13	52
word grammar	17	68

Table No. 8 shows that 56% teachers used word analysis as a technique of teaching spelling. Similarly, 64% teachers used it as a technique of teaching word meaning. Likewise, 52% teachers used it as a technique of teaching word use and 68% teachers used it as a technique of teaching word grammar.

Table No. 9

Phonic Method

Aspect	No. of teacher	Percentage
Spelling	9	36
Pronunciation	0	0
word meaning	0	0
word use	0	0
word grammar	0	0

Table No. 9 shows that 36% teachers used phonic method as a technique of teaching spelling. The teachers did not use it as a technique of teaching other aspects of vocabulary.

Table No. 10

Spelling Game

Aspect	No. of teacher	Percentage
Spelling	22	88
Pronunciation	0	0
word meaning	0	0
word use	0	0
word grammar	0	0

Table No. 10 shows that 88% teachers used spelling game as a technique of teaching spelling. The teachers didnot use it as a technique of teaching other aspects of vocabulary.

Table No. 11

Modeling

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	23	92
word meaning	0	0
word use	0	0
word grammar	0	0

Table No. 11 shows that 92% teachers used modeling as a technique of teaching pronunciation. But this technique was not used to teach other aspects of vocabulary.

Table No. 12

Visual Representation

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	12	48
word meaning	0	0
word use	0	0
word grammar	0	0

Table No. 12 shows that 48% teachers used visual representation as a technique of teaching pronunciation. But this technique was not used to teach other aspects of vocabulary.

Table No. 13

Phonetic Symbols

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	14	56
word meaning	0	0
word use	0	0
word grammar	0	0

Table No. 13 shows that 56% teachers used phonetic symbols as a technique of teaching pronunciation. The teachers didn't use it as a technique of teaching other aspects of vocabulary.

Table No. 14

Minimal Pair

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	17	68
word meaning	0	0
word use	0	0
word grammar	0	0

Table No. 14 shows that 68% teachers use minimal pair as a technique of teaching pronunciation. The teachers did not use it as a technique of teachers did not use it as a technique of teaching other aspects of vocabulary.

Table No. 15

Realia

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	21	84
word use	10	40
word grammar	10	40

Table No.15 shows that 84% teachers used realia as a technique of teaching meaning of a word. Similarly, 40% teachers used realia as technique of teaching word use. Likewise, 40% teachers used it as a technique of teaching word use. But no teachers used it as a technique of teaching spelling and pronunciation.

Table No. 16

Picture

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	20	80
word use	8	32
word grammar	8	32

Table No. 16 shows that 80% teachers used picture as a technique of teaching word meaning similarly, 32% teachers used it as a technique of teaching word use. Likewise, 32% teachers used it as a technique of teaching word grammar, but no teachers used it as a technique of teaching spelling and pronunciation.

Table No. 17

Facial Expression

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	15	60
word use	16	64
word grammar	15	60

Table No. 17 shows that 60% teachers used facial expression as a technique of teaching word meaning. Similarly, 64% teachers used it as a technique of teaching word use. Likewise, 60% teachers used it as technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

Table No. 18

Gesture, Mime and Actions

Aspect	No. of Teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	20	80
word use	11	44
word grammar	18	72

Table No. 18 shows that 80% teachers used gesture, mime and actions as a technique of teaching word meaning. Similarly, 44% teachers used it as a technique of teaching word use. Likewise, 72% teachers used it as a technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

Table No. 19

Collocations

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	7	28
word use	20	80
word grammar	11	44

Table No. 19 shows that 28% teachers used collocations as a technique of teaching word meaning. Similarly, 80% teachers used it as a technique of teaching word use. Likewise, 44% teachers used it as a technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

Table No. 20

Synonym

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	24	96
word use	17	68
word grammar	14	56

Table No. 20 shows that 96% teachers used synonym as a technique of teaching word meaning. Similarly, 68% teachers used it as a technique of teaching word use. Likewise, 56% teachers used as a technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

Table No. 21

Antonym

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	23	92
word use	16	64
word grammar	15	60

Table No. 21 shows that 92% teachers used antonym as a technique of teaching word meaning. Similarly, 64% teachers used it as a technique of teaching word use. Likewise, 60% teachers used it as a technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

Table No. 22

Self – defining Context

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	15	60
word use	16	64
word grammar	16	64

Table No. 22 shows that 60% teachers used self-defining context as a technique of teaching word meaning. Similarly, 64% teachers used it as a technique of word use. Likewise, 64% teachers used it as a technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

Table No. 23

Translation

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	23	92
word use	18	72
word grammar	19	76

Table No. 23 shows that 92% teachers used translation as a technique of teaching word meaning. Similarly, 72% teachers used it as a technique of teaching word use. Likewise, 76% teachers used as a technique of word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

Table No. 24

Definition

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	18	72
word use	10	40
word grammar	16	64

Table No. 24 shows that 72% teachers used definition as a technique of word meaning similarly, 40% teachers used it as a technique of teaching word use likewise, 64% teachers used it as a technique of teaching word grammar. But no teachers used it as a technique teaching spelling and pronunciation.

Table No. 25

Hyponyms

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	20	80
word use	15	60
word grammar	14	56

Table no 25 shows that 80% teachers used hyponyms as a technique of teaching word meaning. Similarly, 60% teachers used it as a technique of teaching word use. Likewise, 56% teachers used it as a technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

Table No. 26

Associate Words

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	18	72
word use	16	64
word grammar	16	64

Table No. 26 shows that 72% teachers used associate words as a technique of teaching word meaning similarly, 64% teachers used it as a technique of teaching word use. Likewise, 64% teachers used it as a technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

Table No. 27

Dictionary

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	24	96
word use	19	76
word grammar	18	72

Table No. 27 shows that 96% teachers used dictionary as a technique of teaching word meaning. Similarly, 76% teachers used it as a technique of word use. Likewise, 72% teachers used it as a technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

Table No. 28

Drawings

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	12	48
word use	19	76
word grammar	20	80

Table No. 28 shows that 48% teachers used drawings as a technique of teaching word meaning. Similarly, 76% teachers used it as a technique of teaching word use. Likewise, 80% teachers used it as a technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

Table No. 29

Recorded Sound

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	11	44
word use	10	40
word grammar	10	40

Table No. 29 shows that 44% teachers used recorded sound as a technique of teaching word meaning. Similarly, 40% teachers used it as a technique of teaching word use. Likewise, 40% teachers used it as a technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

c. Analysis of the Data Obtained From Closed Ended Questions

This Section deals with the analysis of the data of the closed ended questions obtained from lower schools of Syangja district. The researcher observed fifteen schools of Syangja. The researcher interviewed the teachers. The analysis obtained through interview from the teachers has been mentioned below:

1. Techniques used to teach abstract words:

In this interview, the selected teachers were asked to respond on the question, 'what are the techniques used to teach abstract words?' In response to this question, there is no equality of giving the answers. Some of the teachers used audio technique, but most of them used linguistic technique i.e. synonyms, antonyms, self-definition context etc. According to them, audio technique help them to teach easily.

2. Challenges faced in teaching abstract nouns

In this question, teachers were asked to respond on 'what are the challenges that they are facing while teaching abstract nouns?' In response, they said that they had been facing lots of challenges while teaching abstract vocabulary because most of the vocabulary even cannot be taught through different techniques. The challenges that they have been facing were ignorance of learning abstract vocabulary, unclarity in understanding, difficulty in recognizing, misunderstanding, misinterpretation etc. Such problem were faced by every teacher while teaching. This was the common problem of all teachers.

3. Use of synonyms and antonyms in teaching abstract words:

In this closed ended question, teachers were asked to respond on, 'Do synonyms and antonyms help to teach abstract vocabulary?' The response to this question was teachers faced difficulty through this because synonym and antonym make the learning bewilder. According to them, learners mostly exchange the meaning of the abstract vocabulary. But most of the teachers' answer was easy to teach through this technique because of the interest shown by the students. So, through interview, I found that it is one of the easy way to teach abstract nouns.

4. Abstract nouns as recognizable:

The question to the teacher was 'Are the abstract nouns recognizable?' Their responses were it cannot be recognizable. There are such words that make them puzzling because they cannot distinguish either they are noun or adjective.

5. Gesture in teaching abstract nouns:

The next question to them was 'Do gesture help to teach abstract vocabulary?' The responses to this question was the abstract vocabulary were not able to teach through gesture. Most of them answered that minor vocabulary such as

smile, anger can be taught but not all of them. The word that can be taught through gesture will be easy.

6. Students recognizing the abstract words:

The question 'Can student recognize the words given in the textbook?' Most of the teachers' answers were 'no'. Only few of the students can recognize but most of them cannot because of the techniques that they have been using in the classroom. Some used audio techniques only, other ostensive and rest linguistic. This made them learning misunderstanding and unclarity. In the same way, they have been facing confusion in between abstract vocabulary and adjectives. So, most of the teachers have problem on it.

7. Reasons behind the ignorance of learning abstract words:

In this interview, the selected teachers were asked to respond on the question 'Why do learners ignore to learn abstract words?' The responses of the teachers were due to unclarity, difficulty in identification, misinterpretation etc. But most of their response was due to ignorance of learning and misinterpretation. And the next reason was applying the same techniques to teach abstract words.

8. Realia in teaching abstract words:

The question to the teacher was 'Can realia help to teach abstract words?' The responses I got from most of the teachers was similar. Realia is one of the technique that makes learning long lasting. Not only that, students also showed interest while learning. Due to this, this technique becomes effective and most of the teachers have been using this technique.

9. Procedure to teach abstract words through self-defining context:

The other question, 'What are the procedure to teach the abstract words through self-defining context?' Their responses were through the use of dictionary, definition, making similar context, creating similar situation and so on. Some

of the teachers' response was creating similar situation according to the abstract words. Such situation makes learning reality.

Therefore, in conclusion, through this close ended question, the responses were variability. Not a single way or technique helps to teach abstract vocabulary. Different teacher from various schools have been applying varieties of techniques and have been facing different problems too.

4.2 Summary of the Findings

On the basis of analysis and interpretation of data, the findings of the study can be listed as follows:

- i) The main objective of this thesis was to find out the techniques and problems faced by the teachers while teaching abstract vocabulary. It was found that varieties of techniques i.e. ostensive, audio and linguistics had been used. Among them, better one was audio. Even being better, this material was not available everywhere. Due to lack of material, teachers found difficulty while teaching.
- ii) It was found that the teachers used spelling game, copying, dictation, word analysis and phonic method as the technique of teaching spelling.
- iii) It was found that the teachers used modeling minimal pair, phonetic symbols and visual representation as the techniques of teaching pronunciation. Among them 92% teachers used modeling as the technique to teach pronunciation.
- iv) It was found that the teachers used synonym, dictionary, translation, antonym realia, picture, gesture, mime and actions, hyponyms, definition, self-defining context, drawings, recorded sound and collocations as the technique of teaching word meaning. Among them 96% teachers used synonym and 88% teachers used translation as the technique of teaching word meaning.

- v) It was found that the teachers used collocations, dictionary, drawings translation, synonym, facial expression, antonym, associate words, hyponyms, word analysis gesture mime and actions realia definition recorded sound and the picture as the technique of teaching word use. Among them 88% teachers used collocations, 76% teachers used dictionary and 76% teachers used drawings as the technique of teaching word use.
- vi) It was found that the teachers used drawings, translation, dictionary, word analysis, definition, associate words, antonym, facial expression, synonym, self-defining context, hyponyms, collocations, realia, recorded sound and the picture as the techniques of teaching word grammar. Among them 80% teachers used drawings, 76% teachers used translation and 72% teachers used dictionary as the technique of teaching word grammar.
- vii) It was found that most of the teachers gave emphasis on word meaning rather than on other aspects of vocabulary.
- viii) It was found by class observation that 80% teachers used modeling as a technique of teaching pronunciation. And 60% teachers used spelling game as a technique of teaching spelling.
- ix) It was found by class observation that 80% teachers used synonym and definition as the techniques of teaching word meaning, 80% teachers used collocations as a technique of word use and 80% teachers used drawings and antonym as the techniques of teaching word grammar.
- x) It was found that only a single way of technique won't be able to teach abstract vocabulary. Various methods and techniques should be used to teach and make learning long lasting.

In conclusion, varieties of techniques have been applied but these techniques do not help them make learning effective. Teachers have been using various methods. But still now, they are not fit and fine on it.

CHAPTER – FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Vocabulary is an important aspect of teaching English language. It plays an important role in English language teaching. Learning a foreign language is a matter of learning the vocabulary of that language. A sound in itself has no meaning whereas a word is always meaningful.

The beginning chapter deals with background of the study, its problem, objectives, delimitation and operational definition of the key terms. And the second chapter consists theoretical, empirical research and conceptual framework. The third deals with the design of the study. The research was designed through survey research. For population, sample and sampling strategies, only thirty teachers who were teaching in lower secondary school of Syangja district were selected through random sampling procedure. And the forth chapter deals with the analysis of data and interpretation of results. This chapter deals with techniques used to teach vocabulary, spelling and pronunciation, teaching meaning, word use, word grammar and analysis of close ended questions too.

The main objective of teaching vocabulary is to make students to understand the meaning of a word in different context. No language can be learnt without learning its vocabulary. The data for this study were taken randomly. The whole study about teaching vocabulary has been concluded with the following major findings that were drawn from the study.

- Z This research found that the problems in teaching abstract nouns were because of ignorance in learning, misunderstanding and misinterpretation.

- Z To clarify this problem, it was found that varieties of techniques like dramatization, translation, self-defining context, pictures, etc have been used.
- Z 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. Therefore, teachers should give emphasis on word meaning rather than on other aspects of vocabulary.
- Z The teachers used to teach the vocabulary in isolation. But after conducting research, varieties of techniques were used and begun to teach the vocabulary in the context as well.

On the basis of above major findings, it can be concluded that teaching abstract nouns require varieties of techniques like dramatization, pictures, gestures, audio techniques have been used. The confirmative problems in teaching them are misunderstanding, misinterpretation and ignorance in learning. At the end, the teachers who have been teaching abstract nouns are suggested to use those techniques.

5.2 Recommendations

As this study found that there was not adequate practice of teaching abstract nouns using learner centered techniques. So, it would be better and effective if all the techniques used by the teachers. And according to the data analysis, the better one was audio technique. It is seen that techniques to teach abstract words would be learner centered if varieties of techniques would be applied in classroom. On the basis of analysis and interpretation of the presented data, the researcher has pinpointed the main implication of the study on three different levels as below:.

5.2.1 Policy Level

Policy is a line of argument rationalizing the course of action of a government. It is made to systematize the activities of people belonging to the particular

field. It is the plan persuaded by the government. The policy makers often make the right decision for the wrong reason. In case of Nepal, it is said that many policies are made without adequate study and immediately after formulating policies, they are compelled to change them. In this context, the study done on techniques used for teaching abstract nouns would be highly helpful. The main implications in this level are:

- Z The concerned authorities and academic stakeholders can utilize this study to formulate the policies related to ELT. It will be significant to all the practitioner to teach or learn themselves by using various techniques.
- Z The teacher trainers, subject experts and material developers should include the abstract nouns and the techniques used in teaching them in their endeavors.
- Z The study recommends the curriculum developers, syllabus designers and course book writers to use the learner center techniques to teach proper nouns proper nouns. So, the teacher will be enabled to use those techniques.
- Z The concerned authority should focus on some of the student centered techniques of teaching vocabulary while designing the curriculum and the teaching learning materials.
- Z While designing the syllabus of English for any level the vocabulary items should be selected and graded from simple to complex.

5.2.2 Practice level

Vocabulary has become one of the vital aspects of language without which a language cannot exist in the world. It is very difficult to survive in this 21st century in the absence of vocabulary. It has been practiced from class room to real life situation. The major implications of the study in practice level are:

- Z The ELT practitioner can use the techniques of teaching vocabulary in their classroom. They can use various techniques such as synonyms,

antonyms, translation, self-defining context and dictionary while teaching and learning it.

- Z To be specific, all the vocabulary lovers in general and teacher, curriculum designers, writers and syllabus designers in particular, will be benefited from the study because they can use the techniques as they are found in this study.
- Z As this study found copying, spelling game dictation, word analysis and phonic method are widely used techniques to teach abstract nouns. Thus, the teachers are recommended to use those techniques in their classroom teaching.
- Z Modeling, minimal pair, phonetic symbols and visual representation mentioned here can be recommended to use to the teacher to teach pronunciation.
- Z To use the various techniques for effective teaching and learning of vocabulary items in English all the role players in teaching learning activity such as the syllabus designers, textbook writers, supplementary material producers, subject teachers and the learners have to pay attention to teach vocabulary.
- Z It is helpful to the students and language teachers how to use techniques that is involved in teaching and learning.

5.2.3 Further Research

This thesis can be of great help to the researchers who will conduct their research in the field of vocabulary. Vocabulary is a broad discipline. Thousands of study can be carried out in this field. Many emerging issues are there in the field of vocabulary such as problems, criteria, issues and techniques. Most of the studies in the department are conducted in the techniques of vocabulary. All other subjects related to vocabulary are yet to be researched. Thus, this study can not only add a brick on the domain of

vocabulary but also opens door for the further other related research. This study can be significant for the further study for following reasons.

Z This research does not cover every aspects of vocabulary. Rather, it is limited to abstract nouns. However, it shows other probable fields of research in the area of vocabulary. Thus, it can be recommended that the new research should study on techniques used to teach part of speech i.e. adjectives, pronoun, nouns and so on. Teaching practices and perception, role of abstract words in vocabulary development, role of proper noun, adjectives, adverbs, etc. can be suggested the related research topics for the further research.

Z This research can be a secondary data for any further research in this field.

Therefore, I hope this study will be highly beneficial for the researchers who are conducting further studies in this broad field i.e. vocabulary.

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APPENDIX I

Questionnaire

Dear informants,

This questionnaire is a part of my research study entitled “**Techniques used for Teaching of abstract noun**” under the supervision of Mr. Guru Prasad Paudel, the Lecturer of the Department of English Education, T.U., Kirtipur. Your co-operation in completion of the questionnaire will be of great help to me. I will assure you that the responses made by you will be exclusively used confidently only for present study.

Researcher
Wiplavi Pandey
T.U., Kirtipur
Kathmandu

Name of the informants.....

School's Name.....

Address.....

Qualification.....

Experienced year.....

1. Which techniques will you apply to teach the following abstract words?

Hate i. Real objects
 ii. combined techniques
 iii. gestures
 iv. synonyms/Antonyms

Silence i. Dramatization
 ii. Real objects
 iii. self- defining context
 iv. Pictures

Freedom i. pictures
 ii. self-defining context

- iii. synonyms/Antonyms
- iv. combined Techniques

- i. Real objects
- Atmosphere ii. Translation
- iii. Definition
- iv. Word series

- i. Combined techniques
- Selfishness ii. Dramatization
- iii. Pictures
- iv. Self-defining context

- i. Pictures
- Hunger ii. Definition
- iii. Translation
- iv. Definition

Interview Schedule

This interview schedule has been prepared to elicit primary data required for the research work entitled ‘**Techniques used for Teaching of Abstract Nouns**’ under the supervision of **Mr. Guru Prasad Paudel**, the Lecturer of the Department of English Education, T.U., Kirtipur. I hope that all of you Co-operate with me giving reliable and authentic information which will be invaluable help to complete this research work.

Researcher
Wiplavi Pandey
T.U., Kirtipur,
Kathmandu

- Name of the informants**.....
- School’s Name**.....
- Address**.....
- Qualification**.....
- Experienced year**.....

A Express your ideas to the following questions

1. What are the techniques that are used to teach abstract words?
 - i.
 - ii.
 - iii.

2. What are the challenges that you are facing in teaching abstract nouns?
 - i.
 - ii.
 - iii.

3. Do the techniques synonyms and antonyms help to teach abstract nouns? How?
 - i.
 - ii.
 - iii.

4. Are the abstract nouns recognizable? How?

- i.
- ii.
- iii.

5. Do the expression of gesture help to teach abstract words? How?

- i.
- ii.
- iii.

6. Can student easily recognize the abstract words given inn the textbook? How do you facilitate to identify them?

- i.
- ii.
- iii.

7. Why do the learners ignore to the learn abstract words?

- i.
- ii.
- iii.

8. Can the students easily recognize the abstract words through real pictures? How?

- i.
- ii.
- iii.

9. What are the procedures that you are adopting to teach abstract words through self-defining context?

- i.
- ii.
- iii.

10. Will it be easy to teach abstract words through the technique synonyms and antonyms? How?

- i.
- ii.
- iii.

Appendix II

Name of Teacher :

Name of School :

Class Observation Form

Aspects of vocabulary	Techniques	Day 1	Day 2	Day 3
pronunciation	Modeling			
	Visual representation			
	Phonetic symbols			
	Minimal pair			
Spelling	Copying			
	Dictation			
	Word analysis			
	Phonemic method			
	Spelling game			
Word Meaning	Realia			
	Picture			
	Facial expression			
	Gesture, mime & actions			
	Collocations			
	Synonym			
	Antonym			
	Self-defining Context			
	Translation			

	Definition			
	Word series/hyponyms			
	Word analysis			
	Associate words			
	Dictionary			
	Drawings			
	Recorded sound			
Word Use	Realia			
	Picture			
	Facial expression			
	Gesture, mime & actions			
	Collocations			
	Synonym			
	Antonym			
	Self-defining Context			
	Translation			
	Definition			
	Word series/hyponyms			
	Word analysis			
	Associate words			
	Dictionary			
	Drawings			
	Recorded sound			

Word Grammar	Realia			
	Picture			
	Facial expression			
	Gesture,mime& actions			
	Collocations			
	Synonym			
	Antonym			
	Self-defining Context			
	Translation			
	Definition			
	Word series/hyponyms			
	Word analysis			
	Associate words			
	Dictionary			
	Drawings			

APPENDIX – III

S.N.	List of visited school	Place
1	Satya Devi H.S. School	Beltari
2	Mirmee L. S. School	Mirmee
3	Bhagawati Model H. S. School	Mirmee
4	Janata H. S. School	Birgha
5	Birendra H.S. School	Jaipate
6	Bhanu Bhakta H.S. School	Galyang
7	Kali Gandaki S. School	Palichaur
8	Deurali H. S. School	Dabchhee
9	Nepal Tara S. School	Setibeni
10	Chirag H. S. School	Galyang
11	Janata S. School	Jimma
12	PurnaAmrit H.S. School	Waling
13	Sarswati H. S. School	Guthi
14	Sagarmatha S. School	Malunga
15	Janapriya H. S. School	Waling

APPENDIX – IV

List of the English language teachers under taken for the research.

S.N.	Name of teachers	Qualification	Experience year
1	Khelendra Pandey	B.Ed.	1
2	Prakash Bhattarai	M.A., B.Ed.	2
3	Dip Bd. Thapa	M.Ed.	5
4	MunaNeupane	M.A.	3
5	Bhanu Bhakta Poudel	B.Ed.	3
6	BigyanTimilsina	B.Ed	7
7	Yagya Pd. Dhakal	B.Ed.	4
8	Krishna Bhattarai	M.Ed.	12
9	Gopal Pd. Neupane	M.A., B.Ed.	10
10	Nara Bd. Thapa	B.Ed.	5
11	Komal Krishna Bhattarai	B.Ed.	9
12	Rajesh Bhandari	B.A.	2
13	Devraj Bhandari	M.Ed.	1
14	Netra BinodDhakal	B.Ed.	12
15	TornaBasyal	M.Ed	12
16	Mahesh Shah	B.A., B.Ed.	7
17	Man Bd.Thapa	B.Ed.	3
18	RadhaBhattarai	B.Ed.	5
19	GhanashyamBhushal	B.A.	4

20	Roshan Dhakal	B.Ed.	8
21	Shiva Pd. Bhattarai	B.Ed.	10
22	BhojarajParajuli	B.Ed.	9
23	Khadga Bd. Khatri	B.Ed.	5
24	Chandrika Pandey	B.Ed.	2
25	MankajiGurung	M.Ed.	15

APPENDIX – V

Techniques Used Frequently

The teachers used different techniques to teach abstract nouns in the following way:

Aspects	Techniques	Never		Seldom		Occasionally		Usually		Always	
		N.o of Teachers	%	N.o of Teachers	%	N.o of Teachers	%	N.o of Teachers	%	N.o of Teachers	%
pronunciation	Modeling	0	0	1	4	3	12	3	12	18	72
	Visual representation	0	0	9	36	7	28	8	32	1	4
	Phonetic symbols	0	0	7	28	13	52	3	12	2	8
	Minimal pair	0	0	3	12	13	52	9	36	0	0
Spelling	Copying	0	0	1	4	3	12	8	32	13	52
	Dictation	0	0	4	16	7	28	12	48	2	8
	Word analysis	0	0	5	20	13	52	5	20	2	8
	Phonemic method	0	0	11	44	6	24	6	24	2	8
	Spelling game	0	0	4	16	6	24	12	48	3	12
Word Meaning	Realia	0	0	1	4	9	36	14	56	1	4
	Picture	0	0	3	12	11	44	9	36	2	8
	Facial expression	0	0	3	12	13	52	7	28	2	8

					2				8		
	Gesture, mime & actions	0	0	1	4	11	44	12	4	1	4
	Collocations	2	8	9	3	7	28	7	2	0	0
	Synonym	0	0	0	0	1	4	20	8	4	16
	Antonym	0	0	0	0	3	12	20	8	1	4
	Self-defining Context	0	0	1	4	11	44	10	4	3	12
	Translation	0	0	1	4	2	8	5	2	17	68
	Definition	0	0	5	2	12	48	5	2	3	12
	Word series/hyponyms	0	0	6	2	16	64	3	1	0	0
	Word analysis	0	0	2	8	18	72	4	1	1	4
	Associate words	0	0	0	0	19	76	5	2	1	4
	Dictionary	0	0	0	0	5	20	11	4	7	28
	Drawings	0	0	1	4	17	68	7	2	0	0
	Recorded sound	3	1	9	3	12	48	1	4	0	0
Word Use	Realia	1	4	10	4	10	40	4	1	0	0
	Picture	2	8	12	4	9	36	1	4	1	4

	Facial expression	0	0	2	8	18	72	5	2	0	0
	Gesture, mime & actions	1	4	3	1	14	56	7	2	0	0
	Collocations	0	0	3	1	9	36	10	4	3	12
	Synonym	0	0	2	8	6	24	15	6	2	8
	Antonym	0	0	2	8	8	32	14	5	1	4
	Self-defining Context	0	0	3	1	13	52	7	2	2	8
	Translation	1	4	1	4	3	12	10	4	10	40
	Definition	1	4	8	3	9	36	5	2	2	8
	Word series/hyponyms	0	0	6	2	15	60	4	1	0	0
	Word analysis	1	4	6	2	12	48	4	1	2	8
	Associate words	0	0	5	2	14	56	4	1	2	8
	Dictionary	0	0	3	1	8	32	10	4	4	16
	Drawings	0	0	5	2	15	60	5	2	0	0
	Recorded sound	3	1	13	5	6	24	3	1	0	0
Word Grammar	Realia	0	0	9	3	9	36	6	2	1	4
	Picture	2	8	11	4	7	28	5	2	0	0

				4				0		
Facial expression	0	0	1	4	20	80	3	1 2	1	4
Gesture,mime& actions	0	0	4	1 6	12	48	9	3 6	0	0
Collocations	1	4	7	2 8	11	44	5	2 0	1	4
Synonym	0	0	2	8	11	44	10	4 0	2	8
Antonym	0	0	2	8	12	48	10	4 0	1	4
Self-defining Context	0	0	4	1 6	13	52	6	2 4	2	8
Translation	1	4	1	4	1	4	10	4 0	12	48
Definition	0	0	2	8	16	64	4	1 6	3	12
Word series/hyponyms	0	0	4	1 6	15	60	6	2 4	0	0
Word analysis	0	0	7	2 8	14	56	3	1 2	1	4
Associate words	0	0	5	2 0	13	52	5	2 0	2	8
Dictionary	0	0	2	4	10	40	8	3 2	5	20
Drawings	1	4	2	4	17	68	5	2 0	0	0