

CHAPTER – ONE

INTRODUCTION

This study is entitled **Vocabulary Achievement of the Students of Public and Private School by Lower Secondary Level**. This chapter introduces background of the study, statement of the problems, research questions, significance of the study, delimitations of the study and operational definitions of the key terms respectively.

1.1 Background of the Study

Language is the most powerful medium of expressing ideas, feelings, emotions, desires and experience. It is a vehicle for human to exchange ideas and feelings. It is so, because only the human being can cross the mystery of linguistic frontier. It can also be taken as a social phenomenon which is used in our society to establish the relation among the human beings. Due to the possession of language, human beings have unique place in the universe. We can't think of any social, academic and artistic activities going on without language. It is also a voluntary vocal system of human communication. It makes understanding among people. It is human species-specific property and not possessed by other beings. As we know that we are living in the world of globalization. English language is a common language and is used or spoken in many countries. So, English language is considered as universal language. It is used in many international organizations like UNO, UNESCO, SAARC etc.

Harmer (2008) mentions the following elements of language in order to get meaning: grammar, vocabulary and pronunciation. In several areas of applied linguistics, vocabulary can be defined as fixed set of words used as the parts of the definition of other words which is found in the lexicography and language teaching. Vocabulary is used as lexical items, i.e. active vocabulary and passive vocabulary. The term vocabulary embraces single words, compound word and

idioms- David Crystal. Richards et al. (1985, p.307) defined "Vocabulary as a set of lexemes including single word, compound word and idioms." It means, its grammar and structure is also important how the plural is formed and how past tense is signified.

Vocabulary is the store of words as the union of particular meaning with a particular complex of sounds and capable of a particular grammatical employment. It is such a vital aspect of language in the lack of which, it is difficult to communicate, even if someone has a good knowledge of the system of language in question. Vocabulary can also be defined as the list of words without which we can't communicate in our daily life communication. An achievement simply refers to the gain or reach something by effort. Unless there is something wrong with them mentally or physically all children acquire a language as they develop.

Language is a composite whole of vocabulary and construction rules i.e. grammar. Between the two equally important components of language, that is vocabulary and grammar, Wilkins attaches even more value to vocabulary and grammar.

Many Researches have shown that, during the GT period there was a balance between grammar and vocabulary, though vocabulary was thought to be mastered by memorizing it with L1 pair. At that time, vocabulary items used in the literary texts were taught randomly irrespective of their utilitarian value. In the early 1920s Thorndike realized the importance of vocabulary selection and produced remarkable work in this area.

Carter (1987) has stated that knowing a word implies perceiving its coreness, its contrast with L1, its collocational patterns and its part in fixed expression. Thus mastering a vocabulary in a foreign language is a complex process. Even then in the history of ELT, it has received less attention in comparison to syntax and phonology. Right from the dawn of the 1970s applied linguists and

ELT experts realized the importance of it. Some of them showed their interest in vocabulary selection, others discussed the contemporary theories of vocabulary development and suggested some exercises in accordance with the theories; still others devised ways of developing and retaining vocabulary exercises for classroom use.

According to Harmer (2008, p.173), vocabulary of a language consists of different types of words, phrases, idioms, collocations, lexical chunks etc.

Words: words are the smallest unit of discourse and fundamental units of grammatical units.

Likewise, Aarts and Aarts (1986, p.21) have given following types of words:

Simple words: Those words which can not be segmented further as a meaningful unit, e.g. drink, play, write, home etc. It doesn't take any suffix.

Compound words: compound words are the combination of two single root morphemes, e.g. whiteboard, playground, kitchen room etc.

Complex word: It consists of a root morpheme plus affix. Though they can be segmented do not have meaning of suffix, prefix and infix. e.g. kindness, happiness, boredom, usefulness etc.

Phrase: A group of words which functions as a unit and has a particular meaning when used together. Phrase does not contain a finite verb. It is smaller than clause and higher than word. There are different types of phrase: noun phrase, adjective phrase, adverbial phrase prepositional phrase.

Idiom: An idiom is a group of words which has a single meaning and which can not be deduced from the habitual meanings of the words that part in the idiom. Its meaning is different from the meanings of the individual words. Meaning is understood by the context. It doesn't give literal meaning. It is a

lexical phrase where the meaning of the whole phrase may not be comprehensible even if we know the meaning of individual word.

Collocations: According to Harmer (1992), "If any two words occur together more often than just by chance, we often call them collocations." e.g. 'Resounding success,' pick and choose etc.

Lexical chunks: lexical chunks are strings of words which behave almost as one unit. Some of these are fixed; it means, we can't change any of the words. e.g. over the moon, out of the blue and some of them are semi-fixed which means we can change some of the words, e.g. nice to meet you, nice to see you etc. Thus, here the study of vocabulary will be important to understand language as one of the element of it.

1.2 Statement of the Problems

As the students are of various level of awareness in the use of vocabulary, the errors committed by them are not uniform. The main problems due to lack of knowledge on vocabulary and its proper use are as follows:

- Problems to identify areas of difference and similarity in the vocabulary achievement by public and private school students.
- Problems to minimize the mother tongue interference to English vocabulary items.
- Problems to identify the areas which are likely to cause errors for lower secondary level students while learning English vocabulary items.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- I. To find out the vocabulary achievements of lower secondary level students of public and private schools.

- II. To compare the vocabulary achievements of public and private school students.
- III. To suggest some pedagogical implications.

1.4 Research Questions

The following research questions were used in the study:

1. What is the level of achievement between public and private school of grade seven?
2. What are the similarities and differences between the vocabulary achievement by public and private school students?
3. How are the lower secondary level students aware in use of correct vocabulary items in their writing?
4. Which vocabulary items do the students feel difficult to use in writing?
5. Why do the students prefer to use concrete vocabulary items to abstract vocabulary items?

1.5 Significance of the Study

Teaching has always been a difficult job and with the pace of time and development of modern technologies it has become more challenging.

Teaching vocabulary item is more challenging. Researcher need to be an alert almost all the time. Teachers need to be aware of the students and not try to push too much on them in the way of learning in the classroom. This study will be confined to students on English language classes.

This study will provide the information about the vocabulary achievement of the students of lower secondary level. Therefore, this study will aim to find out the vocabulary achievement by lower secondary level students and will compare vocabulary achievement of public and private school students and will suggest some implications. So, ELT teachers, syllabus designers, text book writers, ELT researchers and concerned students will be benefited from the

study. It is equally helpful for researchers who deal with vocabulary. Any person interested in ELT field can also take advantage from the study.

1.6 Delimitations of the Study

The limitations of the study are as follows:

1. The study was limited to only forty students of two public schools and two private schools taking ten students from each of the selected schools.
2. Likewise, the study was limited to the students of lower secondary level.
3. Similarly, the study was also limited only the vocabulary achievement while checking answer sheets.
4. Schools were selected on the basis of judgmental sampling procedure.

1.7 Operational Definition of the Key Terms

Vocabulary : Are words in a particular language that people use when they are talking about a particular subject.

Achievement: A thing that somebody has done successfully, especially using their own effort and skill.

Collocations : The grouping or just a position of things, especially words or sounds

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

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

2.1 Review of Theoretical Literature

Vocabulary has been classified differently by different scholars. Generally, vocabulary can roughly be defined as the words which are used in our day to day communication. One cannot speak any language fluently and appropriately without having an adequate number of vocabularies. Words or vocabulary are the physically definable units which one encounters in a stretch of writing or speech. It can be both orthographic and phonological.

2.1.1 Classification of Vocabulary

Vocabulary can be classified into two types regarding the performance of the learner such as active vocabulary and passive vocabulary. A distinction is frequently made between ‘active and passive’ vocabulary. The former refers to vocabulary that students have been taught or learnt and which they are expected to be able to use while the latter refers to the words, which the students will recognize when they meet them but which they will not be able to produce. According to Harmer (1997, p.153) ,vocabulary can also be classified into two categories on the basis of the types of meaning they convey: concrete and abstract vocabulary. If a word refers to a visible object with concrete space is known as concrete vocabulary. On the contrary, if it signifies something which has no definite shape size and measurement and is entirely depend on our personal imagination is called abstract vocabulary.

Similarly, vocabulary is classified as content and function words. Words with meaning in isolation and which have lexical meaning are content words. They refer to a thing, quality and state. e.g. noun, verb, adjective and adverb.

Function words, on the other hand, are called structural empty grammatical relationship in and between sentences. For example, conjunctions, prepositions, articles, auxiliaries and negative particles. The words are classified as major and minor words by Aarts and Aarts (1986, p. 22).

2.1.2 Aspects of Learning Words

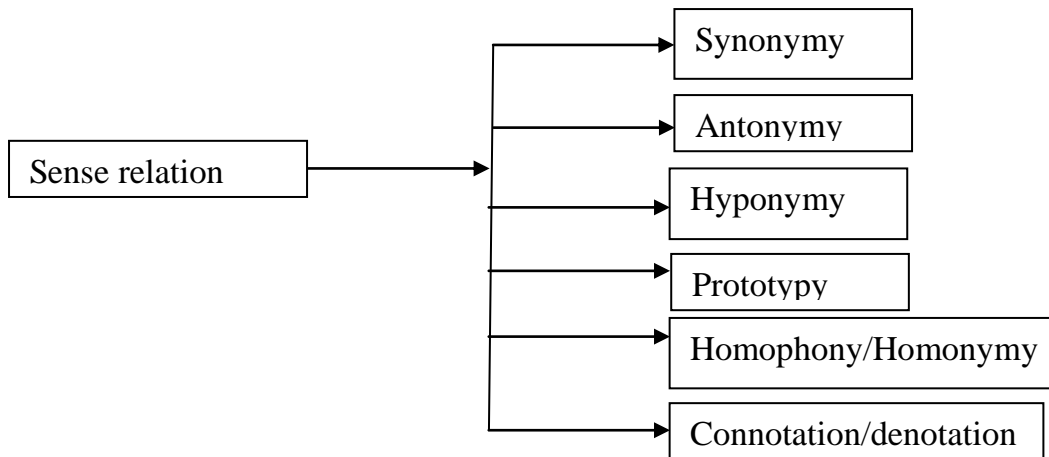
Teaching vocabulary contains different aspects of that word. The learner should have got sound knowledge over these aspects of word otherwise his/her learning remains incomplete. Aspect of learning and teaching different aspects of that word means far more than just understanding its meaning.

Based on Harmer (1997, p. 173), there are four aspects of learning words:

2.1.2.1 Word Meaning

Word needs the context in which it is used. So that we cannot get the meaning of word in isolation. For example the word 'book' means noun, verb and phrasal word with different meaning. The word 'bank' refers to "The place where people keep money" in one sense and it has another entirely different meaning as " the coastal area of river" If we see a man taking cheque and says. "I am going to the bank, "The word 'bank' refers to the financial institution but if a fish man on a boat says, " I am going to the bank", it assets to the coastal area of river. Similarly, sense relation is another aspect of meaning to be considered. The meaning of the word can be learnt in terms of the relationship with other words in the language. Words have relationship. We also understand the meaning of a word like 'active' in relation to a word like passive (antonym). Likewise the relationship might be sameness or similarity meaning in which case it is called synonyms.

The sense relationship incorporates the following features:



Source (Yule, 1985, p.118)

Synonymy

This is the relationship of sameness of meaning i.e. two words having same meaning or nearly the same. But total/absolute sameness or synonymy is not always possible.

Synonyms are similar but seldom convey same meaning even between words that seem interchangeable i.e. handsome refers to the charmness in boys but does not take the function of pretty, cute, beautiful. In the same way, in terms of two different style of formality die/ passion, smell/odour are same.

Antonymy

It refers to the relationship of oppositeness of meaning i.e. two words having opposite meaning e.g. short and tall, beautiful and ugly, black and white etc. Antonym is a regular and very natural feature of language and can be defined fairly and precisely. Antonyms can be divided into two types gradable and non-gradable. Gradable is seeing in terms of degree of quality involved. In other word, gradable pair does not necessarily imply the order.

e.g. big, bigger small, smaller

good, better

bad, worse

Non-gradable antonyms are also called complementary which refers to the relation between words or lexemes. Boy and girl, dead and alive, male and female etc are the pairs whose meaning are mutually exclusive. True of one implies falsity of other e.g. that person is not dead does indeed mean 'that person is alive. So, the pairs male- female and true -false must non-gradable antonyms.

Hyponymy

It is the relationship which obtains between specific and general lexical items. In other words, the former is included in the latter. For example, a cow is a hyponymy of animal. Likewise, rose, carrot, pine are the hyponymy of flower, vegetable and tree respectively. Here, animal, flower, vegetable and tree are fall under heteronym.

Prototypes

Prototypes are the elements to explain meaning not in terms of component features but in terms of resemblance to the clearest example. Tiger and cat are the closer prototype to make a clear concept of animal.

Homonymy

The lexical item which has the same form but differ in meaning is called homophony of word. It is illustrated from the various meaning of bear (tolerate, animal).we have seen how 'like' and 'look like' can be two quite different words. I like looking flower, look like old. 'Head' the object on the top of the body, the person on the top of the company etc.

Homophony

Homophones are words which have the same pronunciation but different spellings and meanings. For instance, meat-meet, some-sum, son-sun, tail-tale, sea-see, buy-bye-by, would-wood etc.

Polysemy

When a single lexical item (spoken or written) has two or more related and extended meanings, the relationship is known as polysemy. It has a range of different meanings, all derived from the basic idea or concept. The multiple meanings are related by extension. For example, the lexical item 'head' has multiple meanings:

Head: the object on the top of the body.

Head: the person on the top of the company.

Head: the object on the top of the department.

2.1.2.2 Word Use

Word can be changed, stretched or limited through the use of metaphor and idiom. Similarly, word meaning is also governed by collocation, style and register.

Metaphor

Metaphor refers to a figure of speech which makes use of comparison of descriptive term for a person and thing which is literally impossible. It is an indirect comparison of a word.

Richards et al.(1985,p. 106) states that in a metaphor, no function words are used. Something is described by stating another thing with which it can be compared e.g she is a phantom of delight.

Register

It refers to a variety of language defined according to its use in social situations. For instance, scientific register, legal register, doctor's register, etc. One of the key features of a register is the use of special jargon as which can be defined as the technical vocabulary with a special activity or group. Field-based, mode based and tenor-based are three types of registers which are likely to overlap each other.

2.1.2.3 Word Formation

Word formation refers how words are written and spoken and how they can change their form. Students need to know how suffixes and prefixes change the shape and meaning of the word. For instance, if we add 'in' to the word secure and it to the word popular both words form and meaning will be entirely changed. So, Harmer says, words are formed by the use of suffixes and prefixes which change the shape and meaning of word. That's why we need to know the word formation process as well.

Likewise, Students should be well acquainted with how the content words are formed in different ways by means of the affixes then only the structural words bring entire change in meaning. The inflectional suffixes do not make any change in class of a word and basic meanings while they are used with the stem. But the derivational affixes bring change in meaning and word class. Each of the processes is discussed below:

Inflection

It is defined as a change in the form of a word to express its relation to other words in the sentence. It does not make any change in word class e.g. write – wrote – writes, but it changes the grammar of words. So, it is the bound morpheme used in word formation process which does not make any basic meaning change.

Derivation

It is the process in which large number of small bits of language called affixes is added to other words. For instance mis- dis-im- ment-less are added in the words like misunderstanding, dislike, impolite, government, careless, etc. So, we can say that derivation is a process where new words are formed from the existing words.

Thus, word formation means knowing how words are written and spoken and knowing how they can change their forms. So, the students should be made familiar to all these phenomena while teaching vocabulary items.

2.1.2.4 Word Grammar

Another important aspect of learning word is word grammar, Some words reflect certain grammatical patterns. For example countable noun can be both singular and plural (One flower, two flowers) but an uncountable noun only be singular (news, furniture)

Wallace (1982, p.23) mentions pronunciation and spelling also are aspects of vocabulary. Aspects of teaching vocabulary includes pronunciation of words too. If we teach vocabulary, we should teach pronunciation of that word.

Teaching vocabulary means also teaching spelling without being able to spell the word student can learn word easily. So that, spelling is taken as an important aspect of vocabulary learning. The students need to know other areas of grammar behavior such as: phrasal verbs, order of adjectives, position of adverbs and nouns etc.

Thus, knowing a word does not mean only recognizing meaning but words use, formation and grammar. So while teaching words, teacher should give focus on teaching all the aspects of vocabulary items.

2.1.3 Importance of Teaching Vocabulary

Vocabulary is such an important aspects of language without which communication is rather difficult even if one who has good knowledge of a language. Although we have many vocabularies, we should choose right vocabulary according to situation, subject matter of communication, the person with whom we are talking. Vocabulary and grammar are equally important components of language for effective and meaningful communication. In this regard, Wilkins (1972, p. 111) says, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”

2.1.4 Importance of Teaching Vocabulary

When we want to express our feelings, emotions, thoughts and ideas, we need high vocabulary power. When we do not have vocabulary power, we fail to communicate. In the lack of word, we cannot send our message i.e. communication is not complete without words. So, language learners need to learn the lexis of the language by right choice of words. Speech should create good impression on the hearer. So, the vocabulary teaching is essential. Language learning is a matter of learning the vocabulary of that language because when one acquires a language. S/he acquires vocabulary automatically. It is due to the lack of adequate knowledge of vocabulary that people often get frustrated when they do not find words which they need to express their ideas and feelings while communicating in the target language. So, it needs adequate number of vocabulary to engage in communication.

2.1.5 Direct and Indirect Methods of Teaching Vocabulary

Direct vocabulary teaching and learning refers to that process in which individual item is learnt consciously, i.e. focusing the attention the targeted items. In this process either the teacher selects the difficult items or asks his students to select them. Then he supplies the meaning words with the help of a number of techniques-translation, synonym, antonym, definition, explanation,

demonstration, etc. Then he exemplifies the items in sentences. As a next step the teacher ask his students to study the meaning and sentences for a while and try to produce their own sentences. Teacher tries to manipulate and arouse learner's attention and interest in direct vocabulary teaching and learning.

In indirect teaching and learning process, the students learn the targeted items without directly focusing on it. In this method, they are exposed to a series of reading materials and encouraged to read the materials on their own so that they can cultivate the habit of guessing the meaning from the context. Inferred meaning is verified and confirmed when the items recur again and again. The belief behind indirect learning is that the foreign language learners can acquire the targeted items as naturally as they do in their L1, that is, without beginning conscious about the targeted items. The teacher's role is as a facilitator from the beginning to the end. Teacher manages the environment letting learner learn vocabulary incidentally by listening and reading the language materials.

Indirect Vocabulary teaching certainly has importance in expanding L2 receptive vocabulary. But at the beginning and intermediate levels direct vocabulary teaching is essential to a certain context: of course after a few month's exposure, learners should be encouraged to read. Materials should be supplied. Thus, particularly in the past beginning stage both the approaches must be exploited.

2.1.6 Principles of Teaching and Learning Vocabulary

It is very difficult for the teacher as well as students for teaching and learning vocabulary without knowing the principle of teaching and vocabulary. Wallace (1982, p. 27) has discussed the following principles of teaching and learning vocabulary:

- a) Aims: the teacher has to be clear about his/her aims. If the teacher is not clear on this topic, it will be difficult to assess how successful the vocabulary learning has been.

- b) Quantity: After determining the aims the teacher should make decision on the quantity of vocabulary to be learnt.
- c) Need: the teacher should try to bring such situations in the classroom by which the students should feel that they need target words.
- d) Frequent exposure and repetitions: the students should be given the opportunity to response the new words frequently.
- e) Meaningful presentation: the words that are going to be learned should be presented in such a way that its reference is perfectly clear and unambiguous.
- f) Presentations in context: the words are rarely occurred in isolation. The teacher should teach the vocabulary in meaningful context not in isolation.

2.1.7 Vocabulary Achievement

Vocabularies are words in a particular language that people use when they are talking about a particular subject. Vocabulary is a list of words with their meanings.

Vocabulary is such an important aspect of language without which communication is rather difficult even if one who has good knowledge of a language.

The act or process of achieving something is called achievement. It simply refers to the gain or reach something by effort. Learning is never ending process so students increase new vocabulary day by day with repetition and the rate of learning. Unless there is something wrong with them mentally or physically, all children acquire a language as they develop.

2.1.8 Techniques and Materials of Teaching Vocabulary

To increase the vocabulary power of the students different activities can be done. It should be taught by applying different techniques. Following are the techniques and materials of introducing meaning of vocabulary:

1. Pictures: pictures can be used to explain the meaning of vocabulary items. The teacher can draw picture on the board or bring in pictures.
2. Self defining context: some words can be taught by using them in a self-defining context.
3. Real objects: concrete word can be taught by showing the actual objects or their models. Real objects help the students to memorize things.
4. Synonyms: the acceptable synonymous terms can be used to teach the meaning of new words.
5. Antonyms: many words can be taught by using antonyms for example, Sarita is a brave girl. She is not a coward. Hence, coward is the antonymous term of brave.
6. Dramatization: abstract notions such as happy, smile, sad etc. can be illustrated by dramatizing them.
7. Definition: several words can be taught by giving their definitions, e.g. Scissors: a short handled tool for cutting hair.
8. Translation: it refers to the techniques of telling the target language equivalent word in the students' native language. This is the easiest and economical way of showing meaning of a word.
9. Combined technique: no single technique would found sufficient in actual practice. The teacher can use several techniques to teach the same item. The combined technique can be applied to teach complex word.

2.1.9 Needs and Importance of Contrastive Analysis (C.A.)

According to James (1980), "Contrastive Analysis is a linguistic enterprise aimed at producing inverted two valued typology and founded on the

assumption that languages can be compared”. Contrastive analysis can simply be defined as scientific study of similarities and differences between two or more than two languages. Contrastive analysis is one of the branches of applied linguistics which simply means a systematic study of two or more languages with view to identifying their structural differences and similarities. Linguists say that no languages have one to one relation in terms of vocabulary, sentence structure and other pattern and we have experienced as well.

Contrastive analysis has two aspects: linguistic aspect and psychological aspect. Linguistic aspects deal with the theory to find some feature quite easy and some other extremely difficult. Psychological aspects deal with the theory to predict the possible errors made by second language learners. Thus, contrastive analysis can be used for various purposes. It helps the language teachers identify difficult and different areas for the second language learners. It is also concerned with explaining the sources of errors learner’s performance. It helps the language teachers to reform their teaching strategies by concentrating on difficult areas for learners’ performance. It helps the language teachers to reform their teaching strategies by concentrating on difficult areas for learners. By keeping the result obtained from contrastive analysis in mind, a language teacher can adopt suitable methods and materials accordingly. A teacher having the knowledge of contrastive analysis can treat his/ her students psychologically and academically. Therefore, the findings of contrastive analysis would be useful for course designers, teachers, examiners and students. This is why contrastive analysis is important from pedagogical view point.

2.2 Review of Empirical Literature

Vocabulary is one of the important field of language. It makes a piece of writing meaningful. Though a great number of researches have been carried out on different elements of language such as grammar, pronunciation etc there are very less studies on vocabulary achievement of the students. The researcher

reviewed the following researches which will be helpful for the conduction of the present study.

Chaudal (1997) has carried out a research entitled “ A study of the vocabulary achievement of the students of grade six in Jhapa district” His objectives 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. The test as well as the questionnaire was used as the primary sources of the data. The researcher consulted different books, journals, articles, related dictionaries as well as visited some related websites to collect more information for the facilitation of the study. The finding of the study showed that English vocabulary achievement was poor in aggregate. The girls proficiency was found satisfactory than the boys in the achievement of English vocabulary. The review of the research is a different study which takes in to account the investigation and gender wise comparison of the students in vocabulary.

Similarly, Khatri (2000) carried out a research on “The achievement of English vocabulary of the students of grade eight. The objective of the study was to find out the achievement of the students. The researcher collected data from public and private school for which he used the test items as the tools for data collection. The researcher consulted different books, journals; articles as well as websites to collect more information for the study the finding of the study showed that student’s vocabulary achievement was satisfactory. The conclusion that an achievement of the noun was better than of verbs. No study has been carried out so far on achievement of English vocabulary of the students of grade eight.

Upadhyya (2001) carried out a research on “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. The researcher used questionnaire and interview schedule for data

collection. The researcher consulted different books, journals, articles as well as websites to collect more information for the study. The findings of the study showed that the students from commerce faculty achieved better Proficiency than those of the rest.

Gyawali (2004) carried out a research on “A comparative study on vocabulary teaching through direct and indirect techniques in public secondary schools.” Questionnaire and observation were used as the primary source of the data. The researcher consulted different books, journals, articles as well as websites to collect more information for the study. The subjects were randomly selected. The study found that the direct method is preferred in vocabulary teaching to indirect method. There are many researches on language but very few researches are carried on vocabulary. No research has been carried out so far on direct and indirect techniques in teaching vocabulary in public secondary schools.

Likewise, Ghimire (2007) has carried out a research entitled “A study on vocabulary development of the students of grade six”. The objectives of the 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. The researcher collected data using questionnaire schedule and interview schedule. The researcher consulted books, journals, articles as well as visited some related websites to collect more information for the study.

Raut (2007) conducted a research “A study on strategies used in teaching vocabulary; A case of lower secondary English teachers.” His objectives were to find out the teaching strategies that many teachers used. e.g. pictures, synonyms, antonyms, definition, word analysis, minimal pairs, modeling, copying, blackboard, sketches, facial expressions, phonetic transcription and translation while teaching vocabulary observation and questionnaire were used

as the primary source of the data. The researcher consulted different books, journals as well as websites to collect more information for the study. The finding of the study showed that most of the lower secondary English teacher used real objects while teaching. There are many researches on grammar, one of the elements of language, but very few researches are available on vocabulary in the department of English education. No research has been carried out so far on strategies used in teaching vocabulary by lower secondary English teachers.

2.3 Implications of the Review for the Study

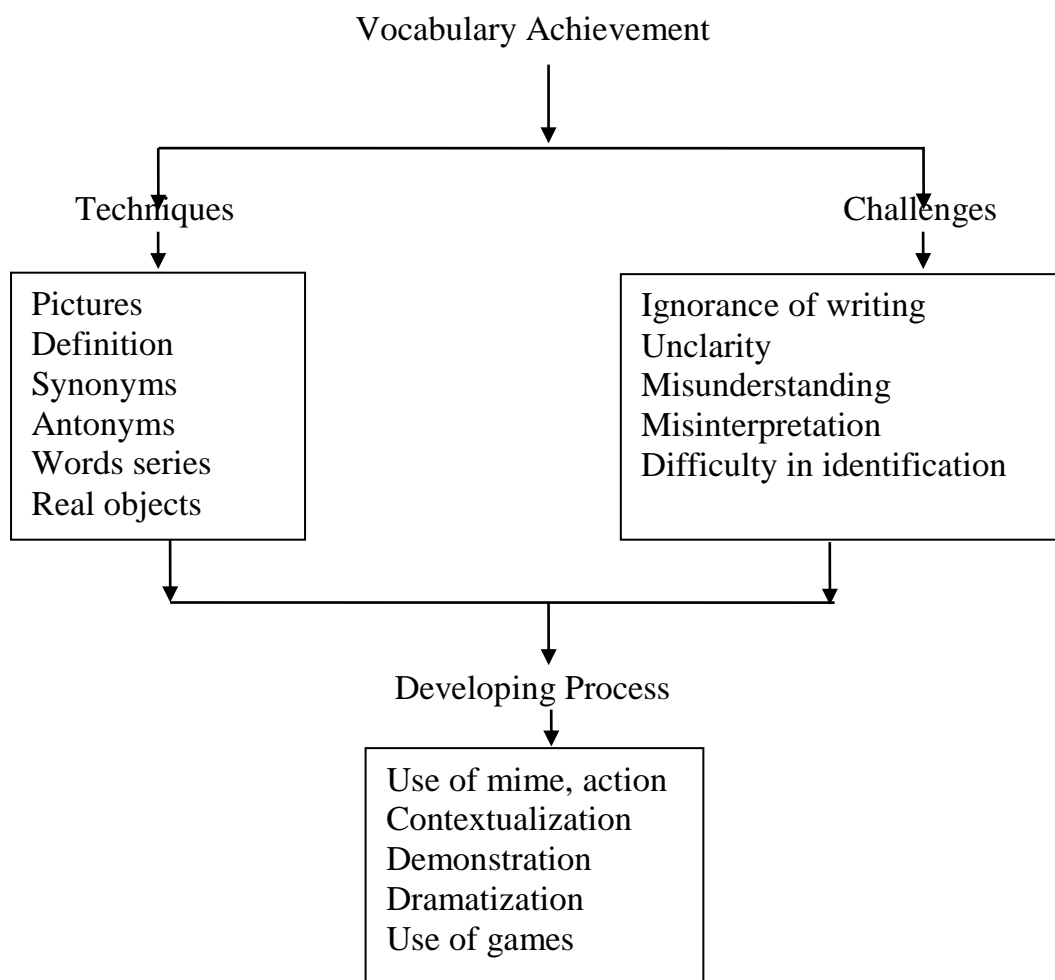
Review of the literature provides the guidelines to carry out a research in a better way, in order to carry out this research in a proper way, the researcher reviewed different researches which were related to vocabulary and writing skill. The researcher collected the researches carried by different researches. Similarly, the review of literature aided the researcher to derive conclusions and findings of the present study.

The review of the literature is the summary of the researches carried on in the field of vocabulary. Various research works have been carried out in the field of error analysis. Most of the students commit errors in the writing especially in vocabulary. Though the above reviewed researches are somehow concerned with vocabulary, they are not directly related to my title of research. Although they are related to grammar, vocabulary, and pronunciation, they are not specified to measure the achievement of the students in the use of vocabulary. Therefore, this study is a new research to deal with achievement of the students of lower secondary level in the use of vocabulary.

2.4 Conceptual /Theoretical Framework

Carrying out research needs some framework as the research is carried in order to derive the findings. The researchers need to be familiar with the variables that determine the success of the study. Therefore, the researcher needs to develop a conceptual framework before the actual analysis of the study. While testing vocabulary achievement the researcher used different techniques. At that time, the researcher faced different challenges such as: ignorance of writing, unclarity, misunderstanding etc. The researcher used different processes such as: contextualization, dramatization, demonstration etc. to solve those challenges.

The conceptual framework of my research is as follows:



CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Design of the Study

Survey research was used to complete this study. In this type of research, I visited the determined field/area to find out existing data. Survey research study was selected because such study is carried out to address the large population by selecting sample population which is the representative of the study population as a whole. In this regard, Cohen and Manion (1985).(as cited in Nunan, 1992, p. 140) write:

Surveys are the most commonly used descriptive method in educational research, and vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain the snapshot of conditions, attitudes, and/or events at a single point of time.

Similarly, Nunan (1992, p.140) states, “surveys are widely used for collecting data in most areas of social inquiry from politics to sociology, from educational to linguistics.” Likewise, Cohen et al. (2010) write that survey research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify most standard one against the existing situation.

From aforementioned definitions we can conclude that survey research is a type of research which studies large and small population by selecting sample population chosen from study population. Survey is also carried out in educational sectors to obtain a snapshot of conditions, attitude and events at a single point of time.

According to Nunan (1992, p. 140), “The main purpose of survey research is to obtain a snapshot of conditions, attitudes and /or events at a single point of time.” According to Cohen and Manion (1985), surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigation through scale studies carried out by a single researcher (as cited in Nunan, 1992, p. 140). A survey usually addresses the large group of population, sampling is necessary to carry out investigation. The concern here is to ensure that sample should be representatives of the study. Population of the whole sampling is doing to obtain practicability of the study. Nunan (1992, p. 141) suggests the following eight step procedure of survey research:

- | | |
|---------------------------------------|---|
| Step 1: Define Objectives | - What do we want to find out? |
| Step 2: Indentify target population | - Who do we want to know about? |
| Step 3: Literature review | - What have others said/discovered about the issue? |
| Step 4: Determine sample | - How many subjects should we survey and will identify these? |
| Step 5: Identify survey instruments | - How will the data will be collected: questionnaire/interview? |
| Step 6: Design survey procedure | - How will the data collection actually be carried out? |
| Step 7: Identify analytical procedure | - How will the data be assembled and analyzed? |
| Step 8: Determine reporting procedure | - How will be written up and presented? |

The discussion above entails that survey is one of the important research methods used in educational investigations. It is mainly carried out to find out people's attitude, opinions and specified behavior on certain issues, phenomena, events or situations. The finding of survey is generalizable to the whole group.

For this reason, researcher chose survey design in her research study.

3.2 Population and Sample of the Study

The sample population for the study was 40 students from four schools (including two public and two private). They were selected on the basis of her accessibility.

3.3 Sampling Procedure

The researcher selected Kathmandu district as the research area. Then the researcher selected four schools on the basis of judgmental sampling procedure. After that, she selected 5 boys and 5 girls from each school using judgmental sampling procedure.

3.4 Data Collection Tools

The major tool for the collection of data was the test item in order to elicit the data on vocabulary achievement.

3.5 Data Collection Procedure

The researcher prepared test items as a tool for the collection of data in the study. After getting permission from the concerned authorities, she contacted the students and established rapport with them. Then, she gave them clear instruction through examples. After the test, she collected all the responses and marked on answer-sheet. In this way, the data were collected for the study.

3.6 Data Analysis and Interpretation Procedure

The vocabulary achievement of the students was analyzed and interpreted both descriptively and statistically for the fair and accurate analysis and interpretation as far as possible. In order to achieve the objectives of the study, the required data from the students were collected, checked and systematically tabulated.

CHAPTER – FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

Analysis of the error made by the students of lower secondary level students was the central concern of this study as it was carried out to find out the achievement of the students in the vocabularies. For this, required data was collected by using test items. The data collected from the students was analyzed, interpreted and compared in this section of this thesis. So, this chapter deals with the result and findings traced from the analysis and interpretation of data. On the basis of the collected data analysis the following result was found.

4.1 Results

Some major results of the data collection are as follows:

1. Private school students showed higher level of achievement of words in comparison to public schools students while writing an essay.
2. Private school students responded more number of noun and verb in comparison to public school's students but more number of adjective was responded by public schools students than private.
3. In this study the students of V.S. Niketan responded more vocabulary and the students of Awareness International Academy less number of vocabulary. The students of two schools Guhyeshwory Bal Shiksha Secondary School and Shramik Higher Secondary School are in average.
4. The performance of public schools students in verb was poor and private schools students were poor in adverb though there was variation in the performance.
5. The performance of whole student is better in simple words and poorer in phrase.

6. In total private schools students responded more vocabulary than public schools students so the performance of private students excelled the performance of public schools students.

4.2 Discussions

In order to carry out the study, four schools (including two private and two government schools) of Kathmandu district were taken as the sample population, among 40 students, 10 students were selected from each school. Test items was used to collect the required data the answers given by the students were checked by focusing only on the vocabulary errors whereas other grammatical mistakes were not taken into account.

4.2.1 Analysis and Interpretation of Data

In order to achieve the objectives of the study, the required data from the students were collected, checked and systematically tabulated. Likewise, the vocabulary achievement of the students was analyzed and interpreted both descriptively and statistically for the fair and accurate analysis and interpretation as for as possible.

4.2.2 Status of Total Vocabulary Achievement

Table No. 1

Summary of the Status of Total Vocabulary Achievement

Sample	No. of responses per set	Total no. of responses to be achieved	Total no. of correct responses achieved	Achievement Percentage (%)
40	200	8000	4223	52.78

The above table shows that out of 8000 empty slots for the responses, 4223 questions were responded correctly that means 52.78% of the total responses were correct.

4.2.3 Status of Vocabulary Achievement of the Students of Public and Private Schools of Lower Secondary Level

Table No. 2

Summary of Vocabulary Achievement of Public School and Private School

Public School		Private School	
Total No. of responses to be achieved	Total No. of correct responses achieved	Total no. of responses to be achieved	Total no. of correct responses achieved
8000	1223	8000	3000

Above table shows that out of 8000 responses, public school students responded 1223 items correctly whereas private schools students could respond 3000 items correctly which is more in number than the public level students.

4.2.4 Gender-wise Comparison of Students Achievement of Public School

Table No. 3

Summary of Gender-wise Comparison of Students Achievement of Public School

S.N.	Students	First division	Second division	Third division	Fail
1	Female Students	1	3	2	3
2	Male Students	4	5	1	1

As presented in the above table, the number of female failure students is bigger than male students. In the same way the number of first division achievers is larger.

4.2.5 Gender-wise Comparison of Student's Knowledge about Use of Vocabulary Achievement of Public School

Table No.4

Summary of 5 Gender-wise Comparison of Students Knowledge about Use of Vocabulary Achievement

S.N.	Students	No. of correct responses to be achieved	No. of correct responses achieved	Achievement %
1.	Female Student	2000	500	11.83%
2.	Male Student	2000	723	17.12%

Above mentioned table shows that the no. of correct responses achieved by female and male students of public school and their level of achievement percent.

4.2.6 Gender-wise Comparison of Students, Achievement of Private School

Table No. 5

Summary of Gender-wise Comparison of Students, Achievement

S.N.	Students	distinction	First division	Second division	Third division	Fail
1	Female Students	1	2	3	2	1
2	Male Students	2	3	5	-	1

This table shows that, the number of male students in distinction, first and in the second division is higher than female students but the students' failed number is same.

4.2.7 Gender-wise Comparison of Student's Knowledge about the Use of Vocabulary Achievement of Private School

Table No. 6

Summary of Gender-wise Comparison of Students Knowledge of Achievement

S.N.	Students	No. of correct responses to be achieved	No. of correct responses achieved	Achievement %
1.	Female Student	2000	1300	30.78%
2.	Male Student	2000	1700	40.25%

The above table shows that the no. of correct responses achieved by female and male students of private school and their achievement percent in terms of gender.

4.2.8 Status of the Position Held by Public and Private School Students

Table No. 7

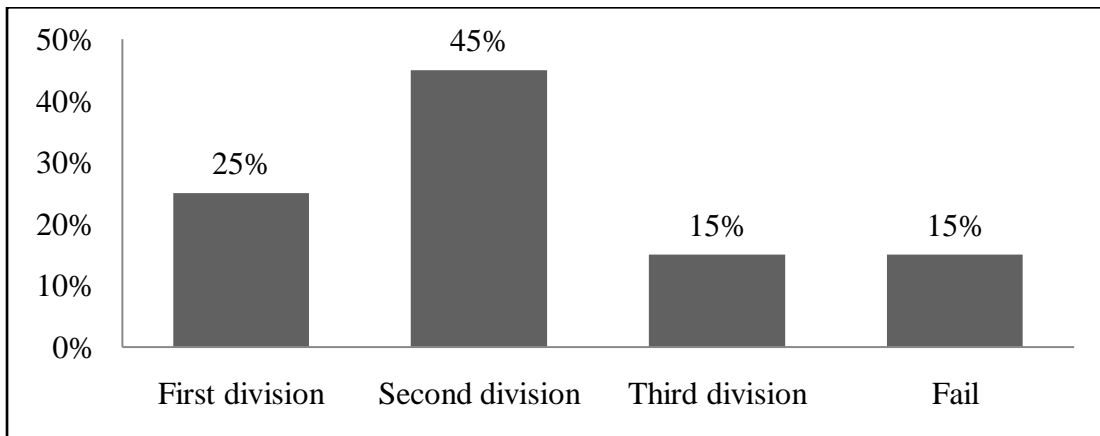
Summary of Status of the Position Held by Public and Private School Students

Schools	Distinction	First division	Second division	Third division	Fail
Public School	-	5	9	3	3
Private School	3	5	8	3	1

This table shows that the number of public students failure is bigger than private Students. None of students is distinction holder in public school.

4.2.9 Status of the Position Held by Public School Students

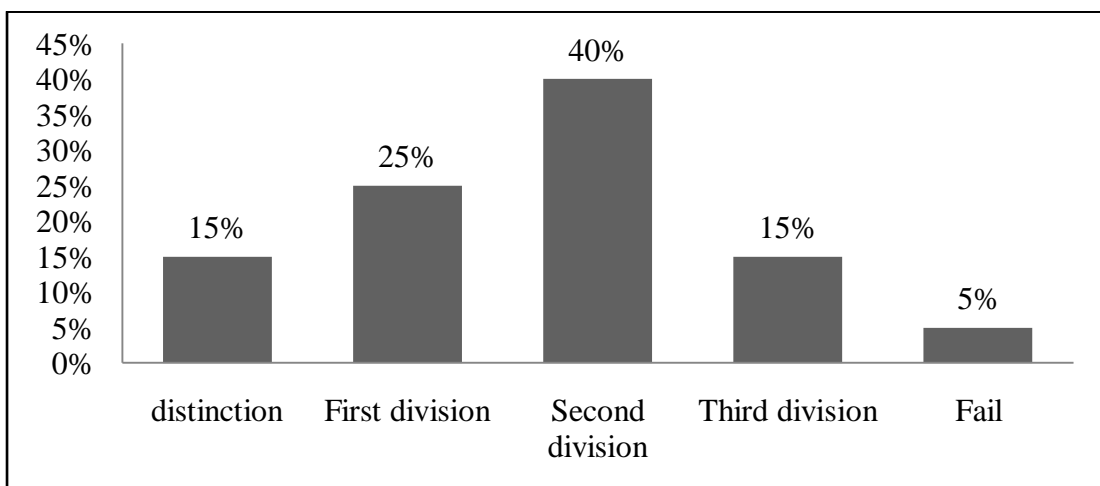
Figure No.1



This figure shows that out of 20 students 45% got second division, 25% got first division, 15% got third division and 15% students failed.

4.2.10 Status of the Position Held by Private Schools Students

Figure No.2



This figure shows that out of 20 students 40% got second division, 25% got first division, 15% got third division, 15% got distinction and 5% students failed.

4.3 School-wise Analysis and Interpretation of Vocabulary Achievement

While collecting data for my study, I visited four schools of Kathmandu district of lower secondary school. In this sub-unit, the performance of all the students of all the schools are analyzed and interpreted in different variables.

4 visited four schools of Kathmandu district of lower secondary school. In this sub-unit, the performance of all the students of all the schools are analyzed and interpreted in different variables.

4.3.1 Vocabulary Achievement of the Students of Shree Guheyswory Bal Shiksha Secondary School

Guheyswory Bal Shiksha Secondary School is located in Kathmandu district. I took 10 students from this school for this study.

Table No. 8

No. of Correct Responses Achieved by the Students of Shree Guheyswory Bal Shiksha Secondary School

No. of correct responses to be achieved	No. of correct responses achieved	Achievement (%)
2000	600	30%

From this school, students answered 600 words correctly. That means their vocabulary achievement percent is 30%.

4.3.2 Vocabulary Achievement of the Students of Shree Shramik Shanti Higher Secondary School

Shramik Shanti Higher Secondary School is located in Kathmandu district. I took 10 students from this school for study.

Table No. 9

No. of Correct Responses Achieved by the Students of Shree Shramik Shanti Higher Secondary School

No. of correct response to be achieved	No. of correct responses achieved	Achievement (%)
2000	790	39.5%

This table shows that, from this school, students answered 790 words correctly out of 2000 total correct responses to be achieved. That means, their vocabulary achievement is 39.5%.

4.3.3 Vocabulary Achievement of the Students of Awareness International Academy (AIA)

AIA is located in Kathmandu District; I took 10 students from this school for the study.

Table No. 10

No. of Correct Responses Achieved by the Students of AIA

No. of correct responses to achieved	No. of correct responses achieved	Achievement (%)
2000	870	43.5

From this above data, it was found that students answered 870 words correctly. That means their vocabulary achievement is 43.5%.

4.3.4 Vocabulary Achievement of the Students of Vinayak Shanti Niketan School

V.S Niketan School is located in Kathmandu District. I took 10 students from this school for this study.

Table No. 11

No. of Correct Responses Achieved by the Students of V.S. Niketan School

No. of correct responses to be achieved	No. of correct responses achieved	Achievement (%)
2000	890	44.5%

as presented in the above table, students answered 890 words correctly out of 2000. That means their vocabulary achievement is 44.5%.

4.3.5 A Comparison between the Achievement of Public and Private School Students

Table No. 12

No. of Correct Responses Achieved by Public and Private Students

S.N	Student's vocabulary items	Total no. of responses to be achieved	No. of correct response achieved by public students	Total no. of responses to be achieved by private student	No. of correct responses achieved
1	Noun	1750	850	1750	792
2	Adjectives	1050	530	1050	574
3	Verbs	950	322	950	396
4	Adverbs	250	115	250	122

This table shows that, public school student could respond 850 questions appropriately whereas private schools students answered 792 nouns. In case of adjectives, public school's students answered 530 and privet schools students

answered 574, out of 1050 slot .Out of 950 verbs, public and private schools could respond 322 and 396 questions respectively. Public students could respond 160 questions appropriately where as private schools students answered 188 questions in case of adverbs, of 250 spaces to respond.

4.4 School-Wise Analysis and Interpretation of Vocabulary Achievement on the basis of Word Class

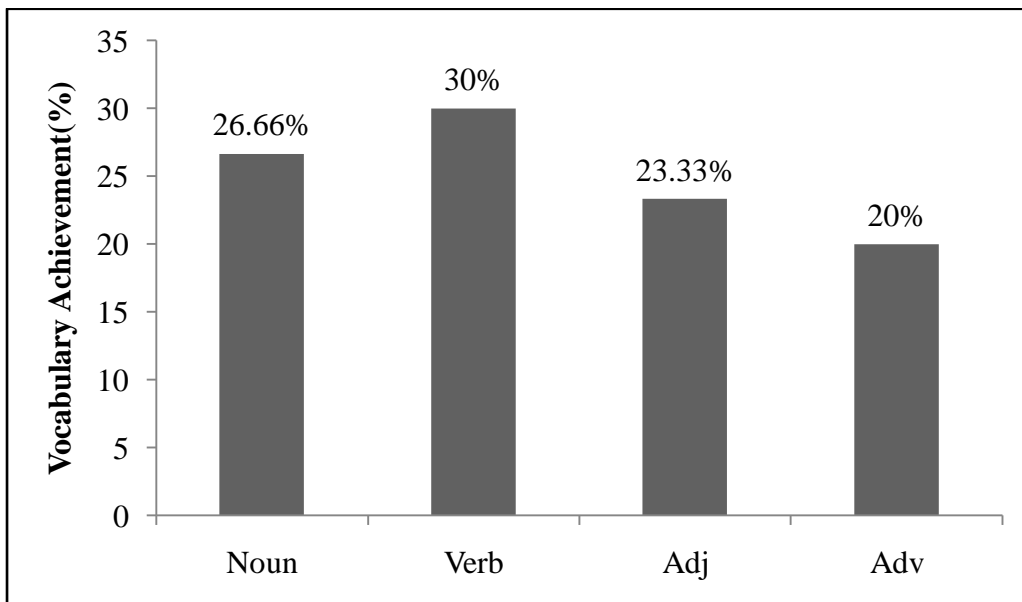
This sub-unit analyses the students vocabulary achievement on the basis of word class.

4.4.1 Vocabulary Achievement of the Students of Guheyshwory Bal Shiksha Secondary School (on the basis of Word Class)

Altogether 600 from different word classes were answered out of them 160 answered in nouns 180 verbs, 140 adjectives and 120 adverbs.

The vocabulary achievement percentage of noun, verbs, adjectives, and adverbs were 26.66%, 30%, 23.33% and 20% respectively.

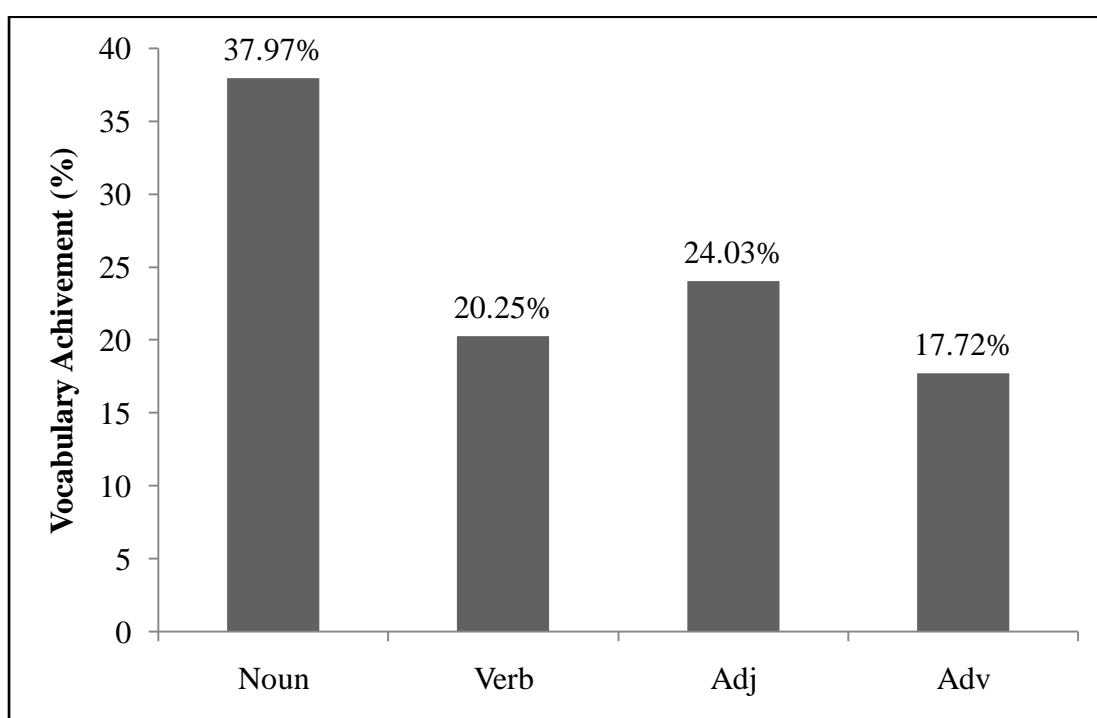
Figure No.3



4.4.2 Vocabulary Achievement of the Students of Shramik Shanti Higher Secondary School

Altogether 790 From different words classes were answered ,out of them 300 answered in nouns, 160 verbs, 190 adjectives and 140 adverbs, the achievement % of vocabulary were 37.97%, 20.25%, 24.03%, 17.72%, in nouns, verbs, adjectives and adverbs respectively.

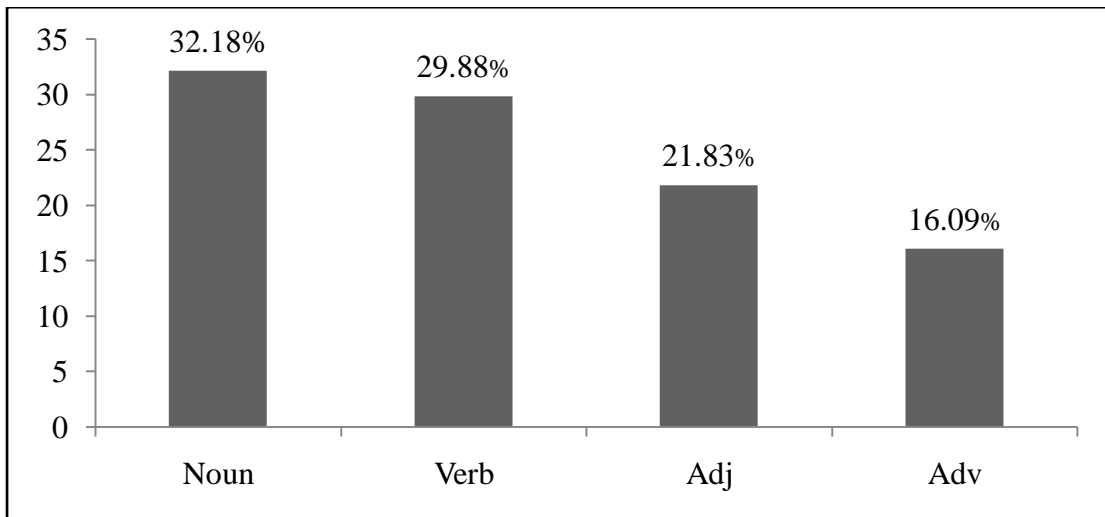
Figure No. 4



4.4.3 Vocabulary Achievement of the Students of AIA

Although 870 from different word classes were answered out of them 280 answered in nouns, 260 verbs, 190 adjectives and 140 adverbs. The percentage of vocabulary achievements were 32.18 %, 29.88 %, 21.83 % 16.09 % in nouns, verbs, adjectives and adverbs respectively.

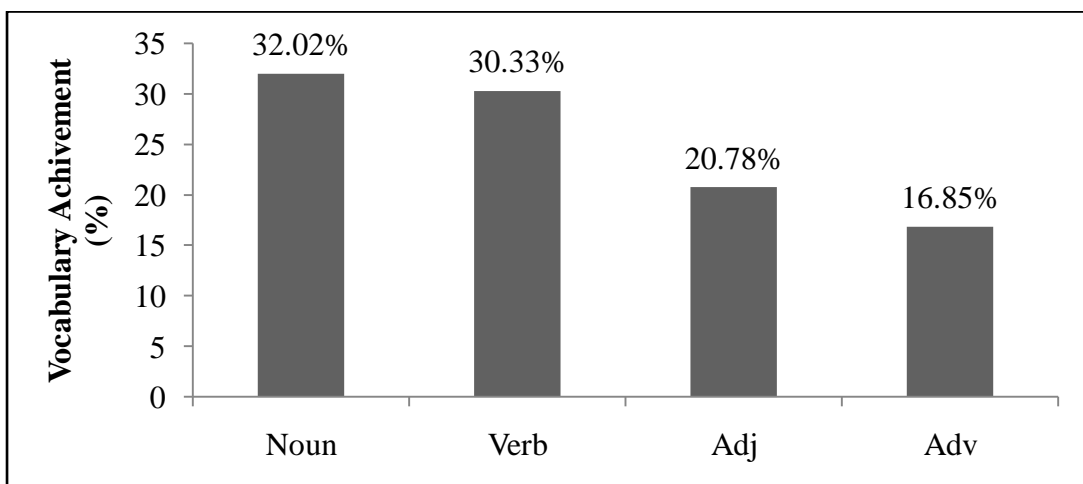
Figure No. 5



4.4.4 Vocabulary Achievement of the Students of Vinayak Shanti Niketan School

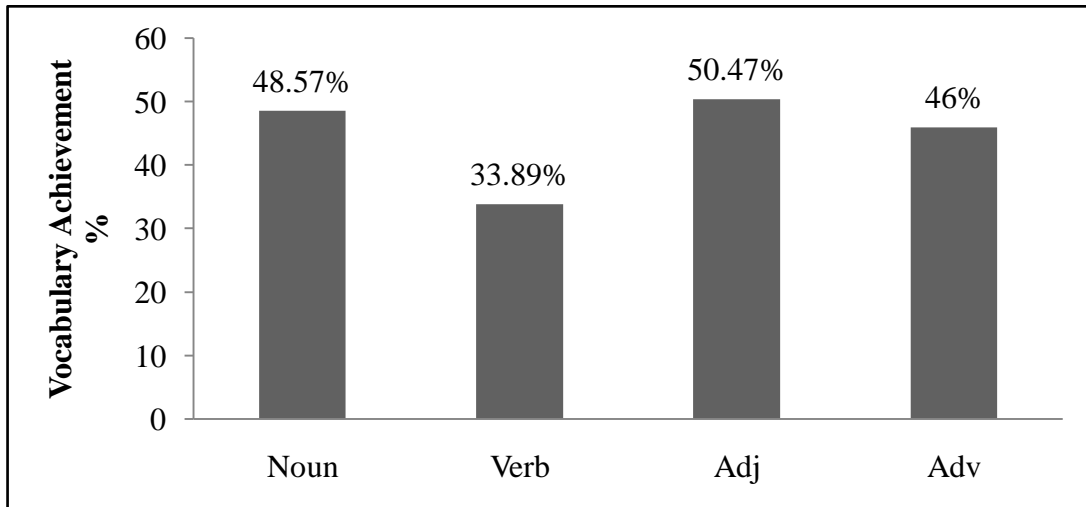
From this school, students answered 890 words correctly out of 2000 words. Out of them 285 were answered in nouns, 270 verbs, 185 adjective and 150 adverbs. The percent of vocabulary achievement is 32.02 %, 30.33 %, 20.78 %, 16.85 % in nouns, verbs, adjective and adverb respectively.

Figure No. 6



4.4.5 Vocabulary Achievement of Public Schools Students in Different Word Class

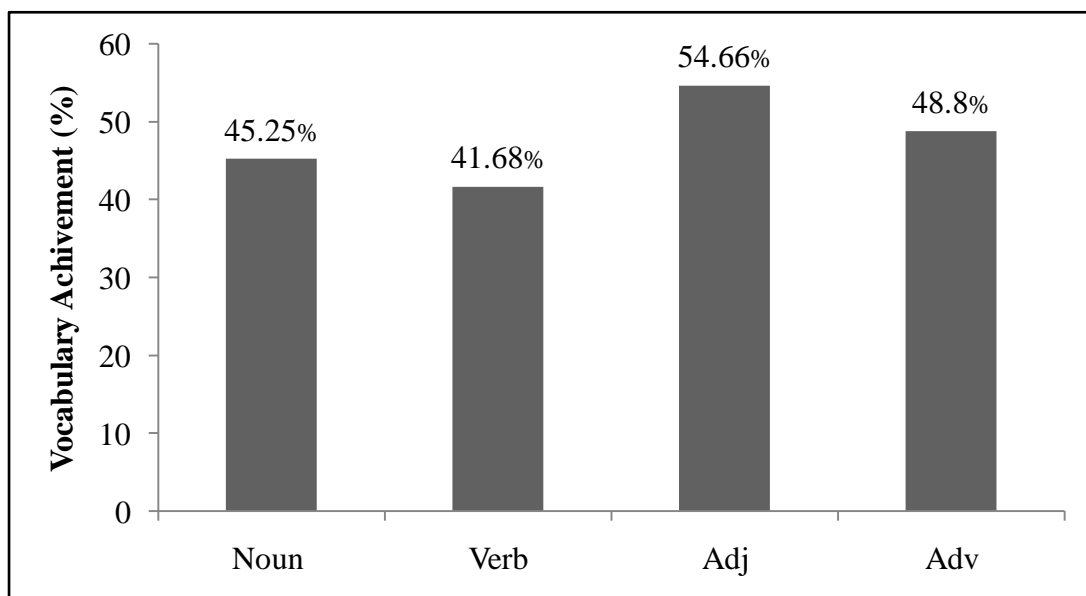
Figure No. 7



This figure shows that, public Schools student were found to be superior in adjectives as 50.47 % of the questions were responded correctly. Similarly 48.57 % nouns, 33.89 % verbs and 46 % adverbs were answered appropriately.

4.4.6 Vocabulary Achievement of Private Schools Students in Different Word Class

Figure No. 8



In the comparison of public students, private students were less competent in noun .They could give 45.68 % right answer in verb. Private students were more competent in adjective, i.e. 54.66 % adjectives were responded correctly and 44% adverbs adverb were answered appropriately.

CHAPTER – FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

5.1 Summary

As stated under the limitations of the study, the research was confined to only forty students of lower secondary level school of public and private school in Kathmandu district. Four schools were taken as the sample for the study. Out of them, two were government and two private schools. The major focus of the study was to find out the errors made by the students of lower secondary level the use of achievement. Therefore, the researcher collected the written data through test items and analyzed them to find out the achievement. The researcher checked the answers given by the students thoroughly by focusing only the errors in the use of words. The collected data was classified into different titles. The researcher analyzed the data descriptively in terms of the occurrence of errors in their answer.

This study is only an attempt of the researcher to find out the achievement of the students in the use of vocabulary. Therefore, the researcher cannot claim that the present study is conclusive in finding out the total achievement of the students.

5.2 Conclusion

The researcher derived some conclusions after the analysis and interpretation of the data collected from the students. It was found that the students of government students were less conscious on the use of vocabulary than the students of private schools. Similarly, among the private schools as well, the level of awareness of students was not some. The students of V.S. Niketan were more aware than the students of AIA. Likewise, the achievement of male and female students was also found different. Comparatively, female students were less aware in the use of words than the male students.

The researcher also came to the conclusion that students of grade 7 are not well aware in using complex words. In sentences therefore, more theoretical exposure as well as practice is required to be provided for the students to increase their achievement. Similarly, more researches should be carried out in the field of vocabulary achievement of students of school level.

5.3 Implications

On the basis of the findings of the research work the researcher would like to recommend some pedagogical implications that are categorized into three major types which are presented below:

5.3.1 Policy Level

The present research is an attempt to find out the achievement of students in the use of vocabulary and suggest some implications for the policy level so that vocabulary aspects can be given a good place in the school level curriculum and textbooks. The implications of this research for policy level are presented in points below:

1. Adequate rules practice exercises about the use of vocabulary aspects should be included in the textbooks.
2. The teachers who are teaching English in the schools from the beginning up to secondary levels should be trained about the proper use of vocabulary. So, they should be provided regular training on how to teach vocabulary effectively.
3. Separate exercises focusing on vocabulary should be included in text books.
4. The students of government schools are found to be less aware in the use of vocabulary than the students of private schools. There fore, school supervisors should visit schools frequently and help them with the problem in teaching.

5.3.2 Practice Level

The research entitled vocabulary achievement of the students of lower secondary level of Kathmandu district is carried out with the aim to improve the punctuation in school level. Therefore, this study helps in the daily teaching learning activities of the school. The teachers and school administration can benefit a lot if the findings and recommendations followed. This research has the following implications in the practice level.

1. Use of vocabulary aspects should not be neglected while teaching reading and writing as it is one of the important components of teaching.
2. The teachers should use appropriate teaching materials and techniques of teaching vocabulary as far as possible.
3. The teachers should correct the vocabulary mistakes immediately and should suggest the students to use the vocabulary aspects correctly.
4. Besides textbook, the teachers should collect some extra books on the use of vocabulary aspects to make the students practice more.
5. The knowledge of the vocabulary aspects should be checked frequently through various tests and examinations.
6. More exposure should be provided to the students in order to make them well aware about the use of vocabulary aspects.
7. The teachers should use language games related to the vocabulary while teaching in the classroom.

5.3.3 Further Research

The research is equally important to the further research works that will be carried in future in the field of vocabulary. The implications of this research for the further research are as follows:

1. More researches should be carried out in the field of vocabulary with special focus on student's achievement.

2. Any research work that is carried out about writing skills should include vocabulary aspects as well.
3. Some more practical studies should be carried out to cover the whole area of vocabulary aspects because the present study is just a part of whole vocabulary area of aspects.

References

- Arts, F&Arts, J. (1986). *English syntactic structure oxford*. Pergamum Press.
- Carter, Ronald. (1987c). *Vocabulary: Applied linguistic perspectives*. London: Allen and Unwin.
- Chaudal, N.P. (1997). *A study of English vocabulary achievement of the students of grade six*. An unpublished M.Ed. thesis, Tribhuvan University, Nepal.
- Ghimire, L. (2007). *A study on vocabulary development of the students of grade six*. An unpublished M.Ed. thesis, Tribhuvan University, Nepal.
- Gyawali, G. (2004). *A study on vocabulary teaching through direct and indirect techniques*. An unpublished thesis of direct and indirect techniques. An unpublished Thesis of M.Ed., Kathmandu: T.U.
- Harmer, J. (1992). *Teaching and learning grammar*. London: Longman (D).
- James, C. (1980). *Contrastive analysis*. London: Longman.
- Khatri, M.B. (2000). *A study of learning achievement of the students of grade eight*. An unpublished thesis of M.Ed, Kathmandu :TU.
- Nunan ,D. (2009). *Research method in language learning*.
- Raut, D. (2007). *A study on strategies used in teaching vocabulary; A case of lower secondary school*.
- Thorndike, Edward, L. (1921). *The teacher's wordbook*. Columbia University: Teachers college.
- Upadhya, P. (2002). *A study in English vocabulary achievement by the students of higher secondary level*. An unpublished thesis of M.Ed., Kathmandu; T.U.
- Wallace, M. (1982). *Teaching Vocabulary*. Heineman.
- Wilkins, D.A. (1972). *Linguistics and language teaching*. London: Edward Arnold.
- Yule, G.1985. *The study of language*. Cambridge: CUP.

APPENDIX - I

The Details of Students

S.N.	Name of School	Name of Students
1	Guheyshowry Bal ShiKsha Secondary School	Gita Sapkota
2	Guheyshowry Bal ShiKsha Secondary School	Bhawani Syangbo
3	Guheyshowry Bal ShiKsha Secondary School	Sudip Karki
4	Guheyshowry Bal ShiKsha Secondary School	Anish Sapkota
5	Guheyshowry Bal ShiKsha Secondary School	Sujita Paudel
6	Guheyshowry Bal ShiKsha Secondary School	Kabita Thapa
7	Guheyshowry Bal ShiKsha Secondary School	Bishal Neupane
8	Guheyshowry Bal ShiKsha Secondary School	Prashant Tamang
9	Guheyshowry Bal ShiKsha Secondary School	Anjali Jimba
10	Guheyshowry Bal ShiKsha Secondary School	Anil Gurung
11	Shramik Shanti Higher Secondary School	Monika Tamang
12	Shramik Shanti Higher Secondary School	Sarina Bohara
13	Shramik Shanti Higher Secondary School	Bimal Gurung
14	Shramik Shanti Higher Secondary School	Sushma Lama
15	Shramik Shanti Higher Secondary School	Sabu Bhujju
16	Shramik Shanti Higher Secondary School	Bimala Gurung
17	Shramik Shanti Higher Secondary School	Suraj Yadav
18	Shramik Shanti Higher Secondary School	Manisha Lama
19	Shramik Shanti Higher Secondary School	Kanchan Shrestha
20	Shramik Shanti Higher Secondary School	Rohan Giri
21	Vinayak Shanti Niketan School	Rojina Tamilsina
22	Vinayak Shanti Niketan School	Ramesh Bhusal
23	Vinayak Shanti Niketan School	Nishan Majhi
24	Vinayak Shanti Niketan School	Santi Aryal
25	Vinayak Shanti Niketan School	Akhil Singh
26	Vinayak Shanti Niketan School	Prizma Sapkota

27	Vinayak Shanti Niketan School	Prajwal Karki
28	Vinayak Shanti Niketan School	Manish Dhakal
29	Vinayak Shanti Niketan School	Pratik Thapa
30	Awareness International School	Arunima Lamsal
31	Awareness International School	Purnima Thapa
32	Awareness International School	Rekha Aryal
33	Awareness International School	Keshav Sharma
34	Awareness International School	Salina Sen
35	Awareness International School	Shiva Pandey
36	Awareness International School	Saugat Neupane
37	Awareness International School	Narayan Sapkota
38	Awareness International School	Tilak Kafle
39	Awareness International School	Babita Rana
40	Awareness International School	Nisha Adhikari