

# CHAPTER - ONE

## INTRODUCTION

### 1.1 General Background

The great debt of human civilization goes towards language that distinguishes human beings from other animals. Various experiments on different animals have proved that the other animals cannot acquire language due to its complex structures and their physical inadequacies. It is an essential as well as inevitable phenomenon for human being to exist in the society. By its nature it is not a fixed entity; it is dynamic and changeable. Language, the social phenomenon goes on changing because of social needs, pace of development, acculturation, de-culturation and feelings of neighborhood. Moreover, language is a matter of personal creation since it betrays the personality of the speaker. By means of language, we can evaluate a person from his geographical, social and intellectual perspectives.

These days the universe has been changed into a small place because of rapid technological advancement. In this rapid changing world English has become a part of human life. It fuels the vehicle of our life to get out destination in this competitive era. It has reserved the first and most important position in each and every sector such as business, education, health, science, technology, media etc. Therefore, for the smooth running of our daily activities we have to depend upon English. It is English that provides information about worldly current affairs. No doubt English is the native language of the people from some parts of the universe but it is the most widely used lingua franca for the people of the universe. So, English has become an essential part of our life.

Language is species specific to mankind i.e. only human beings have the capability to speak language and their mind is genetically equipped with it. All normal human beings acquire their first language irrespective of their culture, caste, sex, geographical boundary, etc. However, learning a second language is not an easy task. It requires a lot of time and efforts to have mastery over all levels of language. Among them vocabulary (lexicon) is very important because a language learner has to learn adequate numbers of vocabulary to communicate in a target language effectively. A good store of vocabulary helps to communicate either in spoken or in written form in the target language fruitful. So, learning a foreign language is a matter of learning the vocabulary of the language.

### **1.1.1 Introduction to Vocabulary**

Language is built up with vocabulary items and grammatical systems. Vocabulary is genuine aspect of language without which a language can not exist in the world among the human beings. Each language consists of vocabulary items which are the major building blocks to communicate to each other. The more vocabulary items we have, the more communication is possible. In the lack of vocabularies communication is impossible. It can be defined as the total numbers of words, which make up language. In this respect:

Richards et al. (1995 p. 307) say vocabulary refers to, "A set of lexemes including single word, compound word and idioms."

Learning a foreign language is a subject matter of as learning the vocabulary of that language. In this regard, Wallace (1982, p.9) says, " It has after been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary because there is a sense in which learning a foreign language is basically

matter of learning the vocabulary of that language". Vocabulary plays an important role in expressing complex thoughts, ideas and emotions. Words constitute the elements of language structures and a proper knowledge. This is essential for one and all. Without having larger number of vocabularies, people feel frustrated when they do not find the appropriate words while speaking the target language.

Crystal (2008) says, "Vocabulary is the Everest of a language." So, which techniques of teaching and learning of vocabularies are the questions on the criteria of selection and need of the learner, should be properly considered.

Even though vocabulary is the intergral part of language, it is relatively neglected area or it is taught that learning a foreign language is automatically learning vocabulary items. It is essential to deal with vocabulary items separately to advance vocabulary repertoire so that the person can command over that language. Harmer (2008, p.153) says, "If language structures make up provide the vital organ and flesh. An ability to manipulate grammatical structure do not have any potential for expressing meaning unless words are used."

Chomsky (2057) argues "due to the finite number of grammatical rules a child is capable of producing infinite number of structure". These rules are pre-programmed in the child's mind but this principle is not applied in the case of vocabulary since word may be used differently in different situation.

Harmer (2008) "If language structures make up skeleton, it is vocabulary that provides vital organ and flesh."

Wilkins (2001) says, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

Hornby (2000, p.147) defines vocabulary in different ways as 1) All words that a person knows or uses under it, two categories are found- active and passive vocabulary. 2) All the words in a particular language. 3) The words that people use when they are talking. 4) List of words with their meanings from above definitions, we can say that "vocabulary is the list of words used in particular language".

### **1.1.2 Types of Vocabulary**

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

Harmer (2001, p. 159) classifies vocabulary into two types: active and passive. Active vocabulary refers to the vocabulary that students have been taught to learn and which they are expected to be able to understand, pronounce and use constructively in speaking and writing". "Passive vocabulary refers to the words which the students recognized when they occur in a context but which they will probably not be able to produce.

Active vocabulary is used in day to day communication. So, it seems to be productive in its nature. On the contrary, passive vocabulary is only in competence level. So, it seems to be receptive in its nature.

Fries (1945, p.40) classify English words into four groups: Function words, substitute words, grammatically distribute words and contents words. The function words primary performs grammatical function e.g. 'he, she, it, they, etc. replace class of words and several classes.

Grammatically distributed words e.g. some any etc. show unusual grammatical restriction in distribution.

On the basis of the structure, there are three types of words: simple, compound and complex words.

Simple words consist of a single free morpheme followed or not by an inflection affix, such as play, plays, played etc.

Compound words consist of two or many free morphemes where they constitute themselves and constitute are words e.g. blackboard.

Compound word is a lexical item composed of two or more parts written (–) where the parts themselves are a word e.g. bus-park, school boy, etc.

Complex words consists of a root plus one or more derivational affixes e.g. childhood, explanation, etc.

### **1.1.3 Importance of Teaching Vocabulary**

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

When one acquires a language, he/she acquires vocabulary automatically. This implies that language learning is matter of learning the vocabulary of that language. So, when we want to express our feelings, emotions, thoughts, ideas, we need high vocabulary power. When we do not have vocabulary power, we fail to communicate. In this regard, Wallace (1982, p.09) says, " It has often been remarkable how strange it is that

comparatively little has been written on the teaching and learning of foreign language vocabulary because there is a sense in which learning a foreign language basically a matter of learning the vocabulary of that language. It is due to the lack of adequate knowledge of vocabulary that people often get frustrated when they do not find words which they need to express their thoughts, ideas and feelings while communicating in the target language. So, it needs adequate number of vocabulary to engage in communication".

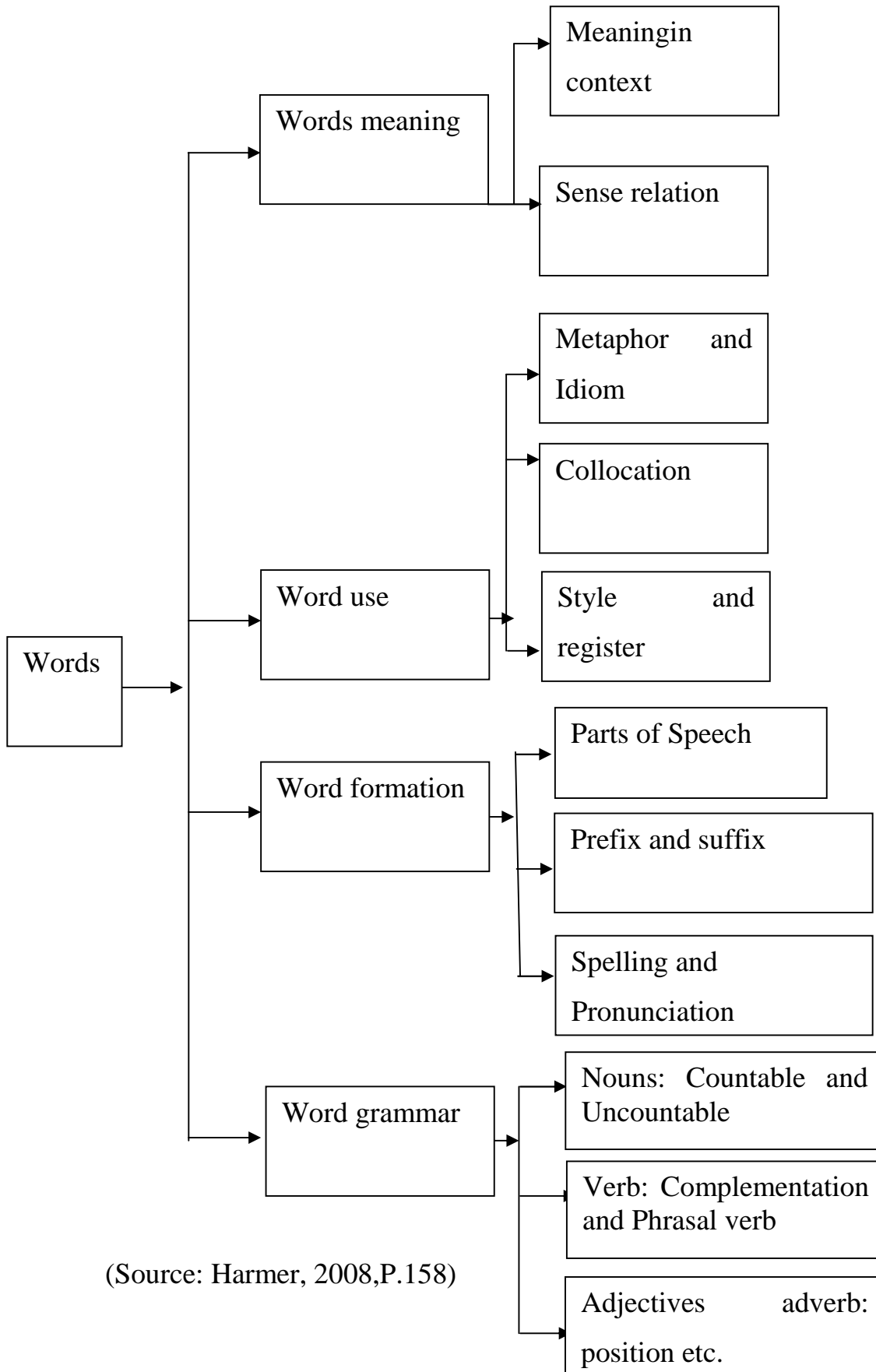
From the above paragraphs, we can say that vocabulary is the basic unit of language. It should not be neglected in teaching and learning.

#### **1.1.4 Aspects of Learning Words**

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

It is obvious that some words are more frequent in use than others due to which we should lay emphasis on selection of words having high frequency, range, coverage learn ability, etc. While teaching vocabulary items apart from this, we should be aware of which aspects of the words to be highly considered.

Harmer (1991, p.158) has summarized knowing words as follows:



(Source: Harmer, 2008,P.158)

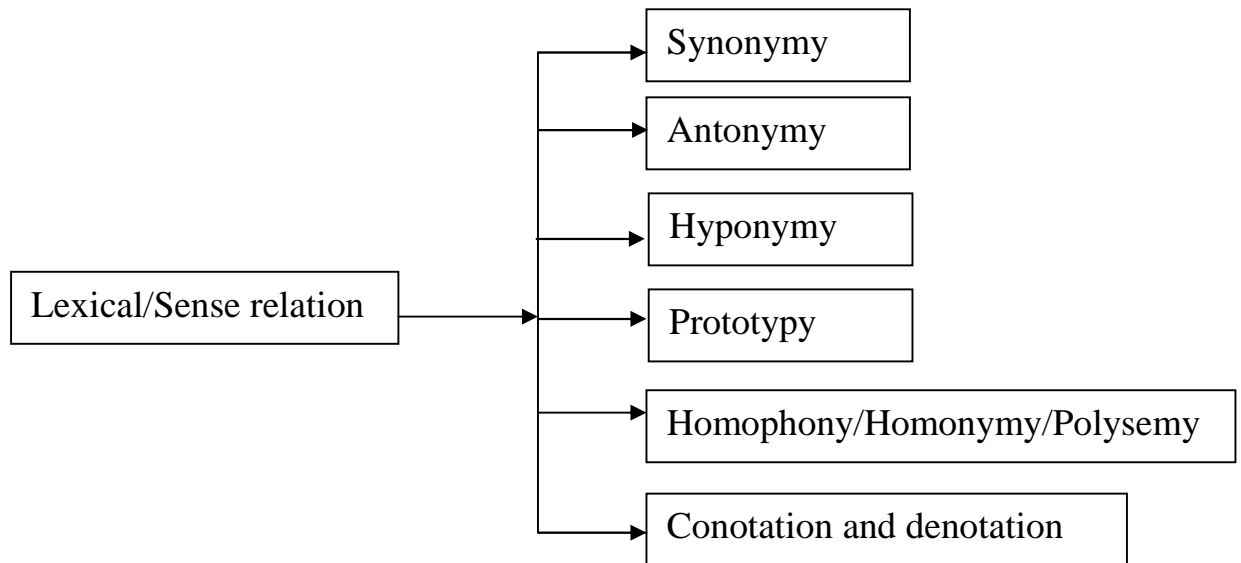
#### **1.1.4.1 Word Meaning**

Most words have more than one meaning. So that we can not decipher the meaning of words in isolation. It needs the context in which it is used. For example, the word 'run' means noun (e.g. the batsman made 15 runs). But it has more than dozen meanings when we combine it with different preposition as a phrasal verb; such as 'run away'. We decipher the meaning of a word by looking at the context in which it is used and by looking its combination with other words. For example 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 signing in 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.

Thus, while teaching the word 'bank' the teacher should teach how the word 'bank' is used to give different meanings in different contexts.

Next significant aspect of word meaning is sense relation. Sense relation refers to the various ways in which the meanings of words may be related. The relationship might be a sameness or similarity of meaning in which case it is called synonyms or it might be opposite meaning in which case it is antonyms. Likewise, Yule (1985, p.118) says, "Words are not only the meaning containers and role players but their relationship". There are various such relationship. 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 e.g. bright, clever, smart may serve as synonyms of "intellect". Synonyms are similar but seldom convey same meaning even between words that seem interchangeable, such as taxi and car, one will be preferred over the other in certain context and by particular speakers. Thus, the word having similar meaning may be inappropriate in different context i.e. handsome refers to the charmness in boys but does not take the function of pretty, cute, beautiful.

### **Antonym**

It refers to the relationship of oppositeness of meaning i.e. two words or lexemes having opposite meaning e.g. short and tall, heavy and light, big and small, rich and poor etc. Antonymy is often thought of as opposite of synonymy, but the status of the two are very different. Languages have no real synonyms and it is doubtful whether any true synonyms exist. But antonym is a regular and very natural feature of language and can be defined fairly and precisely. Antonyms can be divided in two types:

gradable and non-gradable. Gradable antonym is seen in terms of degree of quality involved. In other words, gradable pair does not necessarily imply the order.

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

Hyponymy is the relationship which obtains between specific and general lexical items. In other words, the former is included in the latter for example a dog is a hyponymy of animal. Chair is hyponymy of furniture.

### **Prototypes**

It means the first design of something from, which other form are derived. Yule (1985, P.120) defined prototype as the useful elements to explain meaning not in terms of component features but in terms of resemblance to the clearest example. The sparrow and the pigeon are the closer prototype than eagle and ostrich to make a clear concept of bird. A sparrow would be a prototype, of bird whereas an ostrich would not because of its typical characteristics, notably its inability to fly. If the vocabulary teaching is performed with prototype, the students get chance to activate their passive vocabulary as well as the new vocabulary items can also be introduced to them in interesting way.

### **Homonymy**

This refers to lexical items which have the same form but differ in meaning. Homonymy is illustrated from the various meaning of bear (animal, carry) or ear (of body, of corn) we have seen how 'like' and 'like' can be two quite different words. I like looking flower, look like new.

While hyponyms provide a headache for the learner, their ambiguity, is a rich source of human. Thus, the teacher should teach different homonyms while teaching vocabulary items.

### **Homophony**

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

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

### **Metonymy**

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

#### **1.1.4.2 Word Use**

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

a word can be frequently extended and stretched through its following elements.

### **Metaphor and Simile**

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

Richards et al. (1985, p.106) states that in a metaphor, no function words are used. Something is described by stating another thing with which it can be compared. In his words "stabbed at her heart" the words did not actually stab but their effect is compared to the stabbing of knife.

Simile is a kind of figure of speech under which literal or usual meaning is not separated. Something is expressed by stating another thing with which it can be compared.

A simile is an expression in which something is compared to something else by the use of function words such as; like or as. For instance, "My friend's eyes are like red-red rose" Have eyes are compared with 'red-red rose'.

### **Idiom**

It refers to a sequence of words which is semantically and often syntactically restricted so that it functions as a single unit. From a semantic point of view, the meaning of the individual words can not be summed to produce the meaning of the idiomatic expression as a whole.

Hence, idiom is an expression which functions as a single unit and whose meaning cannot be worked out from its separate parts. For instance, "It's raining cats and dogs do not permit, it's raining a cat and a dog.

## **Collocation**

The collocation makes a particular combination sound "right" or "wrong" in a given context. So, it is another piece of information about a new item. While, introducing words like 'decision' and 'conclusion', for instance, we may note that you 'take or make' but usually 'come' to the other. Similarly, we say "throw a ball but toss a coin" we may talk about someone being "dead tired" but it sounds odd to say dead fatigued.

## **Style**

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

## **Register**

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

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

Discrepancies in style and register are as disconcerting as usual collocation.

### 1.1.4.3 Word Formation

Students need to know about word formation and how to twist words to fit in different grammatical contexts. "Vocabulary items whether one word can often be broken down into their component 'bits'. Exactly, how these bits are put together is another piece of useful information perhaps mainly for more advanced learners" (Ur, 1996, P.62)

Yule, (1985, p.64), states "The study of the processes whereby new words process for the changing of their structure". So, we can say that word formation is the process to make constant evolution of language interim of new invention of words and new uses of old terms to bring vitality and creativeness to shape language according to the need of the language users.

Students should recognize well with the knowledge on ways of words, written style and change in form and meaning.

Two words can be combined to make one item a single compound word or two separate, sometimes hyphenated, words (book-case, follow - up). Again, new coinages using the kind of combinations are very common: two words can be blended to form one new word i.e. called a blend, for example,

hotel + motor = motel

break for + lunch = brunch

A word can be co-opted from one part of speech and use as another process called conversion. Typically, nouns are converted into verb as "he watered the garden". "She upped and left" (preposition verb). "A ball on fight is an absolute most" (verb noun). Additionally, new words can be

coined by shortening \clipping longer words. For example "Flu" from "influenzas"

Forming a new word by the removal of an affix from the existing word is called back formation for example, 'televise' from 'television, 'peddle' from 'peddler'. Likewise, words can be formed by borrowing from another language for example 'voyager' is borrowed in English from 'French language'. The technique of grouping the initial letters to form a new word is known as acronym. For example, 'UNDP' from United Nations Development Program.

Derivation of a word from another word by changing a sound, segment\spelling in writing is called modification. For example, tooth-teeth, foot -feet, man-man, etc.

Reduplication is the process of word formation in which prefix or suffix reflects certain phonological characteristics of the root for example, Ding-dong, Tip-top.

Affixation is the morphological process where by grammatical or lexical information is added to a stem Crystal, divides affixation into two types: "Inflectional" and "derivational".

The use of inflectional and derivational affixes makes variation in the structure and meaning of words in different situations. By means of inflection and derivation the grammatical value of a word also can be changed which the instructor has to make clear to his learners. 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 two processes is discussed below.

### **Inflection**

Inflection is the bound morpheme used in word formation process which does not make any basic meaning change. Hockley (1958, p.209) defines inflection as the part of morphology which involves inflectional affixes. In a single paradigm only one inflection can be used. Inflection can also be defined as a change in the form of a word to express its relation to other words in the sentence. Inflection does not make any change in word class, e.g. play-plays-played, but it changes the grammar of words.

### **Derivation**

Derivation is the most common word formation process used for the production of new English words. In derivation, large numbers of small bits of language called affixes are added to other words for example, un-mis-dis-per-im-fut-less-ment-isn-are-are are added in the words like uneducated dis-fortune, imperfect, disarmament management, boyish, etc. We can say that derivation is processes where new words are formed from the existing words, for example, play-player, love- lovable.

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

#### **1.1.4.4 Word Grammar**

Another important aspect of learning words is word grammar. The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have unpredictable



change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences. It is important to provide learners with this information at the same time as we teach the base form. When teaching a new verb, we might give its past form, if this is regular or irregular, and we might note if it is transitive or intransitive. Similarly, when teaching a noun we may wish to present its plural form, if irregular (mouse, mice) or draw learners' attention to the fact that it has no plural at all (advice, information). We may present verbs such as want and enjoy together with the verb form that follows them (want to, enjoy-ing or adjectives or verbs together) with their following preposition.

There are many other areas of grammar behavior that students need to know about it.

Such as:

What are phrasal verbs and how do they behave?

How are adjectives ordered?

What position can adverbs be used in?

Thus, somehow our teaching must help students to understand what this knowledge implies both in general and for certain words in particular.

We can draw the inference from the above mentioned description that knowing a word does not mean only recognizing meaning but also knowing word use, formation and grammar. So while teaching words, the teacher should give focus on teaching all the aspects of vocabulary items.

### 1.1. 5 Techniques of Teaching Vocabulary

Technique refers to presenting items to the students in a comprehensible way. The main aim of teaching vocabulary is to make students find out word meaning in different context. So, vocabulary items should be taught in a way that must help learner to use it in proper and suitable context. As vocabulary items in language play an important role in framing up ideas in a continues flow, The teacher should be aware of the fact that a simple carelessness leads the learner failing in learning vocabulary items. So the techniques for vocabulary teaching should be perfect.

Regarding the techniques of teaching vocabulary, different writers have given different views. But we follow the following techniques while teaching vocabulary. They are given below.

- 1     **Picture:** Pictures are very useful means of teaching vocabulary. There is one saying, 'A picture is worth ten thousand words'. We can generalize the importance of pictures by this sentence. Moreover, blackboard drawing cut most, wall posters; etc can be used for teaching vocabulary in classroom as a picture.
- 2     **Mime, Action and Gesture:** Explaining the meaning of words through the use of pictures, sometimes, become impossible. For example, words like running, jumping smoking can be taught easily through the use of mime action and gesture but difficult to teach by the help of picture, comparatively.
3.     **Contrast:** we also can teach meaning of words by contrasting them with another word such as big can be contrasted with 'small'.
4.     **Translation:** we can also teach meaning of word translating items meaning into learners mother - tongue. It is an easy and quick way.

It is useful in teaching "abstract" words rather than others concrete words.

5. **Demonstration:** It is not always possible to teach vocabulary through picture only. Simple action can be performed to carry out the meaning of several words. The word may refer to different kind of movements, e.g. working, running, laughing, etc. Teaching vocabulary through demonstration will help learners to understand easily.
6. **Game:** vocabulary can be best taught by creating vocabulary game where as. As it creates interest upon the learners, these techniques also lay emphasis on "learning by doing" resulting in long lasting retention in the students so, there are lots of games such as word puzzles, jumble words, etc.
7. **Song and Rhymes:** It is also useful technique to teach vocabulary especially in young people because they love songs. It also helps to motivate students and also creates interest upon students and helps to break monotony and mental fatigue. When we insert our new teaching items in song and rhymes they repeat it interestingly again and again and improve pronunciation and learn meaning easily and unconsciously.
8. **Realia:** Realia refers to the original objects which insert can be used and seen in classroom at the time of teaching and learning. When teachers brings real objects to teach vocabulary like 'stone', 'ball' 'flower' etc, students can find them in real context and start to do real activities with it. It also breaks monotony, mental fatigue. It also increase interest towards learning, it also brings associated meanings, instead of only one meaning. For example when we

bring 'stone' to teach its meaning student can easily understand it is 'hard' and 'heavy' too with this single object.

## **1.2 Review of Related Literature**

Vocabulary teaching has become a wider field of research in language teaching. Various researches have been carried out in this field in both national and international levels.

Chudal (1997) carried out research on "A Study of English Vocabulary Achievement of the Students of Grade Six in Jhapa District." His purpose of study was to find out the students' achievement of English vocabulary used in the English textbook of Grade Six. Another purpose was to compare vocabulary achievement sex-wise and locality-wise. He found out that the students' vocabulary achievement was poor in total. The boys' proficiency was found better than that of girls. Similarly, urban school students achievement was found satisfactory than that of the rural school students. Similarly, Tiwari (2001) carried out a research on "A Study on English Vocabulary Achievement by the Students of Grade Ten ". The purpose was to find out the proficiency of vocabulary achievement used in English textbook of grade ten. He also attempted to analyze the difficulty level of the vocabulary on the basis of the students' intellectual maturity. The findings of the study revealed that the English vocabulary achievement of the grade ten was not found satisfactory in total. So far as the difficulty level of vocabulary items is concerned, 43.15% of them were found beyond the students' intellectual maturity.

Gyawali (2004) carried out a research on "A Study on Vocabulary Teaching Through Direct and Indirect Techniques: A Practical Study." The main purpose of that research was to compare the effectiveness of

direct and indirect technique. He did this experimental research in class IX with the help of pre and post test. The finding showed that the direct technique was somehow effective in vocabulary teaching. Likewise, research, Acharya (2008) carried out an experimental research on "The Effectiveness of Teaching Vocabulary Through Real Objects" . He carried out the research practically and comparatively to find out the effectiveness of teaching vocabulary through real objects. He did experiment at Grade Two. A test consisting different items was main tool. He found out that teaching vocabulary through real objects at grade two is more effective than teaching without real objects.

Thapaliya (2007) carried a research on “A Study on Techniques of Teaching Vocabulary: A Case of Secondary Level English Teachers.” The main objectives of the study were to find out the common procedure of teaching vocabulary and to compare these procedures in terms of aspects of vocabulary. He observed the class of secondary level English teachers. The finding of the research was seen somehow effective in vocabulary teaching.

While reviewing the related literature, I found that no research has been conducted to study the techniques of teaching vocabulary adopted by lower secondary level English teachers. So, this research will be a new study in the Department of English Education.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- a. To find out the teaching techniques used by lower secondary level English teachers in teaching vocabulary in terms of teaching
  - i. meaning of new words,

- ii. teaching pronunciation and
  - ii. teaching spelling.
- b. to provide some pedagogical implications.

#### **1.4 Significance of the Study**

The study will be primarily significant to the lower secondary level teachers in teaching vocabulary items. In the same way the study will be secondarily significant to all those who are interested in knowing different techniques and strategies of teaching learning vocabulary, to the teachers and course book designers, grammarians, researchers and so on.

## **CHAPTER-TWO**

### **METHODOLOGY**

This chapter deals with methodology aspect. It includes detailed description of the manner in which decisions have been made about the type of data needed for the study, the tools and devices used for their collection and the method by which they have been collected. The following methodology had been used to achieve objectives specified. The following strategies were adopted to fulfill the above mentioned objectives:

#### **2.1 Sources of Data**

Both the primary and secondary sources of data were used. To accomplish the objectives of this study, the researcher primarily used the primary sources of data. The secondary sources helped in forming the theoretical part of the study.

##### **2.1.1 Primary Source of Data**

The primary sources of data of this study were the lower secondary level English teachers of ten public schools and private schools Pangretar VDC, Sindupalchok.

##### **2.1.2 Secondary Sources of Data**

The secondary sources of data were the materials related to the study like text books, journals, magazines available report previous research work internet, books concerned to English Language Teaching like Wallace (1982), Yule (1985), Brown (1994), Harmer (2008), Bhandari (2063), etc.

## **2.3 Sampling Procedure**

Sampling procedures is the way of determining the sample from the large heterogeneous study population. For this study, the researcher purposively selected the schools Balshiksha Higher Secondary School, Seti Devi Sharda Higher Secondary School, Balephi Secondary School, Ketu English Secondary School, Chandeswori English Boarding School, Private Paradise English Boarding School of PangretarVDC, Sindupalchok for my Study. The researcher selected 10 lower secondary level English teachers using non random sampling procedures. Among them 5 teachers were from public school and 5 teachers from private school.

## **2.4 Tools of Data Collection**

In order to collect the data, the researcher, two types of tools for present study viz. check list and questionnaire for the teachers. To find out the technique of vocabulary teaching adopted by the lower secondary level English teachers, the reseracher observed 5 classes of each teacher and there were 50 classes altogether. Similarly, I distributed questionnaire to the 10 teachers to find out their views on the topic.

## **2.5 Process of Data Collection**

To collect the primary data, the researcher studied different aspects of vocabulary teaching in detail then he fixed the area of his study. The researcher developed an observation form and questionnaire for the teachers. After that he went to the selected schools for the study. Then he told the purpose of his study to the English teacher and requested them for the permission of class observation. He ticked and filled up the



prepared check list. He observed five classes of each teacher in different time and filled up the form accordingly. Having filled up the form. He distributed questionnaire to each teacher and collected them when they finished writing their response.

## **2.6 Limitations of the Study**

It is impossible to include everything in this type of small research because of limited time and resources. So, the present research had the following limitations:

- ) The study was limited only in vocabulary aspects and teaching techniques.
- ) It was limited only to 5 public schools and 5 private schools of Pangretar VDC, Singdupalchok.
- ) It was limited only in lower secondary level English teachers.
- ) The study was limited to the class observation check list and questionnaire for the teachers as the tools of data collection .
- ) This study was limited to observation of 50 classes and ten questionnaire filled up by the 10 teachers.
- ) The study was limited only to grade 8 classes for data collection.
- ) The study was confined to the techniques of teaching vocabulary in terms of teaching pronunciation, spelling and meaning of new words.

## **CHAPTER - THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter is mainly concerned with the analysis and interpretation of carefully collected data from primary sources to fulfill the set objectives. As stated in methodology, I used two types of tool for data collection viz. classroom observation form and questionnaire to the teachers. Therefore, the analysis and interpretation of data was done under two main headings viz. class observation of teachers and teachers' views on the techniques of teaching vocabulary.

The observation form had five-points rank scale ranging from 'always' to 'never' numbered from 1 to 5 and the questionnaire included both open-ended and close-ended questions. The collected data through these two types of tool were analyzed and interpreted using statistical tools. At first, the obtained information was tabulated and then it was analyzed and interpreted by using percentage, tables, and bar-diagrams.

#### **3.1 Techniques of Teaching Vocabulary**

The lower secondary level English teachers were found using various techniques for teaching different aspects of vocabulary. This section deals with the analysis of various techniques they used to teach different aspects of vocabulary.

##### **3.1.1 Techniques of Teaching Word Meaning**

The question, to find out the techniques of teaching meaning of words, was asked and responses of the teachers showed the following result:

**Table No.1**

**Techniques of Teaching Meaning**

| <b>S.N.</b> | <b>Techniques</b>       | <b>No of teachers</b> | <b>%</b> |
|-------------|-------------------------|-----------------------|----------|
| 1           | Using words in context  | 5                     | 50       |
| 2           | Realia                  | 4                     | 40       |
| 3           | Using words in sentence | 3                     | 30       |
| 4           | Sense relation          | 3                     | 30       |
| 5           | Demonstration           | 3                     | 30       |
| 6           | Mime                    | 3                     | 30       |
| 7           | Picture                 | 2                     | 20       |
| 8           | Action                  | 2                     | 20       |
| 9           | Explanation             | 2                     | 20       |
| 10          | Gesture                 | 2                     | 20       |
| 11          | Model                   | 1                     | 10       |
| 12          | Definition              | 1                     | 10       |
| 13          | Word card               | 1                     | 10       |
| 14          | Game                    | 1                     | 10       |
| 15          | Direct meaning          | 1                     | 10       |
| 16          | Illustration            | 1                     | 10       |

All together sixteen techniques were found being used by the teachers. Among these techniques, using words in context was the most widely used technique which was used by 50 % teachers. After that, realia was secondly used technique which was used by 40 % teachers . Use in sentence, sense relation, demonstration and mime were techniques each of which was found to be used by 30 % teachers. In the same way, each technique like, picture, action, explanation and gesture was used by 20 % teachers. And, other techniques viz.

model, definition, word card, game, direct meaning and illustration were used each by 10 per cent teachers.

### 3.1.2 Techniques of Teaching Word Use

The study was directed to find out the techniques used by the teachers to teach the word use. So that, they were asked what techniques they used to teach that aspect. The following table reflects the data.

**Table No. 2**

**Techniques of Teaching Word Use**

| S.N. | Techniques             | No. of Teachers | %  |
|------|------------------------|-----------------|----|
| 1    | Use in sentence        | 5               | 50 |
| 2    | Use in context         | 4               | 40 |
| 3    | Illustration/ examples | 3               | 30 |
| 4    | Completion items       | 1               | 10 |
| 5    | Collocation            | 1               | 10 |
| 6    | Style/ register        | 1               | 10 |
| 7    | Game                   | 1               | 10 |
| 8    | Pair work              | 1               | 10 |
| 9    | Black board using      | 1               | 10 |

Using the words in sentence was mostly used technique to teach word use; half of the teachers used this technique. Likewise, using words in context was used by 40 % teachers. 30 % teachers were found teaching word use through illustration/ example. Each technique like, completion items, collocation, style/

register, game, pair work and blackboard using was used by 10 per cent teachers to teach word use under vocabulary teaching.

### 3.1.3 Techniques of Teaching Word Formation

Word formation, another important aspect of vocabulary teaching, can be taught through various techniques. At this section, I presented the data provided by the teachers and analyzed them to find out the techniques used by the teachers to teach word formation.

**Table No. 3**

#### **Techniques of Teaching Word Formation**

| <b>S. N.</b> | <b>Techniques</b>                  | <b>No. of Teachers</b> | <b>%</b> |
|--------------|------------------------------------|------------------------|----------|
| 1            | Word analysis                      | 4                      | 40       |
| 2            | Pair/group work                    | 2                      | 20       |
| 3            | Illustration/ examples             | 2                      | 20       |
| 4            | Showing diagram                    | 1                      | 10       |
| 5            | Different forms                    | 1                      | 10       |
| 6            | Different contexts                 | 1                      | 10       |
| 7            | Rule telling                       | 1                      | 10       |
| 8            | Elicitation                        | 1                      | 10       |
| 9            | Collocation                        | 1                      | 10       |
| 10           | Black board writing                | 1                      | 10       |
| 11           | Different word formation processes | 1                      | 10       |

Word analysis, a technique of teaching word formation, was used by 40 per cent teachers. In the same way, 20 % teachers for each technique used pair/group work and illustration. And, only a few (10 per cent) for each technique used other techniques viz. showing diagram, different from, different context,

rule telling , elicitation, collocation, blackboard writing and different word formation processes.

### 3.1.4 Techniques of Teaching Word Grammar

Teaching grammar of words is also very important for understanding words completely and clearly. There are various techniques for teaching word grammar. Teachers can use their own techniques. The following table shows the techniques used by the secondary level English teachers.

**Table No. 4**

**Techniques of Teaching Word Grammar**

| S.N. | Techniques                          | No. of Teachers | %  |
|------|-------------------------------------|-----------------|----|
| 1    | Giving rules                        | 3               | 30 |
| 2    | Illustration/ example               | 3               | 30 |
| 3    | Use in context                      | 2               | 20 |
| 4    | Use in sentence                     | 2               | 20 |
| 5    | Pair work                           | 2               | 20 |
| 6    | Discussion                          | 2               | 20 |
| 7    | Structural pattern                  | 1               | 10 |
| 8    | Classification into parts of speech | 1               | 10 |
| 9    | Game                                | 1               | 10 |
| 10   | Practice                            | 1               | 10 |

Among the teachers, 30 per cent teachers for each technique used rules and illustration to teach the word grammar. Similarly, techniques like, use in

context, use in sentence, pair work and discussion were used each by 20 per cent teachers. Very few teachers (10 per cent for each) used other techniques like, structural pattern, classification into different parts of speech, games and practice to teach word grammar.

### 3.1.5 Techniques of Teaching Pronunciation

The teachers were asked to provide the techniques they used to teach the pronunciation. The result shows the following techniques.

**Table No.5**

**Techniques of Teaching Pronunciation**

| <b>S.N.</b> | <b>Techniques</b>   | <b>No. of Teachers</b> | <b>%</b> |
|-------------|---------------------|------------------------|----------|
| 1           | Modeling /imitation | 9                      | 90       |
| 2           | Drill               | 3                      | 30       |
| 3           | Phonetic symbols    | 2                      | 20       |
| 4           | Minimal pair        | 2                      | 20       |
| 5           | Audio cassette      | 2                      | 20       |
| 6           | Dictation           | 1                      | 10       |

From the above table, we can say that almost all teachers used the modeling technique to teach the pronunciation of words. Ninety per cent teachers used that technique. Similarly, drill is the next technique used by 30 % teachers. Phonetic symbols, minimal pair and audio-cassette technique were used each by 20 per cent teachers and 10 per cent teachers used dictation technique to teach the pronunciation.

### 3.1.6 Techniques of Teaching Spelling

What techniques the teachers used to teach the spelling of words was my concern to find out in this topic. Various techniques were found to have been used by the teachers. The table shows the result.

**Table No. 6**

#### **Techniques of Teaching Spelling**

| <b>S.N.</b> | <b>Techniques</b>    | <b>No. of Response</b> | <b>%</b> |
|-------------|----------------------|------------------------|----------|
| 1           | Dictation            | 5                      | 50       |
| 2           | Spelling competition | 3                      | 30       |
| 3           | Correction technique | 2                      | 20       |
| 4           | Writing              | 2                      | 20       |
| 5           | Practice             | 1                      | 10       |
| 6           | Copying              | 1                      | 10       |
| 7           | Loud reading         | 1                      | 10       |
| 8           | Blackboard using     | 1                      | 10       |
| 9           | Prediction           | 1                      | 10       |
| 10          | Minimal pair         | 1                      | 10       |
| 11          | Exercise             | 1                      | 10       |
| 12          | Puzzle               | 1                      | 10       |
| 13          | Game                 | 1                      | 10       |

It is clear from the above table that various techniques were used to teach spelling. Among them, dictation was mostly used technique, 50 % teachers used that technique. Thirty per cent teachers responded that they used spelling competition. Similarly, 20 % teachers for each technique used correction technique and writing technique. In the same way, it was found that all other



techniques viz. practice , copying, loud reading , blackboard using , prediction, minimal pair, exercise, puzzle and game were used each by 10 per cent teachers.

### **3.2 Problems of Teaching Different Aspects of Vocabulary**

Teachers feel difficulty while teaching various aspects of vocabulary. Certain problems may exist in course of teaching. The purpose of this section is to find out some problems faced by lower secondary level English teachers while teaching different aspects of vocabulary.

#### **3.2.1 Problems of Teaching Word Meaning**

The result showed that the teachers faced various problems while teaching the word meaning. The following table shows the data.

**Table No. 7**

#### **Problems of Teaching Word Meaning**

| <b>S.N.</b> | <b>Problems</b>                                     | <b>No. of Response</b> | <b>%</b> |
|-------------|---|------------------------|----------|
| 1           | Multiple meaning of same word (homonymy / polysemy) | 4                      | 40       |
| 2           | Abstract meaning                                    | 3                      | 30       |
| 3           | Long time   | 2                      | 20       |
| 4           | Use of mother tongue                                | 2                      | 20       |
| 5           | Lack of concrete meaning                            | 1                      | 10       |
| 6           | Lack of attention                                   | 1                      | 10       |
| 7           | Incomprehending TL                                  | 1                      | 10       |

It is shown that multiple meaning of same word (homonymy/ polysemy ) was the problem for 40 per cent teachers to teach meaning. Similarly, abstract meaning of words was the problem for 30 per cent teachers. In the same way, 20 per cent teachers for each problem viewed that length of time and use of mother tongue were the problems of teaching meaning. And for 10 per cent teachers for each problem, lack of concrete meaning, lack of attention and incomprehending TL became the problem of teaching meaning of words.

### 3.2.2 Problems of Teaching Word Use

What is the teachers' view on the problem of teaching word use was my concern to find out in this section. The result showed that the followings are problems faced by them while teaching word use.

**Table No. 8**

#### **Problems of Teaching Word Use**

| <b>S.N.</b> | <b>Problems</b>  | <b>No. of Teachers</b> | <b>%</b> |
|-------------|--|------------------------|----------|
| 1           | Different meaning by different unit in different context | 2                      | 20       |
| 2           | Non- compositional meaning                               | 2                      | 20       |
| 3           | Difficulty to use in metaphor/ proverb                   | 1                      | 10       |
| 4           | Load for teachers  | 1                      | 10       |
| 5           | Lack of communicative use                                | 1                      | 10       |
| 6           | Forgetting by students                                   | 1                      | 10       |
| 7           | Inability of using words                                 | 1                      | 10       |
| 8           | Difficulty to use in style/ register                     | 1                      | 10       |
| 9           | Indirect meaning   | 1                      | 10       |
| 10          | Cultural variation in use                                | 1                      | 10       |
| 11          | Time consuming   | 1                      | 10       |

It can be said from the above table that 20 % teachers faced the problem of different meaning of different unit in different context and same number of the teachers viewed that non-compositional meaning of words and phrases was the problem of teaching word use. Likewise, 10 % teachers for each problem were found that they faced the problems like, difficulty to use words is metaphor/ proverb, load for teachers, lack of communicative use, forgetting habit of students, inability of using words, difficulty to use in style/ register, indirect meaning, cultural variation in use and time consuming.

### 3.2.3 Problems of Teaching Word Formation

The purpose of this topic is to find out the problems of teaching word formation faced by the secondary level English teachers. The responses of the teachers show the following result.

**Table No. 9**

#### **Problems of Teaching Word Formation**

| <b>S.N.</b> | <b>Problems</b>                           | <b>No. of Teachers</b> | <b>%</b> |
|-------------|---|------------------------|----------|
| 1           | Irregularity of affix                     | 3                      | 30       |
| 2           | Lack of comprehension by students         | 2                      | 20       |
| 3           | Lack of exposure                          | 1                      | 10       |
| 4           | Inconsistency of word class               | 1                      | 10       |
| 5           | Variation in form                         | 1                      | 10       |
| 6           | Variation in the role of words            | 1                      | 10       |
| 7           | Coining of many words                     | 1                      | 10       |
| 8           | Difficulty to segment into root and affix | 1                      | 10       |

The table shows that 30 per cent teachers faced the problem of irregularity of affix while teaching word formation. Lack of comprehension became a problem for 20 per cent teachers. Similarly, other problems viz. lack of exposure, inconsistency of word class, variation in form, variation in role of words, coining of many words and difficulty to segment into root and affix were each for 10 per cent teachers.

### 3.2.4 Problems of Teaching Word Grammar

The teachers were asked to provide the problems that they faced while teaching word grammar. The result showed that there were various problems of teaching word grammar. The problems given by the teachers are given as follows:

**Table No. 10**

#### **Problems of Teaching Word Grammar**

| <b>S.N.</b> | <b>Problems</b>                                  | <b>No. of Teachers</b> | <b>%</b> |
|-------------|--|------------------------|----------|
| 1           | Difficulty in memorization                       | 2                      | 20       |
| 2           | Irregularity of past and plural form             | 2                      | 20       |
| 3           | Irregularity of position of adverbs              | 2                      | 20       |
| 4           | Difficulty to teach grammar through words        | 2                      | 20       |
| 5           | Prescriptive definition                          | 1                      | 10       |
| 6           | Lack of practice in class and at home            | 1                      | 10       |
| 7           | Abstractness of rules                            | 1                      | 10       |
| 8           | Focus on only structure                          | 1                      | 10       |
| 9           | Lack of interest in grammar while teaching words | 1                      | 10       |

We can summarize from the above table that difficulty in memorization, irregularity of past/ plural form, irregularity of position of adverbs, and difficulty to teach grammar through words were the each problem faced by 20 per cent teachers. Likewise, 10 per cent teachers for each problem faced like, prescriptive definition, lack of practice, abstractness of rules, focus on only structure and lack of interest in grammar while teaching words.

### 3.2.5 Problems of Teaching Pronunciation

Like other aspects of word, teaching pronunciation has also some problems. The teachers were asked to provide the problems of teaching pronunciation they faced. The data is shown as follows:

**Table No. 11**

#### **Problems of teaching Pronunciation**

| <b>S. N.</b> | <b>Problems</b>  | <b>No. of Teachers</b> | <b>%</b> |
|--------------|--|------------------------|----------|
| 1            | Mother tongue interference / different pronunciation from L <sub>1</sub> | 3                      | 30       |
| 2            | Sound letter correlation   | 2                      | 20       |
| 3            | Lack of native-like pronunciation  | 2                      | 20       |
| 4            | Use of mother tongue   | 1                      | 10       |
| 5            | Unfamiliarity with sounds  | 1                      | 10       |
| 6            | Cluster  | 1                      | 10       |
| 7            | Lack of care/ attention  | 1                      | 10       |
| 8            | Habit formation  | 1                      | 10       |
| 9            | Linguistic diversity   | 1                      | 10       |

Mother tongue interference was problem of teaching pronunciation for 30 % teachers. Likewise, sound-letter correlation and lack of native like

pronunciation were problems each for 20 % teachers and 10 % teachers for each problem faced the problems like, use of mother tongue, unfamiliarity with sounds, cluster, lack of care/attention, habit formation and linguistic diversity.

### 3.2.6 Problems of Teaching Spelling

The result of the question that was asked to find out what problems the teachers faced while teaching spelling of words is shown as below:

**Table No. 12**

#### **Problems of Teaching Spelling**

| <b>S.N.</b> | <b>Problems</b>                                   | <b>No. of Teachers</b> | <b>%</b> |
|-------------|---|------------------------|----------|
| 1           | No correlation between spelling and pronunciation | 5                      | 50       |
| 2           | Nuisance rules of spelling                        | 2                      | 20       |
| 3           | Forgetting  | 1                      | 10       |
| 4           | Interference of Roman writing                     | 1                      | 10       |
| 5           | Silent letter                                     | 1                      | 10       |
| 6           | Lack of interest                                  | 1                      | 10       |
| 7           | Long process                                      | 1                      | 10       |

According to the above table, it was found that lack of correlation between spelling and pronunciation was the problem of teaching spelling for 50 % teachers. In the same way, for 20 % teachers, nuisance rules of spelling became the problem. Ten per cent teachers for each problem faced problems like, forgetting, interference of Roman writing, silent letter, lack of interest and long process.

### 3.2.7 Other Problems

Whether the teachers had other problems of teaching vocabulary except the ones stated above or not was my intention to find out under this topic. The result showed that there were some problems.

The following table shows the data.

**Table No. 13**

#### **Other Problems of Teaching Vocabulary**

| <b>S.N.</b> | <b>Problems</b>                     | <b>No. of Response</b> | <b>%</b> |
|-------------|-------------------------------------|------------------------|----------|
| 1           | Less practice by students           | 2                      | 20       |
| 2           | Uncommon words                      | 1                      | 10       |
| 3           | Hesitation in consulting dictionary | 1                      | 10       |
| 4           | Large size of class                 | 1                      | 10       |
| 5           | Classroom management                | 1                      | 10       |
| 6           | Heterogeneous students              | 1                      | 10       |
| 7           | Desire to use L <sub>1</sub>        | 1                      | 10       |
| 8           | Synonymy/ antonym/ homonymy         | 1                      | 10       |

While interpreting the above table, 20 % teachers faced the problem i.e. lack of practice by the students and 10 % teacher for each problem faced the problem like, uncommon words, hesitation in consulting dictionary, large class size, classroom management, heterogeneous students, desire to use L1 and synonymy/ antonymy/ homonymy.

### 3.3 Teachers' Views on Techniques of Teaching Vocabulary

This section mainly concerns with the secondary level English teachers' views towards various aspects of teaching vocabulary. The analysis and interpretation of data in this section is based on the questionnaires in which responses of them were collected. The responses of them were analyzed and interpreted in detail. The different views of the teachers were organized into different headings according to questions organized in questionnaire.

### **3.3.1 Teaching Vocabulary in Language Classroom**

The teachers were asked whether they taught vocabulary or not. Ten respondents answered positively i.e. all of them taught vocabulary in the classroom. No respondent was found who did not teach vocabulary. From this result, it is concluded that vocabulary is an important aspect of language that all secondary level English teachers teach.

### **3.3.2 Importance of Teaching Vocabulary**

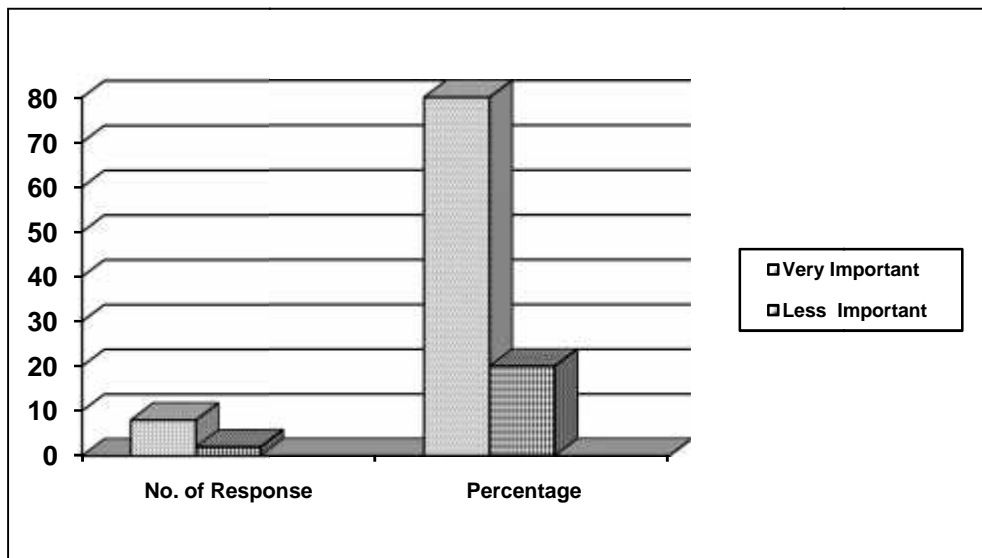
To find out the teachers' view on the importance of teaching vocabulary, two questions were asked; whether they thought vocabulary is an important aspect or not and how much importance they gave in teaching vocabulary. Majority of the teachers ( 8 out of 10) thought that it was very important aspect and they gave greater importance in vocabulary teaching also. Similarly, a few (2 out of 10) viewed that it is an important aspect and they gave normal importance to vocabulary and no teacher was found who viewed vocabulary is less important aspect and gave less importance in teaching.

The following diagram presents their views.



**Figure No. 1**

**Importance of Teaching Vocabulary**

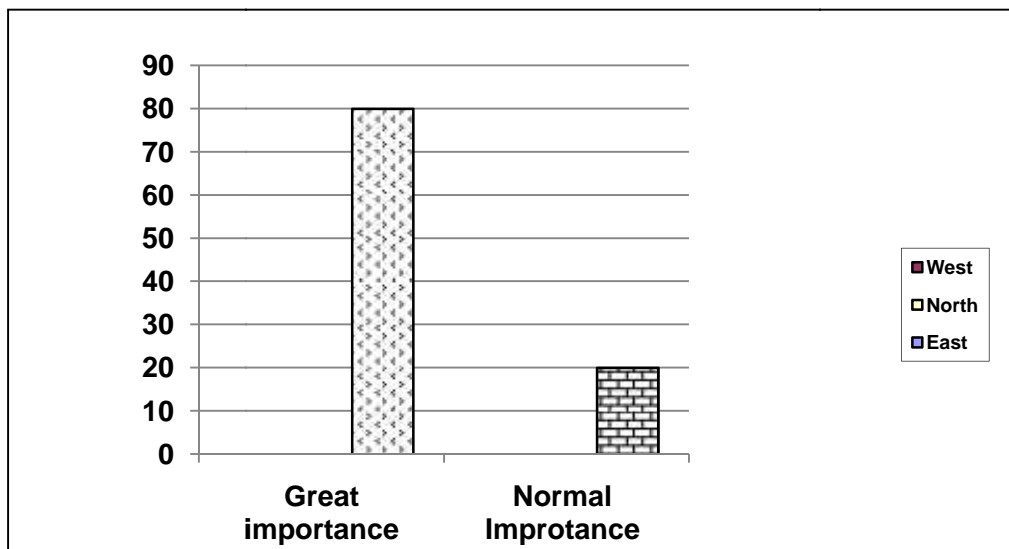


It is clear from the above diagram that 80 per cent teachers thought vocabulary as a very important aspect and 20 per cent teachers thought vocabulary as a less important aspect in language teaching.

The following diagram shows the amount of importance they gave on vocabulary in language teaching.

**Figure No. 2**

**Degree of Importance Given to Vocabulary**



From this diagram, it can be said that 80 per cent teachers gave great importance for vocabulary in language classroom and only 20 per cent gave normal importance.

### 3.3.3 Reasons for Teaching Vocabulary

Vocabulary items are taught for various reasons. The reasons for teaching vocabulary by the teachers are shown in the following table.

**Table No. 14**

#### **Reasons for Teaching Vocabulary**

| <b>S.N.</b> | <b>Reasons</b>   |
|-------------|--|
| 1           | For effective language learning and to develop word power.   |
| 2           | For creative writing and getting knowledge from English.   |
| 3           | For building up confidence and making them understand different text.  |
| 4           | For communication, to use words in context, to use correct alphabets and to form words using suffixes and prefixes.  |
| 5           | For increasing language skills effectively.  |
| 6           | For enhancing language and to make vocabulary power strong.  |
| 7           | For improving vocabulary, to enhance language competence, and for better communication.                              |
| 8           | For communication in target language and to make them familiar with various aspects of vocabulary.                   |
| 9           | Because vocabulary is the building block or basic property of language and to expand language competence.            |
| 10          | For making them to use words expressively, to make them understand the passage and to help to write more creatively. |

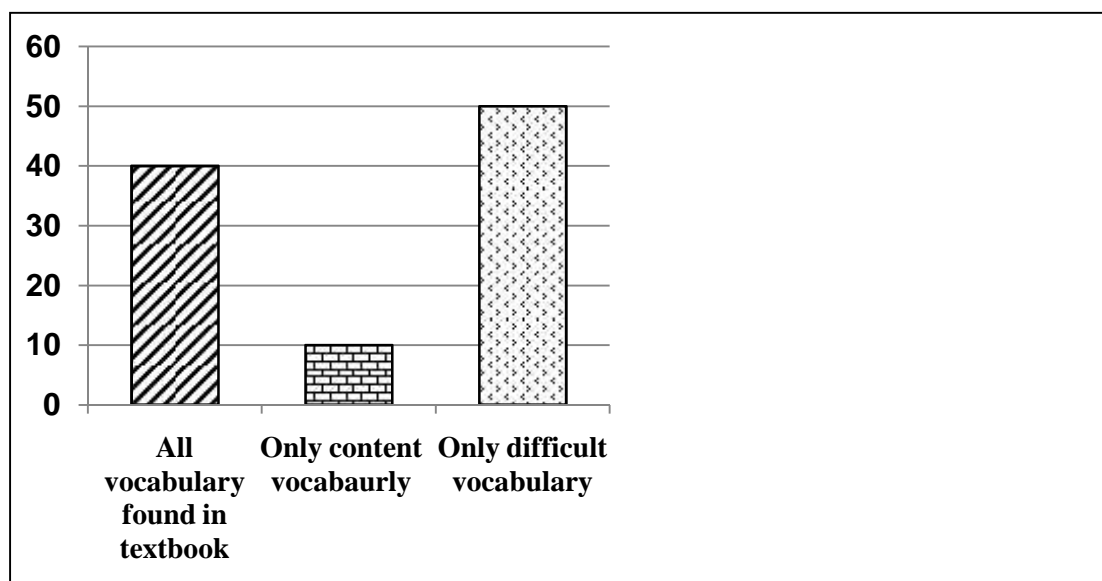
The above mentioned table shows the various reasons given by the teachers which present the views of the teachers for why they taught vocabulary. We can conclude from the table that vocabulary items were taught to develop language skills, to develop creative writing and to develop overall linguistic competence.

### 3.3.4 Types of Teaching Vocabulary

This section is concerned with the types of vocabulary they taught in the classroom. The question for this purpose was that which vocabulary they taught in classroom. The result showed that around half per cent teachers ( 4 out of 10) taught all the vocabulary found in the textbook, a few teachers taught only content vocabulary and half of the teachers taught only difficult vocabulary.

**Figure No.3**

**Types of Teaching Vocabulary**



The above diagram shows that 50 per cent teacher taught only difficult vocabulary, 40 per cent taught all the vocabulary found in the textbook and only 10 per cent taught the content words.

### 3.3.5 Prioritized Aspects of Vocabulary

Among the various aspects of the vocabulary, some aspects are more important than other aspects. Teachers also give more priority to the important aspects while teaching the words. The teachers were asked to order the various aspects in the rank of priority they give to. The responses showed the following result.

**Table No.15**

#### **Prioritized Aspects of Vocabulary**

| <b>S. N.</b> | <b>Priority</b> | <b>Aspects</b>  | <b>No. of response</b>          | <b>Percentage</b>                      |
|--------------|-----------------|---|---------------------------------|--|
| 1            | First priority  | i. Word meaning<br>ii. Word use<br>iii. Pronunciation<br>iv. Word formation   | 5<br>2<br>2<br>1                | 50<br>20<br>20<br>10                   |
| 2            | Second priority | i. Word grammar<br>ii. Word use<br>iii. Spelling<br>iv. word formation  | 5<br>2<br>2<br>1                | 50<br>20<br>20<br>10                   |
| 3            | Third priority  | i. Word meaning<br>ii. Word formation<br>iii. Word use<br>iv. Pronunciation<br>v. Word grammar<br>vi. Spelling<br>viii. Word transformation | 2<br>2<br>2<br>1<br>1<br>1<br>1 | 20<br>20<br>20<br>10<br>10<br>10<br>10 |
| 4            | Forth priority  | i. pronunciation<br>ii. word formation<br>iii. spelling<br>iv. word meaning<br>v. word grammar.<br>vi. Word use                             | 3<br>2<br>2<br>1<br>1<br>1      | 30<br>20<br>20<br>10<br>10<br>10       |

It is crystal clear from the above table that half per cent teachers i.e. 50 per cent gave first priority to the word meaning. The first prioritized aspect was word use for 20 per cent teachers, the same amount of teacher gave first priority to

pronunciation and only 10 per cent teachers firstly prioritized the word formation.

If we talk about secondly prioritized aspect, 50 % teachers thought word grammar is secondly prioritized. Similarly, for 20 % teachers, word use became secondly prioritized, spelling was for same number of teachers and only 10 per cent prioritized word formation in second position.

In the priority list, third position was given to word meaning, word formation and word use by 20 % teachers. Similarly, thirdly prioritized aspect was pronunciation, word grammar, spelling and word transformation for 10 % teachers for each aspect.

### 3.3.6 Reasons for Priority

In regards of priority, the teachers gave most priority to the aspect in the previous section. They provided some reasons for giving first priority to the certain aspects. The reasons given by them are shown as follows:

**Table No. 16**

#### **Reasons for Priority**

| <b>S.N.</b> | <b>Aspects</b> | <b>Reasons</b>  |
|-------------|----------------|---|
| 1           | Word meaning   | <ul style="list-style-type: none"> <li>- Communication is impossible without meaning</li> <li>- Central aspects of word.</li> <li>- Crux of language and communication.</li> <li>- Key to exchange message</li> <li>- To convey required message</li> </ul> |
| 2           | Word use       | <ul style="list-style-type: none"> <li>- It develops store of words</li> <li>- It helps to use language more effectively</li> <li>- For communication</li> </ul>  |
| 3           | Pronunciation  | <ul style="list-style-type: none"> <li>- enable to speak correctly</li> <li>- gives native accent</li> <li>- makes confident in speaking</li> <li>- enable to understand audio- recorder</li> </ul>   |
| 4           | Word formation | <ul style="list-style-type: none"> <li>- Great number of experience can be expressed by changing forms of words.</li> </ul>   |

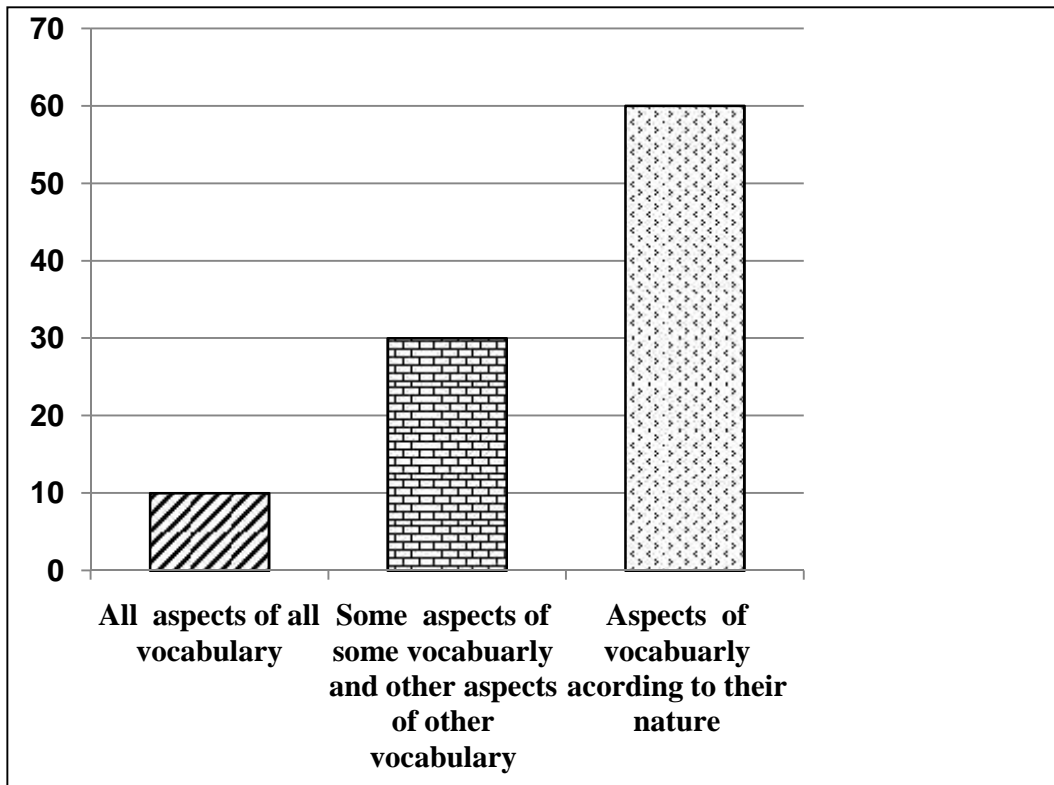
The teachers who gave first priority to meaning said that meaning is important for communication, meaning is central aspect of words, it develops the store of words, and meaning is required to convey message. Similarly, the teachers viewing word use as the first prioritized aspect thought that word use develops the store of words, it is important for use of language and communication. In the same way, the reasons behind the pronunciation as the most prioritized aspect are: pronunciation enables to speak correctly, it gives native accent, makes confident in speaking and enables to understand audio. Some teachers also thought the word formation as the first prioritized aspect. They viewed that a great number of experiences can be expressed by changing the forms of words.

### **3.3.7 Teaching Vocabulary in Relation to its Aspects**

Regarding the vocabulary in relation to its aspects, the teachers taught all the aspects of vocabulary or some aspects of some vocabulary and other aspects of other vocabulary or aspects of vocabulary according to their nature was my purpose to find out at this section. The responses of teachers showed the following results.

**Figure No. 4**

**Teaching Vocabulary in Relation to its Aspects**



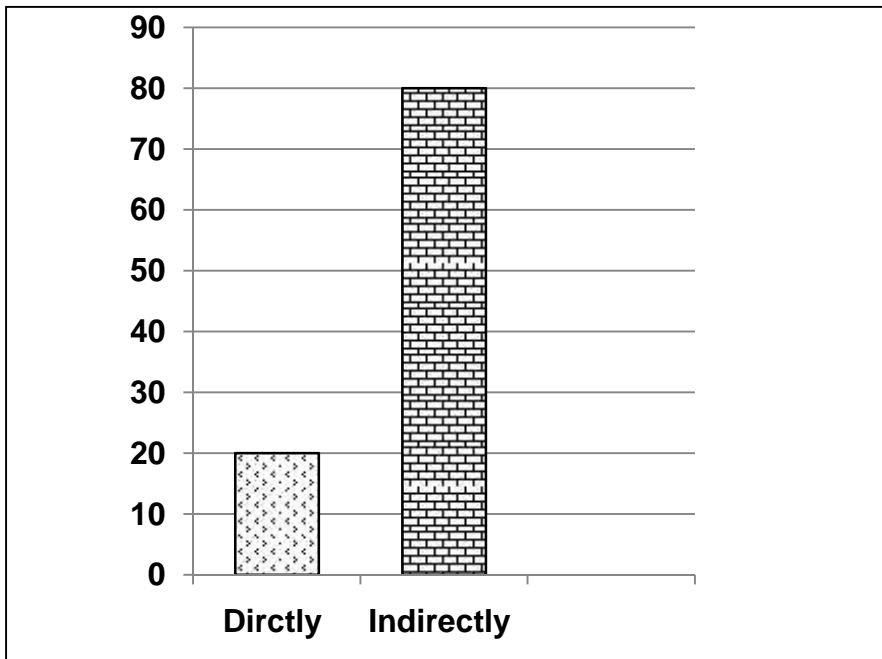
The figure shows that 60 % teachers taught aspects of vocabulary according to their nature, 30 % taught some aspects of some vocabulary and other aspects of other vocabulary and only 10 % taught all aspects of all vocabulary.

**3.3.8 Methods of Teaching Vocabulary**

To find out whether the teachers taught the vocabulary directly (separate lesson for vocabulary) or indirectly (teaching vocabulary through other skills), A question in the questionnaire was included for that purpose. The result showed that only a few (2 out of 10) taught directly and majority of them (8 out of 10) taught indirectly. The following diagram showed the result.

**Figure No. 5**

**Methods of Teaching Vocabulary**



Eighty per cent teachers were found teaching words indirectly and 20 per cent were found teaching words directly.

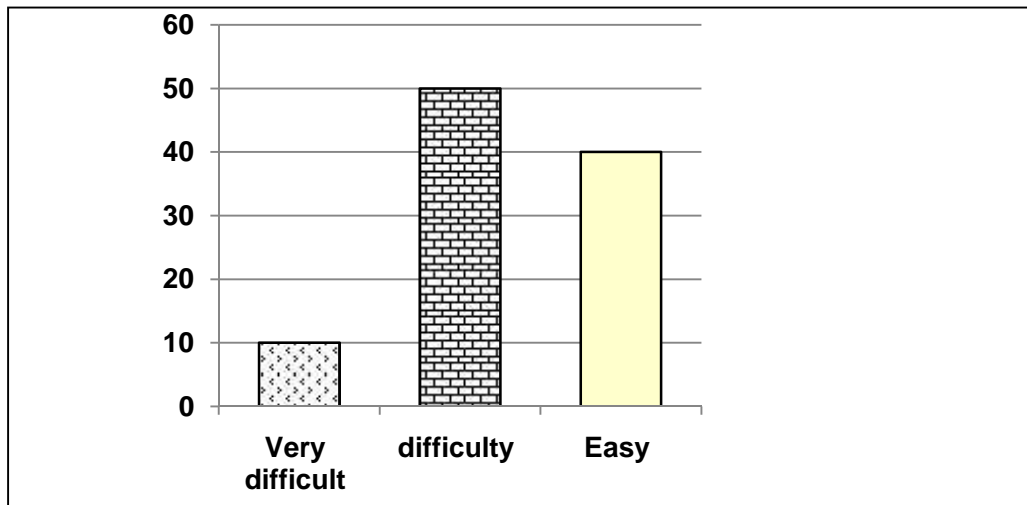
**3.3.9 Level of Difficulty**

Vocabulary teaching may be easier to some teachers and somehow difficult to other teachers. They were asked whether they felt difficult/ easy to teach the vocabulary. The result of their responses is presented as below:



**Figure No. 6**

**Level of Difficulty of Teaching Vocabulary**



From above diagram, it is clear that 10 per cent teachers felt very difficult to teach vocabulary, 50 per cent teachers felt difficult and 40 per cent thought that vocabulary teaching is easy task.

## CHAPTER -FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

On the basis of analysis and interpretation of data, the following findings have been extracted:

1. The following techniques were found mostly used by the teachers to teach different aspects of vocabulary.
  - a. For teaching word meaning: Use of context, realia, words in sentence, sense relation, demonstration and mime.
  - b. For teaching word use: Use in sentence and context, and illustration.
  - c. For teaching word formation: Word analysis.
  - d. For teaching word grammar: Rule giving and illustration.
  - e. For teaching pronunciation: Modeling and drill.
  - f. For teaching spelling: Dictation and spelling competition.
2. It was found that the following were the main problems to have been faced by the teachers while teaching different aspects of vocabulary.
  - a. Word meaning: Multiple meaning of same word and abstract meaning of words.
  - b. Word use: Contextual variations of linguistic units and non-compositional meaning of different units.
  - c. Word use: Irregularity of affix and incomprehending by the students.
  - d. Word grammar: Difficulty in memorization, irregularity of past, plural and position of adverbs, and difficulty to teach grammar through words.
  - e. Word pronunciation: Mother tongue interference, sound-letter correlation and lack of native accent.
  - f. Word spelling: Lack of correlation between sounds and letter, and nuisance rules of spelling.

3. While teaching the meaning of words, 67.5 % teachers always and frequently taught meaning in isolation, 60 % teachers frequently taught meaning in sentence, more than 70 % teachers frequently and occasionally taught meaning in context and meaning in sense relation, almost all the teachers (i.e. 92.5 %) always and frequently taught denotative meaning, and more than 85 per cent teachers were found rarely and never teaching the connotative and pragmatic meaning of words.
4. Around 75 % teachers were found occasionally and rarely teaching the use of words in metaphor, cent per cent teachers occasionally, rarely and never taught the use of words in idiom/ proverb, 87.5 % teachers frequently and occasionally taught the use of words in collocation and in clunk/ multiword lexis, more than 80 % teachers occasionally and rarely taught the use of words in style and register, 82.5 % teachers always and frequently taught use in spoken/ written mode and 75 % teachers frequently and occasionally taught the appropriate use of words.
5. While teaching word formation, parts of speech of words and analysis of affix were frequently, occasionally and rarely taught by more than 90 % teachers, spelling and pronunciation of words were always, frequently and occasionally taught by almost all the teachers, (i.e. above 90 %), compounding process of words was occasionally and rarely taught by 92.5 teachers and other processes of word formation were rarely and never taught by same percent of the teachers.
6. Around 75 % of the teachers were found occasionally and rarely teaching the grammar of nouns and more than 90 % teacher occasionally, rarely and never taught the grammar of verbs, grammar of adjectives and grammar of adverbs.
7. It was found that around 80 % of the teachers always and frequently taught the receptive knowledge: aural decoding of words, memory and conceptual knowledge of words, 60 % teachers occasionally and rarely

taught the metalinguistic knowledge of words, translation was frequently used by 37.5 % teachers, almost all the teachers (i.e. more than 95 per cent) occasionally, rarely and never taught the componential analysis and semantic field of words and 97.5 % teachers rarely and never taught the hierarchical construction of words.

8. Majority of the teachers (i.e. 80 %) thought that vocabulary teaching is an important aspect of language teaching because words develop language skills, creative writing and overall linguistics competence of students.
9. Half of the teachers gave first priority to the word meaning, 20 % teachers for each aspect firstly prioritized word use and pronunciation and a few (i.e.10 %) teachers firstly prioritized the word formation.
10. More than half (i.e. 60 %) teachers taught the aspects of vocabulary according to their nature and majority of them (i.e. 80 %) were found teaching the words indirectly (teaching vocabulary through other skills).

## **4.2 Recommendations**

On the basis of the findings, the following recommendations have been provided.

1. Various effective techniques like realia, picture, context, sense relation, illustration for teaching meaning, use in context, illustration, use in style/ register/ metaphor/ collocation, game for teaching word use, word analysis, pair/ group work, use in context for teaching word formation, discussion, completion item, discovery, illustration for teaching word grammar, modeling, drill, minimal pair for teaching pronunciation and dictation, copying, game, puzzle, competition should be used for teaching spelling.
2. Giving sufficient time, using student centered-techniques, using simple language, using varieties of techniques, allowing the students to practise,

focusing on all aspects and so on are some ways to overcome the problems faced while teaching various aspects of vocabulary teaching.

3. While teaching the meaning of words, teachers should focus on meaning in context, meaning in sense relation, denotative meaning, connotative meaning and pragmatic meaning of words rather than meaning in isolation.
4. Teachers should give priority to all aspects of vocabulary teaching i.e. meaning, use, formation, grammar, spelling , pronunciation of words while teaching the vocabulary
5. Appropriate use of words in metaphor, idiom, proverb, style, register and chunk should be taught according to the nature of words.
6. Teachers should use correct pronunciation and spelling of words in classroom. So that students would learn pronunciation and spelling indirectly.
7. Teachers should focus on memory of words, conceptual knowledge, receptive knowledge and metalingusitic knowledge of words.
8. The teachers should teach the grammar of vocabulary as well i.e. grammar of noun, grammar of verb, grammar of adjective and grammar of adverb according to the nature of the words.
9. Translation, componential analysis, semantic field and hierarchical construction of words should be used in course of vocabulary teaching according to the nature of words.

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## **Appendix I**

### **Teacher's class observation form**

Aspects and techniques of vocabulary teaching adopted by lower secondary level English teachers:

School:

Class:

Name of the teacher:

Topic:

### **S.N. Aspects and techniques of teaching vocabulary**

#### **1 Teaching meaning of words**

1.1 Teaching meaning in isolation

1.2 Teaching meaning in sentence

1.3 Teaching meaning in contexts

1.4 Teaching meaning in sense relation i.e. synonymy, antonym, hyponymy, homonymy, polysemy

1.5 Teaching denotative meaning

1.6 Teaching connotative meaning

1.7 Teaching pragmatic meaning

#### **2 Teaching techniques of words**

2.1 Through picture

2.2 Through Mime, Action and Gesture

2.3 Through Contrast

2.4 Through Translation

2.5 Through Demonstration

2.6 Through Game

2.7 Through Song and rhyme

2.8 Through Relia

### **3 Teaching the forms of words**

3.1 parts of speech in which they belong to

3.2 Analysis of affix ( suffixes and prefixes)

3.3 Spelling of words

3.4 pronunciation of words

3.5 teaching the compounding process

3.6 others process of word formation

### **4 Teaching grammar of words**

4.1 grammar of noun

4.1.1 countability/ uncountability

4.1.2 Determiners they take

4.2 grammar of verb

4.2.1 transitive / intransitive

4.2.2 Infinitive / gerund

4.2.3 phrasal verb

- 4.3 grammar of adjective
  - 4.3.1 attributive/predicative
  - 4.3.2 comparative/superlative
- 4.4 grammar of adverbs
  - 4.4.1 positions of adverbs
  - 4.4.2 comparative/ superlative

**5 Other aspects**

- 5.1 Receptive knowledge :aural decoding
- 5.2 memory
- 5.3 conceptual knowledge
- 5.4 metalinguistic knowledge
- 5.5 translation
- 5.6 componential analysis
- 5.7 semantic field
- 5.8 hierarchical construction of words

6. Any of the aspect observed

.....  
.....  
.....

Note :

- 1= always
- 2= frequently
- 3= occasionally
- 4= rarely

5 = never

## Appendix II

### Questionnaire for the teachers:

Dear Informants,

All the information collected will be used confidentially only for present research. Please, feel free to put your true responses required by the questions.

Answer all of the following questions:

1. Which technique do you apply while teaching the vocabulary in the classroom?

Picture  Contrast  Translation  Game

2. Which of the following technique is less appropriate in your opinion while teaching vocabulary?

Relia  Contrast  Game  Translation

3. How much importance do you give in teaching vocabulary ?

Great importance  Normal importance  less importance

4. Why do you teach vocabulary? Give reasons.

i. ....

ii. ....

iii. ....

5. How do you teach different aspects of vocabulary ? give the techniques (strategies of teaching different aspects)

a. Techniques/ strategies of teaching meaning

.....  
.....  
b. Techniques/ strategies of teaching use

.....  
.....  
c. Techniques/ strategies of teaching word formation

.....  
.....  
d. Techniques/ strategies of teaching word grammar

.....  
.....  
e. Techniques/ strategies of teaching Pronunciation

.....  
.....  
f. Techniques/ strategies of teaching spelling

.....  
.....  
g. Other techniques/ strategies of teaching words

6. Which vocabulary do you teach ?

All vocabulary found in textbook

Only content vocabulary

Only difficult vocabulary

7. Which aspects of vocabulary do you teach? Tick after them that you teach?

Word meaning

Meaning in context  meaning in sense relation  denotative meaning   
connotative meaning

Word grammar

Grammar of noun  grammar of verbs  grammar of adjective and  
adverb

Word formation

Parts of speech  suffixes and prefixes

Word use

Use in metaphor, Idiom, collocation  use in style and register

Word pronunciation

Word spelling

8. If you teach any other aspects, mention them.

.....  
.....

9. Among different aspects of word, which aspect do you give priority to?

mention these aspects in the rank order from most prioritised to least  
prioritised.

Most prioritised

i. ....

ii. ....

iii. ....

iv. ....

v. ....

vi. ....

vii. ....

viii. ....

Least prioritized

10. Why do you give most priority for the aspect in number (i) above ?  
given reason.

.....  
.....

11. How do you teach the vocabulary in relation to its aspects?

All aspects of all vocabulary

Some aspect of some vocabulary and other aspects of other vocabulary

Aspect of words according to their nature

12. How do you teach vocabulary?

Directly (separate lesson for vocabulary)

Indirectly (teaching through other skills)

13. Do you think teaching vocabulary is a difficult task ?

very difficult  difficult  easy

14. what do you face while teaching different aspects of vocabulary ?  
mention them.

a. Problems of teaching meaning

.....  
.....

b. Problems of teaching use

.....  
.....

c. Problems of teaching word formation

.....  
.....

d. Problems of teaching word grammar

.....  
.....

e. Problems of teaching Pronunciation

.....  
.....

f. Problems of teaching spelling

.....  
.....

g. Any other Problems of teaching words

.....  
.....



15. What material do you use to teach those aspects of vocabulary ?  
mention below

Materials for teaching meaning

.....  
.....

Materials for teaching use

.....  
.....

Materials for teaching word formation

.....  
.....

Materials for teaching word grammar

.....  
.....

Materials for teaching Pronunciation

.....  
.....

*Thanks for your support.*