

**EFFECTIVENESS OF LEXICAL APPROACH IN
TEACHING ENGLISH VOCABULARY**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Namrata Khanal**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2016**

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DECLARATION

I hereby declare, to the best of my knowledge, this thesis is original; no part of it that was earlier submitted for the candidature of research degree to any university.

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Namrata Khanal** has completed this research of her M.Ed. thesis entitled **Effectiveness of Lexical Approach in Teaching English Vocabulary** under my guidance and supervision.

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DEDICATION

Dedicated

to

*My parents who gave me the greatest gift of life, love and
care to become a complete human being*

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Namrata Khanal

ABSTRACT

This research entitled **Effectiveness of Lexical Approach in Teaching Vocabulary** was an attempt to find out the effectiveness of lexical approach in vocabulary teaching in the English language classroom. To carry out this research work, 40 students studying at grade 8 in Shree Dharma Secondary School, Bhimad 1 Tanahun, were selected as sample of the study and they were selected purposively. A set of test item was constructed selecting the vocabularies from grade 8 textbook as the tool for collecting required data. Before starting experimental teaching, the students were pre-tested to determine their proficiency level in vocabulary items. They were divided into odd and even ranking on the basis of the performance of the pre-test. As it was an experimental research, the two groups were named as experimental and control group. The intervention using lexical approach continued for 26 days to the experimental group. On the other hand, the control group was taught using vocabulary through the use of classical approach and techniques like translation, definition. After the completion of one month intervention, post-test was undertaken using the same pre-test items. The results of both pre-test and post-test were compared to determine the effectiveness of two different techniques. In result, experimental group excelled control group in post-test. So, it is evident that vocabulary items taught through the use of lexical approach showed significant progress in the vocabulary achievement of the student.

This research work has been divided into five different chapters. The **first chapter** is the introduction which deals with the background of the study, objectives of the study, research questions, significance and limitations of the study and operational definitions of the key terms. The **Second chapter** deals with review of the related literatures and conceptual frame work of the study. The **third chapter** deals with the research methodology under which research design, population of the study, sample and sampling strategies were included. It also consists study area/field, tools for data collection, its procedures and at

last data analysis and interpretation procedures. Similarly, the **fourth chapter** consists of analysis and interpretation of result and summary of the findings. The **fifth chapter** includes conclusion and recommendations of the study. The Recommendations are provided to the policy makers, practitioners and further researchers.

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LIST OF SYMBOLS AND ABBREVIATIONS

D	:	Difference between the Score of Pre-test and Post-test
D%	:	Difference between the Score of Pre-test and Post-test in Percentage
TI	:	Test Item
No.	:	Number
P1	:	Pre- test
P2	:	Post- test
R.N.	:	Roll Number
i.e.	:	That is
UNO	:	United Nation Organization
ELT	:	English Language Teaching
M.Ed.	:	Masters in Education
P	:	Page number
HSS	:	Higher Secondary School
L A	:	Lexical Approach
FLT	:	Foreign Language Teaching
MWU	:	Multi Word Units

CHAPTER ONE

INTRODUCTION

This is a study on the “Effectiveness of Lexical Approach in Teaching Vocabulary”. This introductory chapter consists of background of the study, objectives of the study, research questions/hypothesis, statement of the problem, delimitations of the study, significance of the study and operational definitions of the key terms of the study.

1.1 Background of the Study

Language is the means of communication which helps us to exchange idea, facts, feeling or impression by speaking, writing or using any other signals. It is the most advanced powerful and widely used means of human communication. It is one of the unique properties of human society which separates the human beings from other animals. Most of the activities of the world are carried out through language. Jespersen (1994, p.4) gives the following definition of language;

Language is not an end in itself, just as little as railways track. It is way of connection between soul's means of communication Language is the most complex, richest, the best means of communication, it bridges the physical chasm between individuals.

There are many languages in the world through which people of different speech community communicate to each other. In terms of communication all languages have equal values but English language is supposed to be the richest and prominent language because, it has wide coverage, richest

vocabulary, written literature and its users. Similarly, it is regarded as a contact or link language. It is the language used in the field of education, tourism, scientific publication, trade, sport and international seminars and meetings. It is also the one of the official language of UNO. In other words, English is the principal language for international communication. A person who has good command over English gets better opportunity everywhere. So that teaching English language is the call of the present day world. So that, most of the countries of the world have given high emphasis on the English language teaching.

In our country Nepal, English is taught as a compulsory subject from primary level to the graduate level. Most of the textbooks at higher levels are published in English. For examples: books on science, trade and commerce. It has also become an indispensable and excellent means for transmission of modern civilization in any parts of the world.

Learning a language means learning its structures and vocabulary .Each of language consist of vocabulary items which are the main instruments to express the ideas. In another words, it is one of the important aspects of any language. Different vocabulary items have different meanings. Same vocabulary may have innumerable denotations and connotations; two vocabularies may have same meaning. It is, therefore, very difficult but important to have knowledge and information to play with words. Vocabulary ranges from simple (day to day used vocabulary) to new/difficult words. The students have to know organization, pronunciation, meaning, etc. of new words. Nobody can share feelings, communicate message smoothly and effectively without vocabulary. The people who are rich in vocabulary can communicate easily than those who are poor in vocabulary. Use of lexical chunks, collocations, word combinations and lexemes is the sole concern of teaching vocabulary.

Many approaches, methods and techniques in the field of language teaching and learning came in and went out. Some of them give little priority in teaching vocabulary and some of them have neglected the teaching and learning vocabulary. In the reaction of those approaches which gives less emphasis on vocabulary teaching, lexical approach emerged in the field of language teaching with the common assumption that the more words a learner know the larger the learner's language knowledge is. This approach mainly focuses on teaching vocabulary through the use of lexical items, collocations, fixed chunks and so on. This approach also believes that the vocabulary units are the building blocks of language teaching and learning. It accepts that choosing our words carefully in certain situation is more important than choosing grammatical structures. Therefore, this approach views language as the means of human communication in which lexis plays central role. It gives more importance in teaching vocabulary than the structures and supposed to be effective for developing word knowledge to the students. So I have chosen it as the topic of my research.

1.2 Statement of the Problem

The major goal of English language teaching is to make students able to communicate in the English language. To do this, students need to have communicative competence which incorporates the knowledge of vocabulary, lexis, chunks, collocations their linguistic forms, meanings and functions. We do agree that if learners do not recognize the meaning of keywords, they will be unable to participate in conversation, even if they have sufficient knowledge of morphology and syntax. So that vocabulary teaching is important for EFL learners. As the lexical approach is about vocabulary items, teaching them through lexical approach plays crucial role for developing communicative competence.

In our context, teachers follow different ways and approaches for teaching

vocabulary. Most of the teachers are still following the traditional way of teaching vocabulary. They believe that using lecture method and grammar translation methods are good ways of delivering the knowledge of the language. The concept of lexical approach is not new but only few teachers know about this and most of the teachers have not used it or even heard about this. In the same way, problems are related to the application of lexical approach and awareness about its use in language teaching and learning. Similarly, the teachers do not realize the importance of LA in teaching vocabulary. Including me, many of Nepalese teacher are still unfamiliar with this approach. Vocabulary can better be presented by means of different techniques. Therefore, teaching them through the use of vocabulary items become quite useful than others. However, neither we are guided by such principles nor we have been practiced yet. In such case, I have stated the problems of team vocal in teaching vocabulary through lexical approach. To support this problem, I have discussed how it becomes effective for teaching vocabulary and to what extent it brings change to the student vocabulary achievement in this study.

Lexical approach allows the learner and teachers to learn and teach in an autonomous and related environment of the class room and outside the classroom. Learners are encouraged to take the responsibilities of their learning. Thus, it is necessary to study about the effectiveness of lexical approach in teaching English vocabulary for ESL and EFL learners.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a. To find out the effectiveness of Lexical Approach in teaching vocabulary for ESL/EFL learners,
- b. To suggest some pedagogical implications.

1.4 Research Questions

The following research questions had been used in this study:

- a. Are there any differences between teaching vocabulary through lexical approach and classical approaches?

1.5 Significance of the Study

This study aimed to provide theoretical background, characteristics, and ideas of using lexical approach in English classroom. That's why this study is significant for those who are directly and indirectly involved in English language teaching. Similarly, it aimed at establishing the degree of effectiveness of Lexical Approach in teaching English vocabulary by specifying the importance, use, and effectiveness of this approach. It will definitely arouse a new interest among experts, curriculum developers, practioners, teachers and even the university students who are going to pursue their career in teaching. It is also useful for resource persons to develop relevant materials. It will also be helpful for the researchers who want to carry out further research on this area.

1.6 Delimitations of the Study

It is quite difficult to include a large area in this kind of small scale research due to the limited time and resources. So, this study was confined to the following points of limitations:

- a. The population of the study was confined to the students of grade 8 of Shree Dharma Secondary School, Bhimad-1 of Tanahun district.
- b. There were altogether 40 students who were selected from

respective school.

- c. The study was specific to the teaching vocabulary aspect of language only through the use of lexical approach.
- d. This study was based on the experiment by the use of Lexical Approach only.
- e. The experiment period was limited to the 26 classes.
- f. Test items were used to collect the necessary data for this study.

1.7 Operational Definitions of the Key Terms

Collocations : In this research, collocation refers to the restriction of how two words can be used and come together.

Lexical Approach : In this research, lexical approach refers to the way of teaching students by the use of lexical items, words, chunks, collocation.

Prefabricated chunks : In this research, prefabricated chunks refer to manufactured section that can be assembled later.

Vocabulary : In this research, vocabulary refers to a list of words with their meanings, especially one that accomplish a textbook in foreign language.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of review of theoretical literature, related empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of the Related Theoretical Literature

Review of related theoretical literature provides an insight to the researcher related to a number of aspects that have a direct or indirect bearing on the research topic. It serves as a basis for developing a theoretical framework which helps to investigate the problems that the researcher wishes to explore.

2.1.1 Approaches, Methods, and Techniques in Language Teaching

Language is a means of communication; we can learn language by communicating with each other. Since English is being globally used international world language, it helps us to share our knowledge and feelings among those people who have different native language. Teaching of English takes place all around the world. Teaching of English is taking place with its myriad terminologies like teaching English as second language (TESL), Teaching English as foreign language (TEFL), teaching English for speakers of other language (TESOL) and English for specific purpose (ESP) English language teaching (ELT) and so on. In this regard, Richards and Rodgers (2001), state:

Language teaching came into its own as a profession in the 20th

Century. The whole foundation of contemporary language teaching was developed during the early part of the 20th Century, as applied linguists and others sought to develop principles and procedures for the design of teaching native speaker also knows a range of other methods and

materials, drawing in the developing fields of linguistics and psychology to support a succession of proposal for what were thought to be more effective and theoretically sound teaching methods language teaching in 20th Century was characterized by frequently change and innovation and by the development of sometimes competing language teaching ideologies (p.1).

Language teaching is something discussed in terms of the three related aspects: approach, method and technique. Approach, method and technique are the overlapping terms used in language pedagogy. These three terms were identified by an American applied linguist Edward M. Anthony in 1963. The arrangement of them is hierarchical. According to Anthony, the organizational key is that techniques are included in a method which is consistent with an approach. This organization can be shown as follows:

Approach > Method > Technique

An approach is the level at which assumptions and beliefs about language and language learning are specified. According to Anthony (1963, as cited in Richards and Rodgers, 2001, pp.63):

An approach is set of correlative assumption dealing with the nature of language reaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Approach is the theoretical foundation of the subject matter. It is the hypothesis or untested truth which is believed without any experiment.

Method is the level at which theory is put into practice. Anthony (1963)

defines Method as an overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon the selected approach. Method is procedural. Method is a tested truth or principle. It grows out of an approach. The method may be related to the syllabus, the learner and the teacher. The method can bring the success or failure in language learning programme. Method is ultimately related to what and how of language instruction.

Technique is the level at which classroom procedures are described. "A technique is implementation in sense that, it actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well" (Anthony, 1963). Techniques depend on the teacher, his individual artistry, and on the composition of the class. Different kinds of classroom activities are techniques.

In conclusion, an approach is axiomatic, a method procedural and a technique is an implementation device of language teaching. A method grows out of a selected approach and a technique grows out of a selected method. In language teaching, there come many approaches and methods. As discussed in Richards and Rodgers (2010) some popular approaches and methods in language teaching and learning are as follows;

- The Grammar Translation Method
- The Direct Method
- The OOS Approach
- The Audio-lingual Method
- The Communicative Approach
- The Natural Approach
- Co-operative Language Learning
- Content-Based Instruction

- Task-Based Language Teaching
- Functional Approach
- Multiple-Intelligence Approach
- Neurolinguistic Programming
- The Lexical Approach

2.1.2 Introduction to Lexical Approach

The lexical approach claims that vocabularies and lexical units are the building blocks of language teaching and learning. This approach was discussed by Willis (1990) and popularized by Lewis (1993). It is based on the assertion that language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks (Lewis, 1993, as cited in Harmer. 2008, p. 74). These are lexical phrases, lexical chunks, and other word combinations that help to communicate meaningfully, creatively, and contextually. For example, how are you? , good morning, goodbye, see you, take care, keep in touch, etc. Lewis (1993) proposes that language learning is the result of the acquisition of such fixed, semi-fixed and other general lexical items of target language. This approach holds the argument that in L1 acquisition learners learn their L1 through words and phrases (meaningful chunks) which helps to produce a large coherent text, in the similar way they can learn second language. Chomsky, the father of contemporary studies in syntax has recently adopted a "lexicon-is-prime" position in his Minimalist Linguistic Theory. Lexical approach views language as the means of human communication in which lexis plays vital role.

What exactly the lexical approach refers to is a quest of interest in ELT. Different scholars have defined lexical approach in their own views but all their definitions are somehow closer to each other.

In this regards, Richards and Rodgers (2001) write:

A lexical approach in language teaching refers to one derived from the belief functions, notions, or some other units of planning and teaching but lexis, that is words and word combinations. Lexical approaches in language teaching reflect a belief in the centrality of the Lexicon to language structure, second language learning, and language use (p.132).

Similarly, Willis (1990) states:

As a starting point, I have looked at three patterns which, I have argued, conceal more about the language than they reveal. A closer look at the frequent words in the language may well provide information of value to the language teacher. A look at 1,200 occurrences of the word can, for example, reveals that in one case out of seven it is followed by the word be. This suggests that there are powerful collocations patterning in the language which owe nothing to any grammatical description (pp. 65-66).

By analyzing the above mentioned definitions, we can conclude that the lexical approach in ELT refers to the use of lexical chunks in teaching and learning English. The teaching and learning activities should be guided by the lexical approach which views lexical units as central in learning English. The lexical approach starts with words and phrases students need to know and need to be familiar with that. Collocations are important to language learners.

When learners use collocations, they will be better understood and their message can be understood easily. We cannot use structures correctly if we do not have enough vocabulary knowledge because language is a means of communication and can only be fulfilled by lexis of language. Learning a language means to be able to comprehend and produce lexical units of that language.

2.1.3 Theoretical Assumptions of Lexical Approach

Traditionally, grammar teaching and vocabulary teaching were viewed differently. It means teaching structure of language was given high priority than vocabulary teaching. Therefore, lexical approach emerged in the reaction of structural approach in FLT. Whereas Chomsky's influential theory emphasized language as the capacity of speakers to create and interpret sentences that are unique and have never been produced or heard before with the help of underlying rules, the lexical approach views the importance of phrases, word combinations, and collocations that make language learning effective, and communication meaningful and successful. Our teaching and learning activities become worthless, if we do not give priority to lexical items because only the knowledge of structures are not sufficient for better communication if we are not powerful in vocabulary and do not know about collocation. Collocation describes the relationship between words that often appear together and consist of two or more than two words. For example, *Get, Do* and *Make* have following collocations with different nouns and verbs.

Get : together, the phone, married, to know, upset, someone

Do : my work, the cooking, and my hair

Make: my bed, a promise, coffee

As mentioned by Richards and Rodgers (2002, p .33), many other lexical units

also occur in language. Some of them are:

Binomials: *clean and tidy, back to front*

Trinomials: *cool, calm, and collected*

Idioms: *dead drunk, to run up a bill*

Similes: *as old as the hills* Connectives: *finally to conclude*

Conversational gambits: *guess what.*

Such types of collocations, word-combinations, fixed-chunks, and other types of lexical units play a central role in learning language and communication. Lexis is believed to bear higher responsibility in language teaching and learning within lexical approach. The lexical items enrich the creativity and novelty in the use of language. In close connection with the importance of the prescriptions of lexical approach, Nattinger (1980) commented:

Perhaps we should base our teaching on the assumption that, for a great deal of the time anyway, language production consist of piecing together the ready|-made units appropriate for a particular situation and that comprehension relies on knowing which of these patterns to predict in these situations. Our teaching therefore, would center on these patterns and the ways they can be pieced together, along with the ways they vary and the situations in which they occur (p. 337).

In nutshell, it is important to present a lot of time for learners to play with lexical items than with prepackaged structures because it encourages learners to reach in conclusion which makes sense in terms of their own systems.

2.1 .4 Principal Features/ Characteristics of LA

As its name suggests, this approach emphasizes the teaching English through 'lexical chunks', 'lexical phrases', 'collocations' and word combination because this approach accepts words as the most influential elements of language.

Thus, this approach has two main features: first teaching of English is to teach lexis of English, and second English should be taught through lexis or vocabulary for learners. Lewis (2000) acknowledges that the lexical approach lacks a coherent learning theory, and attempts to rectify this with the following assumptions about learning theory in the lexical approach.

These assumptions describe the primary features of learning theories/principles adopted by the lexical approach. They are as follows:

- Encountering new learning items on several occasions is a necessary but sufficient condition for learning to occur.
- Noticing lexical chunks or collocations is a necessary but not sufficient condition for "input" to become "intake".
- Noticing similarities, differences, restrictions, and examples contributes to turning input into intake, although formal description of rules probably does not help.
- Acquisition is based not an accumulation of examples from which learners make provisional generalizations. Language production is the product of previously met examples, not formal rules.
- No linear syllabus can adequately reflect the nonlinear nature of acquisition. (Lewis 2000, as cited in Richards and Rodgers, 2010, p. 34).

After analyzing the above mentioned definitions, assumptions, and principles, we can list some of the characteristics of lexical approach in following ways:

- Lexical approach emerged against the structural approach.
- It holds lexis as the basis of language.
- It focuses on meaningful communication.
- Learning language means, learning to comprehend and produce the lexical chunks, phrases, collocations, word combination of language contextually.
- Lexical approach in language teaching seeks to develop proposals for syllabus design and language teaching founded on a view of language in which lexis plays the central role.

2.1.5 Role of Teachers and Learners in Lexical Approach

Both the teachers and learners have specific role in lexical approach.

Krashen's Natural Approach suggests that teachers talk is a major source of learner input in demonstrating how lexical phrases are used for different functional purposes. Willis (1990) proposes that teachers need to understand and manage a classroom methodology based on stages composed of task, planning and report. Teacher's role in this approach is creating an environment in which learners can operate effectively and help them to manage their own learning. This requires that teachers "abandon the idea of the teacher as 'knower' and concentrate instead on the idea of the learner as 'discover'" (Willis1990, as cited in Richards and Rodgers, 2010, pp. 135-136).

Lexical Approach is meaning-based approach. The teacher has many roles to perform. He is a facilitator, manager, advisor, organizer, guider, etc. Teacher has a major responsibility for organizing the learning environment and providing scaffolding to help learners build autonomy in the use of language. On the other hand, this approach is learner-centered approach. So the learners get actively engaged in the process of learning. They are seen as more responsible managers of their own learning. The main role of learner is that of a negotiator between the self, the learning process, and the object of learning.

2.1.6 Vocabulary

Vocabulary is one of the important building blocks of language. The term vocabulary includes all the root words, derived words, compound words, phrases and idioms. Among the various elements and aspects of language, vocabulary is one of the important aspects of language. Vocabulary can be defined as the organs of language. According to Harmer (1991), "If language structures make up skeleton of language, it is vocabulary that provides the vital organs and flesh."

Similarly, Wilkins (1972, pp.111) says "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". In the same way Crystal (1995, p. 112) states, "Vocabulary is the Everest of a language".

While defining vocabulary, Jack and Willy (2002) say:

Vocabulary is a core component of language proficiency and provides much of their basis for how well learners speak, listen and write.

Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential (p.225).

From the above mentioned citations, we can say that an ability to manipulate grammatical structure does not express any meaning unless words are used. It is necessary to choose the words carefully in certain situations to convey the meaning. The vocabulary items or lexical items may function multiple meaning in the same or different context. For example, the word 'post-office' is made up of two words 'post' and 'office' but it refers to the single object. The word 'bank' functions multiple meaning according to the context. For example, the man is sitting in the bank of the river and the girl is going to the bank to withdraw money. Here, in the both cases the word 'bank' function as a noun but the meaning of these sentences are different. Therefore, vocabulary is more important than grammar. Communication breaks down when people do not use the right words. A good store of words is crucial for understanding and communication. Nobody can share feelings, communicate message smoothly and effectively without enough vocabulary.

A major aim of most teaching programme is to help students gain a large number of vocabulary items. Use of vocabulary in context brings a change in meaning. While teaching vocabulary items, we need to focus on the most commonly used vocabulary items and to those vocabularies which have wide

coverage. Similarly, we need to focus on those locally used lexical items which helps the learners to learn the language effectively, as well as for teachers to teach more economically.

2.1.6.1 Types of Vocabulary

Vocabularies are of different types. Different scholars have categorized their types in different ways. In this regard, Harmer (1991, p.159) classified the vocabulary on the basis of the functions that they have in communication in following ways:

- **Content words** refer to the things and actions which have lexical meaning when they are used alone. e.g. nouns, verbs, adjectives and adverbs.
- **Function words** refer to those which have little meaning of their own, but which show grammatical relationships within all utterance or a sentence. E.g. conjunctions, auxiliaries, articles, prepositions etc.
- There are numbers of **multi-word units** in a language. It is also argued that native speakers speak appropriately and fluently because they have acquired large number of multi-word units of their language. The MWUs such as good morning, at the end, how do you do, well done etc have important role in promoting fluency and appropriacy in communication. On the basis of frequency of use, we can divide the vocabulary as active and passive vocabulary;
- **Active vocabularies** refer to those vocabularies which learners have acquired and been able to understand, produce and use in speaking and writing.
- **Passive vocabularies** refer to those vocabulary items which learners can recognize when they meet them in the context but they will probably not be able to produce them.

Active vocabulary can be both receptive and productive for the learners, while the passive is only receptive - not probably productive. The main goal of vocabulary teaching should be focused in making large numbers of active

vocabulary in the learners. We have full command over active or productive vocabulary items which help us to use language effectively and contextually. We can understand the meaning of passive or receptive vocabulary items when they appear in speech or writing of others but we cannot use them in our speech or writing. People have large number of passive vocabulary. Native speakers of a language can understand many more words than they actively use.

2.1.6.2 Aspects of Vocabulary

Learning vocabulary involves the ability to recognize and produce the vocabulary in spoken and written form and understand the meanings and use it correctly into the appropriate situation. It includes the knowledge of word meanings and their syntactic structure. While teaching vocabulary, the meaning of the word seems to be emphasized. So both the teachers and learners need to be well familiarized with all aspect of vocabulary. For learning a word, we all need to know about its use, how it is formed, and what grammatical behavior it provokes or co-exists with. In this regards, Harmer (1991, p.158), has classified four main aspects of words which a teacher should consider while teaching vocabulary. They are as follows:

a. Word Formation

A word is a combination of sounds in speech and combination of letters in writing which includes both pronunciations and spelling. A slight change in pronunciation and spelling can bring significant change in the meaning of the words. The learners need to know the parts of speech, prefixes and suffixes and spelling and pronunciation under word formation. They also need to know facts about word formation and how to twist words to fit different contexts. Different words can be formed by affixation - that is adding suffix or prefix new words can form from old word. In the same way, compounding is

another way of forming a new word. It is formed by combining two or more independent words. A new word can also be formed by blending two free words. For example, breakfast + lunch = brunch. Conversion is another way of word-formation in which one word can be co-opted one part of speed and used another. For example, let's brunch tomorrow. A new word can also be built by clipping. That is to say, new words can be coined by shortening. For example, flue from influenza (Thornbury 2001).

b. Word Grammar

Various forms of a word and its structure are called word grammar. Words not only change according to their grammatical meaning but they can also trigger the use of certain grammatical patterns. For example, a countable noun can be both singular and plural (one, chair, two chairs) but an uncountable noun can only be singular (furniture, not furnitures). Under word grammar, learners need to know about nouns: countable and uncountable, verb complementation, phrasal verbs and adjectives and adverbs, etc.

c. Word Meaning

Vocabulary items frequently have more than one meaning. Word meaning changes according to context in which it is used. Wallace (1982) says:

Usually in elementary classes, we try to teach words which have a clear concrete denotation - something that can be seen or touched. So, we often present noun like desk, blackboard, chair, table, adjectives like big, small, round, square, red, green and so on. As the students command of the language improves he will discover that even these 'straight forward' words can have wide range of denotation according to context (p. 25).

Under word meaning learners need to know about the meaning in the context and sense relations.

d. Word Use

Word use is another aspect of vocabulary to be taught. According to Harmer (1991), "What a word means can be changed, stretched or limited by how it is used and this is something students need to know" (p.156). Under word use, learners need to recognize metaphorical language use and they need to know how words collocate. They also need to understand stylistic and topical contextual words and expressions occur in.

2.1.7 Importance of Teaching Vocabulary

We all know that vocabulary is one of the important aspects of language. In the past, while teaching new vocabulary to the learners, the meaning of new items had been directly translated in to the student's mother tongue. Teachers used to be like a bilingual dictionary having meaning of one word into two languages. It means, at that time the scope of vocabulary in language teaching was very narrow. Vocabulary teaching was dominated by grammar, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching language. Vocabulary has received significant attention of researchers and practitioners since it is a core component of language proficiency and provides much of the basis for how well a learner speaks, listen, read and write. Without an extensive vocabulary learners may achieve less than their potential.

If the learners are poor in vocabulary then they may be discouraged from the learning opportunities around them such as listening to the radio, listening to the native speakers, reading authentic texts, or watching movies and television programs. Regarding the importance of vocabulary in language teaching, Davies and Roe (2008, as cited in Sharma, p.180) note that in communication, vocabulary is often more important than grammar. It is frustrating for learners if they discover they cannot communicate effectively

because they do not know words they need.

Similarly, talking about the importance of vocabulary in language teaching, Wilkins (2001, p. 15) states:

If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but can say almost everything with words (as cited in Thornbury, p.13).

Vocabulary is the integral part of language teaching which play the vital role to express our ideas in a continuous flow. Teaching vocabulary means teaching the pronunciation, spelling and meaning of that vocabulary. Modeling, visual representation, and phonetic symbols are the popular techniques to teach pronunciation of vocabulary. Similarly, phonic method is famous for teaching spelling and meaning of vocabulary and it will be effective if we teach through relia, pictures, actions, contexts, sample relations, definition, translations and dictionary work, etc.

2.1.8 Teaching Vocabulary through Lexical Approach

In 1990, lexical approach emerged as new approach to language teaching. Different aspects and skills are taught while teaching English. Vocabulary is one aspect of language. In recent years, vocabulary has been considered to play a more central role in second language learning than was traditionally assumed vocabulary can be taught in different ways. Many approaches and methods are practiced in teaching vocabulary according to the type and nature of vocabulary. Lexical approach is a new and effective approach in English language teaching classroom. It encourages the students for active participation in learning. It is obvious that the mere explanation and definition

of vocabulary teaching is quite boring to the students as there is little chance of students' participation.

Teaching vocabulary typically involves the use of such activities which draw students' attention to lexical items and seek to enhance their retention and use of them. The context in which lexical items are used is important. Certain expressions are important in certain contexts. In this respect, Willis (1990) mentions:

What I am proposing here is that words are more amenable to learner analysis and discover than 'structures'. This is partly because words are more immediately recognizable and partly because they are more frequent than any 'structure' that might incorporate them. Instead of receiving a decontextualised and teacher-controlled presentation, learners can be asked to analyze texts which they have already processed for meaning (p. 65).

Teachers need to examine their course books for ELT; if necessary they need to add exercises that focus explicitly on vocabulary and lexis. They should also develop such activities that enable learners to discover collocations themselves, both in the classroom and outside of the classroom.

Hill (2000, as cited in Richards and Rodgers, 2010, p.138) suggests some of the classroom procedures of lexical approach in following manner:

- a. Teaching individual collocations
- b. Making students aware of collocations
- c. Extending what students already know by adding knowledge of

collocation restriction to known vocabulary?

- d. Storing collocations through encouraging students to keep a lexical notebook.
- e. Language should be learned in context.
- f. Oral practice for processing target vocabulary is advisable.
- g. Ask learners to underline chunks they can find in text.
- h. Promote autonomous learning, pair learning and group learning, problem solving tasks etc which make language living.
- i. Conversation practice, fill in the blanks, pictorial, schemata are beneficial for learners.

Above mentioned points make clear that teaching vocabulary through lexical approach is a collaborative process of teaching vocabulary in which students are taught through the use of different collocations and fixed chunks. In addition, it gives high emphasis on the contextual language teaching which can be more effective through the use of different types of exercises such as, conversational practice, fill in the blanks and so on.

One of the central activities in teaching English through lexical approach is to encourage students to identify language collocations. For example;

S : *I build coffee yesterday.*

(Teacher indicates mistake through gestures)

S : *I built coffee.*

(Writes 'coffee' on the board)

What verb do we use with 'coffee'?

S2 : *Made, sir.*

T : *Yes, you are right. I made coffee yesterday.-*

While teaching English through lexical approach, we cannot ignore reading and listening skills, which help learners to notice collocations and other lexical items. Writing and speaking skills, on the other hand, give them the opportunity to practice them. Unless students are taught in context-based classes, lexical chunks will not make sense to learners, and meaningful learning will probably not take place.

2.2 Review of Empirical Literature

This study does not claim to be an innovative in language teaching and learning itself rather it is an attempt made on the basis of both primary and secondary source of information. Several researches have been carried out in the field of vocabulary teaching itself rather it is an attempt made on the basis of both primary and secondary source of information. Some articles are published in different journals on lexical approach and vocabulary teaching. Among them, I have reviewed some research works under the Department of 'English Education, TU and articles in different journals which are related to my study. They are reviewed here in this section;

Gyawali (2004) carried out a research on "A Comparative Study on Vocabulary through Direct and Indirect Techniques in Public Secondary Schools." It was an experimental research. The researcher aimed to find out effectiveness of direct and indirect techniques. The respondent of this study were 20 students of grade 8. The sample of the study was selected by the use of non random sampling procedure. The researcher divided his respondents into two groups and taught side by side. The study found that the indirect method is preferred in vocabulary teaching than direct method. The study showed that the group which was taught using indirect method secured better than the group which was taught using direct method.

Chaudhary (2007) conducted a research on "The Effectiveness of Teaching Vocabulary through Songs and Rhymes." The main objective of the study was to find out the effectiveness of teaching vocabularies through songs and rhymes. His research was based on experimental design. He conducted his research in Shree Himal janta Lower Secondary School, Rautahat. His respondents were the 30 students of grade 5. He divided them into two groups and taught side by side. Group `B' was taught through songs and rhymes technique. Each group was taught for 25 days. After 25 days

experiment, post-test was administered using the same test used in pre-test. Finally, the performance of the both groups were compared and analyzed. The research clearly showed that teaching vocabulary through songs and rhymes was more effective than teaching with usual classroom techniques i.e., without using songs and rhymes.

Subedi (2010) conducted a research on "Effectiveness of Teaching Vocabulary Through Task-Based Approach." His objective was to find out the effectiveness of task-based approach to teach vocabulary. He conducted an experimental research. He conducted his research in Shree Ma.Vi.. Hattilet, Mahattari. His respondents were the 25 students of grade 9. He divided them into two groups and taught by side by side. Group 'A' was taught vocabulary through task-based approach, and group 'B' was taught vocabulary with usual techniques. He taught for three weeks. After three weeks experiment, post-test was administered using the same test item used in pre-test. Finally, the performance of the groups were compared and analyzed. The finding of his study showed that teaching vocabulary through task based approach was more effective than teaching with usual classroom technique.

Singh (2011) conducted a research on "Effectiveness of Drills for Vocabulary Teaching." His research was based on experimental design. This research attempted to find out the effectiveness of drill in teaching vocabulary. Sixty students of grade nine from a government aided school ' Shree Janta Higher Secondary School', Asanpur, Golbazar, Siraha was selected as research area. Simple random sampling procedure was used to select the sample. Sample size of this research was limited to 40 students of class 8 from that school. Tests consisting of eight different items were the main tools for data collection. Pre-test and the- post test was conducted to determine their achievement by using the same test item. The finding of this research concluded that drills are the effective way to teach vocabulary for the learners

than other usual techniques.

Upaddhaya (2011) conducted a research on "The Effectiveness of Learner's Mother Tongue in Teaching Grammar." The main objective of his research was to find out whether the use of mother tongue in English language classroom is judicious or not. Both the primary and secondary sources were used while carrying out this research. This research was experimental in design. All the data were collected through test items. 40 students studying grade 8 from Shree PanchaKanya H.S.S. Bardiya were selected as the population of the study and they were selected purposively. Pre-test and post-test was conducted to determine their proficiency and achievement level using the same test item. From this study it was found that the use of mother tongue is necessary in teaching English to lower secondary level students. The use of their mother tongue helps to increase their level of understanding and to make learning effective and memorable.

Bhattarai (2012) carried out a study on "The Role of Language Games in Teaching Vocabulary". The main objective of the study was to explore the role of language games in teaching vocabulary. Fifty eight students studying in grade 8 from Laxmi Adarsa Higher Secondary School located in Lekhnath Municipality, Kaski, were selected as the population of the study. They were selected purposively and divided into control and experimental group. Test item was used as the main tool for data collection. At the beginning, pre-test was administered to determine their actual vocabulary proficiency level. Both the experimental and the control group were taught side by side by using language games and other classical technique respectively for 26 days. At the end of the intervention, the post-test was conducted and compared the results of both test. The finding of the study shows that teaching vocabulary through language games was more effective than teaching with usual classroom technique.

Kumari (2012) conducted a research on “The Effectiveness of Drill Techniques in Teaching Vocabulary at Grade 8”. The study was experimental in design. The main objective of the study was to find out the effectiveness of drill technique in teaching vocabulary. To fulfill the specified objectives, 46 students studying in Shree Nrisingh Higher Secondary School, Pipra Math, Birgunj were selected as population of the study and divided into control and experimental group purposively. The pre-test was conducted to determine their actual proficiency level at the beginning. The experimental group was taught using drill technique and another the control group was taught using classical technique for one month. After one month intervention, the post-test was administered and compared the score of both test. The findings of the study showed the drill technique as an effective technique than the usual teaching technique in teaching vocabulary for grade eight students.

The above reviews show that no single research has been conducted on effectiveness of Lexical Approach in Teaching Vocabulary. So it supposed to be a new research in the department of English education. So, I have carried out the research on "Effectiveness of Lexical Approach in Teaching Vocabulary" using experimental research as an innovative attempt on exploring the effectiveness of lexical approach in teaching vocabulary.

2.3 Implications of the Review for the Study

Determining and reviewing the related literature is the central and most important task in a research to conceptualize the problem, to improve methodology and contextualize the findings. Reviewing literature can be time consuming, doubting and frustrating, but it is also rewarding. I reviewed some related literature to my study and have got many useful ideas from the review of those literatures. From the review of the research entitled “Effectiveness of Teaching vocabulary Through Task-based approach” carried out by Subedi (2010), I got some ideas to determine the specific objective of this study. In

the same way, I got the necessary information on the importance of vocabulary teaching from the study of Chaudhary (2007) which assisted me a lot to conduct my research effectively. Similarly, from the research conducted by Upadhya (2011), I got some ideas on how to design the lesson plan while teaching students during experimental research.

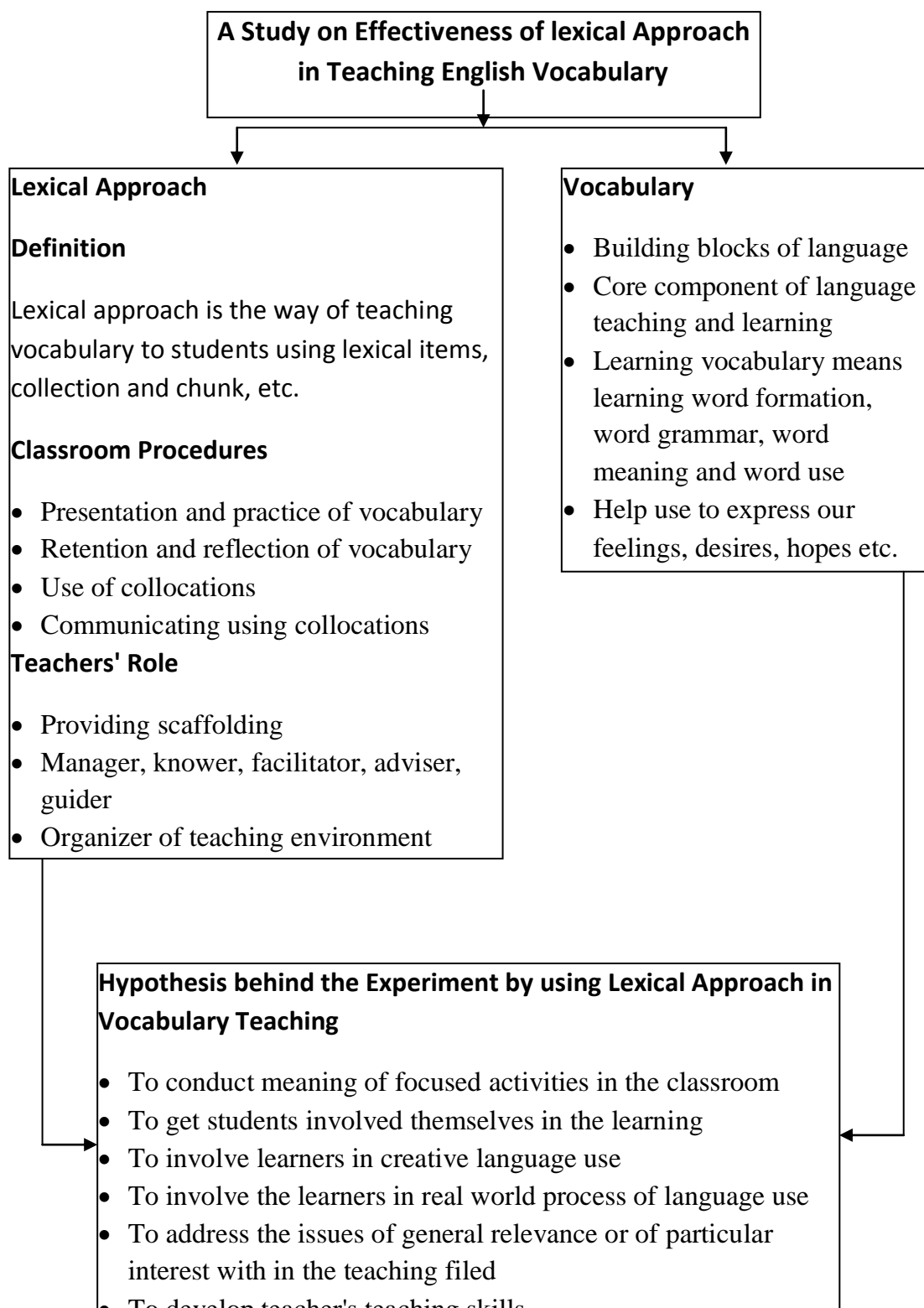
Moreover, the research carried out by Singh (2010) provided me an idea to write the statement of the problems of the study.

To be more specific, from the review of different research I got lots of ideas regarding the effectiveness of vocabulary teaching, to design and achieve the objectives, to design and administer pre-test and post-test, similarly to form the sample group and to find out the results above reviewed research will assist me.

In nutshell, reviewing of the literature will be beneficial for me to develop theoretical framework for my study. I gained the idea to conduct research, expand theoretical knowledge and make clearance after reviewing the literature.

2.4 Conceptual Framework

The study of vocabulary teaching thought lexical approach was based on the following conceptual framework.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To achieve the objectives of this research, the following methodology had been adopted.

3.1 Design and Method of the Study

Research is a multidimensional activity that is done to cover the truth. It is a learning and interactive process. Kumar (2005) says that research is a way of thinking. It is the process of describing a series of sequential steps, beginning with the identification of research problem or question, than to a statement of a conceptual model, data collection and finally, analysis and a conclusion. Nunan (1992) says that research is a systematic process of formulating questions, collecting relevant data relating such questions, analysis and interpreting the data and making the result publicly accessible.

There are many research designs which are useful to find out the answers to a problematic question of the research. Among them I had selected experimental research design to achieve the specified objective of my research. Under experimental research design I had followed the pre-test post-test equivalent groups design. Experimental research is one of the important research designs which help us to find out the effectiveness of something by comparing with another thing, therefore I select this research design. In experimental research the researcher manipulates one or more variables, and controls and measures any change in other variables. It is a research design that uses manipulation and controlled testing to understand causal processes. Generally, one or more variables are manipulated to determine their effect on a dependent variable.

Best and Kahn (2003, p.159) says;

The experiment research method finds its greatest utility in the laboratory, it has been effectively applied in the non laboratory settings, such as in the classroom; where significant factors or variables can be controlled to some degree.

Under experimental research, researchers need to design pre-test and post-test equivalent group design. In pre-test post-test equivalent groups design, pre-test is administered before the application of experimental and control treatments and post-test at the end of the treatment period. The pre-test is administered to find out the initial differences of the learners level. Adjustments are made in the two groups based on the result of pre-test so that both the groups have same level of proficiency. The items in both pre and post tests are same for both the groups.

The purpose of experimental research is to find out magnitude of the cause and effect relation shared by two or more variables either by testing the hypothesis or by verifying the existing or established theory.

3.1.1 Design of the Experimental Research

Campbell and Stanley (1963) have discussed 16 designs of research. Among them, I would like to discuss only few experimental designs:

Design: 1

This design used the post-test only. There is no use of pre-test in this design. Both the group must have similar level of proficiency.

R	X	01
R	C	02

Where,

R = Random

X = Experimental Group

C = Controlled Group

O = Observation

Design: 2

This design is used to compare two treatment where the researcher introduces experimental to the both the groups. In this design, there is not any pre-test given:

R	X1	01
R	X2	02

Design: 3

This design is very similar with design no.1 but is different in that this design has a pre-test. It is known as more scientific design of experimental research.

R	01	X	02
R	03	C	04

Design: 4 The Soloman four Group Design

In this design, subjects are divided into 4 groups. Researcher gives pre-test in two groups but in other groups pre-test will not be conducted. The researcher tries to find out the effectiveness of pre-test.

R	01	X	02
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R	03	X	04
R	-	C	05
R	-	C	06

From the aforementioned design of experimental research, I followed the design 3 in this study.

3.1.2 Process of Experimental Research

The process of experimental research refers to the ways for carrying out the experimental research. Like other researches, experimental research design has its own specific procedures. However, the research tradition and procedures followed by the English Education, T.U. the following steps research procedures are used to carry out this research.

1. Framing the topic
2. Specifying the objectives
3. Formulating hypothesis
4. Expanding theoretical knowledge
5. Writing research proposal and preparing tools
6. Collecting required materials for experiment
7. Visiting the field
8. Establishing the rapport with the authority
9. Assigning subjects randomly into two groups
10. Giving pre-test
11. Checking answer-sheet
12. Listing raw score
13. Calculating the mean of both groups
14. Finding out the differences between mean score of both groups and adjusting it

15. Starting the treatment/experiment
16. Completing the experiment
17. Giving post-test
18. Checking answer-sheet
19. Listing raw score
20. Calculating the mean of both the groups
21. Comparing the mean of both groups in pre-test and post-test
22. If the finding is not very clear then the special statistical process called t-test is used.

In conclusion, an experimental research is the procedural activity which follows different systematic steps. The process starts by framing the topic of the research expands with theoretical knowledge and ends with the use of different statistical process.

3.2 Population, Sample and Sampling Strategies

The population of this study consisted of all the students of grade 8 of Tanahun district .Out of them, only 20 students of grade 8 from Shree Dharma Secondary school were used as the sample in this study. Both the school and the sample size were selected through the use of purposive non random sampling procedure.

3.3 Study Area/Field

The study area of my research was Bhimad 1, Tanahun. The field of the study was related to the teaching vocabulary through lexical approach.

3.4 Tools for Data Collection

Tools are very important elements of any research study. In this research, the different vocabularies from the textbook of Grade 8 were collected and a set of test items was prepared. And it was used as the main tool for data collection. The test items carried out 50 marks. I used pre-test and post -test respectively to elicit the required information.

3.5 Data Collection Procedures

- a. At first, I went to the selected school and asked for the permission from principal and I explained the purpose of my study.
- b. With the permission from the principal I talked to the subject teacher and asked for necessary assistance.
- c. In collaboration with the principal and subject teacher, I made the period fixed for carrying out the experimental research.
- d. Then, I selected the difficult words from the textbook and prepared a word list containing more than 300 words.
- e. A written pre-test was administered to identify the actual level of

vocabulary proficiency of the students.

- f. I had designed the two groups (experimental and control) on the basis of their individual scores. After that, the two groups of students were taught side by side for 26 days.
- g. After 26 days of teaching I administered the post-test to assess their improvement.
- h. The scores obtained in post-test and post -test by the both groups of students were analyzed individually, and then the results was compared to determine the effectiveness of Lexical Approach for teaching vocabulary.

3.6 Data Analysis and Interpretations Procedures

There is not a single way to analyze and interpret the collected data.

Generally, the data collected from qualitative research is analyzed through the descriptions made using appropriate language and the data from quantitative research is analyzed and interpreted using statistical tools. Sometime we can use the both descriptive as well as statistical tools.

In this research, the data collected by using different test items were analyzed and interpreted descriptively as well as quantitatively using simple statistical tools and tables.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter especially deals with the analysis and interpretation of the collected data. The necessary data has been obtained from the sincere effort of the experiment undertaken to the students of grade 8 for a month. Since, it is an experimental research all the required data were taken from the practical field. The major objective of this study was to find out the effectiveness of lexical approach in teaching vocabulary. So, two groups of students, one with the use of lexical approach and another without the use of lexical approach were taught side by side to obtain the necessary data. The obtained data are analyzed and interpreted under the different sub-heading in following sections:

4.1 Holistic Comparison of the Score

Holistic comparison deals with the comparison of the data as a whole. So, to compare the collected data holistically, an attempt has been made to find out the average level of performance in pre- test and post test by both experimental and controlled group's students in the following table:

Table 1

Performance of Both Groups in pre Test and Post Test

Group	Average Score in Pre test	Average score in post test	Differences in average score
A	18.1	29.1	10.95
B	18.05	20.9	2.7

The tabulated data reveals that the total average score obtained by experimental group in the pre- test and the post test is 18.1 and 29.1 respectively. Similarly, the difference between these two scores is 10.95.

On the contrary, the average score obtained by the controlled group in the pre- test and in the post test is 18.05 and 20.9 respectively. The difference between average scores of these two tests is 2.75.

On the basis of data mentioned above, we can say that the both experimental and control group have obtained more score in the post test than the scores in pre- test. But, the different between these two test score obtained by experimental group is highly increased than the score obtained by controlled one. In this way, post test score of experimental group was found to be much better in comparison to control group.

It reveals that teaching vocabulary through lexical approach is better than teaching vocabulary through classical approach.

4.2 Item Wise Analysis of the Score Obtained by the Students

Item based analysis deals with the analysis of all the test items and scores obtained by the students on each test items. The average score obtained by experimental group and control group were compared in each testing items. The data were tabulated and analyzed on the basis of the scores obtained by the students on each items. There were all together 7 testing items which were used in this research. They included completing the given conversation; choose the six suitable words for each blank of space and so on. The analysis of students' performance in different test items is presented in the form of following sub headings.

4.2.1 Average Proficiency of the Students in Completing the Given Conversation Using Appropriate Dialogue

The first test item was "complete the given conversation using appropriate dialogue". This test item was designed to assess student's ability on selecting

appropriate word in particular situation. The e average score of both group in pre-test and post-test are presented as below:

Table 2

**Average Proficiency of Students in Completing the Given Conversation Using
Appropriate Dialogue**

Group	Total Score of Post-test	Average Score Pre test	Average score post test	Differences in average score	Difference in percentage
A	109	3.5	5.5	2	20
B	82	3.65	4.1	0.45	4.5

The aforementioned table shows that the total score obtained by experimental and control group in post test is 109 and 82 respectively. Similarly, the experimental group scored 3.5 average marks in post -test and 5.5 average marks in the post test where as the controlled group scored 3.65 average score in pre- test and 4.1 marks in post- test. The result shows that the differences of average marks of pre- test and post- test by experimental group was 2 where the differences of average marks of pre -test and post -test by control group was 0.45. In this way, although the both groups had progressed in post-test in comparison to pre -test, experimental group has better achievement than that of control group. So that it is proved that the use of lexical approach in teaching vocabulary is more effective than the teaching vocabulary without lexical approach.

**4.2.2 Average Proficiency of Students in Fill in the Gaps with Suitable
Words Related to School**

The second test item was “fill in the gaps with suitable words related school”. The test item was supposed to evaluate the student’s ability to use the word in particular situation. The average score of both experimental and control group in pre- test and post- test are given below:

Table 3

Scores Achieved in Fill in the Gap with the Words Related to School

Group	Total Score of Post-test	Average Score Pre test	Average score post test	Differences in average score	Difference in percentage
A	63	1.8	3.15	1.4	28
B	43	1.8	2.2	0.4	8

The above mentioned table shows that the total score obtained by experimental and control group in post-test is 63 and 43 respectively. Similarly ,average scores obtained by the experimental group (A) in the pre- test and the post- test are 1.8 and 3.15 respectively. In the post test, 1.4 marks is increased and its percentage is 28.

On the other hand, the average scores obtained by the controlled group in the pre- test and the post- test are 1.8 and 2.2 respectively. In the post- test 0.4 marks were increased and its percentage is 8.

The differences shows that the experimental group made better progress than the controlled group in fill in the gap with the word related to school.

4.2.3 Average Proficiency of the Students in Circle the Associated Word of Given Words

The students were asked to circle the associated word of the given words in the third test item. The test item was designed to assess the student’s ability to recognize the associate word of the given words. The scores achieved by both experimental and controlled group in this test item are presented as below:

Table 4

Score Achieved in “Circle the Associated Word of Given Vocabulary”

Group	Total Score of Post-test	Average Score Pre test	Average score post test	Differences in average score	Difference in percentage
A	61	1.75	3.05	1.3	26
B	50	2.05	2.5	0.5	10

According to the above table, the total scores obtained by experimental and control group in post- test is 61 and 50 respectively. The experimental group has scored 1.75 average mark in pre- test and 3.05 in post- test. In post- test, 13 marks is increased and its average percentage is 26.

On the other hand, the average score obtained by the controlled group in pre- test and post- test is 2.05 and 2.5 respectively. The differences between average scores of pre- test and post -test is 0.5 and its percentage is 10.

The differences show that the experimental group made better progress than the control group.

4.2.4 Average Proficiency of Students in Choosing the Suitable Words for Each Blank of Space

The marks of pre- test and post-test obtained by the experimental group and controlled group in the test item choose the suitable words' are percentage as below.

Table 5

Scores Achieved in “Choose the Suitable Words for Each Blank of Space”

Group	Total Score of	Average Score Pre	Average score post	Differences in average score	Difference in percentage
--------------	-----------------------	--------------------------	---------------------------	-------------------------------------	---------------------------------

	Post-test	test	test		
A	116	3.6	5.8	2.2	22
B	84	3.8	4.2	0.4	4

Table 5 shows that the total scores obtained by experimental and control group in post test is 116 and 84 respectively. Similarly, the average scores obtained by the experimental group in the pre -test and the post- test are 3.6 and 5.8 respectively. In the post- test, 2.5 average scores is increased and its percentage is 22.

On the other hand, the average score obtained by the controlled group in pre- test and post- test is 3.8 and 4.2 respectively. The controlled group has scored more marks than the experimental group in pre -test. Experimental group has excelled control group in post -test. The difference between average marks of pre- test and post- test of controlled group was 0.4 and its percentage was 4.

The difference shows that the experimental group made better progress than the control group in this test items

4.2.5 Average Proficiency of Students in Test Item “Find the Single Words for Each of the Given Definition”

The test item 5 was “find the single word for each of the given definition”. It was designed to assess student’s ability on recognizing the word related meaning. The mark obtained by the experimental group and controlled group in this test item are presented as below:

Table 6

Scores Achieved in Find the Single Word for Each of Definition

Group	Total Score of Post-test	Average score in pre test	Average score in post test	Differences in average score	Difference in percentage
--------------	---------------------------------	----------------------------------	-----------------------------------	-------------------------------------	---------------------------------

A	57	1.95	2.85	0.9	18
B	40	1.7	2	0.3	6

Table 6 shows that the total scores obtained by experimental and control group in post-test is 57 and 40 respectively. Similarly, experimental group has scored 1.95 average mark in pre- test and 2.85 average marks in post- test. In post- test 0.9 average marks is increased than pre- test and its percentage is 18.

On the contrary, the controlled group has scored 1.7 average marks in pre - test and 2 average marks in post- test. It means controlled group has increased only 0.3 average marks in post -test than the marks of pre- test and its percentage is 6.

The differences show that the experimental group made better result than the controlled group in this test items.

4.2.6 Average Proficiency in the Test Item Making Meaningful Sentences Using Given Words

The sixth test item was making meaningful sentences using given words. This test item was designed to examine student’s ability on using the words in meaningful sentences. The average scores of both experimental and controlled group in “Multiple Choice Test Item” in pre- test and post- test are given below:

Table 7

Scores Achieved in Making Meaningful Sentences Using Given Words

Group	Total Score of Post-test	Average score pre test	Average score post test	Differences in average score	Difference in percentage
--------------	---------------------------------	-------------------------------	--------------------------------	-------------------------------------	---------------------------------

A	63	2	3.15	1.15	23
B	43	1.9	2.15	0.25	5

The above mentioned table shows that the total scores obtained by experimental and control group in post-test is 63 and 43 respectively. Similarly, the average marks obtained by the experimental group in pre- test and post -test is 1.9 and 2.19 respectively. In the post- test 1.15 is marks were increased and its percentage was 23.

On the contrary, the average score obtained by the controlled group in the pre- test and the post- test is 1.9 and 2.15 respectively. Only 0.25 marks is increased in post- test and its percentage is 5.

4.2.7 Average Proficiency of Test Item Completing the Given Passage Using Suitable Words

The test item 7 was about the completion of given passage using the suitable words given in the box: The marks obtained by the experimental group and the controlled group in the pre- test and post- test are presented as below:

Table 8

Scores Achieved in 'Completing the Given Passage with Suitable Words Given in the Box'

Group	Total Score of Post-test	Average score pre test	Average score post test	Differences in average score	Difference in percentage
A	112	3.45	5.6	2.15	1.5
B	76	3.6	3.8	0.2	2

The tabulated data reveals that the total scores obtained by experimental group in post-test is 112 and 76 respectively. Similarly, the average scores obtained by the experimental group in the pre- test and the post- test are 3.45

and 5.6 respectively. In the post- test 2.15 score is increased and its percentage is 21.5.

On the other hand, the average score obtained by the controlled group in the pre- test and the post -test is 3.6 and 3.8 respectively. Although in pre- test the controlled group has scored more mark than the experimental group, it could not maintain its supremacy in post -test too. The students from controlled group has scored only 0.2 average marks more in post -test than that of pre- test. And its percentage is 2.

4.3 Item-wise Analysis of the Score Obtained by the Both Group A and Group B in Pre-test and Post-test

In this section, I made an attempt to present the item-wise analysis and interpretation of the score achieved by the both group A and group B separately and it is presented in the form of following sub-headings.

4.3.1 Item-wise Analysis of the Score Obtained by Group A in Pre-test and Post-test

The average scores achieved in each of the test items and difference between them is presented in the below table:

Table 9

Item-wise Analysis of Group A in Pre-test and Post-test

S.N.	Test Items	P ₁	P ₂	D	D%
1	Complete the following conversation using the dialogue given in the box	3.5	5.5	2	20 %
2	Fill in the gap with suitable words	1.8	3.15	1.4	26 %
3	Circle the two associated word from right	1.75	3.05	1.3	26 %
4	Choose the suitable words for each of blanks of space	3.6	5.8	2.2	22 %
5	Find the single word for each of the given meaning	1.95	2.85	.9	18 %
6	Make the meaningful sentences using given words.	2	3.15	1.15	23 %
7	Complete the following paragraph with appropriate words	3.45	5.6	2.15	21.5%
Total		18.05	29.1	10.95	158.5%

The Above table displays the item-wise achievement of group A in pre-test and post-test. It shows that in the test-item complete the given conversation, the average score obtained by group A in pre-test and post-test is 3.5 and 5.5 respectively. And the difference between their scores is 2 and converting it in percentage is 20%. Similarly, in the test test-item fill in the blank with suitable words, the average score achieved in pre-test and post-test is 1.8 and 3.15 respectively. The difference in average score is 1.4 and converting it into percentage it is 26%. In the same way, in the test item circle the two associated word from right, students of group A has scored 1.75 and 3.05 average marks in pre-test and pot-test respectively. The difference between these two scores is 1.3 and in percentage it is 26.

Likewise, student's achievements in the test item choose the suitable word is 3.6 and 5.8 in pre-test and post-test respectively. The difference between the two test score is 2.2 and its percentage is 22. In the test item find the single word for given meaning, the average score of students in pre-test and post-test is 1.95 and 2.85 respectively. They increased their post-test score by 0.9 average marks. Likewise, in the test item make the meaningful sentences using given words, students average achievement in pre-test and post-test is 2 and 3.15 respectively. The difference between these two score is 1.15 and its percentage is 23. And in the last test item complete the given paragraph with appropriate word; the average score obtained by students in pre-test and post-test is 3.45 and 5.6 respectively. The difference between these two score 2.15 and its percentage is 21.

The above discussion shows that the students' achievement in vocabulary learning is highly increased by the use of lexical approach in teaching vocabulary. So, the result supports my research hypothesis that the lexical approach is effective technique for vocabulary teaching and learning programme.

4.3.2 Item-wise Analysis of the Score Obtained by Group B in Post-test and Post-test Item

The average score obtained by group B students in pre-test and post-test in each of the test item and their difference is presented in the below table:

Table 10

Item-wise Analysis in Pre-test and Post-test score of Group B

S.N.	Test Items	P ₁	P ₂	D	D %
1	Complete the following conversation using the dialogue given in the box	3.65	4.1	0.45	4.5 %
2	Fill in the gap with suitable words	1.8	2.2	0.4	8 %
3	Circle the two associated word from right to left	2.05	2.5	0.5	10 %
4	Choose the suitable words for each of blanks of space	3.8	4.2	0.4	4 %
5	Find the single word for each of the given meaning	1.7	2	0.3	6 %
6	Make the meaningful sentences using given words.	1.9	2.15	0.25	5 %
7	Complete the following paragraph with appropriate words	3.6	3.8	0.2	2 %
Total		18.05	20.95	2.5	39.5%

The tabulated data reveals that the average score obtained by the control group (group B) in the test item complete the following conversation in pre-test and post-test is 3.5 and 4.1 respectively. The difference between pre-test and post-test is 0.45 and its percentage is 4.5. Similarly, in the test item fill in the gap with suitable words, students' average achievement in pre-test and post-test is 1.8 and 2.2 respectively. The difference between the score of pre-

test and post-test is 0.4 and its percentage is 8. Likewise, in the test item circle the two associated words, students scored 2.05 and 2.5 in pre-test and post-test respectively. The difference between these two test scores is 0.5 and its percentage is 10.

In the same way, the students' achievement in the test item choose the suitable words for each of the given meanings is 3.8 and 4.2 in pre-test and post-test respectively. The difference between these test scores is 0.4 and its percentage is 4. In the test item find the single word for each of the given meanings, students' achievement is 1.7 and 2 in pre-test and post-test respectively. The difference between the two test scores is 0.3 and its percentage is.

Likewise, in pre-test and post-test, the group B students have secured 1.9 and 2.15 average scores respectively in the test item make the meaningful sentences using given words in post-test only 0.25 average score has been increased than pre-test and its percentage is 5. Similarly, in the test items complete the following paragraph with appropriate words, the students have secured 3.6 and 3.8 scores in pre-test and post-test respectively. The difference between the two test scores is 0.2 and its percentage is 2.

On the basis of the above mentioned discussion, we can say that although the average score of group B in post-test has been increased than pre-test, the greater degree of difference couldn't be achieved by the control group as it was achieved by the experimental group. So that it is needless to repeat the same thought that teaching vocabulary through a lexical approach is the best way to be adopted by the English language teacher of grade 8.

4.4 Summary of the Findings

As this research deals with an effort to find out the effectiveness of lexical approach in teaching vocabulary, the following findings of this study have been listed:

1. The holistic comparison reveals that the difference percentage between pre-test and post-test of group A and group B is 10.95 and 2.5 respectively. So on the basis of the marks secured by experimental group, it can be claimed that teaching vocabulary through lexical approach is more effective than the usual way of teaching it.
2. The item-wise analysis has come to lead the following findings:
 - a. In “completing the given conversation using appropriate dialogue”, the difference percentage between the pre-test and post-test of group A and Group B were 20 and 4.5 respectively which reveals the fact that group A has performed better than group B.
 - b. Similarly in the test item “fill in the blanks”, the difference percentage between the pre-test and post-test score of group A and group B were 26 and 8 respectively. The difference reveals that that group A has made better progress than group B in the fill in the blanks.
 - c. Likewise, in the test item “circle the two associated words of given words”, the difference percentage between the pre-test and post-test score of group A and group B were 26 and 10 respectively.
 - d. Similarly, in the test item “choose the suitable words for each blank of space”, the difference percentage between the pre-test and post-test score of group A and group B were 22 and 4 respectively.

- e. In the test item “find the single word for each of the given meanings”, the difference percentage between pre-test and post-test score of group A and group B were 18 and 6 respectively.
- f. In the same way, in the test item “make the meaningful sentence using the given words”, the difference percentage between the pre-test and the post-test score of experimental and control group were 23 and 5 respectively.
- g. In the last test item “complete the given paragraph with suitable words”, the difference percentage between the pre-test and post-test score of group A and Group B were 21.5 and 2 respectively.
- h. Based on the above mentioned data, the findings of this study led to that fact that lexical approach is the effective way of teaching vocabulary.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Teaching is the challenging job. Due to the continuous development of various science and technology, it has also become challenging to adopt them in the field of education. No single method, approach and technique could enjoy their monopoly for long lasting. Today's method and approach is outdated tomorrow. So that, it is English language teacher who need to be updated with new changes and emerges in their respective field. Similarly, while adopting a new method and technique in their teaching process, the teacher need to have the knowledge about how to teach what to teach when to teach where and why to teaching whom to teach and other various aspect of language teaching.

The present research study entitled with Effectiveness of lexical approach in teaching vocabulary aims to find out the effectiveness of lexical approach in teaching vocabulary and also to explore the differences between teaching vocabulary through lexical approach and other classical approach. To achieve the pre-determined objectives the study, 40 students studying in grade 8 from Shree Dharma Secondary School, Bhimad 1 Tanahun, were selected as sample of the study and they were selected using purposive non random sampling strategy. At the beginning, a set of test items was constructed selecting vocabularies from the text book of grade 8. Before starting experiment research, the students were pre-tested to determine their vocabulary proficiency level. They were divided into odd and even ranking on the basis of the performance of the pre-test. They were named as experimental and control group. The intervention using lexical approach continued for one month. At the same time the control group was taught using other classical

techniques as mother tongue translation, providing definition and so on. After the completion of one month intervention, the post-test was undertaken using the same test item. The result of both pre- test and post -test was compared.

The study is divided into five chapters and other sub-chapters. **Chapter one** I have presented background of the study, statement of the problems, objectives of the study, research questions, limitations of the study, and operational definitions of the key terms. Similarly in **chapter second**, I dealt with the review of the related literature and conceptual framework of the study. Likewise, it explores the theoretical assumption of lexical approach, its features and principles. g. Likewise, another part of this chapter includes review of related empirical literature. Similarly in **Chapter third**, I discussed with the methodologies and procedures of the study. To attain the specific objectives of my study, I used experimental research. **In chapter fourth**, I dealt with analysis and interpretation of the result. The collected data from practical field was analyzed and interpreted descriptively with the help of statistical tools, tables and percentage. The **chapter fifth** consists of conclusion and recommendation of the study. Recommendation was presented in three level, they are policy level, practice level and further research level. The overall study concludes that teaching vocabulary through lexical approach is an effective and fruitful for English language learner of class eight.

In this study, for experimental group there was significant differences in the score between the pre- test and post -test statically. That is to say, the proficiency level of the experimental group highly improved during the vocabulary teaching period. The score of experimental group in post-test was increased by 10.95 average score than the pre-test. As a result we can

conclude that lexical approach for teaching vocabulary is an effective approach for the learners of grade 8 proficiency development.

But for the controlled group there is not a significance differences between the pre- test and post- test score. The score of control group in post- test was increased only by 2.5 average score. It might suggest that the classical vocabulary teaching did not do the same positive effect on the student proficiency level.

In this way, I made an attempt to find out the effectiveness of lexical approach for teaching vocabulary. And the study shows that teaching English vocabulary through lexical approach is much favorable and effective than teaching through other classical technique. On the basis of conclusion of this study, I can claim that the result of this experimental study has supported my hypothesis teaching vocabulary through lexical approach is an effective strategy which positively contributes to the development of vocabulary learning and retention of vocabulary on the part of language learner.

5.2 Recommendations

The findings of this research work lead me to point out the following recommendations and implications. Following implication of this study are recommended to be applied in following level of application.

5.2.1 Policy Related

Education is very important to all of us. It is the fundamental component to develop not only individuals' status but also the whole nation. That's why getting proper education is very necessary to shape our future and professional career. To provide a good education, teachers' plays crucial role and to make a qualified teacher the nation should follow the proper educational policy. Similarly the government should organize the proper

policy and plan to provide good education to every child from every nation. Educational policy determines what kind of education we are going to provide and what kind of manpower we are going to product from that education. An appropriate and effective strategy, sufficient materials and the policy of nation are also some unforgettable elements of good educational product. So the teacher needs to select appropriate teaching strategies to maintain the quality of education and educational standard of the country. In this regard, I would like to point out some of the major implication for policy level.

- a. Textbook Board should take steps for writing of English text book on the basis of lexical approach for teaching vocabulary.
- b. The government should conduct such experimental research which greatly helps the English language teachers on proper selection of the good and appropriate teaching techniques for teaching vocabularies.
- c. The syllabus designer and methodologist should encourage the use of lexical approach in teaching vocabulary for language learning.

5.2.2 Practice Related

In the past, there was a period of time when vocabulary was neglected with the current trades vocabulary began to gain important so students should be aware of the different vocabulary learning strategies. Although there are numbers of teaching methods and strategies which come in existences to facilitated learning vocabulary lexical approach is perceived to be best one teaching vocabulary typically involve the use of such activities which draw student's attention to lexical items and seek to enhance their retention and use of them. As lexical approach for focus on context based learning, it is taken to be best approach to teaching vocabulary.

This study showed that teaching vocabulary through lexical approach improved the vocabulary learning more than the classical techniques. Therefore, teacher of English should apply this approach as their teaching strategies. Based on my result I would like to suggest that language teacher should keep in mind the fact that students should not be taught only by definition and mother tongue equivalence of a word but also its contextual meaning. Some of practical level implications are as below:

- a. This research reveals that experimental group performed comparatively better in every aspect of word. Thus, lexical approach in teaching vocabulary should be used in all school as much as possible.
- b. The text book writers should include many exercises related to lexical approach so that the teacher can teach the subject matter involving students in contextual meaning.
- c. The teacher should design such daily teaching lesson plans which directly involve the learners in learning vocabulary through the use of lexical units, fix chunks, collocations and so on.
- d. A teacher faces numerous problems while teaching vocabulary; if they teach vocabulary through use of phrase collection and chunk, learning become long-lasting and permanent.
- e. Lexical approach should be used to teach contextual meaning of vocabulary in the English language classroom.

5.2.3 Research Related

This research is not final research. No single research in effective of lexical approach in teaching vocabulary emphasizes that the large number of experimental research should be carried out to reveal further more information and ideas to the respective field. Some implications for the further research are as follow:

- a. This study was only limited to the students of Shree Dharma Secondary School Bhimad I Tanahun. That's why the same study can be conducted including all subjects and levels of students in other places.
- b. This study will become as a source of reviewing the theoretical as well as empirical literature for the further research.
- c. This study deals only with contextual meaning aspect of vocabulary teaching. Further research can be carried out on the various aspects of language teaching like, use of lexical approach in teaching grammar, effectiveness of lexical approach in teaching writing skill, use of collation in teaching speaking skill and so on.

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Appendix - I

A Sample of Test Items

These test items have been prepared to collect data for the research work entitled "The Effectiveness of Textile Approach in Teaching Vocabulary" which is committed out to under the guidance of Gokul Sharma, Teaching Assistant of Central Department of English Education, faculty of Education, T.U. Kirtipur, Kathmandu. The resource hopes that you all co-operate with her to fill up these tests item by taking part in the test and provide the data for the research study which will be invaluable contribution to accomplish this research work.

Thank You

Research

Namrata Khanal

M.Ed. 2nd Year

Kirtipur, Kathmandu

Pre-test and Post-test Items

Name of Student:

Full Mark: 50

Name of School:

Time: 45 min

Class:

Roll No:

Attempt all the questions

Q.N.1 Complete the following conversation by using the dialogues given in the box. (A phone call for the news reporter) 10

Reporter: Hello, I'm Soniya, a reporter from the Bright Post, a weekly national paper.

Mark: _____ I'm Mark, the Younger son of Neil Armstrong.

Reporter: I'm very sorry to hear about the death of your father.

Mark: _____ It's natural phenomenon.

Reporter: _____ can I talk to you about the death of your father?

Mark: Ok

Reporter: Well, could you tell me when he died?

Mark: Um, he died on the 2nd of August 2015. H'd been suffering from heart diseases.

Reporter: _____, how was he to his family.

Mark: Very loving and encouraging.

Reporter: Thank You very much for your co-operation.

Mark: _____.

You are well come, nice to talk to you, lastly, It's okay, By the way

Q.N.2 Fill in the gap with suitable words related to school.

5

- a) Place where you study, _____.
- b) Place where you play, _____.
- c) Place where your teacher stay, _____.
- d) Place where your principle stay, _____.
- e) Place where you eat, _____.

Q.N.3 For each of words on the left write down associated words from the right. The first one is done for you.

5

Word	Associates Words
Community	people, walk, togetherness, laughs
Journey	walk, write, sit, travel
Festivals	fun, work, enjoy, suffer
Heaven	evil, death, god, <u>volcano</u>
Smile	badness, laughs, anger, happiness

Q.N.4 Choose the suitable words for each of the blanks of space.

10

- 1. I _____ (made, build) coffee yesterday for my husband.
- 2. When I was preparing for the exam, my neighbor played music _____ (nicely/loudly).
- 3. He ate the _____ (hole, whole) cake in his brothers birthday ceremony.

4. Is there any _____ in the soup? (meet/meat)
5. If students break the rule of the school they will be _____ (rewarded/punished).

Q.N.5 Find the single word for each of the following meaning. 5

1. Came to know _____.
2. Supporting something publically _____.
3. To exchange information, news ideas _____.
4. A set of keys for operating a computer _____.
5. The activities while celebrating a special events _____.

Q.N.6 Make the meaningful sentences using given words. 5

- | | |
|--------------------|---------------------|
| a) Household _____ | d) Condolence _____ |
| b) Ceremony _____ | e) Leader _____ |
| c) Memorable _____ | |

Q.N.7 Complete the following paragraph with the words given in the box. 10

Ganesh Man Singh: The iron man

Ganesh Man Singh is publicity acclaimed as all _____ acceptable leader of democracy. It is a sign of _____ that all the Nepalese show towards him that they call _____ leader. He was born on November, 9th, 1915 in Kat _____ He _____ in Durbar High School till grade six. He was _____ from the school for not respecting his fellow student's who were Rana's. In 1949, he became one of the _____ member of the Nepali Congress. He spent many years _____ against the Panchayat System. Finally he _____ the Nepalese

Democracy Movement in 1990 which _____ the Panchayat System. He was the first _____ to receive the state funeral in Nepal.

supreme, commoner, expelled

respect, studied, founding

overthrew, struggling, led, acceptable

Answer Sheet of Post-test Items

(Experimental Group)

Name of Student:

Full Mark: 50

Name of School:

Time: 45 min

Class:

Roll No:

Attempt all the questions

Q.N.1 Complete the following conversation by using the dialogues given in the box. (A phone call for the news reporter) 10

Reporter: Hello, I'm Soniya, a reporter from the Bright Post, a weekly national paper.

Mark: _____ I'm Mark, the Younger son of Neil Armstrong.

Reporter: I'm very sorry to hear about the death of your father.

Mark: _____ It's natural phenomenon.

Reporter: _____ can I talk to you about the death of your father?

Mark: Ok

Reporter: Well, could you tell me when he died?

Mark: Um, he died on the 2nd of August 2015. H'd been suffering from heart diseases.

Reporter: _____, how was he to his family.

Mark: Very loving and encouraging.

Reporter: Thank You very much for your co-operation.

Mark: _____.

You are well come, nice to talk to you, lastly, It's okay, By the way

Q.N.2 Fill in the gap with suitable words related to school. 5

- a) Place where you study, _____.
- b) Place where you play, _____.
- c) Place where your teacher stay, _____.
- d) Place where your principle stay, _____.
- e) Place where you eat, _____.

Q.N.3 For each of words on the left write two associated words from the right. The first one is done for you. 5

Word	Associates Words
Community	people, walk, togetherness, laughs
Journey	walk, write, sit, travel
Festivals	fun, work, enjoy, suffer
Heaven	evil, death, god, <u>volcano</u>
Smile	badness, laughs, anger, happiness

Q.N.4 Choose the suitable words for each of the blanks of space. 10

- 1. I _____ (made, build) coffee yesterday for my husband.
- 2. When I was preparing for the exam, my neighbor played music _____ (nicely/loudly).
- 3. He ate the _____ (hole, whole) cake in his brothers birthday ceremony.

4. Is there any _____ in the soup? (meet/meat)
5. If students break the rule of the school they will be _____ (rewarded/punished).

Q.N.5 Find the single word for each of the following meaning. 5

1. Came to know _____.
2. Supporting something publically _____.
3. To exchange information, news ideas _____.
4. A set of keys for operating a computer _____.
5. The activities while celebrating a special events _____.

Q.N.6 Make the meaningful sentences using given words. 5

- | | |
|--------------------|---------------------|
| a) Household _____ | d) Condolence _____ |
| b) Ceremony _____ | e) Leader _____ |
| c) Memorable _____ | |

Q.N.7 Complete the following paragraph with the words given in the box. 10

Ganesh Man Singh: The iron man

Ganesh Man Singh is publicity acclaimed as all _____ acceptable leader of democracy. It is a sign of _____ that all the Nepalese show towards him that they call _____ leader. He was born on November, 9th, 1915 in Kathmandu. He _____ in Durbar High School till grade six. He was _____ from the school for not respecting his fellow student's who were Rana's. In 1949, he became one of the _____ member of the Nepali Congress. He spent many years _____ against the Panchayat System. Finally he _____ the Nepalese

Democracy Movement in 1990 which _____ the Panchayat System. He was the first _____ to receive the state funeral in Nepal.

supreme, commoner, expelled

respect, studied, founding

overthrew, struggling, led, acceptable

Answer Sheet of Post-test Items

(Control Group)

Name of Student:

Full Mark: 50

Name of School:

Time: 45 min

Class:

Roll No:

Attempt all the questions

Q.N.1 Complete the following conversation by using the dialogues given in the box. (A phone call for the news reporter) 10

Reporter: Hello, I'm Soniya, a reporter from the Bright Post, a weekly national paper.

Mark: _____ I'm Mark, the Younger son of Neil Armstrong.

Reporter: I'm very sorry to hear about the death of your father.

Mark: _____ It's natural phenomenon.

Reporter: _____ can I talk to you about the death of your father?

Mark: Ok

Reporter: Well, could you tell me when he died?

Mark: Um, he died on the 2nd of August 2015. H'd been suffering from heart diseases.

Reporter: _____ , how was he to his family.

Mark: Very loving and encouraging.

Reporter: Thank You very much for your co-operation.

Mark: _____.

You are well come, nice to talk to you, lastly, It's okay, By the way

Q.N.2 Fill in the gap with suitable words related to school.

5

- a) Place where you study, _____.
- b) Place where you play, _____.
- c) Place where your teacher stay, _____.
- d) Place where your principle stay, _____.
- e) Place where you eat, _____.

Q.N.3 For each of words on the left write two associated words from the right. The first one is done .

5

Word	Associates Words
Community	people, walk, togetherness, laughs
Journey	walk, write, sit, travel
Festivals	fun, work, enjoy, suffer
Heaven	evil, death, god, <u>volcano</u>
Smile	badness, laughs, anger, happiness

Q.N.4 Choose the suitable words for each of the blanks of space.

10

- 1. I _____ (made, build) coffee yesterday for my husband.
- 2. When I was preparing for the exam, my neighbor played music _____ (nicely/loudly).
- 3. He ate the _____ (hole, whole) cake in his brothers birthday ceremony.

4. Is there any _____ in the soup? (Meet/meat)
5. If students break the rule of the school they will be _____ (rewarded/punished).

Q.N.5 Find the single word for each of the following meaning. 5

1. Came to know _____.
2. Supporting something publically _____.
3. To exchange information, news ideas _____.
4. A set of keys for operating a computer _____.
5. The activities while celebrating a special events _____.

Q.N.6 Make the meaningful sentences using given words. 5

- | | |
|--------------------|---------------------|
| a) Household _____ | d) Condolence _____ |
| b) Ceremony _____ | e) Leader _____ |
| c) Memorable _____ | |

Q.N.7 Complete the following paragraph with the words given in the box. 10

Ganesh Man Singh: The iron man

Ganesh Man Singh is publicity acclaimed as all _____ acceptable leader of democracy. It is a sign of _____ that all the Nepalese show towards him that they call him _____ leader. He was born on November, 9th, 1915 in Kath _____ in Durbar High School till grade six. He was _____ from the school for not respecting his fellow student's who were Rana's. In 1949, he became one of the _____ member of the Nepali Congress. He spent many years _____ against the Panchayat System. Finally he _____ the Nepalese

Democracy Movement in 1990 which _____ the Panchayat System. He was the first _____ to receive the state funeral in Nepal.

supreme, commoner, expelled

respect, studied, founding

overthrew, struggling, led, acceptable

APPENDIX - II

Sample Lesson Plans: 1

Class: Eight Date: 2072/09/08

Subject: English Time: 40 min

No. of Students: 20

Teaching Items: Vocabularies

Objectives:

On completion of this lesson, the students will be able to:

1. Use these words and make a conversation in front of the classroom.
 - i) Journey
 - ii) Spend
 - iii) Spend, journey, smile
2. Write the meaning sentences using these words.

Teaching Aids: As usual materials, flash

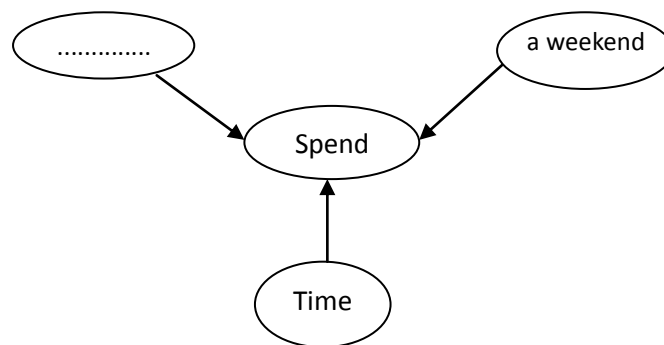
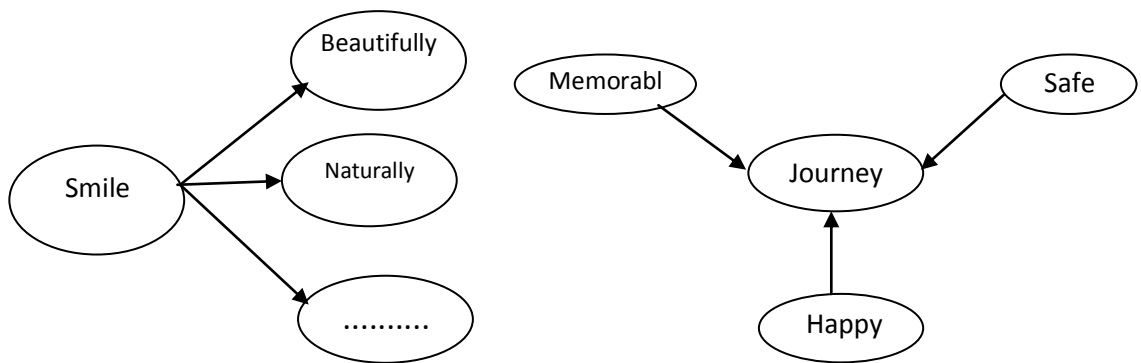
Teaching Learning Activities:

Group "A"

Presentation:

- As entering the classroom, the teacher motivation the students by asking some questions from the related to the topic.
- Then, she presents some words such as spend, journey, smile, death, through their collocations which were thought to be most frequent one

- The new word is being presented in the following manner.



Practice:

- After presenting new words from the lesson with their collocations, the teacher asks students to use these words and make conversation in front of the classroom. He divides the class into different groups and asks students to make conversation using this newly learnt vocabulary.

- For better understanding, he asks students to use these words and make the meaningful sentences. To facilitate students, the teacher presents one example by herself.

1. Journey: Ramesh finished memorable Kathmandu to Pokhara with his wife.
2. Smile:
3. Spend:
4. Palace:

Group "B"

Presentation:

- As entering the classroom the teacher motivates the students by asking some questions from the related topic
- Then, she writes some words from the topic such as, smile, journey, spend, heaven. And get the students understanding by translating them in their mother tongue.

For example:

Smile: मुस्कराउनु

Spent: बिताउनु

Journey: यात्रा

- The teacher also writes some sentences using these words on the board and asks students to copy in their notebook.

For example:

1. Journey: Ramesh finished his memorable journey from Kathmandu to Pokhara with his wife.
2. Smile: Sita always smiles beautifully
3. Spend Jacky spend his almost time with his girlfriend.

Practice:

- The teacher gets the students copying the words meaning on their note book and memories for a while. She also ask the students to memorize the early presented sentences from her side.

Evaluation:

- Write the meaningful sentences using the following words. smile, spend, journey, etc.

Home Works:

- Do the exercise given on your book.

Lesson Plan No.2

Class: Eight

Date: 2072/09/15

Subject: English

Time: 40 min

No. of Students: 20

Teaching Items: Vocabularies

Specific Objectives:

On the completion of this lesson, the students will be able to:

1. Use the given words and make their own sentences for example:
Supreme, protest, acceptable, stand.
2. Write some collocations of above mentioned words.

Teaching Aids:

- Daily used materials, word cards.

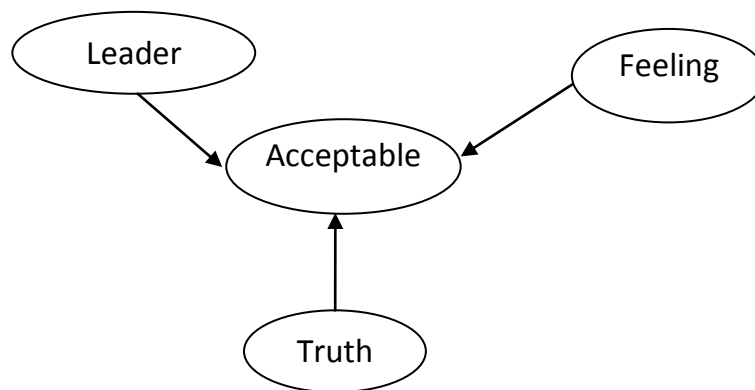
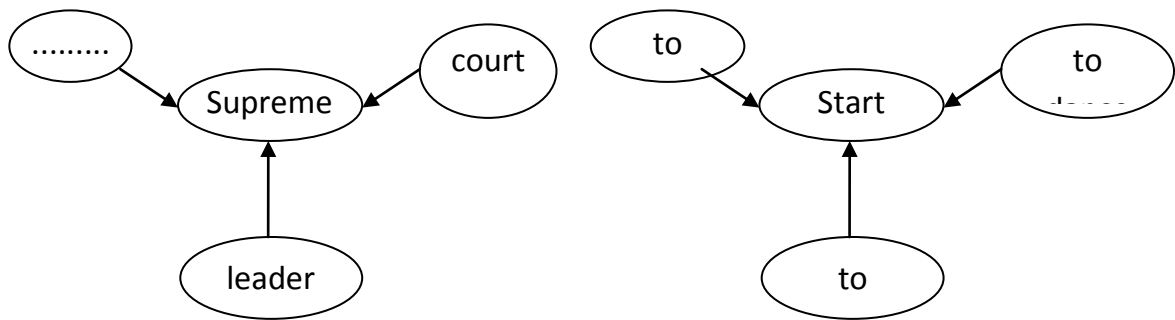
Teaching Activities:

Group "A"

Presentation:

- The teacher writes some words on the board and asks students to guess the meaning of those words based on the given text.
- After that she asks students to read the text and find out some difficult words such as: supreme protest, acceptable, released starts
- Then, the teacher presents different collocation of those difficult words by using word cards.

For example:



Practices:

- After presenting the new and difficult words through their collocation, the teacher asks students to use these words and make meaningful sentences. For better understanding the teacher presents some example,
 1. Ganesh Man Singh is acceptable leader of democracy
 2. Supreme: _____
 3. Start: _____
 4. Protest: _____
- Student's collaborately engage on creating different sentences using the difficult words from the textbook.

Group "B"

Presentation:

- The teacher asks some questions from the previous lesson to motivate the students. After that she asks students to read the textbook and list out the difficult words from the text.
- Then, teacher writes the words with their meaning. For better understanding the teacher translates these words in their mother tongue.

For example:

Start: सुरु गर्ने

Acceptable: स्विकार्य

Supreme: उच्च

Practice:

- The teacher gets the students copying the word meaning on their notebook and memorizing for a while. She also makes some sentences using these words on the board.

For example:

1. Ganesh Man Singh is an acceptable leader of Nepal.
2. If Students break the school's rules and regulation, they can be expelled.

Evaluations:

- Write the meaningful sentences using these words. For example:
Acceptable, start, supreme

Home works:

- Write the meaning of all difficult words from text pp. 36

Lesson Plan No. 3

Class: Eight

Date: 2072/09/20

Subject: English

Time: 40 min

No. of Students: 20

Teaching Items: Vocabularies

Specific Objectives:

On the completion of this lesson, the students will be able to:

1. Communicate using 'take' and 'made' collocations

Teaching Aids:

- Daily used materials, flash cards, sentences cards

Teaching Activities:

Group "A"

Presentation:

- The teacher warms up the students telling interesting short story.
- She writes different sentences on the based e.g.:
 - I have to _____ an exam in the summer.
 - I _____ coffee Yesterday.
- After that, the teacher presents a list of collocation on made and take as;
 - a) Take-get, have, own b) made: did, achieved, attempted

Practices:

- Then she asks the students to complete the gap using appropriate words.

- Students use different words e.g. make, give, built, made, take etc.
- Teacher shows flash cards, and sentences cards and asks the learner to check their answer. e.g.
 1. I have to take an exam in the summer.
 2. I made coffee yesterday.

Group "B"

Presentation:

- Teacher asks some questions from previous lesson to motivate the students.
- After that she writes the word 'take' and 'made' along with their collocations on the board. For example:
Take: get, have own

Made: did, achieved, attempt

Practice:

- Then she asks her students to copy the words with their collocation on their note book and memories them for a while.
- She also makes some sentences using these words and collocation on the board. For example:
 1. I have to take an exam in the summer.
 2. I made coffee yesterday.
- Teacher asks students to memorize those sentences and copy in their not books.

Evaluations:

- The teacher asks the students to make sentences using 'take' and 'made' collocation.

Home works:

- Compose a short dialogue using 'get' down and 'climb up'.

Lesson Plan No. 4

Class: Eight

Date: 2072/09/23

Subject: English

Time: 40 min

No. of Students: 20

Teaching Items: Vocabularies

Specific Objectives:

On the completion of this lesson, the students will be able to:

1. Write the two associate words of the given vocabularies. For examples;
Festivals, Heaven, Anger, Travel, God

Teaching Aids:

- Daily used materials, flash cards

Teaching Learning Activities:

Group "A"

Presentation:

- The teacher asks some questions from previous lesson to motivate the students.
- Then, she asks the students to read the given paragraph from the lesson and list some new and difficult vocabularies from there.
- After that, students list out some difficult words like: Heaven, God, Anger, Travel, People and so on. Then the teacher asks students to try to find and some associated words of the given words such as:
Heaven: death, god
Anger: badness, unhappy
Festival: fun, enjoy

Practices:

- Students collaboratively involve writing other words and their associated vocabularies. For that the teacher divides the class into different pair and helps to complete their tasks.
- She provides some class works to make practices. For example:

Word	Circle the tow associated vocabulary
Travel	Journey, walk, sit, write
Unhappy	Sadness, sample, anger
God	Evil, death, heaven, volcano
Festivals	Fun, work, enjoy, suffer

- If students feel difficulties in completing the task the teacher assist them and if necessary correct their mistakes.

Group "B"**Presentation:**

- As entering the classroom, the teacher motivates the students by telling some jokes.
- She writes some new and difficult words from the lesson and present them with their associate words in the following manners:
Travel: Journey, walk

Unhappy: Sadness, anger

Festivals: Fun, enjoy

God: Heaven, death

Practice:

- Then students get involved in memorizing these words with their associated vocabulary silently.
- The teacher asks students to write the associated meaning of given words for the sake of practices.
 1. Travel, Unhappy, Festival

Evaluations:

- Write some associate words of given vocabularies
 - i) Travel, God, Walk, Death

Home works:

- Mug up these words heartedly.

Lesson Plan No. 5

Class: Eight

Date: 2072/09/30

Subject: English

Time: 40 min

No. of Students: 20

Teaching Items: Vocabularies

Specific Objectives:

On the completion of this class, the students will be able to write the single words of given meaning;

1. Came to know
2. Supporting something publically
3. To exchange ideas, information, news
4. Then activities while celebrating special events.

Teaching Aids:

- Daily used materials

Teaching Activities:

Group "A"

Presentation:

- The teacher asks some questions from the previous lesson to motivate them.
- After that, she writes some sentences on the boards and asks students to find out the single words of each of the sentences on the basis of the related lesson.

Practices:

- Students involve collaboratively to find out the single words to given meaning. For example:
Came to know: (realize) _____
Supporting something publically: Advocating
To exchange ideas, information's, and news: (communication).

- If students feel difficulties than the teacher facilitates them to complete their task.
- At last the teacher provides the correct answer.

G

Presentation:

- The teacher asks some questions from the previous lesson to motivate the students.
- She writes some meaning based sentences on the boards form the lesson to be taught. For example:
Came to know: realize

Supporting something publically: advocating

To exchange ideal, information, news: communication
- The teacher asks students to read the given meaning for the sake of memorization.

Practice:

- The teacher gets the students copying the words along with main meaning from the board and asks for memorizing for a while.
- Then she spells the words and asks students to say the meaning of those words individually for the sake of practice.

Evaluations:

- Write the words meaning of the given words:

a) realize

b) communication

c) advocating

Home works:

- Write the all exercise related to the given lesson from pp. 47.

Lesson Plan No. 6

Class: Eight

Date: 2072/09/30

Subject: English

Time: 40 min

No. of Students: 20

Teaching Items: Vocabulary

Specific Objectives:

On the completion of this class, the students will be able to use the given fixed chunks and dialogues and write a meaningful conversation. For example:

- You are well come
- Nice to talk to you
- Its okay
- By the way

Teaching Aids:

- Daily used materials

Teaching Learning Activities:

Group "A"

Presentation:

- As entering the classroom the teacher motivates the students by asking some questions from the previous lesson.
- After that, she writes some dialogues and fix chunks on the boards, like, by the way, it's okay, nice to talk to you, you are well come.

Practices:

- Then, she divides the class into different pairs and asks the students to make a meaningful conversation using previous given fix chunks and dialogue. The teacher facilitates to conduct students works if necessary.
- At last she makes correction in their weakness and help them to present the final work.

Group "B"

Presentation:

- As entering the classroom, the teacher reviews the previous lesson.
- After that she asks students to read the conversations from their textbook in which different dialogues and fixed chunks are used. Such as, by the way, you are welcome, nice to see you and so on.

Practice:

- Then, she asks the students to read the given conversation until they become able to memorize them. Then, she asks students to write the same conversation by memorizing.
- The students involve memorizing these dialogues and conversation and conduct a conversation in the classroom. If students make a mistake, the teacher corrects them.

Evaluations:

- Make the similar type of correct one using given dialogue.

Home works:

- Do all exercises given in your book pp. 17.

APPENDIX - III

Rank of the Student According to the Pre- test

S.N.	Name	Result of Pre test
1	Bhim Bahadur Thapa	23
2	Maya Thapa	24
3	Rakhya Thapa	22
4	Sanam Shrestha	23
5	Puspa Nepali	22
6	Mina K.C	22
7	Amibika Sigdel	21
8	Bidhya Regmi	22
9	Dev Thapa	21
10	Niru Poudel	21
11	Muna Thapa	21
12	Puza Poudel	20
13	Anita Poudel	21
14	Parbati Thapa	20
15	Ananda Gurung	20
16	SaritaSubedi	19
17	Ramesh Thapa	19
18	Krishna Thapa	19
19	Sankalpa Sigdel	19
20	Ramesh Rana	19
21	RanjanRana	19
22	Narayan Thapa	18
23	Maya Kumal	18
24	NilataThapa	18
25	UjjwalKhanal	18
26	Balaram K.C	17

27	Bibek Pokhrel	17
28	Yamuna Ghate	16
29	Sabitri Shrestha	15
30	Ram Thapa	15
31	Pratik Subedi	15
32	Rupa Rana	15
33	Anil Bhandari	14
34	Suraj B.K	15
35	Kabita Dhakal	14
36	Durga Pathak	15
37	Durga Regmi	13
38	Pratik Regmi	13
39	Ramesh Karki	10
40	Kriti Nepali	10
	Total	723
	Average	18.075

APPENDIX - IV

Pre -test and Post-test Result of Group 'A' (Experimental)

S.N	Name of Students	(P1) Pre test	Post test	Difference (D)	Difference in (%)
1	Bhim Bahadur Thapa	23	34	11	22
3	Rakhya Thapa	22	30	8	16
5	Puspa Nepali	22	35	13	26
7	Ambika Sigdel	21	33	12	24
9	Dev Thapa	21	32	11	22
11	Mina K.C	21	28	7	14
13	Anita Poudel	21	28	7	14
15	Ananda Gurung	20	34	14	28
17	Ramesh Thapa	19	27	8	16
19	Sankalpa Sigdel	19	26	7	14
21	Ranjan Rana	19	35	16	32
23	Maya Kumal	18	29	11	22
25	UjjwalKhanal	18	27	9	18
27	BibekPokhrel	17	28	11	22
29	SabitriShrestha	15	28	13	26
31	Pratik Subedi	15	25	10	20
33	Anil Bhandri	14	28	14	28
35	Kabita Dhakal	14	24	10	20
37	Durga Regmi	13	30	17	34
39	Ramesh Karki	10	20	10	20
	Total	362	581	219	438
	Average	18.1	29.1	10.95	21.9

Appendix - V

Pre -test and Post-test Result of Group 'B' (Control Group)

S.N.	Name of the students	(P1) Pre test	Post Test	Difference (D)	Difference in (%)
2	Maya Thapa	24	27	3	6
4	Sanam Shrestha	23	26	3	6
6	Mina K.C	22	21	-1	-2
8	Bidhya Regmi	22	26	4	8
10	Niru Poudel	21	24	3	6
12	Puza Poudel	20	22	2	4
14	Parbati Thapa	20	25	5	10
16	Sarita Subedi	19	21	2	4
18	Krishna Thapa	19	24	5	10
20	Ramesh Rana	19	23	4	8
22	Narayan Thapa	18	22	4	8
24	Nilata Thapa	18	22	4	8
26	Balaram K.C	17	19	2	4
28	Yamuna Ghate	16	18	2	4
30	Ram Thapa	15	16	1	2
32	Rupa Rana	15	20	5	10
34	Suraj B.K	15	18	3	6
36	Durga Pathak	15	16	1	10
38	Pratik Regmi	13	15	2	4
40	Kriti Nepali	10	12	2	4
	Total	361	417	55	120
	Average	18.05	20.9	2.7	6

APENDIX - VI

Individual Scores in Test Item (T_i) of Group 'A' in Pre-test

R.N	T_1	T_2	T_3	T_4	T_5	T_6	T_7	Total
1	4	2	3	5	2	3	4	23
3	4	2	3	5	3	2	4	22
5	4	2	2	5	3	2	3	22
7	4	2	2	4	3	2	4	21
9	4	2	2	4	2	3	4	21
11	4	2	2	3	3	2	5	21
13	4	2	2	4	2	3	4	21
15	4	2	1	5	2	2	4	20
17	3	2	2	3	2	3	4	19
19	4	2	1	4	3	2	3	19
21	5	2	3	3	1	2	3	19
23	4	2	3	3	1	2	3	18
25	3	2	1	4	2	2	4	18
27	3	1	2	3	2	2	4	17
29	3	2	1	3	1	2	3	15
31	3	2	1	3	2	1	3	15
33	3	2	1	3	2	1	2	14
35	3	1	1	3	1	2	3	14
37	2	1	2	3	1	1	3	13
39	2	1	1	2	1	1	2	10
Total	70	36	35	72	39	40	69	362
Average	3.5	1.8	1.75	3.6	1.95	2	3.45	18.1

APENDIX - VII

Individual Scores in Test Item (T_i) of Group 'A' in post Test

R.N	T_1	T_2	T_3	T_4	T_5	T_6	T_7	Total
1	6	3	4	7	3	4	7	34
3	6	3	3	7	3	3	5	30
5	6	4	5	7	2	3	6	35
7	6	3	3	7	3	3	8	33
9	6	3	3	6	4	4	6	32
11	6	3	3	5	3	2	6	28
13	6	3	3	5	3	3	5	28
15	6	4	2	7	4	4	7	34
17	4	3	3	5	2	4	6	27
19	5	3	2	6	3	3	4	26
21	7	4	5	6	3	4	6	35
23	6	3	4	5	2	3	6	29
25	5	4	2	6	3	2	5	27
27	5	2	4	5	3	3	6	28
29	5	3	2	5	3	4	6	28
31	5	4	2	5	3	2	4	25
33	6	4	3	6	3	2	4	28
35	4	2	2	5	2	4	5	24
37	5	3	4	6	2	4	6	30
39	4	2	2	5	1	2	4	20
Total	109	63	61	116	57	63	112	581
Average	5.5	3.15	3.05	5.8	2.85	3.15	5.6	29.05

APENDIX - VIII

Individual Scores in Test Item (T_i) of Group 'B' in post Test

R.N	T_1	T_2	T_3	T_4	T_5	T_6	T_7	Total
2	5	4	2	6	3	2	5	7
4	5	1	3	6	3	4	4	26
6	4	2	2	5	2	2	4	21
8	5	1	3	6	3	4	4	26
10	5	3	2	4	2	3	5	24
12	4	3	3	6	1	2	3	22
14	5	4	2	5	3	2	4	25
16	4	2	2	5	3	2	4	21
18	5	3	2	4	2	3	5	24
20	4	2	5	3	3	2	4	23
22	4	2	2	5	3	2	4	22
24	4	3	4	3	2	3	3	22
26	3	2	4	4	1	1	4	19
28	4	2	3	3	1	2	3	18
30	3	2	3	1	2	2	3	16
32	4	2	2	4	2	2	4	20
34	4	2	1	3	2	2	4	18
36	4	1	1	5	1	1	3	16
38	3	1	2	3	1	1	4	15
40	3	1	2	2	1	1	2	12
Total	82	43	50	84	40	43	76	417
Average	4.1	2.2	2.5	4.2	2	2.15	3.8	20.9