

**Strategies Adopted by Basic Level English Teacher in Teaching Vocabulary: A
Case Study**

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

**Submitted by
Sanam Acharya**

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

2023

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2023**

**T.U. Regd. No: 9-2-706-97-2014
M.Ed. Fourth Semester
Exam Roll No.: 7428123/074**

**Date of the Approval of
Thesis Proposal: 20/04/2023
Thesis Submission: 04/09/2023**

Declaration

I hereby state that, to the best of my knowledge, this thesis is entirely original; no portion of it has ever been submitted to another university.

Date: 03/09/2023

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Recommendation for Acceptance

This is to certify that **Ms. Sanam Acharya** has prepared her M.Ed. thesis entitled **Strategies Adopted by Basic Level English Teacher in Teaching Vocabulary: A Case Study** under my guidance and supervision.

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Dedication

Affectionately

dedicated to

My late father, my husband and my family members who have motivated me to make

me

what I am today.

Acknowledgements

First of all, I am grateful and indebted to my thesis supervisor **Dr. Priti Kumari Mandal**, Lecturer, Department of English Education, University Campus, Kirtipur, who offered me impetus to accomplish this study and provides me invaluable inputs to bring this work in this shape. I would like to acknowledge her indispensable instructions, continuous guidance and strong co-operation both in the completing this thesis in an appropriate way and in my academic life.

Similarly, I am indebted to **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education, University Campus, Kirtipur for his incentive, invaluable and constructive suggestions, continuous assistance and guidance to carry out this research.

I would like to express my sincere gratitude to **Prof Dr. Rishi Ram Rijal**, Expert, **Mr. Guru Prasad Poudel**, third member of thesis viva, Department of English Education, Tribhuvan University, for their constructive feedback and genuine suggestions.

Similarly, I would like to express my deep gratitude to Reader, **Dr. Renu Kumari Singh, Dr. Hari Maya Sharma, Dr. Kamal Paudel, Mr. Bhim Prasad Wasti, Mr. Resham Acharya, Mr. Ashok Sapkota** and **Mr. Khem Raj Joshi** for their direct and indirect valuable academic support and encouragement.

I would like to thank the administrative staff **Ms. Madhabi Khanal** the Librarian, Department of English Education for their constant help to provide books and other valuable information. I cannot remain without thanking my Gurus and Gurumas who taught me in different levels.

I am also grateful and thankful to my parents in law, my son and all relatives for direct and indirect support in completion of this thesis.

Last but not the least, my special thanks go to the school, participants' teachers of this study for their valuable time and mutual collaboration, and my deeper gratitude goes to my colleagues for their support, encouragement, and motivation in this work.

Abstract

This research entitled, **Strategies Adopted by Basic Level English Teacher in Teaching Vocabulary: A Case Study** intended to identify the strategies that teacher used in grade six in teaching English Vocabulary in terms of Pronunciation, Spelling, Word meaning, Word Formation and Word Use. It also aimed to explore the most frequent and least used strategies. The study was based on case study under qualitative research design. The population of the study was basic level English teachers of private school in Kathmandu district. 1 English was selected purposively by the researcher. The tool used in the present study was observation checklist and questionnaire. The researcher observed 24 classes of a selected teacher from 30 April 2023 to 29 June 2023. The overall findings of the study reflected that out of 24 observed classes the teacher used different strategies for teaching different aspect of vocabulary. The teacher used modelling, visual representation, phonetic symbols, reading aloud, drilling and dictation for teaching pronunciation. Copying and read aloud and dictation for teaching spelling. Data showed the teacher used dictation, drilling, modelling, explanation, translation, copying and read aloud and phonetic symbol frequently while teaching different aspects of vocabulary. The least strategy used by the teachers are demonstration, contrast, prefix and style and register.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic in which background of the study, statement of the problem, objective of the study, research questions, significance of the study, limitation of the study, and operational definitions of the key terms are included. The Second chapter covers the review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. The Third chapter deals with the methods and procedures of the study which includes research design, population, sample and sampling strategies, study area, method of the study, data collection tools and strategies, data collection procedures and data analysis and interpretation procedure. Likewise, the fourth chapter presents the analysis and interpretation of results. It also includes analysis of data, interpretation of results and summer of the findings. The Fifth chapter deals conclusion and recommendations followed by references and appendices. The recommendation is subsumed under policy related, practice related and further research related respectively.

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Chapter I

Introduction

This introduction chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

English is an international language. English language is commonly spoken as a first language by many people and it is also widely learned as a second or third language by non-native speakers around the world. In the word of Crystal (2003), English has been linked language in the field of communication. It is characterized by its extensive vocabulary, diverse grammar rules and multitude of regional dialect. Vocabulary is one of the aspects of teaching and learning language. Most of the language learning institutions and curricula have been given less emphasis on teaching vocabulary. Learning vocabularies is really crucial for acquiring second language competence. Due to this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning. Teaching vocabulary cannot restrict within only in teaching activities or classroom learning. vocabulary can be learned through various ways, being familiar with various words, objects and things as well.

Regarding the importance of vocabulary, Crystal, D (1995) states, "vocabularies hold great importance in developing competence in a particular language. So, teaching vocabularies is a significant aspect of teaching and learning language." From this definition, it becomes clear language competency is determined with vocabulary. According to Horst, Cobb & Meara (1998), as cited in Tahira (2012) typical vocabularies target for general course are 1000 words for elementary levels, additional 2000 words for intermediate level, additional 2000 words for upper intermediate level and an additional 2000 words plus for advanced level.

The reality is that native speakers continues to learn new words. For the second language learner they face double challenges to fill the gap of learning language and building the foundation of vocabularies in second language.

The way of using strategies and methods in vocabulary teaching is effective and real indeed in teaching and mention a distinct way of presenting for students. The consideration in language skills are important in listening, speaking, reading and writing. Language has various aspects at in various levels. For example; word use, word formation, word meaning and word grammar are discussed. These all aspects should be considered in language vocabulary teaching.

Using different teaching strategies seem beneficial in teaching vocabulary as in overall language skills and language aspects. There are various strategies and materials for teaching vocabulary which provide an effective training and learning method for teachers and it can also be used effectively as teaching resources to help students learn and understand vocabulary. Approach, method, technique and strategy are mostly used in the field of language teaching. These terms are sometimes used synonymously. An approach is theoretical position or belief about the nature of language. It is an umbrella term. Likewise, method is the over plan for accomplishing the objectives. Similarly, techniques are the activity, which is implemented in the classroom. What a language teacher does in the classroom develop learner's communicative competences in techniques. Payton, Anthony (1963) defines techniques as:

“Technique is implementation that which actually take place in a classroom. It is tricks, stratagem contrivance to accomplish an immediate objective. Techniques must be consistent with method and in harmony with an approach.”

Specially, techniques and strategies are taken as synonymous words. Hornby and Turnbull (2005, p. 15) states techniques as “a particular way of doing and something, especially one in which you have to learn special skills”. Hornby and Turnbull (2005, p.15). Likewise, Hornby and Turnbull (2005, p.15) mentions strategy means “a plan that is intended to achieve a particular purpose”.

Learning a second language is not an easy task. It requires a lot of time and efforts to have mastery over all levels of language. Among them vocabulary is very important because a language learner has to learn adequate number of vocabularies to communicate in a target language effectively. Therefore, learning a foreign language is a matter of learning the vocabulary of the language.

Statements of the Problem

Teaching English vocabulary to young learners at basic level is not easy. Vocabulary is the overall term of word patterns. Word pronunciation, word spelling word meaning and word use are the aspect of teaching vocabulary and they can also be developed by the use of different strategies such as picture, realia, game, mime and gesture, contrast, demonstration song and rhymes, modeling, drilling and minimal pairs. So, it is important to find out which method or strategies is the most effective one for teaching vocabulary.

Teaching needs strategies. Strategy is a real classroom implication. What we apply in the classroom is a technique. There are several strategies of teaching vocabulary, according to Molinsk and Bliss (n.d.); describing pictures, drawing game, read, write, and draw, flash cards, grab bag, realia, mime, puzzles, songs and rhymes. Traditionally, vocabulary instruction has focused on having students look up word meaning and memorize them. The teaching approach provides only superficial and short learning of words. Students simply memorize word meanings frequently have trouble applying the information in definitions and often make mistakes about the meaning.

Different ELT scholars have suggested different strategies to teach different aspects. For instance, Khatiman, (2010) have suggested various strategies for teaching vocabulary. However, all these strategies cannot be applied in all context around the world. Selection of the particularly depends on the context in which teaching and learning take place. The contexts is determined by various factors such as availability of materials, training, expertise, experience, aim of teaching English, tradition of teaching and so on.

The strategy which is usually used by the teacher to teach vocabulary make students more active and they do not get bored easily when learning English vocabulary. It helps to motivate, create interest, breaks monotony of the class and provide new spirit and enthusiasm for the learners. Therefore, this study will investigate the strategies of teaching vocabulary used by basic level English teachers. Strategies help student begin to understand the process of learning. Strategies help students to bypass their areas of weakness and to perform at the level at which they are capable.

Objectives of the Study

This study has the following objectives:

- To identify strategies adopted by a teacher in teaching vocabulary at basic level.
- To explore the most frequent and less used strategies.
- To suggest some pedagogical implications.

Research Questions

This research is oriented to find the following questions:

- What different strategies do teachers use?
- What are the most frequent and least used strategies?

Significance of the Study

This study has a great contribution in the field of teaching vocabulary. Vocabulary is an essential component of language learning, and effective vocabulary instruction lead to improve reading comprehension, writing ability, and overall language proficiency. Different students have different learning style, and what work for one student may not work for another. So effective strategy for different types of learners met the individual needs of each student. Effective vocabulary instruction is particularly important for students from diverse background, who may lack exposure to English language vocabulary in their home environment. By studying the strategies, the teacher will identify the ways to make vocabulary instruction more

culturally responsive and relevant to the needs and experiences of diverse learners. Explaining with strategies is an impressive way of teaching vocabulary can help to memorize and use words in real situation. It improves apart from the teachers and students as well as this can be significant to text book writers, teachers, trainer, course designers, textbook writers and individual researchers as well.

Delimitations of the Study

The researcher was limited his/her study to certain boundary. In the same way this research was confined in terms of the following aspects.

- The study was limited to a teacher of basic level of private school.
- This study was limited a teacher of private school of Teku and Kalimati of Kathmandu district.
- This study was limited to the English teacher of grade six
- The study was limited to the use of observation form and questionnaires.
- The sample was limited to select through the use non-random purposive sampling under case study.

Operational Definitions of the Key Terms

Strategy: it refers to the method, techniques, procedures and processes that a teacher uses during instruction.

Vocabulary: knowledge or words, including their structure(morphology), use(grammar), meanings (semantics), and links to other words.

Non-random sampling: the technique of selecting a sample that does not meet at least one of the two conditions specified in the definition of a random sample selection.

Chapter II

Review of Related Literature

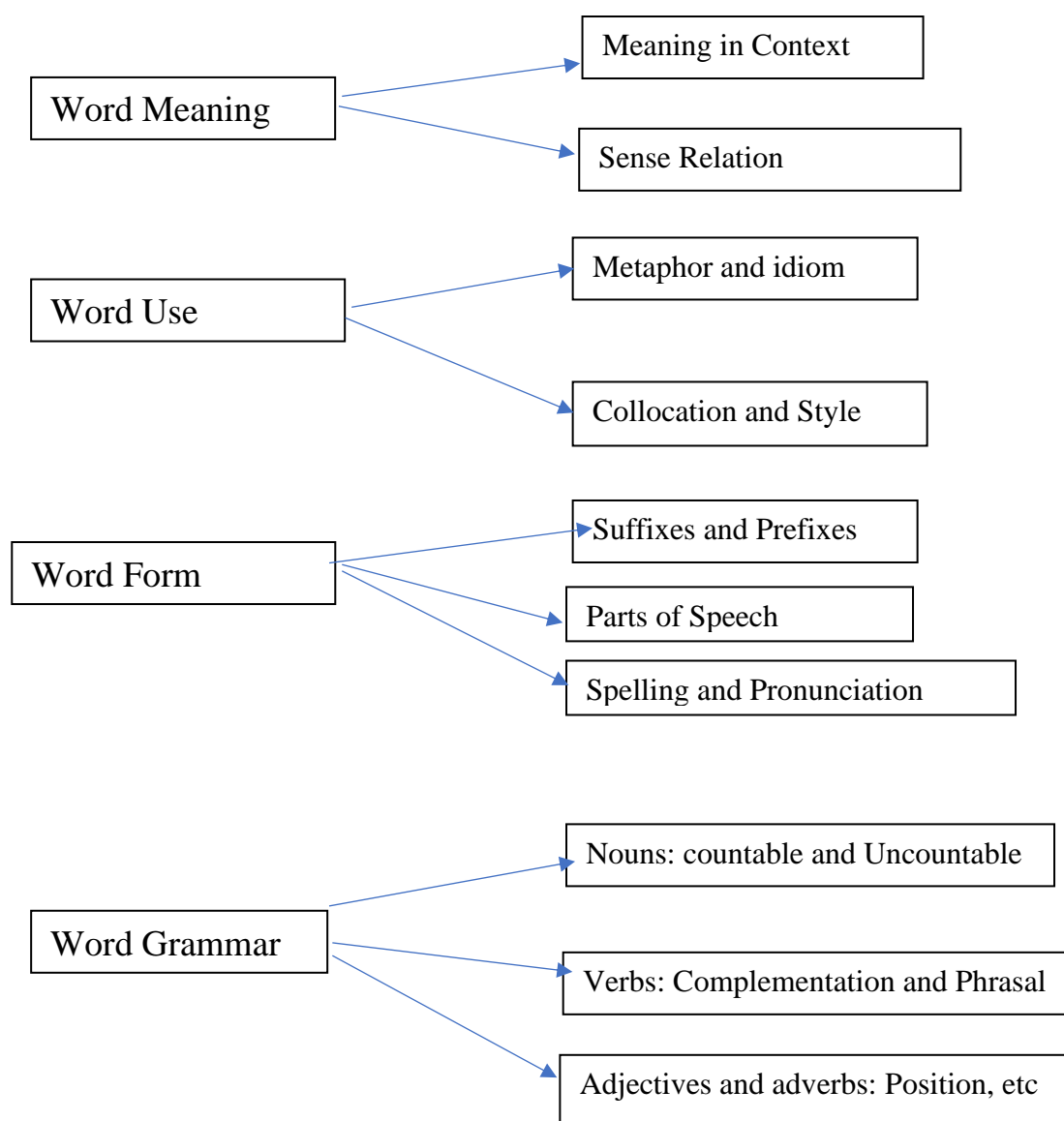
This chapter consists of review of related theoretical and empirical literature, implication of review literature, and conceptual framework of the research.

Review of Related Theoretical Literature

Under the theoretical review I have discussed about vocabulary and interrelated theories. It includes introduction of vocabulary, aspects of learning, importance of teaching vocabulary, strategy of teaching vocabulary, use of different teaching strategies in teaching vocabulary.

Definitions of vocabulary. We can define vocabulary as a set of familiar words within a person's language. A unit of vocabulary is also considered as a lexical items or lexeme. Similarly, the term lexicon is synonyms with the term vocabulary. Hatch and Brown (1995, p.1) defined, "Vocabulary refers to a list or set of words for particular language or list of words that individual speakers of language might use." In this regard, the body of words used in particular language is called vocabulary. According to (Ur, 1996), vocabulary refers to words that are taught in foreign language. While, Thornbury (1997, p.7) stated that vocabulary or lexis in English in frequently used interchangeably. He tends to explain that the items or total stock of words used in language might use in place of each other. Hunt and Beglar (1992) discuss three approaches in vocabulary teaching and learning (i) incidental learning (i.e. learning vocabulary as a by product of doing other things such as reading or listening) (ii) explicit instruction (i.e. depend on identify specific vocabulary acquisition target for learners.) (iii) independent strategy development. (as cited in Richard and Renadya). Without an extensive vocabulary and strategy for acquiring new vocabulary, learners often achieve less than their potential and may be not motivated from making use of language learning opportunities around them such as listening to the radio, listening to native speaker, using the language in different contexts, reading or watching television. There are different techniques of teaching language vocabulary, using flashcards and realia are one of the techniques for teaching vocabulary.

Harmer (1991, p. 158) emphasis the four aspects of vocabulary in teaching and learning second language, which is presented below.



The above aspects of vocabulary that have to be learn with its aspects. Word meaning, word use, word formation and word grammar are components of learning vocabulary.

Vocabulary is a crucial component of language proficiency and it provides much of the basis for how learners extend his language skills. Without an extensive vocabulary and strategy, learners cannot achieve language skills well. Such extensive way of learning vocabulary is use of language in different situations, reading, watching television etc. Intensive learning vocabulary refers with related text book

learning. Involving with intensive and extensive activities enhancing learning vocabulary. The effective way of teaching and learning vocabulary is meaning focus, focus of language and fluency development. The short description of aspects of teaching vocabulary as follows.

Aspects of learning vocabulary. Vocabulary is the core component of language. Language is the expression of views, ideas, information and communication. Learning vocabulary through incidental, intentional and independent approaches requires teachers to plan to apply various activities and practices. As learners' vocabulary extend in size and depth, extensive reading and independent strategies may be increasingly emphasized. Teaching vocabulary is not only to present new words and work with their meanings but also to consider other issue i.e. to work with the uses in different ways. It is clear that the words which are used frequency has high frequency, range coverage, learn ability. Words meaning, word use, word formation and word grammar make clear of using vocabulary. Meaning presents with context and sense relation. Likewise, word use has presented with metaphor and idiom, collocation and style and register. Under word formation parts of speech, prefix and suffix, spelling and pronunciation are presented and in word grammar nouns, verb complementation, phrasal verbs, adjectives and adverbs are presented.

Spelling: The aspect of spelling belongs to orthography. It plays a vital role in writing. Spelling is the basic skill that every learner needs to learn to write successfully in English language. It is the graphic representation of sounds in writing. producing a piece of writing is impossible without knowing spelling. Many students feel it difficult to learn spelling because there is no one to one correspondence between the sound and symbol in English. There are many irregularities in singular, plural system and pronunciation of same sound in different words. Therefore, it is very important for the students to earn and practice common spelling patterns.

Pronunciation. Pronunciation is a crucial part of mastering any foreign language including English language. It is to speaking, listening and reading. pronunciation can make a bad effect to those skills. However, with a good pronunciation people can have a good communication with other, and we can inform our purpose to other and they can understand what we want to say. This fact makes

pronunciation have taught as early as possible to the students. Teaching pronunciation should be taught at basic level because children can learn something easier than adult.

Word meaning. It is the study of words, their meaning and the relationship between them. This relation is often transmitted through the use of synonym, antonym, hyponymy, and polysemy. Mostly, one word has only one meaning whereas the learner does not get any trouble but sometimes one word has more than one meaning. Harmer (1991, p, 156) has described the trend of meaning change in different context giving example of word 'book' with its various meanings. The word book has been presented including the categories as noun, verb and phrasal words with different meanings. Similarly, the word 'bank' refers to various meaning according to the situation of its use e.g. we go to the bank to withdraw the money. Police found the corpse at the bank of river. Students bought the question bank of all subjects.

From the above examples, it is clear that the context determines the meaning of words. If the teachers provide the meaning of new words in context, students are facilitated to get clear idea.

Word use. To be proficiency in language just knowing the meaning doesn't make sense. It is the way of using in a sentence to give sense. Metaphor and simile are the figure of speech which express the thing comparing with another. Metaphor is figure of speech which makes use of comparison or description term for a person or thing which is literally impossible. Simile is another figure of speech which compares the things comparing with the use of 'like' or 'as'. Abrams (1993) says, in a simile a comparison between two distinctly different things is explicitly indicate the word like or as (p.102) i.e. My Mistress Eyes are nothing Like the Sun.

Similarly, idiom is a group of words which functions as a single unit whose meaning cannot be inferred by separating the parts. In another sense, the meaning of idiom is completely different from meaning of individual words, e.g. It was raining cats and dogs. Here cats and dogs mean 'heavily'. Likewise, collocation is the association of one lexical item with another lexical item. In the basis of person, place and location style is differ from formal to informal condition. Register is the varieties of language which is used by a group of people who are sharing the same occupation

or the same interest. The language used by a doctor and an engineer is different. Thus, word is meaningful according to their use.

Word grammar. Word grammar is the study of words according to the structure and analysis of them into morphological level. Word grammar mainly concerns with the major word classes like noun, verb, adjective and adverbs with their detail description. Harmer (1991) says, "As words change according to their grammatical meaning, the use of certain words can trigger the use of certain grammatical patterns"(p.157). The singular and plural noun takes singular and plural verbs and the words adjectives in their position occur in a sentence should be considered.

Word formation. Word formation, also called word building, is changing the form of words to build other words which would bear another meaning. Word can change their shape and grammatical value too.

Yule (1996, p.64) has categorized word formation into compounding, coinage, blending, clipping, back formation, acronym, modification, reduplication, conversion. compounding is a word formation process where two or more individual words are combined to create a new word. This can involve combining nouns, verbs, adjectives, or others parts of speech to form compound word, such as playground, classroom or firefighter.

Blog is a combination of " web" and "log", coined to describe online journals or weblogs. Blending is the word formation process in which parts of two or more words combine to create a new word whose meaning is often a combination of the original words. For example: breakfast + lunch= brunch, motor + hotel=motel . In clipping a word is reduced or shortened without changing the meaning of the word. For example: examination- exam, public house- pub, influenza- flu. Donate from donation. Donate is created by removing the -ion suffix from donation which is called backformation. Likewise, un + happy= unhappy, super + market=supermarket are formed to make new words by using prefix word formation. Suffixes are added to the end of a base word to create a new word or modify the meaning of the base word. For example: -able/-ible (indicates the capability of something.) – portable, audible. -ing: (forms present participle and gerunds, often indicating ongoing actions)- running (the

act of running), cooking (the process of cook). Teacher can change words shape and grammatical value. Students need to know about the word formation and know how to twist words to fit different grammatical and situational contexts. The students be trained to change a noun into verb and adjectives.

Importance of teaching vocabulary. Teaching English language to the learners whose language is not their first language is not easy. To have good communication one should have ample number of vocabularies. Mostly, the language teaching program purpose to help students to provide large range of useful vocabulary. Without range of vocabularies a language cannot be imagined. In this regard, Wilkins (1997, p.111) says, "Without grammar very little can be conveyed. Without vocabulary nothing can be conveyed." Thus, vocabulary teaching and learning is crucial to develop the language proficiency of the learners.

Sokmen, A.J (1997) listed some key principles of teaching vocabulary which aim is to make vocabulary learning effective, engaging and relevant for language learners.

To remember word more effectively repeating and reviewing vocabulary plays vital role in learning. If students are taught vocabulary in context, students understand how words are used in real life situation. For meaningful association, teacher can encourage learners to associate new words with familiar words or concepts to facilitate understanding and retention. The students learn vocabulary by letting them to engage in a variety of activities such as games, role play and discussion. It is effective if teacher starts with basic vocabulary and gradually introduce more complex words to match learners' proficiency levels. By using technology students improves their vocabulary. Feedback plays vital roles to help learners to improve the usage of vocabulary. Positive feedback encourages students to learn better. Real life application shows how the learned vocabulary can be applied in real-life situations, such as travel, work, or daily conversations.

It is almost impossible to learn a language without words, even communication between human beings is based on words. A rich vocabulary enables effective communication. It allows learners to convey ideas, emotions and concepts accurately. A strong vocabulary enhances the student's ability to grasp complex ideas

and information. It allows the students to enhance their ability to think critically. A varied vocabulary makes reading more enjoyable and develop the capacity for continuous learning and personal growth. Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. Vocabulary plays a pivotal role in communication, comprehension, academic success, career advancement and personal development. So, it is fundamental skill that benefits every aspect of the students learning. The teacher should prepare and find out the appropriate strategies, which will be implemented to the students. A good teacher should prepare himself/herself with various and up to date strategy for teaching vocabulary.

Strategy of teaching pronunciation. Correct pronunciation is the first step of learning vocabulary. The role of the teacher in teaching pronunciation is very important. Harmer (1991) gives emphasis on the following techniques for teaching pronunciation.

Through modelling. The teacher first pronounces then the students repeat it individually or in chorus. The techniques is associated with principles of audio linguicism, therefore, it is a kind of drill strategy. This strategy has four steps.

Perception: the teacher provides the model and the students receive the pronunciation

Imitation: students imitate the models provided

Feedback: the teacher corrects students' mistake and errors

Drill: first, group drill and then individual drill should be followed.

Phonetic symbol. In this technique, pronunciation is taught after introducing phonetic symbol, i.e. vowels and consonants. The learners get the idea of transcription through phonetic symbols.

Strategy of teaching spelling. Spelling us the graphic representation of letters in which particular word is written. Harmer (1991, p.192) focuses on the following techniques for teaching spelling.

Copying. The teacher writes the difficult words on the board and students copy them on their note copy.

Dictation. The teacher pronounces the word and students write by listening to their teacher.

Word analysis. The teacher teaches the words analyzing their prefix, stem or root and suffix. For example, friendship can be analyzed as friend +ship, unfriendly can be un + friend + ly. So, it provides them basic idea from the root of the word.

Spelling game. The teacher provides the problematic games and students learn spelling of words playing the game.

Reading aloud: The students read aloud the words, phrases and sentences as directed by teachers.

Strategy of teaching meaning of a word. The main objectives of teaching vocabulary are to make students to find out word meaning themselves in various situations. Many techniques of presenting vocabulary items are possible. Harmer (1991, p. 161) suggests the following activities.

Contrast/antonym: Teacher can also teach meaning of words by contrasting them with another word such as "big" can be contrasted with "small".

Drawing and picture. this technique can be used to teach concrete objects, which cannot be brought into the class. Like elephant, car can be drawn and taught. Similarly, the words belonging to actions like smile, walk, jump etc can be taught using this technique.

Mime, actions and gesture. the terms mimes, gestures, and actions are related. Facial expressions, gestures etc. can be used to teach meanings of some words. The meanings of word like dancing, smoking can be taught using this technique. Some prepositions of movements can also be taught through mime.

Song and rhymes. it is also useful technique to teach vocabulary especially to young people because they love songs. It also helps to motivate students and also

creates interest upon students and helps to break monotony and mental fatigue. When we inside out new teaching item in song and rhymes they repeat it interestingly again and again and improve pronunciation and learn meaning easily and unconsciously.

Translation. translation is a quick and easy way to present the meaning of words but it is not without problems. In the first place, it is not always easy to translate words, and in the second place, even when translation is possible, it may make it a bit too easy for students by discounting them from interacting with the words.

Synonym/antonym. The meanings of some words can be taught using synonyms and antonyms.

Synonym

Eg: Pretty- beautiful

Finish- end

Antonyms

Eg: Light- heavy

Start- begin

Realia. Realia are the real objects which make concept clear of learners. Using of realia in classroom helps to motivate learners to learn new vocabulary. Realia is one of effective media which use real object to show the students the concrete item. Willis (2008) states that when teachers are teaching students about a concrete item, an effective teaching strategy is to show them an actual item. Realia are collected by teachers themselves, from the learners and from the school. Realia are presented in classroom at pre-reading stage, while reading stage and post reading stage. Explanation, observation, identifying objects, group discussion methods are used in presenting realia at in classroom. Using flashcards and realia are meaningful as well as for encouraging in learning vocabulary.

Review of the Related Empirical Literature

Many research works have been carried out in the field of strategy used by the English teachers for teaching vocabulary. They are somehow related to my study too.

Thus, it is important to review the work of previous one which provides guideline to the researcher for completing the research work. Some scholars and their research work that have been carried in the field of teaching vocabulary by using different strategies are reviewed as follows.

Katel (2015) carried out a research entitled, “Teachers Perception on Practice of Group Work Technique in Teaching Vocabulary”. Her purpose of study was to explore the teacher’s perception on the practice of group work technique in teaching vocabulary. It is the type of survey research. For this s, she selected twelve schools and three teachers from each of the students in Kathmandu valley by using purposive non- random sampling design. On the other hand, she used questionnaire as a major tool for data collection. She found that the group technique was very useful technique to teach vocabulary.

Pokharel (2017) carried out research entitled, “Strategies of Vocabulary Used by Lower Secondary Level English Teachers.” His objective was to find out the teaching strategies used by secondary level English teachers in teaching vocabulary in terms of teaching meaning and pronunciation. He selected five schools situated in Kathmandu district using purposive non- random sampling procedure. For eliciting data, he observed fifteen classes for teaching meaning and fifteen classes for teaching pronunciation in the ELT classes. He analyzed and interpreted researches carried out so far, in the sense that it attempts to find out the strategies used by lower secondary level English teachers in terms of teaching meaning and pronunciation of vocabulary. He used descriptive as well as tools. He has found that altogether thirteen strategies of teaching meaning and pronunciation aspects of vocabulary used in various ways. Although teachers adopted different strategies in teaching vocabulary, teachers faced problems because of lack of modern technology, resource and materials and lack of learner’s motivations.

Maurati (2017) carried out survey research entitled, "Teachers' Practices of Teaching Vocabulary through the use of Gesture and Realia at Primary Level." His objective was to identify the teachers' practices of teaching vocabulary through the use of gesture and realia and to find out the situations of using gestures and realia. He used simple random sampling procedure. He prepared questionnaire for twenty teachers of primary level of Tanahu district. Data were also collected from class

observation. From his findings that most of the teacher read the passage in Nepali language and read the passage loudly. And it was found that most of the teachers are used real objects, pictures, facial expression, antonyms and action. The teachers have written words on the board for students and asked them to read aloud. Only few teachers used gesture with technique in vocabulary. It was found that teachers were not competent in English language so their performance was poor in various activities. This research showed that there was no any motivation and students' participation in the classroom. The students were passive listener in the classroom.

Susanto (2017), examined the perspective about teaching vocabulary to English Foreign Language Learner (EFL). The study indicated that vocabulary is an important part of foreign language learning. So, the teacher has various strategies for teaching vocabulary as well as their personal view about strategy for teaching vocabulary. Moreover, teachers applied some strategies for teaching vocabulary, such as teaching vocabulary using objects, drilling, spelling, drawing pictures, using expression and gesture, guessing from context, and using games. However, this study limited to the literature of using each strategy with some specific level, so it is difficult for imaging how the strategy can be applied. It can be quite clear if it has been illustrated how it can be applied appropriately.

Schmitt, (2015) identified the current perspective of teaching vocabulary for EFL learners. The study indicated that one key to facilitating a good way for learning is that maximizing learners' exposure to English vocabulary. It seems to indicate that this perspective guides the teacher to provide a strategy that can give students a chance to get exposure as much as possible. Additionally, (Schmitt, 2015) asserted that games are one of the alternative strategies that can be applied. It is due to games that engage students with teaching and learning activities.

Fajriati, Y (2020) carried out research entitled "Teacher's Experience in Presenting Vocabulary to Young EFL learners.". His objective was to find out the techniques in presenting vocabulary to young EFL learners and to investigate difficulties perceived by teachers in teaching vocabulary to young learners. The researcher used a qualitative case study design and data was taken from teaching and learning activities by using observation and interview. The collected data was classified, analyzed and concluded. This study found some techniques that used for

EFL young learners. The first is drilling and second is memorizing techniques. The second finding of this research is about the difficulties perceived by EFL teachers. The first is lack of facilities and teaching material. The second is low motivation of students.

There are two conclusions drawn in this study. First, both of teacher's preference to use drilling and memorizing in teaching vocabulary to EYL. The other techniques that teachers were use are memorizing, games, TPR (Total physical response), and song. It means that they didn't explore their teaching to other techniques which are offered by theories from the experts, such as storytelling, drama/role play, and real object.

Second, the difficulties faced by teachers in using the teacher's techniques of English vocabulary are the insufficient availability of learning media, low students' motivation, and limitation students' vocabulary enrichment. However, the teachers solved that by creating teaching materials and learning medias to help students learn English vocabulary such creating vocabulary list in the form of printed papers. Apart from that, to solve the lack of students' motivations, the teachers give out exercises related to English vocabulary such as making a sentence. In addition, the teacher also tries to providing enthusiasm for learning and creating a fun atmosphere in the classroom.

Rahma, D., & Fahriany, (2020) carried out research on "Teachers' Perspective on Strategy for Teaching English". The researcher objective was to find out teacher's perceptive on strategy for teaching vocabulary to young learners, to investigate the problem found while implementing the teaching strategy to young learners and to find out teachers' perceptive in dealing with the problem found while teaching vocabulary. He selected Quaran Learning Center School which is one of the Elementary schools at Jakarta Selatan. The researcher collected data by recording the interview by using a mobile phone. Based on the data interpretation and the findings of the study, the researcher concludes that there three main points in this research. First, there are some teaching strategies implemented by Ms Khoiriya A Chotib, and Ms Naila Jauhari in the firstgrade students of the Qur'an Learning Center school, such as using some games and songs. Moreover, the teacher also used some media such as pictures, video, realia, textbook to support the students in learning new vocabulary which is

related to these topics such as colors, clothes, animals, name of the thing, and others. The second, there are some problems faced by the teacher and students in teaching and learning activities. The second problem comes from the teacher and the teacher has less time to prepare the media, sources, and strategy for teaching English vocabulary. Third, there are some solutions provided by the teacher to overcome some problems in teaching English vocabulary. First, the teacher should understand the students' needs and provide some interesting strategies to teach the students. The second, reward students to appreciate that they did a great job in the class, and this reward also able to motivate students to become active in the class

Implications of the Review for the Study

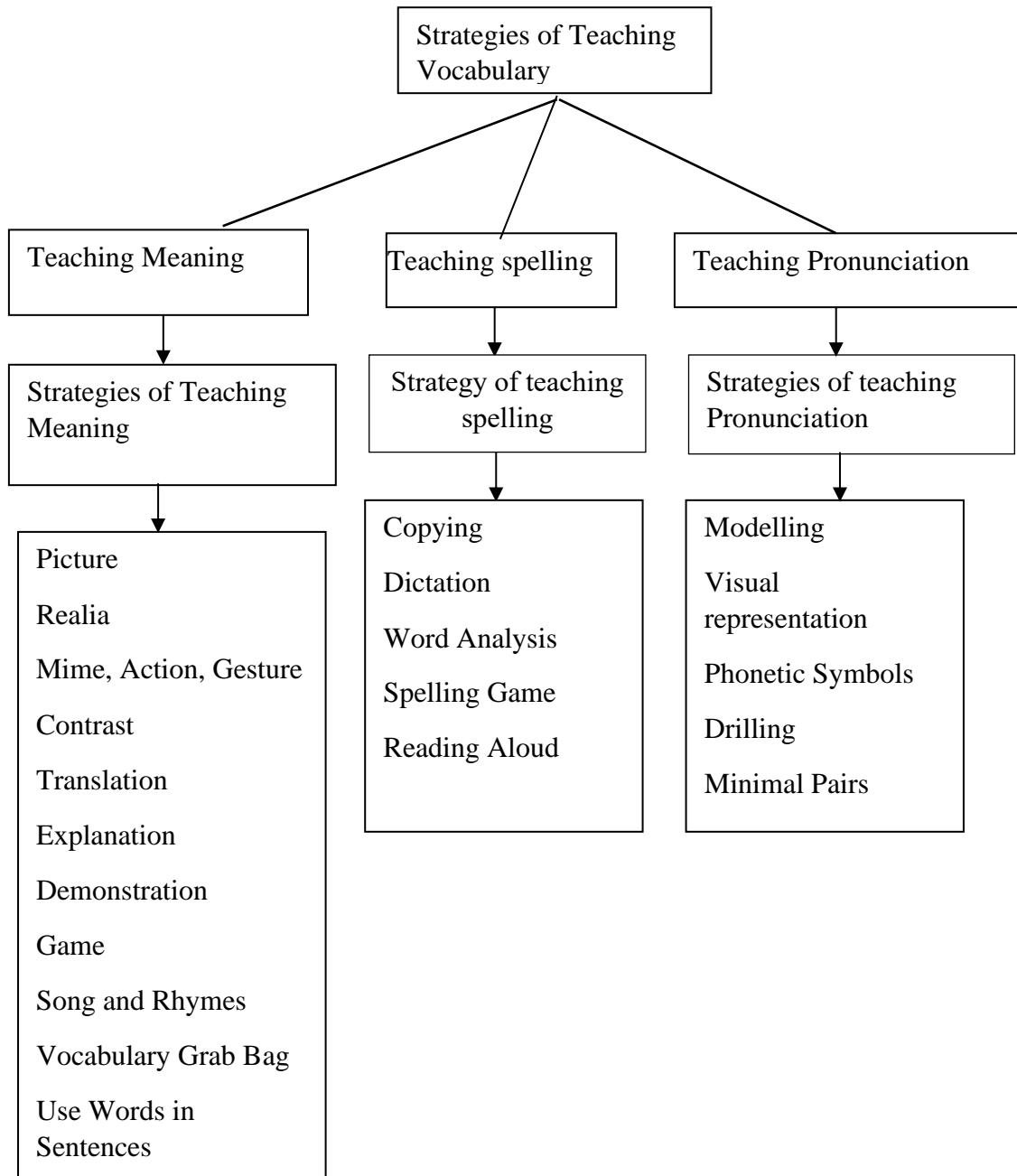
Each study literature review is very essential part which helps to set ideas and concept about particular research area. It directs researcher from selection of the topic to the end of the study.

After reviewing the theoretical and empirical literature, I got ideas, information and guidelines. Firstly, literature work of Crystal (2003), Harmer (2001), Thornbury (2002) and Harjuno (2009) helped to define English language, vocabulary and classify vocabulary to strengthen the body of my study. From the study of Pokharel (2015), I became familiar with the using pictures in vocabulary teaching. In the similar way, the study of Maurati (2017) provided me ideas to design my research and provide guideline to set this study and to bring the clarity and focus on research gap.

Along with sufficient theoretical and empirical support, these studies equally contributed to figure out research problem for my study too. This reviewed helped me to find out the research gap between existing empirical literature and existing research issue of this study. Above research used word formation, use of pictures, metaphor, antonyms, linguistic techniques, body gesture and realia in teaching vocabulary to basic level. My study also focused in teaching vocabulary by adopting different strategies at basic school of private school.

Conceptual Framework

The main purpose of the conceptual framework is to show road map of conducting the particular study and display relationship among the various concepts, theories and variables of this study.



Chapter III

Method and Procedures of the Study

This chapter deals with methodology which is used in the research. This chapter contains design and method of the study, population, sample, and sampling strategy, study area, data collection tools and techniques, data collection procedure, data analysis and interpretation procedures and used.

Design and Method of the Study

Research design is simply drawing a tentative outline, a blue print and a scheme. According to Kerlinger (1978), 'a research design is plan, structure and strategy of investigation purporting to answer research question and control variance.'

Under Qualitative research design, my study follows the steps of Case Study. The Case Study is a research design in which data are gathered by asking questions, observing and interviewing. It is a kind of device for collecting data or factual information. Case study tries to study in depth of small population but covers whole by selecting and studying sample in order to find present situation or activities.

Case study design is used to select the sample from the population. Small amount of data from a small number of participants in a relatively long amount of time. Case study follows for the collection of both quantitative and qualitative data to study detail about the target person or group. Case study can be administered in a different way such as online, by phone or face to face, questionnaire, interview, psychological test, data from different organization like newspaper, school, health post, government office which allow for depth study of particular participants. Gustafsson, J (2017), a case study can be defined as an intensive study about a person, a groups of people or a unit, which is aimed to generalized over several steps.

In the same topic (Sagadin, 1991; as cited in Starman, A. B., 2013) states that a case study is used when we analyze and describe, for example each person individually (his or her activity, special need, life situation, life history etc.), a group of people (a school department, a group of students with special needs, teaching staff

etc.) individual institution or a problem (or several problems), process phenomenon or events in a particular, institution in detail.

Population, Sample and Sampling Strategy

Population of the study was basic level English teacher of private school from Kathmandu district. I used non-random purposive sampling for sampling procedure. I selected a teacher who has completed bachelor degree in English education has more than five years of teaching experience and has ideas of using different strategies in teaching vocabulary. I was searching the school where teachers are from education background. So, I selected that school according to my objectives of my study where an experienced teacher taught.

Sources of Data

Sources of data refers to the origins or places from which information is collected or gathered. These sources can be categorized into primary and secondary sources.

Primary source of data: Primary sources of data are original and firsthand sources of data, often created at the time of an event or occurrence. I used primary and secondary data. The primary source of data was collected through English teacher of private schools of Kathmandu district. I selected one English teacher who was teaching in grade six at private school.

Secondary data. The secondary sources of data were the materials related to the study like text books, journals, magazines available report of previous research work, internet, books concerned to English Language Teaching like Wallace (1982), yule (1885), Brown (1994), Harmer (1994), Harmer (2008), etc.

Data Collection Tools and Techniques

For collecting data, I used observation checklist and questionnaire to clear teacher's opinion on the use of strategy to teach vocabulary as the data collection tools in this study.

Data Collection Procedure

As a researcher I applied the following procedures to collect data for this research purpose.

- I. At first, I visited the selected school authority and took permission to converse to basic level English teacher.
- II. I informed about my study and had rapport building with teacher.
- III. I asked the teacher about his qualification, interest, experience in detail.
- IV. Then, I collected the data by observing teacher's class while he was teaching in the grade six.
- V. After that I inquired to a teacher that what is his views about using different strategies and their importance in using in teaching.
- VI. Finally, I found out the findings with its importance of strategies in teaching vocabulary.

Data Analysis and Interpretation Procedure

Here, systematically collected data from the class observation checklist and questionnaire are analyzed and interpreted. At first, I studied the obtained data and information in detail, categorized them into different sections and analyzed them then interpreted descriptively.

Ethical Considerations

There are some ethical considerations while taking any research. Since research is a risky task, I followed all the necessary ethical guidelines while undertaking research. This was also the matter of confidentiality. The relationship between the respondents and me was very friendly and cooperative. I built rapport with the school and respondent to observe classes for 24 days. The data that the respondents provided data were maintained confidentiality and anonymity. To maintain the ethical consideration of this study, I did not use the collected information for any purpose. The individual right and autonomy of respondents was maintained in course of conducting data collection. Above and beyond authors' copyrights is also equally respected.

Chapter IV

Analysis and Interpretation of the Results

This chapter is analysis and interpretation of the collected data. As per the nature of data, the qualitative data was analyzed and interpreted descriptively. I observed 24 classes of basic level English teacher and collected data by using class observation checklist and questionnaire. Then analyzed and interpreted data under different sub-headings.

Strategies of Teaching Vocabulary Items

The main objective of the research was to identify the teaching strategies used by basic level English teacher in teaching vocabulary in grade six in terms of spelling, pronunciation, word meaning, word use and word formation applied in the English language teaching.

Different Strategies for Teaching Vocabulary

Date	Topic	Content	Strategy
30/04/2023	T.S Eliot	Spelling Pronunciation	Dictation, drilling, spelling game, copying Visual representation, modeling,
2/05/2023	T.S Eliot	Word Meaning	Synonym, contrast, translation, explanation, use word in a sentence
4/05/2023	Three simple rules	Word meaning	Contrast, mime, action and gesture, translation, explanation, word in use
7/05/2023	Three simple rules	Word formation	Prefix, suffix
9/05/2023	Where Go the Boats	Spelling Pronunciation Word meaning	Drill, dictation, read aloud Modelling, visual representation Contrast, use word in sentence

11/05/2023	Beauty and the Beast	Spelling, pronunciation	Dictation, Visual representation, modeling, drilling
15/05/2023	Festivals of Nepal	Spelling	Dictation, spelling, read aloud
17/05/2023	Festivals of Nepal	Word meaning	Realia, pictures, demonstration, translation, explanation
18/05/2023	Festivals of Nepal	Word formation	Prefix, suffix
20/05/2023	Festivals of Nepal	Word use	Style and register
21/05/2023	The Musicians of Bremen	Spelling Pronunciation	Read aloud, drilling, dictation Phonetic symbol, modeling, drilling
22/05/ 2023	The Musicians of Bremen	Word Meaning Word Use	Contrast, mime, action and Gesture Idioms, dictionary
23/ 05/2023	T.S Eliot and Beauty and the Beast	Spelling Contest	Phonetic pronunciation
24/05/2023	The Clever Fox	Word use	Style and Register
28/05/2023	Bhanubhakta	Spelling Pronunciation	Dictation, Modeling phonetic symbol, minimal pairs, dictation
30/05/2023	Bhanubhakta	Word Meaning	Pictures, translation, demonstration, explanation
1/06/2023	The Enormous Turnip	Word Meaning	Translation, synonym, explanation
6/06/2023	The First Men on the Moon	Spelling Pronunciation	Read aloud, word analysis Modeling, phonetic symbol, minimum pair, dictation

11/06/2023	The First Men on the Moon	Word meaning	Mime, action, gesture, translation, explanation, use word in sentence
13/06/2023	Amy Johnson: A Brave Pilot	Pronunciation	Modeling, reading aloud, dictation
16/06/2023	Amy Johnson: A Brave Pilot	Word Meaning	Synonym, antonym,
20/06/2023	Extra bit	Word Formation	Compounding, blending,
28/06/2023	Human and the Environment	Spelling Pronunciation	Dictation, drilling Modeling, phonetic symbol, visual representation
29/06/2023	Human and the Environment	Word Meaning	Pictures, translation, use word in sentence, explanation

The above table No. 1 clearly reflects the strategies adopted by the basic level English teacher while teaching different aspects of vocabulary.

Analysis of strategies for teaching spelling. Teacher used different strategy to make the students to spell the different words correctly.

On April 30, 2023 the teacher was copying the word for teaching spelling. He wrote the words from the text T. S Eliot from the book CDC (Curriculum Development Center) on the board and told them to copying three times. The students copied the words *playwright*, *preparatory*, *inclination*, *landmark*, *philosophy* and *stir* three times. The students did it. After that they read it aloud. That made them to remember the spellings of the words.

On May 9, 2023 the teacher taught spelling of the text *Where Go the Boat*. He told the students to copy the words from the board and read aloud. Before they read aloud the teacher read the words *flows*, *floating*, *castle*, *foam* and *ashore* with spelling and told them copying him. The students did it.

Similarly, On May 11, 2023 he taught the words with spelling *merchant, present, beast, punishment and teardrop* of the text *Beauty and the Beast*. He wrote these words on the boards and asked the students to copy and read aloud. The students did it. When the teacher asked them the spelling 80% students could tell the correct spelling.

Similarly, On May 15, 2023 the teacher told the students to write the new words on their copy from the text *Festivals of Nepal*. They wrote *enlighten, commemorate, monument, celebrate, prosperity, longevity, and exchange* on their copy. The teacher told one of them to read the words that they had written and asked other to spell the words. After that the teacher told all students to read aloud for 10 minutes and then told them to close their copies. He asked students randomly. Many of students could answer correctly.

Likewise, On May 21, 2023 teacher taught the spelling of *The Musicians of Bremen* from *The Supplement English Book*. This Time he called one of the students and told him to write *perched, dismay, mistress, musicians, rooster and supper* on board and told other students to copy it. Then he told them to copy him after he spelled the words. The students did it. Again, he told them to read aloud.

Likewise, on May 23, 2023 the teacher taught the lesson *The Clever Fox*. Before entered into the text he wrote words *sweep, catch, quietly, pile, laugh, across and through* on the boards. The students copied and read aloud after teacher read these words. They memorized the spelling of the words. In the same way on June 10, 2023 the teacher taught the spelling from the text *The First Men on the Moon*. On June 28, 2023 he taught the spelling of the words from the text *Human and the Environment*. The teacher emphasized the spelling of the words so that they could write correct spelling while writing any writing items.

Use of dictation for teaching spelling. Dictation is an activity which can be used to teach spelling. The teacher dictates the words and the students write with correct spelling.

On April 30, 2023, the teacher dictated the words from the text T.S. Eliot from the book CDC. *playwright, preparatory, inclination, landmark, philosophy and stir*

which the students copied in the previous class. The students wrote the spelling of the words.

Similarly, on May 11, 2023, the teacher took the dictation by pronouncing the words from the text *Beauty and the Beast*. The students wrote spelling of the words on their copy. After that the teacher checked the students copies and gave feedback.

Likewise, on May 15, 2023 the students told students to get ready for dictation and the students got ready with copy and pen. The teacher dictated the words *enlighten, commemorate, monument, celebrate, prosperity, longevity, and exchange* from the text *Festival of Nepal* which the students copied and read aloud in the previous classes.

Likewise, on May 21, 2023 the teacher dictated the words from the text *The Musicians of Bremen* from the book *the Supplement English*. He dictated the words *perched, dismay, mistress, musicians, rooster and supper*. the students wrote the spelling on their copies. The teacher checked their copies.

Analysis of strategies for teaching pronunciation. In order to find out the strategies for teaching pronunciation, an observation checklist containing different strategies of teaching pronunciation.

Use of modelling for teaching pronunciation. Modeling is taken as one of the best strategies for teaching pronunciation. The teacher provided the model the learners imitated the model. From the observation, it was found that teacher in all his classes of grade six used modeling strategy which made the students full participation in learning pronunciation of word. During my observation on April 30, 2023, teacher taught the biography of T.S. Eliot. While the teacher was teaching pronunciation of different words he provided the model and the students imitated the model of pronunciation. Those words were *critic, hernia, philosophy and stirring*. Similarly, on May 9, 2023 the teacher taught the poem *Where Go the Boats*. The teacher gave the model of words *flows, castle, ashore* and students copied them.

Similarly, on May 11, 2023 the teacher taught pronunciation from the text *Beauty and the Beast*. He asked students to underline the difficult words such as

merchant, thoughtful, and terrified which are difficult to pronounced. The students did it. Then the teacher presented the model and the student imitated them.

Similarly, on May 15, 2023 the teacher taught Festivals of Nepal. He told one student to read the text. While he was reading he could not pronounce the word *commemorate, monuments and monasteries* correctly. Then the teacher presented the model and students followed him.

Similarly, on May 21, 2023 the teacher taught the story *The Musicians of Bremen*. While he was explaining the lesson, he wrote some difficult words on the board. Those words were *musician, farmyard and Bremen*. Likewise, on May 23, 2023 the teacher taught *The Clever Fox*. The teacher taught the pronunciation of *sweep, quack, rotis* by using modeling. Likewise, on May 28 he taught autobiography Bhanubhakta. He asked students to read silently and underline the words which they felt difficult to pronounce. The students underlined the words, then the teacher presented the model and students copied them.

Similarly, on June 10, 2023 the teacher taught *The First Man on the Moon*. Here the teacher did the same activities as prior. Those words were parachutes and rubber raft. Likewise, June 13, 2023 the teacher wrote down the words *brave, stretch, grassy, petrol* and he presented the model and students copied them.

Similarly, on June 28, 2023 teacher taught pronunciation of *vehicle, threat, atmosphere and disastrous* from the text *Human and the Environment* through modeling strategy.

Use of visual representation for teaching pronunciation. visual representation is taken as the good way of teaching pronunciation. The teacher writes words on the board and shows where the word is stressed. During the observation, it was found that the teacher used visual representation for teaching pronunciation of words.

On April 30, 2023 the teacher asked the students to read *T. S. Eliot*. While reading the text the teacher wrote the words in which the student felt difficult in

pronunciation. Then the teacher gave extra force on which the word has stress. He wrote *preparatory, philosophy and inclination* on board and marked stress also.

Similarly, on May 9, 2023 the teacher started to teach the text *Where Go the Boats*. During teaching he wrote the words *castle, floating, foam and ashore* on the board. He asked the student to pronounce *castle* and *ashore*. They did not pronounce correctly then the teacher wrote words with stress 'castle, a'shore and again asked them. At that time, they nearly correct the pronunciation.

Likewise, on May 11, 2023 the teacher told students to read the text *Beauty and the Beast*. Students cannot pronounce the words correctly. Then He wrote those words on the board and gave stress on such words. At that time students pronounce words *merchant, present, thoughtful, promise and dangerous* correctly.

Use of phonetic symbols for teaching pronunciation. Teaching pronunciation through phonetic symbol is really the challenging task. During the observation, it was found that teacher in his classes of grade six used phonetic symbols.

On April 30, 2023, the teacher taught *T. S. Eliot*. During the explanation of biography, he wrote some words on the board and asked students to pronounce but the students did not pronounce them correctly. Then, he wrote the phonetic symbols of those words. Such as *critic, preparatory, hernia, and inclination*. Similarly, on May 9, 2023, the teacher taught *where go the boats*. He wrote words *castle* and *ashore* on the board and showed phonetic symbols. Then he asked students to pronounce. The students could not pronounce them. Likewise, on May 11, 2023 the teacher taught *Beauty and the Beast*. While he was teaching he asked students to pronounce *merchant, dense, expensive, thoughtful, although and frightened*. The students did not pronounce then the teachers wrote phonetic symbols on the boards. Then the teachers pronounced himself and asked students to follow him. Similarly, on may 15, 2023 the teacher taught *Festivals of Nepal*. Before to explain the text, he wrote words *enlighten, commemorate, monastery, meditate, embrace, recite and longevity* and wrote their phonetic symbols too. Then the teacher asked students to pronounce those words. The teacher guided them to pronounce. Likewise, on May 21, 2023, the teacher taught *the musicians of Bremen*. He wrote *mistress* and *musicians* on the

boards and wrote their phonetic symbols and asked students to pronounce. The students pronounced them correctly.

Likewise, on May 23, 2023, the teacher taught *The Clever fox*. He taught pronunciation meow and quack by using phonetic symbol. Likewise, on June 10, 2023, the teacher wrote the words of the text *The First Men on the Moon* on the board. Those words were *television, astronaut*. While teaching the pronunciation the teacher also felt confusion though he was correctly teaching and students felt difficult to have phonetic transcription.

Use of reading aloud for teaching pronunciation. Reading aloud is highly used strategy for teaching pronunciation of words. The teacher asked students to read a text loudly and told other students to listen to him/her for correction. It is also similar to modeling. The teacher provided the model of the word for the students. Then, the students learnt the correct pronunciation of words. Table Shows the use of reading aloud.

On June 10, 2023 the teacher taught *The First Men on the Moon*. The teacher taught the pronunciation by asking students to read aloud. At first, the teacher taught the pronunciation by presenting the words *Pacific, spaceship, parachutes and raft*. Then the students read loudly.

Similarly, On June 28, 2023, the teacher taught essay *Human and the Environment*. The teacher taught the pronunciation by asking students to read aloud. At first, the teacher taught the pronunciation by presenting the words *contaminated, atmosphere and disastrous*. The students read loudly. Reading aloud strategy is taken as an easier way to learn the pronunciation of words.

Use of drilling for pronunciation. One of the main ways of teaching pronunciation is through drilling. Drilling involves the teacher saying a words or structure and getting the class to repeat it. From observation, it was found that teacher the pronunciation of words.

The data from observation class shows that out of 10 observed classes, in 3 classes teachers used drilling strategy for teaching pronunciation whereas in 7 classes, teacher did not use drilling strategy.

On May 11, 2023, the teacher taught *Beauty and the Beast*. While teaching the pronunciation the teacher presented the model then asked students to follow him. He presented the words *merchant, present and beast*.

Similarly, May 21, 2023, teacher taught *The Musicians of Bremen*. While teaching the pronunciation the teacher used drilling strategy. Once the teacher presented the model then the teacher asked his students to repeat each word two times. Those words were *musicians and farmyard*.

Use of dictation for teaching pronunciation. The tradition way of dictation has the teacher reading or reciting words, sentences or a passage in some set pattern. Dictation made the active participation of the students in the classroom teaching learning activities. From the observation, it was found that the teacher read the words and students wrote those words in their copies.

On May 28, 2023, the teacher taught biography *Bhanubhakta*. While teaching pronunciation of this text he pronounced words *melodious, creative, unremarkable, traveler, beautifully and contribution*. The students wrote those words on their copy by listening the pronounced words.

Similarly, on June 13, 2023 the teacher used dictation strategy to teach pronunciation of word from the text *Anny Johnson: A Brave Pilot* from The Supplement English book. Those words were *heavily, stretch, race-course, mend, engine and adventure*.

This strategy helped teachers to know the listening ability of the students. It also helped in learning spelling of the words.

Analysis of strategy for teaching word meaning. Teacher used following strategies for Teaching Meaning.

Use of picture for teaching meaning. Picture is taken as an inevitable strategy for teaching vocabulary. Only looking at the picture does not make meaning clear but students and teachers need to discuss them. During the observation, it was found that teacher used picture to clear the meaning. The table shows the data what I observed in the class.

On May 9, 2023, I observed the class of grade six, teacher taught the poem *Where Go the Boat* from English compulsory book. At first the teacher told one of the students to read the poem and told other students to underline the new words for them. Then the teacher showed the pictures of *castle, boat, foam and valley*. The students saw the pictures which made them easy to understand.

Likewise, on May 17, 2023, I observed the teacher that he taught *Festivals of Nepal*. Before entered into the text he showed some pictures related to the text through computer. He wrote words on the board and asked them what were they. A few students answered then he gave all the meaning of the written words' *monument, monasteries, mosque and Christmas tree*.

Similarly, on June 1, 2023 the teacher taught biography of *Bhanubhakta* from the book *The Supplement Book*. He showed the picture of Bhanubhakta and asked the students who he was, the students replied. Some new words that the teacher wrote on the board, they guessed and used in the meaning as well.

In the same way, on June 29, 2023 I observed the class that the teacher taught from CDC book the text *Human and the Environment*. The teacher told the students to read the text silently and underlined the new words. After that teacher asked the students to tell the words and he wrote on the board. Then he asked them the meaning after that he showed the picture and asked them to guess. He showed the pictures of polluted river, factory which threw fume, vehicles, plastic, glass and chimney to clear the meaning of *contamination, pollution, fume and recycle*.

Use of demonstration for teaching meaning. Demonstration involves showing by reason or proof, explaining or making something clear by use of examples. Demonstration often occur students have a hard time connecting theories to actual practice or when students are unable to understand application of theories.

Teacher not only demonstrate specific learning concepts within the classroom but they can also participate in demonstration to improve their own teaching strategies. The table shows the data what I observed in the class.

On May 17, 2023, I observed the class that the teacher taught the text *Festivals of Nepal* From CDC book. He called the students of different religious and asked them how they greeted in their culture and religion on their festivals to clear the meaning of greeting and exchange.

Similarly, on June 1, 2023 I observed the class that the teacher taught *Bhanubhakta* from the same book. He read a poem that he created himself to clear the meaning of *recite*.

Use of mime, action and gesture for teaching meaning. Mimes are the noises or gestures. Some action words are easy to mime. During the class observation, it was found that the teacher used mime, action and gesture in class.

On May 4, 2023 the teacher taught *Three Simple Rules* from CDC book. The teacher told the students to write the difficult meaning on their copy. The students wrote and the teacher told them to read the words one by one and the teacher acted himself. He acted as if he did not see the things nearby him for the word *unseen*, he showed his angry face and caught his head to give meaning *irritate*, he opened his both palms widely to clear the meaning *release* and he hide one of the things to clear the meaning *disappear*.

Similarly, on May 22, 2023 the teacher taught *The Musicians of Bremen I* from the book *The Supplement Book*. While he was explaining the text, he acted to clear the meaning. He holds the heavy load to explain the meaning of *might*, he showed happy face and cracked joke to clear the meaning *willing*. It made class interesting and motivated students to learn.

Likewise, on June 10, 2023 the teacher taught *The First Man on the Moon* from the book *The Supplement Book*. I observed him that to make students to understand the meaning *reporter* he told the news in the class, he jumped in the class to clear the meaning of *long low jump*.

Use of translation for teaching meaning. Translation is a piece of language rendered into another language. Translation is taken as an important strategy for teaching meaning of words in Nepalese context.

On May 2, 2023 the teacher taught T.S Eliot from the book CDC he translated *critic* in Nepali language by saying *alochak*, *hernia* by saying *andakos mathiko thaili jun dheraibachhaharuma dekhinchha*, *philosophy* by saying *darshan*.

On May 4, 2023 he taught the story Three Simple Rules from the same book. He translated the word silly into Nepali language as *murkha*.

On May 17, 2023 he taught an essay Festival of Neal. Here he asked students some meanings, few of them answered. For difficult word he translated in Nepali language. He taught the meaning of commemorate by telling *kunai mahatyopurna kamko lagi kasilai samjhane* whereas to the word monasteries he said *mathaharu, biharharu*.

On May 22, 2023 he taught the text The Musicians of Bremen I from the book The Supplementary English. While explaining the text the teacher translated *mistress* by telling *budhi athawa shrimati*. The same way while explaining the text The Clever Fox he used Nepali language to make the word meaning clear to the students. He translated the word *quack* by saying *haasale nikalne aawaj*.

On May 30, 2023 teacher taught The Enormous Turnip from the same book the supplement English book. While teaching the meaning the teacher translated *turnip* into Nepali language by saying *saljam jaslai rato gante mula pani bhanichha*.

On June 1, 2023 the teacher taught Bhanubhakta. While teaching he translated *manuscript* into Nepali language by telling *prakasan garnu bhand pailako lekh jaslai pandulipi pani bhaninchha*.

Similarly, on June 11, 2023 he taught the lesson The first men on the Moon where he translated the word *rubber raft* as *plastic le baneko jasma hawabhariyeko hunchha jasle dunggako kam garchha*.

Likewise, he taught Human and the Environment from the book CDC. While he explaining the text he used translation method to teach the meaning of the word. He translated disastrous into Nepali language by telling binaskari, jasto badi paio, bhukampa, hawahurile garda hune bidhansha jastai batawaraniya pradushanle pani hunchha.

Use of contrast for teaching meaning. Contrast refers to the state of being strikingly different. Contrast can play an inevitable role to teach the meaning of words. During the twent four days observation, it was found that teacher of grade six used contrast strategy to teach meaning of vocabulary.

On May 22, 2023, teacher taught The Musicians of Bremen I from the book The Supplement English. He taught the meaning of word panting as breathless in contrast. And again, he said the opposite meaning of word mistress by telling master.

Similarly, on May 23, 2023 the teacher taught The Clever Fox from The Supplement Book. While teaching the text he used contrast meaning of quietly as loudly.

Use of explanation for teaching meaning. Explanation is very essential to teach meaning of words. During the class observation it was found that the teacher used explanation strategy for teaching meaning of words. The data shows that teacher used explanation strategy to make clear of the words used in the text.

On May 2, 2023 the teacher taught T.S Eliot from CDC book. He asked several meanings of several words while teaching. He explained the word which the students did not answer. He explained the word masterpiece as an outstanding piece of work which was popular. To teach the meaning of critic he explained a person who judges the merits of literary or artistic works, especially one who does so professionally. The teacher explained philosophy as the study of the fundamental nature of knowledge, reality and existence especially when considered as an academic discipline.

Similarly, on May 4, 2023 the teacher taught Three simple Rules. In this text while teaching the story he explained the word irritate as not feeling well and get angry soon. Then he explained the word disappear as something which is out of sight.

On May 17, 2023, the teacher taught an essay Festivals of Nepal. He explained a structure erected to remember persons or events to the word monuments. Likewise he explained prosperity by explaining as a state of economic growth and profit with good future.

Likewise, on May 22, 2023 the teacher taught The Musicians of Bremen. The teacher provided ten minutes to read silently. After that the students underlined the difficult words in their book and they asked the teacher. Then the teacher explained the meaning of Cock-a-doodle-doo as the sound produced by cock in the early in the morning. Likewise, he explained the meaning of might as the state of being powerful.

Similarly, on May 23, 2023, the teacher taught The Clever Fox. He explained the meaning of quack as the sound of duck. The same way he explained the meaning of pile of as things one upon another as we put copies and books and make a heap of it.

Teaching Meaning through Context. Meaning is created not only through what speakers communicate but also through what they do with words to convey the meaning according to the situation. The contextual use of language is what makes language unique to human, it is very essential for the English language teacher to teach meaning through contextual use because the meaning of the same word varies from one context to another. During the observation, I found that the teacher taught meanings of words through context. From the observation, it was found that the teacher used the context clues that were words, phrases and sentences surrounding of unfamiliar word that could give hints or clues to meaning.

On May 2, 2023 the teacher taught T.S. Eliot. He used to mean through context to explain the meaning of masterpiece as the main work of Eliot is *The Love Song of J. Alfred Prufrock*.

Similarly, he taught *Human and the Environment* on June 29, 2023. He gave meaning of recycle as used plastic was used to make other things like as plastic straw.

Strategies for teaching word use. Word use is another aspect of learning a word. It is the way of using in a sentence to give sense. Different styles and register of using, collocation patterns of words, idioms, simile, metaphor use of words etc. Teacher taught word use using word in a sentence. The teacher asked the students with giving new words how to use words in a sentence. At first the teacher used new word in a sentence then asked the students to use it in their own words.

On May 20,2023 teacher taught *Festival of Nepal*. While teaching this lesson the teacher used word *prasad* in a sentence as *I got prasad from pandit after puja had finished*. He explained that *prasad* in another word is middle name for male in Bhramin caste.

Similarly, on May 24, 2023 the teacher taught *The Clever Fox*. While using the word *Mistress* he made a sentence as *Ramita is the mistress of an organization*. Here *mistress* as a woman in a position of authority. Another sentence he made as *Anne knew that his husband has a mistress*. Here *mistress* as a woman of married man who is not his wife but girlfriend.

Strategies for teaching word formation. Word formed mainly incorporates suffixes, prefixes, clipping, modification, backformation, word analysis, coinage, conversion, compounding, blending to make new words.

On May 7, 2023 when I observed the teacher taught *The Three Simple Rule*. There he taught word formation as well. He wrote the word *unseen*, *imprisonment*, *irritated* and *disappeared* and told that these words are formed negative by adding prefix *un-*, *im-*, *ir-* and *dis-*.

Similarly, on May 18, 2023, the teacher taught *Festivals of Nepal* from the Book CDC. He wrote words *enlightened* and *exchange* on the board and explained these words are formed by adding prefix *en-* and *ex-* to the base words to form new words. The teacher did not explain other way to form new words. He just taught what was in book but not rules.

Problem Faced by teachers while Teaching Vocabulary

The teacher faced different problems while teaching vocabulary in grade six. The problems were related to classroom, number of students, teaching materials, poor English language of students and pronunciation. As the classroom is congested, the teacher could not give enough time to weak students. Teacher was unable to bring pictures and realia always in the classroom. Lack of enough materials i.e. pictures, realia, bilingual dictionary and use of complex word in the text teacher could not make clear the text to the students. As school has set the rule to create English environment in the classroom, the poor students did not ask any questions to the students. The teacher could not clear the meaning to them in English as they could not understand English to English. Generally, the private teachers lack training related to teaching. The teacher also convinced that he does not have any training how to teach differently for those students.

Chapter V

Finding, Conclusion and Recommendations

This chapter includes the findings drawn from the analysis and interpretation of the data. It also includes the conclusion of the study and some points of recommendations to be applicable for the policy makers, practitioners and future researchers. The data was conducted to explore the strategies used by the teacher to teach vocabulary.

Findings

The objective of this study was to identify the teaching strategies used to teach pronunciation, spelling, meaning, word formation and word use by basic level English teacher in grade six. On the basis of classroom observation and questionnaire, strategies were analyzed and interpreted. The major findings of the study are presented in this section.

- a. From classroom observation and data analysis it was found that the teacher of private school used varieties of strategies to teach vocabulary. The same word was taught by using different strategies. Out of 24 observed classes he took all together 10 classes for teaching pronunciation. Data showed that six strategies: 10 modelling, 5 visual representation, 7 phonetic symbols, 2 reading aloud, 2 drilling and 2 dictation.
- b. While teaching spelling the data showed the teacher used 9 copying and read aloud strategy and 2 dictation.
- c. Data showed that the teacher used seven strategies in teaching meaning. 4 picture, 2 demonstration, 3 mime, action and gesture, 9 translation, 2 contrast, 10 explanation and 2 meaning through context.
- d. While teaching word formation for two days data showed the teacher of private school in grade six used just 1 strategy that is prefix.
- e. To teach word use the data showed that style and register was used in two classes.

- f. Data showed that teacher used modelling, explanation, translation, copying and read aloud and phonetic symbol frequently while teaching different aspects of vocabulary.
- g. From the observed data it was cleared that he used least strategies demonstration, contrast, drilling, dictation, prefix and style and register.

Conclusion

The present study examined the **Strategies Adopted by Basic Level English Teacher in Teaching Vocabulary: A Case Study**. The objective of this study was to identify the teaching strategies used by basic level English teacher in teaching vocabulary in terms of teaching pronunciation, spelling, meaning, word formation and word use. From the research work it was found that the teacher used different strategies to teach a single vocabulary item. modelling, explanation, translation, copying and read aloud and phonetic symbol frequently while teaching different aspects of vocabulary. The teacher gave more focused to teach pronunciation and meaning. The teacher neglected to teach word formation and word use by using different strategies.

Recommendations

Based on the major findings and conclusion of the study recommendations related to different level presented in this section.

Policy related. Policy is one of the influential factors in any sectors.

- English language teachers should be given training about how to use appropriate strategies in teaching vocabulary. For that private school should sent teacher to take training.
- School should provide teacher's guide to conduct vocabulary strategies effectively.

Practice level. Practice is the important because we put theoretical ideas into classroom interaction. After analyzing the finding of my study, I came to find that teachers can vocabulary in many different ways like giving concise definition,

providing details description, using illustration, giving synonyms and translation.

Some of the practice level recommendations are as follows:

- The teacher should bring variety in their strategies of teaching vocabulary. There are other strategies activities that can be while teaching vocabulary.
- Teacher should focus on the use of those strategies such as guessing from context, associated ideas, and collocation on the other hand activities like identifying, selecting, completion sentence and text. These types of make learning environment more creative and interactive. If the vocabulary teaching and learning is successful, it automatically helps to develop the other language skill of the learners.
- Teacher should use both teachers centered and students centered strategies while teaching vocabulary because sometimes the students may misinterpret the contextual meaning of words.
- Teacher should be given training.

Further research related. A single research could not explore all the issues found in this area. This study attempts to review the trends in the area of teaching vocabulary through various techniques use by EFL teachers when teaching. Due to own limitation and objectives, it cannot incorporate other possible issues related in this field. Considering limitations of the study, some guidelines for the further research seem to be praised.

- Since the teaching vocabulary is the foremost aspect of language teaching, it should be given focused by using different research methodology and designs.
- Further researcher should focus on the case study of student about outcomes of the students from learning different strategies.
- Further researchers should focus on problems faced by students of basic level while learning different aspects of vocabulary.

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Appendix I
Informed Consent Form
Purpose of the Study

This study entitled Strategy Adopted by Basic Level English Teacher: A Case Study. The main objective of my study is to identify strategies adopted by a teacher in teaching vocabulary at basic level.

Participants' understanding

I agree to participate in this study voluntarily and understood that my name will not be identified in final product. Similarly, all data collected will be limited to this research study and it will be submitted in partial fulfilment for the requirement for the master degree of education at Tribhuvan University. The record will be kept confidentiality of the researcher. I understood that the contact information of the researcher has been made available to me along with a duplicate of this consent form.

Name of participant:

Signature:

Name of the school:

Questionnaire for the teachers

Answer all the following questions

1. Which strategy do you apply while teaching the vocabulary in the classroom?
a. Picture b. Action c. Translation d. Game
2. Which aspect of language do you focus in teaching vocabulary?
a. Listening b. speaking c. Reading d. Writing
3. How do you teach new vocabulary to the students?
a. Use words in sentences a. song and rhyme c. picture d. Realia
4. Which of the following strategy is less appropriate in your opinion while teaching vocabulary?
a. Realia b. Contrast c. Game d. Translation
5. How do you teach different aspect of vocabulary? Give the strategy of teaching different aspects.

- a. Strategy of teaching meaning
.....
.....
- b. Strategy of teaching word use
.....
.....
- c. Strategy of teaching word formation
.....
.....
- d. Strategy of teaching pronunciation
.....
.....
- e. Strategy of teaching spelling
.....
.....

6. Which aspects of vocabulary do you teach? Tick that you teach.

Word meaning

- a. Meaning in context b. meaning in sense relation c. denotative meaning d. connotative meaning

Word Use

- a. Use in metaphor, Idiom, collocation b. use in style and register. c. word pronunciation d. word spelling

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

Mention these aspects in the rank order from most prioritized to least prioritized.

Most prioritized

- i.
- ii.
- iii.
- iv.
- v.
- vi.
- vii.
- viii.

Least prioritized

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

.....
.....

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

- a. All aspects of all vocabulary
- b. Some aspect of some vocabulary and other of other vocabulary
- c. Aspect of words according to their nature

10. How do you teach vocabulary ?

- Directly (separate lesson for vocabulary)
- Indirectly (teaching through other skills)

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

- a. Very difficult
- b. difficult
- c. easy

12. What do you face while teaching different aspects of vocabulary? Mention them.

a. Problem of teaching meaning

.....
.....

b. Problem of teaching use

.....
.....

c. Problem of teaching pronunciation

.....
.....

d. Problem of teaching spelling

.....
.....

e. Any other problems of teaching words?

.....
.....

13. What material do you use to teach those aspects of vocabulary?

Mention below.

a. Material for teaching meaning

.....
.....

b. Material for teaching use

.....
.....

c. Material for teaching word formation

.....
.....

d. Material for teaching pronunciation

.....
.....

e. Material for teaching spelling

.....
.....

Appendix II

Model of Teacher's Class Observation Form

Teacher's name: _____ Date: _____
 Subject: _____ Class: _____
 Name of the school: _____ Period: _____
 Techniques of teaching vocabulary: _____ Teaching item: _____
 Teaching Topic: _____

S.N.	Strategies of teaching	Yes	No	Remark
	Vocabulary			
1	Strategies of teaching			
	Pronunciation			
	Visual Representation			
	Singing Songs			
	Modeling			
	Phonetic Symbol			
	Reding Aloud			
	Reciting Poem			
	Drilling			
	Minimal Pair			
	Dictation			
	Others			
2.	Strategies of Teaching	Yes	No	Remark
	Spelling			
	Copying and Read Aloud			
	Word Analysis			
	Spelling Game			
	Others			
3.	Strategies of teaching	Yes	No	Remark
	Meaning			
	Realia			
	Pictures			
	Contrast			

	Mime, Action and Gesture			
	Translation			
	Explanation			
	Use Word in Sentence			
4.	Strategies of Teaching Word Formation	Yes	No	Remark
	Prefix			
	Suffix			
	Blending			
	Coinage			
	Clipping			
	Backformation			
	Acronyms			
5.	Strategies of Teaching Word Use	Yes	No	Remark
	Simile			
	Metaphor			
	Idioms			
	Collocation			
	Style and Register			
	Dictionary			