

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

Language is a means of communication which helps us to share our feelings, ideas, thoughts, emotions and opinions. Language is also considered as an instrument for socialization. Without language, it becomes difficult for human beings to establish relationship among themselves. In this sense, language is as old as human race. Verma and Krishnaswamy (1994) say: “As far as verbal communication with distinct sound is concerned, it dates back to 6500 BC.” (as cited in Bhandari, 1996,p.1). The term language, however, was developed later from the Latin word “Lingua”, meaning tongue. By this reason language is still called tongue.

Language is the most valuable single possession of the human race. In addition, it is species-specific in the sense that only human beings acquire it. Various experiments made on animals with a view to making them learn human language have not yet been successful because they lack special type of intelligence that is inherited in human beings. So, man differs from all the other species on this earth because he possesses the unique faculty of speech.

Language has been defined in different ways by different linguists. According to Sapir (1971), language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols. Likewise Chomsky (1957, p.13), maintains that language is

a set of finite or infinite sentences each finite in length and constructed out of finite set of elements.

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

A language is not just a 'subject' in the sense of a package of knowledge. It is not just a set of information and insights. It is a fundamental part of being human. In fact, some people see it as the fundamental part of being human. It is, of course, perfectly possible to treat a language as if it were a free-standing package of information, i.e., to observe it, to analyze it and to fit together examples of how others use it. It is even possible to use this analysis and working out as the way to learn to use the language ourselves. Many of us who are now teachers first learned a foreign language that way. For some it leads to success. But it is a very abstract process and experience has shown that it does not appeal to everyone. To learn to use a language at all well for ourselves rather for text book purposes, most of us have to become involve in it as an experience. We have to make it a human event not just a set of information. We do this by using it for real communication, for genuinely giving and receiving real messages (Halliwell, 1992, p.11).

There are innumerable language communities in the world. Within a country, there are different communities and they speak their own languages. For example, in context of Nepal, although Nepali is our national language, different ethnic groups have their own languages. Moreover, Nepal is considered as a garden of four castes and 36 sub-castes. Of all the languages of

the world, English has gained popularity as an international language. It has now become the basic need of the people of the world. Important newspapers and books are printed in English and popular news channels broadcast in English. So, in the context of Nepal, English is taught as a compulsory subject from the basic level. In case of English schools, each and every subject, except Nepali are taught in English. So, English is taken as the medium of communication in the very schools. This fact reveals the need and significance of the English language. “It is the world’s most widely spoken language and the common means of communication between the people of different nations. One person out of every four on the earth can be reached through English” (Verghese, 1989, p.1). In Nepal, it has been taught as a foreign language.

Language learning and teaching is not an easy job. A teacher needs to do a lot of homework before teaching it in an actual classroom. There are four skills in the English language, viz., listening, speaking, reading and writing; which need to be equally emphasized. Similarly, there are four levels in language and they are phonology, morphology, grammar and semantics. To have a mastery over English, a learner should be acquainted with all these fields. While learning a language, vocabulary plays a vital role. The effective and appropriate use of vocabulary is essential for successful communication.

### **1.1.1 English Language Teaching-Learning Strategies**

The English language has been the most widely used language in the world today. It has got the status of international language and is often known as ‘Global language’. In the context of our country, it is taught as a foreign or second language.

Teaching and learning are just two sides of a coin. If there is no learning, there is no teaching and vice versa. According to Brown (1994, p.7), teaching cannot

be defined apart from learning. Learning is acquiring or getting of knowledge of a subject or skill by study, experience or instruction. Teaching is guiding and facilitating learning, enabling the learner to learn and setting the conditions for learning.

In applied linguistics over the last decades, it has been common to divide language into ‘the four skills’: listening, speaking, reading and writing and grammar, vocabulary and phonology are added to it. For children who start learning a foreign language very young, this division seems inappropriate and an alternative division of language has been attempted.

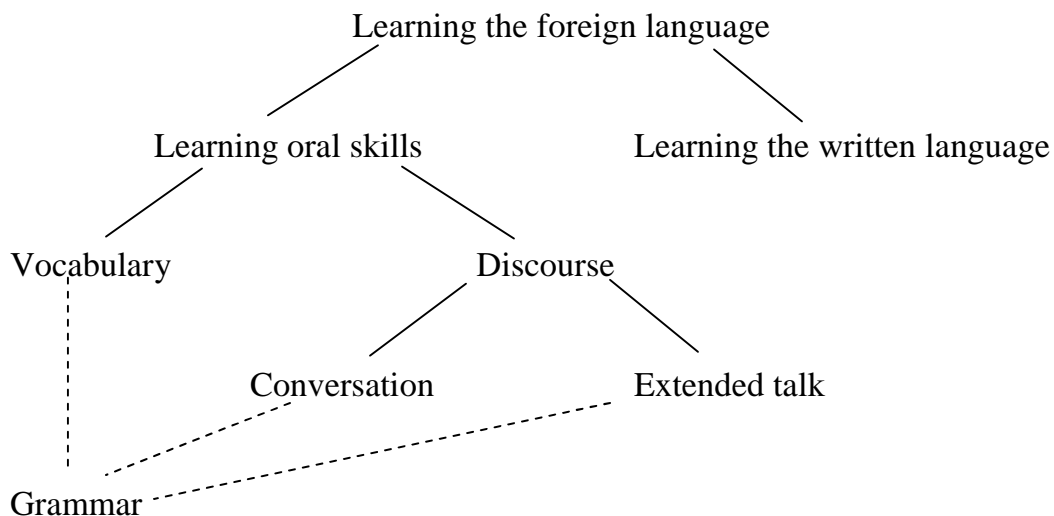


Fig.1. Dividing up language for child foreign language learning

(Source: Cameron, 2001, p.19)

Strategy comes from ancient Greek word meaning ‘goal directed action for winning a war’. Learning strategies are thoughts or actions learners consciously use to accomplish a learning task or move towards proficiency. Learning strategies are keys or tools for learning. (Dr Rebecca Oxford, Key Speech: NELTA 2009)

According to Hornby (2005), a strategy is a plan that is intended to achieve a particular purpose. It is a technique used in order to accomplish a task perfectly. The word is very common in different fields. To be specific to educational field, strategy is the way in which teaching learning process is carried on.

The strategies and ways of teaching differ according to the level of students. The individual difference of the students also directly affect in choosing a particular strategy. Environment of learning, cultural background of students as well as the infrastructure of a particular school should be considered before choosing any strategy for teaching. While talking particularly about English, the subject matter differs according to level. Similarly, the strategy or way of teaching learning also differs in different level. To be specific to lower levels, that is pre- primary level; practical classes are very useful in order to motivate the students to learn. Similarly, strategies chosen to teach different aspects of the English language may also vary. The techniques used in teaching grammar may not fit while dealing with other sections. So, a teacher, especially one who is teaching at pre-primary level, should be well trained and qualified to handle the delicate buds. Moreover, small kids can not always express their needs and confusion. So, a teacher at this level should have good knowledge of psychology too in order to bring spectacular changes in students.

Children do have a less complicated view of the world than older children and adults, but this fact does not imply that teaching children is simple or straight forward. On the contrary, the teacher of children needs to be highly skilled to reach into children's world and lead them to develop their understanding towards more formal, more extensive and differently organized concepts. Primary teachers need to understand how children make sense of the world and how they learn; they need skills of analyzing learning tasks and of using

language to teach new ideas to groups and classes of children. Teaching languages to children needs all the skills of the good primary teacher in managing children and keeping them on task, plus knowledge of the language, language teaching, and of language learning (Cameron, 2001, p.xii).

### **1.1.2 Key Learning Principles**

There are some key learning principles that have emerged as most important in thinking about young children learning a foreign language. According to Cameron (2001, pp.19-20), young children's foreign language learning is based on the following five principles:

#### **a. Children actively try to construct meaning**

Children actively try to make sense. They can only make sense in terms of their world knowledge which is limited and partial. So, teachers need to examine classroom activities from the child's point of view so that pupils will understand what to do or will be able to make sense of new language.

#### **b. Children need space for language growth**

In both language and cognitive development, the Zone of Proximal Development (ZPD) or immediate potential of the child is of central importance for effective learning. Routines and scaffolding are two types of language- using strategies that seem to be especially helpful in making space for children growth.

#### **c. Language in use carries cues to meaning that may not be noticed**

Children need skilled help in noticing and attending to aspects of the foreign language that carry meaning.

#### **d. Development can be seen as internalizing from social interaction**

Language can grow as the child takes over control of language used initially with other children and adults.

#### **e. Children's foreign language learning depends on what they experience**

There are important links between what and how children are taught, and what they learn. Foreign language lessons often provide all or most of a child's experience of the language in use; if we want children to develop certain language skills, we need to ensure they have experiences in lessons that will build those skills.

The activities that take place in classroom create a kind of 'environment' for learning and offer different kinds of opportunities for language learning. Part of teaching skill is to identify the particular opportunities of a task or activity, and then to develop them into learning experiences for the children.

### **1.1.3 Defining Vocabulary**

Vocabulary is one of the aspects of language. The term vocabulary refers to the total number of words that make up a language. The word 'vocabulary' is defined differently in different books.

Crystal (2003, p.126), defines vocabulary as, "In several areas of applied linguistics, a fixed set of words used as part of the definition of the definition of other words. The notion is found in such contexts as foreign language teaching, the teaching of reading and lexicography."

Similarly, Hornby (2005) defines vocabulary as the body of words known to a person or used in a particular book, subject, etc.

Likewise, according to Richards et al. (1987, p.307), vocabulary refers to “a set of lexemes including single words, compound words and idioms.”

Furthermore, Cambridge International Dictionary of English (1995, p.1628) defines vocabulary as “all the words used by a particular person or all the words which exists in a particular language or subject.”

Similarly, Harmer (1991, p.153), says, “If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organ and flesh.”

From all these definitions, we can conclude that vocabulary is one of the most important aspects of language. Vocabulary refers to the total number of words of a language. Vocabulary not only includes single words but also compound words and idioms. In addition, vocabulary closely links with grammar. With the help of grammar, the words are arranged systematically. In any language, grammar provides certain structures and vocabulary provides meaningful words to fulfill the certain structures. Without vocabulary, there is no existence of language. So, for effective communication in the target language, only the knowledge of the structure of the language is not sufficient.

#### **1.1.4 Types of Vocabulary**

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



A word that has been 'active' through constant use may slip back into passive store if it is not frequently used. In the same way, a word that students have in their 'passive' store may suddenly become active if the situation or the context provokes its use.

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

Fries (1945, pp.44-50) classifies English words into four groups. They are function words, substitute words, grammatically distributed words and content words. The function words chiefly perform grammatical functions, the substitute words replace a class of words and several sub-classes, grammatically distributed words show unusual grammatical restrictions in distribution and finally the content words constitute the bulk of the vocabulary of the language.

From Frisby (1954), Chalise (2007, p.7) quoted four types of vocabularies. They are: listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. He says that speaking vocabulary is the smallest and the reading vocabulary is the largest. We use language on two levels, i.e. the production level and recognition level. We can recognize many more words than we really use.

### **1.1.5 Importance of Vocabulary Teaching**

Vocabulary teaching is inevitable part of language teaching. Without vocabulary learning, language learning remains incomplete. “A good store of words is crucial for understanding and communication. A major aim of most teaching programmes is to help students to gain a large vocabulary” Cross (2003, p.5).

Without meaningful words, it is very difficult to have communication. So, vocabulary learning is the vital aspect of learning. We need a variety of words to express our desires, feelings and emotions meaningfully. “If language structures make the skeleton of language, then it is vocabulary that provides the vital organs and flesh” Harmer (1991, p.153). Vocabulary teaching – learning starts right from the basic level, i.e. pre- primary level. At this level, it is very important for learners to learn a number of variety of words with correct pronunciation as it is the basic level. So, it is the duty of a teacher at this level to focus on the correct spelling and pronunciation of a particular word while the students are learning it.

Wallace (1982, p.9) says, learning a foreign language is basically a matter of learning the vocabulary of the language. Not being able to find the words you need to express yourself is the most frustrating experience in speaking another language. He means to say that a person who has no adequate collection of vocabularies of a particular language in which he wants to express himself will find it difficult and will be frustrated when he is unable to get appropriate and enough words of the target language.

According to Hornby (2005, p.1707), “The term vocabulary refers to the words that people use when they are talking about a particular subject.” Vocabulary is a powerful carrier of meaning. A learner recognizing the power of vocabulary

might reasonably aim to acquire a working knowledge of a large number of words. The students and teachers, who have a strong vocabulary power, can understand others and express their views easily. To become fluent in speaking and writing, a person should possess a large number of active vocabularies.

Vocabulary items play an important role in framing the ideas in a continuous flow. In order to communicate the thoughts effectively, one needs to select the appropriate vocabulary items and combine them together with the help of underlying rules.

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

At last, vocabulary has an indispensable role for successful communication in any language. So, teaching–learning vocabulary is very important in order to use a language perfectly.

### **1.1.6 Selecting Vocabulary**

The English language is like a vast ocean. Different skills like listening, speaking, reading and writing are involved in learning the language. Similarly, there are different levels of language, such as; phonology, grammar and semantics. Vocabulary is another important aspect of language. It is not possible to learn each and every word of a foreign language at a time. Learning a word takes a long time and many exposures to the word used in different situations. So while learning a foreign language, selection of vocabulary items is very crucial for a learner.

A general principle of vocabulary selection has been that of **frequency**. We can decide which words we should teach on the basis of how frequently they are used by speakers of the language. The words which are most commonly used are the ones we should teach first. Another principle that has been used in the selection of vocabulary is that of **coverage**. A word is more useful if it covers more things than if it only has one very specific meaning – so the argument goes. These principles would suggest that a word like ‘book’ would be an early vocabulary item. It is frequently used by native speakers and has greater coverage than ‘notebook’, ‘exercise book’, ‘textbook’ etc. (Harmer, 1991, p.154)

The quotation conveys the sense that the selection of a vocabulary item totally depends upon the frequency of occurrence and coverage of the item. Especially for small kids, these types of vocabulary items are useful.

Vocabulary should be selected in accordance with the following criteria:

- a. **Frequency**: It means the number of occurrence of a word. We can decide which words to teach- on the basis of how frequently they are used by speakers of the language. The words which are most commonly used are the ones we should teach first.
- b. **Range**: There are some words which have more structural values than others. Words such as a, an, this etc. have widest range. Those words having widest range are more important and should be selected.
- c. **Availability**: Selection of vocabulary also depends on whether the vocabulary items being used are available in the locality. Especially for the

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

- d. **Coverage:** A word is more useful if it has wider coverage than if it has only specific meaning. We have to select the words which have wider coverage. For example, the word ‘house’ can cover the concepts of hut, cottage, building etc.
  
- e. **Learnability:** Some words are very difficult to learn and some are easy. Similarity to the mother tongue, clarity, regularity and learning load determine the degree of difficulty. The words that are easy to learn should be selected.

### 1.1.7 Principles of Teaching – Learning Vocabulary

Vocabulary is indispensable aspect of language. So, language teaching becomes paralysed without vocabulary teaching. To know a word in a target language means the ability to recognize it in its spoken or written form. The learner must be able to spell and pronounce the word correctly and he should be able to use it in appropriate grammatical form as well. In addition, the learner should be aware of its connotations and associations. In order to teach and learn vocabulary perfectly, the process of teaching/learning should be based on certain principles.

Wallace (1982, pp.27-30) has pointed the following principles for vocabulary teaching and learning:

- a. **Aims:** First, the teacher has to be clear about his/her aims: how many of the things listed does the teacher expect the learner to be able to do?, with which words? Unless the teacher is clear on this point, it will be difficult to assess how successful the vocabulary learning has been.

- b. **Quantity:** It is the duty of a teacher to decide the quantity of vocabulary to be taught. Once the students learn the word, it must be the part of their active vocabulary. So, the quantity may vary from class to class and learner to learner.
- c. **Need:** Control of the amount of vocabulary inevitably means choice as to the specific items to be taught. In most cases the choice of the item will be made for the teacher by the course book or the syllabus he is using. Even then it is possible for a teacher to put the responsibility of choosing the vocabulary to be taught to the students as he is very near to students and is aware about learners' levels and needs. The learners should feel that they need the words taught to them.
- d. **Frequent Exposure and Repetition:** It is very difficult to remember a new word by simply hearing it once. Frequent exposure and repetition is needed for the student to remember a particular word. For the word, to become the part of learner's active vocabulary, he must be given opportunity to use it, as often as necessary. Especially for the young learners, repetition is very important. Until they learn a word by heart, they cannot remember the particular word in future.
- e. **Meaningful Presentation:** The learner must have a clear understanding of what a word denotes including the form of that word. The word should be always presented in clear and unambiguous way.
- f. **Situational Presentation:** The choice of words can vary according to the situation in which we are speaking i.e. formal or informal. It seems sensible

that a student should learn words in the situation in which they are appropriate.

g. **Presentation in Context:** Words always occur in context. So, it is harmful to teach words in isolation. So, from the very beginning, the word must appear in its natural environment as it were among the words it normally collocates with.

### **1.1.8 Development of Children's Vocabulary**

Learning a vocabulary item takes a long time. Children's capacities for learning change as they get older. Although learning of words is a continuous process, the way of learning changes as it continues. Cameroon (2001, p. 81) has discussed the following points about the development of children's vocabulary:

- a. The types of words that children find possible to learn will shift. Five year olds learning a foreign language need very concrete vocabulary that connects with objects they can handle or see, whereas older learners can cope with words and topics that are more abstract and remote from their immediate experience.
- b. Vocabulary development is not just learning more words but is also importantly about expanding and deepening the knowledge. Children need to meet words again and again, in new contexts that help increase what they know about words. Teaching needs to include the recycling of words.
- c. Words and word knowledge can be seen as being linked in networks of meaning. Meeting a word will activate the network and thus provide support for understanding and for learning.

d. Basic level words are likely to be more appropriate for younger children, or when learning vocabulary for new concepts. Older learners can benefit from building up superordinate and subordinate vocabulary linked to basic level words they already know.

e. Children change in how they can learn words. Whereas the very young learners will learn words as collections, older children are much more able to make connections between the words they learn and to use the paradigmatic organization of words and concepts as a help in vocabulary learning.

(Source: Cameron, 2001, p.81)

### **1.1.9 Techniques of Teaching Vocabulary**

Vocabulary refers to the words that we use in our day to day life for expressing our thoughts and feelings. It is the knowledge of words and word meanings. It can be taught by applying different techniques. “Teaching vocabulary is clearly more than just presenting new words” Harmer (1991, p.159). Very young children are able to understand the meaning of the whole sentence by noticing the intonation, gesture, facial expression, actions and circumstances used by the teacher. “Alongside the ability to perceive meaning, children also show great skill in producing meaningful language from limited resources. This too will help them when they encounter a new language and is therefore something else we want to build on.” Halliwell (1992, p.4). Young learners are very creative and they use their limited resource effectively. This helps them in guessing the meaning of new vocabulary items which they have never encountered before.

Language students need to learn the lexis of the language. They need to learn what words mean and how they are used. Whilst this obviously involves giving them the names for things (e.g. ‘table’,



‘chair’, etc) it also involves showing them how words are stretched and twisted (e.g. ‘to table a motion’, ‘to chair a meeting’). Clearly some words are likely to be taught at lower levels than others, and some uses of words may be more sophisticated than others- and therefore more appropriate for advanced students (Harmer, 1991, p.23).

Building up a useful vocabulary is central to learning of a foreign language at primary level. While opinions differ as to how much grammar of the foreign language can be taught, children are clearly capable of learning foreign language words through participating in the discourse of classroom activities. Vocabulary has moved to the focal point in foreign language teaching in recent years. Much important grammatical information is tied into words, and learning words can take students a long way into grammar. This suggests that if we give high priority to vocabulary development, we are not there by abandoning grammar. Rather, vocabulary learning can serve as a stepping stone to learning and using grammar. Children are still building up their first language vocabulary, and this development is intimately tied up with conceptual development. In planning and teaching a foreign language, we need to take account of the first language background to know what will work and what may be too difficult for children. It also becomes quickly apparent that learning a new word is not a simple task that is done once and then completed.

“Vocabulary development is about learning words, but, it is much more than that. Vocabulary development is also about learning more about those words, about learning formulaic phrases or chunks, finding words inside them, and learning even more about those words” Cameron (2001, p.73). Learning vocabulary is not just to know the spelling and meaning of a particular word, but, to gather more information about the word like using it in sentence,

finding out synonyms, antonyms etc. So a teacher should be sure that he provided adequate information about the word while teaching vocabulary.

Vocabulary refers to a set of lexemes, including single words, compound words and idioms. A good store of word is quite useful for understanding and communication. Vocabulary is an important aspect of language and students have to learn varieties of words. Students have to learn simple as well as difficult words. So, a teacher should be always careful in choosing different techniques so that the students can learn a large number of varieties of words in a given period of time. The students have to know organization, pronunciation, meaning etc. of new words.

At beginning levels, strategies of rote memorization, bilingual translation and glossing can be valuable in learning e.g. phonetic and graphological shapes and patterns of words. In learning the surface form of basic concrete words, explicit learning may be the best route. However, for semantic, discorsal and structural properties of less frequent, more abstract words, implicit learning may be better (Carter and Nunan, 2001, p. 45).

Actually, teaching vocabulary is a broad concept which consists of teaching pronunciation, spelling and meaning of the words. Though the techniques of teaching vocabulary from lower level to higher level are same, simplicity can be brought while teaching the young learners.

### **1.1.9.1 Techniques of Teaching Pronunciation**

Correct pronunciation of words is one of the major aspects of teaching vocabulary. Unless the students can pronounce a word correctly, there is no meaning of learning that word. The role of a teacher in teaching pronunciation

is very important. Students follow the same pronunciation uttered by their teacher. So, a teacher should be very careful so that the students do not learn the incorrect pronunciation. There are different ways of teaching pronunciation to the students.

Harmer (1991, p.16) has discussed the following techniques for teaching the pronunciation of a word:

a. **Through Modelling**

The teacher can model the word and then get both choral and individual repetition. When the teacher is modelling the word he or she can use gesture to indicate the main stress in a word.

b. **Through Visual Representation**

The teacher writes up new words on the board and indicates where the stress is. This can be done by:

underlining

photograph

using a stress square

□  
photographer

using a stress mark before the stressed syllable

photo'graphic

writing the stress pattern of the word next to it

photography □ □ □ □

c. **Through Phonetic Symbols**

The teacher can use phonetic symbols of the language. With the knowledge of phonetic symbols, they can pronounce the word from the dictionary.

These three ways help students to learn vocabulary. But, for the young learners the second and the third technique cannot be used. So, the first one, that is, modelling is the best for pre-primary level.

Ur (1991, p.54) gives the following ideas for improving the learner's pronunciation:

- ) imitation of teacher or recorded model of sounds, words and sentences
- ) recording of learner's speech contrasted with native model
- ) imitation drills: repetition of sounds, words and sentences
- ) choral repetition of drills
- ) learning and performing dialogues
- ) learning by heart of sentences, rhymes, jingles
- ) jazz charts
- ) tongue twisters
- ) self correction through listening to recordings of own speech.

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

Spelling is the graphic representation of sounds in which particular word is written. Pronunciation is basic in speech whereas spelling is basic in writing. Knowing a word without learning its spelling is of no use. Spelling is an effective way to reinforce both word analysis skill and automatic word recognition.

Students feel difficulty in learning spelling because there is no one to one correspondence between the sound and symbol in English. So, teaching spelling is one of the important aspects of teaching vocabulary. From Venkateswaran (1995), Sharma and Phayak (2006, p.153) quoted the following techniques for teaching spelling:

1. Make the children read aloud. It entails the auditory analysis which is essential to the spelling of words that are phonemically regular. It associates the look of the word with the spoken and heard sound of the word.
2. Expose the class to every possible variant of spelling patterns in the language.
  - i. one syllable words with the general shape of consonant-vowel-consonant, e.g. teeth, bus etc.
  - ii. spelling patterns using the final 'e' to differentiate them from others, e.g. made, male etc.
  - iii. a number of important spelling patterns of much more limited applications, involving the varied doubled vowels.
3. Ensure that your students are familiar with the probable structures of words in their language.
4. Spelling games can be used.
5. Dictation will be useful technique.
6. Use mnemonics – a system designed to improve memory, formulated or other aids to help memorization.

Similarly, Ur (1991, p. 58) gives the following teaching ideas for pronunciation – spelling correspondence:

- Dictation of random lists of words, of words that have similar spelling problems of complete sentences, of half sentences to be completed.
- Reading aloud of syllables, words, phrases, sentences
- Discrimination (1): prepare a set of 'minimal pairs': pairs of words which differ from each other in one sound- letter combination (such as deep-dip in English). Either asks learners to read them aloud, taking care to discriminate, or read them aloud yourself, and ask students to write them down.

- Discrimination (2): provide a list of words that are spelt the same in the learner's mother tongue and in the target language: read aloud, or ask learners to, and discuss the differences in pronunciation (and meaning).
- Prediction (1): provide a set of letter combinations, which are parts of words the learners know. How would the learners expect them to be pronounced? Then reveal the full word.
- Prediction (2): dictate a set of words in the target language which the learners do not know yet, but whose spelling accords with rules. Can they spell them? (Then reveal meanings.)

### 1.1.9.3 Techniques of Teaching Meaning of a Word

Teaching meaning of a word in an understandable way is one of the major aspects of teaching vocabulary. Different techniques have been used and can be used while teaching the meaning of a word to the students. Cross (2003, pp.5-10) has given the following ways to present meaning:

**A. Ostensive Means:** Ostensive means 'by showing'. This approach is widely used with beginner classes. According to Cross, there are many ways to show the meaning of words. They are described below:

- i. **Realia:** Realia is the use of real object. The teacher can bring real objects like 'postcard', 'pen', 'ball' etc. In addition, students can be taken outside the classroom where they get opportunity to learn new words by seeing and touching them. It is very useful for teaching at elementary level.
- ii. **Pictures:** Pictures can be used when real objects are impossible to bring into the classroom. Pictures can be drawn by the teacher on the board or s/he can bring magazine pictures. For example, cow, car etc.

iii. **Body:** Our body and those of students can be used to get the meanings across. The techniques are:

- facial expression, to show feelings (e.g. happy, smiling, hot, thirsty, angry, tired)
- gesture, using hands and arms to show a range of meanings (e.g. fast, small, curving, rolling)
- mime and actions, to show many verbs and some adverbs( e.g. to stagger, to eat, to slip, to wake up, slowly, angrily)

iv. **Verbal definition:** There are several ways to define the meaning of a new word using teacher talk. We can use any of the following means for the beginners:

- a. **Word sets:** Word sets are group of related words, such as child, boy, girl, infant, youngster and teenager. We can use the words in a set that the students already know in order to introduce new related words.
- b. **Synonyms:** Synonyms are words that mean more or less the same thing. Take the word 'coach', for example. It is a bus. Similarly, a shrub is a small bush.
- c. **Antonyms:** Antonyms are words that have an opposite meaning. For example, 'poor' is the opposite of 'rich' while 'dirty' is the opposite of 'clean'.
- d. **Cognates:** Cognates are the words in students' own language that have the same or very similar form as the English word.

- e. **Translation:** Translation can be used when no easy alternative suggests itself. It is sometimes better to give a mother tongue equivalent, rather than to spend a great deal of time trying to define or show the meaning.

**B. Audio Presentation:** Many words are more easily presented by a tape recording than by other ways. The noises of an argument, a jet plane, a locomotive, a horse galloping, a river gurgling etc. can be easily obtained or created.

**C. Running Context:** Presenting new words in running context make the students interested to learn the words. If a teacher is going to teach three new words ‘flood’, ‘thunder’ and ‘collapse’, he can make a story of a storm with heavy rain which caused a house to collapse. He can use pictures or cards to make the teaching/learning process easy and clear.

Similarly, Lewis and Hill (1992) in their book ‘Practical Techniques of Language Teaching’ have presented the following techniques for teaching vocabulary:

**a. Do not discuss the structure of lexical items**

Teachers must avoid confusing their students by using structuralist explanation for functional materials. It is now quite common for phrases such as ‘Would you like’ to appear in Book of Grade 1 under a functional heading. There is no difficulty in explaining this by explaining its functions.



**b. There is difference between active and passive vocabulary**

Knowing a vocabulary item is not a simple process. It means much more than simply memorizing the word. From a receptive (passive) point of view, it means recognizing its meaning when it occurs in context. For students to add the word to their active vocabularies, they need to know the contexts in which it can occur. So, while the teacher is dealing with 'new words', it is helpful to guide students towards those words which will help them to guide to their active vocabularies.

**c. Explain difference of meaning not meaning**

Language is a system and each word has its meaning defined in relation to other words. This insight leads to an easier, more effective and theoretically sounder way of explaining. It is always more helpful to explain difference of meaning rather than meaning itself.

**d. Words are best taught in groups**

An individual word in a language frequently acquires a meaning because of the relationship between it and other words. Awareness of certain kinds of relationship makes explaining vocabulary easier for the teacher and learning it simpler for the students. Some important relationships are:

- i. **Synonyms:** same meaning; beautiful-pretty
- ii. **Antonyms:** opposite meaning; hot-cold
- iii. **Complements:** two words exist and one automatically excludes other; single-married
- iv. **Converses:** each of a pair of words implies the other; employer-employee
- v. **Hyponyms:** group of words that fall under certain category; vehicle-car, bus, lorry, van etc.

**e. Vary the way you explain**

There are more interesting, more effective and more memorable ways of explaining new vocabulary and helping to fix in students' minds. They are:

- i. Demonstrate
- ii. Use the real things
- iii. Draw a sketch
- iv. Use the blackboard to show scales or grades
- v. The dictionary
- vi. Verbal explanation
- vii. Translation

**f. Words can link grammatically as well as thematically**

It is better to teach the words in groups which are thematically linked than just random vocabulary. For example, all the things we find in kitchen.

**g. Record words together which occur together**

This is the extension of previous point. For example:

finish	marvelous			the War.
borrow	fascinating		on	Mozart.
buy	boring	look	about	Jeffery
study	super		by	Archer.
struggle through	heavy			Jane Austen.

The table records the vocabulary of same class in each column. Verbs, nouns, adjectives and prepositions are recorded in different columns. The words in a particular column have same kind of function.

**1.1.10 Problems of Teaching – Learning Vocabulary**

People with inadequate vocabulary feel difficult to understand fully and properly whatever they read, speak or hear. But, it is not possible to teach the

whole vocabulary of a language at a certain level. So selection and gradation should be done according to the level or standard of the students. This is one of the problems of vocabulary teaching. Generally concrete words are taught at lower level.

Jones (2005, p.6) finds two big problems in introducing new vocabulary. One is the difficulty of helping students to remember vocabulary items- giving them a large amount of controlled oral practice in class is no guarantee that they will remember everything a week later. The other is helping students to develop sensitivity towards the kinds of contexts and situations in which each vocabulary item is used: which words are formal or informal, which are used jokingly or seriously, which are used in derogatory or complementary sense.

One of the problems of vocabulary teaching is how to select what words to teach. Dictionaries for upper intermediate students frequently have 55,000 words or more – and there may be many meanings for a word – and they represent a small fraction of all the possible words of a language (Harmer, 1991, p.154).

In foreign language teaching, vocabulary input is limited. The vocabulary of course book for young learners is fairly predictable. Most vocabulary items include house, family and school. “It is clear from talking to teachers that many pupils either fail to learn, or forget, a lot of vocabulary they meet in their early years and that is vital for their future language learning. Often, text books do not help because pupils only meet new words briefly” (Cameron, 2001, p.90).

Learning more and more vocabulary does not necessarily increase a person’s fluency. Despite this obvious fact, teachers, and even students, feel that

increasing their vocabulary will increase their fluency- either in speech or writing. This is very far from truth. “Knowing” a vocabulary item is not a simple process- it means much more than simply memorizing the word. From receptive point of view, it means recognizing its meaning when it occurs in context- a relatively simple process. “For students to add the word to their active vocabularies they need to know the contexts in which it can occur, the possible and impossible collocations of the word as well as more details of the connotative meaning of the word” Lewis and Hill (1992, p.99).

According to Wallace (1982, pp.9-12), there are the following problems of vocabulary teaching and learning:

**a. Inability to retrieve vocabulary that has been taught**

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

**b. Use of vocabulary inappropriate to the given situation**

Here the student uses a word which does not To take an obvious example: normally ‘right’ and ‘left’ are perfectly acceptable ways of indicating direction, but in ship, these terms sound strange, the terms ‘port’ for left and ‘starboard’ for right being more appropriate.

**c. Use of vocabulary at the wrong level of formality**

In learning a foreign language there is a tendency to use the more formal language found in textbooks in normal conversational situation, with results that sound strange to the native speaker. The reverse can also happen when

a learner picks up a slang or colloquial expression and uses it inappropriately.

**d. Possessing the wrong kind of vocabulary for one's need**

The study of area is important. Someone who is studying medicine in English needs to know English medical words and expressions. If he does not have vocabulary for his or her need, there will be no communication.

**e. Using vocabulary in an unidiomatic way**

Even when the student has the right kind of vocabulary, he may use it in an unidiomatic way. For example, 'no else corner of our planet' is unidiomatic. Here 'else' is used for other.

**f. Using vocabulary in a meaningless way**

Sometimes students use vocabulary in a meaningless way. This is the fault which John Bright has called 'Verbalism'. The student is using target language but he is not learning it. This can all too easily happen in the question- and- answer routines of a second language or foreign language classroom.

**g. Incorrect use of dictionary**

Some students are not aware of the most effective way to use a dictionary whenever they come across a new word in a passage, they will immediately stop and not proceed until they have checked it up in a dictionary. This can kill all interest and even interfere with comprehension because the reader is so connected with the individual words that he is less aware of the context which gives them meaning.

## 1.2 Review of Related Literature

Vocabulary is an important aspect of language. Language learning is not possible without vocabulary learning. We can find chapters related to vocabulary teaching - learning in different books. Different researches have been also carried out in the vocabulary achievement of different levels. In addition, some researchers have attempted to find out the strategies used in teaching/learning vocabulary in different levels.

Wallace (1982) talks about different problems in teaching/learning vocabulary, some principles of teaching/learning vocabulary; exercises involved in vocabulary learning and vocabulary games.

Harmer (1991) discusses the way of selecting vocabulary and the strategies used in teaching vocabulary. Different aspects of teaching vocabulary like word meaning, word use and word formation are also presented in the book.

Ur (1991) has given some teaching ideas for improving learner's pronunciation and spelling of different vocabulary items.

Halliwell (1992) presents the different capacities and interests of young learners in language learning in the chapter 'Working with young language learners'. Similarly different practical activities are given through out the book to be followed by the teachers in order to make the teaching/learning activities effective.

Lewis and Hill (1992) have illustrated some practical techniques of teaching vocabulary.

Vale and Feunteun's (1995) book contains units with specific aspects of teaching methodology and classroom practice. This book provides a theme-

based approach for the task content of each unit. Many stories, rhymes, songs, practical tasks and language tasks are given in the book in order to teach different aspects of language.

Cameron (2001) has discussed various aspect of language teaching specially focusing the young learners. In the chapter 'Learning Words', he has mentioned children's vocabulary learning strategies and vocabulary development in language learning.

Cross (2003) talks about the importance of vocabulary teaching. He has talked about different techniques of teaching the meaning of a word. He has given the step by step presentation procedure of new vocabulary item.

Jones (2005) has mentioned some problems in introducing new vocabulary to students.

Chalise (2007) in his thesis entitled 'A comparative study of English vocabulary achievement of the students of Grade 9' has made an attempt to investigate the 9<sup>th</sup> grader students' achievement of English vocabulary. He has also tried to compare the vocabulary achievement between the students studying in different private and community based schools of both rural and urban areas. He collected the data from students by administering a test. He collected data from 160 students of eight high schools. The findings of the study revealed that the total vocabulary achievement of the grade 9 was found satisfactory. However, the vocabulary achievement of private school was found satisfactory whereas the vocabulary achievement of community based school was not found satisfactory.

Das (2007) has carried out a research on ‘A study on English vocabulary achievement of Grade Four students’. In his research, he has tried to investigate the students’ achievement of English vocabulary used in English text book grade 4. He has compared the vocabulary achievement of grade four students in terms of urban versus rural school and boys versus girls. He selected 30 students in total from four schools. From his research it was found that the achievement of grade four students was satisfactory in total. From his findings, it was also clear that achievement of urban school was better than rural school.

Ranabhat (2007) has carried out a research on the ‘English language teaching learning strategies in Montessori schools’. The purpose of the study was to identify the English language teaching and learning strategies in Montessori schools of Lalitpur district and to collect research based related materials in the area of Montessori education. She used observation form and questionnaire to the teachers as the tools for data collection. Her sources of data collection were the students, classroom and out of classroom activities and school documents in the Montessori schools of Lalitpur district and the population of the study consisted of eight teachers of eight different Montessori schools. Her study shows that Montessori schools have played a vital role for early childhood education as the children learn in new and scientific approach.

Raut (2007) conducted a study on the topic ‘A study on the strategies used in teaching vocabulary: A case of lower secondary teachers’. The purpose of the study was to find the teaching strategies that lower secondary teachers use in teaching English vocabulary in terms of word meaning, word use and word grammar. The primary sources of data collection were ten lower secondary level English teachers from Bhojpur district. The researcher observed the classes and filled the observation form prepared by him. The findings of the



study showed that the teachers were incompetent in English language themselves, most of them used translation for teaching vocabulary and very few teachers used techniques such as game, action, minimal pair, facial expression, etc.

Thapa (2008) has carried out a research on ‘A study on the vocabulary items used in My English book IV’. The purpose of the study was to study the vocabulary items of only major word class of ‘My English Book’ for class four. There was no primary source for data collection and the secondary source was ‘My English Book for grade four’ including other articles, journals, theses, books etc. The researcher collected all the vocabulary items of the book and divided into four groups as nouns, verbs, adjectives and adverbs. Syllable structures and consonant clusters of words were observed and at last the morphological structures of the vocabulary items were observed in terms of derivational affixes.

The review given above shows that different researches have been carried out in vocabulary area but this research is different as no research has been carried out in order to find out the teaching strategies of vocabulary at pre- primary level.

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

The objectives of the present study are:

- a) To identify the teaching/learning strategies used by pre- primary teachers while teaching vocabulary.
- b) To analyse the strategies used by them.
- c) To suggest some pedagogical implications.

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

This study plays a useful role to identify the strategies used by teachers in order to teach vocabulary to the young learners. The study is helpful because it helps to find out whether new scientific methods have been applied in teaching/learning against traditional methods of teaching. This study will prove to be helpful to all the students and teachers of the English language, textbook writers as well as to the researchers who want to continue further studies in the relevant field.

## **CHAPTER TWO**

### **METHODOLOGY**

This chapter deals with the methodology the researcher followed for the completion of the research.

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

Both primary and secondary sources of data were used to meet the objectives of this study.

##### **2.1.1 Primary Sources of Data**

The primary sources of data were the pre- primary (Nursery, K.G.) teachers of some schools of Chitwan district.

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

The secondary sources of data were various books like Wallace (1982), Harmer (1991), Ur (1991), Halliwell (1992), Lewis and Hill (1992), Vale and Feunteun (1996), Cohen, Manion and Morrison (2000), Cameron (2001), Cross (2003), Jones(2005), journals, articles, reports and magazines, reports and materials available in internet related to the present research as well as some unpublished theses.

#### **2.2 Sampling Procedure**

Sampling is the process by which relatively small number of individuals, objects or events is selected and analyzed in order to find out something about the entire population from which it was selected. In this process only a part of population is selected to collect information about entire population. Thus, sampling is the selection of some part of an aggregate or totality on the basis of which a judgment or inference about the aggregate or totality is made.

For my research, I selected 10 schools of Chitwan district through random sampling. From each school, I selected 2 teachers as the respondents.

### **2.3 Tools for Data Collection**

To collect data, I used the following tools:

- A. Questionnaire:** On the basis of the objectives of the study, I developed 6 subjective questions and 28 objective questions. I distributed the questionnaire to the sample population in order to collect the data.
  
- B. Observation Form:** I developed an observation form. I then filled the observation form in the actual pre-primary classroom where the vocabulary items were being taught.

### **2.4 Process of Data Collection**

To collect the primary data the following procedures were used:

- I went to the field and met the concerned people.
- I explained the respondents about the purpose of the questionnaire and my objectives for carrying out the study.
- I observed 3 classes of each of the respondents and filled the observation form.

### **2.5 Limitations of the Study**

- a. The study was limited to 10 English schools of Chitwan District.
- b. Only the private schools were taken for the study.
- c. It was limited to pre-primary teachers only.
- d. Only the questionnaire and observation form were used as tools for data collection.
- e. The study was limited only to classroom teaching of vocabulary.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with the analysis and interpretation of the data collected from pre-primary teachers under study. This is the main part of the research. The main sources used for data collection were questionnaires and classroom observation forms. The main objective of the research was to identify the teaching-learning strategies used by pre-primary teachers while teaching vocabulary.

The researcher distributed the questionnaire to twenty pre-primary teachers of ten private schools. The questionnaire consisted of twenty eight closed questions and six open questions. The researcher also observed three classes of each respondent and filled up the observation forms. The responses were analysed and interpreted using different statistical tools.

The researcher studied the questionnaire filled in by the pre-primary teachers. Similarly, she studied the observation forms filled in the real classrooms. The researcher has tried to analyse the data obtained from questionnaires and observation forms using different statistical tools.

#### **3.1. Analysis of data obtained from questionnaire**

The questionnaire consisted of two types of questions: closed questions and open ended questions.

##### **3.1.1. Analysis of data obtained from closed questions**

The closed questions consisted of Yes/No questions, multiple choice questions and rating scales. The findings show that there are similarities in the strategies

chosen by the teachers except some individual differences. There were twenty eight closed questions and out of them ten were Yes/No questions. The response of the subjects in Yes/No type questions is illustrated in the following table:

**Table No. 1**  
**Responses of the subjects in Yes/No questions**

S.No.	Item No.	Item Options (Number of Teachers)		Item Options (Percentage of Teachers)	
		Yes	No	Yes %	No %
1	1	20	0	100	0
2	2	17	3	85	15
3	4	19	1	95	5
4	8	18	2	90	10
5	9	18	2	90	10
6	10	20	0	100	0
7	13	15	5	75	25
8	19	16	4	80	20
9	21	12	8	60	40
10	18	16	4	80	20

Table No.1 shows that all the subjects claim that it is very necessary for the pre-primary level to teach vocabulary. While teaching vocabulary, 85 percent teachers think that it is equally necessary to use mother tongue. From the research, it was found that most of the learners were interested to learn vocabulary. Ninety percent teachers equally focused on the spelling and pronunciation of the vocabulary items. They made their students learn the spelling of a word by heart making use of different materials. For all the

teachers, facial expressions and gestures proved to be very important technique to clarify the meaning of a particular word. From the research it was found that only 75 percent of the total teachers involved their students in creative tasks for teaching vocabulary. Creative tasks like craft work, collage work, colouring, identifying, painting work, writing story, drawing and collecting objects were practiced in a few classrooms. Some teachers also included games, guesswork, dramatic method, action and dictation in creative work which are not actually the creative tasks. At the same time 80 percent teachers used dictation as a strong means to teach spelling of a word. Forty percent teachers said that they felt difficulty in teaching vocabulary. Similarly, 80 percent teachers said that they sometimes take help of visual aids for the purpose of teaching vocabulary.

**Table No. 2**

**Response of the teachers about the strategies of teaching vocabulary in rating scale**

S. No.	Item No.	Item Options (in numbers)			Item Options (in percentage)		
		Frequency	Sometimes	Never	Frequency	Sometimes	Never
1	3	3	17	0	15	85	0
2	5	8	12	0	40	60	0
3	6	6	13	1	30	65	5
4	7	2	13	5	10	65	25
5	12	14	4	2	70	20	10
6	16	2	17	1	10	85	5
7	17	3	16	1	15	80	5
8	23	10	10	0	50	50	0
9	24	5	13	2	25	65	10
10	25	4	14	2	20	70	10
11	26	7	11	2	25	55	10
12	27	7	13	0	35	65	0

Table No. 2 facilitates us with the information about the frequency of the use of different teaching-learning materials by the pre-primary teachers. The table clearly illustrates that 85 percent teachers sometimes used their mother tongue while teaching vocabulary whereas 15 percent teachers used their mother tongue frequently. From the research, it was found that most of the teachers did not give much emphasis on the use of different kinds of materials. Only 40 percent of them frequently used materials while teaching vocabulary. Rhymes can also be taken as an important material for teaching-learning vocabulary for the small kids. Sixty-five percent teachers sometimes used rhymes for teaching different vocabulary items, 30 percent teachers frequently used rhymes and only 5 percent teachers never used rhymes for teaching vocabulary items. The research also showed that 65 percent teachers did audio presentation in class, 25 percent teachers never used audio materials and only 10 percent teachers frequently used the audio materials. Similarly, more than 70 percent teachers frequently created environment for learners to interact inside the classroom while 20 percent teachers sometimes allowed their students to interact inside the classroom. However, 10 percent teachers never allowed their students to interact inside their classroom.

On the other hand, it is equally important for a teacher to take her students outside the classroom in order to make them learn in natural environment but only a few teachers were found conscious of this matter. Eighty five percent teachers sometimes took their children outside the classroom but 5 percent teachers never did so. We know vocabulary learning is inevitable part of learning and games play a vital role in teaching-learning vocabulary. In this case too, most of the teachers were found to be making less use of games. Only 15 percent teachers frequently used games while teaching vocabulary. Realia helps a teacher a lot to give clear concept of meaning. It can be said that teachers made good use of realia because 50 percent teachers frequently used



realia. In order to clarify the meaning of a particular word, 65 percent teachers sometimes verbally define the word whereas 10 percent never used this technique and only a few teachers tried to verbally define a word. Almost the same percentage teachers used antonyms / synonyms in the process of teaching vocabulary. Only 20-25 percent teachers frequently used antonyms / synonyms for clarifying the meaning of a word whereas 10 percent teachers never used antonyms/synonyms. Furthermore, stories and poems are the strong means to motivate students and these materials help students to learn a large number of vocabularies. Even then only a few teachers made their class interesting using this technique. There were only 35 percent teachers who frequently told stories and poems inside their classroom.

**Fig. No.1**

**Difficulty level of different vocabulary items in presentation**

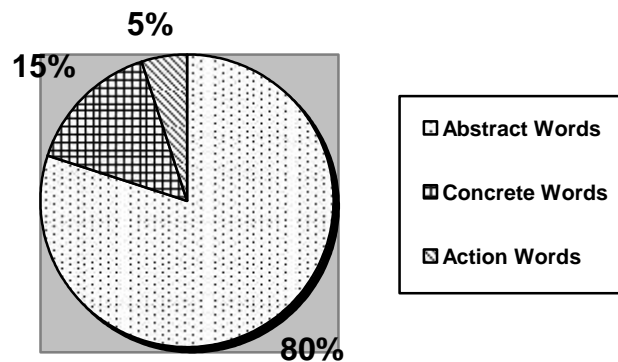
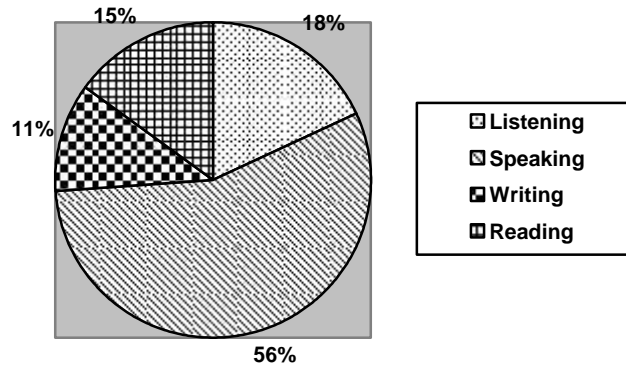


Fig. No.1 shows that 80 percent teachers feel difficulty in presenting abstract words to the students whereas 15 percent feel uncomfortable while teaching concrete words and only 5 percent said that they felt action words more difficult to teach than other items.

**Fig. No. 2**

**Analysis of the four skills used in teaching vocabulary**



The obtained data shows that the commonly used skill in teaching vocabulary was speaking. Fifty six percent used speaking while teaching vocabulary. The least used skill was writing because only a few teachers emphasized on writing. Eighteen percent used listening and 15 percent used reading inside the class. None of the teachers equally emphasized on four skills.

**Fig.No.3**

**Analysis of vocabulary items expressed through facial expressions and gestures (in percentage)**

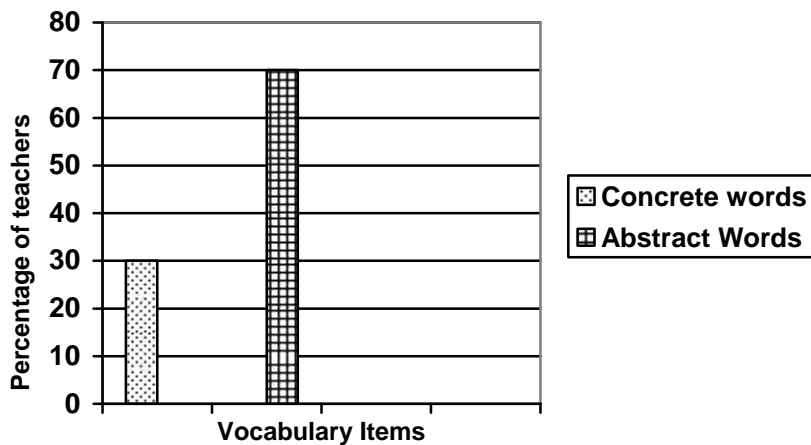


Fig.No.3 shows the result of the data obtained from Item No.11. Facial expressions and gestures can be taken as one of the effective strategies in teaching vocabulary items which cannot be shown or displayed easily and in concrete form. Even then, 30 percent teachers said that concrete words are easy to express through facial expressions and gestures.

**Table.No.3**

**Analysis of the activities conducted in the classroom in the basis of their importance**

Activities	Importance given by the different respondents																			
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
<b>Games</b>	1	6	3	9	3	6	2	1	3	9	4	2	4	2	2	3	3	3	6	5
<b>Drills</b>	7	5	9	8	4	2	8	7	8	1	5	3	5	8	7	8	7	7	2	4
<b>Dictation</b>	6	4	7	6	6	9	9	6	9	3	3	6	9	9	9	9	9	8	9	3
<b>Group Work</b>	9	9	4	4	2	4	6	9	5	6	2	8	7	6	3	5	4	2	4	6
<b>Pair Work</b>	8	7	5	5	1	5	5	8	6	7	8	7	8	5	4	6	5	4	5	7
<b>Demonstration</b>	4	1	8	7	8	1	1	4	2	4	6	4	2	1	1	2	1	1	3	2
<b>Pictures</b>	2	2	2	2	5	3	3	2	1	2	1	1	3	3	6	1	2	6	1	1
<b>Guesswork</b>	3	8	6	1	7	7	4	3	7	8	7	5	6	4	5	7	6	5	7	8
<b>Verbal explanation</b>	5	3	1	3	9	8	7	5	4	5	9	9	1	7	8	4	8	9	8	9

Note: A-T (respondents)

From the above table, we can easily infer that most pre-primary teachers focused on demonstration while teaching vocabulary items. Their next important strategy was the use of relevant pictures. Most teachers gave third priority to games. Similarly, most teachers kept group work in the fourth number. Fifth priority was given to pair work. The next rating of importance

was given to dictation which is a very useful technique to learn the correct spelling of a particular word. Guesswork attracts students' attention and is a powerful means of motivation. So, most teachers kept guesswork in the seventh importance. In the same way, drills can not be kept aside while teaching vocabulary. It is one of the most important techniques in teaching vocabulary and it helps to learn the correct pronunciation of a word. Even then most teachers assigned eighth rank to drills but in real classroom, almost all the teachers taken for this research used drills frequently. Most teachers gave less importance to verbal explanation and it is scientific too. For small kids, verbal explanation is almost of no use because they understand better if the pictures, games and realia are used.

### **3.1.2 Analysis of data obtained from open ended questions**

Here the responses of each item of the open ended questions are illustrated separately.

#### **a. Materials used by teachers in teaching vocabulary**

In response to the first question "Which materials do you use in teaching vocabulary?", most of the teachers gave almost similar responses. Most teachers used pictures, flash cards and real objects. Beside this placards, pocket charts, audio and visual records were used. Some teachers also used dolls, books, story books, TV shows, blocks and puzzles as materials for teaching vocabulary.

#### **b. Ways of motivation when the students are not ready to learn**

Motivation is very important in teaching learning process. Without motivation it is impossible to teach the small kids. Readiness is very important before you start teaching. For students to make ready to learn, motivation is needed. For this question also the teacher had similar views. Most teachers would tell stories, poems, jokes, sing rhymes and ask some

interesting questions to students in order to attract their attention. Some teachers said that they would do some actions like singing, dancing, talking about students' family, giving them guesswork, involving them in different games, helping them to play with teaching materials, giving them opportunity to lead, telling moral stories, praising them, and involving them in painting and other creative activities were the other ideas mentioned by other teachers in order to motivate the students when they are not ready to learn.

**c. How do you teach a word banana to the students?**

As a response to this question, some teachers explained very new and creative ways of teaching the word while others mentioned the same traditional way of teaching. Most teachers said that they would show real banana or picture. They would then write the word on the board and pronounce the word and students would repeat after them and the students would learn the spelling of banana at last. There were some different answers too. Not more than 10 percent teachers gave a different creative answer. They said that they would ask the students to bring a real banana from home and the teacher would ask the colour. They would eat the fruit and tell about its taste. They would know its shape and size. They would pronounce the word correctly and colour it. To make them pronounce the word correctly the teachers would break the word into three syllables 'Ba-na-na'.

**d. How do you make the students learn the spelling of a word 'cupboard'?**

In response to this question only more than 30 percent teachers have focused on rote learning and memorizing spelling with the help of flash cards and pictures. Fifty percent teachers said that they would break the

word 'cupboard' into 'cup' and 'board', ask the spelling of both and would again combine the word. Only 10 percent teachers have given creative and interesting way of teaching the spelling of 'cupboard'. They said that they would first break the word 'cupboard' into 'cup' and 'board'. They would relate the 'cup' with the tea cup and help the students learn its spelling. Similarly, they would teach the spelling of board by relating it with blackboard when they become able to learn the spelling of individual words of cup and board. Then they would combine the word and show the real cupboard or picture of cupboard. They will learn pronunciation too. At last by taking dictation test, they would come to know about the competence of the students.

**e. How do you help the students to learn the correct pronunciation of the word 'pencil'?**

Learning correct pronunciation is a part of vocabulary learning. Moreover, the students should get opportunity to learn the correct pronunciation right from the basic level. So, a pre-primary teacher should be very conscious while teaching pronunciation of vocabulary items. The pre-primary teachers taken as subjects of this research expressed ideas of teaching pronunciation of 'pencil' differently. About 50 percent teachers said that they would teach the correct pronunciation of 'pencil' through drills. They would show a real pencil and ask them to pronounce the word. If the students' pronunciation is incorrect, they would pronounce it and ask them to follow and repeat the word many times. Another 50 percent teachers said that they would break the pencil into two parts 'pen' and 'cil' and make the students pronounce two parts separately and at last they would help the students to combine the two parts to make a single word 'pencil'.

**f. How do you make students learn ‘action words’ such as ‘dancing’, ‘playing’, ‘reading’ etc?**

In response to this question, majority of teachers gave almost same answer. They focused on the practical aspect of learning. They said that they would do actions inside and outside the classroom and ask questions related to the actions. Some teachers added that they would show matchstick figures related to different action words such as dancing, reading and playing and they would use flash cards at last to teach the spelling to teach the spelling of the words effectively.

**3.2. Analysis of data obtained from class observation**

After distributing questionnaire to the pre-primary teachers, the researcher also observed two classes of each teacher and filled in the observation forms. The classrooms were observed from different aspects such as management, skill development, strategies used for teaching vocabulary and student involvement. The analysis of data obtained from class observation is given below:

**a. Management**

Teaching is not an easy job. For teaching effectively, only the qualification and efficiency of a teacher is not enough. The classroom should be equally managed. Under management comes classroom management, decoration of the classroom, student motivation, student interest, student discipline and seat arrangement.

Students should be motivated before the teaching-learning process starts. Decoration of classroom with teaching materials is equally important. Decoration of classroom is one of the factors of motivation. Students feel interested to learn the things pasted on the walls of their classroom. In the same way, a teacher should be able to keep the students in discipline so that the

teaching learning process becomes effective. Similarly, the teacher should take care of the arrangement of the seats of the students.

The researcher observed the classes of the pre-primary teachers taken as subjects for this research. The researcher found that some classes were excellently managed whereas other classes were congested and not properly arranged. The management of different classrooms is categorized in the table in terms of excellent, very good, good, fair, poor and very poor and shown below:

**Table.No. 4**  
**Analysis of data obtained from management**

Management	Percentage of teachers					
	Excellent	Very Good	Good	Fair	Poor	Very Poor
1. Classroom management	10	25	50	15	-	-
2. Decoration	5	5	25	65	-	-
3. Student motivation	10	25	60	5	-	-
4. Student interest	5	35	60	-	-	-
5. Student discipline	5	35	60	-	-	-
6. Seat arrangement	5	15	70	10	-	-

### **b. Skill development**

Development of four skills is equally important while teaching vocabulary. While teaching vocabulary the teacher should equally emphasize on four skills. The researcher found most of the teachers using four skills properly in the process of teaching vocabulary. The result of the analysis of data in skill development of students in the process of teaching vocabulary is presented in the following table:



**Table.No.5**

**Analysis of data obtained from skill development**

Skill development	Percentage of teachers					
	Excellent	Very Good	Good	Fair	Poor	Very Poor
1. Listening	-	45	50	5	-	-
2. Speaking	-	35	65	-	-	-
3. Reading	-	20	70	10	-	-
4. Writing	-	15	70	15	-	-

**c. Strategies used for teaching vocabulary**

There are different ways of presenting the subject matter to the students. The effectiveness of teaching depends on the skill of a teacher. Same vocabulary item can be presented to the students in different ways. The use of different materials really makes the teaching learning process effective.

From the observation of the classes of pre-primary teachers, the researcher found the teachers using different strategies. The analysis of data obtained from class observation in the use of different strategies is given below:

**i. Realia:** Realia means the use of real objects. Use of realia is very effective for the students of pre-primary level. The teachers should make excess use of real objects which are possible to bring inside the classroom or which can be easily shown by taking the students outside the classroom. From the observation the researcher found that the teacher made good use of realia. The use of realia is shown in the following bar diagram:

**Fig. No. 4**

**Analysis of data obtained in the use of realia**

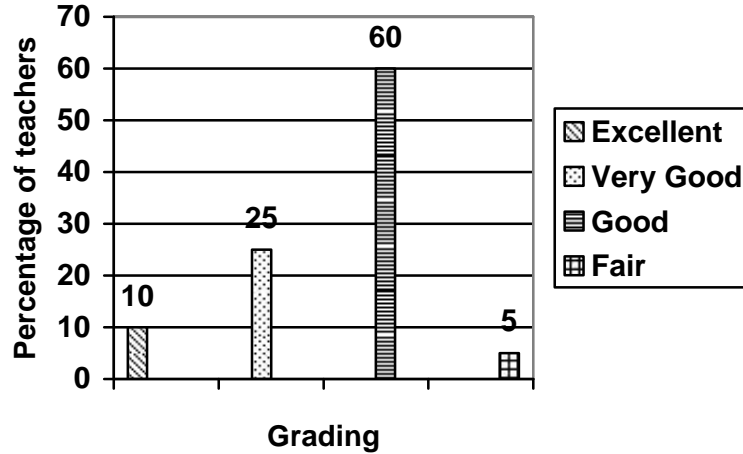


Fig.No.4 shows that 10 percent teachers made excellent use of realia. Twenty-five percent teachers made very good use of realia and the highest percentage, that is, 60 percent teachers made good use of realia and only 5 percent teachers used realia fairly.

**ii. Pictures:** Use of picture is another important strategy for teaching vocabulary. The items which are not available inside or outside the classroom can be shown through pictures. In this context, we can take an example of elephant. It is not possible to bring an elephant inside the classroom rather it can be shown through pictures. If possible, visual aids can be also used here. From the class observation the researcher found that most of the teachers made good use of pictures. The analysis of data is shown below:

**Fig.No.5**  
**Analysis of data obtained in the use of pictures**

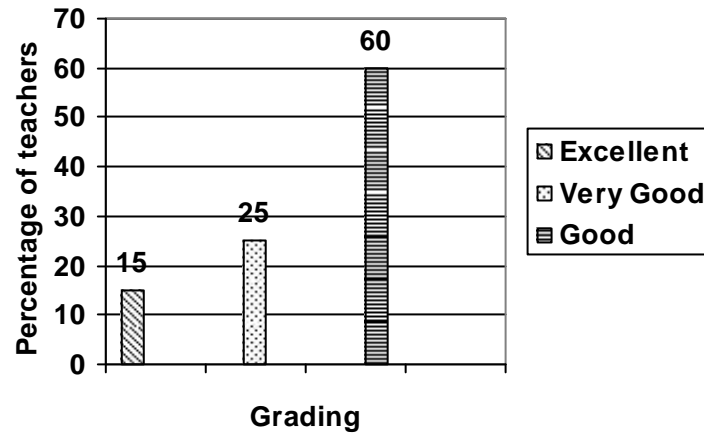


Fig.No. 5 shows that 15 percent teachers made excellent use of picture, 25 percent teachers made very good use of pictures. In contrast to this, the highest percentage of teachers only made good use of pictures.

**iii. Demonstration:** Demonstration is another important technique in teaching vocabulary. It is an important technique for making meaning of an item clear. The following figure shows the description of the use of demonstration.

**Fig.No. 6**  
**Analysis of the data in the use of demonstration**

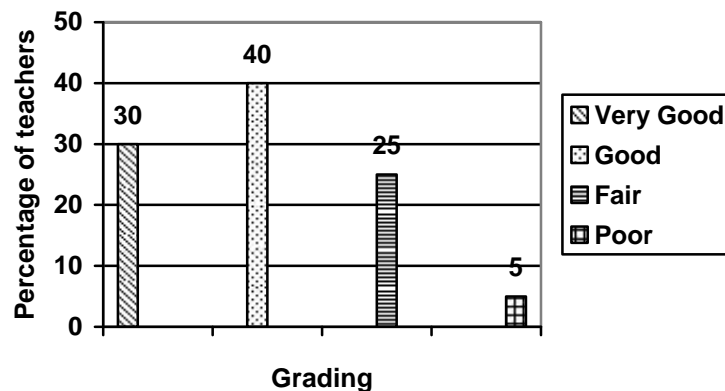
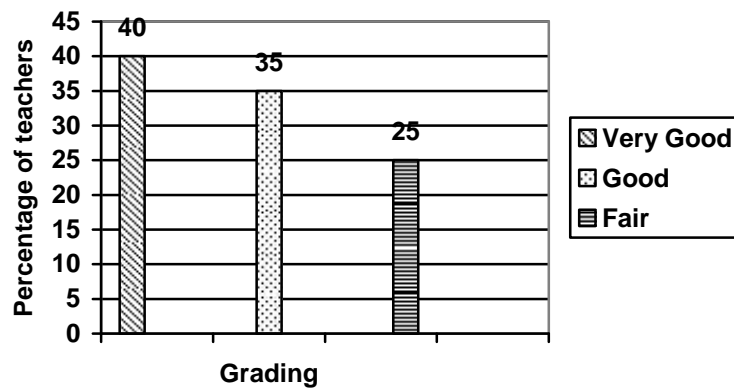


Fig. No. 6 shows that the teachers made average use of demonstration. Only 30 percent teachers made very good use of demonstration but none of them proved to be excellent in the use of demonstration. Forty percent teachers made good use of demonstration and 25 and 5 percent teachers made fair and poor use of demonstration respectively.

**iv. Facial expression and gesture:** Facial expression and gesture is another important technique for teaching meaning of such words which are not available in concrete form. For example, happy is a word which can not be shown by using real objects. So, to make the meaning clear facial expression can be used. For pre-primary students, it is an effective technique for teaching words which cannot be understood easily. The following figure shows the description of use of facial expression and gesture by the respondents.

**Fig. No.7**

**Analysis of data obtained in the use of facial expression and gesture**



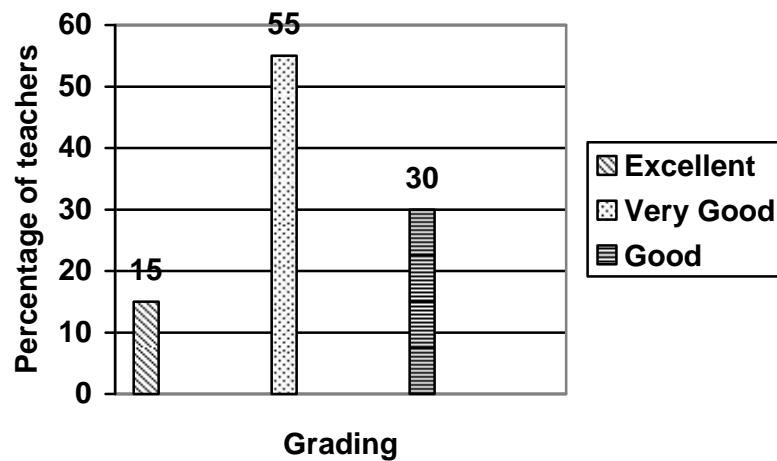
The figure shows that 40 percent teachers made very good use of facial expression and gestures while 35 percent teachers were good in the use of

this technique and 25 percent teachers only made fair use of facial expression and gestures.

- v. **Drills:** Another important technique for learning vocabulary items is the use of drills. Drills are very important for learning spelling and pronunciation of a particular word. It is necessary for the students to know the correct pronunciation and spelling of a word they learn. In her research, the researcher found drills as one of the common and highly used technique. The analysis of collected data in the use of drills is shown below:

**Fig. No. 8**

**Analysis of data in the use of drills**



From Fig. No. 8 we come to know that 15 percent teachers used drills excellently. Fifty-five percent teachers made very good use of drills and 30 percent teachers made good use of drills.

- vi. **Games:** We should entertain the students while they are learning. Sometimes difficult vocabulary items can be taught through games such as hangman, identifying, colouring, crossword puzzles and catch the spelling. Students are always curious to learn and they become more motivated when

new techniques are used rather than only chalk and talk method. In the real classroom, the researcher found fewer teachers using games while teaching vocabulary items. The following figure shows the use of games in the classroom observed.

**Fig.No. 9**  
**Analysis of data in the use of games**

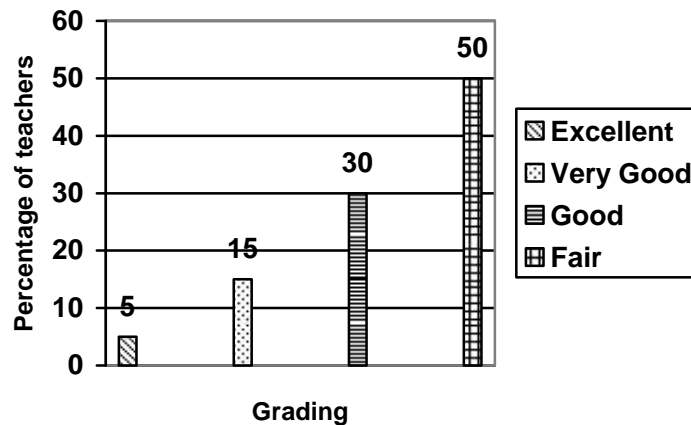
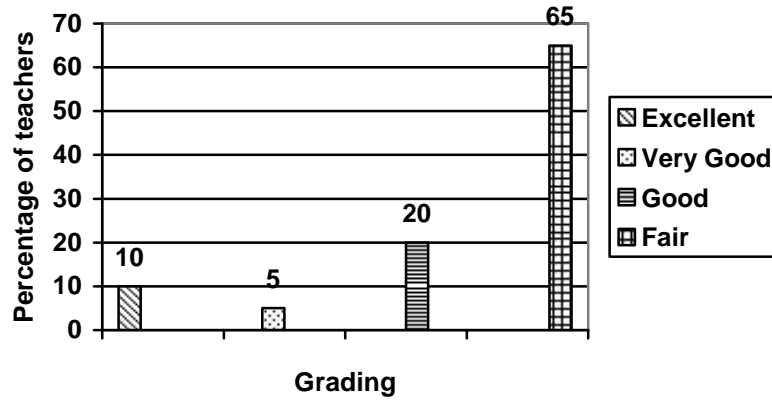


Fig.No.9 shows that only 5 per cent teachers made excellent use of games while more than half of the teachers taken as subjects of the research only made fair use of games.

**vii. Rhymes:** Rhymes is counted as an effective way of teaching children. The use of rhymes is very useful to teach new vocabulary items. The students will learn many more new words unknowingly. So, children will not feel extra-burden while learning new vocabulary items when they are taught through rhymes. But in real classroom the teachers were not found to be using rhymes effectively. The result of the analysis of data in using rhymes is given below:

**Fig. No.10**

**Analysis of the data in the use of rhymes**



The given figure shows that 10 percent teachers made excellent use of rhymes and only 5 percent teachers made very good use of rhymes. Similarly, 20 percent teachers made good use of rhymes and the use of rhymes for teaching vocabulary by 65 percent teachers was fair.

**viii. Stories/Poems:** A teacher should not forget that it is necessary for her to arouse interest in students to learn new things. While learning a new word, the students should be motivated so that the teaching learning process becomes fast and effective. The use of stories and poems is one way of motivating students. In the research, the researcher did not find many teachers using this technique seriously. Although it is very comfortable for students to learn new words through stories and poems than directly, most teachers did not use this technique frequently. The result of analysis of data in the use of stories and poems is given below:

**Fig. No.11**

**Analysis of data in the use of stories and poems**

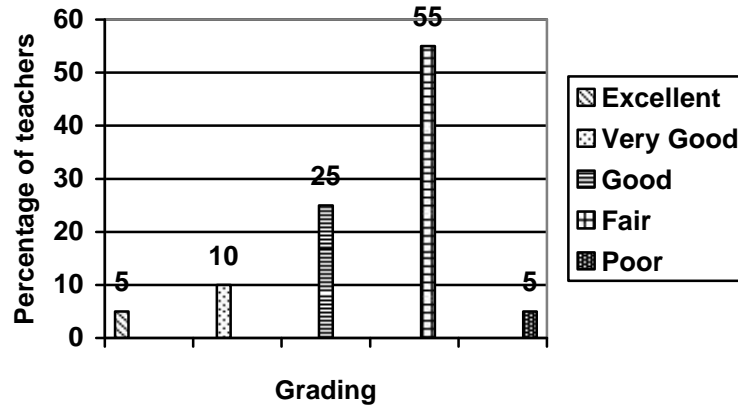


Fig.No.11 shows that 5 percent teachers made excellent use of stories and poems. Ten percent teachers were very good in the use of stories and poems. In the same way, 25 percent teachers made good use of stories and poems and a high percentage of teachers, that is, 55 percent used stories and poems fairly as the technique for teaching vocabulary and 5 percent teachers were poor in its use.

**ix. Translation:** Translation is one of the common and mostly used techniques for teaching the meaning of a word. If it is very difficult for a teacher to clarify the meaning of a word through different techniques, than to directly translate the word to the students' mother tongue. For small kids it is better to use different materials like real objects, pictures, demonstration before translating the words into their mother tongue. But, in the observation the researcher found that the teachers mostly used translation to clarify the meaning of a word. The given figure shows the result of the analysis of data collected in the use of translation.



**Fig.No.12**

**Analysis of data in the use of translation**

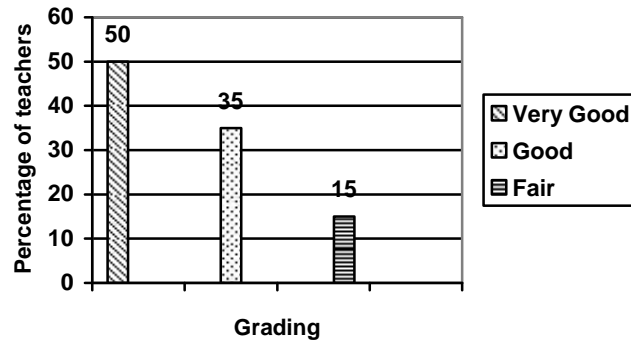
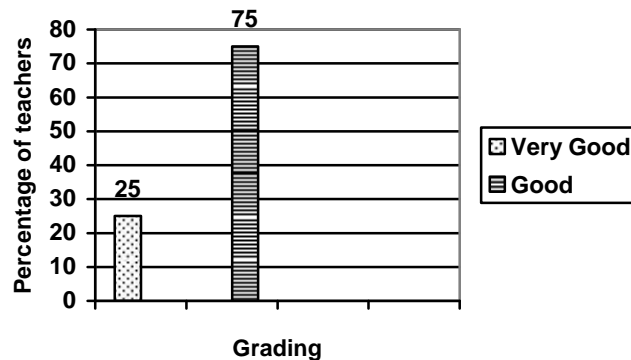


Fig.No.12 shows that 50 percent teachers made very good use of translation while 35 percent teachers were only good in the use of this technique and only 15 percent teachers made fair use of translation.

- x. **Verbal explanation:** Verbal explanation is one of the traditional techniques for teaching vocabulary items. This technique is more useful for the students of higher classes than small kids. Even then it is also used in pre-primary classroom. This technique helps to clarify the meaning of a word. The result of the analysis of data in the use of verbal explanation in the classroom is given below.

**Fig.No.13**

**Analysis of data in the use of Verbal explanation**



From the Fig 13, we came to know that 25 percent teachers were very good in the use of verbal explanation whereas 75 percent were only good.

**xi. Recorded Materials:** Recorded materials can be used in teaching vocabulary items. Students can listen to the recorded materials and do exercises related to vocabulary. But this is one of the least used materials in real classroom. From the observation of classes, the researcher collected data and its analysis is shown in the following figure.

**Fig.No.14**

**Analysis of data in the use of recorded materials**

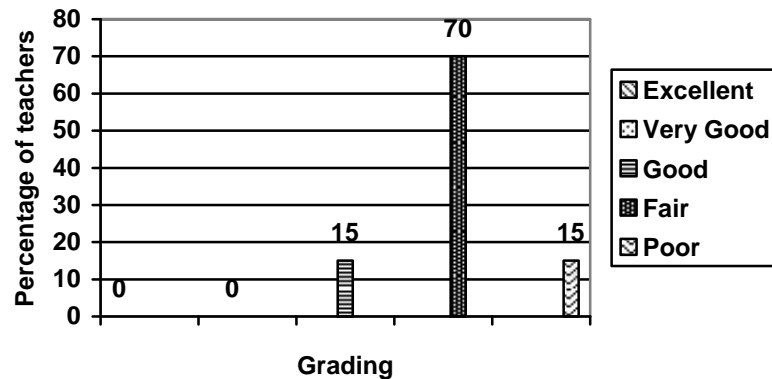
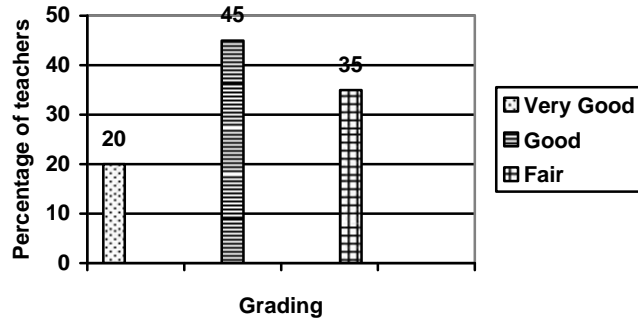


Figure.No.14 shows that recorded materials are used less in the classroom. Only 15 percent teachers were good in the use of recorded materials while 70 percent teachers were fair in the use of recorded materials. Similarly, 15 percent teachers made poor use of recorded materials.

**xii. Dictation:** Dictation is another useful technique for students to learn the spelling of a word. As we know that spelling is one part of vocabulary learning, students should know the spelling of a word which they learnt. It is a kind of test for students. Dictation should be taken frequently in the classroom. The analysis of data obtained from the class in the use of dictation is shown below:

**Fig.No.15**

**Analysis of data in the use of dictation**



From the above figure, we come to know that 20 percent teachers made very good use of dictation. Similarly, 45 percent teachers were good in the use of dictation and the percentage of teachers who made fair use of dictation decreased by 10 percent.

**xiii. Antonyms/Synonyms:** The teacher should use variety of techniques while teaching vocabulary. This arouses interest in the students in learning. Use of antonyms/synonyms increases the word power of the students. The analysis of data in the use of antonyms/synonyms is shown in the given figure.

**Figure.No.16**

**Analysis of data in the use of antonyms/synonyms**

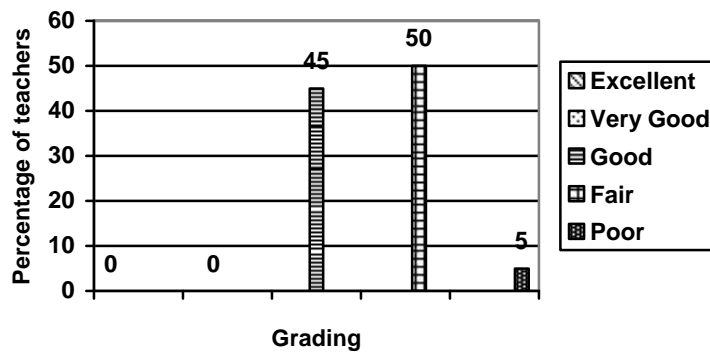
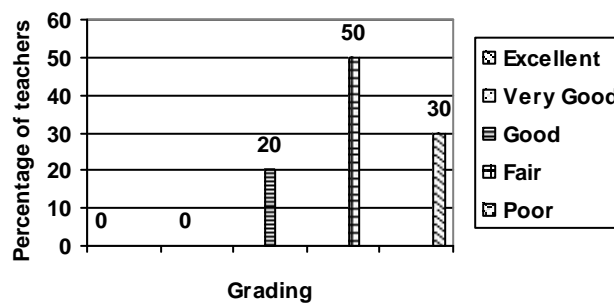


Figure.No.16 shows that 45 percent teachers made good use of this technique while 50 percent teachers fairly used this technique in teaching vocabulary and 5 percent teachers made poor use of antonyms/synonyms while teaching vocabulary.

**xiv. Visual Aids:** Visual aids is one of the modern techniques used in teaching-learning process. Use of visual aids makes the teaching-learning process interesting. Through this technique, students learn new vocabulary items while entertaining themselves. But this is also one of the least used techniques. This technique is comparatively expensive in relation to other techniques. So, only a few teachers were found using this technique. The result of the analysis of data in the use of visual aids is given below.

**Fig.No.17**

**Analysis of data in the use of visual aids**



**xv. Modelling:** Correct pronunciation is the crucial part of learning vocabulary. Pronunciation brings difference in the meaning of words. So, it is the duty of teachers to teach their students correct pronunciation and pre-primary level is the best period to teach correct pronunciation. Once the students learn wrong pronunciation, it is difficult to change it later. So, the pre-primary teachers should be always conscious and careful while teaching pronunciation. Modelling is the best technique to teach pronunciation. The teacher acts as a model and pronounces the word and her students follow

after her in the same way she does. In the observation of classes, the researcher found the teachers using this technique. The analysis of collected data in the use of modelling is given below:

**Fig.No.18**

**Analysis of data in the use of modelling**

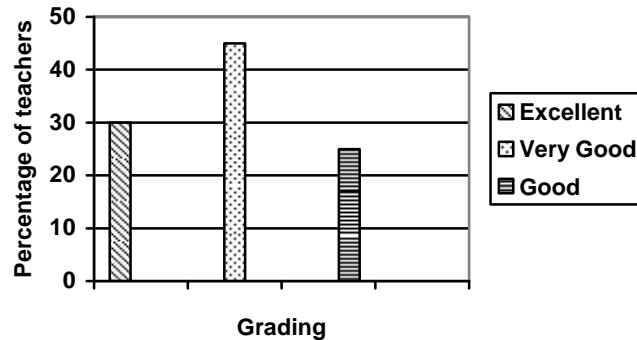


Figure.No.18 shows that 30 percent teachers were excellent in the use of modelling. Similarly, 45 percent teachers made very good use of modelling. However, 25 percent teachers were only good in the use of modelling.

**xvi. Student involvement:** There is a vast difference in between the traditional and modern way of teaching. In the past, the teacher used to speak a lot and students were bound to listen to him/her and show positive responses. The case is different nowadays. In the modern way of teaching, students are involved in many activities and they are given opportunities to speak so that their creativity and knowledge explores. In addition, they are involved in a lot of creative activities inside the classroom where the teacher acts only as a facilitator. This makes class interesting and the students are motivated to learn. In pre-primary classroom, student involvement like group work, pair work plays a vital role. The teacher can divide the students into small group and assign different tasks related to vocabulary learning to them such as colouring, painting, collage work,

story telling and news sharing. The analysis of data of student involvement is illustrated in the following table:

**Table.No.6**

**Analysis of data obtained in the student involvement**

Student involvement	Percentage of teachers					
	Excellent	Very Good	Good	Fair	Poor	Very Poor
Group work	-	40	60	-	-	-
Pair work	-	10	35	45	10	-

The table shows that group work was used more effectively by the teachers and in fact it is easier to involve the students of lower classes in group work than in pair work. From the analysis, it was found that 40 percent teachers made very good use of group work while 60 percent teachers were only good in the use of this technique. In contrast, only 10 percent teachers made very good use of pair work, 35 percent teachers were good in the use of pair work. In addition, 45 percent teachers made fair use of pair work and 10 percent teachers were very poor in the use of this technique.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

On the basis of analysis and interpretation done in the preceding chapter, some findings were drawn which are as follows:

1. More than sixty percent teachers made good use of realia. It helped students to develop clear concept of a particular word.
2. The use of drills was found good by the teachers though they had given less preference to drills while completing the questionnaire.
3. Dictation, a very important strategy to learn spellings of vocabulary items was found to be properly used by the teachers. They took oral test as well as dictation.
4. Students can easily learn facial languages and forty percent teachers were very good in the use of facial languages and gestures.
5. More than seventy percent teachers were good in the use of demonstration.
6. Students should also be given opportunities to learn themselves. The teachers taken for this research allowed their students to be involved in group work and find the answers themselves.
7. Fifteen percent pre-primary teachers frequently used mother tongue inside their classroom.
8. Only forty percent teachers frequently used materials while teaching vocabulary.
9. Only ten percent teachers made excellent use of rhymes for the purpose of teaching vocabulary.

10. Seventy percent teachers were fair in the use of recorded materials.
11. Chalk and talk method was found to be very common. Only a few teachers tried to use suitable materials for a particular topic.
12. More than fifty percent of observed classrooms were congested or empty. No decoration was done with teaching learning materials. Many materials such as mobiles, flash cards, pictures related to vocabulary items and others could be prepared and displayed. It is necessary because students are more interested and motivated if their classroom looks nice.
13. Although forty-five percent teachers made good use of modelling for teaching pronunciation, most of them were not pronouncing the words correctly.
14. Thirty percent teachers were poor in the use of visual aids.
15. Only ten percent teachers were very good in the use of stories and poems. It allowed to empower the vocabulary power of their students.
16. Sixty percent teachers made good use of pictures. But, most of them used the pictures of course book while teaching new vocabulary items. It would have been better if they had made bigger pictures of their own.
17. Games were used while teaching vocabulary. But the frequency of the use of games should be increased.

On the whole, only a few teachers used most of the techniques properly in the real classroom.



## 4.2 Recommendations

On the basis of the findings following recommendations have been made:

1. The teachers should expose the students to more strategies as far as practicable.
2. Teachers should use more materials.
3. Teachers should make proper use of teaching materials.
4. Many materials like mobiles, flash cards, pictures related to vocabulary items and others can be prepared and displayed.
5. Pre-primary teachers should receive training before they teach in actual classroom.
6. The school also should facilitate the teachers with materials such as audio cassette, T.V., etc.
7. Most of the teachers were incompetent in pronunciation. So, they should be given a training to improve their pronunciation.
8. Rhymes, stories and poems, guess work, recorded materials and visual aids should be focused because these techniques are very useful for pre-primary students.
9. Dictation should be used properly in order to make the students competent in spelling of words.
10. Four skills of language should be equally focused while teaching vocabulary.
11. Excess use of games should be made. Children learn effectively by play way method.
12. Pre-primary teachers should focus on decoration of the classroom with teaching materials so that the students would be motivated to learn in the classroom.

This study was limited to only 20 teachers of 10 private schools of Chitwan district. So, the outcome of this research can not generalize the

strategies being used in other schools of Chitwan district as well as other districts of Nepal. So, further research should be carried out with the involvement of more Pre-primary teachers of other parts of the country.

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## APPENDIX- A

### Questionnaire to the Pre-Primary Teacher

This questionnaire is a part of my research entitled “A Study on the Strategies used in Teaching Vocabulary at Pre-Primary Level”. Please complete the questionnaire using your knowledge and experience. Your correct response will be of great value to carry out this research. I assure you that information provided by you will bring no harmful effects on you and it will be kept confidential and will be used for this research only.

Teachers Name: \_\_\_\_\_

Name of the School: \_\_\_\_\_

Sex:                      Male                       Female

Years of teaching experience: \_\_\_\_\_

**Please read the questions carefully and answer them.**

#### **CLOSED QUESTIONS**

1. Is it necessary to teach vocabulary items at Pre-Primary Level?  
Yes                       No
2. Is it necessary to use mother tongue while teaching vocabulary items?  
Yes                       No
3. How often do you use mother tongue while teaching vocabulary?  
Frequently                       Sometimes                       Never
4. Are the learners interested to learn vocabulary?  
Yes                       No
5. How often do you use materials while teaching vocabulary?  
Frequently                       Sometimes                       Never
6. Do you use rhymes for teaching vocabulary?  
Frequently                       Sometimes                       Never

7. How often do you use recorded materials in the classroom for teaching vocabulary?  
 Frequently  Sometimes  Never
8. Is it necessary for the students to learn the spelling of a word?  
 Yes  No
9. Do you focus on correct pronunciation?  
 Yes  No
10. Are facial expressions and gestures important to clarify the meaning of a word?  
 Yes  No
11. What kind of vocabulary items are easy to express through facial expressions and gestures?  
 Abstract words  Concrete words
12. How much the learners interact inside their classroom?  
 Frequently  Sometimes  Never
13. Are students involved in creative task for learning vocabulary?  
 Yes  No
14. If yes, what kind of creative work do you make them do?  
 a. b.  
 c. d.
15. Among four skills of language, which skills do you mostly use while teaching vocabulary?  
 Listening  Speaking   
 Reading  Writing
16. How often do you take them outside the classroom for the purpose of teaching - learning vocabulary?  
 Frequently  Sometimes  Never
17. How often do you conduct games for the purpose of teaching-learning vocabulary?  
 Frequently  Sometimes  Never
18. What kind of games do you conduct for teaching-learning vocabulary?  
 a. b.  
 c. d.

19. Is dictation necessary for teaching-learning vocabulary?  
 Yes  No
20. Which activities do you prefer to conduct in the classroom for teaching-learning vocabulary? Number them serially according to the importance you give to them.
- |                    |                          |
|--------------------|--------------------------|
| Games              | <input type="checkbox"/> |
| Drills             | <input type="checkbox"/> |
| Dictation          | <input type="checkbox"/> |
| Group work         | <input type="checkbox"/> |
| Pair work          | <input type="checkbox"/> |
| Demonstration      | <input type="checkbox"/> |
| Pictures           | <input type="checkbox"/> |
| Guess work         | <input type="checkbox"/> |
| Verbal explanation | <input type="checkbox"/> |
21. Do you feel difficulty while teaching vocabulary?  
 Yes  No
22. If yes, choose any one item which you feel most difficult to teach.  
 Abstract words  Concrete words  Action words
23. How often do you use real objects for teaching vocabulary?  
 Frequently  Sometimes  Never
24. How often do you verbally define a word for clarifying the meaning of a word instead of using any other techniques?  
 Frequently  Sometimes  Never
25. How often do you use antonyms while teaching vocabulary?  
 Frequently  Sometimes  Never
26. How often do you use synonyms while teaching vocabulary?  
 Frequently  Sometimes  Never
27. How often do you use stories and poems to empower the vocabulary of the students?  
 Frequently  Sometimes  Never
28. Do you use visual aids for teaching vocabulary?  
 Yes  No

**OPEN QUESTIONS**

1. Which materials do you use while teaching vocabulary?

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2. How do you motivate the students if they are not ready to learn vocabulary?

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3. How do you teach a word 'Banana' to the students?

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4. How do you make the students learn the spelling of a word 'Cupboard'?

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5. How do you help the students to learn the correct pronunciation?

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6. How do you make your students learn 'Action words'?

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**APPENDIX – B**  
**Classroom Observation Form**

Teacher's Name: \_\_\_\_\_

Name of the School: \_\_\_\_\_

Sex:                      Male                       Female

S. No.	Aspect	Excellent	Very Good	Good	Fair	Poor	Very Poor	Remarks
<b>1</b>	<b>Management</b>							
1.1	Classroom Management							
1.2	Decoration							
1.3	Student Motivation							
1.4	Student Interest							
1.5	Student Discipline							
1.6	Seat Arrangement							
<b>2</b>	<b>Skill Development</b>							
2.1	Listening							
2.2	Speaking							
2.3	Reading							
2.4	Writing							
<b>3</b>	<b>Strategies used for teaching vocabulary</b>							
3.1	Realia							
3.2	Pictures							
3.3	Demonstration							
3.4	Facial Expressions and gestures							
3.5	Drills							
3.6	Games							
3.7	Rhymes							
3.8	Stories/Poems							
3.9	Translations							
3.10	Verbal Explanation							
3.11	Recorded Materials							
3.12	Dictation							
3.13	Antonyms/Synonyms							
3.14	Visual Aids							
3.15	Modelling							
<b>4</b>	<b>Student Involvement</b>							
4.1	Group Work							
4.2	Pair Work							
4.3	Others							

## APPENDIX – C

### List of the schools Chosen for the study

<b>S.No</b>	<b>Name of School</b>	<b>Address</b>
1.	SOS Hermann Gmeiner School	Gaurigunj
2.	Sun Rise English School	Krishnapur
3.	Siddhartha Siksha Sadan	Sharadpur
4.	Venus Boarding School	Kshetrapur
5.	Eden Garden Higher Secondary School	Bharatpur- 10
6.	Aroma English School	Bharatpur- 10
7.	Mirgasthali English School	Bharatpur- 10
8.	Step By Step English school	Krishnapur
9.	Narayani English Public School	Bhazard
10.	Small Heaven School	Kshetrapur

## APPENDIX- D

### List of the pre- primary teachers taken as samples for the research

S. No	School	Name of the Pre-primary teachers
1.	SOS Hermann Gmeiner School	-Yamuna Manandhar -Saraswati Sharma
2.	Sun Rise English School	-Indra Maya Sharma -Sabita Pathak
3.	Siddartha Siksha Sadan	-Ishwari Pathak -Nira Chapagain
4.	Venus Boarding School	-Manisha Karmacharya -Prabata Adhikari
5.	Eden Garden Higher Secondary School	-Rita Rana -Subhadra Sen
6.	Aroma English School	-Bimala Sharma -Gita Gautam
7.	Mirgasthali English School	-Bimala Timilsina -Devi Sharma
8.	Step By Step English School	-Kamala Malla -Sunita Thapa
9.	Narayani English Public School	-Nupur Sharma -Geeta Ghimire
10.	Small Heaven School	-Shila Senchuri -Ambica Shrestha