

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Language is a special gift for the human being. It has become the most valuable means of communication. Any system of communication can be called a language. If we speak and communicate, it will be called oral communication; if we write and communicate, it will be called written communication; if we use signs and gestures and communicate, that will be a non-verbal communication. In the process of communication, one perceives clear pictures of the whole world through the use of language. Through language we are able to think, interpret, perceive and express about the real world.

Language appears to be the most important means of communication in social context. It functions as the most powerful medium of expressing ideas, feelings, emotions, desires and experience. Language has been defined by many scholars differently. Only one definition is not perfect in itself. But it is broadly accepted that language is a complex human phenomenon and its major function is to communicate.

According to Richards et al. (1985,p.31) "Language is as a system of human communication by means of structured arrangement of sound to form larger units. e.g. morphemes, words, sentences." Similarly, Sapir (1978,p.8) "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols." In the same way, Wardhaugh (1977, p.3)

defines language as “a system of arbitrary vocal symbols used for human communication.” Likewise, according to Oxford Advanced Learner's Dictionary (2007,p.721) "Language is system of sounds, words, phrases etc. used by human to communicate thoughts and feelings."

From the above definitions, we can point out that language possesses the following features.

Language is human.

Language is non- instinctive.

Language is vocal.

Language is voluntary.

Language is arbitrary.

Language is system.

Language is for a communication.

Thus, "language is voluntary vocal system of human communication".

This definition seems the most satisfactory one as it covers some key words which are important for the features of language.

This definition of language includes the key terms as voluntary, vocal, system, human and communication. The explanation of these terms is given below:

'Voluntary' means by wish or will. As we know language is made of sounds and words which are voluntarily produced. When we see a great snake on the way, at that time, we make a great noise and we produce a sentence "What a great snake!" We produce the sentence by our will. In the production of the sentence, the mind orders speech organs to produce what we intend to produce.

'Vocal' means the production of speech sounds by vocal organs. The production of speech sound is determined by vocal organs. This distinctive sound produced by the involvement of vocal organs can be called a language.

'System' means organized body. A language is not a random mass of sounds or words but it is a system of sounds or words. There are mainly three systems in a language: phonological system, grammatical system and semantic system.

Humans are only subjects to acquire language. Besides humans, other animals also use their vocal organs for communication but their communication is not called a language. Communication is transmission of sounds or words from one person to another. We may produce both communication and non-communication sounds. The communicative sounds that we produce to communicate may be called a language. The non- communicative sounds are not called a language.

1.2 Vocabulary: Basic Elements

The largest unit 'sentence' is formed by the combination of words. So, 'word' is a basic notion of a language. It plays a vital role in language. It functions as the muscles of human body in the field of language. It is said that learning a foreign language is basically a matter of learning the vocabulary of that language. Vocabulary is an important aspect of language without which it can not exist in the world or we cannot use it as a communicative means. Each language in the world consists of vocabulary items which are the major building blocks for communication. So, in the absence of vocabulary, communication is impossible.

1.2.1 Definition of Vocabulary

Defining the notion 'Vocabulary' is not easy. They are defined in various ways by different scholars. Though they are difficult to explain or define, they are defined as follows:

Regarding vocabulary Wallace (1989 ,p.9) says:

It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary, because that is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language.

In the same way, Morgan and Rinvoluceri (1986 , p.5) say that

When one is learning a foreign language, many things can get in the way of learning. People have strong often unexpressed feeling towards words". We conceive of vocabulary learning as a relational process; it could be described as making friends with the words of the target language.

For Harmer (2001, p. 153)" ...language structures make up skeleton, it is vocabulary that provides vital organ and flesh. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used".

Similarly, Wilkins (1972, p.111) says that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

McDonough and Shaw (1993, p.111) say that "knowledge and understanding of vocabulary is often considered to be an integral part of a reader's overall competence in a foreign or second language".

According to Carter (1963, p.70),

There are several levels to the description of vocabulary.

This reflects the multiple functions of vocabulary: words are single items; in partnership with other words, they perform lexical and grammatical functions; and recent studies have demonstrated the important role that vocabulary plays in the formation of complete spoken and written texts.

From these above definitions, it emerges that vocabulary are the most important and valuable aspects of language. In the absence of vocabulary, we are unable to think of the world. In other words, we are unable to talk about the world.

1.2.2 Type of Vocabulary

There are many classifications of vocabulary. Their classification is done in terms of function, meaning and structure.

According to Carter (1993, p.70), vocabulary reflects multiple functions. They perform lexical function and grammatical function (in partnership with other words). He says that grammatical words belong to a finite set of words with fundamental grammatical job to do, that is, mostly pronouns, articles, prepositions, conjunctions, auxiliary and modal verbs (e.g. they, them, a, an, the, on, in, to, because, will, must). Of course, lexical words also have grammatical functions, but they have more lexical content and are (theoretically, at least) an 'open' infinite set, that is, nouns, adjectives, verbs, adverbs (e.g. castle, bright, walk, slowly). Thus, according to him, the list of word called 'vocabulary' is classified into two groups :lexical words and grammatical words.

Wallace (1989, p.23) classifies 'vocabulary' into two types : productive vocabulary and receptive vocabulary . According to him, productive vocabulary are those which are produced, spelled or pronounced in the right way, used in the correct grammatical form, used appropriately with the correct words coming before and after it and so on. Receptive vocabulary are those which help the learner (as in reading and listening) to handle whatever language the native speaker may 'throw' at him.

According to Harmer (2001, p.159), vocabulary is classified under two types: active vocabulary and passive vocabulary.

Active vocabulary refers to the vocabulary that students have been taught to learn and which they are expected to understand, pronounce and use constructively in speaking and writing. Passive vocabulary refers to the words which the students recognize when occur in a context but which they will probably not be able to produce. Active vocabulary is used the day to day communication whereas passive vocabulary is only in competence level.

Aarts and Aarts (1986, p.20) classify words into 'Major' and 'Minor' word classes. The former is also called 'open' class since such words are unrestricted and indefinite. The latter is also called 'close' class since such words do not allow creating of new words. They are limited and definite. For example, conjunction, article, pronoun, preposition and interjection are minor word classes and noun, verb, adverb, adjective are major word classes.

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

Simple words consist of a single free morpheme followed or not by an inflectional affix, such as walk, walks, walked, etc.

Compound words consist of two or many free morphemes where they constitute themselves a word e.g. blackboard, cowboy, bus-park, etc.

Compound word is a lexical item composed of two or more parts where these parts are themselves a word.

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

1.3 Teaching and Learning Vocabulary

Learning foreign language means learning vocabulary of that language.

We know that teaching and learning vocabulary are very complex processes. Teaching and learning vocabulary are difficult tasks for the teacher as well as for the students. Those who have learnt vocabulary of the target language, it means they should have ability to:

- (a) recognize it in its spoken or written form.
- (b) recall it at will.
- (c) relate it to an appropriate object or concept.
- (d) use it in the appropriate grammatical form.
- (e) in speech, pronounce it in a recognizable way.
- (f) in writing, spell it correctly.
- (g) use it with the words it correctly goes with; i.e. in the correct collocation
- (h) use it at the appropriate level of formality.
- (i) be aware of its connotations and associations.

(Source : Wallace 1989, p. 27)

1.4 Symptoms of Bad Vocabulary Learning

Of course, learning vocabulary is not whole/part of a language. It is just a part of language, but the system of language (its grammar) is also most important. In absence of it, language learning remains incomplete. By learning vocabulary, we will have ability to communicate but not in a way we intend to communicate. Thus, we can say that vocabulary and structure of language function in relation. Vocabulary is supplementary aspect of language. Many learners learn vocabulary in wrong way because of which they are unable to comprehend and perform well. Wallace (1989, p.9-13) says the there are some symptoms of bad vocabulary learning. They are given below:

1. Inability to retrieve vocabulary that has been taught

This is the most basic kind of vocabulary fault. The student has been exposed to a vocabulary at some stage, but can not bring it to mind when he needs it. In this situation, either communication breaks down or else the student has to use some 'repair strategy' such as expressing his meaning in a different way.

2. Use of vocabulary inappropriate to the given situation

The student knows a word which has the particular meaning, but it somehow does not fit into the language situation in which it is operating. To take an obvious example : normally, right(hand side) and left (hand side) are perfectly acceptable ways of indicating direction, but on board a ship, there are situations where these words sound strange, the items port (for left) and starboard (for right) being more appropriate. Thus, a word that is correct in one situation is not correct in another, although it has some kind of significance.

3. Use of vocabulary at the wrong level of formality

The words we choose have to relate to the formality of the situation in which we are speaking and the relationship between the speakers and listeners. Thus, we go from the very formal, 'Be seated, ladies and gentlemen!' to the command 'sit!' (Which a teacher might give to a class), to the informal 'Have a seat' to the colloquial, joking expression 'take a pew!' Pew is strictly speaking, the type of long wooden seat found in a church: the meaning is sometimes humorously extended to any kind of chair. The effect of the expression here depends on the formal association of pew (a seat in a church) with its use in the informal situation.

In learning a foreign language there is a tendency to use the more formal language found in textbooks in normal conversational situations, with results that sound strange to the native speaker. The reverse can also happen where a learner picks up a slang or colloquial expression and uses it inappropriately.

4. Possessing the wrong kind of vocabulary for one's needs

It becomes a problem if one possesses the wrong kind of vocabulary. If the learner is going to be involved only face to face contact with native speakers, then what he needs is the conversational language for those situations: it will not be much help to him to have a large reading vocabulary of words he can hardly pronounce. On the other hand, if the learner, as far as can be known, is going to be spending the rest of his life in his own country and needs English only for reading books in his area of specialism, then an extensive reading vocabulary may be precisely what is required.

Also, of course, the area of study is important. Someone who is studying medicine in English needs to know English medical words and expressions. If at some stage he is going to be talking to native speaker patients, then some knowledge of colloquial terms that occur in doctor-patient discussions may also be necessary and so on.

5. Using vocabulary in an unidiomatic way

Even when a student has the right kind of vocabulary, he may use it in an unidiomatic way. We could take as an actual example the following extract from a brochure advertising a sea cruise:

The schedules take into account the wishes of those of you who use maritime transport both as a means of communication and rest and it goes without saying that you can have such rest in no else corner of our planet.

Obvious derivations from normal English idiom are: the use of 'else' for 'other'; the use of the phrase 'no else corner of our planet' which is too 'elevated' for the topic; and generally, the uneasy mixture of formal and informal language.

6. Using vocabulary in a meaningless way

This is the fault which John Bright has called 'Verbalism'. He wittily uses the example of the 'Giky Martables' Bright took biology textbook and substituted a nonsense word for every word in the text that was outside the General Service List. Part of the passage he uses runs like this (the nonsense words are italics):

It must be admitted, however, that there is an occasional *pumtumfence* of a diseased condition in which wild animals and we wish to call attention to a remarkable condition which seems like a *giky martable*. Let us return to the *retites*. In the huge societies of some of them there are guests or pets, which are not merely *briscerated* but fed and *yented* the *spintowrow* being, in most cases a *talable* or *spiskant exboration-sunury* to the hosts.

As Bright points out, it is possible to ask a learner intermediate level questions about the passage and get answers from him or her in this way.

- (a) What does the remarkable condition which the writer calls attention to seem like? (It seems like a *giky martable*.)
- (b) What happens to the *retites* ? (They are *briscerated*, fed and *yented*)
- (c) What is the *spintowrow*, in most cases? It's a *talabale* or *spiskant exboration*)

The point being made here is that the learner does not have to be able to understand the question to be able to answer it in an apparently satisfactory way. The effect is that the student is using the target language, but he or she is not learning it, since no connection has been made between the vocabularies and meaning.

7. Incorrect use of a dictionary

Some students are not aware of the most efficient way to use a dictionary. When they come across a new word in a passage they will immediately stop until they have checked it up in a dictionary. This can kill all interest and even interfere with comprehension because the reader is so

concentrated with the individual words that he is less aware of the context which gives them meaning. It also results in every slow and inefficient reading.

8. Use of incorrect grammatical form, spelling, pronunciation or stress.

It is, of course, possible to know a word without necessarily knowing how to use it in its various forms. For example, a learner will know to use the adjective 'big' before he learns to use it comparative and superlative for 'bigger' and 'biggest'. With nouns, we would expect the singular and plural forms to be. With a verb like sing, the form 'sings' will be learnt early; sang might be learnt later, and the participle form 'sung' later still.

These aspects (pronunciation and spelling) are related in English because it is the comparative unpredictability of the English sound-symbol relationship which causes so many problems. Learners are puzzled by words which have very different forms but are pronounced identically. e.g. genes/jeans, break/brake etc. and also by words which are very similar in form but pronounced differently, e.g. bough, tough, though etc.

Stress pattern of a word determines its pronunciation of the individual vowel sounds; only in the stressed syllable does the vowel tend to get its full value, the other unstressed vowels tending to be neutralized. Thus, if words like re'ceptive and 'recognize are stressed on the wrong syllables, they can become almost impossible for the native speaker to catch in a flow of speech especially when other words in the learners speech are also being wrongly stressed.

1.5 Aspects of Learning Words

Teaching vocabulary is an important part of learning language. It possesses mainly four aspects: word meaning, word use, word formation and word grammar which should be taken into consideration at the time of teaching and learning vocabulary. Harmer (1991, p.158) describe these aspects as follows:

1.5.1 Word Meaning

As we know that very little words have a single meaning but more words have more than one meaning. For example, the word 'book' refers to something we use to read from a set of printed pages fastened together inside a cover. But the same word 'book' has a list of eight more meaning when we search in the learner's dictionary. Sometimes the word 'book' is used as a noun, verb and phrasal verbs.

When we come across a word, then it becomes very difficult to decipher its meaning in isolation. Therefore, we have to look at the context in which it is used. If we see a woman in a theatre arguing at the ticket office saying 'I booked two tickets yesterday', we will obviously understand a meaning of the verb 'book'. Here the verb 'booked' possesses the meaning 'bought'. But when a policeman (accompanied by an unhappy-looking man at a police station) saying to his colleague 'we booked him for speeding.' In this context the verb 'booked' means 'captured'. Thus the students need to know about meaning in context.

There are other facts about meaning too. Sometimes a word has meaning in relation to other word. For example, to know the meaning of the word 'flower', we have to describe a number of things e.g. rose, daisy, lotus, pansy, tulip etc. Here we know the word 'flower' has a general meaning whereas 'rose' has more specific meaning. Thus, the meaning of a word can be learnt by sense relation.

1.5.2 Word Use

The meaning of a word is very often stretched through the use of metaphor and idiom. For examples, the word 'hiss' describes the noises that snakes make. But we stretch its meaning to describe the way people talk each other (e.g. 'Don't move or you're dead", she hissed). That is metaphorical use. 'Snake in the grass' is a fixed phrase that has become an idiom which means 'a person who pretends to be your friend but who cannot be trusted'.

Word meaning is also governed by collocation that is which words go with each other. The learners should know which words go with each other. For example, we can have a headache, stomachache or earache but we cannot have a throatache or a legache.

The other important aspect of word meaning that learner should know is the 'style' and 'register'. If we want to say someone 'I am angry' in neutral expression and 'I am really pissed off ' in the informal situation, the second one seems rude to listeners in certain contexts. According to Wallace (1985, p.112), "It is however a protean word which is used in so many ways by so many different writers that it is not difficult to use it with any technical sharpness". The learners should know the use of words in formal and informal situations.

Register refers to a speech variety used by a particular group of people. A register of English is a variety of the language as used in specific context such as legal English, academic English or technical English. Thus the learners need to know about 'style' and 'register'.

1.5.3 Word Formation

We know that words can change their shape and grammatical value too. So, students need to know about word formation and how to twist words to fit different grammatical context. "Vocabulary items whether one word can often be broken down into their component 'bits' exactly, how these bits are put together is another piece of useful information perhaps mainly for more advance learners " (Ur,1996,p.62).

Yule (1985, p. 64) states, "The study of the process where by new words process for the changing of their structure." So, we can say that word formation is the process to make constant evolution of language in term of new invention of words and new uses of old terms to bring vitality and creativeness to shape language according to the need of the language users, Thus, the students need to know how suffixes and prefixes work and how words are spelt and pronounced.

1.5.4 Word Grammar

Another important aspect of learning word is word grammar. The students need to know how words are unpredictably changing. For example, when we teach noun, we have to make distinction between countable and uncountable nouns. We have to show them that countable nouns can be both singular and plural. For example, we can say 'one pen' or 'two pens'. But uncountable nouns can only be singular, we cannot say 'two informations'. This difference, then, has certain grammatical implications. 'Pen' can collocate with plural verbs whereas information never can. The students should also know those words which have neither countable nor uncountable such as, people, the news, linguistics, etc. Similarly, while teaching a verb, we might give their both the regular and irregular forms. When students don't have this kind of knowledge they come up with erroneous sentence.

There are many other areas of grammatical behavior that students need to know about:

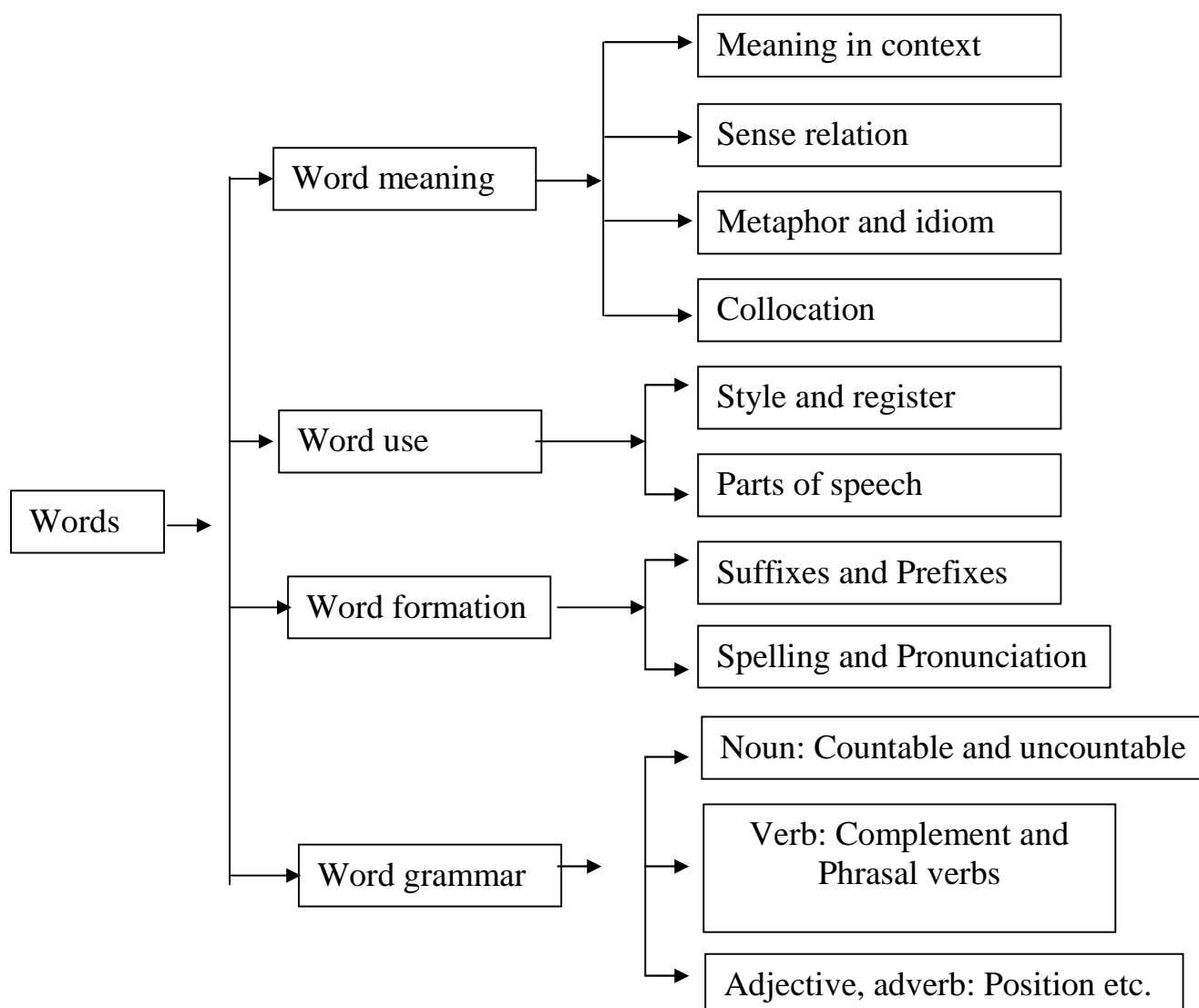
What are phrasal verbs and how do they behave?

How are adjectives ordered?

What position can adverbs be used in?

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

Harmer (1991, p.158) summarizes knowing a word in the following way:



1.6 Teaching Aids and their Types

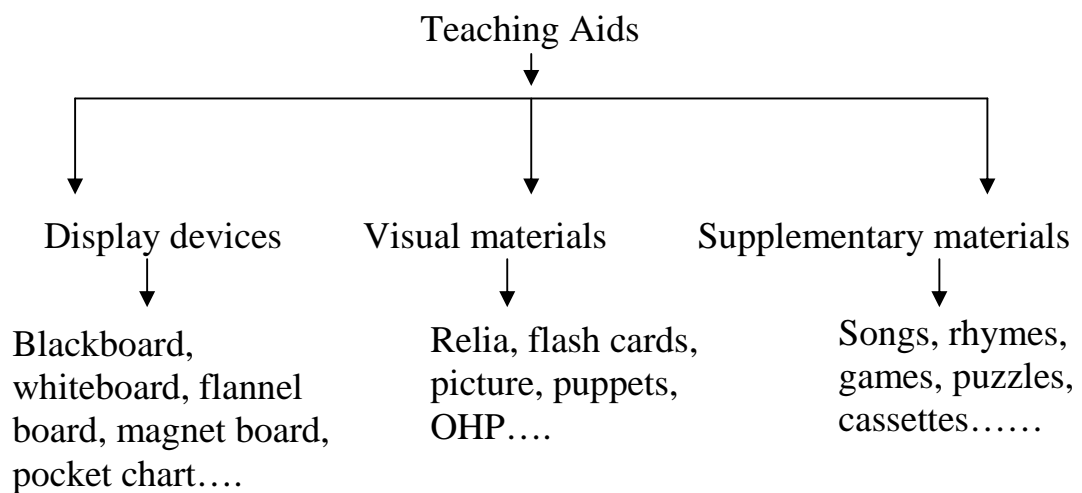
Teaching materials are essential in language class. They are not something extra which are brought into the classroom. They are the most useful things which support a teacher in successful teaching and the students in successful learning. No effective teaching is possible without appropriate teaching materials. They are fundamental units of teaching. Teaching materials in English teaching give special emphasis on boosting the confidence and enhancing the skill of the participants in making various teaching materials and using them effectively in actual classroom teaching.

Following Corder (1978), everything belonging to or brought into the classroom, animate or inanimate, is a potential visual aids-teacher, boys, girls, clothes, objects, etc. Everything that anyone is seen to do, any movement s/he makes, any action s/he performs- laughing, crying, working etc. all are potential visual aids. The whole classroom and its contents are instantaneously converted into potential visual aids. Heaton (1979) includes teacher, student blackboard, textbook and classroom as five basic visual aids (cited from Sharma and Phyak, 2007, p.298)

There is no uniformity in the number and types of teaching aids. Stevick (1957) defines it as "..... anything audible or visual which helps your student learn the language more quickly or more accurately" is teaching aid. The definition clearly says that teaching aids could be of two types : audio which appeals to the sense of hearing and visual which appeals to the sense of seeing. Thus, picture, blackboard, OHP etc. fall under visual aids where as tape recorder, language lab, radio, etc. come under audio

aids. Celce-Murcia (1979) classifies teaching aids into technical and non-technical teaching aids. The first kind involves the use of some kind machine or electricity and more technical knowledge to handle them; the second kind refers to those which does not require this. (cited from Rai, 1999, p.41)

Also a distinction has been made on the basis of the way, the teaching aids are used. The following charts show this.



(Adapted from Rai, 1999, p.42)

1.7 Picture Card and its Functions

Picture cards are useful for presenting, practicing and revising vocabulary. There are different ways the teacher can use picture cards while teaching. The teacher, for example, can show a picture and ask the students what it is.

It is true that one picture is worth 1000 words. Pictures are very interesting, motivating and refreshing for young learners. They are stimulus for children to speak. Such pictures can be either placed in a pocket chart or held in a hand. The pictures are the most important and interesting materials for classroom teaching. They perform various functions in teaching.

The functions of pictures can be mentioned below:

- a. They motivate the student towards learning.
- b. They provide him with a clue to the meaning of details.
- c. They make him feel what he is learning.
- d. They provide him with materials by which he can indicate non-verbally that he has understood.
- e. They help the student to remember the learnt items for long period of time.
- f. They break monotony and mental fatigue upon students.
- g. They are also useful to teach other skills of language especially in speaking and writing.

1.8 Techniques of Teaching Vocabulary

Techniques refer to presenting items to the students in a comprehensible way. The main aim of teaching vocabulary is to make students find out word meaning of them in different context. So, vocabulary items should be taught in a way that must help learner to use it in proper and suitable context. As we know that vocabulary plays a great role in the flow of language. So, vocabulary items should be paid more attention while learning. A little carelessness leads the learner in failing vocabulary items. For better understanding, better techniques should be appreciated.

Regarding the ways and techniques of teaching vocabulary, different writers have given different views. Doff (1988) suggests a number of ways and techniques to teaching new lexicons are based on his practical experience of teaching English to the non- natives. He suggests the following steps:

- Say the word clearly and write it on the board.
- Let the class repeat the word in chorus.
- Translate the word into student's 'L1'.
- Ask them to translate the word.
- Draw a picture to show what the word means.
- Use the word in a self defining context.
- Ask questions using the new word

(Mishra, 2006, p.12)

1.8.1 Showing Meaning: Some Techniques

Doff (1988, p.14-17) provides a number of ways for showing the meaning of the lexicon such as;

- by showing real objects
- by showing pictures
- by miming, acting and gesturing (action verbs and adjectives mostly)
- by using the word into a suitable context
- by combining different techniques
- by teaching them the art of vocabulary expansion (the teacher provides list of synonyms and antonyms)

In the context of teaching vocabulary, Dorothy F. Brown has prescribed a mnemonic device to help the teachers. It is her article "Guidelines for Vocabulary Teaching" published in the RELC Journal Supplement No. 3 June 1980, Dorothy presents her mnemonic device as "eight Cs and aG".

The eight Cs; as put forwarded by Dorothy are :

1. Collocation
 2. Clines
 3. Cloze procedures
 4. Clusters
 5. Context
 6. Consultation checking
 7. Cards
 8. Creativity
- 'G' Stands for guessing

'To collocate with means to be found in the same place with collocating words are those that go towards understanding to concept of a word.

A cline is 'a gradual sequence of difference within a species' using a cline can be efficient way of teaching different shades of meaning of a word.

A cluster is a group of similar things either, with synonyms or related words. Such words can be taught more effectively by forming a group of them. For example, the word 'thief' can be presented in a word- cluster of: Burgler, robber, steal, rob, burgle, theft, burglary, robbery, crime, criminal, arrest, attack, break into.

Cloze passages have also proved very useful for teaching vocabulary. Completing a cloze passage provides example of clusters and shows the importance of collocation syntactic, semantic and pragmatic cues are used for cloze test. The clues may come before or after the gap.

Contextual use of word proves a great help to the student. He derives sufficient meaning of unknown words from the context. Contextual clues can be made by providing definition, setting contrast (antonyms) making inferences and analysis.

In addition to all these techniques, students should consult reference books to check the meaning they have derived from the context. This technique, however, is not suitable for a child. It is an adult way to increase vocabulary for both native speakers and for second language learners. Use of cards (word cards) is also more applicable for advanced learners. A student can be encouraged to make small cards for each word to be learnt. It's quite possible to increase vocabulary in a spectacular way by using cards.

Language is a personal creative thing. As such we should sometimes allow students to choose what they want to learn. One technique to help students be creative can be performed by letting them use interesting picture. They can study them and find the vocabulary needed for talking about the picture in their own ways. This technique can be used both for increasing vocal and for giving an oral exam. Guessing the meaning in context can be great fun for children. Although adults may be hesitant at guessing work for fear of being wrong this stands very promising game for children, however, we can encourage adults to guess first and consult next. Every night gushing will encourages the learner. This is a reword and a builds confidence in him to guess another time.

In addition to the techniques, we can also make a highly profitable use of the games such as playing with computer games on the learning of vocabulary, odd word out, matching items, finding out the root words and its derivatives and context enrichment exercises.

(Source: Young Voice in ELT 2006; p.12-13)

1.9 Review of Related Literature

Many research works in this area have already been carried out in the Department of English Education. They are as follows:

Chudal (1997) in his M.Ed. thesis has studied “Vocabulary achievement of the student of grade six”. The objectives of the study were to investigate the students' achievement in English vocabulary used in English textbook at grade six. The study also made grade wise comparison of vocabulary achievement. In the study he found that the achievement level was poor.

Karki (2000) has studied "Vocabulary Achievement of the Students of Grade Eight". The objective of the study was to investigate the students' achievement level of grade eight. The study found that the achievement level was satisfactory.

Chapagain (1999) carried out a research on "Use of Teaching Materials and its Impact in English Language Learning". The objective of the study was to find out the impact of teaching materials in English language teaching. It was found that the use of teaching materials helped better learning.

Tiwari (2001) has, in his M.Ed. Thesis, studied "A Study on English Vocabulary Achievement by the Students of Grade Ten". The objectives of this study were to investigate the student achievement of English vocabulary used in the new English book of grade ten. The conclusion of the thesis is that the students' level of vocabulary achievement was not satisfactory.

Adhikari (2005) carried out a study on the topic "Effectiveness of Teaching Vocabulary through Games". It has been found that teaching vocabulary through games is more effective than usual techniques of teaching vocabulary. There is another thesis carried out by Chaudhary (2007) on the topic "Effectiveness of Teaching Vocabulary through Songs and Rhymes". It has been found that teaching vocabulary through songs and rhymes is highly effective in comparison to usual techniques of teaching vocabulary.

There are many research works in the Department of English Education. Some of these research works had been studied for literature review. It had been found that all of them were different from that of the present study. Such as Chapangain (1999) carried out a research in which he wanted to find out the impact of teaching materials in English language teaching. He found that the use of teaching materials helped in better learning. Similarly, Chaudhary (2007) carried out a research in which he wanted to find out the effectiveness of songs and rhymes in teaching vocabulary. He found that songs and rhymes were highly effective in comparison to usual techniques of teaching vocabulary. But the study of my research was different mainly in terms of techniques. I used pictures as a technique in class five only whereas Chapagain used teaching materials and Chaudhary used songs and rhymes for teaching vocabulary.

1.10 Objectives of the Study

The objectives of the present study were:

- a. to find out the effectiveness of pictures in teaching vocabulary.
- b. to suggest some pedagogical implications of the study.

1.11 Significance of the Study

The study is expected to be significant to all those who are interested in language teaching and learning in general, and more particularly to the teachers, students, syllabus designers, textbook writers and producers of materials related to vocabulary teaching. The researcher hopes that the findings will provide a valuable support to those who attempt to study in the area of teaching vocabulary.

CHAPTER –TWO

METHODOLOGY

Generally speaking, methodology refers to a set of principles and techniques of doing some research or other works. According to Kothari (1990, p.9) "Research methodology is sequential produce and methods to be adopted in a systematic study". In this study, the researcher has tried to find out the role of picture as a technique of teaching English vocabulary of grade V . The methodology adopted during the study is given below.

2.1 Source of the Data

The present research is actually a practical study. So the research needs both the sources of date: primary source of data and secondary source of data.

2.1.1 Primary Source of Data

Primary source of data are the data in which the researcher himself is involved in their collection. The researcher goes to the field meets the population and gets the information from there. The collected data become first hand data or original data. Here, for the primary data the students from grade five who were studying in 'Shree Rastra Primary School Govindpur, Pato, Saptary' were chosen.

2.1.2 Secondary Source of Data

Secondary source of data refers to the data which are not personally seen or met by the researcher himself. They are the data which have already been collected by others. They are collected from published as well as

unpublished sources. The researcher uses books, journals, newspapers, dairies, documents, official records etc. for collecting secondary source of data. The data are called second hand data.

Here, for this study, the researcher consulted the following scholar's books: Carter (1993), Harmer (2001), Kothari (1990), Kumar (1996), Wallace (1989), Wardhaugh (1977), Wright (1986) etc. Apart from these, several articles journals, books, etc. related with the research work were consulted. The researcher also consulted the theses which are approved in the Department of English Language Education, TU.

2.2 Tools for Data Collection

Of course, tools are very essential for data collection. There are various types of tools. These tools are used according to situation or nature of the study. These tools may vary in their complexity, design, administration and interpretation. Kaul (1997, p.126) has categorized them into five different types as: psychological tests (a series of tasks which the subject is required to perform and which are designed to measure general mental ability or intelligence, special abilities or aptitudes; creativity; achievement; personality traits and adjustment), inquiry forms (questionnaire; schedule, opinionnaire, attitude scales etc), observation, interview and socio metric technique (socio-metric techniques attempts to asking the informally to indicate whom they would select or reject in various situations. Such techniques are used in various educational situations to study social adjustment, group dynamics, learning, motivation, discipline and other problem areas that involve social relations).

For this study, vocabulary from the textbook of grade five was collected and a set of different test items was used as a major tool for data collection. In totality, the set of test items carried 50 marks. These test items categorized into matching items, fill in the gaps, completion of words, multiple choice, naming the items for making the analysis convenient.

The following table depicts the test categories with marks.

S.N	Test categories	Mark distribution
1	Match the items	10
2	Fill in the gaps	10
3	Complete the words	10
4	Multiple choice items	10
5	Name the items	10

2.3 Process of Data Collection

The following steps were used to collect primary data.

1. First of all, the researcher prepared a set of written test items and visited the selected school. For the test items, he chose 85 vocabulary items only from the textbook of grade five for experimental study.
2. The headmaster and class teacher were requested for administering the test.
3. A written pre-test was administered to determine the actual proficiency level of students in vocabulary. They were given

two hours time to attempt the questions. Then their written responses were marked.

4. The researcher determined the rank of the students on the basis of the marks they obtained individually. Then they were categorized into two groups in term of odd and even number. The procedure of the group division was given below.

Group 'A'	Group 'B'
Odd	Even

5. The students who were divided into two groups were taught side by side. Group 'A' was taught through picture technique whereas group 'B' was taught through GT method.
6. Each group was taught six days a week, one period a day and each period lasted for forty five minutes. Experimental research was carried for twenty days.
7. After the experiment a post-test was administered using the same test that was used in pre-test.
8. Finally, the performance of the groups were compared and analyzed in order to find out the effectiveness of pictures in teaching vocabulary.

2.4 Limitations of the Study

As we know that the study has the limited resources and time. It is sure that there should be certain limitations of the study. They were as follows:

1. This research was limited to only one government aided school 'Shree Rastra Primary School Govindpur, Pato, Saptari'.
2. Thirty students of grade five were selected as the sample population to this research.
3. The primary data for this study were collected from the written text.
4. The effectiveness of picture techniques in teaching vocabulary was observed only in grade five.
5. The time boundary to this study was twenty days.
6. Among the various techniques of teaching vocabulary only picture cards were used for this study.
7. Only concrete vocabulary were taught through this technique

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of data. In this section, the researcher analyzed and compared the data which were obtained from the experimental study and field survey. The main aim of this research was to explore the effectiveness of teaching vocabulary through pictures.

The collected data are analyzed and interpreted here. They are presented comparatively in holistic, group-wise and item-wise forms respectively.

3.1 Holistic Comparison

For the holistic comparison, the result of group 'A' and group 'B' of pre-test and post-test have been compared. The comparison is shown in comparative tables (See appendix V). The comparative table shows the scores obtained by each of the students of group 'A' in pre-test and post-test. Group 'A' has got 25.8 average score in pre-test and 38.53 average score in post-test. The group (experimental group) has increased by 12.73 average score and by 25.46 average percentage in post-test.

The table also shows the scores obtained by each of the students of group 'B' in pre-test and post-test. Group 'B' (controlled group) has got 24.73 average score in pre-test and 33.8 in post-test. This group has increased by 7.73 average score and by 15.46 average percentage in the post-test.

By the comparison of pre-test and post-test of each student has proved that group 'A' (experimental group) has learnt more effectively rather than group 'B'. The difference in average score of group 'A' is 12.73 and group

'B' 7.73 between the two tests. So, as a whole group 'A' has progressed 5 more average score than group 'B'.

The result of group 'A' and group 'B' with regards to the five test items are shown below in single table. This comparative table shows the average percentages of group 'A' and group 'B'.

Table No.1

Overall performance of group 'A' and group 'B' in pre-test and post-test

S. N.	Test Items	FM	Group 'A' in %	Group 'B' in %	Differences % between 'A' and 'B'
1	Matching items	10	15.3	10	5.3
2	Fill in the gaps	10	26	24	2
3	Completion of items	10	29.3	18.6	10.7
4	Multiple choice	10	25.3	20	5.3
5	Naming items	10	31.3	18	13.3
	Total Score	50	127.2	90.6	36.6
	Average Score	10	25.4	18.12	7.32

The above table shows that the average score percentage of group 'A' is 25.4 % in different items whereas group 'B' has 18.12% average score percentage. Group 'B' is less than group 'A'. The average difference between group 'A' and 'B' is 7.32%. Thus, it shows that group 'A' has got better achievement than group 'B' as a whole.

3.2 Group-wise Comparison

Table No.2

Performance of group 'A' in the pre-test and post-test

Group 'A'

S.N.	Name of the students	F.M.	Pre-Test	Post-Test	Differ	Differ %
1	Jitendra Kumar Pandit	50	41	49	8	16
3	Ramesh Kumar Yadav	50	40	47	7	14
5	Jitendra Kumar Bhagat	50	38	45	7	14
7	Rina Kumari Yadav	50	36	45	9	18
9	Pooja Kumari Yadav	50	34	44	10	20
11	Jitendra Kumar Sah	50	32	43	11	22
13	Mamata Kumari Khang	50	31	43	12	24
15	Rina Kumari Pandit	50	27	38	11	22
17	Sabina Khatun	50	24	37	13	26
19	Dukhani Kumari Yadav	50	21	36	15	30
21	Shyam Sundar Sah	50	20	36	16	32
23	Pinky Kumari Pandit	50	17	30	13	26
25	Rebni Kumari Khang	50	13	31	18	36
27	Dhiraj Kumar Pandit	50	7	28	21	42
29	Naresh Kumar Sah	50	6	26	20	40
	Total Scores	750	387	578	191	382
	Average Scores	50	25.8	38.53	12.73	25.46

The above table indicates that the test items, as a whole, carry 50 marks. It also shows that group 'A' who was taught by using pictures scored different marks in pre-test and post-test. The group obtained 25.8 average score in pre-test and 38.53 in the post test and the difference between them was 12.73.

Table No 3
Performance of group 'B' in pre-test and post-test
 Group 'B'

S.N.	Name of the students	F.M.	Pre-Test	Post-Test	Differ	Differ %
2	Opendra Kumar Pandit	50	40	45	5	10
4	Niraj Kumar Sah	50	39	43	4	8
6	Umesh Kumar Pandit	50	37	43	6	12
8	Shanti Kumari Sah	50	36	44	8	16
10	Sangita Kumari Yadav	50	34	40	6	12
12	Anarud Ram	50	31	39	8	16
14	Muni Kumari Pandit	50	30	34	4	8
16	Shanechari Yadav	50	26	35	9	18
18	Om Prakash Pandit	50	22	33	11	22
20	Asha Kumari Sah	50	20	29	9	18
22	Parabati Kumari Khang	50	18	29	11	22
24	Alpana Kumari Pandit	50	16	26	10	20
26	Preeti Kumari Sah	50	9	24	5	10
28	Kajol Kumari Pandit	50	7	23	6	12
30	Shyambati Khang	50	6	20	14	28
	Total Scores	750	371	507	116	232
	Average Scores	50	24.73	33.8	7.73	15.46

The above table shows that, in total test items carry 50 marks. It also shows that the students of group 'B' obtained 24.73 average scores in pre-test and 33.8 in post-test. The difference between pre-test and post-test was 7.73 or difference percent was 15.46.

3.3 Item-wise Comparison

3.3.1 Average proficiency in the test ‘Matching the Items’

Table No.4

Score achievement in ‘Matching the items’ test result

Group	FM	Average score in Pre-test	Average Score in post-test	Difference	Difference in %
A	10	7.4	8.9	1.5	15.3
B	10	7.7	8.6	1	10

The above table no.3 shows the result of matching items. Each item carries 1 mark and the full mark of the test items is 10 since there are 10 test items.

The table shows that group 'A' has the average score of 7.4 in pre-test and 8.9 in post-test. This group has increased its average mark by 1.5 or 15.3%. Group 'B' has the average score 7.7 in pre-test and 8.6 in post-test. This group has increases its average mark by 1 or 10%.

The comparison shows that group 'A' has brought better result than the group 'B'. It means group 'A' has learnt more effectively than group 'B'.

3.3.2 Average proficiency in the test item ‘Fill in the Gaps’

The test result of the students in gap filling item has presented in table below:

Table No.5

Score achievement in ‘Fill in the Gap’ test result

Group	FM	Average score in Pre-test	Average Score in post-test	Difference	Difference in %
A	10	4.7	7.3	2.6	26
B	10	3.5	5.9	2.4	24

This test consisted of 10 items. Each item carried 1 mark. So, the category carries 10 marks as whole.

The above table shows that group 'A' has the average score 4.7 in pre-test and 7.3 in post-test. This group has increased its mark by 2.6 or 26%.

Group 'B' has the average mark 3.5 in pre-test and 5.9 in post-test. This group has increased its mark by 2.4 or 24%.

It shows that the increase in the score of group 'A' has learnt better than group 'B'. It means group 'A' has learnt effectively than group 'B'.

3.3.3 Average proficiency in the test item ‘Completion of Words’

The table given below has presented the result of the test item 'completion of words'.

Table No.6

Score achievement in the test item ‘Completion of Words’

Group	FM	Average score in Pre-test	Average Score in post-test	Difference	Difference in %
A	10	4.9	7.8	2.9	29
B	10	4.7	6.6	1.8	18

This category has also consisted of 10 items. Each item has carried 1 mark. The above table no.5 shows that group 'A' has the average score 4.9 in pre-test and 7.8 in post-test. This group has increased its mark by 2.9 or 29%.

Group 'B' has the average mark 4.7 in pre-test and 6.6 in post-test. This group has increased its mark by 1.8 or 18%

The above table shows that the increased mark of group 'A' is greater than the group 'B'. It means group 'A' has learn more effectively than group 'B'.

3.3.4 Average proficiency in the test items ‘Multiple Choice Items’

Table No.7

Score achievement in the test item 'Multiple choice items'

Group	FM	Average score in Pre-test	Average Score in post-test	Difference	Difference in %
A	10	4.7	7.2	2.5	25
B	10	4.9	6.7	2	20

This category has consisted of 10 items. Each item has carried 1 mark. Altogether the category has consisted 10 marks.

The above table shows that group 'A' has the average mark 4.7 in pre-test and 7.2 in post-test. This group has increased its mark by 2.5 or 25%.

Group 'B' has the average marks 4.9 in pre-test and 6.7 in post-test. This group has increased its average mark by 2 or 20%

The above table shows that the increase in the mark of group 'A' is greater than the group 'B' it means group 'A' has learnt more effectively than group 'B'.

3.3.5 Average proficiency in the test item 'Naming Items'

Table No.8

Score achievement in the test item 'Naming Item'

Group	FM	Average score in Pre-test	Average Score in post-test	Difference	Difference in %
A	10	4	7.1	3.1	31
B	10	3.8	5.6	1.8	18

The above table has presented the score of the students of both groups (Group 'A' and group 'B') in the test item 'Naming Item'.

This category has consisted of 10 items. Each item has carried 1 mark. As a whole, the category has carried 10 marks. The above table shows that group 'A' has the average score 4 in pre-test and 7.1 in post-test. This group has increased its mark by 3.1 or 31%. Group 'B' has the average score 3.8 in pre-test and 5.6 in post-test. This group has increased its mark by 1.8 or 18%.

The above table shows that the increase in the mark of group 'A' is greater than group 'B'. It means group 'A' has learnt more effectively than group 'B'.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

This research has made an effort to find out the effectiveness of teaching vocabulary through pictures. For finding out the effectiveness of pictures, the research was conducted. It was conducted in "Shree Rastra Primary School Govindpur", Pato, Saptari including thirty students studying in grade V. The selected students were divided into two groups: group 'A' and group 'B'. Group 'A' was represented as the experimental group and group 'B' as the controlled group.

Both groups were taught the same subject matter for twenty days. The only one difference between these groups was the use of a technique. Group 'A' was taught by using pictures as a technique whereas group 'B' was taught by using usual method i.e. Grammar translation method.

Later, the researcher has dealt with each type of test item to compare group 'A' and group 'B'. From that comparison, the result was brought different.

4.1 Findings

- a) The result shows that using picture technique in teaching vocabulary has relatively brought better impact on learning. The teaching of vocabulary through the use of pictures (group 'A') appeared 7.3% more effective than teaching with usual classroom technique i.e. without using pictures as in group 'B'.

- b) It shows that the result in all types of test items are seen effective when teaching is done by the use of picture technique.

4.2 Recommendations

The recommendation and suggestions which have been made on the basis of the findings are given below.

1. The research shows that group 'A' performed better result in teaching vocabulary, mainly in concrete words. So, the picture using technique should be applied to teach vocabulary in all the schools.
2. For the implementation of this technique effectively, the teacher should be trained and provided with sufficient teaching materials.
3. The syllabus designers and methodologists should encourage the use of pictures in teaching vocabulary. Even though it may be difficult to present pictures for each language item given in the test book and syllabus, it is inevitable to mention pictures in the right place.
4. While teaching vocabulary through pictures, the teacher may face various difficulties. If pictures are not chosen according to the level and capacity of the students, they may loose their interest. The following practical suggestion are given to the teachers :
 - i. In the beginning, pictures should be chosen according to the level and capacity of the students.
 - ii. The initial presentation of pictures should always be through demonstration.

- iii. In the choice of picture, the locally available pictures of things should be emphasized.
- 5. As the research was limited only to 30 students of a government aided school, it cannot be, however, claimed that the findings of the study are applicable for all school of Nepal or they are complete in themselves. In order to test the validity of the research findings, it is desirable to carry out further research in this area involving more and more number of schools and students.

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