

**DEVELOPING VOCABULARY THROUGH GROUP
WORK TECHNIQUE**

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

**Submitted by
Sahadev Singh Karki**

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

2013

**DEVELOPING VOCABULARY THROUGH GROUP
WORK**

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

**Submitted by
Sahadev Singh Karki**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2013**

TU Regd. No.: 6-1-14-584-99

Second Year Examination

Roll No.: 280753/067

Date:

Proposal Approval:

Thesis Submission:

DECLARATION

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

Date:

Sahadev Singh Karki

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Sahadev Singh Karki** has prepared this thesis entitled **Developing Vocabulary through Group Work** under my guidance and supervision.

I recommend the thesis for acceptance.

Date:.....

.....

Mrs. Madhu Neupane

Lecturer (Supervisor)

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following
Research Guidance Committee.

Signature

Dr. Anjana Bhattarai

.....

Reader and Head

Member

Department of English Education

TU, Kirtipur

Dr. Chandreshwar Mishra

.....

Professor

Chairperson

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee,

University Campus

TU, Kirtipur

Mrs. Madhu Neupane (Supervisor)

.....

Lecturer

Member

Department of English Education

TU, Kirtipur

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee.**

Signature

Dr. Anjana Bhattarai

.....

Reader and Head

Chairperson

Department of English Education

TU, Kirtipur

Dr. Chandreshwar Mishra

.....

Professor

Chairperson

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee,

TU, Kirtipur

Mrs. Madhu Neupane (Supervisor)

.....

Lecturer

Member

Department of English Education

TU, Kirtipur

Date:

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my thesis supervisor **Mrs. Madhu Neupane**, Lecturer, Department of English Education for her scholarly guidance, encouragement, continuous assistance, enlightening ideas and invaluable suggestions. I feel very much proud to have worked under her guidance and supervision.

I am genuinely indebted to **Dr. Anjana Bhattarai**, Head, Department of English Education for her great ideas and enthusiastic encouragement in my academic life. I am very much grateful to **Dr. Chandreshwar Mishra**, Professor, Department of English Education TU, and Chairperson of English and Other Foreign Languages Education Subject Committee for his supportive ideas and providing an opportunity to conduct this research.

Similarly, I would like to extend my profound gratitude to **Prof. Dr. Govinda Raj Bhattarai**, **Prof. Dr. Tirth Raj Khaniya**, **Prof. Dr. Anju Giri**, **Prof. Dr. Vishnu Singh Rai**, **Prof. Dr. Tara Datta Bhatta**, **Prof. Dr. Laxmi Bahadur Maharjan**, **Dr. Tapasi Bhattacharya**, **Mr. Raj Narayan Yadav**, **Mr. Prem Bahadur Phyak**, **Mrs. Sarswati Dawadi**, **Mrs. Hima Rawal** and **Mr. Bhesh Raj Pokhrel**, for their valuable suggestions and instructions that enabled me to carry out this research.

I would like to express my deep respect to **Mrs. Madhavi Khanal** for her kind co-operation and regular help in issuing the required books. I am also grateful to **Mr. Suresh Tamang**, Headmaster of Shree Kalabari Secondary school and students of grade eight of the same school who helped me by providing the data for this study.

I warmly thank my friends who directly or indirectly helped me during the process of carrying out this research.

July 2013

Sahadev Singh Karki

ABSTRACT

The present study **Developing Vocabulary Through Group Work** aimed at using group work for teaching vocabulary and see the level of improvement. For that purpose, the researcher purposively selected one government-aided School of Dolakha district and 48 students from grade 8 of the selected school. Different tests viz., pre-test, progress-tests and post-test were administered to 48 students during school time. From the study, it was found that group work helps to develop students level of learning vocabulary. It was also found that this approach increases students' motivation and decrease monotony while learning in the classroom.

This thesis has been organized into four chapters. The first chapter introduces the study in terms of general background, review of related literature, objectives and significance of the study. It provides theoretical input for group work and vocabulary teaching in Language Teaching and its practices. Chapter two deals with the methodology adopted for the study under which; the sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study are presented. The study is based on both primary and secondary sources of data. Chapter three presents the analysis and interpretation of the data based on the response of 48 students after the teaching by using group work in the classroom. In this section both statistical and descriptive approaches have been used. Chapter four discusses the findings and recommendations of this research. The references and appendices form the concluding part of the thesis.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xii</i>
<i>List of Symbols and Abbreviations</i>	<i>xii</i>
CHAPTER-ONE: INTRODUCTION	1-26
1.1 General Background	1
1.1.1 Group Work: An Introduction	3
1.1.1.1 Advantages of Group Work	4
1.1.1.2 Disadvantages of Group Work	7
1.1.1.3 Group Formation Process	9
1.1.1.4 Roles of Teacher in Group Work	11
1.1.2 Vocabulary: An Introduction	12
1.1.3 Importance of Vocabulary	14
1.1.4 Aspects of Vocabulary	15
1.1.4.1 Word Formation	16
1.1.4.2 Word Grammar	16
1.1.4.3 Word Meaning	17
1.1.4.4 Word Use	17
1.1.5 Vocabulary and Word	17

1.1.6 Teaching Vocabulary	18
1.1.6.1 Teaching Pronunciation and Spelling	18
1.1.6.2 Teaching Collocation	20
1.1.6.3 Teaching Aspect of Meaning	20
1.1.6.4 Word Formation	21
1.1.7 Ways of Teaching Vocabularies in Group	21
1.2 Review of the Related Literature	22
1.3 Objectives of the Study	25
1.4 Significance of the Study	25
CHAPTER-TWO: METHODOLOGY	27-29
2.1 Sources of Data Collection	27
2.1.1 Primary Sources of Data	27
2.1.2 Secondary Sources of Data	27
2.2 Sampling Procedure	27
2.3 Tools for Data Collection	28
2.4 Process of Data Collection	28
2.5 Limitations of the Study	29
CHAPTER-THREE: ANALYSIS AND INTERPRETATION	30-48
3.1 Analysis and Interpretation of Individual Test Scores	30
3.1.1 Pre-test Scores	30
3.1.2 Progress Tests	32
3.1.2.1 The First Progress Test Scores	32
3.1.2.2 The Second Progress Test Scores	33
3.1.2.3 Post-test Scores	34
3.2 Comparison of Different Test Scores	36
3.2.1 Pre-test and Post-test	36
3.2.2 First Progress Test and Second Progress Test	38
3.3 Items-wise Analysis and Interpretation	40
3.4.1 Items-wise Analysis of Pre-test	40

3.4.2 Items-wise Analysis of First Progress Test	
42	
3.4.3 Items-wise Analysis of Second Progress Test	
43	
3.4.4 Items-wise Analysis of Post-test	
44	

CHAPTER-FOUR: FINDINGS AND RECOMMENDATIONS 46-48

4.1 Findings	46
4.2 Recommendations	47

References

Appendices

LIST OF TABLES

		Page No.
Table No. 1:	Individual Scores on Pre-test	30
Table No. 2:	Individual Scores on First Progress Test	33
Table No. 3:	Individual Scores on Second Progress Test	34
Table No. 4:	Individual Scores on the Post-test	35
Table No. 5:	Comparison of Scores on Pre-test and Post-test	37
Table No. 6:	First Progress Test and Second Progress Test Scores	38
Table No. 7:	Item-wise Analysis of Pre-test	42
Table No. 8:	Item-wise Analysis of First-progress Test	43
Table No. 9:	Item-wise Analysis of Second-progress Test	44
Table No. 10:	Item-wise Analysis of Post-test	45

LIST OF SYMBOLS AND ABBREVIATIONS

e.g.	For example
www	World Wide Web
i.e .	That is
%	Percentage
CUP	Cambridge University Press
OUP	Oxford University Press
Prof.	Professor
Etc.	Etcetera
Dr.	Doctor
et al.	and other people
ELT	English Language Teaching
DM	Direct Method
CLT	Communicative Language Teaching
EFL	English as Foreign Language

References

- Brown, H. D. (1994). *Teaching by principles*. London. Longman.
- Burns, A. & De Silva Joyce, H. (2001). *Teachers' voice 7: Teaching vocabulary* (Eds.). Macquarie: National Center for English Language Teaching and Research.
- Chaudhar, G. R. (2007). How to teach vocabulary. *Young Voices in ELT*, 6. 67-70.
- Doff, A. (1989). *Teaching English*, Cambridge: CUP
- Haines, S. (1995). Pair work in: *Modern English Teacher*, 1, 55 - 58.
- Harmer, J. (1991). *The practice English language teaching*. London: Longman.
- Harmer, J. (2008). *How to teach English*. London: Longman.
- Harmer, J. (2008). *The practice English language teaching*. London: Longman.
- Hornby, A.S. (2000). The teaching of structural words and sentence patterns. Oxford. OUP.
- Karki, M. B. (2000). *An study of English vocabulary achievement of the students of grade VIII*. An unpublished M.Ed. thesis Kathmandu: TU.
- Komives, S., Lucas, N., McMahon, T. (1998). *Exploring leadership for college student how want to make a difference*. San Francisco: Jossey-Bass Publishers.
- Kumari, S. (2012). *The effectiveness of drill technique in teaching vocabulary at grade eight*. An unpublished M.Ed. thesis Kathmandu: TU.
- Poudel. C. (2008). *A study of English vocabulary achievement of grade eight students*. An unpublished M.Ed. thesis Kathmandu: TU.

- Richards, J. C. & Renandya, W. A. (2010). *Methodology in language teaching* (eds.). Cambridge: CUP.
- Shahi, R. B. (2003). *A study on the vocabulary and speaking in British and American English*. M.Ed. thesis Kathmandu: TU.
- Sharma, G. D. (2002). *Vocabulary achievement of grade nine: A practical study*. An unpublished M.Ed. thesis. Kathmandu: TU.
- Silwal, S. K. (2006). *Effectiveness of elicitation technique in vocabulary comprehension: A practical study*. An unpublished M.Ed. thesis. Kirtipur: TU.
- Thapa, A. (2012). *Vocabulary achievements of Gurukul and private school students of grade eight*. An unpublished M.Ed. thesis Kathmandu: TU.
- Thurnbury, S. (2006). *How to teach vocabulary*. Pearson: Longman.
- Tiwari, B. (2001). *A study on English vocabulary achievement by the student of grade ten*. An unpublished M.Ed. thesis. Kathmandu. TU.
- Ur, P. (1996). *A course in language teaching practice and theory*. Cambridge: CUP.
- Ur. P. (2002). *A course in language teaching*, Cambridge: CUP.

APPENDIX- I

THE LIST OF VOCABULARY

Accident	Cross	Glacier	Railway
Amazing	Damage	Gold	Reach
Annual	Dangerous	Grateful	Recognize
Antler	Dare	Graze	Rescue
Arrive	Desert	Harbor	Result
Attack	Develop	Honor	Rope
Balloon	Disappointed	Ignore	Sailor
Bare	Emergency	Informal	Search
Beach	Engine	Injure	Send
Boast	Enter	Invent	Serve
Break	Equipment	Irrigate	Sew
Breathe	Everyone	Laugh	Slope
Breed	Excited	Loose	Spot
Centre	Expert	Luggage	Start
Circle	Explore	Many	Steep
Clear	Famous	Melt	Strange
Cliff	Favourite	Miss	Stroke
Collect	Feathers	Mistake	Studio
Competition	Film crew	Murder	Summit
Concert	Film star	Normal	Supply
Congratulate	Final	Partner	Surprise
Conquer	Flood	People	Survive
Control	Fun	Prisoner	Travel
Crops	Fur	Prize	Unconscious

Unharmmed

Vast

Volcano

Weep

Whisper

Wide

Wonderful

Work

Write

APPENDIX- II

A LESSON PLAN

Class:

Time:

Teaching Item:

Focus element:

Specific Objectives

On completion of the lesson, the students will be enabled to:

- spell the following words: famous, film star, start, favourite, concert, prize, several.
- tell the meaning of the words.

Activities

Step -1

The teacher will ask the meaning of the following words to elicit what they know about the vocabularies: famous, film star, starts, favourite, concert, prize, several.

Step- 2

The teacher will give the text written on flash card to the students by dividing in 5 groups. He will ask them to read, discuss and find the meaning of the words.

Step-3

Complete the following activities. (given to different groups)

(for Group 1, 3, 5)

- **Match the following**

famous	actor, a person who plays in film
film star	like
starts	show
favourite	many

prize

begins

several

Known by many people

award

- **Complete the following sentences by using these words given in the box. (for group 2 and 4)**

famous, film star, start, favourite, , prize, several

- Laxmi Prasad Devkota is apoet.
- My teacher is George.
- Our exam in Mangsir.
- Ram won the first..... in 100 m. race.
- Rekha Thapa is a popular
- I read books.

Step- 4

The teacher will exchange the answers prepared by the groups. He will help to the difficulties.

Step-5

The teacher reads the text and explains the meaning of the words.

Step-6

The teacher asks the meaning and spelling of those words one by one.

Teaching Text

Miss Rockbeat, the film star, has made over twenty films. She started acting at the age of fourteen. She has travelled to many parts of the worlds. We spoke to her last week and she said that her favorite place was Australia. “I went there last year”, she told us. She has won several prizes. She won the first one eight years ago and she has given concerts all over the world.

Lesson Plan

Class: 8

Time:

Teaching Item: Vocabulary

Focus element: Regular past

Specific Objectives

On completion of the lesson, the students will be enabled to:

- revise some regular past tense of the verbs.

Activities

Step -1

The teacher will give examples of regular past in the context. Such as:

- Lapchen crossed the road and waited for the tempo.
- Jamuna worked in the office and returned back with her friend.

Step- 2

The teacher will divide the class into 10 different groups and will give some words to make sentences as in the examples.

Step-3

The teacher will give the following words to the students and ask them to make the sentences. Words:

Arrive, attack, boast, collect, control, cross, ignore, invent, laugh, rescue, search, travel, whisper and work.

The teacher will describe that each group can select any five words from the list.

Step- 4

The teacher ask group leader to present their classwork. The teacher finds the difficult words and he will facilitate to them.

Step-5

The teacher will ask them to make sentences of the words.

Lesson Plan

Class: 8

Time:

Teaching Item: Vocabulary

Focus element: Regular past

Specific Objectives

On completion of the lesson, the students will be enabled to:

- write the spelling of the following words.

accident, ignore, annual, balloon, excited, feathers

Activities

Step -1

The teacher will divide the class into different 6 groups and gives them to find the meaningful words.

A	C	C	I	D	E	N	T	F	R
N	R	Q	G	U	H	Z	P	E	V
N	D	E	N	V	K	B	F	A	B
U	N	O	O	L	L	A	B	T	L
A	C	S	R	V	M	T	X	H	K
L	T	N	E	X	C	I	T	E	D
Z	T	Y	I	O	P	W	S	R	F

The group will be winner who finds more meaningful words within five minutes.

Step- 2

The teacher will re-divide the class into 16 different groups and will give the clues. As:

Across

1. unpleasant event, especially in a vehicle
2. a small bag of rubber that becomes larger when you fill it with air or gas.
3. feeling or showing happiness

Down

1. happening or done once a year
2. Soft part of covering of the birds
3. disregard

The group will be winner who finds more meaningful words within five minutes.

Step-3

If the students will not be able to complete the task the teacher will give more clue as: These are the first letter of the words.

Across

A = unpleasant event, especially in a vehicle

B= a small bag of rubber that becomes larger when you fill it with air or gas.

E= feeling or showing happiness

Down

A= happening or done once a year

F= Soft part of covering of the birds

I= disregard

Step- 4

The teacher will help the students to find the meanings and he will conduct repetition drill for spelling and pronunciation after giving the meanings of the words.

Step-5

The teacher will ask them to read the words at once and make sentences of the words.

APPENDIX- III
Pre-test and Post-test

Name:

Roll No:

Time allowed 1:15 hrs.

I. Multiple choice

10

- a. The men... (attacked/ attracted) his enemy with his sword.
- b. He walked with his ... (bare/bare) foot.
- c. I ... (lost/loose) my pen on the way.
- d. The balloonist ... (reached/rich) at the Gokyo peak.
- e. He ... (congratulate/congratulates) his friends.
- f. The ... (sailor/seller) sails the ship.
- g. She ... (rites/writes) her homework.
- h. (Desert /Dessert) ... is a place where water is difficult to be found.
- i. (Feathers/ Irons) ... are light substances.
- j. She is ... (whisper/whispering) to me.

ii. Look at the definitions and complete the words.

10

- a. a thing given as a reward to a winner. P - - - e
- b. a room for broadcasting s t - - - o
- c. sad or displeased d - s - p p - n t - d
- d. unaware of u n c - n - c - - - s
- e. an event or contest in which people compete c - m p - t e - t - - n
- f. a large bag filled with air to make it rise in the air b - l l - - n
- g. identify r - c - g - z -
- h. act of laughing l - - - h
- i. occurring once every year a n - - - l
- j. known by many people F - - - - s

iii. Write NOUN for noun, VERB for verb, ADJECTIVE for adjective, ADVERB For adverb for the underlined words. 10

- a. Miss. Rockbeat is a famous film star.
- b. Deadlus said, "You boasted about your maize".
- c. Genghis Khan travelled all over the china.
- d. The sun shone warmly.
- e. Can you see glacier from your village.
- f. The lawn is beautifully made.
- g. This is not my final exam.
- h. The villagers lower down the valley.
- i. They climb down the cliff.
- j. Who is Kumari

Iv. Matching

Match the words in column 'A' with the words or phrases in column 'B'. 10

Column A	Column B
antlers	a mass of ice which moves slowly down a mountain slide
beach	to win land by fighting a war
conquer	unhappy
disappointed	the sandy edge of the river
glacier	the horn of the deer
irrigate	a solid becoming a liquid
wonderful	not hurt
unharm	the slide of the mountain
slope	unusually y good
melt	to supply eater to dry land

v. Complete the following crossword puzzle.

5

1/H →	O	N	O	U	5/R ↓				
2/I →	G	4/N ↓	O	R	E ↓				
		O ↓				A			
		R				C			
		M				H			
		3/A →	N	T	L	E	R		
		L							

Across

4. great respect
5. disagree intentionally
6. horn of deer

Down

7. The normal state of condition
8. Make contact with

F. Use these words in your own sentences.

5

- a. survive,
- b. engine,
- c. rescue,
- d. rope ,
- e. People,

APPENDIX- IV

First Progress Test

Attempt All the Questions.

Q. 1. Write the single word of the following. 10

- | | |
|--|-----------|
| a. something broken | damage |
| b. a high steep back of rock | cliff |
| c. to get thing together in a place | collect |
| d. a person with a special skills | expert |
| f. hero or heroine | film star |
| g. bags, boxes or cases | luggage |
| h. what happen because of an action | result |
| i. journey | travel |
| j. to speak very quietly without using the voice | whisper |

Q. 2. Write the correct words with the given clues. The missing letter always vowels. 10

- a. V - L C - N -
- b. E Q _ _ P M _ N T
- c. S T _ D _ _
- d. C L _ F F
- e. C R _ P S
- f. A T T _ C K
- g. W _ R K
- h. W _ N D _ R F U L
- i. S _ R V I V _
- j. E N G _ N _

Thank You.

APPENDIX –V

Second Progress Test

Attempt all the questions.

Q. 1 Fill in the gaps with the clues given in the brackets.

- a. Many(students/students) are in white shirt.
- b. Kubla Khan(bosted/ bosts) with his ruthless army.
- c. Ramila(arrived/ arrives) yesterday at her house.
- d. They (enters/ enter) into the room.
- e. (He/ Excited)..... guy was really happy.
- f. International wheel chair race (was/ were) watched in the TV.
- g. The most difficult dangerous and (exciting/excited) part of the trip has (begins/begun).
- h. Everyone(is / are) waiting at the Gokyo.
- i. In 1998, the next day they (explore/explored) Muktinath.

Q. No. 2 Use the following words in your own sentences.

- a. Desert

- b. Murder

- c. Prisoner

- d. Recognize

- e. Search

Thank You.

APPENDIX- VI

STUDENTS OF SHREE KALABARI SECONDARY SCHOOL

Grade : Eight

Roll No	Name	Roll No	Name
1	Asmita Tamang	25	Khem Kumari Thapa
2	Nirjala Ghising	26	Tararam Tamang
3	Kushal Moktan	27	Dinesh Tamang
4	Nirmala Thapa	28	Pasang Tolma Tamang
5	Dasaram Tamang	29	Dachharing Tamang
6	Anjana Thapa Magar	30	Lila Ghising
7	Sangita B.K.	31	Tshiring Tamang
8	Sabita B.K.	32	Sushma shrestha
9	Yam Kumari Thapa	33	Purnima Nepali
10	Sunita Tamang	34	Justina Thapa Magar
11	Saradha Moktan	35	Ganga Maya Ghatani
12	Rabina Thapa Magar	36	Sabina Ghatani
13	Binda Shrestha	37	Saraswati Tamang
14	Bikalpa Tamang	38	Kumar Tamang
15	Rinjing Tamang	39	Dipendra Moktan
16	Chhiring Tamang	40	Bhoj Bahadur Tamang
17	Sujan BK	41	Shristi Thapa
18	Sangita Shrestha	42	Santosh Tamang
19	Chudamani Shrestha	43	Arjun Yonjan
20	Dinesh Tamang	44	Surya Bahadur Tamang
21	Shusma Tamang	45	Indra Bahadur Yonjan
22	Fulmaya Tamang	46	Sujan Tamang
23	Karma Ghising	47	Anisha Tamang
24	Netra Kumari Shrestha	48	Ganga Bahadur Tamang