

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Vocabulary teaching and learning is a constant challenge for teachers and the students of English as a foreign language (EFL) context. Most of the language learning institutions and curricula have given less emphasis on teaching vocabularies. Learning vocabularies is really crucial for acquiring second language competence. Due to this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning. Richards (2010) states, “The vocabulary syllabuses were among the first types of syllabus to be developed in the language teaching. Most of the textbooks of English language teaching have given a little emphasis on vocabulary teaching” (p. 154). According to Hindmarsh (1980 and Nation 1990 as cited in Richards *ibid*) the target vocabularies to be taught normally arranged according to levels as the first 500, 1000, and 1500, 2000 words for elementary level, intermediate level, upper intermediate level and advance level respectively. Typical vocabularies target for general course are 1000 words for elementary levels, additional 2000 words for intermediate level, additional 2000 words for upper intermediate level and an additional 2000 words plus for advanced level. The reality is that native speakers continue to learn new words. But for second language learner they face double challenges to fill the gap of learning language and building the foundation of vocabularies in second language.

For general communication there may be few words to be known. That is why, most of the general syllabuses include less vocabularies whereas for language for specific purpose knowledge of technical vocabularies is essential. Technical vocabulary refers to words or phrases that are primarily used in a specific line of work or profession. For example, a teacher needs to know technical words

such as evaluation, test, error and child psychology, etc. Celce-Murcia and Larsen-Freeman (1983, p.39) state, “We take considerably broader view of lexicon, we consider it to comprise not only of single words but also compound words and conventionalized multi-words forms”. The teacher and learners need to have rich knowledge of vocabulary. It is critical to understand the concepts of the content to be taught in schools.

The English language learners are doing two jobs at the same time; they are learning a new language (English) while learning new academic concepts. The language learners have to work to get the general concept of the new language. They need more support than the average native English-speaking students. More scaffolding is providing support for students as they learn new skills or information.

Students constantly need to use higher level language function such as analyzing, predicting, explaining and justification in the English language classroom. Richards and Renandya (2010, p. 262) state, “Guessing from the context is a complex and often difficult strategy to carry out successfully ... contributes deeper word knowledge for advanced learners”. But, this opportunity is rare for EFL context where English is taught only in the classroom and students use mother tongue in the society without English language. Therefore, it is important for teachers in the English for ESL classroom to be knowledgeable about the most effective and current teaching strategies in vocabulary instruction and provide constant academic scaffolding to the learners. The focus of this study is on effective vocabulary teaching strategies employed by teachers in the English classroom.

Vocabulary instruction directly improves comprehension. However, Richards and Renandya (2010, p. 261) state, “Knowing translation for L2 word does not guarantee that they will be successfully accessed for use in an L2 context because knowing a word means knowing more than just its translated meaning or its L2 synonyms”. So, as the difficulty of words in a text increases,

understanding of the text decreases; therefore it is critical for students to have a deep understanding of vocabulary in order to understand new concepts.

Vocabularies are also used to communicate to the world what we know.

The knowledge of vocabulary enables us to communicate our needs, increases our chances that our needs are fulfilled and enables us to understand the needs of others. So that vocabulary instruction and acquisition are essential to academic, social and professional success. The language demands of academic learning are enormous. The more diverse, creative and effective teaching strategies adopted in the classroom, the richer and more successful the student's academic language. The learners can grasp the content in the classroom and they will be able to communicate in the society to fulfil their needs.

Teacher can apply various teaching strategies such as more diverse, creative and effective teaching strategies for teaching English vocabularies for effective vocabulary acquisition.

1.1.1 Group Work: An Introduction

Group work presents ways of organizing the class while teaching language in the classroom. Ur (2002, p.102) says, "Students work in a small group on task that entails interaction: conveying information, for example, group decision making process". The teacher's responsibility is to choose a suitable task to organize the students into groups. In some activities such as role plays and guessing games, pair work is essential. On the other hand, discussions and debates require group works and enable the students to express their opinions on a given topic within the group. This may depend on the purpose of teaching, students involvement and teachers strategies adopted in teaching.

The advantages of group work can be noticeable not only from the learners' perspectives but also the teacher's point of view. Harmer (2008) states, "It provides the teacher with more time to work with weaker students and

encourage them, by participating in a role play or discussion, to communicate. The variety of materials for group work for practicing language is praised by most of the teacher and students” (p.165). Their use in the classroom may provide efficient situation for speaking skill improvement and necessary vocabulary power to communicate effectively.

However efficient and useful a group work is, it may sometimes cause little problems while practising speaking. According to Doff (1989, p. 141), the noise belongs to these obstacles the teachers have to overcome during lessons. Usually the students themselves are not disturbed by the noise; it is more noticeable to the teacher observing groups. However, the noise created by group work demonstrates learners’ engagement in a speaking task and gives the teacher visual evidence of students’ involvement. Considering this, the success in working in groups depends mainly on the students’ and the teacher’s approach.

Doff (ibid) further mentions the difficulty to control the whole class during a communicative activity. To stop activity getting out of control, it is important to give the students clear instructions, define the speaking task clearly and set up a routine, so that students accept the idea of working in groups and know exactly what to do.

1.1.1.1 Advantages of Group Work

Group works give the students far more chances to speak English in the classroom. Students participate in the lesson much more actively because they are involved in talking to their friends exchanging opinions, practising new structures and vocabularies more than listening to their teacher talking. This is important for better learning in our EFL context where English is taught in the school as an academic lesson to practice, develop all the language skills. And it happens that there is no time left for speaking. So if a teacher has ten minutes left during the lesson it is better to divide the class into groups and to give the learners opportunity to really use the language to communicate with each other.

There are many reasons for group works to be used in the lessons. According to Harmer (2008, p. 166), they provide the students with a lot more practice than working as a whole class. Students also feel more comfortable to speak to one or two people rather than the whole class and the teacher. Group work allows each student to work at the pace of his or her small group. The teacher is no more considered the only source of information but the students learn from each other. This creates opportunities for learners' to learn new knowledge from sharing. In order to be successful, learners need to get teachers' support for doing the task. Later the students themselves can learn with the little or no help of teachers in the classroom or outside the classroom. Therefore, working in groups helps them to build up their independence and confidence for further conversations.

The differences in the quantity and quality of student language in group work and teacher centred activities in the language produced by students working in groups is more varied and greater in quantity. Learners take the initiative to express themselves, they are more spontaneous. Asking questions and responding they use more language functions.

By dividing the class into groups students get more opportunities to talk than in full class organization and each student can say something. Ur (1996, p. 232) recommends "Teachers working with large classes should divide them into five groups which is the most effective organization for practicing speaking."

Following Ur (ibid), it is advisable for teachers to spend at least one lesson a month devoted only to speaking. If the topics are adequate to the learners' interests and level such a lesson can be really effective and give a lot of satisfaction both to the learner and the teacher. We should always remember how important the ability to communicate is and provide enough communicative practice while working with the whole class. That is why oral practice in small groups is essential.

Working in a group children are more engaged not only intellectually but emotionally as well. They have to think, contribute to the group, evaluate what other members of the group say, share information, ask friends for clarification, and prepare a presentation together. Group work gives learners exposure to a range of language items and language functions. Students use and experiment with the language items they already know in order to develop fluency; they also use some items pre-taught by the teacher or contributed by the members of the group to express themselves more fully and improve the quality of their performance. Preparing the presentation they learn the new items, process them and make them more personal. They also have to use different strategies to compensate for the items they do not know.

In the long run group work develops learners' independence. At first preparing a group presentation may be time consuming and requires more effort from the student. However, using this technique regularly students become more efficient and skilled at practising the language. They become more confident, their motivation also increases and they can manage without regular teacher's supervision. Students learn how to learn and gradually take responsibility for their own learning.

Besides practising and consolidating the language, group work helps to integrate the class. Learners learn how to cooperate with one another, make compromise, negotiate, and respect individuals with different abilities and views which is important for the class atmosphere and relationship with the teacher. Instead of sitting alone trying to understand something difficult they can help each other. If a person in a group is not able to solve a problem s/he can always rely on his/ her friends who will help him/her because "there is a greater chance that at least one member of the group will be able to solve a problem when it arises. Following Harmer (1991, p.245), in such a class the teacher is no longer a supervisor but becomes a resource centre and advisor for the students. Most people learn a foreign language better with others than on their own.

1.1.1.2 Disadvantages of Group Work

Introducing group work teacher brings some variety into the classroom. And it enables him to individualize work by preparing different tasks taking into account students' abilities and potentials. It is advantageous to use group work with mixed ability classes; when both able and less able students may feel a sense of achievement while completing a task. It is more demanding and time consuming for the teacher because s/he must decide about the level of the students and prepare appropriate tasks yet it gives a lot of satisfaction and motivates the students.

Working in groups is less stressful and more effective for students, especially introverts who need not perform in the front of the whole class. They feel more confident working with the friend they like and are more likely to accept his/her correction or criticism. There are always more and less gifted pupils in the process of language learning and these methods prevent them from not being laughed at by the whole class if they say something wrong. It is generally easier to show that you do not know, or do not understand something, in a smaller group than in a large one.

Pair work and group work are the most effective techniques of classroom organization which combine aspects of communication learning and natural interaction in a stress free environment. Some teachers are reluctant to introduce group work being afraid of noise or discipline problems which might occur particularly with children. Indeed students make noise while working on the task; they discuss things, check words, and communicate with one another. However, this is so-called "positive noise" and it does not disturb the students. They are concentrated on the task and they do not hear it. If an activity goes on for too long students, especially the poor ones make noise because they become bored, they want to get the teacher's attention and they may become disruptive. Such noise may become disruptive for the whole activity and class behaviour because misbehaviour is contagious. To avoid a danger of this happening the

teacher should plan his/her activity very carefully. Assuming that the learners are familiar with the code of conduct discussed at the beginning of the school year the teacher should give them clear instructions about what to do, when to start and when to stop. The task should be clearly defined and not go for too long. At first students may be confused but once a routine has been set up they should know what is expected from them. This should prevent excessive noise and prevent the class from getting out of control.

Another disadvantage of group work is the use of the mother tongue. When students get excited working in groups they sometimes use their mother tongue to express something they are not able to express in a foreign language. Such a situation is normal because they want to communicate. It is teacher's responsibility to plan activities at the level of the students and to encourage them to use the little of the language they know as best as they can because speaking their own language during an oral activity is a waste of time.

However, we should not be bothered too much if students use their mother tongue while doing a reading comprehension task or vocabulary exercises because the outcome of their discussion will be presented in English. It may also be necessary to ask students to translate instructions into mother tongue to check if they understand what we want them to do because giving instructions of a complicated activity may be a waste of time. To avoid the use of mother tongue during the lesson the teacher can discuss this problem with the students who should understand that during oral activities the use of the mother tongue is a real problem. During the activity the teacher should encourage the students to use English by going round the classroom helping and prompting students who do not know how to express some ideas.

Some teachers neglect group work saying that students make mistakes trying to express their own ideas. Indeed incorrectness is a problem yet in real life it is communicative fluency that matters not accuracy so we should not be concerned too much with accuracy if we want to practise oral skills. If teachers aim at accuracy they are obliged to try to prevent mistakes as much as possible

giving students a clear model and enough practice before setting students into groups. Teachers should realize that the students' utterances consist of correct language too. Another positive aspect of this problem is the fact that learners correct one another. Following Doff (1988)

When learners work in pairs or groups it is impossible for the teacher to listen and correct all the mistakes they make and this is not the purpose of the activity. However, s/he can reduce the number of mistakes before the students start working by demonstrating the activity to the class first and by asking groups to perform in front of the class afterwards and discussing what they said and pointing out the most common mistakes (p.141).

Another way of reducing mistakes is to appoint a very good student to correct the mistakes of his friends. Such a student is responsible for checking the correctness of others' utterances when the teacher helps another group.

It may be a problem to put students into groups. There is the danger that if the teacher divides the class into mixed ability groups the best students in the group will have to do the task while the weakest ones switch off and become disruptive. To overcome this problem the teacher may put students into groups according to their abilities and each group is given a task right for their level of difficulty. Then the teacher may monitor the whole class, devote more time to the students who need his/her assistance or even work with individual students.

After having taken into consideration all the pros and cons of group work it is advisable to use these techniques during English language lessons.

1.1.1.3 Group Formation Process

Well functioning groups form with great consideration. It takes time for a group to develop to a point where it can be effective and where all members

feel connected to it. Tuckman (1998 as cited in Komives, Lucas, McMahon, 1998) has identified four stages that characterize the development of groups. These four group development stages are known as forming, storming, norming, and performing. The skills are needed to successfully guide a group through these stages.

a. Forming

Forming is the initial stage when the group comes together and members begin to develop their relationship with one another and learn what is expected of them. They can communicate to and discuss with each other. This is the stage when team building begins and trust starts to develop. Group members will start establishing limits on acceptable behaviour through experimentation. Other members' reactions will determine if a behaviour will be repeated. This is also the time when the tasks of the group and the members will be decided.

b. Storming

Storming is second stage of group development. During this stage of group development, interpersonal conflicts arise and differences of opinion about the group and its goals will surface. If the group is unable to clearly state its purposes and goals or if it cannot agree on shared goals, the group may collapse at this point. It is important to work through the conflict at this time and to establish clear goals. The teacher needs to establish clear goals of learning in this stage. It is necessary for there to be discussion so everyone feels heard and can come to an agreement on the direction the group is to move in.

c. Norming

Norming is another stage of group development. Once the group resolves its some problems given to them, it can now establish patterns of how to get its work done. Expectations of one another are clearly articulated and accepted by members of the group. Formal and informal procedures are established in delegating tasks, responding to questions, and in the process by which the

group functions. Members of the group come to understand how the group as a whole operates.

d. Performing

Performing is the final stage of group formation. During this stage of development, issues related to roles, expectations, and norms are no longer of major importance. The group is now focused on its task, working intentionally and effectively to accomplish its goals. The group will find that it can celebrate its accomplishments and that members will be learning new skills and sharing roles. Caring these things, students linguist background, their interests the teacher can form different groups in the classroom.

1.1.1.4 Roles of Teacher in Group work

It has already been cited that the teacher is the most important figure in the teaching process, and s/he is the first responsible for the actual standard of teaching English in schools and the level of the students` achievement. The following points clarify the teacher's role in group activity.

Designer and Organizer: The instructor is like a director in a movie, to design the structure of the class, to make out the content of the interaction. Brown (2000, p. 167) says, "To keep the learning process flowing smoothly and efficiently; the role of teacher as designer." According to Harmer (1991, p. 235), the most effective activities can be made almost useless if the teacher does not organize them properly.

Participant and prompter: The teacher can offer his information, and at the same time stimulate and present new language, without taking the main initiative for communication away from the students themselves. Harmer (2001, pp. 275-276) states "While taking the role of a prompter, the teacher offers discrete suggestions or lets students struggle out of a difficult situation."

Investigator and assessor: According to Harmer (1991, p. 242), the teacher is an investigator. The teachers themselves want to develop their own skills

hopping for a gradually deepening insight into the best way to foster language learning. The feedback regularly enriches the teachers' understanding, pedagogical devising techniques, and activity designing diversities. On the other hand, as assessors, the teachers will see the feedback of how well the learners are performing or performed in the activities, evaluate the appropriateness of the activities they set, and adjust their teaching target in relating to the real situations.

However the teacher is a close friend, researcher, helper, and investigator. The teacher is a helper because without teachers' help student cannot perform well.

1.1.2 Vocabulary: An Introduction

The term 'vocabulary' is usually meant for the stock of words and word meanings. Oral vocabulary includes those words that we recognize and use in listening and speaking, print vocabulary includes the words that we recognize and use in reading and writing. The entire stocks of words belonging to a branch of knowledge or known by an individual are called as vocabulary. The lexicon of a language is its vocabulary, which includes words and expressions. Vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences. Hornby (2000) defines, "Vocabulary is meant for the words that people use when they are talking about a particular subject" (p.1447). Vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases.

There are two types of vocabulary: receptive and productive. Receptive vocabulary includes the words that we recognize when we hear or see them. Productive vocabulary includes the word meanings that are actually used in speaking or writing. Usually size of the list of receptive vocabulary is longer in size than productive vocabulary. In another words, generally the term vocabulary stands for the collection or list or the total number of words that

make up a language. Vocabulary contains a number of words and each can appear in different forms with its own identity. In lack of vocabulary it is rather difficult to communicate even if someone has a good knowledge of the system of a language.

According to Ur (1996, p. 226), vocabulary can be defined roughly as the words we teach in foreign language. However, a new item of vocabulary may be more than single words, for example, post office and mother-in-law, which are made up of two or three words but express a single idea. There are also multi-word idioms, such as *call it a day* where the meaning or the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary items rather than words.

When students have adequate level of vocabulary knowledge, it helps them to improve all areas of communication, namely speaking, listening, reading and writing. Richards and Renandya (2010, p. 255) gives emphasis as the purpose of teaching vocabulary as "Vocabulary is a core component of language proficiency and provides much of the basis for how well the learners speak, listen, read and write." The main purpose of learning is to develop the skills of language. Thus vocabulary learning and teaching has an importance of learning a language. Vocabulary knowledge is an important source of variation in reading comprehension, because it affects higher level language processes such as grammatical processing, construction of schemata and text models. When students have a higher academic vocabulary development, they can guess the meaning of unknown words in a text without disruption. This does not affect the comprehension of the text. The learner can infer the meaning of those words from contexts.

English language learners who experience slow vocabulary development are less able to comprehend text at grade level. Such students are likely to perform poorly when they are evaluated in various areas. Their performance in the

exam also seems to be poor and they are at the risk of being failure for learning a language.

Hence, knowledge of effective vocabulary teaching strategies in the English EFL classroom that will expedite the vocabulary development in ELLs. Without some knowledge of vocabulary, neither language production nor language comprehension would be possible. Thus the growth of vocabulary knowledge is one of the essential pre-requisites for language acquisition and this growth of vocabulary knowledge can only be possible when teachers employ effective vocabulary teaching and learning strategies which are the objectives of this research thesis. With the large deficits in second -language vocabulary of ELLs, it is crucial that students in the English for academic purposes classroom to first have a semantic understanding of what academic vocabulary is before they even learn it.

1.1.3 Importance of Vocabulary

Vocabulary items play the vital role in framing other ideas in a continuous flow of running utterances. In order to communicate our thoughts effectively, we need to select the appropriate vocabulary items and combine them together following the underlying grammar rules. But unless we select the important vocabulary items in teaching vocabulary, even the grammatically correct sentences fail to express the intended meaning.

According to Harmer (1991, p. 153):

If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and flesh. Since vocabulary performs the role of vital organs and flesh, its meaning is of great importance. Wilkins has summed up the importance of vocabulary learning with his remark. Without grammar very little can be conveyed

without vocabulary nothing can be conveyed. (as cited in Thornbury 2006, p. 13).

The vocabulary knowledge is indispensable to acquire grammar. Knowing the words in a text allows learners to understand the discourse which in turn allows the grammatical patterning to become more transparent.

Obviously, vocabulary has an indispensable role for successful communication in any language. However, the key role it plays in language learning has not always been reflected in amount of attention that has been given to it by language teachers and researchers in applied linguistics. Thornbury (2006, p. 13) supports this view by saying, “Vocabulary teaching has not always been very responsive to such problems, teachers have not fully recognized the tremendous communication in developing an extensive vocabulary.”

1.1.4 Aspects of Vocabulary

Learning a word means more than just knowing it. It means understanding the meaning is only one aspect of learning a word. If the word has to become part of one's vocabulary, he has to master its pronunciation, spelling, grammatical function and usage. The receptive skills (i.e. listening and reading) help to recognize its spelling, pronunciation, meaning and use of words, while productive skills (speaking and writing) help in practising its spelling and pronunciation integrating with structure.

Learning new words is one of the most important and difficult tasks in learning a language. There are certain things about the words that students need to know which are called aspects of learning words. While dealing with the aspects of learning a word or vocabulary, this is to be understood that there is far more to a vocabulary items than just one meaning. That is to say, there are various aspects of vocabulary rather than just a meaning. According to Harmer (1991, p. 158), there are four aspects of learning a word. The aspects of learning a word given by Harmer are word formation, word grammar, word meaning and

word use. These four aspects of learning words or vocabulary are discussed in this section.

1.1.4.1 Word Formation

A word is a combination of sound in speech and combination of letters in writing which includes both pronunciation and spelling. A slight change in pronunciation or in spelling can bring significant change in the meaning of the word. Word formation, therefore, means knowing how words are written and spoken, and knowing how they can change their form.

Word can change their shape and their grammatical value, too. Student need to know facts about word formation and how to twist words to fit different grammatical contexts. Thus, the verb 'run' has the participles 'running' and 'ran'. The present participle 'running' can be used as an adjective and 'run' can also be a noun. There is a clear relationship between the word 'death', 'dead', 'dying' and 'die'.

Students also need to know how suffixes and prefixes such as 'im' or 'ly' change the shape and meaning of the word. For example if we add 'im' to the word 'perfect' (imperfect) and 'ly' to the word 'quick' (quickly) not only the form but also the meaning, both grammatical and semantic, will be entirely changed.

Students need to know how words are spelt and how they sound. Indeed, the way words are stressed (and the way that stress can change when their grammatical function is different-as with nouns and verbs, for example) is vital if students are to be able to understand and use word in speech. Parts of learning a word are learning its written and spoken form.

Word information then means knowing how words are written and spoken, and knowing how they can change their form.

1.1.4.2 Word Grammar

Word Grammar is another aspect of learning words. Various forms of a word and its structure is called word grammar. Words not only change according to their grammatical meaning but they can also trigger the use of certain grammatical patterns. For example, a countable noun can be both singular and plural (one chair, two chairs), but an uncountable noun can only be singular (furniture, not * furnitures). This difference is reflected in grammatical rules: the word 'chair' can collocate with plural verbs whereas the word 'furniture' never can. Verbs trigger certain grammar too. For example, 'tell' is followed by the object +to + infinitive (He told her to take photo), but the verbs 'say' does not work in the same way. Similarly, modal verbs like 'must', 'can', etc. are followed by a bare infinitive without 'to'. These are only a few examples. Students need to know much more grammatical behaviour of words.

1.1.4.3 Word Meaning

Teaching word meanings is the very important techniques of teaching vocabulary for school level. Chaudhar (2007) states, “Unless we select the right vocabulary items even in the grammatically correct sentences fail to express the intended meaning” (p. 67). In the absence of teaching word meanings students are unable to increase their vocabulary power. There are some ways of teaching word meanings which are to be used while teaching vocabulary.

1.1.4.4 Word Use

Word meaning is stretched through the use of metaphor and idiom. Similarly, word meaning is also governed by collocation, style and register. So, we need to recognize metaphorical language and use. For example, the word 'hiss' is used to describe the noise that snakes make. But, we can stretch its meaning to describe the way people talk to each other.

1.1.5 Vocabulary and Word

To be specific, vocabulary refers to an individual's ability to refer to object, processes events and so on in terms of linguistic entities. Ur (2002, p.60) defines vocabulary as "The word we teach in the foreign language". The quality and quantity of vocabulary possessed by an individual influences his/her ability to work with the language in question. It is, therefore very difficult but important to have knowledge and information to play with word because some vocabulary may have innumerable denotation and connotation.

We all know what a word is; however, it is not so easy to define a word as we think. Traditionally, a word is defined as the group of letters having a full meaning. Such as cow, man, the pen, in, go, etc. To be a word, it should be defined in terms of its orthographic, phonological, morphological, lexical and semantic identities.

1.1.6 Teaching Vocabulary

Teaching Vocabulary means getting students acquainted to new words. Burns and De Silva Joyce (2001, p. Xiii) state, "There may be no well-established or 'best' way to teach vocabulary, it is possible to point to some useful guidelines for optimising vocabulary learning". Knowing words means knowing pronunciation, spelling and meaning of words. There are different techniques of presenting the meaning, pronunciation, spelling, and meaning use. Ur (2003, pp.60-63) states, "The learners should be taught pronunciation and spelling Grammar, collocation, aspect of meaning (denotative, connotative and appropriateness), aspect of meaning (meaning relationship) and word formation."

1.1.6.1 Teaching Pronunciation and Spelling

Pronunciation is the way the word is spoken. Pronunciation is not only the aspect of vocabulary but also an integral part of language teaching. What must remember with vocabulary presentation is that pronunciation is just as

important here as it is for structural material. Ur (ibid) states that learner has to know what a word sounds like (pronunciation) and what a word looks like (spelling). We should not introduce words without making sure that students know how they are said. Not only will this mean that they can use the words in speech, it will also help them to remember the words spelling.

Pronunciation teaching is very important to the students because if there is slight changes in pronunciation, the meaning will also change. For example, if we give stress on the first syllable in the word 'present', it becomes a noun and if we give stress on the second syllable, it become a verb. Also there is no one-to-one correspondence between sound and symbol or spelling. For example, the spelling 'c' is pronounced as /s/ and/k/ in the word 'circle'. So, teaching pronunciation plays a vital role in teaching vocabulary items. There are different aspects of teaching pronunciation- pronunciation of individual sounds, stress, pitch, tone, syllable, intonation, rhythm, pronunciation of weak forms of structural words and of inflectional ending.

There are three ways or techniques of presenting the sound of words. i.e. of teaching pronunciation. They are through modeling, through visual presentation and through phonetic symbols.

The sound knowledge of spelling of words is certainly essential to write anything properly. It is universally accepted that English spelling is full of difficulties because it is anomalous and inconsistent. And it does not correspond to the pronunciation. There are common methods or techniques of teaching spelling. They are given in the subsequent sections.

- Phonic Method
- Copying
- Dictation
- Focusing on trouble spot
- Word study
- Spelling games

- Useful common rules

To sum up, the teacher provides students common rules of spelling. The students are expected to follow the rules while they are writing words and sentences. Along with the common rules, the exceptions are to be given to stop the students committing mistakes. Through this method, most of the words can be taught, but the students are required to memorize the exceptions.

1.1.6.2 Teaching Collocation

Some vocabulary items have double meaning and other vocabulary items have close meaning to another one. That is why; such vocabulary items may suit in one context but they may not suit in other context, for example, toss the coin and through the ball. We cannot use toss the ball and through the coin. So, the teacher should teach collocation in the context.

1.1.6.3 Teaching Aspect of Meaning

There are two aspects of teaching meaning. Ur (ibid) states that the first aspect of teaching meaning includes denotative meaning, connotative meaning and appropriateness of the word in the context. Denotative meaning refers to the dictionary meaning or referential meaning of a word. For example, the word dog refers to a type of four footed animal in the world. Denotative meaning is considered to be a core meaning or central meaning of a word. Connotative meaning refers to the emotional association with a word. It refers to the additional meaning that a word or phrase has beyond its central meaning. These meanings show people's emotions and attitudes towards the word or phrase. Connotative meaning can be culture specific. This is also called affective and emotional meaning. The teacher should teach the appropriateness of the word in the context too.

The other aspect of teaching meaning proposed by Ur (ibid) is its relationship to other words. This includes the synonyms, antonyms, hyponyms, co-hyponyms or co-ordinators, superordinates and translation.

There is no meaning of mastering pronunciation and spelling without reference to its meaning. So, teaching meaning is one of the most important aspects of vocabulary. There are many ways of presenting (or teaching) new vocabulary items. None of them being perfect, a teacher goes from one to the other. These techniques depend on the level of the students and the nature of the words (e.g. concrete or abstract). The most common ways of teaching new vocabulary items are realia, pictures, action, context, sense relations, definition, dictionary work and translation.

1.1.6.4 Word Formation

One word can often be broken down and some words are formed by using different suffixes, prefixes or infixes. Some words are formed by combining two words or they, sometimes are separated by using (-) hyphen. These common processes of vocabulary items should be taught while teaching vocabulary in the classroom.

1.1.7 Ways of Teaching Vocabulary in Group

Teaching vocabulary is not only teaching and introducing the word list in the classroom. It is one of the major teachers' artworks of teaching vocabulary items in the classroom i.e., spelling, grammar, and meaning of the word. Harmer (2008, pp. 229-447) presents some ways or techniques of teaching vocabulary items in the groups. They are:

- **Fill in the gaps**

The students are given pictures and fill in the gaps exercise then they are asked to put the correct verbs in the sentence looking at the picture. The teacher gives the exercise in group and checks the word spelling.

- **Guessing meaning**

The students are given the sentences with target vocabulary items and are also given list of words with their meaning randomly. Then, one group of the

students presents the word and other group has to present the meaning of the showing words.

- **Dictionaries**

Thornbury (2006, p. 60) states, "Dictionaries are used to teach meaning , pronunciation, spelling and grammar. The students either are given the word lists or text or asked them to find word meaning, spelling, and grammar in the dictionary". Following Richards and Renandya (2010, p. 263), electronic dictionaries with multimedia annotation offer a further option for teachers and learners.

- **Discussion**

The students are given the words and asked to find out their meanings and formation of the words from discussion. They are also asked to use them in the sentences. The work done by one group can be checked by other groups. The other group can give some suggestions to them.

There are some other ways to present vocabulary in the classroom. Thornbury (2006, p.75) presents different ways of presenting vocabulary items in the classroom:

- Translation
- Illustrate Meaning
- Explain meaning Highlight the form
- Involve the learners

Learners need to be actively involved in learning vocabulary. That is why, group work is crucial. Thornbury (ibid) presents elicitation, association work, peer teaching, and information gap as techniques of teaching vocabulary in group.

1.2 Review of the Related Literature

In the teaching and learning process, the teacher follows various techniques and skills related to the language classroom. During the lesson, every teacher

follows some techniques. The types of techniques and way of adopting them in the classroom may be different because of different factors such as time, content of lesson, types of teacher (trained or untrained), level at which the teacher is teaching, etc. Group works are closely related to language learning and understanding with the involvement of the teachers in the classroom. Here I have reviewed some research works which are closely related to my study.

Sharma (2002) conducted a research entitled, “Vocabulary Achievement of Grade Nine: A Practical Study.” Her main objective was to find out the performances of the students in vocabulary achievement. In her quantitative study, she used test as the tool for data collection. She found that the highest percentage of achievement (i.e. 88%) to the item ‘father’ and lowest percentage 14% for the items ‘bewilder’ and ‘reinstate’ the overall performance of the students (50.11%) was not found to be high.

Karki (2002) conducted a research entitled “A Study of English Vocabulary Achievement of the Students of Grade VIII” to find out the vocabulary achievements of eighth graders. In his quantitative study he used test and document analysis as the tools for data collection. He analyzed the collected data by using statistical display devices. He concluded that the percentage of the total achievements of the student in nouns and verbs were 67.9% and 59% respectively.

Shahi (2003) carried out a research on “A Study on the Vocabulary and Spelling in British and American English”. He compared and analyzed the words/phrases in British and American English in terms of spelling. For this study, he used tests and direct observation as the tools for data collection. He further administered the test for his intended data to his study. He studied 122 words/phrases to be different in British and American English. Majority of the students were found to be using British English.

Silwal (2006) carried out a research on 'Effectiveness of Elicitation Technique in Vocabulary Comprehension: A Practical Study.' He tried to find out the

effectiveness of elicitation technique in English vocabulary comprehension in the context of Nepal. He also compared and analyzed item-wise and gender-wise achievements of experimental and controlled group of students. In his experimental research he used the test as the tools for data collection. He concluded that elicitation techniques were really effective to teach vocabulary in Nepalese context.

Tiwari (2006) carried out a research on "The Achievement of English Vocabulary by the Students of Grade Ten". He wanted to find out the students proficiency in the achievement of English vocabulary used in new English text of books of grade ten. He took proficiency test to the selected students who were studying in grade ten. It was his quantitative study. He found that the English vocabulary achievements of the students grade ten was not very satisfactory in total since majority (52.00%) of the students had below the average level of achievements (below 50%) so far as the difficulty level of vocabulary items were concerned, 43.75% of them were found beyond the students intellectual maturity.

Poudel (2008) conducted a research entitled "A Study of English Vocabulary Achievement of Grade Eight Students" to recognize the appropriate level of formality in using vocabulary and to recognize the correct pronunciation. Four school of Kathmandu valley including two private and two public schools. Nine hundred forty three content words including 458 nouns, 191 adjectives, 228 verbs and 66 adverbs were selected to the study. This study was survey in nature. The findings of this study were the English vocabulary achievements of eight graders in content words was found satisfactory since out of eighty, 54 students obtained 67.5% above the total average. Similarly in the whole test items, the vocabulary achievement was 71.3%.

Kumari (2012) conducted a research entitled "The Effectiveness of Drill Techniques in Teaching Vocabulary at Grade Eight". Her main objective was to find out the effectiveness of drill in teaching vocabulary in terms of

pronunciation, meaning, spelling and grammar. The population of the study was students of one secondary school of Parsa district. The tool for data collection was a set of tests based on textbook of grade eight. This study was experimental in nature so that 23 students were selected for experimental group and 23 for non-experimental group. Sixty vocabulary items were selected for experimentation. The findings of research were that drill technique in teaching vocabulary at grade eight was more effective than teaching vocabulary without using drill. Furthermore, experimental group acquired more score in post test than in pretest but the score of non-experimental group acquired less score in pretest than posttest.

Thapa (2012) conducted a study entitled "Vocabulary Achievement of Gurukul and Private School Students of Grade Eight" to find out the achievement of Gurukul and private school students in vocabulary. Thirty students from Gurukul and thirty students from private school were selected for this study. The tools for data collection were tests including nouns, verbs, adjectives and adverbs in test items. Four hundred nouns, 285 verbs, 154 adjectives, and 49 adverbs were selected for the experimentation. He concluded that the English vocabulary achievement of Gurukul and private school students was satisfactory. Similarly, the achievement of the students of Gurukul was found better in nouns and verbs whereas private schools students' achievement was found better in adjectives and adverbs.

The present study is different from the previous ones in the sense that the researcher was interested to find out the ratio of development of vocabulary items when they are taught involving students exclusively in group work in teaching vocabulary in grade 8 of government school.

1.3 Objectives of the Study

The objectives of this research works were:

- i) to find out the ratio of development of vocabulary items when they are taught involving students exclusively in group work.
- ii) to suggest some pedagogical implications of implementing group work activities in schools.

1.4 Significance of the Study

Techniques, in the teaching and learning of a language, play the vital role. This study can be fruitful to all those teachers, textbooks writers, syllabus designers, and all those who are involved in the teaching and learning of the English language and other researchers who are interested in the teaching word meaning of a particular language. This research will be beneficial to the textbook writers and curriculum designers who attempt to collect the materials required to teach word meaning of a given language. It will equally be helpful to the teachers in the vocabulary teaching of the English language. This research will be equally beneficial to the teachers, administrators and students of the school who are teaching, managing the ELT institution and learning the foreign language in the context.

CHAPTER-TWO

METHODOLOGY

Methodology is a set of methods and techniques used to discover a new facts and information about a particular subject matter. So, it can be called an instrument to find out reliable and effective conclusion. The following procedures were adopted to conduct this study.

2.1 Sources of Data

There are two types of data. They are primary sources and secondary sources of data from which the data can be collected. In order to accomplish the intended objectives, both primary and secondary sources of data were used to this study.

2.1.1 Primary Sources of Data

This study was primarily based on primary sources of data. The students of Grade 8 studying in Shree Kalabari Secondary School of Dolakha district were the primary sources of data.

2.1.2 Secondary Sources of Data

The secondary sources of data for this research were related books such as Wallace (1982), Haines (1996), Ur (1996), Doff (1998), Karki (2000), Burns and De Silva Joyce (2001), Shahi (2003), Hedge (2005) and Harmer (2008). Similarly the researcher consulted various journal, articles and websites related to vocabulary teaching and group work.

2.2 Sampling Procedures

To carry out this study, the researcher selected grade 8 students of Shree Kallabari Secondary School by using purposive sampling procedures.

2.3 Tools for Data Collection

Test items were the tools for data collection for the study. Test items were used to evaluate their progress and performance.

2.4 Processes of Data Collection

The following procedures were adopted to conduct the study.

- i. The selected school was visited and purposes and procedures of the study were explained to the concerned authority for carrying out the research in the selected school.
- ii. The students were made familiar with the research.
- iii. Then, 105 vocabulary items were selected from the English textbook of grade 8 prescribed by CDC.
- iv. The pre test was administered.
- v. Then, the students' proficiency in vocabulary was measured.
- vi. Later, the students were made to involve in step-wise activities of problem solving related to the problems found in pre test.
- vii. Students were taught using group activities in the classroom.
- viii. The students were provided a form to keep record of their whole activities.
- ix. On the basis of the performance, the students were taught or guided in group activities to make them familiar in vocabulary items.
- x. The progress test was administered after teaching 8 classes by using group work techniques.
- xi. The post test was administered after 24 days of teaching by using group work techniques.
- xii. Finally, the score of pre test, progressive test were analysed after all the tests were administered.

2.5 Limitations of the study

The limitations of the study were as follows:

- The study was limited to the lower secondary level of a public school.
- The study was limited to the English language classroom.
- The tools for data collection were tests and record sheets.
- The classes were taught by using group work techniques.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of data collected from primary sources. The main objective of the study was to develop vocabulary through group work. The main tool of data collection was test. The primary sources of data were obtained through a pre test, two progress tests and a post test. The teaching continued for twenty eight days for teaching in grade eight students. Analysis and interpretation of the data are given in the following order:

- a) Analysis and Interpretation of Individual Test Scores
- b) Comparison of different Test Scores
- c) Item-Wise Analysis and Interpretation of the Test Scores

3.1 Analysis and Interpretation of Individual Test Scores

This section contains analysis and interpretation of the scores of individual students in pre test, two progress tests and post test. The collected data from different tests were analysed by comparing with each test percentage and frequency. From the data it was clear that the ratio of the development of the vocabulary items increased. The data related to pretest is presented in the subsequent section.

3.1.1 Pre test Scores

This section includes analysis, tabulation and interpretation of pre test scores of the students of Grade eight in Shree Kalabari Secondary School. A set of test items related to vocabulary test (i.e. pre test) were administered to determine the students' initial proficiency in vocabulary. The pre test items consisted of multiple choice items, vocabulary definitions of the words with given clues, finding out parts of speech of the given words, matching items , completing

cross word puzzle and using words in their own sentences. The pre test was administered, the test papers were checked and the scores were recorded. The mean scores of the pre test was analysed. The scores of the students on pre test are given in table No. 1.

Table No. 1

Individual Scores on Pre test

S.N.	F.M.	Scores	Scores in %	No. of studs.	Studs. in %	Average score
1	50	31	62%	6	12.5%	
2	50	30	60%	4	8.33%	
3	50	29	58%	8	16.66%	
4	50	28	56%	4	8.33%	
5	50	27	54%	6	12.5%	26.625
6	50	26	52%	6	12.5%	
7	50	25	50%	6	12.5%	
8	50	24	48%	4	8.33%	
9	50	22	44%	2	4.16%	
10	50	20	40%	2	4.16%	
	2400			48	100%	

As the table no. 1 shows, out of 50 full marks, 12.5% of the students scored 31. It was the highest score (i.e. 31) in pre test. The lowest score was 20 which was scored by 4.16% of the students. The average score in the pre test was 26.625. Twenty -eight students got marks above the average score (i.e. 26.625), and the rest 20 students scored below the average.

From this result, it was clear that students were found to have mixed ability. Some students were medium and some were weak on vocabulary. Though they had already been taught by the teachers and practiced in vocabulary learning. However, the result presented unsatisfactory level of proficiency. It means most of the students obtained less marks than 50%.

3.1.2 Progress Tests

After the administration of the pre test, the students were taught vocabulary items in the real classes designing different group activities. During the classroom teaching, two progress tests were administered in an interval of eight teaching days.

3.1.2.1 The First Progress Test Scores

The first progress test was administered after the interval of eight days to obtain information of the students' development on vocabulary. The aim was to find out how the classes were improving and what further improvements in teaching learning strategy was required for further development. The scores of the first progress test are shown in table No. 2.

Table No. 2

Individual Scores on First Progress Test

S.N.	F.M.	Scores	Scores in %	No. of studs	Studs in %	Average Score
1	20	14	70	4	8.33%	
2	20	13	65	6	12.5%	
3	20	12	60	6	16.66%	
4	20	11	55	8	16.66%	10.625
5	20	10	50	4	8.33%	
6	20	9	45	8	16.66%	
7	20	8	40	10	20.83%	
	960			48	100	

Table No. 2 shows that the highest score was 14 out of 20 (70%) and it was obtained by 8.33% of the students while the lowest score was 8 (i.e.40%). So, the lowest percentage was 40% obtained by 20.83% students in the first progress test. The average score in the first progress test was 10.625. The result was in progress in comparison to the pre test. The result of the first progress test was not much satisfactory. The average score 10.625 indicated that only about half of the answers of the test were correct.

3.1.2.2 The Second Progress Test Scores

The second progress test was administered after teaching 16 lessons or 8 classes after first progress test applying group activities in the classroom. It was administered to find out whether students were progressing or not. The scores of the students in second progress test are given in table No. 3.

Table No. 3

Individual Scores on Second Progress Test

S.N.	F.M.	Scores	Scores in %	No. of students	Students in %	Average score
1	20	18	90	8	16.66	
2	20	17	85	10	20.83	
3	20	16	80	8	16.66	
4	20	15	75	10	20.83	15.75
5	20	14	70	10	20.83	
6	20	12	60	2	4.16	
	960		100	48	100	

The table shows, the highest score was 18 out 20 full marks, which was the 90% score obtained by the 16.66% students. The lowest score was 12. This was the 60% in total obtained by 4.16% students. Similarly, the average score was 15.75. The table shows the satisfactory result. The students who did not obtain more than 50% in the first progress test obtained higher marks. More than half i.e. 26 of the total participants obtained higher than the average score. The students who obtained lower than the average marks obtained near the average marks. Hence, the result was satisfactory in the second progress test.

3.1.2.3 Post Test Scores

After teaching 24 classes (8 classes after second progress test), a post test was administered to the students' development on vocabulary. This test was administered at the end of teaching. The test was the same test which was given

for the pre test. The aim of this test was to find out how much they had learnt during the time of teaching for the research. The individual scores on the post test are presented in table no. 4.

Table No. 4

Individual Scores on the Post Test

S.N	F.M.	Scores	Scores in %	No. of studs.	Studs in %	Average Score
1	50	42	84	2	4.166	
2	50	39	78	4	8.33	
3	50	38	76	2	4.16	
4	50	37	74	6	12.5	
5	50	36	72	6	12.5	
6	50	35	70	2	4.16	
7	50	34	68	6	12.5	34.45
8	50	33	66	2	4.16	
9	50	32	64	12	25.0	
10	50	30	60	2	4.16	
11	50	29	58	4	8.33	
	2400		100	48	100	

Table no. 4 shows that out of 50, 42 was the highest score obtained by 4.16% of the students and 29 was the lowest score. It was obtained by 8.33% students. The marks obtained by the students denoted that the marks were satisfactory because the average marks obtained by the students were 69.9% the total marks. The average score indicated that teaching vocabulary using group work helped to develop vocabulary skills in students.

3.2 Comparison of Different Test Scores

Only four different tests were administered while collecting the data to this study. The comparison between progress tests, and pretest and post test were analysed. The comparison between these tests is given in the subsequent sections.

3.2.1 Pre Test and Post Test

This section presents an analysis and interpretation of the pre test and post test scores. The test items were selected on the basis of the competence level of the students of grade eight. There were six different test items with their sub items based on spelling, word use, word grammar and word formation. The pre test was administered before the intervention, the test papers were checked and marking was done to the performance of the students and the mean score was recorded. After 28 days of regular teaching vocabulary items through group work, post test was administered to see the level of students' progress. The test papers were checked and marked then the mean score was also computed. The test scores in pre test and post test are recorded and presented as in table no. 5.

Table No. 5
Comparison of Scores on Pre Test and Post Test

S.N.	F.M.	Pre test			Post test		
		Scores	%	Students	Scores	%	Students
1	50	31	62	6	42	84	2
2	50	30	60	4	39	78	4
3	50	29	58	8	38	76	2
4	50	28	56	4	37	74	6
5	50	27	54	6	36	72	6
6	50	26	52	6	35	70	2
7	50	25	50	6	34	68	6
8	50	24	48	4	33	66	2
9	50	22	44	2	32	64	12
10	50	20	40	2	30	60	2
11	50	-	-	-	29	58	4
	2400		100	48		100	48

The pre test and post test items were the same and the full mark was 50. The mean score in pre test was 26.625 and mean score in post test was 34.45. Students obtained 7.825 more marks in average in the post test. It denoted that the students had progressed in post test in comparison to pre test.

Likewise, 31 (62%) was the highest percentage of the pre test scores secured by 6 students while 42 (84%) was the highest percentage in the post test. The lowest scores in the pre test and the post test were 20 and 40 respectively.

These all help us to conclude that since students secured more marks than in the pre test. Group work in teaching vocabulary was effective in developing student's vocabulary proficiency.

3.2.2 First Progress Test and Second Progress Test

The first progress test was administered after teaching eight lessons. Second progress test was administered after presenting sixteen lessons. Second progress test was administered to find out whether the students were in progress in vocabulary or not in inventive teaching using group work. The comparison of these two progress test scores are analyzed and tabulated in table No. 6.

Table No. 6
First Progress Test and Second Progress Test Scores

S.N.	F.M.	First progress test			Second progress test		
		Scores	%	Students	Scores	%	Students
1	20	14	8.33	4	18	16.66	8
2	20	13	12.5	6	17	20.83	10
3	20	12	16.66	8	16	16.66	8
4	20	11	16.66	8	15	20.83	10
5	20	10	8.33	4	14	20.83	10
6	20	9	16.66	8	12	4.16	2
7	20	8	20.83	10	18	-	-
	960		100	48		100	48

The full mark was equal in first progress test and second progress test i. e. 20. Table no 6 shows that total students were 48 in both tests. The mean score in pre test was 10.625 and mean score in post test was 15.75. Students obtained 5.125 more marks in average in first progress test. It denoted that the students had progressed in the second progress test in comparison with the first progress test.

From the table, the highest score 14 out of 20 full marks was obtained by 8.33% of the students in the first progress test. In the second progress test, 18 was the highest score attained by 16.66% of the students. This denoted that there was significance difference between the first progress test and the second progress test. It was evident that the second progress test provided the evidence of the ratio of the development of vocabulary items was increased while teaching vocabulary through group.

3.3 Items-wise Analysis and Interpretation

In this section, the students' progress in each separate item is analyzed. It contains item-wise analysis of pre test scores. The students' status on individual items was analyzed in the pre test and their progress after the intervention was analyzed and tabulated in table No. 4. Five different items were given in the pre test and the post test. The item-wise performance was evaluated on the basis of four scales namely; poor, satisfactory, good and excellent. The scores below 45% were categorized as poor, 46% to 60% was categorized as satisfactory, 61% to 70% as good and above 70% was categorized as an excellent.

3.3.1 Item-wise Analysis of Pre Test Items

The researcher designed the pre test items by including multiple choice item, defining and completing the words, finding word classes, matching items, crossword puzzle and using words in your own sentence. The analysis of item-wise performance is tabulated and interpretation of the data is made in table no. 7.

Table No. 7**Item-wise Analysis on Pre test**

S.N.	Items	Full Mark	Category of Students as per their performance							
			P		S		G		E	
			N	%	N	%	N	%	N	%
1	Multiple choice	10	2	4.166	18	37.5	22	45.83	6	12.5
2	Gap filling	10	6	12.5	20	41.66	14	29.16	8	16.66
3	Word class	10	22	45.83	18	37.5	8	16.66	-	-
4	Matching	10	24	50	22	45.83	2	4.16	-	-
5	Crossword puzzle and word use	10	22	45.83	24	50	11	4.16	-	-
Total		50	76	31.66	102	42.5	48	20	14	5.83

N= Number, P= poor, S= Satisfactory, G= Good and E=Excellent

Table No. 7 shows that item No. 3 (finding out the classes of the word), item No. 4 (matching) and item No. 5 (completing crossword puzzle and use of the words in their own sentence) have higher percentage of poor achievements in pre test. The percentages of poor achievements were 50%, 45.83% and 45.83% in matching item, word class and crossword puzzle and word use respectively. Only 14 students achieved excellent marks in all questions, 6 students got excellent score in multiple choice and 8 students achieved excellent mark in

gap filling. If we see the total percentage of poor items, it is 31.66% in the pre test.

Table No. 7 shows that it can be concluded the students' proficiency on vocabulary was low. The areas that needed special treat in students' vocabulary were: word use, word grammar, word formation, word meaning and spelling. The weaknesses were found by the researcher in these areas. Those areas of vocabulary level were taught by the researcher while teaching in the classroom.

3.3.2 Item-wise Analysis of First Progress Test

The first progress test was taken after teaching eight lessons in the area of problems of students in word spelling and word meaning. Only two questions of 10 full marks in each test were asked to the students. The questions were related to word spelling and word meaning. Item-wise analysis of the first progress test score was conducted to know how far the students have progressed in individual items. The item-wise performance was evaluated on the basis of four scales namely; poor, satisfactory, good and excellent. The scores below 45% were categorized as poor, 46% to 60% was categorized as satisfactory, 61% to 70% as good and above 70% was categorized as an excellent.

Table No. 8. shows result of the first progress test.

Table No. 8**Item-wise Analysis on First Progress Test**

S.N.	Items	Full Mark	Category of Students as per their performance							
			P		S		G		E	
			N	%	N	%	N	%	N	%
1	Word spelling	10	10	20.8	20	41.6	14	29.16	4	8.33
2	Word meaning	10	14	29.16	28	58.33	6	12.5	-	-
Total		20	24	25	48	49.6	20	20.8	4	4.16

N= Number, P= poor, S= Satisfactory, G= Good and E=Excellent

The table makes it clear that 24 students achieved poor marks which is 25%. Only 48 (49.6%) students achieved satisfactory marks and only 4 students achieved excellent marks which was only 4.16%. It made clear that 8.33% of the students were excellent in word spelling. None of them were excellent in word meaning. That has shown that the students needed more treatment in vocabulary items.

3.3.3 Item-wise Analysis of Second Progress Test

The second progress test was taken after teaching sixteen lessons in the same class or eight lessons after the first progress test. It was taken for getting information regarding how far the students progressed in the related items after teaching by using group work. Only two items were tested under the second progress test. The item-wise performance was evaluated on the basis of four scales namely; poor, satisfactory, good and excellent. The scores below 45%

were categorized as poor, 46% to 60% was categorized as satisfactory, 61% to 70% as good and above 70% was categorized as an excellent.

The achievement of all students is given in table No. 9.

Table No. 9

Item-wise Analysis on Second Progress Test

S.N.	Items	Full Mark	Category of Students as per their performance							
			P		S		G		E	
			N	%	N	%	N	%	N	%
1	Word grammar	10	-	-	-	-	12	25	36	75
2	Word use	10	-	-	4	8.33	16	33.33	28	58.33
Total		20	-	-	4	4.16	28	29.16	64	66.66

N= Number, P= poor, S= Satisfactory, G= Good and E=Excellent

Table No. 9 reveals that no one was poor in word grammar. Likewise, 12 (25%) students out of 48 were good and 36 (75%) were excellent at word grammar. There were altogether 64 (66.66%) achievements which were excellent. Similarly, 28 (58.53) students were excellent in word use. This showed that most of the students highly progressed in these items while teaching by using group activities in the classroom.

3.3.4 Item-wise Analysis of Post test

The post test was taken at the end of the intervention or after 24 classes of teaching vocabulary items by using group work activities. The test items were same as in pre test. It was administered to find out the students' item-wise

progress after teaching 24 days by using group work activities. The item-wise performance was evaluated on the basis of four scales namely; poor, satisfactory, good and excellent. The scores below 45% were categorized as poor, 46% to 60% was categorized as satisfactory, 61% to 70% as good and above 70% was categorized as an excellent.

Table No. 10. the students' item-wise progress.

Table No. 10

Item-wise Analysis on Post test

S.N.	Items	Full Mark	Category of Students as per their performance							
			P		S		G		E	
			N	%	N	%	N	%	N	%
1	Multiple choice	10	-	-	16	66.66	3	12.5	5	20.83
2	Gap filling	10	-	-	6	25	10	41.66	8	33.33
3	Word class	10	-	-	15	62.5	7	29.16	2	8.33
4	Matching	10	-	-	7	29.16	5	20.83	12	50
5	Crossword puzzle and word use	10	-	-	10	41.66	2	8.33	12	50
Total		50	-	-	54	45	27	23	39	32

N= Number, P= poor, S= Satisfactory, G= Good and E=Excellent

The table makes clear that among the total items; matching, cross word puzzle and word use in their own words have higher percentage of excellent achievement in the post test. The percentage of excellent achievement was 50% of each. The achievement of the multiple choice item covered 66.66% satisfactory and only 20.83% items were excellent. None of the students achieved poor scores in the post test. The total percentage of achievement showed that 45% of the total participants achieved satisfactory marks and 23% of the total participants achieved good marks in the post test.

From the table No. 10 and table No. 7 it was clear that the students has progressed in the post test than in the pre test. In the pre test, 32% were in poor achievement but in the post test its zero percent in poor achievement. Only 5.8% of the total items were excellent in pre test. It was increased up to 32% % in the post test.

All these primary data supported that group work developed students' proficiency in vocabulary level of progress in different items.

CHAPTER: FOUR

FINDINGS AND RECOMMENDATIONS

The present study was carried out to find out the effectiveness of group work activities in teaching vocabulary at grade eight. This practical study was carried out to fulfill the objectives which helped the researcher to be experienced in his way to research. The students got chance to play with different activities in group in the classroom while learning vocabulary. Though the class was heterogeneous with varying degree of proficiency level, the effectiveness of this group work showed satisfactory result.

On the basis of the analysis and interpretation of the data, findings of the study have been derived. On the ground of findings some recommendations are also suggested.

4.1 Findings

On the basis of analysis and interpretation of the primary data, the findings are derived as follows.

- i) The highest score of the students (6 out of 48) was 62% in the pre test and (2 out of 48) was 84% in the post test. The lowest score of the students (2 out of 48) was 40% in the pre test and (4 out of 48) was 58% in the post test. The average score in the pre test was 26.62 and 34.45 in the post test. The students achieved 7.825 more marks in the post test. This showed that the students progressed in the post test.
- ii) After the analysis of the score in the progress tests, it was found that students obtained average score of 10.6 and 15.75 out of 20 in the first and second progress tests respectively. In both the tests students' scores are not less than 50% of the full marks. So use of group work was satisfactory in developing students' vocabulary.
- iii) It was found that the average score of the pretest 26.62, highest score 62% and lowest score 40%. On the other hand, the average score of

the posttest 34.45, highest score 84% and lowest score 58%. It showed that the ratio of progress were 22% in highest score, 7.83 scores in average and 18% in the lowest score in the post test than in the pre test.

- iv) It was evident that in the pre test 32% of the total students achieved poor achievement but in the post test poor achievement was not found.
- v) From the data it was found the average scores of the pretest and the post test were 26.62 and 34.45 respectively. So that the ratio of development in vocabulary items was increased after teaching vocabulary items by using group work.

4.2 Recommendations

On the basis of the findings derived from the analysis and interpretation of the data, the following recommendations (Suggestions) for pedagogical implication have been forwarded.

- i) The average score in the pre test was 26.62 and 34.45 in the post test. The students achieved 7.825 more marks in the post test. This showed that the students progressed in the post test. So, group work should be used in developing students' vocabulary items.
- ii) The overall research findings showed that students' vocabulary power improved to a greater extent while they were taught by using group work. Therefore, it is recommended that English language teachers should use the group work while teaching vocabulary in the language classroom.
- iii) The post test showed better result in comparison with the pre test. It is suggested that the teachers of English language should be familiar with group work techniques.
- iv) It was evident that in the pre test 32% of the total students achieved poor achievement but in the post test poor achievement was not

found. So that students should be encouraged for active participation in group work.

- v) The present study was limited to one school of Dolakha district. The findings derived from this single study might be generalizable in all contexts. So, further research should be carried out to find out its effect in other contexts.

Finally, it is recommended that vocabulary items should be taught through the use of group work as far as possible which gives emphasis on learning by doing and result shows the long last memory of the students.