

CHAPTER – ONE

INTRODUCTION

The present study is about the effectiveness of context as a resource for teaching vocabulary. It deals with the efficacy of context as a resource in teaching vocabulary. This section consists of the general background, review of related literature, objective of the study and significance of the study.

1.1 General Background

Language is the most advanced and powerful means of communication. The vast knowledge in different fields of human activity is accumulated and stored by use of language. It is the universal medium to express human thoughts, feelings, ideas and emotions. Most of the activities of the world such as, transmitting human civilization, literature, political and diplomatic activities and human achievement are carried out through language.

There are so many languages spoken all over the world. However English has earned its name and fame. Though no language is superior or inferior to one another in terms of communicative values, English is virtually on every one's lips. Those who are able to communicate in English seem to be, well educated and intelligent. Nowadays English has become the passport through which every one can visit the whole world and it can also be regarded as prestigious language that opens a venue of enjoyment.

Vocabulary is the most significant aspect of language. vocabulary is a tool of thinking and medium of exchanging ideas. It has been defined as a total number of words which make up a language, without achieving a higher number of vocabulary we can not express our ideas clearly. So, students must achieve a higher number of vocabularies. The main objective of teaching vocabulary is to make students find out word meaning themselves in different contexts. So vocabulary can be taught if they are taught in contexts.

Context is an important concept in discourse analysis. Context refers to the situation giving rise to the discourse and within which the discourse is embedded.

The concept of context is primarily studied in both pragmatics and discourse analysis. Context is made up of mainly three essential components: Situation (physical and social), background knowledge and co-text (Cutting 2008, p.4). The meaning of an utterance is determined on the basis of three components of the context, meaning of a word or an utterance varies from one context to another so it is essential to the learners to know in which context a word or an utterance is used.

1.1.1 Definition of Vocabulary

Generally, the term vocabulary can be defined differently accordance with different books and writers. They are:

Cambridge international dictionary of English (1995) defines "Vocabulary as all the words which exist in a particular language or subject." Similarly `Oxford Advanced Learner's dictionary of current English defines vocabulary as all the words known to person or used in particular book, subject etc. It is also defined as the total number of words in a language. Richards et. al. further added the concept of vocabulary as a set of lexemes (1985, p.307) "Vocabulary refers to a set of lexemes including single words, compound words and idioms." Likewise Harmer (1991, p.153) shows the importance of vocabulary through his definition, "If language structures make up the skeleton of language then it is vocabulary that provides the vital organ and flesh. An ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used".

Winklins (1972, p. 111) further added the importance of vocabulary saying "Without grammar very little can be conveyed without vocabulary nothing can be conveyed". In contrast Heinemann (1779 in Dhungana 2066) narrowed down the concept of vocabulary as list of common words in a foreign language. According to him "Vocabulary refers to a list of common words in a foreign language or book with translation."

From these definition, we can infer that vocabulary is the list of words used in particular language or we can say that vocabulary is the list of words including single words, compound words and idioms. Nothing can be conveyed without the use of vocabulary. Language structures make the skeleton of language and vocabulary provides the organs and flesh or vocabulary is central to language and is of great significance to language learners because words are the building blocks of language since they label objects, actions, ideas without which people cannot convey the intended meaning.

1.1.2 Types of Vocabulary

There are various criteria on the basis of which vocabulary is classified. Harmer (1991, p. 159) classifies vocabulary into two types: active and passive.

1.1.2.1 Active Vocabulary

Simply speaking the words that are often used by a person come under active vocabulary. It also refers to such vocabulary that students have been taught or learnt. Those vocabularies we can use in both productive and receptive skills of language are active vocabulary. According to Wallace (1989, p. 38) "Active vocabulary refers to those words which the student understands can pronounce correctly and uses constructively in speaking and writing." Active vocabulary is used in day-to-day communication. So it seems to be productive in nature.

1.1.2.2 Passive Vocabulary

Passive vocabulary refers to the words which the student recognizes when they occur in context but which will probably not been able to produce. According to Wallace (1989, p. 39) passive vocabulary refers to those words that the students recognize and understand when they occur in a context, but which he can not produce correctly. Passive vocabularies are also known as receptive vocabularies. They remain in a passive state, and recognizable only when heard or seen, they help mainly in decoding

the message. Passive vocabularies are used only in competence level so they are receptive in nature.

The primary aim of foreign language teaching should be to change passive vocabulary into active vocabulary. It is true that some vocabularies which are active the beginning may passive with the time gap. Therefore, the more the students play with the new words, the more they learn and increase the store of their active vocabularies.

1.1.3 Class of Words

Words can be classified into two classes on the basis of their meaning.

1.1.3.1 Content Words

Content words refers to a things quality state for action and which have lexical meaning when it is used alone. It includes nouns, verbs, adjectives and adverbs. It is also called major class word. According to Richards et. al. (1985, p.81) "Content words are the words which refer to a thing quality state for action and which have lexical meaning when the words are used alone".

1.1.3.2 Function Words

Function words are the words which have little meaning on their own but which show grammatical relationship in and between sentences. Functional words have grammatical meaning. Conjunction, prepositions, articles etc are function words. It is also termed as miner class words. Fries (1994, p.40) classified English words into four groups: function words, substitute words, grammatically distributed words and content words. The function words primarily perform grammatical functions e.g. 'do' signals questions. The substitute words e.g. 'he, she, it, they etc. replace class of words and several classes. Grammatically distributed words e.g. some, any etc. show unusual grammatical restriction in distribution. Similarly, Aarts and Aarts (1986, p.22) classify words into 'major' and 'minor' word class. The former is also called 'open class its membership is unrestricted and indefinitely large since it allows the addition of new members. Latter is also called 'closed class'. Its membership is restricted since it does

not allow the addition of new members. Moreover, the number of items they comprise is so small that they can be listed easily. In English there are four major classes, noun, verb, adjective and adverb. The minor word classes are conjunction, article, pronoun, preposition and interjection. Likewise, Richards et al. (1985, p.61) state, the words which refer to thing quality state an action and which have meaning in isolation are known as content words, but the words which have little meaning on their own, but show grammatical relationship in between sentences are known as function words.

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

Simple words consist of a single free morpheme followed, or not by an inflection affix, such as play, plays, played etc.

Compound words consist of two or many free morphemes e.g. blackboard. A compound word is a lexical item composed of two or more parts where the parts themselves function as a word e.g. bus park, school girl etc.

Complex words consist of a root plus one or more derivational affixes e.g. boyhood, determination etc.

1.1.4 Importance of Teaching Vocabulary

Although sounds are the building blocks of language, word is probably the most important unit of language. A sound in itself has no meaning at all whereas a word is always meaningful. With words, we can send our message i.e. communication is possible with words. Language learners need to learn the lexis of the language. With the right choice of words, a speaker creates good impression in the hearer. So, the vocabulary teaching is essential.

Language is made up of grammar and vocabulary. Both of these components of language are equally important for successful communication. We can produce infinite number of sentences on the basis of the knowledge of finite number of grammatical rules. But it is not applicable in the case of vocabulary because a word

may be used differently in different situation. Hence, a vital question arises, which of the two is more important, grammar or vocabulary? Thus, vocabulary teaching is essential.

When one acquires a language, he/she acquires vocabulary automatically. This implies that language learning is the matter of learning the vocabulary of that language. So, when we want to express our feelings, thoughts, ideas etc. We need sound vocabulary power. When we do not have vocabulary power, we fail to communicate the ideas. In this regard, Wallace, (1982, p. 09) says,

it has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary because there is a sense in which learning a foreign language is basically the matter of learning the vocabulary of that language. It is due to the lack of adequate, knowledge of vocabulary that people often get frustrated when they do not find words they need to express while communicating in the target language, so it needs adequate number of vocabulary to engage in communication.

Learning a word is often considered learning the meaning but it is not true. In order to know how to use a word appropriately in English, a speaker needs to know more than simply the meaning of the word.

In this way we can say that vocabulary is the basic unit of language and it should not be neglected in teaching learning activities.

1.1.5 Aspects of Learning a Word

Learning a word refers learning different aspects of that word like word use, word meaning, word formation and word grammar etc. According to Harmer (1991) there are four aspects of learning a word.

- 1) **Word Meaning:** Vocabulary items frequently have more than one meaning, word meaning changes according to context in which it is used.
- 2) **Word Use:** Word meaning can be changed stretched or limited by how it is used. Word meaning is frequently stretched through the use of metaphor and idiom. For example 'He is the pillar of the society'. Here the pillar of the society refers to the personality of the man.
- 3) **Word Formation:** Words can change their shape and grammatical nature, too. We need to know facts about word formation and how to twist words to fit different grammatical contexts.
- 4) **Word Grammar:** Certain words reflect certain grammatical patterns. We make a distinction between countable and uncountable noun. Countable can be both singular and plural. Uncountable can only be singular.

1.1.6 Techniques of Teaching Vocabulary

Generally, technique refers to presentation of items to the students in a understandable way. The main aim of teaching vocabulary is to make students find out word meaning themselves in different contexts. So vocabulary items should be taught in a way that must help learner to use them in proper and suitable context. So the techniques for vocabulary teaching should be perfect.

Regarding the techniques of teaching vocabulary different writers have given different views. But we follow the following techniques while teaching vocabulary.

- i) **Use of Relia (Real Objects):** Relia refers to the real objects, which can be brought and used into the classroom for teaching words. The name of many things can easily be taught by showing these objects or their models. For example word like book, ball, bench etc. can be taught with relia.
- ii) **Use of Picture:** There is one saying "A picture is worth than ten thousand words". That is to say pictures are very useful means of teaching vocabulary, when concrete objects are impossible to bring into the classroom pictures are used to teach those objects. Such as; elephant, cow, car, house etc.



- iii) **Use of Mime, Action and Gesture:** Some words are best taught through the use of mime action or gesture. For example words like running, jumping, smoking, etc. can be taught through the use of mime action and gestures rather than that of relia or picutures.
- iv) **Use of Contrast:** Some words can be taught by contrasting them with another word. Such as short can be taught by contrasting it with long.
- v) **Use of Translation:** We can also teach meaning of words by translating them into students mother tongue. It is an easy and quick way. It is useful in teaching meaning of abstract words.
- vi) **Use of Demonstration:** It is not always possible to teach the meaning of words either through the use of real objects or pictures. Simple action can be performed to act out the meaning of several words. The word may refer to different kinds of movement e.g. working, running, laughing, teaching etc. Teaching vocabulary through demonstration will help students understand their meaning easily.
- vii) **Use of Game:** Vocabulary can be best taught by creating vocabulary game as it creates interest on the part of students. This technique also lays emphasis on learning by doing resulting in long lasting retention in the students. So, there are lots of games such as word puzzle, jumble word etc. which can be used to teach meaning of words and that make the students creative too.
- viii) **Use of Context:** Context occupies very important place in vocabulary teaching. Teaching vocabulary without using context can not be effective and it is difficult to conceptualize the meaning of words. When context is used as a resource for teaching vocabulary it will be very helpful to motivate, create interest and break the monotony of the classroom. So, it can be developed as

one of the techniques of teaching vocabulary. The words like here, there, these, those, bank etc. are best taught through the use of context.

1.1.7 Defining Context

Context refers to the environment or circumstance(s) in which the discourse takes up. A string of language cannot be fully analyzed without considering the context in which it has emerged. It is universally agreed fact that a linguistic string or a sentence can not be fully analyzed without taking context in consideration.

Different linguists seek to define context from different point of view in order to answer questions encountered in their own fields, and to support their own ideas and theories. Nunan (1993, p.7-8) views that context is an important concept in discourse analysis. Context refers to the situation giving rise to the discourse, and within which the discourse is embedded.

Brown and Yule (1993, p. 25) state that the idea that a linguistic string (a sentence) can be fully analyzed without taking 'context' into account has been seriously questioned. If the sentence grammarian wishes to make claims about the 'acceptability' of a sentence in determining whether the string produced by his grammar are correct sentences of the language, he is implicitly appealing to contextual considerations.

They also state that if we are asked whether a particular string is acceptable or not? We immediately and quite naturally, set about constructing some circumstances (i.e. a 'context') in which the sentence could be acceptably used.

Widdowson (2000, p. 126), when focusing his study on language meaning thought "context" as "those aspects of the circumstance of actual language use which are taken as relevant to meaning". He further pointed out, "in other words, context is a schematic construct . . . the achievement of pragmatic meaning is a matter of matching up the linguistic elements of the code with the schematic elements of the context.

When Cook (1999, p.24) was studying the relationship between discourse and literature, he took "context" into consideration as well. In his definition, context is just

a form of knowledge the world and the term 'context' can be used in a broad and narrow sense. In the narrow sense it refers to (knowledge of) factors outside the text under consideration. In the broad sense, it refers to (knowledge of) these factors and to (knowledge of) other parts of the text under consideration, sometimes referred to as 'co-text'.

(Yule 2000, 128) 'Context is the physical environment in which word is used.

Crystal (2008) as cited in Sharma 2011 defines context in the following ways:

- Context is a general term that is used in linguistics to refer to specific parts of an utterance near or adjacent to a unit which is the focus of attention. (p. 108)
- Context refers to the features of the non-linguistic world in relation to which linguistic units are systematically used. (p.9).

The first definition includes the role of linguistic elements in a sentence or in an utterance to exploit the meaning of a word, or of any linguistic unit within that sentence or utterance. The second definition includes overall non-language features which have role to shape the meaning of language units such as discourse, utterances and sentences.

Cutting (2008, p. 4-13) presents the discussion of context into two major categories outside the text and inside the text. The situational context and background knowledge context are treated as "context outside the text" and co-text is treated as "context inside the text." Mccarthy (2010, p.24) defines context in a different way. He took context as a 'form of knowledge of the world'. This means that a context is a situation that characterizes the surrounding world in which the utterances are used. Surrounding world may include:

- a) Who the participants are;
- b) What assumptions (i.e. knowledge) they share to what degree;
- c) What is the characteristic of the place or setting in which language is used;
- d) What the topic of discourse is;

- e) What social and cultural aspects are attached to the use of language in the specific situations.

Although context is viewed from different perspectives for different purposes, these definitions have an important point in common: one main point of the context is the environment (circumstances or factors by some other scholars) in which a discourse occurs.

1.1.7.1 Classification of Context

Opinion on the classification of context vary from one to another. Some linguists divide context into two groups, while some insist on discussing context from three, four or even six dimensions. Nunan (1993, p.7-8) argues that there are two different types of context they are linguistic context and non-linguistic context or experiential context with in which the discourse takes place.

Cutting (2008 p. 6) classifies context into three different categories, putting them under two broad considerations, i.e. context inside the text and context outside the text. The sub categories of contexts include: co-textual context, the situational context and the background knowledge context. In addition to him Cook (1999) as cited in Sharma 2011 provides similar view in a different way. According to him the term 'context' can be used in both broad and narrow sense. In narrow sense, it refers to (knowledge of) factors outside the text under consideration. In the broad sense, it refers to (knowledge of these factors) and other parts of the text under consideration. Sometimes referred to as co-text.

Likewise Nunan (1993, p.7-8) presents quite different view than that of Cook and Cutting. He argues that there are two types of context. The first one is linguistic context and the second one is non-linguistic or experiential context within which the discourse takes place. According to him linguistic context refers to the language that surrounds or accompanies the piece of discourse under analysis. Non linguistic or experiential context include: the type of communicative event (for example, joke,

story, lecture, greeting conversation) the topic, the purpose of the event; the setting including location, time of day, season of year and physical aspects of the situation.

Although context is classified in various ways I would like to divide context into four because this classification can include important parts of all those types.

A. Linguistic Context

Linguistic context refers to the context within which the discourse takes place, that is the relationship between the words, phrases, sentences and even paragraphs. Take the word "bachelor" as an example. We can't understand the exact meaning of the sentence "He is bachelor" without the linguistic context to make clear the exact meaning of this word. Linguistic context can be explored from three aspects deictic, co-text and collocation.

In a language event, the participants must know where they are in space and time, and these features relate directly to the deictic context by which we refer to the deictic expressions like the time expressions now, then, etc, the spatial expressions here, there etc, and the person expressions I, you, etc. Deictic expression help to establish deictic roles which derive from the fact that in normal language behaviour the speaker addresses his utterance to another person and may refer to himself to a certain place or to a time.

In 1934, Porzing as cited in Song (2010, p. 877) argued for the recognition of the importance of syntagmatic relations between e.g. bite and teeth bark and dog, blond and hair which Firth called collocation. Collocation is not simply a matter of association of ideas. Although milk is white, we should not often say white milk while the expression white paint is common enough.

B. Situational Context

Situational context or context of situation refers to the environment, time and place etc. in which the discourse occurs and also the relationship between the participants. This theory according to Song (2010, p. 877) is traditionally approached through the

concept of register, which helps to clarify the interrelationship of language with context by handing it under three basic headings field, tenor and mode.

Field of discourse refers to the ongoing activity. We may say field is the linguistic reflection of the purposive role of language user in the situation in which a text has occurred. Tenor refers to the kind of social relationship enacted in or by the discourse. The notion of tenor therefore highlights the way in which linguistic choices are affected not just by the topic or subject of communication but also the kind of social relationship within which communication is taking place. Mode is the linguistic reflection of the relationship the language user has to medium of transmission. The principle distinction within mode is between those channels of communication that entail immediate contact and those that allow for deferred contact between participants.

C. Experiential Context

Experiential context is also known as non-linguistic context or we can say it is the context outside the text. It is quite similar to the situational context. In experiential context meaning can be inferred through sense organs. Meaning can be very influential for non-linguistic or experiential context. Power is very important for this types of context. It deals with the different types of communicative event such as joke, story, lecture, greeting, conversation. It includes the topic, the purpose of the event and the setting. It also includes the participants and the relationship between them and the background knowledge.

D. Cultural Context

According to Song (2010, p. 877) cultural context refers to the culture, customs and background of epoch in language communities in which the speaker participate. Language is a social phenomenon and it is closely tied up with the social structure and value system of society. Therefore language can not avoid being influenced by all these factors like social role, social status, sex and age etc.

Social roles are culture-specific functions institutionalized in a society and recognized by its members. By social status, we mean the relative social standing of the participants. Each participants in the language event must know, or make assumptions about his or her status in relation to the other and in many situations status will also be an important factors in the determination of who should initiate the conversation. Sex and age are often determinants of or interact of social status. The terms of address employed by a person of one sex speaking to an older person, may differ from those which would be employed in otherwise similar situation by people of the same sex or the same age.

1.1.7.2 Role of Context in Teaching Vocabulary

Context can be considered as supplementary resource of teaching the English language. Almost all the aspects of word can be taught through context. Context plays very important role in teaching vocabulary. Song (2010, p.245) presents the role of context in the following way.

A. Eliminating Ambiguity

Ambiguity refers to a word, phrase, sentence or group of sentences with more than one possible interpretation or meaning. There are two kinds of ambiguities: lexical ambiguity and structural ambiguity. Lexical ambiguity is mostly caused by homonymy and polysemy. For example, these four words right, rite, write and wright are all pronounced as [rait] but they are quite different from each other. Let's also have a look at the following sentences:

They passed the port at midnight.

This sentences is lexically ambiguous. However, it would normally be clear in a given context which can indicate the meaning of the word "port" meaning either harbor or a kind of fortified wine.

Structural ambiguity arises from the grammatical analysis of a sentence or a phrase. For example, the phrase young men and women can be analyzed as either young/men

and women/ (i.e. both are young) or /youngmen/ and women (i.e. only the men are young) let also see the following sentences:

I like Bill more than Mary.

This sentence can mean "I like Bill more than Mary does" or "I like Bill more than I like Mary". In such examples a given context can indicate what the sentence exactly mean.

B. Indicating Reference

To avoid repetition, we usually use such words like, I, you, he, this, that etc. to replace some noun phrases, or words like, do, can, should etc. to replace verb phrases or then, there etc. to replace adverbial phrase of time and place. Therefore, context is of great importance in understanding the referents of such words. The following dialogue is written by well-known linguist, Firth:

- Do you think he will?
 - I don't know he might.
 - I suppose he ought to, but perhaps he feels he can't
 - Well, his brothers have. They perhaps think he needn't.
 - Perhaps eventually he will. I think he should and I very much hope he will
- (Zhang Yunfei, 2000, p. 245 as cited in "Song 2010, p. 878)

Without context we can hardly guess what the speakers are talking about since there are too many auxiliary verbs and modal verbs such as will, might, have, can't etc. used in the dialogue. Infact, these auxiliary and modal verbs replace the verb phrase, "join the army". From this typical example, we can see the important role of context.

C. Detecting Conversational Implicature

The term conversational implicature as cited in Song (2010, p. 878) is used by Grice to account for what a speaker can imply suggest or mean as distinct from what the speaker literally says and deduced on the basis of the conversational meaning of

words together with the context, under the guidance of the cooperative principle and its four maxims, i.e. quantity, quality, relation and manner.

Grice also found that when people communicate with each other, they do not always adhere to the four maxims. The violation of a maxim may result in the speaker conveying in addition to the literal meaning of his utterance and additional meaning which is conversational implicature. Let's see the following example: (The husband has just finished supper and wants to watch TV, leaving his wife alone to clear the table and wash dishes)

Wife: Shouldn't you help me do some housework?

Husband: I have worked for nine hours.

Superficially, the husband's answer has nothing to do with the wife's question. He violates the maxim of relevance. Husband is adhering to the cooperative principle and means something more than the literal meaning. The additional meaning namely conversational implicature, is that he has worked for a whole day, so he is too tired to help his wife to do any housework. Lets see another example:

(The boss of a restaurant gives two pennies to a temporary worker who does washing for him)

Boss: Here is your pay, boy!

Worker: I have worked for nine hours.

In this conversational extract we can find that the second utterance is the same as the previous example or they have the same literal meaning. Beside, they both seem to be irrelevant to the utterance of the first speaker and we can also assume that the maxim of relevance is deliberately violated when his boss gives him the pay that does not match his nine hour hard work. The real conversational implicature of his utterance is that the boss should have given him more pay since he had worked such a long time. We must pay attention to the changed context: the relationship of two speakers has

changed from wife-husband to boss-worker, the status has changed from equal to superior-inferior. Thus we can say that conversational implicature changes as the context changes.

It can be concluded that the importance of context is very important in English language teaching. Language and context are in close relationship. The language elaborates context and the context helps to interpret the meaning of the utterances in a language. Generally non native speakers of English can understand nothing without the knowledge of context. So context can be used as a resource for teaching vocabulary.

1.2 Review of Related Literature

The literature review means reviewing research studies of other relevant proposition in the related area. A number of research works have been carried out related to teaching vocabulary in The Department of English Education. Some of them are related to this research which are reviewed here.

Khatri (2000) carried out a research on "The Achievement of English Vocabulary of the Students of Grade Eight". The objective of the study was to find out the achievement of the students. He collected the data from public and private schools for which he used the test items as the tools for data collection. The findings of the study showed that students' vocabulary achievement was satisfactory. The conclusion was that the achievement of the nouns was better than that of verbs.

Gyawali (2004) carried out a research on "A Comparative Study on Teaching Vocabulary Through Direct and Indirect Techniques". He has made an effort to find the effectiveness of indirect technique over direct technique in teaching vocabulary and came up with a conclusion that the former was more effective than the latter. The findings of the study showed that the group which was taught using indirect method secured 64 percent in average whereas, the group which was taught using direct method secured only 58.8 percent.

Likewise Chaudhary (2007) conducted a research on "The Effectiveness of Teaching Vocabulary through Songs and Rhymes". He conducted his research in Shree Himal Janata Lower Secondary School, Rautahat. His respondents were students studying in grade 5. He divided his respondents into two groups and taught side by side. Group 'B' was taught through songs and rhymes techniques and Group 'A' was taught without using songs and rhymes techniques. Each group was taught six days a week. After a month experiment, post test was administered using the same test used in pre-test. Finally the performance of the groups were compared and analyzed. The research has clearly showed that teaching vocabulary through songs and rhymes was more effective than teaching with usual classroom technique i.e. without using songs and rhymes.

Similarly, Dhungana (2010) launched a research to find out the effectiveness of teaching vocabulary through sense relation. She collected the data from the grade eight students of Janapriya Secondary School in Syangja. She chose test item as a main tool for data collection. She came up with the idea that teaching vocabulary through sense relation is more effective than the usual one.

Gurung (2011) carried out a research on "Effectiveness of Short Story in Teaching Vocabulary". The objective of the study was to find out the effectiveness of vocabulary teaching through short stories. She collected the data from grade nine students of Kathmandu valley. Her finding is that teaching vocabulary through short stories is better to the grade nine students of Kathmandu valley than that of usual classroom technique or without using short stories.

The proposed study will be different from above mentioned studies as it seeks to find out the context as a resource for teaching vocabulary. Thus it is a new venture in itself.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- i. To find out the effectiveness of context as a resource for teaching vocabulary.

- ii. To suggest some pedagogical implications.

1.4 Significance of the Study

The study will be helpful for those who are involved in the English language teaching and learning field. It will be very helpful for students, teachers, researchers and curriculum designers, who are directly benefitted by the findings of the study.

Likewise textbook designers, language planners methodological and syllabus makers will also be benefited from this study.

CHAPTER – TWO

METHODOLOGY

For this research, the researcher adopted the following methodology to accomplish the present study.

2.1 Sources of Data

The researcher adopted both primary and secondary sources for data collection.

2.1.1 Primary Sources of Data

The researcher obtained the first hand data from grade 11 students of one higher secondary school. So, those grade 11 students were the primary sources for the collection of my data.

2.1.2 Secondary Sources of Data

The secondary sources of data for the study were various books, journals, articles, reports, thesis carried out earlier and different books. Some of them are as follows: Harmer (1991), Brown and Yule (1993), Nunan (1993), Kumar (2009), Textbook of grade eleven.

2.2 Sampling Procedure

To meet the need of required population for the study, Bhanu Higher Secondary School, Baglung was selected using purposive sampling procedure. 40 students from grade 11 of the same school were selected for the study.

2.3 Tools for Data Collection

Before preparing the set of test items, vocabularies from the textbook of grade 11 were collected. Vocabularies were noun, noun phrase, verb, verb phrase, adjective and adverb. Then, a set of test items were prepared as a major tool for the collection of

data. The test was of 50 full marks. Test items were categorized into the following type:

1. Find the best similar meaning.
2. Determine the meaning.
3. Write the synonyms.
4. Fill in the blanks.
5. Write the opposite words.

Pre-test and post-test were conducted for the data collection.

2.4 Process of Data Collection

The researcher followed the following stepwise procedure to collect the required information for my study.

- i. First of all one of the higher secondary schools of Baglung district was selected.
- ii. After requesting the headmaster and the class teacher for providing the class to administer the test, pre test was conducted.
- iii. The test papers were collected from the students at the end of the allotted time.
- iv. Then whole group was divided into two groups experimental (Group A) and controlled (Group B) group on the basis of odd even roll No. (Odd even roll no. were separated on the basis of the score they got in the pre-test.
- v. Each group was taught vocabulary five days a week, one period a day and each period lasted for forty minutes.
- vi. Students were taught approximately for a month.
- vii. After the experiment, post-test was administered using the same test item used in the pre-test.
- viii. Then the researcher thanked all the students for the participation, the teaching staff and the headmaster for providing me their valuable time to collect the data.

- ix. Finally researcher compared the performance of the both the groups and analyze in order to analyze the effectiveness of context as a resource for teaching vocabulary.

2.5 Limitations of the Study

This study has the following limitations:

- i) The study was limited to Bhanu Higher Secondary School of Baglung district.
- ii) Only 40 students of grade 11 were selected as the sample of this study.
- iii) The primary data for this study was collected from the written test.
- iv) Limitation of the time of the study was approximately a month

Only few chapters from the 'Magic of Words' of class eleven were used to provide the context

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

The present research was carried out with the aim of finding out the effectiveness of context as a resource for teaching vocabulary. To find out the effectiveness of context as a resource for teaching vocabulary, two sets of questions were conducted i.e. (pre test and post test) in which five types of questions were included asking students to find best similar meaning, determine the meaning, find the synonyms, fill in the blanks and write the opposite words.

At the beginning the pre-test was conducted to the students before the real teaching began. After conducting the pre-test, students were divided into two groups experimental group (group A) and controlled group (group B). Two groups were taught separately approximately for a month. One group was taught using context and the other was taught as usual classroom technique. At the end post test was conducted. Then the scores of pre-test and post-test were tabulated, compared and presented in the table.

3.1 Holistic Analysis of the Test

3.1.1 Holistic Analysis of the Pre-Test and Post-Test Results

The analysis of the pre-test and post-test scores was done on the basis of five sets of questions. The comparison of the both tests have been shown in the following table.

Table No. 1

Holistic Comparison of the Test

Group	Average Score in Pre-Test	Average Score in Post-Test	D	D%
A	27.35	38.15	10.8	39.49
B	26.5	33.4	6.9	26.038

The table No. 1 shows that the total average scores of the group 'A' (experimental group) was 27.35 in the pre-test and 38.75 in the post-test. This group increased its average mark by 10.8 and its increasement percent was 39.49.

Group B (controlled group) had the total average score of 26.5 in the pre-test and 33.4 in the post-test. This group increased its score by 6.9 and its increasement percentage was 26.038.

The difference shows that Group A made better progress as a whole. Therefore, it can be claimed that the use of context to teach vocabulary is more effective than teaching vocabulary without using context.

3.2 Item Based Comparison

This category included all the test items and the marks obtained by the students on each item. The average scores obtained by experimental group and controlled group were compared in each testing item. The data were tabulated and analyzed on the basis of the marks obtained by the students on each item.

3.2.1 Comparison in Item No. 1

Item No.1 was related to 'Ticking the best similar meaning'. The comparison has been presented below:

Table No. 2

Ticking the Best Similar Meaning of the Italicized Words

Group	Average Score in Pre-Test	Average Score in Post-Test	D	D%
A	5.25	7.85	2.6	84.90
B	5.35	6.9	1.55	38.78

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 5.25 and 7.85 respectively. The scores increased in the

post test by 2.6 and its increased percentage was 84.90. On the other hand, the average scores obtained by the controlled group in the pre-test and post-test were 5.35 and 6.9 respectively. The scores increased by 1.55 and its percentage was 38.78.

The difference in percentage shows that experimental group did better than the controlled group.

3.2.2 Comparison in Item No. 2

Item No. 2 was to "determine the meaning of the word in italics from among the choices given". The comparison is presented below:

Table No. 3

Determining the Meaning of the Word in Italics from among the Choices Given

Group	Average Score in Pre-Test	Average Score in Post-Test	D	D%
A	5.3	8.1	2.8	97.82
B	5.25	6.6	1.35	43.43

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 5.3 and 8.1 respectively. The scores were increased in the post test by 2.8 and its increased percentage was 97.82. On the other hand, the average scores obtained by the controlled group in the pre-test and post-test were 5.25 and 6.6 respectively. The score was increased by 1.35 and its percentage was 43.43.

The difference in the percentage shows that the experimental group did better than the controlled group.

3.2.3 Comparison in Item No. 3

Item No. 3 was to "write the synonyms of the italicized words or phrases". The comparison is presented below:

Table No. 4

Writing the Synonyms for the Italicized Words and Phrases

Group	Average Score in Pre-Test	Average Score in Post-Test	D	D%
A	5.9	7.55	1.65	34.38
B	5.45	6.45	1	33.79

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 5.9 and 7.55 respectively. The scores increased in the post-test by 1.65 and its increased percentage was 34.38 on the other hand, the average scores obtained by the controlled group in the pre-test and post-test were 5.45 and 6.45 respectively. The score was increased by 1 and its percentage was 33.79.

3.2.4 Comparison in Item No. 4

Item No. 4 was "Filling in the blanks". The comparison is presented below:

Table No. 5

Filling in the Blanks

Group	Average Score in Pre-Test	Average Score in Post-Test	D	D%
A	5.35	6.95	1.6	33.02
B	5.65	6.6	0.95	27.87

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 5.35 and 6.95 respectively. The scores were increased in the post test by 1.6 and its increased percentage was 33.02. On the other hand, the average scores obtained by the controlled group in pre-test and post-test were 5.65 and 6.6 respectively. The score increased by 0.95 and its percentage was 27.87.

The difference in percentage shows that the experimental group did better than the controlled group.

3.2.5 Comparison in Item No. 5

Item No. 5 was to "Write the opposite words for the italicized words."

Table No. 6

Write the Opposite Words for the Following Italicized Words

Group	Average Score in Pre-Test	Average Score in Post-Test	D	D%
A	5.55	7.7	2.15	56.39
B	5.6	6.85	1.25	29.90

The above table shows that the average scores obtained by the experimental group in the pre-test and post-test were 5.55 and 7.7 respectively. The scores increased in the post-test by 2.15 and its increased percentage was 56.39. On the other hand, the average scores obtained by the controlled group in the pre-test and post-test were 5.6 and 6.85 respectively. The score increased by 1.25 and its percentage was 29.90.

The difference in percentage shows that experimental group did better than the controlled group. So we can say that former group learnt more effectively than the later group.

In all the results of the 5 sets of questions, the experimental group did much better performance, hence it was proved that contextual teaching of vocabulary was highly fruitful and desirable.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATION

4.1 Findings

The analysis and the interpretation of the data obtained from the test given to the two groups of the students have led the research to reach some conclusions:

The findings of the studies are as follows:

- i. The whole experiment showed that the use of context in teaching vocabulary in grade eleven was effective. The study shows that group A has total increment marks of 763 and group B has 668 which is less than that of group A.
- ii. In item-wise comparison, the following findings are presented:
 - a. In item no. one, the experimental group has 84.93 increment percentage of marks whereas the controlled group had only 38.78 increment percentage. Thus, it is clear that the experimental group did better than that of the controlled group.
 - b. In item no. two, the experimental group had 97.82 increment percentage of marks whereas the controlled group had only 43.43 increment percentage. Thus it is clear that the experimental group did better than that of controlled group.
 - c. In item no. three, the experimental group had 34.38 increment percentage of marks whereas the controlled group had 33.79 increment percentage. Thus it is clear that the experimental group did better than the controlled group.
 - d. In item no. four experimental group had 33.02 increase percentage whereas controlled group had only 27.87 increase percentage. Thus, it is clear that the experimental group did better than that of the controlled group.
 - e. In item no. five experimental group had 56.39 increased percentage whereas controlled group had only 29.90 increased percentage. Thus, it is clear that the experimental group did better than that of controlled group.

4.2 Recommendations

Based on the findings of this study, the researcher has pointed out some recommendations that would be worthy enough for pedagogical implications in the institutions. They would be useful for bringing change in the ways of teaching on the part of the English teachers teaching in higher secondary level. The recommendations which are based on finding are presented below:

4.2.1 Recommendations for Pedagogical Implications

Based on the findings from the analysis of the test-items, some recommendations for pedagogical implications have been made as follows:

- i. Group A performed better than that of group B. Therefore, the use of context was found effective here. Hence contexts should be used by English teachers for teaching vocabulary.
- ii. In each type of test items used to test vocabulary power, the use of contexts was effective. So, it should be used for teaching vocabulary.

4.2.2 Recommendations for Further Researches

- i. The researcher was limited only to forty students of a higher secondary school. So, it cannot be claimed that the findings of the researcher are applicable everywhere. Further researches need to be carried out including more students and more schools of different types and different parts of country.
- ii. This research includes only first few chapters of "The Magic of Words" of class eleven. So, it is limited to a very small part of compulsory English but similar type research covering the whole course of compulsory English can be carried out.

Finally, it is thought that this study has opened the door for the further investigation on the effectiveness of contexts in teaching vocabulary at higher secondary level in Nepal. To find out the penetrating ideas on it, it is left for the further endeavor in research.

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