

# CHAPTER ONE

## INTRODUCTION

### 1.1. General Background

Language is a means of communication used by human beings to communicate thoughts, desires and feelings. It is the system of human communication. Language learning is a complex system consisting of at least six components: phonology, morphology, syntax, lexicon, speech acts and discourse. Language is unique and creative.

Hornby (2010,p.865) has defined "Language is the system of sounds and words used by human to express their thoughts and feelings." It is actually a system. A system refers to a group of things or parts working together in an organized way. It is a system of vocal sound i.e. a system of organizing sounds. There is also a system of making words which is technically known a morphological system. There are syntactic and semantic systems. Thus language is a system of systematic behavior.

According to Sapir (1978,p.8) "It is purely human and non instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols." Language is purely human and structurally complex. It is the system of producing symbols only human beings communicates ideas and desires through language.

According to Bloch and Trager (1942,p.5) "A language is a system of arbitrary vocal symbols by means of which a social group co-operates." Thus language is a structured system of conventional arbitrary speech symbols used voluntarily as a shared means of communicating ideas, opinions, feelings, desires, thoughts and emotions between or among the people in the society.

There is the relation between language and culture in which it is used. The main purpose of language is to communicate in the society. It is a social phenomenon as it is used in the family and society to establish the relationship among the human beings. Language is only one thing which makes human beings different from animals. It is a medium of communication which is used by human to express desires and thoughts.

### **1.1.1 Importance of the English Language**

Thousands of different languages are used by different groups of people to exchange their ideas, knowledge, skills and experience in the world. Among them, the English language is the most indispensable language because it has gained the position of an international language. It is spoken all over the world. So it is an international language. It is spoken as a native language in the most of the European countries and other countries in the world. The people of Britain, Canada, U.S.A. and Australia use English language as the mother tongue.

According to Crystal (1995, p.108, as cited in Poudyal 2005, p.1) "English holds special status as medium of communication." The English language is the medium of communication and it has special position in the field of science and technology. It is claimed that one in every seven people can speak the English Language. The English language is used in the field of education, mass media, trade and international diplomacy. It is also the language of world politics, world culture, science and technology, medicine, economics, marketing and so on. The gravity of the English language is more powerful than other languages.

The importance of the English language is increasing day by day in Nepal. Now, it has gained high prestige in both governmental and non-governmental sectors in Nepal. A good number of books, newspapers, magazines are found in English in Nepal. English is taught as compulsory subject from primary level to Bachelor level in Nepal. All subjects except Nepali are taught in English in the boarding school of Nepal. At university level most of the prescribed books and reference books are written in the English language. English has been taught as foreign or second language in Nepal. Nepal is known as a beautiful country in the world. Every year thousands of foreign tourists come to Nepal to enjoy her natural beauty from different parts of the world. Thus the English language is needed to communicate with them and it helps to learn their life style and culture.

The English language is accepted as an international lingua franca and a medium of global communication. It is one of the many modern languages which is being taught and learnt in many countries in the world. The doctors, engineers, pilots, lawyers, high ranking officers, foreign diplomats and so on need to have the knowledge of English. Without the knowledge of English, it is very difficult to get success in higher levels of

education. A man having a good command in English is recognized to be a man of high social status. A fluent candidate in English has a chance of getting jobs in many institutions and offices in the different part of the world. The English language helps to know the news and views of the whole world.

English is the major language of science and technology, business, Commerce, banking and industry, civil aviation, hotel management, tourism, communication, advertisement, medicine, E-mail and Internet. It is the voice of progress and modernization. The knowledge of the English language has become a very basic need in these days because nobody can learn technical subjects without the key knowledge of English. The various gates of golden opportunities are always opened all over the world for those who have excellent knowledge of English. So the English language plays a unique role in almost every sector in the world.

### **1.1.2 Teaching English Language Situation in Nepal**

The English language has been taught and learnt for a long time in our country. The English language teaching was started in Nepal to be taught in school level in 1854 with the establishment of Durbar High School by the Prime Minister Janga Bahadur Rana. There is no doubt; it was entirely established for the children of Ranas. This school had the objective of making the Ranas' sons and daughters know English so that they could please British Empire thinking that they would help their rule in Nepal to be safe. Then it was introduced (developed) at higher level in 1918 with the establishment of Tri-Chandra College. English for higher level was first introduced with the opening of Tri-Chandra College for public. In this way, English has been taught and learnt for a long time in our country Nepal. It has gained a prestigious position in Nepalese society all over Nepal. As a result, English has become a marker of culture and civilization. Its importance is growing day by day in Nepal.

Although Nepal had never been politically under the British colony, it was directly or indirectly affected by the expansion of the English language in India. Nepal had shared the language policy introduced in India because the policy makers of Nepal had earned their degrees from Indian universities. The objectives of teaching and learning English were not clearly defined. The English language had occupied a prominent place in the

Nepalese syllabus. Many years passed in uncertainty because of the lack of political stability.

Since the implementation of the NESP in 1971 English language teaching was introduced from class 4 as a compulsory subject up to Bachelor level. In the history of educational development of Nepal, New Education System Plan NESP (1971) is regarded as a milestone as it brought a revolutionary change. With the implementation of the NESP, Nepalese government completely restructured the education system of the country in which the objectives of the teaching English were clearly defined. English was introduced as a language of science and technology, foreign contact, tourism, medicine and so on. School level syllabuses were designed carefully to meet the objectives of teaching English.

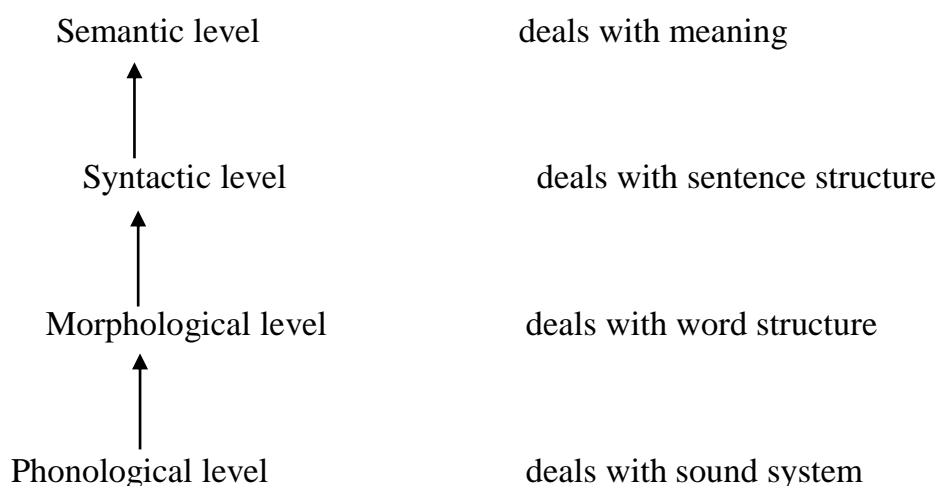
All the private boarding schools of Nepal have used the English language in teaching learning activities in the classroom from nursery classes. Except Nepali, all the subjects have been taught in English and the books also have been written in the English language. All the subjects have been translated into English language except Nepali of the government schools of Nepal. The examination question papers have been printed in English language except Nepali from bachelor level of Nepal.

Now, to meet the demand of the English language several English language training centers, cyber café, technical institutions and English medium schools have been opened in the different parts of the country. Because of strong demand of people and the call of time most of the parents want to send their children at the English medium schools. Recently, the government of Nepal has decided to introduce English as compulsory subject from grade one in the government schools of Nepal. International seminars, conferences and important sessions are being held in English. There are about 50 regular publications in English. Most of the research reports and dissertations are produced in English. Thus, there is a great importance of English language teaching in Nepal.

### **1.1.3 Levels of Language**

Language is a system of systems. It is systematically structured. Smaller units of language are systematically structured to form larger units. Sounds are organized to form morphemes, morphemes are arranged to form words and words are structured to form

sentences having systematic meanings. According to Katamba (1993,p.4) there are four levels of language which are shown in the following diagram:



### 1.1.3.1 Phonological Level

Phonological level is the first or lowest level of language. All the phonemes or sounds of a language are at phonological level. Crystal (2008, p.365) "Phonology is the study of sound systems of languages."

Phonology studies how speech sounds are structured in a particular language. According to Richards et al. (1985, p.214-215) define "Phonology as the grouping of words and sounds in a particular language in order to decide the which are the distinctive sound units of that language and which are only variants of these." Phonology studies phones, phonemes and allophones of a language. A phoneme is defined as the minimal unit of the sound system of a language. The phones are said to be realizations of the phonemes and variants are referred to as allophones of the phoneme.

A linguist who is analyzing a language begins to find out its speech sounds or phones. After he identifies the sounds, he tries to observe their position of occurrence or distribution with respect to other sounds. At last, he identifies phonemes and allophones. If two similar sounds occur in a complementary distribution, the sounds must be a variations of the same phoneme i.e. allophones of the same phoneme. For example:

- cat [k<sup>h</sup>æt]    →    [k<sup>h</sup>]
- sac [sæk]     →    [k]

Here, [k<sup>h</sup>] and [k] are the variants or allophones of the same phoneme /k/. In this distribution [k<sup>h</sup>] does not occur where [k] occurs.

Let's see the next example of /p,b/ sounds:

- pin                 /pɪn/
- bin                 /bɪn/

Here, /p/ and /b/ sounds occur in contrastive distribution. Therefore, they are identified as two different phonemes, thus, the identification of the phonemes of a particular language is the first and lowest level or step in analysis of the phonological level of the language.

Phonology describes the phonemes of a language. It also shows how the phonemes in a particular language contrast each other, how they are distributed and what their positional variants. It furthermore, considers each phoneme to be consisting a group of distinctive features and each phoneme differs in at least one feature from the others. For example:

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. /p/: Voiceless, bilabial, stop</li> <li>   /b/: voiced, bilabial, stop</li> <li>2. /f/: Voiceless, labio-dental, fricative</li> <li>   /v/: Voiced, labio-dental, fricative</li> </ol> |  |
|--|--|

In short, phonology is the organization of sounds into patterns. It deals with the sound system of a language and how they function in different positions of their occurrence.

### 1.1.3.2 Morphological Level

Morphological level is the second level of language. Morphology deals with the internal structure of words or morphemes. Katamba (1993, p.19) defined "Morphology as the study of internal word structure." A morpheme is the smallest meaningful unit of a language. Morpheme is the minimal distinctive unit of a grammar and the central concern of morphology which also deals with morphs and allomorphs. A morph is the realization of a morpheme and its variants (morphemic alternates) are called allomorphs.

A word can be a single morpheme or the combination of morphemes. For example:

- book             —————>         (single morpheme)
- books            —————>         book+s (two morphemes)
- usefulness       —————>         use+ful+ness (three morphemes)

There are mainly two types of morphemes: free and bound. The morphemes that can occur independently are called free morphemes. All roots are free morphemes and they stand alone. The morphemes that can not occur independently are called bound morphemes. Prefixes and suffixes are bound morphemes.

For example:

- book, cow, pen, go, eat, drink, etc. (Free)
- un, -er, -ing, -s, -ness, ..... etc. (Bound)

### 1.1.3.3 Syntactic Level

Syntactic level is the third level of language. It deals with the sentence structures. It is the study of the ways in which words are arranged together in order to make larger units. It is grammar of sentences and science of sentence construction. In syntactic level, we study how words are combined to form larger units of language such as phrases, clauses and sentences. Hockett (1970, p.177) says "Syntax includes the ways, in which words and suprasegmental morphemes are arranged relative to each other in utterances". At the syntactic level of language, the linguists try to find out words, observe their distribution and classify them into word classes or different parts of speech. After the word classes are identified, how these words are organized into sentences is analyzed. Let us see the example of identifying word classes and their occurrence or distribution in the sentences:

- |   |   |  |
|---|---|--|
| a. <u>Ram</u> helped <u>Sita</u> .            | } | observe the<br>occurrence of<br>the words. |
| b. <u>Sita</u> helped <u>Ram</u> .            |   |  |
| c. <u>The teacher</u> helped <u>Ram</u> .     |   |  |
| d. <u>The boy</u> supported <u>the girl</u> . |   |  |
| e. <u>The girl</u> phoned <u>the boy</u> .    |   |  |

Here, 'Ram, Sita, teacher, boy and girl' belong to one word class and 'helped, supported and phoned' belong to next word class.

In short, syntax is the study of sentence structure under which we study the different constituent elements of a sentence and how they are arranged to show relationship of meaning within sentences. Generally, syntax gives the rules of how the words are arranged to form a phrases, how the phrases are arranged to form a clause and how the

clauses are arranged to form a sentence or how the words, phrase and clauses are arranged to form a grammatical sentence.

#### **1.1.3.4 Semantic Level**

Semantic level is the highest level of language. Semantics is defined as the study of meaning. It is the major branch of linguistics devoted to the study of meaning in language.

Linguists investigating meaning of words focus more on the conceptual meaning than on associative meaning. Yule (1997,p.114) mentions, "When linguists investigate the meaning of words in a language, they are normally interested in characterizing the conceptual meaning and less concerned with the associative or stylistic meaning of words". Conceptual meaning refers to the real meaning of words. In other words, it refers to the denotative meaning, Associative meaning refers to the literary or stylistic or connotative meaning.

For example:

- needle : sharp and pointed instrument (denotative meaning)
- needle: something painful /bitter (connotative meaning)

Thus, semantic is a systematic study of meaning in the language.

#### **1.1.4 Aspects of Teaching English Language**

The main objective of teaching is to help the learners to learn something. Therefore, teaching should be done to provide something for the learners. But the most important question regarding the language learning is what the things language learners need to learn? A student of the English language needs to learn its vocabulary, grammar, pronunciation, spelling and different language skills such as; listening, speaking, reading and writing. Thus, aspects of English language refers to the things that a learner of language needs to learn.

According to Harmer(1991, p.21-26) , the aspects of English language are: pronunciation, grammar, discourse, skills and vocabulary. A short description of each aspect is given below:



#### **1.1.4.1 Pronunciation**

Pronunciation is the way the word is spoken. It is an integral part of English language teaching. As a language learner, we need to learn various sounds that occur in a language. We should be able to differentiate between these sounds and understand certain sounds rules. For example: the different pronunciation of the '-ed' past tense endings and '-s/es' endings to make plural noun and to make singular verb. When we learn new words, we need to know how they are pronounced where they are stressed. Similarly, we need to be able to know intonation pattern, rhythm, pitch tone and syllable. Accurate pronunciation gives communicate efficiency. So, it is one of the most important aspect of English language teaching.

#### **1.1.4.2 Grammar**

Grammar is the way of putting words together to make the correct sentence. Grammar refers to the structure of language, rules of language can be called as the frame or skeleton of language. According to Cross(2002,p.26) "The body of rules which underlie a language is called grammar". Grammar includes rules which govern the structure of words (suffixes and prefixes) to make acceptable clause and sentences. Grammar holds all the levels of language, i.e. phonology, morphology, syntax and semantics. Knowledge of grammar is essential for competent language users because grammar is the backbone of language. The knowledge of grammar helps the students in the improvement of written work and it makes the students confident about the correctness of sentence. If our aim of language teaching is to enable the students to use language, we should teach grammar of language.

#### **1.1.4.3 Discourse**

Discourse refers to the continuous stretch of language larger than a sentence or usually paragraph or utterance. And the study of language in a text or conversation using grammatical, phonological and semantic criteria is discourse. Yule (2008, p.124) mentions, "The word discourse is usually defined as language beyond the sentence and analysis of discourse is typically concerned with the study of language in text and conversation." In short a set of utterances used in a conversation, a joke, a sermon, an interview, an oratory, a written text, etc is a discourse. Language is used differently in

different situation. Similarly, we need to know the difference between formal and informal language use. So we should be able to use language according to situation.

#### **1.1.4.4 Skills**

Skill refers to the ability to do something to do something well. Language skills refer to the ways or manners of using the language. Listening, speaking, reading and writing are called four language skills. Learning language means to be able to listen the language, to speak the language, to read the language and to write the language. So learning a language means learning of these four skills. On the basis of function these language skills have been classified into two types: receptive and productive skills. Receptive skills are involved in receiving the message. Listening and reading are receptive skills. Productive skills are involved in the production of language for conveying the message, speaking and writing skills are the productive skills.

#### **1.1.4.5 Vocabulary**

Vocabulary is an another important aspect of teaching of the English language. Vocabulary includes words, lexis or word power. In general, the term vocabulary refers to the total number of words that make up language. According to Richards et al. (1985, p.307) Vocabulary refers to "A set of lexemes, including single words, compound words and idioms." This implies vocabulary items may be more than a single word. For example, "Post office", and 'father in law' which are made up of two or three words but expresses a single idea vocabularies are the vital organs and flesh to manipulate the structure and convey the message. Word meaning, word use, word formation and word grammar are the aspects of vocabulary in language teaching.

We need to learn the words of English language. When we say the words, we need to learn what they mean and how they are used. Words always occur in the context. So, the meaning of words needs to teach according to context where they are used.

#### **1.1.5 Teaching Vocabulary**

Vocabulary is one of the important aspects of the English language. It is the core part of English language teaching. The various types of vocabularies are used in day to day communication. Every language consists of vocabulary items which are the main instruments to express the ideas and feelings. An ability to manipulate grammatical

structure does not have any potential for expressing meaning unless words are used. We talk about the impotence of choosing words carefully in certain situations. Because the same words can have a variety of forms and different words may share similar meanings. So, vocabulary is an essential part in the field of English language teaching.

Recently, the methodologists and the linguists have been turning their attention to teach vocabulary. They focus its importance in English language teaching. So, the teachers have to teach vocabulary in language classroom. It is clear that the acquisition of vocabulary is just as important as the acquisition of grammar. The students have to learn different types of vocabulary items which are used in daily communication in different context.

The learners of English face different types of difficulties while learning English. One of the difficulties learners face in learning English relates to issues of expanding and building vocabulary. Consequently, in recent time the teachers focus on vocabulary in English language classroom. The students improve their vocabulary power by listening to radio, watching television, reading newspaper, reading books and listening from others. But they can not use them in appropriate context. If the students want to understand the meaning of a particular word, the students need to see the context and situation in which the word has been used. So, the teachers should teach vocabulary in the English language classroom how the students learn and how they use vocabulary in different context. But teaching vocabulary is not an easy task. However, the English language teachers always think how to teach vocabulary effectively to the learners. The teachers use various types of techniques and teaching materials depending on the context. Without teaching vocabulary in English language classroom, the students can not be able to communicate and use vocabulary in real life situation. The teaching vocabulary is an essential part of the English language classroom for the learners. Teaching vocabulary helps the learners to learn pronunciation, spelling, word meaning, word use and word grammar.

### **1.1.6 Introduction of Vocabulary**

All languages have different types of vocabulary items. Among them the English language has the large number of vocabulary items which are used in written or spoken forms in the different context or situation. So, vocabulary is an important aspect of

English language. In general the term 'vocabulary' refers to the total number of words that make up language. A unit of vocabulary is generally referred to as a lexical item or lexeme. Lexicon is synonymous term with vocabulary. Vocabulary is the basic unit and vital aspect of language. Vocabulary is the main instrument of expressing the thoughts and ideas. The term 'vocabulary' has been defined differently by different linguists.

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 the flesh."

Since vocabulary functions as the vital organs and flesh of the language learning, it is of great importance. Hornby (2010, p.1722) defines vocabulary in different ways as: 1. all words that a person knows/uses. 2. all the words in a particular language. 3. the words that people use when they are talking about a particular subject. 4. list of words with their meanings.

We can conclude that the vocabulary is the list of words. The vocabulary can be a single word or group of words that make a single meaning. Without having an adequate number of vocabularies, one can not speak any language fluently and appropriately. For effective communication in the target language only the knowledge of structure of that language is not sufficient. It is vocabulary which provides the vital organs and flesh on the structure of a language. There is no existence of any language in the world without vocabulary. It is clear that the vocabulary is the most important unit of language that we use in our day-to-day life for expressing our thoughts and feelings in spoken or written form. In short, vocabulary is the basis of the distinction which is generally drawn between morphology, syntax and principal unit of lexicography. It is the smallest free form found in language. It can occur in isolation. It is simply meaningful within itself.

### **1.1.7 Types of Vocabulary**

There is not a single criterion to classify the vocabulary items. There are various criteria on the basis of which vocabulary is classified. The vocabulary items can be categorized from different perspectives as follows:

#### **1.1.7.1 Concrete and Abstract word**

On the basis of the types of meaning the vocabulary can be classified into concrete and abstract categories. The concrete word refers to an object with a concrete shape. Such as;

pen, chair, book, table, pencil, bed and so on. The abstract word refers something which has no definite shape, size or measurement and is entirely dependent on our personal imagination, such as; love, affection, kinds, sympathy and so on.

### **1.1.7.2 Active and Passive Vocabulary**

Active vocabulary refers to the words that are frequently used by the users that they have already learnt or taught. The vocabulary that we can use in both productive and receptive skills of language is active vocabulary. The vocabulary item can be said to be active when it commonly and naturally appears in the performance level of learner's language use. We have full command over active or productive vocabulary items which we can use our speech and writing. It enables us to use the language. Active vocabulary can actively be used in our own speech and writing. The learners of language can understand, produce and use the active vocabulary. The passive vocabulary refers to the words which the learners recognize when they occur in context. But they are quite hard to produce. The vocabulary we can use only in receptive skills of language is passive vocabulary. The passive vocabulary is supposed to be in competence level, i.e. the learners have 'learnt', 'known' but might not use in their linguistic behaviour. The learners have no full command over them. The passive vocabulary is not used frequently.

The primary aim of foreign language teaching should be to convert passive vocabularies to active vocabulary. It is also true that some vocabulary items which are active in the beginning may become passive with the time gap, if not revised. The active vocabulary can be turned into passive if not used for a long time and the passive vocabulary can be turned into active if used regularly. Therefore, the more the students play with the new words, the more they learn and increase the store of their active vocabulary.

### **1.1.7.3 Major and Minor Word Classes**

Traditionally grammarians have classified words into different parts of speech. Modern grammarians do not accept the opinion of the traditional ones. They have introduced the new 'term' called 'word class' which is a group of words. In English words are primarily classified into two major and minor word classes. The major word classes are noun, verb, adjective and adverb. The minor word classes are pronoun, preposition conjunction, interjection, determiner, intensifier and classifier.

#### 1.1.7.4 Orthographic, Phonological, Morphological, Lexical and Semantic words.

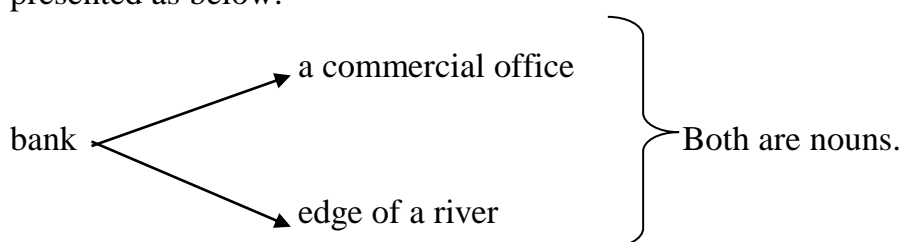
i) **Orthographic word:** An orthographic word represents the word in its conventional alphabetical writing. It has space on either side. For example- book, cat, go, water and so on.

ii) **Phonological word:** Phonological word refers to the word in spoken form. It is preceded and followed by pause or silence in speech. Phonological word is represented in phonemic or phonetic symbols. For example, 'Cat' is orthographic word and /kæt/ is phonological word.

iii) **Morphological word:** A word is a morpheme or a group of morphemes. For example, 'cow, dog, man, rain' and so on are the words consisting a single morpheme in each. But 'men, cows, eating, helped, played', and so on are the examples of words consisting two morphemes in each. In the sense, a word is morphologically conditioned.

iv) **Lexical word:** A lexical word is also called lexeme. A word can be considered as an underlying with its variants. The words 'cow and cows' belong to the same lexical meaning but they are two variants or two morphological words. Similarly; 'sing, sings, singing, sang and sung' are closely related lexically or they are lexically same single word. But morphologically they are 5 words. The 'underlying ' word unit is often referred to as a lexeme.

v) **Semantic word:** A semantic word represents the meaning of a linguistic unit. It is an item differs from any other item in meaning. For example; 'bank' is phonologically, morphologically and orthographically a word , but semantically it represents two different semantic words because it has two different unrelated meanings. It can be presented as below:



#### 1.1.8 Aspects of Learning Words/Vocabularies

The learners must know all aspects of vocabulary while learning words. For instance, word meaning, word use, word formation and word grammar. Unless the learners knows

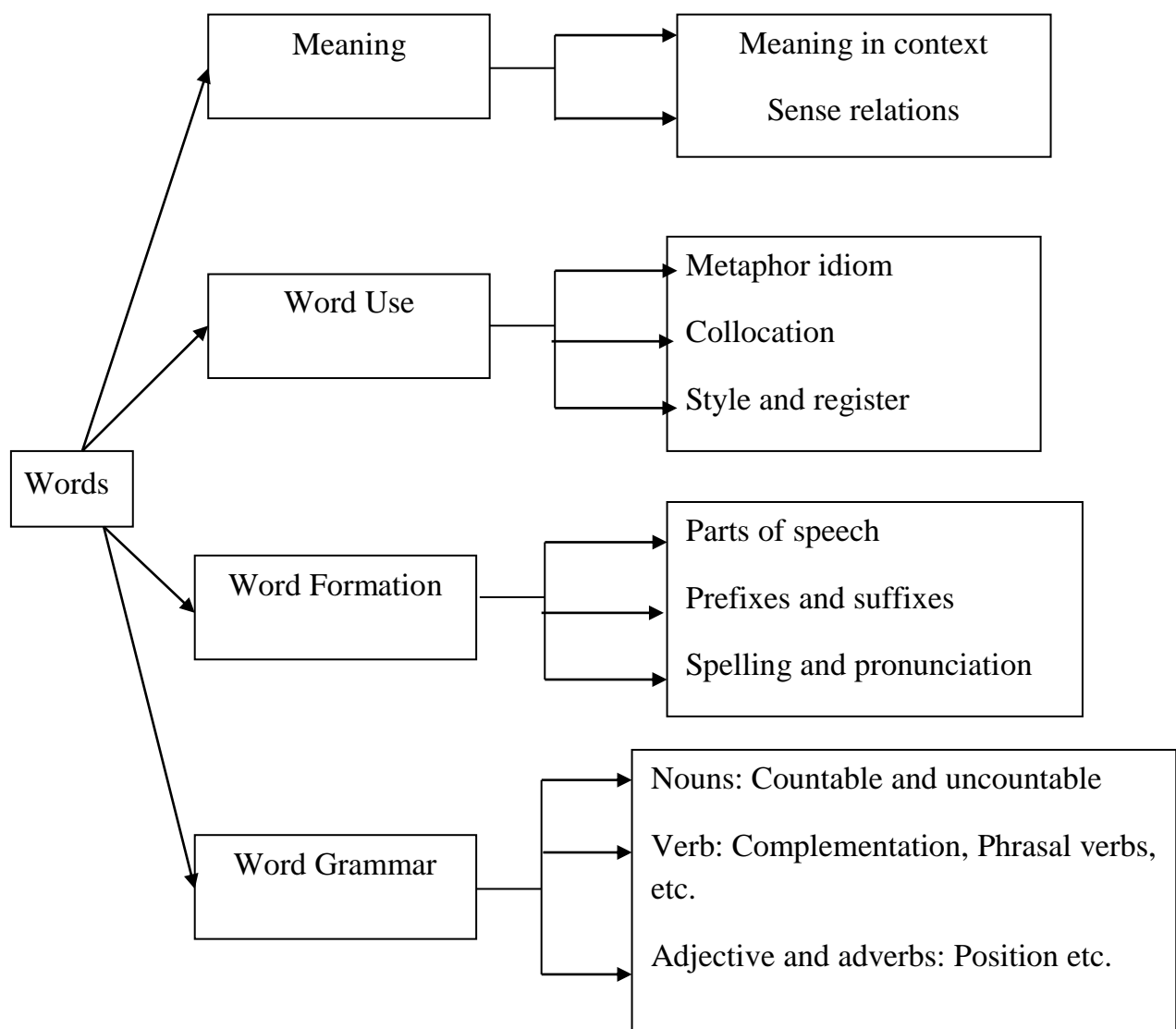
all aspects of words, their learning remain uncompleted. Likewise, teaching vocabulary is an entire notion which contains various aspects of vocabulary.

According to Tickoo (2003, p.191) the learners should know the following things while knowing a word for use:

- a. How often it is used, where and when;
- b. How it is spelled and pronounced;
- c. What parts of speech (noun, verb, adj ..... )it can function as ;
- d. What its core meaning(s) is or are;
- e. What its root form is, what prefixes and suffixes it can take and what derivations can be made form it (e.g. do, does, did, done, doing, undo , redo, doable);
- f. What grammatical patterns it fits into or what its syntactic behavior is;
- g. What associations (e.g. pleasant or unpleasant, positive or negative) it forms.
- h. What limitations there are to its use (e.g. what type of situation or structure it can or cannot be used ) and
- i. What degree of probability there is of encountering it in speech and in writing.

Thus knowing a word for use in accurate contexts involves a lot of things like its meaning, pronunciation, spelling, word classes, root form, grammatical patterns and so on.

As it is transparent that some words are more frequent in use than others due to which we should lay emphasis on the selection of the words having high frequency, range, coverage, learnability, etc. while teaching vocabulary items. Apart from this, we should be aware of which aspects of the words to be highly considered. Regarding this, Harmer (1991, p.158) there are four aspects of learning vocabulary which are summed as follows:



(Source: Harmer 1991, p: 158)

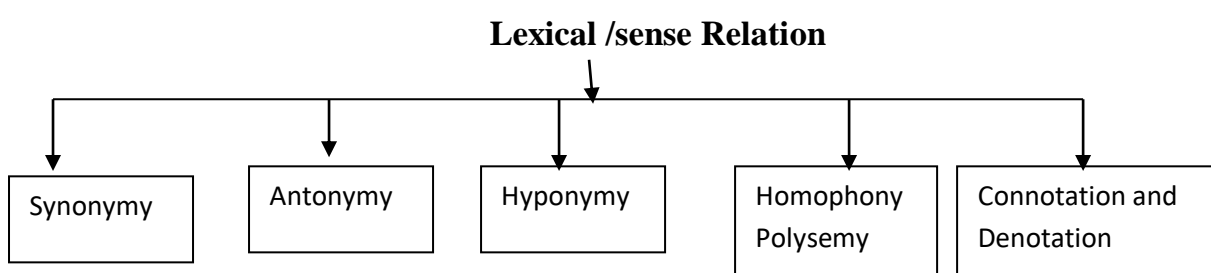
### 1.1.8.1 Word Meaning

Word meaning is the most important aspect of learning vocabulary. The meaning of words varies as it is used in the different context. eg. The word 'book' refers to something you use to read from a set of printed pages fastened together inside a cover as a thing to be read. But the same 'book' refers to the reservation of ticket in another context. eg. I book the plane ticket in airlines office. Another example would be of the word 'bed' which conveys different meaning in different sentences: 'The girl is sleeping on the bed'. 'On the bed of the river, there is a large tree.'

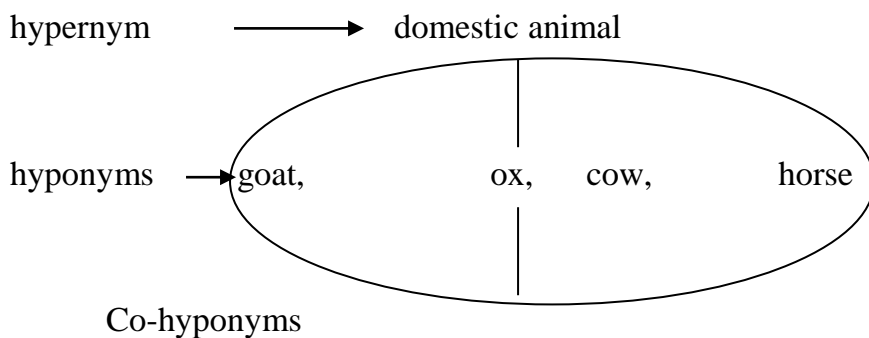


Thus, while teaching the word 'bed' the teacher should teach how the word 'bed' is used to give different meanings in different contexts. So the word meaning changes according to context in which it is used.

Next significant aspect of word meaning is sense relation. Sense relationship refers to the various ways in which the meaning of words may be related. The meaning of one word is related to other word. The relationship might be a sameness or similarity of meaning in which case it is called synonymy, or it might be opposite meaning in which case it is called antonym, and so on. There are various such relationship. The lexical or sense relationship incorporates the following features:



- a. **Synonymy** : This is the relationship of sameness of meaning or nearly the same. For example, large and big, skill and ability, father and daddy, and so on. The word having similar meaning may be inappropriate in different contexts. The words 'big' and 'large' are synonymous, they can't substitute each other in both the sentences: 'What a big girl !' but not 'what a large girl!'. So the teachers must make the students aware of all these things properly.
- b. **Antonymy**: Antonymy is a kind of sense relation refers to the oppositeness of meaning between lexemes. It is the opposite of synonymy. For examples, the pairs 'quick and slow', 'big and small' , 'long and short' etc. are antonyms. There are three types of antonyms. They are: Gradable, complementarily and converseness antonymy.
- c. **Hyponymy**: Hyponymy is a kind of sense relation between lexical items. The meaning of one form is included in the meaning of another. For example, some pairs are: dog and animal, cabbage and vegetable, rose and flower, and so on. It means that the 'dog' is hyponym of 'animal', 'cabbage' is hyponym of 'vegetable' and 'rose' is hyponym of 'flower' . The words 'animal', 'vegetable' and 'flower' are 'hypernyms'. To understand the concepts of hypernym, hyponym and co-hyponym well, the following diagram will be helpful:



Here, domestic animal is the hypernym of 'goat, ox, cow and horse', 'goat, ox, cow and horse,' are the hyponyms of domestic animal and 'goat, ox, cow and horse ' are the co-hyponyms of one another.

**d. Homophony:** Homophonoy refers to the words that have same pronunciation but different spelling and meaning. For example: air-heir, sun-son, sea-see, tail-tale, etc. Here each pair is the example of homophones. Two or more different forms have the same pronunciation; they are said to be as homophones. Some examples of homophones are: bye-buy-by, cell–sell, cite-sight-site, dear-deer, write-right-rite, wood-would, etc.

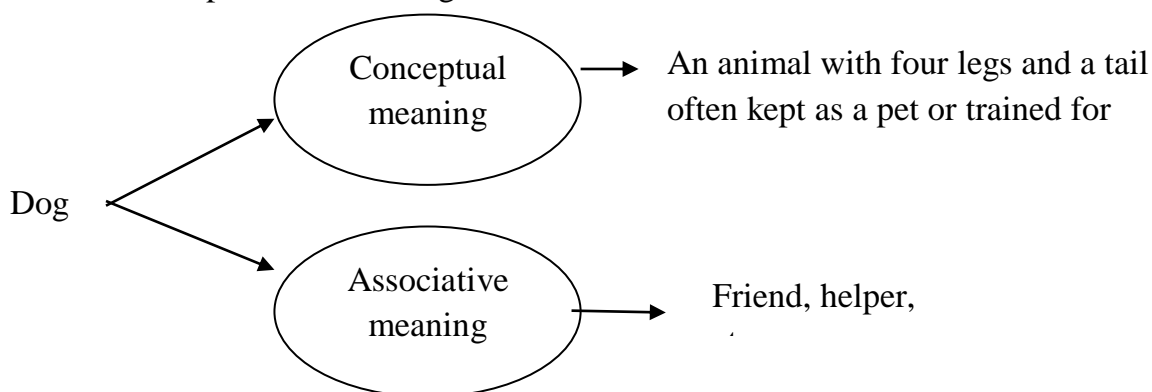
**e. Polysemy:** Polysemy is a property of single word with multiple meanings. Polysemy is the sense relation of single words and therefore obviously with single form different but related meanings. For example: the lexical item 'neck' has multiple meanings (polysemic) : i. part of the body ii. part of bottle iii. part of shirt. Here, the word 'neck' refers to the similar part of all the things or objects. That is to say the different meanings of neck are related. Another example of polysemic word is;

- |                           |                |
|---------------------------|----------------|
| 'bank' : i) question bank | ii) money bank |
| iii) blood bank           | iv) word bank  |

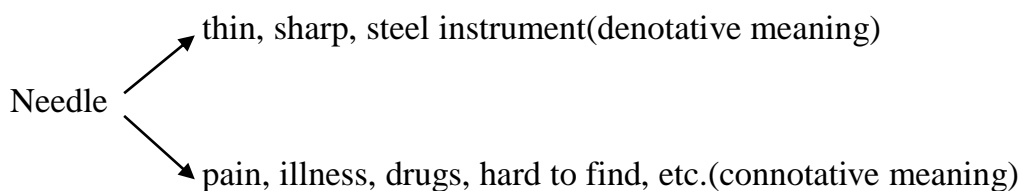
**f. Connotation and Denotation Meaning:** Connotation refers to the symbolic and literary meaning of the word so that it is called secondary or associative meaning. The associations relate more to the individual and culture connotative meaning is unstable peripheral to linguistics. Connotative meaning is not specific to language but is shared by other communicative system i.e. visual and music. Denotation of a word refers to the conceptual meaning of that word; the most central part of the meaning of a word that is related to the objects and things in the world. The denotative meaning of a word is conceptual and primary meaning. Denotative meaning is language specific and its

meaning is stable and central to the linguistics. Thus denotation meaning is essential part of language. The examples are as follows:

Denotative meaning of the word 'woman ' is;  $[-\text{male}] + [\text{adult}]$  and  $+ [\text{human}]$  where as its connotative meaning includes weaker sex, experience in cookery, wearing a sari, etc. Another example, the word 'dog'



Another example, the word 'needle'



The students should be made familiar to connotation and denotation meaning while teaching vocabulary items. Thus, while teaching word, the learners should be taught both connotative and denotative meanings of the words which make their concepts clear. In the elementary classes, we try to teach words which have a clear, concrete, denotation such as, desk blackboard, sit, book etc. As the student's command of the language improves, s/he will discover that even these straight forward words can have a wide range of denotations according to the context. Most common words have a wide denotative range i.e. they usually have one very specific meaning, and thus is another thing which makes them easier to learn.

### 1.1.8.2 Word use

Word use is another aspect of learning vocabularies. The word can be changed, stretched or limited by how it is used and this is something students need to know about. A word can be used differently in different situations. Thus words can also be learned by using them according to our purpose. Every word can't be used in every situation. That is why, we should be very careful in using the words. The meaning of the words are frequently

extended and stretched through these elements: metaphor and idiom, collocation, style and register. The short descriptions are as follows:

- i) **Metaphor and Idiom:** Metaphor refers to a figure of speech which makes the uses of comparison of descriptive term for a person and thing. In a metaphor, a word which in literal uses one kind of thing or action is applied to a distinctly different kind of thing or action, without asserting a comparison. Metaphor is a way of describing something by saying that it is like something else i.e. indirect comparison between two objects. Crystal(2008, p.98) says "Metaphor as a general cognitive process, this approach contrasts with the purely stylistic account of metaphor, with its distinction between literal and figurative meaning and its focus on rhetorical and literary contexts." For example, the word 'hiss' describes the noise that snakes make. But its meaning can be stretched to describe the way people talk to each other. ('Don't move or you are dead ', she hissed). That is metaphorical use. In the same way, in idiom more than two words convey a single meaning. We can deduce the meaning from individual words. An idiom refers to a sequence of words which is semantically and often syntactically restricted so that they function as a single unit. From semantic point of view, the meanings of the individual words can not summed to produce the meaning of the idiomatic expression as a whole. From a syntactic point of view, the words often do not permit the usual variability they display in other contexts. For example, it's raining 'cats and dogs' does not mean cats and dogs are raining but 'heavily'.
- ii) **Collocation:** Word meaning is also governed by collocation that is which words go with each other. Ur(2005, p.61) says "The collocation typical of particular items are another factor that makes a particaular combination sound 'right ' or 'wrong' in a given context." So this is another piece of information about a new item which it may be worth teaching. When introducing words like decision and conclusion, for example, we may note that 'take' or 'make' the one, but usually come to the other, similarly you 'throw a ball ' but 'toss a coin'. You may talk about someone being 'dead tired' but it sounds odd to say 'dead fatigued.' Collocation is the way in which words are used together regularly. Some words can occur in a particular situation. They have close relation while occurring with certain words, othrerwise they will be meaningless. For example, 'bad' collocates with 'boy' but not with 'egg', 'tall' collocates with 'girl' but

not with 'mountain' . Similarly, we can have a 'headache', 'earache' but we can not have a 'throatache' or 'legache'. So teaching collocation of words brings different situations and makes vocabulary teaching effective. Knowledge of collocation is an important part of knowing a word.

iii) **Style and Register:** We often use words only in certain social and topical context. What we say is governed by the style and register. Style usually varies from casual to formal according to the type of situation, the person /persons addressed, the location, the topic discussed. The variation realized in personal speech or writing can be called style. According to Thornbury (2002, p.11) "More than anything choice of words is an indicator of style and place of origin. " So the use of language in different elements differs the meaning because of style. The learners should know the use of style of using words in formal and informal situations. For example:

I'm hungry. (neutral use)

I'm rally pissed off (informal use)

Br.-British English

fml. – formal

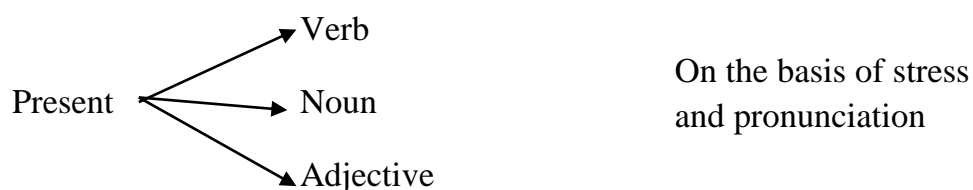
} dictionary style.

The register implies the different field of using the words. Register refers to the speech variety used by a particular group of people usually sharing the same occupation or the same interests. Thornbury (2002,p.11) " A register of English is a variety of the language as used in specific context, such as legal English, academic English or technical English. " The varieties of language used according to context are called register. In this way there may be different registers such as; words used in medicine, politics, education, sports, religion, mathematics, science and so on. In advanced level, the learners should be exposed to different terms or varieties of language.

### **1.1.8.3 Word Formation**

Word formation is another aspect of learning vocabulary. Words can change their shape and their grammatical value, too. Students need to know facts about word formation and how to twist words to fit different grammatical contexts. Ur(2005, p.62) states, "Vocabulary items, whether one word, can often be broken down into their component 'bits'. Exactly how these bits are put together is another piece of useful

information –perhaps mainly for more advanced learners." For example, the verb 'run' has the participles 'running' and 'run'. The present participle 'running' can be used as an adjective and 'run' can also be a noun. Similarly the word 'present' occurs in different grammatical contexts, such as;

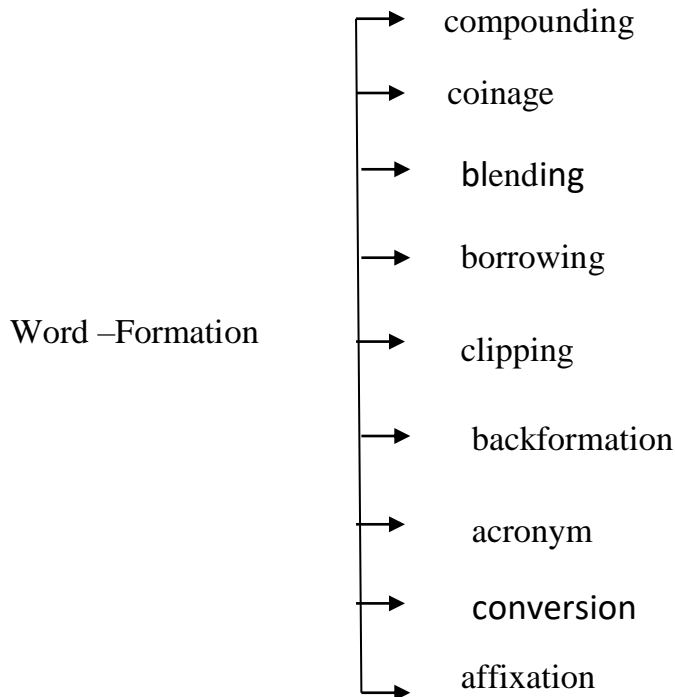


There is a clear relationship between the words 'death', 'dead', 'dying' and 'die'.

Here the students also know how the suffixes and prefixes work to change the form of words or even to derive new words. How can we make the words potent and expensive opposite in meaning? Why do we preface one with 'im' - and the other with 'in' -?

In the process of word formation, students need to know how the words are spelt and how they are pronounced using the sounds. 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 words in speech. Part of learning a word is learning its written and spoken form. Word formation, then means knowing how words are written and spoken and knowing how they can change their form.

According to Yule(2008,p.53) " Word formation is the process to make constant evolutions of language in terms of new invention of words and new uses of old terms to bring vitality and creativeness to shape language according to the need of the language users. " There are various ways of word formation. Yule (2008,p.53-60) has categorized word formation process in the following different ways:



Each way is simply described as follows:

i) **Compounding:** The term 'compounding' refers to the process of joining two or more free morphemes or roots or words to form another word or produce a single form. The words resulted through the process of compounding is known as compound or composite words which consist of two or more free morphemes. The words that are combined can be members of different word classes. Some examples are:

- a. black + board = blackboard (Adj.+ N)
- b. girl + friend = girlfriend (N + N)
- c. bed + room = bedroom (N+ N)
- d. home + sick = homesick (N + Adj.)
- e. pick + pocket = pickpocket (V + N)
- f. break + down = breakdown (V = Adv/particle)
- g. down = pours = downpours (Adv. + V)
- h. hear + say = hearsay (V + V) , etc

ii) **Coinage:** Coinage is the invention of totally new terms. The most typical sources are invented trade names for commercial products that become general term. So the process

of making/ inventing new words is known as coinage. For example: aspirin, television, kodak, nylon, vaseline, zipper, and so on. New words are made/coined to meet the need of growing economic and technological spheres of human activities.

**iii. Blending:** The combination of two separate forms to produce a single new is also present in the process called blending. The process of word formation in which the first part of one word is referred to as blending. For example, the word, 'brunch' is a blend form the combination of 'breakfast' and 'lunch'. The parts that form blend are not complete morphemes. Some examples of blends are given below:

- a. motor + hotel = motel
- b. smoke + fog = smog
- c. television + broadcast = telecast
- d. teleprinter + exchange = telex
- e. helicopter + airport = heliport
- f. slang + language = slanguage
- g. work + alcoholic = workaholic, etc.

**iv) Borrowing:** Some words in a language are borrowed from other language. The items borrowed are called loan words. The English language has adopted a vast number of words from other languages. In general, each languages borrows the words from another language. For example, some English words; 'ghee, chapatti, dhoti, guru' are borrowed form 'Hindi', 'piano' from 'Italian', 'sofa' from 'Arabic', 'tatto' from 'Tahitian' and 'zebra' from 'Bantu'. In Nepali language, 'coat, pant, shirt, school, campus' etc are borrowed from English.

**v) Clipping/Shortening:** Clipping is a kind of word formation process in which the word is shorten by clipping initial, medial or final part of the word to form a new word. The process of shortening changes the forms of the words without changing their meanings and word class. Shorten words are often used in informal speech and writing. There are two ways of shortening a word: clipping and abbreviation. Some examples are:



<b>Words</b>	<b>shortening forms</b>	
a. Advertisement/s –	ad/s	} Clipped forms
b. Aeroplane -	plane	
c. Laboratory –	lab	
d. Mathematics –	maths	
e. Examination –	exam	
f. Memorandum –	memo	
g. Microphone –	mike	
h. Refrigerator –	fridge	
i. UNESCO	} abbreviation forms	
j. SAARC		
k. U.N.O.		

**vi) Backformation:** Backformation is a special type of process of word formation in which a shorter word is derived by deleting the affix of the longer word, specially changing the word class. For instance 'edit' is derived from 'editor' and 'farm' is derived from 'farmer'. Some examples of backformation are given below:

Word (Noun)	Reduced form (verb)
• Actor	- act
• Teacher	- teach
• Television	- televise
• Option	- opt
• Enthusiasm	- enthuse
• Entertainment	- entertain
• Combination	- combine
• Denotation	- denote, and so on.

**vii. Acronym:** Acronym is a process of composing a word with initial letters of a group of words. It is similar to abbreviation. Acronyms often consist of capital letters. The abbreviations which are pronounced as a single word are called acronyms. Some of the acronyms and their full forms are given below:

AIDS: Acquired Immune Deficiency Syndrome

NATO: North Atlantic Treaty organization

CALL: Computer Assisted Language Learning. etc.

**viii) Conversion :** A change in the function of a word as for example when a noun comes to be used as a verb is generally known as conversion. It is called category changed. Some examples are:

'bottle'(N) converted into 'bottled'(V)

'butter'(N) converted into 'battered'(V)

'Vacation'(N) converted into 'vacationing'(V), etc

The nouns are converted into verbs. The conversion process is particularly productive in modern English.

**ix. Affixation:** Affixation is the morphological process where by the grammatical or lexical information is added to a stem. Crystal (2008,p.16) divides affixation into two types: inflectional and derivational. The uses of inflectional and derivational affixes make variation in the structure and meaning of words in different situation. Inflectional is the bound morpheme used in word formation process which doesn't change the word class of the word. e.g:

play-plays, played, playing

bag-bags

tall – taller, tallest, etc

Derivation is the most common word formation process used for the production of new English words. Derivational morphemes change the grammatical category of the words. For example; un-, mis-, dis-, pre-, -ful, -less, -ment, -ism, -ness, etc are added in the word like; 'unhappy, misfortune, disagree, prehistoric, respectful, careless, management, heroism, helpfulness, etc. So derivation is the process of making new words.

The students should be made familiar with all these phenomena while teaching vocabulary items. Students should recognize well with the knowledge on ways of forming words written style and change in form and meaning. The students should be

able to spell and pronounce the words, add suffixes and prefixes and find the class of words in the process of word formation.

#### **1.1.8.4 Word Grammar**

Another important aspect of learning vocabulary is word grammar. Harmer(2008,p.60) says, "Grammar refers to the way of putting the number of elements in the correct order." In this case subject, verb, complement and adverbial have to go in the right order to make the correct sentence. If we tried to say, 'It here in warm is', the sentence would not work. In the same way, we have to be careful about the types of words we can put in the slots (subject, verb, etc). We can not put an adjective or an adverb in the subject slot. Certain words reflect certain grammatical patterns. The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in the sentences; it is important to provide learners with this information at the same time as we teach the base form. When teaching a new verb, we might give its past form, if this regular or irregular and we might note if it is transitive or intransitive. Similarly, when teaching a noun, we may wish to present singular and plural form. We can say 'one chair' or 'two chairs' but we can't say 'two furnitures'. The later can only be a singular. 'Chair' can collocate with plural verbs whereas 'furniture' never can. There are also nouns that are neither countable nor uncountable but which have a fixed form and therefore, collocate only with singular or plural verbs. eg. 'people, the news, mathematics', etc.

There are many other areas of grammatical behaviour that students need to know about it. Such as;

- What are phrasal verbs and how do they behave?
- How are adjectives ordered?
- What position can adverbs be used in?

Thus, the teachers should be very careful while teaching word grammar because the grammatical words should be taught in the certain context.

In conclusion, we can say that knowing a word does not mean only recognizing meaning but also knowing word use, word formation and word grammar. So, while teaching vocabularies, the teachers should lay emphasis on teaching all the aspects of vocabulary

items. All aspect of vocabulary items are equally important in the field of English language teaching.

### **1.1.9 Importance of Teaching Vocabulary**

Vocabulary is an important aspect of teaching English language. It plays an important role in English language teaching learning a foreign language is a matter of learning the vocabulary of that language. A sound in itself has no meaning where as a word is always meaningful. We can send the message and communicate using the different kinds of vocabulary. Language learners need to learn lexis of the language. With the right choice of words a speaker creates good impression in the hearer. So vocabulary teaching is essential at all levels of school. Learners should have an adequate amount of vocabulary without which one cannot speak any language fluently. The role of vocabulary teaching is vital in any English language teaching programme. It is clear that teaching of the vocabulary has been as useful as the teaching of the structure of the language. Language is a composite whole comprising grammar and vocabulary. Both of these components of language are important for communication to be successful. When we acquire a language we learn/acquire vocabulary automatically. This implies that language learning is a matter of learning the vocabulary of that language. When we want to express our feelings, thoughts, ideas, etc, we need vocabulary power. Stressing the importance of vocabulary Wilkins (1972,p.111, as cited in Thornbury, 2002,p.13) "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." If we spend most of our time studying grammar, our English will not improve very much. We will see most improvement if we learn more words and expressions. We can say very little with grammar but we can say almost anything with words.

The objectives of teaching vocabulary is to make the students to understand the meaning of a word in different contexts. No language can be learnt without learning its vocabulary. It serves as the backbone of our ability to communicate. Hence, it must be included as in integral part of language teaching and learning. Teaching vocabulary helps the students to:

- recognize it in its spoken or written form;
- relate it to an appropriate object or concept;
- recall it at will;

- use it in the appropriate grammatical form;
- pronounce it in a recognizable way;
- spell them correctly;
- use words with correctly;
- use them at the appropriate level of formality;
- learn word grammar. and so on . Thus, we can say, vocabulary should be taught in the English language classroom to achieve the above mention points.

Harmer (1991,p.153) says, "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. " An ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used. We talk about the importance choosing words carefully in certain situations and those selected words should be used in a particular grammatical structure to convey meaning. Grammatical knowledge allows us to generate sentences and we need to have a store of words that we can select from when we wish to express something. Only the acquisition of grammatical knowledge about the language is not sufficient to have command over the language. So vocabulary is necessary to give students something while learning the language. In conclusion, vocabulary is the entry gate of English language teaching. Without the knowledge of vocabulary the communication is not possible and the students can not express their thought and feelings. The role of teaching vocabulary is very important in the field of English language.

It is necessary for a teacher to find out the existing knowledge of vocabulary of the students and add new vocabulary items. The height of vocabulary is very high like; Everest in the field of English language teaching. There is not a single technique to teach different aspects of vocabulary. So, the researcher felt a need of investigating /finding the techniques of teaching vocabulary used by the teachers of khotang district.

### **1.1.10 Principles of Teaching and Learning Vocabulary**

Learning vocabulary is not same as memorizing the list of words. Learning vocabulary refers to learn the word meaning, formation, use and grammar. The vocabulary items should be taught on the basis of certain principles. The teacher should follow some principles to teach vocabulary. According to wallace (1982, p.27, as cited in poudyal,

2005,p.10) the teaching and learning of vocabulary should be based on the following principles:

**i. Aims:** The aim of teacher should be clear while teaching vocabulary. The teacher should be clear as to how much expectation he has from the students during the period of vocabulary teaching.

**ii) Quantity:** The teacher may have to decide on the quantity of vocabulary items to be learnt. It should be decided that how many new vocabulary items could be taught in a lesson. If the students are able to gain larger vocabulary, the teachers have to manage new item from other sources than the course book. However, the teacher should decide about the number of new vocabulary items in terms of learners age, need and interest while teaching vocabulary.

**iii) Need:** The teacher should create such environment on which the students are encouraged to communicate in terms of their need. The vocabulary items should be taught according to the need of the learners.

**iv) Frequent Exposure and Repetition:** To memorize the new vocabulary items we need frequent exposure and repetition of the new item. It is very much hard to remember a new word simply by hearing it once. The teacher should provide the opportunity to use the word frequently and to recall it with correct pronunciation.

**v) Meaningful Presentation:** The new vocabulary items should be presented comprehensively that a learner can easily understand. The teacher should be aware of the fact that the students will get confused if the meaning which he/she intended to deliver, is not properly presented. So the vocabulary items should be presented meaningfully in the context.

**vi) Situational Presentation :** The new vocabulary items should be presented with appropriate situation. The meaning of an item may vary according to the situation in which we are using. For example, the word 'bank' has two meanings 'river side' and 'financial institution'. So vocabulary items should be presented with an appropriate situation or context.

**vii. Guessing Procedure in Vocabulary Learning:** Guessing procedure helps the learners a lot while learning vocabulary. The students can guess the meaning of the item

if the teacher presents them in appropriate and natural context. Their guessing may not be correct all the time. Their mistakes should be corrected otherwise this procedure hinders the learning process. To avoid this, the teacher can encourage the students to set a habit of using dictionaries.

### **1.1.11 Techniques of Teaching Vocabulary**

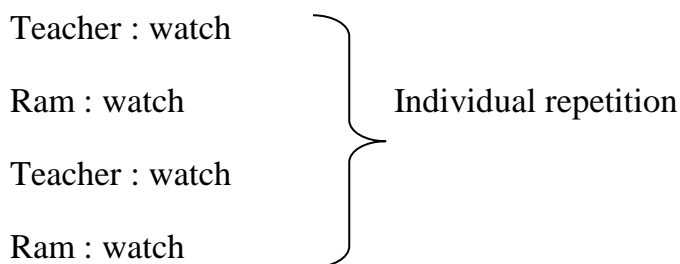
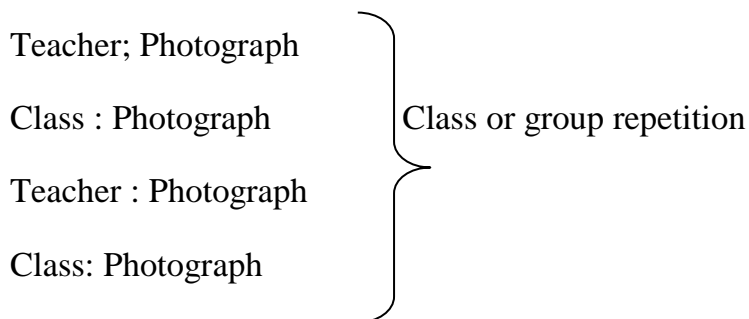
A technique is implementational device of language teaching which actually takes place in a classroom to make the teaching successfully. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. It makes the teaching easiest, effective and meaningful. The different types of classroom activities used by the teachers are called techniques. Teaching vocabulary is not an easy task . The teacher should always be careful to teach vocabulary. There is no hard and fast techniques to teach new vocabulary items. Techniques must be consistent with method. Techniques depend on the teacher, his individual artistry and on the composition of class. Vocabulary items should be taught in such a way that help the learners to use them in proper and suitable contexts. The teacher should be aware of the fact that a simple carelessness leads the learner failing in learning vocabulary items. The teachers use different types of techniques to teach different aspects of vocabulary such as; word meaning, word use, word formation and word grammar. Different writers have mentioned different types of techniques of teaching vocabulary. Knowing words refers to knowing pronunciation, spelling, word meaning, word grammar and word use. Teaching vocabulary comprises teaching pronunciation, spelling and meaning of words.

#### **1.1.11.1 Techniques of Teaching Pronunciation**

Pronunciation is an aspect of teaching English language vocabulary. When we speak, we use sounds. The language learners need to learn various sounds and certain sound rules. The pronunciations refer to the audible substance of a word. The pronunciation of a word includes to articulate correct sound along with right syllable segmentation and stressing the right syllable. It also includes features like pitch, tone, intonation, juncture, tempo, etc. Correct pronunciation is a must in learning vocabulary. The role of the teacher is very important in teaching pronunciation. Pronunciation can be taught in different ways using different techniques. According to Harmer (1991,p.72 and 2008,p.92) we can teach

pronunciation through modeling, through visual representation, through phonetic symbol and through minimal pairs.

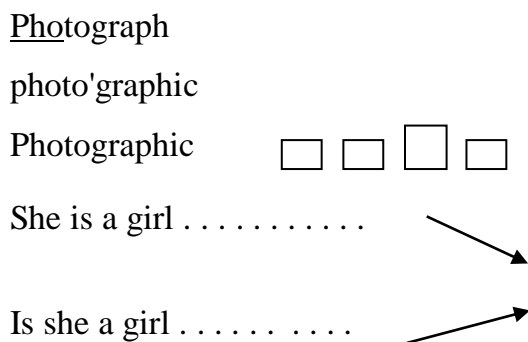
**a. Through Modeling:** The teacher can model the words and then get both choral and individual ' repetition. When the teacher is modeling the word he or she can use gesture, etc to indicate the main stress in a word. For example,



(This is done 3-4 times in the class)

It is the best way of teaching pronunciation for the beginners.

**b. Through Visual Representation :** For teaching pronunciation of the words, the teachers write up new words on the board they should always indicate the stress, intonation and pitch. For example;



It provides accurate pronunciation. It is suitable in higher levels. It is easily applicable to a large class size.



**C. Through Phonetic Symbols:** In this technique, the teacher teaches the pronunciation of words by giving phonetic symbols. Some teachers have their students to transcribe each words into phonetic symbols. It is suitable for higher classes. Recognizing the phonetic symbols is fairly good so that the students can use a dictionary to learn the correct pronunciation of the words. This technique is not suitable for the beginners. For example;

today / tədeɪ/, banana / bəna:nə/, banding / bændɪŋ/ , make / meɪk/ etc.

**d. Minimal Pairs :** It is a technique of teaching pronunciation of the words. The pair of words which are different in respect of only one sound segment are called minimal pairs Harmer(2008, p. 92) "Minimal pairs are the pairs of words which are differentiated by only one sound." Some words' pronunciation can be taught by using minimal pairs. For example, pin/pɪn/ and bin/bɪn/, cat /kæt/ and rat /ræt/ , king / kɪŋ/ and ring /rɪŋ/, fan/fæn/ and van/væn/ , and so on. This technique helps the students to discriminate between the sounds and to pronounce the words correctly.

### 1.1.11.2 Techniques of Teaching Spelling

Spelling is the first step of writing the words. Language is expressed either in writing or in speech. When we write we use letters. The way the individual letters are combined to make words is the spelling. It is the graphic substance of the language, which is perceived through visual channel. If one's spelling is poor and careless, communication suffers because the reader will have to puzzle out what a word is. The main difficulty of English spelling is that there is no one-to-one correspondence between sound and symbol all the time. For example, in the word 'circle' the letter 'c' is represented by /s/ and /k/. The another example, the sound /ɪ:/ has the following spelling, be, see, thief, leaf, receive, these, beat, people. These examples show that English spelling system is not consistent. The students who read English will have to recognize many spelling for one sound, many sounds for one spelling. This makes the teaching and learning the spelling difficult. Therefore, we should need to teach spelling. According to Bhandari (2062,p.162-163), the teacher can use the following techniques to teach spelling:

**a. Copying:** It is a technique of teaching spelling. The teacher writes the words on the blackboard and the students copy them many times. For example; Teacher: d-o-g = dog , w-a-t-e-r = water, p-a-r-r-o-t = parrot.

Students : copy of the teacher.

**b. Dictation :** Dictation is an 'old-fashioned' technique to teach English language vocabulary. It is a bridge between spoken and written of English vocabulary. The teacher reads words or sentences. The students listen to the teacher and write them. After the dictation is over, the students self-correct their spellings. Finally, the teacher allows them to see the text to correct their errors. It helps the students to consolidate written structures, idiom and vocabulary. Students can correct each other's dictation, which is useful variation to correcting their own. The students are trained to correct their spelling of words.

**c. Word Analysis :** The teacher can say the spelling of some words in terms of prefix, root and suffix to teach vocabulary, this technique is called word analysis. The students can also analyze some of the words and can learn their spelling. For example; usefulness = use+ful+ ness, unhappiness = un + happy + ness, etc.

**d. Phonic Method :** It is the best technique of teaching spelling of the words. In this method, the students are taught to recognize the relationship between letters and sounds. They are taught the sounds which the letters of the alphabet represent and then try to build up the sound of a new or unfamiliar word by saying it one sound at a time. For example, the word 'cat' is taught as the relationship between the letter 'C-A-T' and the sounds /k/ /æ/ / t/ which these letters represent. The other examples are as follows which the teacher represents the spelling that represents a particular sound: king /kɪŋ/, bad / bæd/, but /bʌt/ loved /lʌvd/ , legs / legz/, etc. Sometime the teacher can represent the spelling that represent a particular sound, such as:

K: Sky, keep, key, make, kind, kite

C: Cat, cap , become, because

CK: Check, back, rack, duck

CC: Tobacco, soccer, account, occur

Q : Queen, quench, queue, question

CH: Character, monarch, stomach.

This technique helps the students to recognize the relationship between letters and sounds.

**e. Spelling Game:** Spelling can be taught by involving the students in a spelling game. There are various types of spelling games. The spelling games create the students fun and enjoyment. For example;

\* Write the correct letters in the boxes;

i.

A kind of fruit	M					
A wild animal						

ii. Name of bird starts with = P - - r - -

Name of clothes starts with = J - - k - -

\* Write five words as you can start with 'B' = .....

.....

\* Make six words from each letters "CAMPUS".

### 1.1.11.3 Techniques of Teaching Meaning of the Words

Meaning is the central aspect of teaching vocabulary. The meaning of the words can be taught by presenting different techniques. A teacher has to decide how to introduce the meaning depending upon the nature of the vocabulary items, composition of class, background of the students and aim of the teaching. Different types of techniques have been presented (mentioned) by the different writers to teach meaning of the words. Harmer(1991,p.161-162) has presented realia, pictures, mime, action and gesture, contrast, enumeration, explanation and translation techniques to teach the meaning of the words. Cross (2002,p.5-14) has mentioned ostensive (showing) technique (realia, picture, body), linguistic (teacher talk) technique synonym, antonym, cognates, self –defining context, building on general knowledge, scale, definition, associated words and word analysis ) and audio (sound recorded ) techniques to teach the meaning of the words. Similarly, Bhandari(2062,p.169-171) has mentioned realia, picture, synonym, antonym, translation, scale and hierarchy, associated words, word analysis, definition, mime, gesture and actions and facial expression techniques to teach the meaning of words.

Ur (2005, p.63) has mentioned the techniques such as; definition, detailed description, hyponyms, picture, object, demonstration (acting, mime), context, synonyms , antonyms,

translation, associated ideas and collocations of teaching meaning of the new vocabulary items.

Thornbury (2002,p.76) has mentioned translation, situations, definitions, actions/gestures pictures and real thing techniques to teach meaning of the words. However, the following techniques are used while teaching meaning of the vocabulary items including all the writers' techniques:

- a. **Realia:** Realia means real things or objects. Some real things can be easily carried in the classroom by the teacher to present the meaning of the words. The teacher holds up the object (or points to it), says the word and then gets students to repeat it. e.g. pen, apple, eggs, mango, stick, watch, piece of stone, ruler, etc are easily carried in the classroom objects as realia.
- b. **Picture:** Pictures can be used to explain the meaning of the vocabulary item. The teacher may collect useful pictures from magazines, pumplates and books. The teacher can also draw the picture him/herself. The picture can be board drawings, wall pictures and charts and flashcards. The pictures make the vocabulary teaching interesting.
- c. **Facial Expression :** Some vocabulary items can be taught by facial expression, For example; happy angry, tired, weeping, smiling, etc. such types of words shows the internal feelings of the persons.
- d. **Gesture, Mime and Actions:** Hands and arms are used to show the range of meaning of the words like; fast, slow, wide, narrow, etc. Some verbs and adverbs can be taught by mime and actions in the classroom. For example, the teacher can teach the words like; 'walk, write , read, talk, jump, eat, slowly, angrily', etc by actually performing the actions like "walking, writing, reading, talking, jumping, eating, slowly, angrily, respectively. Gestures, mime and the actions are the demonstration technique.
- e. **Synonyms:** Synonyms are the words that refer to more or less the same meaning. Eg. glad- happy, receive – get, gave-handed, etc. The words are taught by giving synonyms.
- f. **Antonyms:** Antonyms are words that have opposite meaning. Some words can be taught by giving opposite meaning. Eg. hot - cold , good – bad , young – old , big – small , etc.

- g. Self – defining Context :** Some words can be taught by using them in a self – defining context . For example; there are different wild animals kept in the 'zoo' like, tiger, elephant, leopard, lion, bear, etc. This context can be used to define the word 'zoo'.
- h. Translation:** Translation is an old technique. We can teach vocabulary by changing English words into learner's mother tongue. It is easy and quick process to present the meaning of the word. e.g. dog- kukur, water – pani, parrot – suga, donkey - gadha, etc.
- i. Definition :** This is the most suitable for the students who have elementary knowledge of the target language. Some of the words can be taught by giving their simple definition. In this technique, the 'word' is defined in complete or incomplete sentences. e.g.
- Pony: a small horse.
- Breakfast : first meal of the day.
- Computer : a computer is an electronic device that can quickly calculation , store, rearrange and retrieve information.
- j. Word Series /Hyponyms:** Hyponymy is a kind of sense relation between lexical items. It is the relationship of inclusion. It is also called word series technique. So some of the related words can be presented to refer the meaning of the cover term as well as the words involved in the same group e.g. cauliflower, brinjal, cabbage and raddish are the hyponyms of 'vegetable' and the 'vegetable' is the hypernym super ordinate term of cauliflower, brinjal, cabbage and raddish, Some other examples are;
- Furniture: table, chair, bench, desk and bed. Wild animal: wolf, jackal, monkey, elephant and tiger. Fruit: 'apple, mango, orange and papaya.' Here, 'mango' is the hyponym of 'fruit' and 'apple, mango, orange, and papaya ' are the co-hyponyms of each other.
- k. Word Analysis:** Some words can be better understood if they are analyzed into different parts in terms of suffix, prefix and root. For example : Impossible = im + possible , Impolite = im + polite, Underdevelopment = under + develop + ment, Beautifulnness = beauty + ful + ness, etc.
- l. Associate Words:** Some words can be very easily made familiar when they are presented among the words they are associated with. For example;

- School, college, university
- Home, shade, den, nest
- Driver , pilot, sailor and so on.

**m. Dictionary :** According to Tickoo(2003,p. 206) A good dictionary is the most important source of word knowledge. The students can be learn the meaning of different types of words by using the dictionary. The dictionary may be bilingual (English –Nepali/Hindi) and monolingual (English –English). We can find the class of words, stress mark, syllable structure of the words, meaning, etc from the dictionary. The dictionary is useful to teach all the aspects of vocabulary.

**n. Drawings:** A skilful teacher can teach lots of words such as, body parts, animals, action words (draw, make, lift) , preposition (on, in, beside, under, between) , names of countries , names of rivers , etc. by drawing them on the blackboard. Matchstick figure is useful as drawing. Thus, some of the words can be easily taught by drawings.

**o. Recorded sound:** Recorded sound is an audio technique of teaching meaning of the words. Many words can be easily presented by recording their sounds in the natural context. For example; the noise of argument, a dog barking, a jet plane , a horse galloping, a river gurgling, children splashing in the water and so on can easily be recorded and presented in the class. We just tell the class to listen to the sound of ..... and play the tape. It is very simple technique.

**p. Collocations :** Collocation is the way in which two words are used together regularly. The knowledge of collocation is an important part of knowing a word. The two words which tend to occur with each other are said to have a relationship of collocation. For example, 'bad' collocates with 'boy' but not with 'egg' and 'high' collocates with 'mountain' not 'man'. In this way some words can easily be taught by collocation with other words. The following pairs of word collocate with each other: needle and thread, fast and asleep, pen and ink, chair and table, heavy and rain/snow / drinker/ smoker, hammer and nail, tall and man, etc.

In conclusion, the various types of techniques are used to teach spelling, pronunciation and meaning of the words. The teachers can also use them to teach word grammar and word use in terms of context. The teacher can not use all the techniques at the same time to teach vocabulary items. The techniques are used

according to context, nature of the words, level of students, need and interest of the students. Teaching vocabulary is not an easy task. It is very challenging task. The English language teacher always should be careful while teaching vocabulary. Teaching vocabulary is a great task for the English language teachers. They should spend a lot of time to teach different types of aspects of vocabulary only because vocabulary is the most important aspect the English language teaching. The English language teaching is incomplete without teaching vocabulary. The teachers have to teach vocabulary items that leads students command over the English language through vocabulary items. So, the researcher felt a need of finding the techniques of teaching vocabulary used by the teachers of Khotang district.

### **1.12 Review of the Related Literature**

It is clear that vocabulary is the core aspect of the English language and therefore necessary to be taught adopting different techniques. Learning the English language is greatly concerned with building vocabulary repertoire of the learners. This is partly due to the recent availability of computerized databases of words (or corpora), and partly due to the development of new approaches to language teaching which are much more 'word centered', such as the 'lexical approach'. So the teachers' and the students' interest towards teaching and learning vocabulary is increasing in recent years. In the Department of English Education, various researches have been carried out in the field of English vocabulary and vocabulary achievements which are somehow related to the techniques of teaching vocabulary used by the teachers. The researches which are related to this study are reviewed as follows:

Chudal(1997) Carried out his M.Ed. thesis entitled "A study of English vocabulary achievement of the students of grade six in Jhapa district." The purpose of the study was to investigate the students' achievement English vocabulary used in the English textbook of grade six. Another purpose of the study was to make a comparative study in the achievement of the students on the basis of sex and locality. The study was based on the primary data. Only 160 students from eight school were selected of Jhapa district for this purpose. The study found out that the students English vocabulary achievement was found poor in total. The boys' proficiency in the achievement of English vocabulary was found better than that of girls' proficiency,

although the girls were found satisfactory than the boys in rural schools. Similarly, urban school student's achievement of English vocabulary was found satisfactory than that of the rural schools' students of Jhapa district.

Sharma(2003) Carried out his M.Ed. thesis entitled "Effectiveness of role play technique in teaching communicative function: A practical study. " The main objective of the study was to find out the effectiveness of role play technique in teaching communicative function. The researcher used both primary and secondary sources of data for this purpose. The main tool for the data collection was questionnaire. Only eighty four students were selected as sampling procedure and they were divided into two groups in terms of their odd and even roll no. The study found out that the role play technique had relatively a better impact in teaching the communicative functions on the whole. The teaching with role playing(group 'A') was more effective than the teaching with usual classroom techniques (group 'B').

Adhikari(2005) Carried out his M.Ed. thesis entitled, "The effectiveness of teaching vocabulary through games." The main objective of the study was to find out the effectiveness of teaching vocabulary through games. The research was actually a practical in which both primary and secondary sources of data were used. A set of different test items was used as major tool for data collection. The researcher took sixty students of grade nine and divided them group 'A' and group 'B' as sampling population from a private higher secondary school in Kathmandu district. The study found out that teaching vocabulary through games was effective than usual classroom techniques.

Kattel (2005) Carried out his M.Ed. thesis entitled "A study on the vocabulary items used in the new English textbook for grade three." The study was carried out to study the vocabulary items used in the English textbook for grade three in terms of parts of speech, frequency, syllable structure and morphological structure. The researcher used both primary and secondary sources of data for the study. He listed all the vocabulary items used in the English textbook for grade three and classified them (words) into eleven groups, namely nouns, verbs, adjectives, adverbs, pronouns, prepositions, articles, conjunctions, numerals, quantifiers and interjections. Then the researcher counted the frequency of occurrence of vocabulary items. The study found



out that 693 different vocabulary items were found in terms of parts of speech (word class) and the nouns were used as the highest number of frequency in the textbook of grade three. Monosyllabic words were found more than other syllabic words.

Pokharel (2005) Carried out his M.Ed. thesis entitled "English vocabulary achievement of the students of grade five." The main objective of the study was to investigate English vocabulary achievement (nouns and verbs) of the students of grade five. The researcher used both primary and secondary sources for research work. Only eighty students of grade five were taken from four schools for sampling. The study found out that the achievement of English vocabulary of the students of grade five was found satisfactory in total and the achievement in nouns was found better than the achievement in verbs.

Poudyal (2005) Carried out her M.Ed. thesis entitled "A study of English vocabulary achievement of the students of grade nine." It was carried out to investigate the students' achievement of English vocabulary items used in the English textbook of grade nine. The researcher used both primary and secondary sources of data. Only 80 students were selected of ninth grade from the four schools of Kathmandu district. Different type of test items were used as the research tool. The study found out that the students achievement of nouns was better than that of verbs, adjectives and adverbs.

Regmi (2005) Carried out M.Ed. thesis entitled "The proficiency of B.Ed. students in phrasal verb." The study was carried out to find out the proficiency of Bachelor level students of the faculty of Education in the use of phrasal verb. Both primary and secondary sources of data were used for the research work. Only sixty students of B.Ed. second year from two education campuses (Mahendra Ratna Campus, Tahachal and Sanothimi Campus, Bhaktapur) of Kathmandu valley were selected for the sample population. Thirty students from each campus were selected on the basis of simple random sampling procedure. The six types of test items were prepared for the research tool; such as matching, fill in the gaps, writing paragraph, writing about journey, writing story and writing paragraph. The study found out that the proficiency of the students of B.Ed. level in phrasal verb was found in satisfactory level in total

because the average percentage of proficiency in the use of phrasal verb was 33.35 percentage.

Adhikari (2008) Carried out his M.Ed. thesis entitled "A study of adverbs used in grade IX and X English textbooks: A descriptive study." The main objective of the study was to find out the kinds and positional use of adverbs in grade IX and X English textbooks. The study was based only on secondary sources of data. English textbooks of grade IX and X, the related textbooks, Oxford Advanced Learner's Dictionary(7<sup>th</sup> Edition) and some standard English grammar books were taken (used ) as the sources of data. The researcher did intensive study of grade IX and X English textbooks. He collected the adverbs and classified them. The study found out that the adverbs of manner had the highest frequency (75 words) and percentage (13.39) in the textbooks of IX and X in comparison of other adverbs. The adverbs were used in all position like; initial, middle and final in the grade IX and X English textbooks.

Lamsal (2008) Carried out his M.Ed. thesis entitled "An analysis of the vocabulary used in the Health, population and Environment textbook." The study was carried out to describe the vocabulary used in the Health, population and Environment textbook for grade ten in terms of total number, parts of speech, frequency and level of difficulty variables. Only secondary sources were used in research work. The researcher implemented the test items to the eleven students of White Hills Higher Secondary School of Solukhumbu district. The study found out that the total 46878 different vocabulary items were used in the textbook. Among them the highest numbers of vocabulary items 15205 were nouns. Regarding the frequency of occurrence the article 'the' occurred 3157 times in the textbook. Some of the words such as "septet, handlooms" and so on were very difficult for the students.

Paudel (2008) Carried out his M.Ed. thesis entitled " Vocabulary proficiency of grade ten students of Kathmandu and Sarlahi districts." The main objective of the study was to investigate the students' proficiency of English vocabulary used in English textbook of grade ten and to compare the vocabulary proficiency of grade ten students of Kathmandu and Sarlahi districts in terms of boys of Kathmandu vs boys of Sarlahi and girls of Kathmandu vs girls of Sarlahi. Three schools from Kathmandu and three from Sarlahi were selected to collect data and twenty students from each

school were selected for sampling procedure. Both primary and secondary sources of data were used for research. The study found out that the English vocabulary proficiency of the tenth grade students of Kathmandu district was found satisfactory than Sarlahi district. The boys of Kathmandu and Sarlahi were found equal in vocabulary proficiency where as the girls of Kathmandu were found far better than the girls of Sarlahi district.

Paudel (2008) Carried out his M.Ed. thesis entitled "A study of English vocabulary achievement of grade eight students." The main objective of the study was to investigate the students' achievement of English vocabulary used in the English textbook of class eight. Another objective of the study was to compare the achievement of English vocabulary of eighth graders between Kathmandu and Lalitpur district. The study was based on both primary and secondary sources of data. The researcher selected two schools of Kathmandu and two schools of Lalitpur district. The schools were selected using random sampling procedure. Twenty students consisting equal number of boys and girls from each school were selected for collected data. The different types of objective questions such as; multiple choice item, matching test items, filling the blanks with correct word and so on were prepared. The study found out that the achievement of English vocabulary of grade eight students in content words (noun, verb, adjective and adverb) were found satisfactory than other words, the total vocabulary achievement of boys (70%) was better than girls (65%) in the whole test and the vocabulary achievement of the students of Lalitpur district was found better than the students of Kathmandu district.

There have been many studies on the vocabulary achievement, and analysis of vocabulary. This study is certainly different from others in its sample population, area of the study and analysis of the data. No research has been done on the techniques of teaching vocabulary used by the teachers of Khotang district. This study has been done to find out the techniques of teaching vocabulary used by the teachers of Khotang district in terms of aspects of vocabulary.

### **1.13 Objectives of the Study**

The objectives of the present study were:

- i. To find out the techniques of teaching vocabulary used by the teachers of Khotang district in terms of aspects of vocabulary.
- ii. To point out the pedagogical implications.

#### **1.14 Significance of the Study**

The study does not specially aim at revealing any miracle; however, it is an effort to find out the techniques of teaching vocabulary used by the teachers in terms of aspects of vocabulary. This research will be helpful for teaching vocabulary in different levels of the school. This study will be significant for teachers because they are the people who are directly concerned with English course and the students studying in different grades. They are the people who can develop remedial classes to teach vocabulary. This study will also be significant for material developers who prepare remedial courses. It is believed that the present report will be beneficial to the students and teachers of the English language and linguistics, researchers, textbook writers, syllabus designers, language planners, methodologists and other people who are interested in teaching and learning the English language. And the present study will also help the teachers of different district of Nepal to use the particular techniques of teaching vocabulary according to the level, age, need and interest of the students, nature of words, aim of teaching and context.

## **CHAPTER TWO**

### **METHODOLOGY**

The researcher has adopted the following methodology to carry out the study:

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

Both primary and secondary sources of data have been used for this study.

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

The primary sources of data are only twenty five teachers who teach compulsory English at secondary level in the selected school of Khotang district. Among them five teachers have been selected to observe their classes by the researcher.

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

The researcher used the different related textbooks, research reports, articles, journals and theses for the secondary sources of data some of them were Harmer (1991), Kumar (1996), Tickoo (2005), Bhandari (2062BS), Cross (2002) Yule(2008) and so on.

#### **2.2 Sampling Procedure**

Only twenty five teachers who teach compulsory English at secondary level were selected from the different schools of Khotang district to collect data. The schools were selected using random sampling procedure.

#### **2.3 Tools for Data collection**

The researcher used two different sets of questionnaire as the tools for research work. The researcher gave a set of questionnaire to the English teachers to collect their responses. He observed three classes of each of the five teachers and filled the observation forms.

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

After preparing the two different sets of questionnaire the researcher visited the twenty five selected government schools of Khotang district. He requested the headmasters and English teachers for their permission. He gave a set of questionnaire to the English teachers. After that the English teachers read the questions and answered them putting tick (✓) within the given circle. The researcher selected the five teachers to observe their

class. He observed the three classes of each teacher and filled in the class observation form .

## **2.5 Limitations of the Study**

The study had the following limitations:

- i. Only twenty five secondary schools were selected from Khotang district.
- ii. Only one English teacher was selected from each selected schools.
- iii. Schools were selected by using random sampling procedure.
- iv. The data was collected by using the questionnaire which was given to the English teachers and class observed by the researcher.
- v. The population of the study was limited only to the English teachers of Khotang district.
- vi. The study was carried out by using the questionnaire in written form.
- vii. The research was limited only to find out the techniques of teaching vocabulary used by the teachers.

## CHAPTER: THREE

### ANALYSIS AND INTERPRETATION

#### 3.1 Introduction

The core part of research is analysis and interpretation. Data was obtained visiting the schools and using the questionnaire. The major objective of the research was to find out the techniques of teaching vocabulary in terms of aspects of vocabulary. For this the researcher visited the 25 secondary schools and collected the required data from the English language teachers who taught at secondary level. The responses were analyzed and interpreted using simple statistical tools. The data was presented in terms of techniques of teaching spelling, technique of teaching pronunciation, technique of teaching word meaning, technique of teaching word use and technique of teaching word grammar.

#### 3.2 Techniques of Teaching Vocabulary

The researcher visited the 25 secondary schools of Khotang district and gave the questionnaire to the English teachers who teach compulsory English at secondary level. After returning the questionnaire from all the English teachers, the researcher found the various types of techniques used which are analyzed and interpreted by using the simple statistical tools of percentage in the following way:

##### 3.2.1 Techniques of Teaching Spelling

Table No. 1

Techniques	No. of teachers	Percentage
Copying	20	80
Dictation	16	64
Word analysis	14	56
Phonic method	9	36
Spelling game	22	88

Table No. 1 displays that the 80% teachers used copying as a technique of teaching spelling. Similarly, 64% of them used dictation as a technique of teaching spelling. Likewise, 56%, 36% and 88% of them used word analysis, phonic method and spelling game respectively as the techniques of teaching spelling. They used spelling game, copying, dictation, word analysis and phonic method as the techniques of teaching spelling.

### 3.2.2 Techniques of Teaching Pronunciation

Table No 2

Techniques	No. of teachers	percentage
Modeling	23	92
Visual representation	12	48
Phonetic symbols	14	56
Minimal pair	17	68

Table No. 2 shows that 92% English language teachers used modeling as a technique of teaching pronunciation while teaching. Similarly, 48%, 56% and 68% teachers used visual representation, phonetic symbols and minimal pair as the techniques of teaching pronunciation respectively. They used modeling, minimal pair, phonetic symbols and visual representation as the techniques of teaching pronunciation.

### 3.2.3 Techniques of Teaching Meaning of a word

Table No 3

Techniques	No. of teachers	Percentage
Realia	21	84
Picture	20	80
Facial expression	15	60



Gesture, mime and actions	20	80
Collocations	7	28
Synonym	24	96
Antonym	22	88
Self-defining context	15	60
Translation	23	92
Definition	18	72
Hyponyms	20	80
Word analysis	16	64
Associate words	18	72
Dictionary	24	96
Drawings	12	48
Recorded sound	11	44

Table No. 3 shows that the 84% teachers used realia as a technique of teaching meaning of a word. Likewise 80%, 60%, 80%, 28% 96%, 88%, 60%, 92%, 72% 80%, 64%, 72%, 96%, 48% and 44% teachers used pictures, facial expressions, gesture, mince and actions, collocations, synonym, antonym, self-defining context, translation, definition, hyponyms, word analysis, associate words, dictionary drawings and recorded sound as the techniques of teaching meaning of the word respectively. So, the techniques of teaching meaning of the words are synonym, dictionary, translation antonym realia , picture gesture, mime and action, hyponyms, definition, associate words, word analysis, facial expression, self-defining context, drawing, recorded sound and collocations.

### 3.2.4 Techniques of Teaching Word Use

Table No. 4

Techniques	No. of teachers	Percentage
Realia	10	40
Picture	8	32
Facial expression	16	64
Gesture, mime and actions	11	44
Collocations	20	80
Synonym	17	68
Antonym	16	64
Self-defining context	16	64
Translation	18	72
Definition	10	40
Hyponyms	15	60
Word analysis	13	52
Associate words	16	64
Dictionary	19	76
Drawings	19	76
Recorded sound	10	40

Table No. 4 shows that 40% teachers used realia as a technique of teaching word use. Likewise 32%, 64%, 44%, 80%, 68%, 64%, 64%, 72%, 40%, 60%, 52%, 64%, 76%, 76%, and 40% teachers used pictures, facial expressions, gesture, mime and actions collocations, synonym, antonym, self-defining context, translation, definition, hyponyms, word analysis, associate words, dictionary, drawing and recorded sound as the techniques of teaching word use respectively. So, the techniques of teaching word use are collocations, dictionary, drawings, translation, synonym, facial expression, antonyms, associate words, hyponyms, word analysis, gesture, mime and actions, realia, definition, recorded sound and picture.

### 3.2.5 Techniques of Teaching Word Grammar

Table No. 5

Techniques	No. of teachers	Percentage
Realia	10	40
Picture	8	32
Facial expression	15	60
Gesture, mime and actions	18	72
Collocations	11	44
Synonym	14	56
Antonym	15	60
Self-defining context	14	56
Translation	19	76
Definition	16	64
Hyponyms	14	56
Word analysis	17	68
Associate words	16	64
Dictionary	18	72
Drawings	20	80
Recorded sound	10	40

Table No. 5 shows that 40% teachers used realia as a technique of teaching word grammar. Likewise, 32%, 60%, 72%, 44%, 56%, 60%, 56%, 76%, 64%, 56%, 68%, 64%, 72%, 80%, and 40% teachers used pictures, facial expressions, gesture, mime and actions, collocations, synonym, antonym, self-defining context, translation, definition, hyponyms, word analysis, associate words, dictionary, drawings and recorded sound as the techniques of teaching word grammar respectively. So, the finding techniques of teaching word grammar are drawings, translation, dictionary, antonym, facial expression, synonym, self-defining context, hyponyms, collocations, realia, recorded sound and picture.

### 3.3 Analysis of the Techniques of Teaching Vocabulary in Terms of the Aspects of Vocabulary

This section deals with the analysis of the techniques of teaching vocabulary which was used by the English language teachers in the classroom to teach vocabulary. This analysis is done in terms of the aspects of vocabulary teaching.

#### 1. Copying

Table No. 6

Aspect	No. of teacher	Percentage
Spelling	20	80
Pronunciation	0	0
word meaning	0	0
word use	0	0
word grammar	0	0

Table No. 6 shows that 80% teachers used copying as a technique of teaching spelling. The teachers did not use it as a technique of teaching other aspects of vocabulary.

#### 2. Dictation

Table No. 7

Aspect	No. of teacher	Percentage
Spelling	16	64
Pronunciation	0	0
word meaning	0	0
word use	0	0
word grammar	0	0

Table No. 7 shows that 64% teachers used dictation as a technique of teaching spelling. The teachers did not use it as a technique of teaching other aspects of vocabulary.

### 3. Word Analysis

Table No. 8

Aspect	No. of teacher	Percentage
Spelling	14	56
Pronunciation	0	0
word meaning	16	64
word use	13	52
word grammar	17	68

Table No. 8 shows that 56% teachers used word analysis as a technique of teaching spelling. Similarly, 64% teachers used it as a technique of teaching word meaning. Likewise, 52% teachers used it as a technique of teaching word use and 68% teachers used it as a technique of teaching word grammar.

### 4. Phonic Method

Table No. 9

Aspect	No. of teacher	Percentage
Spelling	9	36
Pronunciation	0	0
word meaning	0	0
word use	0	0
word grammar	0	0

Table No. 9 shows that 36% teachers used phonic method as a technique of teaching spelling. The teachers did not use it as a technique of teaching other aspects of vocabulary.

### 5. Spelling Game

Table No. 10

Aspect	No. of teacher	Percentage
Spelling	22	88
Pronunciation	0	0
word meaning	0	0
word use	0	0
word grammar	0	0

Table No. 10 shows that 88% teachers used spelling game as a technique of teaching spelling. The teachers did not use it as a technique of teaching other aspects of vocabulary.

## 6. Modeling

Table No. 11

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	23	92
word meaning	0	0
word use	0	0
word grammar	0	0

Table No. 11 shows that 92% teachers used modeling as a technique of teaching pronunciation. But this technique was not used to teach other aspects of vocabulary.

## 7. Visual Representation

Table No. 12

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	12	48
word meaning	0	0
word use	0	0
word grammar	0	0

Table No. 12 shows that 48% teachers used visual representation as a technique of teaching pronunciation. But this technique was not used to teach other aspects of vocabulary.

## 8. Phonetic Symbols

Table No. 13

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	14	56
word meaning	0	0
word use	0	0
word grammar	0	0

Table No. 13 shows that 56% teachers used phonetic symbols as a technique of teaching pronunciation. The teachers didn't use it as a technique of teaching other aspects of vocabulary.

## 9. Minimal Pair

Table No. 14

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	17	68
word meaning	0	0
word use	0	0
word grammar	0	0

Table No. 14 shows that 68% teachers use minimal pair as a technique of teaching pronunciation. The teachers did not use it as a technique of teachers did not use it as a technique of teaching other aspects of vocabulary.

## 10. Realia

Table No. 15

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	21	84
word use	10	40
word grammar	10	40

Table No. 15 shows that 84% teachers used realia as a technique of teaching meaning of a word. Similarly, 40% teachers used realia as technique of teaching word use. Likewise, 40% teachers used it as a technique of teaching word use. But no teachers used it as a technique of teaching spelling and pronunciation.

## 11. Picture

Table No. 16

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	20	80
word use	8	32
word grammar	8	32

Table No. 16 shows that 80% teachers used picture as a technique of teaching word meaning similarly, 32% teachers used it as a technique of teaching word use. Likewise, 32% teachers used it as a technique of teaching word grammar, but no teachers used it as a technique of teaching spelling and pronunciation.

## 12. Facial Expression

Table No. 17

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	15	60
word use	16	64
word grammar	15	60

Table No. 17 shows that 60% teachers used facial expression as a technique of teaching word meaning. Similarly, 64% teachers used it as a technique of teaching word use. Likewise, 60% teachers used it as technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.



### 13. Gesture, Mime and Actions

Table No. 18

Aspect	No. of Teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	20	80
word use	11	44
word grammar	18	72

Table No. 18 shows that 80% teachers used gesture, mime and actions as a technique of teaching word meaning. Similarly, 44% teachers used it as a technique of teaching word use. Likewise, 72% teachers used it as a technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

### 14. Collocations

Table No. 19

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	7	28
word use	20	80
word grammar	11	44

Table No. 19 shows that 28% teachers used collocations as a technique of teaching word meaning. Similarly, 80% teachers used it as a technique of teaching word use. Likewise, 44% teachers used it as a technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

## 15. Synonym

Table No. 20

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	24	96
word use	17	68
word grammar	14	56

Table No. 20 shows that 96% teachers used synonym as a technique of teaching word meaning. Similarly, 68% teachers used it as a technique of teaching word use. Like wise, 56% teachers used as a technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

## 16. Antonym

Table No. 21

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	23	92
word use	16	64
word grammar	15	60

Table No. 21 shows that 92% teachers used antonym as a technique of teaching word meaning. Similarly, 64% teachers used it as a technique of teaching word use. Likewise, 60% teachers used it as a technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

## 17. Self – defining Context

Table No. 22

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	15	60
word use	16	64
word grammar	16	64

Table No. 22 shows that 60% teachers used self-defining context as a technique of teaching word meaning. Similarly, 64% teachers used it as a technique of word use. Likewise, 64% teachers used it as a technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

## 18. Translation

Table No. 23

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	23	92
word use	18	72
word grammar	19	76

Table No. 23 shows that 92% teachers used translation as a technique of teaching word meaning. Similarly, 72% teachers used it as a technique of teaching word use. Likewise, 76% teachers used as a technique of word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

## 19. Definition

Table No. 24

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	18	72
word use	10	40
word grammar	16	64

Table No. 24 shows that 72% teachers used definition as a technique of word meaning similarly, 40% teachers used it as a technique of teaching word use likewise, 64% teachers used it as a technique of teaching word grammar. But no teachers used it as a technique teaching spelling and pronunciation.

## 20. Hyponyms

Table No. 25

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	20	80
word use	15	60
word grammar	14	56

Table no 25 shows that 80% teachers used hyponyms as a technique of teaching word meaning. Similarly, 60% teachers used it as a technique of teaching word use. Likewise, 56% teachers used it as a technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

## 21. Associate Words

Table No. 26

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	18	72
word use	16	64
word grammar	16	64

Table No. 26 shows that 72% teachers used associate words as a technique of teaching word meaning similarly, 64% teachers used it as a technique of teaching word use. Likewise, 64% teachers used it as a technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

## 22. Dictionary

Table No. 27

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	24	96
word use	19	76
word grammar	18	72

Table No. 27 shows that 96% teachers used dictionary as a technique of teaching word meaning. Similarly, 76% teachers used it as a technique of word use. Likewise, 72% teachers used it as a technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

## 23. Drawings

Table No. 28

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	12	48
word use	19	76
word grammar	20	80

Table No. 28 shows that 48% teachers used drawings as a technique of teaching word meaning. Similarly, 76% teachers used it as a technique of teaching word use. Likewise, 80% teachers used it as a technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

## 24. Recorded Sound

Table No. 29

Aspect	No. of teacher	Percentage
Spelling	0	0
Pronunciation	0	0
word meaning	11	44
word use	10	40
word grammar	10	40

Table No. 29 shows that 44% teachers used recorded sound as a technique of teaching word meaning. Similarly, 40% teachers used it as a technique of teaching word use. Likewise, 40% teachers used it as a technique of teaching word grammar. But no teachers used it as a technique of teaching spelling and pronunciation.

### 3.4 Analysis of the Data Obtained From Class Observation

This section deals with the analysis of the techniques of teaching vocabulary which was used by the English language teachers in the classroom to teach vocabulary. The researcher observed three classes of each of the five teachers. The data are analysed in terms of the aspects of vocabulary teaching.

#### 3.4.1 Techniques of Teaching Pronunciation

Table No. 30

Techniques	Classes	No. of teachers	Percentage
Modeling	8	4	80
Visual representation	3	2	40
Phonetic symbols	4	2	40
Minimal pairs	5	3	60

Table No. 30 shows that 80% teachers used modeling in 8 classes as a technique of teaching pronunciation. Similarly, 40%, 40% and 60% teachers used visual representation phonetic symbols and minimal pairs in 3, 4 and 5 classes as the techniques of teaching pronunciation respectively. They used modeling, minimal pairs, visual representation and phonetic symbols as the techniques of teaching pronunciation.

#### 3.4.2 Techniques of Teaching Spelling

Table No. 31

Techniques	Classes	No. of teachers	percentage
Copying	4	2	40
Dictation	4	2	40
Word analysis	4	2	40

Phonic method	3	2	40
Spelling game	6	3	60

Table No. 31` shows that 40% teachers used copying in 4 classes as a technique of teaching spelling. Similarly, 40% 40% 40% and 60% teachers used dictation, word analysis, phonic method and spelling game in 4, 4, 3 and 6 classes as the techniques of teaching spelling respectively. They used spelling game, copying, dictation, word analysis and phonic method as the techniques of teaching spelling.

### 3.4.3 Techniques of Teaching Meaning of a Word

Table No. 32

Techniques	classes	No. of teachers	percentage
Realia	6	3	60
Picture	3	2	40
Facial expression	2	2	40
Gesture, mime and actions	1	1	20
Collocations	1	1	20
Synonym	9	4	80
Antonym	3	3	60
Self-defining context	1	1	20
Translation	9	3	60
Definition	4	4	80
Word series /hyponyms	1	1	20
Word analysis	2	2	40
Associate words	1	1	20
Dictionary	1	1	20
Drawings	1	1	20
Recorded sound	1	1	20

Table No. 32 shows that 60% teachers used realia in 6 classes technique of teaching meaning of a word. Similarly, 40%, 40%, 20%, 20%, 80% , 60% , 20%, 60%, 80%, 20%, 40%, 20%, 20%, 20% and 20% teachers used picture, facial expression, gesture, mime and actions, collocations, synonym, antonym, self-defining context, translation,

definition, hyponyms, word analysis, associate words, dictionary, drawings and recorded sound in 3, 2, 1, 1, 9, 3, 1, 9, 4, 1, 2, 1,1,1, and 1 classes as the techniques of teaching meaning of a word respectively.

### 3.4.4 Techniques of Teaching Word Use

Table No. 33

Techniques	classes	No. of teachers	percentage
Realia	0	0	0
Picture	2	2	40
Facial expression	1	1	20
Gesture, mime and actions	1	1	20
Collocations	7	4	80
Synonym	1	1	20
Antonym	0	0	0
Self-defining context	2	1	20
Translation	4	3	60
Definition	0	0	0
Word series /hyponyms	1	1	20
Word analysis	1	1	20
Associate words	0	0	0
Dictionary	3	3	60
Drawings	2	2	40
Recorded sound	0	0	0

Table No. 33 shows that 40% teachers used picture in 2 classes as a technique of teaching word use. Similarly, 20% 20%, 80% 20%, 20%, 60%, 20%, 20%, 60%, and 40% teachers used facial expression, gesture, mime and actions, collocation, synonym, self-defining context, translation, hyponyms, word analysis dictionary and drawings, in 1, 1, 7, 1, 2, 4, 1, 1, 3, and 2, classes as the techniques of teaching word use respectively. But the teachers did not use realia, antonym, definition, associate words and recorded sound as the techniques of teaching word use.



### 3.4.5 Techniques of Teaching word Grammar

Table No. 34

Techniques	classes	No. of teachers	percentage
Realia	0	0	0
Picture	3	3	60
Facial expression	2	2	40
Gesture, mime and actions	1	1	20
Collocations	1	1	20
Synonym	3	3	60
Antonym	5	4	80
Self-defining context	0	0	0
Translation	3	2	40
Definition	1	1	20
Word series /hyponyms	1	1	20
Word analysis	0	0	0
Associate words	1	1	20
Dictionary	2	2	40
Drawings	6	4	80
Recorded sound	0	0	0

Table No. 34 shows that 60% teachers used picture in 3 classes a technique of teaching word use. Similarly, 40% 20%, 20%, 60% 80%, 40%, 20%, 20%, 20%, 40%, and 80% teachers used facial expression, gesture mime and actions, collocations, synonym, antonym, translation, definition, hyponyms, associate words, dictionary and drawings in 2,1,1,3,5,3,1,1, 1,2 and 6 classes as the techniques of teaching word grammar. But the teachers did not use realia, self-defining context, word analysis and recorded sound as the techniques of teaching word grammar.

## **CHAPTER: FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

On the basis of analysis and interpretation of data the findings of the study can be listed as follows:

- i) It was found that the teachers used spelling game, copying, dictation, word analysis and phonic method as the technique of teaching spelling.
- ii) It was found that the teachers used modeling minimal pair, phonetic symbols and visual representation as the techniques of teaching pronunciation. Among them 92% teachers used modeling as the technique to teach pronunciation.
- iii) It was found that the teachers used synonym, dictionary, translation, antonym realia, picture, gesture, mime and actions, hyponyms, definition, self-defining context, drawings, recorded sound and collocations as the technique of teaching word meaning. Among them 96% teachers used synonym and 88% teachers used translation as the technique of teaching word meaning.
- iv) It was found that the teachers used collocations, dictionary, drawings translation, synonym, facial expression, antonym, associate words, hyponyms, word analysis gesture mime and actions realia definition recorded sound and the picture as the technique of teaching word use. Among them 88% teachers used collocations, 76% teachers used dictionary and 76% teachers used drawings as the technique of teaching word use.
- v) It was found that the teachers used drawings, translation, dictionary, word analysis, definition, associate words, antonym, facial expression, synonym, self defining context, hyponyms, collocations, realia, recorded sound and the picture as the techniques of teaching word grammar. Among them 80% teachers used drawings, 76% teachers used translation and 72% teachers used dictionary as the technique of teaching word grammar.
- vi) It was found that most of the teachers gave emphasize on word meaning rather than on other aspects of vocabulary.

- vii) It was found that by class observation 80% teachers used modeling as a techniques of teaching pronunciation. And 60% teachers used spelling game as a technique of teaching spelling.
- viii) It was found that by class observation 80% teachers used synonym and definition as the techniques of teaching word meaning, 80% teachers used collocations as a technique of word use and 80% teachers used drawings and antonym as the techniques of teaching word grammar.

## **4.2 Recommendations**

On the basis of the analysis and interpretation of the presented data, appropriate recommendations for pedagogical implications have been listed down:

- i) Copying, spelling game dictation, word analysis and phonic method should be focused because these techniques are very useful to teach spelling.
- ii) Modeling, minimal pair, phonetic symbols and visual representation should be focused because these techniques are very useful to teach pronunciation.
- iii) Synonym, translation, antonym, dictionary, realia, picture, associate words, gesture, word analysis and facial expressions techniques should be focused because these techniques are very useful to teach word meaning.
- iv) The teacher should create English environment while teaching vocabulary.
- v) The students should be emphasized to use vocabulary in their real life situation.
- vi) To implement the techniques in school level effectively, the teachers should be trained and provided with the sufficient materials to teach vocabulary.
- vii) The concerned authority should focus on some of the student centered techniques of teaching vocabulary while designing the curriculum and the teaching learning materials.
- viii) The syllabus designers and methodologists should encourage the use of different techniques in teaching of vocabulary.
- ix) To use the various techniques for effective teaching and learning of vocabulary items in English all the role players in teaching learning activity such as the syllabus designers, textbook writers, supplementary material producers, subject teachers and the learners have to pay attention to teach vocabulary.

- x) In syllabus designing of English for any level the vocabulary items should be selected and graded from simple to complex.
- xi) The research was limited only to 25 English teachers of government schools of Khotang district only. However, it is claimed that the findings of this study are useful for all the districts teachers of Nepal.

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## APPENDIX – II

List of the English language teachers under taken for the research.

S.N.	Name of teachers	Qualification	Experience year
1	Krishna Bd. Rokka	B.Ed.	1
2	Prakash Chandra Rai	M.A., B.Ed.	2
3	Dip Bd. Khadka	M.Ed.	5
4	Mani Raj Rai	M.A.	3
5	Bhanu Bhakta Phayel	B.Ed.	3
6	Bigyan Tamang	I.Ed.	10
7	Yagya Pd. Dhakal	B.Ed.	18
8	Krishna Kr. Rai	M.Ed.	12
9	Gopal Pd. Khatiwoda	M.A., B.Ed.	10
10	Nara Bd. Rai	B.Ed.	5
11	Komal Krishna Budhathoki	B.Ed.	9
12	Rajesh Rai	B.A.	2
13	Muna Rai	M.Ed.	1
14	Netra Binod Dahal	B.Ed.	12
15	Torna Bd. Karki	B.A., B.Ed.	12
16	Mahesh Sah	B.A., B.Ed.	7
17	Man Bd. Rai	I.Ed.	3
18	Radha Rai	B.Ed.	5
19	Ghanashyam Pradhan	B.A.	4
20	Roshan Dhakal	B.Ed.	8
21	Shiva Pd. Bhattarai	B.Ed.	10
22	Bhojaraj Parajuli	B.Ed.	9
23	Khadga Bd. Khatri	B.Ed.	5
24	Chandrika Tamang	B.Ed.	2
25	Mankaji Rai	M.Ed.	15





### APPENDIX – III

#### List of visited schools

S.N.	Name of teachers	Address
1	Manakamana Janakalyan H.S. School	Nirmalidanda
2	Radha Krishna H. S. School	Chyandanda
3	Mahendrodaya H. S. School	Dandagaun
4	Shiksha Niketan Autary S. School	Debisthan
5	Janasewa S. School	Chhitapokhari
6	Krishna S. School	Simpani
7	Bhagawatee H. S. School	Khotang Bazar
8	Simpani H. S. School	Simpani
9	Laxmi S. School	Lichki Ramche
10	Ramche Niketan S. School	Batase
11	Janata S. School	Bhandaridanda
12	Sawakali S. School	Sawakatahare
13	Chisapani H. S. School	Chisapani
14	Bina S. School	Likuwa Pokhari
15	Shankheshowari S. School	Barahapokhori
16	Balkanya H. S. School	Faktang
17	Singhadevi S. School	Bopung
18	Indrenipokhari S. School	Indrenipokhari
19	Laxmi S. School	Kahule
20	Balbalika S. School	Matim
21	Saraswatee H. S. School	Matim
22	Saptakanya S. School	Chipring
23	Jyu S. School	Suntale
24	Jana Bikash S. School	Saunechaur
25	Bidodaya H. S. School	Dorpa

## APPENDIX – III

### Techniques Used Frequently

The teachers used different techniques to teach vocabulary in the following way:

Aspects	Techniques	Never		Seldom		Occasionally		Usually		Always	
		N.o of Teachers	%	N.o of Teachers	%	N.o of Teachers	%	N.o of Teachers	%	N.o of Teachers	%
pronunciation	Modeling	0	0	1	4	3	12	3	12	18	72
	Visual representation	0	0	9	36	7	28	8	32	1	4
	Phonetic symbols	0	0	7	28	13	52	3	12	2	8
	Minimal pair	0	0	3	12	13	52	9	36	0	0
Spelling	Copying	0	0	1	4	3	12	8	32	13	52
	Dictation	0	0	4	16	7	28	12	48	2	8
	Word analysis	0	0	5	20	13	52	5	20	2	8
	Phonemic method	0	0	11	44	6	24	6	24	2	8
	Spelling game	0	0	4	16	6	24	12	48	3	12
Word Meaning	Realia	0	0	1	4	9	36	14	56	1	4
	Picture	0	0	3	12	11	44	9	36	2	8
	Facial expression	0	0	3	12	13	52	7	28	2	8
	Gesture, mime & actions	0	0	1	4	11	44	12	48	1	4
	Collocations	2	8	9	36	7	28	7	28	0	0
	Synonym	0	0	0	0	1	4	20	80	4	16

	Antonym	0	0	0	0	3	12	20	80	1	4
	Self-defining Context	0	0	1	4	11	44	10	40	3	12
	Translation	0	0	1	4	2	8	5	20	17	68
	Definition	0	0	5	20	12	48	5	20	3	12
	Word series/hyponyms	0	0	6	24	16	64	3	12	0	0
	Word analysis	0	0	2	8	18	72	4	16	1	4
	Associate words	0	0	0	0	19	76	5	20	1	4
	Dictionary	0	0	0	0	5	20	11	44	7	28
	Drawings	0	0	1	4	17	68	7	28	0	0
	Recorded sound	3	12	9	36	12	48	1	4	0	0
Word Use	Realia	1	4	10	40	10	40	4	16	0	0
	Picture	2	8	12	48	9	36	1	4	1	4
	Facial expression	0	0	2	8	18	72	5	20	0	0
	Gesture, mime & actions	1	4	3	12	14	56	7	28	0	0
	Collocations	0	0	3	12	9	36	10	40	3	12
	Synonym	0	0	2	8	6	24	15	60	2	8
	Antonym	0	0	2	8	8	32	14	56	1	4
	Self-defining Context	0	0	3	12	13	52	7	28	2	8
	Translation	1	4	1	4	3	12	10	40	10	40
	Definition	1	4	8	32	9	36	5	20	2	8
	Word series/hyponyms	0	0	6	24	15	60	4	16	0	0

	Word analysis	1	4	6	24	12	48	4	16	2	8
	Associate words	0	0	5	20	14	56	4	16	2	8
	Dictionary	0	0	3	12	8	32	10	40	4	16
	Drawings	0	0	5	20	15	60	5	20	0	0
	Recorded sound	3	12	13	52	6	24	3	12	0	0
Word Grammar	Realia	0	0	9	36	9	36	6	24	1	4
	Picture	2	8	11	44	7	28	5	20	0	0
	Facial expression	0	0	1	4	20	80	3	12	1	4
	Gesture, mime & actions	0	0	4	16	12	48	9	36	0	0
	Collocations	1	4	7	28	11	44	5	20	1	4
	Synonym	0	0	2	8	11	44	10	40	2	8
	Antonym	0	0	2	8	12	48	10	40	1	4
	Self-defining Context	0	0	4	16	13	52	6	24	2	8
	Translation	1	4	1	4	1	4	10	40	12	48
	Definition	0	0	2	8	16	64	4	16	3	12
	Word series/hyponyms	0	0	4	16	15	60	6	24	0	0
	Word analysis	0	0	7	28	14	56	3	12	1	4
	Associate words	0	0	5	20	13	52	5	20	2	8
	Dictionary	0	0	2	4	10	40	8	32	5	20
	Drawings	1	4	2	4	17	68	5	20	0	0
Recorded sound	5	20	8	32	10	40	2	8	0	0	