

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is the most widely used means of communication among people through which human ideas, feelings, thoughts are expressed. It is defined to be a system of communication, a system of conventional spoken or written symbols by means of which human beings, as members of a social group and participants in its culture communicate. It consists of the vocal noises made by human beings. Human beings are distinguished from all other living creatures by language. It is a maze of items and a network of unknown components. Language is a cluster of logic, thought sequences.

According to Jespersen (1904, p.4), "Language is not an end in itself... it is a way of connection between souls, a means of communication." Similarly, Hornby (2005, p.862) says, "Language is the system of sound and words used by humans to express their thought and feelings."

According to Sapir (1978, p.8), "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols." Likewise, Wardhaugh (1977, p.3) says, "Language is a system of arbitrary vocal symbols used for human communication."

Thus, language has been defined by various scholars. No single definition of language is perfect in itself. But it is widely accepted that language is a complex human phenomenon and its main function is to communicate. Language is not a single entity to be defined in limited terms and conditions; rather it is an ocean in itself from where one has to interpret the whole world.

Among different languages, English is the most important language and widely used all over the world. So, it is also called international language. Now almost

every country has given great emphasis on the English language and so has Nepal. The importance of the English language can be realized from the fact that globalization in the commerce and industry, international companies for services and manufacture, international level education – exchange programmes along with the chances of job opportunities in the European and American world due to growing unemployment. From the curricular perspectives in the field of language and literature, science and technology, in the field of geography and history, in the field of journalism and media and in all the disciplines of study in the current situations, most of the teaching learning materials have been prepared in English. All international level information and data along with the researches take place in this language. The dominant and scholarly works of many subjects have been translated or written in English. In most of the countries, the media resources as journals, newspaper, radios and TVs are operated in English and even in the countries where different native language is made use everyday, English is given some place for special programmes. News is often telecast in English once or a twice a day such as in Nepal too, the media make use of English in a good deal. Thus, learning English in these countries would be vital.

1.1.1 Aspects of Language

Language teaching is one of the important aspects of applied linguistics which involves teaching pronunciation, vocabulary, grammar, meaning and communicative functions. Language teaching includes different skills: listening, speaking, reading, and writing. According to Stern (1983, p.152), “Language aspects and skills are related to the branch of linguistics”. There are different aspects of language, which are as follows:

1.1.1.1 Pronunciation and Spelling

Pronunciation and spelling are very important aspects of language.

Pronunciation refers to the spoken shape of language. It is pronunciation of words. Spelling is also the important aspect of language. It is the orthographic representation of the spoken form. Without spelling the existence of correct language is almost impossible. Phonetics and phonology are main terms to understand pronunciation and spelling.

1.1.1.2 Vocabulary

Vocabulary is one of the important building blocks of language. Vocabulary items have meaning. Some vocabulary may have innumerable denotations and connotations; two vocabularies may have the same meaning. It is, therefore, very difficult but important to have knowledge and information to play with words.

1.1.1.3 Grammar

Grammar refers to the structure of language. It makes us understand a number of statistical problems. Grammar is divided into morphology and syntax.

Morphology deals with internal structure of the forms of words, while syntax is the study of sentence structure.

1.1.1.4 Communicative Functions

Language functions refer to the purpose for which an utterance or a unit of language is used. They are described as categories of behaviour. Language functions can be broadly classified into grammatical and communicative functions. Communicative function refers to the communicative goal for which a language is used in a community whereas grammatical function refers to the relationship that a constituent in a sentence has with another constituent.

Among these aspects, vocabulary is one of the important aspects of language. Although, all languages may not be rich in vocabulary each language consists

of it. The more vocabulary items we have, the more we become confident and can express our ideas in different fields. Communication is almost difficult for people if they do not possess sound knowledge of lexical items in a language. Highlighting the value of word, Crystal (1995) states, “Vocabularies hold great importance in developing competence in a particular language.” So, teaching vocabulary seems to be significant aspect of teaching and learning language.

1.1.2 Introduction of Vocabulary

Vocabulary is a vital aspect of language without which communication is rather difficult even if someone has good knowledge of the system of a language. “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh” (Harmer, 1991, p.153). It deals with different meaning and use of words. According to Wilkins (1972), “Vocabulary is indispensable aspect of language, without grammar very little can be conveyed; without vocabulary nothing can be conveyed” (p.111). If the structures are wrongly used something can be understood but if the vocabularies are wrongly used the meaning of exponents may be entirely different than the intended meaning by the user.

According to Richards et al. (1985), “Vocabulary refers to a set of lexemes including single words, compound words and idioms.”

Similarly, Ur (1996) says, “Vocabulary can be defined, roughly as the words we teach in the foreign language” (p.60). Word meaning, word use, word formation, and word grammar are the aspects of learning vocabulary. On the basis of its use, vocabulary can be classified under active and passive. Active vocabularies are those which the learner can use when needed whereas passive vocabularies are understood by the reader or listener but he/she can't exploit/use them at production level.

According to Wallace (1982, p.9)

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

The other systems of language make possible to understand language but the vocabulary makes possible to communicate to each other. So, vocabulary is such a vital aspect of language without which communication is rather difficult even if someone has good knowledge of the system of language.

1.1.2.1 Types of vocabulary

There are various criteria on the basis of which vocabulary is classified.

Harmer (1997, p.159) says:

Vocabulary can be classified into two types: active and passive on the basis of use. Active vocabulary refers to the vocabulary that students have been taught to learn and which they are expected to be able to understand, pronounce and use constructively in speaking and writing. Passive vocabulary refers to the words which the students recognize when they occur in a context but which they will probably not able to produce.

Active vocabulary is used in day to day communication. So, it seems to be productive in its nature. On the other hand, passive vocabulary is only in competence level. So, it seems to be receptive in its nature.

On the basis of structure, there are three types of word : simple, compound and complex. Simple word consists of a single free morpheme followed, or not by an inflectional affix, such as play, plays, played.

Compound words consist of two or many free morphemes where they constitute themselves and constitute words, e.g. white- board. Compound word

is a lexical item composed of two or more parts written (-) where the parts themselves as a word, e.g. railway station, school bus. Complex words consist of a root plus one or more derivational affixes, e.g. childhood, traditional.

Words also can be classified into 'major' and 'minor' word class. The former is also called open class, its membership is unrestricted and indefinitely large since they allow the addition of new members. Latter is also called closed class; its membership is restricted since they do not allow the creation of new members. Moreover, the number of items they comprise is so small that they can be listed easily.

In English, there are four major word classes; noun, verb, adjective and adverb. The minor word classes are conjunction, article, pronoun, preposition and interjection (Aarts and Aarts, 1986, p. 22).

On the basis of meaning they convey, the words are classified into abstract and concrete. Some words denote the concrete meaning e.g. apple means 'a round fruit with shiny red or green skin'. Here, the word apple denotes the concrete meaning. But some words denote the abstract meaning e.g. love means 'the strong feelings of deep affection' which conveys the abstract meaning.

Fries (1945, p. 40) says:

English words can be classified into four groups: Function words, substitute words, grammatically distributed words, and content words. The function words primarily perform grammatical functions e.g. 'do' signals questions. The substitute words e.g. 'he, she, it, they' etc. replace class of words and several classes. Grammatically distributed words e.g., some any etc. show unusual grammatical restriction in distribution.

1.1.2.2 Importance of Teaching / Learning Vocabulary

Students must learn thousands of words that the speakers and writers of English use. Though the scholars have found that the communication breaks down when people do not find right words. So, the teaching vocabulary should not be neglected.

Wallace (1982 p.9) states that

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

A sound in itself has no meaning at all whereas a word is always meaningful. Language learners need to learn the lexis of the language. They need to learn what words mean and how they are used. The students have to know organization, pronunciation, meaning of new words. Students need to learn varieties of vocabulary ranging from both simple to difficult. Pronunciation of words in an accurate way is the essence in teaching vocabulary. Spelling i.e. graphic representation is basic of speech and writing. A sentence is a sequence of words. It is, therefore, necessary to understand the meaning of words.

Vocabulary is the vital organ of language. We cannot express the meaning of an utterance unless the words are used no matter how skillful we manipulate the grammatical structure of that sentence. So, vocabulary is such a vital aspect of language without which communication is rather difficult even if someone has good knowledge of the system of language.

So, it is true that without enough knowledge of vocabulary, a learner cannot use his target language effectively. In fact, if grammar is a skeleton, then it is vocabulary that puts the vital organs and flesh. An ability to manipulate

grammatical structure does not have any potential for expressing meaning unless words are used.

1.1.3 Aspects of Learning Words

Learning a word means more than just knowing of its meaning. It means understanding meaning is just one aspect of learning a word. According to Harmer (1991), there are four aspects of learning a word which are described below:

1.1.3.1 Word Meaning

This aspect suggests that meaning of the words should be taught clearly to the students because sometimes the same vocabulary may have to one meaning in one context and entirely the different meaning in another context. For example, the Oxford Advanced Learner's Dictionary has given different eight meanings of the word 'bank' as a noun and five different meanings as a verb.

1.1.3.2 Word Use

Under this aspect, we have to teach how the word can be used metaphorically. The metaphorical use of a word is different from its literal use .For example,

She is a tigress. (Fierce behaviour)

Similarly, in an idiom, more than one word conveys a single meaning. Idiomatic items should be noncompositional. For example, Tit for tat.

The other thing we have to teach while teaching word use is collocation, i.e., which words go with what other words e.g., high building, high mountain but not high man.

One more point we have to teach under word use is its register and style. Students need to understand what stylistic and topical context words and expressions occur in. For example, bathroom, fresh room, toilet, loo.

1.1.3.3 Word Formation

Under this aspect we have to teach how the words change their shape and grammatical values e.g., the word 'explode may have the forms or shapes like explodes, exploded, exploding, explosive, explosiveness, explosively' .We have to consider how suffixes and prefixes work to change the form of words or even to derive new words. Word formation means knowing how words are written and spoken and knowing how they can change their form.

1.1.3.4 Word Grammar

Word grammar means various forms of a word and its structure. Certain words reflect certain grammatical patterns. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say 'one chair' or 'two chairs'. We cannot say 'two furnitures'. The latter can only be singular. 'Chair' can collocate with plural verbs whereas 'furniture' never can. It also includes the knowledge of verb complementation, phrasal verbs, adjectives, adverbs: position, etc.

Harmer (1991 p.158) summarizes the aspects of learning vocabulary:

1.1.4 Techniques of Teaching Vocabulary

Vocabulary should be taught applying suitable techniques because, if a learner does not have the appropriate knowledge of the use of different vocabulary items, he/she may be unsuccessful in some communicative situations. Harmer (1991, p.161) gives various techniques in vocabulary teaching which are as follows:

Realia: Any objects or things that can be easily carried into the classroom are called realia. The teacher can bring the real objects like, a stone, fruit, pen, glass, etc. into the classroom in order to present the meaning of a vocabulary item. They also create interest.

Pictures: Pictures are helpful in such situations where the real objects that the pictures represent cannot be easily carried. For presentation purposes, simple pictures are better because the focus is clearer and the meaning is less ambiguous. Abstract concepts such as last week, tomorrow, late or early can be conveyed by use of a cardboard clock and a calendar.

Mime and Action: Mime and actions can be used to show the meaning of action verbs and some adverbs (e.g. to eat, to wake up, slowly, angrily).

Gesture: Gesture can be used to show a range of meaning using hands and arms. Such as fast, small, big, etc.

Contrast: We can present the meaning of a new vocabulary item by contrasting it with its opposite word. For example, we can present the meaning of the word 'big' by contrasting it with 'small'.

Enumeration: This is a way of listing specific words under the general word. For example, students need to know the meaning of 'vegetable' as a word to describe any one of a number of other things e.g. carrot, cabbages, potatoes. Here, 'vegetable' has a general meaning whereas 'carrot' is more specific.

Explanation: The teacher can teach the vocabulary items by explaining them. It is worth remembering that explaining the meaning of a word must include explaining any facts of word use which are relevant. If are explaining the meaning of ‘mate’ (friend) we have to point out that it is a colloquial word used in informal contexts and that it is more often used for males than for females.

Translation: This is the easiest and economical way of showing meaning of a word. The teacher can present the meaning of a new word by translating its meaning into the student’s mother tongue.

We can also follow the following techniques while teaching vocabulary:

Games: The teacher may arrange the different vocabulary games to present the meaning of a new vocabulary item.

Jokes and Riddles: Jokes and riddles can be used to teach vocabulary of English. It motivates the students; creates interest to find out the meaning.

Although there are various techniques in vocabulary teaching, there is still doubt in their effectiveness. Among the different techniques ‘elicitation’ is also a technique used by the teachers that encourages the students to guess new words. It motivates students to learning as it creates suitable context for their active participation and, accordingly, they will be highly encouraged and psychologically ready to respond.

1.1.5 An Introduction to Elicitation

Elicitation is a student centered technique used in language teaching. It is a discovery process preceding presentation. It helps in drawing facts, ideas, and information from students about what they have already learnt on a particular topic, it makes teachers familiar with students’ entering behaviour and take up strategies to proceed with presentation.

Elicitation is also defined as an act in discourse. As discourse in a classroom occurs among students and teachers, elicitation is certainly used in that.

However, the frequency of its use may differ. Sinclair and Coulthard (1978) define elicitation in the light of act, as they assert :

An elicitation is an act the function of which is to request a linguistic response-although the response may be a non verbal surrogate such as a nod or raised hand. In elicitation we can elicit (a) an active verbal response addressed, (b) a cognitive response e.g., encouraging persons addressed to attend to something, and (c)a physical response. (p.17)

This definition is much broader in a sense that it views elicitation as an act in discourse which can occur anywhere, besides the classroom, but the difference is that in a classroom discourse, it is the teacher who elicits background knowledge from the students who, in turn, respond to that, whereas, in a discourse found outside the classroom, any participant can elicit and respond as well.

Similarly, Richards et al. (1999, p.121), define it as, “ A technique or procedure which a teacher uses to get learners to actively produce speech or writing.” This definition seems to focus on speech and writing. Productive language skills, which are further enhanced by direct involvement of the students. So, it can be said to be productive.

Doff (2002, p.159), in the same vein , mentions elicitation as a technique “to involve the students more in the presentation by asking them for their ideas and suggestions, getting them to contribute what they know already, and encouraging them to guess new words.” Doff also argues that elicitation is a part of presentation, a discovery of making students more imaginative and creative in learning language.

Elicitation is also a technique used in getting authentic data in the study of linguistics and phonetics. In this regard, Crystal (2003, p.158) defines elicitation as “a term used in linguistics and phonetics to refer to the method of obtaining reliable linguistic data from speakers.” For that linguists make

contact with informants – native speakers of a language, and elicit necessary information for linguistic analysis.

Scrivener, (2005, p.98) has mentioned that it is a technique based on the principles that:

-) Students probably know a lot more than we may give them credit for ,
-) Starting with what they know is a productive way to begin new work ;
-) Involving people in a question –and answer movement towards new discoveries is often more effective than simply giving lectures.

Scrivener, (2005, p.100) has also mentioned some advices for using elicitation:

-) Give sufficient information.
-) Use hand gestures to indicate who is being asked to speak , either a gesture for ‘anyone’ or to a specific individual. If everyone speaks at once, it can be hard for students to know which answer was ok and which not.
-) Give very clear feedback on each student’s utterance. They want to know if what they said was acceptable. You could use simple gestures or facial expressions to register ‘ok’ or ‘not ok’ to students.
-) If someone gives an incorrect answer, get them to repeat it two or three times and then say the correct answer yourself.
-) Don’t use eliciting with monolingual classes.
-) Use eliciting regularly as a basic technique in most lessons for keeping your class active and involved.

Scrivener further says, there are three steps to eliciting:

- a. Teacher conveys a clear idea to the students, perhaps by using pictures, gestures or questions, etc.
- b. They then supply the appropriate language, information, ideas, etc.
- c. Teacher gives them feedback.

1.1.6 Techniques of Elicitation

Besides the limited use of symbols, gestures and pictures, demonstration, questioning is the main technique of eliciting desired information and to use for a certain testing purpose. In connection with the teaching learning activities among teachers and students in a language classroom, it is the teachers who ask questions to the students to elicit responses from them. The questions, however, can be of various types. According to Ur (1996, p.38) the following types of questions can be used in language classroom in order to elicit students' linguistic development and proceed with effective presentation of a linguistic item:

1.1.6.1 Questions and answers

These can be used to test almost anything. The more 'closed' the question is (that is , the fewer the possible options for correct answers), the easier the item will be to mark. For example, How many members are there in your family?

1.1.6.2 True /false

A statement is given which is to be marked true or false. It is used to test aspects of language such as vocabulary, grammar,. It is fairly easy to design; it is also for administer, whether orally or in a writing, and to mark. This may also be given as a question, in which case the answer is yes or no.

Is Kathmandu the capital of Nepal?

1.1.6.3 Multiple-choice

The question consists of a stem and a number of options (usually four), from which the testee has to select the right one. A person who writes books is called.

- I. a booker
- II. an editor
- III. an author
- IV. a publisher

1.1.6.4 Gap –filling and completion

The testee has to complete a sentence by filling a gap or adding something. A gap may or may not be signaled by a blank or dash: the word to be inserted may or may not be given or hinted at.

They (go) to Australia in 1980.(go)

Or,

They -----to Australia in 1980.(go)

This usually tests vocabulary or grammar, as in the example.

1.1.6.5 Matching

The testee is faced with two groups of words, phrases or sentences : each item in the second.

Large	small
Unhappy	many
A lot	big
Little	sad

1.1.6.6 Dictation

The tester dictates a passage or set of words. The testee writes them down. It may supply some information on testees' passive knowledge of pronunciation, grammar and vocabulary. It is very easy to prepare and administer.

1.1.6.7 Close

Words are omitted from a passage at regular intervals. This tests reading, spelling and to some extent knowledge of vocabulary and grammar. It can be adopted to 'target' specific language items, by, for example, omitting all the verbs.

1.1.6.8 Transformation

A sentence is given as the testee has to change it according to some given instruction.

Put this sentence into the past tense:

I go to school by bus.

This item is relatively easy to design, administer and mark.

1.1.6.9 Rewriting

A sentence is given; the testee rewrites it incorporating a given change of expression, but preserving the basic meaning.

He came to the meeting in spite of his illness.

Although-----

1.1.6.10 Translation

The testee is asked to translate expressions; sentences or entire passages to or from the target language.

1.1.6.11 Essay

The testee is given a topic, such as ‘Childhood memories’, and asked to write an essay of a specific length. It is relatively easy to provide a topic and tell the class to write an essay about it but marking is extremely difficult and time – consuming. This is a good test to check the vocabulary power of the students.

1.1.6.12 Monologue

The testee is given a topic or question and asked to speak about it for a minute or two. This tests oral fluency in ‘long turns.’ It also tests overall knowledge of pronunciation, grammar and vocabulary.

1.1.7 Importance of Elicitation

Elicitation is a student- centered technique because students have major roles in doing it as they are actively involved in responding to the teachers’ elicits.

They are given first priority in course of learning language. In stead of presenting linguistic item directly by the teacher, he creates such an environment in which students are well- exposed to. Consequently, they will learn the targeted language item mostly by themselves, with the teachers’ facilitation.

Doff (2002, p.160) has mentioned the following points as the value of eliciting:

- i. Eliciting involves the class by focusing students’ attention and making them think. This happens even if students do not know the words being elicited; so eliciting can be used for presenting new language as well as reviewing what was taught earlier.
- ii. Eliciting encourages students to draw on what they already know or partly know. Because of this, it is a useful technique for mixed ability classes or classes of students from different learning background, where different students know different things.

- iii. Eliciting gives teachers a chance to see what students know and what they do not know, and so adapt the presentation to the level of the class.
- iv. Eliciting takes more time than straightforward presentation of new language. So, most teachers would not try to elicit all time, but rather use a mixture of eliciting and straight presentation.

1.1.8 Factors Affecting Elicitation

Elicitation is a communicative technique as it involves students more in classroom interaction –teachers ask questions and students respond .This certainly enhances communicative competence in students. Elicitation can be really productive and effective only if the teachers, while using it in the classroom, pay attention to the following points:

1.1.8.1 Students' Linguistic Level

Before using elicitation technique in the classroom, teachers should be familiar with the level of linguistic development in students so that they can decide what can be elicited and what not and the type of question to be used in elicitation as well. If the teachers are unaware of this fact, elicitation will not be effective any more.

1.1.8.2 Nature of the subject matter

Teachers should bear in mind that the subject matter should be likely to be elicited, that is to say, it should be matching to the students' level and interests; it should be neither too easy nor too difficult for them to respond.

1.1.8.3 Teachers' Behaviour

Teachers are the key persons to use elicitation in the classroom. This involves students in active learning process by responding to the questions on the basis of their guesses, imagination and speculation made based on their previous

learning. They do this by analyzing the context in which the subject matter is used. So, sometimes the students' responses can be wrong as well. In that case the teacher should take them positively and should encourage them to be creative and active in learning.

1.1.8.4 Types of Questions

As different varieties of questions can be used to elicit, teachers must pay great attention in selecting appropriate questions, linguistic development and interests. If the question is tough to their level, it can not elicit the intended information from them.

1.1.8.5 Time Available

Time factor is also an important factor affecting in using elicitation technique in the classroom because the use of elicitation in presentation is much more time consuming than straight forward presentation, and the next time allotted to a period is very limited and the classrooms are usually packed with more than 70-80 students, especially in the Nepalese context.

1.1.9 Action Research

Action research was propounded by Kurt Lewin in 1946 for the first time and he discussed its features. After him many scholars discussed characteristics, purpose (s), and processes of this type of research. Some of them preferred slightly different names as well; For Johnson (1992) it is a teacher research because the real teacher is the researcher. For Wallace (1998) it is a professional reflection because the practitioner reflects upon his/her current strives to improve the practice through research.

In Cohen and Maninon's (1985) view, action research is conducted aiming at the improvement of the current affairs through the process of identifying and solving problem in a specific context. Similarly, Kemmis (1998) thinks that action research is a form of self-reflected enquiry undertaken by participants in

order to improve their own professional practices. According to Nunan (1992), action research is becoming increasingly significant in language education as it addresses the immediate practical problems.

Action research is a joint venture of the language practitioner in a practical way. It is a research which had the primary goal of finding the ways of solving problems by bringing out a practical action in comparison with the research which seeks to discover scientific principles or develops general laws and theories. It is a practical process of identifying, recognizing and solving the problems in a scientific way.

1.1.10 Characteristics of Action Research

Kemmis and MC Taggart (1988) argued the three defining characteristics of action research:

- i. It is conducted by practitioners (teachers), not by professional researchers and others.
- ii. It is collaborative. Although the research is initiated by practitioners/teachers, she/her is supposed to consult professional researchers and fellow professionals to have theoretical knowledge.
- iii. It aims at bringing change in either teacher's or students' behaviour.

But, in Nunan's (1992) view, collaboration should not be taken as a defining characteristic because for some teachers it may not be feasible and others may not feel comfortable to conduct it collaboratively.

Similarly, Denscombe (1999) suggested four characteristics of action research.

- i. It is practical. An action research is the integration of action and research. It shows that the investigation is carried out by the practitioners, first and is applied to solve the practical problems by themselves, later on.
- ii. It aims at change and professional self development. Change here doesn't mean a wide large scale change but change at the micro level. Thus, the change

is mainly associated with the professional self development i.e. teacher's as well as students' performances in a specific context.

iii. Action research is a cyclical process. Kemmis and Mc Taggart call it as a spiral process. For perpetual development as his practice, the practitioner identifies the weak aspect of his practice, intervenes regular practice and evaluates the changes brought by the intervention. Thus, research feeds back directly into practice and this is an ongoing process.

iv. Its nature is participatory. Conventionally, it is clear that research is carried out only by experts or professional researchers. But , action research democratizes the research activity emphasizing that actual practitioners have to be equal partner in this activity. In fact, professional researcher functions mainly as a facilitator in the whole process of action research who provides technical help/support. The change is mainly associated with the professional self development i.e. teacher's as well as students' performances in a specific context.

1.1.10.1 Process of Action Research

Process of action research refers to the different steps in this research. Nunan (1992) discusses seven steps, Wallace (1998) and Denscomebe (1999) talk about five steps, Wallace (1998) exhibits the process of action research in the following five steps:

- Step 1. Consider problems/issues
- Step 2. Ask questions
- Step 3. Action research
- Step 4. Data collection and analysis
- Step 5. Application to professional practice

Denscombe (1999) exhibits the process of action research in the following five steps:

- Step 1. Professional practice
- Step 2. Critical reflection identifying problem or evaluating change
- Step 3. Research (systemic and rigorous enquiry)
- Step 4. Strategic planning (translation of finding into action)
- Step 5. Action (instigate change)

As suggested by Nunan (1992), the following are the steps to carry out the action research:

Step 1. Initiation: The classroom practitioner notices students' weakness in teaching and learning certain items then decides to improve that weakness.

Step 2. Preliminary investigation: The researcher decides systematically to find out which problem is the most serious and faced by the majority of the students. For this the teacher prepares base-line data, i.e., he collects concerned data.

Step 3. Hypothesis: The researcher plans his/her activity to solve the problem identified in previous steps and postulates a hypothesis.

Step 4. Intervention: The ongoing regular activities are interrupted and a new treatment is introduced. The main purpose of introducing the new item is to bring change in the ongoing state of affairs.

Step 5. Evaluation: The researcher evaluates the change brought by the new action introduced in this.

Step 6. Dissemination: This step highlights the value of sharing in action research. The researcher sits with the professional researcher then presents problem, action tries out and the findings are achieved.

Step 7. Follow up: The findings of the study are followed up by the practitioners. By this, the regular way of teaching and learning is changed and new one is adopted to introduce certain changes in the study.

1.2 Review of the Related Literature

Review of the related literature is an integral part of the entire research process and makes a valuable contribution to almost every operational step. Vocabulary is an important aspect of language. So, number of researches have been carried out by different researchers on the topic of vocabulary teaching. Some of them are as follows:

Hazel (1995) has conducted a research on “Elicitation Techniques with Young People”. This research has been primarily concerned with techniques for eliciting perceptions and views from young people, rather than obtaining factual information. Nevertheless, the techniques would be suitable for relaxing young participants and introducing issues prior to questioning even for studies requiring more specific ‘factual’ answers.

Khatri (2000) has studied on “Vocabulary Achievement of Grade Eight”. His objective was to find out the achievement of noun and verbs of English textbook of grade seven at public schools. The findings of his study revealed that the English vocabulary achievement of the students of grade eight was found satisfactory in total. In the same way, the achievement on noun was found better than on verbs.

Tiwari (2001) has studied on “English Vocabulary Achievement by the Students of Grade Ten”. The purpose of the study was to investigate the students’ proficiency in the achievement of English vocabulary used in the English textbook of grade ten. He has also made an attempt to analyze the difficulty level of the vocabulary on the basis of the students’ intellectual maturity. His finding shows that the English vocabulary achievement of the students of grade ten was not found satisfactory in total. The study has shown that 43% of vocabulary items were quite difficult for the students.

Gyawali (2004) carried out a research on ‘A Comparative Study on Vocabulary Teaching Through Direct and Indirect Techniques in Public Secondary

Schools.’ The research aimed to find out effectiveness of direct or indirect techniques. The study found out that the indirect techniques have been more effective than direction.

Similarly, Adhikari (2005) has carried out a research on “The Effectiveness of Teaching Vocabulary Through Games.” He has found that use of game in teaching vocabulary is quite effective than usual technique of teaching vocabulary.

Likewise, Ghimire (2007) carried out a research on “The Effectiveness of Visual Aids in Teaching Vocabulary.” The objective of his study was to find out the effectiveness of visual aids in teaching vocabulary and his research found out that the students learn vocabulary effectively if visual aids are used.

Similarly, Rawat (2008) carried out a research on “Techniques of Teaching Vocabulary Used by Public and Private school.” The objective of his study was to find out the techniques used by public and private school teachers to teach vocabulary. The finding of this study was public school teachers used mother tongue translation as the major technique to teach word meaning .The medium of classroom instruction was the Nepali language where as contextual presentation and definitions were used as the major techniques of teaching meaning by private school teachers.

Thakur (2008) carried out a research on “The Effectiveness of Teaching Vocabulary Through Jokes and Riddles.” The main objective of this study was to find out the effectiveness of teaching vocabulary through jokes and riddles at grade six. This research has found that jokes and riddles help the students to enhance their vocabulary power and teaching vocabulary through jokes and riddles technique is more effective than teaching with definition and explanation, i.e., without using jokes and riddles.

Romero (2009) has conducted an action research on “Promoting Language Learning Through a Thematic Vocabulary- Based Syllabus in Different Grades”. In this research, a thematic vocabulary – based syllabus was

introduced to promote language learning in different grade levels at a couple of schools in Monteria. During the development of the classes it was found that students gained more than thirty new words out of fifty through the study of interesting topics, basic vocabulary related. After the application of this research project, the researcher demonstrates that the elicitation through games and songs were important and vital tools for students' learning process. Although, the above mentioned studies are related to the vocabulary teaching and achievement of the students but, not a single thesis has been yet carried to find out elicitation techniques used by teachers to teach vocabulary. So, the researcher tried to carry out a research on this topic.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. to find out the use of elicitation in teaching vocabulary.
- ii. to suggest some pedagogical implications on the basis of findings.

1.4 Significance of the study

Communicative approach to language teaching is the cry of the day. According to Richards and Rodgers (2001), communicative view of language teaching has the concept that the primary function of language is to allow interaction or communication. As communicative language teaching is in its hey day, elicitation has a key role to play in it because the sole aim of using elicitation in language classroom is to involve students directly in the classroom interaction on a topic and develop their communicative competence. It will, thus, be useful to language teachers because eliciting gives teachers a chance to see what students know and what they do not know, and so adopt the presentation to the level of the class. It will be useful to students also as it encourages to draw on what they already know or partly know and students will develop their confidence and become independent learners. Similarly the research will be helpful for them who want to carry out the research in the similar field in the future.

CHAPTER TWO

METHODOLOGY

The researcher followed the following methodologies to fulfill the objectives of the topic.

2.1 Sources of Data

The study was based on both the primary and secondary sources of data. The primary sources of data consisted students of class seven and the secondary sources were manipulated to support the theme of the research.

2.1.1 Primary Sources of Data

The students of class seven from Galaxy Higher Secondary School of Dhangadhi were used as the primary sources of data.

2.1.2 Secondary Sources of Data

Various books, especially Sinclair and Couthard (1978), Harmer (1991), Ur (1996), Richards, et al. (1999), Richards, et al. (1999), Richards and Rodgers (2001), Doff (2002), Crystal (2003), Journal of NELTA (2007, vol.3), research studies, internet related to the topic were used as secondary sources of data.

2.2 Sampling Procedures

The researcher purposively selected Kailali district as a research area. Likewise, the researcher selected all forty students studying in class seven from Galaxy Higher Secondary School for testing purposes as the sample and research population.

2.3 Research Tools

For data collection, the researcher used the tests as a tool. The test items that were used are pre-test, time- on- task-test, progressive test and post-test. The pre-test and post-test consisted the same items whereas, progressive tests consisted the test items to evaluate the progress. Similarly time-on-task test was designed in relation to the respective lessons. Altogether fifty test items were assigned for both pre-test and post-test carrying fifty marks. The test items were categorized into seven different categories, such as fill in the blanks, multiple choice, synonyms and antonyms, word categorization, arranging the word, sentence making and matching items.

2.4 Process of Data Collection

To collect the primary data, the following procedures were followed:

- i. At first, the researcher visited the selected school and talked to the authority and got permission to carry out the study explaining the purpose of the study.
- ii. Set of test items were designed from the textbook of grade seven to measure the proficiency of the students in vocabulary and use before and after teaching.
- iii. To determine the power of the students at entry point, a pre-test was given. The set of test items carried fifty marks.
- iv. After analyzing the scores of the pre-test, real teaching was started using elicitation techniques. At the end of each class, time- on –task test was administered which guided for the further lessons.
- e. Along with time-on-task analysis, progressive tests were administered with the interval of five days. The progressive tests carried only ten marks.

f. Then post-test was administered.

g. Finally, the scores of the pre-test, time-on-task, progressive tests and post test were analyzed to determine the effectiveness of elicitation technique for teaching vocabulary.

2.5 Limitations of the Study

The study was set to the following limitations:

- i. The study was limited to vocabulary aspect only.
- ii. The study was limited to grade seven only.
- iii. The study was limited to a private school of Dhangadhi.
- iv. Primary data for this study was collected only by administering pre-test, time-on-task test, progressive tests, and post test.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data collected from Galaxy Higher Secondary School in Dhangadhi of class seven.

Different vocabularies were selected from the book 'Our English' of class seven and the selection of vocabularies were limited into thirteen lessons. In everyday class vocabularies were taught using different elicitation techniques from which students were highly motivated and interested to learn.

Data were collected keeping the main objective of the research in mind, i.e. to find out the use of elicitation in teaching vocabulary. For this purpose, the data were tabulated and analyzed in the following order:

- i. Analysis and interpretation of classroom teaching of vocabulary using elicitation.
- ii. Analysis and interpretation of individual test scores obtained through five tests including pre and post- test.
- iii. Analysis and interpretations of item wise correct and incorrect responses on the five tests including pre and post-test.

3.1 Analysis and Interpretation of Classroom Teaching of Vocabulary using elicitation

This section mainly contains the data derived from twenty five vocabulary lessons taught to class seven using elicitation. The analysis and interpretation has been carried out in two phases: analysis of classroom teaching along with scores on time- on- task analysis, and analysis of five progressive tests administered in the interval of five days. The statistical tools such as tables, and percentage were used to interpret the data.

3.1.1 The First Intervention

Under the first intervention the following vocabulary items were selected:

hoof, reins, shadow, cloth, gallop, race, prize, horn

These are the first vocabulary items in the first class. On the first day to attract the attention and to know the background knowledge of the students elicitation technique was used. The students were involved more in the presentation by asking them for their ideas and suggestions, getting them to contribute to what they already know and encouraging them to guess new words. Sufficient information was given about these words and used hand gestures to indicate who is being asked to speak. The sentences using these words spoken by students were written on the blackboard and incorrect answers were corrected getting them to repeat two or three times. After that time-on-task was taken assigning 10 marks as full marks. The task begins as follows:

Fill in the blanks:

- a. A horse can _____ very fast.
- b. My friend won the 100 meters _____.
- c. When it is hot, we sit in the _____ of the big tree.
- d. The horse-rider was holding the _____ very tightly and so on.

There were ten items in a task, each item weighted 1 mark. In this way, the whole set of test items weighted ten marks as full marks. The scores obtained by the students on time-on –task are as follows:

Table No. 1 Individual scores on the first time-on task

No. of students	No. of students in %	Marks obtained	Marks obtained in %
18	45	10	100
5	12.5	7	70
4	10	6	60
8	20	5	50
5	12.5	4	40
Total = 40	Total = 100%	Total = 10	Total= 100%
The average score: 7.47			

The above table depicts that 18 students out of forty (45%) have scored 10 marks out of 10 as full marks. Five out of forty (12.5%) have scored 7 out of 10. Similarly, 4 students (10%) have obtained 6 marks. Likewise, 8 students (20%) have obtained 5 marks, and 5 students (12.5%) have obtained 4 marks. When we observe the above scoring in the table, we can find that 57.5% of students have obtained the marks above the average score (i.e. 7.47) out of 10 as full marks and the only 32.5% of the students have obtained below average scores.

The result of the activity was appreciable. During the period of classroom delivery, the teacher tried to motivate students and to attract the attention of the students elicitation technique was used but one problem was seen and that was the students have copied the same sentences which were spoken by the teacher, they did not create any new. To work out this problem, it was realized that extra information should have been given by the teacher. The students who scored less than 5, i.e. 32.5% on time on task were slow pace learners but not so far behind from the others.

3.1.2 The Second Intervention

Under the second intervention the following vocabulary items were selected:

cheese, ladle, chat, cradle, soup, Olympic, wear

Keeping in mind different elicitation techniques, questioning technique was used to teach these vocabulary items. Under the questioning ‘multiple choice’ was the best technique of elicitation to elicit the students’ knowledge. First of all these vocabulary items were written on the blackboard and multiple choice questions were written in this way:

A. Cheese is _____.

- a. a tree b. a place c. a food d. a flower

B. Ladle is _____

- a. a person b. an animal c. a spoon d. a book

- C. Chat is _____
 a. a person b. a child c. an women d. talking together
- D. Cradle is _____
 a room b. a kitchen c. a boy's bed d. a school
- E. Soup is _____
 a food b. a book c. a vegetable d. a pen
- F. Olympic is _____
 a. an earth b. a sun c. a game d. a moon
- G. Wear is a _____
 a. put out b. put on c. put in d. put off

After that, the students were asked to choose the correct answers. From that the students' background knowledge was noticed and then they were taught in such a way that they got authentic answers. Time- on- task specified with 10 marks along with 10 minutes time bound was taken. The scores they obtained can be tabulated as follows:

Table No. 2: Individual scores on the second time-on -task

No. of students	No. of students in %	Marks obtained	Marks obtained in %
20	50	10	100
9	22.5	8	80
7	17.5	7	70
4	10	5	50
Total = 40	Total= 100%	Total= 10 marks	Total= 100%
The average score : 8.52			

It is clear from the table that, in comparison to scores of the previous test, the scores of this test are satisfactory. More than 50% students have scored 100% marks. 22.5% of the total students have obtained 80% marks. Similarly, 17.5% obtained 70%. Ten percent students have obtained 50% marks. The average score of the previous test was 7.47, whereas the recent scoring reflects the

average score of 8.52. Seventy two percent of the total students have scored the marks above the average score of 8.52. moreover, the average score on the previous test and the current average score prove effectiveness of using elicitation in teaching vocabulary items. The students were highly motivated. This time, extra information was given, so that the students could make their own sentences but one problem has been seen, the language used by the students was very poor.

3.1.3 The Third Intervention

Under the third intervention, the following vocabulary items were selected:

Holi, festival, joyful, colourful, sweets, balloons, throw

To teach these vocabulary items questioning technique was used. Interesting question like **what type of materials do you use in Holi** was asked. The responses of the students were written on the board. After teaching the HOLI, FESTIVAL OF COLOUR as given in chapter one of grade seven. Some other questions were asked like what do you throw at Holi, Do you like Holi. The result was praiseworthy because the lesson was interesting and the questions were according to their linguistic level. After that the students were given time-on –task to write any ten sentences about Holi using these above mentioned words. The scores obtained by the students can be tabulated as follows:

Table No. 3 Individual scores on the third time-on -task

No. of students	No. of students in %	Marks obtained	Obtained marks in %
20	50	8	80
16	40	10	100
4	10	7	70
Total = 40	Total=100%	Total= 10 marks	Total=100%
The Average score: 8.7			

It was obvious from the above table that 50% of the total students (i.e. 40) have scored 80% marks, 16 students (40%) have scored 100% marks and 10% of the students have scored 70% marks. Since the average score is above 90% out of 10. Additionally, the use of elicitation in teaching vocabulary items seems to be effective in comparison to the normal classroom situation. Some students were confused on the word 'sweets'. They thought 'sweets' means a kind of food containing a lot of sugar. So, to avoid this confusion, teacher's explanation was desirable.

3.1.4 The Fourth Intervention

Under the fourth intervention the following vocabulary items were selected:

famous, inventor, explorer, scientist, astronaut, national heroes, poet

As usual, the teacher started her teaching using short question elicitation technique. These vocabularies were selected from the chapter two entitled 'FAMOUS PEOPLE'. First of all the students were asked to read the passage quickly. To elicit the answers from the students they were asked to write the names of three writers, a scientist and an explorer. Only some of the students were able to find the names of three writers, a scientist and an explorer and maximum students were not able to do this task. From this result the teacher noticed their background knowledge and the technique was changed. Then, the difficult vocabulary items were written on the board with their meanings in this way:

Inventor- a person who makes something completely new that was not there before.

Explorer- someone, who travels to a new or strange place, often where no- one has ever been.

Scientist- somebody who studies the natural world, in physics, chemistry, biology, geology etc.

Astronaut- a person who travels in a spaceship.

After this, the students were asked to do the task again. This time, the result

was in progress. Moreover, the teacher asked to read that passage carefully again at home. Next day, the time- on- task test was administered. The scores of the students have been tabulated as follows:

Table No. 4 Individual scores on the fourth time-on-task

No. of students	No. of students in %	Marks obtained	Marks obtained in %
18	45	10	100
6	15	9	90
8	20	6	60
4	10	8	80
4	10	4	40
Total=40	Total= 100%	Total= 10 marks	Total= 100%
The average score: 8.25			

The above table shows that 18 (45%) students out of forty have scored 10 marks out of 10 as full marks, 6(15%) out of 40 have scored 9 marks out of 10, 8 (20%) students have scored 6 marks, four students (10%) have scored 8 marks. Likewise 4 (10%) students have scored four marks. Additionally, the previous scores of the students reflected the average score of 8.7, whereas the recent scoring reflects the average score of 8.25. Sixty percent of the total students have scored the marks above the average score of 8.25. It is clear that the previous average scores and the average score on the above table, seems to be consistent with satisfactory result. Most of the students have shown homogeneity in scoring.

3.1.5 The Fifth Intervention

Under the fifth intervention the following vocabulary items were selected:

area, chew, dangerous, capital, bullet, gun, space

It is clear that, elicitation technique helps in drawing facts, ideas, and information from students about what they have already learnt on a particular

topic. So, to draw out the ideas from students, this time true/ false questions are asked. The questions were like this:

Is Kathmandu the capital of Nepal?

Is bullet small piece of metal fired from gun?

Does chew mean to break up food in your mouth with your teeth?

These are the oral questions and fairly easy to design. In this case the answers from the students were 'yes or no'. Most of the students correctly responded to the questions. From these they were quite familiar with the words capital, bullet, gun and chew but, along with these four words other remaining three words 'area', 'dangerous' and 'space' were also taught by writing their meanings. Then the time- on- task was administered. The students were given 5 minutes to complete this task. Scores obtained by the students can be tabulated as follows:

Table No.5 Individual scores on the time-on- task

No. of students	No. of students in %	Marks obtained	Marks obtained in %
15	37.5	10	100
13	32.5	9	90
12	30	7	70
Total= 40	Total= 100%	Total= 10marks	Total= 100%
The average score: 8.55			

Observing the above table, it was found out that, 70% of the students have scored above the average score 8.55 out of 10 as full marks, and only 30% of the students have scored below the average score. This time, the distribution of scores seems to be more heterogeneous. In comparison to the previous test procedures, in recent test the copying and cheating among the students were controlled.

3.1.6 The Sixth Intervention

Under the sixth intervention the following vocabulary items were selected:

breathe, tent, stove, melts, frozen, oxygen, trekkers, kerosene

To teach these vocabulary items, the teacher got the help from the pictures which were given in the book as exercise no. 2.5. The pictures were about the trekkers, tent, stove, oxygen and mountain. The teacher described all the words pointing to the pictures from which students got the knowledge very quickly. The teacher asked different short questions also to elicit the answers from the students pointing to the pictures. So, here the teacher used the pictures as the elicitation technique. The students were asked to describe the pictures using the above mentioned words. Only 14 students completed the task. sixteen students could complete describing only half of the pictures and 10 students completed none of the task. Then, the teacher again repeated the pictures with full description and the description of the difficult words were also written. At this moment, the students were asked to do the task again in their own way. This time, 36 students could complete the whole task, relatively faster. Next day, time- on- task was administered. The scores of students have been tabulated as follows:

Table No. 6 Individual scores on the sixth time –on- task

No. of students	No. of students in %	Marks obtained	Marks obtained in %
18	45	10	100
6	15	7	70
6	15	9	90
7	17.5	8	80
3	7.5	4	40
Total =40	Total =100%	Total =10marks	Total =100%
The average score:8.6			

The table shows more heterogeneous distribution of scores in comparison to the former test scores. As table shows, 60% of the students have scored above the average score of 8.62 and 32.5% of the students have scored below the average score. And 7.5% of them have obtained 4 marks out of 10 as full marks.

3.1.7 The Seventh Intervention

Under the seventh intervention the following vocabulary items were selected:

long, width, far, tall, high, wide

These vocabularies are related to measure something. As usual elicitation technique was used to teach these items. First of all, the teacher wrote some questions on the blackboard and used hand gestures to ask who was going to answer the questions were like this:

How tall are you?

How long is your classroom?

What is the width of your bench?

How long is your middle finger?

How far is it to your nearest shop?

How high is your bench or table?

The answers from the students were written on the board and the teacher presented the sentences using these vocabularies. From that, the students got the knowledge to use these vocabularies correctly. Then, the time- on- task was taken. The question of time- on- task was “Describe about your classroom using the words long, width, far, high”. The students worked on time- on- task for ten minutes. Their scores on the time on task are tabulated as follows:

Table No. 7: Individual scores on the seventh time- on- task

No. of students	No. of students in %	Marks obtained	Marks obtained in %
22	55	10	100
7	17.5	8	70
5	12.5	7	80
6	15	6	60
Total = 40	Total = 100%	Total = 10marks	Total = 100%
The average score: 8.67			

Out of 40 students, twenty two students (55%) have scored 10 marks, 7 (17.5%) have scored 8 marks, 5 (12.5%) have scored 7 marks, 6 (15%) have scored 6 marks out of 10 as full marks. Observing the distribution of scores in the above table, it showed that, 72.5 % of the students have scored above the average score of 8.67, and only 27.5% of the students have scored below the average score. The test revealed that the students partially showed confusions in using 'tall' and 'long'. Teacher's explanation was desirable to make the matter clear.

3.1.8 The Eighth Intervention

Under the eighth intervention the following vocabulary items were selected:
expensive, peace, same, long, old, happy, smile

By using elicitation technique, students would learn the targeted language item mostly by themselves with the teacher's facilitation. Here, the teacher also facilitated the students by using elicitation in teaching, the technique was matching opposite using these vocabularies on the board like:

Expensive	Sad
Peace	Cry
Same	Short
Long	Violence

Old	Different
Happy	Cheap
Smile	New

The students were asked to match these items. Only 55% of the students could complete this task without any confusions and rest of the students (18) could not do this task correctly. Then the teacher presented her explanations using different illustrations. And again, the students were asked to do the task again. This time, 38 students could complete the task correctly. Then, the time- on-task was administered. The scores obtained by the students are as follows:

Table No. 8 Individual scores on the eighth time- on –task

No. of students	No. of students in %	Marks obtained	Marks obtained in %
25	62.5	10	100
5	12.5	9	90
4	10	8	80
6	15	6	60
Total =40	Total =100%	Total =10 marks	Total =100%
The average score: 9.07			

When we observed the table, we could see that 62.5% of the students have scored 10 marks, 12.5 % of the students have scored 9 marks, 10% of the students have scored 8 marks and 15% of the students have scored 6 marks out of 10 as full marks . Seventy five percent of the students have scored above the average score of 9.07, and only 25% of the students have scored below the average score. This achievement shows that with the help of the elicitation technique used by the teacher, the students got the knowledge not only about these given vocabularies but they got their antonym forms also.

3.1.9 The Ninth Intervention

Under the ninth intervention the following vocabulary items were selected:
after, beautiful, large, like, afraid, safe

As usual, the teacher used elicitation technique to teach these vocabulary items. To involve students more in classroom interaction here the teacher asked some questions in relation to the above mentioned vocabulary items. She asked the antonyms of all the above mentioned words. Despite the vocabulary items were seems to be easy but only 30 students out of 40 could do give task correctly. Most of the students were confused in the word 'large', they have written 'short' instead of 'small'. After getting the linguistic level of the students the teacher presented her description about all these vocabularies with their antonym and synonym both forms. By the help of the great effort given by a teacher, the result was in progress. The scores obtained by the students in 'time- on- task have been tabulated as follows:

Table No. 9 Individual scores on the ninth time-on –task

No. of students	No. of students in %	Marks obtained	Marks obtained in %
30	75	10	100
5	12.5	9	90
2	5	7	70
3	7.5	6	60
Total = 40	Total =100%	Total=10marks	Total= 100%
The average score: 9.42			

As the table shows, the highest score is 10 out of 10 as full marks obtained by 75% of the students and the lowest score is 6 out of 10 as full marks obtained by 7.5% of the students. Over 87% of the students have scored above the average score. And only 12.5 of the students have scored below the average score. Observing the result on the table above, it can be said that the use of

elicitation technique has been proved to be effective means of teaching vocabularies.

3.1.10 The Tenth Intervention

Under the tenth intervention the following vocabulary items were selected:

ice, forest, camel, trees, desert, cacti, penguin

After warming up the class, the teacher displayed some pictures as given in the grade seven English textbook, (p.20) accompanied by desert area, cacti, camel, and penguin. The teacher asked the students to read the text which is given on the page 20 with pictures and make meaningful sentences using these above mentioned words. The students could not do this task on time, they took longer. From this the teacher realized that students were in difficulty. So that, the teacher helped them by giving some clues. Maximum students failed to do this task. The reason was that the students could do this task within a short period and they need a little bit more time to understand that text. Moreover, the teacher asked them to complete this task at home. Next day all the students presented the complicated tasks. After that time- on- task was taken. The scores of the students have been tabulated as follows:

Table No. 10 Individual scores on the tenth time-on -task

No. of students	No. of students in %	Marks obtained	Marks obtained in %
32	80	9	90
3	7.5	8	80
3	7.5	6	60
2	5	7	70
Total=40	Total 100%	Total=10marks	Total= 100%
The average score : 8.6			

As the table shows, the scores have been distributed around the average score 8.6. where the full mark is 10. the average score was down in comparison to the

previous average scores found in the comparison to the previous average scores found in the distribution of the scores. The cause behind this retraction in progress of the students was perhaps the absence of the talented students. This led me acknowledge that the role of talented students in the classroom supports very well to the poor students.

3.1.11 The Eleventh Intervention

Under the eleventh intervention the following vocabulary items were selected: These vocabularies were selected from the grade seven English textbook, chapter 6 entitled ‘THE MAGIC RICE POT’. With a view to fostering these words using ability in students the lesson was introduced to the class. The students were asked some short questions first, the questions were: Do you like to see magic; when you feel hungry what kind of delicious food do you want to eat. These type of questions helped to students to motivate and to attract their attention. The students read the lesson. Then they were asked to make their own sentences using these above mentioned words. Although many students seemed to have come up with better results, a few of them tried to copy the answers from their friends. It was noticed easily because the sentences made by them were so homogeneous to each other. Apart from that, teacher’s explanation was supplied for additional help. The responses have been shown in percentage and figure in the table below:

Table No. 11 Individual scores on the eleventh time –on – task

No. of students	No. of students in %	Marks obtained	Marks obtained in %
33	82.5	10	100
4	10	8	80
3	7.5	6	60
Total=40	Total=100%	Total= 10marks	Total=100%
The average score : 9.5			

As the table shows, the scores on this time-on -task have been distributed around the average score of 9.5. Over 92% of the students have scored above the average score. And only 7.5% of the students are below average scores. The highest score is 10 out of 10 as full marks. The lowest score is 6 out of 10. the repetitive practice supposed by teacher who used elicitation technique while teaching encouraged the students to build better confidence in this regard.

3.1.12 The Twelfth Intervention

Under the twelfth intervention the following vocabulary items were selected: **atmosphere, circus, frightening, century, population, immediately, shadow** To teach these vocabulary items, the teacher used dictation technique, which is one among the elicitation techniques. The teacher dictated a set of words and the students wrote them down. From this it supplied some information on students’ passive knowledge of vocabulary. Most of the students were confused in the pronunciation of the teacher and they could not write down correct ones. Some types of confusions were seen; types of confusions in the students were of using vowels. Like, most of the students started from ‘O’ instead of ‘A’ in the ‘Atmosphere’. Similarly, they started from ‘E’ instead of ‘I’ in the word ‘Immediately’. Then, the time –on- task was taken given the question “rearrange the following letters to make meaningful words”

C n e t r y u -----
F r g h i n i n t e g -----
C u s c I r -----

The scores of the students on given time- on –task have been tabulated as follows:

Table No. 12 Individual scores on the twelfth time- on- task

No. of students	No. of students in %	Marks obtained	Marks obtained in %
30	75	10	100
4	10	7	70
6	15	8	80
Total = 40	Total =100%	Total=10 marks	Total =100%
The average score: 9.4			

When we observe the table, 85% of the students have scored the marks between 7-10% of the total marks 10 as full marks. Fifteen percent of the students have scored 8 marks. This shows unsatisfactory result in comparison to the outcome of teaching other lessons. Homework to read the above mentioned words along with their spellings was assigned in order to enable the students to avoid errors in this item.

3.1.13 The Thirteenth Intervention

Under the thirteenth intervention the following teaching items were selected:

Nouns: banana, pain, hill, story, lesson, newspaper, bicycle, watch, glass of tea, exercise book, window, baby

Adjectives; ripe, sharp, step, interesting, exciting, daily, reliable, expensive, sweet, neat, open, healthy

The students were simultaneously taught these vocabulary items. To get a chance to see what students know and what they do not know, elicitation technique was used. In which, she had prepared for a matching question. Students were faced with two groups of words: each item in the second. The students were asked to match the nouns with their suitable adjectives. Sixty five percent of the students responded to it correctly. This result thus revealed that the students partially showed confusions in matching them. So that,

repeated exercises were given by the teachers. The scores of the students on given time on task have been tabulated as follows:

Table No. 13 Individual scores on the thirteenth time –on - task

No. of students	No. of students in %	Marks obtained	Marks obtained in %
30	75	10	100
3	7.5	8	80
2	5	9	70
5	12.5	5	50
Total = 40	Total =100%	Total = 10 marks	Total= 100%
The average score: 9.17			

When we observe the table, we can see that 75 % of the students have scored 10 marks out of 10, 7.5% of the students have scored 8 marks, 5% of the students have scored 9 marks and 12.5% of the students have scored 5 marks. As a whole, what can be observed is that 75% of the students have obtained above the average score (i.e. 9.17) and 25% of the students have scored below the average score. In comparison to the previous scores of the students, the average score has little bit high. This fact leaded to generalize that it is due to elicitation technique that helped the students in learning vocabularies.

3.1.14 The Fourteenth Intervention

Under the fourteenth intervention the following vocabulary items were selected:

Mayor, guild, drawn, follow, lame, strange

These vocabularies were selected from the grade seven English textbook, chapter eight entitled ‘THE PIED PIPER OF HAMELIN’. With a view to supporting the teaching on these vocabularies and in accordance with the course of English study, this chapter was introduced. The teacher used elicitation technique to survey the students’ ability in using these vocabularies

in which, she asked the meanings of two words ‘lame’ and ‘strange’ and it was found that none out of 25 students could give correct meanings. Then, the teacher had gone through the chapter in detail and gave the meanings of those words which are mentioned; again, the students were asked to tell the meanings of the same words. This time, 37 of the students were able to give the correct meanings; although many students seemed to have come up with better results. Time – on task was administered and the scores obtained by the students are as follows:

Table no. 14 Individual scores on the fourteenth time- on task

No. of students	No. of students in %	Marks obtained	Marks obtained in %
30	75	10	100
3	7.5	9	90
2	5	8	80
2	5	6	60
1	2.5	5	50
2	5	6	60
Total =40	Total = 100%	Total =10marks	Total = 100%
The average score: 9.3			

Observing the above scores, 75% of the students have scored 10 out of 10 as full marks, which is highest score. Similarly, 2.5% of the students have obtained 5 out of 10 as full marks, which is lowest score. All the scores distributed around the average score of 9.3. Overall 75% of the students have scored above the average scores, and 25% of them are the below the average scorers. The teacher’s role was just to control the classroom and help the students in their difficulty.

3.1.15 The Fifteen Intervention

Under the fifteenth intervention the following vocabulary items were selected:

handlebars, backtyre, chain, carrier, pedal, saddle, front brakes

To elicit the desired information and to use it for a certain testing purpose, use of picture is also an important technique among the different elicitation techniques. Here, the teacher used a picture of bicycle to teach all these vocabularies. The teacher displayed the picture of the bicycle where, the parts were numbered and the teacher used the hand gesture pointed to those parts and asked the students to tell the names of parts where the teacher pointed one by one. The responses from the students were good. They all were familiar with the bicycle and the questions used by the teacher were also according to their linguistic level. Although many students seemed to have come up with better results, a few of them were confused in two parts ‘handlebars’ and ‘saddle’. After the repetitive practice supported by the teacher the result was well satisfactory. The scores obtained by the students have been tabulated as follows:

Table no. 15 Individual scores on the fifteenth time – on task

No. of students	No. of students in%	Marks obtained	Marks obtained in %
33	82.5	10	100
5	12.5	9	90
2	5	6	60
Total = 40	Total = 100%	Total = 10	Total = 100%
Average score: 9.67			

As the table shows, the score on this time – on- task have been distributed around the average score of 9.67, over eighty percent of the students have scored above the average score. And only 17.5% of the students are below average scores. The highest score is 10 out of 10 as full marks. The lowest

score is 6 out of 10. Thus, the repetitive practice done by the students was the key point to build better confidence in this regard.

3.1.16 The Sixteenth Intervention

Under the sixteenth intervention, the following vocabulary items were selected:

mirror, secrete, alone, picture, surprise, puzzled, mistake

These are the vocabularies selected from the grade seven English book, chapter 9 entitled 'THE MIRROR'. As usual, the teacher used elicitation techniques to teach these vocabulary items. This time, the teacher used gap- filling technique to elicit the background knowledge of students. The gap filling questions are like this:

- a. A flat piece of glass that reflects light/image._____
- b. You are not with any other people._____
- c. An unexpected event, fact or piece of news._____
- d. You are confused because you do not understand._____

To complete this task, the students were asked to read the story first and underlined the words which were above mentioned. The activity ran up for 14 minutes. One problem was seen and that was many of the students underlined the words in the story but they were confused to fill the gaps. To avoid this problem the teacher explained all these words with different illustrations. Then, the time on task was administered. The scores obtained by the students have been tabulated as follows:

Table No. 16 Individual scores on the time on - task

No. of students	No. of students in %	Marks obtained	Marks obtained in %
18	45	10	100
16	40	9	90
6	15	7	70
Total =40	Total =100%	Total =10 marks	Total =100%
The average score: 9.15			

As the table shows, the scores on this time- on –task have been distributed around the average score of 9.15. Forty five percent of the students have scored above the average score. And only 15% of the students are below average scorers. The highest score is 10 out of 10 as full marks. The lowest score is 6 out of 10. Apart from this, it was noticed that majority of students took help of the teacher for doing the given task.

3.1.17 The Seventeenth Intervention

Under the seventeenth intervention the following vocabulary items were selected:

hill, snow, frost, warm, barley, heavy rain, fog

With a view to enable the students to describe the place where they live, these vocabularies were selected to teach. As usual, the teacher used an elicitation technique. Among the different elicitation techniques, monologue is one of them. Here, the teacher used monologue technique, in which the students are given a topic and asked to speak about it for a minute or two. The topic was: Tell about the climate of the place, where you live. While asking this question the teacher used a hand gesture to indicate who is being asked to speak about it for a minute or two. The topic was told about the climate of the place, where you live. While asking thesis question the teacher used to speak. From this task some confusions in students were seen. The types of confusions in students were telling about the place where they live instead of climate of the place where they live. After preliminary survey of confusions of the students, the teacher delivered necessary instructions. Then, the time- on- task was taken. The scores obtained by the students on time- on- task have been tabulated as follows:

Table no. 17 Individual scores on the time – on – task

No. of students	No. of students in %	Marks obtained	Marks obtained in %
32	80%	10	100%
6	15%	9	90%
2	5%	8	80%
Total = 40	Total = 100%	Total = 10 marks	Total = 100%
Average score: 9.75%			

As the table shows, the scores have been distributed around the average score 9.75. The highest is 10 out of 10 as full marks obtained by the 80% of the students. The lowest score is 8 out of 10 as full marks obtained by 5% of the students. Observing the above data, it can be said that the students have made remarkable progress in learning vocabularies. It was quite difficult to achieve this result in case of normal classroom teaching. Thus, the use of elicitation techniques have really made remarkable inferences that teaching vocabularies need the use of elicitation techniques by the teacher.

3.2 Analysis and Interpretation of the Data Obtained Through Test Results

This section deals with the analysis of the scores obtained by the students on the five progressive tests, pre-test and post test.

3.2.1 Analysis of the scores on the progressive tests, pre-test and post-test

All these five progressive tests and post test, pr test was administered first. The analysis of the scores on the pre test is as follows:

3.2.1.1 Pre – Test

To determine the vocabulary power of the students at entry point, a pre-test was administered, before starting the real teaching, the set of test items (i.e. pre-test) carried fifty marks. The pre-test consisted different categories such as multiple choices, fill in the blanks, synonym and antonym, word categorization, arranging the words, sentence making and matching items. The scores of the students on the pre – test were recorded in the following table:

Table No. 18 Individual scores on pre – test

S.N.	F.M.	Score	No. of students	percentage
01	50	18	16	40%
02	50	14	11	27.5%
03	50	6	6	15%
04	50	7	5	12.5%
05	50	5	2	5%
		Total = 50	Total = 40	Total = 100%
Average Score: 13.07				

As the above table shows, 40% of the students have scored 18 marks (each of them), which is the highest scoring on the pre – test designed with 50 marks as full marks. Fifty percent of the students score 2 marks, which is the lowest score on the pre – test. This result clearly shows the variation scores of the students. From this result, the teacher conveyed a clear idea to the students, by using pictures, gestures or questions, etc. she supplied the appropriate language, information ideas, etc. and gave them feed back wherever necessary.

3.2.1.2 First Progressive Test

The scores of the students of the first progressive test were recorded as follows:

Table No. 19: Individual scores on first progressive test

S.N.	F.M.	Score	No. of students	Percentage
01	10	10	14	35%
02	10	9	17	42%
03	10	7	5	12.5%
04	10	6	4	10%
			Total = 40	Total = 100%
Average score: 8.8				

As the table shows, 35% of the students obtained 10 marks out of 10, which is the highest marks above the average score 8.8. Ten percent of the students have scored 6, which is the lowest score on the first test designed with 10 as full mark. In totality, 12.5% and 10% (i.e. 33.5%) of the students scored below average having 7 and 6, respectively.

In the pre – test, the highest score was 18 out of 50 above the average 8.8, where as the first progressive test shows 10 as the highest score out of 10 obtained by 14 students. Similarly the lowest score in the pre – test was 5 out of 50 as full marks. It shows that, the use of elicitation technique seemed to have significant role in teaching vocabularies.

3.2.1.3 The Second Progressive Test

Having taught different vocabulary items, the second progressive test was conducted to document the results with a view to gauge the performance level of the students. The scores of students on the test were recorded as follows:

Table No. 20 Individual scores on the second progressive test

S.N.	F.M.	Score	No. of students	Percentage
01	10	10	20	50
02	10	9	11	27.5
03	10	7	6	15
04	10	6	3	7.5
			Total= 40	Total=100%
The average score :9.2				

As the table shows, the highest score 10, has been obtained by 50% of the students on the second test designed with 10 as the full marks. The lowest score is 6 out of 10 obtained by 7.5% of the students. Fifty percent of the students have scored average score, and 22.5% of the students have obtained the marks below the average.

In comparison to the first test, the students have shown remarkable and satisfactory progress in learning vocabularies with the help of elicitation technique by the teacher. It has added more expectations on the forthcoming classroom teaching and the test scores. This result supported to continue the use of elicitation while teaching vocabularies.

3.2.1.4 The Third Progressive Test

To keep in track with the learning speed and their evaluation as well as documentation, the third test was conducted. The scores of the students on the third progressive test were recorded as follows:

Table No. 21 Individual scores on the third progressive test

S.N.	F.M.	Scores	No. of students	Percentage
01	10	10	22	55
02	10	9	13	32.5
03	10	7	3	7.5
04	10	8	2	4
			Total= 40	Total= 100%
The average score : 9.35				

As the table shows ten out of 10, was obtained by 55% of the students which is the highest score. Here, the average score is 9.35. Seven out of 10, which is the lowest score, has been obtained by 7.5% of the students. Overall 45% of the students are below the average scorers. Again, this result claimed that the use of elicitation plays a significant role in teaching vocabularies. It shows that the use of elicitation is really a powerful technique to attract the attention of the students.

3.2.1.5 The Fourth Progressive Test

This fourth test was conducted with a view to assessing the effectiveness of vocabulary teaching using elicitation. The scores of the students on the fourth progressive test were recorded as follows:

Table No. 22: Individual scores on the fourth progressive test

S.N.	F.M.	Scores	No. of students	Percentage
01	10	10	20	50
02	10	7	10	25
03	10	9	6	15
04	10	8	2	5
05	10	6	2	5
			Total= 40	Total= 100%
The average score: 8.8				

As the table shows, 10 out of 10 was obtained by 50% of the students; and 6 out of 10 (as full marks) was obtained by 5% of the students, where 10 out of 10, and 6 out of 10 are the highest and lowest scores respectively. Additionally, 50% of the students are above average score and 50% of the students are above average score. In comparison to the other test this time scores seem to be distributed more heterogeneously.

3.2.1.6 The Fifth Progressive Test

After having taught various types of vocabularies the fifth progressive test was conducted, which was the last progressive test of my teaching period. The scores of the students on the fifth progressive test were recorded as follows:

Table No. 23 Individual scores on the fifth progressive test

S.N.	F.M.	Scores	No. of students	percentage
01	10	10	26	65%
02	10	9	4	10%
03	10	8	6	15
04	10	7	4	10
			Total= 40	Total =100%
Average score: 9.2				

As the table shows, ten, the highest score, was obtained by 65% of the students, where 9.2 is the average score; 7 out of 10, the lowest score was obtained by 5 % of them. Overall, 65% of the students are the above scores and 35% of them are below the scorers. This distribution has a little bit difference from the scores on the fourth. The progress of the students has continued showing in learning vocabularies in the changed situation of classroom, which encouraged me to use elicitation technique in teaching vocabulary items.

3.2.2 Post –Test

During the period of 25 days teaching, a post - test was administered at the final position. The scores of the students were recorded as follows:

Table No. 24: Individual Scores on the Post-Test

S.N.	F.M.	Scores	No. of students	Percentage
01	50	36	16	40
02	50	50	2	5
03	50	38	3	7.5
04	50	25	5	12.5
05	50	22	2	5
06	50	35	6	15
07	50	28	3	7.5
08	50	30	3	7.5
			Total=40	Total=100%
The average score: 33.57				

The above table shows that 50 out of 50 is the highest score obtained by the two students; 38 out of 50, obtained by the 7.5% of them which is the second highest score. Similarly, 36 out of 50 obtained by the 40% of the students which is the third highest score. Twenty two out of 50 are the lowest score obtained by the 5% of the students.

In comparison to the pre-test scores, post test scores were remarkable in learning vocabularies. On the pre-test, the scores were distributed around the average score of 13.07 with 18 marks as the highest and 5 marks as the lowest score whereas the scores on the post- test are distributed around the average score i.e. 33.57 which is more than 2 times greater than the average score on the pre-test. This result clearly showed that the use of elicitation technique of teaching vocabularies is effective.

3.3 Item wise- Analysis and Interpretation of the Test Results

This section deals with the item wise- analysis of the test results which are as follows:

3.3.1 Pre-Test

The pre-test was categorized into seven different categories such as fill in the blanks, multiple choice, synonyms and antonyms, word categorization, arranging the word, sentence making and matching items. The correct responses and incorrect responses on each item of pre-test are as follows:

Table No.25 Item wise correct and incorrect responses on the re-test

S.N.	Items	No. of items	Correct Responses	Correct Responses in %	Incorrect Responses	I. R. in %	Total Responses on each of the items
01	Multiple choices	10	180	36	320	64	500
02	Fill in the blanks	10	200	40	300	60	500
03	Synonyms and Antonyms	5	80	16	170	84	250
04	Word categorization	5	100	20	150	80	250
05	Arranging the words	5	60	12	190	88	250
06	Sentence making	5	50	10	200	90	250
07	Matching Items	10	280	56	220	44	500
Total		50	950		1550		2500

The table shows that students came up with scores at varying rate; as shown on the table majority of the students gave correct responses i.e. 56% in the 7 item (i.e. Matching Items). Regarding incorrect responses, the item o6 (i.e. Sentence Making) has the highest number of incorrect responses; item no. 7 has the

lowest number of incorrect responses. Overall, most of the items have lower number of correct responses; consequently, the large number of items has incorrect responses expect no. 7. This distribution of responses on each item indicates that the seventh graders have low proficiency in using vocabularies. In accordance with the scores on the pre- test, the teacher determined the aspect of difficulty in learning English vocabularies mentioned in grade Seven text book. Accordingly, the lessons for teaching vocabularies were planned focusing on the difficulty aspect.

3.3.2 The First Progressive Test

The item wise scores were analyzed in order to understand among multiple choices and matching items which item is more difficult than average. The students' errors in different items show that the number of students having problem in one item and do not have problems in other items at the same level. The item wise scores have been shown in the table below:

Table No.26: Item wise correct and incorrect responses

S.N.	Items	No. of items	Correct Responses	Correct Responses in %	Incorrect Responses	I. R. in %	Total Responses on each of the items
01	Multiple choices	5	160	80	40	20	200
02	Matching Items	5	144	72	56	18	200
Total			30		96		400

The table here shows that the item 1 has the highest number of correct responses means 80% correct responses are observed from the students and the

item 02 has the lowest number of correct responses. Similarly, the first and second items have the lowest and highest incorrect responses, respectively.

Observing the distribution of responses on each of specified items, it asserts that the classroom teaching has been more effective. Accordingly, it shows that it is the elicitation technique which enabled the teacher to present these items successfully in the class.

3.3.3 The Second Progressive Test

How comfortable or difficult, an item of vocabulary appears to the students can best be assessed from the error analysis of each item. The item wise scores have been shown in the table below:

Table No.27: Item wise correct and incorrect responses

S.N.	Items	No. of items	Correct Responses	Correct Responses in %	Incorrect Responses	I. R. in %	Total Responses on each of the items
01	Word categorization	5	150	75	50	25	200
02	Antonyms	5	180	90	20	10	200
Total			330		70		400

The table shows, the item 02 has the highest number of correct responses (90%), and the item 01 has the lowest number of correct responses. Regarding incorrect responses, item no 01 has the highest incorrect responses (25%) followed by item 02 which has 10% of incorrect responses .

Observing the above table, what can be said is that the items specified in the second test have achieved remarkable number of responses. Regarding the difficulty level of an item, the first one seemed to be more difficult than the scored one. However, the number of responses they have achieved shows a good sign of learning vocabularies on the part of students. This time, as well,

the use of elicitation in teaching vocabularies seems to have continued to its positive effect.

3.3.4 The Third Progressive Test

As above the items and correct and incorrect responses committed by individual students were analyzed to see the problems of students on each item so far tested. The students with problems in various items shown in the table:

Table No.28 Item wise correct and incorrect responses

S.N.	Items	No. of items	Correct Responses	Correct Responses in %	Incorrect Responses	I. R. in %	Total Responses on each of the items
01	Arranging the letters	5	156	78	44	22	200
02	Sentence making	3	102	85	18	25	120
03	synonyms	2	80	100	00	00	80
Total			338		62		400

As the table shows the item no. 03 has the full correct responses 80 out of 80 (100%) from the students. It shows that the item 03 (i.e. synonyms) seems to have no difficulty for students. Item no. 01 has the 156 correct responses and item no. 02 has the 102 correct responses. No incorrect responses in the item no. 03. item no. 02 has the highest number of incorrect responses (25%).

Observing the above table the students showed traceable problem with sentence making. Other items shown on the table above did not seem to be as problematic as the items mentioned here.

3.3.5 The Fourth Progressive Test

Different items such as synonyms and antonyms, word categorization were asked in this test and correct and incorrect responses were documented for analysis, in order to use the result of the test to glance upon the difficult and easy items for learning vocabularies through elicitation. The correct and incorrect responses on different items have been shown in the table below:

Table No.29 Item wise correct and incorrect responses

S.N.	Items	No. of items	Correct Responses	Correct Responses in %	Incorrect Responses	I. R. in %	Total Responses on each of the items
01	Synonyms and Antonyms	5	160	80	40	20	200
02	Word categorization	5	180	90	20	10	200
Total			340		60		400

There are two items specified in the fourth set of test. The item 02 has the highest number of correct responses, which is the 90% of the total responses on it. It has become the highest number of responses in comparison to responses on the first item (80%). Regarding incorrect responses, the first item has the highest incorrect responses. It shows item first has more difficult level than the second one (i.e. word categorization).

Observing the above distribution of responses on each of the specified test item, most of the students have shown remarkable progress in learning vocabularies. It was perhaps almost difficult to achieve this progress which students have shown in normal classroom teaching. Thus, the use of elicitation seems to have significant role to play in teaching vocabularies.

3.3.6 Fifth Progressive Test

In this test various items were listed; fill in the blanks, sentence making and matching items to assess the students knowledge towards the vocabularies. The correct and incorrect responses on each item have been shown in the table below:

Table No.30 Item wise correct and incorrect responses

S.N.	Items	No. of items	Correct Responses	Correct Responses in %	Incorrect Responses	I. R. in %	Total Responses on each of the items
01	Fill in the blanks	5	182	91	18	9	200
02	Sentence Making	2	55	68.75	25	31.25	80
03	Matching items	3	114	95	6	5	120
Total			351		49		400

As the table shows, out of three items, item 03 has the highest number of correct responses (95%), the item 02 (i.e. sentence making) has the lowest number of correct responses(68.75%). Regarding incorrect responses, item 02 has the highest number of incorrect responses (31.25%). It shows that the item 02 has the highest difficulty level in comparison to other two items. Observing the above table of distribution of responses what can be said that the students achieved satisfactory level of progress which is really difficult to achieve in normal classroom teaching. It again shows that the use of elicitation really does perform effective role in teaching vocabulary.

3.3.7 Post- Test

Table No. 31 Item wise analysis of correct and incorrect responses

S.N.	Items	No. of items	Correct Responses	Correct Responses in %	Incorrect Responses	I. R. in %	Total Responses on each of the items
01	Multiple choices	10	480	96	20	4	500
02	Fill in the blanks	10	270	54	230	46	500
03	Synonyms and Antonyms	5	248	99.2	2	0.8	250
04	Word categorization	5	200	80	50	20	250
05	Arranging the words	5	190	76	60	24	250
06	Sentence making	5	80	32	170	68	250
07	Matching items	10	425	85	125	15	500
Total		50	1893		657		2500

After administrating five progressive tests in the interval of five days, the final test, i.e. post test was administered, which had already been administered as pre test. This test includes, the items taken from grade Seven English text book.

Observing the above table of distribution of responses, item 03 (synonyms and Antonyms) has the highest number of responses (99.2%) followed by item 01 which has 9.6% having the second highest number of correct responses. And item 06 (Sentence Making) has the lowest number of correct responses.

Regarding incorrect responses, item 06 has the highest number of incorrect responses and item 03 has the lowest number of incorrect responses. It shows that though the elicitation technique takes more time than straightforward presentation of new language, it really does perform effective and important role in teaching vocabularies.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of research. It also deals with some recommendations which are made on the basis of analysis and interpretation of the data.

4.1 Findings

To complete this study, the analysis and interpretation was carried out on four major points namely time – on – tasks' scores, analysis of progressive tests' scores, pre- tests and post-tests scores analysis, and item wise analysis of the progressive tests, pre and post-tests. The reflections were received where it was found that the students having better performances on the given task after they attended the class with the elicitation used by the teacher. During the analysis of all tests, the findings of the study have been set as follows:

4.1.1. Time- on- Task Analysis

The findings related to Time- on- task analysis are as follows:

- i. Students could try solutions of the problems in vocabulary items through mutual discussions along with the teacher's facilitation.
- ii. The average score mostly stayed between 8-9 out of 10 as full marks.
- iii. Fifty or sixty percent of the students scored above the average score (8-9). It shows that the use of elicitation by the teacher in teaching vocabulary is proved to more effective.
- iv. Though the students were confused in some test items, the teacher's explanation helped them to avoid the confusions of the students.

4.1.2 Progressive Test Scores

- i. From the five progressive tests, it can be seen that 50% students were the highest scorers of the first progressive test and 65% students were the highest scorers of the fifth progressive test.
- ii. In the pre test, the highest score was 18 out of 50 above the average 8.8, where as the first progressive test shows 10 as the highest score out of 10 obtained by 14 students.
- iii. The progresses of the students have continued in learning vocabularies which encouraged the teacher to use the elicitation technique in teaching vocabularies.
- iv. On each and every progressive test, the students have shown notable performance on learning vocabularies in comparison to their performance on the pre-test.

4.1.3 Findings Related to Pre-Test and Post- test

The findings related to pre-test and post-test are as follows:

- i. The scores of the students were distributed around the average score of 13.07 (out of 50 as full marks) in pre-test, whereas their scores on the post test were distributed around the average score of 33.57 (out of 50 as full marks).
- ii. Only 18 was the highest score in pre- test and no one of one has scored 50 out of fifty but, in post test 2 students have scored 50 out of fifty.
- iii. In comparison to the pre- test scores, post- test scores were remarkable.

4.1.4 Test Items

- i. From the observation of the correct responses on pre- test it was found that the item 07 (matching items) received the highest correct responses i.e. 56%.

- ii. In the first, second, third, fourth and fifth progressive tests the highest of correct responses were 80%, 90%, 100%, 90% and 95% respectively.
- iii. Students showed a different scenario in the third test i.e. the item 03 (synonyms) received the 100% correct responses. So, the item which seemed to be easily learnt was synonyms.
- iv. From the observation of the correct responses on post-test it was found that the item 03 (synonyms and antonyms) received the highest correct responses i.e. 99.2 and the highest incorrect responses were received from the item 06 (sentence making).

In conclusion, all the test results thus made it obvious that teaching vocabulary using elicitation was more fruitful than teaching it without.

4.2 Recommendations

The following recommendations have been made on the basis of these findings.

- i. All the test results revealed the students' better performance in learning. Thus, elicitation technique should be used to teach vocabulary items in all the schools.
- ii. To implement this technique in school level effectively, the teacher should be trained.
- iii. Before using elicitation technique in the classroom, teachers should be familiar with the level of linguistic development in students so that they can decide what can be elicited and what not.
- iv. Teachers should bear in mind that the subject matter should be matching to the students' levels and interests.
- v. As different varieties of questions can be used to elicit, teachers must pay great attention in selecting appropriate questions.

vi. Elicitation is a student – centered technique because students have major roles in doing it. So, the first priority should be given to the students in course of learning.

vii. The researcher has given following recommendations to the further researchers who are interested to carry out researches on input modifications:

- a. The study can be broadened by carrying out a study in different levels.
- b. It can be broadened by including more techniques of elicitation.

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