

CHAPTER ONE

INTRODUCTION

This chapter mainly focuses on definition of vocabulary, types of vocabulary, importance of vocabulary teaching, problems of vocabulary teaching, principles of teaching learning vocabulary, criteria of vocabulary selection and techniques of teaching vocabulary. Technique of teaching pronunciation, teaching spelling, teaching meaning of word and teaching word use come under techniques.

1.1 General Background

Language is merely the primary means of communication. The institution whereby human beings communicate and interact with each other by means of habitually used oral-auditory and arbitrary symbols is called language. In other words, language is voluntary vocal system of human communication. It is a purely human and non instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols. A language is a system of arbitrary vocal symbols by means of which a social group co-operate and negotiate meaning. Oxford Advanced Learner's Dictionary (Hornby 2010, 8th ed. p. 865) defines language as, "The system of communication in speech and writing that is used by people of a particular country or area."

Wardhaugh (1998, p. 1) defines, "Language is what the members of a particular society speak." Language is the expression of human personality. It is a forms of social behaviour that enables the individual to co operate with others in a group. The major function of language is to communicate. "

Chomsky (2002, p. 2) has the view about language that, "The topic of language is particular state of human brains which seeks to unearth the nature and properties of linguistic states, their development and variety and their basis in

innate biological endowment. This endowment helps to determine the close proximity among humans over a broad range.”

Language is the voluntary vocal system of human communication. Without language, a society can not exist and different languages make different speech communities.

Learning a foreign or second language is not an easy task. It needs a lot of time and effort to have mastery over all the levels of languages. These levels are phonology, morphology, grammar and semantics. Of these phonology and morphology are very important levels because a language learner begins the journey of language from these levels. While learning a language, vocabulary plays the most important role. The full and effective use of the English vocabulary is essential for successful communication.

Each language consists of vocabulary items which are the main instruments to express the idea. The more vocabulary items we have, the more we can express. Vocabulary is the nucleus of the language and it helps to nourish the knowledge of language.

1.1.1 Defining Vocabulary

Vocabulary can be roughly defined as the words which are used in our day to day communication. The term vocabulary refers to the total number of words that make up a language. Lexicon, lexical items are synonyms for vocabulary. The term ‘vocabulary’ is defined differently in different books.

Oxford Advanced Learner's Dictionary defines vocabulary as, "A body of all the words that a person knows or uses." The meaning of vocabulary is also given as total number of words that make up of language.

Hockett (1958, p.167) defines word, “As any segment of sentence bounded by successive point at which pausing is possible.”

Richards et al. (1985, p. 307) define vocabulary as, "A set of lexemes including single words, compound words and idioms."

Similarly, defining vocabulary Verghese (1989, P. 64) "word used in a language constitutes vocabulary."

"If language structures make up the skeleton of language then it is vocabulary that provides the vital organs and flesh (Harmer, 1991. p. 153)."

Crystal (2003, p. 126), defines vocabulary as, "A fixed set of words used as part of the definition of other words. The notion is found in such context as foreign language teaching, the teaching of reading and lexicography."

Vocabulary is one of the most important aspects of language. Vocabulary refers to the total number of words of a language. 'Vocabulary' can be a single word or a group of words that take a single meaning. In addition, vocabulary closely links with grammar. With the help of grammar, the words are arranged systematically. In any language, grammar provides certain structure and vocabulary provides meaningful words to fulfill the certain structures. Without vocabulary, there is no existence of language.

1.1.2 Types of Vocabulary

Vocabulary can be classified on the basis of different criteria. Arts and Arts (1986, p. 22) classify words into two types: major and minor words. The former is also called open word class, its membership is unrestricted and indefinitely large since it allows the addition of new members. Minor word is also called close word class; its membership is restricted since it doesn't allow the number of items they comprise it, as a rule, so small that they can easily be listed. In English, there are four major word classes: noun, adjective, verb and adverb. The minor word classes: conjunction, article, pronoun, quantifier, numeral and interjection. Regarding the types of word, Arts and Arts (1986, p. 21) there are three types of words: simple, compound and complex.

A simple word consists of single free morpheme followed, not to combine any affixes.

A Compound word consists of two or more free morphemes where the constituents themselves and constitutes are words, for example black board, black tea, cupboard etc. Compound word is lexical item composed of two or more parts of written (-) where the parts themselves are usually words, for example, bus park.

Complex word consists of a root and one or more derivational affixes, for example, babyhood, determination, etc.

There are mainly two types of vocabulary: active vocabulary and passive vocabulary. According to Harmer (1991, p. 159), a distinction is frequently made between 'active' and 'passive' vocabulary. The former refers to the vocabulary that students have been taught or learnt and which they are expected to be able to use whilst the latter refers to the words which the students will recognize when they meet them but which they will not be able to produce.

This description reveals that those words that an individual used more frequently are called active vocabulary and those words which can be understood but not frequently used are called passive vocabulary.

Vocabulary can also be classified into two categories on the basis of the types of meaning they convey: concrete and abstract. If a word refers to an object with a concrete shape, it is called concrete vocabulary, e.g. pen, banana, book, etc. On the contrary, if it signifies something which has no definite shape, size or measurement and it entirely dependent on our personal feelings and imagination, it is called abstract vocabulary, words like kindness, love, etc. come under this vocabulary.

Another distinction is made between content words' and 'function words'. Content words refers to those words which have lexical meanings when they

are used in isolation. They include nouns, verbs, adjectives and adverbs. They are also known as major class words. On the other hand, function words are those words which show grammatical relationship in and between sentences and they have little meaning on their own. Function words are mainly prepositions, articles, conjunctions, auxiliaries etc.

Fries (1945, pp. 44-50) classifies English words into four groups. They are function words, substitute words, grammatically distributed words and content words. According to him function words refer to the grammatical words which have no meaning in isolation. Substitute words replace a class and several classes of words. Grammatically- distributed words refer to words like 'some', 'any' which show unusual grammatical restrictions in distribution and finally the content words constitute the bulk of the vocabulary of the language.

Similar distinction is made by Lado (1964, p. 147) into three levels. They are vocabulary to operate the pattern and illustrate the pronunciation of the language, vocabulary to communicate in different areas of wide currency and aesthetic and technical vocabularies.

The first two are common core vocabularies and the third is the specialized one. A word is supposed to be perfect word if it has its own meaning. But function words are almost meaningless in isolation. Therefore, they cannot share the quality to the perfect word. Content words are independent and have more meaningful quality. However, only literal denotation or dictionary meaning is not always complete meaning of words because they have different connotations which are obvious by situational use.

Todd (1987, pp. 49-50) says that the term word is used for the following five senses:

- i Orthographic word
- ii Phonological word

- iii Morphological word
 - iv Lexical word
 - v Semantic word
- i Orthographic word: It represents the word in its conventional alphabetical writing. It has space on either side. For example, pen, come, sit, book, go and so on.
 - ii Phonological word: It refers to the word in spoken form. It is preceded and followed by pause/ silence in speech. Phonological word is represented in phonemic or phonetic symbol. Fore example, ‘cat’ is orthographic word and/ *kæt*/ is phonological word.
 - iii Morphological word: It consists of the form. Ball has two meaning (a spherical object used in games and a formal social gather for dancing) but the word ball is a single morphological word.
 - iv Lexical word: it is also called lexeme. The lexical word is an abstract unit which underlines many morphological words. For example, the set of morphological words play, plays, playing played represent a single lexeme.
 - v Semantic word: It consists the meaning of a linguistic unit. The one morphological word ‘ball’ represents two semantic words because it has two different unrelated meanings. One is a large formal party for dancing and the other is a round object to play a game.

1.1.3 Importance of Vocabulary Teaching

Vocabulary is the indispensable aspect of language. Vocabulary teaching is inevitable part of language teaching. Without vocabulary learning, language learning remains incomplete. “A good store of words is crucial for understanding and communication. A major aim of most teaching programs is to help students to gain a large vocabulary” Cross (2003, p. 5).

Realising the importance of vocabulary, “If language structures make the skeleton of language, then it is vocabulary that provides the vital organs and flesh” (Harmer 1991, p. 153). It is true that without the use of meaningful words, no communication is possible. So, vocabulary learning is the vital aspect of language. Vocabulary teaching learning starts right from the basic level, i.e. primary level. At this level, it is very important for learners to learn a number of variety of words with correct pronunciation.

Wallace (1982, p. 9) says, “Learning a foreign language is basically a matter of learning the vocabulary of that language. Not being able to find the words you need to express yourself is the most frustrating experience in speaking another language.”

He means to say that we must have adequate knowledge of vocabulary. When we do not have vocabulary, we are not successful to communicate our ideas. In this regard, Wallace (1982, p. 9) further says:

It has often been marked 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 a matter of learning the vocabulary of that language.

Hornby (2005, p. 1707), defines the term vocabulary as "The words that people use when they are talking about a particular subject." Vocabulary is a powerful carrier of meaning. A learner recognizing the power of vocabulary might reasonably aim to acquire a working knowledge of a large number of words.

Vocabulary experts suggest that every person should not select the lexical items, if there is natural selection inherent in the classroom activities. From that, the learners can learn the vocabulary for their necessity.

Unless an individual selects the right vocabulary items, even the grammatically correct sentences fail to express the intended meaning.

Stressing the importance of vocabulary, Wilkins (1977, p. 111) says, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Vocabulary items play an important role in framing the ideas in a continuous flow. In order to communicate the thoughts effectively, one needs to select the appropriate vocabulary items and combine them together with the help of underlying rules.

1.1.4 Problems of Vocabulary Teaching

There are different levels of language. Such as phonology, grammar and semantics. Vocabulary is another important aspect of language. It is not possible to teach each and every word of a foreign language at a time. Teaching a word takes a long time and much exposure to the word used in different situation. To solve this problem, we need to select the words that are required to be taught because unless we have some kind of selection and control, we are in great danger of being lost in the ocean of words.

The first problem of vocabulary teaching is how to select what words to teach. A general principle in the past has been to teach more concrete words as lower level and gradually to more to abstract ones.

People with inadequate vocabulary feel difficult to understand fully and properly whatever they read, speak or hear. But, it is not possible to teach the whole vocabulary of a language at a certain level. So selection and gradation should be done according to the level or standard of the students. This is one of the problems of vocabulary teaching. Generally concrete words are taught at lower level.

The second problem of vocabulary teaching is to make distinction between the active and passive vocabulary. The active vocabulary refers to the vocabulary

that students have been learnt and which the learners are likely to use. On the other hand passive vocabulary refers to one which students recognize well while they meet but they are not able to use them well. The distinction becomes confusing when the learners seem to acquire the words and use them well. 'A word that students have in their passive store may suddenly becomes active if the situation or the context provokes its use' (Harmer, 1991, p. 159).

The third problem of vocabulary teaching is that the teachers never teach in the context but in isolation. The formation of word is also not dealt with during the classroom teaching. Students are conditioned to learn through translation in mother tongue to find out the equivalent words of English.

The fourth problem is for exposure is another problem for the learners as well as teachers in vocabulary teaching and learning. If the learners are provided with the sufficient exposure of language, it enables them increasing the vocabulary repertoire, otherwise they face problem in better learning.

According to Wallace (1982, pp. 9-12) there are the following problems of vocabulary teaching.

a Inability to retrieve vocabulary that has been taught

In this kind of vocabulary fault, student can not remember the vocabulary item taught before. In this situation, communication breaks down and the student has to express his meaning in different way.

b Use of vocabulary in appropriate situation

The student uses a word which does not suit the situation. For example: 'right' and 'left' are perfectly acceptable ways of indicating direction, but in ship, these terms sound strange, the terms 'port' for left and 'starboard' for right are more appropriate.

c Use of vocabulary at the wrong level of formality

In learning a foreign language there is a tendency to use the more formal language found in textbooks in normal conversational situation, with

results that sound strange to the native speaker. The reverse also happens when a learner picks a slang or colloquial expression and uses it inappropriately.

d Possessing the wrong kind of vocabulary for one's need

The study of area is important. Someone who is studying medicine in English needs to know English medical words and expressions. If he does not have vocabulary for his/ her need, there will be no communication.

e Using vocabulary in an unidiomatic way

Even when the student has the right kind of vocabulary, he may use the wrong kind of vocabulary. For example, 'no else corner of our planet' is unidiomatic. Here, 'else' is used for other.

f Using vocabulary in a meaningless way

Sometimes students use vocabulary in a meaningless way. This may easily happen in the question-and-answer routines of a second language or foreign language classroom.

g Incorrect use of dictionary

Using a dictionary in an appropriate way is the most important and effective in reading. Some students are not aware of it. Whenever they come across a new word in a passage, they will immediately stop and not proceed until they have checked it up in a dictionary. This can kill all interest and even interfere with comprehension because the reader is so connected with the individual words that he is less aware of the context which gives them meaning.

1.1.5 Principles of Teaching Learning Vocabulary

Learning vocabulary is not the same as memorizing the list of words. Teaching learning vocabulary is a complex process. To know a word in a target language means not only to know its meaning but also to have ability to recognize it in its spoken and written form, recall it at will, use it in the appropriate grammatical form and be aware of its collocations and associations. According

to Wallace (1982, p. 27) the teaching and learning of vocabulary should be based on the following principles.

i Aims

At first, the teacher has to be clear about his/ her aims: how many of the things listed does the teacher expect the learner to be able to do? Unless the teacher is clear on this point, it will be difficult to assess how successful the vocabulary learning has been.

ii Quantity

After the teacher has decided on what is involved in vocabulary learning, he may have to decide on the quantity of vocabulary to be learnt. Clearly the actual number will be varied from class to class and learner to learner.

iii Need

The vocabulary should be presented in response to the students' need and interests and they are perhaps more likely to remember it. So, the teacher should try to bring such situation in the classroom by which the students should feel that they need the target words.

iv Frequent Exposure and Repetition

It is very difficult to remember a new word simply by hearing it once. It has to be repeated frequently. The students should be given the opportunity to repeat the new word frequently.

v Meaningful Presentation

The vocabulary must be used in an unambiguous way. A word may have different meaning in different situation. The word that is going to be learnt should be presented in such a way, its reference is perfectly clear and unambiguous.

vi Presentation in Context and Situation

The words should be learnt in an appropriate context and situation. The choice of any words can vary according to the situations in which we are speaking.

1.1.6 Criteria of Vocabulary Selection

For a foreign language learner selection of vocabulary is very important. To quote Bhandari (1996, p. 54) Selection is that inherent characteristics of a method which makes sorting of vocabulary items in accordance with the learners' need level and various choice of criteria.”

Vocabulary should be selected in accordance with the following criteria (Harmer, 1991, p. 154).

- a Frequency: Frequency refers to the occurrence of a word in repetition. The teacher can decide which words to teach on the basis of how frequently they are used by speakers of the language. The words most commonly used are to be selected and taught first.
- b Range: Range here refers to the value of words. Some words have more structural values than others. Words such as a, an, this etc. have widest range and are more important and should be selected.
- c Availability: Selection of vocabulary depends on whether the vocabulary items being used are available in the locality. Especially for the young learners, the readily available words are easier to teach as real things can be brought in the classroom.
- d Coverage: Words having wider converge should be selected than having only specific meaning. For example, the word beautiful can cover the concepts of pretty, cute, elegant etc.
- e Learnability: Some words are very difficult to learn while others are easy. Similarity to the mother tongue, clarity, regularity and learning load determine the degree of difficulty. The words that are easy to learn should be selected.

1.1.7 Techniques of Teaching Vocabulary

Vocabulary is an important aspect of language. It should be taught by applying different techniques. Vocabulary should be taught in such a way that it helps learner to use it in proper and suitable context. To increase the vocabulary power of the students different activities can be done. Different kinds of vocabulary games can be played. Learning vocabulary is not just to know the spelling and meaning of a particular word, but to gather more information about the word like using it in sentences, finding out synonyms, antonyms, etc. A teacher should be sure that he/she should provide adequate information about the word while teaching vocabulary. Teaching vocabulary consists of teaching pronunciation, spelling and meaning of words.

1.1.7.1 Techniques of Teaching Pronunciation

Correct pronunciation helps the learners to learn a word. The role of the teacher in teaching pronunciation is very important. Pronunciation shows differences between native and non- native speakers. There are different ways of teaching pronunciation. Harmer (1991, p. 16) has discussed the following techniques for teaching the pronunciation of a word.

a Through Modelling

The teacher as a model pronounces the words and then gets both choral and individual repetition. When the teacher is modelling the word he/she can use gesture to indicate the main stress in a word.

Teacher: Community

Class : Community (Done 3- 4 times)

b Visual Representation

Visual representation involves the use of various symbols to indicate stress, intonation and pitch. For example:

Demography

Demo|graphic

Demographic

She is a nurse →

Is she a nurse? ↗

c. **Phonetic Symbol**

Phonetic symbols represent the use of symbols to transcribe each word.

Students can use a dictionary to know the pronunciation. Ur (1991, p. 54)

gives the following ideas for improving the learner's pronunciation.

- imitation of teacher or recorded model of sounds, words and sentences.
- recording of learner's speech contrasted with native model.
- choral repetition of drills.
- learning and performing dialogues.
- learning by heart of sentences, rhymes, jingles
- jazz charts
- tongue twisters
- self correction through listening to recordings of own speech.

1.1.7.2 Techniques of Teaching Spelling

Spelling is the graphic representation of sounds in which particular word is written. Pronunciation is basic step of writing. Knowing a particular word involves knowing spelling of that word too. Correct spelling carries professional prestige to the teachers as well as students.

In Harmer (1991) Bhandari (2062, pp.162-63) quoted the following techniques for teaching spelling:

a Copying

Teachers write the difficult words on the black board and the students copy them on their notebook.

b Dictation

The teachers dictate the words and sentences to the students. The students listen to the teachers and write them.

c Word analysis

Students analyze the words in terms of affixation, i.e. prefix, word stem and suffix.

d Focusing the trouble spot

There are some words students themselves making spelling errors. For example, letter (students often write latter), pronunciation (students often write pronounciation), psychology (students often write sychology).

e Phonic method

The teachers try to correlate the sound and spelling in this method. So, the teachers present the spelling that represent the sound. For example, |k|.

K: kill, keep, kick, make

C: cause, cap, become

Ch: character, monarchy, stomach

Ck: lack, back, check, duck

Q: queen, quick, question

Cc: occasion, account

f Spelling game

Students are involved in a spelling game to teach spelling for example,

A kind of game	C	H	E	S	S
Glasses we drink tea		U	P		

2.

Food we eat daily	R	I	C	E
Force somebody to have sex		A	P	

3.

E			T					E	
			P						

Make as many words as you can from the above table.

Similarly, Ur (1991, p. 58) gives the following teaching ideas for pronunciation.

Spelling correspondence:

- Dictation of random lists of words, of words that have similar spelling problems of complete sentences, of half sentences to be completed.
- Reading aloud of syllables, words, phrases, sentences
- Discrimination (1): prepare a set of 'minimal pairs'. Pairs of words which differ from each other in one sound- letter combination (such as deep- dip in English). Either asks learners to read them aloud, taking care to discriminate, or read aloud yourself, and ask students to write them down.
- Discrimination (2): provide a list of words that are spelt the same in the learner's mother tongue and in the target language: read aloud, or ask learners to, and discuss the differences in pronunciation (and meaning).

- Prediction (1): Provide a set of letter combinations, which are parts of words the learners expect them to be pronounced? Then reveal the full word.
- Prediction (2): dictate a set of words in the target language which the learners do not know yet, but whose spelling accords with rules. Can they spell them? (Then reveal meanings)

1.1.7.3 Techniques of Teaching Meaning of Word

Teaching meaning of a word is one of the major aspects of teaching vocabulary. Different techniques can be used while teaching the meaning of a word to the students. Cross (2003, pp. 5-10) has given the following ways to present meaning.

A. Ostensive Technique

Ostensive means 'showing'. Obviously what we hold that can be shown in the classroom as, chalk, duster, pen, book, etc. ostensive techniques include:

- i **Realia/real objects**
Realia means real objects/ things. Concrete objects can be taught by showing the objects. Postcards, pen, book, ball, banana, etc. can be brought in the classroom and students get unforgettable impression in the mind after looking at the real objects about the new word.
- ii **Picture**
Pictures can be used when real objects are impossible to bring into the classroom. Pictures can be drawn by the teacher on the board or s/he can bring magazine cutouts, newspapers and so on.
- iii **Body**
Body technique is using the body of the teacher to get meaning of a word. There are three basic ways of making use of body for teaching meaning of a word as:

- Mime and action: To present many actions as, to play, to run, to sleep, to walk, to eat, quickly, slowly, angrily, etc.)
- Facial expression: To show feelings and thought (for example energy, worry, happy, tired, etc)
- Gesture: Gesture and posture help the teachers to each meaning of a word. Using hands and arms to show a range of meanings (for example fast, small, curving, rolling)

B Linguistic Technique

Linguistic technique refers to the technique of showing meaning of a new words using teacher talk. The following techniques come under this technique.

a Synonyms

Synonyms are words that mean more or less the same thing. For example, pretty, beautiful, cute, elegant are the words having similar meaning.

b Antonyms

Antonyms are the words that have an opposite meaning. For example, 'cold' is the opposite of 'hot'.

c Cognates

Cognates are the words in students' own language that have the same or very similar form as the English words. These words resemble two languages. There are very limited numbers of cognates in Nepali language in relation to English. The words as, coat, table, campus can be regarded as cognates for Nepali learners of English because their equivalents in the Nepali language have same or similar spoken form.

d Self- defining context

Context makes word meaning clear. Self- defining context may consist of a single or a sequence of sentences. Using a word in a self defining context does not mean, using it in a sentence but making meaning clear

in the context. For example, Hari likes music but he hates games. Here 'likes' contrast with 'hates'.

e Building on general knowledge

By building on general knowledge, the students have the meaning of a word. For example the meaning of 'fruit' can be shown by collecting it with the name of fruits which they are familiar with as banana, mango, apple, orange, etc.

f Scale

It is one of the techniques of teaching meaning of a word by sequencing words along a scale between two synonyms or antonyms.

g Translation

Translation is a technique of telling the target language equivalent word in the student's native language. It is sometimes better to the mother tongue equivalent rather than to spend time trying to define or show the meaning.

h Definition

Several words can be taught by giving the definition of them, spade: a tool with a rectangular metal blade and a long handle, used for digging

i Associated words

The words that are related to each other are called associated words. For example city & town.

j Word analysis and etymology

Words can be understood if they are analyzed into its different parts for example un-fortunate, im-possible, play- ed and so on.

C Audio Technique

Audio technique is another technique of teaching meaning of a word. Many words are more easily presented by a tape recording than by other ways. The noises of an argument, a jet plane, a locomotive, a horse galloping, a river gurgling etc- can be easily obtained or created.

Cross (2003, p. 11-12) has further described the following steps to teach vocabulary as:

a Sound and meaning

Tell the new words two or three times, pronouncing it clearly indicate the meaning at the same time verbally. Then he can get the meaning of new words.

b Repetition

Tell the students to repeat the new word many times. Check them how they pronounce. If you are using a visual, keep it in front of them to ensure that they associate sound and meaning.

c Written form

Write the new words on the blackboard and say the class read aloud then ask them to associate the written form with the pronunciation.

d Illustrative sentence

Write down the short illustrative sentence on the blackboard so that the meaning will be clear to read the notes.

1.1.7.4 Techniques of Teaching Word Use

Use of word is another aspect to be taught to the students, i.e. the way a word meaning is extended and restricted according to the use of it. In English language the words can be used in the following ways:

Metaphor

Metaphor is the use of word or words to indicate something different from the literal meaning of that word or words. The meaning of a word can be extended through the metaphorical use of it. Metaphor is a sort of figurative use in which the extension is on the basis of similarity. 'One is not imply using the term in one sense, but is saying something different through related word and working through the established sense in order to do it. It is a double operation' (Wallwork, 1969, p. 109). For example, stone literally means non-metallic solid

mineral matter. But we extend its meaning to describe the cruel heart of a person, for example ‘He has a heart of stone.’ This is the metaphorical use of the word ‘stone.’

Idiom

Idiom refers to a sequence of words which is semantically and often syntactically restricted in a single unit. Semantic point of view, the meaning of the individual words can not be summed to produce the meaning of the idiomatic expression as a whole. In syntactic point of view, the words often do not permit the usual variability they display in other contexts. For example, ‘it’s raining cats and dog’ doesn’t permit it’s raining a cat and a dog/dogs and cats. An alternative terminology refers to idioms as habitual collections. It is a kind of language which is used by a particular group of people.

According to Wallace (1982, p. 118) idioms contain three elements:

- i Idiom consists of more than one word,
- ii Idioms have fixed collocations and
- iii Idioms are semantically opaque.

The meaning of the words used in idioms have no direct connection. For example, ‘storm in a tea pot (fuss) about something that is not important). So such idioms need also to be taught to the students.

Collocations

Collocation is something which permeates all languages. According to Wallwork (1969, p. 94) “Collocation simply means ‘placing together’ of two or more words or phrases.” Collocation is the association of one lexical item with another lexical item, it is outside grammar as it has no connection with the word class of a word and has limited choice but it is an open system.

Collocation is mutual relationship between words in which the preceding word determines the meaning of another word determines the meaning of another word with which it collocates. It refers to the restriction on how words can be used together, for example 'high' does not collocate with 'chance' but with probability: a high probability, a good chance. Simply what can be said is if learners do not know collocation well, then the whole vocabulary learning situation gets ridiculous. Therefore, a language teacher should be very careful to instruct the right use of collocation for better communication.

Style

Different words used to express the same meaning in different situation and contexts. Such use of language is called style. In Wallwork's (1969, p. 112) words, "It is however a protean word which is used in so many ways by so many different writers that it is now difficult to use it with any technical sharpness." At the time of using language different types of style can be used. Such as, personal, impersonal, formal, informal, neutral etc. For example the word 'beginning' is the neutral expression where as 'commencement' is the formal expression, but both have the same meaning. The use of language different elements differ the meaning because of the style. Students need to recognize the use of style for the recognition of communication process.

Register

A register is defined as a variety of language distinguished according to use. Richards et al. (1985, p. 242) defines the term register in his dictionary as 'a speech variety used by a particular group of people usually sharing the same occupation or the same interest.' A lecturer, for example, speaks differently while communication with his children, parents, colleagues, students, shopkeepers and so on.

1.2 Review of the Related Literature

Vocabulary is an important factor of language teaching as well as teaching grammar. It is true that without accurate knowledge of vocabulary, a learner cannot use his target language effectively. In fact, if grammar is the skeleton of a language, then, it is vocabulary that puts organs and flesh unit. It can be said that 'without grammar very little conveyed, without vocabulary nothing can be conveyed.

Different researches have been carried out in vocabulary achievement of different levels. Some researchers have attempted to find out the strategies used in teaching learning vocabulary in different levels.

Wallace (1982) talks about different problems in teaching/learning vocabulary. He discusses about different principles of vocabulary teaching and about various vocabulary games.

Similarly, Halliwell (1992) presents the different capacities and interests of young learners in language learning in the chapter, "Working with young language learners." Likewise, different practical activities are given through out the book to be followed by the teachers in order to make the teaching learning activities effective.

Harmer (1991) discusses the way of selecting vocabulary and the strategies used in teaching vocabulary. Different aspects of teaching vocabulary like word meaning, word use and word formation are also presented in the book.

Cameron (2001) has discussed various aspect of language teaching specially focusing on the young learners. In the chapter 'Learning words', he has mentioned children's vocabulary learning strategies and vocabulary development in language learning.

Cross (2003) talks about the importance of vocabulary teaching. He has talked about different techniques of teaching the meaning of a word. He has given the step by step presentation procedure of new vocabulary item.

Chalise (2007) in his thesis entitled, A comparative study of English vocabulary achievement of the students of Grade 9 'has made an attempt to investigate the 9th grader students' achievement of English vocabulary. He has also tried to compare the vocabulary achievement between the students studying in different private and community based schools of both rural and urban areas. He collected the data from students by administering a test. He collected data from 160 students of eight high schools. The findings of the study revealed that the total vocabulary achievement of the grade 9 was found satisfactory. However, the vocabulary achievement of private school was found satisfactory where as the vocabulary achievement of community based school was not found satisfactory.

Thapaliya (2007) has entitled a research on "A study on Techniques of Teaching vocabulary. A case of secondary level English Teachers". The main objectives of the study were to find out the common procedure of teaching vocabulary and to compare the common procedure of teaching vocabulary in term of the aspects of vocabulary. In his research he has done class observation of secondary schools English teachers. The schools were altogether 20 randomly selected in Kathmandu. The researcher observed five classes of each teacher. The finding of the research was somehow effective in vocabulary teaching.

Ranabhat (2007) has carried out a research on the "English language teaching learning strategies in Montessori schools". The purpose of the study was to identify the English language teaching and learning strategies in Montessori schools of Lalitpur district and to collect research based related materials in the area of Montessori education. She used observation form and questionnaire to the teachers as the tools for data collection. Her sources of data collection were

the students, classroom and out of classroom activities and school documents in the Montessori schools of Lalitpur district and the population of the study consisted of eight teachers of eight different Montessori schools. Her study shows that Montessori schools have played a vital role for early childhood education as the children learn in new and scientific approach.

Kandel (2009) in her thesis entitled ‘A study on the strategies used in teaching vocabulary at pre- primary level’ has made an attempt to identify the strategies used in teaching vocabulary in- pre- primary level. She used questionnaire and observation form as the tools for data collection. Her sources of data collection were the teachers of pre- primary level (Nursery & K.G.). The main objectives of the study were to identify the teaching learning strategies used by pre- primary teachers while teaching vocabulary and to analyze them. In her research she has done class observation while teaching vocabulary. The study was limited to only 20 teachers of 10 private schools of Chitwan district. The finding of the research was some how effective and only a few teachers used most of the techniques properly in the real classroom.

Though there have been different researches tried out in vocabulary area, the review given above shows that this research is different as no research has been carried out in order to find out the strategies used in teaching vocabulary at primary level.

1.3 Objectives of the Study

The objectives of the present study are:

- a. To identify the teaching/learning strategies used by primary level teachers while teaching vocabulary.
- b. To analyze the strategies used by them.
- c. To suggest some pedagogical implication.

1.4 Significance of the Study

This study is important because it gives insight about the strategies that primary school teachers use in teaching vocabulary of English to the young learners. The study is helpful because it helps to find out whether new scientific methods have been applied in teaching/learning. This study will prove to be helpful to all the students and teachers of the English language textbook writers as well as to the researchers who want to continue further studies in the relevant field.

1.5 Definition of Key Terms

Vocabulary: Vocabulary is defined as a body of all the words that a person knows or uses. Languages structures make up the skeleton of language then it is vocabulary that provides the vital organs and flesh.

Types of vocabulary: Types refer to the category of vocabulary that share particular qualities or features.

Active vocabulary: active vocabulary refers to the vocabulary that students have been taught or learnt and which they are expected to be able to understand, pronounce and use constructively in speaking and writing.

Passive vocabulary: Passive vocabulary refers to the words which the students recognize when they occur in a context but which they will probably not be able to produce.

Content words: content words refer to a thing, quality state or action and which have lexical meaning when it is used alone. It includes nouns, verbs, adjectives, adverbs (major class words)

Functions words: function word has little meaning of its own but it shows grammatical relationship in and between sentences. It includes conjunction, prepositions, articles, negative particles, auxiliaries, etc. (minor class words)

Problems of vocabulary teaching: It deals with difficulty to understand or deal with vocabulary teaching.

Principles of teaching learning vocabulary: Principles refers to a rule or theory on which teaching learning vocabulary is based,

Criteria of selection: Criteria refer to the standard by which vocabulary is selected

Technique of teaching vocabulary: Technique refers to a particular of carrying out some skills in teaching vocabulary.

Respondent: The primary level teachers involved in the study.

CHAPTER - TWO

METHODOLOGY

Methodology is process to discover a new fact and information about a particular subject. It helps to find out reliable and effective conclusion. It includes a detailed description of manner in which decisions have been made about the type of data needed for the study the tools and devices used for their collection and the method by which they have been collected.

This chapter deals with the methodology the researcher followed for the completion of the research.

2.1 Sources of Data

Both primary and secondary sources of data were used to meet the objectives of this study.

2.1.1 Primary Sources of Data

The primary sources of data were the primary level teachers of some schools of Kaski district. It was because the main objective of the study was to identify the teaching learning strategies used by primary level teachers while teaching vocabulary.

2.1.2 Secondary Sources of Data

The secondary sources of data various books like : Wallace (1982), Harmer (1991), Ur (1991), Halliwell (1992), Cameron (2001), Cross (2003), Cameron (2001), Journals, articles, reports, magazines and materials available in internet related to the present research as well as some unpublished theses.

2.2 Population of the Study

The primary level teachers of Kaski district were the study population. Ten schools were selected randomly for the purpose of the study. The selected schools were from both city area and remote village area. The main reason of selecting only ten schools was that it was that it was only the sampling study.

2.3 Sampling Procedure

For my research, I selected 10 schools of Kaski district through random sampling. From each school, I selected one teacher, involved in teaching at primary level, as the respondent.

2.4 Tools for Data Collection

To collect data, I used the following tools:

- A **Questionnaire:** On the basis of the objectives of the study, I developed 7 subjective questions and 35 objective questions. I distributed the questionnaire to the sample population in order to collect the data (See appendix A).
- B **Observation Form:** I developed an observation form. I then filled the observation form in the actual primary classroom where the vocabulary items were being taught (See appendix C).

2.5 Process of Data Collection

To collect the primary data the following procedures were used.

- I went to the field and met the concerned people.
- I explained the respondents about the purpose of the questionnaire and my objectives for carrying out the study.
- I observed 3 classes of each of the respondents and filled the observation form.

2.6 Limitations of the Study

- a The study was limited to 10 schools of Kaski district.
- b Only the government schools were taken for the study.
- c It was limited to primary teachers only.
- d Only the questionnaire and observation forms were used as tools for data collection.
- e The study was limited only to classroom teaching of vocabulary.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from primary teachers under study. This is the main part of the research. The main sources used for data collection were questionnaires and classroom observation forms. The main objective of the research was to identify the teaching-learning vocabulary.

I distributed the questionnaire to ten primary teachers of ten government schools. The questionnaire consisted of thirty five closed questions and seven open questions. I observed three class of each respondent and filled up the observation forms. The responses were analyzed and interpreted using different statistical tools.

I studied the questionnaire filled in by the primary teachers. Similarly, he studied the observation forms filled in the real classrooms. I have tried to analyze the data obtained from questionnaires and observation forms using different statistical tools.

3.1 Analysis of Data Obtained from Questionnaire

The questionnaire consisted of two types of questions:

Closed questions and open ended questions

3.1.1 Analysis of Data Obtained from Closed Questions

The closed questions (See appendix E) consisted of Yes/No questions, multiple choice questions and rating scale. The findings show that there are similarities in the strategies chosen by the teacher except some individual differences. There were thirty five closed questions and out of them fourteen were Yes/No questions. The response of the subjects in Yes/No type questions is illustrated in the following table :

Table 1
Responses of the Subjects in Yes/No Questions

S.N.	Item No.	Item Options (Number of teacher)		Item Options (Percentage of Teachers)	
		Yes	No	Yes %	No %
1	1	10	0	100	0
2	2	7	3	70	30
3	4	10	0	100	0
4	8	10	0	100	0
5	10	10	0	100	0
6	11	10	0	100	0
7	13	10	0	100	0
8	14	9	1	100	10
9	15	9	1	100	10
10	16	10	0	100	0
11	19	10	0	100	0
12	25	9	1	90	10
13	27	9	1	90	10
14	34	7	3	70	30

Table 1 shows that all the subjects claim that it is very necessary for the primary level to teach vocabulary. While teaching vocabulary, 70 percent teachers think that it is equally necessary to use mother tongue. Hundred percent teachers equally focused on the spelling and pronunciation of the vocabulary item. They made their students learn the spelling of a word by heart making use of different materials. Likewise, they also focused on meaning of a word. Ninety percent teachers gave emphasis on word grammar and word use.

For all the teachers, facial expressions and gestures proved to be very important technique to clarify the meaning of a particular word. From the research it was found that only 60 percent of the total teachers involved their students in

creative tasks for teaching vocabulary. Creative tasks like craftwork, college work, colouring, identifying, painting work, writing story, drawing and collecting objectives were practised in a few classrooms. Some teachers also included games, guesswork, dramatic method, action and dictation in creative work which are not actually the creative tasks. At the same time 90 percent teachers used dictation as a strong means to teach spelling of a word. Eighty percent teachers said that they felt difficulty in teaching vocabulary. Similarly, 80 percent teachers said that they sometimes take help of visual aids for the purpose of teaching vocabulary.

Table 2
Response of the Teachers about the Strategies of Teaching
Vocabulary in Rating Scale

S.N.	Item No.	Item Options (in numbers)			Item Options (in percentage)		
		Frequency	Sometimes	Never	Frequency	Sometimes	Never
1	3	0	10	0	100	0	0
2	5	4	6	0	40	60	0
3	6	5	5	0	50	50	0
4	7	1	8	1	10	80	10
5	12	5	5	0	50	50	0
6	18	9	1	0	90	10	0
7	22	0	10	0	0	100	0
8	23	3	7	0	30	70	0
9	29	6	4	0	60	40	0
10	30	3	7	0	30	70	0
11	31	7	3	0	70	30	0
12	32	6	4	0	60	40	0
13	33	1	9	0	10	90	0
14	35	1	8	1	10	80	1

Table 2 provides the information about the frequency of the use of different teaching-learning materials by the primary teachers. The table clearly illustrates that all the teachers sometimes used their mother tongue while teaching vocabulary. From the research, it was found that most of the teachers did not

give much emphasis on the use of different kinds of materials. Only 40 percent of them frequently used materials while teaching vocabulary. Rhymes can also be taken as an important material for teaching-learning vocabulary for the beginners. Fifty percent teachers frequently used rhymes for teaching different vocabulary items and fifty percent teachers sometimes used rhymes. The research also showed that 90 percent teachers did audio presentation in class, 10 percent teachers never used audio materials and only 10 percent teachers frequently used the audio materials. Similarly 50 percent teachers frequently used spelling games and 50 percent teachers sometimes used spelling games for teaching vocabulary. Interaction between teachers and students plays crucial role for learning. The research shows that 90 percent teachers frequently created environment for learners to interact inside the classroom while 10 percent teachers sometimes allowed their students to interact inside the classroom.

On the other hand, it is equally important for a teacher to take his/her students outside the classroom in order to make them learn in natural environment but only few teachers were found conscious of this matter. Ninety percent teachers sometimes took their children outside the classroom and only ten percent teachers frequently took their children outside the classroom. We know vocabulary learning is inevitable part of learning and games play a vital role in teaching-learning vocabulary. In this case too, most of the teachers were found to be making less use of games. Only 30 percent teachers frequently used games while teaching vocabulary. Realia helps a teacher a lot to give clear concept of meaning. It can be said that teachers made good use of realia because 60 percent teachers frequently used realia. In order to clarify the meaning of a particular word 70 percent teachers sometimes verbally define the word whereas 30 percent teachers frequently tried to verbally define a word. Almost the same percentage teachers used antonyms/synonyms in the process of teaching vocabulary. 60-70 percent teachers frequently used antonyms/synonyms for clarifying the meaning of a word and 30-40 percent teachers sometimes used antonyms/synonyms for clarifying the meaning of a word.

Furthermore, stories and poems are the strong means to motivate students and these materials help students to learn a large number of vocabularies. Even then only a few teachers made their class interesting using this technique. There were only 10 percent teachers who frequently told stories and poems inside their classroom. Pronunciation of a word is as important as learning the vocabulary. Only few teachers gave emphasis using visual symbols while teaching pronunciation of a word. There were only 10 percent teachers who frequently used visual symbols and 10 percent teachers never used it. The majority number of teachers i.e. 80 percent teachers sometimes used the visual symbols for teaching pronunciation of a word.

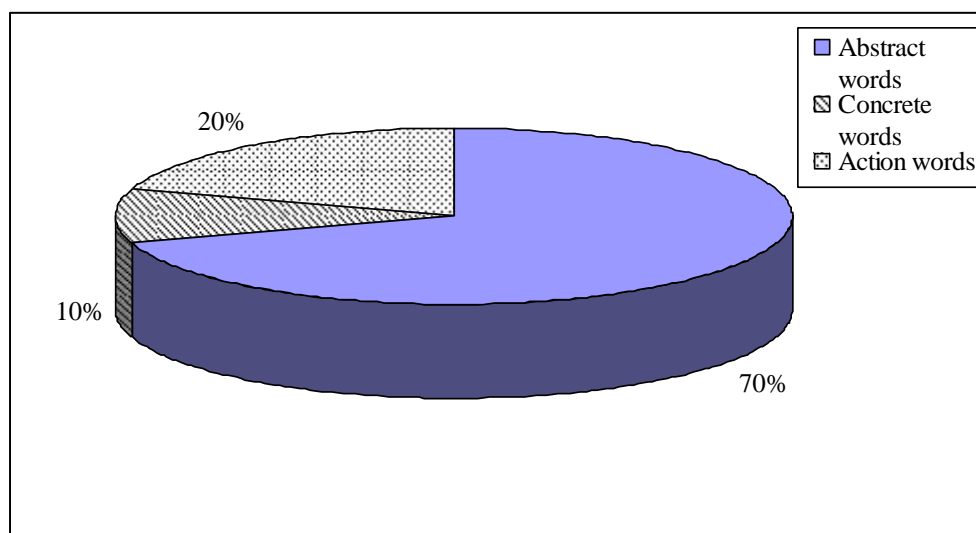


Figure 1 : Difficulty Level of Different Vocabulary Items in Presentation

Fig. 1 shows that 70 percent teacher feel difficulty in presenting abstract words to the students whereas 20 percent feel uncomfortable while teaching action words and only 10 percent said that they felt concrete words more difficult to teach than other items.

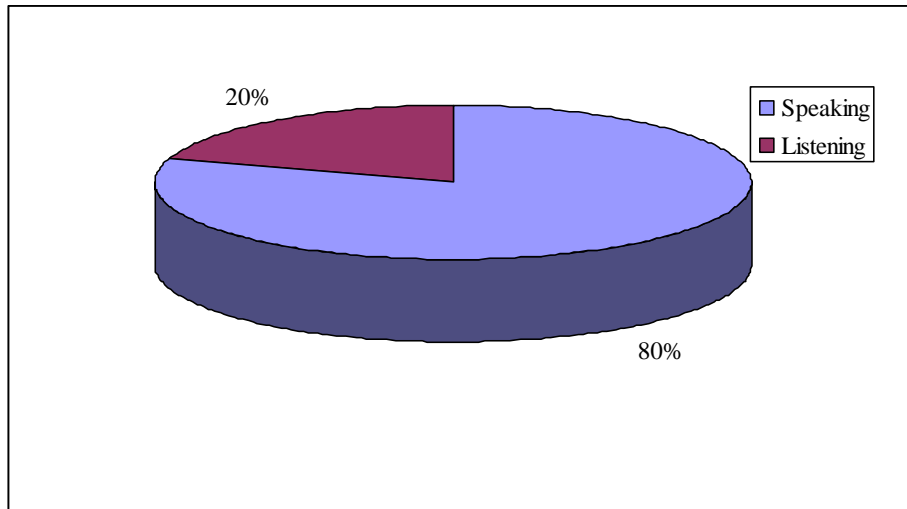


Figure 2: Skills used in Teaching Vocabulary

The obtained data shows that the commonly used skill in teaching vocabulary was speaking. 80 percent used speaking while teaching vocabulary. And only 20 percent teachers used listening skills inside the classroom. Though all four skills of language are equally important for learning vocabulary none of the teachers equally emphasized on four skills. Reading and writing skills were under in shadow.

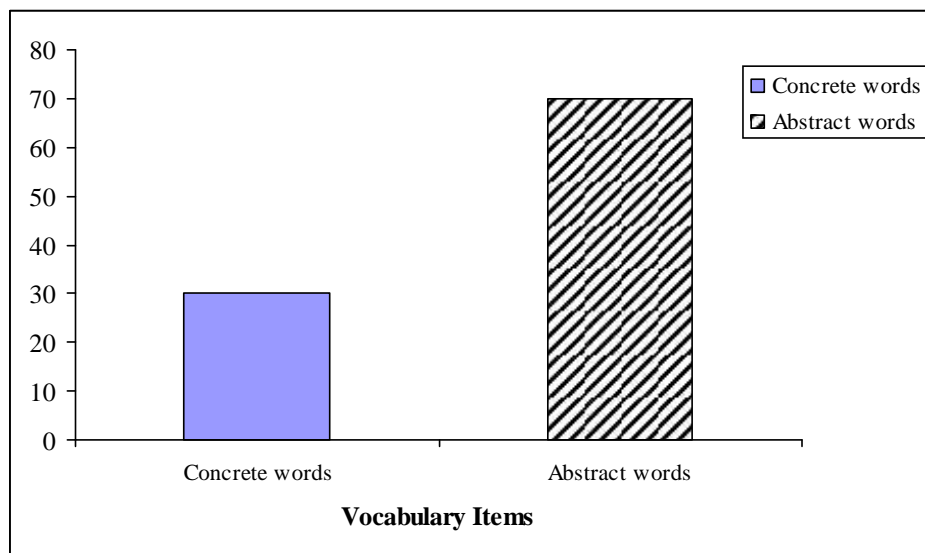


Figure 3 : Vocabulary Items Expressed through Facial Expressions and Gestures (in percentage)

Fig. No.3 shows the result of the data obtained from item no.17. Facial expressions and gestures can be taken as one of the effective strategies in teaching vocabulary items which can not be shown or displayed easily and in concrete form. Even then 30 percent teachers said that concrete words are easy to express through facial expressions and gestures.

Table 3
Analysis of the Activities in the Classroom in the Basis of Their Importance

Activities	Importance given by the different respondents									
	A	B	C	D	E	F	G	H	I	J
Games	7	3	8	1	2	2	3	5	2	2
Drills	1	4	6	3	3	3	2	3	4	3
Dictation	2	6	7	8	5	5	7	4	5	5
Group work	8	2	10	5	4	4	9	6	8	4
Pair work	9	1	9	4	7	7	6	7	7	9
Realia	5	5	1	2	1	1	5	1	1	1
Guesswork	4	9	5	7	8	8	8	8	10	8
Verbal explanation	10	10	2	9	9	9	1	2	9	7
Translation	3	7	4	10	10	10	4	10	3	6
Sense relation	6	8	3	6	6	6	10	9	6	10

Note: A-J (Respondents)

From the above table, we can easily infer that most primary teachers focused on realia (Real picture) while teaching vocabulary items. Their next important strategy was the games. Most teachers gave third priority to drills which can not be kept aside while teaching vocabulary. It is one of the most important techniques in teaching vocabulary and it helps to learn the correct pronunciation of a word. Similarly, most teachers kept group work in the fourth number. Fifth priority was given to dictation which is very useful technique to learn the correct spelling of a particular word. The next rating of importance was given to sense relation. Likewise, pairwork was given as the seventh

priority while teaching vocabulary item. Guesswork attracts students' attention and is a powerful means of motivation. So, most teachers kept guesswork in the eighth importance. Most teachers gave less importance to verbal explanation and it is scientific too. For small kids, verbal explanation is almost of no use because they understand better if the pictures, games and realia are used. The above table shows that the least importance was given to translation. Though it is one of the strategies of teaching vocabulary, the important priority given to translation is justifiable and scientific too. It doesn't attract the students in learning.

3.1.2 Analysis of Data Obtained from Open Ended Questions

Here the responses of each item of the open ended questions (See appendix B) are illustrated separately.

a Which materials do you used while teaching vocabulary?

In Response to the first question most of the teachers gave almost similar responses. Most teachers used pictures, flash cards and real objects. Beside this placards, pocket charts, audio and visual records were used. Some teachers also used dolls, books, story books, TV shows, blocks and puzzles as materials for teaching vocabulary.

b How do you motivated the students if they are not ready to learn vocabulary?

Most teachers would tell stories, poems, jokes, songs, rhymes and ask some interesting questions to the students in order to attract their attention. Some teachers said that they would do some actions like singing, dancing, talking about students' family, giving them guesswork, involving them in different games, helping them to play with teaching materials, giving them opportunity to lead, telling moral stories, praising them and involving them in painting and other many creative activities were mentioned by other teachers in order to motivate the students when they are not ready to learn.

c How do you teach the word 'pen' to the students?

As a response to this question, some teachers explained very new and creative ways of teaching the word while others mentioned the same traditional way of teaching. Most teachers said that they would show real picture. They would then write the word on the blackboard and pronounce the word and students would repeat after them and the students would learn the spelling of 'pen' at last. There were some different answers too. Some teachers said that they would bring a real pen themselves or ask the student to bring a pen from their home. They would ask about the use of pen. They would ask about the use of pen. Then they would describe the pen as an instrument for writing filled with ink.

d How do we make the students learn the spelling of a word 'cupboard'?

In response to this question only more than 30 percent teachers focused on rote learning and memorizing spelling with the help of flash cards and pictures. Forty percent teachers said that they would break the word 'cupboard' into 'cup' and 'board' ask the spelling of both and would again combine the word. Only 20 percent teachers have given creative and interesting way of teaching the spelling of 'cupboard', they said that they would first break the word 'cupboard' into 'cup' and 'board'. They would relate the 'cup' with the teacup and help the students learn its meaning. Similarly, they would teach the spelling of board by relating it with blackboard when they become able to learn the spelling of individual words of cup and board. Then they would combine the word and show the real cupboard or picture of cupboard.

e How do you help the students to learn the correct pronunciation of the word 'pencil'?

The primary teachers taken as subjects of this research expressed ideas of teaching pronunciation of 'pencil' differently. About 50 percent teachers said that they should teach the correct pronunciation of 'pencil' through 'drills'. They would show a real pencil and ask them to pronounce the word. If the students' pronunciation is incorrect, they would pronounce it and ask them to follow and repeat the word many times. Another 50 percent teachers said that they would break the word 'pencil' into two parts 'pen' and 'cil' and make the students pronounce two parts separately and at least they would help the students to combine the two parts to make a single word 'pencil'.

- f How do you make students learn 'action words' such as 'dancing', 'playing', 'reading', etc?

In response to this question, majority of teachers gave almost same answer. They focused on the practical aspect of learning. They said that they would do actions inside and outside the classroom and ask questions related to the actions. Some teachers added that they would show matchstick figures related to different action words such as dancing, reading and playing and they would use flash cards at last to teach the spelling of the words effectively.

- g How do you teach the meaning of a word?

In response to this question, almost all the teachers gave the similar answer. They said that they would use realia, pictures, photographs, drawings, self-defining context, definition, antonyms, synonyms, explanation and translation.

3.2 Analysis of Data Obtained from Class Observation

I distributed the questionnaire to the primary teacher and then observed three classes of each teacher and filled in the observation forms (See appendix G).

The classrooms were observed from different aspects such as management, skill development, strategies used for teaching vocabulary and student involvement. The analysis of data obtained from class observation is given below:

I observed the classes of primary teachers taken as subjects for this research. I found that some classes were excellently managed whereas other classes were congested and not properly arranged. The management of different classrooms is categorized in the table in terms of excellent, very good, good, fair, poor and very poor as shown below:

Table 4
Analysis of Data Obtained from Management

Management	Percentage of teachers					
	Excellent	Very good	Good	Fair	Poor	Very poor
Classroom Management	10	10	40	30	10	-
Decoration	-	10	30	60	-	-
Student motivation	10	30	40	20	-	-
Student interest	10	40	50	-	-	-
Student discipline	10	30	40	20	-	-
Seat arrangement	10	20	30	40	-	-

b Skill Development

I found most of the teachers using four skills pronounce / spelling, meaning, grammar and use properly in the process of teaching vocabulary. The result of analysis of data in skill development of student in the process of teaching vocabulary is presented in the following table:

Table 5
Analysis of Data Obtained from Skill Development

Skill development	Percentage of teachers					
	Excellent	Very Good	Good	Fair	Poor	Very Poor
1.Pronunciation/spelling	-	30	60	10	-	-
2. Meaning	-	40	50	10	-	-
3. Grammar	10	50	30	10	-	-
4. Use	-	20	60	20	-	-

c Strategies Used for Teaching Vocabulary

From the observation of classes of primary teachers, I found the teachers using different strategies. The analysis of data obtained from class observation in the use of different strategies is given below:

i Realia

The teachers made excessive use of real objects which were possible to bring inside the classroom or which could be easily shown by taking the students outside the classroom. From the observation I found that the teacher made good use of realia.

The use of realia is shown in the following bar diagram.

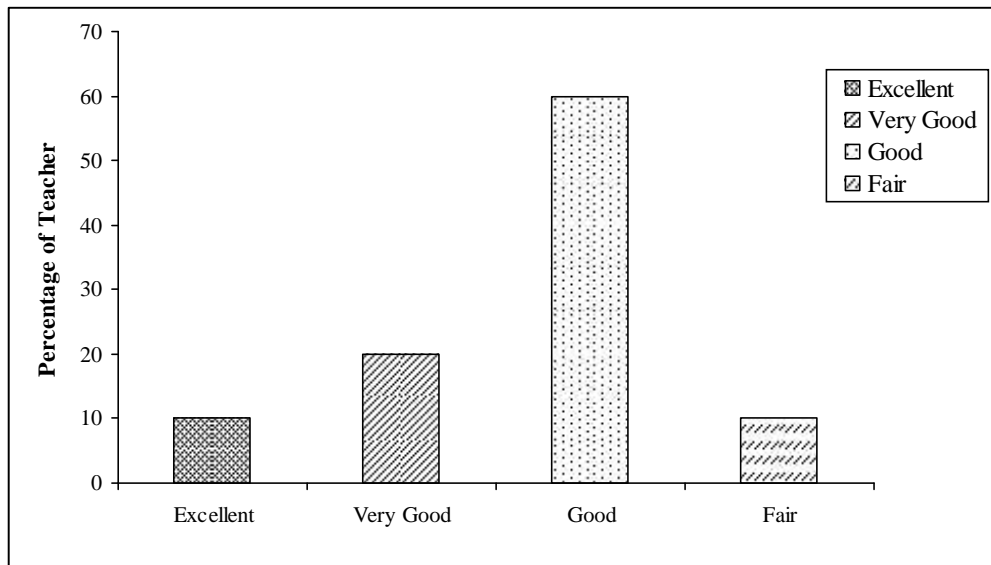


Figure 4 Data Obtained in the Use of the Realia

Figure 4 shows that 10 percent teachers made excellent use of realia. Twenty percent teachers made very good use of realia and the highest percentage, that is, 60 percent teachers made good use of realia and only 10 percent teachers used realia fairly.

ii Pictures

The items which are not available inside or outside the classroom can be shown through pictures. For example, a camel is not possible to bring inside the classroom rather it can be shown through pictures. From the class observation I found that most of the teachers made good use of pictures. The analysis of data is shown below:

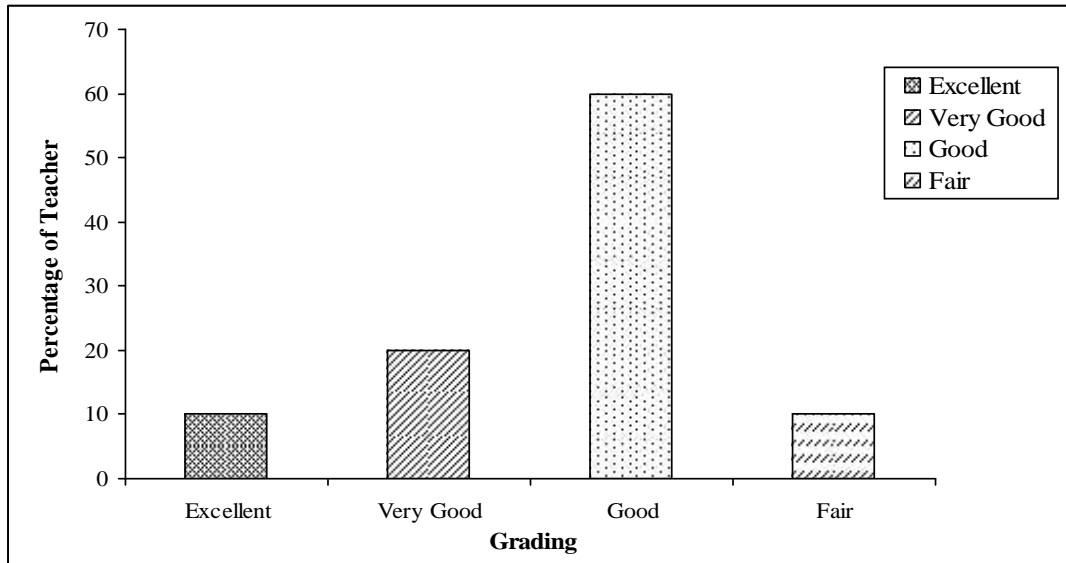


Figure 5 Data Obtained in the Use of Pictures

Figure 5 shows that 10 percent teachers made excellent use of picture, 20 percent teachers made very good use of pictures. In contrast to this, the highest percentage of teachers only made good use of pictures.

iii Demonstration

Demonstration is an important technique for making meaning of an item clear. The following figure shows the description of the use of demonstration.

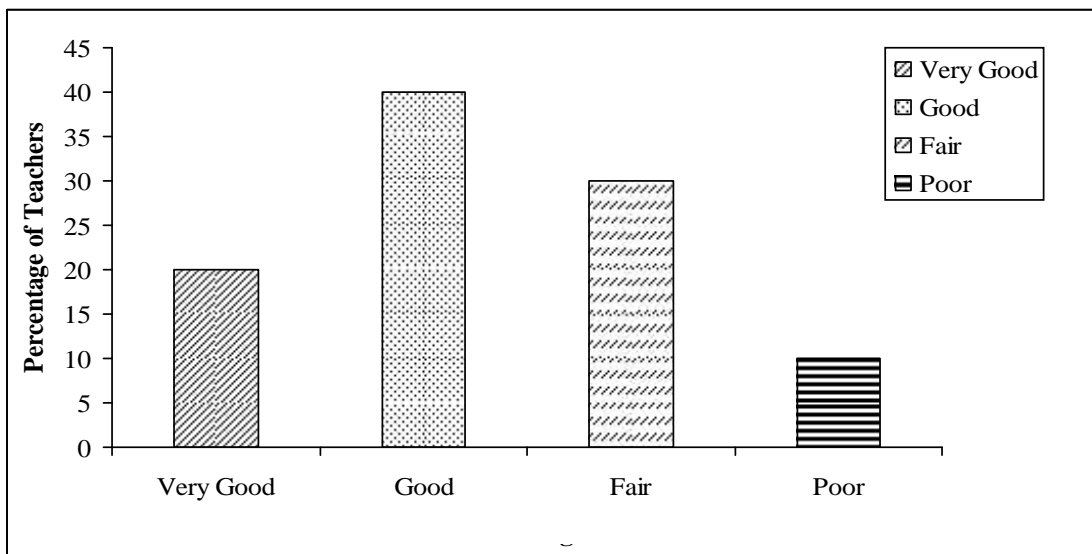


Figure 6 : Data in the Use of Demonstration

Figure 6 shows that the teachers made average use of demonstration. Only 20 percent teachers made very good use of demonstration but none of them proved to be excellent in the use of demonstration. Forty percent teachers made good use of demonstration and thirty and ten percent teachers made fair and poor use of demonstration respectively.

iv Facial Expression and Gesture

For primary level students, facial expression and gesture is considered to be an effective technique for teaching words which can not be understood easily. The following figure shows the description of use of facial expression and gesture by the respondents.

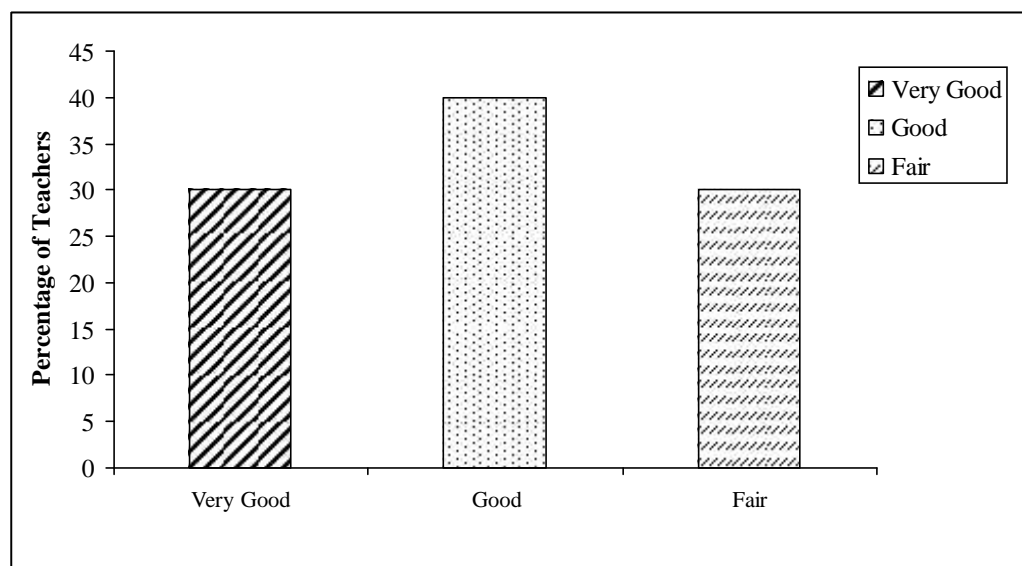


Figure 7 : Data Obtained in the Use of Facial Expression and Gesture

Figure 7 shows that 30 percent teachers made very good use of facial expression and gestures while 40 percent teachers were good in the use of this technique and 30 percent teachers only made fair use of facial expression and gesture.

v Drills

In his research, I found drills as one of the common and highly used technique for learning spelling and pronunciation of a particular word. The analysis of collected data in the use of drills is shown below:

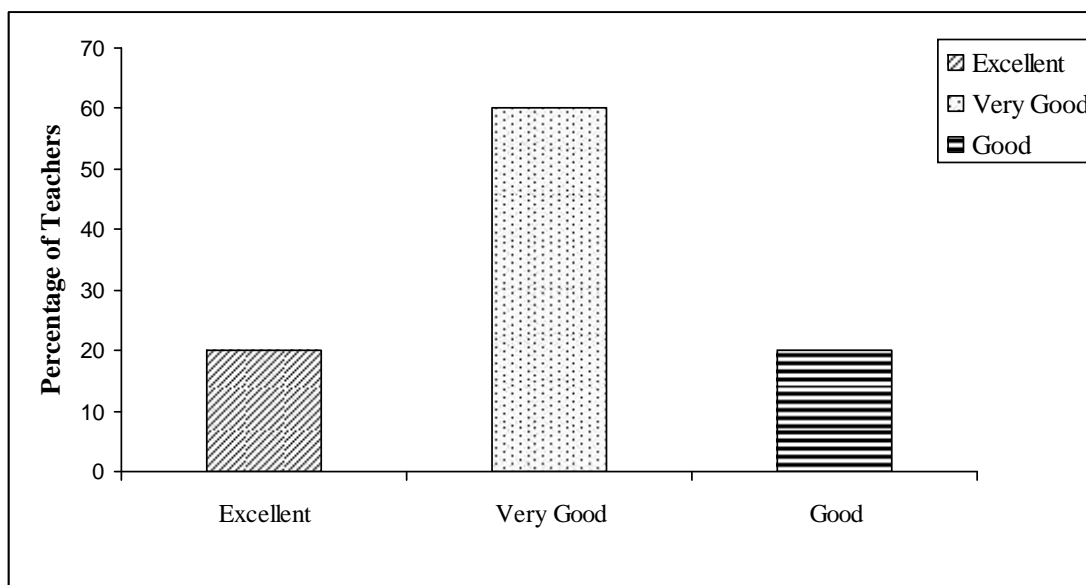


Figure 8: Data in the Use of Drills

Figure 8 shows that 20 percent teachers used drills excellently. Sixty percent teachers made very good use of drills and 20 percent teachers made good use of drills.

vi Games

Students should entertain while learning vocabulary. Sometimes difficult vocabulary items can be taught through games such as hangman, identifying, coloring, crossword puzzle and catch the spelling. Students are always curious to learn and they become more motivated when new techniques are used rather than only chalk and talk method. In the real classroom, I found fewer teachers using games while teaching vocabulary items. The following figure shows the use of games in the classroom observed.

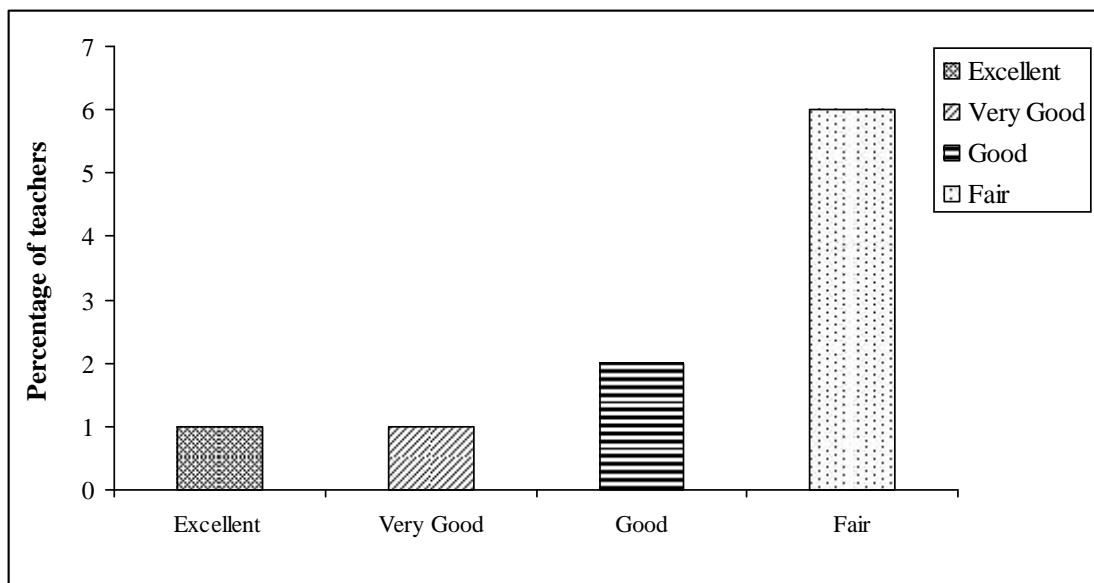


Figure 9 Data in the Use of Games

Figure 9 shows that only 10 percent teachers made excellent use of games and the same percent of teachers made use of games while more than half of the teachers taken as subjects of the research only made fair use of games.

vii Rhymes

In the research in real classroom the teachers were not found to be using rhymes effectively. The result of the analysis of data in using rhymes is given below:

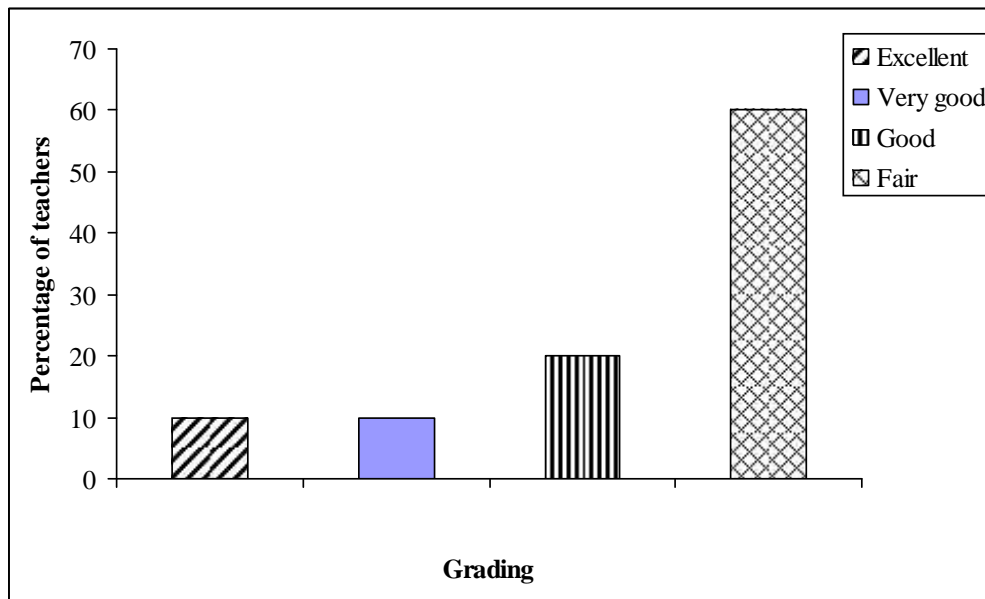


Figure 10 Data in the Use of Rhymes

Figure 10 shows that 10 percent teachers made excellent use of rhymes and only 10 percent teachers made very good use of rhymes. Similarly 20 teachers made good sue of rhymes and the use of rhymes for teaching vocabulary by 60 percent teachers was fair.

viii Stories/Poems

The use of stories and poems is one way of motivating student. In the research, I did not find many teachers using this technique seriously. Although it is very comfortable for student to learn new word through stories and poems than directly, most teachers did not use this technique frequently. The result of analysis of data in the use of stories and poems is given below.

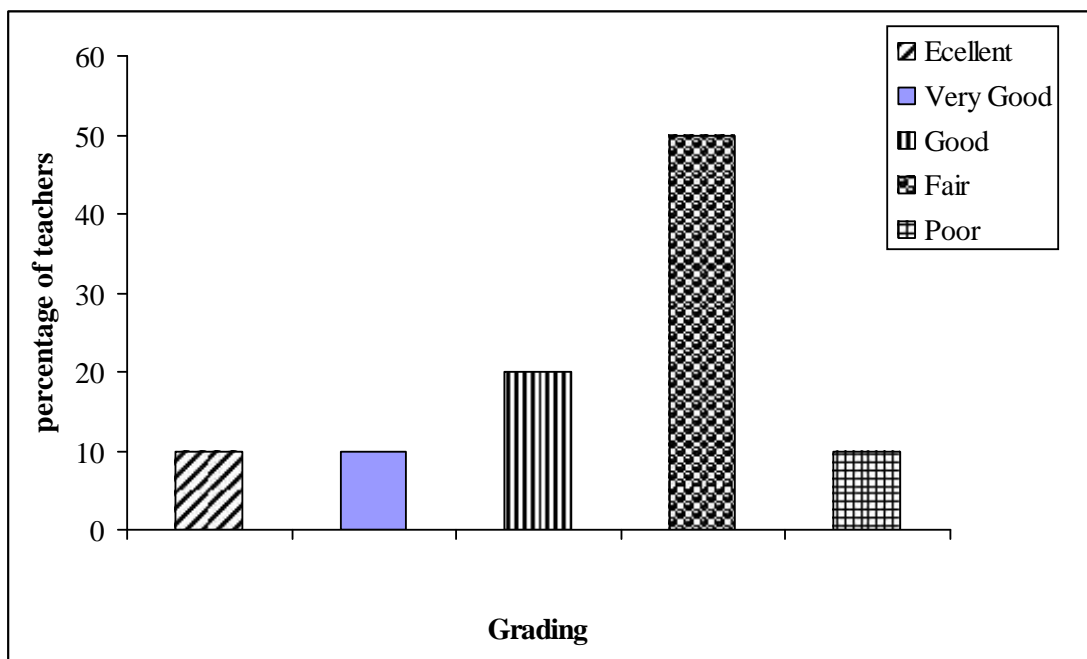


Figure 11: Data in the Use of Stories and Poems

Figure 11 shows that 10 percent teachers made excellent use of stories and poems. Ten percent teachers were very good in the use of stories and poems. In the same way, 20 percent teachers made good use of stories and poems and a high percentage of teachers, that is 60 percent used stories and poems fairly as the technique for teaching vocabulary and 10 percent teachers were poor in use.

ix Translation

In the observation, I found that the teachers mostly used translation to clarify the meaning of a word. The given figure shows the result of the analysis of data collected in the use of translation.

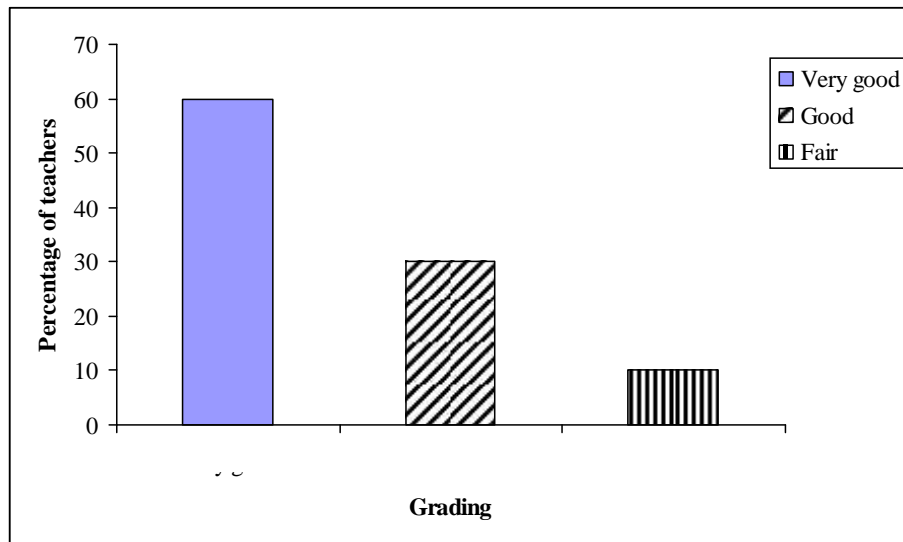


Figure 12 Data in the Use of Translation

Figure 12 shows that 60 percent teachers made very good use of translation while 30 percent teachers were only good in the use of this technique and only 10 percent teachers made fair use of translation.

x Verbal explanation

Verbal explanation helps to clarify the meaning of a word. The result of the analysis of data in the use of verbal explanation in the classroom is given below.

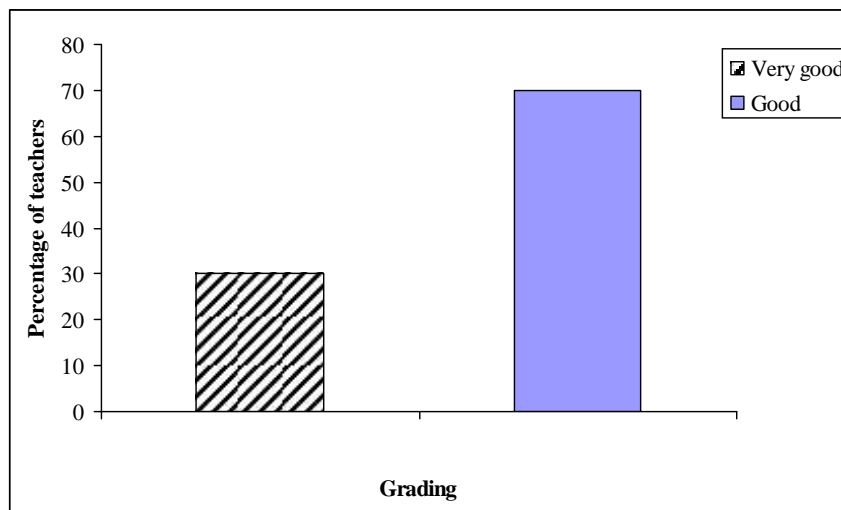


Figure 13 Data in the Use of Verbal Explanation

From the figure 13 we came to know that 30 percent teachers were very good in the use of verbal explanation where as 70 percent teachers were good in the use of this technique.

xi Recorded Materials

Students can listen to the recorded materials and do exercises related to vocabulary. But this is one of the least used materials in real classroom. From the observation of classes, I collected data and its analysis is shown in the following figure.

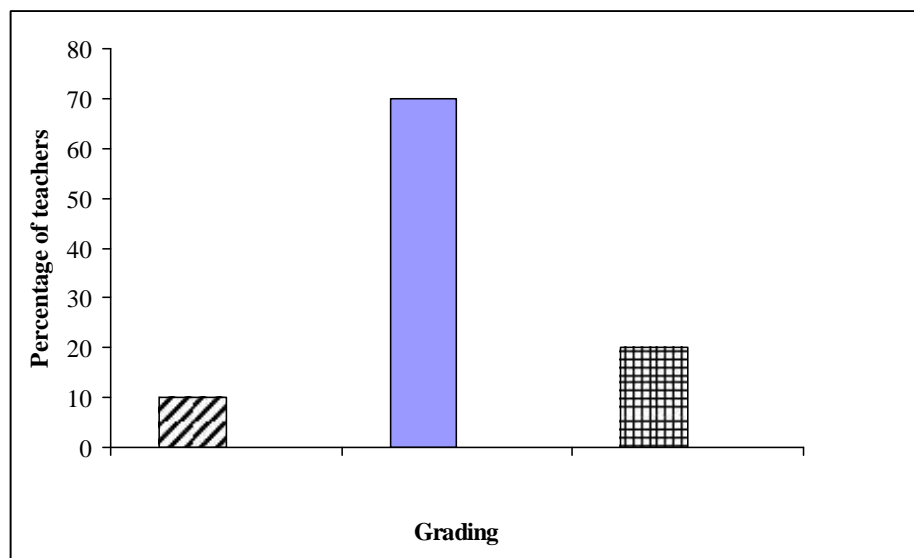


Figure 14 Data in the Use of Recorded Materials

Figure 14 shows that recorded materials are used less in the classroom. Only 10 percent teachers were good in the use of recorded materials while 70 percent teachers were fair in the use of recorded materials. Similarly, 15 percent teachers made poor use of recorded materials.

xiii Dictation

Spelling is one part of vocabulary that students should know. It is a kind of test for students. Dictation should be taken frequently in the classroom. The analysis of data obtained from the class in the use of dictation is shown below.

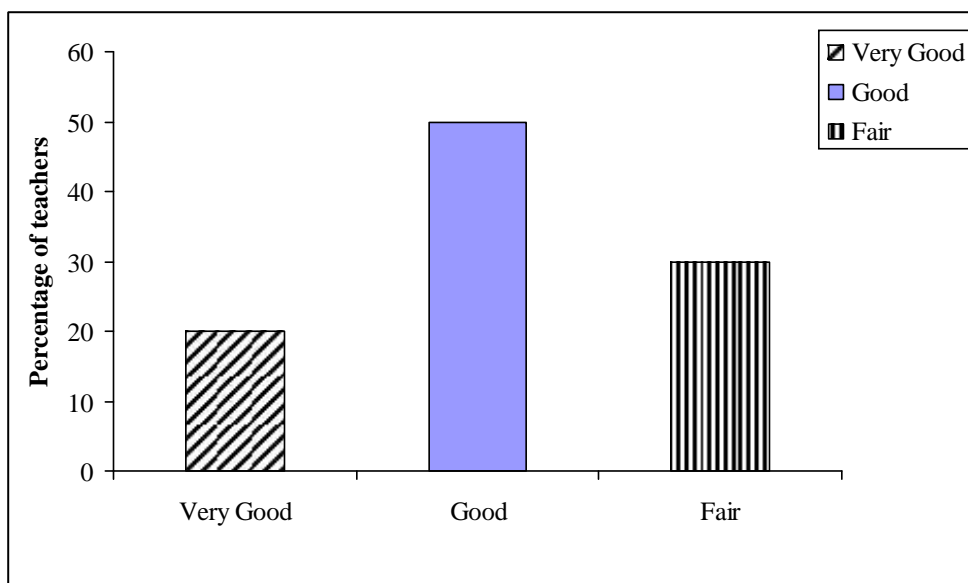


Figure 15 : Data in the Use of Dictation

Figure 15 shows that 20 percent teachers made very good use of dictation. Similarly, 50 percent teachers were good in the use of dictation and the percentage of teachers who made fair use of dictation was decreased by 20 percent.

xiii Antonyms/synonyms

The teachers should use variety of techniques while teaching vocabulary. This arouses interest in the students in learning. Use of antonyms/synonyms increases the word power of the students. The analysis of data in the use of antonyms/synonyms is shown in the given figure.

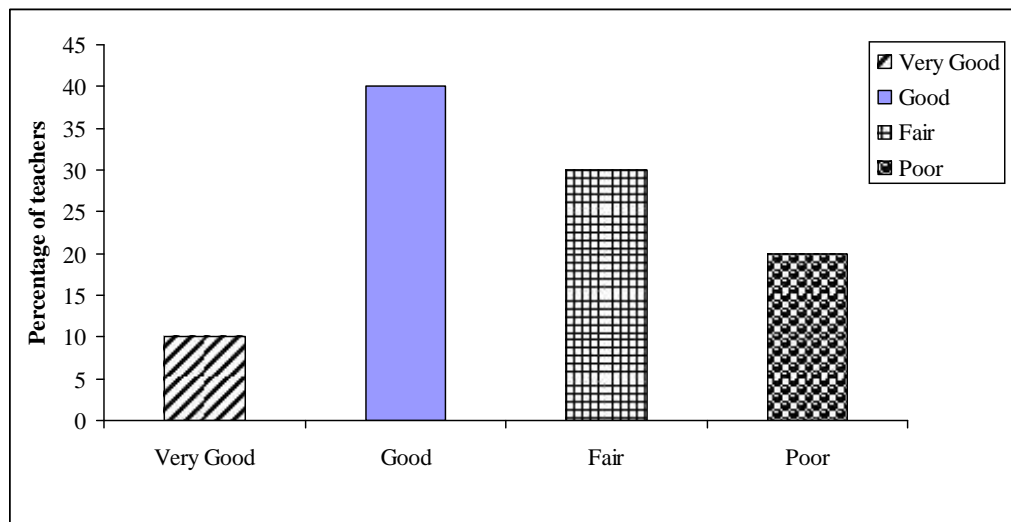


Figure 16 : Data in the Use of Antonyms/Synonyms

Figure 16 shows that only 10 percent teachers were very good in using antonyms and synonyms. Forty percent teachers made good use of this technique while 30 percent teachers fairly used this technique in teaching vocabulary and 10 percent teachers made poor use of antonyms/synonyms while teaching vocabulary.

xiv Visual Aids

Visual aids is one of the modern techniques used in teaching learning process. Use of visual aids makes the teaching- learning process interesting. Through this technique, students learn new vocabulary items while entertaining themselves. But this is also one of the least used techniques. This technique is comparatively expensive in relation to other techniques. So, only a few teachers were found using this technique. The result of the analysis of data in the use of visual aids is given below.

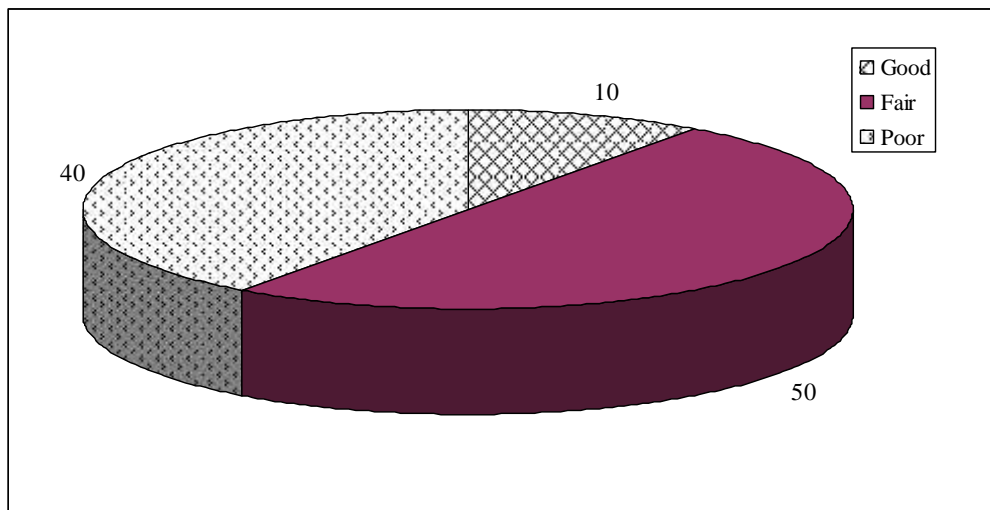


Figure 17: Data in the Use of Visual Aids

From the above figure we come to know that 10 percent teachers made good use of visual aids. Fifty percent teachers made fair use of visual aids and forty percent teachers were poor.

xv Modelling

Pronunciation brings difference in the meaning of words. So, it is the duty of teachers to teach their students correct pronunciation. Once the students learn wrong pronunciation, it is difficult to change it later. The primary teachers should be always conscious and careful while teaching pronunciation.

Modelling is the best technique to teach pronunciation. The teacher acts as a model and pronounces the word and his students follow after him in the same way he does. In the observation of classes, I found the teachers using the technique. The analysis of collected data in the use of modelling is given below.

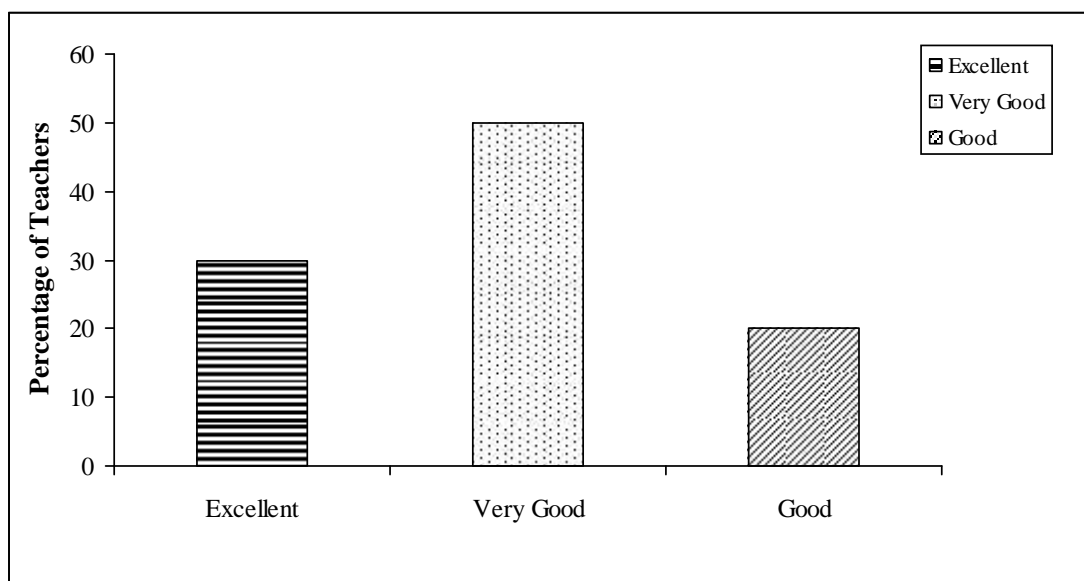


Figure 18 Data in the Use of Modelling

Figure 18 shows that 30 percent teachers were excellent in the use of modelling. Similarly, 50 percent teachers made very good use of modelling and 20 percent teachers were only good in the use of modelling.

D. Student Involvement

Students are involved in many activities and they are given opportunities to speak and explore their creativity and knowledge. They are involved in a lot of creative activities inside the classroom where the teacher acts only as a facilitator. This makes class interesting and the student involvement like group work, pair work, plays a vital role. The teacher can divide the students into small group and assign different tasks related to vocabulary learning to them such as colouring. painting, collage work, story telling and news sharing. The analysis of data of student involvement is illustrated in the following table.

Table 6

Analysis of Data Obtained in the Student Involvement.

Student Involvement	Percentage of Teachers					
	Excellent	Very Good	Good	Fair	Poor	Very Poor
Group work	-	40	60	-	-	-
Pair work	-	10	30	50	10	-

Table 6 shows that group work was used more effectively by the teachers and in fact it is easier to involve the students of lower classes in group work than in pair work. From the analysis it was found that 40 percent teachers made very good use of group work while 60 percent teachers were only good in the use of this technique. In contrast, only 10 percent teachers made very good use in pair work, 30 percent teachers were good in the use of pair work. In addition, 50 percent teachers made fair use of pair work and 10 percent teachers were poor in the use of this technique.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings and the recommendations made for the pedagogical implications of the study. This section to the most important part of this research in the sense that it reviews all the information's that has been presented in its previous sections.

4.1 Findings

On the basis of analysis and interpretation in the preceding chapter, some findings were drawn which are as follows:

- 1 More than sixty percent teachers made good use of realia. It helped students to develop clear concept of a particular word.
- 2 Sixty percent teachers made good use of pictures. Most of them used the pictures given in course book. It would have been better if they had made bigger pictures of their own.
- 3 Only forty percent teachers were good in the use of demonstration.
- 4 Facial expression and gesture is considered to be one of the most important techniques, only forty percent teachers were very good in the use of facial languages and gestures.
- 5 Sixty percent teachers were found using the drills while completing the questionnaire.
- 6 Games were used while teaching vocabulary. But the frequency of the use of games should be increased.
- 7 Only 10 percent teachers made excellent use of rhymes for the purpose of teaching vocabulary.

- 8 Fifty percent teachers were fair and only 10 percent teachers were excellent in the use of stories and poems.
- 9 Fifty percent primary teachers frequently used mother tongue inside their classroom.
- 10 Most of the primary teachers followed the technique verbal explanation for teaching vocabulary. The percentage of teachers using verbal explanation for teaching vocabulary was seventy percent.
- 11 Seventy percent teachers were fair in the use of recorded materials.
- 12 Dictation is a very important strategy to learn the spelling of vocabulary items. It was found to be properly used by the teachers. Fifty percent teachers were good in using this technique.
- 13 Forty percent teachers were poor in the use of visual aids.
- 14 Although forty percent teachers made good use of modeling of teaching pronunciation, most of them were not pronouncing the words correctly.
- 15 Classroom were not fairly decorated with the teaching -learning materials. No decoration was done with teaching-learning materials.
- 16 On the whole, only a few teacher used most of the techniques properly in the real classroom.

4.2 Recommendations

On the basis of the findings following recommendations have been made:

- 1 Primary teachers should focus on decoration of the classroom with teaching materials so that students would be motivated to learn in the classroom.

- 2 Teachers should make proper use of teaching materials.
- 3 Rhymes, stories, poems, guess work, recorded materials and visual aids should be focused on while teaching vocabulary.
- 4 The teachers should use the materials of no cost and low cost which they can prepare by themselves.
- 5 Although the teachers were conscious in teaching pronunciation, most of them were incompetent in pronunciation. They should be given a training to improve their pronunciation.
- 6 Play way method should be followed while teaching vocabulary to the small children in primary level.
- 7 Audio cassette, T.V. and other materials should be managed in the school to facilitate the teachers in teaching vocabulary.
- 8 Teachers should prepare appropriate materials and should make proper use of them.
- 9 The teacher should expose the students to more strategies as far as practicable.
- 10 Teaching materials such as flash cards, pictures related to vocabulary items and others should be prepared and displayed.

This study was limited to only 10 teachers of 10 government schools of Kaski district. So, the outcome of this research can not generalize the strategies being used in teaching vocabulary throughout the country. So, further research should be carried out with the involvement of more primary teachers of other parts of the country.

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