

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a voluntary vocal system of human communication.

Communication means exchange of message, information, ideas etc. among human beings. We exchange our ideas, thoughts, feeling, desires, emotions, expressions etc. by means of language. In the process of communication, one perceives the clear picture of the world through the language. Language is the symbolic system based on pure arbitrary convention infinitely extendable and modifiable according to the changing needs and condition of the speakers. The English language has been developed as one of the influential means of international communication in the present day world.

According to Yule (1996), the English language is one of the languages of the Indo-European language family. The Indo-European family is the most widely used family of languages in the world. The English language is commonly used language all over the world. Therefore, it is an international language. It plays the role of link language. It is found in all sectors, for example, in mass media, science and technology, teaching and learning processes and so on. Without the English language, we will not be able to interact with other people who are unknown about our language. Due to the modernization of the world, the need and scope of the English language is being increased day by day.

According to Crystal (1998), more than six thousand different languages are spoken in the present world. Among different languages, the English language is one of the richest and prominent languages because it has wide coverage, the richest vocabulary, written literature and its users. It is taken as dominant language. It is an international language in which most of the books, reports,

journals, newspapers, etc are published. Crystal (1998) further, says, "English is the mother tongue of more than 3000 million people in the world. Similarly, about 3000 million people use it as a second language and around 100 million people speak English as a foreign language in the universe." This remark clearly highlights the dominance of English language.

English is spoken, at least, by a quarter of the world's population. One in every seven human being is said to be able to speak English. In the present globalizing world, Nepal cannot remain beyond the influence of the English language. It is regarded as an international language in Nepal. The history of teaching and learning English in Nepal is not so long. It has been included in our education system since the establishment of Durbar School. In Nepal, English is being taught as a compulsory subject from class one to bachelor's level. It is being used as the medium of instruction in some private boarding schools. In our country many officials' documents, reports, journals, newspapers, magazines, academic certificates and books are being printed in this language. People from different parts of Nepal have started using it, sometimes as a 'lingua-franca' along with the Nepali language. Hence, the importance of the English language is increasing day by day in Nepal and learning has become the demand of the day and the need of the era.

The English language is taught and learnt as a foreign language in Nepal. In Nepal, English was first introduced in Durbar School on 27th Asoj, 1910 by Jang Bahadur Rana. English language teaching in Nepal is a complicated task for Nepali learners because it is foreign language for them. It has been a complex task both for teachers and students as it is the foreign language for them. Foreign language learning is far more difficult than the first language acquisition. Any normal human child can acquire his/her mother tongue within very short span of time. However, the case of foreign language is quite different. Even after many years of learning, students fail to acquire significant level of competence in the foreign language. Foreign language learners seem

to be weak in comparison to first language in all four basic skills of language viz. listening, speaking, reading and writing. In the process of language learning, vocabulary is seen as an important aspect.

In this prospect, learning a word means knowing different aspects of that word like meaning, use, formation, inflections and so on. According to Harmer (1991), there are four aspects of learning a word, they are : word meaning , word use, word formation, word grammar.

1.1.1 Teaching English Language

Since English is the international language, teaching of English takes place all around the world. The world has entertained the taste of speaking English for many decades. Nepal is not the exception. Although, the standard and value of English persists all around the world, we can not say whether teaching of English should take place in a native like environment or not. Teaching of English is taking place with its myriad terminologies like Teaching English as a Second Language (TESL), English for Specific Purpose (ESP), English language Teaching (ELT) and so on.

Language teaching came into its own profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century, as applied linguists and other sought to develop principles and procedures for design of teaching methods and materials, drawing on the developing fields of linguistics and psychology to support a successions of proposals for what thoughts to be more effectives and theoretically sound teaching methods. Language teaching in twentieth century was characterized by frequent change and innovation, and by the development of sometime competing language teaching ideologies (Richards and Rodgers, 2001, p.1)

1.1.2 Approaches and Methods of Language Teaching

Approach, method and techniques are most frequently used terms in the field of language teaching. Anthony (1963, pp.63-67 as cited in Richards and Rodgers, 2001, p 19) defines an approach and a method in the following ways:

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. Method is procedural.

Approach is the level at which assumption and beliefs about language and language teaching are specified; method is the level at which theory is put into practice; technique is the level at which classroom procedures are described. Richards and Rodgers (2001, p 19) make some changes about the relationship among these three terms. They give emphasis on the method, an umbrella terms, as they take method in terms of issues identified at the levels of approach, design and procedure. They say that method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure.

In language teaching, there are many approaches and methods. The grammar translation method of foreign language teaching is one of the most traditional methods of foreign language teaching dating back to the late 19th century and early 20th centuries. It was used to teach dead languages such as Latin Greek. Its emphasis was on reading and writing of grammatical rules, the memorization of vocabulary and of various declensions and conjugations, translation of texts, doing written exercises. Accuracy was emphasized than fluency.

The direct method, which arrived at the end of the nineteenth century, was the product of a reform movement which was reacting to the restrictions of grammar translation. The main theme of direct method was to teach the meaning by making direct connection with the words through demonstrations and actions. Speech and listening are main focus. Target language is used as a means of communication in classroom.

The OSS approach began with the work of British applied linguists in the 1920s and 1930s. It emerged to overcome the shortcoming of GT method. Like the Direct Method, situational language teaching adopts an inductive approach to the teaching of grammar. The target language is the language of classroom. New language points are introduced and practiced situationally. Reading and writing are introduced once a sufficient lexical and grammatical basis is established. Language teaching begins with the spoken language. Material is taught orally before it is presented in written form.

On the basis of OSS approach, a distinct audio-lingual method can hardly be identified until the fifties. In the fifties, it was most frequently referred to as aural-oral method. This method encourages and requires the use of simple mechanical aids. New material is presented in the form of precise native like pronunciation. Use of mother tongue by teacher is permitted but discouraged among and by student.

Audio-lingual method does not encourage learner centered teaching. It could not develop fluency and appropriateness. So, communicative language teaching came in the field of language teaching in late 1960s. It is based on theory of language as a means of communication. Communicative language teaching is best considered as an approach rather than a method. CLT appeared at a time when language teaching in many parts of the world was ready for a paradigm shift. The basic assumption behind communicative approach is language as use rather than usage. Little Wood (1981, p.1) states,

“One of the most characteristic features of CLT is that it pays systematic attention to functional as well as structural aspect of language.”

communicative competence is desired goal of CLT. Contextualization is basic premise. Meaning is paramount in CLT. Students’ errors are tolerated in language learning.

According to Richards and Rodgers (2001, p.151) some current communicative approaches are:

- a) The Communicative Language Teaching (CLT)
- b) The Natural Approach
- c) Co-operative Language Learning
- d) Content- Based Instruction (CBI)
- e) Task-Based Language Teaching (TBLT)
- f) The Post-Methods Era

1.1.3 Teaching Aids

Teaching aids are things for students to look at, to talk about, to write on, and work with. Language learning can be dull when the students lack the things to talk about, to look at, to listen to, to write on, and to work with.

Teaching aids are designed to help the teacher to save time and effort. Most of the teaching aids can be effectively used in large classes. All of them make the class livelier. So teaching foreign language aids can contribute to a great role to make learning more enjoyable and more efficient.

Teaching aids are the boards, real objects, pictures, models, cards, posters, cutouts, songs, game, puzzles, films and laboratory aids. Teaching aids are generally known as visual aids. These aids are those sensory objects or image which stimulate and reinforce learning. These aids are any devices which can be used to make language more realistic and more dynamic. Teaching aids

includes verbal/ visuals aids. Corer (2000, p. 52), writes that teaching aids are anything which can be seen while the language is being spoken. He further says everything belonging to or brought into the classroom , animate or inanimate, is a visual aid- teachers, boys, girls, pets, plants, clothes, furniture, materials , object-everything that anyone sees include verbal-visual aids.

Mckown and Roberts say (2000, p. 75) “Teaching aids are supplementary devices by which the teacher through the utilization of more than sensory channels is able to clarify, establish and correlate concepts, interpretations and appreciations”.

According to the senses used, teaching aids can be named audio (heard) or visual (seen). According to their nature, they can be classified as flat or dimensional, moving or still, projected or non- projected. In terms of language skills they are used for, teaching aids can be grouped under listening, speaking, reading and writing. Teaching aids are used for teaching any subjects not only language. Some of the aids are only used in language teaching than in other subjects. Teaching aids are divided into three broad categories.

a) Display materials

-) Realia, pictures and models
-) Flash cards, picture, cards
-) Wall poster, wall poster, wall pictures, magazine cutouts.
-) Matchstick figures.

b) Electronic aids (Modern technology)

-) Tape recorder
-) Video OHP
-) Language laboratory
-) Computer.

1.1.4 Importance of Teaching Aids

Teaching aids are designed to help the teachers and the students save their time and effort. Teaching aids can be effectively used in language classes. These aids make classes more lively and interesting. These aids actively engage the learners with the subject they are learning. These aids are designed to encourage participation in the process of teaching- learning as much as possible. The value of teaching aids can be summed up as follows.

- a) These aids help to create situations to make the meaning of a word or a structure clear.
- b) They bring the class nearer to real life or bring the outside world into classroom.
- c) They help to clarify the points explained in the words.
- d) They break monotony of class work and bring freshness and variety in teaching – learning process.
- e) They help to proceed from known to unknown and from simple to complex.
- f) The student gets chances to learn in their own paces. Slow students are given simpler materials. Bright students can be given more difficult tasks.
- g) They help the teachers to improve their own command of language.
- h) They can stimulate both the learners and the teachers to use the skills of language i.e. Listening, speaking, reading and writing.
- i) They are helpful in attracting attention.
- j) They offer opportunities to students to handle and manipulate things.
- k) They help to avoid translation.
- l) They are helpful to decorate classroom.

(Source: Harmer, 1993)

1.1.5 Visuals Aids

To teach successfully and effectively visual aids play important roles. The language teacher need appropriate visual materials that can make the teaching and learning easy. It is not necessary to claim in favor of the aids obviously, they have their own importance in teaching and learning field. The teacher himself at little or low cost can make many useful visual materials. Most of the visual materials are prepared for two- dimensional; three dimensional aids that can also serve as good substitute for the rest object.

The main function of visual aids is semantic. They help understand what they hear to learn the situation in which through imitation and repetition. (Mackey, 1965, p. 27).

Some very important visual materials used in teaching language are as follows.

- a) Realia
- b) Models
- c) Flash cards
- d) Wall pictures
- e) Magazine, cutouts
- f) Wall posture
- g) Math stick figures.

1.1.6 Pictures

‘A picture is worth ten thousand word’ it is a old Chinese saying. Pictures are widely used and are very useful teaching aids in language teaching. Pictures are very useful for presenting, practicing, and revising vocabulary or as prompts for other activities. A picture consists of lines and shapes that are drawn painted or printed on a surface and that show a person, thing or scene. In the

teaching, the pictures can be of schools, villages, shop markets, sheets, railway, stations, post offices, mountains, rivers, animals, men, festivals, kings, queens, dresses, weapons etc.

Everything cannot be brought into the class (e.g. a car, an elephant) and the solution is the use of pictures. Pictures can be board drawings, wall pictures, and charts pictures, flash cards, magazine pictures etc. Pictures can be used to explain the meaning of vocabulary items. Teachers can draw things on the board or bring in pictures.

1.1.7 Vocabulary

Vocabulary is a list of words with their meanings, especially in a book for learning a foreign language. According to Hornby (2005), vocabulary is all the words known to person or used in particular book, subject, etc. It is also defined as the total number of words in a language. According to Richard et al. (1999, p. 400) vocabulary refers to 'a set of lexemes, including single words, compound words and idioms. Hence, vocabulary is not only a single word but also a set of compound words or long phrases or idioms which conveys a single meaning. This implies that a vocabulary item or a lexical item may be or more than a single word. For example, 'post-office' and 'father-in-law', which are made up of two or three word but express a single idea. There are multi word idioms such as 'call it a day', where the meaning of the phrase cannot be deduced from analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary 'items' rather than 'words'.

Vocabulary items are the most important aspects of language. Language structures make up the skeleton of language, and then it is vocabulary that provides the vital organs and the flesh. An ability to manipulate grammatical structures does not have any potential for expressing meaning unless words are used. Learners need to learn what vocabulary means and how it is used.

Communication breaks down when people do not use the right words. A good store of words is crucial for understanding and communication. A major aim of most teaching programmes is to help student to gain a large vocabulary of useful words are to be introduced and practiced them, making clear the meaning and the ways in which each can be used. Vocabulary plays significant role in language. "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" (Harmer 1993, p. 153). Vocabulary functions as a cornerstone without which any language could not exist. Speaking would be meaningless and perhaps impossible having only structure without vocabulary. All the words in a particular language are collectively known as vocabulary. The term vocabulary includes all root words, derived words, compound words, phrases and idioms. Among the various elements and aspect of a language what forms the core is the vocabulary because learning foreign language is basically a matter of learning the vocabulary of the language however proper emphasis has not been given to vocabulary teaching in our teaching system. Vocabulary is more important in communicative language teaching. Every skill starts with vocabulary similarly we can't imagine speaking and writing unless some words in that language are learnt. So is in the case of grammar without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Wilkins, 1982, p. 111). Thus vocabulary is the most important element of a language.

1.1.7.1 Selection of Vocabulary

An ELT teacher can select and grade vocabulary according to the level and capacity of the students. Use of vocabulary in context brings the appropriate meaning of it. Selecting of vocabulary mainly depends upon the following factors:

- a) Frequency: The words which are most commonly used are the ones we should teach first. We can decide which words teach on the basis of how frequently they are used by speakers of the language.

- b) Coverage: A word is more useful if it has wider coverage than if it only has very specific meaning. We have to select the words which have wider coverage.
- c) Availability: Selection of vocabulary also depends upon whether the things (vocabulary items) being used are available in the locality.

1.1.7.2 Types of vocabulary

Vocabulary is generally classified as active Vs passive and content Vs function words (Harmer, 1991, p. 159).

a) Active Vs. Passive 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 refers to the words which the students recognize when they occur in a text but which they will probably not be able to produce.

b) Content Vs. Function Words

Content words refer to a thing, quality, state or action and which have lexical meaning when it is used alone. They include nouns, verb, adjectives, and adverbs whereas function word refers to those words which have little meaning of its own. They include minor word classes. They show grammatical relationship in and between sentences.

1.1.8 Presenting the Meaning of New Vocabulary Item

One of the major problems in teaching vocabulary is how to present meaning of new item to the student in an understandable way. Traditionally, meaning of

new items had been directly translated into the student's mother tongue. The job of student was not to memorize and repeat spelling and meaning again and time to form habits. But this approach in teaching/learning vocabulary, at present has been rejected. Harmer (1991, p. 56) gives ways to present meaning of new vocabulary.

- a) Realia: It is the use of real objects in classroom like postcards, pen ball, etc.
- b) Picture: Pictures can be used when concrete objects are impossible to bring into classroom.
- c) Mime, Action and Gesture: explaining the meaning of words through the use of realia or in pictures, sometimes, become impossible. So, we can use of mime, action and gesture in ELT classroom.
- d) Contrast: We can contrast the meaning of words like 'big' with 'small'.
- e) Enumeration: This is the way to relate specific words with general words.
- f) Explaining: Instead of giving direct or dictionary meaning of the word, we can explain the meaning of the word which must include any fact of words' use which is relevant.
- g) Translation: we can teach meaning of the new word translating it into students' mother tongue. It is useful in teaching the meaning of abstract words, e.g. 'love', 'democracy', etc.

(Source: Harmer, 1991)

Similarly, Ur (1990, p. 63) lists the following ways of presenting the meaning of a new vocabulary items:

- a) Concise definition: As in a dictionary; often a super ordinate with qualification; for example, a cat is an animal which.....
- b) Detailed description: in this technique the meaning of words is shown by describing or explaining it. For explaining, the term "dog" can be described in terms of its appearance, qualities.....

- c) Examples (hyponyms)
- d) Illustration (pictures, object)
- e) Demonstration (acting mime)
- f) Context (story or sentence in which the items occurs)
- g) Antonyms (opposite meaning)

1.1.9 Vocabulary Teaching

Vocabulary Teaching is generally a matter of remembering unlike learning grammar, which is a system based mainly on rules. To be able to teach language as effectively as possible, it is important to know words are remembered and stored in students' minds and how long term memory is organized. Several authors agree that vocabulary is stored in mind in a highly organized and complex web like system, the so called mental –lexicon'. According to Mccarthy (1992), one of the important roles of the teacher is to help their students find the easiest way of conveying new information into the already existing system of this mental lexicon. Harmer (1993, pp. 161-162) suggests sense relations, definition and direct translation of words might function as another helpful technique for clarifying the meaning. Moreover,

Moreover, Thornbury (2004) suggests that students need to acquire the ability to store the information for as long as possible. He summarized a research into memory which suggests principles supporting the process of permanent or long term memory. He suggests different techniques for long term remembering. They are such as repetition and motivation etc. And finally he advised to visualize a picture for a new word.

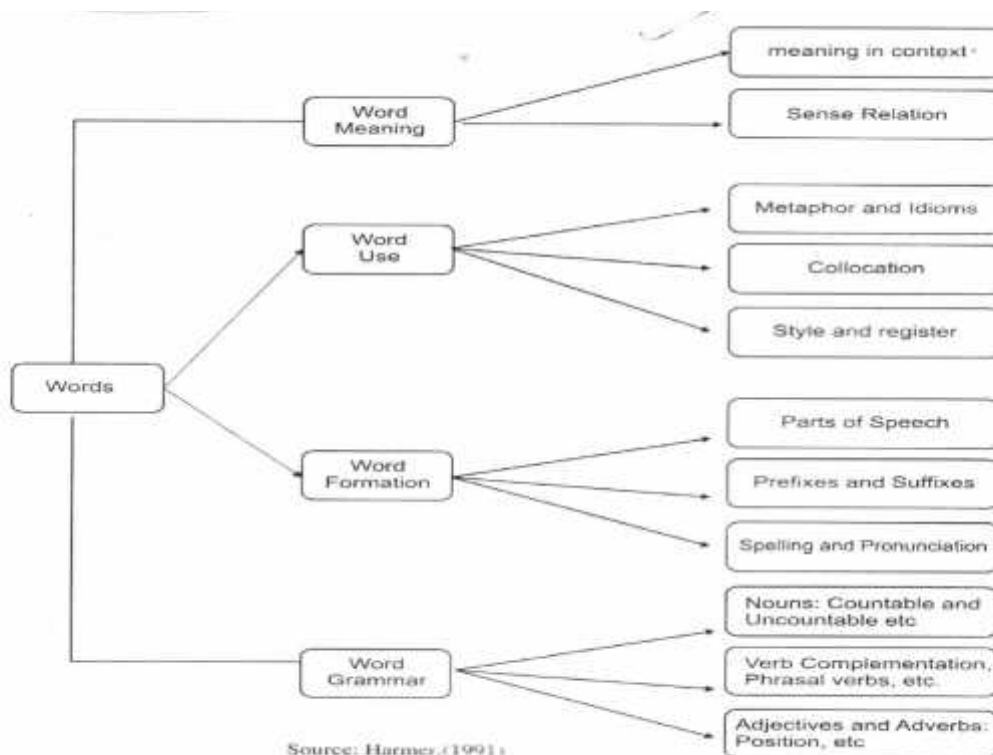
1.1.9.1 Aspects of Learning a Word

Learning a word means more than just knowing its meaning. It means understanding the meaning is only one aspect of learning a word. If the word

has to become part of one's vocabulary, he has to master its pronunciation, spelling, grammatical function and usage. The receptive skills (i.e. listening and reading) help to recognize its spelling, pronunciation, meaning and a use of a word, while the productive skills (i.e. speaking and writing) help in practising its spelling, pronunciation, meaning and use integrating with structure. Learning new words is one of the most important and difficult tasks in learning a language. There are certain things about the words that students need to know which are called aspects of learning words. While dealing with the aspects of learning a word or vocabulary, this is to be understood that there is far more to a vocabulary item than just one meaning. That is to say, there are various aspects of vocabulary rather than just a meaning; for example, word formation, word grammar, word meaning and word use.

Harmer (1991) summarizes the aspects of learning vocabulary as given in the following diagram:

Figure 1
Aspects of Learning a Word



1.1.10 Techniques in Vocabulary Teaching

In vocabulary teaching learners acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons; by the teacher, by the text, or other materials they work with a lot of this vocabulary is automatically absorbed (Harmer, 1993, p. 159). Besides this, in incidental acquisition there are "pre-planned lesson stages in which learners are taught pre-selected vocabulary items" (Thornburg 2004, p.75).

As Mc Carthy (1992, p. 108) suggests, before presenting new language pre-teaching activities might be beneficial to activate existing knowledge to make the encounter with new words more meaningful. Pre teaching activities often arouse students' attention and desire to explore a particular topic or subject in greater detail. Both Mc Carthy and Thornbury suggest different techniques in teaching vocabulary items such as discovery technique, realize, direct method, pictures and mime drilling activities, repetition, matching, comparing and various pair work of group work activities. Harmer (1993, pp. 161-162) suggests sense relations, definitions and direct translation of words another helpful tool for clarifying the meaning.

1.1.11 Pictures in Vocabulary Teaching

A picture is worth ten thousand words, it is an old Chinese saying. Pictures are widely used and are very useful teaching aids in language teaching. Pictures are very useful for presenting, practicing and revising vocabulary or as prompts for other activities to memorize words.

As Hill (1990) pointed out the standard classroom which is usually not a suitable environment teaching language. That is why teachers search for various aids and stimuli to improve their situation. Pictures are one of the valuable aids. They bring image of reality into the unnatural world of the

classroom. Pictures bring not only image of reality but can also function as often elephant in the class. Pictures not only add vocabulary but in many other aspects of language teaching. Similarly, Wright (1990) pointed out that potential of pictures is so great. Hill (1990) suggests pictures are stimulus for writing and discussion as an illustration of something being read or talked about. He classified pictures according to their size into three key categories. "Large (20×30cm): useful for whole- class work". "Medium (10×15cm): useful for group work". "Small (5×5): useful for games and other group work activities". This classification applies to picture, flash cards as well. I have simplified into two groups only. The first group covers "Big flash cards" about (15×20cm or larger) typically used by the teacher for the whole class activities such as presenting new language controlled practice or as prompts for speaking activities.

The Second group then covers "small picture flash cards" (smaller than about (15×20cm), usually used by students for working individually for games and activities in pairs of groups. Big pictures such as flash cards are very useful tools in presenting and drilling forms of new words, since they draw learner's attention and make these often boring activities more enjoyable. And that is exactly what teachers need when presenting new language to catch their learners' full attention to raise their interest in the presented subject and hence also their motivation. Wall –pictures are also valuable visual materials for language classes. In the first place, they can be displayed in the classroom to set English environment and then they function as another source of language to be absorbed by students in the process of materials acquisition. They put vocabulary into context and therefore make the presentation meaningful, which is highly recommended for successful retention of new words.

The pictures are used in a more meaningful and real-life communicative way than being just displayed for students to say what they can actually see. This

will probably have a greater impact on the retention of a piece of vocabulary again and who subsequently on the ability to use it in communication.

Thousands of words are perhaps worth mentioning at this point even though they are not actually pictures. However, being used in a similar way as picture flashcards they can often enrich the lesson. Plenty of variations of small picture flash cards are typically applied in communicative activities in pairs or small groups of students this finding a meaningful role in reviewing and practicing vocabulary. Compiled pictures are also useful for vocabulary practice. Hill (1990) listed several advantages of pictures such as availability, cheap easily kept, portable etc. Gairns and Redman (1992) stressed importance of word diagrams which are useful for storing a new word. Pictures of things for objects can be used in language teaching. They can play a vital role to make the lesson effective. However, pictures have limitation too. McGairns (1992, p. 92) mentions "In teachings pictures are not suitable for demonstrating the meaning of all words"

There are various type of pictures to be used for language learning. Practicing and organizing. They differ regarding their size, form and origin, which make them RT for a member of activities depending on their type. For several reasons they help students remember the words better and they help the teacher to make the lesson more interesting and beneficial

1.2 Review of Related Literature

Several researches have been carried out in the field of English language in the foreign countries and Nepal. Likewise, many researchers have been conducted in the field of teaching vocabulary. Some of them are as follows:

Chudal (1997) carried out a research entitled 'Students' Achievement of English Textbook of Grade Six'. His study concludes that the vocabulary achievement of the students was not satisfactory in total. The boys were found

better than the girls. Similarly, the students from urban areas were better than the students from rural areas. Similarly, Tiwari (2001) conducted a research entitled 'A study on English Vocabulary Achievement by the Student of Grade Ten.' He found that students' vocabulary achievement largely dependent upon test items. Likewise, Gyawali (2004) has made an effort to explore the effectiveness of direct and indirect techniques in vocabulary teaching. He found that the indirect techniques were found to be more effective than the direct ones.

Adhikari (2005) carried out a research to find out the 'Effectiveness of Teaching Vocabulary through Game.' The research was experimental. The findings show that teaching vocabulary through games was more effective than traditional ways of teaching. Khanal (2007) carried out an experimental research entitled 'The Effectiveness 'Communicative Method in Teaching Vocabulary.' She found out that communicative method is more effective in teaching vocabulary than other traditional methods.

Moreover, Thakur (2008) conducted a research on "Effectiveness of Teaching Vocabulary through Jokes and Riddles." He found that teaching vocabulary through jokes and riddles has positive effect on learning vocabulary.

Bhatta (2011) conducted researches on 'The effectiveness of Task based Approach in teaching Vocabulary.' He found that teaching vocabulary through task based approach is effective and useful means of teaching vocabulary. Communicative method is more effective in teaching vocabulary than the other traditional methods.

These studies show that no single research has been conducted to find out the effectiveness of using pictures in teaching vocabulary. Hence, the present study is a new area of research in our context.

1.3 Objectives of Study

The research was carried out with the following objectives:

- a) To find out the effectiveness of using picture in teaching vocabulary in grade one.
- b) To suggest some pedagogical implications.

1.4 Significance of the Study

This study will be useful to those who are involved in teaching field and those who are interested in this field. It will be significant to teachers and students course book writers, trainees, researches etc hopefully, the findings of this study will be significant and even for the curriculum designers.

CHAPTER TWO

METHODOLOGY

The present study was designed to explore the effectiveness of using pictures in teaching vocabulary in primary level. This chapter presents the methodology adopted during the research study.

2.1 Sources of Data Collection

Both primary and secondary sources were used to the collection of data in this study. The sources data collection was as follows:

2.1.1 Primary Sources

The primary sources of data were the students of grade one of Shree Khaireni Higher Secondary School, Khairenitar 8. The primary data were collected by administering pre-test and a post test. The same set of test items was administered before the experimental teaching, and the post-test was administered after the completion of the teaching.

2.1.2 Secondary Sources

Secondary sources for this research were the related books, journals, online documents, research works and articles related to English language teaching. Such as Harmer (1991), Thornbury (2004), Mc Carthy (1992), Ur (1990) etc.

2.2 Population of the Study

The population of the study was the students of all primary schools of Khairenitar VDC in Tanahun District.

2.3 Sample Population

The sample population of the study was 50 students of grade one studying in Shree Khaireni Higher Secondary School located at Khaireni VDC in Tanahun District.

2.4 Sampling Procedure

I selected Shree Khaireni Higher Secondary School of Tanahun District by using judgemental sampling procedure because the researcher herself is teaching English in this school at primary level. For which the researcher selected the 50 students of grade one and divided them into experimental group (A) and controlled group (B) by using random sampling.

2.5 Tools for Data Collection

A set of test items were designed to collect the data. It carried 50 marks and was used for both test (Pre-Test and Post test). The test items were selected from the textbook of grade I. The test items contained different types which are as follows. (See Appendix 2)

Table No. 1
Types of Test

S.N.	Types of Test Items	No. of Items	Marks Per item	Total
1.	Naming the pictures of places	5	1	5
2.	Naming the pictures of clothes	5	1	5
3.	Naming the pictures of objects	5	1	5
4.	Naming the pictures of animals	5	1	5
5.	Naming the pictures of persons	5	1	5
6.	Naming the pictures of actions	5	1	5
7.	Matching Items I	10	1	10
8.	Matching Item II	10	1	10
	Total			50

2.6 Process of Data Collection

The researcher followed the following procedures to collecting data:

- a) First of all, the researcher developed suitable test items for per-test and post-test and lesson plans for teaching.
- b) Then, the researcher visited the selected school and asked the authority for permission to carry out the research explaining the purpose of the research.
- c) After that, 50 students of grade I were selected and divide into two groups by random sampling.

- d) The pre-test was administered to both groups to identify the student's proficiency level in vocabulary.
- e) The researcher taught the experimental Group (A) using the picture technique and the controlled Group (B) using traditional technique. The researcher administered the post-test to both the groups and compares the performance.

2.7 Limitations of the Study

The study had the following limitations:

- a) The population of the study was limited to only fifty students of grade I studying in Shree Khaireni Higher Secondary School, Khairenitar VDC 8, Tanahun.
- b) Due to limitation of time, it was not possible to check the student's total proficiency.
- c) Only the meaning and use of vocabulary were measured.
- d) It was limited to 15 days teaching only

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of data. The data have been grouped under the five main headings and they are analyzed separately. The scores obtained by the students in pre-test and post-test were tabulated group wise after that, average scores of the pre-test were computed of the individual scores tabulated. Then average scores of the pre-test were subtracted from the average scores of the post test to find out the differences and those differences were converted into percentage. If it is higher than zero it shows the progress of the students. The analyses are as follows:

3.1 Holistic Comparison

In this comparison, the results of Group A and B under separate headings are shown in a single table.

Table No. 2
Holistic Comparison of Post-test

Items	A.V Score of Group A in post-test Experimental	A.V. Score of Group B in Post-test Controlled	Difference between Group A and B
Pictures of places	4.72	3.76	0.96
Pictures of clothes	4.44	4.34	0.08
Pictures of objects	4.68	3.72	0.96
Pictures of animals	4.44	4.34	0.08
Pictures of persons	4.68	3.52	1.16
Pictures of actions	4.2	3.68	0.52
Matching I	9.84	5.72	4.12
Matching II	9.92	4.16	5.76
Total	46.76	33.44	13.32

Table 2 shows that group A (experiential group) has an average score of 46.76 in post-test and Group B, controlled group has an average score of 33.44 in post test. The average difference Group A and B is 13.32 in the post test. It is the average increment in Group A. The result of the post-test of experimental and controlled group shows that the students of experimental group performed better than the controlled group.

Table No. 3
Holistic Comparison of Post-test in %

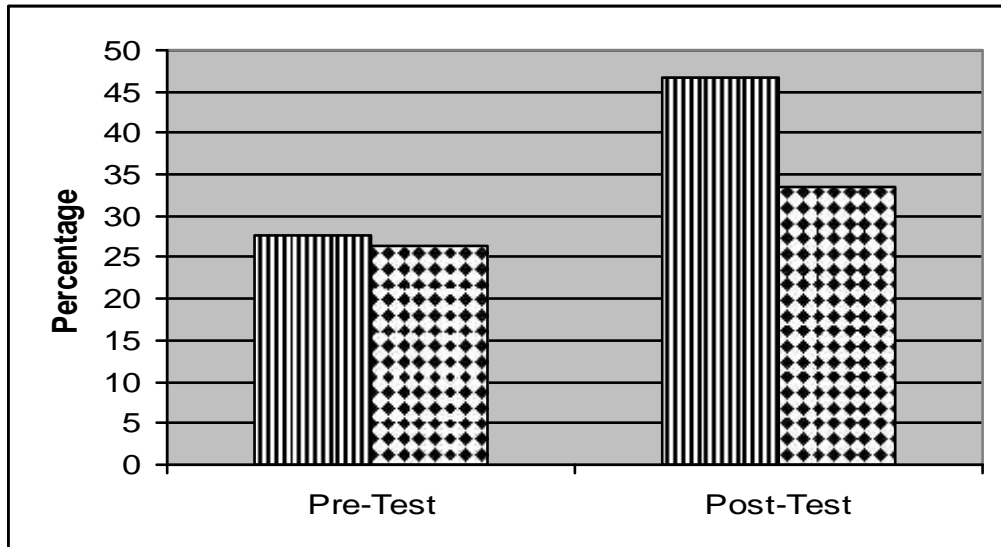
Items	A.V score of Experimental group A in %	A.V Score of Control group B in %	Difference between Group A and B
Pictures of places	90.4	82.4	3.76
Pictures of clothes	89.4	86	4.44
Pictures of objects	94.4	74.4	3.72
Pictures of animals	90.4	89.6	4.44
Pictures of persons	96.0	70.4	3.52
Pictures of actions	85.6	68	3.68
Matching I	98.4	50.8	7.72
Matching II	99.2	56.8	4.16
Total	52.36	44.67	7.69

Table 3 exhibits that the average increment percentage in eight categories of experimental group A is 52.36% whereas controlled group B has 44.67% average increment percentages. The average increment difference between experimental group A and controlled Group B is 7.69%. The description above shows that A's holistic percentage is higher than that of controlled Group B. There is significant difference between the performance levels of both the groups.

In this study experimental group A was taught using picture technique and controlled group B was taught in conventional way. The group which has got

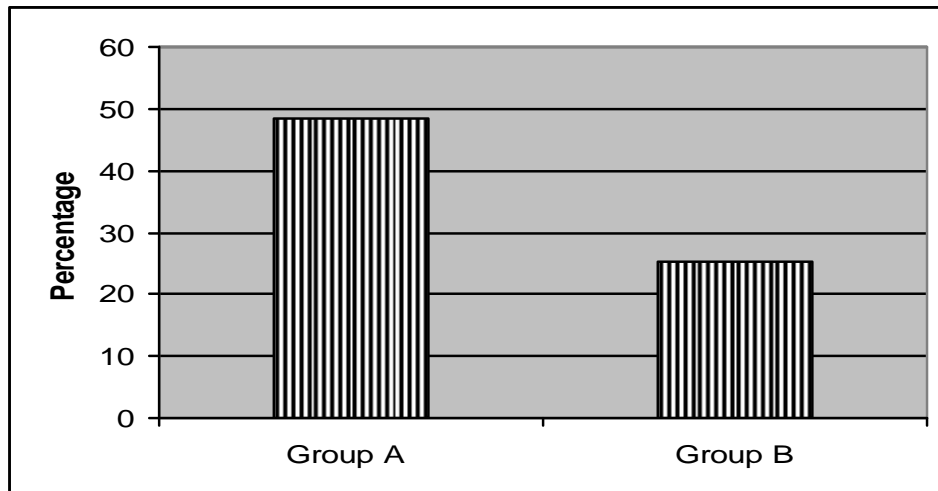
higher percentage is thought to have better proficiency than the one which got a lower percentage. The comparison between the advantage of picture technique and the traditional technique of teaching vocabulary is shown through bar diagrams as follows:

Chart 1
Comparison in Bio-diagram



The above chart depicts that the average score of experimental group A is 27.68 in pre-test and 46.76 in post-test. Controlled group B has an average score 26.36 in pre-test and 33.4 in post test. Experimental group A has increased its mark by 9.08 whereas controlled group B has increased its mark by 7.04. Therefore it is proved that experimental group A performed better than controlled group B.

Chart 2
Difference Percentage of Pre-test and Post-test



The above chart shows that experimental group A has increased its marks by 48.56 while controlled group B has increased its mark by 25.28%. It therefore proved that picture technique in the teaching vocabulary is more effective than that of traditional technique comparison between the average score of pre-test and post-test with standard deviation.

Table No. 4
Average score of Pre-test and Post-test with S.D.

Group	Number	A.V. Score		S.D.	
		Pre-test	Post-test	Pre-test	Post-test
A	25	27.68	46.76	28.84	45.47
B	25	26.36	33.4	23.45	33.70

Table 4 shows the comparison between the average score of experimental group A and controlled group B in Pre-test and Post-test. The average of group A in pre test is 27.68 and in post-test 46.76. The SD. of group A in pre test is 28.84 and in post test is 45.47. Similarly the SD of controlled group B in Pre test is 23.45 and in Post test is 33.70.

3.2 Item-wise Comparison

The data are grouped under this heading as follows:

- a) The result in picture of places.
- b) The result in picture of clothes.
- c) The result in picture of objects.
- d) The result in picture of animals.
- e) The result in picture of persons.
- f) The result in picture of actions.
- g) The result in matching Item I.
- h) The result in matching item II.

3.2.1 The Result in Picture of Places

This category consisted of 5 items item. It carried 1 mark.

Table No. 5

The Result in the Pictures of Places

Group	AV. Score in Pre test	Av score in Post Test	D	D%
A	2.08	4.72	2.64	52.8
B	1.48	3.76	2.28	45.6

Table 5 reveals that experimental group A has the average score of 2.8 in Pre-test and 4.72 in the post- test. This group increased its AB. mark by 2.64 or by 52.8%.

Controlled group B has the average score of 1.48 in the pre test and 3.76 in the post-test. This group has increased its mark by 2.28 or by 45.6%. This levels that experimental group A made better progress than controlled group B.

3.2.2 The Result in Picture of Clothes

This category consisted of 5 items item. It carried 1 mark.

Table No. 6

The Result in Pictures of Clothes

Group	AV. Score in Pre test	Av score in Post Test	D	D%
A	2.08	4.72	2.64	52.8
B	1.48	3.76	2.28	45.6

Table 6 depicts that experimental group A has got average of 1.56 in the pre test and 4.44 in the post test. This mark has been increased by 2.88 or by 57.6%.

Whereas controlled group B has got the average score of 0.96 in the pre-test and 3.44 in the post test. Their mark has been increased by 2.48 or by 49.6%. It depicts that group A has better performance than group B.

3.2.3 The Result in Picture of Objects

This category consisted of 5 items item. It carried 1 mark.

Table No. 7

The Result in Pictures of Objects

Group	AV. Score in Pre test	Av score in Post Test	D	D%
A	2.32	4.68	2.36	47.2
B	1.88	3.72	1.84	36.8

This table reveals that experimental group A has the average score of 2.32 in the pre test and 4.68 in the post test. This mark has been increased by 2.36 or by 47.2% whereas controlled group B has got average score of 1.88 in the pre

test and 3.72 in the post test. Their mark has been increased by 1.84 or by 36.8%.

This shows the better performance of experimental group A than controlled group B. But the difference is not so high.

3.2.4 The Result in Picture of Animals

This category consisted of 5 items item. It carried 1 mark.

Table No. 8
The Result in Pictures of Animals

Group	AV. Score in Pre test	Av score in Post Test	D	D%
A	3.72	4.44	0.83	49.6
B	1.88	4.36	2.48	

This table shows that experimental group A has the average score of 1.88 in the pre-test and 4.36 in the post test. This mark has been increased by 2.48 or by 49.16 whereas the controlled group B has got the average score of 3.72 in pre-test and 4.36 in post- test.

This result advocates that experimental group a gives better performance but the difference is not so high.

3.2.5 The Result in Pictures of Persons

This category consisted of 5 items item. It carried 1 mark.

Table No. 9

The Result in Pictures of Persons

Group	AV. Score in Pre test	Av score in Post Test	D	D%
A	0.64	4.68	4.04	80.8
B	2.36	3.52	1.16	23.2

This table reveals that experimental group A has the average score of 0.64 in pre test and 4.68 in post test. This mark has been increased by 4.04 or by 80.8% Whereas controlled group B has got average score of 2.36 in pre-test and 3.52 in post-test. Their mark increased by 1.16 or by 23.2%. It shows that Group A made better progress than group B.

3.2.6 The Result in Pictures of Actions

This category consisted of 5 items item. It carried 1 mark.

Table No. 10

The Result in Pictures of Actions

Group	AV. Score in Pre test	Av score in Post Test	D	D%
A	0.4	4.2	3.8	76
B	0.36	3.68	3.32	66.4

This table shows that experimental group A has average score of 0.4 in pre-test and 4-2 in post –test. This mark has been increased by 3-8 or by 76% Whereas controlled group B has average score of 0.36 in the pre-test and 3.68 in post test. This mark has been increased by 3.32 or by 66.4%. The above description are shows the better progress of group A than group B.

3.2.7 The Result in Matching Items I

This category consisted of 10 items item. It carried 1 mark.

Table No. 11
The Result in Matching Items I

Group	AV. Score in Pre test	Av score in Post Test	D	D%
A	6.24	9.84	3.6	36
B	3.84	5.72	1.88	18.8

The above table shows that experimental group A has average score of 6.24 in pre-test and 9.84 in post test. This mark has been increased by 3.6 or by 36%. Whereas the controlled group B has average score of 3.84 in pre-test and 5.72 in post test. This mark has been increased by 1.88 or by 18.8%.

The above scores reveal the mach more better progress of group A than group B.

3.2.8 The Result in Matching Items II.

This category consisted of 10 items item. It carried 1 mark.

Table No. 12
The Result in Matching II

Group	AV. Score in Pre test	Av score in Post Test	D	D%
A	7.44	9.92	2.48	24.8
B	4.6	6.6	2	20

The above table depicts that experimental group A has average score of 7.44 in pre-test and 9.92 in post test. This mark has been increased by 2.48 or by 24.8% Whereas controlled group B has the average of 4.6 in pre-test and 6.6 in post test. This mark has been increased by 2 or by 20%.

Thus it shows that group A reveals the better performance than group B.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The researcher carried out this practical study to find out effectiveness of using picture in teaching vocabulary. In this study, two groups were taught to develop vocabulary items using two different techniques. Experimental group A was taught using picture technique whereas controlled group B was taught using traditional way i.e. translation technique. The pre- and post test were administered before and after the real teaching respectively. The results of both the groups were computed and tabulated. After the comparative analysis and interpretation of the obtained marks from pre-and post-test, the following findings are established and some recommendations are forwarded.

4.1 Findings

The findings of this study are based on the result of the group rather than the responses of individual students. Both groups were taught the same subject matter using the equal amount of time and number of periods. Only the techniques were different. The result of the post test showed that both groups are benefited. Comparatively, the group taught using picture technique (for experimental group A) was found to perform better in all of the cases.

Therefore, if the students are taught using picture technique, they can develop better vocabulary items than those who are taught through traditional technique i.e. translation technique.

The findings are as follows:

- a) In the holistic comparison as shown in table no.2 experimental group A has increased its average score by 59.36 in the post-test whereas controlled group B has increased its average score by 44.67%. It reveals that group a showed better performance in than group B.

- b) In the result of picture of places experimental group A has an average increment of 52.8% whereas controlled group B has 45.6%. The above average increment in percentage shows that teaching vocabulary through picture technique has better impact on the result. It means picture technique has better impact on the result. It means picture technique helped students to learn better.
- c) In the result of pictures of clothes experimental group A has average increment percentage of 57.6% whereas controlled group B has average increment percentage of 49.6% on the same items. It shows the picture technique worked more effectively than the conventional ones.
- d) In the result of pictures of objects experimental group A has average increment percentage of 47.2% whereas controlled group B has an average increment of 36.8%. It shows that picture technique worked effectively than the conventional one.
- e) In the result of pictures of animals, experimental group A has average increment of 49.6% whereas controlled group B has 16.6%. This shows that picture technique helped the students move effectively in developing vocabulary items than the conventional one.
- f) In the result of picture of persons, experimental group A has average increment of 80.8% whereas controlled group B has 23.2%. This shows that picture technique worked effectively than traditional one.
- g) In the result of picture of actions, experimental group A has average increment of 76%. This shows that picture technique is more picture technique is more effective than traditional one.
- h) In the result of matching I Group A has an increment of 36% whereas group B has 18.8%. It means picture technique helped the students to learn vocabulary items better.
- i) In the result of matching II group A has average increment of 24.8%. Whereas group B has 20%. It means picture technique worked more effectively than traditional one.

4.2 Recommendations

The recommendations and suggestions have been made on the basis of the findings. The findings of this study have the following pedagogical implications.

- a) The research shows that experimental group A performed relatively a bit better in every cases of learning vocabulary. If the English language teachers follow picture technique in teaching vocabulary items for the whole academic year, the students will learn more effectively and develop their vocabulary power. Therefore, picture technique should be brought into practice in developing vocabulary power in English.
- b) In general, the researcher would like to suggest that if all English teachers involved in teaching English through the country apply picture technique in their teaching, the whole English language teaching in general and teaching of vocabulary items in particular will be more effective and qualitative.
- c) Picture technique is a time consuming task. So, it is suggested that move time should be allocated in teaching vocabulary in curriculum.
- d) The text book writers should select the texts which can be taught through picture technique so that the teacher can present the lesson by involving the students in picture technique. The teacher can develop in them the environment of learning the real word in term of pictures.
- e) The teacher should be trained to apply this technique as per our need, requirement and context.
- f) Picture-based exercises should be developed by curriculum development centre.
- g) The study was only limited to fifty students of a school in Tanahun district. It was confined to only one experimental group and one controlled group. So it can not be claimed that the findings of the research are applicable everywhere. It is therefore, essential to carry out

further researches including more number of students and more academic institutions.

- h) This experiment was conducted only for 15 days and 40 minutes per day. If the time of experiment is lengthened or shortened, varied result can be observed.
- i) This research was limited to the vocabulary items, its meaning and use only. Similar type of research can be carried out on other areas like word formation, word grammar and so on.

REFERENCES

- Adhikari, S. R. (2005). *Effectiveness of teaching vocabulary through games*.
An unpublished M.E.D. thesis T.U., Kathmandu.
- Bandari, B. M. (2000). *ELT methods*. Kathmandu: Vidhyarthi Publication.
- Bhatta, A. D.(2011). *The effectiveness of task-based approach in teaching vocabulary*. An Unpublished M.Ed. Thesis, T.U., Kathmandu.
- Chudal, N. P. (1997). *A study of English vocabulary achievement of the students of gradeVII*. An unpublished M.E.D. thesis, T.U., Kathmandu.
- Crystal, D. (1998). *The English Language*. London: Harm and Sworth.
- Gautam, R. B. (2064). *Research methodology in language education*.
Kathmandu: Sunlight Publication.
- Harmer, (1991). *The Practice of English language teaching*. London:
Longman.
- Harmer, (1993). *The practice of English language teaching*. Essex: Longman
Harmer Group UK Limited.
- Harmer, J. (2008). *How to teach English*. London: Longman.
- Hill, K & David, M. (1990). *A visual impact on creative language learning through pictures*. Essex: Longman Group UK. Limited.
- Karki, M. B. (2000). *A study of English vocabulary achievement of the Student of grade 8*. An unpublished M.E.D. thesis T.U., Kathmandu.
- Kumar.R, (1996). *Research methodology*. London: Sage Publication.
- Mc Carthy, A. (1992). *Vocabulary*. London: OUP.
- Panta, B.P. (2004). *The Effectiveness of discovery technique in teaching subject-verbs agreement: A practical study*. An unpublished M.E.D. thesis, T.U., Kathmandu.
- Pokharel, Y.R. (2005). *English vocabulary achievement grudge five students*.
An unpublished M.E.D. thesis, T.U. Kathmandu.
- Richards, J. et al. (1985). *Longman dictionary of applied linguistics*. Essex:
Longman.

- Saud, M. S. (2003). *ELT theories and methods*. Kathmandu: Raj Offset Press.
- Shah, B.L. (2003). *English language teaching materials and practices*.
Kathmandu: Ratna Pustak Bhandar.
- Sharma, B. K. and Phyak, P. B. (2006). *Teaching English*. Kathmandu:
Sunlight Publication.
- Thornbury, S. (2004). *How to teach vocabulary*. Essex: Pearson Educator
Limited.
- Tiwarii, B. K. (2001). *A Study of English vocabulary achievement of the
students of grade X*. An unpublished M.E.D. thesis, T.U., Kathmandu.
- Ur, P. (2000). *A course in language teaching practice and theory*. Cambridge:
CUP.
- Ur, P. (1996). *A course in language teaching practice and theory*. Cambridge:
CUP.
- Wright, A. (1990). *Practices for language learning*. Cambridge: CUP.
- Wright, A. (1990). *Visuals for the language classroom*. Essex: Longman Group
U.K Limited.

Appendix -1
Lesson Plan No. 1

School: Shree Khaireni Higher Secondary School

Date: 2067/5/3

Class : I

Time : 40.min.

Subject : English

Topic : Naming the Pictures of Places

Group A

Presentation and Practice.

The Teacher motivates the students by asking them about some places around them then writes some names of places on the board such as house, hospital, school etc. She displays the pictures of places in front of the students. Students repeat the names of pictures after her as necessary.

In practice teacher displays all the pictures of places and ask their names.

Feedback will provide to the students if necessary.

Evaluation

The teacher will draw some pictures of places on the board and ask the following type of questions.

a.  What is this ?

This

b.  What is this ?

This is

The teacher displays the pictures of places to some of the students and ask their names.

Group B

Presentation and Practice

The teacher motivates the students by telling some names of places using mother language. Then she writes some names of places on the board. The students repeat the names of places after teacher. Then the teacher gives the meaning of those places in mother language. In practice she will ask some of the students to give the names of some places. Feedback will be provided if necessary.

Evaluation

The teacher evaluates the students by asking some names of places.

Lesson Plan No. 3

School: Shree Khairani Higher Secondary School

Date: 2067/5/5

Class: I

Time: 40.min.

Subject: English

Topic: Naming the Pictures of Clothes

Group A

Presentation and Practice

The teacher will motivate the students by asking them about some clothes they wear. Then she writes some names of clothes on the board. Such as tie, shirt, T-shirt etc. Then she displays the pictures of clothes in front of the students. Students repeat the names after teacher as necessary. In practice she displays all the pictures of clothes and asks their names. Feedback will be provided if necessary.

Evaluation

In evaluation she will draw some of the pictures of clothes on the board and ask questions for instance.

A What is this?

This is 

She displays the pictures of clothes and ask their
names to the students.

Group B

Presentation and Practice

The teacher motivates the students by asking about some names of clothes in mother language. Then she writes some names of clothes on the board. The students repeat the names after teacher. Then the teacher will explain the meaning using mother language. In practice she will ask some of the students to tell the names of clothes and feedback will be provided if necessary.

Evaluation

The teacher evaluates the students by asking some names of clothes.

Lesson Plan No. 6

School: Shree Khaireni Higher Secondary School

Date: 2067/12

Class: I

Time: 40.min.

Subject: English

Topic: Naming the pictures of animals

Group A

Presentation and Practice

The teacher will motivate the students by asking them about some animals. Then write some names of animals on the board. Such as tie, shirt, T-shirt etc. then she display the pictures of animals in front of the students. Students repeat the names after teacher as necessary. In practice she displays all the pictures of animals and asks their names. Feedback will be provided if necessary.

Evaluation

In evaluation she will draw some of the pictures of animals on the board and ask questions for instance.

a What is this?



This is

She
their

displays the pictures of clothes and asks names to the students.

Group B
Presentation and Practice

The teacher motivates the students by asking about some names of animals in mother language. Then she writes some names of animals on the board. The students repeat the names after teacher. Then the teacher will explain the meaning using mother language. In practice she will ask some of the students to tell the names of clothes feedback will provide if necessary.

Evaluation

The teacher evaluates the students by asking some names of animals.

Lesson Plan No. 10

School: Shree Khaireni Higher Secondary School

Date: 2067/5/14 Class: I

Time: 40.min.

Subject: English

Topic: Naming the pictures of person

Group A
Presentation and Practice

The teacher will motivate the students by asking them about some person. Then write some names of person on the board. Such as tie, shirt, T-shirt etc. then she display the pictures of person in front of the students. Students repeat the names after teacher as necessary. In practice she displays all the pictures of person and asks their names. Feedback will be provided if necessary.

Evaluation

In evaluation she will draw some of the pictures of person on the board and ask questions for instance.

a



Who is he ?

He is

She displays the pictures of person and asks their names to the students.

Group B

Presentation and Practice

The teacher motivates the students by asking about some names of person in mother language. Then she writes some names of person on the board. The students repeat the names after teacher. Then the teacher will explain the meaning using mother language. In practice she will ask some of the students to tell the names of clothes feedback will provide if necessary.

Evaluation

The teacher evaluates the students by asking some names of person.

Lesson Plan No. 15

School: Shree Khaireni Higher Secondary School

Date: 2067/5/16

Class: I

Time: 40.min.

Subject: English

Topic: Naming the pictures of mixed items

Group A

Presentation and practice

The teacher will motivate the students by asking them about some mixed items. Then write some names of mixed items on the board. Such as tie, shirt, T-shirt etc. then she display the pictures of clothes in front of the students. Students repeat the names after teacher as necessary. In practice she displays all the pictures of mixed items and asks their names. Feedback will provide if necessary.

Evaluation

In evaluation she will draw some of the pictures of clothes on the board and ask questions for instance.

a



What is this?

This is

She

displays the pictures of mixed items and ask their names to the students.

Group B

Presentation and Practice

The teacher motivates the students by asking about some names of mixed items in mother language. Then she writes some names of mixed items on the board. The students repeat the names after teacher. Then the teacher will explain the

meaning using mother language. In practice she will ask some of the students to tell the names of clothes feedback will be provided if necessary.

Evaluation

The teacher evaluates the students by asking some names of mixed items.