

TEACHING VOCABULARY THROUGH SENSE RELATIONS

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

Submitted by

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

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RECOMMENDATION FOR ACCEPTANCE

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DEDICATION

Dedicated to my beloved parents.

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ABSTRACT

This present thesis entitled **Teaching Vocabulary Through Sense Relations** aims to assess the effectiveness of teaching vocabulary through sense relation. The main focus of the study was directed on how effectively vocabularies can be taught by using sense relations. The study was carried out using both primary and secondary sources of data. Teaching vocabulary is taken as a stressful liability on the part of teachers and students. However, the study bears the facts of better results of use of sense relations for teaching them in the sense that all the students passed the tests and more importantly, only a few students showed problems in the correct use of vocabulary.

The study was divided into four main chapters and sub-chapters. The first chapter contains general background, aspect of language, importance of teaching /learning vocabulary, types of vocabulary, word class, techniques of teaching vocabulary, sense relation and action research. This chapter also includes the review of the related literature, objectives and significance of the study. The second chapter deals with the methodology applied in the study as source of data and data collection procedure. This chapter also states the limitations of the study. The third chapter presents analysis and interpretation of the data. The fourth chapter consists of the findings and recommendations based on the analysis and interpretation of the data. Reference and appendices are attached at the end.

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LIST OF ABBREVIATION AND SYMBOLS

%	:	Percentage
Σ	:	Sum of (Sigma)
Approx.	:	Approximation
Av.	:	Average
Brit	:	British
CDC	:	Curriculum Development Center
CU	:	Cambridge University
CUP	:	Cambridge University Press
e.g.	:	Example
Ed.	:	Education
et al	:	and other people
etc	:	Etcetera
fig.	:	figure
i.e.	:	that is
NELTA	:	Nepal English Language Teachers' Association
o'clock	:	of the clock
OUP	:	Oxford University Press
P.M.	:	Past Meridian
sth	:	Something
T.U.	:	Tribhuvan University
Vol.	:	Volume
\bar{X}	:	Mean

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is species specific. It is the most advanced and powerful means of human communication. It has become the most valuable means of communication. Any system of communication can be called a language. If we speak and communicate, it will be called oral communication; if we write and communicate, it will be called written communication; if we use signs and gesture and communicate, that will be non-verbal communication. In the process of communication, one perceives clear picture of the whole world through the use of language. Through language we are able to think interpret, perceive and express about the real world.

Language appears to be the most important means of communication in social context. It functions as the most powerful medium of expressing ideas, feelings, emotions, desires and experience. Language has been defined by many scholars differently. Only one definition is not perfect in itself. But it is broadly accepted that language is a complex human phenomenon and its major function is to communicate.

Sapir (1978, p. 8) states, language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols. Similarly, according to Richards et al. (1985, p. 31) "Language is as a system of human communication by means of structured arrangement of sound to form larger unit. e.g. morphemes, words, sentences." In the same way, Wardhaugh (1977, p. 3) defines language as "a system of arbitrary vocal symbols used for human communication".

There are different languages spoken all over the world. No languages are inferior or superior to other languages in terms of communicative values. Those who are able to communicate in English deemed to be well educated, intelligent and so on. It has become an indispensable and excellent vehicle to

the transmission of modern civilization into the nation. No doubt, English has the largest vocabulary and one of the noblest bodies of literature. Since, more than half of the world's books, three quarter of international mail and almost all things a science and technology are written in English, people need to have the knowledge of English. In addition to it, a vast store of knowledge and technology is explored through English and it is widely used for international communication. English, therefore, serves as a lingua-franca.

1.2 Aspects of Language

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

1.2.1 Pronunciation and Spelling

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

1.2.2 Grammar

Grammar refers to the structure of language. It makes us understand a number of statistical problems. Grammar is divided into morphology and syntax. Morphology deals with the internal structure of the forms of words while syntax is the study of sentence structure.

1.2.3 Communicative Functions

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

1.2.4 Vocabulary

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

Among these aspects, vocabulary is one of the important aspects of language. Although all languages may not be rich in vocabulary each language consists of the more vocabulary items we have, we become confident and can express our idea in different fields. Communication is almost difficult for people if they do not possess sound knowledge of lexical items in a language. Highlighting the value of words. Crystal (1997) states “vocabularies hold great importance in developing competence in a particular language”. So, teaching vocabulary is a significant aspect of teaching and learning language.

1.3 Importance of Teaching /Learning Vocabulary

Students must learn sufficient number of words that the speakers and writers of English use because communication breaks down when people do not find right words. So, the teaching vocabulary should not be neglected.

Wallace (1982, p. 9) states that

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

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

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

So, it is true that without sound knowledge of vocabulary learner can not use his target language effectively. In fact, if grammar is a selection, then it is vocabulary that puts the vital organs and flash. An ability to manipulate grammatical structure does not have any potential for expressing unless words are used.

1.4 Aspect of Learning Words

Teaching vocabulary is an important part of learning language. It possesses mainly four aspects: word meaning, word use, word formation and word grammar which should be taken into consideration at the time of teaching and learning vocabulary. Harmer (1991, p. 158) describe these aspects as follows:

1.4.1 Word Meaning

As we know that very little words have a single meaning but more words have more than one meaning. For example, the word 'book' refers to something we use to read from a set of printed pages fastened together inside a cover. But the same word 'book' has a list of eight more meaning when we search in the learner's dictionary. Sometimes, the word 'book' is used as a noun, verb and phrasal verbs.

When we come across a word, then it becomes very difficult to decipher its meaning in isolation. Therefore, we have to look at the context in which it is used. If we see a woman in a theatre arguing at the ticket office saying 'I booked two tickets yesterday', we will obviously understand a meaning of the verb 'book'. Here the verb 'booked' possesses the meaning 'bought'. But when a policeman (accompanied by an unhappy-looking man at a police station) saying to his colleague 'we booked him for speeding.' In this context the verb 'booked' means 'captured'. Thus, the students need to know about meaning in context.

There are other facts about meaning, too. Sometimes a word has meaning in relation to other word. For example, to know the meaning of the word 'flower', we have to describe a number of things e.g. rose, daisy, lotus, pansy, tulip, etc. Here we know the word 'flower' has a general meaning whereas, 'rose' has more specific meaning. Thus, the meaning of a word can be learnt by sense relation.

1.4.2 Word Use

The meaning of a word is very often stretched through the use of metaphor and idiom. For examples, the word 'hiss' describes the noises that snakes make. But we stretch its meaning to describe the way people talk each other (e.g. 'don't move or you're dead', she hissed). That is metaphorical use. 'Snake in the grass' is a fixed phrase that has become an idiom which means 'a person who pretends to be your friend but who cannot be trusted'.

Word meaning is also governed by collocation that is which words go with each other. The learners should know which words go with each other. For example, we can have a headache, stomachache or earache but we cannot have a throatache or a legache.

The other important aspect of word meaning that learner should know is the 'style' and 'register'. If we want to say someone 'I am angry' in neutral expression and 'I am really pissed off' in the informal situation, the second one seems rude to listeners in certain contexts. According to Wallace (1985, p. 112), "It is however a protean word which is used in so many ways by so many different writers that it is not difficult to use it with any technical sharpness." The learners should know the use of words in formal and informal situations.

Register refers to a speech variety used by a particular group of people. A register of English is a variety of the language as used in specific context such as legal English, academic English or technical English. Thus, the learners need to know about 'style' and 'register'.

1.4.3 Word Formation

We know that words can change their shape and grammatical value, too. So, students need to know about word formulation and how to twist words to fit different grammatical context. "Vocabulary items whether one word can often be broken down into their component 'bits' exactly, how these bits are put

together is another piece of useful information perhaps mainly for more advance learners." (Ur, 1996, p. 62).

Yule (1985, p. 64) states, "The study of the process where by new words process for the changing of their structure." So, we can say that word formation is the process to make constant evolution of language in term of new invention of words and new uses of old terms to bring vitality and creativeness to shape language according to the need of the language users. Thus, the students need to know how suffixes and prefixes work and how words are spelt and pronounced.

1.4.4 Word Grammar

Another important aspect of learning word is word grammar. The students need to know how words are unpredictably changing. For example, when we teach noun, we have to make distinction between countable and uncountable nouns. We have to show them that countable nouns can be both singular and plural. For example, we can say 'one pen' or 'two pens'. But uncountable nouns can only be singular, we cannot say 'two informations'. This difference, then, has certain grammatical implications. 'Pen' can collocate with plural verbs whereas 'information' never can. The students should also know those words which have neither countable nor uncountable such as, people, the news, linguistics, etc. Similarly, while teaching a verb, we might give their both the regular and irregular forms. When students do not have this kind of knowledge they come up with erroneous sentences.

There are many other areas of grammatical behaviour that students need to know about:

What are phrasal verbs and how do they behave?

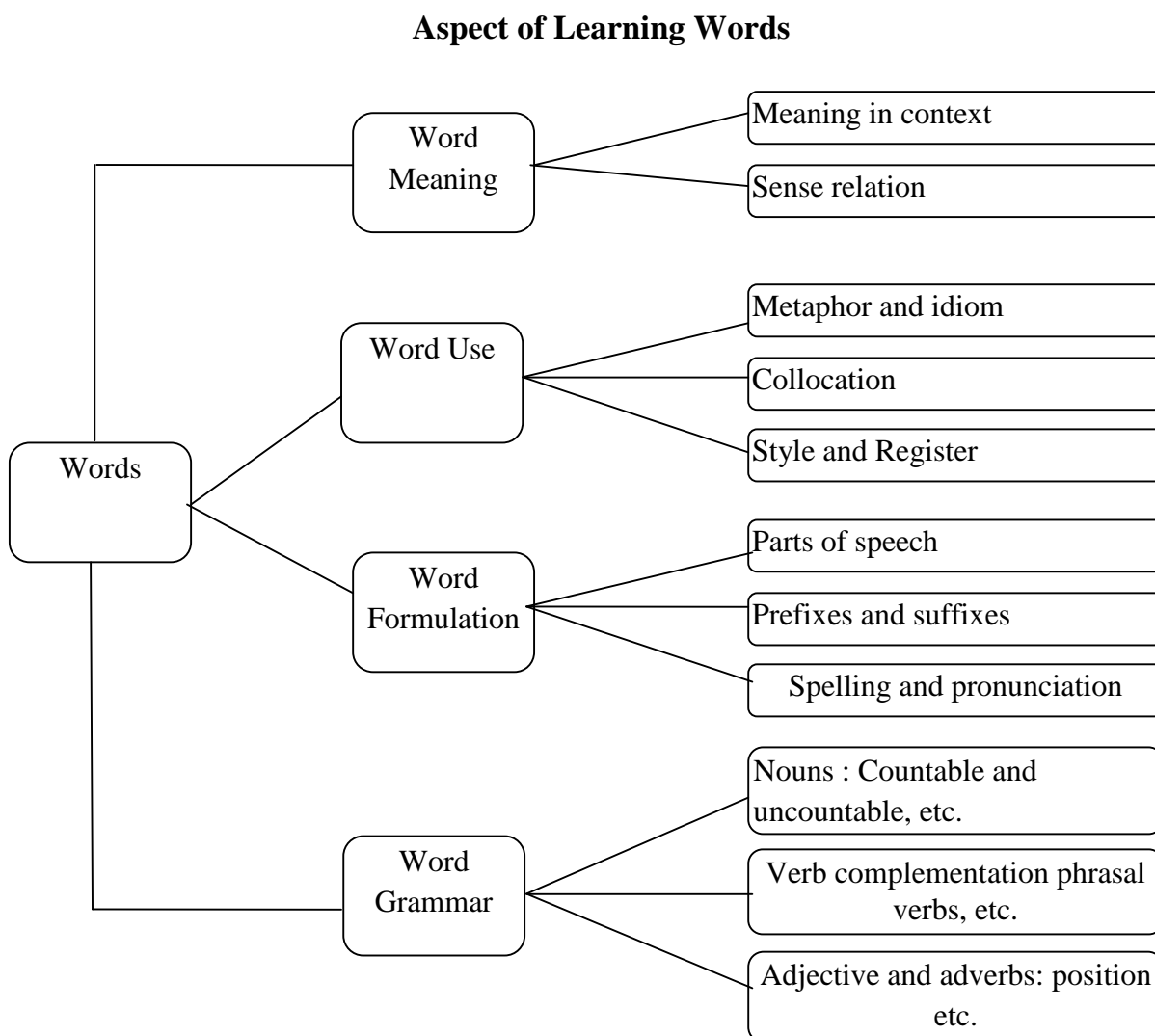
How are adjectives ordered?

What position can adverbs be used in?

Therefore, somehow our teaching must help students to understand what this knowledge implies both in general and for certain words in particular.

Harmer (1991, p. 158) summarizes the aspects of learning vocabulary as given in the following diagram:

Figure No. 1



1.5 Definition of Vocabulary

Vocabulary is the vital aspect of language without which a language cannot exist in the world. Each language consists of vocabulary items which are the main instrument to express the ideas. However, all the languages may not be

rich in vocabulary items. The more the vocabulary items we have, we can express our ideas in different fields. Communication is almost impossible in the absence of the the lexical items. Learning a foreign language is a matter of learning the vocabulary of that language. In this regard Wallace, (1982, p. 9) says:

It has often been remarked how strange it is that comparatively little has been written on the teaching 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. Not being able to find the words we need to express ourselves is the most frustrating experience in speaking another language.

Richards et al (1995, p. 307), says, "Vocabulary refers to set of lexeme including single words, compound words and idioms." Similarly, Crystal (1995, p. 111) states, "Vocabulary is the Everest of language. So, while teaching and learning of vocabularies, the questions on the criteria of selection and need of the learners should be properly considered."

Harmer (1991, p. 153) says, "If language structures make up the skeleton of language, then it is vocabulary that provides vital organs and the flesh. An ability to manipulate grammatical structure doesnot have any potential for expressing meaning unless words are used." Likewise, Wilkins (1972, p. 111) "Without grammar very little can be conveyed without vocabulary nothing can be conveyed."

According to Carter (1963, p. 70),

There are several levels to the description of vocabulary. This reflects the multiple functions of vocabulary: words are single items; in partnership with other words, they perform lexical and grammatical functions; and recent

studies have demonstrated the important role that vocabulary plays in the formation of complete \spoken and written texts.

From these above definitions it emerges that vocabulary are the most important and valuable aspects of language. In the absence of vocabulary we are unable to think of the world. In other words, we are unable to talk about the world.

1.6 Types of Vocabulary

We can classify vocabulary items from different perspectives, which are as follows:

1.6.1 Active Vocabulary

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

1.6.2 Passive Vocabulary

Passive vocabulary refers to the words which the student recognizes when they occur in a context but which will probably not be able to produce. According to Wallace (1989, p. 38) passive vocabulary refers to those words that the student recognize and understand when they occur in a context, but which he can not produce correctly himself.

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

1.7 Class of Words

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

1.7.1 Content Words

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

1.7.2 Function Words

Function words are the words which have little meaning on their own, but which show grammatical relationship in and between sentences. Functional words have grammatical meaning. Conjunction, prepositions, articles etc are function words. It is also termed as minor class words.

1.8 Techniques of Teaching Vocabulary

Technique refers to presenting a teaching item to the students in an understandable way. The main objective of teaching vocabulary is to make students find out word meaning in different context. A teacher can use different ways to present the meaning of a new vocabulary. They are given below:

- i. **Realia:** Realia is the use of a real object. The teacher can bring real objects like postcard, pen, ball etc. It is mainly useful for teaching at the elementary level.
- ii. **Pictures:** Pictures can be used when concrete objects are impossible to bring into the classroom. Pictures can be drawn by the teacher on the board or s/he can bring magazine pictures.
- iii. **Mime and action:** Mime and action can be used effectively to show the meaning of action verbs and it is also used to show feelings and emotions.

- iv. **Contrast:** Words are contrasted with other words to find out meaning.
- v. **Enumeration:** This is a way to relate specific words with general words.
- vi. **Explanation:** We can also teach the meaning of vocabulary by explaining them contextually.
- vii. **Translation:** We can also teach a meaning of the new word by translating it into the students' mother tongue. It is useful in teaching the meaning of abstract word.
- viii. **Games:** This is also one of the techniques of teaching vocabulary. Teacher may arrange the vocabulary game according to their level and capacity.
- ix. **Songs and rhymes:** Song and rhymes can occupy important place in vocabulary teaching particularly in teaching young students because they love songs.
- x. **Sense relations:** We can teach the meaning of new words by giving various sense relations like synonyms, antonyms, homonyms and so on. e.g. Good-bad, pretty-beautiful etc.

1.9 Sense Relation

Sense relation refers to the various ways in which the meanings of words may be related. The relationship may be a sameness or similarity of meaning in which case it is called synonyms or it may be opposite meaning in which case it is antonyms. Yule (1985, p. 118) says, "Words are not only the meaning containers and role players but their relationship is the relationship between the linguistic element themselves." In other words, it is the linguistic relationship of sense or meaning. In sense relation meaning of a word can be related to various ways.

Sentences are made up of words and phrases. These words and phrases are meaningful. Because of their meaning they enter into a number of sense relations with word or phrases in the language. Such sense relation is crucial for linguistic analysis. There are different types of sense relations. They are described as follows:

a. Synonymy: Synonymy is a kind of sense relation between two or more lexical items. The two or more lexical items are said to be synonymous to each other if they have same or identical meaning In other words, the two or more lexical items can be regarded as synonymous to each other if they can be interchanged without altering the meaning of an utterance. For example –

large – big

ability – capacity

guess – predict

b. Antonym: Antonym refers to the oppositeness of meaning between lexemes. In other words oppositeness of meaning is termed as antonyms. For example –

good – bad

hot – cold

big – small etc.

c. Hyponymy: According to Rai (2003, p. 40), "The relationship between two lexical unit in which the meaning of the first is included in that of the second is called hyponymy". In other words, it refers to the sense relation that holds between classes and members. For example –

Subordinate terms

Hyponyms

fruit

apple, banana, mango.

furniture

table, chair, desk.

dog

dog, bitch, puppy.

d. Homonymy: Homonymy refers to the sense relationship between two or more words with same form but different unrelated meanings. Homonyms are given

under different lexical entries in standard dictionaries. Thus, homonymy is the sense relationship between two or more different words with single form and different meanings. For example -

bank - side of a river

bank- financial institution.

pen – writing instrument

pen- enclosure

- e. **Polysemy:** Polysemy refers to the multiple meaning of a single word. Rai (2003, p. 44) states that, "The multiple meaning of a polysemic words are not entirely different; they are some way connected to the word". For example –

Foot - lower part of the body

- foot of a hill

- foot of a bed etc.

1.10 Action Research

As the name suggests, action research comprises two components: action and research. Research is a means to action, either to improve the practical or to take action to deal with the problem or an issue. Since action research is guided by the desire to take action, directly speaking it is not a design. Most action research is concerned with improving the quality of service. It is carried out to identify areas of concern, develop and test alternative and experiment with new approaches. Action research from the start has been used for the practical problems or issues. So, the practical orientation has remained a defining characteristic of action research. Action research is a form of self-reflective inquiry under taken by practitioners in order to improve their own educational practices. In other words, action research is the study of a social situation with

a view to improve the quality of action within it. Specially action research is a small scale intervention in the functioning of real world and a close examination of the effects of such intervention (Nunan, 1992, p.9). It is carried out by practitioners rather than outside researchers. Secondly, that is collaborative and thirdly that is aimed at changing things. Similarly, according to Cohen and Manion (1985), action research is situational. It is concerned with diagnosing a problem in a specific context and attempting to solve it in that context. It is usually collaborative as terms of researcher and practitioners work together on a project. It is participatory because team members themselves take part directly or indirectly in implementing the research. And it is self evaluative modification as the action is continuously evaluated within the ongoing situation. The ultimate objective being to improve practice in the same way or other. It addresses the practical problems in a positive way feeding the result of research directly back into practice. Nunan (1992, p.18) mentioned that 'collaborative' or 'group activity' aimed at changing things need not be necessary for action research because there may be many situation where a single practitioners can conduct the research without the improvement of others and his or her aim might be to increase the understanding rather than changing. the phenomenon under investigation. In action research, the two processes (research and action) are integrated, so it is said that research is a cyclic process.

1.10.1 Characteristics of Action Research

Researchers have discussed about the characteristics of action research differently as they have different viewpoints towards it. As a whole, the following characteristics can be trustworthy to mention being based on the above discussion.

- I. It is carried out by the practitioners .
- II. It is critical and collaborative.
- III. It aims a bringing change.

- IV. It is practical.
- V. It has a participatory nature.
- VI. It is a cyclical process.
- VII. It is a research in action.

Action research was mainly carried out by practitioners; for our purpose classroom teacher rather than outside researchers. It is also termed as the collaborative research in the sense that researcher and practitioners work together on a project. In the same way, it aims at bring change the things. Similarly, it is practical in nature means; it is aimed at dealing with real world problems and issues, typically at work and organizational setting. Another important characteristics of action research was that it has the participatory nature. The team members themselves take part directly and indirectly in implementing the research. Similarly, action research was cyclical process in the sense that research involves a feedback loop in which initial findings generate possibilities for change that are then implemented and evaluated as a prelude to further investigation.

1.10.2 Tools used in Action Research

To conduct action research the researcher can use any of the following tools.

- i. Time –on-Task: After introducing the action research the teacher researcher can provide the student with the test items related to the action , and the scores on the test then are analyzed .
- ii. Check-list : It is prepared by the researcher to record the observed events.
- iii. Individual file: The individual file for each student's progress can be kept on which reflection and analysis occur.

1.10.3 Process of Action Research

Process of action research refers to the different steps used in this research. Different scholars discuss almost similar steps of action research but they slightly differ in ordering of the steps. The table below exhibits that Nunan (1992) discuss seven steps, Wallace (1998) and Denscombe (1999) talk about five steps of each action research

Nunan (1992)	Wallace (1998)	Denscombe (1999)
1. Inatiation	1. Consider problems\issues	1. professional practice
2. preliminary investigation	2. Ask questions	2. Critical reflection identifying problem or evaluating change
3. Hypothesis	3. Action research	3. Research (systematic and rigorous enquiry)
4. Intervention	4. Data collection and analysis	4. Strategic planning (translation of finding into action)
5. Evaluation	5. Application to professional practice	5. Action (investigate change)
6. Dissemination	.	
7. Follw- up		

After having a short survey of the definition, features ,processes and tools of action research, what can be said is that action research is a teacher research that is conducted to resolve the problems in teaching learning process introducing new or existing techniques, teaching aids and methods and so on in a particular situation. The selection of tools depends on who participated in the research. If a single person has to do two- fold of tasks i.e. as analyst and as an observer ,then 'time on task' analysis is important and useful tools to collect the data .

1.11 Review of the Related Literature

Although a number of attempts have been made in order to find out the effectiveness of different methods and techniques, none of the studies deals with the effectiveness of teaching vocabulary through sense relations. This is the first research in the Department of English Education dealing with the effectiveness of teaching vocabulary through sense relations.

Adhikari and Sharma (1992) have made an effort to make analytical study of vocabulary repertoire of the students who have completed the class three. The main objective of this study was to find out the vocabulary repertoire of the students. The nature of the research was survey. It was found that the vocabulary repertoire was satisfactory. It was found that greater the maturity the lower the difficulty level.

Gyawali (2004) has carried out a research on "A Study on Vocabulary Teaching Through Direct and Indirect Techniques in Teaching Vocabulary Teaching". The main objective of the study was to find out the effectiveness of direct or indirect techniques in teaching vocabulary comparatively. The nature of research was experimental research. Pre-test and post-test were administered to both experimented and control group. He found that indirect technique has been more effective than direct one.

Adhikari (2005) has carried out a research on "The Effectiveness of Teaching Vocabulary Through Games." The objective of the study was to find out the effectiveness of teaching vocabulary through games. The nature of research was experimental. The findings was that the games technique of teaching vocabulary is quite effective than usual technique of teaching vocabulary.

Chaudhary (2007) has in his M.Ed. thesis carried out a research on "The Effectiveness of Teaching Vocabulary Through Songs and Rhymes".

The main objective of the study was to find out the effectiveness of teaching vocabulary through songs and rhymes. The nature of the study was experimental. Pre-test and Post-test were administered to both experimental and control group. The findings were that songs and rhymes was more effective than other technique in teaching vocabulary.

Neupane (2009) has carried out a research on the "Use of Realia for Teaching English Preposition." The main objective of the study was to find out the effectiveness of realia in teaching English Prepositions. The nature of the study was action research to learn prepositions. It was found that teaching prepositions with realia was able to more effective technique.

Nepal (2009) has carried out research to find out the effectiveness of Dictation Technique in Teaching Spelling. The main objective of the study was to find out the effectiveness of dictation technique in teaching spelling. The nature of the study was experimental. Pre-test and post-test were administered to both experimental and control group. The finding was that the use of dictation technique in teaching vocabulary was more fruitful than without using it.

Paneru (2009) has carried out a research on "Use of Elicitation in Developing Vocabulary" The main objective of the study was to find out the effectiveness of elicitation in teaching vocabulary. The nature of the research was action. The pre-test, post-test, progressive tests were administered. She found that the use of elicitation was more effective than the normal classroom situations.

Beside these, there are other research works done in other areas. So far, no research work seems to have been done to investigate the effectiveness of teaching vocabulary through sense relations at lower secondary level. Hence, the researcher felt a need of studying it at grade eight.

1.12 Objectives of Study

The objectives of the present study were as follows:

1. To find out the effectiveness of teaching vocabulary through sense relations.
2. To suggest some pedagogical implications of the study.

1.13 Significance of the Study

The study will be helpful for those who are involved in the English language teaching and learning. It will be useful for students, teachers, researchers, curriculum designers, who are directly or indirectly involved in English language teaching. Likewise, textbook designers, language planners, methodological and syllabus makers will also be benefited from this study.

CHAPTER TWO

METHODOLOGY

The researcher adopted the following methodology to accomplish the present study.

2.1 Source of Data

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

2.1.1 Primary Source of Data

The primary source of data for the study were the 40 students of Grade eight of Janapriya Secondary School in Syangja.

2.1.2 Secondary Source of Data

The secondary source of data for the study were various books, journals, articles, reports and theses carried out earlier and different books. Some of them are as follows: Burns (2010), Norton (2009), Kumar (2009), English textbook of grade eight, etc.

2.2. Sampling Procedure

To meet the need of required population for the study, Janapriya Secondary School, Syangja was selected by using purposive sampling procedure and 40 students were selected from grade VIII of the same school.

2.3. Tools for Data Collection

The main tool for the collection of data was a set of test items based on grade eight English text books. The pre-test and post-test consisted of the same items where as the first, second, third and fourth progressive test consisted of the test items different from each other.

The English textbook of Grade eight was used to develop the tools for collecting primary data.

2.4. Process of Data Collection

The researcher collected the primary data from the written work of the students. For this purpose, she visited the selected schools and followed the following steps.

- a. First of all, researcher prepared the written test items for assessing students initial proficiency level.
- b. The researcher visited the school and requested the concerned authorities for the permission to carry out the study. Additionally, the researcher established a rapport with the subject teacher as well with students and explained them the purpose and processes of the research.
- c. In collaboration with the school head teacher and subject teacher, the researcher administered the pre-test to identify the existing performance of the students. The set of the test items carried fifty marks.
- d. After analyzing the scores of the students on the pre-test, the researcher started teaching for one month. The researcher used sense relations to teach vocabulary. After 5 days, the researcher administered the first progressive test. Likewise, in the interval of 5 days the researcher administered the second, the third and the fourth progressive tests. The progressive tests carried only ten marks.
- e. After a month the post-test was administered.
- f. Finally, the scores of the pre-test, the progressive tests and the post-test were analyzed to determine the effectiveness of sense relation in teaching vocabulary.

2.5 Limitation of the Study

The study had the following limitations.

1. The study was limited to vocabulary teaching only.
2. The study was limited to only one government aided school of Syangja District.
3. The sample population of the study was confined to only 40 students.
4. Approximately, a month was taken for the study.
5. Although there are many techniques of teaching vocabulary only sense relations was used for the study.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is the core of this research report which consists of all the main aspects of the research study. To be more specific, analysis and interpretation of data collected from Janapriya Secondary School in Syangja have been included in this chapter.

Different vocabularies were selected from the book 'Our English' of class eight and the selection of the vocabularies were limited to fifteen lessons. In everyday class, vocabularies were taught using either synonyms or antonyms from which students were highly motivated and interested to learn.

Data were collected keeping the main objective of the research in mind i.e. to teaching vocabulary. For this purpose the data were collected systematically, analyzed, and interpreted using appropriate statistical tools diagrams and tables. The researcher has analyzed the data under the following headings:

- I. Holistic comparison
- II. Analysis and interpretation of the individual test scores obtained through the four tests including pre-test and post test.
- III. Analysis and interpretations of item wise correct and incorrect response on the four tests including pre and post tests.

3.1 Holistic Comparison

To meet the objectives of the study, students' performance in all the six tests were tabulated. The marks obtained by each students in the six tests A, B, C, D, E and F were added to find out the total marks secured by them. Marks obtained by the students in the test A were subtracted from the marks in test F to find out the increment of experimental group. Similarly, marks obtained by the student in test B were subtracted from the marks in the test C to find the

increment. In the same way, the marks obtained by the students in test D were subtracted from the marks in test E to find out the increment of experimental group. The six tests were administered in the fixed interval of time after fixed lessons. The total increment marks obtained was divided by the total number of students.

Table No. 1

Scores of All Tests

Test Marks	T-A	T-F	Average Increment	T-B	T-C	Average Increment	T-D-	T-E	Average Increment
Total marks	778	1735		172	215		25	293	
Average Marks	19.45	43.37	23.92	4.3	5.37	1.07	6.25	7.32	1.07
Difference	957			43			43		

The above table shows the total marks of the 40 students in test, A and F and difference between two. Similarly, the marks of 40 students in the test B and C and the difference between the two. In the same way, the marks of 40 students in the test D and E and the difference between the two and average marks in each test.

In the next perspective of analysis, the total mark obtained by each student was converted into percentage and average percentage in the test, which was calculated by dividing by total percentage by total number of students. The formula used for calculating the percentage was

$$\text{Percentage} = \frac{\text{Marks obtained}}{\text{Full Marks}} \times 100$$

Percentage of marks is equal to the ratio of marks obtained to the full marks multiplied by 100.

Table No. 2

Holistic Comparison

Test	Students	Mean	Percentage
A	40	19.45	38.9%
B	40	4.3	43%
C	40	5.37	53.75%
D	40	6.25	62.50%
E	40	7.32	73.25%
F	40	43.37	86.75%

The above table shows the holistic comparison of the marks obtained in the tests A, B, C, D, E, and F by the 40 students. It was found that students in test A were not able to obtain good marks. After teaching them for one month, there came a change in their ability so, while assessing them, there was an increment in their achievement which the researcher felt through their test results. So, the researcher calculated that the students made better progress due to effectiveness of sense relations while teaching vocabularies.

3.2 Analysis and Interpretation of Individual Test Score

3.2.1 Analysis and Interpretation of Pre-Test Score

A pre-test was administered after building rapport with the administration and students. The full marks of the pre test were 50 and the test items consisted of fill in the blanks, multiple choice, matching items, true or false and synonyms and antonyms. The number of students along with their score has been given in the table below:

Table No.3

Students Score in (Pre- test) Test A

S.N.	Full Marks	No of Students	Marks	No. of Students in %	Marks Percentage
1	50	3	35	7.5%	70%
2	50	2	34	5%	68%
3	50	2	29	5%	58%
4	50	1	28	2.5%	56%
5	50	1	25	2.5%	50%
6	50	3	23	7.5%	46%
7	50	5	20	12.5%	40%
8	50	3	19	7.5%	38%
9	50	3	18	7.5%	36%
10	50	3	16	7.5%	32%
11	50	3	15	7.5%	30%
12	50	4	14	10%	28%
13	50	1	13	2.5%	26%
14	50	2	10	5%	20%
15	50	4	8	10%	16%
Average Score: 19.45					

The above table shows that the total full marks of the pre-test was 2000. Out of 2000, the total obtained marks was 778 i.e. 38.9%. Similarly, the average score of the pre-test was 19.45. The highest obtained score was 35 i.e. 70% which was obtained by 7.5% students and the lowest score was 4 i.e. 16% which was obtained by 10% students.

In the same way, 3 students obtained the average score i.e. 19.45, 16 students obtained the higher score and 21 students obtained the lower score than the

average score. So, it can be claimed that the result of the pre-test was not so good.

3.2.2 Analysis and Interpretation of the First Progressive Test Score

The score of the first progressive test were recorded as follows:

Table No.4

Students Score in (First Progressive Test) Test B

S.N.	Full Marks	No of Students	Marks	No. of Students in %	Marks Percentage
1	10	3	8	7.5	80%
2	10	3	7	7.5	70%
3	10	2	6	5	60%
4	10	9	5	22.5	50%
5	10	8	4	20	40%
6	10	8	3	20	30%
7	10	7	2	17.5	20%
Average Score 4.3					

The above table shows that, the total full marks of the first progressive test was 400. Out of 400, total obtained marks was 172 i.e. 43%. Similarly, the average score of the first progressive test was 4.3. The highest obtained score was 8 i.e. 80% which was obtained by 7.5% students and the lowest obtained score was 2 i.e. 20% which was obtained by 17.5% students.

In the same way, 8 students obtained average score i.e. 4.3. Similarly, 17 students scored higher score and 15 students scored the lower than the average score. So, it can be claimed that the result of the first progressive test is not so bad.

3.2.3 Analysis and Interpretation of the Second Progressive Test

The score of the second progressive test were recorded as follows:

Table No.5

Students Score in (Second Progressive Test) Test C

S.N.	Full Marks	No of Students	Marks	No. of Students in %	Marks Percentage
1	10	1	9	2.5	90%
2	10	3	8	7.5	80%
3	10	4	7	10	70%
4	10	11	6	27.5	60%
5	10	9	5	22.5	50%
6	10	8	4	20	40%
7	10	3	3	7.5	30%
8	10	1	2	2.5	20%
Average Score: 5.37					

The above table shows that, the total full marks of the second progressive test was 400. Out of 400, total obtained marks was 215 i.e. 53.75%. Similarly, the average score of the second progressive test was 5.37. The highest obtained score was 9 i.e. 90% which was obtained by 2.5% students and the lowest obtained score was 2 i.e. 20% which was obtained by 2.5% students.

In the same way, 8 students obtained average score i.e. 5.37. Similarly, 19 students scored higher score and 12 students scored the lower than the average score. So, it can be claimed that the result of the second progressive test was satisfactory.

3.2.4 Analysis and Interpretation of the Third Progressive Test

The score of the third progressive test were recorded as follows:

Table No. 6

Students Score in (Third Progressive Test) Test D

S.N.	Full Marks	No of Students	Marks	No. of Students in %	Marks Percentage
1	10	2	9	5	90%
2	10	6	8	15	80%
3	10	10	7	25	70%
4	10	11	6	27.5	60%
5	10	6	5	15	50%
6	10	3	4	7.5	40%
7	10	2	3	5	30%
Average Score: 6.25					

The above table shows that, the total full marks of the third progressive test was 400. Out of 400, total obtained marks was 250 i.e. 62.50%. Similarly, the average score of the second progressive test was 6.25. The highest obtained score was 9 i.e. 90% which was obtained by 5% students and the lowest obtained score was 3 i.e. 30% which was obtained by 7.5% students.

In the same way, 8 students obtained average score i.e. 6.25. Similarly, 24 students scored higher score and 12 students scored the lower than the average score. So, it can be claimed that the result of the third progressive test was satisfactory.

3.2.5 Analysis and Interpretation of the Fourth Progressive Test Score

The score of the fourth progressive test were recorded as follows:

Table No. 7

Students Score in (Fourth Progressive Test) Test E

S.N.	Full Marks	No of Students	Marks	No. of Students in %	Marks Percentage
1	10	8	9	20	90%
2	10	11	8	27.5	80%
3	10	11	7	27.5	70%
4	10	7	6	17.5	60%
5	10	2	5	5	50%
6	10	1	4	2.5	40%
Average Score: 7.32					

The above table shows that, the total full marks of the fourth progressive test was 400. Out of 400, total obtained marks was 293 i.e. 73.25%. Similarly, the average score of the second progressive test was 7.32. The highest obtained score was 9 i.e. 90% which was obtained by 20% students and the lowest obtained score was 4 i.e. 40% which was obtained by 2.5% students.

In the same way, 8 students obtained average score i.e. 7.32. Similarly, 17 students scored higher score and 15 students scored the lower than the average score. So, it can be claimed that the result of the fourth progressive test was satisfactory.

3.2.6 Analysis and Interpretation of the Post-test Score

When twenty lessons were taught by using synonyms or antonyms the post test was administered. The question item of the post test were the same questions which were administered in the pre-test. i.e. the questions of the pre-test cover all lessons which were set from the topic taught during the field study. The following table clearly shows the score of the students in post-test.

Table No. 8

Student Score in (Post Test) Test G

S.N.	Full Marks	No of Students	Marks	No. of Students in %	Marks Percentage
1	50	5	48	12.5	96%
2	50	2	47	5	94%
3	50	6	46	15	92%
4	50	7	45	17.5	90%
5	50	3	44	7.5	88%
6	50	2	43	5	86%
7	50	2	42	5	84%
8	50	2	41	5	82%
9	50	2	40	5	80%
10	50	4	39	10	78%
11	50	5	38	12.5	76%
Average Score: 43.37					

The above table shows that, the total full marks of the Post-test was 2000. Out of 2000, total obtained marks was 1735 i.e. 86.75%. Similarly, the average score of the post-test was 43.37. The highest obtained score was 48 i.e. 96% which was obtained by 12.5% students and the lowest obtained score was 38 i.e. 76% which was also obtained by 12.5% students.

In the same way, 2 students obtained average score i.e. 43.37. Similarly, 23 students scored higher score and 15 students scored the lower than the average score. Therefore, from the analysis and interpretation, it is proved that the result of the post-test is good. And if we compare the score of the post-test with the score of the pre-test, the result of the post-test was very good than the pre-test.

3.3 Item wise Analysis and Interpretation the Test Results

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

3.3.1 Pre-test

The pre-test was categorized into five different categories such as multiple choice, matching item, synonyms, synonyms and antonyms and true or false.

The correct response and incorrect response on each items of pre-test are as follows:

Table No. 9

Item-wise Correct and Incorrect Responses

S.N.	Items	No of Items	Correct Responses	Correct Responses %	Incorrect Responses	Incorrect Responses %	Total response on each of the items
1	Multiple Choice	5	64	32%	136	68%	200
2	Matching Items	10	99	24.75%	301	75.25%	400
3	Synonyms	10	112	28%	288	72%	400
4	Synonyms and Antonyms	10	160	40%	240	60%	400
5	True or False	5	56	28%	144	72%	200
	Total		491		1109		1600

Before conducting the class for experiment, the researcher had administered the set of test items for recording the initial proficiency of the students.

As the preceding table shows students came up with scores at varying rate, as shows on the table majority of the students gave correct responses i.e. 40% in the 4 item (i.e. Synonyms and Antonyms). Regarding incorrect response, the item 2 (i.e. Matching items) had the highest number of incorrect responses, item no 4 had the lowest number of incorrect responses. Most of the items have lower number of the correct responses, consequently, the large number of items had incorrect responses. This distribution of responses on each item indicates that the eight graders have low proficiency in using vocabularies. In accordance with the scores on the pre-test, the teacher determined the aspect of difficulty in learning English vocabularies mentioned in grade eight text book. Accordingly, the researcher planned the lesson for teaching vocabularies focusing on difficulty aspect.

3.3.2 The First Progressive Test

The item-wise scores were analyzed in order to understand among multiple choices and synonyms and antonyms. The students errors in different items shows that, number of students having problem in one item and do not have problem in other items at the same level. The item wise scores have been shown in the table below:

Table No. 10
Item-wise Correct and Incorrect Responses

S. N.	Items	No of Items	Correct Responses	Correct Responses %	Incorrect Responses	Incorrect Responses %	Total response on each of the items
1	Multiple Choice	5	120	60%	60	40%	200
2	Synonyms and Antonyms	5	87	43.5%	113	56.5%	200
	Total		207		173		400

The table here shows that the item 1 had the highest number of correct responses means 60% and the item 2 had the lowest number of correct responses. Similarly, the first and the second items had the lowest and highest incorrect responses respectively. Observing the distribution of responses on each of specified items, it asserts that the classroom teaching has been more effective. Accordingly, it shows that it is the sense relation which enabled the teacher to present these items successfully in the class.

3.3.3 The Second Progressive Test

Table No. 11

Item-wise Correct and Incorrect Responses

S.N.	Items	No of Items	Correct Responses	Correct Responses %	Incorrect Responses	Incorrect Responses %	Total response on each of the items
1	Matching	5	153	76.5%	47	23.5%	200
2	Synonyms	5	94	47%	106	53%	200
	Total		247		153		400

The above table reveals the fact that the item 1 had the highest number of correct responses i.e. 76.5% and the item 2 had the lowest number of correct responses. Regarding incorrect responses, item 2 had the highest number of incorrect responses and the item 1 had the lowest number of incorrect responses i.e. 23.5%.

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

3.3.4 The Third Progressive Test

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

Table No. 12

Item-wise Correct and Incorrect Responses

S.N.	Items	No of Items	Correct Responses	Correct Responses %	Incorrect Responses	Incorrect Responses %	Total response on each of the items
1	Multiple Choice	5	146	73%	54	27%	200
2	Synonyms and Antonyms	5	135	67.5%	65	32.5%	200
	Total		281		119		400

As the above table shows item no 1 had the highest correct responses i.e.73% and item 2 had the lowest correct responses. Regarding the incorrect responses, item no. 2 had the highest number of incorrect responses i.e. 32.5% and item no 1 had the lowest number of incorrect responses i.e. 27%

Observing the distribution of responses on each of specified items, it asserts that the class room teaching had been more effective. Accordingly it shows that, it was the sense relations which enabled the teacher to present these successfully in the class.

3.3.5 The Fourth Progressive Test

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

Table No. 13

Item-wise Correct and Incorrect Responses

S.N.	Items	No of Items	Correct Responses	Correct Responses %	Incorrect Responses	Incorrect Responses %	Total response on each of the items
1	Synonyms	5	174	87%	26	13%	200
2	Antonyms	5	168	84%	32	16%	200
	Total		342		58		400

As the above table shows item no 1 had the highest correct responses i.e.87% and item 2 had the lowest correct responses. Regarding the incorrect responses, item no. 2 had the highest number of incorrect responses i.e. 16% and item no 1 had the lowest number of correct responses in comparison to item 2 i.e. 13%

Observing the above table the students showed traceable problem with antonyms than the synonyms.

3.3.6 Post-Test

Table No. 14

Item wise Correct and Incorrect Responses

S . N .	Items	No of Items	Correct Responses	Correct Responses %	Incorrect Responses	Incorrect Response s %	Total response on each of the items
1	Multiple Choice	5	192	96%	8	4%	200
2	Matching Items	10	241	60.25%	159	39.75%	400
3	Synonyms	10	320	80%	80	20%	400
4	True or False	5	161	80.5%	39	19.5%	200
5	Synonyms and Antonyms	10	338	84.5%	62	15.5%	400
	Total		1252		348		1600

After administering five progressive tests in the interval of five days, the final test, i.e. post test was administrated, which had already been administered as pre-test. This test included, the items taken from grade eight English text book. Observing the above table of distribution of responses, the item 1 (multiple choice) had the highest number of responses i.e. 96% followed by the item 5 which had 84.5% having the second highest number of correct responses. Regarding the incorrect responses, the item 2 had the highest number of incorrect responses and the item 1 had the lowest number of incorrect responses. It shows that teaching vocabulary through sense relation perform effective and important role in teaching vocabularies.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

On the basis of analysis and interpretation of data, the following findings have been made

4.1 Findings

The main focus of the present research study was to find out the effectiveness of reaching vocabulary through sense relations and to give some pedagogical implications. To fulfil the objectives, twenty-one lessons on vocabulary were taught through sense relations. Before starting to teach any lesson, pre-test was administered .Thus during the field study altogether six tests were administered which were the pre-test, the first progressive test, the second progressive test, the third progressive test, the fourth progressive test and post test. The score of every test were analyzed and compared with each other. The findings of the study have been derived from the analysis of the data.

- a. From the analysis and interpretation of the pre-test, it was found that the total mark of the all students was 778 i.e 38.9%. The highest score was 35i.e 70% , the lowest score was 8 i.e. 16% and individual average score was 19.45. Thus, if we see the percentage of the pre-test the result of the pre-test is not good.

- b. When the score of the first progressive test was analyzed and interpreted it was found that the total score of the all students was 172 i.e.43%. The highest score was 8 i.e. 80%, lowest score was 2 i.e. 20% and individual average score was 4.3. Thus, from the percentage, it can be said that the result of the First progressive test was satisfactory

- c. After the analysis and interpretation of the second progressive test it was found that the total mark of the second progressive test was 215 i.e. 53.75%. Individual score was 5.37. Similarly the highest score was 9 i.e. 90% and the lowest score was 2 i.e. 20%. Thus, from the percentage it can be said the result of second progressive test was satisfactory
- d. From the analysis and interpretation of the third progressive test it was found that the total mark of the third progressive test was 250 i.e. 62.53%. The individual average score was 6.25. Similarly the highest score was 9 i.e. 90% and the lowest score was 3 i.e. 30%. Thus, from the percentage it can be said that the result of third progressive test was satisfactory than the second progressive test.
- e. When the score of the fourth progressive test was analyzed and interoperated it was found that the total score of the all students was 293, i.e. 73.25%. The highest score was 9, i.e. 90%, lowest score was 4 i.e. 40%, and the individual average score was 7.32. Thus, form the percentage, it can be said that the results of the fourth progressive test was good than the third progressive test.
- f. When the post-test was analyzed and interpreted, it was found that the total score was 1735, i.e. 86.75% and individual score was 43.37. Similarly, the highest score was 48, i.e. 96% and lowest score was 38, i.e. 76%. So, it can be said that the result of post-test was very good.
- g. From the observation of the correct responses on the pre-test it was found that the item 4 (synonyms and antonyms) receives the highest correct responses i.e. 40%.
- h. In the first to the fourth progressive tests the highest correct responses were 60%, 76.5%, 73% and 87% respectively.

- i. Students showed a different scenario in the fourth test i.e. the item 1 (synonyms) received the 87% correct responses. So the item which seems to be easily learnt was synonyms and antonyms.
- j. From the observation of the correct responses on the post-test it was found the item 1 (Multiple choice) received the highest correct responses i.e. 96% and the highest incorrect responses were received from the item 2 (matching items).

In conclusion, all the test results thus made it obvious that teaching vocabularies through sense relation was more fruitful than teaching it without.

4.2 Recommendations

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

- a. All the test results revealed the students' better performance in learning. So, sense relation should be used to teach vocabulary items in all the schools.
- b. As reflected by the six tests, teaching vocabulary through sense relations minimized the fail percentage in the tests and thus, use of sense relation seems to be more fruitful than teaching without it.
- c. Use of sense relations in teaching vocabulary seems to be a better means of lessening the burden of the teacher. Hence sense relations should be used while teaching vocabularies.
- d. To implement this technique in schools, the teacher should be trained, and provided with sufficient teaching materials.
- e. As the research was limited to only forty students of public schools, it can not be however, claimed that the findings of this study are applicable for all schools of the Nepal. In order to test the validity of this research finding, it is desirable to carry out further research in this area involving more and more number of schools and students.

- f. The syllabus designs and methodologists should encourage the use of synonyms and antonyms in teaching vocabulary.
- g. The concerned authority has to help teachers to improve their teaching technique conducting teacher-training programme regularly.

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