

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of communication through which human beings share their desires, ideas, feelings, thoughts and emotions to each other. It plays a vital role to introduce people from one part to another of the world. Although animals also share their feelings through different means of communication, it is not language because animal communication and language are different from each other.

Language is a dynamic and open system compared to animal communication systems. The language and intelligence make human being the most clever and brilliant creature in the world. Varshney (1995) says, "Language is a complex human phenomenon; all attempts to define it have proved inadequate. In a nutshell, language is an 'organized noise' used in actual social situations" (p.1).

Similarly, Wardhaugh (1998) says, "Language is what the members of a particular society speak" (p.1). Language is the expression of human personality. It is a form of social behavior that enables the individual to co-operate with others in a group and the major function of language is to communicate. Similarly, Chomsky (2002) says,

"The topic of language is particular state of human brains which seeks to unearth the nature and properties of linguistic states, their development and variety and their basis in innate biological endowment. This endowment helps to determine the close proximity among humans over a broad range" (p. 2).

Whatever views the linguists give about the definitions of language, it is an organization of sounds that are used in speech community. It can be viewed as an instrument of communication.

1.1.1 The English Language

Many languages are spoken in this world among which the English language is the most widely used language. The English language is the mother tongue of most of the people of Great Britain, Canada, USA and Australia. However, it is taught as foreign language in Nepal. It has been playing the role of link language for years among the nations. Advocating the importance of the English language in the field of communication, Crystal (1995, p. 108) says, "English holds the special status as medium of communication". However, people have different purposes to learn the English language. Some people learn it because it has been included in the curriculum whereas the others learn it as they have to settle themselves in the target language community. Whatever purposes the people may have, it has become the need of people to learn.

The importance of the English language in Nepal also has been increasing with the demand of time. The government of Nepal has given emphasis on the English language by including it in the curriculum as the compulsory subject from grade one to bachelor's level. Similarly, Nepal has got the active participation in international organizations like the UNO, UNESCO, SAARC, etc. The English language is one of the official languages used in these organizations and, therefore, it should be understood by all the members of these organizations. It has occupied the scope of most widely used language in the world. Today, most of the world's books have been written in English. The English language has become indispensable for everyone.

1.1.2 Definitions of Vocabulary

According to Richards et al. (1985), "Vocabulary refers to a set of lexemes including single words, compound words and idioms" (p.307).

Similarly, Ur (1996) says, "Vocabulary can be defined, roughly, as the words we teach in the foreign language"(p.60).

If we see the above definitions, we find the common views towards vocabulary, i.e. it is not other thing than the word that is used in language.

Wallace (1982) says, “. . . it is possible to have a good knowledge of how the system of a language works and yet not be able to communicate in it; whereas if we have the vocabulary we need it is usually to communicate, after a fashion" (p.9).

All these definitions of vocabulary refer to the fact that vocabularies are the core part of any language of the world. If the language is deviated in the grammatical form, it is somehow understandable but if the vocabularies are wrongly used it becomes meaningless to use language. The other systems of language make it possible to understand it but the vocabulary makes possible to communicate with each other. To communicate effectively, we need to select appropriate vocabularies and use them with the help of underlying rules.

1.1.3 Types of Vocabulary

Vocabulary can be classified on the basis of different criteria:

1.1.3.1 Content vs Function Words

Richards et al. (1985, p. 61) divide words into two classes, i.e. content and function words. “The words which refer to thing, quality, state or action and which have meaning in isolation are known as content words and the words which have little meaning on their own, show grammatical relationships in between sentences are known as function words". Content words refer to those words which have lexical meaning. On the other hand, functional or structural words refer to those words which function as grammatical connectors.

1.1.3.2 Major vs Minor Words

Aarts and Aarts (1986, p. 22) classify words into two types, i.e. major word classes and minor word classes. Major word classes are what we call open classes, the membership of which is unrestricted and, therefore, large. Minor word classes are closed classes, the membership of which is restricted and, therefore, very small. Nouns, adjectives, verbs and adverbs are major word classes, whereas pronouns, prepositions, conjunctions, interjections, determiners, intensifiers and classifiers are minor word classes.

1.1.3.3 Active vs Passive Vocabulary

Doff (1995) says, "Words which students will need to understand and also use themselves are called active vocabulary" (p.19). Active vocabulary refers to the word which is used by students frequently in their daily use. These words help the learners in their need. Students are expected to be able to understand, pronounce and use them when they have to use language. Harmer (1991) says, "Active vocabulary refers to vocabulary that students have been taught or learnt and which they are expected to be able to use" (p.159).

Doff (1995) says, "Words which the teacher wants students to understand while reading a text but they will not need to use themselves are called passive vocabulary" (p.19). Passive vocabulary refers to the word which students recognize when they encounter while reading and listening but they cannot produce in speaking and writing. Harmer (1991) says, "Passive vocabulary refers to words which the students will recognize when they meet them but which they will probably not be able to produce" (p.159).

The linguists have provided different definitions about active and passive vocabulary but there is difficult to categorize them with clear cut distinction because the same word may be active if it is frequently used by the learner

whereas the active vocabulary may become into passive one if it is not used for a long time.

1.1.4 Aspects of Learning a Word

There are four aspects of learning words which help not only to increase vocabulary power but also to use them correctly. Similarly, aspects of learning word make the learner strong in connotation, denotation and metaphorical use of the words. According to Harmer (1991), these aspects are: word meaning, word use, word formation and word grammar (p.158).

1.1.4.1 Word Meaning

Meaning of any lexeme is the sense that is understood in mind. It is said that spelling of vocabulary is the physical aspect whereas meaning is the mental aspect of word. Mostly, one word has only one meaning where the learner does not get any trouble but sometimes one word has more than one meaning. Harmer (1991, p.156) has described the trend of meaning change in different contexts giving example of the word 'book' with its various meanings. The word 'book' has been presented as noun, verb and phrasal word with different meanings. Similarly, the word 'bank' refers to various meanings according to situation e.g. we go to the **bank** to withdraw the amount. Police found a corpse at the **bank** of the river. Students bought the question **bank** of all subjects. The doctor sent me to the blood **bank** to check whether there is blood.

From the above examples, it is obvious that the context determines the meaning of words. Students should be able to understand the context to infer the meaning of words. If the teacher provides the meaning of new words in context, students are facilitated to get clear cut idea.

Similarly, sense relation is another aspect of meaning to be considered. The meaning of a word can be understood and learnt in terms of the relationship with other words in the language.

Yule (1985) says, "Words are not only meaning containers and role players but they have relationship" (p.118). In terms of their relationship language becomes easy to understand. When the learner faces the problem, s/he deciphers meaning relating its synonyms, antonyms, hyponyms, etc. Similarly, connotation and denotation also play the vital role to decipher meaning of the word. Denotation is the dictionary meaning of the word which always remains the same and is regarded as the central meaning of a lexical item. But connotation is the underlying meaning of the word which depends on the emotion and attitude towards the people and objects.

1.1.4.2 Word Use

It refers to changing or limiting the word according to its use in different situations. Mostly, the words are understood with their direct meaning but they are frequently stretched through the use of metaphor and simile, collocations, style and register, etc. Metaphor and simile are the figures of speech which express the thing comparing with one another. Metaphor is a figure of speech which makes use of comparison or descriptive term for a person and thing which is literally impossible. Abrams (1993) says, "In a metaphor a word or expression that in literal usage denotes one kind of thing or action is applied to a distinctly different kind of thing, without asserting a comparison"(p.102). e.g. my wife is a tiger.

Simile is another figure of speech which compares the things comparing with the use of 'like' and 'as'. Abrams (1993) says, "In a simile a comparison between two distinctly different things is explicitly indicated by the words like or as (p.102). e.g. My Mistress Eyes are Nothing **Like** the Sun.

Similarly, idiom is a group of words which functions as a single unit whose meaning can't be inferred by separating the parts. In another sense, the meaning of idiom is completely different from the meaning of individual words, e.g. It was raining *cats and dogs*. Here, 'cats and dogs means 'heavily'.

Likewise, collocation is the association of one lexical item with another lexical item. Yule (1996) takes collocation as frequent occurrence together e.g. needle and thread, salt and pepper, etc.

Style is the way of using language by an individual which differs from formal situation to informal situation on the basis of person, location, place, etc. But the register is one of the varieties of language which is used by a group of people who are sharing the same occupation or the same interest. The language used by lawyer may be difficult for the preacher. A register may be defined as a variety of language distinguished according to use.

1.1.4.3 Word Formation

Word formation mainly concerns with the process of forming new words and pronouncing them correctly. Harmer (1991) says, "Word formation means knowing how words are written and spoken and knowing how they can change their form" (p.157). Yule (1996) says, "It is the process to make constant evolution of language in terms of new invention of words and new uses of old terms as a reassuring sign of vitality and creativeness to shape language according to the need of the users" (p.64).

Word Formation has been taken as the process which takes into account of forming new words not only in written form but also in spoken form with correct stress and intonation according to the uses. Yule (1996, p.64) has categorized the word formation in the following ways.

Word Formation	-Coinage
	-Borrowing
	-Compounding
	-Blending
	-Clipping
	-Back formation
	-Conversion
	-Acronyms
	-Derivation
	-Multiple processes

Students should be familiar with different uses of the same word, e.g. He was present in the class. He gave me a present in my birthday. He presented his proposal in the program. Here, the same word **present** has been taken as adjective, noun, and verb respectively. Mostly, pronunciation and stress also differ according to the use of the word.

1.1.4.4 Word Grammar

Word grammar is the study of words according to the structure and analysis into morphological level. Harmer (1991) says, "As words change according to their grammatical meaning, the use of certain words can trigger the use of certain grammatical patterns" (p.157). Word grammar mainly concerns with the major word classes like noun, verb, adjective and adverb with their detail description. For example, if a word is noun then we have to consider whether it is countable or uncountable, singular or plural, takes singular or plural verb and so on. Similarly, if a word is verb then in which verb pattern it may occur in a sentence, i.e. transitive, intransitive, ditransitive and so on. If the words are adjectives then in their position they occur in a sentence should be considered.

From the above discussion it can be concluded that learning a word doesn't mean memorizing its spelling and meaning only. Furthermore, it refers to the varieties of aspects. To sum up the things, Harmer (1991, p.158) concludes the following diagram:

Words	Word meaning	Meaning in context
		Sense relation
	Word use	Metaphor and idiom
		Collocation
		Style and register
	Word formation	Parts of speech
		Prefixes and suffixes
		Spelling and pronunciation
	Word grammar	Nouns: countable and uncountable
		Verb complementation, phrasal verbs, etc.
		Adjectives and adverbs: position, etc.

1.1.5 Importance of Teaching Vocabulary

Vocabulary is indispensable aspect of language. Everyone starts to communicate with the help of words in course of language acquisition or learning. Language is a composite whole of grammar and vocabulary. Both of these components are equally important for successful communication. However, vocabulary is more important than other aspects of language as Wilkins (1997) says, "Without grammar very little can be conveyed; without vocabulary nothing can be conveyed"(p.111). So, vocabulary teaching has become the essential part of language teaching.

Language learning is a matter of learning vocabulary of that language. We must have adequate knowledge of vocabulary to express our feelings and thoughts

successfully. When we do not have vocabulary, we become unable to communicate successfully. In this regard Wallace (1982) says,

"It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary, because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language" (p.9).

It is crucial to have a wide knowledge in vocabulary to have mastery over any language because it plays the vital role in language learning. "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" (Harmer, 1991, p.153). The definition also shows the importance of vocabulary. If the learners do not master the vocabulary, only the learning of structures is just like the human body without the flesh. On the other hand, only increasing the vocabulary power quantitatively does not help the learners. It should be taught and learnt creating the correct situation. Vocabulary is comparatively neglected area as it is not focused in teaching thinking that it is learnt automatically while teaching and learning other aspects of language. It has to be dealt separately for the fruitful learning. The learner faces problems in speaking and understanding the language if s/he lacks the appropriate vocabulary power.

1.1.6 Criteria for Selecting Vocabulary

No speaker of any language can master all the vocabularies of that language. It is even more impossible in case of foreign language learning. So, it is beneficial to select the important and useful words while teaching any foreign language. Regarding the selection of vocabulary, Harmer (1997) says, "One of the problems of vocabulary teaching is how to select what words to teach"(p.154). So, selecting

vocabulary refers to the process of choosing lexical items that are appropriate for certain level. The different criteria for selecting vocabulary are as follows:

1.1.6.1 Frequency

It refers to the number of occurrence of certain words. The words which occur more often have high frequency. According to this criterion, the words which have high frequency should be selected first. For example the words like 'book', 'go', 'good', etc have high frequency than the words like 'linguistics', 'encyclopedia', etc.

1.1.6.2 Range

It refers to the occurrence of the certain words in every subject. For example a, an, the, is, am, are, etc have high range than the words like population, science, politics, etc. Mainly function words have high range than the content words. According to this criterion, the words which have high range should be selected first.

1.1.6.3 Availability

The words which are readily available have high availability. For example 'book', 'chalk', 'duster', 'blackboard' have high availability than the words like 'heaven', 'hell', 'fairy', etc.

1.1.6.4 Coverage

If any word can include the other related words, it has high coverage. For example, 'furniture' covers 'bench', 'desk', 'chair', 'cot', 'sofa', etc. The words which have high coverage should be selected first.

1.1.6.5 Learnability

Some words are easy to teach and learn whereas others are difficult. For example 'sad' is easy to learn than the word 'disappointed'. However, simplicity, brevity,

regularity and learning load determine learnability. The words which are easy to learn should be selected first.

1.1.6.6 Productivity

Words which allow the addition by means of prefix and suffix are called to have high productivity. For example the word 'man' has more productivity as we can have the words like manly, unmanly, manliness and manhood by adding prefixes and suffixes.

1.1.7 Techniques of Teaching Vocabulary

Teaching vocabulary is a difficult task in case of foreign language learning. All the words cannot be taught using a single technique and therefore different techniques are followed while teaching words. Different techniques of teaching different aspects of vocabulary are as follows:

1.1.7.1 Techniques of Teaching Meaning

In traditional teaching, meaning used to be taught through the use of GT method. Teacher used to say the meaning directly into the learner's mother tongue. Students did not have to take trouble to find out the meaning. They used to just memorize the meaning provided by the teachers. But the technique became old and useless when the new techniques like direct method, audio lingual method and especially communicative method appeared in the field of language teaching. To present the meaning of new vocabulary, Harmer (1991, p.161) suggests the following activities:

a. Realia

It is one of the safest ways of presenting meaning of new vocabulary in which a teacher has to carry the real objects like mango, apple, chalk, pen, scale, tickets,

bills, etc into the language classroom. Teacher holds up the brought object and pronounces the respective word and then students have to repeat it.

b. Pictures

It is another alternative way of presenting meaning of new vocabulary in which the teacher shows the pictures of the words. Pictures are brought or drawn by the teacher but they should be attractive to motivate the students. Pictures can be collected from the magazines also.

c. Action

Some action words like running, smoking, laughing, etc can be explained by mime. If the teachers teach such words acting in the classroom, students get clear meaning.

d. Contrast

It is the process of presenting meaning comparing with another one, e.g. 'empty' can be taught comparing it with 'full'. The technique seems like presenting new vocabulary through antonyms.

e. Enumeration

It is the way of presenting meaning from general to specific, e.g. to present the meaning of 'vegetable ' it should be presented with the help of cabbage, cauliflower, radish, turnip, etc.

f. Explanation

It is the way of presenting meaning through description. It resembles with another technique providing meaning through context. Students should be facilitated through the explanation to provide the meaning of difficult words.

g. Translation

It is the way of translating the meaning in learners' mother tongue which is the safest and easiest way of teaching meaning but the problem is that students are passive in this technique. It is the useful technique to present the meaning of abstract words like knowledge, love, etc.

Similarly, Cross (1991, p.5) presents the following techniques of teaching meaning:

a. Ostensive Means

It is similar to the way of presenting meaning showing the real object in front of the students.

b. Synonyms

It is the way of presenting meaning with the similar meaning of words, e.g. 'residence' is taught giving its synonym 'home'.

c. Antonyms

It is the way of presenting new meanings through opposite meaning, e.g. 'Huge' can be taught giving the meaning of 'small'.

d. Illustrative sentence

It is the way of presenting new vocabulary in which illustrative sentences are formed using words to be taught, e.g. The vehicles were in long queue because of traffic. The sentence illustrates the word traffic.

Similarly, Ur (1996, p. 63) lists out the following ways of presenting the meaning of a new item:

-) Concise definition, e.g. a cat is an animal which
-) Detailed description (of appearance, qualities.....)

-) Example (hyponyms)
-) Illustration (picture, object)
-) Demonstration (acting, mime)
-) Context (story or sentence in which the term occurs)
-) Synonyms
-) Opposites (antonyms)
-) Translation
-) Association ideas, collocations, etc.

Whatever ways the linguists provide for presenting meaning of new vocabulary, they focus on students' participation to make teaching learning effective.

1.1.7.2 Techniques of Teaching Pronunciation

Pronunciation is another aspect of vocabulary teaching which makes the learner able to perceive and produce the word correctly. Teaching pronunciation includes different activities. Demonstration of diagrams of organs of speech, making the students listen to the recorded materials, modeling, etc are some activities that can be done to teach pronunciation. However, there are some problems to perceive pronunciation correctly. Doff (1988) lists the following problems saying "pronunciation problems will of course vary greatly from one country to another" (p.113).

-) Difficulty in pronouncing sounds which do not exist in the student's own language, e.g. for many students, the consonant /ð / (in 'the') and the vowel / ɜ : / (in 'bird');
-) Confusion of similar sounds, e.g. /i:/ and /I/, or /b/ and /p/;
-) Use of simple vowels instead of diphthongs, e.g. /i:/ instead of /ɪ /;
-) Difficulty in pronouncing consonant clusters, e.g. / desks/, /fifθ/;
-) Tendency to give all syllables equal stress, and a 'flat' intonation

Whatever problems teaching pronunciation has, it can be solved conducting various activities. Harmer (1991, p.162-163) presents the following techniques of presenting sounds:

a. Modeling

In this technique the teacher can model the word and students repeat it individually or in chorus. The teacher may facilitate the learners with gestures and other paralinguistic features to indicate the main stress and intonation.

b. Visual Representation

In this technique, the teacher writes up new vocabularies on the board and indicates where the stress falls on. It can be done by various ways:

-) By underlining the stressed syllable, e.g. photograph
-) By using a stress square, e.g. photog \square rapher
-) By using a stress mark before a stressed syllable, e.g. photo'graphic
-) By using stress pattern of the words next to it, eg. photog \square raphy $\square\square\square\square$

c. Phonetic Symbols

In this technique, pronunciation is taught after introducing phonetic symbols, i.e. vowels and consonants. However, this technique is difficult to use in elementary level but helpful in advanced level. It makes the dictionary use easy. The learners get the idea of transcription through phonetic symbols.

d. Minimal Pairs

Cross (1991) says, "Minimal pairs are pairs of words that differ in only one feature (e.g. ring/rang, sun/some, peer/beer, fit/feet, etc)" (p.215). In this technique, the teacher pronounces two different words which sound similar. However, they are different words because of only one different sound. e.g. fill-feel, pin-bin, cat-cut, etc.

Similarly, Ur (1996, p.54) suggests the following ideas to improve the learner's pronunciation:

-) Imitation of teachers recorded model of sounds, words and sentence.
-) Recording of learners' speech, contrasted with native model.
-) Systematic explanation and instruction
-) Imitation drills, repetition of sounds, words and sentences.
-) Choral repetition of drills
-) Varied repetition of drills
-) Learning and performing dialogues
-) Jingles, rhymes
-) Jazz chants
-) Tongue twisters
-) Self- corrections through listening to recording of own speech

We can say that teaching pronunciation consists of different techniques which are applied according to the situation.

1.1.7.3 Techniques of Teaching Spelling

As pronunciation is the phonic representation of language, spelling is the graphic representation which uses alphabetical letters. Pronunciation is useful in listening and speaking whereas spelling is useful in reading and writing. If one fails to write his message with correct spelling, the reader gets wrong information and/or no information. Mostly, spelling is asked to memorize by heart in our context.

However, it can be taught creating the meaningful situation where new spellings are used. Ur (1996, p.58) provides the following teaching ideas for pronunciation-spelling correspondence:

a. Dictation

It is a way of teaching spelling in which teacher utters the similar types of words, phrases or sentences orally and students have to write and show it to the teacher.

b. Reading aloud

It is another way of teaching spelling in which students are asked to read the written materials aloud. It is the mostly used technique in our context. The teacher can recognize the problems of students if s/he uses this technique. It is useful from elementary to advanced level. It is useful to apply this technique from simple to complex. In other words, it should be started from letters, words, phrases, sentences and finally texts.

c. Discrimination (1)

In this technique, spellings are taught in minimal pairs. Minimal pair is the pairs of words having only one different sound like fill- feel in English. Teacher can ask the students to write words recognizing his/her pronunciation or students are asked to pronounce the words that are given by the teachers.

d. Discrimination (2)

In this technique, the teacher provides the words that sound the same, e.g. in this technique, teacher provides the list of words that are spelt the same in the learner's mother tongue and in the target language Then teacher lets them read aloud and show the difference in pronunciation, e.g. 'tomato' means 'tamatar'.

e. Prediction (1)

In this technique, teacher provides the letters scrambling. If the students unscramble them predicting the words, they get new words. The teacher presents the right words after the students' performance.

f. Prediction (2)

In this technique, the teacher dictates a set of words in the target language which the learners do not know yet, but whose spelling accords with rules. However, spelling can be taught through spelling rules.

g. Teaching Spelling Rules

1. Doubling the consonant

- a. Words ending in 'l' preceded by vowel double the 'l' while adding suffixes, e.g.

Model	– modelling	dial	– dialling
Cruel	– cruelly	signal	– signalled

- b. If the word is of one syllable and ends in a single consonant preceded by a single vowel, the final consonant is repeated while adding suffixes, e.g. run +er – runner, hit+ing – hitting , knit+ ed – knitted

Similarly, spelling can be taught through the following techniques also:

a. Copying

In this technique, the teacher writes the difficult words on the board and students copy them on their note copy.

b. Word Analysis

The teachers teach the words analyzing their prefix, stem or root and suffix. For example, dislike - dis + like, carelessness - care + less + ness, etc.

c. Spelling Game

It is another technique of teaching spelling in which teacher provides the problematic games and students learn the spelling of words playing the game.

1.2 Review of the Related Literature

Vocabulary is an important aspect of language. A number of research works have been carried out by different researchers mainly on the topic of vocabulary achievement. Some of the researches are as follows:

Khatri (2000) carried out a research on 'The Achievement of English Vocabulary of the Students of Grade Eight'. The objective of the study was to find out the achievement of the students. He collected data from public and private schools for which he used the test items as the tools for data collection. The finding of the study showed that students' vocabulary achievement was satisfactory. The conclusion was that the achievement of the nouns was better than that of verbs. Similarly, Upadhyaya (2001) carried out a research on 'A Study on the Vocabulary Achievement of the Students of Higher Secondary Level.' It was done to find out the proficiency level on the phrasal verbs of the students of higher secondary level. The findings of the study showed that the students from commerce faculty achieved better proficiency than these of the rest.

Likewise, Gyawali (2004) carried out a research on 'A Comparative Study on Vocabulary Teaching Through Direct and Indirect Techniques in Public Secondary Schools.' The research aimed to find out the effectiveness of direct or indirect techniques. The study found out that the direct method is preferred in vocabulary teaching to indirect method. Likewise, Aryal (2006) carried out a research on 'Vocabulary Achievement of Madrasa Versus Public School Students of Grade five.' Her study aimed to compare the vocabulary achievement of Madrasa versus public school students. She found out that the achievement of vocabulary of Madrasa schools was better than that of the public schools.

Similarly, Ghimire (2007) carried out a research on 'A Study on Vocabulary Development of Grade Sixth Students; the vocabulary domains being the edible items'. In this research she tried to find out the vocabulary development in six

grade students. She collected the data from private and public schools. She found that students achieved 77.91 percent in fruits and 48.94 percent in nuts and species. In the same way, Ghimire (2007) carried out a research on 'The Effectiveness of Visual Aids in Teaching Vocabulary'. The objective of his study was to find out effectiveness of visual aids in teaching vocabulary. He carried out the research through experimental research and found out that the students learned vocabulary effectively if visual aids were used.

All the above stated research works have been carried out to find out the achievement of students on vocabulary except Gyawali who sought the effectiveness of direct and indirect techniques in teaching vocabulary. Although the researches were carried out on vocabulary aspect but none of the researcher tried to find out and compare the vocabulary teaching techniques used by public and private school teachers. So, the present researcher tried to find out different teaching techniques of vocabulary implied by public and private school teachers and tried to compare them.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- i. To find out techniques used by public and private school teachers to teach vocabulary in terms of the following aspects:
 -) word meaning
 -) word pronunciation
 -) word spelling
- ii. To compare the techniques used by private and public school teachers to teach vocabulary.
- iii. To suggest some pedagogical implications.

1.4 Significance of the Study

The present study is important because it gives insight about the techniques of teaching vocabulary that lower secondary level English teachers of private and

public schools use in teaching. It is believed that the present study will be beneficial to the students and teachers of the English language and linguistics, grammarians, researchers, syllabus designers, textbook writers, language planners and curriculum designers and especially for those people who are involved in teaching and learning of the English language.

The researchers who are carrying out the research may take it as a literature review and they can limit their research on the basis of its findings. Similarly, the teachers who are teaching the English language can change or improve their techniques on the basis of its findings and implications for teaching vocabulary.

CHAPTER TWO

METHODOLOGY

To carry out any research work, methodology plays the central role because without methodology the researcher cannot fulfill the objectives. The present researcher followed the following methodology to fulfil the objectives of the topic:

2.1 Sources of Data

The sources of data are the places, things or persons from which we can obtain the required information about a situation, person, problem or phenomenon for preparing the research report. There are two types of sources for data which are primary and secondary sources. Both primary and secondary sources of data were used in this research.

2.1.1 Primary Sources of Data

Kumar (1996) says, "Information gathered using the first approach are called primary sources"(p. 118). Bhattarai (2006) says that the primary source refers to mainly human beings or situation from whom and which the very data is collected for the first time. i.e. not previously used for any other purposes. As the present researcher wanted to find out teaching techniques of vocabulary used by public and private lower secondary school teachers, the primary sources of data were information obtained from ten English teachers of private and ten English teachers of public lower secondary schools of Salyan and Dang districts.

2.1.2 Secondary Sources of Data

Kumar (1996) says, "The sources used in the second approach are called secondary source" (p. 118). Bhattarai (2006) says that the secondary source refers to the existing information in written, recorded, preserved form which are not prepared and preserved for the same purpose as that of the new researcher. If the

researcher collects the data from the books, journals, historical reports, previous theses, they are taken as secondary sources. The secondary source of data were the related materials for the topic like textbooks, journals, and magazines available or published in response to the English Language Teaching, e.g. Wallace (1982), Harmer (1991), Richards and Rodgers (2002), Yule (1985), Cross(2003) and other reference materials and theses, etc.

2.2 Sampling procedures

Sampling is the process of selecting a few from a bigger group to become the basis for estimating or predicting the prevalence from unknown piece of information, situation or outcome regarding the bigger group.

Among different types of sampling procedures the researcher selected purposive non-random sampling for this research. Ten private and ten public lower secondary English teachers were selected for the study. (See Appendix I 'A' & 'B'). The researcher observed four classes of each selected teacher along with the observation tool.

2.3 Research Tools

Tools are the main medium of collecting data without which the meeting of the researcher and informants becomes useless. The structured observation checklists were used to collect the required information from the English subject teachers. (See Appendix II)

2.4 Process of Data Collection

The researcher visited selected schools after the preparation of observation form. Then, he sought the consent of the administration and subject teachers of selected schools. Then, the researcher observed the English teachers' classes along with the observation form. The researcher visited each school four times throughout the

observation. The researcher got full co-operation from the school administration and the informants.

2.5 Limitations of the Study

Because of the various affecting factors the study could not touch every aspect of the related field. So, the study had the following limitations:

- i. The research was based on only vocabulary aspect.
- ii. Only ten private and ten public lower secondary schools were selected for observation.
- iii. The researcher observed only grade seven for data collection.
- iv. Only four classes of each teacher were observed.
- v. Only some schools from Salyan and Dang districts were selected.
- vi. The researcher observed teaching techniques of word meaning, word pronunciation and word spelling only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the collected data which is considered as the core part of the thesis. After collecting the data from the informants, the researcher should analyze them using various statistical tools. Quantitative analysis was followed by qualitative interpretation while completing this chapter. As the researcher selected ten public and ten private English subject teachers of lower secondary schools to observe their classes on vocabulary teaching, the data were collected from them.

The analysis and interpretation of the data were done under the following headings:

1. Analysis of techniques of teaching vocabulary used by public and private schools separately
 - a. Techniques of teaching word meaning
 - b. Techniques of teaching word pronunciation
 - c. Techniques of teaching word spelling

2. Comparison of techniques of teaching vocabulary
 - a. Comparison of techniques in terms of word meaning
 - b. Comparison of techniques in terms of word pronunciation
 - c. Comparison of techniques in terms of word spelling

3.1 Analysis of Techniques of Teaching Vocabulary Used by Lower Secondary Teachers

The researcher observed only techniques of teaching vocabulary on word meaning, word pronunciation and word spelling that were used by public and private lower secondary school teachers.

3.1.1 Techniques of Teaching Word Meaning

There are various techniques of teaching word meaning which vary according to the individuals. Here, the researcher analyzed what the informants used in the classroom in course of observation.

Table No. 1

Techniques of Teaching Word Meaning Used by Public School teachers

SN	Techniques	No. of Teachers	Percentage
1	Realia	2	5
2	Picture	4	10
3	Contextual Presentation	4	10
4	Giving Definition	4	10
5	Action	2	5
6	Synonyms	2	5
7	Antonyms	2	5
8	Translation	20	50
Total		40	100

The above table shows that 50 percent public school teachers used mother tongue translation as the main technique to teach word meaning. They translated the meaning of difficult words into learners' mother tongue. Most of the teachers used the Nepali language while teaching throughout the researchers' observation.

Similarly, 10 percent of them used pictures as the technique of teaching meaning. They used pictures of vegetables, fruits and animals to teach meaning. Similarly, 10 percent of the total teachers used definition and 10 percent took contextual presentation for this purpose. In contextual presentation the teachers used the difficult words in the understandable sentences whereas in giving definition words were taught using the simple definition. Similarly, realia, action, synonyms, antonyms were used very less by them.

Table No. 2

Techniques of Teaching Word Meaning Used by Private School Teachers

SN	Techniques	No. of Teachers	Percentage
1	Realia	2	5
2	Picture	6	15
3	Contextual Presentation	10	25
4	Giving Definition	10	25
5	Action	2	5
6	Synonyms	4	10
7	Antonyms	2	5
8	Translation	4	10
Total		40	100

The above table shows that 25 percent teachers of private schools used contextual presentation to teach meaning. They presented new vocabularies into understandable sentences.

Similarly, 25 percent teachers used definition for teaching meaning. In this technique, teachers taught new words giving the definition. They used mother tongue translation only 10 percent. Likewise, 10 percent teachers used synonyms to teach meaning of the words. In this technique, the teachers used similar meanings of difficult words.

Similarly, realia, antonyms and actions were also used by them but they were used very less.

The common techniques used by both mediums of schools for teaching meaning have been given below with some examples:

3.1.1.1 Realia

This is the technique in which teacher uses the real object to teach meaning of difficult words. For this the teacher can choose the objects that are available in the school premises or s/he can bring from his/her room. For example, a teacher of public school used the 'lash' of his shoes to teach its meaning. A teacher of private school of Dang district used ' thermometer.'

3.1.1.2 Picture

This is the technique in which the teacher uses picture for teaching meaning. Picture is useful technique because attractive picture create motivation to the learners and make teaching/learning effective. For example, pictures of Rara Lake, map of Nepal, etc were used by a public school teacher of Salyan district. A private school teacher of Dang district used the picture of forest and porcupine.

3.1.1.3 Contextual Presentation

In this technique, the teacher uses the difficult words into the meaningful sentences and the learners infer the meaning directly. For example, word 'execute ' was used as 'the prisoner was executed because of his serious crime' in a private school of Dang district.

3.1.1.4 Translation

In this technique, the difficult words are translated into learners' mother tongue. For example, 'enthusiasm' was translated as 'utsaha' by one of the public school teachers in Salyan district.

3.1.1.5 Giving Definition

In this technique the teacher provides the meaning of difficult words through definition. Most of the private school teachers used this technique. One of the

private school teachers in Dang district taught the word 'optimist ' giving the definition as 'the person who has the hope for future' A teacher in public school of Salyan district taught the word 'joker' as the person who makes the people laugh doing different activities.

3.1.1.6 Action

In this technique word meanings are presented through action in the classroom. The teacher teaches meaning using paralinguistic features of the words. e.g. The word 'drag' was taught dragging the bench by a private school teacher of Dang district.

3.1.1.7 Synonyms

This is the technique in which teacher teaches word meaning giving the similar meaning of the word. For example, a teacher in Salyan district taught the words 'fuss' as 'a complaint' and 'slack' as 'careless'.

3.1.1.8 Antonyms

This is the technique in which teacher teaches word meaning giving the opposite meaning of the words. For example, the word 'odd' was taught giving the meaning of 'known' by a private school teacher.

3.1.2 Techniques of Teaching Word Pronunciation

Teaching pronunciation in lower classes is difficult task in the case of foreign language. Most of the teachers do not teach pronunciation but students imitate listening to the teachers' pronunciation. However, the researcher found different techniques used for this purpose.

Table No.3

Techniques of Teaching Word Pronunciation Used by Public School Teachers

S.N.	Techniques	No. of Teachers	Percent
1	Using Phonetic Symbols	2	5
2	Through Modeling	32	80
3	Through Visual Representation	4	10
4	Minimal Pair	2	5
Total		40	100

The above table shows that 80 percent teachers in public schools chose modeling to teach pronunciation of the words. In this technique teachers pronounced the words first and asked the students to repeat after them.

Similarly, 10 percent teachers used visual representation. They taught words focusing stress using this technique. Phonetic symbols and minimal pairs also were used by the teachers but they were used very less by them.

Table No. 4

**Techniques of Teaching Word Pronunciation Used by
Private School Teachers**

SN	Techniques	No. of Teachers	Percent
1	Using Phonetic Symbols	10	25
2	Through Modeling	16	40
3	Through Visual Representation	8	20
4	Minimal Pair	6	15
Total		40	100

The above table shows that teachers in private schools taught pronunciation taking the modeling technique. Forty percent teachers in these schools used this technique. Similarly, 25 percent teachers used phonetic symbols to teach pronunciation. Likewise, 20 percent teachers in such schools used visual symbols

to teach pronunciation. Mainly stress was taught using stress mark (') in the correct place. Similarly, 15 percent teachers used minimal pairs to teach pronunciation.

So, the common techniques used by the teachers for teaching pronunciation have been given below with their examples:

3.1.2.1 Using phonetic symbols

This is the technique of teaching pronunciation of words in which phonetic symbols or vowels and consonants are used to transcribe the words. For example, a teacher in private school of Dang district taught the word 'trouble', 'vicious', transcribing as /tr bl/, /vi |s/ respectively.

3.1.2.2 Through Modeling

In this technique, the teacher pronounces a difficult word loudly and students are asked to pronounce the word following teacher's pronunciation. For example, a teacher in public school of Salyan district taught the words 'porcupine', 'enormous', 'turnip', etc using this technique. Students were asked to follow the teacher in chorus. For example,

Teacher: turnip/t :nɪp/

Students: /t :nɪp /

3.1.2.3 Through Visual Representation

In this technique, the teacher uses different symbols like stress mark, square, underline, etc to focus the stressed syllable in the words. So, this technique is used to teach stress of the words. A teacher of private school of Dang district taught the word 'object' to teach it as noun and verb separately.

3.1.2.4 Minimal Pair

This technique is used to teach words which are different because of only one different sound. Such words sound confusing. A teacher in private school of Salyan district taught the words like mile, file, vile as / mail/, /faɪl/, /vaɪl/ respectively.

3.1.3 Techniques of Teaching Word Spelling

The spelling of the word is graphic representation of vocabulary. Spelling cannot be taught like other aspects. Students can see the letters that are found in any spelling of the words. Here, the researcher analyzed the techniques that were used by teachers in course of observation.

Table No. 5

Techniques of Teaching Word Spelling Used by Public School Teachers

SN	Techniques	No. of Teachers	Percent
1	Dictation	6	15
2	Copying	10	25
3	Word Analysis	6	15
4	Reading Aloud	18	45
5	Through Games	–	–
Total		40	100

The above table shows that 45 percent teachers in public schools used reading aloud technique. Similarly, 25 percent teachers taught spelling of the words using copying technique.

Likewise, 15 percent teachers used word analysis for this purpose. In the same way, only 15 percent teachers used dictation technique. However, games were not used by anyone.

Table No. 6

Techniques of Teaching Word Spelling Used by Private School Teachers

SN	Techniques	No. of Teachers	Percent
1	Dictation	16	40
2	Copying	6	15
3	Word Analysis	8	20
4	Reading Aloud	10	25
5	Through Game	–	–
Total		40	100

The above table shows that 40 percent teachers in private schools used dictation techniques to teach spelling of the words. Similarly, 25 percent teachers used reading aloud technique and 20 percent teachers took word analysis as the technique of teaching spelling. Similarly, 15 percent teachers used copying to teach it. However, game was not used by anyone of all selected teachers of private schools.

The common techniques used by both mediums of schools for teaching pronunciation have been given below with their examples:

3.1.3.1 Dictation

It is the technique of teaching spelling in which teacher pronounces the words or gives half words, phrases or sentences and students have to write or fill the exercise. For example, a teacher of private school of Dang district taught a story first and asked the students to write the spelling of words that were pronounced by her.

3.1.3.2 Copying

In this technique, the teacher writes the difficult words on the board and students are asked to copy many times until they memorize them. The spelling of

rhinoceros, dinosaur were copied by the students in a public school of Dang district.

3.1.3.3 Word Analysis

Words are analyzed into their stem, suffix and prefix in this technique. e.g. carelessness, careful, meaningless were taught as care+less+ness, care+ful and mean+ing+less respectively in a private school of Dang district.

3.1.3.4 Reading Aloud

In this technique, the teacher allows the students to read the different words loudly so that they could memorize them. Although it was used by most of teachers, a public school of Salyan district has been taken as an example. He wrote the words 'advertisement', 'development', 'dialogue', etc and asked the students to read aloud to memorize the spelling.

3.1.3.5 Through Games

It is the technique in which students are asked to play word games like puzzle, finding out words and getting prize, etc. But no teacher used this technique in this observation.

3.2 Comparative Analysis and Interpretation of Techniques Used by Public and Private School Teachers

The comparative analysis and interpretation of different techniques that were used to teach word meaning, pronunciation and spelling were as follows:

3.2.1 Comparison of Techniques in Terms of Word Meaning

The comparison of techniques used by public and private school teachers for teaching word meaning was as follows:

Table No. 7
Techniques of Teaching Word Meaning Used by Private and
Public School Teachers

SN	Techniques	Public Schools		Private Schools	
		No. of Teachers	Percent	No. of Teacher	Percent
1	Realia	2	5	2	5
2	Picture	4	10	6	15
3	Contextual Presentation	4	10	10	25
4	Giving Definition	4	10	10	25
5	Action	2	5	2	5
6	Synonyms	2	5	4	10
7	Antonyms	2	5	2	5
8	Translation	20	50	4	10
Total		40	100	40	100

The above table shows that both public and private school teachers used same techniques to teach meaning but they differ only in frequency. The table shows the distinction between techniques used by public and private lower secondary school teachers. Public school teachers and private school teachers used realia equally. In the same way, pictures were used 10 percent in public schools but they were used 15 percent in private schools. It means private school teachers used them more than the public school teachers.

Similarly, only 10 percent teachers in public schools used contextual presentation whereas 25 percent teachers used it in private schools. Similarly, 50 percent teachers of public schools used mother tongue translation to teach meaning but only 10 percent of private school teachers applied it as a technique. It indicates that the teachers in public schools favor the GT method even these days.

Likewise, 25 percent teachers of private schools followed definition technique to teach meaning whereas only 10 percent teachers of public schools used it. It

indicates that private school teachers followed the direct method in comparison to teachers of public schools. Action was used equally (5 percent) in both mediums of schools.

Similarly, 10 percent teachers in private schools took synonyms for teaching meaning but only 5 percent in public schools used it. However, antonym was taken equally.

To sum up, it is concluded that most of the public school teachers in lower secondary level followed the old techniques like translation. Only a few teachers in such schools were known to the new technique of teaching meaning like contextual presentation and teaching meaning through pictures, definitions synonyms, etc. On the other hand, most of the private school teachers used new techniques. However, some abstract words were taught using translation.

3.2.2 Comparison of Techniques in Terms of Word Pronunciation

The comparison of techniques used by public and private school teachers for teaching word pronunciation was as follows:

Table No. 8

Techniques of Teaching Word Pronunciation Used by Private and Public School Teachers

SN	Techniques	Public Schools		Private Schools	
		No. of Teachers	Percent	No. of Teacher	Percent
1	Using Phonetic Symbols	2	5	10	25
2	Through Modeling	32	80	16	40
3	Through Visual Representation	4	10	8	20
4	Minimal Pair	2	5	6	15
Total		40	100	40	100

The above table shows that both public and private school teachers used same techniques to teach pronunciation but they differ only in frequency

The table shows that the teachers in private schools and public schools used the above mentioned techniques to teach pronunciation.

Pronunciation was taught using phonetic symbols by 25 percent teachers in private schools but by only 5 percent teachers in public schools. It indicates that the teachers in private schools were trying to introduce the sound segments, i.e. vowels and consonants by which simple words were taught by transcribing them. But the public school teachers could not do so.

In the same way, 80 percent teachers in public schools used modeling for teaching pronunciation but only 40 percent of private school teachers followed this technique. It shows that most of the teachers of public schools taught the pronunciation through modeling.

Similarly, visual representation was used by 20 percent teachers of private schools, e.g. stress was taught using stress marks and symbols whereas it was used by only 10 percent teachers of public schools.

In the same way, minimal pair was used by 15 percent teachers of private schools whereas only 5 percent teachers of public schools used it.

To sum up, most of the teachers in public schools followed the modeling as the technique of teaching pronunciation whereas all the techniques were somehow used equally in private schools.

3.2.3 Comparison of Techniques in Terms of Word Spelling

The comparison of techniques used by public and private school teachers for teaching word spelling was as follows:

Table No. 9
Techniques of Teaching Word Spelling Used by Private and
Public School Teachers

SN	Techniques	Public Schools		Private Schools	
		No. of Teachers	Percent	No. of Teacher	Percent
1	Dictation	6	15	16	40
2	Copying	10	25	6	15
3	Word Analysis	6	15	8	20
4	Reading Aloud	18	45	10	25
Total		40	100	40	100

The above table shows that both public and private school teachers used same techniques to teach spelling but they differ only in frequency

The table of teaching word spelling shows that 40 percent of the private school teachers followed the dictation technique to teach word spelling whereas only 15 percent teachers of public schools followed it. Private school teachers tried to teach the students using student-centered technique.

Similarly, 25 percent teachers in public schools used copying whereas only 15 percent teachers used it in private school. Similarly, 20 percent teachers of private schools used word analysis. On the other hand, only 15 percent teachers of public schools followed it. It indicates that this technique was used somehow equally in both mediums of schools.

Similarly, 45 percent teachers in public schools followed reading aloud technique for teaching spelling of the words whereas only 25 percent teachers used this technique.

It indicates that the teachers in public schools taught students making the students memorize the words reading aloud in the classroom. The technique was less used in private schools.

To sum up, most of the public school teachers followed the reading aloud technique for teaching spelling whereas most of the private school teachers followed dictation technique for this purpose.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The main focus of this study was to find out the techniques of teaching vocabulary used by public and private lower secondary level English teachers in terms of word meaning, word pronunciation and words spelling. The another objective was to compare the techniques used by them. The findings of the study on the basis of analysis and interpretation are as follows:

4.1 Findings

The major findings of this study are as follows:

4.1.1 Techniques Used by Lower Secondary Teachers in Word Meaning

- a) It was found that 50 percent teachers of public schools used mother tongue translation technique to teach word meaning. Similarly, picture, definition and contextual presentation were used by them.
- b) It was found that most of the teachers of private schools used contextual presentation and definition (i.e. 25 percent each) to teach word meaning. Similarly, picture, translation and synonyms were also used by them.

4.1.2 Techniques Used by Lower Secondary Teachers in Word Pronunciation

- a) Eighty percent teachers of public schools used modeling technique to teach word pronunciation. Other techniques like visual representation, phonetic symbols and minimal pairs were used very less by them.
- b) Forty percent teachers of private schools used modeling technique to teach pronunciation. Similarly, phonetic symbols and visual representation were also equally used by them.

4.1.3 Techniques Used by Lower Secondary Teachers in Word Spelling

- a) Forty five percent teachers of public schools used reading aloud technique to teach word spelling. Dictation, copying and word analysis were also used but they were not used as much as reading aloud.
- b) Forty percent teachers of private schools used dictation for teaching spelling. Other techniques like reading aloud, copying, word analysis, etc were equally used but they were not used as much as dictation.

4.1.4 Comparison

- a) Public school teachers used mother tongue translation as the major technique to teach word meaning. The medium of classroom instruction was the Nepali language whereas contextual presentation and definitions were used as the major techniques of teaching meaning by private school teachers. Most of the teachers in private schools used the English language for classroom instruction. Similarly, pictures, synonyms, antonyms, actions were used more in private schools than the public schools. Realias were used equally by both types of schools.
- b) Modeling was the mostly used technique in both types of schools for teaching word pronunciation but it was used more in public schools than in private schools. Phonetic symbols and visual representation were used more in private schools than in the public schools.
- c) Reading aloud technique was used more in public schools but dictation was more focused in private schools for teaching spelling. Copying and word analysis were found equally used in both types of schools.

However, neither private schools nor public schools used games for teaching spelling.

4.2 Recommendations

The major recommendations of this study are as follows:

- (i) Most of the public school teachers used mother tongue translation while teaching word meaning. So, they should use other techniques also like picture, realia, synonyms and action rather than only mother tongue translation to make teaching/learning effective.
- (ii) Private school teachers focused on contextual presentation and definition for teaching word meaning which seemed satisfactory but it would be better if they equally used other techniques also like pictures, actions, synonyms and antonyms.
- (iii) Both private and public schools followed modeling as the technique of teaching word pronunciation. They should use other techniques like phonetic symbols and visual representation also by which the learners receive the exact pronunciation of words.
- (iv) Reading aloud was the mostly used technique by public school teachers for teaching word spelling but the students should be taught using different techniques like dictation and word analysis also.
- (v) Dictation was the most used technique by private school teachers for teaching word spelling which seemed satisfactory but it would be better if they equally used word analysis and copying also.
- (vi) Neither private nor public school teachers used the techniques like games, jokes and short funny stories for teaching vocabulary. They should teach using such techniques so that students are motivated into the classroom.
- (vii) It was found that public school teachers used the Nepali language to teach meaning and for classroom instruction as well but private school teachers used the English language for this purpose. It shows that students of public schools never get chance to be exposed to the English language. So, the

teachers of public schools should also use the English language as the medium of instruction.

- (viii) Both mediums of schools were not found focusing on phonetic symbols for teaching pronunciation. They should try to introduce phonetic symbols to teach pronunciation.

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APPENDIX-I (A)
Public Schools

SN	Name of the schools	Name of the teachers
1	Tribhuvan Higher Secondary School Marke Salyan	Gauri Lal B.C
2	Mehendra Lower Secondary School Patare Salyan	Shanti Hamal
3	Tribhuvan Public Secodary School Bhotechaur Salyan	Chandra Pun
4	Shiva Public Higher Secondary School Salyan	Yuba Raj Basyal
5	Janata Secondary School Regechaur Salyan	Bhim Oli
6	Ratri Secondary School Rejhena Dang	Puspa Kumari Pun
7	Rejhena Secondary School Rajhena Dang	Tilak Bhadur B.K
8	Saraswati Lower Secondary School Ghorahi Dang	Padam Pun
9	Padamoday Secondary School Ghorahi Dang	Gyan Kumaiei Adhikari
10	Bala Mandir Lower Secondary School Narayanpur Dang	Sudha Malla

APPENDIX-I (B)
Private Schools

SN	Name of the schools	Name of the teachers
1	Sun Rise Boarding School Sitalapati Salyan	Harka Bahadur Oli
2	Krishna Kumari Memorial Boarding School Sitalpati Salyan	Tej Kumar Oli
3	Mid West Boarding School Sitalpati Salyan	Prem Karki
4	Hindrishya Secondary English School Khalanga Salyan	Parsu Ram B.C
5	M. M. Academy Khalnga Salyan	Gansh Dhital
6	Mount View English Medium Boarding School Ghorahi Dang	Nabina Shrestha
7	Valley English School Ghorahi Dang	Ram Kumar Gyawali
8	Model English Medium School Narayanpur Dang	Deepa Sharma
9	Shining Star Boarding School Narayanpur Dang	Basanata Hamal
10	Janajoti Secondary School Ghorahi Dang	Durga Rana

APPENDIX-I I

An Observation Form

Private school

Public school

Name of the Teacher:

Name of the School:

Address:

SN	Aspects ↓	Date →				
Word Meaning						
1)	Realia					
2)	Pictures					
3)	Teaching meaning in the context					
4)	Translation into Mother tongue					
5)	Giving the definition					
6)	Action					
7)	Synonyms					
8)	Antonyms					
Word Pronunciation						
1)	Using phonetic symbols					
2)	Through modeling					
3)	Through Visual representation					
4)	Minimal Pairs					
Word Spelling						
1)	Dictation					
2)	Reading aloud					
3)	Copying					
4)	Word Analysis					
5)	Through Game					

