A STUDY ON TECHNIQUES OF TEACHING VOCABULARY: A CASE OF SECONDARY LEVEL

A Thesis Submitted to the Department of English Education

University Campus, Kirtipur

In Partial Fulfillment of Master's Degree in Education

(Specialization in English Education)

By

Mukti Prakash Thapaliya

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2007

A STUDY ON TECHNIQUES OF TEACHING VOCABULARY: A CASE OF SECONDARY LEVEL

A Thesis Submitted to the Department of English Education

University Campus, Kirtipur

In Partial Fulfillment of Master's Degree in Education

(Specialization in English Education)

By

Mukti Prakash Thapaliya

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2007

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Mukti Prakash Thapaliya has prepared the dissertation entitled "A STUDY ON TECHNIQUES OF TEACHING VOCABULARY: A CASE OF SECONDARY LEVEL" under my guidance and supervision.

I recommend the dissertation for acceptance.

Date: --------------------------------

Dr. Bal Mukunda Bhandari

(Guide)

Lecturer

Department of English Education

T.U. Kirtipur, Kathmandu, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for the evaluation by the following Research Guidance Committee.

Signature

Dr. Tirth Raj Khaniya   ------------

Professor   (Chairperson)

Department of English Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

Dr. Chandreshwar Mishra   ------------

Reader and Head   (Member)

Department of English Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

Dr. Bal Makunda Bhandari   (Guide)   ------------

Lecturer   (Member)

Department of English Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following thesis evaluation committee.

Signature

Dr. Chandreshwar Mishra   -------------

Reader and Head   (Member)

Department of English Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

Dr. Shanti Basnyat   --------------

Professor and Chairpersons   (Member)

Department of English Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

Dr. Bal Makunda Bhandari   (Guide)   ------------

Lecturer   (Member)

Department of English Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

Date:

DEDICATION

TO

My Grandfather

ACKNOWLEDGEMENT

ABSTRACT

This thesis is an attempt to present the study on Techniques of teaching Vocabulary at secondary level. The main purpose of this study was to find out the common procedure of teaching vocabulary and to compare the common procedure of teaching vocabulary in terms of the aspects of vocabulary.

This dissertation is divided into four different chapters. The first chapters deals with general background of the study, review of the related literature, objectives of the study and significance of the study.

The second chapter includes the research methodology, data gathering procedures and limitations of the study. The population of the study included the English language teachers of twenty secondary schools of Kathmandu district. The researcher observed the real classes of English language teachers and filled an observation forms. He observed five classes of each teacher. He observed altogether hundred classes. The obtained data were tabulated and analysed using the simple statistical tool of percentage.

The third chapter deals with analysis and interpretation of data which has been tabulated on the basis of the simple statistical tool of percentage.

The fourth chapter contains findings and recommendations. The research shows that the English Language teachers of secondary level were found using different techniques in teaching vocabulary. Most of them used real object, picture, synonym, antonym, definition, translation, black board sketch, facial expression, transcription, word analysis and game as the techniques of teaching vocabulary. Most of the teachers gave

emphasis on word-meaning and word-use. The researcher has reached the following findings:

☞ It was found that the great number of teachers gave emphasis on word-meaning and word-use rather than other aspects of vocabulary.

☞ It was found that the great numbers of English language teachers used the following common procedures while teaching vocabulary:

a. English language teachers pronounced the new word 2-3 times. Then he/she made the students repeat after his/her.

b. The teachers wrote the words on the blackboard with its meaning and parts of speech.

c. The teachers asked the students to read and copy the word. After that he/she asked the students to make their own sentences by using above words.

☞ It was found that most of the teachers used modeling, phonetic transcription, minimal pair, copying, word analysis, real object, picture, synonym, antonym, action, definition, translation, blackboard sketch and facial expression as the techniques of teaching vocabulary.

☞ It was found that no teacher used cognate, audio-presentation, building on general knowledge, visual representation, gesture, phonic method, dramatization and self defining context as the techniques of teaching vocabulary.

☞ It was found that no teacher used cognate, audio-presentation, building on general knowledge, visual representation, gesture, phonic method, dramatization and self defining context as the techniques of teaching vocabulary.

☞ It was found that the teaching learning process was completely teacher-centred. The teacher came in the class and explained the subject-matter of the text in their own way. But there was no motivation, encouragement and students participation in the classroom.

☞ Many English language teachers read the passage loudly and explained the meaning of the passage in their Nepali language.

☞ It was found that teachers were not competent in English language teaching. They were very poor in performing different kinds of student centered activities, such as, explaining word-meaning, word-use, word-formation and word-grammar.

CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

Adj.   -   Adjective

Adv.   -   Adverb

etc.   -   Etcetera

N   -   Noun

No.   -   Number

V   -   Verb

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of human communication through which we express our emotions, feelings, thoughts, wants and desires. Language is not only a means of communication but it is a social phenomenon as it is used in our society to establish the relationship among the human beings. It is also said that language is a vehicle of human thoughts, ideas and feelings.

"A language can be viewed as an instrument of communication. It serves to establish sound meaning correlation. So that, message can be sent by the exchange of overt acoustic signals. The meaning of a sentence is determined by the meanings of the words from which it is constructed and the basis for the sound meaning correlation established by a language is, thus to be found in the relations between individual words and their meanings. The bond between words and its meanings is for the most part arbitrary or conventional with only marginal qualification." (Langacker 1923:27)

"It is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols." (Sapir 1978:8)

According to Chomsky (2002:2) "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 approximate among humans over a broad range."

There are so many languages being spoken all over the world. Some languages are no more in spoken existence but in written form only. All the languages are used to exchange the ideas. So, they all are equally important. Some languages are official, standard, national and non standard languages where as others are international languages. It is national and international communities which judge any language as more or less valuable from the point of how they use the language to solve the problems in modern era. In this regards, it is obviously observed that English language has been most significant one in 21st century's competitive world.

English is the most widely used language because it has gained the status of international language. It is used to communicate with the people who are of different linguistic background. So the sound knowledge of the English language is a basic need in these days.

It is claimed that one in every seven people can speak English language. English language has the richest vocabulary in comparison to other languages. Most of the books are written in English medium. It is the most dominant language in almost all areas such as, education, trade, mass media, and international diplomacy. It is also the language of world politics, science and technology, economics, marketing, medicine and so on. Likewise, English is one of the five official languages of the UNO and as such plays vital role in international communication. English is supposed to be the passport to travel the whole world and thus has become an indispensable and excellent vehicle for the transmission of modern civilization in any part of the world.

The gravity of English language is more powerful. It has a significant influence in education system of each country. In the education system of Nepal too it has significantly influenced. A good number of books, newspapers, magazines are found in English medium in

Nepal. English is offered as a compulsory subject from primary level to bachelor level in Nepal. At university level most of the prescribed books and references books are in English language.   English has been taught as a foreign language in Nepal. No doubt, learning a foreign language is not an easy task. It needs a lot of time and effort to have mastery over all the levels of language. These levels are phonological level, morphological, syntactic level and semantic level. Among them, phonology and morphology are the most important because a language learner begins his/her journey of language from these levels. A second language learner has to learn adequate number of vocabulary. If he/she is not able to do so his/her effort to communicate either in spoken or written form of second language will be meaningless. This means vocabulary plays a key role to convey the message meaningfully.

Each language consists of vocabulary items which are the main instruments to express the ideas. The more the vocabulary items we have the more we can express ideas in different fields. Vocabulary items have the important place in any language. Communication is almost impossible in spite of lexical items.

Even though vocabulary is the core part of language, it is relatively neglected area or it is thought that learning a foreign language is automatically learning vocabulary items. It is essential to deal with vocabulary items separately to advance vocabulary repertoire so that the person can command over language. Jeremy Harmer (1991:153) says, "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh." He claims that a language becomes just like the oar less boat in the ocean without vocabulary. From the finite number of grammatical rules, infinite number of items can be produced, but the same doesn't apply in the case of vocabulary and if tried, it becomes ridiculous. Similarly, Wilkins

(1972:111) asserts, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed."

"It has often been remarked how strange it is that comparatively little has been written on the teaching and learning a 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" (Wallace 1982:09).This definition highlights the requirement of teaching and learning vocabulary items while learning foreign language. If it is accomplished the criteria of selection, it will be more effective.

1.1.1 Definition of Vocabulary

In general, the term 'vocabulary' refers to the total number of words that make up language. A unit of vocabulary is generally referred to as a lexical item. Likewise, lexicon is synonymous with vocabulary. The lexicon has been characterized as a mental inventory of words and productive word derivational processes. The term vocabulary is defined differently in different books.

According to Richard et al. (1985:307) vocabulary refers to 'a   set of lexeme including single words, compound words and idioms'. Similarly, Harmer (1991:153)   defines, "If language structures make up the skeleton of language, then it is vocabulary that provides   the   vital organs and the flesh."

The Oxford Advanced Learner Dictionary (2000:1447) defines vocabulary in different ways as 1. all words that a person knows/ uses and under it, two categories can be found-active and passive vocabulary. 2. all the words in a particular language 3. the words that people use when they are talking. 4. list of words with their meanings. From these definitions, we can infer that 'vocabulary is the list of words'. The word but can not be infringed in any limitation.

Defining vocabulary Verghese (1989:64) says, "Word used in a language constitutes vocabulary." Similarly, Hockett, (1958:167) defines word as any segment of a sentence bounded by successive point at which pausing is possible. Word is a combination of sounds acting as a stimulus to bring into attention, the experience to which it has become attached by use (Fries 1957). Vocabulary is the important aspect of language without which no one can express his ideas and thoughts. So, it is the basic unit of language.

Regarding the vocabulary Celce-Murcia and Larsen-Freeman (1983:29) say 'we take a considerably broader view of the lexicon; we consider it to comprise not only single words but also word compounds and conventionalized multiword forms.'

From the above definitions, we can conclude that 'vocabulary' can be a single word or a group of words that take a single meaning. For example 'post office' and 'father – in – law' which are made up of two and three words respectively but express a single idea i.e. meaning.

An ability to manipulate grammatical structure doesn't have any potential for expressing meaning unless words are used. Learners need to learn what vocabulary means and how it is used. A good store of vocabulary is crucial for understanding and communication. A major aim of teaching programmes is to help students to gain a large vocabulary of useful words.

1.1.2 Word and Vocabulary

Word is a unit of language which ranks between morpheme and phrase. It is often defined as the smallest unit capable of occurring on its own in speech and writing. Though native speakers tend to agree on what are the words of their language, there is no satisfactory definition of word. If we say 'a word can occur on its own', the questions will arise

such as can a function word like 'the' occur on its own? Is contraction like 'won't' (will not) one word or two? Therefore, words are sometimes defined as orthographic word, phonological word, grammatical word, lexical word and semantic word. Words are separated by spaces in writing and pauses in speech. All the words and phrases constitute the vocabulary of a language which is also known as lexis or lexicon.

1.1.3 Levels of language

The most widely recognized levels of language are phonology, grammar and semantics, but often phonetics is distinguished from phonology, lexis from semantics, and morphology and syntax are seen as separate levels within grammar. Pragmatics is also sometimes described as a level of language.

According to Katamba (1993:4) there are four levels of language which is often called linguistics levels. They are shown in the following diagram.

Semantic level	deals with meaning
↑	
Syntactic level	deals with sentence structure
↑	
Morphological level	deals with word-structure
↑	
Phonology level	deals with sound systems
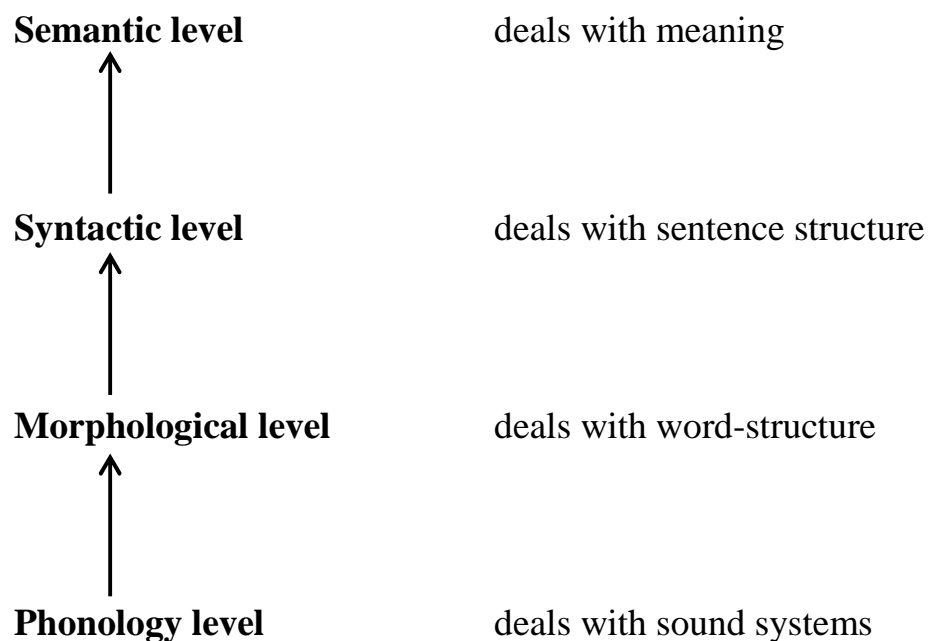
Phonology

Phonology studies how speech sounds are structured in a particular language. It is also called phonemics because it is concerned with the

functional aspect of speech sounds i.e. the working or functioning of speech sounds in a language/languages. Richards et al (1985:214-215) defines phonology as the grouping of words and wounds in a particular language in order to decide the which are the distinctive sound units of that language and which are only variants of these. Similarly, Larry Hymans defines phonology studies the properties of the sound system which speakers must learn or internalize in order to use their language for the purpose of communication. "It is concerned with the functional aspect of speech sounds i.e. the working of speech sounds in a language or languages. It is the task of phonology to study which differences in meaning in a given language, in which way the discriminative elements… are related to each other, and the rules according to which they may be combined into words and sentences." Trubetzkoy (1939:10)

In linguistic theories, phonology is seen in one of two main ways: a) as a level of linguistic organization b) as a component of generative grammar (the phonological component)

Within phonology, two branches of study are usually organized: segmental phonology and supra-segmental phonology. Segmental phonology analyses speech into discrete segments such as phoneme. A phoneme is a class of sounds (Gleason 1970: 257) for example, the /k/ in key is easily demonstrated to be different from those in ski or cow, as the latter are from each other.

Supra-segmental phonology (also called non-segmental phonology) analyses those features which extend over more than one segment such as intonation, pitch etc.

Phonology is the organization of sounds into patterns. In order to fulfill the communicative functions, languages organize their material, the vocal noises, into recurrent bits and pieces arranged in sound patterns. (Bloomfield)

Morphology

Katamba (1993:19) defines morphology as the study of word structure. Similarly, Lyons (1971) "Morphology deals with the internal structure of words." This simply means how words are formed in morphology. The smallest meaningful elements into which words can be analysed are known as morphemes and the way morphemes operate in language provides the subject-matter of morphology. The smallest meaningful elements mean the units which cannot be divided without destroying the meaning. Bloomfield defines morpheme as the linguistic form which bears no partial phonetic- semantic resemblance to any other form.Similarly, Richards et al (1985) defines morphology as the study of morphemes and their different forms and the way they combine in word formation. "Morphology is the study of segmental morphemes". (Hockett 1971:177) Thus, morphology studies the internal structure of words, morphemes, their types, function and formation.

Syntactic level

Syntactic deals with the sentence structure. Richards et al (1985) defines as the arrangement of words and morphemes into larger units such as phrases, clauses and sentences. In syntactic level, we study how words are combined to form larger units of language, such as phrases, clauses and sentences. Traditional grammarian defines syntax as the way words are combined to form sentences. Similarly, modern grammarian defines syntax as the study of the interrelationship between elements of sentence structure. Transformational generative grammar regards syntax as one of the three major organizational units in it, the other two being semantic and phonological units.

Thus, syntax is the study of sentence structure under which we study the different constituent elements of a sentence and how they are

arranged to show relationships of meaning within sentences. Generally, syntax gives the rules of how the words are arranged to form a phrase; how the phrases are arranged to form a clause and how the clauses are arranged to form a sentence or say how the words, phrases and clauses are arranged to form a grammatical sentence. "Syntax is the study of the principles and processes by which sentences are constructed in particular languages." (Chomsky 1957)

Semantic level

Semantics is the study of meaning. Hurford and Heasley (1988) define semantics as the study of meaning in language. Semantics is neither just the study of change in word meaning through time nor it is something that can be used to mislead people. Semantics is a systematic study of what meaning is and how it operates. Meaning refers to the meaning of the piece of language used. Similarly, Breal (1900) defines semantics as the science of meaning.

1.1.4 Aspects of language

The objective of teaching a thing is to help the learners it. Therefore, teaching should be geared to facilitate learning on the part of the learners. This is true of language teaching as well. But the most important question regarding the language learning is what the things language learners need to learn are?

A student of the languages needs to learn its vocabulary, grammar, pronunciation and spelling and different skills such as, listening, speaking, reading and writing. Thus, aspects of language refer above mentioned things that a student of language needs to learn. According to Harmer (1997:22) these aspects are pronunciation, grammar, vocabulary, discourse and skills.

a) Pronunciation

As a language learner, we need to learn various sounds that occur in a language. We should able to differentiate between these sounds and understand certain sound rules. For example, the different pronunciation of the –ed past tense endings. When we learn new words, we need to know how they are pronounced and where they are stressed. Similarly, we need to be able to know intonation. Accurate pronunciation gives us communicative efficiency. So, it is most important aspect of language.

b) Grammar

Grammar refers to the structure or pattern of language, rules of language can be called as the frame or skeleton of language. The body of rules which underlie a language is called grammar (David Cross 2002:26). Tense, person, number etc are the aspects of grammar. Grammar includes sentence grammar i.e. syntax and word grammar i.e. morphology. If our aim of language teaching to enable students to use the language. We should teach grammar of a language. But, rule memorization grammar teaching should be scarified. Knowledge of grammar is essential for competent language users.

c) Vocabulary

Vocabulary includes words, lexis or word power. They are vital organs and flesh to manipulate the structure and convey the message. Word meaning, word use, word formation and word grammar are the aspects of vocabulary in language teaching.

We need to learn the words of the language. When we say words, we need to learn what they mean and how they are used. Words occur in context. So, the meaning of words needs to teach according to the context where they are used.

d) Discourse

As we know language is used differently in different situations. So, we should able to use language according to situation. Similarly, we need to know the difference between formal and informal language use. Such knowledge involves learning language functions.

Language functions can be broadly classified as grammatical and communicative functions. Grammatical function deals with the relationship that a constituent in a sentence has with another constituents.

e) Skill

Language has four skills i.e. listening, speaking, reading and writing. If a language learner develops his/her language skills, he/she can approach the foreign language with more confidence.

These micro-skills can be classified into two types. They are: receptive and productive skill. This classification is done on the basis of function. Receptive skills are involved in receiving message whereas productive skills are involved in the production of language for conveying message. Thus, listening and reading skills are receptive skills and speaking and writing skills are the productive skills.

1.1.5 Types of Vocabulary

So far as the type of vocabulary is concerned, there are various criteria on the basis of which vocabulary is classified. Harmer (1997:159) classifies vocabulary into two types: active and passive. Some words of the language are very common and we use them very frequently in speech and writing. The list of such word forms our active or working vocabulary. On the other hand, there are words which are known to us but they are very rarely used whenever those words appear before us in spoken or written form, we can recognize them. They are known as passive or recognition vocabulary.

Active vocabulary of a person differs from the active vocabulary of another. There are some words which are actively used by one person may not be used by another. Thus, the active vocabulary of one person may be the passive vocabulary of another and vice-versa. But the distinction is hard to maintain. It is also true that some vocabularies which are active in the beginning may become passive with the passing time and vice versa. Therefore, more we play with the new words, more we learn and increase the store of our active vocabulary.

Firsby (1954:94) says that we have four types of vocabularies. We have our speaking vocabulary, our listening vocabulary, our writing vocabulary and our reading vocabulary. The speaking vocabulary is the smallest vocabulary and the reading vocabulary is the largest. We use language on two levels, i.e. the production level and recognition level. We can recognize many more words than we really use. This holds good for our mother tongue as well as for a foreign language. One of the aims of English language teaching is to transfer words from the large vocabulary to the smaller and especially, to our speaking vocabulary.

Fries (1945:44-50) classifies English words into four groups: function words, substitute words, grammatically distributed words and content words. The function words primarily perform grammatical functions e.g. the 'do' signaling questions. The substitute words, e.g. he, she, they etc replace class of words and several classes. Grammatically distributed words, e.g. some, any, etc show unusual grammatical restrictions in distribution. The number of words in the first three groups is rather small say 200 in around numbers in English. The fourth group, content words constitute the bulk of the vocabulary of the English.

On the basis of the types of meaning they convey, vocabulary can be classified into two categories: Concrete and abstract. If a word refers to an object with a concrete shape, it is called concrete vocabulary. For

example, pen, book and so on. On the contrary, it signifies something which has no definite shape, size or measurement and is entirely dependent on our personal imagination, it is called abstract vocabulary. For example, love, affection, beauty and so on.

Similarly, words can broadly be categorized into two types: content and structural. Content words are also called lexical or full words. They are defined as the words which have stable lexical meaning. They are words that have meanings by themselves. Content words include mainly nouns, verbs, adjectives and adverbs. Structural words on the other hand, have no meanings of their own; they are used in utterances or sentences to show grammatical relationship. So, they are also called grammatical or empty or function words. Structural words include auxiliaries, prepositions, conjunctions, pronouns, etc.

Richards et al. (1985:61) state, "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, but show grammatical relationships in between sentences are known as function words."

Content words convey the primary meaning in entire area. They have thus great extension. The content words can be further divided into common are core and specialized vocabulary. The similar distinction is made by Lado (1964:147), into three levels:

i) Vocabulary to operate the patterns and illustrate the pronunciation of the language.

ii) Vocabulary to communicate in different areas of wide currency and

iii) Aesthetic and technical vocabularies.

The first two are the common core vocabularies and the third is the specialized one.

Actually, a word is supposed to be a perfect word if it has its own meaning. But function words are almost meaningless in isolation. Therefore, they can not share the quality to the perfect word. Content words are independent and have more meaningful quality. However, only literal denotation or dictionary meaning is not always complete meaning of words because they have different connotations which are obvious by situational use.

Arts and Arts (1986: 22) classify words into two types:major and minor word class. The former is also called open classes; their membership is unrestricted and indefinitely large since they allow the addition of new members. Minor word classes are also called closed classes; their membership is restricted since they do not allow the creation of new members. Moreover, the number of items, they comprise is, as rule, so small that they can easily be listed. In English, there are four major word classes: noun, adjective, verb and adverb. The minor word classes: conjunction, article, numeral, pronoun, quantifier and interjection.

Regarding the word class Arts and Arts (1986:21) again say if we assign words to the same class we imply that they share a number of properties. Word class membership may be said to be depend on at least two kinds of properties: morphological and syntactic.

On the basis of the structure, there are three types of words: simple, compound and complex.

Simple word consists of a single free morpheme followed, or not by an inflectional affix, such as play, plays, played etc.

Compound words consists of two or many free morphemes where the constituents themselves and constitute are words e.g. blackboard. Compound word is a lexical item composed of two or more parts written

(-) where the parts themselves are usually words, e.g. bus park, school girl, etc.

Complex words consist of a root plus one or more derivational affixes, e.g. boyhood, determination, etc.

To conclude, a word is the smallest meaningful unit of speech that can occur in isolation. Todd (1991: 49-50) says the term word is used for the following five senses:

    i)   Orthographic Word

    ii)   Phonological word

    iii)   Morphological Word

    iv)   Lexical Word

    v)   Semantic word

ii) Orthographic Word

An orthographic word represents the word in its conventional alphabetical writing. It has space on either side. For example, book, go, come water and so on.

iii) Phonological word

Phonological word refers to the word in spoken form. It is preceded and followed by pause/silence in speech. Phonological word is represented in phonemic or phonetic symbol. For example, 'Cat' is orthographic word and /kæt/ is phonological word.

iv) Morphological Word

Morphological word consists the form. 'Ball' has two meanings (a spherical object used in games and a formal social gather for dancing) but the word it has a single morphological word.

v) Lexical Word

A lexical word is also called lexeme. The lexical word is an abstract unit which underlies many morphological words. For example, the set of morphological words sing, sings, singing, sang and sung represent a single lexeme.

vi) Semantic word

A semantic word considers the meaning of a linguistic unit. The one morphological word 'ball' represents two semantic words because it has two different unrelated meanings.

1.1.6 Aspects of Leaning Words

While learning words, one must know all aspects of words. In this regards, Cele Murcia and Larson-Freeman (1993:30) say to really know a word, one need to know its:

- Spelling

- Phonetic representation

- Morphological irregularity

- Semantic features and restrictions

- Common derivation and collocations

- Semantic feature and restriction

Unless the learner knows all aspects of words, his/her learning remains uncompleted. Likewise, teaching vocabulary is an entire notion which contains various aspects of vocabulary.

As it is transparent that some words are more frequent in use than others due to which we should lay emphasis on learn ability etc. while teaching vocabulary items, apart from this, we should be aware of which aspects of the words to be highly considered. Regarding this, Harmer (1991:158) has summed on knowing words as follows:

```
                  ┌─────────────┐        ┌──────────────────────────┐
                  │   Meaning   │───────▶│ Meaning is context       │
                  └─────────────┘        │ Sense relations          │
                                         └──────────────────────────┘

                  ┌─────────────┐        ┌──────────────────────────┐
                  │  Word Use   │───────▶│ Metaphor and Idiom       │
                  └─────────────┘        │ Collocation              │
                                         │ Style and register       │
  ┌─────────┐                            └──────────────────────────┘
  │  Words  │
  └─────────┘     ┌─────────────┐        ┌──────────────────────────┐
                  │    Word     │───────▶│ Parts of speech          │
                  │  Formation  │        │ Prefixes and suffixes    │
                  └─────────────┘        │ Spelling and             │
                                         │ pronunciation            │
                                         └──────────────────────────┘

                  ┌──────────────┐       ┌──────────────────────────┐
                  │ Word Grammar │──────▶│ Nouns: Countable &       │
                  └──────────────┘       │ Uncountable              │
                                         │ Verb: Complementation    │
                                         │ phrasal verb             │
                                         │ Adjective and adverb:    │
                                         │ Position etc             │
                                         └──────────────────────────┘
```
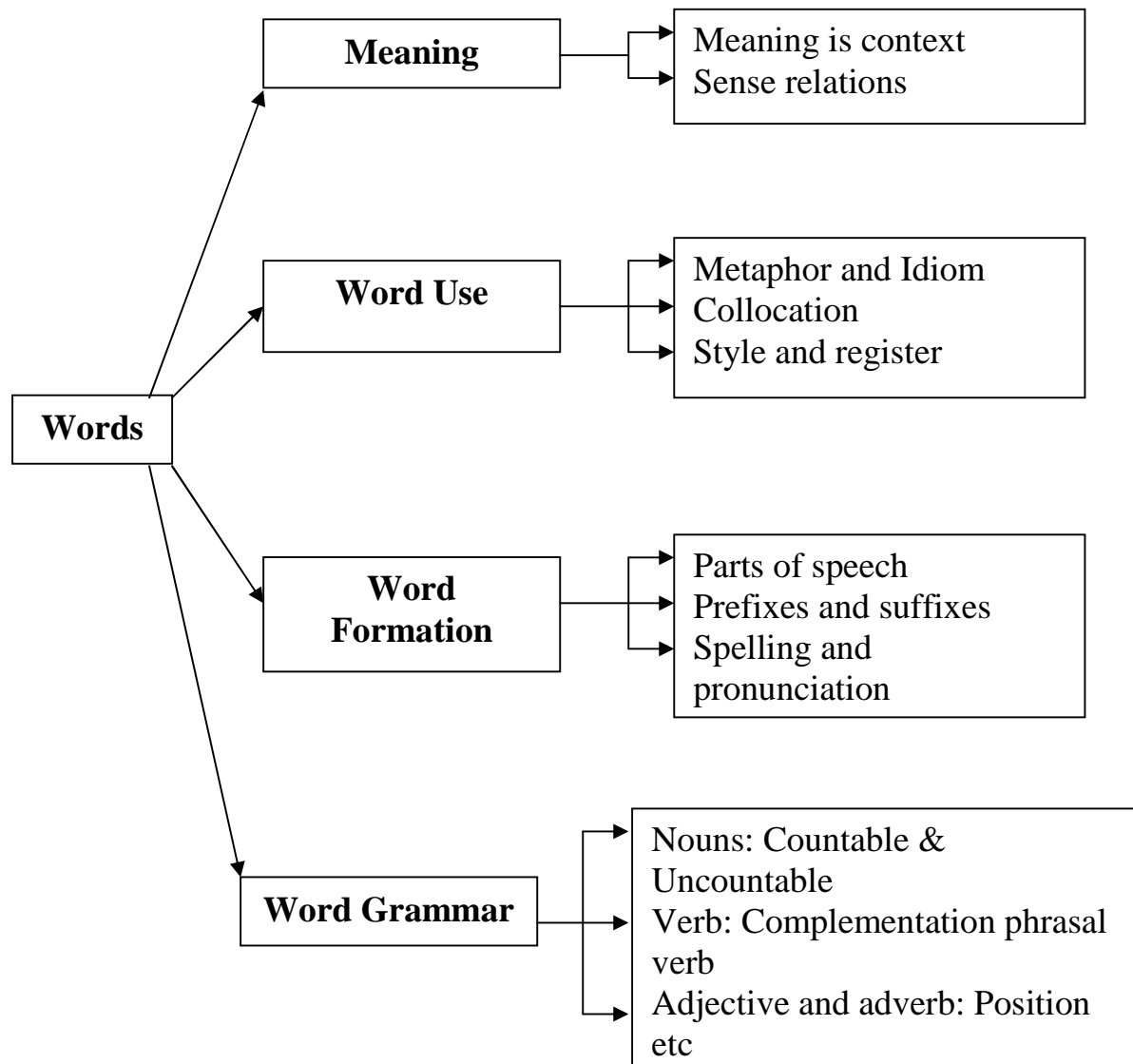
1.1.7 Word Meaning

Most words have more than one meaning. So, we can't decipher the meaning of a word in isolation. It needs the context in which it is used. For example, the word 'run' obviously means noun. It has more than 30 different meanings while combining it with different prepositions. (Which we called phrasal verbs) We decipher the meaning of a word by looking at the context in which it is used and by looking its relation to other words. For example, the word 'Bank' refers to the place where we keep money in one sense and, it has next meaning, 'the coastal area of a river'. If we see a man drawing out his cheque book and saying 'I'm going

to the bank', the word 'bank' refers to 'financial institution' but if a man on a boat says, "I am going to the bank", it refers to the coastal area of a river.

Thus, while teaching the word 'bank', the teacher should teach how the word 'bank' is used to give different meanings in different contexts.

Next significant aspect of word meaning is sense relation. Sense relationship refers to the various ways in which the meanings of words may be related. The relationship might be of sameness or similarity of meaning in which case it is called synonymy or it might be opposite meaning in which case, it is called antonym and so on. "The meaning of a word can be understood and learnt in terms of the relationship with other words in the language", Grains and Redman (1988:82). Likewise, Yule (1985:118) says, "Words are not only the meaning containers and role players but they have relationship." There are various such relationships. The lexical or sense relationship incorporates the following features:

Connotation and Denotation

Denotation of a word refers to the conceptual meaning of that word. The most central part of the meaning of a word is related to the objects and things in the world. By contrast, connotation refers to the meaning which is attached to the basic meaning of a word so that it is also called secondary meaning of associative meaning.For example, (Denotative) Boy: a young, human being, who is playful, noisy, and lovable)

Thus, while teaching words, the learners should be taught both connotative and denotative meanings, which make their concept clear. In the elementary classes, we try to teach words which have a clear, concrete denotation. For example, desk, blackboard, sit etc. As the student's command of the language improves, he/she will discover that even these

straight forward, words can have a wide range of denotations according to the context. Most common words have a wide denotative range i.e. they usually have one very specific meaning, and thus is another thing which makes them easier to learn.

The connotation meaning refers to secondary meaning of a word. It refers to associative meaning. The associations relate more to the individual and culture.

1.1.8 Word use

What a words means can be changed, stretched or limited by how it is used and this is some thing students need to know about it. The meaning of a word can be frequently extended and stretched through following elements:

Metaphor and simile

Metaphor refers to a figure of speech which makes uses of comparison of descriptive term for a person and thing which is literally impossible. In a metaphor, a word/expression which in literal uses/denotes one kind of things /action is applied to a distinctly different kind of thing or action, without asserting a comparison. Richards et al (1985: 106) state that, in a metaphor, no function words are used. Something is described by stating another thing with which it can be compared. In "his words stabbed at her heart", the words did not actually stab, but their effect is compared to the stabbing of knife. We know that the word 'hiss' describes the noise that snakes make. But we stretch its meaning to describe the way people talk to each other. "Don't move or you're dead ", she hissed. That is metaphorical use.

A simile is an expression in which something is compared to something else by the use of function word, such as like or as. For

example, "My girlfriend eyes are like red-red rose." Here her eyes are compared with red-red rose.

"My hands are as cold as ice", means that my hands are very cold. Thus, simile is a kind of figure of speech under which literal or usual meaning is not separated. Something is expressed by stating another thing with which it can be compared. Teaching vocabulary becomes more effective and interesting by using simile.

Idiom

It refers to a sequence of words which is semantically and often syntactically restricted so that they function as a single unit. From a semantic point of view, the meanings of the individual words cannot be summed to produce the meaning of the idiomatic expression as a whole. From a syntactic point of view, the words often do not permit the usual variability they display in other contexts. For example, 'It's raining cats and dogs', doesn't permit it's raining a cat and a dog/dogs and cats. An alternative terminology refers to idioms as habitual collocations.

Hence, idiom is an expression which function as a single unit and whose meaning cannot be worked out from its separate parts. For example, he washed his hands of the matter means 'he refused to have anything more to do with the matter'. As the idioms confuse the learners to a great extent, they should be dealt with vocabulary teaching.

Collocation

The collection makes a particular combination sound 'right' or 'wrong' in a given context. So, it is another piece of information about a new item which it may be worth teaching. When, introducing words like 'decision' and 'conclusion'. For example, we may note that you 'take or make' but usually 'come' to the other. Similarly, we say 'throw a ball but

toss a coin', we may talk about someone being dead tired but it sounds odd to say dead fatigued.

"Knowledge of collocation refers to knowing the syntactic behaviour associated with the word and also knowing the network of associations between that word and other words in the language. For example, the word 'overtake' is a verb, normally transitive, likely to be used in active voice, and followed by article + noun/pronoun. It is likely to occur in the context of transport, in the vicinity of items such as 'lane', 'car', 'speed'. One implication for teaching would be to ensure that we do not merely teach new items of vocabulary in isolation; but give a meaningful context for the word if possible with several examples of its use in connected discourse" Taylor (1990:02). So, teaching collocation of words brings different situations and makes vocabulary teaching effective.

Style

Style usually varies from casual to formal according to the type of situation, the person/persons addressed, the location, the topic discussed. According to Wallace (1985:112),"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." "More than anything, choice of words is an indicator of style and place of origin." (Thornbury, 2002:11), So, the use of language in different elements differs the meaning because of style. The learners should know the use of style of using words in formal and informal situations.

Register

Register refers to a speech variety used by a particular group of people, usually sharing the same occupation or the same interests.

Register often distinguishes itself from other registers by having a

number of distinctive words, by using words or phrases in a particular way.

"A distinction is often made between style and register. A register of English is a variety of the language as used in specific contexts, such as legal English, academic English or technical English. Discrepancies in style and register are as disconcerting as unusual collocation." (Thorn Bury, 2002:11)

Knowledge of the register refers to knowing the limitations imposed on the use of the word according to variation of function and situation. For example, would you like a cigarette? Is a neutral formula, which is appropriate in most contexts? One implication for teaching might be to introduce only neutral terms at elementary level in so far as this is possible. Since these are capable of most generalization. But in advanced level, the learners should be exposed to different terms.

1.1.9 Word Formation

Students need to know about word formation and how to twist words to fit different grammatical contexts. "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 advanced learners." (Ur, 1996:62)

Yule (1985:64) states, "The study of the processes whereby new words come into the relatively straight forward process for the changing of their structure. In other words, word formation is the process to make constant evolution of language in terms 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."

Yule (1985) has categorized word formation in the following different ways:

```
                           ┌──────→ compounding

                           ├──────→ coinage

                           ├──────→  blending

                           ├──────→ borrowing

                           ├──────→ clipping

         Word- formation   ├──────→ backformation

                           ├──────→ acronym

                           ├──────→ modification

                           ├──────→ reduplication

                           ├──────→ conversion

                           └──────→ affixation
```
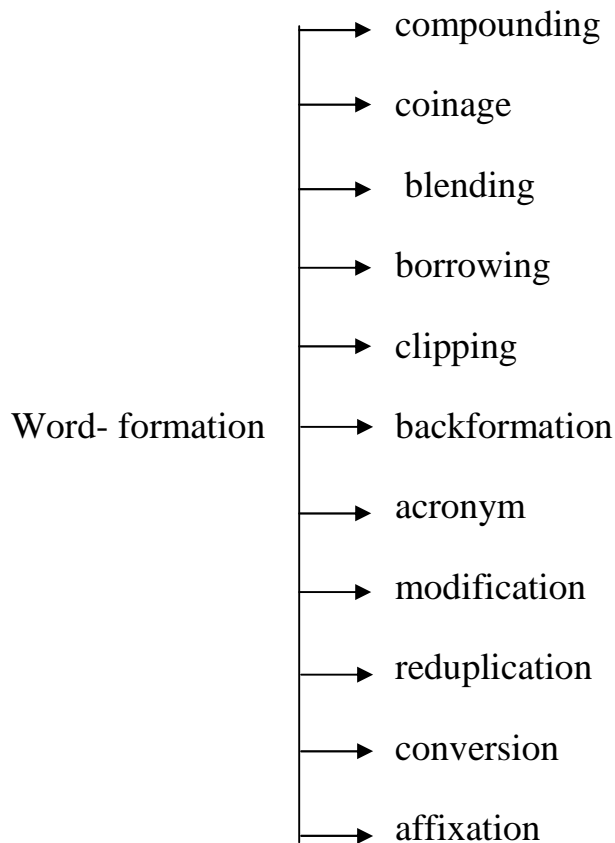
Students should recognize well with the knowledge on ways of words written style and change in form and meaning.

Two words can be combined to make one item: a single compound word or two separate, sometimes hyphenated words (book-case, follow-up). Again, new coinages using the kind of combinations are very common. Two words can be blended to form one new word i.e. called a blend, for example,

hotel + motor = motel

breakfast + lunch = brunch

A word can be co-opted from one part of speech and used as another process called conversion. Typically, nouns are converted into verbs as in; the shell impacted against a brick wall: she upped and left⎯⎯⎯→ (Preposition Verb); a balloon flight is an absolute must (Verb Noun). Additionally, new words can be coined by shortening / clipping longer words. For example, Flu from Influenza

Forming a new word by the removal of an affix from the existing word is called backformation. For example, Televise from television, peddle from peddler. Likewise, words can be formed by borrowing from another language. For example, voyager is borrowed in English from French language. Technique of grouping the initial letters to form a new word is known as acronym. For example,

UNESCO from United Nations Educational, Scientific and Cultural Organization

Derivation of a word from another word by changing a sound segment / spelling in writing is called modification. For example,

tooth teeth, foot feet, man men etc.

Reduplication is the process of word formation in which prefix or suffix reflects certain phonological characteristics of the root, for example, Ding-dong, Tip-top,

Affixation The morphological process where by grammatical or lexical information is added to a stem is known as affixation. Crystal divides affixation into two types: inflectional and derivational

The uses of inflectional and derivational affixes make variation in the structure and meaning of words in different situations. By means of inflection and derivation the grammatical value of a word also can be changed which the instructor has to make clear to his learners. Students should be well acquainted with how the content words are formed in different ways by means of the affixes and how the structural words bring entire change in meaning. The inflectional suffixes do not make any change in class of a word and basic meanings while they are used with the steam. But the derivational affixes bring change in meaning and word class. Each of the two processes is discussed below.

Inflection

Inflection is the bound morpheme used in word formation process which does not make any basic meaning change. Hockett (1958:209) defines inflection as the part of morphology which involves inflectional affixes. In a single paradigm only one inflection can be used. Inflection can also be defined as a change in the form of a word to express its relation to other words in the sentence. Inflection does not make any change in word class, e.g. play -plays -played, but it changes the grammar of words.

Derivation

Derivation is the most common word formation process used for the production of new English words. In derivation a large number of small bits of language called affixes are added to other words. For example; un-, mis-, dis-, pre-, ful-, less-, ment-, ism-, ish- are added in the words like uneducated, misfortune, disarmament, prehistoric, respectful, helpfulness, arrangement, heroism, boyish, careless, etc. we can say that derivation is a process where new words are formed from the existing words, example; play – player, wash – washable.

After derivational suffix we can add inflectional suffixes but not vice versa. Derivation therefore is the way to bring meaning change in word. The best example of derivation would be in the words; comprehend (v.), comprehensive (n.), comprehensive (adj.) and comprehensively (adv.), in its meaning as well as the class of word is broadly changed.

Another aspect in the word formation that the students need to know is how the words are stressed differently in the case of different grammatical function, i.e. a word as a noun is stressed in the first syllable and as a verb in the second syllable. For example, 'import (n), con'duct (v), 'insert (n) 'conduct (v), etc.

Students need to know how words are spelt and how they sound. Indeed, the way words are stressed is vital if students are to be able to understand and use words in speech. Part of learning a word is learning its written and spoken form.

Then, word formation means knowing how words are written and spoken and knowing how they can change their form. So, the students should be made familiar to all these phenomena while teaching vocabulary items.

1.1.10 Word Grammar

Another important aspect of leaning words is word grammar. The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as we teach the base form. When teaching a new verb, we might give its past form, if this is irregular or regular, and we might note if it is transitive or intransitive. Similarly, when teaching a noun, we may wish to present its plural form, if irregular (mouse, mice) or draw learners' attention to the fact that it has no plural at all (advice, information). We may present verbs such as want and enjoy together with the verb from that follows them (want to, enjoy-ing or adjectives or verbs together with their following prepositions.

There are many other areas of grammatical behaviour that students need to know about it. Such as,

What are phrasal verbs and how do they behave?

How are adjectives ordered?

What position can adverbs be used in?

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

We can draw the inference from the above description that knowing a word doesn't mean only recognizing meaning but also knowing word use, formation and grammar. So, while teaching words, the teacher should lay emphasis on teaching all the aspects of vocabulary items.

1.1.11 Ways of teaching vocabulary

A number of ways to teach vocabulary items have been found, however, broadly speaking, there are two ways of teaching words: direct and indirect (Adhikari, 2005:20-21).

1.1.11.1 Direct way of teaching vocabulary

Direct vocabulary teaching and learning refers to that process in which individual items are learnt consciously i.e. focusing the attention to the targeted items. In this process either the teacher selects the difficult items or asks his students to select them. Then he/she supplies the meaning those words with the help of a number of techniques- translation, synonym, antonym, definition, explanation, demonstration, etc. Then, he/she exemplifies the items in sentences. As a next step, the teacher asks his students to study the meaning and sentences for a while and try to produce similar sentences. Lastly, he/she asks the students top produce their own sentences. The process shows that there must be three steps to learn a vocabulary item directly. In the first step, the meaning and the illustration are presented, in the second the same are practiced and in the third the new sentences with the newly exposed items are produced. The teacher has to be active in the first step. He/she must be helping the students in understanding the meaning and in trying to produce the

similar sentences. He is supposed to be a judge in the third step-observing and confirming the students' productions.

1.1.11.2 Indirect way of teaching vocabulary

Indirect vocabulary teaching and learning refers to a process in which the students learn the targeted items without directly focusing on it. In this technique they are exposed to a series of reading materials and encouraged to read the materials on their own so that they can form the habit of guessing the meanings from the context. Inferred meaning is verified and confirmed when the items rescue again and again. The belief behind indirect learning is that the foreign language learners can acquire the targeted items as naturally as they do in their mother tongue, that is, without being conscious about the targeted items. The teachers' role in this process is just like that of a guide or a facilitator from the beginning to the end.

In this technique, the students are supposed to have acquired almost 90 percent of the words previously. It develops the independent strategy in learning. It is used especially at the situation when there is already a considerable store of vocabulary in learners' vocabulary repertoire. In this way of teaching, the students may not be taught new vocabulary items most of the time but applying different techniques the words that they have already learnt are practiced to change these words into active vocabulary repertoire. For instance, the teacher's main task is to select the suitable reading materials taking care that targeted vocabulary items must recur frequently. The teacher can evaluate students' progress by asking them to answer some oral and written comprehension questions and to write similar short paragraphs, passages, stories, essays, etc. By checking the students' answer he/she can observe how far they are successful in using the newly items.

1.1.12 Importance of teaching Vocabulary

Although sounds are the buildings blocks of language, word is probably the most important unit of language. A sound in itself has no meaning at al. where as a word is always meaningful. With words, we can send our message, i.e. communication is possible with words. Language learners need to learn the lexis of the language. With the right choice of words a speaker creates good impression in the hearer. So, the vocabulary teaching is essential.

Language is a composite whole comprising grammar and vocabulary. Both of these components of language are equally important for communication to be successful. We can produce infinite number of structures on the basis of the knowledge of finite number of grammatical rules. But it is not applicable in the case of vocabulary because a word may be used differently in different situation. Hence, a vital question arises, which of the two is more important: Grammar or Vocabulary? Thus, vocabulary teaching is essential.

When one acquires a language, he/she acquires vocabulary automatically. This implies that language learning is matter of learning the vocabulary of that language. So, when we want to express our feelings, thoughts, ideas etc. we need sound vocabulary power. When we do not have vocabulary power, we fail to communicate the ideas. In this regard, Wallace (1982:09) 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. It is due to the lack of adequate knowledge of vocabulary that people often get frosted when they do not find words they need to express their thoughts, ideas and feelings while communicating in the target language, so, it needs adequate number of vocabulary to engage in communication".

Learning a word is often considered learning the meaning but it is not true. In order to truly know how to use a word appropriately in English, a speaker would need to know much more than simply the meaning of a word.

From the above paragraphs, we can say that vocabulary is the basic unit of language. It should not be neglected in teaching and learning a language without vocabulary communication is impossible. So, we should avoid the symptoms of bad vocabulary teaching and learning.

M.J. Wallace (1982:9) has introduced some of the symptoms of bad vocabulary and teaching as follows:-

1) Inability to retrieve vocabulary that has been taught

The student has been exposed to a vocabulary item at some stage, but cannot bring it to mind when he needs it. This is the most basic kind of vocabulary fault.

2) Use of vocabulary inappropriate to the given situation

Here the student knows a word which has the particular meaning required, but some how does not fit into the language situation in which he is operating.

3) Use of vocabulary at the wrong level of formality

The words we choose have to relate to the formality of the situation in which we are speaking and the relationship between the speakers. But sometimes, it does not happen so. This symptom is similar to the previous one.

4) Possessing the wrong kind of vocabulary for one's needs

The Vocabularies used in the colloquial language are not same as the English medical words and expression. The knowledge of vocabulary in one area does not help for all situations. So, possessing the wrong kind of vocabulary hampers in some situations.

5) Using vocabulary in an unidiomatic way

When a student has the right kind of vocabulary, he may use it in an unidiomatic way i.e. the uneasy mixture of formal and informal language.

6) Using vocabulary in a meaningless way

If a student uses vocabulary with no connection between the vocabulary and meaning, it is called meaningless use of vocabulary. It is also a symptom of bad vocabulary teaching and learning.

7) Incorrect use of dictionary

When a student finds a difficult word in reading, he stops reading and tries to find out the exact meaning from the dictionary. He does not try to find the meaning by the context.

8) Use of incorrect grammatical form, spelling, pronunciation or stress

This is also a symptom of bad vocabulary teaching and learning. It will be clear from the above symptoms that learning vocabulary is something more than memorizing lists of words.

It is necessary for a teacher to find out the existing knowledge of vocabulary of the students and add new vocabulary items. So, the researcher felt a need of investigating the techniques of teaching vocabulary at secondary level (IX) in Kathmandu district.

1.1.13 Principles of Teaching and Learning Vocabulary

Learning vocabulary is not the same as memorizing the list of words. According to M.J. Wallace (1982), the teaching and learning of vocabulary should be based on the following principles:

1. Aims

The aim of a teacher should be clear. The teacher should be clear that how much expectation he has from the learners about performing the above-mentioned ability.

2. Quantity

The teacher may have to decide on the quantity of vocabulary item to be learnt. It should be decided that how many new vocabulary items could be taught in a lesson. Estimation should be done regarding several things just like student's level exposure to learning etc. if the students are able to gain larger vocabulary, the teacher have to manage new item from other sources other than the course book.

3. Need

The teacher should provide/ create such environment on which the students are encouraged to communicate and should facilitate to get the vocabulary item what he needs. The learner prepares the vocabulary lists that reflect the communicative needs of the learners.

4. Frequent exposure and repetition

To memorize the new vocabulary items we should need frequent exposure and repetition towards the new item. It is very much hard to remember a new word simply by hearing it once. The teacher should provide the opportunity to use the word frequently and to recall it with correct pronunciation

5. Meaningful presentation

The new vocabulary items should be presented comprehensibly that a learner can easily understand what it intended to denote. The teacher should be aware of the fact that the students will get confused if the meaning, which he/she intended to deliver, is not properly presented.

6. Situation presentation

The new vocabulary item should be presented with appropriate situation. The meaning of an item may vary according to the situation in which we are using it. For example, the word 'bank' has to meaning 'river side' and 'an institution.' The meaning can be conformed if it is presented with in the situation. So vocabulary item should be presented with in the appropriate situation but not in isolation.

7. Presentation in context

The teacher should present the vocabulary item in its natural context or environment as it was .The students can understand the item if it is presented in its natural context rather than in artificial one. This helps him/her further while using it in the required situation especially while constructing sentences from those vocabulary items.

8. Learning vocabulary in the mother tongue and in target language

The learners have acquired a lot of vocabulary items in his/her mother tongue and may have acquired/learned little items of the second language. This helps him/her learning a new vocabulary. The teacher should present those items in the target language. The teacher can also describe it in the mother tongue of the learner.

9. Guessing procedure in vocabulary learning

Guessing procedure helps the learner a lot. The students can guess the meaning of the item if the teacher presents them in appropriate and natural context. Their guessing may not be correct all the time. Their mistakes should be corrected in time otherwise this procedure hinders the learning process. To avoid this, the teacher can encourage the students to set a habit of using dictionaries. The students should first left to guess the meaning from the context and later encourage them to ensure the meaning by using the dictionaries.

On the basis of above principles, the teacher should teach vocabulary. To know a word in a target language as well as the native speaker knows it may mean the ability to:

- recognize it in its spoken or written form;

- recall it at will;

- relate it to an appropriate object or concept;

- use it in the appropriate grammatical form;

- in speech, pronounce it in a recognizable way;

- in writing, spell it correctly

- use it with the words it correctly goes with i.e. in the correct collocation;

- use it at the appropriate level of formality;

- be aware of its connotations and associations (Wallace 1987)

1.1.14 Techniques of Teaching Vocabulary

Vocabulary items in language play an important role in framing our ideas in a continuous flow. Vocabulary items should be taught in such a way that helps learner to use it in proper and suitable context. The teacher should be aware of the fact that a simple carelessness leads the learner failing in learning vocabulary items. So, the techniques for vocabulary teaching should be prefect in itself. 'Knowing words' refers to knowing pronunciation, spellings and meaning of words. Teaching vocabulary involves teaching pronunciation, spelling and meaning of words.

1.1.14 A. Pronunciation and spelling

Language is expressed either in writing or in speech. When we write we use letters and when we speak we use sound. The way that individual letters are combined to make words is the spelling. It is the graphics substance of the language, which is perceived through visual

channel. The pronunciation refers to the audible substance of a word. The pronunciation of a word includes to articulate correct sound along with right syllable segmentation and stressing the right syllable. It also includes features like pitch, tone, intonation, juncture, tempo, etc. A word may have different spellings, for example, colour vs color, centre vs center etc. Similarly, a word may have many pronunciations, for example, the word garage is pronounced as /'g r (The first three pronunciations are common in British English whereas the second two are common in American English.)

In English we have cases of same spelling-different pronunciations e.g. lead /li:d/ (v.) and lead /led/ (n.) 'record /ˈr k :d/ (n.) and record /rɪˈk :d/ (v.) and spelling different-pronunciation same, for example,

Son and sun   fair and fare   there and their

In the words honest, psychology, know, bomb, palm, comb, park, the letters h, p, k, b, l, b, r are not pronounced respectively. In 'resume' n. the final 'e' is pronounced but it is not pronounced in 'resume' when it is verb.

1.1.14 A. i) Techniques of teaching pronunciation

Correct pronunciation is a must in learning a word. It shows difference between educated, uneducated, native and non native. The role of the teacher is very important in teaching pronunciation. Pronunciation can be taught in different ways. Some of the techniques of teaching pronunciation are given below.

According to Bhandari (2062: 160), we can teach pronunciation through modeling, through visual representation and through phonetic symbol.

a) Through modeling

The teacher can model (pronounce) the words and then get both choral and individual repetition. For example,

> Teacher: Photograph
>
> Class: Photograph
>
> (This is done 3-4 times)

When the teacher is modeling the word, he/she can use gesture, etc. to indicate the stress in a word.

b) Through visual representation

Teaching pronunciation through visual representation involves the use of symbols to indicate stress, intonation, and pitch. For example,

Ph<u>o</u>tograph

Photo'graphic

Photographic ▭ ▭ ▢ ▭

He is a boy …….. ↘

Is he a boy …….. ↗

c) Through phonetic symbol

Some teachers get their students to learn the phonetic symbols. Some teachers have their students to transcribe each word into phonetic symbols. Recognizing the phonetic symbols is fairly good so that they can use a dictionary to know the pronunciation. This technique is not suitable for the beginners.

Similarly, according to Harmer (2001:187-189), we can teach pronunciation through working with sounds, working with stress and working with intonation.

According to Penny Ur (1991:54) we can teach pronunciation through imitation or recorded model of sounds, words and sentences, through recording of learner speech, through systematic explanation and instruction, through imitation drill and through learning and performing dialogues.

Balbina Ebong and Marta J. Sabbadini (2005) have presented the following techniques for teaching pronunciation:

Using songs to focus on sounds,

Using songs to focus on words

Using songs to focus on connected speech

Daniel Jones has described five procedural steps to teach pronunciation.

Step 1 recognition of speech sounds

Step 2 making these sounds by the students

Step 3 using the sounds in their proper places in the connected speech

Step 4 learning these sounds in the usages of 'sound attribute or prosodies' such as voice, pitch, length, stress etc

Step 5 using the sounds in the complete sequence rapidly and without stumbling

1.1.14. A. ii) Techniques of teaching spelling

Spelling is the first step of writing. It makes written communication easier and it also establishes to a large extent a person's educational level. Good spelling carries with its social and professional prestige. In English the pronunciation does not guide the spelling and vice versa. The sound /i:/, for example, has the following spellings, b<u>e</u>, s<u>ee</u>, th<u>ie</u>f, l<u>ea</u>f, rec<u>ei</u>ve, th<u>e</u>se, b<u>ea</u>t, p<u>eo</u>ple. On the other hand the letter 'e' is pronounced the following different ways.

Pen /e/   teacher /i:/   be /i:/   euro /j/   event /I/

Above examples show that English spelling system is not consistent. This makes teaching and learning the spelling difficult.

According to Bhandari (2062:162-163) defines the following techniques for teaching spelling:

a) Copying

The teacher writes the words on the black board and the student copy them many times.

b) Dictation

The teacher reads words or sentences. The students listen to the teacher and write them. After the dictation is over, the students self-correct their spellings. Finally the teacher allows them to see the text to correct their errors.

c) Word Analysis

Students analyse the words in terms of prefix, root and suffix.

d) Focusing the trouble spot

There are some words students are likely to make spelling errors. For example; gramma<u>r</u> (students often write grammer), coll<u>e</u>ge (students often write collage), pron<u>u</u>nciation (students often write pronounciation)

e) Phonic method

In this method the teacher tries to correlate the sound and spelling, so the teacher presents the spellings that represent a particular sound. For example,

/K/

K   : sky, keep, key, make, kind, kite

C   : cat, cap, became, because

CK   : check, back, deck, duck

CC : tobacco, soccer, account, occasion

Q : queen, quench, question, queue

CH : character, stomach, chemist, monarch

f) Spelling game

Spelling can be taught by involving the students in a spelling game. There are various types of spelling games. For example,

* Write the correct letters in the boxes

1.

A kind of tree	P	i	n	e
The glass in a window		a	n	

2.

Larger than a kilometer	M	i	l	e
Opposite of female		a		

3.

Less than love	L	i	k	e
A body of water		a		

4.

	T		

Make as many words as you can from the above table

Similarly, Penny Ur (1991:58) states the following techniques for teaching spelling which are dictation, reading aloud, discrimination and prediction.

1.1.14. B Techniques of teaching meaning of a word

Meaning is the central aspect of teaching a word. The meaning of a word can be taught by presenting different techniques. David Cross (2003:5-14) has described the following techniques of teaching meaning of a word which are ostensive technique, linguistics technique and audio technique. Similarly, Dr. Bhandari (2062: 169-171) has described the following techniques of teaching meaning of a word which are realia, picture, facial expression, gesture, mime and actions, definition, synonyms, antonyms, translation, scale and hierarchy, associated word, word analysis and etymology .

Basically, there are three types of technique of teaching meaning. They are:

I) Ostensive Technique

Ostensive means showing. Obviously, you can hold up things/ point to objects in the classroom such as pen, bag…. This technique is basically/ widely used with beginners but it is helpful/ useful with the mature learners as well. Teacher need not limit ostensive techniques to only those things which can be found in the room. There are also ways to show the meaning of words and concepts from the world outside the school. Ostensive techniques include:

1. Realia

Realia means real object/ things. Realia can often be brought to school; a piece of bread or fruit, a stick, toys, eggs, and so on are easily carried. These objects create interest and motivate the student. With the help of realia, we can teach not only the meanings of the real objects but also the words related to realia. For example, holding up a stone, we can say, 'this is a stone' and also can say, 'this is hard not soft'. Basically, there are two types of realia:

- those within the classroom i.e. benches, tables, blackboard
- those which are brought by teacher (which are brought by outside the classroom) for e.g. stone, orange, apple, etc

2. Picture

Objects that are not easily carried can be represented pictorially. Teacher may collect useful pictures from magazines as a matter of course. He can also draw the picture himself. For presentation purposes, simple pictures are better because the focus is clearer and the meaning is less ambiguous. Use blackboard to make rapid sketches of simple things such as a tyre, a cabin. Use flashcard to draw more complex items such as telephone, a zebra etc. Abstract concepts such as last week, tomorrow can be conveyed by use of a cardboard clock and a calendar.

3) Body

Body technique refers to the techniques of using the body of the teacher to get meanings across. There are basically the following three ways of making use of body for teaching / showing meaning of words.

i)   Facial expression: To show feelings. For example, happy; smiling; thirsty; angry; tired etc.
ii) Gesture: Using hands and arms to show a range of meanings. For example, fast, small, curving, wide, rolling
iii) Mime and actions: To show many verbs and some adverbs. For example, to eat, to sweep, to wake up, slowly, angrily etc.

II) Linguistic Technique

It refers to the technique of showing meaning of a new word using teacher talk. David cross called it as linguistic approach. It is not suited to beginner classes as they do not have a large, enough vocabulary to understand teacher explanation. The following techniques come under linguistic techniques:

1) Synonyms

Synonyms are words that mean more / less the same thing. It is best shown on the board using the (mathematical) equal sign. For example, unhappy = sad, Residence= home, receive = get

2) Antonyms

Antonyms are words that are opposite meaning. The sign to indicate an opposite meaning is an equal sign crossed through**.** For example,hot =cold

3) Cognates

Cognates are words in the students' own language that have the same or very similar, form as the English word. Such words are easily and readily comprehensible. Some teachers are fearful of using cognates extensively because they have heard of faux (socially in correct) aims. These are words which resembles each other in the two languages but which do not share the same meaning. This technique is not so useful in the context of teaching English for Nepali learner because there are very limited numbers of cognates in Nepali language in relation to English. The words, such as table, coat, bench, can be regarded as cognates for Nepali learner of English because their equivalents in Nepali language have same or similar spoken form.

4) Illustrative sentences/ self-defining context

The self defining context may consist of a single illustrative sentences or a sequence of sentences. Using a word in a self-defining context does not mean, just using it in a sentence but using in such a way that the context will make its meaning clear. We can contrive such sentence to create a linguistic context in which the meaning of the unknown word is illustrated (becomes clear). For

example, 'My father hates potatoes, but he loves rice. He likes carrots, beans and most other vegetables but he refuses to eat potatoes. He hates them. Here 'Hates' contrast with 'Likes'.

5) Building on general knowledge

We can show the meaning of a word by making use of the general knowledge the students have. For example, the meaning of 'temple' can be shown by collecting it with the name of a temple in their locality which they are familiar. Temple = Pashupatinath

6) Scale

We can show the meaning of some types of words by sequencing them along a scale between two antonyms.

7) Translation

Translation can be used when to easy alternative suggests itself. For example, Have you any chance ……? It is sometimes better to give the mother tongue equivalent rather than to spend time.

8) Definition

This is most suitable for the students who have elementary knowledge of the target language. In this technique, the 'word' is defined in complete or incomplete sentences for example,

a) A computer is an electronic machine that can quickly make calculations, store, rearrange and retrieve information.

b) Breakfast is the first meal of a day.

9) Associated words

Some words can be very easily made them familiar when they are presented among the words they are associated with. For example,

a) drive, fly, sail

b) driver, pilot, sailor

c) school, college, university

10) Word analysis and etymology

Words can be better understood if they are analyzed into different parts or if the etymology is traced. For example,

negative prefix	base
im	possible
ir	regular
im	polite
un	able
il	legal

III) Audio Technique

Many words can be more easily presented than by the above mentioned ways. For example, the noise of an argument, a dog barking, a jet plane, a locomotive, a horse glapping, a river gurgling and so on caneasily berecorded and presented, we just tell the class to listen to the sound of ……. and play the tape.

David cross (2003:11-12) has further described the following steps to teach vocabulary which are as follow:

I) Sound and the meaning

Say the new word two or three times, pronouncing it clearly. Indicate the meaning at the same time, ostensive/ verbally. There is no point in making learners listen to strange noises which are meaningless.

II) Repetition

Get the class to repeat the new word a few times. Check the pronunciation carefully. If you are using a visual, keep it in front of them to ensure that they associate sound and meaning.

III) Written form

Write the new word on black board and have the class read italoud, without distorting the pronunciation. Choose two/ three individuals to say it then get a chorus repetition so that everyone in the class has the opportunity to associate the written form with the pronunciation.

IV) Illustrative sentence

Now put a short illustrative sentence on the board so that the meaning will be clear to anyone reading the notes afterwards.

Similarly, Dr. Bhandari (2062:172) has presented the following procedures to teach a new vocabulary:

Step 1: In this step, the teacher reads/ pronounces the word 2-3 times, then he/she makes the students repeat after him/her while the teacher should check if they are correctly following him/her.

Step 2: In this step, teacher writes the word on the blackboard (or shows on a flashcard) along with phonetic script (if needed), syllable division, stress mark, part of speech the word has been used, its meaning (denotation, connotation) applying one or more techniques.

Step 3: In this step, the teacher asks the students to read and copy the textual sentence in which the given word has been used. Then he/she elicites sentences from the students and makes correction if needed.

Teaching vocabulary is a great task for language teachers. They do a lot / spend a lot of time to teach vocabulary only because it is the most important aspect of language teaching. No communication is possible without vocabulary and language teaching is incomplete without it. So, the teacher has to teach vocabulary items in such a way that leads his

students command over language through vocabulary items. So, the researcher felt a need of investigating the techniques of teaching vocabulary at secondary level (IX) in Kathmandu district.

1.2 Literature Review

It is obvious that vocabulary is the core aspect of language and therefore necessary to be taught adopting different techniques. For a few decades, different scholars have laid emphasis on the significance of vocabulary teaching doe to the sense in which learning a foreign language is greatly concerned with building vocabulary repertoire of the learners. Further more, this is partly due to the recent availability of computerized databases of words (or corpora), and partly due to the development of new approaches to language teaching which are much more 'word-centred', such as the 'lexical approach'. As there has been a revival of interest in vocabulary teaching in recent years, several research works have been operated, and some of which are as follows:

This work is going to be a new of its kind; however an attempt is made here to review the literature on some vocabulary achievements which are somehow related to the technique of teaching vocabulary.

Horn (1926) has launched a research on 'Basic Writing Vocabulary'; his main purpose was to find out the nature and extent of overlap between vocabularies of one class of business letters and all the personal letters including the determination of the most common words used in business letters. It was based on findings the overlapping of the vocabulary items in one class of business letters and other class of letter.

Shambough (1939) has attempted to study the core vocabulary for the elementary level. The purpose of the study was to identify the words that hold the most significant position in the elementary learners' daily life. In the study 1309 words found common to all grades.

Rongong (1975) has carried out a research on 'A study of spoken vocabulary of the primary children of Nepal'. It was done to identify a list of Nepali words which are most frequently used by the children of grade one, two and three of primary schools of Nepal. More Hindi words were found to be used in the Terai region. Beside it, not much difference was found in children's words by their of these grades from the three regions of Nepal.

M.J. Wallace (1982) has in his book 'Teaching Vocabulary', gone to the extent of pointing out some symptoms of bad vocabulary learning and teaching. He was not only pointing out symptoms of bad vocabulary learning and teaching but also pointing out the principles and techniques of teaching and learning vocabulary.

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 vocabulary repertoire was satisfactory. It was found the greater the maturity the lower the difficulty level.

Angela Joe, Paul Nation, and Jonathan Newton (1996) have, in their article 'Vocabulary Learning and Speaking Activities', gone to extent of pointing out some techniques of teaching vocabulary through speaking activities.

Mu Fengying (1996) has, in his article 'Ripple Effect, Word Meaning Expansion and its Application in Teaching Vocabulary', gone to extent of pointing out some techniques of teaching vocabulary through ripple effect i.e. which starts from a centre and extends outwards.

Chudal (1997) has, in his M.Ed. thesis, studied 'The vocabulary achievement of the students of grade six'. The objective of this study was to investigate the students' achievement of English vocabulary used in the English textbook for grade six and to make gender wise comparison of

the vocabulary achievement. In aggregate the study found that the achievement level was poor.

Karki (2000) has, in his M.Ed. thesis, studied 'A Study of English Vocabulary Achievement of the students of Grade VIII'. The objective of the study was to investigate the achievement of English vocabulary of the students of grade eight.

Tiwari (2001) has, in his M.Ed. thesis studied 'A Study on English Vocabulary Achievements by the Students of Grade X'. The objective of this study was to investigate the students achievement of English vocabulary used in the new English textbook for grade 'X'.

Upadhyaya (2002) has, in his M.Ed. thesis, carried out a research on 'A study on Achievement of Phrasal verbs of the students of Higher Secondary Level'. The main objective of this study was to find out the proficiency level in phrasal verbs of the students of higher secondary level. The study found that phrasal verbs achievement of the students of higher secondary level was satisfactory.

Shahi (2003) has carried out a research on 'A study on the vocabulary and spelling in British and American English'. It was carried out to prepare a list of varieties of American and British English, to classify the collected words into several groups and to find out which variety is dominant among the Nepalese students. The study found that words/ phrases are found to be different in British and American English, average and most of the students are found to be using British English.

Cohen Leslie (2004) has, in his article, 'Teaching Vocabulary to English Teacher Trainees', gone to extent of pointing out some techniques/steps for teaching vocabulary.

Gyawali (2004) has carried out a research on 'A study on vocabulary teaching through Direct and Indirect Techniques: A Practical

Study'. It was done to compare the effectiveness of the two different techniques: direct and indirect in teaching vocabulary. The study found that the direct method is preferred in vocabulary teaching to indirect.

Pandey (2004) has attempted to find the effectiveness of language games in teaching grammar and has concluded that game technique used to teach experimental group has been so effective that controlled group was excelled by experimental group with post score obtained from the same grammatical test items.

Tiwari (2004) has carried out a research on 'An Analysis of the Vocabulary used in the English Textbook for Grade Four'. It was done to analysized vocabulary items used in the textbook for Grade four on the basis of the total number, parts of speech, phonological structure and morphological structure. The study found that:

- the whole corpus is made up 4407 vocabulary items

- 546 different vocabulary items are used in the textbook

- the auxiliary verb 'is' has the highest number of frequency of occurrence

- the highest number of vocabulary items are used as nouns

Adhikari (2005) has attempted to find the effectiveness of teaching vocabulary through games and has concluded that game technique has been more effective than usual way of teaching.

Bhandari (2005) has, in his article **'**Teaching Vocabulary', gone to extent of pointing out some techniques of teaching vocabulary by using a learner's dictionary.

The studies mentioned above are related to vocabulary achievement and analysis of vocabulary. No research has been done on the study of techniques of teaching vocabulary at secondary level (ix) in Kathmandu district. So, it is the first kind.

1.3 Objectives of the study

The objectives of the present study are:

i)   To find out the common procedure of teaching vocabulary.
ii) To compare the common procedure of teaching vocabulary in terms of the aspects of vocabulary.
iii) To point out the pedagogical implications.

1.4 Significance of the study

The study does not specially aim at revealing any miracle; however, it is an effort to find out the common techniques of teaching vocabulary in the English language classroom and compare the common procedure of teaching vocabulary in terms of the aspects of vocabulary. It is believed that the present report will be beneficial to the students and teachers of English language and linguistics, grammarians, researchers, textbook writers, syllabus designers, language planners and methodologists especially those who are involved in teaching and learning English language.

CHAPTER TWO

METHODOLOGY

The following methodology has been adopted to carry out the study.

2.1 Sources of Data

The present research is based on both primary and secondary sources of data.

2.1.1 Primary Sources of Data

In the present study, the primary sources of data are twenty secondary level English teachers from Kathmandu district. Secondary level English teachers are chosen according to random sampling.

2.1.2 Secondary Sources of Data

In addition to the primary sources of data, the researcher consulted the books, theses, articles, journals, etc. related to the research work in order to facilitate the study. Some of them were Bhattarai(2005), Granger (1981), Lee (1965), Wallace (1982), Ur (1992), Larsen-freeman (1986), Kumar (1999), Cross (1996), Harmer (1991) and so on.

2.2 Tools for Data Collection

The researcher prepared an observation form before observing the real class. Then the researcher observes the class and fills the observation form.

2.3 Process of Data Collection

The researcher himself studied the principles and techniques of teaching vocabulary in great detail and made an observation form. After that he visited schools of Kathmandu district. Then he observed the class

and filled the observation form. The researcher observed five classes of each. The researcher observed altogether hundred classes.

2.4 Limitations of the Study

The study has the following limitations

i) Twenty secondary schools of Kathmandu district were selected randomly for collecting data. The data was collected from the English language teachers who were taught present compulsory English course books of grade nine.

ii) The population of the study is confined to Kathmandu district.

iii) Even though there are several aspects of language, this study is only confined to find the common techniques of teaching vocabulary in grade nine.

iv) The study is only based on the techniques of teaching vocabulary items.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

3.1 Introduction

As this is the core part of the research, analysis, interpretation and comparison of data have been carried out in this section. Data is obtained from the class observation form. As major objective of the research was to find out the common procedures of teaching vocabulary and compared the common procedures in terms of aspects of vocabulary. For this, the twenty secondary level English language teachers' classes were observed while teaching reading comprehension to obtain the data for analysis.

The researcher collected the required data from the English language teachers of secondary level. The responses were analyzed and interpreted using simple statistical tools. The data was presented in terms of technique of teaching pronunciation, in terms of technique of teaching spelling, in terms of technique of teaching meaning of a word, in terms of technique of teaching word-use, in terms of technique of teaching word grammar and comparison in terms of the aspects of vocabulary.

3.2 Common procedure of teaching vocabulary

The researcher observed the classes of the English language teachers while teaching reading comprehension. The techniques of teaching vocabulary used by them are analyzed and interpreted by using the simple statistical tools of percentage. For instance,

3.2.1 Technique of teaching pronunciation

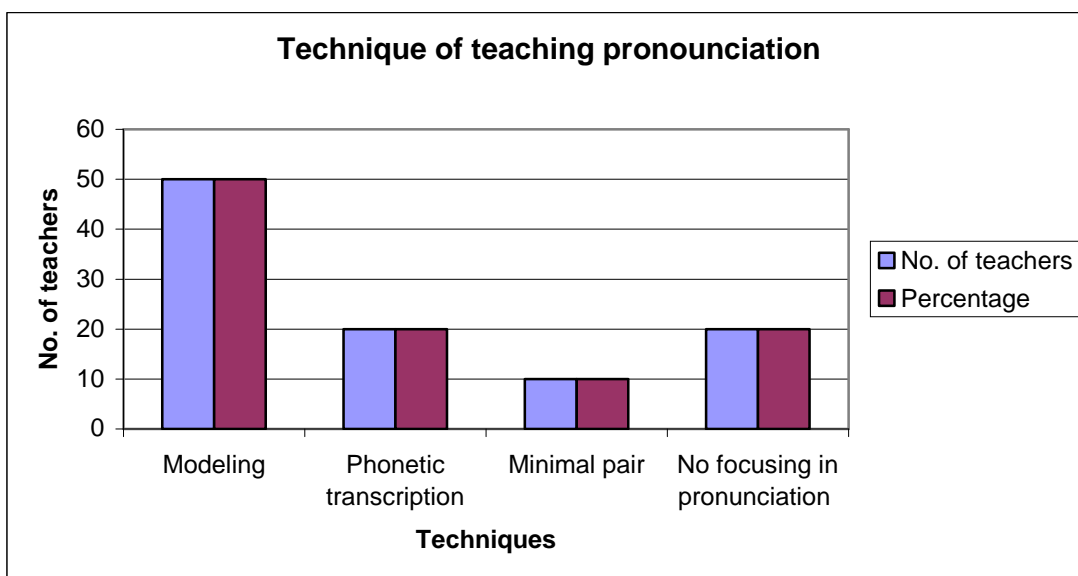| Technique	No. of teachers	Percentage
Modeling	50	50
Phonetic transcription	20	20
Minimal pair	10	10
No focusing in pronunciation	20	20
Total	100	100

Table No. 1

Fig. No. 1

Table no.1 shows that the 50% English language teachers used modeling as a technique of teaching pronunciation while teaching the reading comprehension. Similarly, the 20% English language teachers used phonetic transcription as a technique of teaching pronunciation. Likewise, the 10% English language teachers used minimal pair as a technique of teaching pronunciation. But the 50% English language teachers did not teach pronunciation.

They taught the following words through modeling, phonetic transcription and minimal pair. The teacher asked the students to listen and repeat, first as whole class then in groups and finally individually.

Teacher: Ankle /æ k l/

Student: Ankle /æ k l/

Teacher: Ankle

Student: Ankle

Similarly, teachers did the same activities for the following words such as, appreciate, dowry, enthusiasm, extinction, indiscriminately etc. After practicing the new words, he wrote the phonetic transcription on the black board and again pronounced it with loud voice and student followed with him/her. After that teacher wrote the minimal pair on the

black board. Actually, very few teachers used minimal pair as a technique of teaching pronunciation.

Teacher: Pen /pen/, ten /ten/

Student: Pen /pen/, ten /ten/

Teacher: Pen, ten

Student: Pen, ten

So, the common techniques of teaching pronunciation are modeling, phonetic transcription and minimal pair.

3.2.2 Technique of teaching spelling

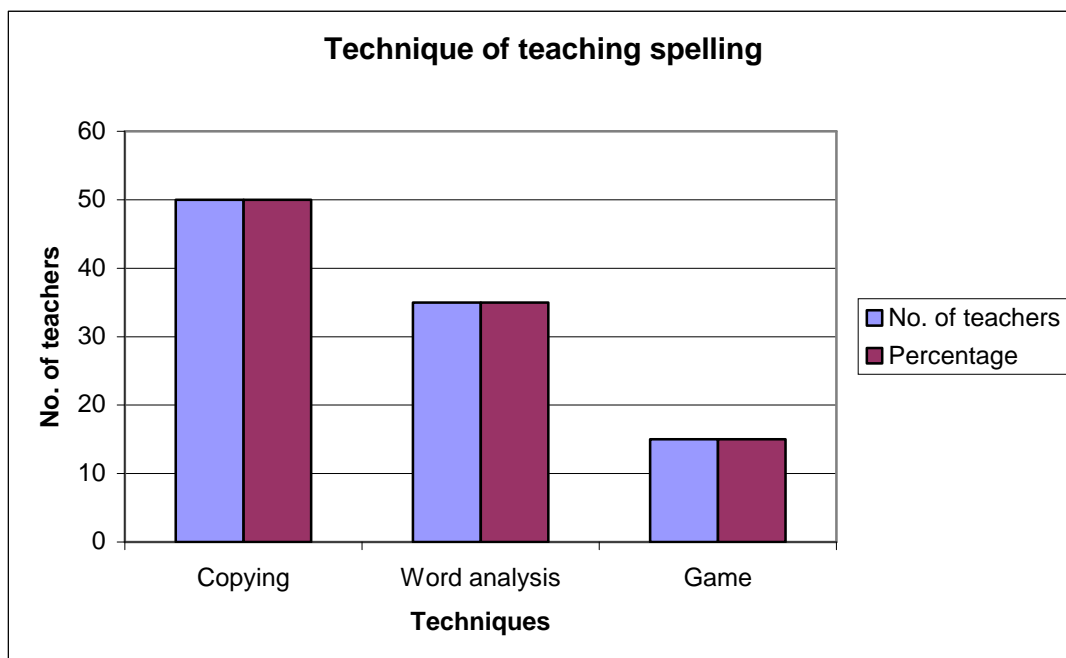| Technique	No. of teachers	Percentage
Copying	50	50
Word analysis	35	35
Game	15	15
Total	100	100

Table No. 2

Fig. No. 2

Table no.2 displays that the 50% English language teachers used copying as a technique of teaching spelling. Similarly, the 35% English

language teachers used word analysis as a technique of teaching spelling. Likewise, the 15% English language teachers used game as a technique of teaching spelling.

They taught the following words through copying, word analysis and game. First the teacher wrote the words on the black board then he/she asked the students to copy the word from the black board.

Teacher wrote the following words on the black board and explained these words prefix and suffix. Such as,

earrings	=	earring + s
walked	=	walk + ed
unconscious	=	un + conscious
inexperience	=	in + experience
unpleasant	=	un + pleasant
vividly	=	vivid + ly
undiluted	=	un + diluted
demanding	=	demand + ing
making	=	make + ing
bushes	=	bush +es
indiscriminately	=	in + discriminate + ly

Three teachers used the game technique in the classroom. They used the following game:

1. Make as many words as you can using the letters in the word 'BEAUTIFUL'

   This game was used by Mr. Shyam kumar Gautam. He is a secondary level English language teacher at Ganesh Himal Boarding School, Samakhushi.

2. Make as many words as you can using the letters in the word 'POSTPONE'

   This game was used by Mr. Shyam kumar Gautam. He teaches at Gurukul Boarding School, Nepaltar.

3. Find the names of the clothes:

R	N	P	S	H	O	E	S	U	P
A	T	R	O	U	S	E	R	S	U
B	D	X	C	L	A	T	O	W	L
J	A	C	K	E	T	I	F	S	L
E	T	S	S	Q	N	G	T	K	O
V	L	M	U	T	I	H	O	I	V
D	A	S	H	I	R	T	G	R	E
T	H	B	O	O	T	S	J	T	R

Words: shoes, jacket

This game was used by Mr.Dhurba Dhungana. He teaches at National Model Boarding School, Gongabu.

So, the common techniques of teaching spelling are copying, word analysis and game.

3.2.3 Technique of teaching meaning of a word

Technique	No. of teachers	Percentage
Real object	10	10
Picture	5	5
Synonym	20	20
Antonym	20	20
Action	2	2
Definition	3	3
Word analysis	7	7
Black board sketches	5	5
Translation	20	20
Game	3	3
Facial expression	5	5
Total	100	100

Table No. 3

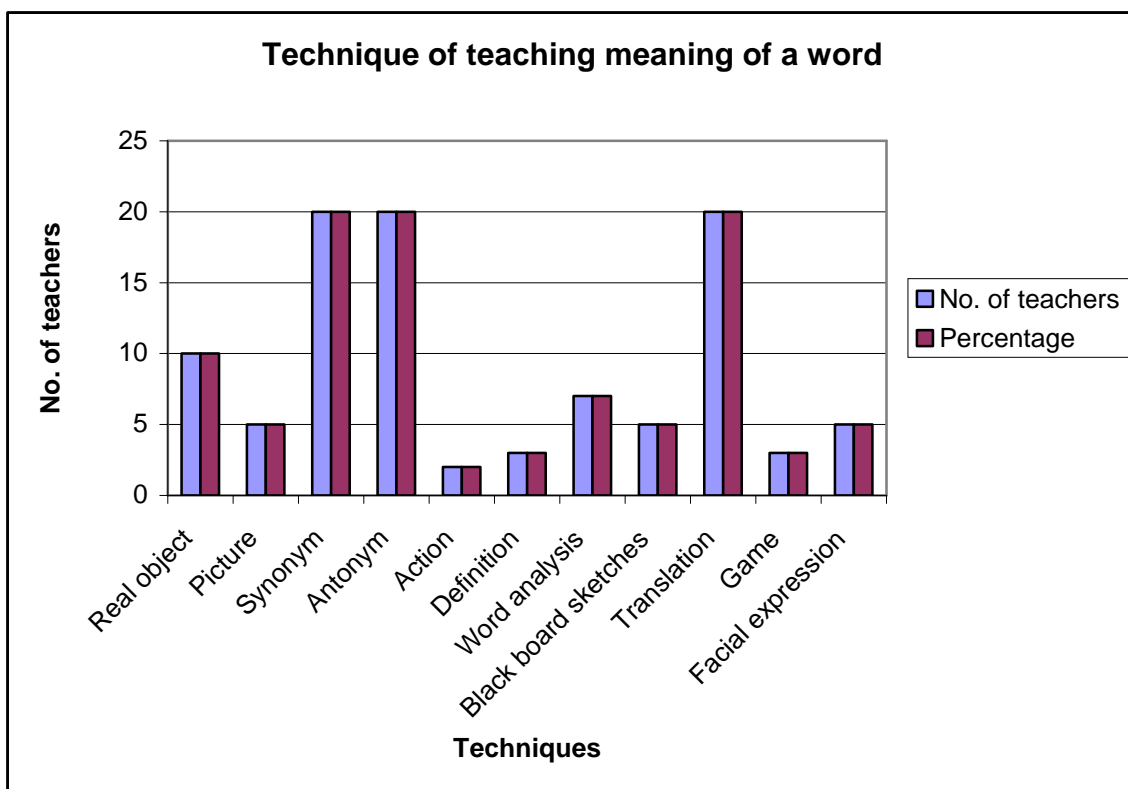**Technique of teaching meaning of a word**

Fig. No. 3

Table no. 3 shows that the 10% English language teachers used real object as a technique of teaching meaning of a word. They taught the following words by using this technique such as, rice, gloves, jewellery, watch, earrings, licence young-younger- youngest, key etc.Similarly, the 5% English language teachers used picture as a technique of teaching meaning of a word. They taught the following words by using this technique such as, Taj Mahal, airport, pokhara, telephone, jomsom, Muktinath, beach, restaurant, hospital, cupboard, radio, thatched roof etc. Likewise, the 20% English language teachers used synonym as a technique of teaching meaning of a word. They taught the following words by using this technique such as, hotel, gave, wealthy, arrive, solicitor, excited, see, answered, animals, deaths, surging, commencing, foolish, fat, biodata, furiously etc. The 20% English language teachers used antonym as a technique of teaching meaning of a word. They taught the following words by using this technique such as, spend, build, wrong,

love, forget, grandmother, sad, inexperience, half, benefit, fat, discourteous etc.

The 2% English language teachers used action as a technique of teaching meaning of a word but the 98% English teachers did not use it as a technique of teaching meaning of a word. They taught the following words by using this technique such as, dance, death, fat, slowly etc.

The 3% English language teachers used definition as a technique of teaching meaning of a word. They taught the following words by using this technique such as,

Orphanage = a place where children without parents live

Roundabout = a circle where roads meet

Junction = a place where one road meets another

Enthusiasm = great eagerness and interest in something

Urged = suggested strongly

Somersaulted = fell upside down, turned over

Nightmare = terrible frightening dream

Vacant = showing no signs or empty

Stubborn = difficult to deal with

Dazzle = surprise greatly

Blessing = good whishes, favour of God

Dowry = money given when a daughter marries

Spatula = a tool with a flat blade used in cooking

Domination = full control

Pickpockets = someone who steals money from people's pockets

Breach = the act of breaking a rule or agreement

The 7% English language teachers used word analysis as a technique of teaching meaning of a word. They taught the following words by using this technique such as, earrings, walked, unconscious,

inexperience, unpleasant, vividly, undiluted, demanding, making, bushes, indiscriminately etc.

The 5% English language teachers used black board sketches as a technique of teaching meaning of a word. They taught the following words by using this technique such as, bed, chip, ring, dancer, wheel, pan, medal, tree, tall, taller, tallest etc.

The 20% English language teachers used translation as a technique of teaching meaning of a word. They taught the following words by using this technique such as, pickpocket, pearl, girl-trafficking, chilli, nightmare, reinstate, wealthy, fat, foolish, discourteous etc.

The 3% English language teachers used game as a technique of teaching meaning of a word. They taught the following words by using this technique such as, amazes, dazzle, bulky, silly, stubborn, hover etc. for instance,

The meanings of some of the words from the passage are given below. Find the words and fill in the crossword puzzle.

Across

1. surprises greatly

5. fat, thick

6. remain near

Down

2. please or surprise greatly

3. difficult to deal with

4. foolish

								[4]S
		[2]D						I
[1]A	M	A	Z	E	[3]S			L
		Z			T			L
		Z		[5]B	U	L	K	Y
		L			B			
		E			B			
				[6]H	O	V	E	R
					R			
					N			

The 5% English language teachers used facial expression as a technique of teaching meaning of a word. They taught the following words by using this technique such as, worry, happy, sad, stunned, babbling, laughter, sobbing etc.

The 4% English language teachers used gesture as a technique of teaching meaning of a word. They taught the following words by using this technique such as, enormous, knock, big, wink, look, grabbed, blur, fat, wear, no, problem, volume etc.

So, the common techniques of teaching meaning of a new word are real object, picture, synonym, antonym, action, definition, word analysis, blackboard sketches, translation, game, facial expression and gesture

3.2.4 Technique of teaching word-use

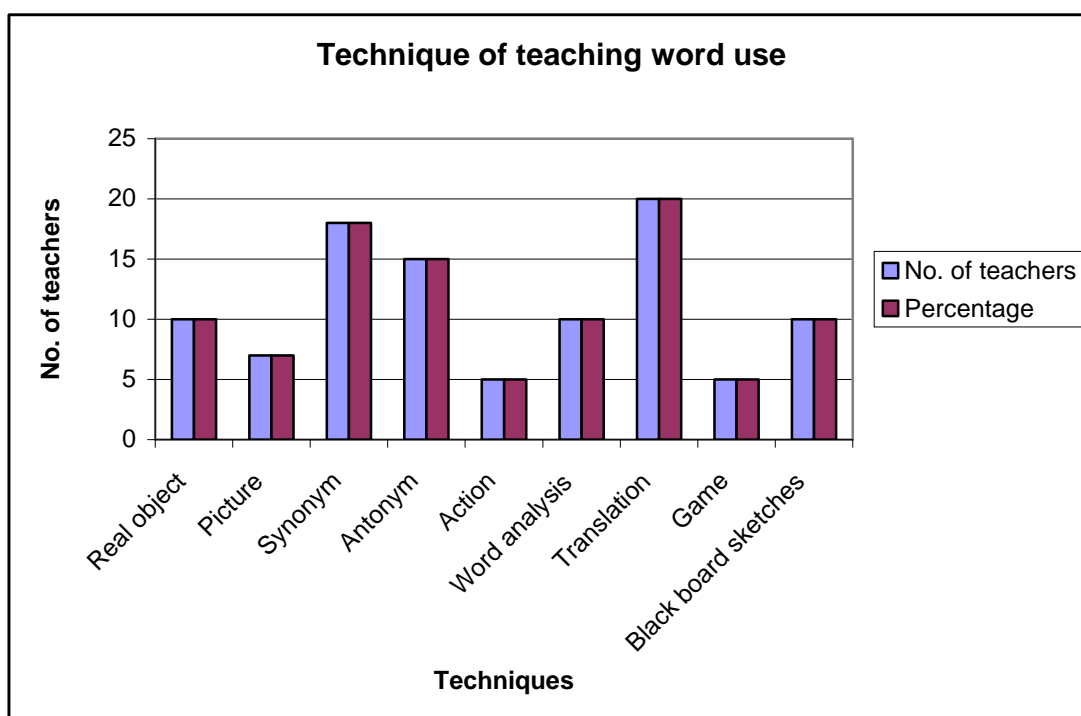| Technique	No. of teachers	Percentage
Real object	10	10
Picture	7	7
Synonym	18	18
Antonym	15	15
Action	5	5
Word analysis	10	10
Translation	20	20
Game	5	5
Black board sketches	10	10
	100	100

Table No. 4

Fig. No. 4

Table no. 4 shows that 10% English language teachers used real object as a technique of teaching word use. They taught the following words by using this technique, such as, (Teacher showing the real jewellery, licence, earring, key, tall-taller -tallest etc)

Sita is wearing <u>jewellery</u>.

I have a driving <u>licence</u>.

Rita is wearing <u>earrings</u>.

This is a <u>key</u>.

Ram is <u>taller</u> than shyam.

Hari is <u>taller</u> than Ram.

Hari is the <u>tallest</u> boy in the class.

The 7% English language used the picture as a technique of teaching word use. They taught the following words by using this technique, such as, (The teacher is showing the picture: beach, telephone, thatched roof/magazine cutout: Taj Mahal, airport/ photograph: Pokhara, Jomsom etc)

Teacher: (showing the picture of Taj Mahal) what is this?

Student: This is <u>Taj Mahal</u>.

Teacher: Where does it lie?

Student: It lies in India.

(Similar with other picture)

The 18% English language teachers used synonym as a technique of teaching word use. Similarly, the 15% English language teachers used antonym as a technique of teaching word use. They taught the following words by using this technique, such as, hotel, sobbing, gave, wealthy, commencing, sad, inexperience, half, benefit etc.

Teachers wrote the following sentences on the blackboard.

Last year, I went to Pokhara. I stayed there at local <u>lodge/hotel</u>.

My sister is <u>sobbing/crying</u>. My sister is <u>laughing</u>.

Gita failed in the final exam. So, she is <u>unhappy/sad</u>.

A <u>wealthy/rich</u> businessman kidnapped, yesterday.

Ram got an accident yesterday because he was <u>inexperience/experience</u> driver.

The very few English language teachers i.e. only 5% used action as a technique of teaching word use. They taught the following words by using this technique, such as, slowly, dance, take etc.

The teachers wrote the following sentences on the blackboard and acted according to the sentence:

Ram is walking <u>slowly</u>.

Rita <u>is dancing</u> now.

Teacher <u>is taking</u> Sita's copy.

The 10% English language teachers used word analysis as a technique of teaching word use. They taught the following words by using this technique, such as,

The teachers wrote the following sentences on the blackboard

My sister is wearing <u>earrings</u>.

Yesterday, we <u>walked</u> from Thamel to Balaju.

Yesterday, my sister got a motor accident. She was admitted in Teaching hospital. Till now she is <u>unconscious</u>. After that the teacher analysised and explained the words.

earrings	=	earring + s
walked	=	walk + ed
unconscious	=	un + conscious
inexperience	=	in + experience
unpleasant	=	un + pleasant

The 20% English language teachers used translation as a technique of teaching word use. They taught the following words by using this technique, such as, pickpocket, chilli, dowry, gave, grandmother etc.

The teachers wrote the sentence on the blackboard in their native language and translated it into English language.

> Packetmar dekhi sabadhan ranu hola.
>
> Beware of pickpocket.
>
> Khurshani dherai piro haunchha.
>
> Chilli is very hot.
>
> Ram le shyam lai paisa diyao.
>
> Ram gave money to shyam.
>
> Mero hauzurama birami hunauhunchha.
>
> My grandmother is sick.

So, the common techniques of teaching word use are real object, picture, synonym, antonym, action, word analysis, game, translation and blackboard sketches.

3.2.5 Technique of teaching word grammar

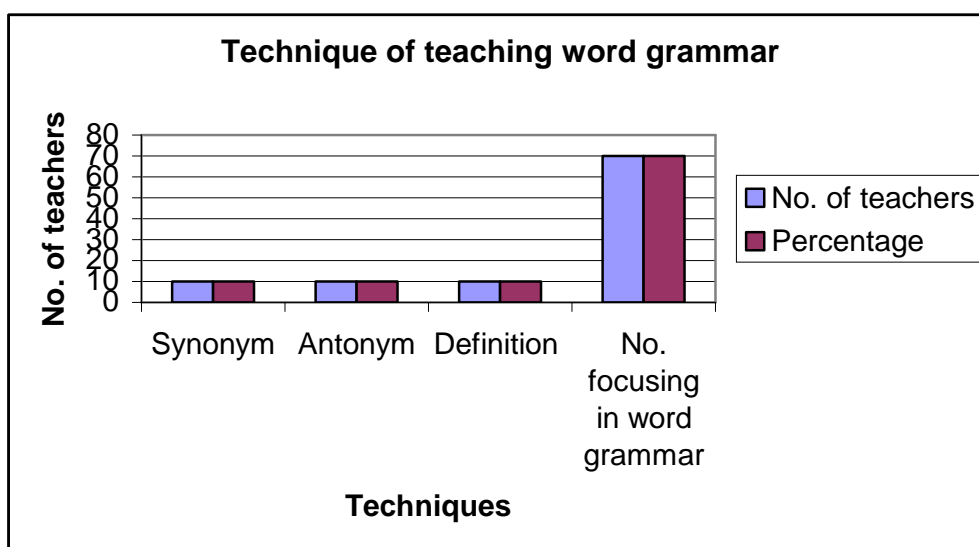| Technique	No. of teachers	Percentage
Synonym	10	10
Antonym	10	10
Definition	10	10
No. focusing in word grammar	70	70
Total	100	100

Table 5

Fig. No. 5

Table no. 5 shows that the 20% English language teachers used synonym as a technique of teaching word grammar. Similarly, the 20% English language teachers used antonym as a technique of teaching word grammar. The English language teachers wrote the following words on the blackboard and asked student to tell the synonym and antonym of these words.

hotel (n.), sobbing (v),solicitor (n.), livestock (n), tall (adj), see (n) build (v), benefit (n), forget (v) etc.

Similarly, the 10% English language teachers used definition as a technique of teaching word grammar but the 90% English language teachers did not use it as a technique of teaching word grammar. They did the following activities while teaching word grammar. Likewise, the 50% English language teachers did not teach word grammar.

Teachers wrote the definition of the word, analysised it into parts of speech and student copied it in their copy. Such as,

Orphanage (n)   = a place where children without parents live

Junction (n)   = a place where one road meets another

Enthusiasm (n)   = great eagerness and interest in something

Nouns	enthusiasm
	enthusiast
Adjectives	enthusiastic
	unenthusiastic
Verbs	enthuse
Adverbs	enthusiastically
	unenthusiastically

Urged (v)   = suggested strongly

Somersaulted (v)   = fell upside down, turned over

Nightmare (n)   = terrible frightening dream

Vacant (adj.)   = showing no signs or empty

Stubborn (adj.)   = difficult to deal with

Dazzle (v)   = surprise greatly

Blessing (v)   = good whishes, favour of God

Dowry (n) = money given when a daughter marries

So, the common techniques of teaching word grammar are synonym, antonym and definition.

3.3 Analysis of the common procedure of teaching vocabulary in terms of the aspects of vocabulary

This section deals with the analysis of the common procedures of teaching vocabulary which was found in the secondary level English language teachers' classes. The analysis is done in terms of the aspects of vocabulary teaching.

1. Real object

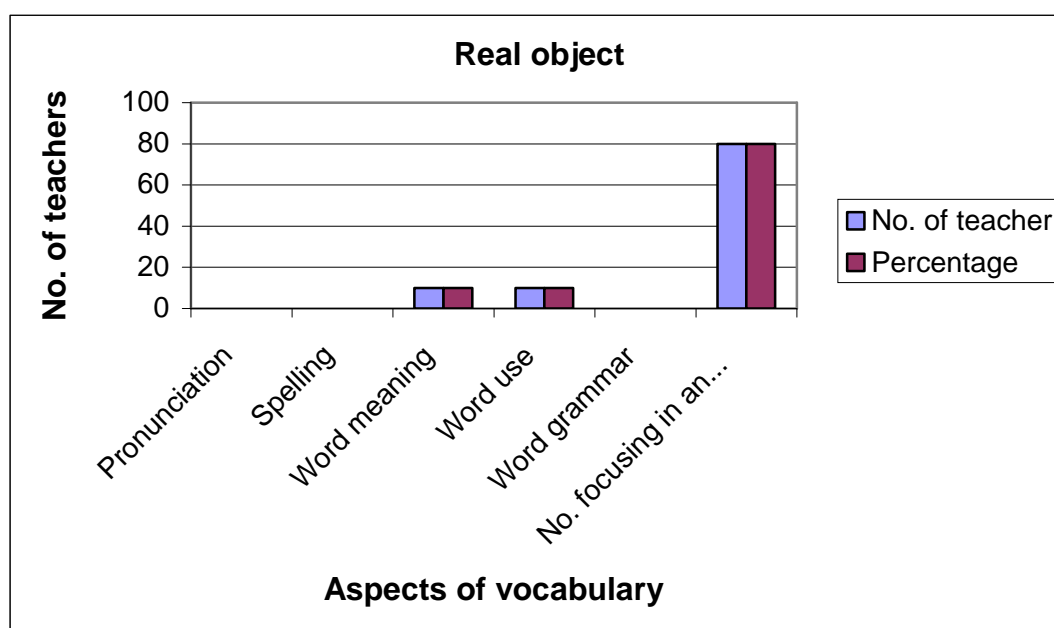| Aspect	No. of teacher	Percentage
Pronunciation	0	0
Spelling	0	0
Word meaning	10	10
Word use	10	10
Word grammar	0	0
No. focusing in any aspect	80	80
Total	100	100

Table No. 6

Fig. No. 6

Table no. 6 shows that 10% English language teachers used real object as a technique of teaching word-meaning. Similarly, they used it also to teach word use. But no teacher used it as a technique of teaching pronunciation, spelling and word-grammar. Most of the teachers i.e. 80% did not use it as a technique of teaching vocabulary.

2. Picture

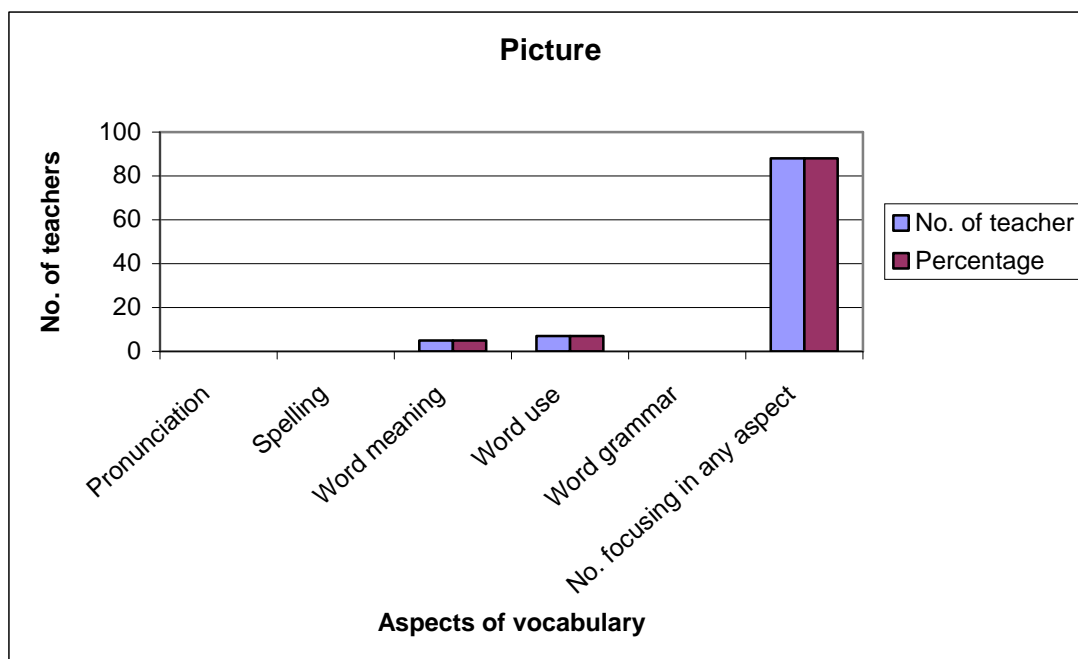| Aspect	No. of teacher	Percentage
Pronunciation	0	0
Spelling	0	0
Word meaning	5	5
Word use	7	7
Word grammar	0	0
No. focusing in any aspect	88	88
Total	100	100

Table No. 7

Fig. No. 7

Table no. 7 shows that the 5% English language teachers used picture as a technique of teaching word-meaning. Similarly, the 7% English language teachers used it as a technique of teaching word use. But no teacher used it as a technique of teaching pronunciation, spelling

and word-grammar. Most of the teachers i.e. 88% did not use it as a technique of teaching vocabulary.

3. Synonym

| Aspect	No. of teacher	Percentage
Pronunciation	0	0
Spelling	0	0
Word meaning	20	20
Word use	18	18
Word grammar	10	10
No. focusing in any aspect	52	52
Total	100	100

Table No. 8
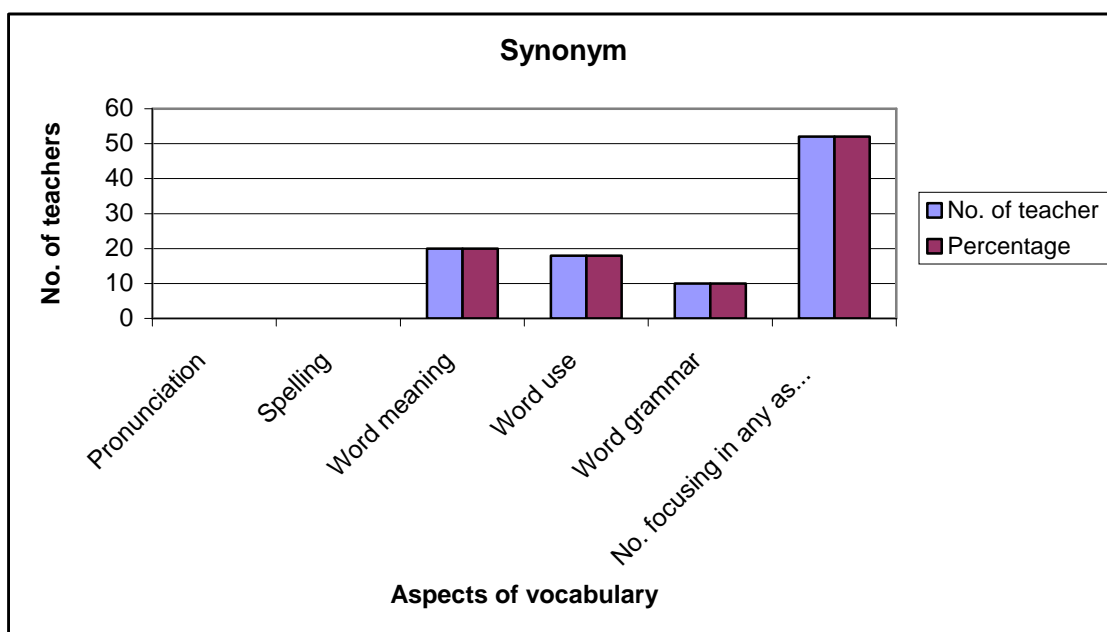
Fig. No. 8

Table no. 8 shows that the 20% English language teachers used synonym as a technique of teaching word-meaning. Similarly, the 18% English language teachers used it as a technique of teaching word use. Like wise, 10% English language teachers used it as a technique of word grammar. But no teacher used it as a technique of teaching pronunciation and spelling. The 52% English language teachers did not use it as a technique of teaching vocabulary.

4. Antonym

Aspect	No. of teacher	Percentage
Pronunciation	0	0
Spelling	0	0
Word meaning	20	20
Word use	15	15
Word grammar	10	10
No. focusing in any aspect	55	55
Total	100	100

Table No. 9
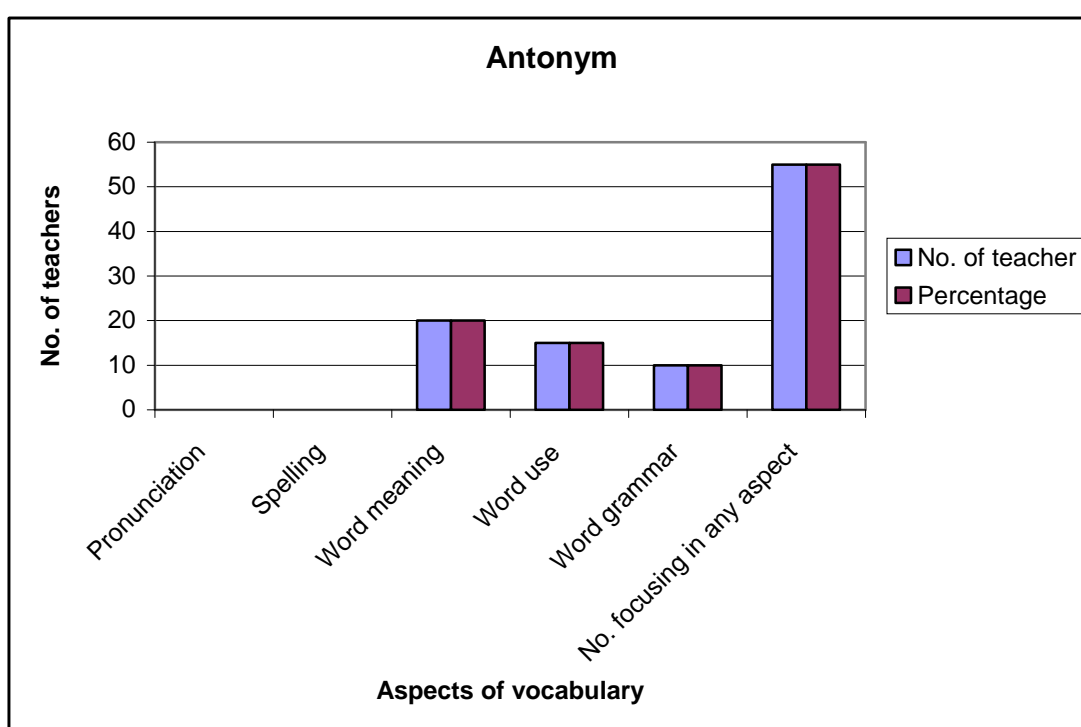
Fig. No. 9

Table no. 9 shows that the 20% English language teachers used antonym as a technique of teaching word-meaning. Similarly, the 15% English language teachers used it as a technique of teaching word use. Likewise, 10% English language teachers used it as a technique of word grammar. But no teacher used it as a technique of teaching pronunciation and spelling. The 55% English language teachers did not use it as a technique of teaching vocabulary.

5. Action

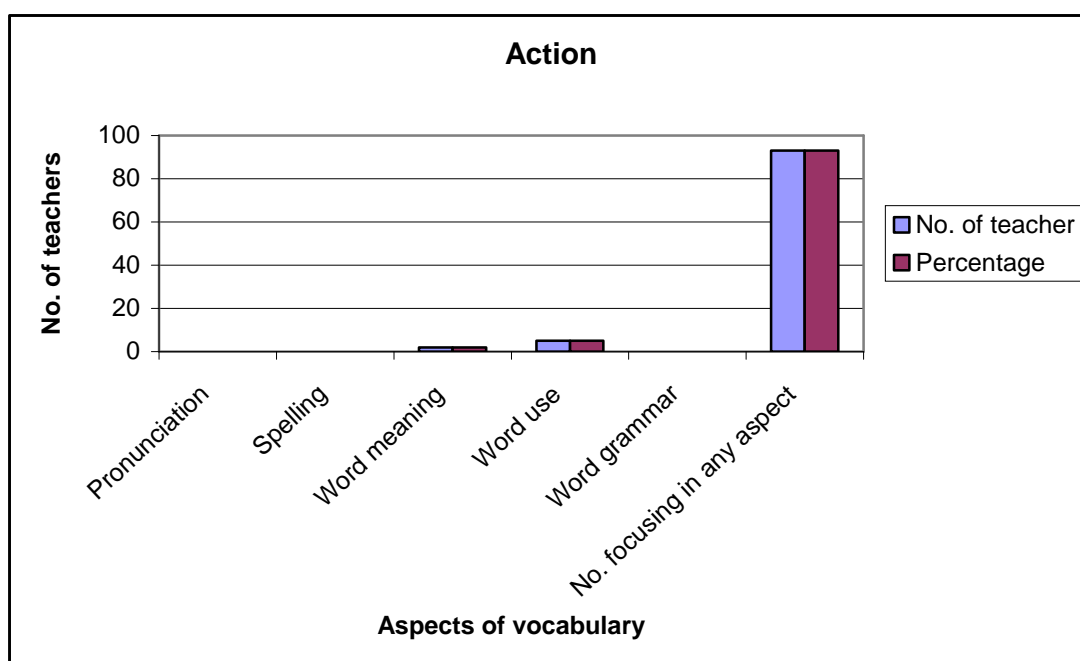| Aspect	No. of teacher	Percentage
Pronunciation	0	0
Spelling	0	0
Word meaning	2	2
Word use	5	5
Word grammar	0	0
No. focusing in any aspect	93	93
Total	100	100

Table No. 10

Fig. No. 10

Table no. 10 shows that the 2% English language teachers used action as a technique of teaching word-meaning. Similarly, the 5% English language teachers used it as a technique of teaching word use.But no teacher used it as a technique of teaching pronunciation, spelling and word grammar. Most of the teachers did not use it as a technique of teaching vocabulary.

6. Definition

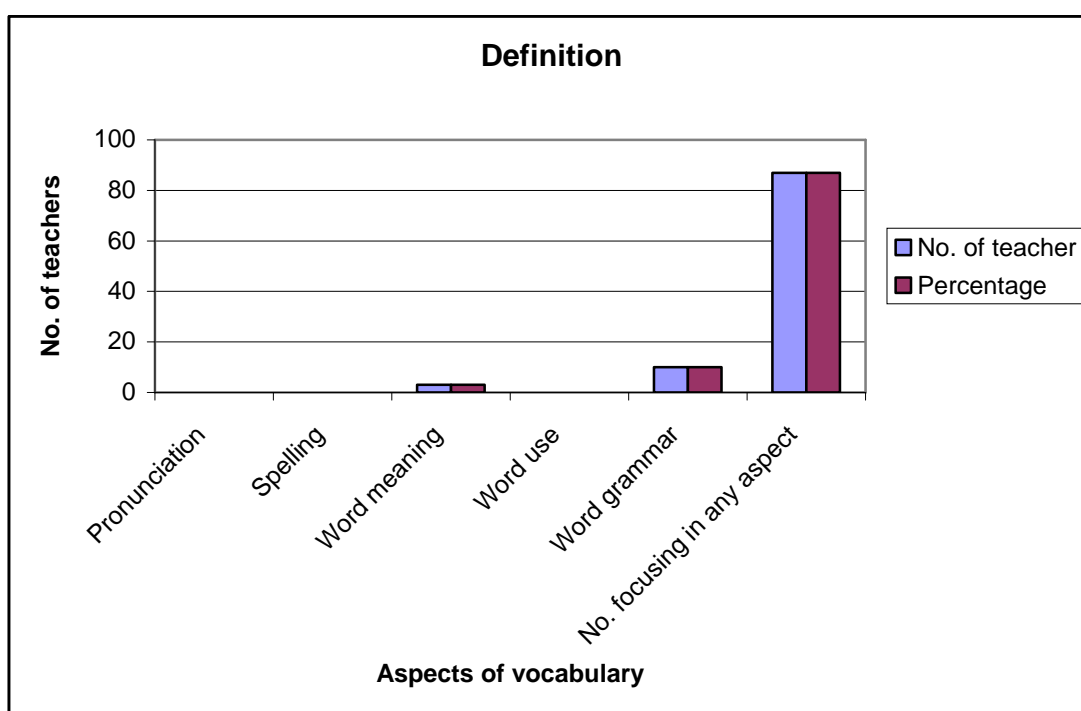| Aspect	No. of teacher	Percentage
Pronunciation	0	0
Spelling	0	0
Word meaning	3	3
Word use	0	0
Word grammar	10	10
No. focusing in any aspect	87	87
Total	100	100

Table No. 11

Fig. No. 11

Table no. 11 shows that the 3% English language teachers used definition as a technique of teaching word-meaning. Similarly, the 10% English language teachers used it as a technique of teaching word grammar. But no teacher used it as a technique of teaching pronunciation, spelling and word use. Most of the teachers did not use it as a technique of teaching vocabulary.

7. Black board sketches

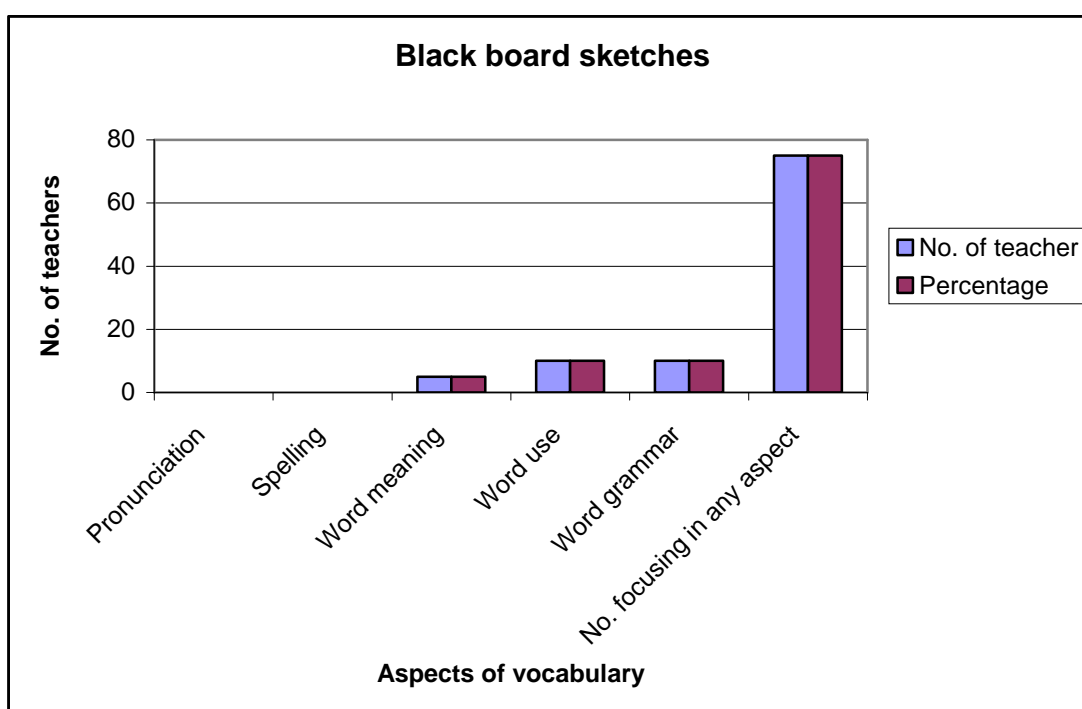| Aspect	No. of teacher	Percentage
Pronunciation	0	0
Spelling	0	0
Word meaning	5	5
Word use	10	10
Word grammar	10	10
No. focusing in any aspect	75	75
Total	100	100

Table No. 12

Fig. No. 12

It was found that the 5% English language teachers used black board sketches as a technique of teaching word-meaning. Similarly, the 10% English language teachers used it as a technique of teaching word use. Likewise, the 10% English language teachers used it as a technique of teaching word grammar. But no teacher used it as a technique of teaching pronunciation and spelling.

8. Translation

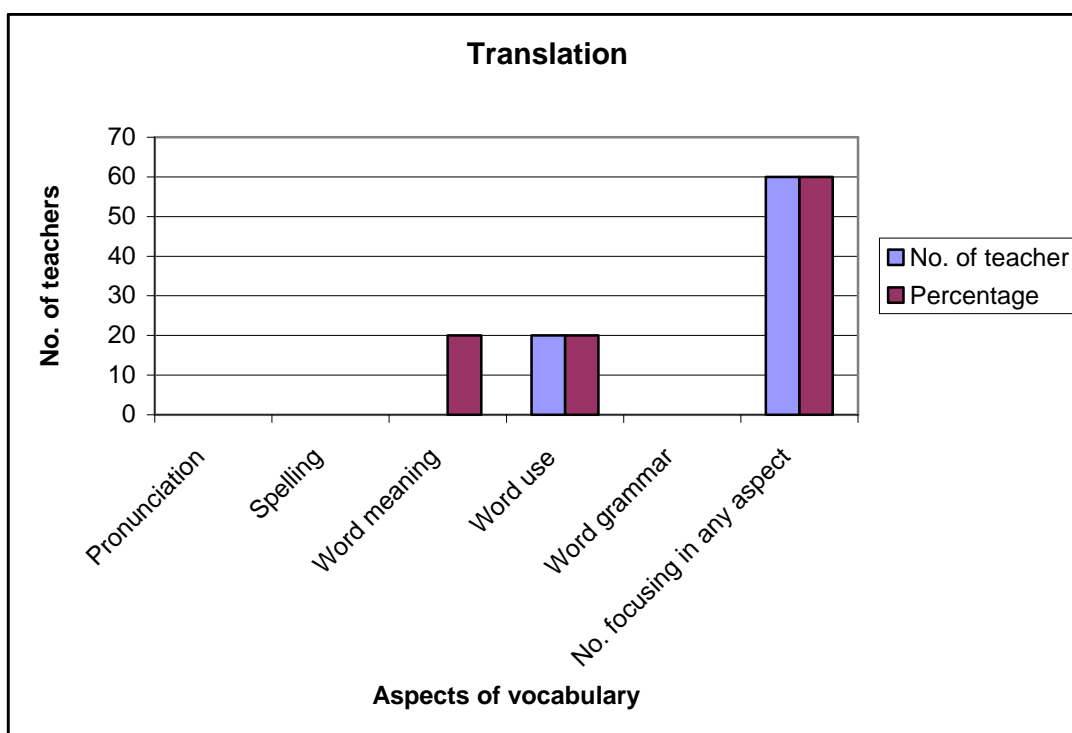| Aspect	No. of teacher	Percentage
Pronunciation	0	0
Spelling	0	0
Word meaning	2o	20
Word use	20	20
Word grammar	0	0
No. focusing in any aspect	60	60
Total	100	100

Table No. 13

Fig. No. 13

Table no. 13 shows that the 20% English language teachers used translation as a technique of teaching word-meaning. Similarly, the 20% English language teachers used it as a technique of teaching word use. But no teacher used it as a technique of teaching pronunciation, spelling and word grammar.

9. Facial expression

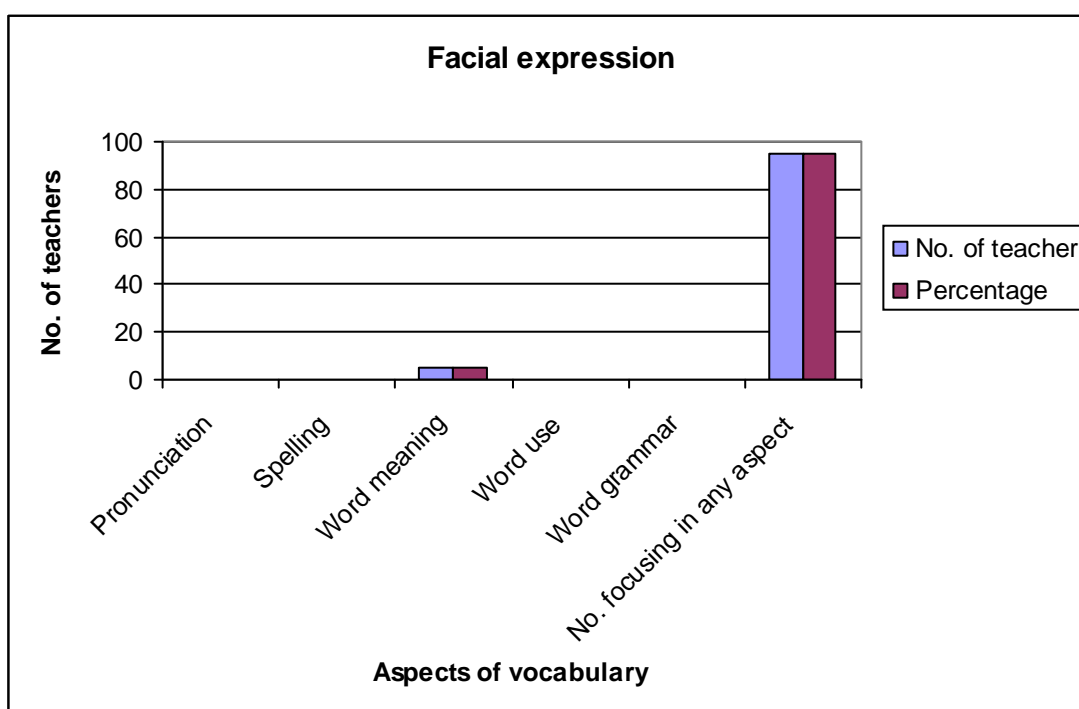| Aspect	No. of teacher	Percentage
Pronunciation	0	0
Spelling	0	0
Word meaning	5	5
Word use	0	0
Word grammar	0	0
No. focusing in any aspect	95	95
	100	100

Table No. 14

Fig. No. 14

Table no. 14 shows that the 5% English language teachers used facial expression as a technique of teaching word-meaning. But most of the teachers i.e. 95% did not use it as a technique of teaching vocabulary.

10. Game

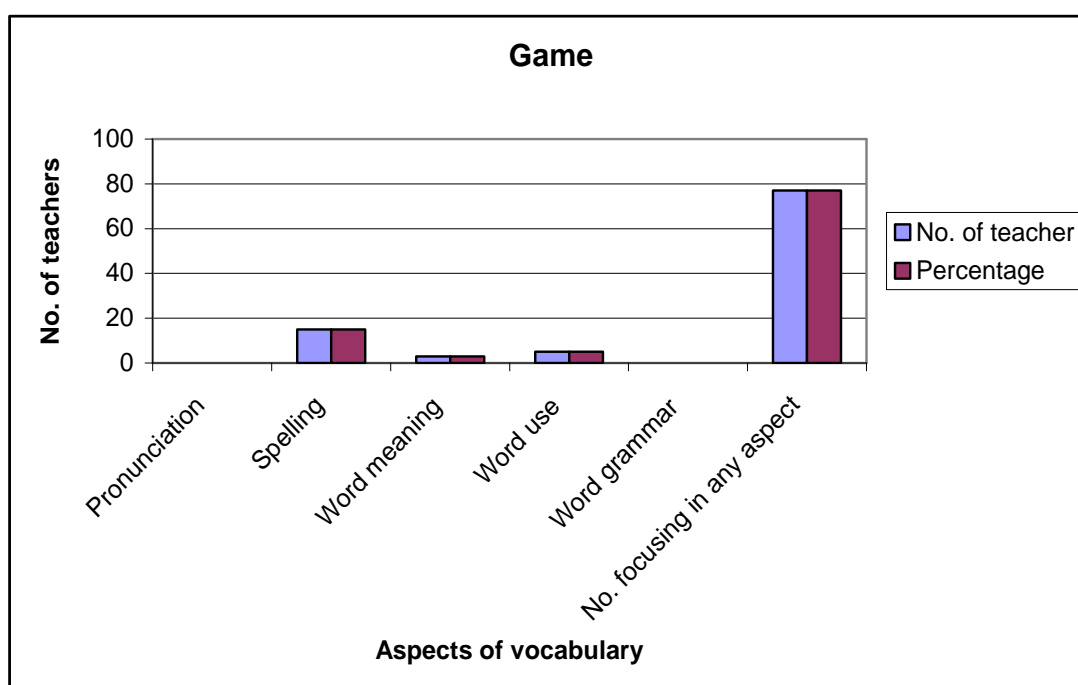| Aspect	No. of teacher	Percentage
Pronunciation	0	0
Spelling	15	15
Word meaning	3	3
Word use	5	5
Word grammar	0	0
No. focusing in any aspect	77	77
Total	100	100

Table No. 15

Fig. No. 15

Table no. 15 shows that the 15% English language teachers used game as a technique of teaching spelling. Similarly, the 3% English language teachers used it as a technique of teaching word meaning. Like wise, the 5% English language teachers used it as a technique of teaching word use. But more than 75% English language teachers did not use it as a technique of teaching vocabulary.

11. Modeling

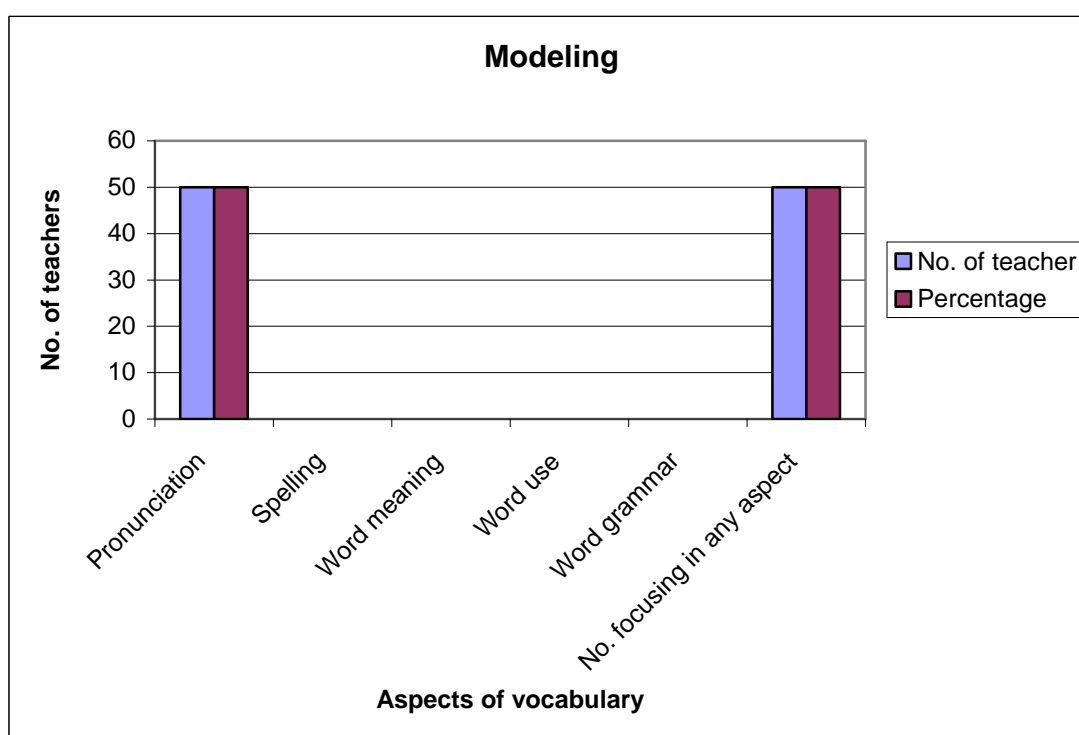| Aspect	No. of teacher	Percentage
Pronunciation	50	50
Spelling	0	0
Word meaning	0	0
Word use	0	0
Word grammar	0	0
No. focusing in any aspect	50	50
Total	100	100

Table No. 16

Fig. No. 16

Table no. 16 shows that the 50% English language teachers used modeling as a technique of teaching pronunciation. But the 50% English language teachers did not use it as a technique of teaching vocabulary.

12. Phonetic transcription

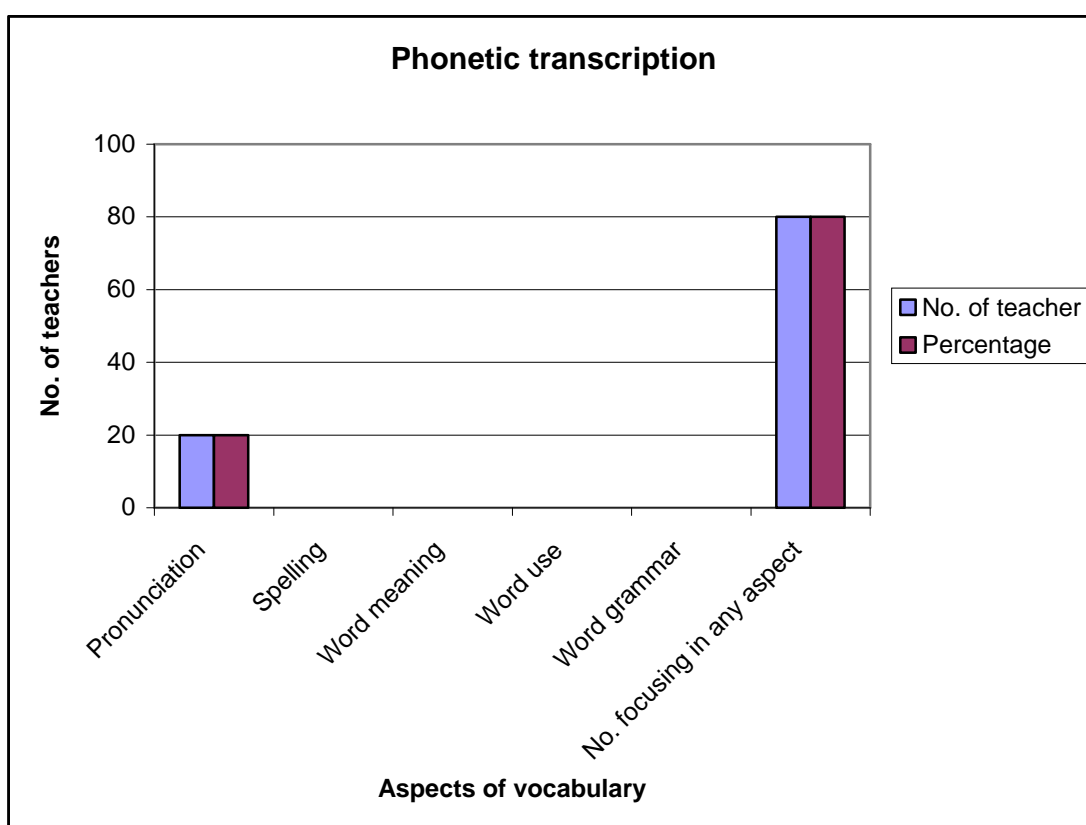| Aspect	No. of teacher	Percentage
Pronunciation	20	20
Spelling	0	0
Word meaning	0	0
Word use	0	0
Word grammar	0	0
No. focusing in any aspect	80	80
Total	100	100

Table No. 17

Fig. No. 17

Table no. 17 shows that the 20% English language teachers used phonetic transcription as a technique of teaching pronunciation. But more than 75% English language teachers did not use it as a technique of teaching vocabulary.

13. Minimal pair

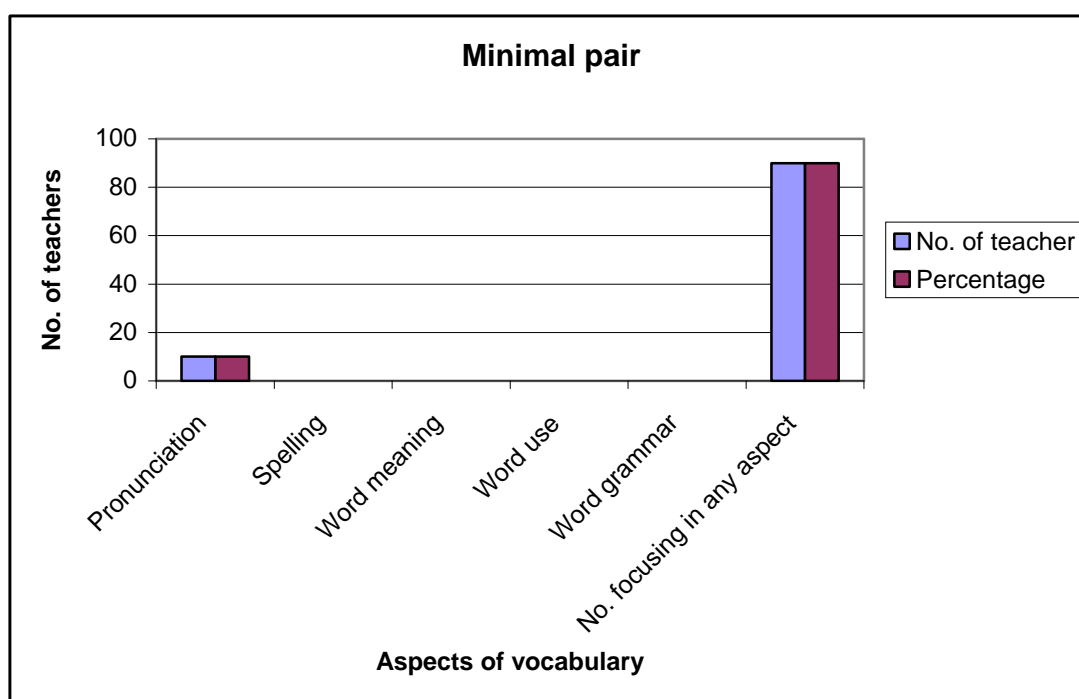| Aspect	No. of teacher	Percentage
Pronunciation	10	10
Spelling	0	0
Word meaning	0	0
Word use	0	0
Word grammar	0	0
No. focusing in any aspect	90	90
Total	100	100

Table No. 18

Fig. No. 18

Table no. 18 shows that the 10% English language teachers used minimal pair as a technique of teaching pronunciation. But more than 85% English language teachers did not use it as a technique of teaching vocabulary.

14. Word analysis

Aspect	No. of teacher	Percentage
Pronunciation	0	0
Spelling	35	35
Word meaning	7	7
Word use	10	10
Word grammar	0	0
No. focusing in any aspect	48	48
Total	100	100

Table No. 19

Table no.19 shows that the 35% English language teachers used word analysis as a technique of teaching spelling. Similarly, the 7% English language teachers used it as a technique of teaching word meaning. Likewise, the 10% English language teachers used it as a technique of teaching word use. But the 48% English language teachers did not use it as a technique of teaching vocabulary.
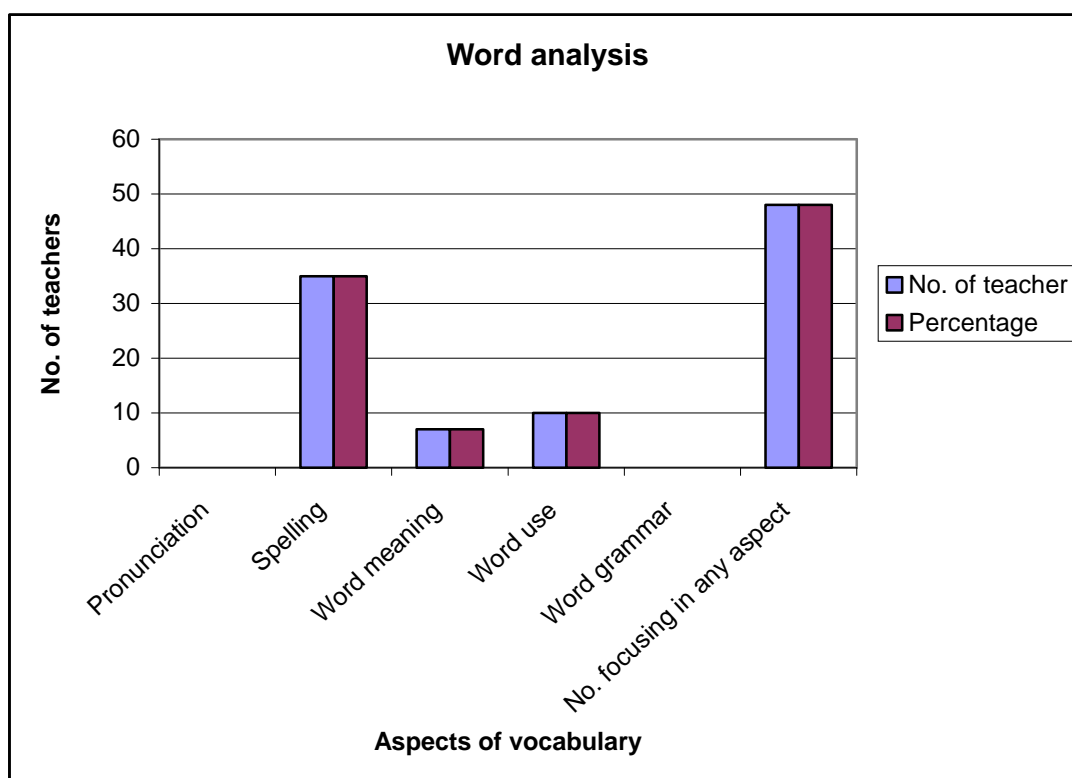

Fig. No. 19

15. Copying

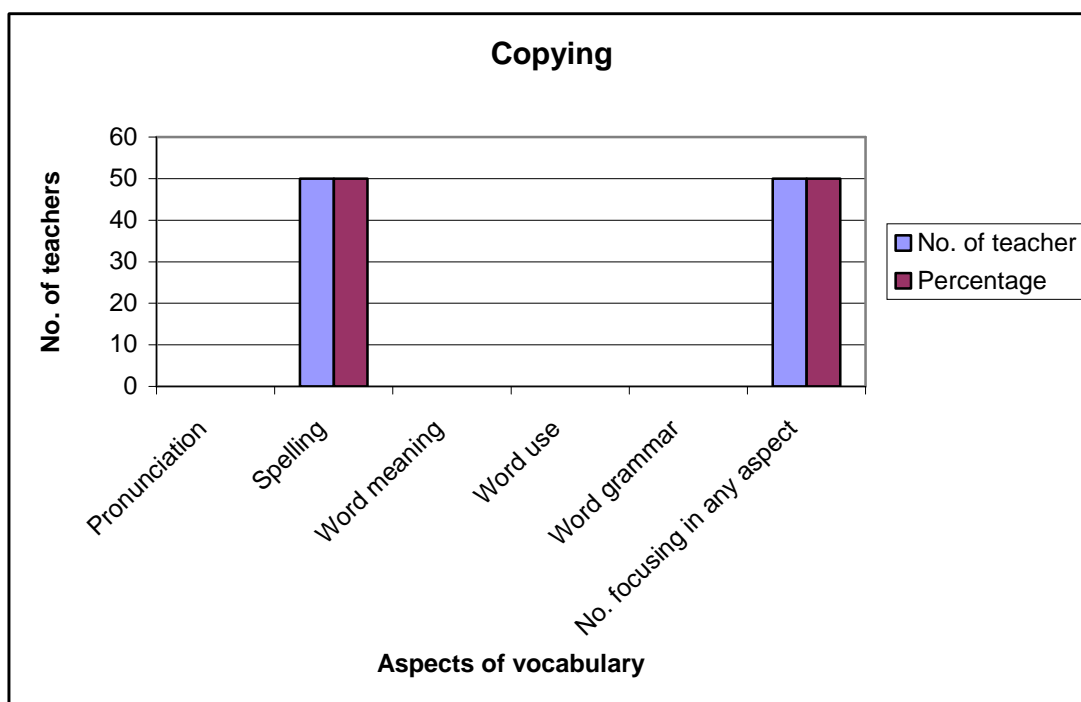| Aspect	No. of teacher	Percentage
Pronunciation	0	0
Spelling	50	50
Word meaning	0	0
Word use	0	0
Word grammar	0	0
No. focusing in any aspect	50	50
Total	100	100

Table No. 20

Fig. No. 20

Table no. 20 shows that the 50% English language teachers used copying as a technique of teaching spelling. But the 50% English language teachers did not use it as a technique of teaching vocabulary.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of analysis and interpretation of data the findings of the study can be enlisted as follows:

i.   It was found that the majority of teachers gave emphasis on word-meaning and word-use rather than on other aspects of vocabulary i.e. 100%.

ii. It was found that the great numbers of English language teachers used the following common procedures while teaching vocabulary:

   a.   English language teachers pronounced the new word 2-3 times. Then he/she made the students repeat after his/her.

   b.   The teachers wrote the words on the blackboard with its meaning and parts of speech.

   c.   The teachers asked the students to read and copy the word. After that he/she asked the students to make their own sentences by using above words.

iii. It was found that most of the teachers used modeling, phonetic transcription, minimal pair, copying, word analysis, real object, picture, synonym, antonym, action, definition, translation, blackboard sketch and facial expression as the techniques of teaching vocabulary.

iv. It was found that no teacher used cognate, audio-presentation, building on general knowledge, visual representation, gesture, phonic method, dramatization and self defining context as the techniques of teaching vocabulary.

v. Very few teachers used action (2%), game (15%), minimal pair (10%), black board sketches (5%), facial expression, and picture (5%) as the techniques of teaching vocabulary.

vi. It was found that the teaching learning process was completely teacher-centred. The teacher came in the class and explained the subject-matter of the text in their own way. But there was no motivation, encouragement and students participation in the classroom.

vii. Many English language teachers read the passage loudly and explained the meaning of the word in their Nepali language.

viii. It was found that teachers were not competent in English language teaching. They were very poor in performing different kinds of student centered activities, such as, explaining word-meaning, word-use, word-formation and word-grammar.

ix. It was found that teachers were not using the teaching materials while teaching vocabulary.

4.2 Recommendations and Pedagogical Implication

This is a descriptive study. However, a few pedagogical implications have been suggested below.

i. Very few teachers focused in word- grammar. It is better to focus on these aspects of vocabulary because these aspects help to increase the vocabulary power.

ii. Most of the teachers emphasized on pronunciation i.e. 80% and among them some of them only were competent in pronunciation. So the teachers should emphasize more on pronunciation since language is primarily speech. They should pronounce the new words minimum 3-5 times. He/she makes the students repeat after him/her.

After that they should write the word on the black board along with phonetic script, syllabus division, stress mark and parts of speech (if needed).

iii. Modeling, visual representation, minimal pair and phonetic transcription should focus because these techniques are very effective to teach pronunciation.

iv. Copying, dictation, word analysis, phonic method and spelling game should focus because these techniques are very effective to teach spelling.

v. Realia, picture, synonym, antonym, scale and hierarchy, associated words, gesture, facial expression word analysis and etymology techniques should focus because these techniques are very effective to teach word-meaning.

vi. The teacher should encourage the students to guess the subject matter of the text, answers of the questions before teaching reading comprehension.

vii. The teacher should create English environment while teaching reading comprehension. But the great number of teachers did not do it. Many teachers translated the text into their native language.

viii. The teacher should encourage the students to use the words in their own words.

ix. While teaching vocabulary, teachers should bring teaching materials into the classroom which is not done by the teachers.

x. The concerned authority should focus on some of the student centered techniques of teaching vocabulary while designing the curriculum and the teaching learning materials.

REFERNCES

Adhikari, S. R. 2005, 'Teaching Vocabulary Through Games: A Practical Study.' An Unpublished M.Ed. Thesis, Kathmandu: Tribhuvan University.

Bhattari, A. 1999, 'Use of Bilingual Dictionary in Teaching English Vocabulary Items', in Journal of NELTA, Vol. 4, No.1

Bhattari, A. 2000, 'Some Useful Techniques for Widening Vocabulary Repertoire of the Learner', in Journal of NELTA, Vol. 5, No.1

Bhandari, B. M. 2004, 'Dictionary and Teaching Grammar', in Journal of NELTA, Vol.9, No.1

Bhandari, B. M. 2005, 'Teaching Vocabulary', in Shiksha Saurbh Journal of Kathmandu Shiksha Campus, Vol.11

Bhandari, B. M. 2062, 'ELT Theories and Methods', Kathmandu: Vidyarthi Prakashan (p) Ltd, Nepal

Bhattrai, G. R. 2005, 'A Thematic Analysis of Research Reports', Kathmandu: Ratna Pustak Bhandar, Nepal.

Celce-Murcia, Marriunne and Daine Larseen-Freeman, 1999, 'The Grammar Book', An ESL/EFL Teacher's Course', USA: Heinle & Heinle Publishing, Inc.

Chudal, N. P. 1997, 'A Study of English Vocabulary Achievement of the Students of Grade VI', an Unpublished M.Ed. Thesis, Kathmandu: Tribhuvan University.

Cohen, Leslie 2004, 'Teaching Vocabulary to English Teacher Trainees', in Journal of English Teaching Forum.

Cross, D. 2003, 'A Practical Handbook of Language Teaching', London: CasselPublishers Limited.

Gyawali, G. 2004, 'A Study on Vocabulary Teaching Through Direct and Indirect Techniques: A Practical Study', an Unpublished M.Ed. Thesis, Kathmandu: Tribhuvan University.

Gyawali, K. 2004, 'A Study on Teaching Poetry at Secondary Level', an Unpublished M.Ed. Thesis, Kathmandu: Tribhuvan University.

Karki, M. B. 2000, 'A Study of English Vocabulary Achievement of the students of Grade VIII', an unpublished M.Ed. Thesis, Kathmandu: Tribhuvan University.

Kumar, R. 1996, 'Research Methodology', London: Sage Publication Ltd.

Larseen-Freeman, D. 2000, 'Techniques and Principles in Language Teaching', London: Oxford University Press.

Mishra, C. 2000, 'Teaching of Vocabulary', in Journal of NELTA, Vol.5 No.1

Richards J. and T. Rodgers 1986, 'Approaches and Methods in Language Teaching', Cambridge: Cambridge University Press.

Shai, R.B. 2003, 'A Study on the Vocabulary and Spelling in British and American English', an Unpublished M.Ed. Thesis, Kathmandu: Tribhuvan University.

Sthapit, S. K. 2000, 'Teaching Language For Communication', in Journal of NELTA, Vol.5, No.1

Tiwari, Binod 2001, 'A Study on English Vocabulary Achievements by the Students of Grade X', an unpublished M.Ed. Thesis, Kathmandu: Tribhuvan University.

Tiwari, Hari Prasad 2004, 'An Analysis of the Vocabulary Used in the English Textbook for Grade Four', an Unpublished M.Ed. Thesis, Kathmandu: Tribhuvan University.

Upadhyaya, P. 2002, 'A Study on Achievement of Phrasal Verbs of the Students of Higher Secondary School', an Unpublished M.Ed. Thesis, Kathmandu: Tribhuvan University.

Wallace, M. J. 1982, 'Teaching Vocabulary', London, Heinemann Educational Books.

Wilkins, D. A. 1977, 'Linguistics in Language Teaching', London: Edward Arnold.

APPENDICES

APPENDIX I

List of the English language teachers under taken for the study

S.N.	Name of teacher
1.	Gokul Poharel
2.	Yogendra Bahadur Kharti
3.	Ganesh Nepali
4.	Lal Kaji Shrestha
5.	Kulchandra Subba
6.	Sudeep Shrestha
7.	Rajendra Sapkota
8.	Bhusan Shah
9.	Dipram Tandon
10.	Dhurba Dhungana
11.	Bishnu Nepal
12.	Kaladhar Khatri
13.	Basant Dhakal
14.	Ram Sharma
15.	Umesh Shrestha
16.	Dilip Nakarmi
17.	Tilak Gurung
18.	Ganjit Kumar Pandit
19.	Shyam Kumar Gautam
20.	Uday Gautam

APPENDIX II

List of the visited schools

S.N.	Name of School	Address
1.	Holy Garden Boarding High School	Balaju
2.	Tarun High School	Balaju
3.	Vision Academy	Balaju
4.	Rajan Memorial High School	Balaju
5.	Swati Sadan High School	Balaju
6.	Gorkhakali English Boarding School	Balaju
7.	Bishnumati Higher Secondary School	Gangabu
8.	Deep Jyoti Boarding High School	Gangabu
10.	National Model Science School	Gangabu
11.	North Point Academy	Gangabu
12.	Shree Kamana Boarding School	Gangabu
13.	Nature Boarding High School	Gangabu
14.	Ganesh Himal Boarding High School	Samakhushi
15.	Nepal Rastriya Higher Secondary School	Nepaltar, Balaju
16.	Gurukul Boarding High School	Nepaltar, Balaju
17.	Manamaiju Secondary School	Manamaiju, Balaju
18.	Mansingh Dharma High School	Manamaiju, Balaju
18.	Gyan Mandir High School	Balaju height, Balaju
19.	Elegant Pearl English School	Manamaiju, Balaju
20.	Shree Sirjana Model Boarding School	Goladhunga, Balaju