CHAPTER ONE

INTRODUCTION

1.1 General Background

Human beings produce certain kind of symbols, on the basis of which they always transfer their thoughts, feelings, desires, and beliefs. Vocabulary is one of the key elements of language since all the words in a particular language are collectively known as vocabulary. The term vocabulary includes all root words, derived words, compound words, phrases and idioms. "Among the various elements and aspects of language, what forms the 'is the vocabulary because learning a foreign language is basically a matter of learning the vocabulary of that language" (Bhandari, 2010, p.67). However, proper emphasis has not been given to vocabulary teaching. But the fact is that vocabulary is more important in communicative language teaching. Every skill starts with vocabulary. Listening or reading is impossible unless one knows some vocabulary. Similarly, we can not imagine speaking and writing unless some words in that language are not learned.

Regarding the importance of vocabulary Harmer (1991) says, "If language structures make up to the skeleton of language, it is vocabulary that provides the vital organs and flesh." Similarly, Wilkins says "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (as cited in Thornbury, 2001, p.13). Jack and Willy (2002, p. 255) further argue:

> Vocabulary is a core component of language proficiency and provides much of their basis for how well learners speak, listen and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential.

We all know that language is a means of communication. The purpose of teaching a language is to enable the students to communicate in that language.

It is quite essential that every second of every language class is directed to equip students with the language skill they really need. Language begins from listening. Listening is the pre-requisite for speaking. Why, usually, the deaf people are dumb? is fact that they could not learn to speak due to the lack of listening. Children can only speak after they listen.

Students need to be able to listen to a variety of things in a number of different ways. In the first place, they need to be able to recognize paralinguistic clues such as intonation in order to understand mood and meaning. They also need to be able to listen to specific informations (such as times, platform numbers, etc), and sometimes for mere general (when they are listening to a story or interacting in a social conversation). A lot will depend on the particular genres they are working with.

1.1.1 Types of Vocabulary

Vocabulary can be defined as "a list of words with their meanings, especially in a book for learning a foreign language". Vocabulary is a core term which includes all root words, derived words, compound words, phrases and idioms. On this basis vocabulary can be classified as follows:

i) Word

Word is the smallest meaningful unit of language which rank between morpheme and phrase. It is a single distinct meaningful element of speech or writing, used to form sentences with others. However, Jack and Willy (2002, p. 258) say that a word (also called a word or a word family) is defined as including the base form (e.g. make) and its inflections and derivatives (eg. makes, made, making, maker and makers) since the meaning of these different forms of words are closely related, it is assumed that little extra effort is needed to learn them.

ii) Phrases

Sometimes a new item of vocabulary may be more than a single word; for example, record player and brother-in-law, which are made up of two or three words but express a single idea. Hence, such a small group of words standing together as a conceptual unit is called phrase.

iii) Idioms

Wallace (1982, p. 118) states that there is no generally accepted linguistic definition of idioms. However, it could be suggested that a practical definition of 'idiom' for teaching purposes will contain three elements:

a) idioms consist of more than one word

b) idioms are fixed collocations; and

c) idioms are semantically opaque

Idioms can not be decoded from the literal or ordinary meaning of the words they contain. For example: the multiword idiom 'call it a day', where the meaning of the phrase can not be deduced from any analysis of the component word.

iv) Set expression

A set expression is -word units which can cluster but not join up. It behaves as if it was a single word. It is also called chunks. The chunks vary in terms of how fixed, and how idiomatic, they are for example: 'out of the blue' is both idiomatic and fixed 'well and truly' and 'bits and pieces' are also fixed but less idiomatic. Year after year, the other hand, is semi-fixed.

Hence, vocabulary is not only a single word but also a set of compound words or long phrases or idioms which conveys a single meaning.

According to Doff (1988), Vocabulary can be classified into following types:

i) Content vs. function words

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

) Function word has little meaning of its own but it shows grammatical relationship in and between sentences. It includes conjunctions, prepositions, articles etc. (minor class words).

ii) Active vs. passive vocabulary

) Active vocabulary is that which is learnt by the learner and it is expected to be able to be understood, pronounced and used constructively in speaking and writing by the learner.

) Passive vocabulary refers to the words which the student recognizes when they occur in context but which they will probably not be able to produce.

1.1.2 Place of Vocabulary in Language Teaching

Unless one learns vocabulary, learning of language is impossible. Learning a language is basically learning the vocabulary of that language. But in the past, it was often given less priority. According to Jack and Willy (2002, p. 255), traditionally, vocabulary learning was often left to look after itself and received only incidental attention in many textbooks and language programmes. Thus, although the course curriculum was often quite specific about aspects of teaching such as grammar, reading, or speaking, little specification was given to the role of vocabulary.

The status of vocabulary now seems to be changing. There has been a revival of interest in vocabulary teaching in recent years. This is partly due to the recent availability of computerized databases of words, and partly due to the new approaches to language teaching which are much more word-centred, such as 'lexical approach' (Thornbury 2001, p. vi).

Giving importance to vocabulary teaching, Wilkins (as cited in Thronbury, 2001, p.13) states:

> If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but can say almost anything with words.

So in the recent years vocabulary has gained a high prestige in the field of language learning and teaching.

1.1.3 Aspects of Teaching Vocabulary

Teaching vocabulary refers to teaching different aspects of that vocabulary like use, meaning, formation, grammar etc. According to Harmer (1991) there are four aspects of teaching vocabulary.

i) **Word formation**: Words can change their shape and grammatical nature, too. We need to know facts about word formation and how to twist words to fit different contexts. Different words can be formed by affixation—that is adding suffix or prefix new words are formed from old; compounding—that is combining two or more independent words; blending—that is two words can be blended to form one new one eg. breakfast + lunch= brunch; conversion—that is a word can be co-opted one part of speech and used as another egLet's brunch tomorrow; and clipping— that is new words can be coined by shortening eg. flue (from influenza). Thornbury, (2001).

ii) **Word grammar**: Just as words change according to their grammatical meaning, so the use of certain words can trigger the use of certain grammatical patterns. Grammar associated with words becomes problematic to the second language learners. Associated grammar of words refers to the patterns of words that typically co-occur with it. For example, a word like 'say' has a different grammar from a word like 'tell'. You can 'tell' someone something but can't 'say' someone something.

Similarly, we make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say 'one chair' or 'two chairs'. The later can only be singular; we can not say 'two furnitures'.

iii) **Word Meaning:** vocabulary items frequently have more than one meaning. Word meaning changes according to context in which it is used. According to Wallace (1982) "usually, in elementary classes, we try to teach words which have a clear concrete denotation- something that can be seen or touched. So, we often present noun like desk, blackboard, chair, table; adjectives like big, small, round, squar, red, green and so on. As the students' command of the language improves, he will discover that even these 'straightforward' words can have wide range of denotation according to context. "

iv) **Word use**: Word meaning can be changed, stretched or limited by how it is used. Word meaning is frequently stretched through the use of metaphor and idiom, for example 'He is the pillar of the society'. Here, the pillar of the society refers to the personality of the man. Harmer (2010, p. 36) opines that words do not just have different meaning, however. They can also be stretched and twisted to fit different contexts and the different uses.

1.1.4 Teaching Vocabulary

One very important thing in teaching vocabulary is to know how to present meaning of new items to students in an understandable way. Traditionally, meaning of new items had been directly translated into the students' mother tongue. Teachers used to be like a bilingual dictionary having meaning of one word into two languages. But this approach in teaching learning vocabulary, at present has been rejected. Now, the main objective of teaching vocabulary is to make students find out word- meaning themselves in different contexts. Harmer (1991) gives following ways to present meaning of new vocabulary.

a) Realia

 Realia is the use of real object. The teacher can bring real objects like 'pen',' ball' etc. It is mainly useful for elementary level. This is clearly satisfactory for certain single words, but the use of relia is limited to things that can easily be taken into the classroom.

b) Pictures

Pictures are used when concrete objects are impossible to bring into the classroom. For example words like elephant, bus etc. can be taught using pictures. By pictures we mean blackboard drawings, wall pictures and charts, flash cards and so on. Pictures can be used to explain the meaning of vocabulary items. It can also be used to create a situation or context.

c) Mime, action and gesture

It is often impossible to explain the meaning of words either through the use of relia or in picture. Action, in particular, are probably better explained by mime. The words like running, sleeping, crying etc. can best be taught through the use of mime, action and gesture. Gesture is useful for explaining words like 'from', 'to' etc.

d) Contrast

Some words can be taught easily by contrast. For example the meaning of 'big 'can be taught by contrasting it with 'small'. Sometime a visual element may not be sufficient to explain meaning and contrast can be used.

e) Enumeration

The word 'vegetable' is a difficult to explain visually. If, however, the teacher rapidly lists (or enumerates) a number of vegetables the meaning will become clear. This is the technique to relate specific words with general words. For examples 'clothes' can best be taught by enumerating various specific items related to 'clothes'.

f) Explanation

Instead of giving direct meaning of the word, we can explain the meaning of the word which must include any facts of word use which are relevant. It will be important if giving such explanation, to make sure that the explanation includes information about when the item can be used. Instead of saying that 'mate' is for 'friend', it should be pointed out that it is colloquial informal English and only used in context.

g) Translation

For many years, translation went out of fashion and was considered as something of sin. Clearly, if the teacher is always translating, this will impede students' learning since they want to hear and use the target language. But it seems silly not to translate if by doing so a lot of time can be saved. It means we can also teach meaning of the new word translating it into students' mother-tongue.

1.1.5 Teaching of Pronunciation

One of the major aspects of teaching vocabulary includes pronunciation of words. For the first time, the teacher should provide a lot of activities for pronunciation practice. Harmer (1991) states two particular problems that occur in pronunciation teaching and learning.

a) What students can hear

Some students have great difficulty in hearing and discriminating pronunciation features which we want them to reproduce. This difficulty occurs because of the difference between the mother-tongue and the foreign language sound system. For example /f/ and /v/ are very difficult for Nepali learners. According to Harmer (1991), this problem can be dealt with two ways: showing students how sounds are made through demonstration of diagrams and explanation and drawing their attention when they appear on tape or own conversation.

b) The intonation problem

Many teachers find intonation the most problematic area of teaching pronunciation. Doff (1988) opines that pronunciation problems are different from one country to another. For him the following problems are very common:

⟩ Difficulty in pronouncing sounds which do not exist in the students own language.

⟩ Confusion of similar sounds, eg./i:/and/i/;

⟩ Use of simple vowels instead of diphthongs, eg. /i:/ instead of /I /;

⟩ Difficulty in pronouncing consonant clusters, eg. /desks/, /fif /;

⟩ Tendency to give all syllables equal stress, and a 'flat' intonation

Although there are some problems in teaching pronunciation, there are some ways of presenting sounds of words which make students pronounce the words in a meaningful and correct way. Harmer (1991) gives the following three techniques for presenting sounds:

a) Through modelling

The teacher works as a model. S/he pronounces the word and the students practise these sounds through choral and individual repetition drill.

b) Through visual representation

The teacher writes up new words on the board and indicates where the stress is. This can be done by:

c) Underlining

Choreograph

d) Using a stress square

Choreographer

e) Using a stress mark before the stressed syllable

choreo'graphic

f) Writing the stress pattern of the words next to it.

Choreography ⊇

1.1.6 Task-based Approach

Task-based language teaching, also called Task-based instruction (TBI), is a formal and widely discussed area in the field of language pedagogy and second language acquisition since 1980s. The concept of task-based language teaching was introduced by Prabhu (1987) in his Banglore project. He has defined task as, "… an activity which learners to arrive at an outcome from given information through some process of thought and which allows teachers to control and regulate that process" Prabhu (1987, p. 17). He focused on communication but not on explicit grammar teaching by engaging learners in doing tasks. In task-based language teaching, learners negotiate meaning to perform a particular task. Task is easy to introduce in a second language setting. Task is easy to design for the study. There are infinite numbers of task that can be easily picked up to use the classroom. A researcher can elicit the data he/she requires when students are forced to negotiate meaning through a task. Students are not aware of what aspects of language they are focusing. Task is best way to engage learners in communication. According to Ellis (2003, p.3), 'Task' is activity that call for 'meaning-focused' language user and the role of participants is a key factor to show the difference between exercise and task. In 'task', language is learned incidentally but in 'exercise', language is learned intentionally.

Language learning has profound implications for language teaching and has led to the development of various task-based approaches. These approaches share a common idea: giving learners task to transact rather than item to learn, provides an environment. By engaging in meaningful activities such as problem-solving, discussions on narratives, the learners' interlanguage system

is stretched and encouraged to develop. Task focuses on successful transfer of meaning to the students. Learners should pay attention more closely on the comprehensibility of the target language. Task is useful in the context where language is used in classroom.

The challenge for a task-based pedagogy, therefore, is to choose, sequence and implement task in that will combine a focus on meaning with a focus on form. Skehan (1996) who has developed a theoretical framework for task-based teaching claims to balance the development of fluency with accuracy and interlanguage restructuring. Willis (1996) has produced a detailed practical framework of task-based classroom in which learners are led through task planning, performance, repetition and finally comparison with native speakers norms. Continuing research into task design and implementation should help task-based teaching develop in ways that have a sound and convincing psycholinguistic basis. The final challenging will then be to persuade teachers of the merit in adopting a task-based approach in their classrooms (Retrieved on 9 Jan, 2010 from http:eltj.oxfordjournals.org).

1.1.6.1 Types of Task

Pica, Kanagy and Falodun (1993) (as Cited in Richards and Rodgers 2002, p.232-34) have mentioned the following classification of tasks:

i) Jigsaw tasks: These tasks involve learners in combining different pieces of information to form a whole.

ii) Information gap tasks: In this type of task, one student or group of students has one set of information and another students or group of students has a complementary set of information. They must negotiate and find out what the other party's information is in order to an activity.

iii) Problem solving tasks: In such type of tasks, students are given a problem and a set of information. They must arrive at a solution.

iv) Decision making tasks: In such tasks, students are given a problem for which there are a number of possible outcomes and they must choose one best through negotiation and discussion.

v) Opinion exchange tasks: In this type of task learners involve in discussion and exchange their thoughts.

Role play is important for a person who actively participates in the related field to learn the new matter. In course of language learning, learners' role and teachers' roles are essential. They must be conscious of their roles to play. Richards and Rodgers (2002, pp. 135-136) have provided the following roles:

1) Learner's roles

In language learning, learners play the vital role. If they learn language successfully, expectation of our target will be fulfilled. So, in task-based approach, learners are more focused.

i) Group participants

Many task will be done in pairs or small groups. For students, more accustomed to whole class and/ or individual work, this may require some adaptation.

ii) Monitor

Target group is the learners. They must be given healthy environment for learning. Classroom activities should be designed in such a way that students have the opportunity to understand how language is used in communication.

iii) Risk-taker and innovator

In task-based language teaching, learners must be active and smart in learning while learning language, they may face difficult point, brainstorming ideas with class, mime etc.

2) Teachers' role

The teacher will select, adopt and create the task and then form these into an instructional sequence in keeping with learners' needs and interests. In task-based language teaching, teachers' role is additional.

i) Selector and sequencer of tasks

Teacher selects the task and makes the forms into an instructional sequence according to learners' needs and interests.

ii) Preparing learners for task

In task-based language teaching, it is the duty of the teacher to make students prepared for new tasks.

iii) Consciousness raising

Learners are the main target to learn language. They learn language through participating in task that they need to attend. It is related with 'focus on form'. Students are asked to be conscious of form-focusing techniques, attention-focusing pre-task activities etc.

1.1.6.2 Features of Task-based Approach

Task-based approach is based on real communication of daily life activities. The primary focus of this approach is meaning that is real life situation.

According to Ellis (2003, pp. 9-11), there are six fundamental features of the task:

i) Task as a work plan

This work plan takes the form of teaching materials or of ad hoc plan for activities that arise in the course of teaching. The task that teacher invents is the work plan—in this case the plan is in the mind of teacher; the task that the students perform may or may not match the teacher's work plan. It includes the activities designed by teachers to engage the learners in communication.

ii) A task involves a primary focus on meaning

TBLT emphasizes the central role of meaning in language use. Prabhu's experience of task-based teaching also helps to clarify the project group's notions about learner's preoccupation with language and meaning. Basically, it seeks to develop L2 through communication. It centers in using the language pragmatically rather than displaying language. This is the involvement activities like information gap, opinion gap, filling gap etc. that focus on meaning.

iii) A task involves real world processes of language use

A task involves real world processes of language use. While carrying out tasks learners will find themselves doing many of the things that people do in spontaneous use outside the classroom. In fact, the classroom tasks should mirror the real world. The activities like filling the form, writing e-mail, participating in extended discourse etc.

iv) A task can involve any of the four language skills

Task work plan may require learners to: a) listen to or read a text and display their understanding, b) produce an oral or written text, or c) employ a combination of receptive and productive skills. However, the oral skill is emphasized in it.

v) A task engage cognitive process

Task-based approach supports the SLA researcher's focus on the strategies and cognitive learners. This approach also employs cognitive process employed by second language. This approach employs the cognitive process such as selecting, classifying, ordering, reasoning and evaluating information in order to carry out the tasks.

vi) A task has clearly defined communicative outcome

Task-based teaching result in some clear outcomes. Although the students make use of their own linguistic resources, it requires them to give primary

attention to communicating meaning. In this sense, it is somehow the success in performing the task.

The task-based approach was not popular in the past but at present it has become a useful approach in teaching. In this approach, students are actively involved to meet the set goals of language learning. Only task-based approach is a weapon which provides an opportunity to get the meaningful language. The more approaches and methods have been discovered the more incomplete they are in themselves. In the same way, task-based approach also may not be appropriate in all contexts. It has also some challenges such as lack of resource, large classroom sizes, untrained teachers and so on. This approach may be difficult in implementing at all levels practically but it may be practicable according to socio-cultural context.

1.1.6.3 Framework of TBLT

Task-based learning is the use of authentic language learning in which meaning is given more focus. The major premise of the TBLT is that language takes place when learners negotiate meaning to perform a particular task. Many researchers have provided the framework of implementing task-based language theory. Some of them are as follows:

Skehan (1998b, p. 129) has given five steps of task in language instruction.

    a) Choose the range of target structures.

    b) Choose tasks which meet the utility criterion.

    c) and sequence tasks to achieve balanced goal development.

    d) Maximize the chances of focus on form through intentional manipulation.

    e) Use of cycles of accountability.

In the same way, Ellis (2006, p.244) provides the three stages framework of task-based pedagogy:

i) Pre-task stage: This stage is concerned with the introduction of the task. In this stage, various activities that teachers and students can undertake before they start the task, such as whether students are given time to plan the performance of the task. After this, it presents the model of task.

ii) During-task stage: In this stage, learners perform the task by using different performance. This stage centers around the task itself and affords various instructional options, including whether students are required to operate under time pressure or not. This is the obligatory in task-based teaching.

iii) Post-task stage: This stage is the last stage in which the activities like reporting, conscious-raising and repeating the task are incorporated. This stage involves procedures for following up on the task performance.

1.1.6.4 Teaching Vocabulary Through Task-Based Approach

Vocabulary has been considered to play a more central role in second language learning than was traditionally assumed. Since the new innovation on teaching does not emphasize on teaching the, the students learn to get acquainted with the written word. So, if is taught through tasks in actual situation, the learning of language becomes easier. Vocabulary, here, is not only words as significant units of linguistic lexical analysis but it also includes the consideration of lexical phrases, sentence stems and collocations. Many task based proposals incorporate this perspective. Skehan, for example (1996, pp. 21-22) comments:

> Although much of language teaching has operated under the assumption that language is essentially structural, with vocabulary elements setting in to fill structural patterns, many linguists and psycholinguists have argued that native language speech processing is very frequently lexical in nature.

If a teacher is working with a lexical syllabus. It is very important to be aware of the power of the most frequent words in the language and to built these into their teaching strategies (Willis, p. 192).

Harmer (2010, p.229) states that there are many ways we can explain meaning and when teaching vocabulary this is a major part of the teacher's art. Students need to see words in context to see how they are used.

a) Presenting Vocabulary

The best way of introducing new vocabulary is for students to read the texts.

By presentation, mean those pre-planned lesson stages in which learners a re taught pre-selected vocabulary items. This will enable the students to understand its collocation too. So, it will be better to present vocabulary creating context.

Example 1

Read the following text and do the task that follows:

(Source: Grade 9 English Textbook)

Task 1

The meanings of some of the words from the story are given below. Find the words and write them next to their meaning.

Impolite, without courtesy   _____

move unsteadily   _____

bent (the head)   _____

puzzled, confused   _____

absolute happiness   _____

Task 2

Find out the synonyms of the following words from the text:

   a) Vanished   b) Wobble

Task 3

Read the text again and match the words with their meanings:

1. Lean   a) take a brief or hurried look
2. Compartment   b) extend a part of one's body
3. Stretch   c) be in or move into a sloping position
4. Glance   d) separate section of a container

Example 2

Teaching items: walking, running, jumping, climbing

The teacher starts by showing pictures or miming the actions in the figure 1. The words are carefully modeled, and the teacher may well conduct a rapid cue-response drill where he points to a picture or mimes the action and then nominates a student to say walk, run etc.

Students are now asked to put the correct verb in the sentence in figure 2. These can be written on to the board, provided that the students can still see the pictures. This can be done with the whole class or the students can work in pairs.

If the students have worked on the exercise in pairs, the teacher now goes through the answers making sure that the students produce the words correctly.

Figure 1

Complete the sentences:

A: You…………. along a road.

B: Then you …………. across a stream.

C: Then you ………..up a tree.
D: Then you……….. across a bridge.

Figure 2

b) Practicing Vocabulary

Learners need to be actively involved in the learning of words. This can be better done by practice. For this the teacher can supply the words, and elicit a synonym, antonym or definition eg.

T: What is an orchard?

S: Like garden.

T: Yes, exactly.

a) Dictionary activities

Dictionary is a very useful means to practice vocabulary. However, they are the least widely used resource that the work with. So that the students should be encouraged to work with it. To engage students with dictionary work the following task can be provided.

Students are given the following grid and have to say which verb allocates with the noun phrases in the right-hand column. can do this activity in pairs or small groups. If they are unsure (or if they need to check), we suggest they should look for information in their dictionaries. We will tell them to think carefully about which word to look for in each case.

do	make	take	
			a lot of noise
			always………… their homework
			always…… exercise
			breakfast
			family photograph
			nothing all the time

			sugar in their coffee
			supper
			the beds
			the cooking
			the dishes
			the ironing
			the laundry
			a lot of mistakes
			the housework

Source: Harmer (2010).

While the students are doing the activities we can walk around the class monitoring their efforts and them to took up words in their dictionaries. This is where we can be specially useful in them to see what they need to find when checking an entry. For example, if they want to check which verb goes with a lot of noise they can look at the word noise on their dictionaries. And they can investigate the collocation further by looking at a list of phrases in which noise occurs.

Once they have completed the grid, they can ask each other questions, such as who makes a lot of noise in your class/ house etc.

1.1.4 Purpose of Task-based Teaching

Task-based teaching is very useful for the following purposes:

1. To conduct meaning focused activities in the classroom.

2. To get students involved themselves in the learning.

3. To involve the learners in real world process of language use.

4. To encourage learners to move from reproductive to creative language use.

5. To address the issues of general relevance or of particular interest within the teaching field.

6. To carry out small-scale research in the classroom

7. To develop teacher's teaching skills.

Proponents of task-based teaching argue that the most effective way to teach a language is by engaging learners in real language use in the classroom. This can be done by designing tasks, which requires learners to use language for themselves. TBLT makes the performance of meaningful tasks central to the learning processes. Since tasks play the roles of building blocks of a language course students perform the task and focus on language form as they do the tasks, or as a result of having done them. It is indubitably the case that having students perform meaning related tasks is good for language processing and for giving them for trying out language. The main claim of TBLT is that opportunities for production force students to pay close attention to form and to the relationship between form and meaning.

In task-based teaching tasks are intended to lead the users to increased awareness of the process involved in language learning, and of the range of options available to the teachers. This approach of teaching ensures that the participants are actively involved, and that they are taking the kinds of decisions that they need to take in the classroom.

1.2 Review of Related Literature

Many research works in this areas have already been carried out in the Department of English Education. They are as follows:

Since listening is an important skill of language, many researches have been carried out in this field in the Department of English Education. Furthermore, numbers of studies have carried out on the proficiency of students in listening. Some instances of the latest research works reviewed by me as a researcher are as follows:

Gyawali (2004) carried out a research on 'A Comparative Study on Vocabulary Teaching Through Direct and Techniques in Public Secondary Schools.' The research aimed to find out effectiveness of direct or indirect techniques. The study found that the direct method is preferred in vocabulary teaching to indirect method although the indirect method in teaching was found effective

as the findings of the study showed that the group which was taught using indirect method secured 64% in average whereas the group which was taught using direct method secured only 58.8%.

In the same way, Oli (2005) has carried out research on "The Effectiveness of Task-based Techniques for Teaching Simple Present Tense". He has done research to find out the of task-based techniques for teaching simple present tense. It has revealed the fact that using task-based language teaching is much more effective in the simple present tense. Likewise, similar study has been carried out by Aryal (2006) on 'Vocabulary Achievement of Madrasa Versus Public School Students of Grade five.' Her study aimed to compare the vocabulary achievement of Madrasa versus public school students. She found out that the achievement of vocabulary of Madrasa school was better than the public school.

Chaudhary (2007) conducted a research on 'The Effectiveness of Teaching Vocabulary through Songs and Rhymes" to find out the effectiveness of teaching vocabulary through songs and rhymes. He conducted his research in 'Shree Himal Janata Lower Secondary School, Rautahat'. His respondents were students studying in grade 5. He divided his respondents into two groups and taught side by side. Group 'B' was taught through songs and rhymes technique and group 'A' was taught without using songs and rhymes technique. Each group was taught six days a week. After a month experiment, post-test was administered using the same test used in pre-test. Finally, the performance of the groups were compared and analysed. The research has clearly showed that teaching vocabulary through songs and rhymes was more effective than teaching with usual classroom technique i.e. without using songs and rhymes.

Although many researches were conducted in vocabulary teaching. No research yet is carried out on vocabulary teaching through task-based approach which can contribute to improve the vocabulary skills of the secondary level students. I used different tests (i.e. pre-test and post-test) as my research tools. So, my

study will be different from other researches carried out in the department so far.

1.3 Objectives of the Study

The study had the following objectives:

I.   To present a framework of task-based language teaching.

II.   To find out the effectiveness of teaching vocabulary through task-based learning approach.

II.   To suggest some pedagogical implications.

1.4 Significance of the Study

This study will mainly be significant for those who are directly or indirectly involved in English language teaching. It aims at establishing the degree of effectiveness of using task-based approach while teaching vocabulary. It definitely compels and arouses new among experts, curriculum designers, practitioners and the university students who are doing their career in teaching. In fact, it encourages the English language teachers to implement in teaching vocabulary items. This study equally be helpful for syllabus designers, publishers, textbook writers, language teachers and students as well since only few researches have been carried out on task-based language teaching.

CHAPTER TWO

METHODOLOGY

I adopted the following methodology to fulfill the objectives of my study.

2.1 Sources of Data

I used both types of sources of data collection i.e. primary and secondary. But primary sources were the major source for the collection of my data.

2.1.1 Primary Sources of Data

I obtained the first hand data from the of class 9 from Shree Ma. Vi., Hattilet, Mahottari. So, those students were the primary sources for the collection of data for my research.

2.1.2 Secondary Sources of Data

Various books, especially Prabhu (1987), Wallace (1989), Harmer (1991), Skehan (1996), Thornbury (2001), Richards Rodgers (2002) and Ellis (2003), Harmer (2010), journals, reports and other secondary materials related were also used.

2.2 Sampling Procedure

Shree Ma. Vi., Hattilet, Mahottari was selected purposively. Forty students from class 9 were randomly using fishbowl draw method. Fifty percent boys and fifty percent girls were taken as the sample for the study.

2.3 Tools for Data Collection

The tools for the collection of data from the primary sources were the tests administered in pre-test and post-test.

a) Pre-test: At first pre-test was administered before starting the real classroom teaching.

c) Post-test: At the end of real classroom teaching, a post-test was taken.

2.4 Process of Data Collection

The data were collected using the following stepwise procedure:

i) A set of test containing all the exercises was prepared to measure the students' efficiency with learning a word.

ii) A written pre- test was administered to determine the actual performance of the students.

iii) The rank of the students was determined on the basis of their individual scores.

iv) After analyzing the scores of pre-test, real teaching was started.

v) The post-test was administered after the scheduled teaching was over.

vi) Finally, the scores of pre- test and post test were analyzed to determine the effectiveness of task-based teaching method for vocabulary teaching.

2.5 Limitations of the Study

The study had the following limitations:

a) The study was limited to Shree Ma. Vi., Hattilet, Mahottari district.

b) Only the students from class 9 were selected.

c) The study was limited to only vocabulary teaching through task-based approach.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The chapter three comprises the analysis and interpretation of the data elicited during the research fieldwork. After having completed data elicitation, the collected data were edited, coded, classified, tabulated systematically, and then analyzed and interpreted.

Since it is an experimental research, it requires a lot of concerted efforts to elicit required for the study through practical way. Concerning the main objective of the study is to explore the effectiveness of teaching vocabulary through task-based approach; the students were divided into two groups and imparted to elicit data required for the study.

Group 'A' was considered experimental group, and group 'B' was considered controlled group. Group 'A' was vocabulary through task-based approach, and group 'B' was taught vocabulary with usual techniques.

The analysis and interpretation of the data is presented with holistic comparison, group-wise comparison and item-wise comparison respectively below.

3.1 Holistic Performance of the Students

The two tests namely pre-test and post-test were administered in the class activities with the students dividing them into two groups, group 'A' and group 'B'. Group 'A' was experimentaland group 'B' was controlled group.

The holistic performance carried out by the students through group-wise is presented in the bar diagram 1 and 2 below.

Bar Diagram 1

Group 'A' Average Score in Full Marks 50

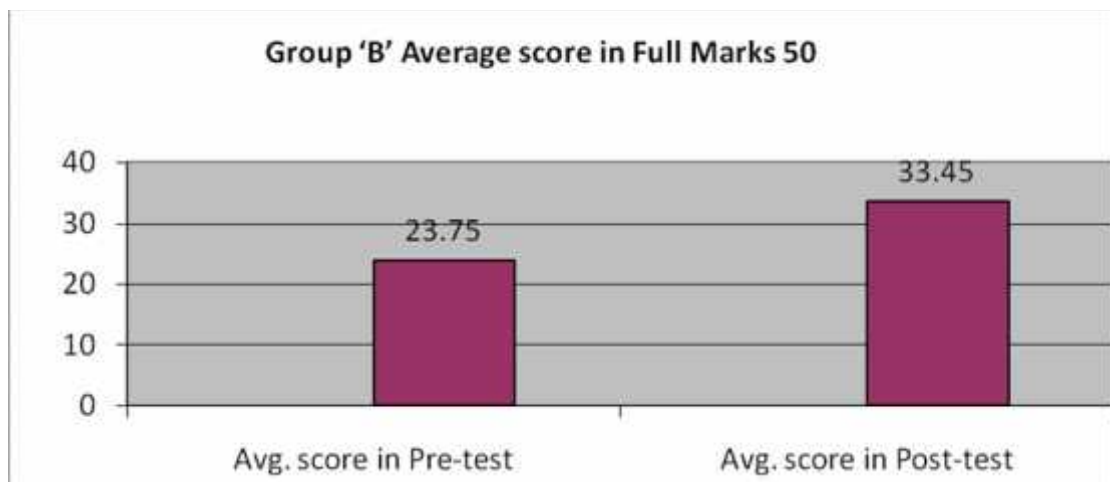Group 'A' Average score in Full Marks 50
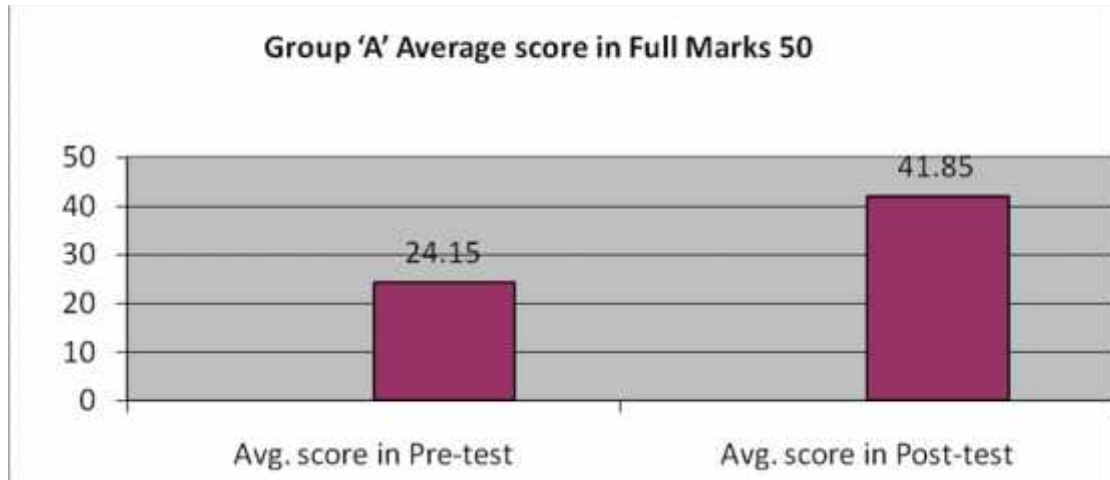
The bar diagram 1 above shows that group A holds average score of 24.15 in pre-test and 41.85 in post-test out of full marks 50.

The data above reveals the fact that group A has greater incremental score in post-test than pre-test.

Bar Diagram 2

Group 'B' Average Score in Full Marks 50

Group 'B' Average score in Full Marks 50

The bar diagram 2 above shows that group B holds average score of 23.75 in pre-test and 33.45 in post-test out of full marks 50.

The data above reveals the fact that group B has also progressed gradually but not as well as group A.

3.2 Item-wise Analysis of Pre-test

During the research fieldwork, six types of question-items were prepared and administered with the students in the class activities being based on task-based approach for the required data elicitation. They were; supply the correct words, fill in the box, make meaningful, choose the correct words, match and change word-class respectively. The question items included all the four aspects of vocabulary.

The comparison, analysis and interpretation of these items are presented in sub-topics respectively below.

3.2.1 Average Proficiency in the Test-item 'Supply the Correct Word'

This category consists of five items with the value of 1 mark in each. The items used were based on word use aspect.

The average score in pre-test in this category is presented in the table 1 below.

Table No. 1

Average Proficiency in Test-item 'Supply the Correct Word'

Group	Full Marks	Average score in pre-test
A	5	2.25
B	5	2.15

The table 1 above shows that group A holds the average score of 2.25 and group B 2.15 in pre-test out of full marks 5.

The data above reveal the fact that group A obtains slightly higher score than group B with the difference of 0.1 average score. It concludes that group A and B have somehow average proficiency level.
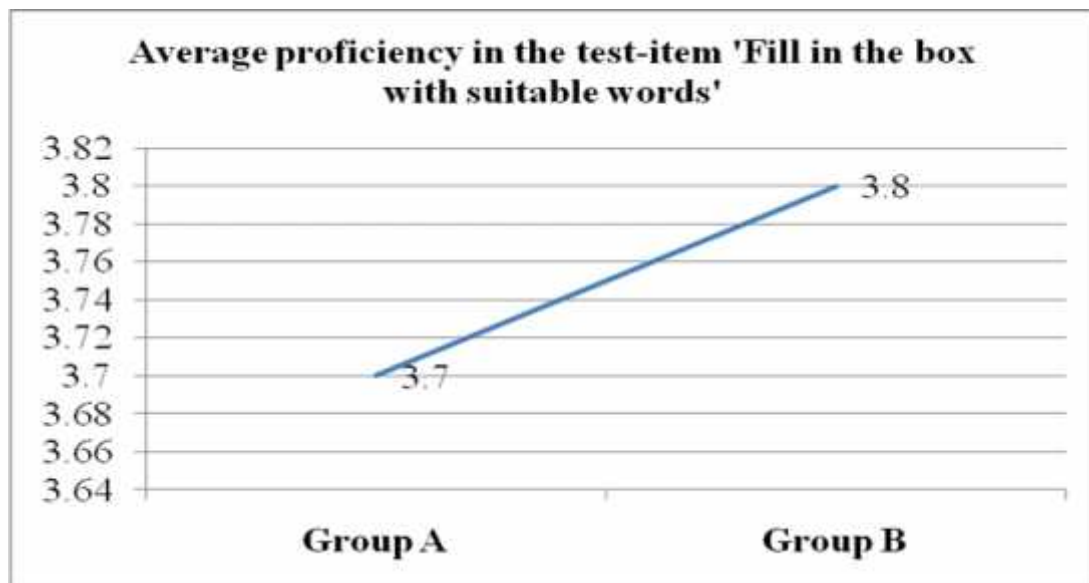
3.2.2 Average Proficiency in the Test-item 'Fill in the Box with Suitable Words'

This category consists of five items with the value of 2 marks in each. The items used were based on vocabulary generating aspect.

The average score in pre-test in this category is presented in the line chart 1 below.

Line Chart 1

Average Proficiency in the Test-item 'Fill in the Box with Suitable Words'

The line chart 1 above shows that group A holds the average score of 3.7 and group B 3.8 in pre-test out of full marks 10.
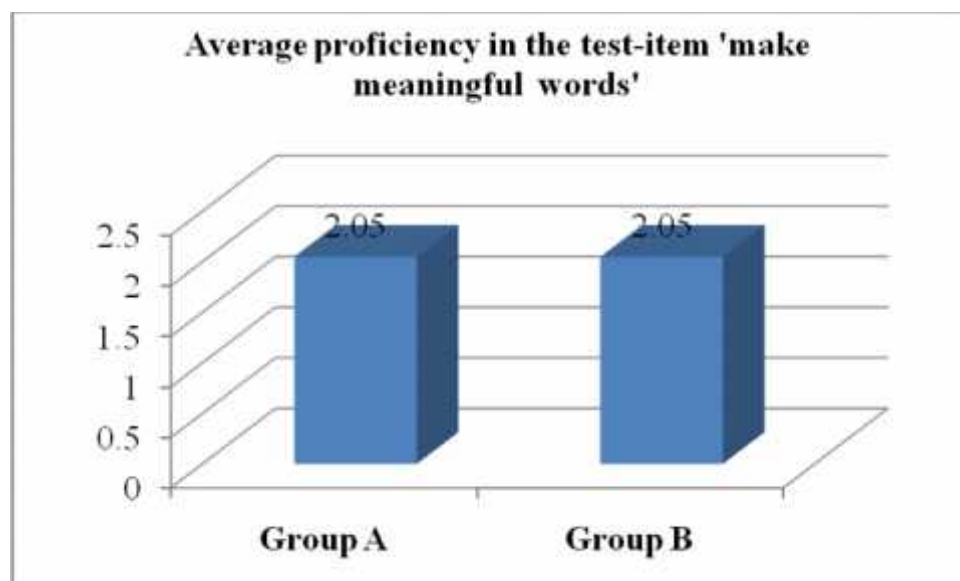
The data reveal the fact that group B obtains higher score than group A with the difference of 0.1 average score. It concludes that group B had more efficiency than group A in 'fill in the box items'.

3.2.3 Average Proficiency in the Test-item 'Make Meaningful Words'

This category consists of five items with the value of 1 mark in each. The items used were based on vocabulary generating aspect.

The average score in pre-test in this category is presented in the bar diagram 3 below.

Bar Diagram 3
Average Proficiency in the Test-item 'Make Meaningful Words'

The bar diagram 3 above shows that both group A and group B hold the equal average score of 2.05 in pre-test out of full marks 5.

The data reveal the fact that group A and group B have similar efficiency in making meaningful words.

3.2.4 Average Proficiency in the Test-item 'Choose the Correct Word'

This category consists of five items with the value of 1 mark in each. The items used were based on word meaning aspect.

The average score in pre-test in this category is presented in the table 2 below.

Table No. 2

Average Proficiency in the Test-item 'Choose the Correct Word'

Group	Full Marks	Average score in pre-test
A	5	2.05
B	5	2

The table 2 above shows that group A holds the average score of 2.05 and group B score of 2 in pre-test out of full marks 5.

The data above reveal the fact that group A covers higher score than group B by the difference of 0.05 average score. It concludes that group A is more efficient than group B.
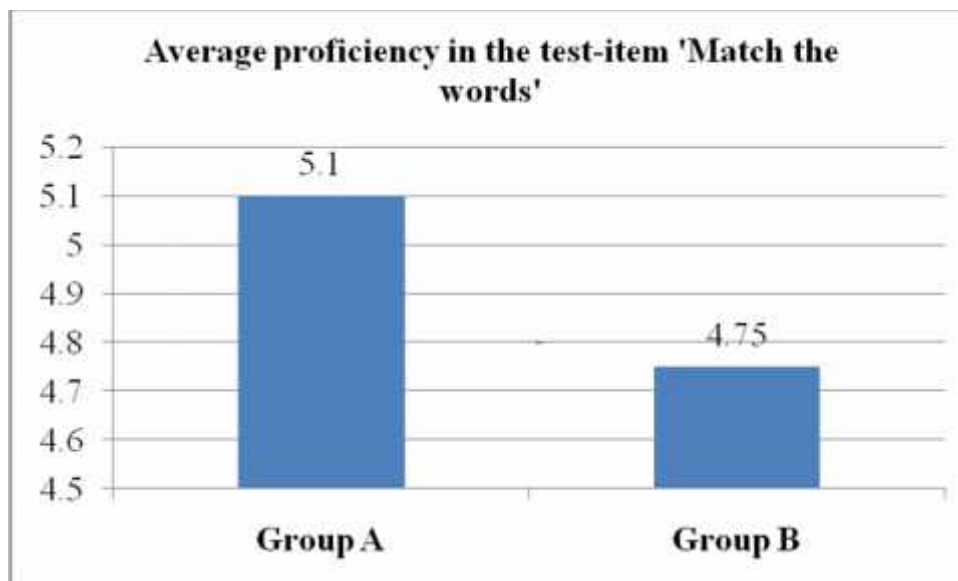
3.2.5 Average Proficiency in the Test-item 'Match the Words'

This category consists of five items with the value of 2 marks in each. The items used were based on word formation aspect.

The average score in pre-test in this category is presented in the bar diagram 4 below.

Bar Diagram 4

Average Proficiency in the Test-item 'Match the Words'

Average proficiency in the test-item 'Match the words'

The bar diagram shows that group A holds the average score of 5.1 and group B 4.75 in pre-test out of full marks 10.

The data above reveal the fact that group A covers higher score than group B by the of 0.35 average score. It concludes that group A has more efficiency than group B in word formation aspect.
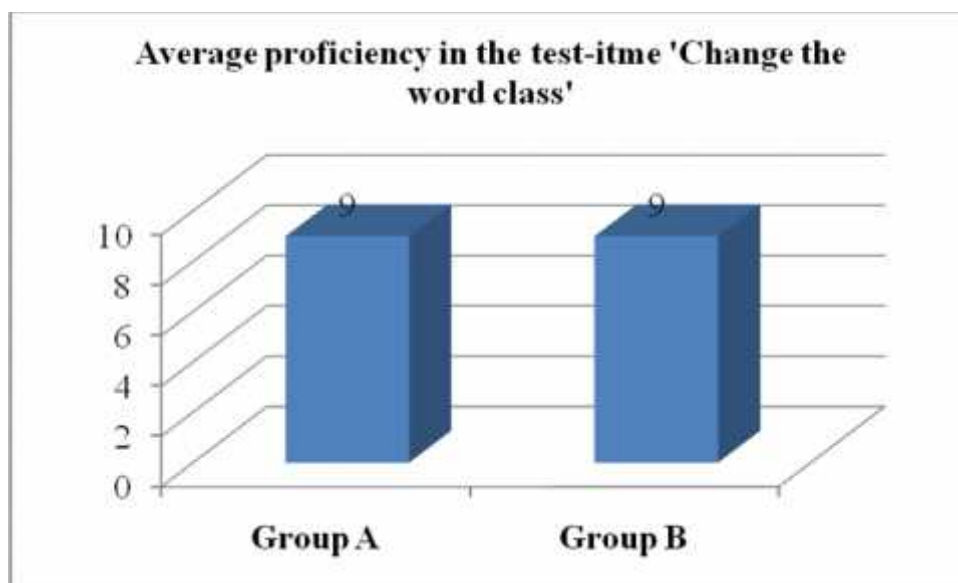
3.2.6 Average Proficiency in the Test-item 'Change the Word-class'

This category consists of five items with the value of 3 marks in each. The items used were based on word grammar aspect.

The average in pre-test in this category is presented in the bar diagram 5 below.

Bar Diagram 5

Average Proficiency in the Test-item 'Change the Word-class

Average proficiency in the test-itme 'Change the word class'

The bar diagram above shows that both groups hold the average score of 9 equally out of full marks 15.

The data above reveal the information that both groups hold the equal marks. In this category, there is no difference between both groups.

3.3 Item-wise Analysis of Post-test

Having completed pre-test and 3 weeks experimental teaching, at the end of the study, post-test was administered.

The comparison, analysis and interpretation of the item-wise sections are presented below.

3.3.1 Average Proficiency in the Test-item 'Supply the Correct Word'

This category of five items with the value of 1 mark in each. The items used were based on word use aspect.

The average score in post-test in this category is presented in the table 3 below.

Table No. 3

Average Proficiency in the Test-item 'Supply the Correct Word'

Group	Full Marks	Average score
A	5	3.25
B	5	2.4

The table 3 above shows that group A holds the average score of 3.25 and group B 2.4 in post-test out of full marks 5.

The data above reveal the fact that group A covers higher score than group B by differing of 0.85 average. It concludes that group A has learnt more effectively than group B in word use aspect.
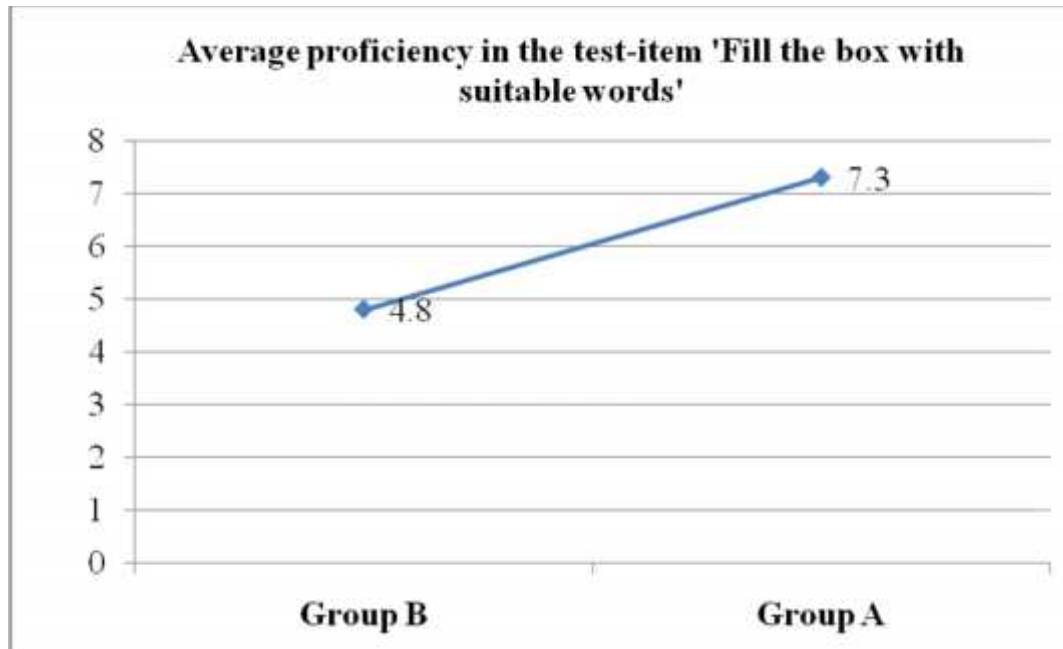
3.3.2 Average Proficiency in the Test-item 'Fill in the Box with Suitable Words'

This category consists of five items with the value of 2 marks in each. The items used were based on vocabulary generating aspect.

The average score in post-test in this category is presented in the line chart 2 below.

Line Chart 2

Average Proficiency in the Test-item 'Fill in the Box with Suitable Words'

Average proficiency in the test-item 'Fill the box with suitable words'

The line chart 2 above shows that group A holds the average score of 7.3 and group B 4.8 in post-test out of full marks 10.

The data above reveal the fact that group A covers higher score than group B by the of 2.5 average score. It concludes that group A has learnt more effectively than group B.
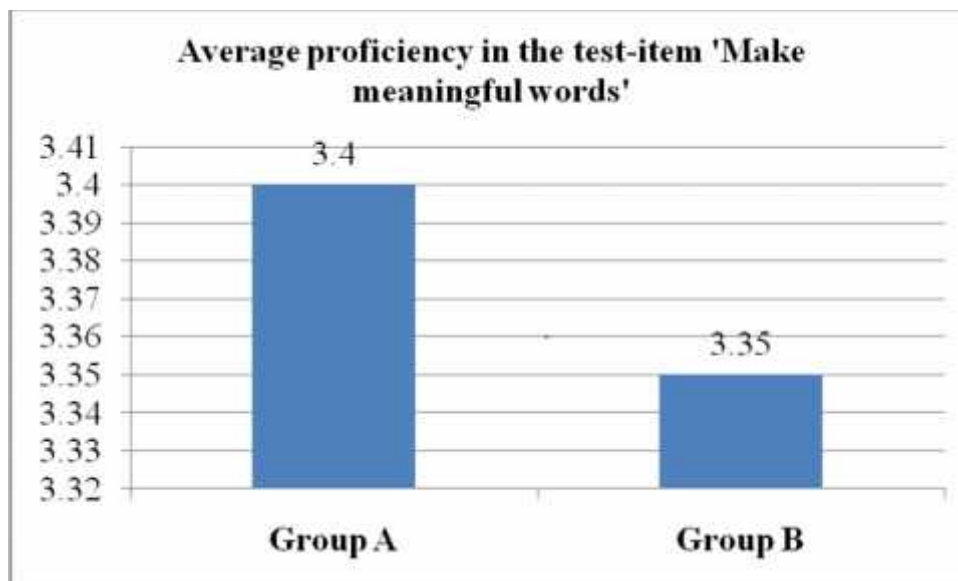
3.3.3 Average Proficiency in the Test-item 'Make Meaningful Words'

This category consists of items with the value of 1 mark in each. The items used were based on vocabulary generating aspect.

The average score in post-test in this category is presented in the bar diagram 6 below.

Bar Diagram 6

Average Proficiency in the Test-item 'Make Meaningful Words'

The bar diagram 6 above shows that group A holds the average score of 3.4 and group B 3.35 in post-test out of full marks 5.

The data above reveal the fact that group A covers higher score than group B by the difference of 0.05 average score. It concludes that group A has learnt more effectively than group B.

3.3.4 Average Proficiency in the Test-item 'Choose the Correct Word'

This category consists of five items with the value of 1 mark in each. The items used were based on word meaning aspect.

The average score in post- in this category is presented in the table 4 below.

Table No. 4

Average Proficiency in the Test-item 'Choose the Correct Word'

Group	Full Marks	Average score
A	5	5
B	5	3.45

The table 4 above shows that group A holds the average score of 5 and group B 3.45 in post-test out of full marks 5.

The data above reveal the fact that group A covers higher score than group B by the differences of 1.55 average score. It that group A has learnt more effectively than group B in word meaning aspect.
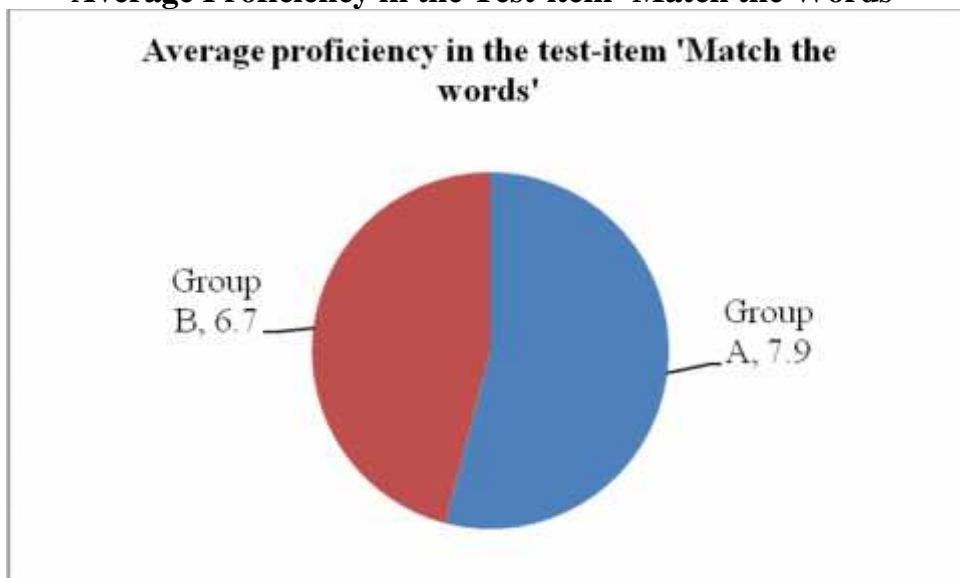
3.3.5 Average Proficiency in the Test-item 'Match the Words'

This category consists of five items with the value of 2 marks in each. The items used were based on word formation aspect.

The average score in post-test in this category is presented in the pie chart 1 below.

Pie Chart 1
Average Proficiency in the Test-item 'Match the Words'

Average proficiency in the test-item 'Match the words'

Group B, 6.7

Group A, 7.9

The pie chart 1 above shows that group A holds the average score of 7.9 and group B 6.7 in post-test out of full marks 10.

The data above reveal the fact that group A covers higher score than group B by the difference of 1.2 average score. It concludes that group A has learnt more effectively than group B.
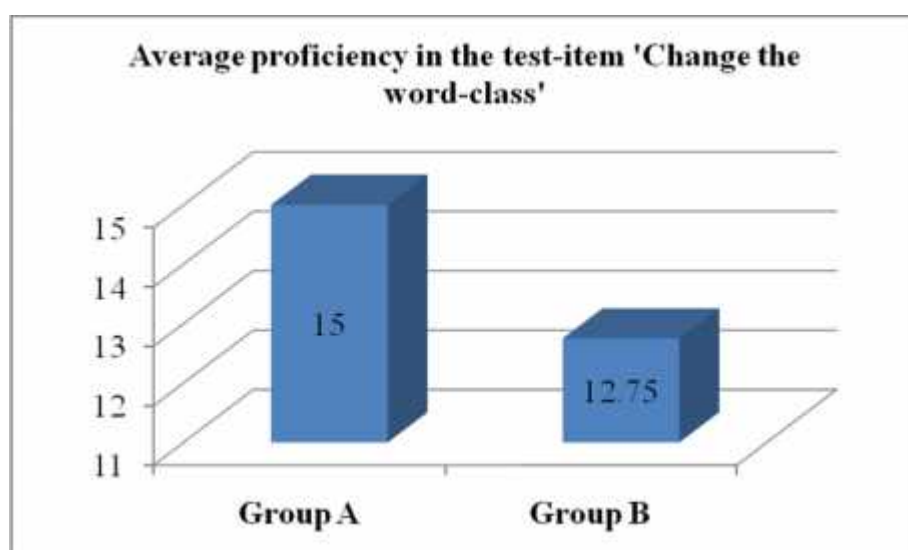
3.3.6 Average Proficiency in the Test-item 'Change the Word-class'

This category of five items with the value of 3 marks in each. The items used were based on word grammar aspect.

The average score in post-test in this category is presented in the bar diagram 7 below.

Bar Diagram 7

Average Proficiency in the Test-item 'Change the Word-class'

The bar diagram 7 above shows that group A holds the average score of 15 and group B 12.75 in post-test out of full marks 15.

The data above reveal the fact that group A covers higher score than group B by the difference of 2.25 average score. It concludes that group A has learnt more effectively than group B.

3.4 Analytical Comparison Between Average Scores of Pre-test and Post-test

The average scores obtained by the students in the two tests pre-test and post-test are presented in the table 5 below.

Table No. 5

The Average Scores of Pre-test and Post-test

Group	Full Marks	Average score of pre-test	Average score of post-test
A	50	24.15	41.85
B	50	23.75	33.45
	Difference between A & B	0.4	8.4

The table 5 above displays that group A in pre-test and post-test in 50 full marks holds scores 24.15 and 41.85 respectively. Similarly, in group B, the average scores are 23.75 and 33.45 respectively. Here, in the two tests, the gradual progress in both group A and group B is seen.

The data above also reveal the fact that differences average scores between group A and group B in pre-test and post-test are 0.4 and 8.4 respectively. It vividly mentions that group A has done more progress gradually by scoring high scores than group B, though both groups A and group B gradually progress in the both tests.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The chapter four deals with the findings and recommendations based on the research objectives, data elicitation, analysis and interpretation. They are presented below.

4.1 Findings

a. It was found that group A had greater average incremental score than group B.

b. Group A and group B hold gradual progress in post-test.

c. It was found that the difference average score in pre-test between group A and group B was 0.40 in which group A holds the higher score.

d. It was found that the difference of average score in post-test between group A and group B was 8.4 in which group A holds higher score.

e. It was found that group A performed relatively better in all the aspects of vocabulary than group B.

f. It was found that the difference of average score in pre-test between group A and group B in word formation aspect was 0.35 in which group A holds higher score.

g. It was found that the difference of average score in post-test between group A and group B in word formation aspect was 1.2 in which group A holds higher score.

h. It was found that the difference of average score in pre-test between group A and group B in word grammar aspect was 0.0 in which there is no difference between both groups.

i. It was found that the difference of average score in post-test between group A and group B in word grammar aspect was 2.25 in which group A holds higher score.

j. It was found that the difference of average score in pre-test between group A and group B in word meaning aspect was 0.05 in which group A hold higher score.

k. It was found that the difference of average score in post-test between group A and group B in word meaning aspect was 0.35 in which group A holds higher score.

l. It was found that the difference of average score in pre-test between group and group B in word use aspect was 0.1 in which group A holds higher score.

m. It was found that the difference of average score in post-test between group A and B in word use aspect was 0.85 in which group A holds higher score.

n. It was found that the difference of average score in pre-test between group A and group B in word generating aspect was 0.1 in which group B holds higher score.

o. It was found that the difference of average score in post-test between group A and group B in generating aspect was 1.27 in which group A holds higher score.

p. It was found that the teaching vocabulary through task-based approach was more effective than the usually applied techniques.

4.2 Recommendations

The recommendations made on the basis of the findings are presented below.

a. The study shows that group A has performed relatively better in all the aspects of vocabulary than group B. Therefore, the teaching vocabulary through task-based approach should be used to teach vocabulary items in the schools.

b. To implement this technique effectively in the school, the teacher should be offered training.

c. The teacher should use sufficient related teaching materials.

d. The students should be encouraged to undertake tasks.

e. Due limited numbers of students up to 40, it is suggested to carry out further research in this area by involving students from more schools.

APPENDIX I

Pre-test items

Full Marks: 50

Time: 30

Name:

Class:

1. Supply the related words for the picture of RIVERBANK given below. (5)

1…………., 2………….., 3………….., 4………………, 5…………….

2. Fill in the box with suitable words related to HOUSE. (10)

3. Make meaningful words. (5)

    a. CODNOLCENE   ……………….

    b. MISEDE   ……………….

    c. TENXED   ……………….

    d. PATHSYMY   ……………….

    e. INSCREE   ……………….

4. Choose the correct word. (5)

    a. Great wall is (a church; a place; the dead person)

    b. Old is related to (bright; small; primitive)

    c. Assistance is related to (ignorance; help; equality)

    d. Happy is related to (sad; glad; weak)

    e. We drink (wine, water, beer) while we are thirsty.

5. Match the words in column A with those in column B. (10)

    Example: frost+bite = frostbite

    <u>A</u>   <u>B</u>

    Sun   player
    Home   man
    Hill   work
    Fisher   side
    Cassette   glasses
                                           king

6. Change the word class as indicated in the bracket. (15)

    a. Examination (verb)   ……………………..

    b. Shy (adverb)   ……………………..

    c. Fool (adjective)   ……………………..

    d. preparation (verb)   ……………………..

    e. Complete (adverb)   ……………………..

APPENDIX II

Post-test Items

Full Marks: 50

Time: 30

Name:

Class:

1. Supply the related words for the picture of CITY given below. (5)

1………….., 2…………….., 3…………….., 4…………………, 5……………….

2. Fill in the box with suitable words related to OFFICE. (10)

3. Make meaningful words. (5)

   a. OOFLD   ……………………
   b. STOLIVCKE   ……………………
   c. GSURGIN   ……………………
   d. OWINGLF   ……………………
   e. DATHE   ……………………

4. Choose the correct word. (5)

    a. We keep parrot into (den; cage; room).

    b. This is a vegetable (book; cauliflower; grass).

    c. Students study in the (hospital; school; factory).

    d. We drink in the morning (wine; tea; beer).

    e. This animal grazes on grass. (dog; cat; cow)

5. Match the words in column A with those in column B. (10)

    <u>A</u>   <u>B</u>

    pen   night

    truck   copy

    teacher   fish

    water   driver

    day   student

                                 park

6. Change the word class as indicated in the bracket. (15)

a. man (plural)   ……………………..

b. eat (past)   ……………………..

c. sheep (singular)   ……………………..

d. cutting (verb first form) ……………………..

e. Complete (noun)   ……………………..

APPENDIX III

GROUP DIVISION

PRE- TEST RANK

GROUP 'A' (Experimental Group): Odd numbers 1 to 39

GROUP 'B' (Controlled Group): Even numbers 2 to 40

GROUP 'A'			GROUP 'B'		
Names	Post-test Marks	Rank	Names	Post-test Marks	Rank
Saugat Lungeli	30	1	Hom Baniya	30	2
Ramkali Devi Sharma	30	3	Rajesh Bhujel	29	4
Sanjeeb Mandal	28	5	Alauddin Shekh	28	6
Bidya Sagar Mahato	28	7	Laxmi Lungeli	27	8
Jyoti Khapangi	26	9	Ruth Gadaili	25	10
Ganesh Bhujel	25	11	Sanam Sastri	25	12
Harishankar Roy	24	13	Devendra Susling	24	14
Prem Rana	24	15	Khagendra Lungeli	24	16
Nanu Shrestha	24	17	Parbati Shrestha	24	18
Subhekha Adhikari	24	19	Uttimlal Mahato	24	20
Pratima Ghising	22	21	Rupa Kumari B. K.	24	22
Radheshyam Mahato	22	23	Sunil Yadav	22	24
Kiran Susling	22	25	Ravindra Thapamagar	22	26
Prakriti Ale	22	27	Pradip Darlami	22	28
Sangita Chauhan	22	29	Krishna Balampaki	22	30
Rashmi Raut	22	31	Suman Lama	22	32
Samjhana Basnet	22	33	Shristi Lhayo	22	34
Rojina Thapmagar	22	35	Manumaya Namjali	22	36
Roshani Bomjan	22	37	Belimaya Darlami	22	38
Rita Kumari Mahato	22	39	Chet Badadur Khatri	17	40

APPENDIX IV

TABLE OF ITEM WISE PRE-TEST RESULTS

Group 'A'

Full Marks : 50

R.N.	Supplying words (FM 5)	Fill in (FM 10)	Make word (FM 5)	Choose (FM 5)	Matching (FM 10)	Change word (FM 15)
1	3	6	3	3	6	9
3	3	6	2	2	8	9
5	3	6	2	2	6	9
7	3	6	2	2	6	9
9	3	4	2	2	6	9
11	2	4	2	2	6	9
13	2	3	2	2	6	9
15	2	3	2	2	6	9
17	2	3	2	2	6	9
19	2	3	2	2	6	9
21	2	3	2	2	4	9
23	2	3	2	2	4	9
25	2	3	2	2	4	9
27	2	3	2	2	4	9
29	2	3	2	2	4	9
31	2	3	2	2	4	9
33	2	3	2	2	4	9
35	2	3	2	2	4	9
37	2	3	2	2	4	9
39	2	3	2	2	4	9
Total	45	74	41	41	102	180
Average	2.25	3.7	2.05	2.05	5.1	9

Group B

Full Marks : 50

R.N.	Supplying words (FM 5)	Fill in (FM 10)	Make word (FM 5)	Choose (FM 5)	Matching (FM 10)	Change word (FM 15)
2	3	5	3	3	7	9
4	3	5	3	2	7	9
6	3	5	3	2	6	9
8	3	5	2	2	6	9
10	2	5	2	2	5	9
12	2	5	2	2	5	9
14	2	4	2	2	5	9
16	2	4	2	2	5	9
18	2	4	2	2	5	9
20	2	4	2	2	5	9
22	2	3	2	2	4	9
24	2	3	2	2	4	9
26	2	4	1	2	4	9
28	2	3	2	2	4	9
30	2	3	2	2	4	9
32	2	3	2	2	4	9
34	2	3	2	2	4	9
36	2	3	2	2	4	9
38	2	3	2	2	4	9
40	1	2	1	1	3	9
Total	43	76	41	40	95	180
Average	2.15	3.8	2.05	2.0	4.75	9.0

APPENDIX V

GROUP DIVISION

POST-TEST RANK

GROUP 'A' (Experimental Group): Odd numbers 1 to 39

GROUP 'B' (Controlled Group): Even numbers 2 to 40

GROUP 'A'			GROUP 'B'		
Names	Post-test Marks	Rank	Names	Post-test Marks	Rank
Saugat Lungeli	45	1	Hom Baniya	38	21
Ramkali Devi Sharma	45	2	Rajesh Bhujel	38	22
Sanjeeb Mandal	45	3	Alauddin Shekh	38	23
Bidya Sagar Mahato	44	4	Laxmi Lungeli	38	24
Jyoti Khapangi	44	5	Ruth Gadaili	38	25
Ganesh Bhujel	42	6	Sanam Sastri	35	26
Harishankar Roy	42	7	Devendra Susling	35	27
Prem Rana	42	8	Khagendra Lungeli	35	28
Nanu Shrestha	42	9	Parbati Shrestha	32	29
Subhekha Adhikari	42	10	Uttimlal Mahato	32	30
Pratima Ghising	42	11	Rupa Kumari B. K.	32	31
Radheshyam Mahato	42	12	Sunil Yadav	32	32
Kiran Susling	42	13	Ravindra Thapamagar	32	33
Prakriti Ale	40	14	Pradip Darlami	32	34
Sangita Chauhan	40	15	Krishna Balampaki	32	35
Rashmi Raut	40	16	Suman Lama	30	36
Samjhana Basnet	40	17	Shristi Lhayo	30	37
Rojina Thapmagar	40	18	Manumaya Namjali	30	38
Roshani Bomjan	40	19	Belimaya Darlami	30	39
Rita Kumari Mahato	38	20	Chet Badadur Khatri	30	40

APPENDIX VI

TABLE OF ITEM WISE POST-TEST RESULTS

Group 'A'

Full Marks : 50

R.N.	Supplying words (FM 5)	Fill in (FM 10)	Make word (FM 5)	Choose (FM 5)	Matching (FM 10)	Change word (FM 15)
1	4	8	5	5	8	15
3	5	8	4	5	8	15
5	4	8	5	5	8	15
7	3	8	5	5	8	15
9	4	8	4	5	8	15
11	3	8	3	5	8	15
13	3	8	3	5	8	15
15	3	8	3	5	8	15
17	3	8	3	5	8	15
19	3	8	3	5	8	15
21	3	8	3	5	8	15
23	3	8	3	5	8	15
25	3	8	3	5	8	15
27	3	6	3	5	8	15
29	3	6	3	5	8	15
31	3	6	3	5	8	15
33	3	6	3	5	8	15
35	3	6	3	5	8	15
37	3	6	3	5	8	15
39	3	6	3	5	6	15
Total	65	146	68	100	158	300
Average	3.25	7.3	3.4	5	7.9	15

Group B

Full Marks : 50

R.N.	Supplying words (FM 5)	Fill in (FM 10)	Make word (FM 5)	Choose (FM 5)	Matching (FM 10)	Change word (FM 15)
2	3	6	3	5	6	15
4	3	6	3	3	8	15
6	3	6	3	3	8	15
8	3	6	3	3	8	15
10	3	6	3	3	8	15
12	3	6	3	3	8	12
14	3	6	3	3	8	12
16	3	6	3	3	8	12
18	2	4	4	4	6	12
20	2	4	4	4	6	12
22	2	4	4	4	6	12
24	2	4	4	4	6	12
26	2	4	4	4	6	12
28	2	4	4	4	6	12
30	2	4	4	4	6	12
32	2	4	3	3	6	12
34	2	4	3	3	6	12
36	2	4	3	3	6	12
38	2	4	3	3	6	12
40	2	4	3	3	6	12
Total	48	96	67	69	134	255
Average	2.4	4.8	3.35	3.45	6.7	12.75

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APPENDIX- VII
Lesson Plan No. 1

Subject: English   **Date: 2067/11/9**

Class: Nine   **Time: 40 minutes**

No. of Students: 40

Teaching items: Riverbank and its related vocabulary

Objective: On the completion of this lesson, the students will be able to:

⌡   have the knowledge of different varieties of vocabularies akin to riverbank: river, bridge, jungle stood the on the bank, sand, stones, woods.

⌡   pronounce the words correctly.

⌡   make sensible sentences by using these words.

Teaching Materials: Usual classroom materials, picture, map akin to riverbank, dictionaries

Activities:

Pre-Task Activities:

⌡ The teacher will introduce the topic and task to the students.

⌡ The teacher will highlight useful words and phrases but will not pre-teach new vocabulary items.

⌡ Students will begin five minutes preparation time to think how to do the task.

Task Activities:

⌡ The teacher will divide the class groups. Each group has equal numbers.

⌡ Then the teacher displays the vocabulary items and writes on the board and tells students to pronounce the words.

⌡ The teacher will provide time to think up and produce relevant words and a dictionary to each group. Then, he asks students to find out the

words in the dictionary and see their meanings. After that the teacher will ask students to use the words in their own sentences.

Post-Task:

The teacher tells the meanings of the words. The teacher also makes sentences of each word.

Evaluation:

At the end, the teacher writes the following words on the board and students use them in sentence structure

River, bank, jungle, sand, stones, bridge

Lesson Plan 11

Sub: English   Date: 11/22

Class: 9   Period:1st

Unit: 3   Time: 40 min.

Topic: Little China Chip

Teaching items: Vocabulary (fascinate, treasure, reply, cupboard, edge, soften)

1. Specific objectives

On completion of this lesson, the students will be able to:

   a) comprehend the meaning of the above-listed words

   b) pronounce the word correctly

2. Teaching materials

Daily used materials, flash cards, tape recorder, a card of crossword puzzle.

3. Activities

Warming up (pre-task activities)

Ask the students to see the picture on the book and ask them what they see in the picture.

Give the picture description

Ask some brainstorming questions, such as why the china chips might have been kept along with precious jewelleries.

Are the china chips valuable as jewelleries? etc.

Show them the word cards with model pronunciation respectively and stick them onto the flannel board.

Ask them to read the text and underline the words.

4. Presentation (During task activities)

Write two words, 'centre' and 'harden' on the blackboard and ask them to read the text again to find the antonyms of the given words.

Show the definition card ask the students to read the text to find out the words for the definitions eg.

To interest very much

Valuable things

Show the word cards of 'answer' and 'rack' and ask them to find out the synonyms from the text.

If they are unable to find the words, give them a clue such as initial letter, line numbers etc.

## 5. Practise (post-task activities)

Play the tape-recorder and ask them to pronounce after it. (first in group and later individually)

Stop the tape-recorder and show the word card and ask them to pronounce the word.

Continue this process until they pronounce all the words correctly.

6. Evaluation

Stick the crossword puzzle onto the flannel board and ask them to complete with appropriate words.
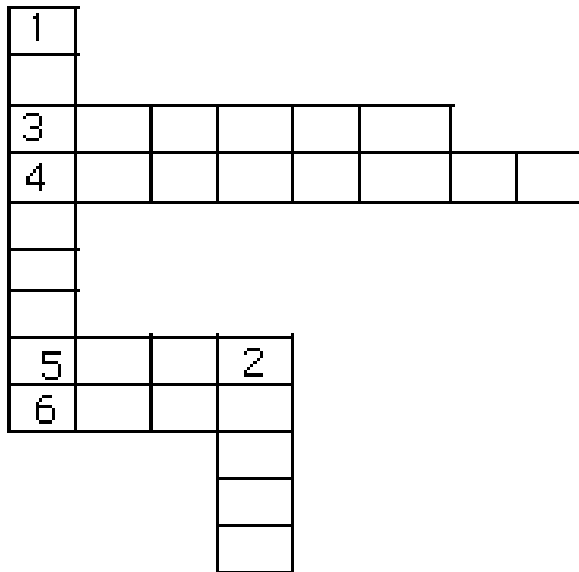
Down

1) to interest very much

2) answer

Across

3) make or become soft

4) it is used for storage

5) it comes in a person's eye when he is crying

6) the outside limit of an object

7. Homework

Copy all the sentences from the text with the words you learnt today.

Lesson Plan No. 21

Subject: English   **Date: 2067/12/3**

Class: Nine   **Time: 40 minutes**

No. of Students: 40

Teaching items: Matching column A and column B: house, hospital military, painter, police, patient, family, thief, war, color

Objective: On the completion of this lesson students will be able to:

⟩ Match the words from column A and column B.

⟩ Make sensible words by matching.

Teaching Materials: Usual classroom materials, dictionaries

Activities:

Pre-Task Activities:

⟩ The teacher will introduce the topic and task to the students.

⟩ The teacher will highlight useful words but will not pre-teach new vocabulary items.

⟩ Students will begin five minutes preparation time to think how to do the task.

Task-Activities:

⟩ The teacher will divide the class into groups. Each group has equal number.

⟩ Then the teacher writes vocabulary items on the board and tells students to pronounce the words.

⟩ The teacher will distribute a dictionary to each group. Then, he asks students to find out the words in the dictionary and see their meanings. Students may guess words and look into their meanings in the dictionary. After that the teacher will ask students to use the words in their own sentences. He will tell them to take help from dictionary.

Post-Task:

The teacher tells the meanings of those words to the students and students produce results. The teacher also makes sentences of each word.

Evaluation:

At the end, the teacher writes the following words on the board and students produce the sensible matching words.

House, hospital, military, painter, police, patient, family, thief, war, colour