

CHAPTER ONE

INTRODUCTION

1.1 General Background

Vocabulary is the most important aspects of foreign language teaching/ learning. It is the indication of intelligence. It is the tool of thinking. A single word can destroy a friendship, can start or end a marital battle, can land a large order.

Vocabulary is our medium of exchange, the coin with which we do business with all those around us. With vocabulary we relate ourselves to people, communicate our feelings and thoughts to them, influence them, persuade them, control them.

Simply vocabulary is a list of words and teaching vocabulary means getting students acquainted with new words. According to Richards et al. (1999), vocabulary refers to "a set of lexemes, including single words, compound words and idioms". This implies that a vocabulary item or a lexical item may be a single word or more than a single word. For example, 'post office' and 'father in law', which are made up of two and three words but express a single idea. There are also multi word idioms such as 'call it a day', where the meaning of the phrase can not be deduced from an analysis of the component words. Similarly, to follow the words of Oxford Advanced Learners' Dictionary (7th edition), "vocabulary is the set of words known and used by a particular person in language" (p. 1707). Carter (2001) makes it clear that 'knowing a word involves knowing its spoken and written contexts of use, its patterns with words of related meaning as well as with its collection patterns, its syntactic, pragmatic and discourse patterns" (p. 43, as cited in Carter and Nunan, 2001). It means knowing it actively and productively as well as receptively. Crystal (1995) states that "vocabulary is the Everest of the language". Wilkins (1972) says that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 111). But Chomsky (1975) argues that due to the finite numbers of grammatical rules, a child is capable of producing infinite number of structures. These rules are pre-programmed in the

child's mind but this principle is not applied in the case of vocabulary since vocabularies are to be practiced to learn since word may be used differently in different situations.

1.1.1 Types of Vocabulary

Vocabulary can be divided mainly into four types. They are as follows:

i. Reading Vocabulary

A person's reading vocabulary is all the words that s/he can recognize while reading. This is the largest types of vocabulary because it includes the other three.

ii. Listening Vocabulary

A person's listening vocabulary is all the words that s/he can recognize while listening to speech. Listening vocabulary is aided in size by context and tone of voice.

iii. Writing Vocabulary

A person's writing vocabulary is all the words that s/he can employ while writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its users.

iv. Speaking Vocabulary

A person's speaking vocabulary is all the words that s/he can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse can be compensated by facial expressions, tone of voice or hand gestures.

Similarly of above mentioned types of vocabulary, Harmer (1991) categorizes vocabulary into two groups: active and passive vocabulary. Active vocabulary refers to the vocabulary that learners have been taught or learned and which they

are expected to be able to understand, pronounce and use constructively in speaking and writing. Passive vocabulary on the other hand refers to the words which the learner recognizes when they occur in a context by they will probably not be able produce.

We can assume that learners have a large store of words but it would be difficult to say which is active and which is passive vocabulary because the status of a vocabulary item does not seem to be a permanent state of affair. A word that has been active through constant use may slip back into the passive store if it is not frequently used. Similarly, a word that learners have in their passive store may suddenly become active if the situation of the context provokes its use.

1.1.2 Aspects of Teaching Vocabulary

'Knowing words' refers to knowing pronunciation, spelling, meaning of the words. So aspects of teaching vocabulary include teaching pronunciation, teaching spelling and teaching meaning.

a. Teaching Pronunciation

Teaching pronunciation of words of foreign language is really a difficult job. Both teacher and students require constant and regular practice to pronounce the new words of the foreign language accurately. Harmer (1991, pp. 162-163) gives following techniques of presenting sounds:

i. Through Modeling

In this technique, the teacher works as a model. S/he pronounces the word and the students practice these sound through choral and individual repetition drill.

ii. Through Visual Representation

In this technique, teacher presents visual representation of different aspect of pronunciation on the board by using symbols, indications, pictures, diagrams and so on.

iii. Through Phonetic Symbol

In this technique, the teacher presents the pronunciation of the new words in terms of phonetic symbols by using IPA chart and phonetic chart of the particular language. So that the students can pronounce the new words from the dictionary.

b. Teaching Spelling

Spelling is the graphic representation of sounds in which particular word is written. So, it is basic in writing. Venkateswarn (1995, as cited in Sharma and Phyak, 2007, p. 153) provides following techniques for teaching spelling.

- Make the children read aloud. It associates the look of the word with the spoken and heard sound of the word.
- Expose the class to every possible variant of spelling patterns in the language.
- Ensure that your students are familiar with the probable structure of words in their language.
- Spelling games can be used.
- Dictation will be useful technique.
- Use mnemonics a system desired to improve memory, formulate or other aids to help memorization.

c. Teaching Meaning

In teaching vocabulary, the major problem is how to present the meaning of the new words to the students in an understanding way. The teacher can use different techniques to present meaning of the new words. Harmer (1991) gives following ways to present meaning of new vocabulary:

i. Realia

Realia is the use of real objects that can be brought or managed in the classroom. This technique is appropriate to teach concrete words, such as pen, pot, book, bag, etc. at elementary level.

ii. Pictures

Pictures can be used to teach the concrete words such as bus, aero plane, river, etc. which are impossible to bring and manage in to the classroom. This technique is appropriate to teach small children.

iii. Mime, Action and Gesture

Mime, action and gesture can be used to explain the meaning of the words to show the action, such as running, laughing, crying and so on.

iv. Contrast

The teacher can teach the meaning of new vocabulary items by contrasting the meaning of words, such as the teacher can present the meaning of 'big' contrasting it with 'small'.

v. Enumeration

In this technique, the specific words are related with general words. For example, the words 'cloths', 'animals', 'furniture' can best be taught by enumerating various specific words related to these general terms.

vi. Explanation

In this technique, the teacher explains the meaning of the word that must include any facts of relevant word use. This technique is appropriate at higher level.

vii. Translation

It is an easy and quick way of teaching meaning. In this technique the meaning of the new words specially, abstract words, e.g. love, democracy are presented into the students' mother tongue. It must be judiciously.

1.1.3 Vocabulary Growth

Vocabulary usually grows and evolves with age. According to Stahl (1999, p. 3) initially, in the infancy phase, vocabulary growth requires no effort. Infants hear

words and mimic them, eventually associating them with objects and actions. This is the listening vocabulary. The speaking vocabulary follows as a child's thoughts become more reliant on its ability to express itself without gestures and more sounds. Once the reading and writing vocabulary are attained through questions and education the anomalies and irregularities of language can be discovered.

In first grade, an advantaged student (a literate student) knows about twice as many words as a disadvantaged student. Generally, this gap does not tighten. This translates into a wide range of vocabulary size by the age of 5/6, at which time an English speaking child will know about 2500-5000 words. An average student learns some three thousand words per year or approximately eight words per day.

After leaving school, vocabulary growth reaches a plateau. People may then expand their vocabularies by engaging in activities such as reading, playing word games and participating in vocabulary development programs.

1.1.4 The Effects of Vocabulary Size on Language Comprehension

Francis and Kucera (1982) studied on English texts totaling one million words and found that if one knows the words with the highest frequency, they will quickly know the most of the words in an English text. According to them the vocabulary size written text coverage is given below:

Vocabulary size written text coverage

1000 words	72.0%
2000 words	79.7%
3000 words	84.0%
4000 words	86.8%
5000 words	88.7%
6000 words	89.9%
15851 words	97.8%

By knowing 2000 English words with the highest frequency, one would know 80% of the words in those texts. The number looks even better than this if we want to cover the words we come across in an informally spoken context. Then, the 2000 most common words would cover 96% of the vocabulary. These numbers should be encouraging to beginning language learners, specially because the numbers in the table are for word lemmas and knowing that many word families would give even higher coverage. However, the number of words needed many different substantially between different languages.

1.1.5 The Importance of Vocabulary

Vocabulary is the useful and fundamental tool that we use to think, to express ideas and feelings and to learn about the world. It is such a vital aspect of language in the absence of which, it is rather difficult to communicate even if someone has a good knowledge of the system of a language. As Wallace (1982) says, "... it is possible to have a good knowledge of how the system of a language works and yet not be able to communicate in it; whereas if we have the vocabulary we need it is usually possible to communicate, after a fashion" (p. 9). Similarly, vocabulary functions as the vital organs and flesh of a language. Harmer (1991) makes it clear that "If language makes up the skeleton of language then it is vocabulary that provides the vital organs and the flesh" (p. 153). He again claims that "language becomes just oarless boat in the ocean without vocabulary" (ibid). Hence a good store of vocabulary items is crucial for understanding and communication.

Because vocabulary is the very foundation of language learning, improving language students' vocabulary knowledge has become an educational priority. Students' word knowledge is strongly linked with academic accomplishment, because a rich vocabulary is essential to successful reading comprehension. How much of the language a learner can comprehend and express depends largely up on the vocabulary repertoire that s/he has acquired.

1.1.6 Second Language Vocabulary Acquisition

Learning vocabulary is one of the first steps of learning a second language, yet a learner never finishes vocabulary acquisition. Whether in one's native language or a second language, the acquisition of new vocabulary is a continual process. Many methods can help one acquire new vocabulary. Among them, according to Sagarra and Alba, 2006 memorization and key word method are staple.

i. Memorization

Memorization associates one word in the native language with the corresponding word in the second language. It can be seen as tedious or boring until memorization is considered one of the best methods of vocabulary acquisition. By the time, learners reach adulthood; they generally have gathered a number of personalized memorization methods. Although many people argue that memorization does not typically require the complex cognitive process that increases retention. It does typically require a large amount of repetition. Other methods, on the other hand, typically require more time and longer to recall.

ii. The Keyword Method

The keyword method is one of the useful methods to build vocabulary in second language learning, when additional time is available or one wants to emphasize a few keywords, one can create mnemonic devices or word associations. Although these strategies tend to take longer to implement and may take longer in re-collection, they create new or unusual connections that can increase retention. This method uses fits within dual coding theory because it uses both verbal and image memory systems. However this method should be used only with words that represent concrete and image able things Abstracts concepts or words that do not bring a distinct image to mid are difficult to associate.

1.1.7 Teaching Reading

Teaching of reading is an important aspect of teaching/learning a foreign language. It is a receptive and third language skill in order to be learnt on the part of the learners. Reading is not a mechanical exercise which interprets written symbols into spoken words. Rather reading is always intelligent or meaningful; hence it involves the association of the written word with spoken sound and that of spoken sound with meaning. As Bhatia (1977) says, "Reading proper has three elements in it, symbol, sound and sense" (p. 323). Reading skill is inseparable in the sense that "the different skills are so intertwined that any attempt to hermetically seal off one from others can only produce harmful effects that will inhibit the development of a rich and versatile language competence" (Murdoch, 1986, as cited in Bhattarai, 1991, p. 103). Similarly reading is the total understanding of a message in a text. To follow the words of Moyle (1973), "Teaching of reading involves recognition of the important elements of meaning in their essential relations, including accuracy and thoroughness in comprehension" (p. 25). It means the meaning is not merely lying in the text waiting to be passively absorbed. Rather, the reader will have to be actively involved and work to get the meaning out while reading. Hence, reading is not a passive skill as it was viewed traditionally; it involves an active effort on the part of the reader (language students).

1.1.8 Reading Comprehension

Reading comprehension is one of the most important skills to be learnt by the language learners. It is the level of understanding of writing. As Williams says, "reading comprehension is a process where by one looks at and understands what has been written" (Retrieved on 27th of June 2011 from http://en.wikipedia.org/wiki/Reading_comprehension). Thus it is the process of extracting information from the text. Proficient reading depends on the ability to

recognize words quickly, effortlessly and meaningfully. If word recognition is difficult, learners use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. Many educators believe that children need to learn to analyze (comprehend) the text even before they can read it on their own and comprehension instruction generally should begin in pre-kindergarten or kindergarten. The main aim of reading comprehension is to improve the understanding capacity of the learners. Reading comprehension is entirely necessary for the students of higher and advanced levels and silent reading is suggested to have proper reading comprehension. By teaching of reading at higher level, we do not mean to train the learners in recognizing the letters of alphabet and their combination because we have to try to train them for complete reading comprehensions. In fact reading comprehension is the process of extracting three levels of meaning from the written text. They are lexical meaning, grammatical meaning and socio-cultural meaning. To sum up it is mental in nature.

1.1.8.1 The SQ3R Technique

The SQ3R technique is one of the famous strategies for reading comprehension. It stands for survey, question, read, recite and review. In order to get an understanding of the text, we should survey the chapters. This consists of quickly looking at the title, headings and any subheadings and looking at any end of chapter questions as well. While surveying, we ask the questions about the topics that we have scanned.

The next thing is to begin reading. In a text book we just read quickly for the keywords. There are words seen in the chapter questions, teacher made questions and in the titles or subtitles of the chapter.

After reading a portion a section of the book, we recite what we have read out. By orally summarizing what we just read it helps to cement the content in our memory.

The last is top review that we have read again. By writing down key facts from the chapter and reviewing it, we will better understand the information.

1.1.9 Correlation Between Vocabulary and Reading Comprehension

Many studies show that vocabulary knowledge and reading comprehension are strongly co-related. As Hsued -Chao and Nation (2000, as cited in Calixto, 2000) states:

The relationship between vocabulary knowledge and reading comprehension is complex and dynamic. One way of looking at it is to divide it up into two major directions of effect-the effect of vocabulary knowledge on reading comprehension and vice-versa (p.72).

These effects show us two different sides. First is when the first language speakers at the very start or reading, where reading comprehension is supported by their vocabulary. Second at the time, the native speakers start going to school they already possessed vocabulary allow him/her to put the words together. After some years of reading lessons and getting control of reading skills the environments change to acquire more vocabulary.

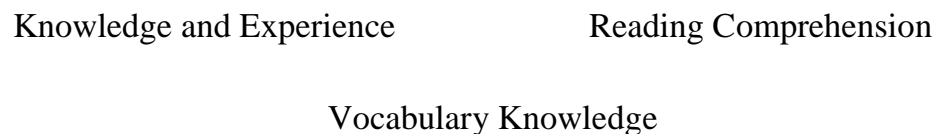
There are several theoretical models to illustrate the relationship between vocabulary knowledge and reading comprehension. And vocabulary knowledge is always there lying beneath language knowledge. Background knowledge or general knowledge and reading comprehension is also connected to the competence in language use.

One of the best predictors of good reading comprehension is good vocabulary knowledge which assist reading comprehension. However, this point of view presents the process of reading in suggesting solely if we have a good knowledge of vocabulary it is about all we need to be able to read.

As reading comprehension also have to do with background knowledge, good vocabulary knowledge can also represent good general knowledge and experience. Hsued -Chao and Nation (2000, as cited in Calixto, 2000) further says:

This word (vocabulary) knowledge support reading comprehension because the reader must bring as much information to the text as the reader expects to get from it. It is difficult to read about astrophysics if you know nothing about it (p. 73).

Hsued-Chao and Nation (2000, as cited in Calixto, 2000, p. 73) represent this relationship as:



Considering that the process of reading not so simple and that there are many links involved influencing reading comprehension, it is not possible to exclude any other and different relationships at different stages of vocabulary development and reading comprehension.

Some discussion on the relationship between vocabulary knowledge and language use suggest that providing vocabulary easily, based on an instrumental view, emerge a fundamental association with reading comprehension. This easy access can be improved through practice consisting of word contact, speed of dealing with forms, decoding skills and speed of word recognition. According to Calixto

(2000), being that as they may there are some controversies on them. On the one hand there are complications that arise between the native speakers and their complex process in reading in their first language and the reading in a different writing system in a foreign language (for example, the Chinese language) where the vocabulary knowledge is very scarce. On the other hand for the nonnative speakers this relationship can be even more complicated.

Thus determining the amount of unknown vocabulary is crucial in order to know if it enables the foreign language learner to read with reasonable comprehension. Since the readers possess a reasonable range of vocabulary knowledge, reading comprehension can come out in a practical way.

1.1.10 Action Research

Action research is known by many other names, including participatory research, collaborative inquiry, emancipatory research, action learning, and contextual action research, but all are variations on them. Put simply, action research "learning by doing" - a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again. While this is the essence of the approach, there are other key attributes of action research that differentiate it from common problem-solving activities that we all engage in every day. Wallace (1998) defines action research as "a strategy of professional development which is accomplished by reflecting on the practitioners' regular activities (as cited in Bhattarai, 2005, p. 15)". Similarly, to follow the words of Gilmore et al. (1986, p. 161):

Action research ... aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. Thus, there is a dual commitment in action research to study a system and concurrently to collaborate with members of

the system in changing it in what is together regarded as a desirable direction. Accomplishing this twin goal requires the active collaboration of researcher and client, and thus it stresses the importance of co-learning as a primary aspect of the research process (as cited in O' Brien, 2001).

Likewise, in the words of Elliott (1991, as cited in Bhattarai, 2005, p. 15), "action research is the study of a social situation with a view to improving the quality of action within it."

Thus, what separates this type of research from general professional practices, consulting, or daily problem-solving is the emphasis on scientific study, which is to say the researcher studies the problem systematically and ensures the intervention is informed by theoretical considerations. Much of the researcher's time is spent on refining the methodological tools to suit the exigencies of the situation, and on collecting, analyzing, and presenting data on an ongoing, cyclical basis.

Similarly, several attributes separate action research from other types of research. Primary is its focus on turning the people involved into researchers, too - people learn best, and more willingly apply what they have learned, when they do it themselves. It also has a social dimension -the research takes place in real -world situations, and aims to solve real problems. Finally, the initiating researcher, unlike in other disciplines, makes no attempt to remain objective, but openly acknowledges their bias to the other participants.

1.1.11 Evolution of Action Research

Kurt Lewin is generally considered as the 'father' of action research. He was a German social and experimental psychologist, and one of the founders of the Gestalt school. He was concerned with social problems, and focused on

participative group processes for addressing conflict, crises, and change, generally within organizations. Initially, he was associated with the Center for Group Dynamics at MIT in Boston, but soon went on to establish his own National Training Laboratories.

Lewin first coined the term 'action research' in his 1946 paper "Action research and Minority Problems", characterizing action research as "a comparative research on the conditions and effects of various forms of social action and research learning to social action", using a process of "a spiral of steps, each of which is composed of a circle of planning, action, and fact-finding about the result of the action" (as cited in O'Brien, 2001).

Eric Trist, another major contributor to the field that immediate post-war era, was a social psychiatrist whose group at the Tavistock Institute of Human Relations in London engaged in applied social research, initially for the civil repatriation of German prisoners of war. He and his colleagues tended to focus more on large-scale, multi-organizational problems.

Both Lewin and Trist applied their research to systemic change in and between organizations. They emphasized direct professional-client collaboration and affirmed the role of group relations as basis for problem-solving. Both were avid proponents of the principle that decisions are best implemented by those who help make them.

1.1.12 Principles of Action Research

What gives action research its unique flavor is the set of principle that guide the research. Winter (1989, as cited in O'Brien, 2001) provides a comprehensive overview of six key principles.

i. Reflexive critique

An account of a situation, such as notes, transcripts or official documents, will make implicit claims to be authoritative, i.e., it implies that it is factual and true. Truth in a social setting, however, is relative to the teller. The principle of reflective critique ensures people reflect on issues and processes and make explicit the interpretations, biases, assumptions and concerns upon which judgments are made. In this way, practical accounts can give rise to theoretical considerations.

ii. Dialectical critique

Reality, particularly social reality, is consensually validated, which is to say it is shared through language. Phenomena are conceptualized in dialogue, therefore a dialectical critique is required to understand the set of relationships both between the phenomenon and its context, and between the elements constituting the phenomenon. The key elements to focus attention on are those constituent elements that are unstable, or in opposition to one another. These are the ones that are most likely to create changes.

iii. Collaborative Resource

Participants in an action research project are co-researchers. The principle of collaborative research presupposes that each person's ideas are equally significant as potential resources for creating interpretive categories of analysis, negotiated among the participants. It strives to avoid the skewing of credibility stemming from the prior status of an idea-holder. It especially makes possible the insights gleaned from noting the contradictions both between many viewpoints and within a single viewpoint.

iv. Risk

The change process potentially threatens all previously established ways of doing things, thus creating psychic fears among the practitioners. One of the more prominent fears comes from the risk to ego stemming from open discussion of one's interpretations, ideas, and judgments. Initiators of action research will use this principle to allay others' fears and invite participation by pointing out that they, too, will be subject to the same process, and that whatever the outcome, learning will take place.

v. Plural Structure

The nature of the research embodies a multiplicity of views, commentaries and critiques, leading to multiple possible actions and interpretations. This plural structure of inquiry requires a plural text for reporting. This means that there will be many accounts made explicit, with commentaries on their contradictions, and a range of options for action presented. A report, therefore, acts as a support for ongoing discussion among collaborators, rather than a final conclusion fact.

vi. Theory, Practice, Transformation

For action researchers, theory informs practice, practice refines theory, in a continuous transformation. In any setting, people's actions are based on implicitly held assumptions, theories and hypotheses, and with every observed result, theoretical knowledge is enhanced. The two are intertwined aspects of a single change process. It is up to the researchers to make explicit the theoretical justifications for the actions, and to question the bases of those justifications. The ensuing practical applications that follow are subjected to further analysis, in a transformative cycle that continuously alternates emphasis between theory and practice.

- c. Nunan (1992) shows that action research can be carried out by following seven steps.

1.1.14 Action Research Tools

The teacher-researcher can use the following tools to carry out the action research:

- a. Time-on-Task**

After conducting of an action, the teacher/researcher can provide the students with test items related to the action and the score on the test is then analyzed.

- b. Check List**

It is prepared by the teacher to record the observed events.

- c. Individual File**

The individual file for each student's progress can be kept on which reflection and analysis occur.

Along with the above tools, the researcher can make use of 'log portfolio', questionnaire, journal, video tapes, still photograph, case study etc.

After having a short survey on the definition, features, process and tools of action research, what can be said is that action research is a teacher research which is

conducted to resolve the problems in teaching learning process introducing new or existing techniques, teaching aids, methods and so on in a particular situation.

1.2 Review of the Related Literature

The findings of the related research which I consulted during the study are as mentioned below:

Laufer (1989) undertook a research to investigate the gap between vocabulary knowledge and reading comprehension in a foreign language. He asked second language learners to underline the unknown words in a text setting. Despite being one of the lowest accepted grads in some universities, this vocabulary measurement found that most of the learners were successful readers and there was a considerable difference in comprehension sources (as cited in Calixto, 2000).

Tiwari (2001) has carried out a research entitled 'a study of vocabulary achievement of the students of grade X'. The objective of the study was to investigate the students achievement of English vocabulary used in the new English text book for grade X. He found that the total vocabulary achievement of the students was found not satisfactory and there was a great disparity in students' achievement of English vocabulary in different schools.

Tannenbaum et al (2006) carried out a study on relationship between word knowledge and reading comprehension in Third-grade children. The main purpose of the study was to examine the relationship between two dimensions of word knowledge and reading comprehension. The study revealed that between two dimensions of word knowledge: breadth and depth, breadth has a strong relationship to reading comprehension that does depth; however, the two dimensions of word knowledge has significant overlapping variance that contributes to the predictions of reading comprehension.

Biemiller (2007) has conducted a study entitled "The influence of vocabulary on reading acquisition". The objective was to find out the substantial relationship between vocabulary and reading acquisition. He found that vocabulary development is a key factor in successful reading development. He suggested that to increase literacy would be to increase vocabulary during the primary grades.

Hong-yun and Ping (2007) carried out a research to identify the major factors influencing EFL reading comprehension. The findings indicated that reading comprehension is composed of three major components: schema, vocabulary, and motivation and purpose. These three components are made up of the following six factors respectively: textual schema, extra textual schema, vocabulary guessing, vocabulary noticing, motivation and purpose.

Guo (2008) conducted a research that aimed to examine the role of L₂ vocabulary knowledge, syntactic awareness and metacognitive awareness in reading comprehension of adult English language learners. The study revealed that vocabulary knowledge, syntactic awareness has a stronger relationship to reading comprehension than metacognitive awareness.

So far as my study is concerned, it focused on the role of vocabulary on reading comprehension. None of the aforementioned studies have touched this issue. So my study is significantly different from the aforementioned studies. In the department of English Education, T.U., there is no study carried out on the role of vocabulary on reading comprehension so far. Hence, this study hopes to be a new addition in the stock of research.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- a. to find out the role of vocabulary in developing reading comprehension,
- b. to suggest some pedagogical implications of the study.

1.4 Significance of the Study

This study is significant because it aims at finding the role of vocabulary in developing reading comprehension. The teacher and learner will be benefited from this study since they will know the medium of instruction to be adopted while teaching reading comprehension through vocabulary teaching. It is assumed that my study will be a reference to the people involved in the field of ELT. If they specially English teachers go through this study, the study will shed light on the role of vocabulary in reading comprehension. So that they can make further amendments in their teaching. Similarly, it will encourage the concerned personalities to carry out the further research work in this field.

CHAPTER-TWO

METHODOLOGY

In order to accomplish the objectives of this study, I adopted the following methodological strategies.

2.1 Source of Data

I made the use of both the primary and secondary sources of data. Thus, this study was based on the following sources of information.

2.1.2 Primary Sources of Data

The primary sources of data of this study were the students of grade XII of Education stream of Janjyoti Higher Secondary School in Gulariya, Bardiya.

2.1.2 Secondary Sources of Data

For the facilitation of the study, I consulted various books, especially Wallace (1982), Lafufer (1989), Harmer (1991), Richards et al. (1999), Calixto (2000), Carter and Nunan (Eds) (2001), Harmer (2001), O'Brien (2001), Tiwari (2001), Bhattarai (2005), Kumar (2005), Tannenebaum et al. (2006), Biemiller (2007), Guo (2008), Journals, Articles, Internet and other research studies as secondary sources of data.

2.2 Population of the Study

The population of my study were 20 students of Grade XII of Education stream of Janjyoti Higher Secondary School, Gulariya, Bardiya.

2.3 Sampling Procedure

The sampling procedure for this study was as follows:

I purposively selected Shree Janjyoti Higher Secondary School of Bardiya district as my study area. Twenty students from the Grade XII of Education stream of same school were selected using purposive (Judgmental) sampling.

2.4 Tools of Data Collection

I used the pre-test, progress test and post-test as the research tools to elicit the data. The pre-test and post-test included both objective and subjective test items. The inclusion of objective test items, subjective test items or mixture of both in progress tests were depend on the nature of the lessons to be evaluated.

2.5 Process of Data Collection

The process of data collection had been as follows:

- First of all, I prepared the written test items for assessing students' initial proficiency level in reading comprehension.
- Then, I went to the field and built rapport with concerned personalities.
- Then, I took permission to carry out my research on the students of grade XII of Education Stream.
- After that, I met students of grade XII of Education stream and explained the purpose of my study.
- Then, I administered the pre-test to find out their proficiency in English vocabulary and reading comprehension before conducting an actual action research.

- After analyzing the scores of the students' on the pre-test, I started teaching English vocabulary and reading comprehension according to daily lesson plan and end of each classroom teaching, I tested their understanding level.
- In the interval of 5 days, I administered the progress test also.
- Then, finally in the interval of 1 month, I administered the post-test to assess the role of vocabulary in developing reading comprehensions.

2.6 Limitations of the Study

The researcher has attempted to limit the study within the following limitations:

- The study was limited to Janjyoti Higher Secondary School, Gulariya, Bardiya.
- Only the twenty students of Grade XII of Education stream of this school have been included in this study.
- The research tools to elicit the data for this study were pre-test, progressive test and post-test.
- It has been limited to only the classroom situation of Janjyoti Higher Secondary School, Gulariya, Bardiya.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from the primary sources. The primary sources of data for my study were the students of Grade XII under education stream of Shree Janjyoti Higher Secondary School, Gulariya, Bardiya. To elicit the data, I administered pre-test, 4 progress- tests and post-test respectively. At first, the pre-test was administered and the scores were recorded. Then they were taught for four weeks. First, second, third and fourth progress tests were administered during teaching in the interval of five classes. At last, the post-test was administered. Then, I grouped the sources of the students in pre-test, progress- tests and post-test respectively in ascending order and the scores were marked by constant (x). Then I recorded the frequency (f) of the students respectively in pre-test, progress test and post-test. After that, I calculated the sum total frequency or the number of the students and (fx). Then, the total sum of the (fx) was divided by the total number of the students and the average mean score was calculated. After that I converted the average mean score (\bar{X}) into percentage, to analyze and interpreter from different perspectives.

I have tabulated, analyzed, interpreted and compared the data in the following way.

- a. Holistically
- b. Individual test-wise

3.1 Holistic Analysis

The scores of the students as a whole in the pre-test, progress-test and the post-test were as follows:

Table No. 3.1
Holistic Comparison of the Tests

Tests	Full marks	Mean score (\bar{X})	Percentage
Pre-test	40	10.1	33.66
First progress test	10	3.6	36
Second progress test	10	4.15	41.5
Third progress test	10	4.85	48.5
Fourth progress test	10	5.6	56
Post-test	40	19.5	65

The table on 3.1 shows that the average mean score in the pre-test is 10.1 (i.e. 33.66%), in the first progress test is 3.6 (i.e. 36%) in the second progress test is 4.15 (i.e. 41.5%), in the third progress test is 4.85 (i.e. 48.5%), in the fourth progress test is 5.6 (i.e. 56%) and in the post-test is 19.5 (i.e. 65%). These results clearly present the regular progress of the students in the level of comprehension.

3.2 Individual test-wise

The individual test-wise analysis of the scores of the students in pre-test, progress-test and post-test were as follows:

3.2.1 Analysis and Interpretation of the Pre-Test

Before I stated actual teaching, I administered the pre-test to find out the proficiency level of the students in reading comprehension. The full marks of the pre-test was 40. The test items included in the pre-test were two comprehension passages.

Table No. 3.2
The scores of the students in the pre-test

Scores (x)	The frequency number of the students(f)	fx
2	1	2
4	1	4
5	2	10
6	1	6
7	1	7
8	3	24
9	2	18
10	1	10
12	3	36
16	3	48
17	1	17
20	1	20
Total	20	202
The average mean score (\bar{X}) = 10.1 (33.66%)		

As the table No. 3.2 shows that the average mean score in the pre-test is 10.1 out of 30. It contains the 33.66% of the total full mark.

In this test, the highest mark is 20, scored by only one student and the lowest is 2, scored by only one student also and 8 students scored the marks that is above the mean score and 12 students scored that is below the mean score. The result of the pre-test is not satisfactory because majority of the students has scored below the average mean score. As a result my attention was drawn to seek the alternative ways to normal classroom teaching for teaching reading comprehension.

3.2.2 Analysis and Interpretation of the First Progress Test

After conducting the pre-test, I administered the first progress test in the interval of the first five classes. The total full mark of this test was 10.

Table No. 3.3

The scores of the students in the first progress test

Scores (x)	The frequency number of the students (f)	fx
2	1	2
2.5	1	2.5
3	7	21
3.5	4	14
4	3	12
5	3	15
5.5	1	5.5
Total	20	72
The average mean score (\bar{X}) = 3.6 (36%)		

The table No. 3.3 reveals the fact that the average mean score in the first progress test is 3.6 out of 10. It contains 36% of total full mark.

In this test, the highest mark is 5.5, scored by only one student and the lowest is 2, also scored by only one student.

The average mean score of the first progress test has increased by 2.34% in comparison to the pre-test. What I found was that their scores were distributed under the average score in the pre-test, whereas in the first progress test they scored higher than that. It showed that teaching through teaching vocabulary has developed students' reading comprehension.

3.2.3 Analysis and Interpretation of the Second Progress Test

After conducting the first progress test, another five classes later, the second progress test was administered. The total full mark of this test was 10.

Table No. 3.4

The scores of the students in the second progress test

Scores (x)	The frequency number of the students (f)	fx
3	4	12
3.5	3	10.5
4	6	24
4.5	2	9
5	1	5
5.5	3	16.5
6	1	6
Total	20	83
The average mean score (\bar{X}) = 4.15 (41.5%)		

The table No. 3.4 shows that the average mean score rating of overall second progress test is 4.15 out of 10. It contains the 41.5% of the total full mark.

In this test, the highest mark is 6, scored by only one student and the lowest is 4, scored by 4 students. The average mean score of the second progress test has

increased by 5.5% in comparison to the first progress test. The progress of the students has shown is significant evidence in support of teaching reading comprehension through teaching vocabulary.

3.2.4 Analysis and Interpretation of the Third Progress Test

After conducting the second progress test, another five days later, I administered the third progress test. The total full mark of this test was also 10.

Table No. 3. 5

The scores of the students in the third progress test

Scores (x)	The frequency number of the students (f)	fx
2	2	4
3	2	6
4	2	8
4.5	2	9
5	4	20
5.5	1	5.5
6	3	18
6.5	3	19.5
7	1	7
Total	20	97
The average mean score (\bar{X}) = 4.85 (48.5%)		

The table no. 3.5 reveals the fact that the average mean score in the third progress test is 4.85 out of 10. It contains 48.5% of the total full mark.

In this test the highest mark is 7, scored by only one student and the lowest is 2, scored by 2 students. The average mean score of the third progress test has increased by 7% in comparison to the second progress test. The claim I want to

make is that teaching vocabulary plays significant role in teaching reading comprehension. It shows that teaching vocabulary is really a successful way.

3.2.5 Analysis and Interpretation of the Fourth Progress Test

Similarly, after conducting the third progress test, I conducted the fourth progress test after five classes later to determine the progress of the students in developing reading comprehension. The full mark of the test was also 10.

Table No. 3.6
The scores of the students in the fourth progress test

Scores (x)	The frequency number of the students (f)	fx
3	2	6
3.5	1	3.5
4	3	12
4.5	1	4.5
5	1	5
5.5	1	5.5
6	4	24
7	3	21
7.5	3	22.5
8	1	8
Total	20	112
The average mean score (\bar{X}) = 5.6 (56%)		

The table No. 3.6 shows that the average mean source in the fourth progress test is 5.6 out of 10. It contains the 56% of the total Full marks.

In this test, the highest mark is 8, scored by only one student and the lowest is 3, scored by 2 students.

The average mean score of the fourth progress test has increased by 7.5% in comparison to the third progress test. Again the progress is the same to the previous one.

3.2.6 Analysis and Interpretation of the Post-Test

After taking the pre-test and four progress test, I conducted the post-test at the end of the action research. I administered the same test items for Pre-test and Post-test to maintain the difficulty level.

Table No. 3.7

The scores of the students in the Post-Test

Scores (x)	The frequency number of the students (f)	fx
10	1	10
12	1	12
13	1	13
14	1	14
15	1	15
16	2	32
17	1	17
19	1	19
20	2	40
21	1	21
23	2	46
24	4	96
27	1	27
28	1	28
Total	20	112
The average mean score (\bar{X}) = 19.5(65%)		

The table No. 3.7 reveals the fact that the average mean score rating of over all post-test is 19.5 out of 30. It contains the 65% of total full mark.

In this test, the highest mark is 28, scored by only one student and the lowest is 10, scored by also only one student.

The average mean score of the post-test has increased by nine 9% in comparison to the fourth progress test and the incensement in comparison to pre-test is 31.34%. This result clearly shows that teaching vocabulary is really an effective way of teaching reading comprehension.

3.2.7 Gender wise Holistic Comparison

There were altogether 20 students under my study. Among them boys were 8 and girls were 12. So, interms of gender, I analyzed and interpreted the data on the basis of boys and girls.

Table No. 3.8
Gender wise Holistic Comparison

Gender	Pre-test		First Progress test		Second Progress test		Third Progress test		Fourth Progress test		Post-test	
	O.M. (\bar{X})	%	O.M. (\bar{X})	%	O.M. (\bar{X})	%	O.M. (\bar{X})	%	O.M. (\bar{X})	%	O.M. (\bar{X})	%
Boys	9.37	31.23	3.43	34.3	4.06	40.60	4.56	45.6	5.06	50.6	18	60
Girls	10.58	35.26	3.70	37	4.20	42	5.04	50.4	5.95	59.5	20.5	68.55

The above table No. 3.8 shows that the average mean score of boys in pre-test is 9.37 (i.e. 31.23%), in the first progress test of is 3.43 (i.e. 34.3%), in the second progress test, 4.06 (i.e. 40.6%), in the third progress-test 4.56 (i.e. 45.6 %) in the fourth progress-test 5.06 (i.e. 50.6%) and in the post- test is 18 (i.e. 60 %).

Similarly, the average mean score of girls in the pre- test is 10.58 (i.e. 35.26%), in the first progress test 3.70 (i.e. 37 %), in the second progress test 4.20 (i.e. 42%),

in third progress test 5.04 (i.e. 50.4%), in the fourth progress 5.95%) and in the post-test 20.5 (i.e. 68.55%).

Thus, above analysis shows that, the average mean score of the girls is higher than those of the boys in all the tests.

CHAPTER -FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

After rigorous analysis of the information data obtained from the respondents, I have drawn the following findings.

1. After analysis the test results of the pre-test, progress- test and post-test, it was found that students' reading comprehension was gradually developed when it was taught through teaching vocabulary. Vocabulary plays the vital role in developing reading comprehension.
2. After comparing the results of the pre and post-test, it was found that the average mean score of the post-test was increased by 31.34% in comparison to the pre-test.
3. After comparing the results of four progress tests, it was found that the average mean score of the first progress test was increased by 2.34 % in comparison to the pre-test. Similarly, the average mean score of the second progress test was increased by 5.5% in comparison to the first progress test. Likewise, the average mean score of the third progress test was increased by 7 % in comparison to the second progress test. In the same way, the average mean score of the fourth progress test was increased by 8.5% in comparison to the third progress test.
4. Similarly, after comparing the progress rate of four progress tests, it was found that the progress rate of the average mean scores kept on increasing gradually.
5. After analyzing and comparing the results of the pre-test progress-tests and post-test, it was found that girls have higher proficiency in reading comprehension than those of the boys.

4.2 Recommendations

On the basis of the findings, I have made the following recommendations for pedagogical implications of the study.

1. Since the students have shown continuous progress in the tests i.e. pre-test, progress-test and post-test, respectively, it can be concluded that vocabulary plays the vital role in developing reading comprehension. Hence the English language teachers are strongly advised to teach vocabulary while teaching reading comprehension.
2. The teacher should use different appropriate techniques to make students vocabularies.
 - Through teaching pronunciation
 - Through teaching spelling
 - Through teaching meaning
3. Finally, in future, this type of studies should be carried out in a larger scale by the concerned authority, it helps to propose any comprehensive measure confidently.

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Appendix IV

The Result of Pre and Post Text

S.N.	Students Name	Full Marks	Obtain Marks	
			Pre-test	Post-test
1	A	30	12	24
2	B	30	16	24
3	C	30	6	17
4	D	30	17	23
5	E	30	9	27
6	F	30	5	12
7	G	30	4	15
8	H	30	8	16
9	I	30	9	24
10	J	30	20	28
11	K	30	2	10
12	L	30	12	20
13	M	30	8	20
14	N	30	12	19
15	O	30	5	13
16	P	30	10	21
17	Q	30	7	16
18	R	30	8	14
19	S	30	16	24
20	T	30	16	23

The Result of All Progress Test

S.N.	Students Name	F.M.	Obtain Mark in Progress Tests			
			First	Second	Third	Fourth
1	A	10	4	4	5.5	7.5
2	B	10	4	3.5	7	7
3	c	10	3	3	4.5	6
4	d	10	3.5	5	6	6
5	E	10	3	3.5	4.5	5
6	F	10	2	3	3	3
7	G	10	3	4	4	4.5
8	H	10	3.5	3.5	3	4
9	I	10	2.5	3	2	3.5
10	J	10	5	5	6	7
11	K	10	3.5	3	2	3
12	L	10	4	5	6	7.5
13	M	10	3.5	3.5	5	5.3
14	N	10	3	5	6.5	6.5
15	O	10	5	4	5	4.5
16	P	10	4	4.5	4	4
17	Q	10	3	3.5	5	6
18	R	10	3.5	4	5	6
19	S	10	5	5	6.5	7.5
20	T	10	4	6	5	8