CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of communication through which we share our feelings, ideas, thoughts, desires and opinions. So, there is a great need of language. Language can also be taken as a social phenomenon, which is used in our society to establish relationship among the human beings. We can compare it as a tool for human beings to communicate with each other.

Wardhaugh (1998) says language is "what the members of a particular society speak." Language is the expression of human personality. It is a form of social behaviour that enables the individual to co-operate with other in a group. The major function of language is to communicate.

Chomsky (2002) views that the topic of language is particular state of human brains which seeks to unearth the nature and properties of linguistic states, their development and variety and their basis in innate biological endowment. This endowment helps to determine the close approximately among humans over a broad range.

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

We know that different languages are spoken in the world. Of all the languages in the world today, English is regarded as a world language. "It is the world's

most widely spoken language and the common means of communication between the people of different nations. One person out of every four on earth can be reached through English" (Verghese, 1989). It is true that English is the mother tongue of most of the people of Great Britain, Canada, USA and Australia. In Nepal, its position is a foreign language.

Nepal has been an active member of international organizations like UNO, UNESCO and SAARC. English is one of the official languages used in these organizations. It is one of the many modern languages which are being taught and learnt in many countries of the world. It plays a vital role in the development of international trade, transport and communication. So, it is accepted as an international lingua-franca and a medium of global communication.

Many doctors, engineers, pilots, foreign diplomats and high technical personalities should have the knowledge of English; it is very difficult to get success in higher levels of education. "English has become indispensable vehicle to the transmission of modern civilization into the nation. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantage of world citizen" Bhattarai (1994). Anyone who has a good command of the English language can easily visit and survive in any part of the world.

In Nepal, English has been taught as a foreign language. No doubt, learning a foreign or second language is not an easy task. It needs a lot of a time and effort to have mastery over all the levels of language. These levels are phonology, morphology, grammar, and semantics. Of these, phonology and morphology are very important level because a language learner begins the journey of language form these levels. While learning a language, vocabulary plays the most important role. The full and effective use of the English vocabulary is essential for successful communication.

Each language consists of vocabulary items which are the main instruments to express the ideas. The more the vocabulary items we have the more we can express. Vocabulary is the nucleus of the language and it helps to nourish the knowledge of language. If the appropriate vocabulary is not acquired then the language structure would just like the oar less boat in the ocean.

According to Wallace (1982, p.9), It has often been remarked how strange it is that comparatively little has been written on the teaching and learning a foreign language vocabulary, because there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language (Wallace, 1982). This definition points out the requirement of teaching and learning vocabulary items while learning foreign language. If it is accomplished the criteria of selection, it will be more effective.

1.1.1 Defining Vocabulary

The term vocabulary refers to the total number of words that make up a language. Lexicon, lexical items are synonyms for vocabulary. The lexicon has been characterized as a mental inventory of words and productive and derivational processes, the term vocabulary is defined differently in various books.

According to Richards et al. (1985) "vocabulary refers to a set of lexemes, including single words, compound words and idioms." "If language structures make up the skeleton of language then it is vocabulary that provides the vital organs and flesh." [Harmer (1991)] since vocabulary functions as the vital organs and flesh of language learning, it is of great importance.

Hockett (1958) defines "word as any segment of a sentence bounded by successive point at which pausing is possible. Word is a combination of sounds acting as a stimulus to bring into attention, the experience to which it has become attached by use" (Fries 1957) similarly, defining vocabulary Verghese (1989)" word used in a language constitutes vocabulary".

According to Celce-Murcia and Larsen-Freeman (1983), "we take a considerably broader view of the lexicon; we consider it to comprise not only single words but also word compounds and conventionalized multiword forms."

 Similarly, Wilkins (1972) writes that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed."

We can conclude that 'vocabulary' can be a single word or a group of words that take a single meaning. For example 'post- office' and 'brother-in-law' which are made up of two and three words but express a single idea i.e. meaning.

Learners need to learn what vocabulary is and how it is used in the language. To manipulate grammatical structure doesn't have any potential for expressing meaning unless words are used. So, a great store of vocabulary is crucial for communication. In language, a major aim of teaching programme is to help students to gain a large vocabulary of useful words. A word may be used in different ways in different situations. Without having an adequate number of vocabularies, no one can speak any language fluently and appropriately. People feel frustrated when they do not find the appropriate words while speaking the target language. Vocabulary is an important aspects of language without it no one can express his ideas and thoughts, so, it is the basic unit of language.

1.1.2 Types of Vocabulary

Vocabulary can be classified on the basis of different criteria. Basically, there are mainly two types: active and passive vocabulary Harmer (1991).

The former refers to the vocabulary that students have been taught or learnt which they are expected to be able to use whilst the latter refers to the words, which the students will recognize when they meet them but which they will not be able to produce." This description reveals that those words that an individual used more frequently are called active vocabulary. On the other hand, those

words which can be understood but not frequently use are called passive vocabulary.

The vocabulary can also be classified into two categories on the basis of the types of meaning they convey: concrete and abstract. If a word refers to an object with a concrete shape, it is called concrete vocabulary e.g. Bag, stick, house etc. on the contrary, if it signifies something which has no definite shape, size or measurement and it entirely dependent on our personal imagination, it is also called abstract vocabulary, works like love, kindness, bravery etc, come under this vocabulary .

Vocabulary is also divided into recognition and production vocabulary (Gyawali, 2004). The vocabulary that conveys meaning is recognition vocabulary, and the vocabulary that is used for communication is production vocabulary. Recognition vocabulary is the receptive of the student and productive in the active vocabulary used in speech or writing. Receptive and productive vocabulary is another distinction resembling with the recognition and production vocabulary.

Fries (1945) classifies English word into four different groups, viz. (i) function or structural word, (ii) substitute words, (iii) grammatically distributed words, and (iv) content words. According to him function words refer to the grammatical words which have no meaning in isolation. Substitute words replace a class and several classes of words. Grammatically-disturbed words, he refers to word like 'some', 'any' which show unusual grammatical restrictions in distribution. These words serve as links in a syntactic string.

Richards et al. (1985) divide word into two classes: content and function words. "the word which refers to thing quality, state or action and which have meaning in isolation are known as content words and the words which have little meaning on their own, but show grammatical relationship in between sentences are known as function words." This shows the attachment of meaning which keeps on changing as per the context and collection

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Similarly, broadly words can be categorized into two types: content and structural words. Content words are also called lexical or full words. They are defined as the words which have stable lexical meaning. Content words are meaningful in isolation as; nouns, verbs, adjectives and adverbs. On the other hand, structural words have no meaning of their own. They are also called grammatical or empty or function words. Structural words give mathematical meaning as auxiliaries, prepositions, conjunctions, pronouns etc.

The similar distinctions are made by Lado (1964), into three levels.

i. Vocabulary to operate the patterns and illustrate the pronunciation of the language
ii. Vocabulary to communicate in different areas of wide currency and
iii. Aesthetic and technical vocabularies.

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

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

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

the types of word, arts and arts (1986), there are three types of words: simple, compound and complex.

Simple word consists of a single free morpheme followed not to combine any affixes.

Compound word consists of two or more free morphemes where the constituents themselves and constitutes are words, e.g. Black tea, copyright. Compound word is a lexical item composed of two or more pats of written (-) where the parts themselves are usually words e.g. Bus Park.

Complex word consists of a root and one or more derivational affixes, e.g., babyhood, determination etc.

In short a word is the smallest meaningful unit of speech that can occur in isolation. Todd (1991) says that the term word is used for the following five senses:

  i. Orthographical word
  ii.   Phonological word
  iii.   Morphological word
  iv. Lexical word
  v.   Semantic word

I. Orthographical word: it represents the word in its conventional alphabetical writing. It has space on either side. For example, go, come, stone, pen and so on

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

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

IV. Lexical word: It is also called lexeme. The lexical word is an abstract unit which underlies many morphological words. For example, the set of morphological words play, plays, playing, played represent a single lexeme.

V. Semantic word: It consists the meaning of a linguistic unit. The one morphological word 'ball' represents two semantic words because it has two different unrelated meanings.

1.1.3 Aspect of Vocabulary

It is the widespread concept that the teaching of vocabulary purports the teaching of meanings of the world. Teaching vocabulary is an entire notion, which contains various aspects of vocabulary. Teaching vocabulary is not only to present new words and work with their meanings, but also to consider other issue i.e. to work with the uses in different ways. It has great importance that which aspect of the word has to be focused in teaching. Harmer (1991) says knowing a word means far more than just understanding its meaning. He has made a summary of knowing a word as below:

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

1.1.4 Words Meaning

Most of the words have more than one meaning. So, we cannot decipher the meaning of a word in isolation. Harmer (1991) has described the trend of meaning change in different contexts giving examples of the word 'book' with various meanings. Everyone has to look at the context before she/ he deciphers the meanings. Another example of it is the word 'bank' has been completed by different meanings in different context, through its form is same. The words 'bank' has two meanings: a financial institution and sloppy side of a river in different context. To observe this difference it would be relevant to see the two sentences:

We go to the bank to collect money.

Bank of the river is full of people who go for fishing.

From the examples above, it is obvious that context of the word determines the meaning of the word. Another example would be the word 'bed' in the following sentences in which we can observe a variation in meaning which should be taught to the students clearly to avoid confusion.

The boy is sleeping on bed.

On the bed of the lake, there is a great stone.

Machine rests on a bed of a concrete.

Sense relation is another aspect of vocabulary to determine the meaning. 'The meaning of a word can be understood and learnt in terms of the relationship with other words in the language (Gairns and Redman, 1988). 'Words are not only the meaning containers and role players but they have relationship' (Yule, 1985: 118). The sense relation in semantic study can be well known as the sense relationship which makes the study of following features:

Lexical /sense relation

Synonymy Antonymy Hyponymy   Prototype   Homophyony
Metonymy

Homonymy

Polysemy

Synonymy: it refers to the two or more vocabulary items sharing close meaning or they are interchanging in limited area. For example, cute pretty, glass cup, reply answer. Synonyms generally the sameness of meaning but it does not always total sameness. Yule (1985) says "It should be noted that the idea of sameness of meaning used in discussing synonyms is not necessarily total sameness." Sometimes the synonyms of a word would be odd in the use of sentences, e.g. Cathy had only one correct answer on the test, in this sentence the use of 'reply', the near synonyms of 'answer' would sound odd.

Antonym: the meaning of word obtaining in contrast with opposite word is called antonym eg. Good bad, big small, long short. Context determines the meaning of an item of vocabulary. 'Context limits the boundary of meaning as in the opposite of 'dry' in general sense 'wet' can be applied most commonly but for the 'dry wine' the antonym would be 'sweet mine' (Mackey 1965). According to this view the opposite pairs of each other do not necessarily imply the opposite meaning of each other.

Hyponymy: the words are related to each other in terms of inclusion. The important relation of vocabulary in which one word derives from the other words. Richard et al (1985) describes it as a relationship between two words, in which the meaning of one of the word includes the other words. For example, 'animal' and 'cow' are related to one another, in which 'cow' refers to 'animal' and 'animal' is general term to include various kinds of 'animals' and 'cow' is one category. For example,

Animal

Horse   Cow   Bull   Wolf   Dog   Elephant   Bear

Yule (1985:119) describes hyponymy in terms of hierarchical relationship. He further says that one can represent the relationship between a set of words as the following chart.

Living things

Animal   Plant

Horse   Dog   Cow   Flower   Tree   Vegetable
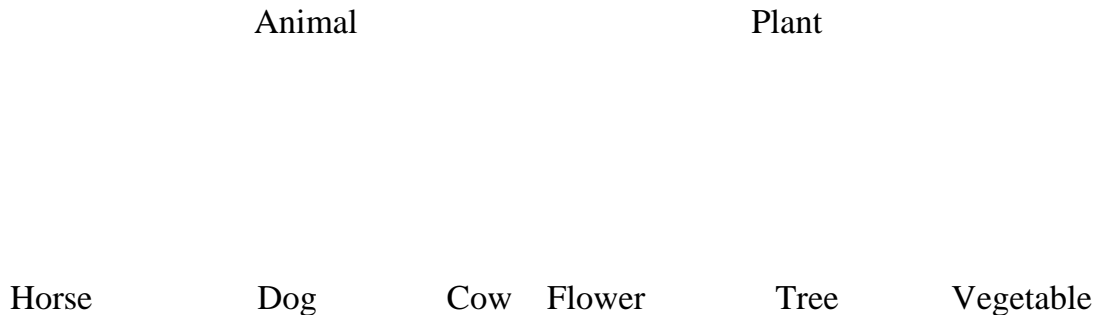
This chart shows that 'horse' is hyponym of 'animal' and 'flower' is hyponym of 'plant'. When two or more terms share the same upper ordinate (higher-up) term they are said to be co-hyponym (Yule 1985). In this sense 'horse', 'dog' and 'cow' are co-hyponyms of 'animal'. As the same 'vegetable', 'tree', 'flower' are co-hyponyms of 'plant'.

Prototype: prototype means the first design of something form which other forms are derived. For example, vehicle   motorbike   bus, bird   robin. 'Prototype as the element useful to explain meaning not in terms of components features but in terms of resemblance to clearest exemplar' (Yule, 1985). The pigeon and sparrow are the closer prototype than eagle and ostrich to make the clear concept of bird.

Homophony: It is used to describe the relationship among words in language. This is the term in which two or more different words have the same pronunciation but different written forms and meaning. For example, some   sum, meet   meat, bare   bear, etc.

Homonymy: homonyms are the words having quite separate meanings, but which has accidentally come to have exactly the same form (Yule, 1985). Homonymy is another important aspect to teach to the students for the effective vocabulary teaching. Homonyms are the different lexemes with the same form. For example, keep (stay)   keep (continue), hard (adj.)   (difficult to do something)   hard (adj.)   (without sympathy or affection), grave (n.) (the place to burry the dead body) grave(adj.)   (a very serious situation).

Polysemy: polysemy is a form (written or spoken) having multiple meanings which are all related by extension (Yule, 1985). Palmer (1976) describes it as 'if a word has a set of different meaning it is known as polysemy. He presents the example of the word 'flight' with several meaning. For example,

Passing through air

Power of flying

Air journey

Flight   Unit of the air force

Volley

Disgression

Series of steps

Metonymy: this is a different type or relationship between words based on a close connection in every-day experience. 'This connection is based on a container-contents relation (bottle coke   beer, can   juice, pan   soup), a whole - part relation (car   wheels   string   head light, house   roof   room   veranda), or a representative symbol relationship (king   crown, the president   the white house). These all are metonymy' (Yule, 1985). Another example of metonymy is in the following sentence:

After, sword and pen have forfeited their ancient English dower of inward happiness.

Here, 'alter' , 'sword' and 'pen' mean 'clergyman', 'soldiers' and 'writers' respectively.

Beside the element included in sense relation, connotation and denotation are the element to be taught in teaching vocabulary. Varied use of stress changes the meaning of the same word. So, in the absence of its knowledge the communication process can be disturbed.

1.1.5 Word Use

Word use is another aspect to be taught to the students, i.e., the way a word meaning is changed, extended and restricted according to the use of it. In English language the words can be used in the following ways:

Metaphor: Metaphor is the use of word to indicate something different from the literal meaning of that word or words. The meaning of a word can be extended through the metaphorical use of it. Metaphor is a sort of figurative use in which the extension is on the basis of similarity. 'One is not imply using the term in one sense, but is saying something different though related and working through the established sense in order in to do it. It's a double operation (Wallwork, 1969). For example, 'stone' literally means non-metallic solid mineral matter.' But we extend its meaning to describe the cruel heart of a person, e.g. 'He has a heart of stone.' This is the metaphorical use of the word 'stone'. Abram says "In a metaphor, a word or expression which in literal use denotes one kind of thing or action is applied to a distinctly different kind of thing or action, without asserting a comparison." In the sentence 'His words stabbed at her heart', the effect of the word 'stab' is compared to the stabbing of knife (Richards et al, 1985).

Idiom: Idiom refers to a sequence of words which is semantically and often syntactically restricted in a single unit. Semantic point of view, the meaning of

the individual words cannot be summed to produce the meaning of the idiomatic expression as a whole. In syntactic point of view, the words often do not permit the usual variability they display in other contexts. For example, 'It's raining cats and gods' doesn't permit its raining a cat and a dog/dogs and cats. An alternative terminology refers to idioms as habitual collocations. It is a kind of language which is used by a particular group of people. For example, In these days I have been standing on the horn of dilemma because of my study. He washed his hands off the matter.

According to Wallace (1982) idioms contain three elements:

    i.   Idioms consist of more than one word

    ii.   Idioms have fixed collocations and

    iii.   Idioms are semantically opaque.

The meaning of the words used as idiom has no direct connection. For example, 'storm in a tea pot fuss about something that is not really important). So, such idioms need also to be taught to the students.

Collocation: Collection is something which permeates all language. According Wallwork (1969) "collocation simply means 'placing together' of two or more words or phrases." Collocation is the association of one lexical item with another lexical item. It is out side grammar as it has no connection with the word class of a word and has limited choice but it is an open system. To quote Mc Carthy (1998), 'Collocation is a marriage contract between words, and some words are firmly married to each other than others' (in Wasti 1998). So, collocation means mutual relationship between words in which the preceding words determines the meaning of another word with which it collocates. It refers to the restriction on how words can be used together, e.g. means meal will be served outside whether permitting, but not weather allowing. Similarly, high does not collocate with chance but with probability: a high probability, a good chance. Simply, what can be said is if the learners do

not know collocation well, then the whole vocabulary learning situation gets ridiculous. Therefore, it is the duty of a language teacher to instruct the right use of collocation for better communication.

Style: Different words used to express the same meaning in different situations and contexts. Such use of language is called style. In Wall Work's (1969) words "it is however a protean word which is used in so many ways by so many different writers that it is now difficult to use it with any technical sharpness." At the time of using language different types of style can be used such as: personal, impersonal, formal, informal, neutral etc. for example, the word beginning is the neutral expression whereas 'commencement' is the formal expression, but both have the same meaning. The use of language different elements differ the meaning because of the style. Students need to recognize the use of style for the recognition of communication process.

Register: A register is defined as a variety of language distinguished according to use. Richards et. al. (1985) defines the term register in his dictionary as 'a speech variety used by a particular group of people usually sharing the same occupation or the same interest.' A young lecture, for example, will speak differently while communicating with his wife, children, father, colleagues, students, shopkeepers and so on.

1.1.6 Word Formation

Word formation is the process of making new words through the use of different affixes and other elements. Words can change their shape and grammatical use, too. The same word can be used in different ways by adding suffixes, prefixes and by changing the spelling of words. So students need to know about the formation of words.

Yule (1985) talks about words formation as "the study of the processes whereby new words come into the relatively straight forward process for the changing of their structure." In other words, word formation is the process to

make constant evaluation of language in terms of new invention of words and new uses of old terms to bring vitality and creativeness to shape language according to the need of the language users. He has categorized word formation word formation in the following different ways:

Coinage

Borrowing

Compounding

Blending

Clipping

Back formation

Conversion

Acronyms

Derivation

Affixation

Multiple processes

Modification

Reduplication

Linguistically we may define a word briefly as a minimum free form, consisting of one or more morphemes. Hockett's (1970) concept, 'morphemes are the smallest individuality meaningful elements in the utterances of language'. A morpheme is a significant or meaningful elements in the utterances of language'. A morpheme is a significant or meaningful unit and it

may be either bond or free (Potter, 1957). Those morphemes which exist as a word in isolation are called free morphemes. Such morphemes are called stems or roots or base. Those morphemes are called stems or roots or bases. Those morphemes which do not appear alone as single word are called bound morphemes. They are attached with other morphemes to form the word. The bound morphemes play vital role in words formation. These bound morphemes in other words are also called affixes.

Coinage is the combination of words for making new words. Two words can be combined to make one item: a single compound word or two separate, sometimes hyphenated words (book-case, follow-up. Two words can be blended to form one word i.e. called blending, for example,

Hotel +motor=motel

Breakfast+ lunch=brunch

To form a new word by the removal of an affix from the existing words is called back formation, e.g. Televise from television, peddle from peddler. Likewise, words can be formed by borrowing from another language e.g. Voyager is borrowed in English from French language. The technique of grouping the initial letters to from a new world is known as acronym, e.g. UNO from United Nations organization.

Derive a word from another word by changing a sound segment/ spelling in writing is called modification, e.g. man-men, women-women, foot-feet.

Reduplication is the process of word formation in which prefix or suffix reflects certain phonological characteristics of the root, for example, tip-top, ding-dong. A word can be co-opted from one part of speech and used as another process called conversation. New words can be coined by shortening/ clipping longer words. For example, flue from influenza.

Affixation is the morphological process where by grammatical or lexical information is added to a stem. Crystal (1984) divides affixation into two types: inflectional and derivational.

I. Inflectional

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

II. Derivation

Derivation is the most common word formation process used for the production of new words. In derivation a large number of small bits of language called affixes are added to other words. E.g. un, mis, pre, dis, ful, ness, ment, ism, ish are added in the words like unable, misfortune, predetermine, discomfort, helpful, goodness, development, heroism, bookish, etc. We can say that derivation is a process where new words are formed from the existing words, as; play   player, move   movable.

Two free morphemes can also combine to form the next word. The word composed by such combination is called compound word. The term 'book case' contains two free morphemes 'book' ane 'case'. So, students need to know about such infection, derivation and compounding of the words.

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

1.1.7 Word Grammar

Words and their morphology are a part of grammar of a language. That is called word grammar. In linguistics, words of English language are grouped in different word classes which are also called 'parts of speech' in traditional grammar. The word is also known as a word grammar. As the words change according to their grammatical meaning the use of certain words can trigger the use of certain grammatical meaning (Harmer, 1997).

According to traditional grammar words are divided into eight parts of speech. They are noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection. All these word classes have also their own grammar, e.g., nouns are classified in different ways as countable and uncountable, animate and inanimate, singular and plural. Similarly, pronouns have their own grammar as singular, plural, personal pronouns, reflexive pronouns and demonstrative pronouns.

As the same, adjectives have their own grammar like regular and irregular, i.e. good best, bad worse worst, many more most. Some adjectives are followed by prepositions as well as aware of, interested in, proud at, regardless of, embarrassed about, etc. adverbs can be placed and used differently to bring meaning change. Adverbs like pre-verb like realistically in - realistically, there is little prospects of winning game with the great team. And post-verbs like slowly in would you mind speaking slowly? Quickly in - my heart started to beat quickly.

Verbs trigger certain grammar too (Harmer, 1991). Verbs have singular and plural forms. For example, go (plural) and goes (singular). Some verbs take '-d' or '-ed' to form past participate. For example, watch (present), watched (past). Such verbs are called regular verbs. Some verbs do not take '-d' or '-ed' and they form past and past participle in their own way. For example, eat (persent), ate (past). Eaten (past participle). They are called irregular verbs. Some verbs remain same in the present, past and past participle (put-put-put). Verbs are

also divided into two: main verbs and auxiliary verbs. Some auxiliary verbs like 'do', 'be' and 'have' can be used even as main verbs and other auxiliary verbs like 'can', 'may', 'will' etc are called modal auxiliaries. Such model auxiliary verbs do not take 'to' - infinitive after them. Some verbs are multi-word verbs such as phrasal verbs and prepositional verbs 'look after' and 'put down' are used as phrasal verb and prepositional verbs respectively.

From the above discussion, one can say that knowing a word means not just understanding the core meaning of a word but more than that. So, the teacher must help the learning to understand the word in general use as well as in particular. The word knowledge helps the learners to manipulate both the forms and meaning of the word in different ways.

1.1.8 Important of Vocabulary Teaching

Vocabulary is the indispensable aspect of language. Realizing the importance of vocabulary, "If language structures make the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" Harmer (1991). It is true that without the use of meaningful words, no communication is possible. The structural aspect of language is also important factor in vocabulary teaching. Though, it is possible to have to knowledge of how the system works and yet not be able to communicate in it; whereas if we have the vocabulary we need, it is usually possible to communicate reasonably well.

Language learning is a matter of learning vocabulary of that language. So, we express our feelings, thoughts, ideas etc. we must have adequate knowledge of vocabulary. When we do not have vocabulary, we are not successful to communicate our ideas. In this regard Wallace (1982) says "it has often been marked how strange it is that comparatively little has been written on the teaching and learning of foreign language is basically a matter of learning the vocabulary of that language."

The vocabulary experts suggest that every person should not select the lexical items, if there is natural selection inherent in the classroom activities. From that, the learners can learn the vocabulary for their necessity. The curriculum designer also should consider the appropriacy of the vocabulary while designing the curriculum. Stressing the importance of vocabulary, Wilkins (1972) says, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Thus, vocabulary teaching is very important.

To determine the learner's need and requirement of vocabulary item, one has to keep oneself up-to-date from the wide knowledge of vocabulary from various field. Stating the importance of vocabulary, Rinsland and Graims (1945) say, "There are the most valuable for a better understanding the learning processes accomplished by and through these symbols." Therefore, the teacher has to make contribution for developing learners' proficiency. We can find that even if one possesses limited vocabulary item, then also he can have a wide knowledge on the subject matter. Therefore, the vocabulary teaching, selection and organization are the essential aspects and in absence of their proper management, language learning is almost impossible. The teacher has to be alert for proper handling of those things while teaching and the teaching should always purport for producing competent language users.

1.1.9 Problems of Vocabulary Teaching

The whole vocabulary of a language is impossible to teach at any one educational level. To solve this problem, we need to select the words that are required to be taught because unless we have some kind of selection and control, we are in grave danger of being lost in the jungle of words. One of the problem of vocabulary teaching is how to select what words to teach. A general principle in the past has been to teach more concrete words at lower level and gradually to more to abstract ones.

Another problem of vocabulary teaching is to make distinction between the active and passive vocabulary. The active vocabulary refers to the vocabulary

that students have been learnt and which the learners are likely to use. On the other hand, the passive vocabulary refers to one which students recognize well while they meet but they are not able to use them well. This distinction becomes confusing when the learners seem to acquire the words and use them well. For instance, sometimes the learners are equally able to know some words better which they are not taught in the classroom and they become able to use the words in the passive vocabulary store.

'A word that students have in their passive store may suddenly become active if the situation or the context provides its use' (Harmer, 1991).

Lack of exposure is another problem for the learners as well as teacher in vocabulary teaching and leaning. If the learners are provided with the sufficient exposure of language, it enables them increasing the vocabulary repertoire, otherwise they face problem in better learning. Another reason for lack of exposure in hesitation to speak English language.

Another problem of vocabulary teaching is that the teachers never teach in the context but in isolation. The formation of word is also not dealt with during the classroom teaching. Students are conditioned to learn through translation in mother tongue to find out the equivalent word of English. The next problem of vocabulary teaching is the proper size of vocabulary or the learners according to their level. Without the knowledge of vocabulary, it would be very difficult to deal with the vocabularies to the learners.

1.1.10 Principles of Teaching-Learning Vocabulary

Teaching-learning vocabulary is also complex process. To know a word in a target language means not only to know its meanings but also to have ability to recognize it in its spoken and written form, recall it at will use it in the appropriate grammatical form and be aware of its collocations and associations. If it is taught without any principle, the learner may not learn the target

vocabulary. According to Wallace (1982). The teaching and learning should be based on the following principles:

1.   **Aims**: At first, the teacher has to be clear about his or her aims: how many words to teach? Which words to teach? How to teach and what practical materials to use ? Unless a teacher is clear on these points, it is difficult to assess how successful the vocabulary teaching-learning has been.

2.   **Quantity:** The teacher may have to decide on the quality of vocabulary to be taught. How many new words in the lesson can learners learn? At what level? The actual number of the new words to be taught also varies level to level and learner to learner.

3.   **Need :** Through syllabus provides the vocabulary to be taught, a teacher can be select vocabulary needed to a group of learners according to the situation. The vocabulary should be presented in response to the students' needs and interest and they are perhaps more likely to remember it. If the teacher feels that his students can cope with a large vocabulary input, he may also decide to supplement the students' vocabulary from source other than the course or syllabus.

4.   **Frequent exposure and repetition**:   We cannot remember a new word simply by hearing it at once. It has to be repeated frequently. The students should be given the opportunity to repeat the new words frequently. It is also said that learners can be their own best teachers if they are exposed to the target language in an appropriate way. So, frequent exposure is a must to the learners to know the vocabulary in a proper way.

5.   **Meaningful presentation:** The vocabulary must be used an unambiguous way. A word may have different meanings in different situations. The word that is going to be learnt should be presented in such a way that its references are perfectly clear and unambiguous.

6.   Presentation in context and situation: The teacher teaches the vocabulary in meaningful context not in isolation. So, from the beginning the words must be presented in its natural context. The words should be learnt in an appropriate situation. The choice of words can vary according to the situation in which we are speaking.

1.1.11 Techniques of Teaching Vocabulary

Vocabulary is an important aspect of language. It should be taught by applying different techniques. Vocabulary should be taught in such a way that it helps learner use it in proper and suitable context. Teachers carelessness lead the learner failing in learning vocabulary so they should be aware of the fact. So, we can say techniques of teaching vocabulary should be perfect in itself. What I mean knowing words mean knowing its pronunciation, spellings and word meanings. Generally, teaching vocabulary consists of teaching pronunciation, spelling and meaning of words.

1.1.12 Techniques of Teaching Spelling

Spelling is the graphic representation of letters in which particular word is written. It is the basic step of writing. Knowledge a particular word involves knowing spelling of that word too. Correct spelling carries professional prestige to the teacher as well as students.

In Harmer (1991) Bhandari (2062) quoted the following techniques for teaching spelling.

a. Copying

Teachers' write the difficult words on the blackboard and the students copy them on their notebook.

b. Dictation

The teachers dictate the words and sentences to the students. The students listen to the teacher and write them. Themselves correction is allowed to the students.

c. Word analysis

Students analyze the word in term of affixation, i.e. prefix, word stem and suffix.

d. Spelling game

Students are involved in a spelling game to teach spelling. For example,

1.

A kind of game	C	H	E	S	S
Glasses we drink tea		U	P		

2.

Food we eat daily		R	I	C	E
Something like big thread			O	P	

3.

E			T				E	
			P					

Make as many words as you can from the above table.

Similarly, Ur (1992) asserts these techniques for teaching spelling as; dictation, reading aloud, discrimination and prediction.

1.1.13 Techniques of Teaching Meaning of a Word

Teaching meaning of a word is a central aspect of teaching vocabulary. Teachers can use different techniques to teach meaning of a new word. Cross (2003) has described the following techniques of teaching meaning of a word as; Ostensive technique, linguistic technique and audio technique. Similarly, Bhandari (2062) has described the following techniques of teaching meaning of a word which are: real object, picture, antonyms, synonyms, mine and gesture, facial expression, definition, translation, associated word, scale and hierarchy, word analysis and etymology.

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

A. Ostensive technique

Ostensive means showing. Obviously what we hold that can be shown in the classroom as; chalk, pen, book, duster, etc. Ostensive techniques include:

a. Realia/ Real objects

Realia means real objects/things. Concrete words can be taught by showing the real objects. For example, apple, orange, stone, pen, book, etc. students get unforgettable impression in the mind after looking at the real object about the new word.

b. Picture

Objects which are not easily carried can be represented by pictures. Teachers may collect useful pictures from cutouts, magazines, newspaper and so on. Some pictures can be drawn on the blackboard which helps the students to understand the meaning of words.

c. Body

Body technique is using the body of the teacher to get meaning of a word. There are three basic ways of making use of body for teaching meaning of a word as;

i. Mime and action: To present many actions as; to play, to run, to walk, quickly, slowly, angrily etc.

ii. Facial expression: To show feelings and thoughts. For example, angry, worry, happy, tired etc.

iii. Gesture: Gesture and posture help the teachers to teach meaning of a word, using hands and arms to show a range of meanings e.g. big, little, cycling, curving etc.

B. Linguistic Technique

Linguistic technique refers to the technique of showing meaning of a new word using teacher talk. The following techniques come under this technique:

a. Synonyms

Synonyms are the word that means the sameness of words. For example, she is a pretty (beautiful) girl.

b. Antonyms

Antonyms are the words that are the opposite meaning of words. For example, she is a brave (coward) woman.

c. Self-defining context

Context makes word meaning clear. Self-defining context may consist of a single or a sequence of sentences. Using a word in a self-defining context does not mean, using it in a sentence but making meaning clear in the context. For

example, Ram hates banana but he likes mango. Here 'hates' contrast with 'likes'.

d. Building on general knowledge

By building on general knowledge, the students have the meaning of a word. For example, the meaning of 'tree' can be shown by collecting it with the name of trees in the local area which they are familiar as, pine tree, mango tree, apple tree.

e. Scale

Scale is one of the techniques of teaching meaning of a word by sequencing words along a scale between two synonyms or antonyms.

f. Translation

Translation is a technique of telling the target language equivalent word in the students' native language. It is better to give the mother tongue equivalent rather than to spend time in the classroom.

g. Definition

Several words can be taught by giving the definition of them. For example, sickle: a short handled tool with a curved blade for cutting grass, corn etc.

h. Associated words

Associated words are those words that are related to each other or associated with them e.g. city, town and school, college etc.

i. Word analysis and etymology

Words can be understood if they are analyzed into its different parts or if the etymology is traced e.g. in-correct, un-able, prove-ed and so on.

C. Audio - Technique

Audio technique is another technique of teaching meaning of a word. Under it various techniques we used.

`Cross (2003) has further described the following steps to teach vocabulary as:

a. Sound and meaning

Tell the new words two or three times, pronouncing it clearly indicates the meaning at the same time verbally. Then, he can get the meaning of new words.

b. Repetition

To tell students to repeat the new word many times. Check them how they pronounce. If you are using visual, keep it in front of them to ensure that they associated sound and meaning.

c. Written form.

Write the new words on the blackboard and say the class read a loud then asked them to associate the written forms with the pronunciation.

d. Illustrative sentence

To write down the short illustration sentences on the blackboard so that the meaning will be clear to read the notes.

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

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

Step 2: In this step, the teacher asks the students to read and copy the textual sentences in which the given word has been used. Then she/he elicits sentences from the students and makes correction if needed.

1.2 Review of Related Literature

Vocabulary is an important factor of language teaching as well as teaching grammar. It is true that without an accurate knowledge of vocabulary, a learner cannot use his target language effectively. 'In fact, if organs and flesh unit'. It can be said that' without grammar very little conveyed, without vocabulary nothing can be conveyed.

Billows (1961) talks about the various techniques of vocabulary teaching in his book 'The Techniques of Language Teaching'. Nelson book mentions about active and passive vocabulary drills in his book 'Language and Language Learning - Theory and Practice' (1964).

Wallace (1982) also discusses about the different principles of vocabulary teaching and about various vocabulary games. Verghese (1989) makes a distinctions receptive and productive vocabulary, and talks about the range of vocabulary.

Some of the studies done in the past have been reviewed in the following paragraphs:

Rongong, (1973) entitled on "A study of the Spoken Vocabulary of the Primary School Children of Nepal." He has attempted to investigate the words that come in oral use of the children of primary level. The finding of the study showed that not much difference was found in the words used by children from three regions (ie. Himalayan region, Terai region and Mountain region). It was also found that the children from the Terai region tended to use more Hindi words.

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Chudal (1997) carried out a research on "A study of English Vocabulary Achievement of the Students of Grade Six". The purpose of the study was to investigate students' achievement of English vocabulary used in the English textbook of grade six. Another purpose of the study was to make a comparative study of English vocabulary achievement of the students of class six on the basis of sex and locality. The study concludes that the students' English vocabulary achievement was found poor in total. The boys' proficiency of the vocabulary was found better than those of girls. Although the girls' proficiency was found satisfactory than the boys' in the rural school. Similarly, urban school students proficiency in the achievement of English vocabulary was found satisfactory than that of the rural school students.

Karki (2000) in his thesis entitled "A Study of English Vocabulary Achievement of the Students of Grade Eight" has made up attempt to investigate students achievement of English vocabulary used in the English textbook of grade seven. He has also attempted to compare the vocabulary achievement in nouns with the achievement in verbs. The findings of the study reveal that the vocabulary achievement of the students of grade eight was found satisfactory in total. However, the achievement in nouns was found better than the achievement in verbs.

Shahi (2003) has done research on "The Vocabulary and Spelling in British and American English." He has prepared a list of British and American variety of English and classified them into several groups and sub-groups. He found most of the students to be tented towards British English in relation to American English.

Gyawali (2004) has carried out a research on "A Study on Vocabulary Teaching through Direct and Indirect Techniques: A Practical Study." The main purpose of the study was to compare the effectiveness of the two different techniques direct and indirect in teaching vocabulary. In his experimental research he has done both pre-test and post-test in class IX students for

carrying out a research. The students were selected altogether 30 randomly and divided into 2 groups. The finding of the research was somehow effective in vocabulary teaching.

Shrestha (2005) has carried out a research on "Relation between Frequency of Occurrence of Vocabulary Items" The purpose of the study was to find out the students' proficiency in the achievement of vocabulary items of the tenth graders on the basis of the frequency of vocabulary items used in the textbook. Another purpose of the study was compare vocabulary achievement in the frequency of high occurrence with the achievement in the frequency of low occurrence.

Thapaliya (2007) has entitled his research is "A Study on Techniques of Teaching Vocabulary: A Case of Secondary Level English Teachers". The main objectives of the study were to find out the common procedure of teaching vocabulary and to compare the common procedure of teaching vocabulary in terms of the aspects of vocabulary. In his research he has observed class observation of secondary school English teachers. The schools were altogether 20 randomly selected in Kathmandu. The researcher observed five classes of each teacher. The finding of the research was somehow effective in vocabulary teaching.

Though there have been difficult researches in vocabulary area, there have not been any research on strategies used in teaching vocabulary. In this context, this research study has been attempted to find out the strategies that primary school teachers use in teaching vocabulary in terms of word meaning, word use, word formation and word grammar.

1.3 Objectives of the Study

The objectives of the present study are:

I. To find out the teaching strategies that primary school teachers' use in teaching English Vocabulary in terms of:

a. Word meaning

b. Word use

c. Word formation

d. Word grammar

II. To analyze the strategies used by them.

III. To list some pedagogical implications.

1.4 Significance of the Study

The study is important because it gives insight about the strategies that primary school teachers use in teaching vocabulary of English. It is believed that the present report will be beneficial to the students and teachers of English language and linguistics, grammarians, researchers, syllabus designers, textbook writers, language planners and methodologists especially those who are involved in teaching and learning English language.

CHAPTER TWO
METHODOLOGY

The following methodology had been adopted to carry out the research.

2.1 Sources of Data

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

2.1.1 Primary Sources of Data

The primary sources of data used in the present study were ten primary level English teachers from Rukum district. Primary level English teachers were chosen according to random sampling procedure.

2.1.2 Secondary Sources of Data

In addition to the primary sources of data, the researcher consulted books, theses, journals and articles related to the research work in order to facilitate the study. Some of them were Wallace (1982), Gyawali (2004), Thapaliya M.P. (2011), Cross (2003), Harmer (1991), Larsen-Freeman (1986), Bhattaria (2005) and Bhandari (2062).

2.2 Tools for Data Collection

The researcher has prepared an observation form before observing the class. Then the researcher has observed the class and filled the observation form.

2.3 Process of Data Collection

The researcher himself has studied the strategies and techniques of teaching vocabulary in detail and developed an observation form for the present purpose. After that he has visited schools in Rukum district. Then he has observed the classes and filled in the observation form. The researcher observed altogether twenty classes, two classes of each teacher.

2.4 Limitations of the Study

It would be impossible to include a large area in this kind of small research because of the limited resources and time. It would not measure the actual problems without the limitations. So, the researcher had to be abided by the following limitations in the study.

i.Ten primary schools of Rukum district were selected randomly for collecting data. The data were collected from the English language teachers who taught the compulsory English course books of grade four.

ii.The population of the study was confined to Rukum district.

iii.The study was limited to aspects of vocabulary, even though the study was only confined to find the common strategies or techniques of teaching vocabulary in grade four.

iv.The study was only based on the techniques of teaching English vocabulary items.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

This chapter is the body of the researcher, which deals with the analysis and interpretation of data. Data is obtained from the class observation form. To achieve the objectives of the study, ten primary level English language teachers' classes were observed while teaching reading comprehension to obtain the data for analysis.

The researcher collected the required data from the English language teachers of primary level. The responses were analyzed and interpreted using statistical tools viz. Tables and graph figures for clarity purpose in terms of understandings of techniques of teaching pronunciation, teaching spelling, teaching word meaning, teaching word-use, and teaching word formation, teaching word grammar and other various techniques of teaching vocabulary.

3.1 Techniques of Teaching Vocabulary

The researcher observed the classes of the English language teachers taught reading comprehension. There were various techniques of teaching vocabulary used by primary school teachers. They have been analyzed and interpreted by using the simple statistical tool of percentage as stated below:

3.2 Techniques of Teaching Spelling

The teachers taught the words through copying, word analysis and game as the techniques of teaching spelling. All the teachers wrote on the blackboard then they asked the students to copy words in their notebook. Teachers wrote the words on the blackboard and explained the words by its affixation part as deal with present form.

Animals = animal+s

Biggest = big +est

Safely = safe + ly

Explained = explain + ed

Careful = care + ful

 Leaving = leave + ing

Enable = en + able

Teachers used the game technique to teach spelling in the classroom. They used the following game:

Find the name of students' materials:

A	B	C	T	E	D	O	O	R	A
P	O	T	O	M	E	L	B	A	T
C	O	P	Y	O	S	S	E	H	C
D	K	E	A	P	K	A	R	E	O
G	I	N	K	S	B	E	N	C	H
I	T	I	S	A	T	A	B	L	E

Words: Book, ink, copy, table etc.

The following tables show the description of teaching spelling. The tables and the graph figures are cited below for the purpose of better understanding and clarity.

Table No. 1

Techniques of Teaching Spelling

Techniques	No. of teachers	Classes	Percentage
Copying	2	4	20
Word analysis	2	4	20
Game	6	12	60
Total	10	20	100

Table No.1 shows that the twenty percent teachers used copying + as a technique of teaching spelling. Similarly, twenty percent of them used word analysis as a technique of teaching spelling. As the same, sixty percent of them used game as a technique of teaching spelling.

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

3.3 Techniques of Teaching Word Meaning

Teachers used various techniques for teaching word meaning. Basically, they used real object, picture, synonym, antonym, action definition, word analysis, blackboard sketches, translation, game and facial expression. The following table shows the description of teaching word meaning.

Table No. 2

Techniques of Teaching Word Meaning

Techniques	No. of teachers	Classes	Percentage
Real object	1	2	10
Picture	1	2	10
Synonym	1	2	10
Antonym	1	2	10
Action	1	2	10
Definition	1	2	10
Word analysis	1	2	10
Blackboard sketches	1	2	10
Translation	1	2	10
Game		1	5
Facial expression		1	5
Total	10	20	100

Table No. 2 shows that ten percent teachers used real object as a technique of teaching word meaning. They taught the following words by using this technique as: small - smallest, water and so on.

Similarly, ten percent teachers used picture as a technique of teaching meaning of word. They taught the words by using this technique as: elephant, deer etc. likewise, ten percent teachers used synonym as a technique of teaching meaning of a word. They taught the following words by using this technique as; worry, see, big, provide, rich etc. ten percent teachers used antonym as a technique of teaching meaning of a word. They taught the following words by using this technique such as big, busy, build, spent, etc.

Ten percent teachers used action as a technique of teaching meaning of a word. They taught the given words by using this technique such as, quickly, walk dead body etc.

Ten percent teachers used definition as a technique of teaching meaning of a word. They defined various difficult words in the passage.

Ten percent teachers used word analysis as a technique of teaching meaning of a word. They taught the given words by using this technique as; animals, careful, safely, explained etc.

Ten percent teachers use blackboard sketches as a technique of teaching meaning of a word. They taught the given words by using this technique as; walk, play, temple, etc.

Ten percent teachers used translation as a technique of teaching meaning of a word. They taught the various words by using this technique.

Five percent teachers used game as a technique of teaching meaning of a word. They taught various words finding using this technique.

Five percent teachers used facial expression as a technique of teaching meaning of a word. They taught the given words by using this technique as; happy, laugh, angry etc.

3.4 Techniques of Teaching Word -Use

Most of the teachers taught word-use using word in a sentence. Generally, they used chalk and talk to teach word use. Some of the teachers used teaching materials as sentence card to teach word use. They asked the students with giving new words how to use the words in a sentence. At first, the teacher used new word in a sentence then asked the students to use it in their own words. Some of the teachers did not emphasis on word use. They only taught word meaning while teaching vocabulary. They taught new words as rock, attack, narrow, domestic while teaching word-use.

3.5 Techniques of Teaching Word Formation

Teachers used word analysis as a technique of teaching word formation. Very few teachers used this technique to teach word formation. The following table shows the description of teaching word formation.

Table No. 3

Techniques of Teaching Word Formation

Techniques	No. of Teachers	Classes	Percentage
Word analysis	2	4	20
No focus on word formation	7	14	70
Word grammar	1	2	10
Total	10	20	100

Table No. 3 shows that twenty percent teachers used word analysis as a technique of teaching word formation and ten percent teachers used as a technique of word grammar. But seventy percent teachers did not teach word formation to the students while teaching reading comprehension. They taught new words by showing this technique as,

beautiful = beauty + ful

long = long + er

wanted = want + ed

quickly = quick + ly

impossible = im + possible

3.6 Techniques of Teaching Word Grammar

Most of the teachers used chalk and talk to teach word grammar. They wrote new words on the blackboard and analyzed it into parts of speech. Very few teachers used some teaching materials to teach word grammar. They used flash cards to teach word grammar. Showing flash cards teachers taught word grammar to the students. They taught the new word analyzing its parts of speech to the students such as:

Large (adj.) = of considerable size, extent or capacity.

Hardly (adv.) only just; scarcely; bravely

Ask (V) = to request information by means of a question

Beauty (n) = combination of qualities that give pressure to the senses or to the mind.

3.7 Analysis of Teaching Vocabulary in Terms of the Aspects of Vocabulary

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

1.   Real Object

Table No.4

Real Object

Aspects	No. of Teachers	Classes	Percentage
Pronunciation	0	0	
Spelling	0	0	
Word meaning	2	4	20
Word use	0	0	
Word formation	0	0	
Word grammar	0	0	
No focus on any aspect	8	16	80
Total	10	20	100

Table No 4 shows that twenty percent teachers used real objects as techniques of teaching word meaning. But eighty percent teachers didn't use it as a technique of teaching vocabulary. Some teachers used real objects as ball watch, pen to teach word meaning.

2. Picture

<p align="center">Table No. 5</p>

<p align="center">Picture</p>

Aspects	No. of Teachers	Classes	Percentage
Pronunciation	0	0	
Spelling	0	0	
Word meaning	3	6	30
Word use	0	0	
Word formation	0	0	
Word grammar	0	0	
No focus on any aspect	7	14	70
Total	10	20	100

Table No. 5 shows that thirty percent teachers used picture as a technique of teaching word meaning. Most of the teacher i.e. seventy percent did not use it as a technique of teaching vocabulary. Very few teachers used pictures as, Janakpur, Temple, Taj Mahal to teach word meaning.

3. Synonym

<p align="center">Table No.6</p>

<p align="center">Synonym</p>

Aspects	No. of Teachers	Classes	Percentage
Pronunciation	0	0	
Spelling	0	0	
Word meaning	2	4	20
Word use	0	0	
Word formation	0	0	
Word grammar	0	0	
No focus on any aspect	8	16	80
Total	10	20	100

Table No.6 shows that twenty percent teachers used synonym as a technique of teaching word meaning. But eighty percent teachers did not use it as a technique of teaching vocabulary. Some of the teachers used synonym as huge-large, tall-high, to teach word meaning.

4. Antonym

Table No. 7

Antonym

Aspects	No. of Teachers	Classes	Percentage
Pronunciation	0	0	
Spelling	0	0	
Word meaning	4	8	40
Word use	0	0	
Word formation	0	0	
Word grammar	0	0	
No focus on any aspect	6	12	60
Total	10	20	100

Table No.7 shows that forty percent teachers used antonym as a technique of teaching word-meaning. More than half of the teachers i.e. sixty percent didn't use it as a technique of teaching vocabulary. Some teacher used antonym as happy-sad, spent-earn to teach word meaning.

5. Action

Action is one of the techniques of teaching word meaning. Very few teachers used this technique to teach meaning of a word. The following table shows the description of teaching word meaning.

<p style="text-align:center">**Table No. 8**</p>

<p style="text-align:center">**Action**</p>

Aspects	No. of Teachers	Classes	Percentage
Pronunciation	0	0	
Spelling	0	0	
Word meaning	2	4	20
Word use	0	0	
Word formation	0	0	
Word grammar	0	0	
No focus on any aspect	8	16	80
Total	10	20	100

Table No.8 shows that twenty percent teachers used action as a technique of teaching word meaning. Most of teachers i.e. eighty percent did not use it as a technique of teaching vocabulary.

6. Definition

By definition a new word, very few teachers used this technique to teach word meaning. The following shows the description of teaching word meaning.

<p style="text-align:center">**Table No. 9**</p>

<p style="text-align:center">**Definition**</p>

Aspects	No. of Teachers	Classes	Percentage
Pronunciation	0	0	
Spelling	0	0	
Word meaning	4	8	40
Word use	0	0	
Word formation	0	0	
Word grammar	0	0	
No focus on any aspect	6	12	60
Total	10	20	100

Table No. 9 shows that forty percent teachers used definition as a technique of teaching word-meaning. Sixty percent of the teachers did not use it as a technique of teaching vocabulary.

7. Translation

Translation is one of the techniques of teaching word meaning. Some teachers used this technique to translate new words while teaching word meaning. The following table shows the description of teaching word meaning.

Table No.10

Translation

Aspects	No. of Teachers	Classes	Percentage
Pronunciation	0	0	
Spelling	0	0	
Word meaning	3	6	30
Word use	0	0	
Word formation	0	0	
Word grammar	0	0	
No focus on any aspect	7	14	70
Total	10	20	100

Table No. 10 shows that thirty percent teachers used translation as a technique of teaching word meaning. But seventy percent teachers did not use it as a technique of teaching vocabulary.

8. Blackboard Sketches

Table No.11

Blackboard Sketches

Aspects	No. of Teachers	Classes	Percentage
Pronunciation	0	0	
Spelling	0	0	
Word meaning	2	4	20
Word use	0	0	
Word formation	0	0	
Word grammar	0	0	
No focus on any aspect	8	16	80
Total	10	20	100

Table No. 11 shows that twenty percent teachers used blackboard sketches as a technique of teaching word meaning. But eighty percent teachers did not use it as a technique of teaching vocabulary.

9. Game

Game is one of the techniques of teaching word spelling and word meaning. The following table shows the description of teaching word spelling and meaning.

Table No. 12

Game

Aspects	No. of Teachers	Classes	Percentage
Pronunciation	0	0	
Spelling	2	4	20
Word meaning	2	4	20
Word use	0	0	
Word formation	0	0	
Word grammar	0	0	
No focus on any aspect	6	12	60
Total	10	20	100

Table No. 12 shows that twenty percent teachers used game as a technique of teaching spelling. Similarly, twenty percent teachers used it as a technique of teaching word meaning. But, more than sixty percent teachers did not use it as a technique of teaching vocabulary.

10. Facial Expression

Table No. 13

Facial Expression

Aspects	No. of Teachers	Classes	Percentage
Pronunciation	0	0	
Spelling	0	0	
Word meaning	3	6	30
Word use	0	0	
Word formation	0	0	
Word grammar	0	0	
No focus on any aspect	7	14	70
Total	10	20	100

Table No. 13 shows that thirty percent teachers used facial expression as a technique of teaching word meaning. But rest of the teachers i.e. seventy percent did not use it as a technique of teaching vocabulary.

11. Word Analysis

By analyzing words the teachers used this technique to teach word spelling, word meaning and word formation. The following table shows the description of teaching word spelling, word meaning and word formation.

Table No. 14

Word Analysis

Aspects	No. of Teachers	Classes	Percentage
Pronunciation	0	0	
Spelling	2	4	20
Word meaning	2	4	20
Word use	0	0	
Word formation	2	4	20
Word grammar	0	0	
No focus on any aspect	4	8	40
Total	10	20	100

Table No. 14 shows that twenty percent teachers used word analysis as a technique of teaching spelling. Similarly, twenty percent teachers used it as a technique of teaching word meaning. Likewise, twenty percent teachers used it as a technique of teaching word formation whereas forty percent teachers did not use it as a technique of teaching vocabulary.

12. Copying

Teachers used copying on one of the technique of teaching spelling. The following table shows the description of teaching spelling.

Table No.15

Copying

Aspects	No. of Teachers	Classes	Percentage
Pronunciation	0	0	
Spelling	1	2	10
Word meaning	2	4	20
Word use	0	0	
Word formation	0	0	
Word grammar	0	0	
No focus on any aspect	7	14	70
Total	10	20	100

The table No 15 shows that ten percent teachers used copying as a technique of teaching spelling and twenty percent teacher used Word meaning. But seventy percent teachers did not use it as a technique of teaching vocabulary.

CHAPTER FOUR
FINDINGS AND RECOMMENDATION

4.1 Findings

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

i.   It was found that most of the English language teachers read the passage loudly and explained the meaning of words in Nepali.

ii.   Most of the teachers gave emphasis on word - meaning and word - spelling.

iii. It was also found that many teachers used real objects, pictures, synonyms, antonyms, actions, definitions, word analysis, copying, blackboard sketching, facial expression, translation while teaching vocabulary.

iv.   The teachers wrote the difficult words on the blackboard with their meanings and parts of speech.

v.   The teachers pronounced the new words 2-3 times. Then they made the students repeat after them.

vi.   The teachers asked the students to read and copy the words and use them in their own sentences.

vii. Very few teachers used the techniques such as; game, action, minimal pair, and facial expression and so on.

viii. It was found that teachers were not competent in the English language. Their performance was very poor in various activities.

ix.   The analysis and interpretation showed that the teaching learning process was totally teacher-centered. In the class, the teachers came and hardly explained the subject-matter of the text in their own way.

x.   There was no any motivation and students participation in the classroom.

xi   Most of the English language teachers used the Nepali language in the classroom.

xii   A few teachers used the teaching materials while teaching vocabulary.

4.2 Recommendations

On the basis of the findings following recommendations have been made:

i.   While teaching vocabulary, teachers should bring teaching materials into the classroom and use them.

ii. Teachers should create environment while teaching the English language. But most of the teachers did not do so. They translated the text into their native language.

iii. Teachers should encourage the students to guess the subject matter of the text and answer the questions before teaching reading comprehension.

iv. Word analysis, copying and spelling game should be focused because these techniques are very effective to teach spelling.

v.   Real objects, pictures, synonyms, antonyms, scales, facial expression, gestures and word analysis should be focused because these techniques are very effective to teach word meaning.

vi. Most of the teachers emphasized on pronunciation but only some of the teachers were competent in pronunciation. So the teachers should be given   a training to improve their own pronunciation.

vii. Teachers should focus on student's involvement or participation in English language classroom.

viii. The concerned authority should be aware of the students -centered techniques of teaching vocabulary and the teaching learning materials.

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