Chapter Four

Data Analysis and Interpretation

4.1 Introduction

In this chapter, an account of data collection procedure and discussion on the procedure of analyzing and interpreting the collected data are discussed in detail. First, it analyses and interprets learners’ questionnaires, Pre-test (Vocabulary Size Test) answer scripts, the data gathered through informal interviews with the teachers and the learners and survey questionnaires (pre-survey) on Vocabulary Learning Strategies (VLSs). Second, it gives an account of the intervention programme designed for the selected subjects of the study. It touches upon the components of the strategy training programme, its planning, execution and outcome. Third, the chapter highlights the qualitative aspects of the post-tests (post-assessments tests and progress tests) and questionnaire administered at the end of the intervention programme. Subsequently, it attempts to distinguish learners’ scores in the post tests with their entry level scores in the pre-tests in order to evaluate and arrive at degree of development if any. The chapter comes to an end with an analysis of learners’ responses to survey questionnaires (post-survey) on vocabulary learning strategies and their oral feedback (verbal reports) on the use of vocabulary learning strategies.

4.2 Description of the Fieldwork

Kanukur Zilla Parishad High School of Settur mandal in Andhra Pradesh State is a government run public school. All 20 students studying in class IX in English medium
from this school showed interest in participating in the intervention programme. It has already been mentioned in Chapter Three that all the learners come from regional medium (Telugu) background with Telugu as the medium of instruction up to class V. They had joined this high school after completing their primary education from the primary schools located in and around Kanukur village. The school follows a scheme in allotting students to both English and regional medium instruction. After class V, children who were considered (they were recommended by Primary school Head master) to be good at studies (‘good memory skill’) were admitted into English medium and the others joined the regional medium. They are between the age group of 13-15 years.

The present study attempted to investigate the learners’ English language proficiency in general and their vocabulary knowledge in particular. The study also attempted to find out the learners’ language needs and their need for strategies to improve English vocabulary proficiency at school level. It aimed at helping rural ESL learners to learn specific vocabulary learning strategies (VLSs) which in turn would enable them to build sufficient vocabulary stock and knowledge, which can improve their use of English language for both receptive and productive purposes. We believed that regular and regulated strategy instruction would make them become independent users of English in their academic and social lives.

4. 3 Modality of Data Collection and Data Analysis

For the present investigation, the data tools employed such as questionnaire, the vocabulary size test (pre-test serving as a diagnostic tool), classroom observations, verbal reports, diaries, informal interviews with the learners, and post tests.
In order to analyze the data we have employed qualitative tools such as thick description and reflective thinking. We have maintained a diary wherein we have documented everyday activities and experiences of the field observation. The researcher’s own socio-linguistic background and role as a rural ESL learner has provided with insights for analyzing and interpreting the data besides considering the participants’ present beliefs in the rural ESL context. As mentioned in Chapter Three, the Appraisal phase set the stage for data collection, the Intervention phase dealt with actual classroom teaching process, and the Evaluation phase informed us about the impact of the intervention. The details of the three phases are presented below.

4.4 Phase 1- Preactional Phase (Appraisal Phase)

Phase I attempted to bring to the notice of the rural ESL learners their current knowledge of L2 vocabulary and to sensitize them regarding how much of vocabulary knowledge they need in order to meet their present and future academic/communicative success. The rationale for this phase was based on the assumption that the rural ESL learners do not have the required proficiency level in vocabulary and that the learners lack awareness and strategies to acquire sufficient vocabulary knowledge. Hence to find some empirical evidence in support of such an assumption, it was necessary to conduct a preliminary survey. This phase set the stage by organising some fun-filled activities for creating a relaxed atmosphere and substantial amount of motivation among the learners so that they get familiarized with the researcher and participate in the intervention programme without any apprehension and with interest.
4.4.1 Informal discussions with the Subjects

As a part of the present study, the researcher as an insider, made an attempt to know the subjects better, the researcher had to initiate informal interactions with them. This initiative aimed at obtaining information if they were able to use English as a mode of transaction in the class. They felt hesitated to use L2. First day appearance of the researcher was a surprising shock for them. Hence there was a need for the researcher to establish a good rapport before taking up the task of teaching. Some questions such as the following had helped the researcher establish that rapport.

- What is your name?
- Can u share your habits and hobbies?
- Can u tell the subjects you like most?
- Name the hero/heroine/cricketer you like most?
- Can you name your favourite film?
- What do want you become in your future?

Using simple words, phrases, and broken sentences, a very few participants were able to respond to the prompts exploited by the researcher. But when the same was carried out in the learners’ L1, they were very happy to answer all the questions. Words such as ‘favourite’ in context using pictures of heroes/heroines/cricketers and ‘hobby’ were found to be unknown to the most of the learners. When the researcher demonstrated the meanings of the words ‘favourite’ and ‘hobbies’, the learners were able to comprehend the questions and respond to the same using code switching and code mixing ways.
From these preliminary discussions, it was observed that the subjects lacked opportunities, confidence and required L2 words to communicate in the context of ‘using English in their daily routine’.

4.4.2 Informal Interviews with the Learners

In the first phase of data collection, the researcher conducted semi-structured informal interviews (See appendix1) with the learners. This was done on one-to-one basis. Two interviews were carried out with the rural ESL learners. The first part of the interview intended to know the learners’ general views and opinions about learning the English language. The other was to specifically elicit information about elements of the English language with a special focus on vocabulary. Moreover, the interview questions were posed mainly to inquire about the role of vocabulary in learning or improving English language skills and the learning difficulties they faced in achieving the same. The interview questions were also orally translated into their mother tongue (Telugu) wherever necessary.

Given below are some informal interview questions:

Q1: What is your name?

Q2. Do you like to learn English?

Q3: Why do you want to learn English? (In order to understand if the learners were aware of the importance and career benefits of the target language.)

Q5: Why are you not able to read and write English properly? (In order to know what hampers/impedes their progress in learning the target language.)

Q6: Which language item, according to you, is necessary for good listening, speaking,
reading and writing?

Q7. What do you do to help yourself find out the meanings of unfamiliar English words?

Q8. Do you take /make notes of unknown/difficult words in your English classroom?

Q9: Would you want me to help you expand/improve your English vocabulary?

Q10: Would you like to learn a variety of techniques/strategies for enhancing vocabulary knowledge?

4.4.3 Analysis of the Informal Interviews with the Learners

Informal interviews were conducted to know the learners’ beliefs and knowledge about the target language learning with special reference to the aspects of vocabulary learning. Their responses, views and efforts with regard to learning English varied from one another. Some learners responded that they learn English mainly to pass tests and examination and get good grades. Others said that English was useful to get lucrative job opportunities in future. Some were bold to mention (in Telugu language) the absence of an input rich environment in the school to improve vocabulary, whereas some others stated that there was lack of effort on the part of the English teacher to help them build vocabulary knowledge. However, all the learners were found to be enthusiastic in their participation. With regard to learning the language, it was understood that they were never trained to use any kind of vocabulary learning strategies. On the whole, they showed sufficient interest to improve their word knowledge through strategy training.
Through informal interviews, the researcher could establish a rapport with the learners and sought their active participation and cooperation. The information gathered through the interviews helped the researcher to understand not only learners’ perceptions about their strengths and weaknesses but also the teaching and learning scenario in which the learners were placed. This in turn enabled the researcher to appreciate how learners think, act and function. These insights were helpful for the researcher to plan the intervention phase.

4.4.4 Informal interviews with the Teachers-Analysis

The researcher obtained permission from the school Head Master (HM) to have an informal interview (see appendix 1 B) with the teachers of English. The school had two English teachers. Both were trained graduate teachers. Their mother tongue is Telugu. One teacher was recruited through District Selection Committee (DSC) and the other was promoted from Secondary Grade Teacher (SGT) to High school level. Their teaching experience in the school was four years. One of them received in-service training programme offered by department of school education. Despite the training programme and specialization in English, the teachers seemed to be ignoring the objectives of teaching English in ESL context. They do not refer to ‘English Teacher’s module’ which provides step-by-step guidance to them on how to exploit the ‘Reader and other ‘supplementary materials’ effectively for communication. They tend depend on market materials available in Telugu translations and complete the syllabus.

Moreover, they stated that ‘grammar rules’ and ‘writing answers’ (reproduction of answers to given set of questions) are most important components in teaching of English in the rural context. They preferred to teach more grammatical rules to skills
development in the target language. Despite the fact that English is skill-oriented subject, they seemed to have considered it as ‘content subject’ as revealed in responses to the interview questions. They had aimed at the ‘product’ of the teaching not the process of teaching by imbibing the principle of ‘conversing’ negotiating, having dialogues and discussions with the learners in developing the targeted skills of the language.

The teachers seemed to have formed pessimistic notions about their students and thus, they seem to have expected little linguistic proficiency from them. When asked, a teacher in English in the school responded that “these learners were from poor economic and social backgrounds because of which their level had been low”. In this rural context, the teachers of English confined to completing the syllabus and making their students obtain good marks/grades in tests and examinations. While dealing with reading texts, they told that they had followed the strategy of highlighting new and difficult words and dictate meanings of those words. It seems, in accordance with their opinions, this strategy alone had saved their time in completing the syllabus within the deadline.

In response to specific questions in the area of vocabulary learning, they had stated that they would approach to vocabulary teaching only from the examination point of view. They would select few vocabulary items that are frequently tested in the examinations. The learners were asked to memorize vocabulary items such as word meanings, synonyms and antonyms, fixed phrases, etc. Teachers had hardly prioritized post-teaching of vocabulary items necessary for both writing and speaking activities. The school library had only one English to English (monolingual dictionary). It was
rarely used by the teachers and the learners. Both heavily relied on bilingual dictionaries to deal with new vocabulary items. The teachers were not aware of other essential and suitable vocabulary learning strategies except using of bilingual dictionaries. Their students tend to memorize the meanings of new vocabulary items from the bilingual dictionaries. The teachers at times extract example sentences of new words from guides and write them on the black board. But the learners were not helped in framing example sentences on their own.

From the interviews with the teachers, it was noted that though the students had belonged to English medium no special emphasis was laid on improving the learners’ vocabulary proficiency in particular and overall English proficiency in general.

4.4.5 Analysis of Classroom Observations

The researcher took the permission from the Head Master to observe some classrooms when teaching was in progress to understand the nature of classroom transaction of ELT. Eight periods were allotted in a week, each class for about forty five minutes. The researcher made a note of that grammar teaching and other traditional means of instruction were employed to impart English skills. When asked about spending some more time on enabling the children to think about the lesson and making the class an interactive one, the teacher replied: “All those theories are not suitable for practicing in rural areas. We focus only on the pass percentage. Moreover, this kind of teaching is required at the school level”. It implies that the teachers were not only unaware of but also reluctant to follow new and innovative teaching practices, techniques and strategies of the present trend. All in all, the teachers in the school
opined that their current method of teaching would enable their students to fetch good marks in their tests.

While teaching English lessons, teachers generally provided the meanings of difficult words in L1 equivalents (Telugu) and summarized the gist of the passages so that the learners could understand the central idea or summary of the lessons. Teachers referred to glossary given at the end unit and supplied the word meanings in Telugu language. The students were hardly given opportunities to predict/infer the meanings of the unfamiliar words from the reading contexts. The teachers also did not provide any example of words having similar or opposite meanings of the unknown words, nor did they frame other sentences with these words to show their use in different contexts. Furthermore, productive purposes such as creating/giving example sentences in writing or speaking were rarely undertaken during instruction.

Vocabulary exercises (not adequate) given at the end of each lesson did not receive any attention of teachers. They were never worked out in the class and sometimes given as home assignments. The teachers’ use of English in the classroom teaching was minimal. Except for a set of imperatives: ‘be silent’, ‘get out’, ‘come near’, ‘get up’, ‘sit properly’, ‘silence! Silence!’, ‘don't speak’, etc. which were rather repeatedly use, most of the teachers’ talk was rather in the L1 and the learners too used L1 while speaking in the classroom. They hardly used English in classroom interactions. Neither the teachers tried to encourage the learners nor did the learners themselves showed any eagerness to use English in conversation. Opportunities for using ‘formulaic expressions’ such as greetings and monosyllabic words like ‘what’, ‘who’, were not provided for the learners. ‘Interaction in English inside or outside the
classroom was hardly noticed, although officially, the medium of instruction was English.

Dictating answers to a set of questions given at the end of every lesson was a regular practice. Daily homework was assigned to note down important questions and memorise their answers from the prescribed lessons. The teachers themselves quite often used mother tongue to enable better comprehension of the concepts or texts. The teaching of English was purely examination oriented. The classroom activities therefore lacked strategy-based instruction and less attention was paid to make learning independent. Focus on developing language skills for a both receptive and productive purpose was ignored.

4.4. Learners’ Questionnaire-Analysis

The learners’ questionnaire (see appendix 2) was administered for the sake of furnishing information in detail on learners’ personal and educational background and to identify their language problems and specific needs. The questionnaire included 3 sections in the order provided below:

“Section A: personal and general pieces of information

Section B: Family details

Section C: Learners’ exposure to English language, their problems in the language, and specific language needs”.

Types of Questions

The learners’ questionnaire consisted of three different types of questions. Adapted from Nagendra (2011), the list is provided below.
1. Fill the blanks
2. Write or Tick-Yes/No type
3. MCQ TYPE-Multiple Choice Question Type

After distributing the questionnaires to the respondents in the class, the purpose of the questionnaire was explained to the learners, mostly in their mother tongue (Telugu) to ensure better comprehension and response. Clear instructions were also given to check with the researcher where problems of comprehension arose, without any sort of fear and hesitation. A detailed analysis of the data gathered through the questionnaire is as follows”.

4.4.6.1 Learners’ Profile

The table below presents the profile of the learners, chosen for the study.

**Table No. 9: Learners’ Profile**

| Learners chosen for the study- 20 total participants (09 girls, 11 boys) |
|-----------------------------|---------------------|
| **Age**                    | 13-15 years         |
| **Class**                  | IX                  |
| **Medium of Instruction (Chosen)** | English Medium     |
| **Medium of Instruction at primary level** | Telugu Medium |
| **Education of Parents**   | 60% Illiterate      |
|                            | 20% Primary Education |
|                            | 20% Secondary Education |

As seen from the table, 60% of the learners’ parents were illiterate, 20% of the parents had only primary level education and the other 20% studied till secondary level.
Section B tries to elicit learners’ family profiles and other backgrounds such as their parents’ literacy status and professional or occupational status. This was done to understand to what extent the prevailing educational, economic and social conditions impact English Language Learning at secondary school level. In addition to this, one interesting point to note here is that 50% of the learners, as evident from their responses to the questionnaire, used Kannada language at their homes.

Section C consists of 11 question items eliciting bits and pieces of information about the learners’ opportunities and scope for the target language learning, specific-issue based problems in learning English, their common views about English language learning and teaching. It also tries to capture specific language needs of the learners. From the responses to this section, it was found that all learners had studied English as a second language since Class 3. Moving on to the other items of this Section i.e. questions 2-5, the learners were asked to give their views and opinions about learning/studying English as a second language. The table below presents learners’ responses to these questions.

**Table No.10: Learners’ questionnaire-Responses**

Frequency of doing the following activities/ Saying Yes/NO

<table>
<thead>
<tr>
<th>Activities/Statements</th>
<th>Very often</th>
<th>Sometimes</th>
<th>Never</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read English newspapers</td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read storybooks</td>
<td>10%</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to English news/programmes</td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
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<tr>
<td>Watch English movies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn words while reading</td>
<td>20 %</td>
<td>80 %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express ideas in English</td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enjoy learning and remembering words</td>
<td>10 %</td>
<td>90 %</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table above shows that 100% of the learners never read English newspapers. This was because people in the villages didn’t have access to English newspaper nor did the school subscribe for any English daily. Pertaining to the habit of reading storybooks, only 10 % of the learners mentioned that they sometimes read storybooks. None of the learners ever got to watch English movies on TV. 20 % of the learners stated that they learn words while reading their prescribed texts whereas the rest of them reported that they did not learn words while reading. It is also clear from the table that the learners were never given opportunities to speak and write in English on their own. As a whole, as observed from the table, the rural ESL learners have poor exposure to English Language.

The learners stated their problem areas by ticking relevant responses in the questionnaire. In other words, they indicated their immediate language needs and preferences by choosing the relevant answer(s).

*Question 6: Can you express your ideas/thoughts in English?*
100 % of the learners’ responses to this question was in the negative. Some of the reasons they mentioned were lack of English words to communicate, fear of making mistakes and lack of grammatical knowledge. Majority of them wrote ‘no English words’ in their response to this question.

Question 7: Do you enjoy learning and remembering new words?

As shown in the table above, 90 % the learners did not enjoy learning and remembering new words. Some of them mentioned that they were not aware of the distinction between easy and complex words. It reveals that they were not instructed about the nature of words and their categories. They were also not aware of vocabulary learning strategies which they could apply to acquire and use new words and vocabulary items.

Statement 8: Tick whatever is relevant to the statements given below.

I cannot use English because of the following:

- do not know enough words and phrases ( )
- do not know its minimal grammar ( )
- do not get chances/opportunities ( )

To the above statement, 80 % of the learners responded that they did not know enough words and phrases for using English. Similarly, another 80 % stated that they did not get enough opportunities to use English for speaking and writing. 20 % pointed out that they didn’t have enough grammatical awareness to use English in communication.
Question 9: Identify from the following, the important areas in which you need training to gain confidence in learning and using English language. Tick whatever is relevant to you.

1) in learning large list of words (  )
2) in using an English dictionary (  )
3) in developing reading skill and guessing meaning from context (  )
4) in vocabulary learning strategies (  )

Majority of the respondents (80 %) felt that they needed to be trained/taught in using an English dictionary, developing reading skill and guessing meaning from context, in vocabulary learning strategies, and in using new words in speaking or writing. The rest 20 % ticked all the four options.

Question 10: What is your general opinion about learning English Language?

From learners’ point of view, the above question yielded mixed responses. That is, 30 % of them felt learning English language was easy while around 40 % the learners felt that it difficult. 30 % of the learners opined that it was very difficult. By and large 70% of them expressed that learning English was ‘difficult’ to learn at school level.

4.4.6.2 Learners’ Attitude towards Learning English

Let us now get some insights from the learners’ perception about L2. It was well understood the administered questionnaire, the learners’ do carry good and positive attitude about L2 learning. A few of them shared positive opinion sons about English language learning in the classroom. The learners were not made aware of importance
English for their academic and career success. Majority of the learners did not opine that English is difficult language to learn in the classroom. However, they indicated that learning words, improving vocabulary knowledge and speaking skills in English would definitely help them in career and employment opportunities in future. They showed enough willingness and interest to learn the English language. It appears students would were interested to enjoy games, read stories or tales, news papers in Telugu. The same interest was not exhibited by the learners regarding developing English language. From this, it is inferred that the learners should be given quality exposure to English by training them in strategies first in order to make them gain minimum vocabulary proficiency. The learners seemed to be more joyful both in playground and at home playing mobile games. From this it is derived that the learners must be exposed to ICT (Information Communication Technology) so as to arouse interest among the leaners

Thus, three issues emerged from the Learners’ Questionnaire: (a) the rural ESL learners are disadvantaged learners in terms of absence of trained, efficient and supportive English teachers; (b) they lack input rich environment for learning English both within and outside the school; (c) they hold certain beliefs about the concept of language learning, for instance the idea that learning English would help them pass examinations. In the following section, we shall discuss the results of pre-test which is a part of the appraisal phase.

4.4.7 Pre-test (Vocabulary Size Test)

A pre-test (see appendix 3) was designed and administered to the learners in order to understand their existing vocabulary size, that is, how many words the learners can freely recall and write in a given context. This pre-test aimed at a vocabulary size of
The test also comprises two other tasks aiming at the written elicitation of learners’ active vocabulary based on a picture and an inspiring quotation.

4.4.7.1 Analysis of the Pre-test

The purpose of the test was to determine the learner’s current vocabulary size as well as their use in a given context. The test had three types of task for a total of 30 marks. The first task consisted of sentences, testing the learners’ ability to use words at the 2000-word level. Each sentence had one incomplete word – the learners were to fill in the missing letters/words that would best complete the sentence. It carried 18 marks. The second was a free response writing task carrying 6 marks, and the third was on writing/guessing the meanings of both familiar and unfamiliar words from the given quotation carrying 6 marks. Pertaining to the scoring criteria, the learners who could score between 21-30 marks were considered as ‘high-proficient’ (High) learners. Those who could score between 11-20 were considered as ‘medium-proficient’ (Mid) and those who could score between 0-10 marks were considered as ‘low-proficient’ (Low) learners. The performance of the learners’ scores in the test and their level of vocabulary proficiency in the pre-test are presented below in the given table.

<p>| Table 11: Learners’ Performance in the Pre-test |
|---|---|
| Tasks | Learners’ score |
| | (Total score: 18+6+6= 30 marks) |</p>
<table>
<thead>
<tr>
<th>Task 1 (vocabulary size test-fill in the blanks)</th>
<th>100% of the learners could score between 0-6 marks out of 18 (indicates low-proficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 2 (listing words and free composition on the given picture)</td>
<td>Only 20% of the learners could score between 2-4 marks out of 6 marks. The rest 80% scored between 0-2 marks</td>
</tr>
<tr>
<td>Task 3 (written elicitation of known and unknown words with their possible meanings)</td>
<td>Only 30% of the learners could score between 2-4 marks out of 6 marks. The rest 70% of the learners scored between 0-2 marks</td>
</tr>
</tbody>
</table>

The following bar graph (Figure No. 3) further illustrates the results shown in the above table.
As shown in the above figure, the learners’ vocabulary proficiency is very ‘low’ in the pretest. All the learners fall under the score category 0-10. Hence, it is concluded that
the learners need to improve their vocabulary proficiency in order to improve their overall performance in English.

Now, let us analyze the data of learner’s performance obtained from the task 1. Given below is a sample of learner’s responses to task 1.
Vocabulary Size Test
(Paul Nation’s Productive levels test: version A-Slightly adapted)

THE 2000-WORD LEVEL

I. Complete the following blanks. The first one has been done for you.
He was riding a bicycle.
1. I'm glad we had this oppo to talk.
2. There are a dozen eggs in the basket.
3. Every working person must pay income tax.
4. The pirates buried the treasure on a desert island.
5. Her beauty and charm had a powerful effect on men.
6. Lack of rain led to a shortage of water in the city.
7. He takes cream and sugar in his coffee.
8. The rich man died and left all his wealth to his son.
9. Pupils must hand in their papers by the end of the week.
10. This sweater is too tight. It needs to be stretched.
11. Latha introduced her friend to her mother.
12. Teenagers often admire and worship film stars.
13. If you blow up that balloon any more it will burst.
14. In order to be accepted into the college, he has to improve his grades.
15. The telegram was delivered two hours after it had been sent.
16. The differences were so slight that they went unnoticed.
17. The dress you’re wearing is lovely.
18. He wasn't very popular when he was a teenager, but he has many friends now.
After evaluating the pre-test papers, the researcher conducted a discussion on correct responses to the test items and returned the learners their scripts so that they could identify their problems. A glance at the learner’s sample responses given above reveals that the leaner attempted to answer almost all test items except one. The leaner left out only one item blank which seemed to be too difficult to guess within the sentence level. The researcher, to his surprise, came to learn from the classmates that he was one of the best students in the class and was good at scoring marks in classroom tests. However, in this vocabulary test, this particular learner could score only 3 marks out of 18. The correct responses of the learners to sentences 2, 4 and 18 are ‘dozen’, ‘improve’ and ‘popular’ respectively. We can observe that his knowledge about word categories (part of speech knowledge) is not adequate. For instance, the learner’s responses to the items 4 (tremendous as adjective-instead of treasure as a noun) and 17 (love as noun-instead of lovely as an adjective) reveal that he does not have adequate vocabulary awareness.

For task 2, the leaner could list out as many as 8 active words (representing persons and objects) from the given picture. But, for writing a paragraph based on a given picture, he could not write even a small and simple paragraph. It seems that the learner lacked the required grammatical awareness or lexical resources with him. The leaner could, however, write a few isolated broken and incorrect sentences presenting a few ideas of the picture theme. Probably, he was not taught well as to how to write sentences or how to compose paragraphs. Also, the unconnected fragments and an improper word organization showed that he was unaware of the clause structure. This is revealed in the following answer script of the leaner.
II. Observe the picture given below. Prepare a list of 15 words and write a small paragraph about the picture.

**OLDAGE HOME**

Words: Plants, Bench, Cot, Cycle, Blinded

- Flower, Boy, Grandfather
- Mom is sick in the hospital
- Girl is a great cook
- Boy gave me fruit

One patient is going to hospital
day treatment. He, doctor
Now, let us analyze the task 3 of the pre-test for finding words present in the quotation.

The learner seemed to be familiar with only corresponding Telugu equivalents of the most frequently used known words. He could barely attempt to define or explain the words used in English. Interestingly, like the above script, the learner attempted to give alternative example sentences for some of the frequently used words such as ‘cool’ and
‘mirror’. He clearly mentioned the words he did not know in the script. He was not able to guess the meanings of unfamiliar/unknown words from the given context.

Task 3 required to list known and unknown words from the given context. From the analysis of the learners’ scripts, all the difficult/unknown words as mentioned by them are listed in the following rectangular box.

**Learners’ difficult/unfamiliar words**

| goals, up to date precious, reflect, achieve, world, said, be, aim, hard, high, found, secrets. |

From learners’ point of view, the words listed in the above box are unfamiliar to them. If we carefully look at the words, majority of them carry abstract meanings and concepts. This was quite surprising because they were studying in the English medium and given their level (class IX), these words were not very difficult. However, the learners listed the names of all the objects present in the picture. Hence, it was understood that they had not been exposed adequately to the meanings and use of abstract words.

**Samples of some other Subjects’ responses in Pre-test**

**Task 1 answers:**

1. *opposite, oppoin, opposit, oppinian*
2. dozin, dazan
3. test, taste
4. treatment
5. chatting, chaiting,
6. Lake, lane, late
7. crane, crack
8. week, weak, welth
9. pupules, pupals
10. streting,
11. introdection, intradaction, introduction
12. admit, admis
13. berr, bery,burst
14. improv, improtant
15. delious, delivary
16. slow, slowly
17. love, lovingly
18. popular,

Task 2 answers:

1. flowers, plants, cot, blindman, boy, fruits, girl, paseant, hospital, bench
2. man is a stick, standing, going to hospital, treatment doctor
3. boy giving frute, children helping the old person, etc
Task 3 answers:

Unknown words: precious, reflect, achieve, goals, aim high, push hard, up to-date

All in all, the pre-test provided the researcher an insight into the learners’ existing vocabulary knowledge and understanding of English. It seemed that they did not get opportunities to use words on their own. They were also found to be poor in spelling. The pre-test exhibited that they needed some intervention help pertaining to vocabulary learning through strategies in order to meet their immediate language needs.

4.4.8 Vocabulary Learning Strategy Questionnaire (VLSQ)-Pre-Survey

Languages can be learnt in various ways. In this particular study, the researcher wanted to know how the rural ESL learners used to learn words. Therefore, the researcher prepared an adapted version of the Vocabulary Learning Strategy Questionnaire of Takac, P.V (2008) and administered the same to the subjects of the study. The VLSQ questionnaire (see appendix 4) comprises 13 statements on different types of methods of learning words and developing vocabulary knowledge. This VLSQ questionnaire was administered to find out if the learners were already aware of the strategies, and whether they used any specific strategies on their own to learn vocabulary/language. Also, it aimed at knowing whether they needed any strategy training in order to develop essential vocabulary knowledge. To indicate the learners’ choice/preferences of vocabulary learning ways, the learners were required to tick or encircle any one of the given frequency words: never, sometimes, most often and always. Analysis of the VLSQ is provided in the following section.
4.4.8.1 Analysis of the VLSQ

The questionnaire was designed based on the working definition of vocabulary learning strategies as mentioned in the chapter 1. It contained 13 statements on various ways/strategies of learning vocabulary. As mentioned in chapter 2, the questionnaire broadly covers two main categories of vocabulary learning strategies. These include strategies to:

1) Discovery Strategies: to discover the meanings of new vocabulary items

2) Consolidation Strategies: to expand and retain new vocabulary items.

The strategy statements/sentences in the Vocabulary Learning Strategy Questionnaire and learners’ responses to them are presented below.

<table>
<thead>
<tr>
<th>Statement/strategy</th>
<th>Never</th>
<th>sometimes</th>
<th>Most often</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I ask my teacher for translation of a word</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>2. I try to guess a word’s meaning from context</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3. I learn words through pair work/group work</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4. I use a bilingual dictionary</td>
<td>0%</td>
<td>5%</td>
<td>5%</td>
<td>90%</td>
</tr>
<tr>
<td>5. I use an English dictionary</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>6. I explain the meaning/definition of a word in my mother</td>
<td>0%</td>
<td>5%</td>
<td>5%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>7. I explain the meaning/definition of a word in English</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>8. I make/take a note of words</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>9. I make word cards/flashcards</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>10. I keep a separate vocabulary notebook</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>11. I use new words in sentences to remember them</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>12. I create mental images of words</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>13. I use vocabulary section in my textbook</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

The table above records the learners’ responses to vocabulary learning strategies. Majority of the learners believed that learning words happened only from teacher’s instruction and bilingual dictionaries. It is evident from the above table that the most frequently employed vocabulary learning strategies by the subjects were ‘Asking the teacher for translation of word in mother tongue.’ and ‘Using bilingual dictionary’. It also reports that all the learners ‘never’ used strategies such as using an English dictionary (monolingual dictionary), making word cards/flashcards, keeping a separate vocabulary notebook and using words in sentences. With regard to other specific strategies, the data revealed that no learner was aware of strategies such as guessing meaning of words from context, using/referring to vocabulary section of the
textbook, creating mental images of the words, learning words through peers, and making/taking a note of words.

The following bar graph (Figure No.4) summarizes the learners’ uses of strategies by combining them into ‘discovery strategies and ‘consolidation strategies’.

Figure No.4. Pre-survey Questionnaire on VLS

![Pre-Survey Questionnaire on VLS](image)

Note: DS stands for ‘Discovery Strategies; and CS: Consolidation Strategies

From the analysis of afore mentioned data, it is clear that the learners were not aware of majority vocabulary learning strategies mentioned in the questionnaire. Learning vocabulary for them is knowing Telugu equivalents of the words to understand the gist of the lessons. They are not taught/trained in using any frequently used and suitable vocabulary learning strategies.
4.5 Phase II: Actional Phase (Intervention)

Here we discuss the intervention phase in three parts: (i) explicit instruction of specific learning strategies (strategy training), (ii) preparation and organization appropriate vocabulary teaching materials, and (iii) promoting word consciousness (raising learners’ awareness)-facilitating learning on different aspects of vocabulary knowledge through the taught vocabulary learning strategies.

4.5.1 Explicit Instruction of Vocabulary Learning Strategies.

In the context given, the rural area learners approach new or unfamiliar words in English in two ways. They either avoid/skip the word or ask teachers for the meaning. Perhaps they resort to this tendency to avoid risks in guessing word meaning from context. Hence, they need to be equipped with a set of specific word building strategies. As mentioned in chapter 2, a wide range of VLSs/word building strategies were proposed in the vocabulary literature. In the context of the present study, and with special reference to these learners hailing from humble backgrounds, the following strategies were considered to be appropriate and useful. The strategies would address their vocabulary needs and enhance their vocabulary learning to build confidence in using the target language. The selected strategies include the following:

- Keeping a vocabulary notebook.
- Using a monolingual dictionary.
- Guessing the meaning of a word from its context.
- word mapping and
- Framing example sentence (using new words in sentences)
In order to train the learners in the above strategies, the researcher conducted 20 teaching sessions as part of the intervention programme, including workshops wherever felt necessary. Sample sessions of the strategy training programme are detailed in the following sections.

4.5.2 Keeping a Vocabulary Notebook

Keeping a vocabulary notebook was seen as one of the best ways in keeping the subjects meaningfully engaged in learning new words. Whenever and wherever the learners were exposed to or encountered new words, they needed to note down the words in their notebooks with their correct spelling, meaning and utterance and then finding their possible contextual meanings by guessing from the context or referring to a dictionary. As Schmitt and McCarthy (1997:3) maintain: “…the more energy a person expends when manipulating and thinking about a word, the more likely it is that he will be able to recall and use it later.” This strategy of vocabulary learning adds to learners’ joyful language learning experience. If the learners keep practicing it, they can easily increase their lexical competence.

4.5.2.1 Sample Session on Keeping a Vocabulary Notebook

Objectives: 1. to help the subjects ‘keep the vocabulary notebook’ and practice the strategy regularly.

2. to help the learners review and use vocabulary knowledge in learning English.

Materials required: notebook, handouts, textbook

Procedure:
The researcher divided the students into teams of four: told them to choose any new word from their English units/lessons.

The researcher wrote the following questions for generating interaction in the classroom:

1. What do you need to write/record about the word you chose?
2. How do you organize words on the page of your vocabulary notebook?

The researcher elicited responses from the students to the above questions. Some of the responses include: Telugu meaning, English meaning, opposite word, picture of the word, examples of the word, etc. The researcher added the following points besides the students’ points.

- meanings: translation (Telugu equivalent), explanation (a pond is an area of water smaller than a lake), similar words (awful=terrible and opposite words (ugly x beautiful), pictures example sentences (I write my name in the register)
- pronunciation/utterance
- part of speech (register (n), (v))
- grammatical awareness of the word (enjoy+ing = I enjoy playing cricket)
- common partners (make a mistake, make a decision, make a purchase)

The researcher, keeping in mind the importance of a vocabulary notebook, demonstrated the strategy (see appendix 5) to the learners, and the learners were
supplied with a model *Vocabulary Notebook* each for their use to make note of new vocabularies. The sample of the vocabulary notebook is given below.

**A sample vocabulary notebook entry**

Learners can write the following information for a word entry.

1. L1/L2 meaning/definition  
2. A Keyword/key picture  
3. Part of speech  
4. Derivatives  
5. Synonyms/antonyms  
6. Collocations  
7. Sample sentence/s.

<table>
<thead>
<tr>
<th>L2 word: ‘register’ : an official written record</th>
<th>2. Keyword/key picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1 equivalent: patti</td>
<td>‘book’, ‘record’</td>
</tr>
</tbody>
</table>

3. Part of speech: Noun (in this case); can also act as ‘verb’ (meaning will differ)  
4. Derivations: registration, registry  
5. Synonym: record, file  
6. Class register, attendance register, cash register, registration form  
7. Sample sentence: I see a lot of registers in the office room.

The subjects were made aware of the strategy in different formats (see appendix 5). Also, they were explicitly instructed as to how to be flexible in adopting any kind of suitable formats that suits their learning/writing styles and preferences. It was noticed that once the learners were taught this strategy, they started showing enthusiasm in picking up words and following the instructions to apply the strategy themselves and make entries in the notebook the way it was shown to them. An instance of their attempt is given below.
The picture shown above describes how a particular learner (female learner) adapted the strategy in her way of recording information about a new word she encountered. She in her notebook mentioned from where she had picked up the word (the name of the lesson), the part of speech to which the word belonged, its derivatives along with example sentences, with the help of a dictionary. She related the meaning of a word with one of her mother’s personality trait’ (sense of humour). Despite some initial disinterest in the activity, learners gradually warmed up to the idea of keeping a vocabulary notebook. The strategy ‘keeping a vocabulary notebook’ proved to be more useful in due course of time, among the learners.

*Tasks on ‘Keeping a vocabulary notebook strategy’*

*Sample task 1: Organize the following list of words into three groups and give each one a title.*
In response to above task, majority of the learners could differentiate the list words and grouped the pair of words into titles such as ‘vehicles/travel, house items/furniture and food things/vegetables. The learners wrote their answers in their notebook for future reference.

**Sample Task 2**

**Underline the correct answer or answers.**

1 A pond is:
   a) bigger than a lake   b) smaller than a lake   c) the same size
2 I really enjoy:
   a) play tennis   b) to play tennis   c) playing tennis
3 When we were on holiday we had:
   a) lovely weathers   b) lovely weather   c) a lovely weather
4 The underlined letters in **ache** are pronounced the same as in:
   a) machine   b) catch   c) chemist
5 She gave me a ................. smile.
   a) strong   b) big   c) large
6 The past tense of **fall** is:
   a) fell   b) felt   c) falled
7 You can put on:
   a) gloves   b) a decision   c) shoes
8 **Rise sharply** means:

   a)  
   b)  
   c)  

The task given above aims at contextualizing given words and recording information about words into their vocabulary notebooks. Majority of the learners could answer all the task items except 6. The response chosen by majority of the learners was ‘falled’ due to over generalization of the rule (adding –‘ed’ to the present form).
4.5.3 Using a Monolingual Dictionary

Dictionaries have great potential to contribute to learners’ vocabulary development in terms of both size and knowledge. A dictionary is a great repository of words listed in alphabetical order. They are the immediate resources which learners can rely on to look for meaning of new words. Referring to a dictionary aids not only comprehension but also retention of the new vocabulary items. Learners need to develop confidence as dictionary users by exploiting it for interaction. Hence, learners need to be trained to become frequent, self-sufficient and independent users of dictionaries while developing both intensive and extensive reading skills. The main thing is to try to get learners using dictionaries happily and comfortably. A little dictionary work, and often, is the key to learner independence.

4.5.3.1 Sample Session on Using a Monolingual Dictionary

To train learners in using a monolingual dictionary, the researcher adopted an interactive approach and initiated a discussion on the word ‘dictionary’ by asking questions such as: do you know what a dictionary means? What does it contain? What are the uses of the dictionary, and how to use a dictionary? After eliciting a fewer responses, the researcher talked about the multiple uses of a dictionary, its usefulness for students and language learners and demonstrated the strategy to the learners how to use the dictionary for different purposes like spelling, meaning, collocations, phrasal verbs, idioms, pronunciation, etc. He motivated the learners towards keeping and using a monolingual dictionary by organising a workshop on the use of the strategy.
The researcher supplied the learners with 8 copies of Oxford Advanced Learners’ Dictionary (OALD, 8th Edition) and two copies of Longman Dictionary of Contemporary English (LDCOE. 5th Edition). Apart from these, they had a few bilingual dictionaries with them. The researcher distinguished the both by saying that the bilingual dictionary was quicker and easier to refer to Telugu equivalents of the words while the monolingual dictionary gives more information about words or phrases in English language only.

The researcher trained the learners in using a monolingual dictionary with help of a handout (see appendix 5-key to dictionary entries). He also adapted ‘workshop’ method of strategy training to enable the learners to use an English dictionary independently. The objectives of the session and the details of strategy training are provided below:

Objectives:

1. to develop students’ ability to use dictionary
2. to raise students’ awareness about the information they can find in a dictionary
3. to encourage group collaboration in using the strategy.
4. to promote creativity in using words with help of dictionary.

Materials required: notebooks, handouts of dictionary entry, Oxford Advanced Learner’s dictionaries, textbook.
The researcher, in order to introduce the strategy of using a monolingual dictionary, designed a few suitable activities. The following are the sample activities used for demonstrating the strategy.

**Task: Put the words in each row in alphabetical order**

*a*) handy, hard, hand, heat, heart

*b*) photography, photographic, photograph, photographer, photogenic

*c*) shoulder, school, scooter, should, solid

*d*) strange, study, student, studious, stranger

*e*) gorilla, great, grand, gorgeous, group

The objective of the above task was to make the learners navigate the words in alphabetical order. This task, in turn, helps the students while referring to words in the dictionary. The researcher monitored the students’ work while doing the task and went through the learners’ alphabetical list of words. Majority of the learners had carried out the task correctly. A few learners could not get all the words in alphabetical order due to little bit of confusion. This task led the students to explore various entries of the dictionary further.

**Task: Look up the words in the dictionary and complete the table.**

<table>
<thead>
<tr>
<th>Word</th>
<th>Correct or incorrect</th>
<th>Correct spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>alright</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ceiling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
definitely

desparate

sajaranate

development

improvment

judgment

scool

occasion

reccommend

recieve

omelette

In the next session, the researcher distributed a handout on ‘key to dictionary entries’ and asked the learners observe various entries given. The researcher introduced the following points in order of hierarchy.

Headwords, guidewords, pronunciation, part of speech, synonym, opposite words, phrasal verbs, Idioms, etc. Knowledge of these labels enabled the learners to use the dictionary effectively and efficiently.
**Task**

*Use your dictionary to put the guidewords under the correct headword.*

<table>
<thead>
<tr>
<th>Headwords</th>
</tr>
</thead>
<tbody>
<tr>
<td>charge</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Guidewords**

- body
- explanation
- mind
- ask to pay
- feeling
- money
- attack
- top
- music
- accuse
- grass
- not experienced
- colour
- information
- organization
The researcher introduced the headwords and guidewords with the above task. Learners are made familiar with the identifications of them in the dictionaries. For instance, a few learners put the guide words such as grass, environment, colour, body, mind, top under headwords green and head respectively. Later, the researcher explained all the answers to the learners with help of the dictionary.

4.5.3.2 Sample Session 2 on Dictionary Skills:

The researcher conducted another session on developing dictionary skills. This session helps the learners get hands on experience with the process of dictionary reference. In order to carry out the session, he distributed a handout of word a ‘dictionary entry’ on the word ‘descend’. He then imitated a discussion on the questions mentioned in the handout. The learners were given clear instructions to go through the dictionary entry carefully and make notes/gathers different pieces of information about the word ‘descend’. The learners were given sufficient time to process the given dictionary entry.
**Task:** Read the following dictionary entry of the word ‘descend’ and answer the questions that follow.

1. How many meanings of ‘descend’ do you find in this entry? What are they?

A: _______________________________________________________________
_______________________________________________________________

---

1. How many meanings of ‘descend’ do you find in this entry? What are they?

A: _______________________________________________________________
_______________________________________________________________
The researcher enabled the subjects of the study to use a monolingual dictionary in the classroom. He monitored their work by reaching each learner while grappling with the given task. By and large, the learners were able to complete the task successfully with a few errors. The researcher conducted a feedback session to further help the learners use dictionary in the classroom effectively. Later, the researcher explained difficult aspects of the task by consolidating the learners’ responses. To reinforce the learning of strategies, the researcher administered the following task to ensure their use of the taught strategy.

A sample task given in the class for using dictionary is provided below.
**Task:** Use a dictionary to find/check the answers to these questions.

1. What does the word ‘joy’ mean?
2. How do you pronounce the word ‘tortoise’?
3. What part of speech is ‘joyful’?
4. What part of speech is ‘homesick’?
5. What adjectives are often used before the word ‘chaos’?
6. What prepositions are used after the word ‘look’?
7. Is the word ‘sheep’ countable?
8. Write the words that can be combined with the word ‘rain’?
9. What do you mean by ‘cloud nine’ and ‘blue moon’? What do they convey?

The learners almost took an hour to complete the task given above. They struggled a lot in order to find out different aspects of the dictionary entries of given words. The researcher offered help when difficulty faced by the learners. Majority of the learners could complete the given task item by referring the dictionary.

By the end of the session, the learners felt glad and curious for having learnt the strategy of using dictionary, a powerful vocabulary learning resource and discovered a wealth of information about words. Training in using dictionaries was mainly offered to help them become confident and independent users of the dictionary at High school level itself.

**4.5.4 Guessing a Word’s Meaning from Context**

Guessing meaning of words from context is a widely used strategy in any language. Guessing word meaning in context enhances the chance of long term
memory. Hence, they were taught to utilize contextual cues to arrive at the meaning of unknown/unfamiliar words and vocabulary items. There are many types of contextual clues to guess a word meaning from its context. The researcher discussed a few important clues with the learners and trained the learners in guessing a word’s meaning from sentence clues/contextual clues available in the following ways.

4.5.4.1 Sample Session on Guessing Words’ Meaning from Context

Objective: 1. to help the learners guess words’ meanings from context.

Materials require: Handout, textbooks and notebooks.

The researcher conducted a small warm-up activity before conducting the sessions on strategy training.

The researcher gave following instructions to conduct the warm-up activity.

1. Listen to my instructions carefully.
2. I think of some numbers and write them on the board (1, 1985, 10, 6)
3. I have some personal relation/connection with the numbers I chose.
4. Now you have to keep asking yes/no questions and guess the answers.
5. If I say ‘yes’ to all the numbers, then the activity is over.

The researcher gave explained the instructions twice in order to make the activity easy to participate in the interaction. The learners were given freedom to ask yes/no questions both in English and Telugu. The researcher accepted the responses from them and later converted them into English.
Some of the students yes/no questions include:

1. *Are you only son in your family?*
2. *Is 1 your lucky number?*
3. *Are you first son in your family?*
4. *Did you get 1st rank in your school?*
5. *Do you have 10 members in your family?*

The researcher was so surprised to get all the above questions in less time. The questions posed by the learners made the activity very interesting and challenging for the learners. However, none of the responses had made the researcher say ‘yes’ to the learners’ questions. So, the researcher provided a few clues about the numbers and their relation to him. No sooner did the researcher give the clues than the students came up with exact yes/no questions.

Correct ‘yes/no’ questions from the learners include:

1. *Were you born in the year 1985?*
2. *Were you born in 1st month of the year/January?*
3. *Were you born 10th day of January?*
4. *Do you have 6 members in your family?*

After the warm-up activity, the researcher organized a session on various types contextual clues with which guessing words from context can be made while reading English sentences/texts. The details of the clues with example sentences were demonstrated to the participants. Let us now deal with each one of the clues separately as presented below.
1. Cause & effect:

It tells the relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction.

Examples: 1. It rained heavily. The roads were flooded.

2. Because we lingered too long, we missed the beginning of the movie.

3. The door was ajar. So the dog got out of the house.

2. Opposite/contrast

It refers to the opposed idea of an unknown word in a sentence or a paragraph.

Examples: 1. Even though I studied for hours, I flunked the test.

2. My last house was really small, but my new place is quite spacious.

3. General sense

In any sentence, students need to pay attention to Subject-Verb-Object (SVO) coordination in order to guess meaning from the context.

Examples: 1. Each summer thousands of tourist flock to the beaches.

2. The father tossed the ball to his little boy.
4. Synonyms or paraphrases

These type clues are found in the sentence or paragraph that enables learners to guess meaning.

e.g. 1. Kiran was deaf, but he didn’t let his handicap get in the way of his success.

2. Latha’s flower garden was full of marigolds, which she tended with great care.

Sample task guessing a word’s meaning from contextual clues

Which word?

Use the context clues to decide which guideword to use for the word in bold.

1. It was late so we decided to head straight for the station?
   a) leader      b) go                  c) top part       d) mind

2. This food item tastes great. What did you season it with?
   a) harden wood   b) flavor       c) part of year     d) period

3. All the paintings are interesting but I’m specially drawn to the one over there.
   a) picture        b) pull              c) attract          d) take out

4. We are so late; I hope they will allow us into the theatre.
   a) near the end   b) dead       c) after     d) on time

5. I can’t face spending a whole weekend with them.
   a) turn toward   b) respect      c) deal with     d) part of the body

The researcher took up a discussion on the above task and elicited all the responses from the learners. Initially, the learners did not make correct guesses as they went by the literal meanings of the words given in bold. Once the researcher provided a
few hints and contextual clues, majority of the learners started making intelligent
guesses about the exact meanings of the words. None of the learners could answer the
item 3 of the task as it demanded careful attention to the clues provide. At the end of the
session, the researcher provided all the correct choices with proper explanations.

Next, in order to train the learners in the same strategy of guessing meaning of
words from the context while dealing with unfamiliar texts, the researcher adapted a
few extracts from sources such as story books and newspapers (see appendix 5) and
demonstrated the strategy with examples. Given below is a sample extract, which was
used to train the learners in using the strategy ‘guessing a word’s meaning from its
context.’

Story:

Late one night, Nasreddin was woken up by a terrible noise in the street outside
his house. It sounded as if a terrible fight was going on, and as Nasreddin loved
nothing better than to watch a fight in the street, he opened his window and looked out.
He saw two young men fighting just outside his front door, but when they saw him
watching them, they went round the corner of the house and continued to shout at each
other and hit each other there.

Nasreddin did not want to miss anything; so he ran down and unfasten the bolt
of his front door, but as it was a cold night, he wrapped himself in a blanket before he
went out.

He walked to the corner of his house and looked around it. The two men were
still shouting and struggling. Nasreddin went closer to them both to see the fight better
and to try to find out what the men were fighting about. But as soon as he was within easy reach of them, they stopped fighting, attacked him, seized his blanket and ran away into the darkness with it.

Nasreddin was too old to run after them. So he could do nothing but go sadly back to bed without his blanket.

‘Well,’ said his wife. ‘What were they fighting about?’

'It seems that they were fighting about my blanket.’ answered Nasreddin, ‘because as soon as they got it, their quarrel ended.’

(Source: Advanced stories for Reproduction, First series, By L.A. Hill. Story-14)

The learners were supplied with the above story and were asked to guess the meanings of the words in bold from contextual clues.

Initially, majority of the learners felt it very challenging to guess the possible meanings of the words. But, once the researcher started giving some oral cues, they started guessing the meanings. For instance, to guess the meanings of the words ‘blanket’ and ‘wrap’, the researcher asked the learners: ‘what did Nasreddin use to feel warm? What do you generally use to get warm during winter season?’ The learners’ answers were: fire, sweater, thick rug, etc. Eventually, after a few minutes of thinking about the exact answer a couple of students could arrive at right the word ‘blanket’. In order to elicit the meaning of the word ‘wrap’, the researcher asked: ‘What did Nasreddin do with the blanket?’ And the answers were: tie, round, sleep, and cover, etc.’
Later in the practice sessions, the learners were given different stories and newspaper clips, which they tried to read and understand by applying the guessing strategy. They wrote all the possible meanings of unknown words in a separate notebook (see appendix 6 A) and crosschecked with help of dictionary or the researcher.

4.5.5 Using Word Mapping Strategy

Word maps are potential visual or graphic organizers that promote vocabulary development. These visual organizers make the learners think about terms or concepts in several ways. Most word maps effectively engage the learners in developing a definition, synonyms, antonyms, and a picture of a given vocabulary word or concept. They are useful for helping the learners develop an understanding of a word. They also help the learners build upon prior or background knowledge and visually represent new pieces of information.

4.5.5.1 Sample Session on Word Mapping Strategy

Objective: help the learner create/build word maps of various concepts: word knowledge, topic information, key words of the lesson/story, etc.

Materials required: Handouts on different models of word maps, textbook, dictionaries and notebooks.

To initiate a discussion on the strategy, the researcher asked the learners some questions:

1. Do you know what a word map is?

2. What kind of information do you like to put up in it?
3. What are the benefits of word maps?

The researcher made the learners think about/brainstorm about the strategy and consolidated the points. Some of the points shared by the learners include: word maps are images, symbols of words. They help in remembering the words. They are pictures. We can write important information about the topic, etc.

In order to demonstrate the word mapping strategy to the learners, the researcher used the following ‘word maps’ as samples (taken from www.readingrockets.com).

The researcher showed different types of word maps (see appendix5). For instance maps containing word prefixes, suffixes and derivatives were shown to them so that they could understand how other words are created from the base word -the words
and their associates. The learners could choose the format of their choice to follow and improve their vocabulary learning. Some samples ‘word maps’ are given below for the better understanding of the strategy. The first one is simple for capturing information about a word and its related information such as part of speech, my word in a sentence, an illustration and a synonym. The second one is for putting up a lot of information about the words ‘bed ‘and ‘walk’-their associate words, compound words and derivatives.
In this way, the researcher provided the learners ‘hands-on experience’ in using word maps for developing vocabulary knowledge as well as their reading comprehension ability.
Sample word maps created by the learners

The researcher asked the learners to think of some words/topics and gather key information about the words and topics. The learners were given sufficient time to come up with the required information. The learners were also told to refer to their English readers to obtain pieces of information about any lesson/concept.

The following are the word maps done by the learners with help of a dictionary, English textbook and the researcher.

Outline of the word maps created by the learners

1. Word chosen by the learners: ‘national’ (adj) and success

The learner created a word map of ‘national’ and success’ and their complete information.

2. Word chosen by the learner: ‘eye’.

The learner drew the word map of ‘eye’ and its idiomatic expressions

3. Concept chosen by the learner: ‘flood rescue’, and ‘uses of mobile phones’

The learner created concept map of flood rescue operation and the persons/things involved in it. Also, uses of mobile phone were put up using key words.
Concept map/word map:

Word map: Flood Rescue

- Navy
- Army
- Relief camps
- DMRF: Disaster Management Response Force

Word map: Uses of mobile phone

- Mobile phone/cell phone
  - Talking to relatives
  - SMS
  - Information from internet
  - Photos and videos
  - Portable
A leaner exhibiting his words maps on the board

After a considerable practice in using the strategy, the learners did come up with so many word maps of their choice (see appendix 6A). Thus, the word map strategy proved to be of immense beneficial to the rural ESL learners in order to think aloud about the words/brainstorm about topics and enhance vocabulary from them while learning the target language.

4.5.6 Framing Example Sentences

Using words in sentences is one of the most effective and efficient strategies in vocabulary learning. Framing example sentences is a very productive tool to enhance
one’s vocabulary knowledge of the target language. This strategy requires them to use the words in context and frame sentences so that they learn the appropriate use of the words. The researcher wrote on the blackboard some familiar words and encouraged the learners to demonstrate their understanding by framing meaningful sentences by using those words. The learners took interest and followed the instructions thereby trying to use the given words and make sentences on their own with guidance from the researcher.

It is very common for us to ask students to write sentences using new vocabulary items. But the fact is that, the learners very often tend to write sentences that do not show any understanding of the words they used. For instance, let us look at the word ‘petrified’. Learners’ example sentences for this word were: *I was petrified, all my friends feel petrified.* These sentences actually do not show whether students understood the meaning or not. So, to demonstrate the understanding of the words, the learners need to contextualize the words by making personal associations and generate more meaningful examples. Now, let us look at the same example sentence. “*I was petrified when I was walking through the caves. Naveen felt petrified when a spider crawled up his leg.* These example better demonstrate the understanding of the word ‘petrified.’

The strategy of using words in sentences seems to be very simple yet quite challenging and useful for the rural ESL learners. Creating sentence frames requires minimal knowledge of sentence structures. But, only a few learners were aware of the simple grammar patterns (e.g. SVO, SVC, etc,) in English to frame sentences. The researcher, therefore, first made them frame simple sentences using basic rules, and then trained them in applying the strategy ‘using words in sentences’. Let us consider
the following task used in the classroom instruction for better understanding of the strategy.

4.5.6.1 Sample Session on Framing Example Sentences

Objective: to help the learners learn and practice the strategy of framing example sentence using learnt vocabulary items.

Materials required: Handout on sample example sentences, textbooks and notebooks.

Task: The researcher wrote the words such as: *come, come in, come out, come back* and *come along* on the black board and asked the learners to:

1. Use the words in context or suitable situation,
2. Generate or come with meaningful examples, and
3. Demonstrate or show understanding of the words.

The researcher adopted an interactive approach and principle of negotiation with the learners to demonstrate the strategy use. Let us see the following example sentences framed by the learners using aforementioned words.

Sample answers from the learners were:

1. *I come from Kanukur village.*
2. *Chaitanya comes from Chowlur village.*
3. *We went kalyanadurgam yesterday at 9a.m in the morning. We comeback in the evening* (*cameback*)
4. *When I enter the class, I ask teachers, may I come in sir?*
5. *A thief come out the house when I entered the house.*
6. *We going to circus sir. Please come along with us.*

The researcher, having elicited example sentences from the learners, undertook an editing process. Inaccurate sentences were wrote on the board and corrected with the help of students through ‘editing’ of sentences using the ‘negotiation’ technique (Is the sentence okay? What do you want to add/ remove? Why is it not correct? Correct sentences were arrived at by consolidating all the answers and opinions). The researcher, next, dealt with same strategy by prompts/questions. The following task illustrates the strategy

*Sample task*

*Use the following words in your own sentences/Frame example sentences using the following words.*

1. Target
2. Pay
3. Achieve

In order to make the learners frame example sentences of the above strategies, the researcher gave the following prompts/clues/questions

1. *What is your target in your school?*
2. *What is your target in your life*
3. *What do you pay if you want to recharge your father’s phone?*
4. *What did our freedom fighters achieve for us?*

With help of the above triggers, majority of the learners could frame sentences using the given words.

*Example sentences of the learners were:*
1. My target is to get an A grade in 10th class examinations.

2. I target to become constable.

3. My target is becoming teacher.

4. I pay twenty rupees to recharge my father’s phone.

5. I pay money to recharge my father’s phone.

6. Our freedom fighters achieved independence for us.

7. Our freedom fighters achieved freedom for us.

In this way, the researcher worked with the learners to come up with meaningful sentences. After the sessions, the learners quite interestingly and happily framed more example sentences of newly learnt vocabulary items (see appendix 6A and 6B). The researcher conducted a few more sessions on demonstrating the strategy using dictionary and their English readers.

Sample task

Choose one word to complete the sentences. You may need to change the form of the ‘word’. You may use the dictionary for reference.

<table>
<thead>
<tr>
<th>announce</th>
<th>brief</th>
<th>express</th>
<th>divulge</th>
<th>relate</th>
<th>report</th>
</tr>
</thead>
</table>

1. They _________the arrival of the train before five minutes of actual arrival time.

2. We rang the police to___________the theft.

3. She_________the events of the previous week to the police.

4. Journalists do not_________their sources.
5. We had already been _____________ on the job duties.

6. He _____________ his willingness to participate in the speech competition.

The researcher gave the above task in order to see that whether learners relate the meaning of the given words while completing the sentences. The learners’ knowledge of crosschecking the meanings of the words in the dictionary was also assessed in the task. With help of the dictionary and contextual clues, majority of the learners completed the given task. At the end of the session, the researcher consolidated all the answers with proper explanations and justifications.

**Consolidation of the strategy Training Phase:**

In order to see the effectiveness of these strategies, all the learners were asked to maintain special vocabulary notebooks and diaries (see appendix 6A) of the entire intervention programme for applying the learnt strategies in their regular academic and social interactions. By internalizing these strategies, the learners inherited the ‘culture of word learning’ in the school. They seem to be so fond of framing example sentences with better retention of the words for their receptive and productive purposes of the target language. This is how the strategy training programme designed for the rural ESL learners was carefully executed employing aforementioned specific Vocabulary Learning Strategies (VLSs).

**4.6 Preparation and Organization of Vocabulary Learning Materials**

On the basis of the insights gained from the appraisal phase (informal interviews, classroom observations, learners’ questionnaire, pre-test, etc), care was taken to choose and adapt appropriate tasks for enhancing learners’ vocabulary
proficiency. These tasks were adapted keeping in view the criteria such as relevance, feasibility and ability of the rural ESL learners. The words and vocabulary included were on the basis of their prescribed reading texts and frequency and simplicity. Further, for successful implementation of explicit teaching of vocabulary, tasks were designed in the following ways:

- focusing on understanding of words rather than memorization
- connecting the words taught/learnt with their immediate real-life situations by framing example sentences.
- engaging learners’ interest and enthusiasm by being creative and flexible.
- encouraging learners’ choice and independent thinking.

4.7 Explicit Instruction on Aspects of Vocabulary-Promoting Word-Consciousness

The pre-test analyses as well as classroom observations from the appraisal phase had made it obvious that the rural ESL learners lack sufficient vocabulary size and knowledge. Therefore, the researcher, in order to promote ‘word-consciousness among the rural ESL learners chose not only the appropriate instructional strategies but also the appropriate teaching materials (see appendix 5). Exercises were designed based on the sourcebooks mentioned in the above chapter (Chapter Three). In order expose the rural learners to a wide variety of language rich materials as L2 Input, the researcher, exploited some interesting stories and tales from web resources. The stories were about Tenali Ramakrishna’s wit and humour. The following are the sample sessions conducted using activities on creating awareness of various aspects of vocabulary knowledge in the area of second language vocabulary acquisition/learning”
4.7.1 Sample Activities for Vocabulary Teaching and Learning

Activity: word of the day

Outline: students learn one new word at the beginning of the session

Focus: single words or expression chosen by the researcher/students

Material required: Dictionaries charts and notebooks

The researcher wrote on the board heading Word of the Day (Wotd) and the date. He uttered the word ‘learning’ and put it up on the board with its part of speech in brackets, meaning and example sentences using the word as presented below.

Word of the day                                                                              date: 3/10/2014

Learning (n)

Meaning: knowledge you get from reading and studying.

Example sentences: Learning of English is easy. Learning a word a day improves your vocabulary. Learning is a lifelong process. I am interested in learning English language

After the activity, the researcher instructed the students to gather from their textbooks/think of words and share them in the classroom every day. This activity created interest among the students to locate words and copy them into their notebooks (see appendix 6 A). The students had shown a lot of enthusiasm in conducting ‘word of the day’ activity.
4.7.1.1 Activity: Knowing about Words

Objective: to help the learner distinguish content words and structure words in given context.

Materials required: Handout containing a piece of reading text, dictionaries and notebooks.

Words have different roles and functions in a sentence. Some are content with independent meaning and some are structural words without specific meaning of their own, but they help to connect different words in a sentence and contribute to overall meaning. It is necessary for ESL learners to know the nature and functions of words in a given sentence/text.

The researcher, in order to introduce the learners to language words, extracted the following sample text from class IX English reader to demonstrate these two aspects of the English Language. He followed an interactive approach and the principles of constructivism in the classroom as mentioned below.

Read the following text and identify content words and structure words.

Delhi is too expensive. You know I have four children to look after now. I can’t make both ends meet with my salary. And one has to keep up one’s status. It will be a great help if I can raise some money by selling my share of the family property. I came to talk it over with you.

Questions for interaction:

1. How many words are there?
2. Do all the words convey meaning?

3. What do we call words that have meaning?

4. What do we call the words that do not have meaning but make sentences sound correct?

5. Why should we know both kinds of words?

After having adequate interaction with the learners, the researcher explained to the learners the content and structural aspects of words in the following manner.

Summary of the discussion: Sentences in English have two kinds of words:

1. Content words: These contain most of the meaning. In other words, these are called meaning making words or functional words. E.g. school, play, nice, evening, happily, etc.

2. Structure or Grammar words: These words make the grammar correct. In other words, these words do not carry any meaning but form grammatical relationship with other words. E.g. is, was, can, must, on, a, an, the, etc.

With this task, all the learners were made aware of the two types of words exist in the target language. The learners were given additional tasks on identification of both kinds (see appendix 6 A).

In the next session, the learners needed to be familiar with the part of speech and to identify different word categories in any given text. The researcher used the following text for the purpose. The learners were distributed the handout of text and asked them to go through the text carefully. The details of the session are as follow.
Task: Read the following text carefully. Identify and name the part of speech/word categories available in the text.

Wow! What a wonderful match I saw yesterday? The last ball needed six runs to win the match with Australia. And, can you guess who must have stolen the show greatly? And he is none other than Mr. Mahindra Singh Dhoni. As soon as Michelle Johnson bowled the ball nervously, Dhoni hit it a sixer and made India win the match thrillingly. The huge audience in the stadium stood and clapped loudly on his great performance.

Questions for Interaction:

1. Separate the name of people and things and ideas and write them in three different columns.

2. What do you call these words?

3. Which words were used in the place of the words ‘Dhoni’, audience, and ‘ball’? What are these substitute are called?

4. The words ‘wonderful’, ‘last’, ‘wonderful’ and ‘huge’ refer to or qualify some other words in the text. What are those words?

5. Separate action words from the text. What do the words ‘saw’, hit, ‘clapped’ convey?

6. Observe the words: ‘loudly’, ‘greatly’ ‘nervously’ and ‘thrillingly’. What do these words do to the action words?

7. Observe the words: ‘to,’ ‘with’ and ‘in.’ Where do you find these words in the sentences?
8. Observe the word ‘and’ carefully. What did it do in the text?

9. Observe the word ‘wow!? What does it convey?

10. Do you know what ‘parts of speech’ is?

11. Why should we try to know them?

After negotiating the answers for all the above questions, the researcher summarized the discussions with help of a parts of speech diagram (see appendix 5), and clearly explained each term used in the diagram with adequate illustrations. The researcher gave some additional tasks to the students in the form of handouts for further practice of this aspect of vocabulary knowledge. This enabled the learners to have some idea about different word categories or part of speech.

Task: Identify the part of speech of each italicized word. Write the word and the part of speech in your notebook. You may use dictionary for your reference if necessary.

1. Ramu suffered from fever.

2. He reached his village safely.

3. The earth trembled slightly.

4. Oh, how wonderful you are!

5. I want to work hard and get good grade in the examination.

The learners find it slightly difficult to identify the parts of speech and name them. The researcher gave a few cues/prompts by posing some questions. Then the learners were able to do the task at their own pace. A few learners relied on dictionaries
and identified the parts of speech correctly. The researcher supplied the answers with some explanations.

In the following session, the researcher introduced the learners to formation of words using prefixes, suffixes and affixations.

4.7.1.2 Activity: Words-Prefixes, Suffixes and Derivatives.

Objective: to enable the learners to find or form new words using prefixes, suffixes and derivatives

Materials required: handouts containing prefixes, suffixes and root words and, dictionaries and notebooks

The researcher selected a list of familiar words and wrote them on the blackboard. He engaged the learners by asking them to look at the words attentively and come up with responses.

Observe the words given below carefully.

List 1: look, looks, looking, looked, play, player, replay, playful

List 2: beauty, beautiful, beautify, appear, disappear, reappear, appearance

Questions for interaction?

1. What do you observe in the List 1?
2. What do you observe in the List 2?
3. What differences do you find between the two?
4. Do they all belong to the same family? What do we call these words?
5. Separate the root words (independent words) from the lists.
6. Do you know what affixation is and what an affix is?
7. Do you know what a prefix is and what a suffix is?
The researcher, after the interaction with the learners, explained to them the process of affixation and how derivative words are created from a base word. He showed them what prefixes, suffixes, and infixes are and how learners themselves can create new words by using affixes. He gave them the following tasks in the form of handouts for better understanding of prefixes and suffixes.

*New words can be formed by using appropriate prefixes and suffixes. The first one is done for you.*

<table>
<thead>
<tr>
<th>examine</th>
<th>reexamine</th>
<th>examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>produce</td>
<td>reproduce</td>
<td>reproduction</td>
</tr>
<tr>
<td>correct</td>
<td>incorrect</td>
<td>correction</td>
</tr>
<tr>
<td>connect</td>
<td>disconnect</td>
<td>connection</td>
</tr>
</tbody>
</table>

The learners exhibited great interest in learning this strategy of forming new words and came up with their own examples. This was followed by task that dealt with forming new words using prefixes and suffixes.

*Task : Form new words using the given prefixes and suffixes: un, im, il, in, ir, dis, ness, tion,*

---happy ---patient ---polite ---literate

---correct ---regular ---visible ---possible

---legible ---employed ---connect ---friendly

--- pack ---lock ---agree --- like
Task: Form new words using the given prefixes and suffixes in brackets.

1. A: He doesn’t have a job. He is ------ (un)
2. He is not happy. He is---------------- (un)
3. She cannot rest for five minutes. She is ----------------(less)
4. The girl doesn’t care about anything. She is ----------------(less)

The exposure to this strategy sufficiently encouraged the learners to practice and learn words and their affixes. Even they showed interest for doing additional tasks (see appendix 5) to get command of using prefixes and suffixes in forming the new words.

Sample task

Look at the table given below. Observe how new words can be made by adding prefixes and/or suffixes. (Notice that sometimes, there is a small change in spelling in the root word before the affixes can be added)

<table>
<thead>
<tr>
<th>prefix</th>
<th>Root word</th>
<th>suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>disagreeable</td>
<td>dis</td>
<td>agree</td>
</tr>
</tbody>
</table>
The researcher asked the learners to know about the words listed in the above table with help of a dictionary. This task made the learners understand the use of prefixes and suffixes to form new words. At the end of the session, the researcher consolidated the essential points to keep in mind while forming new words using prefixes and suffixes.

In the next session, the researcher dealt with suffixes for parts of speech. The learners needed to know to how to form nouns, adjectives, verbs and adverbs using some suffixes.

*Activity: Building on word structures-suffixes for parts of speech*

*Outline: students think about/brainstorm words that end with particular suffixes*

*Focus: suffixes typical of specific parts speech*
Materials required: handouts containing list of suffixes and notebooks.

The researcher distributed the handout containing a table of suffixes for parts of speech to each learner. The learners were given sufficient time to observe the given example words and their corresponding suffixes. The table is given below.

<table>
<thead>
<tr>
<th>Part of speech</th>
<th>suffix</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td>-ment</td>
<td>apartment</td>
</tr>
<tr>
<td></td>
<td>-age</td>
<td>baggage</td>
</tr>
<tr>
<td></td>
<td>-ery</td>
<td>bakery</td>
</tr>
<tr>
<td></td>
<td>-ity</td>
<td>community</td>
</tr>
<tr>
<td></td>
<td>-ence</td>
<td>existence</td>
</tr>
<tr>
<td></td>
<td>-ship</td>
<td>friendship</td>
</tr>
<tr>
<td></td>
<td>-tion</td>
<td>application</td>
</tr>
<tr>
<td></td>
<td>-ance</td>
<td>importance</td>
</tr>
<tr>
<td></td>
<td>-ness</td>
<td>kindness</td>
</tr>
<tr>
<td></td>
<td>-hood</td>
<td>motherhood</td>
</tr>
<tr>
<td>Verbs</td>
<td>-ify</td>
<td>beautify</td>
</tr>
<tr>
<td></td>
<td>-en</td>
<td>freshen</td>
</tr>
</tbody>
</table>
The learners observed the table and made a note of forming nouns, verbs and adverbs with help of suffixes. The researcher instructed the learners to refer to dictionary for looking up the example words given in the table. The learners wrote their meanings with example sentences in their notebooks.

Some of the example sentences from the learners were: the learners’ sentences were edited using grammar negotiation techniques.
1. There are many apartments in Bangalore city.

2. I always buy biscuits from the bakery in Kalyandurg.

3. Friendship is important in life.

4. I give importance to English learning

5. We need to beautify our school premises with a garden.


7. I solve mathematical problems quickly.

The above elicited example sentences showed that the learners were trying to use suffixes in their own example sentences.

Later, the learners were given a task to practices noun, adjective and verb forms using suitable suffixes.

Sample task:

Fill the following columns in the table with appropriate forms. The first one has been done for you. You may use the dictionary for reference if necessary.

<table>
<thead>
<tr>
<th>Verb form</th>
<th>Noun form</th>
<th>Adjective form</th>
<th>Verb form</th>
</tr>
</thead>
<tbody>
<tr>
<td>attract</td>
<td>attraction</td>
<td>different</td>
<td>Differ</td>
</tr>
<tr>
<td>create</td>
<td></td>
<td>simple</td>
<td></td>
</tr>
<tr>
<td>assist</td>
<td></td>
<td>beautiful</td>
<td></td>
</tr>
<tr>
<td>relax</td>
<td></td>
<td>special</td>
<td></td>
</tr>
</tbody>
</table>
Task

*Fill the following columns in the table with appropriate forms. One has been done for you.*

<table>
<thead>
<tr>
<th>Noun form</th>
<th>Adjective form</th>
<th>Adjective form</th>
<th>adverb form</th>
</tr>
</thead>
<tbody>
<tr>
<td>music</td>
<td>musical</td>
<td>actual</td>
<td>actually</td>
</tr>
<tr>
<td>science</td>
<td></td>
<td>comfortable</td>
<td></td>
</tr>
<tr>
<td>nation</td>
<td></td>
<td>beautiful</td>
<td></td>
</tr>
<tr>
<td>fame</td>
<td></td>
<td>certain</td>
<td></td>
</tr>
</tbody>
</table>

**4.7.1.3 Activity: Word Families**

*Outline: students complete table of word families: nouns, verbs, adjectives and adverbs.*

*Focus: nouns, verbs, adjectives and adverbs derived from a common root.*

*Materials required: notebooks and dictionaries*

The researcher drew a table on the board, and fill in a word that has corresponding words in other parts of speech. The learners were asked to copy the table and observe
the forms of the parts speech. The details of the word are presented in the following table.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>ignorant</td>
<td>ignore</td>
<td>ignorant</td>
<td>ignorantly</td>
</tr>
</tbody>
</table>

The learners were explained some more word families on the board for internalizing the concept of word-formation. Later, the learners were given a few tasks on completing word families. A sample task given for the learners is provided below.

**Task:** Fill the columns of the table given below with appropriate words. (note: sometimes words may not have corresponding items to fill all the columns. One example has been done for you.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance</td>
<td>-----</td>
<td>important</td>
<td>importantly</td>
</tr>
<tr>
<td>Dependence</td>
<td>differ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>obedience</td>
<td></td>
<td>excellent</td>
<td>greatly</td>
</tr>
</tbody>
</table>

It is very surprising to note that, the learners filled the columns with appropriate noun, adjective, verb and adverb forms without much help from the researcher.
However, the learners relied on English dictionaries for verifying the answers they had written. It is evident that the learners were trying to use dictionaries in the classroom independently.

Next, the researcher needed to create awareness on other aspects of word-knowledge such as word meanings, similar meanings (synonyms), opposites, and multi-word items: compound words, collocations, phrasal verbs, lexical chunks and idioms. So, he proceeded further to conduct some sessions on the above aspects. The following are the sample sessions which give details of the ways of promoting different aspects of vocabulary learning among the subjects.

4.7.1.4 Activity: Finding Word Meanings in Given Context.

Objective: help the learners find meanings of words in given context.

Materials require: Handout of exercises, textbooks and notebooks.

The researcher distributed the handouts of an exercise containing different words at sentence level. The learners were asked to read the sentences and find out the meanings of underlined words. The details of the exercise are as follow.

Read the following sentences carefully and tick (√) the correct meaning of the underlined word in each sentence.

1. He has asked me to spend a week in the countryside.
   (a) a land with towns and cities.
   (b) a neighbouring country.
   (c) a land outside towns and cities with fields, woods etc.

2. The town mouse packed his bags.
(a) put something in a container so that it can be stored
(b) put clothes etc., into a bag in preparation for a trip away from home
(c) put expensive things in a bag so as to keep them safe

3. The day was bright and **sunny**.
   (a) with a lot of bright light from the sun
   (b) with a cool wind from the east
   (c) without rain

4. He nibbled at the root and the sugar-cane.
   (a) took a large quantity of food
   (b) took a small quantity of food showing a slight interest
   (c) took food with a great interest

5. The country mouse **arrived** in town.
   (a) left for a place
   (b) got to a place
   (c) left a place

The participants were actively involved in the above task by monitoring their attempts while doing the task. Majority of the learners had completed the task within the given time as it had options to choose correct meanings of the underlined words. In order to reinforce the learning of word meanings from context, the learners were administered one more task. The task is provided below.

Task:
Read the following sentences carefully. Tick (√) the correct meaning of the words underlined below. Refer to the dictionary if necessary.

1. The house was not electrified.
   a. There was no electricity in the house.
   b. The house was not away from the electricity board.
   c. The house was not lit up.

2. The earnings were meagre.
   a. very high
   b. very small
   c. nil

3. I also possessed one solitary black coat.
   a. single
   b. unique
   c. expensive

4. I made another earth-shaking decision.
   a. valuable
   b. dangerous
   c. important

5. The room was surrounded by darkness.
   a. full of
   b. covered
   c. encircled

6. Some thief had removed most of my things.
The learners found it bit difficult to find out the correct meanings of all the underlined words as some of the words included similar meanings (synonymous in nature) in given options. So the learners consulted the dictionaries where they felt a little difficult to guess the meanings of the words. Next, the researcher conducted a session on synonyms.

4.7.1.5 Activity: Similar Meanings-Synonyms

Objective: to help the learners identify and use synonyms in given context.

Materials required: handout, textbook, dictionaries and notebooks.

The researcher extracted a sentence from one of their lessons containing a synonym and wrote it on the board. The learners copied the word into their notebooks.

Read the following sentence carefully:

The fisherman placed the fish with great respect at the Raja’s feet.

The underlined word in the above sentence can be replaced with ‘politenesses. The word ‘politeness’ in the above context means respect. Words which give similar meanings as other words are called synonyms or similar words.
Later, the learners were given with two tasks for practicing synonyms in given context.

Task

Read the following passage carefully. Replace the underlined words with words given in the box that have similar meaning. You may use the dictionary for your reference if necessary.

| good,    | dutiful,  | expel,  | guilty,  | intelligence |

The King felt ashamed to have a bad servant in his court. He dismissed the servant from the service as he was not loyal. But he praised the fisherman for his wisdom. Finally, the fisherman was successful to find a worthy young man for his daughter. He married off his daughter with the help of the King.

Task

Replace the underlined words in the following sentences with the words from the box that have the same meaning.

| vegetation, | location,  | sustain,  | development, nursery |

(a) The government is trying to bring back normality in the riot-hit area of the city.

Ans: __________________________________________________________
(b) I cannot hold my attention on any subject for a long time.
Ans: __________________________________________________________

(c) After certain amount of growth the seedlings have to be taken out and shifted elsewhere for further growth.
Ans: __________________________________________________________

(d) The Tirumal hills are covered by lusty green plants.
Ans: __________________________________________________________

Initially, the learners felt a little difficult to choose correct synonyms as they were not aware of meanings of a few words such as ‘dismiss, worthy, vegetation, etc. The researcher helped the low –proficient learners to look up the words in the dictionary and made them choose appropriate synonyms fitting the given context. Next, in the order, the researcher took up a session on opposite/antonyms.

4.7.1.6 Activity: Opposite Words/Antonyms

Objective: to help the learners identify opposite words and use them in context.

Read the underlined part of the sentence taken from one of your lessons.
This is a beautiful spot in the city.

In the above sentence ‘beautiful’ means ‘pleasant’ and the opposite (antonym) of it is ‘ugly’.

Based on the above explanation, the researcher administered two tasks for helping the learners identify and use the opposite words in context.
Choose correct antonyms of the underlined words from the box given and use them in your own sentences.

ended, covered, farthest friend, heaven,

1. Nobody likes to be in **hell**.
Ans: ______________________________________________________

2. You should beware of your **foe**.
A: ______________________________________________________

3. It **started** raining cats and dogs (raining heavily).
A: ______________________________________________________

4. She **uncovered** her head after she came out of the temple.
A: ______________________________________________________

5. This is the **nearest** shop to my house.
A: ______________________________________________________

Majority of the learners completed the task with lot of ease. A very few had difficulty in framing example sentences on their own.

Some of the example sentences from the learners include:

1. **My grandmother told good people go to heaven after death.**

2. **I have ten friends in the village.**

3. **We end our homework by 10 p.m everyday.**

4. **I cover my face in traffic because of pollution.**

5. **Delhi is the farthest place from our district.**
Sample task

*Fill in the blanks with the words opposite in meaning to those underlined.*

(a) Everybody tries to own **success** but nobody likes ________________.
(b) **Proud** people are never ____________.
(c) Sravani is **regular** to her school but her sister is ____________.
(d) Those flowers are not **real**. They are ________________

The learners this time found it easy to complete the task as the words were very familiar for them. In the next session, the researcher conducted a session on a *multi-word item*: compound words.

4.7.1.7 Activity: Compound Words

**Objective:** to enable the learners identify and use the compound word in given context.

**Materials required:** Handout containing compound words, textbooks and notebooks.

The researcher wrote the following sentence on the board and asked the learners to observe the underlined expression.

*Read the following sentence and identify the underlined expression.*

*Ramu nibbled at the root and the sugar-cane. The expression sugar-cane is a compound noun. It is a combination of two nouns.*

\[
sugar + cane = sugar-cane
\]

After the above explanation, the learners were asked to recall some more similar words from their previous knowledge. Example words from learner were: **headmaster**, **headcook**, **watchman**, etc. After eliciting the responses from the learners, the researcher
gave the following task to ensure that they understand the aspect of forming compound words.

*Sample task: Join each word in column –A with a suitable word in column – B to form compound nouns. The first one is done for you.*

<table>
<thead>
<tr>
<th>Column – A</th>
<th>Column – B</th>
<th>Compound Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>birth</td>
<td>cycle</td>
<td>birthday</td>
</tr>
<tr>
<td>door</td>
<td>bell</td>
<td></td>
</tr>
<tr>
<td>fire</td>
<td>kerchief</td>
<td></td>
</tr>
<tr>
<td>hand</td>
<td>light</td>
<td></td>
</tr>
<tr>
<td>moon</td>
<td>shine</td>
<td></td>
</tr>
<tr>
<td>motor</td>
<td>way</td>
<td></td>
</tr>
<tr>
<td>sun</td>
<td>wood</td>
<td></td>
</tr>
<tr>
<td>gate</td>
<td>day</td>
<td></td>
</tr>
</tbody>
</table>

All the subjects performed very well in this task especially without any help from the researcher. The reason could be ‘familiarity with the words from their previous knowledge of the words.

**Task**

*Write compound word related to the given words in the following word-map.*
The participants attempted the above given task and came up with some compound words. When the learners felt difficulty, the researcher provided the clues by asking relevant and leading questions to the answers. Then the students took time to think about the relevant words. Sample compound words from them include: ATM card, 10 ruppees note, bank money, T-shirt, earring, raincoat, tar road, traffic jam, traffic lights, film star, etc. At the end of the session, the researcher provided all the possible answers.

Next, the researcher took up a session on word-combinations-collocations/collocate.

### 4.7.1.8 Activity: Word-Combinations-Collocations

**Objective:** to help the learners identify collocations and use them in given context.

**Material required:** handout on few example of collocations, dictionaries

textbook and notebook.

The researcher commenced the session by asking two questions and led the participants toward the topic of natural word-partners (collocations). The questions were?
1. *What do farmers need to grow crops?*

2. *What happens before rain fall?*

The possible responses to the first question from the learners were: *money, water, pesticides,* etc.

For the second question, the learners gave responses such as *thunders, darkness, no sun,* etc.

The learners were applauded on their efforts. Later, the learners were provided much more focused prompts to elicit desired responses from the subjects. The prompts were: *all farmers need good water sources to grow crops well. How do they get good water sources?* This time the responses were *good rainfall, a lot of rain* and *heavy rain.*

For yielding the desired response for the question, the prompts such as *how does the wind blow before the storm or rain?* The responses from the participants include: *heavy wind, continuous air,* and *strong wind.*

After eliciting all the responses from the learners, the researcher wrote the following words *‘heavy rain‘ and strong wind* as correct word-combinations. Later, he dealt with collocations concept with following tasks.

**Task**

Look at the following sentence.
“I met a terrible accident.”

The underlined word ‘terrible’ intensifies the meaning of the word ‘accident’ in a negative sense.

Can we say ‘terrible flower’ or ‘terrible success’? We cannot, because flower and success are pleasant things. The researcher gave a task to come up with possible word-combinations with help of dictionary.

Sample task

A. Write a few words that can go with the word ‘terrible’ and use them in your own sentences. One is done for you. You may use the dictionary for your reference.

1. terrible experience: We had a terrible experience when we met with an accident.

2. ________________________________________________________

3. ________________________________________________________

4. ________________________________________________________

5. ________________________________________________________

B. Look at the following words and write the possible word combinations. You may use dictionary for your reference.

1. ugly ______________ ______________ ______________

2. sweet ______________ ______________ ______________
3. difficult ______________ ______________ ______________

4. funny ______________ ______________ ______________

5. horrible ______________ ______________ ______________

6. ordinary ______________ ______________ ______________

C. Complete the following spidergrams with possible words that go with the given words.

A few learners completed the two tasks given on their own and the others wrote the word combinations with help of the dictionary supplied with them.

Sample answers for the task were: heavy rain, heavy snow, heavy traffic, heavy coat, heavy vehicle, tell example, tell joke, tell a story, tell the truth, tell lies, tell answer, miss a bus, miss a person, miss a class, miss a lesson, etc.
Next, the researcher moved on to next session on *phrasal verbs*. He introduced the phrasal verbs using the following activities and tasks.

### 4.7.1.9 Activity: Awareness of Phrasal Verbs

**Objective:** to help the participants identify and use phrasal verbs in given context.

**Materials required:** textbooks, handouts comprising a few phrasal verbs, dictionaries and notebooks.

The researcher began the session by writing the two sentences on the board and led the linked discussion with the concept of phrasal verbs. The learners were asked to read and respond to question given. The details of the task are as follow.

*Read the following pair of sentences by paying special attention to the underlined expressions and answer the question that follows. Consult the dictionary for your reference if necessary.*

1. *Rakesh looks down upon the orphans.*
2. *Lokesh looks after the orphans*

**Question:** Who is kind and caring?

In order to find out the right answer, the learners were asked to consult the dictionary and come up with the answer. The learners had keen observation over the words ‘look down’ and ‘look after’ and replied the answer. Later, the researcher dealt with phrasal verbs with a little elaboration by conducting the following activities and tasks.

*Sample task*
Look at the following phrasal verbs and their meanings.

1. take out - to remove something from inside
2. set up - to arrange for something to happen / to start
3. take off - to remove
4. lie down - to take rest
5. take time off - to take some time for something
6. look into - to observe keenly
7. look at - to have a look at something
8. get up - to wake up
9. change into - to turn into
10. leave behind - to leave something as a token of memory or gift

Explanation: As you can see, phrasal verb is the combination of Verb + Preposition or Verb + Adverb. It should be considered as a whole. It cannot be understood on the basis of the meanings of the individual parts in isolation. Later, the researcher gave the following task to understand use of phrasal verbs in context.

Read the text given below. Use the above phrasal verbs in the blanks. Make necessary changes in the verb forms if necessary (add-ed/d. The first one has been done for you.

Venkata Rao was a rich man. He wanted to __set up___ some business in the town. So he _____________ a lot of money from the bank. On an auspicious day he started his medical business. He made it a profitable business soon with his hardwork. He became so busy that he could not _____________ for any rest. He used to
very early in the morning and go to his office. In the afternoon he would put on his shirt and lie on his couch in the office. After a short sleep he would put on his shirt. Then he would look in the mirror and admire himself admiringly. Anyhow he attracted some fame in the town even when he went abroad. Everybody believed that he became a new man.

The learners were given sufficient time to read and understand the theme/gist of the given passage. They learners frequently referred to meanings of the given phrasal verbs for crosschecking the suitable answers in the given context. The researcher monitored their trials and errors and offered help when asked by them. Majority of the learners could choose correct phrasal verbs and completed the task. To reinforce the learning of this aspect of vocabulary learning, the researcher gave the learners additional tasks. Two sample tasks were given below.

**Sample tasks**

Read the following sentences and answer the questions that follow. Consult the dictionary if necessary.

(a). Latha called on the Minister.

(b). Geetha called off the meeting with the Minister

Question: Who met the Minister? Ans:______________

(a) The book shop is closed on Sunday.

(b) The medical shop is closed down on Sunday.

Question. Which shop will be opened on Monday? Ans: ______________
All the learners unanimously decided on the correct choice of the phrasal verbs with help of the dictionary supplied and completed the task. Next, in the line, the researcher conducted a session on awareness of idiomatic expressions. The details of the session are as follow.

4.7.1.10 Activity: Awareness of Idiomatic Expressions

Objective: To help the participants identify and use them in given context.

Materials required: Handout containing idiomatic expressions, dictionaries textbooks and notebooks.

The researcher wrote a following sentence and asked the learners to copy it into their notebooks. He initiated a discussion about the words present in the sentence.

Read the following sentence. Try to guess the meaning of it

It is raining cats and dogs.

The learners were asked to guess the meaning of a sentence. A few learners responded that dogs come out when rain falls. After some time, the researcher had shown the following picture and asked a few questions.
Questions for interaction:

1. What do you observe in the picture?
2. What do you think the above expression mean?
3. Do you go by meanings of individual words?
4. How to understand its meaning?
5. Where can you find meanings of idioms?
6. When do you use idioms?

The researcher elicited some responses to the above questions and explained the concept of idiomatic expressions using the following tasks.

*Sample task*
Read the following sentences taken from your English lesson. Observe the underlined expression.

'I only wish to build a shelter for my family. Then I shall be free to breathe my last.'

Bayaji answered.

In the sentence above 'breathe one's last' is an idiomatic expression which means 'to die'.

Explanation: we must know that an idiom is a mode of expression peculiar to a language. It is a group of words in a fixed order that have a particular meaning that is different from the meanings of each word understood on its own. Idioms can not be translated word for word. They have become fixed through regular use with their figurative meanings. They should be used in their correct forms without dropping, adding or replacing any word. We cannot say 'breathe one's first' to mean 'to take birth' or 'unbreathe one's last' in the sense of 'not to die' etc. Hence we should consult a standard dictionary and learn to use them as they are. The researcher used the following tasks for helping the learners better understand idiomatic expressions in context.

Task A. Choose the correct words from the brackets to complete the following Idioms in the sentences.

1. When I came to the city I felt like a ______ out of water. (prawn, fish, crab)
2. He is an outspoken man. He ______ a spade a spade. (calls, says, pronounces)
3. The parents got their daughter married. Now they are ______ free. (house, residence, home)
4. I don’t like mathematics. It’s not my cup of ______. (water, coffee, tea)
5. Ramesh doesn’t tell anything about his life. He is bit of a _______ horse. (quiet, dark, black)

Task B. *Match the idioms in Column A with their meanings in Column B. Consult the dictionary for finding out the correct meanings of the idioms.*

<table>
<thead>
<tr>
<th>Column - A</th>
<th>Column - B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bite the bullet</td>
<td>( ) a. a state of confusion or disarray</td>
</tr>
<tr>
<td>2. lose heart</td>
<td>( ) b. to accept something unpleasant without complaining</td>
</tr>
<tr>
<td>3. let the cat out of the bag</td>
<td>( ) c. bribe somebody</td>
</tr>
<tr>
<td>4. at sixes and sevens</td>
<td>( ) d. something that is very difficult to do or needs a lot of determination</td>
</tr>
<tr>
<td>5. grease one's palm</td>
<td>( ) e. be discouraged</td>
</tr>
<tr>
<td>6. an uphill battle</td>
<td>( ) f. try very hard</td>
</tr>
<tr>
<td>7. move heaven and earth</td>
<td>( ) g. reveal a secret</td>
</tr>
</tbody>
</table>

The learners did really feel it difficult to complete the task though they were given lot of time. They learners were not aware of which words did they need choose to refer to the dictionary. Later, the researcher, however, provided ‘key words’ or ‘guide words’ of the given idioms. Then the participants found it bit easy to figure out the meanings of the idioms and complete the matching exercise.

*Task: Learn the differences in use of: a tea cup, a cup of tea, not one’s cup of tea*
Find out the meanings of the following phrases/expressions and frame example sentences.

1. A tea cup, 2. a cup of tea, 3. a cup for tea, 4. not one’s cup of tea

The participants observed the given words carefully. They had taken a lot of time to come up with the meanings first. After understanding the phrases/expressions the learners used the strategy of ‘framing example sentences’ and wrote the sentences as shown below.

Sample example sentences from the learners:

1. A tea cup: a cup in which tea is served. E.g. I got a tea cup as a prize in sports competition.
2. A cup of tea: a cup full of tea. E.g. I feel fresh when my mother gives me a cup of tea.
3. Not one’s cup of tea: not what somebody likes or interested in. E.g. Jogging early in the morning is not my cup of tea.

In order to sum up the above aspects of vocabulary knowledge, the researcher prepared an integrated activity and used in the classroom. The details of the activity are as follow.

Integrated Activity: Identifying compound words, collocations, phrasal verbs, fixed phrases/expressions (formulaic expressions) and idioms.

After introducing the learners to compound words, collocations and phrasal verbs, the researcher consolidated all the multi-word items by designing an integrated
activity. This activity help the subjects get acquainted with the process of identifying compound words, word collations, phrases and phrasal verbs, fixed expression/phrases and idioms and use of them in context. To begin with, he distributed a sheet of handout carrying a conversation between two persons and instructed the learners to read it in pairs in the form of a role play. After it was over, the learners were asked to look at the underlined expressions.

Activity: Read the following conversation and observe the words underlined

**Kiran:** Hi Ramu, how are you?

**Ramu:** Hi, Kiran, I am over the moon. My exams got over. You too seem the same.

**Kiran:** Yes, I am. I am full of the joys of spring. I will set out to my home town tomorrow.

**Ramu:** Then, what brings you here?

**Kiran:** Well, I have to do shopping for Pongal festival. I want to buy some brand-new clothes.

**Ramu:** That’s a nice idea. I too will join in. Before that, Shall we chat over some strong coffee?

**Kiran:** Sure, let’s go.

Questions for interaction:

1. What do you think about the words underlined?

2. What happens if you remove any word from the underlined expressions?
3. Do they carry any specific meaning as a whole or as individual words?

4. What do we call these words? Do these underlined words as a whole have a name?

5. Do we need to learn about these words?

The researcher used appropriate vocabulary materials and conducted required interactions as detailed above for enabling the learners to be aware of various aspects of vocabulary knowledge. The learners were supplied with additional tasks and activities (see appendix 5) to practice and improve further in these aspects of vocabulary knowledge.

Next, the researcher conducted a session on multiple meanings of a same word and promoting contextual usage of words (‘nuances of word meanings’) among the learners. To teach those aspects of vocabulary knowledge, the researcher employed the strategy of using example sentences and explained the concepts to the learners. The details of the session are as follows.

**4.7.1.11 Activity: Awareness of Multiple Meanings of a Same Word**

*Objective:* to help the learners know that a word can have multiple meanings and differ its meaning from context to context.

*Materials required:* handout on polysemy feature of words, textbooks, dictionaries and notebooks

The researcher wrote the following sentences on the board and asked the learners to copy them into their notebooks.
Read the following sentence and observe the meanings of underlined word.

They reached their dwelling places hoping a bright morning the next day.

Explanation: In the above sentence ‘bright’ means ‘full of light’ or ‘shining strongly’ or ‘happy.’

The learners were given a task to identify various meanings of the word bright in different contexts.

Task

Identify the meaning of ‘bright’ in each of the following sentences and write your own sentences using ‘bright’ having different meanings. Consult the dictionary for your reference.

1. I like bright colours.
2. Tejaswini gave me a bright smile.
3. Sindu is a bright student.
4. Yamuna has bright ideas.
5. This young player has a bright future.
6. We took rest in a bright room.

The participants used the dictionary to go through the various meanings of the word ‘bright’ and framed example sentences on their own.

Sample sentences from learners were:

1. I have a bright yellow dress. Meaning: strong and easy to see
2. Anushka is my favorite heroine gives the audience a bright smile. Meaning: cheerful and lively.

3. There are many bright students in our school. Meaning: intelligent; quick to learn

4. Bright ideas help us come out troubles/problems. Meaning: clever

5. I wish all my friends to have bright future. Meaning: successful

6. Students should study in bright room to avoid eye problems. Meaning: full of light

Next, the researcher illustrates contextual usage of words by writing the following example sentences of the words ‘near and print’ to demonstrate the concept to the subjects.

1. Keep a dictionary near/close at hand when you are studying.

2. He is near-/short-sighted. (=somebody who cannot see distant things.)

3. I worked hard but it was a near miss. (=Almost succeeded but failed)

4. You may inform you are nearest and dearest. (=family you live with)

5. It’s 1 km or near enough. (=almost)

6. She is nearing the completion of her study.

7. Your guess is near/close to the mark. (=almost correct)

8. The end is drawing near.

The learners felt so engrossed in understanding the meanings of same words and their contextual meanings with help of the handouts and the researcher. Later, to make
the learners feel relaxed, the learners were invited to share jokes/narrate funny incidents in their mother tongue or English to conclude the session.

4.7.1.12 Learners’ Creativity in Using Words: Composing Name Cards

Activity: Developing creativity at word level

Objective: to help the subjects create namecards/acrostic poems on their own

Materials required: Hanout containing a model of acrostic poem, dictionaries and notebooks.

In order to develop learners’ creative use of words, the researcher conducted an informal chat with the learners at first on importance of creativity in using words and later gave a task writing name cards of the learners (acrostic poem/or creating acronyms on their names) using some suitable words using a handout (see appendix 5). Later, he related the task on composing ‘acrostic poems’ with learners’ individual names as well as on the name of the school. The learners were asked to consult an English dictionary if necessary to select the choice of words suiting the purpose of the task.

The researcher asked some of the questions as prompts to complete the activity. They are:

1. How do you like to describe your self using the letters of your name? Or what kind of student/person are you? Use your letters of name as describing words
2. How would you like to expand/describe your school name too? and other relevant leading questions

The researcher to develop their creative use of words asked a few questions such as: what kind of students are you? List out some words that talk about you in general and in particular, does the word you selected suit your qualities or name?, etc. so that meaningful poems could be composed. As a response to the task, they tried their best and did come up with positive adjectives randomly. Later, the researcher felt that if the learners were shown a model of the activity, they could easily adapt the same in their context of the activity. The following model of the name card was provided in the form of handout.

Name of the girl: MARIA

Magical

Adorable

Really kind

Independent

Amazing

The samples (see appendix 6B for more) given below to show that they tried to improve their lexical creativity by expanding the letters of their names and name of their village.
Name of the student: SOMESH

Soft-spoken, On time to the school, Makes others happy, Energitically, Skillfully, Hilariously.

Name of the village: KANUKUR

Kind people, Attractive fields, Nice for food, United people, Knowledgeble students, Rural place.

In this way, the researcher created awareness on choosing and using words creatively to suit the purpose/context. This activity made a good impact on the learners’ curiosity over creativity. Next, in the line the researcher conducts a few sessions on learning vocabulary from pictures and authentic situations.

4.7.1.13 Vocabulary from Pictures and Authentic Situations

Activity: learning and using vocabulary from pictures

Objective: to help the learners identify the vocabulary present and write a small paragraph on it.

Materials required: handouts containing some thematic pictures, dictionaries and notebooks.

The researcher greeted the class and asked the learners to sing/share a joke with the class. Later, he distributed the handouts prepared to all the learners. He asked the
learners to observe the pictures carefully and list out all the possible vocabulary items from the pictures. The deatils of the picture activity are provided below.

*Observe the picture given below. List out all the possible words and write a paragraph using those words.*

![Picture of rural and urban scenes]

The learners had carefully observe the picture and noted all the words that they could gather from the picture.

Sample words from the learners include:

*Village, small houses, beautiful fields, farmers, women, grass, bullocks, cows, buffaloes, sheep, milk, trees, green, village life, no pollution, hills, happy place, mountains, etc.*

*big houses, apartments, street lights, buses, cars, lorries, all vehicles, dish, sounds, pollution, dish on the building, city life/town life, unhappy town, etc.*
After eliciting the various words from the learners, the researcher wrote the following questions to make them think further to write a paragraph about the picture.

1. *What differences do you notice between the two pictures?*
2. *Where would you like to live?*

The researcher made the participants brainstorm about the questions related to the picture. The participants started framing sentences by gathering answers to the aforementioned questions. The learners came up with a lot isolated and incorrect sentences initially. Later, the researcher offered a few suggestions by asking a few editing questions such as: *is this sentence right? What do you want to add/remove? Does the sentence read well? Does the sentence sound natural, etc.*

*Some of the sample sentences from a low proficient (linguistically) learner were:*

*Village life beautiful. City lot of sounds. Village is very calm. I am watching movies in the theatre city. We have clean milk in villages. In towns no clean milk, etc.*

After conducting the editing session, the learners understood where they could make improvements in her sentences. A better version of the paragraph is presented below with all additions and deletions by consolidating all the points of the learners.

*I see two pictures. One is about village life and the other is about town life. In the village we see a lot small houses, whereas in town, we see big buildings and apartments. In the village, we find farmers, bullocks, cows, bullock carts. But in city we*
see crowds of people, buses, cars and other vehicles. One important thing I want to say is in village we get pure milk but not the same in town. I enjoy village life better than town. Because, in village I do not feel disturbed. No sounds, no pollution. Villages have beautiful fields and trees. Towns have factories and chemical shops. I feel peaceful in village life only.

From the above sample write-up of the learners, it is evident that the learners have good amount of cognitive ability to think about pictures and gather words present in the picture. They could use all kinds of words (structure words and content words: nouns, verbs, compound words, etc.) properly. They needed help in composing a paragraph as a whole. From this sample task, it was learnt that the participants can come up with good compositions if they were supplied with relevant, thought provoking and leading questions about the given context/theme/topic. In the next session, the researcher conducted a session on writing an informal conversation using suitable vocabulary items.

**4.7.1.14 Activity: Producing Conversation**

*Objective:* to help the learners produce a meaningful conversation in given context and gain confidence in oral communication through role-play.

*Materials required:* Handout containing a picture, dictionaries and notebook

*Procedure:*

- The researcher greeted the class and distributed the handout containing a picture related to school/classroom context.
He then pup a few interactive questions on the boards to elicit ideas from the participants.

The researcher wrote relevant ideas for producing a conversation. He then discussed the features of a conversation and language part of it.

The details of the activity are as follow.

*Observe the following picture. List out various words that you can make out from it. Try to write a conversation about the situation of the picture.*

At the outset, the learners made an attempt to list out the words from the given picture related classroom context.

Sample words from the learners include:
Teacher, madam, school, classroom, tables, benches, uniform, colour dress, stick, punishment, crying, books, chalk piece, telling lies, no home work, irregular to classroom, no school dress, etc.

Next, the learners were asked to sit in pairs and each pair was assigned roles to perform. One was a teacher (madam) and other was a student. The researcher let the learners to plan and prepare the conversation. The learners were given sufficient time.

Sample conversation evolved from the learners was:

**Madam:** Why you irregular to school?

**Student:** Madam, fever for four days.

**Madam:** You telling lies everytime...(scolding and beating.....)

**Student:** No, madam, i am real, not telling lies.

**Madam:** I coming to your house tomorrow.

**Student:** Ok, madam.

One of the pairs in the class beatifully enacted the above conversation with good postures and gestures. The researcher applauded the pair and offered an English magazine as an incentive. From this conversation it is evident the learners could brainstorm about the ideas and clothe them using appropriate words to suit the context. Later, the learners were given feedback on the changes needed to fine tune the
conversation by conducting a separate editing session. A refined version of the conversation is given below.

*Madam: Why didn’t you come to school for the last four days?*

*Student: Madam, I suffered from severe fever for four days.*

*Madam: I don’t believe your words. You always tell something or the other and escape from the school (bunk classes).*

*Student: No, madam. I am telling the truth. You please come to my house and ask my parents.*

*Madam: Well, I’ll come to your house tomorrow and talk to your parents.*

*Student: Ok, Madam.*

In the upcoming and the session of the teaching programmes, the researcher conducted a session describing a festival which they recently celebrated. The details of the sessions and activity are as follow.

**4.7.1.15 Activity: Using Vocabulary-Writing Descriptions**

*Objective: to enable the learners describe a festival in a paragraph.*

*Materials required: handout comprising a tiny piece of text providing hints for the write-up, dictionaries and notebooks*
The researcher happened to conduct the intervention programme in the months of November and December. Diwali was celebrated in grand manner in that village. So, the researcher wanted to exploit the context of the festival to draw their potential vocabulary resources for developing their writing skills (here in this context the describing skill). The following is the activity used in the classroom.

Read the following passage carefully by paying special attention to underlined expressions. Based on this, you need to describe Diwali festival on your own.

I remember the happy moments when our uncle visited us. He brought toys and fruit for us. Our aunt brought me a new dress for Dasara. How we enjoyed Depavali! Still I hear the sound of crackers. I can see the rockets flying into the sky making the night full of light! Where are those days?

the learners were give adequate time to comprehend the gist of the given passage. Later, the learners were asked to list out important and relevant ideas related to Diwali festival by recalling their personal experience. The learners were also given some prompts in terms of questions.

Questions for Interaction:

1. What festival did you celebrate in last month?
2. Who is the significance of the festival?
3. Who did you celebrate with?
4. Did you wear new clothes? Who gave them?
5. Were there any special dishes prepared on the occasion?
6. What kind of crackers did you fire?
7. How were your feelings on that day
8. Give a suitable tile for your thoughts and ideas.

Sample words from the participants were:

*Deepavali (local spelling), celebrate, family members, friends, evening, 6pm to 10pm,*

*Narakasura, killed, deepalu (lights made up of mud), relatives, new clothes, payasam (sweet item), going to shop, buying crackers, etc.*

Let us now observe the following snapshot of a ‘low proficient learner’s paragraph on Diwali festival.

```
I celebrated happily diwali with my family members and friends. Ground wheels, sparklers, my father new dress brought. Sunday evening start 5:00 to 7:30 pm crackers. my house sweet item very happy diwali day
```
If we observe the write-up carefully, the leaners did have potential vocabulary resources with them if encouraged them to write something based on their prior and personal knowledge. The leaner also indicated a title *My diwali day*. Other titles include: *Diwali celebration*, *Diwali celebrated (like a news paper headline)*, *My happy day*, *Diwali-festival of lights*, etc. The writing task was given as homework. The learners were told to pool pieces of information from any source to better their product.

After a few stages of writing, the learners were given feedback on refining their products on individual basis. Here follows a snapshot of sample write-up from one of the learners.
In this manner, the researcher explicitly taught vocabulary learning through specific Vocabulary Learning Strategies (VLSs). This in turn helped the learners be aware of various aspects of vocabulary knowledge: word meanings, synonyms, antonyms, multi-word items: compound words, collocations, phrasal verbs, idioms and multiple meanings of a same word (polysemy), etc. The learners, after being trained in using the specific vocabulary learning strategies, could gain required skills and
confidence to implement strategies to enhance their vocabulary size and knowledge in the due course of time. This was found in the learners’ progressive work done during the intervention phase and in the evaluation phase.

4.8 Phase III: Evaluation - Postactional Phase

The third and final phase of the study comprised two post-tests (see appendix 7 and appendix 8). These aimed at assessing the learners’ growth-edge (degree of improvement) in both vocabulary awareness and vocabulary use. The rationale behind conducting the two post-tests separately was to ease the learners in attempting the test items at their own pace. Moreover, the researcher felt that, the two tests would capture the required vocabulary proficiency or performance of the learners in area of vocabulary knowledge. Learners’ improved vocabulary proficiency was tested. The post-tests also could assess whether the learners were able to use vocabulary for receptive purposes. The learners were assessed on the basis of the inputs they received during the intervention phase. Accordingly, the researcher designed appropriate test items to capture the degree of improvement in the area of vocabulary learning. In addition to the post-tests, the researcher administered a survey questionnaire on Vocabulary Learning Strategies (VLSs) to determine their perceived usefulness of the strategies taught during the intervention phase and evaluate the responses. Details of evaluation are as follows.

4.8.1 Post-test 1

The questions for the post-test1 (see appendix 7) were based on the inputs, instructions and tasks that the researcher had used during the intervention phase. The aim of the test was to assess learners’ improved knowledge, if any, in the area of vocabulary in terms of recognition, comprehension and application of words and their
categories appropriately in any given context. The test was administered to the learners after three days of the intervention so as to have enough practice on the taught items. The test carried 50 marks. Learners completed the test within the stipulated time of 90 minutes.

The post-test 1 was meant for context-based assessment. The material used was a reading passage on the autobiography of an African-American educator (source: Class IX, English textbook -older one, A.P State Board). Based on the text, the learners were instructed to attempt the tasks. The test consisted of three sections (section-A, section-B and section-C). Section A included two tasks (Task 1 and Task 2) aiming at evaluating their understanding of words as well as text comprehension. Section B comprised four tasks aiming at testing their knowledge of synonym, polysemy, writing the noun and verb forms of the same word. Section-C contained a task on free-writing of a paragraph on their school, which was to measure their ability of composition. The sample text and tasks given in the post-test 1 are provided below.

**Reading text**

*Read the following text (an auto-biography) about Brooker T. Washington, an African-American educator. Answer the tasks given in the post-test basing on the text.*

1. One day, while at work in the coal-mine, I happened to overhear two miners talking about a great school for coloured people somewhere in Virginia. This was the first time that I had ever heard anything about any kind of school or college that was more pretentious than the little coloured school in our town.
2. As they went on describing the school, it seemed to me that it must be the greatest place on earth, and not even Heaven presented more attractions for me at that time than did the Hampton Normal and Agricultural Institute in Virginia, about which these men were talking. I resolved at once to go to that school,
although I had no idea where it was, or how many miles away, or how I was
going to reach it; I remembered only that I was on fire constantly with one
ambition, and that was to go to Hampton. This thought was with me day and
night… ...........................................................................................................
.................................................................
..............................

15. I was one of the happiest souls on earth. My examination was surprising to know
that sweeping that adjacent room. I have passed several examinations since then, but I
have always felt that this was the best one I ever passed.”

Sample Tasks

Task 1

For each word given below, find a word that is similar in meaning (synonyms) from
the text you have read. The paragraph numbers given in brackets will help you.

1. decide (2) =                              2. Steadily (2) =                            3. Goal (2) =
4. Suffering (6) =                          5. Friend (6) =                            6. Tired (7) =
7. Save (9) =                                  8. Next (12) =”

Task 2

Given below are some words from the text you have read. Each word can have more
than one meaning. Using the dictionary, find out the following:

1) The meaning in which the word is used in the story

2) the other possible meaning/s of the words.

“

1. mine=

2. grave= 
Task 3

Given below are some sentences. Most of them are related to the text you have read, others are not. In each sentence find the exact meaning of the word ‘great’ from the list given in the box below.

| extremely good in ability, splendid, important, |
| large in amount, big in size, very enjoyable, to |
| an extent in degree |

1. It seemed to me that it must be the greatest place on earth.
   A.

2. John helped Brooker in all that he could, but that was not great deal.
   A.

3. Finally the great day came and I started for Hampton.
   A.

4. I saw the head teacher admitting other students, and that added greatly to my discomfort.
   A.

5. I listened to a concert by M.S.Subbulakshmi. It was great performance.
   A.

6. There is a great tree in front of our house which takes away all the light.
   A.
7. Mary Kom, the first Indian woman boxer and an Olympic medalist, claimed, “I am the greatest.”

A.”

**TASK 4**

The following words are taken from the text. Write their noun forms.

“**Verb Noun**

1. describe
2. determine
3. expect
4. permit
5. impress
6. part
7. happen
8. present
9. know
10. occur”

**Task 5**

You have been studying for about nine years. Describe your school life in your own words. Express your thoughts/feelings/ideas in your own words in two or three paragraphs.
Sample write-ups from the learners

Now, let us look at the following sample write-ups by one of the learners in response to the task 5 given above.

“

Sample-student 1

Our school name is Z.P.H.S Kanukuru. It is in Settur mantel of Anantapuramu District of Andhra Pradesh. I am lucky to join this school. because I enjoying my school life every day. our school is so nice. Surrounded by many neem trees and Tamarind trees. our school has special garden with many plants. we all enjoy sitting and talking in under the trees.

We like our teachers very well. They are friends in the school. they all friendly. I enjoying my school life very much. Because some teachers stay in our village. they plays cricket and volley ball because every day. My favourite subject is English. I love learning new English words. I enjoying ‘word of the day’ and proverb of the day activities in our school. weekly quizzes, we to win the prizes. I got four prizes. My school life so happy and unforgettable. I love my school.

Sample-Student 2

I am happy writing about my school. our school name is Z.P High school Kanukur. This is from settur mandal, anantapuramu district. I have been studying in this school four years. I am feeling happy to study in this school. our school is beautiful garden. Many green trees. We play many games in the evening. Example tennikoit (ring tennis), kho
kho, volley ball. My teachers are good teachers. We are learning well. I get good grades in all subjects. My favourite subject is mathematics. I like problems solving in less time. My another favourite subject is English. I want to learn English and speak in it in school. I am enjoying my school days. Thank you........"

The above samples represent the learner’s own thinking and writing on the given topic. Except for a few conceptual and linguistic errors (errors in capital letters and punctuation) the learner has freely attempted the task and presented his ideas. If we observe carefully, the learners were able to convey their ideas using all kinds of vocabulary items such as nouns, pronouns, verbs, adjectives, collocations, compound words, etc. The samples would convey that the learners had improved expression of thoughts using appropriate vocabulary after the intervention programme. However, the researcher, in order to help them overcome the problems faced in their writing, in terms of accuracy in using the language, conducted some review sessions. The sessions focused on the areas of coherence and cohesion, sentence patterns, use of appropriate vocabulary and punctuation marks.

On the whole, it was noticed that there is significant improvement in learners performance in terms of expressing their thoughts in writing using appropriate words and sentences.

4.8.2 Analysis of the post-test 1

Soon after the post-test 1, the researcher examined the answer scripts and recorded the marks scored. Out of the 50 marks, those who scored between 40 to 50 were considered to be in the High Proficiency category. Similarly, those who got between 20-39 were considered to be of Mid Proficiency and the rest between 1-19
were put in Low Proficiency group. The results are shown in the table and the bar graph (Figure No.5) given below.

The performance of the learners in post-test 1 basing on the above set criteria is given below.

**Table No.13: Analysis of Post-test 1**

<table>
<thead>
<tr>
<th>% learners</th>
<th>Marks scored</th>
<th>Proficiency level obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 % of the learners</td>
<td>40-50</td>
<td>High</td>
</tr>
<tr>
<td>20 % of the learners</td>
<td>20-39</td>
<td>Mid</td>
</tr>
<tr>
<td>10% of the learners</td>
<td>0-19</td>
<td>Low</td>
</tr>
</tbody>
</table>

**Figure No.5: Vocabulary Proficiency in Post-test1-Results**
From the above table and bar graph, it is clear that 70% of the learners have shown a significant improvement in the specified areas of vocabulary such as understanding of words, guessing the meanings of words from context, synonyms, multiple meanings, and noun and verb forms of words. It shows that 20% of the learners figure under the Mid Proficiency level. Only 10% of the learners have not shown much improvement in the given areas of vocabulary learning.

### 4.8.3 Post-test 1-Areas of Improvement

The post-test 1 was conducted to assess degree of improvement in reading comprehension abilities of the learners, vocabulary (passive vocabulary present in the given reading text) comprehension, identifying similar meanings (synonyms), understanding multiple meanings of a same word and formation of nouns from verb forms. Data gathered from the learners’ notebooks (see appendix 6 A) during the
intervention phase and the results of post-test 1, as discussed above, it is evident that majority of the subjects enhanced their vocabulary proficiency. The following bar graph (Figure No 6) illustrates the areas of improvement in terms of percentage.

Figure No. 6: Areas of Improvement-Post-test 1

As shown in the above bar graph, 60 % of the learners could improve reading comprehension ability. The learners could understand all the passive vocabulary items present in an unfamiliar reading text and get the gist of it. They also tried to justify their choices of the given test items. Pertaining to using of an English dictionary, 90% of the learners find out meanings of given words. 60 % of the learners reported that they could
figure out and find out the similar words in meanings (synonyms) in a given passage. In connection with forming noun forms from corresponding verb forms, it was reported that 90% of the learners could do the task correctly. With regard to spelling, majority of the learners (80%) could write correct spellings of the words they used in given tasks and tests.

4.8.4 Analysis of Post-test 2

During intervention, the learners were also taught how to apply strategies to learn other areas of vocabulary such as synonyms and antonyms, phrases and phrasal verbs, collocations, and idiomatic expressions. Ten teaching sessions were devoted to teaching these aspects of vocabulary. The learners were explained, demonstrated and presented with visuals to understand and learn and then they were administered tests in these areas to measure the degree of improvement. At the end of the instructional sessions, the post test 2 was conducted after sufficient practice. The test carried 100 marks and the time given for the test was the usual examination time, 150 minutes.

The post-test 2 (see appendix 7) was meant to assess the learners’ performance on discrete, context-reduced as well as context-based test items. The test consisted of ten tasks aiming at the learners’ level of accuracy in understanding and using of various vocabulary items. The table given below mentions the number of tasks, task types and the respective areas of vocabulary testing.

Table No.14: Post-test 2-Tasks-Types of Tasks and Areas of Vocabulary Testing
<table>
<thead>
<tr>
<th>Tasks</th>
<th>Task type</th>
<th>Areas of vocabulary testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>Matching-discrete items</td>
<td>Antonyms (opposites)</td>
</tr>
<tr>
<td>Task 2, A</td>
<td>separating prefixes and suffixes-discrete items</td>
<td>Knowledge of prefixes and suffixes</td>
</tr>
<tr>
<td>Task 2, B</td>
<td>Rewriting a given passage using appropriate words for the underlined portions in the passage</td>
<td>Knowledge of affixes</td>
</tr>
<tr>
<td>Task 3, A &amp; B</td>
<td>Rewriting sentences without changing meaning</td>
<td>Using words as nouns and verbs and framing sentences</td>
</tr>
<tr>
<td>Task 4, A &amp; B</td>
<td>Writing meanings of words in context (Sentence level)</td>
<td>Meanings of given words (consultation of dictionary)</td>
</tr>
<tr>
<td>TASK 5</td>
<td>Filling in blanks in given context</td>
<td>Compound adjectives</td>
</tr>
<tr>
<td>Task 6</td>
<td>Writing contextual meanings</td>
<td>Polysemy</td>
</tr>
<tr>
<td>Task 7, A</td>
<td>Choosing appropriate adjectives</td>
<td>Adjectives</td>
</tr>
<tr>
<td>Task 7, B</td>
<td>Paraphrasing</td>
<td>comprehension/making</td>
</tr>
<tr>
<td>Task 7, C</td>
<td>Picture composition</td>
<td>Describing picture using appropriate vocabulary</td>
</tr>
<tr>
<td>Task 8</td>
<td>Separating various lexical chunks-discreet items</td>
<td>Identifying compound words, phrasal verbs, prepositional phrases, collocations and idioms</td>
</tr>
<tr>
<td>Task 9, A</td>
<td>Filling in blanks</td>
<td>Collocations</td>
</tr>
<tr>
<td>TASK 9, B</td>
<td>Using phrasal verbs with help of dictionary</td>
<td>Phrasal verbs</td>
</tr>
<tr>
<td>Task 10</td>
<td>Identifying idiomatic</td>
<td>idioms</td>
</tr>
</tbody>
</table>
Sample tasks of Post-test 2

Task 1

A. Put the following words under the correct heading to indicate use of prefix/suffix in them

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improper</td>
<td>retell</td>
</tr>
<tr>
<td>necessarily</td>
<td>employment</td>
</tr>
<tr>
<td>Illiterate</td>
<td>discontinue</td>
</tr>
<tr>
<td>examination</td>
<td>kindness</td>
</tr>
</tbody>
</table>

Task 2. Morning - News Headlines:

A. Read the following headlines and write the meanings of the underlined words in the space provided. You may use a dictionary for reference.

- Delhi Chief Minister Arvind Kejriwal seeks ten days time to formulate grievance redressal system to address people's problems.
- Examination for appointment of primary teachers in municipal schools of Delhi cancelled after reports of question paper leak.
- US initiates inter-agency review to look into lapses in Indian diplomat DevyaniKhobragade case.
- India to resume their second innings at overnight score of 68 for 2 against South Africa on the fifth day of Durban Cricket test.

Task 3
Fill in the blanks with appropriate compound words from the box given below.

| deep-rooted, old-fashioned, well-mannered, soft-spoken, brand-new |

Latha is a _______________ girl. She speaks kindly with her classmates. Look at her. She is wearing an _______________ dress. She does not like to wear ___________ dresses. This could be due to her __________ family tradition. Don’t you think Latha is a ___________ girl?

Task 4

Read the following paragraph carefully. Write the different meanings of the word ‘present’ in their context in the space provided.

Last Sunday, I attended Ms. Lahari’s birthday party. All her family members and friends were (1) present there. At the party, there was arrangement for traditional dance programme. At the beginning, Lahari’s father (2) presented to the audience Ms. Mrunalini Guptha, the famous Kathak dancer at (3) present. Ms. Guptha did present (4) a fabulous show. I enjoyed the party a lot. At the end, I gave Ms. Lahari a marvellous present (5).

Task 5

Explain the following statements in your own words in small paragraphs.

1. Life is like camera. Focus on what’s important, capture the good moments, develop from negatives, and if things don’t work out, take another shot.

2. “Intellectual growth should commence at birth and cease only at death”

3. By changing nothing, nothing changes.

4. Two things define you. Your patience when you have nothing and your attitude when you have everything.

C. Describe the following pictures.
Our Education System

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
Sample written responses from the learners to the above task

Sample-student 1

Picture 1

Story of crows. There are two crows in the picture. First crow is old crow. Second crow is modern crow. First crow is putting stones in the pot. Water do not come to the top. Story is not real. But second crow is very clever. It is drinking water with straw. I like first crow. Because it is putting stones and working hard. Second crow is drinking with plastic straw. Plastic is not good.

Picture 2

The picture has animals and one tree. Names of animals are monkey, penguin, elephant, big snake and dog. One person is telling them to climb that tree. Some animals difficult to climb that tree. Monkey is climbing that tree easily. But not possible for Elephant. I think animals are students. Our education system is not good.

Picture 3
Man is climbing tree. Man is old I think. Laptop is in hands. He is having sickle to cut coconut. In this days all are busy with computers and phones. Old man is also busy with laptop climbing tree.

Picture 4

People are sitting on chairs. They are keeping chappals and shoes in the line. It is a Good idea. They are happy sitting on chairs. No body pains. I like this idea.

Sample-Student 2

Picture 1

Two crows are in the picture. First crow is dropping pebbles into the pot. Second crow is using stray and drinking water. I like modern crow. It is very clever by using the stray. Old crow is putting lot of stones to drink water. It is time taking.

Picture 2

There are animals in the picture. Big tree is back side to the animals. There is only one big animal in the picture. Man is sitting on chair. He is saying climb that tree. I think not possible for elephant to climb that tree.

Picture 3

Old man is climbing the tree. old man is also busy with the computer climbing the tree.

Picture 4
People are intelligent. they keeping chappals in Q, their pair of chappals in the Q. They are sitting on the chair. It is nice idea.

From the above samples of the learners’ write-ups, it was observed that the learners had possessed a good amount of cognitive resources with them. Despite a little linguistic handicap, they could expand and convey their thoughts using simple vocabulary items. The learners showcased their keen observation and logical abilities by offering their hidden views/perceptions embedded in the pictures.

4.8.5 Analysis of the Post-test 2

The post was conducted to assess improved vocabulary proficiency of the learners after the intervention programme. It comprised ten task items. The learners got about 15 minutes for each test item on an average. They were allowed to use the dictionary if necessary to find out the words and their meanings in different contexts which facilitated them to accomplish the tasks. At the end of the two and a half hour test, the answer scripts were collected by the researcher and later examined to evaluate learners’ performance in the test. The marks scored by the learners were recorded under three categories. Learners who had scored between 71-100 were placed under High Proficiency group. Those who had scored between 41-70 were placed in Mid Proficiency range and those who had scored between 0-40 were put in Low Proficiency category.

The table given below presents learners overall scoring range in the post test 2.
The performance of the learners in post-test2 basing on the above set criteria is analyzed in the given table and bar graph (Figure No.6).

**Table No.15: Learners’ Proficiency Level in Post-test 2**

<table>
<thead>
<tr>
<th>% learners</th>
<th>Marks scored</th>
<th>Proficiency level obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 % of the learners</td>
<td>71-100</td>
<td>High</td>
</tr>
<tr>
<td>30 % of the learners</td>
<td>41-70</td>
<td>Mid</td>
</tr>
<tr>
<td>10 % of the learners</td>
<td>0-40</td>
<td>Low</td>
</tr>
</tbody>
</table>

**Figure No.7: Vocabulary Proficiency in Post-test 2**

From the above table and bar graph, it is evident that 60 % of the learners have shown significant improvement in the tested areas of vocabulary such as understanding of words, guessing the meanings from context, antonyms, multiple meanings, dictionary
reference skill, collocations, phrasal verbs and idioms. 30% of the learners have fallen under ‘mid’ proficiency level showing progress in the learning process. Most of the learners faced difficulty on task 10 as it demanded meanings of various idiomatic expressions. However, majority of them could identify the advanced lexical items such as phrasal verbs, collocations and idiomatic expressions in the tasks given. The researcher greatly appreciated their efforts in the test and offered oral and written feedback wherever necessary.

4.8.6 Post-test 2-Areas of Improvement

The post-test 2 was administered to assess degree of improvement in three key areas of vocabulary learning. First, identifying, understanding and using of opposite words, prefixes and suffixes, adjectives in given context. Second, it tried to evaluate the learners’ improved performance in picture writing (picture description). Third, it assessed the learners whether they could identify various multiword units: compound words, collocations, phrasal verbs and idiomatic expressions in given context. Data gathered from the learners’ notebooks (see appendix 6 A) during the intervention phase and the results of post-test 2, as discussed above, it was evident that 60% the learners, on an average, could develop their proficiency in the aforementioned areas of the vocabulary. The following bar graph (Figure No. 8) illustrates the areas of improvement in terms of percentage.
4.8.7 Overall Analysis of the Pre-test and Post-tests’ Results.

Learners’ performance in the post-tests show a good degree of improvement in vocabulary learning in almost all areas. Learners were able to use strategies taught in the intervention phase and apply them in their vocabulary tasks and activities. This improvement is obviously a result of increased learner awareness about the importance of vocabulary and vocabulary learning strategies its impact on their overall proficiency.

The aim of the present study was undertaken to find out if pedagogic use of selective vocabulary learning strategies would help to enhance learners’ vocabulary knowledge in particular and overall language use in general in the target language. Keeping this in mind, a pre test was conducted among the subjects of the study to determine their existing knowledge of vocabulary in terms of vocabulary size and use. The finding of the pre test was recorded by the researcher for the future use.
After the intervention programme, the two post tests were conducted and their results were noted. This was done following the previous method of placing the participants in three different categories on the basis of their scores or overall performance in the post tests High, Mid and Low proficiency levels. The researcher compared the overall post test result with the pre test result in order to find out the degree of improvement if any.

The following graphic representation of the pre test and the post tests results illustrate the significant improvement in the vocabulary proficiency of the learners.

**Figure No.9: The Pre-test and Post-test results: Comparison of Proficiency Levels**

It can be easily noticed from above bar graph that the rural ESL learners have shown a good degree of improvement in their vocabulary knowledge. This
improvement, no doubt, is the result of the intervention programme that engaged the learners in learning VLSs, thereby not only creating awareness among them about the role and importance of vocabulary, but also enabling them to be independent learners and users of vocabulary.

At the entry level of the study, they were unable to pay attention to new vocabulary items in their English texts. After the intervention, they were able to read and understand the simple texts independently and deal with different aspects of vocabulary items, as evident from their performance in the post tests.

The learners were also able to consult dictionaries on their own as and when they needed it for various uses of vocabulary: learning new words, their spelling, meaning, collocation and class, along with their various uses in different contexts and framing sentences.

The learners also developed the habit of keeping diaries and maintaining separate vocabulary notebooks for recording and reviewing the newly learnt words. Also, they started using words they learnt in their oral and written discourses and tried to become independent learners of vocabulary and users of English. If they continue to practice the taught strategies regularly, the learners’ vocabulary repertoire would certainly be large to deal with any unfamiliar reading texts.

4.9 Learners’ Questionnaire on VLSs (Post-survey)

The learners were explicitly taught five specific vocabulary learning strategies during the intervention phase. They were: (1) keeping a vocabulary notebook, (2) using
a monolingual dictionary, (3) guessing the meaning of a word from its context, (4) word mapping and (5) using new words in sentences (framing example sentences). At the end of the intervention, after the post tests were over, the researcher decided to collect learners’ feedbacks, views and opinions on the intervention programme by means of a questionnaire prepared by him.

In order to elicit their feedback on the use of vocabulary learning strategies, the researcher administered learners’ survey questionnaire on vocabulary learning startegies (see appendix 9 ). The questionnaire was also meant to get their reflections on the usefulness of startegies.

The questionnair consisted of two sections : section A and section B. Section A consisted of the personal and class details . Section B had names of the five taught startegies. There were three questions on each startegy: two were yes/no type questions and the other was Wh-type.

4.9.1 Analysis of The Learner’s Survey Questionnaire on VLS.

The researcher collected the questionnaires from all the leaners and analysed the responses as shown in the table and bar graph (Figure No.8) given below.

<table>
<thead>
<tr>
<th>Table No.16: Learners’ Survey Questionnaire on VLSs-Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of the strategy-Item number</strong></td>
</tr>
<tr>
<td>I. Keeping a vocabulary notebook (1 &amp; 2)</td>
</tr>
<tr>
<td>II. Using a monolingual dictionary (1 &amp; 2)</td>
</tr>
<tr>
<td>III. Guessing the meaning of a word from its context (1 &amp; 2)</td>
</tr>
<tr>
<td>IV. Word mapping (1 &amp; 2)</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>V. Using new words in sentences (sentence frames) (1 &amp; 2)</td>
</tr>
</tbody>
</table>

In the above figure ‘S1’ refers to strategy1: keeping a vocabulary notebook; ‘S2’ refers to strategy2: using a monolingual dictionary; ‘S3’ refers to strategy3: guessing the meanings of words from their contexts; ‘S4’ refers to strategy4: word mapping; ‘S5’ refers to strategy5: using new words in sentences.

As shown in Table 14, 100% of the learners liked the first two strategies-discovering meanings of unknown words and writing them in their notebooks. 80% of the learners liked strategies S3 and S5- guessing the meaning of a word from its context and word mapping. Also 90% of the learners liked the strategy S4, i.e. ‘word mapping’
while only 10% did not favour it and the reasons for the same they mentioned in the questionnaire.

Let us now analyze the item 3 of the questionnaire, and the learners’ responses to the question: *What do you like/dislike about each strategy? Give your responses in the space provided.*

**Table No.17: Learners’ Survey Questionnaire on VLSs- Responses to item 3 of the Questionnaire**

<table>
<thead>
<tr>
<th>Name of the strategy- responses to item 3</th>
<th>Example comments about what they like about the strategy?</th>
<th>Example comments about what they dislike about the strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Keeping a vocabulary notebook (item.3)</td>
<td>It has many words and my drawings, it helps me remember my words, it is like my own dictionary.</td>
<td>Time taking, unable to take it home, memory problem, feel difficulty</td>
</tr>
<tr>
<td>II. Using a monolingual dictionary (item.3)</td>
<td>It helps me know meanings. Good reference,</td>
<td>Letters are too small, heavy to carry all the time.</td>
</tr>
<tr>
<td>III. Guessing the meaning of a word from its context (item.3)</td>
<td>It is challenging, good understanding, rereading for clues, enjoyable,</td>
<td>Short time to guess, time taking, can’t do it in the classroom</td>
</tr>
<tr>
<td>IV. Word mapping(item.3)</td>
<td>Improves memory skill, easy to recall., appealing, time savers.</td>
<td>Sometimes drawing is hard, can’t put in the correct sequence,</td>
</tr>
</tbody>
</table>
| V. Using new words in sentences (framing sentences) (3) | Good practice, improves grammar. Confidence & creativity builders | Time taking, somewhat difficult, fear of mistakes,

The above table clearly illustrates that majority of the rural ESL leaners liked the strategies and expressed their desire to practice them while learning the target language. They gave a good and positive feedback on the usability and the effectiveness of the strategies taught in the classroom during the intervention phase.
4.10 Verbal Reports: Oral Feedback from the Learners

The researcher had taken videos of the learners’ oral feedback about the entire intervention programme. The learners shared their views and feelings with sufficient eagerness. They all said that they felt privileged to have the researcher with them and help them overcome their language learning problems, especially in the area of vocabulary learning. They told the researcher that they would be very active, curious and engaged in classroom discussions henceforth. The following are the sample transcriptions of the learners’ feelings and reflections about the intervention programme.

Sample 1.

I am Triveni from 9th class English medium. English not my favourite subject at all. After, Nagendra sir training programme, I got interest in English. I think English is difficult. Now, sir said me many techniques. many words. I am speaking now in English. Because I know words and meanings now. ‘Word of the day’ is so helpful tome. Thank you sir.

Sample 2

My name is Somesh kumar. I am studying 9th class English medium. I learn many techniques of vocabulary. Before training programme, I do not know how to learning words my own. I like five strategies sir said in the class. My favourite straetegy is word mapping. I am happy sir. Thank you sir.
The above versions of the learners convey that they liked the strategies taught to them during intervention. They also stated that their vocabulary knowledge was improving day by day. They would like to follow the strategies regularly in their day to day learning and improve the target language proficiency. Their views indicate that the learners gained some confidence in expressing their ideas in English using simple words and phrases.

4.11 Overview of The Chapter

This chapter has presented, analysed and interpreted the data collected both qualitatively and quantitatively. It has discussed in detail the different phases of the study i.e. pre-actional (appraisal), actional (intervention) and post-actional phase (evaluation). It has recorded various areas of improved performance. The chapter concluded with an analysis of the learners’ reflections and perceived usefulness of the strategies they learnt and practiced during the intervention programme. The next chapter presents findings and implications of the study.