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APPENDICES
Appendix (A)

Students' Questionnaire

Research Project: The Pedagogical Implication of English Vocabulary Items for Assamese Medium Learners with special reference to Kamrup District

Dear Student,

The purpose of the questionnaire is to understand the strategies of learning English Vocabulary items in Assamese medium schools. The questionnaire will be used for the purpose of academic research only and all responses will be kept confidential and secret. Your response in the data collection process is very important and useful and will be greatly appreciated.

Please fill out the questionnaire by answering all the questions honestly.

Thank you for your cooperation,

Yours sincerely

Anima Baishya

1. Name:

2. Age: ______ years old

3. Sex: Male( ) Female ( )

4. School name:

5. Class: V ( ) VI ( ) VII ( )
6. Place:

7. District:

1. Do you feel English Vocabulary is important to you?
   a. Yes ( )
   b. No ( )

2. Do you think pronunciation is important for learning English Vocabulary?
   a. Yes ( )
   b. No ( )

3. Do you think spelling is important for learning English Vocabulary?
   a. Yes ( )
   b. No ( )

4. Do you learn the plural formation of English words in school?
5. Do you learn the past tense of verbs in school?

a. Yes, ( )

b. No, ( )

6. What are the aspects of a word that your English teacher emphasizes on?

a. Meaning. ( )

b. Pronunciation. ( )

c. Spelling. ( )

d. Prefix–suffix formation

7. What ways does your English teacher teach English words?

a. Giving meaning in Assamese ( )
b. Giving synonyms in English

d. Giving antonyms in English

d. Use physical action

e. Or any other means

8. What strategies do you follow most in learning English words?

a. Consult a dictionary

b. Guessing from textual context

c. Ask your teacher for meaning
d. Ask classmates for meaning

9. Which dictionary do you follow in learning English words?

a. Bilingual dictionary

b. Monolingual dictionary

10. How do you remember words?

a. Verbal repetition

b. Written repetition.

c. Study the spelling of a word

d. Study the sound of a word

11. Read the following statements and answer.
i). I have problems in speaking English in the classroom.

a. Yes, □ □ □ □ ( )
   □ □ □ □ ( )
   □ □ □ □ ( )
   □ □ □ □ ( )

b. No,
   □ □ □ □ ( )
   □ □ □ □ ( )
   □ □ □ □ ( )
   □ □ □ □ ( )

ii). I have problems in understanding spoken English of teachers.

a. Yes, □ □ □ □ ( )
   □ □ □ □ ( )
   □ □ □ □ ( )
   □ □ □ □ ( )

b. No
   □ □ □ □ ( )
   □ □ □ □ ( )
   □ □ □ □ ( )
   □ □ □ □ ( )

iii). I have problems in reading English textbook.

   a. Yes, □ □ □ □ ( )
   □ □ □ □ ( )
   □ □ □ □ ( )
   □ □ □ □ ( )

   b. No,
   □ □ □ □ ( )
   □ □ □ □ ( )
   □ □ □ □ ( )
   □ □ □ □ ( )

iv). I have problems in writing class notes.

   a. Yes, □ □ □ □ ( )
   □ □ □ □ ( )
   □ □ □ □ ( )
   □ □ □ □ ( )

   b. No
   □ □ □ □ ( )
   □ □ □ □ ( )
   □ □ □ □ ( )
   □ □ □ □ ( )
12. What is your weakness in learning English language and its vocabulary?

a. Teacher’s way of teaching
b. English being a difficult subject
c. Both
d. Others (specify if any)

13. Why do you study English and its vocabulary?

a. to pass the examination
b. to have a knowledge of the English culture and the language
c. to gain employment
d. to converse with the English language speech community
Appendix (B)

Construction of Tests

A. Phonology:

We select words so as to make the students of the chosen class pronounce in order to investigate the so called difficult English sounds viz., vowels, diphthongs, consonants and of course consonant clusters and how these sounds are substituted by Assamese medium learners of English in General Assamese English.

Vowels:

it, eat, sit, seat, sea, see, egg, end, ten, pen, ray, say, ant, elephant, bank, bag, art, ask, card, bard, drama, rickshaw, all, open, box, bottle, saw, law, old, told, cold, go, low, oath, oatmeal, loan, coat, below, pillow, wool, wood, book, bull, two, too, sheet, chart, acid, academy, earth, word, about, allow, policy, problem, famous, develop, aeroplane, drama, picture, doctor, bus, company, all, wall, board, pool, pull, look, boot, hot, solve, pin, direct.

Diphthongs:

eight, aim, rain, pain, ice, eyes, five, kind, cry, shy, out, town, doubt, cow, now, oil, ointment, boil, soil, boy, annoy, yearly, yearn, near, here, idea, media, your, sure, pure, radio, polio, wear, wet, fuel, cruel, own, owl, poor, soul, bow, crow, youth, union, duty, news, few, jew, gate, broad-gauge, data, fry, Christ, eye-brow, zero, xerox, bear, tour, influence.

Consonants:
pig, pot, speak, copy, cup, shop, fan, fish, coffee, office, rough, loaf, bat, member, hobby, tub, rub, van, visa, cover, never, love, save, tiger, tree, cat, thanks, thirst, nothing, monthly, both, tooth, dog, deep, father, muddy, flood, mad, dhobi, dhoti, king, chalk, milk, khaki, khalifa, gun, goat, singer, beggar, ghee, gherao, she, post, duster, desk, risk, zebra, jug, dozen, lazy, rose, please, him, horse, behind, behalf, man, mango, come, name, nurse, morning, money, moon, single, sing, lion, kill, ball, run, ring, turn, try, sugar, wall, well, swim, queen, young, yes, new, cure, chain, cheap, just, found, vine, throw, then, zoo, sheep, measure, vision, what, whistle.

Consonant Clusters:

play, prey, fly, tune, twin, thwart, dew, dwell, class, cream, quick, glass, grass, black, bright, view, prompt, cups, stopped, laughs, lift, laughed, depth, cabs, robbed, lives, lived, cats, eighth, breaths, dads, width, act, cakes, baked, bags, bagged, pulp, jump, clasp, sharp, self, triumph, against, scarf, belt, crept, soft, shirt, filth, warmth, depth, month, length, silk, shark, bulb, curb, curve, crammed, stopped, baked, missed, sand, prized, hanged, bird, burg, amidst, next, prompt, amongst, whilst, asked, launched, thanked, helped, wolfed, milked, solved, indulged, changed, triumphed, sixth, twelfth, muse, smell, snake, damp, dreamt, nymph, comes, chance, sings, kiln, charm, corn, jumped, lamps, contends, banks, lengths, prompts, glimpsed, help, health, film, false, indulge, speak, stick, school, sphere, slim, smoke, shrink, swan, sewer, hue, spray, spleen, spew, strong, screw, squeeze, skew, sclerosis, clasp, missed, caps, change, false, purse, rings, merge, adopts, eights, acts, lifts, depths, clasps, beasts, asks, lamps, triumphs, ants, lands, months, banks, helps, belts, silks, bulbs, builds, solves, films, kilns, curbs, births, parts, birds, scarf's,
farms, learns, pearls, parks, burgs, curves, three, part, mark, curse, yellow, station, style, handle, table, rival, lens, cosmetic.

B. Spelling:

We have chosen words from the respective text books of English for Classes V, VII and VII separately on the basis of their frequency and dictated them for the students and asked them to write so that we may check the errors committed by them. For homophonous words under dictation, we have provided them the Assamese meanings of the concerned words for their understanding since there are no contexts as such.

Class V: it, her, father, girl, eye, boy, near, poor, pen, cow, dog, book, table, bag, egg fan, bad, cat, horse, zoo, orange, old, sing, parrot, lion, queen, we, yes, ball, door, two, your, bed, name, me, nest, here, bus, but, coat, day, fat, chair, king, god, school, he, tiger, see, deer, sit, all, eat, come, blue, mango, long, short, son, happy, van, about, people, friend.

Class VI: leave, shoe, field, build, busy, great, aunt, saw, island, beautiful, song, played, nature, jump, bridge, duty, said, die, move, know, city, gentle, talk, finger, yellow, high, honest, valley, boil, touch, vision, their, few, idea, eight, fire, sure, honour, listen, handsome, comb, knee, daily, shine, height, juice, girl, lion, chair, shirt, white, below, change, noise, summer.

Class VII: receipt, vision, island, message, scene, kitchen, answer, wrong, excellent, believe, create, happened, before, valley, movement, truly, umbrella, beautiful, very, carrot, error, merry, commission, common, programme, summer, tomorrow, address, progress, permanent, different, divided, studying, principal, friends, foreigners, relieve, receive, brief, neither, beginning,
worshiped, planning, travelling, signalled, generally, really, coming, carry,
strength, judgement, naturally, city, profession,

anxiety, thin, tired, quiet, courageous, review, puzzle, assembly, deny, worry,

fulfil, diagrammatically, argument, height, relevant.

C. Morphology:

1. Q:-- What is the plural form of ‘boy, girl, mouse, goose, foot, ox, calf, leaf,
sheep’?  (e.g. boy-- boys)

2. Q:-- What is the possessive form of ‘boy, boys, girl and girls’?  (e.g. boy--
boy’s)

3. Q:-- Write the past tense of verbs ‘play, live, eat, ring, leave, cost, build’.
(e.g. play-- played)

4. Q:-- Write the comparative and superlative form of ‘small, big, beautiful,
good’.  (e.g. small-- smaller-- smallest)

5. Q:-- Write the negative form of ‘possible, moral, legal, regular, correct,
agree’.  (e.g. possible-- impossible)

6. Q:-- Choose the suitable suffix from the box and add them with the
following words:

arrive, depart, destroy, enlighten, justify, laugh, marry.

7. Q:-- Write the agentive form of the following words:

‘read, write, ride, farm, bicycle, music, cook’.  (e.g. read-- reader)

8. Q:-- Select the suitable words from the following brackets:

a) There are seven days in a -----..  (weak/ week)

b) He is very -----..  (weak/ week)
c) We ---- God. (pray/ prey)

d) The tiger is a ---- of beasts. (pray/ prey)

e) Please keep ----. (quiet/ quite)

f) He is ---- a fool. (quiet/ quite)

g) What is the ---- of the pen? (price/ prize)

h) I got the first ---- in the competition. (price/ prize)

i) Mr. Sharma is the ---- of our school. (principle/ principal)

j) He is a man of ----. (principle/ principal)

k) I ---- his help. (except/ accept)

l) There are seven persons ---- him. (except/ accept)

m) Don’t ---- to be sick. (affect/ effect)

n) The ---- is seen positive. (affect/ effect)

o) Don’t sit ----. (idol/ idle)

p) There is an ---- of goddess in the temple. (idol/ idle)

q) He will ---- the building. (extend/ extent)

r) The ---- of the building is repaired. (extend/ extent)

D. Semantics:

The students of three concerned classes under study are asked to write the following questions in order to test their knowledge in meanings relations.

Q: (i) Write against each word below another word that means more or less the opposite meaning. Choose your answer from the box.

(a)

happy------------ ugly
beautiful------- small
fat ---------- short
big ------------ sad

tall ------------ thin

(b)
Buy------------ borrow
Lend------------ pull
Push------------ sell
Debt------------ entry
Exit------------ credit

(ii) Make sentences of the following words as many as you can:

left, bank, hour, our, write, right, head, mouth.

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