

CHAPTER : 2

THEORETICAL FOUNDATIONS

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CHAPTER - 2

2.0 INTRODUCTION :

This chapter presents theoretical foundation, importance of vocabulary along with types of Vocabulary. A detailed discussion on Levels of meaning (Lexical meaning, Syntactical meaning, morphological meaning, Intentional meaning and Cultural meaning) and some facts about the nature of words are discussed.

Words are many, to list them doesn't serve the purpose of teaching vocabulary. So we must know kinds also. Hence, kinds of words with examples are also discussed in the present chapter. Selection of vocabulary, gradation of vocabulary, the teaching of vocabulary. Five important principles of vocabulary teaching, some of the devices of teaching vocabulary are also presented.

This chapter also describes ~~on~~ strategies adopted by the investigator i.e. Explanation, Translation, Vocabulary Exercises, Vocabulary Games and Communicative Tasks.

2.1 IMPORTANCE OF VOCABULARY :

Among the three tools of a language, words hold a very prominent place. But what is a word ? According to Bloomfield (quoted in Wadhwa : 1973 : 103)

“A free form which is not a phrase, is a word....” In brief, a word is a minimum free form. Prof. Barbara M. H. Strang (Ibid) defines a word as follows :

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“The most important criterion of a word is that, it is the smallest unit that can in ordinary usage function along as a sentence.”

Many people think that mastery of words leads to the mastery of a language. This is a wrong idea, but it indicates the importance of words in human life. At the same time Edward Sapire (Ibid) warns the students of linguistics against this mistake when he says, “The students of linguistics should never make the mistake of identifying a language with its dictionary.” While defining the words in a metaphorical manner, H. W. Beeches (Ibid) observes, “words are pegs to hang ideas on.”

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Emphasizing the importance of words, Prof. Bess Sandel (Ibid) says, “We are born into an environment of words just as surely as we are born into an environment of weather.” In order to learn a language we shall have to learn the words of that language. It will not do if we mix them up with another language. Words give a shape to the ideas which are in our heads and then we communicate these to other people.

Prof. H. E. Palmer (Ibid) has observed that a word list of 3,000 words can be devised which would cover 95% of ordinary normal English. According to him, the first 1,000 words will cover 85% of

normal English, 7% of normal English would be covered by the second 1,000 words, the remaining 1,000 words will cover 3% of it.

2.2 TYPES OF VOCABULARY :

Broadly speaking, we can divide vocabulary into two types namely, passive vocabulary and active vocabulary or recognitive or receptive vocabulary and productive vocabulary.

1. **Passive or Receptive Vocabulary :** Receptive vocabulary is that vocabulary which a child masters for the purpose of recognition. It is very essential and useful to have a considerably large number of receptive words. These will help us to understand the fine points of language and literature. Dr. West was a great advocate of passive vocabulary. His 'New method' was based on the principle of recognitive or receptive vocabulary. This means that the child should be able to understand spoken and written English.
2. **Active Vocabulary :** No doubt the receptive needs of the child are primary and we can fulfil these needs with recognitive vocabulary. But this will not do. We shall not be able to achieve our aims of teaching English in our country. We need active vocabulary as well. Active vocabulary includes those words

which can be casually and conveniently used by the pupils in their speech and writing. It is very essential for the transition of thoughts into words. One of the aims of teaching English as a foreign language is to give the students proficiency in speaking and writing and that can be achieved by active vocabulary duly. About the acquisition of vocabulary, Vernon Mallinson (Ibid) observes that the acquisition of vocabulary both active and passive, ultimately depends on the skill and ingenuity of the teacher and on the way he manages to kindle enthusiasm that will lead to spontaneous creative self-expression in the language.

2.3 LEVELS OF MEANING :

For a common man, a word has only one meaning which is indicated by a dictionary. That meaning of a word is known as the lexical meaning. Some people do believe that if they can learn the lexical contents of words, they can be said to have learnt that language. But it is not true. Dr. C. C. Fries (Ibid : 104), "Important as the words with their lexical meaning are, they are by no means the only essential meanings in the symbols and devices of a language." It springs from these words that there are other levels of meanings of a word. The words have the following levels of meaning :

1. Lexical Meaning
2. Syntactical Meaning
3. Morphological Meaning
4. Intonational Meaning
5. Cultural Meaning

1. **Lexical Meaning** : The first kind of meaning of a word is lexical-meaning. It is given in a dictionary. For example, in the utterance, "The girl sang a sweet song", some words stand for some 'quality', others stand for some 'action' etc. If we want to know the meanings of these words, we shall turn to the dictionary. It will give us the meaning of individual words like, girl, sweet, song, etc. But if we want to know who sang the song? When was it sung ? We shall not know it from the dictionary. Then we shall have to turn to the second level of meaning of a word.
2. **Syntactical Meaning** : Syntactical meaning means the meaning of a word as conveyed by the word order. The word 'girl' comes in the beginning of the sentence which indicates that it was the girl who performed the action. The word 'sweet' comes before the word song, it tells us the quality of the song that it was sweet.
3. **Morphological Meaning** : Morphology deals with the forms of words. The meaning which is conveyed through the forms of a

word is known as the morphological level of meaning. If we want to know whether the girl was one or more than one, we shall have to turn to its form. There was one girl as compared with girls. Again the word 'sang' shows that the song was sung in the past and not in the present or future otherwise the form would have been 'sings' or 'will sing'.

4. **Intonational Meaning** : It is not only the form of the sentence which determines the meaning but the same sentence can have different meanings if uttered differently so far as the intonation is concerned. The meaning which is conveyed by the way words are pronounced is known as the intonational meaning. For example, the following sentence spoken with different pitch conveys different meanings :

Swarn went to - Chandigarh (Statement)

Swarn went to - Chandigarh ? (Question)

Swarn went to - Chandigarh ! (Surprise)

5. **Cultural Meaning** : In addition to the above mentioned levels of meaning, there is cultural meaning of words as well. Language does not develop in a vacuum. It is a part of the culture of a people. The language teacher must understand the intimate relationship between a language and its culture. One cannot understand a language fully

without understanding at least some of the distinct cultural meanings expressed through it. This involves knowledge of specific facts, concerning the culture and some understanding of the major patterns of thoughts, beliefs, traditions and values that account for the way the people live and give significance to their accomplishments. The Eskimos (of cold regions) have many different words for snow. These words express difference which are not observed by the English speakers but are necessarily expressed in Eskimoan language. An English speaker learning that language must learn what those words mean.

From the above discussion, it is clear that it is not the lexical content of a word only which determines the meaning of a word. A word can have five different levels of meanings, as indicated above. Prof. A. W. Frisby (Ibid : 170) rightly points out, "All these levels of meaning plus the context interpreted by the background of our experience, give the meaning of the particular part of the stream of language heard by us." The common man who wants to master a language by mastering the words of it as listed in the dictionary makes a serious mistake. If this is the criterion of learning a language, then no one of us has learnt our own language. In this connection Charts C. Fries (Ibid) aptly remarks :-

“If therefore, mastery of a language is taken to mean the ability to use or even to understand all the words of a language, then none of us can be said to have mastered his own native language.”

2.4 SOME FACTS ABOUT THE NATURE OF WORDS :

1. A word has more than one meaning :

A word has more than one meaning. It is wrong to think that a word has only one meaning. It is interesting to note that the word ‘come’ has 69 meanings, ‘go’ 94 meanings and ‘make’ 97 meanings. The word ‘carry’ has a number of meanings.

For example :-

- i. Will you carry this bag for me ?
- ii I shall carry the scars of this accident all my life.
- iii This insurance policy carries a bonus.
- iv His letter carried with it his best wishes.
- v The army carried the day against the enemy.

2. No real or basic meaning attached to a word.

There is no real or basic meaning attached to a word. People who think like that are in the wrong. It is a bare misconception. Every meaning is important in a situation. For example, the word ‘key’ has various meanings in different situations, ‘key’ is (I) an instrument by

which a lock is opened, (ii) the solution of a problem and (iii) the pitch or tone of one's voice. No meaning of the word 'key' is real or basic. Every meaning is equally valid in a specific situation. Dr. C. C. Fries (Ibid) says, "The only true and correct meanings of words are the situations in which they are used." The only difference is that some meanings are more frequent than the others.

3. There are no exact synonyms within a language :

The third point governing the nature of words is that there are no exact synonyms within a language. A word may prove to be a synonym of a word in one way but it may not be done in another context. Fowler (Ibid : 107) in his *Modern English Usage*, writes, "Synonyms, in the hardest sense, are separate words whose meaning, both denotation and connotation, is so fully identical that one can always be substituted for the other without change in the effect of the sentence in which it is done. Whether any such perfect synonyms exist is doubtful. Thus it does not matter whether I say a word has two senses, or two meanings and sense and meaning are therefore loose synonyms. But, if "He is a man of sense," is written as, "He is a man of meaning," it becomes plain that sense and meaning are far from perfect synonyms." Other examples are handsome and beautiful, ill & sick etc.

4. Words convey their meanings in context :

It is a wrong approach to attach some meaning to a word without taking into consideration the context in which a particular word has been used. The word 'dog' conveys the change in its meaning in the expression dog days (hottest part of a year), go to the dogs (to be ruined); to die a dog's death; rain cats and dogs; let sleeping dogs lie, and so on. In fact, words have meanings in the situations in which they are used.

5. Change in the meaning of words :

It is the nature of a language that it changes. If change is a feature of a language, the words must undergo a change. The most unstable feature of a language is its words. English is a living language and like the words of every other living language, its words also have a change in their meaning. The more a language is used, the more will there be a change in it. For example, the word 'villain' at one time meant, 'a farm labourer', 'knave' was at one time a 'boy' or a servant and 'silly' meant blessed or good.

2.5 KINDS OF WORDS :

The Words can be divided into the following four kinds :

2.5.1 Function Words : Prof. S. L. Stryker writes that function words 'have little or no lexical meaning, but serve chiefly to indicate grammatical relationships.' In other words, the function words serve to vary the functions of content words with which they appear.

Prof. A. W. Frisby (Ibid) gives the main types of function words as under :

- (i) **Auxiliaries :** may, have, shall, will, can, might, must, could, would, should, get, do, keep, (continuous action)
- (ii) **Preposition-adverbs :** by, from, at, in, into, on, to, with, for, of
(Place) behind, in front of, under, over, above, beside, below, between, around, beyond.
(Direction) through, out of, into, towards, away from, across, up, down.
(Time) after, before, since, during, until
(Comparison) like, different from, as, than.
- (iii) **Conjunctions :-** that, and, if, but, so, who, as, while, when, where, what, after, since, until, before.
(cause) because, for, since, as
(Purpose) in order that, so that.

(Comparison) as.... as, than

(Concession) although.

(Condition) unless, if

(Conclusion) therefore, hence

(iv) **Interrogatives** : which, what, who, whose, when, where, how, why.

(Articles) a, an, the

(Degree) most, more.

(Miscellaneous) it, ever, there, one

2.5.2 Substitute Words : The words which stand as substitutes for other words are known as substitute words. For example in this sentence.

She went to Delhi and he 'did' too,

'did' stands for another word and serves as a substitute. Other examples are :

(a) **Personal pronouns** : I, me, we, our, your, etc.

(b) **Indefinite Substitutes**: anybody, anyone, everybody, someone.

(c) **Negative substitutes** : none, nobody, nowhere etc.

(d) **Words denoting number or quantity** : all, some, both, several, more, much, each, every etc.

2.5.3 Distributive Words : These are words which have affirmative and negative distribution :

(a) Affirmative distribution : In the following sentences the words too, some, still stand for affirmative distribution.

(i) Surinder saw a picture and Parminder did too.

(ii) Speech is good, better still is silence.

(iii) She bought some books on Monday.

(b) Negative distribution : In the sentences which follow, the words any and neither are the examples of negative distribution.

(i) She didn't buy any book on Monday.

(ii) Virender does not smoke, Ramesh does neither.

2.5.4 Content Words :

The words which stand for 'things', 'actions' and 'qualities' are known as content words. In other words, content words are traditionally labelled as nouns, verbs, adjectives and adverbs. The total number of words indicated in the above mentioned three groups is about 300, the rest of the words in the dictionary are content words. The content words are divided into three classes namely class I, class II and class III.

(a) **Class I - words for things :** The words of class I include common nouns and the nouns formed out of the verbs and adjectives. These are a few examples :

(i) **Simple forms :** pen, pencil, desk.

(ii) **Compound forms :** football, chairman, sunset.

(iii) **Words for actions changed as nouns :** arrival, departure, feeling etc.

(iv) words for 'qualities' used in grammatical structures as 'thing words' kindness, sincerity, activity, etc.

(b) **Class II - words for actions :** simple verbs and verbs which are formed out of adjectives and nouns come under class II. A few examples are given below :

(i) **Simple forms :** sing, walk, talk

(ii) **Compound form :** look into, run out, break up, etc.

(iii) **Words for 'things' changed into verbs:** befriend, enjoy, entitle, etc.

(iv) words for 'quality' used as 'action words' brighten, weaken, enable.

(C) **Class-III - words for qualities :** The words which qualify a thing or action fall under this category. A few examples are given below :

- There is no 2.5.5*
- (i) **Simple forms** : Old, young, poor, rich etc.
 - (ii) Words for 'things' changed as words for 'qualities'-
rainy, misty, lovely.
 - (iii) words for 'actions' used in grammatical structures as
quality words are used : broken, written, frozen.

In short, the above mentioned are the different kinds of words. A language must have function words and the content words if it is to go on like a living language. (Edward Sapier (1972 : 98) rightly remarks, "...if a language is to be a satisfactory means of communication... we must have objects, actions, qualities to talk about and these must have their corresponding symbols, independent words."

2.6 SELECTION OF VOCABULARY :

Prof. A. W. Frisby (Ibid : 242) writes, "There is so much of the material of the language that, unless we have some simplification of it, some plan by which to work in the earlier stages, we are in a grave danger of spoiling all our efforts by the embarrassing wealth available." It becomes very essential for us to have a proper selection and gradation of vocabulary. If it is properly selected, it will be easy, for us to teach it. The following principles should be kept in mind while selecting the vocabulary :

- (i) **Usefulness of the word** : The words selected should be useful for the learner and these should be according to the age, ability, interest and aptitude of the learner.
- (ii) **Frequency of occurrence** : The words which occur frequently in the day to day life of a pupil should be given preference over those which occur less frequently.
- (iii) **Structural value of the word** : The structural value of the word depends upon its utility in connecting various content words and framing them into sentences. Out of the first 100 words in the frequency list, 95 are structural words. This fact clearly emphasizes their value.
- (iv) **Word's universality** : Universality of the word indicates that a word which is useful everywhere should be given precedence over the words which cannot be used universally.
- (v) **Word's range of applicability** : It means that if a word can be used in different connections, it should be given priority while selecting the words.
- (vi) **Word's productivity** : By productivity of the word we mean its capability of constructing more words with the addition of prefixes and suffixes e.g. man, manly, manfully, unmanly, etc.

(vii) **Word's regional value** : There are particular words in a particular region which have great utility for the learner of that region. While selecting the words, the regional value of these words must not be overlooked.

2.7 GRADATION OF VOCABULARY :

We are to teach about 2,500 words to our pupils in six or seven years. This gives rise to the need for the gradation of vocabulary not only from year to year but also from term to term. The gradation is done on the principles discussed under the head of Selection of Vocabulary. They are (a) the principle of usefulness, (b) the principle of structural value (c) the principle of teachability (d) the principle of simplicity.

This gradation is also applicable to the meaning of words. If a word has got more than one meaning, there will be gradation of its meanings. We shall be having simple meaning in the beginning and difficult later on. Take for example, the word 'for' which is a structural word. The following four meanings (though there are many more meanings) of it are given :

For 1 (purpose) This book is for reading.

For 2 (For the benefit of somebody) She will bring a pen for me.

For 3 (Exchange) She bought this purse for fifteen rupees.

For 4 (A period of time) He stayed here for two days.

2.8 THE TEACHING OF VOCABULARY :

After discussing the selection and gradation of vocabulary, now we turn to the teaching of vocabulary.

The present Approach :- At present proper ways and means are not adopted for teaching the vocabulary to the students. Here is a brief critique :

- (i) The most popular method by which new words are introduced is translation method. Equivalents of new words are given in the mother-tongue of the child. This method may prove somewhat helpful in a few cases, but, generally it is not appreciated. It hinders the fluency of speech of the pupils.
- (ii) The second popular way of teaching new words is explaining the meanings of words to the pupils in English. No doubt, it is an improvement upon the first method, yet sometimes it proves to be time consuming. More difficult words are used for explaining the meaning of simple words.
- (iii) In the third method, the meanings of the words are elicited from the pupils by way of putting questions. It has its defects also. The pupils may not be able to know the meanings of words. It

demands from the pupils that they should give the synonyms of the words which may not be easy for them to do.

- (iv) In the fourth method, the meanings of the new words are written on the blackboard in the mother-tongue of the child. The pupils scribble them between the lines of their English text-book. It is not a good method. It may not be possible for the pupils to read these meanings when needed.

2.9 FIVE IMPORTANT PRINCIPLES :

F. G. French (1950 : 78) is of the opinion that while working on the vocabulary of a foreign language in the class-room, the following principles may be observed :-

- 1. Listening :** Hearing the sound and watching the lips of the speaker;
- 2. Trial and practice :** The word becomes fixed by the child's own use of it, many times. He cannot get possession of it merely by hearing it or seeing it.
- 3. The word is always heard with the object or action in sight, and it is always heard in a sentence;**

4. The sentences themselves are very important to the child. For example, 'I want----- : In this way he gets possession of his first sentence patterns :

I want a drink. I want to walk. And the method by which he learns the sentence-pattern is exactly the same as that by which he learns the names of objects.

5. In learning his own language the child, for several years does not read and does not write. He begins to read and to write after he has learned the words and the sentence patterns and phrase patterns.

2.10 SOME OF THE DEVICES OF TEACHING VOCABULARY:

The under-mentioned devices may be taken to increase, extend and expand the vocabulary of students :

1. **Material demonstration** : Senses are the gateways of knowledge. If the teacher makes use of actual objects, models and pictures which appeal to the senses of the pupils, the pupils will be able to understand very easily those words. Which are taught through the aids mentioned above. For example, comparison of adjectives can be taught by drawing three classes of different sizes.

2. **Use in context :** The words have meanings in the context in which they are used. If a word is illustrated through a situation, it becomes clear to the pupils. One way to create context is when a new word is presented in what Dr. Fries calls “defining” sentences. They are sentences which introduce the new word along with a situation and the words already known to the pupils.
“Mohan works in a bank. For that work he is paid ten rupees a day. At that rate he earns about three hundred rupees a month”.
3. **Actions :** Many words can be taught by the actions of the teacher herself. She can perform a few actions in the class. By performing these actions, situations can be created. With the help of these situations many actions, words can be taught to the pupils.
4. **Morphological devices :** If the teacher is able to give some knowledge of prefixes to his pupils, it will help them to understand the meanings of different words. They will also be in a position to know the base of a particular word. For example, if they know the word ‘able’, they will be able to understand words like enable, ability etc.

5. **Describing a picture** : The teacher takes a picture from the text-book and starts describing it. Pupils guess which picture is being described.
6. **Sentence completion/dialogue completion** : In complete sentences/ dialogues may be written on black-board or cards. Pupils have to complete them and read them out in pairs.
7. **Chain story** : The teacher gives the first sentence of the story. Each pupil has to give one sentence to complete the story. As each new sentence is added it is written on the blackboard. Later sequencing, eliminating etc., can be done on the black-board.
8. **Role playing** : Pupils assume roles and read aloud conversations. Text book lessons using dialogues and camp work may be used for this purpose.
9. **Discussion** : A simple problem like 'Planning a Picnic', 'Organising a School Annual Day' may be given and the calls may be divided into groups. Each group is asked to discuss and note down details of one aspect of the problem.
10. **Information transfer** : Pupils are asked to extract certain bits of information from one form of writing and transfer them into another e.g. Information provided in a tabular form may be organised in the form of sentences leading to a paragraph.

11. **Oral cloze procedure** : Oral cloze combines dictation with selected cloze using high frequency deletion. Here is a part of an oral cloze test. The pupil listens to the text on the left and reads the part given on the right. At each pause, he fills in the missing words.

(Pupils hear this : Yesterday one of my teachers asked me to keep her plan a party for the students in our class.

(Pupils reads this:

Yesterday one of my teacher
asked to help her plan a party
for the students in our class)

(Pupils read this

Yesterday one of my ____
asked me to ____ her plan
a party ____ the students in
our class)

12. **Cloze passage editing** : The 'editing' passage is a kind of cloze passage in reverse. Instead of taking words out, we put words in. Pupils are to cancel the unnecessary words e.g. The girl was called Mala. She lived read in a hut on a small farm. Mala lived with her aunt, uncle Stones and cousins.
13. **Two stories in one** : Two stories are mixed up. Pupils are to sort them out and write them down providing a suitable title.
14. **Strip story** : A story is written on strips of paper, each strip carrying one sentence. Strips are distributed among the pupils.

Each reads the sentence silently and tries to remember it. Strips are collected back and pupils have to construct the story from memory.

15. **Find someone who :** The teacher selects a particular grammar item or a group of related items and prepares a set of about ten sentences. Example : Find some one who likes to eat 6 times a day. Find someone who hates swimming.

The sentences could be written on the black board or on slips of papers. Pupils could be asked to move about the class and try to find out the name of their friends which they can enter against each sentence. Alternatively, pupils could work in smaller groups and do the same activity.

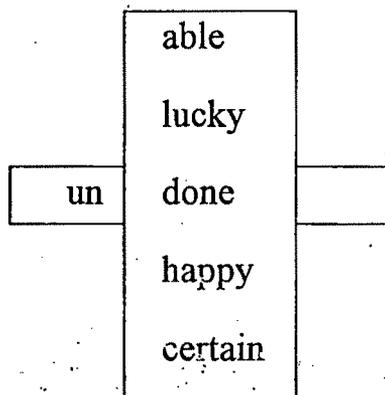
16. **Communicate personally :** The teacher collects from the pupils information about their personal preferences. A list of items could be written on the black board (for example, their favourite actors, and batsmen, what kind of people or behaviour irritates them the most, which advertisements impress them etc.) Then the class could work in pairs or groups to talk about the items in the list and express their personal opinion about each one of them.

17. **Plan for the future :** The teacher puts the pupils in particular situations and asks them to work out a plan for their future. For example :

1. What would you do if you can buy and what you would like to buy but cannot do so. Give reason and justify your choices.
2. What would you do if you get a chance to become the education minister and are free to bring about changes in the system ? Prepare a plan and justify your policies.

18. **Preparing a word dictionary :** The children may be encouraged to enlist new words under different heads. For example school, home, hospital etc. This will inspire and encourage them to have new words and ultimately it will lead to the expansion of vocabulary.

19. **Moveable strips :** A large number of new words can be taught if the teacher is in a position to make use of prefixes and suffixes. The device of moveable strips is very useful for this purpose.



20. Word families :

'Word families' may be defined as lists of those words which are somewhat like the other words. These families are essentially built round certain related features. Prefixes and suffixes can be used for this purpose. for example

- (i) un-unkind, unable, uncertain,
- (ii) mis-misfit, misfortune, mischief.
- (iii) ful-beautiful, useful, helpful.

2.11 METHODS ADOPTED BY THE INVESTIGATOR :

The investigator adopted the following methods of teaching vocabulary. The teaching of vocabulary was done along with the teaching of prose lessons in the syllabus.

2.11.1 Explanation Translation Method :

Words were explained by means of different sentences and then then the students were asked their Gujarati synonyms. Sentences framed for the explanation of words were simple and interesting. As the sentences framed were simple, much time was saved and students were easily giving Gujarati synonyms for those words.

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2.11.2 Vocabulary Exercise :

Vocabulary development exercises were framed. These were to a greater or lesser extent removed from the kind of situation or contextual learning that we have had in mind so far.

The purpose of a vocabulary exercise is to develop the learner's command of the target language vocabulary, not simply to find out whether she/he knows a particular item of vocabulary or not. However, a close relationship exists between tests and exercises, since many exercises can be made into tests and vice-versa.

2.11.3 Vocabulary Games :

Different interesting vocabulary games were framed to add an element of fun or relaxation along with the development of vocabulary. The aim of vocabulary games was to increase emphasis on the importance of motivation and of the appropriate kind of positive effective atmosphere in the class-room.

Secondly, it was an increasing emphasis on the importance of 'real' communication. If a game works properly, it very often supplies a genuine desire to communicate in the target language even within the artificial confines of the class-room.

One of the characteristics of the organization of games was a competitive element. The competitive element was often

balanced by a co-operative element especially when the class was divided into 'teams.' The members of each team co-operated for the success of their team.

2.11.4 Communicative Tasks :

Different communicative tasks were prepared and implemented for the students to lay emphasis on language in use rather than language as structure.

The purpose of communicative task was to give emphasis on the semantic objective of the language which means the meaning of language in real life situation and contexts.

Secondly, it gave an opportunity to the learner to communicate his feelings and thoughts to other and understand the feelings and thoughts of others in the target language (English).

Thirdly, it laid stress on the functional value of the language and to develop the speech ability, with different ways of expression. The language thus used possibilities acquisition of new words, rather than learning of them.

(For detailed and illustrated discussion pl. see chapter No. 4.12)

2.12 SUMMING UP :

In this chapter, the investigator has discussed about the theoretical foundations in which importance of vocabulary, types of vocabulary, levels of meaning, some facts about the nature of words, kinds of words, selection of vocabulary, gradation of vocabulary, five important principles, some of the devices of teaching vocabulary and methods adopted by the investigator to teach vocabulary. Thus the theoretical foundation proved to be useful in carrying out the experiment (Study).