

LANGUAGE IN INDIA

Strength for Today and Bright Hope for Tomorrow

Volume 11 : 8 August 2011

ISSN 1930-2940

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***Evolving Strategies for Teaching Basic Vocabulary in L2 through
Meaningful Input:
An Ethnographic Study with First Generation Learners***

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**EVOLVING STRATEGIES FOR TEACHING BASIC VOCABULARY
IN L2 THROUGH MEANINGFUL INPUT: AN ETHNOGRAPHIC
STUDY WITH FIRST GENERATION LEARNERS**

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**A thesis submitted in partial fulfillment of the requirements for the
Degree of
MASTER OF PHILOSOPHY IN ENGLISH
[English Language Teaching]**



THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY

HYDERABAD-500 007

AUGUST 2007

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For

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ACKNOWLEDGEMENTS

I would like to thank:

- My supervisor, **Dr. K. Padmini Shankar** for her able guidance, patience and approachable nature without which this '*INTELLECTUAL CHILD*' of mine would not have been possible;
- **AMMA, PEDDAMMA** (late) and **ANNAYA** (for all their sacrifices and hard work) and family members, for moral support and encouragement;
- Missionaries of the Sacred Hearts of Jesus and Mary;
- Ford Fellowship Committee Members, for financial help;
- members of the RSC (ELE), for academic support;
- Prof. A. V. Ashok for his affection and blessings;
- Dr. Malathy Krishnan, Dr. Kishore Kumar, Dr. Sachi Madhavan,
Dr. Chanchala Naik, Dr. Shruti Sircar, Dr. Veda Sharan, Dr. Anuradha,
Dr. Mukta Prahlad, Prof. Raja Gopal, Prof. Paul Gunashekar,
Prof. Prema Kumari, Dr. Meera Srinivas, Dr. Geetha Durairajan,
Dr. Lalitha Eapen, for valuable insights and suggestions and help;

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- Mrs. Sheshakumari (Amma), Mrs. G. Suvarna Lakshmi, Mrs. Bharathy, Mrs. Pauline, Ms. Leena, Mrs. Amitha Ruth, Sr. Shiny K.P (JMJ), for warm encouragement;
- V.Z.P.H School H.M., Mr. Surender Rao, and the members of staff, for their welcoming nature, interest and cooperation throughout my data collection;
- V.Z.P.H. School , Class IX Students and their Parents for their cooperation;
- My friends, Tesfayer, Tadesse, Assefa, Rev.V. Judson, Mr. Anilkumar, Madhav (Raghu...Raghupati...), Nirmala (Nim), Anita (Sunayana, JG), Meena, Asebu (Kushbu), Manisha, Vishwa Prasad, Rama Muni Reddy, Ramkumar, Padmakumar, Ravikumar, Shivaram, Krishnamurthy, Abhilash, Muralidhar Rao, Joe Christopher & Co, for their encouragement and care;
- Mr. P. Sudarshana for proof reading thesis;
- Sr. Marie Claire, Mrs. Fozia, Mr. Mohammad, Mr. Hung, Mrs. Leo;
- All the members of AICUF and DBMSA for their encouragement;
- The CIEFL library staff for their help;
- All well-wishers.

G. Rajakumar

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ABSTRACT

The thesis entitled, “EVOLVING STRATEGIES FOR TEACHING BASIC VOCABULARY IN L2 THROUGH MEANINGFUL INPUT: AN ETHNOGRAPHIC STUDY WITH FIRST GENERATION LEARNERS” is an attempt to teach basic vocabulary to the first generation learners. It proposes to evolve vocabulary teaching strategies that are suitable to the level of the learners and to the context in which they are placed. Meaningful input which is culturally familiar and which is readily available in the learners’ immediate context is used in the process of teaching. The present research argues that vocabulary and language skills (LSRW) share a mutually constitutive relationship. In other words, words should not be taught in isolation and out of context; rather, teaching of vocabulary should be built into the teaching of the language skills and in turn focus on skill development while teaching vocabulary would help gain proficiency in a language. As Nation (1993b) rightly puts, vocabulary knowledge enriches language use and language use enhances vocabulary knowledge.

The study hypothesizes that equipping learners with basic vocabulary through various vocabulary teaching strategies would certainly enhance the low-achievers’ comprehension abilities in processing their L2 academic texts. It is further hypothesized that vocabulary will be learnt effectively if taught through meaningful input.

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The study is carried out in three phases. Phase one involves identifying the problems that the first generation learners encounter while coping with the demands of learning the L2 with a special focus on vocabulary. This is done through classroom observation and also through interaction with the learners outside school i.e. at home and in their immediate environment. The Dolch Word List (DWL) is selected as suitable to the learners from among the various vocabulary lists available. The second phase concentrates on teaching the vocabulary from the DWL to the learners over a period of time through meaningful input using classroom tasks and communicative situations. Some of the strategies evolved for the purpose of teaching vocabulary are: a) vocabulary through reading; b) vocabulary through exploiting classroom situations; c) vocabulary through authentic materials and classroom tasks; and d) vocabulary through grammar of words. Phase three consists of assessment of learners' achievement in terms of the vocabulary knowledge that they have gained over a period of 60 instructional sessions. This is done through an end test which has items that tested their improved proficiency in the aspects of meaning and spelling. Learners' improvement in pronunciation is gauged through interaction in the classroom. And so the test items did not include pronunciation.

The first chapter defines vocabulary and explains its related aspects such as kinds of vocabulary, aspects of word knowledge, and approaches to teaching / learning vocabulary. The role of vocabulary in developing language skills (LSRW) has also been discussed. The chapter also introduces the research problem.

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The second chapter reviews the research carried out in the area of vocabulary teaching / learning. This is done with the purpose of placing the present study in the map of ongoing research in the field of L2 vocabulary learning. An attempt is made to draw theoretical support for the study from the available research. Further, a theoretical framework for the study is designed which consists of the following three major aspects – basic vocabulary, strategies for teaching, and meaningful input. The third chapter discusses the research design of the study. The relevance of the present study is highlighted. The subjects of the study, tools and methodology adopted for data collection are enumerated. The terms used in the present study are explained.

The fourth chapter deals with the presentation and interpretation of the data. It furnishes details of classroom observation and field observation. It gives a detailed account of the learners, their socio-economic background, their language environment and the teaching conditions. This information is gathered by administering a questionnaire to the learners. The chapter offers a detailed discussion of the three major components of the present research: a) the diagnostic test and how it helped to select the suitable vocabulary list (the DWL) to be taught to the learners; b) the actual classroom teaching of vocabulary over period of 60 instructional sessions and c) the end-test administered to the learners to assess their improved vocabulary knowledge. The responses of the teachers, learners and parents recorded in informal interviews are also presented.

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The fifth chapter presents the findings of the study and discusses their implications for the teachers, learners, parents and the institution. This chapter also puts forth some recommendations for pedagogical action to be considered by the second language teachers. The limitations of the study have been stated. The need for compensatory classes for the low-achievers has been emphasized. Some hints on learning vocabulary, gathering and studying words and using dictionaries have been suggested. The chapter ends by suggesting some possible areas for further research.

The study concludes with a positive note on the possibilities of improving the academic performance of the first generation learners. This, the study has proved, could be achieved through teaching basic L2 vocabulary to the learners which in turn would facilitate efficient text comprehension and result in proficient test performance. Equipped with the ability to face the challenges of learning the L2 through improved vocabulary knowledge and with a renewed confidence in themselves the first generation learners would then be able to make higher academic decisions and use the opportunities around for their academic growth and career improvement.

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CHAPTER ONE: INTRODUCTION

1.0 Introduction

The chapter attempts to define the term vocabulary. It discusses different kinds of vocabulary as well as the various aspects of vocabulary knowledge which are essential in second language (L2) learning and teaching. It also throws light on well-known approaches to learning vocabulary. The role of vocabulary in acquiring language skills and their reciprocal relationship is highlighted. An argument on whether vocabulary should be taught is also presented. This chapter ends with an introductory note on the research problem.

1.1 Vocabulary and Related Aspects

Vocabulary is a core component of language proficiency and provides the basis for understanding how well learners listen, speak, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential in terms of academic success. Further, lack of proficiency in vocabulary also hampers learner's optimal use of the language learning opportunities available aplenty (the radio, newspapers, television etc). Research on vocabulary in recent years has focused on the levels of vocabulary

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learning which learners need to achieve in order to read unsimplified materials and to process different kinds of oral and written texts. Research also explored into the kinds of strategies learners use in understanding, using, and remembering words.

Very often, in the past, vocabulary learning was viewed as an independent, isolated activity involving reading a variety of texts and also interacting with different listening aids. However, it is increasingly felt that vocabulary cannot be taught/ learnt in isolation. Further, vocabulary teaching and learning, especially in India, have been given little priority in second language programmes. But now the importance of vocabulary and its role has been greatly acknowledged both in learning and in teaching a second language.

1.2 The Place of Vocabulary in L2

There are a number of goals in any language learning. We know that a language is comprised of many aspects like: phonology, morphology, syntax, and semantics. Equal and appropriate attention should be paid to all these aspects by language teachers. In this context, it will not be out of place to say that vocabulary plays a prominent role in learning language. This is so because proficiency in spoken and written discourses of a person is determined by his or her ability to choose and use words appropriately. Hence, teaching vocabulary becomes a specific goal in any language learning programme. A look at the table below helps us to understand the place of vocabulary in language learning.

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Table: 1 Goals for Language Learning	
General goals	Specific goals
Language items	-Pronunciation - Vocabulary -Grammatical constructions
Ideas (content)	-Subject matter knowledge -Cultural knowledge
Skills	-Accuracy -Fluency -Strategies -Process skills or sub-skills
Text (discourse)	-Conversational discourse rules -Text schemata or topic type scales
Nation (2003)	

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The table above besides helping us to know various language learning goals also shows that vocabulary is a specific goal under the language items. Although the focus of this thesis is on developing strategies to teach basic vocabulary, which is the sub-goal of learning L2, the other goals are not ignored. Moreover, they have been approached from different perspectives in relation to vocabulary and language skills such as listening, speaking, reading, writing and also spelling and grammar.

1.3 Defining ‘Vocabulary’

In the context of second language learning, it is generally understood that vocabulary means ‘new words’. Now let us look at the definitions given by two well-known dictionaries:

According to the *Cambridge Advanced Learner’s Dictionary*, vocabulary means:

1. ‘All the words known and used by a particular person’.
2. ‘All the words which exist in a particular language’.

(CALD p. 1423)

According to the *Oxford Advanced Learner’s Dictionary*, vocabulary means:

1. ‘All the words a person knows or uses’.

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2. 'All the words in a particular language'.
3. 'The words that people use when they are talking about a particular subject'.
4. 'A list of words with their meanings, especially in a book for learning a foreign language'.

(OALD p. 1707)

It is understood from the definitions above that vocabulary means all the words in a particular language. But it is said that it is impossible for even native speakers to master all the words of that particular language. Therefore, in the context of the present study, keeping in mind the immediate needs of the learners, their level and the context in which they are placed, the term vocabulary is used in a limited sense. Here it refers to the basic vocabulary that any learner would need to process a text. Further, the focus of the study is restricted to the meaning, spelling and pronunciation aspects of word knowledge.

1.4 Kinds of Vocabulary

There are three kinds of vocabulary according to their usefulness in a language. The first is active or productive vocabulary which occurs in one's spoken and written language. The second is passive or receptive vocabulary which occurs in listening and reading. The third kind is adhoc vocabulary which is not immediately useful. There is another way of classifying

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vocabulary into four categories. These categories refer to high-frequency words, academic words, technical words and low-frequency words. These are briefly presented below.

1.4.1 High Frequency Words

These include structure words (in, for, the, of, a, etc), and also content words (government, forest, production, boundary, etc). The best referred list of high frequency words is West's (1953) General Service List of English Words which contains around 2,000 word families. Almost 80% of the running words (every word form in a spoken or written text) in the text are high frequency words and they cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of the language.

1.4.2 Academic Words

These words are very common in different kinds of academic texts (policy, phase, adjusted, sustained, etc). These words make up about 9% of the running words in the text.

1.4.3 Technical Words

Technical words are very closely related to the topic and subject area of the text (indigenous, regeneration, timber, etc). As soon as we see them, (what) we can guess the topic
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being dealt with. They cover about 5% of the running words in a text. They are said to differ from one subject area to the other.

1.4.4 Low Frequency Words

This group includes words like zoned, pioneering, perpetuity, aired, pastoral, etc. They make up over 5% of the running words in an academic text. Low-frequency words are too many in number. But they do not fall into any of the categories of high frequency words, academic words and technical words of a particular subject.

1.5 Aspects of Vocabulary Knowledge

Learning words in any language other than one's mother tongue is not a day's task. In other words, words are not instantaneously acquired by the second language or foreign language learners. A number of researchers in second language acquisition are of the opinion that words are gradually learned over a period of time from numerous sources of exposure. This suggests that there are different aspects and degrees of knowing a word. Also vocabulary knowledge could be thought in terms of the receptive and productive knowledge, of which it is assumed that the receptive knowledge occurs first followed by the productive. One should be aware of the fact that vocabulary knowledge consists of more than just two facets – meaning and word form, of which people talk about mostly while learning new words.

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Nation (1990, p. 31) proposes the following list of the different kinds of word knowledge that a person needs to acquire in order to master a word. The following figure (in the next page) presents them.

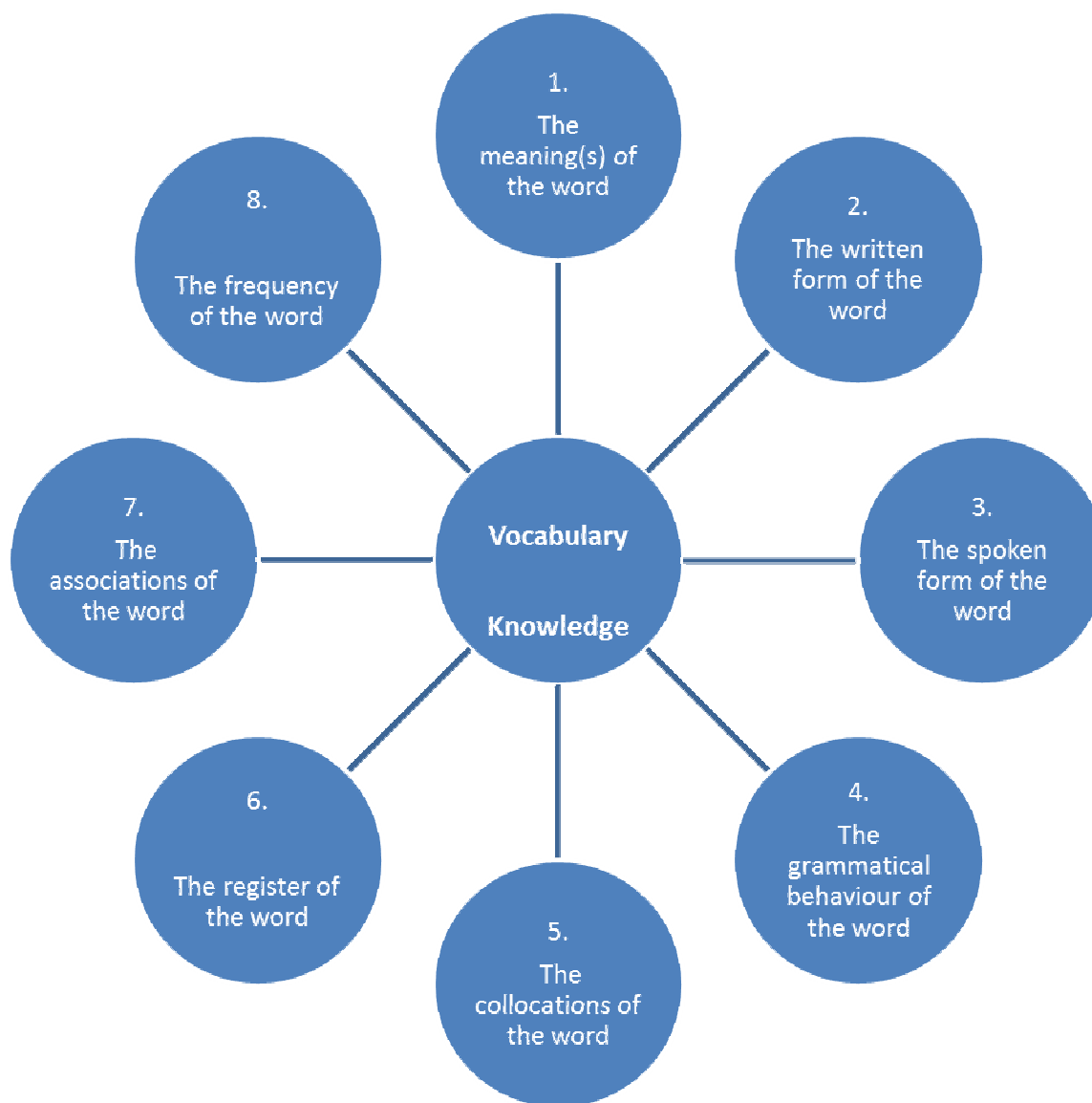
Figure: 1
Aspects of Vocabulary Knowledge

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Some of the other researchers who have also proposed varying conceptual frameworks of vocabulary knowledge are: Cronbach, (1942); Wallace, (1982); Dale, (1965); Henriksen, (1999); and Lowes et al. (2004).

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According to Wallace (1982: 27), to know a word in a target language may mean the ability to:

- a) recognize it in its spoken or written form;
- b) recall it at will;
- c) relate it to an appropriate object or concept;
- d) use it in an appropriate grammatical form;
- e) in speech, pronounce it in a recognizable way;
- f) in writing, spell it correctly;
- g) use it with the words it correctly goes with, i.e. in the correct collocation;
- h) use it at the appropriate level of formality;
- i) be aware of its connotations and associations.

All the aspects of word knowledge mentioned above are related and therefore are essential for anyone to perform well in a wide variety of contexts. However, it is impossible for one to gain immediate mastery of all the aspects of word knowledge when the word is encountered for the first time. Each aspect of word knowledge may be learned in a gradual manner from numerous contexts. From this perspective, vocabulary acquisition is not spontaneous but incremental in nature (Richards, 2000; Nation, 2001; Read, 2000).

1.6 Approaches to Teaching Vocabulary

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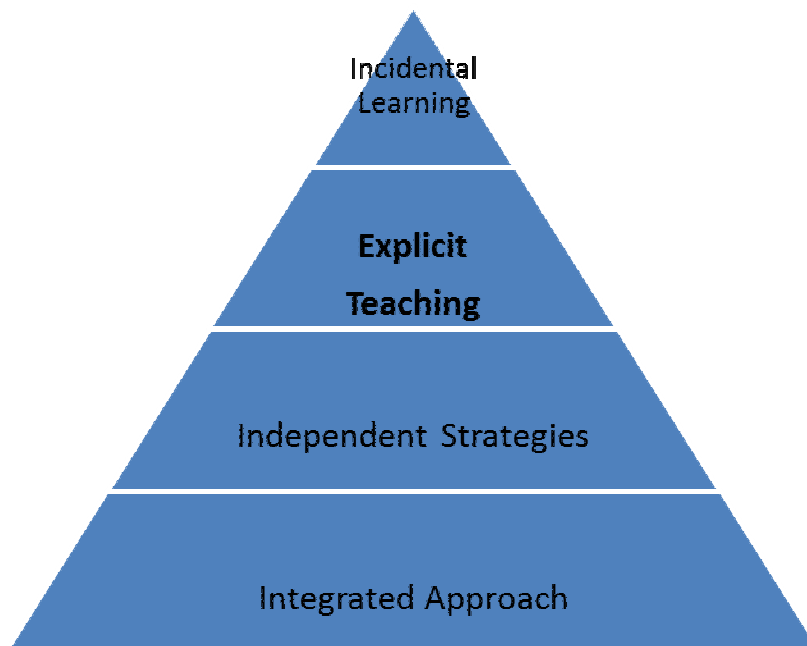
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It is believed that teaching is not always equal to learning for the reasons such as: (a) what is taught is not necessarily what is learnt and vice versa; (b) different learners might learn the same item at different times and (c) different learners might learn the same thing by following different styles and strategies. In other words, different learners learn differently and learners learn different things in different ways. Hence, let us now look into some of the approaches to learning vocabulary. They are shown in the following figure below:

Figure: 2
Approaches to Teaching Vocabulary



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The figure 2 above shows that approaches to vocabulary teaching. The approach of explicit teaching is highlighted in bold in the figure above because the present study concentrates on and exploits this approach.

1.6.1 Incidental Learning

Incidental vocabulary learning refers to learning vocabulary without any intent to learn it– that is, learning vocabulary when the learners’ primary objective is to do something else (e.g., to comprehend a reading passage) (Schmidt, 1994).

It is said that incidental learning (i.e., learning vocabulary as a by-product of doing other things such as reading or listening) can be achieved through extensive reading. This strategy has been recommended as a regular out-of-class activity (Nation, 1990; 2001; Schmitt, 2000). It requires teachers to provide opportunities for extensive reading and listening.

However, Nation (2001) points out that incidental vocabulary learning through reading often may not benefit the L2 beginner learners because they lack sufficient vocabulary knowledge to comprehend the text. In other words, extensive reading and listening– which incidental learning involves – are useful to more proficient and advanced learners. Although students showed a significant improvement in vocabulary through reading, Horst et al. (1998), from their experiment suggest that incidental vocabulary acquisition was not beneficial for low

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level learners to build up their lexicons. Swanborn and de Glopper (2002) as well as Zahar, Cobb, and Spada (2001) in their studies found that low ability readers learned very few words incidentally and that high ability readers were able to gain more in learning words through incidental learning than their counterparts- the low ability learners.

1.6.2 Explicit Instruction

Explicit instruction has to do with identifying specific vocabulary acquisition targets for learners. It involves diagnosing the words learners need to know, presenting words for the first time, elaborating word knowledge, and developing fluency with known words. It varies according to different proficiency levels of various learners and can be successfully used with the elementary and intermediate learners. Here the teacher plays a major role in designing a special vocabulary list or in making use of the existing lists such as; the General Service List (West, 1953), Basic English List (C.K. Ogden), Dolch Word List, or the University Word List (Nation, 1990) etc. These lists focus on the most common words learners need to learn for effective reading.

1.6.3 Independent Strategy Development

This is a strategy under which the learners are given opportunities or taught techniques for inferring word meanings from the given context. It is assumed to be a very complex and

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difficult strategy as learners are expected to know 19 words out of every 20 words (i.e., 95%) of a text, which requires knowing the 3,000 most common words (Liu & Nation 1985; Nation, 1990). In addition, learners are required to know the background of the text in order to guess the correct meaning. It is proved that initially, guessing words from the context is time consuming and therefore it is more likely to work for more proficient learners than elementary learners. Once the learners decide that a word is worth guessing, they might follow a five-step procedure which Nation and Coady (1988, pp. 104-150) propose:

1. Determine the part of speech of the unknown word.
2. Look at the immediate context and simplify it if necessary.
3. Look at the wider context. This entails examining the clause with the known word and its relationship to the surrounding clauses and sentences.
4. Guess the meaning of the unknown word.
5. Check that the guess is correct.

Other well-known independent strategies such as using dictionaries, maintaining vocabulary notebooks, word parts study, study of prefixes, roots and suffixes, etc are also a part of independent strategy development.

1.6.4 Integrated Approach

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For many years lexis, grammar and discourse are viewed as separate entities and this impression has been translated into teaching. However, with the advent of the communicative language teaching era, it is felt that such a disconnected approach makes language teaching unnatural. Hence, an integrated approach is advocated for effective language teaching. Lexis, grammar and discourse are well connected and given equal and appropriate importance without prioritizing one and dismissing the other. This principle of integrated approach is better actualized in the classroom through suitably designed activities rather than pre-determined content. Teaching vocabulary through reading, selecting reading passages for vocabulary and grammar activities (Diana Ooi & Juhi Lee Kim-See, 1996 ELTJ), joint efforts by the teachers and learners in task designing (Breen, 1984), learner involvement / participation (Gairns and Redman, 1986), establishing connection between new and known words (Stahl, 1983) are the strengths of this approach. Besides suggesting a number of strategies for building up vocabulary, Nation (2001) argues that vocabulary instruction should be integrated in such a way that the listening, speaking, reading and writing components of a language programme are dealt with collectively.

1.7 Vocabulary and Language Skills

The division of vocabulary into receptive and productive categories requires an elaborate explanation in order to understand deeply the role of vocabulary in second language learning. All the four language skills namely; listening, speaking, reading and writing (LSRW) act as a

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channel through which one can learn vocabulary and in turn the mastery of all the four language skills depends on the effective learning of vocabulary. The following figure shows the mutually constitutive relationship that exists between vocabulary and the language skills.

Figure: 3

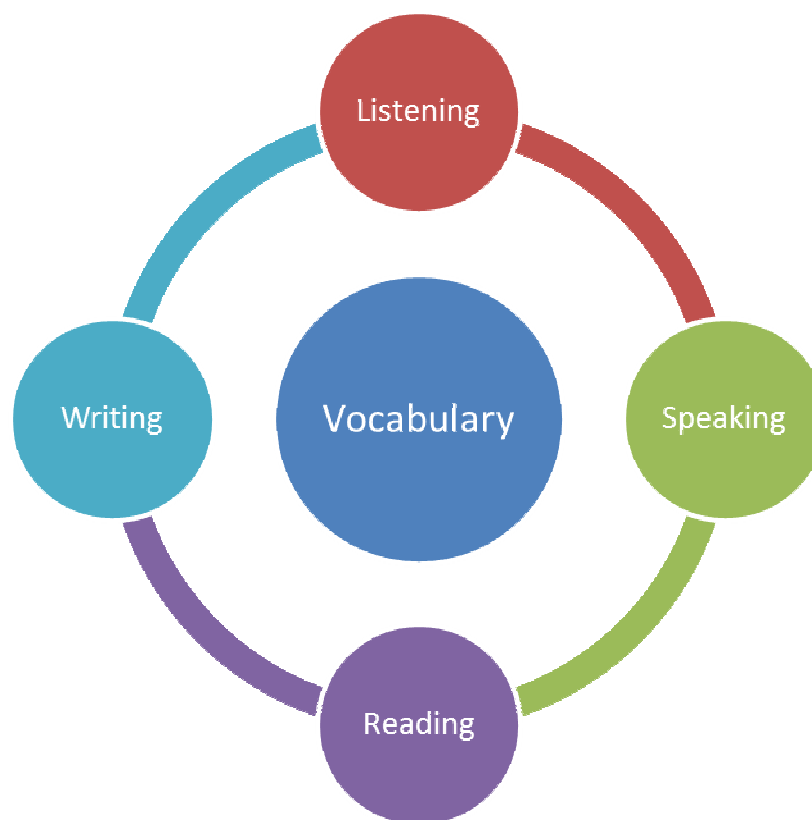
Mutually constitutive relationship between vocabulary and language skills

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1.7.1 Vocabulary and Listening

Vocabulary plays a major role in developing the language skills. In order to facilitate effective comprehension of the spoken discourse, learners need to be equipped with the required vocabulary that the discourse consists of. Hence, teaching vocabulary assumes primacy while developing the listening skill. Learners can be made to listen to texts with special attention to basic vocabulary. Sufficient exposure to vocabulary can be made available to learners through a variety of listening texts / tasks and also through teachers' interaction with the learners.

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Elley (1989) found that vocabulary learning from listening to stories occurs to a larger extent, if the story is interesting, comprehensible, and involves repetition, and if the teacher draws attention to some words by quickly providing a definition. Nation (2001) thinks that there should not be more than one or two unknown words per hundred running words in order for unassisted learning to occur while listening to some spoken language. It is said that this could be done by listening to the same story several times with each retelling done at a faster pace, and by listening to graded readers.

1.7.2 Vocabulary and Speaking

Although vocabulary plays a crucial role in spoken language, which is also given much importance these days, it is quite interesting to note that the vocabulary needed for this purpose is smaller than the vocabulary needed for reading and writing. It is because listening and speaking are considered to be informal activities using colloquial language. This colloquial language consists largely of the words which fall within the first 2,000 most frequent words of English. In their study of the oral vocabulary of an Australian worker, Schonell et al. (1956) found that the most frequent 1,000 words covered 94% of the running words and the most frequent 2,000 words covered 99%. There are several activities for developing vocabulary through spoken language. A few of them for the elementary learners are: tasks on numbers, days

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of the week, months of the year, and names of objects; and tasks seeking quick responses involving L1 translation etc.

1.7.3 Vocabulary and Reading

Reading can be effectively used for learning vocabulary as it is the basis of all learning. It is definite that people who read more will acquire many words than those with poor reading habits. The more one reads the better are the opportunities for one to meet the same word or other new words in different situations. As a result, word knowledge can be deepened on each encounter with the same word. Eskey (2006) quotes Edward Fry's (1981) claim that the readers who encounter more than one unknown word in twenty words in a text will be reading at what he calls "frustration level". So, learning vocabulary becomes essential for all kinds of reading. When it comes to learning vocabulary through reading, two kinds of reading namely, extensive and intensive reading can be employed.

1.7.3.1 Extensive Reading

Extensive reading involves reading for pleasure and it is usually reading large chunks of a variety of texts. This results in learning new vocabulary through meaning focused input and creates opportunities for developing known vocabulary. It has been suggested that for this purpose, the elementary learners should read the graded or simplified materials which are written

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within a limited vocabulary. Nation (1990, 2001) believes that this should happen at six vocabulary stages such as 300 words, 700 words, 1,000 words, 1,500 words, 2,000 words, and 2,500 words. Nation and Wang's (1999) research suggests that learners should be reading at least one graded reader every 1-2 weeks, and be reading at least twenty graded readers a year. Without graded readers the beginners in second language may find reading a shocking experience as they have a very limited vocabulary. In this regard, teachers need to be familiar with the various series of graded readers.

1.7.3.2 Intensive Reading

Intensive reading usually involves interactive reading of a text that contains a fairly heavy and large vocabulary. In other words here the learners are not familiar with a lot of vocabulary that is required to comprehend the text. Under this activity, learners pay special attention to word meanings with the help of a dictionary. Pre-teaching of vocabulary, glossing, matching words in the text with definitions provided at the end of the text, word part building and analysis, and finding collocations, etc., can be exploited to teach vocabulary through intensive reading.

1.7.4 Vocabulary and Writing

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There is a close relationship between writing and vocabulary because, one's proficiency in written expression can be assessed from the way one uses vocabulary while writing. Proficiency in vocabulary enriches the learners' writing and gives them a sense of academic satisfaction and achievement. The learners need to concentrate more on the academic vocabulary in their academic writing and this enables them to be acknowledged as members of the academic writing community (Corson, 1997). If the language teachers equip themselves with aspects of vocabulary knowledge (see 1.5) and vocabulary teaching strategies, they will be in a position to grasp the kind of vocabulary that their learners use and can look into the range of mistakes made by learners. Teachers can assist learners to work more on the academic vocabulary by guiding them to do different writing tasks such as:

- writing a paragraph on some topic of learners' personal interest / choice,
- writing letters to friends and parents,
- Using the newly learned words while doing writing tasks, and so on.

1.8 Should Vocabulary be Taught?

There are two different schools of thoughts about whether vocabulary should be taught at all: one which supports the idea that vocabulary should be taught to the learners and the other which does not. Research gives reasons for the need for an efficient learning of vocabulary in L2 because vocabulary knowledge has an impact on other abilities which contribute to successful learning of L2. These reasons are:

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- ➡ vocabulary is the basis of any language learning
- ➡ language consists of grammaticalised lexis, not lexicalized grammar
- ➡ continuous enriching and enlarging vocabulary enhances learners' knowledge of comprehension of texts in L2
- ➡ vocabulary plays an active role in both receptive (L&R) and productive language skills (S&W)
- ➡ vocabulary is crucial for achieving academic success and for seeking better employment opportunities
- ➡ vocabulary is essential for communicating and expressing ideas and feelings
- ➡ vocabulary knowledge contributes to metalinguistic awareness
- ➡ vocabulary contributes to phonological awareness and word recognition

In the light of these arguments, the position that vocabulary should be taught cannot be dismissed, more so in the case of the First Generation Learners. It is very much essential to teach vocabulary in an explicit manner to these learners for the following reasons:

- the learners do not come from an academically sound background; they are the first generation learners,
- the learners' parents are illiterates,
- the learners do not have the knowledge of basic vocabulary,

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- the learners do not know new ways / strategies to learn vocabulary,
- the learners cannot afford to buy the study material,
- the learners do not have proper guidance,
- the learners do not have the exposure to L2,
- the learners do not know the importance of English as a global language,
- the learners lack motivation and encouragement from parents and teachers to learn L2.

Vocabulary teaching is essential for the following reasons too:

- vocabulary is the most important element in language learning;
- lack of vocabulary causes difficulty in acquiring receptive and productive language skills;
- to reinforce and strengthen the existing vocabulary knowledge of learners;
- asking learners to do language tasks and using language when they lack adequate vocabulary can be frustrating.

1.9 The Research Problem

Besides the reasons mentioned above, the researcher's personal experience as a student of regional medium as well as a first generation learner has also prompted him to take up the present study. When compared with the past when the researcher was a secondary school learner, ten years ago, the present learning conditions do not record any improvement in terms of the

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teaching methodology and the opportunities of exposure available for learning L2. Further, experience and the available data bring forth the bleak fact that the high percentage of failures in English in the SSC examinations is a common phenomenon among most first generation learners. The pertinent reason for this depressing reality is lack of basic vocabulary knowledge on the part of the learners. In other words, there is a gap between the existing vocabulary proficiency of the learners and the quantum of vocabulary that has been used in the textbooks. This poses two major problems to the first generation learners; a) learners find it difficult to face the public examinations due to lack of even basic vocabulary knowledge. This causes failures and the frustration finally resulting in drops from school; b) learners are threatened by the idea of the medium of instruction in English at +2 level and in graduation. Owing to lack of proficiency in English, learners cannot dream of higher education. As the result, learners opt for vocational courses such as polytechnic, ITI, and other self-financed courses. Learners also cannot make future academic plans with confidence.

So the present study supposes that equipping learners with basic vocabulary through meaningful input exploiting multiple and suitable vocabulary teaching strategies would certainly enhance the low-achievers' competence to process their L2 academic texts. This would facilitate efficient comprehension leading to learner confidence and academic success. (Here the term low-achievers refer to the first generation learners in the Indian regional medium school, who come from socially disadvantaged and economically poor backgrounds).

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1.10 Overview of the Chapter

This chapter has discussed the role of vocabulary in second language learning. It has attempted to define the term vocabulary with reference to the kinds of vocabulary and also the aspects of vocabulary knowledge. It has also touched upon some of the approaches to and strategies of learning vocabulary. It has argued that vocabulary teaching should be built into language skills and teaching of skills could benefit from a focus on vocabulary. The chapter ends with a brief introduction to the research problem in the light of the issues mentioned above.

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CHAPTER TWO: THEORETICAL FRAMEWORK

2.0 Introduction

The last chapter has attempted to define and discuss vocabulary and its related aspects. The aim of this chapter is to acquaint us with the on going research in the field of vocabulary instruction. It also puts forth the theoretical underpinnings of the study. The first part of this chapter presents a review of research in the area of vocabulary. The second part builds the theoretical support for the study.

2.1 Review of Research Work

This section reviews the unpublished research work in the area of vocabulary which is available in the form of dissertations. The summaries of these works have been presented below.

a) ‘An Investigation into the vocabulary Resources of Third Year Degree Students’. Usha Chadda. Ph.D. Thesis, CIEFL, Hyderabad, (1971).

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The research work attempts to evaluate the language proficiency of third year under graduate (UG) students through an assessment of the ‘recognition vocabulary’. Recognition vocabulary refers to the passive vocabulary which is needed for listening and reading, as opposed to active vocabulary which is needed for speaking and writing. The study focused on eleven different university affiliated and constituent colleges of Osmania University, situated within the twin cities of Hyderabad and Secunderabad. The investigation was carried out by administering a vocabulary test which was specially constructed for the purpose. It contained 300 test items and the testing techniques of translation and multiple choice were employed.

For the purpose of the investigation, the researcher compiled lists of essential words which constitute the vocabulary for comprehension purposes at the UG level. Four such lists were compiled from a number of well-known lists. It was assumed for the purposes of this investigation that the students knew about 1500 words when they came to the UG level. These words constituted the defining vocabulary of 1,507 words. The four lists were: list A containing 1110 words of GSL in the 1500 – 2,500 range; list B containing 652 words of GSL in the 2,500 – 3,500 range; list C-S and C-A containing 685 and 991 words respectively. These two lists were not based on general frequency or range but contained words of high range and frequency for science and arts students respectively. All four lists were used for obtaining a sample of 400 words for the purposes of the test. The procedure of random sampling was used.

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The findings of the study are: a) the total average percentage scored by a student irrespective of the fact that he was a science or an arts student was 52.2%. The average percentage scored by the science students is higher than that of the arts students. The average for the science student was 54.1% and for the arts student it was 48.3%; b) a good vocabulary is an index of general intelligence and knowledge; c) the students with English medium background scored higher percentage of marks than those who came from Hindi, Telugu and Urdu mediums; d) students who studied English before the age of 7 scored higher percentage in the test than students who started to learn English between the ages of 7 – 9. This shows that the study of second language at an early age is a definite advantage. It implies that in any case learning a second language should begin before the age of 9; e) on classification of the words according to the parts of speech it was found that the students knew 53.6% of the nouns, 52.1% of adjectives, 50.1% of verbs, 30.7% of adverbs and 31.6% of other parts of speech; f) cultural and environmental differences made it difficult to acquire certain items of vocabulary in a foreign language; g) certain words like restaurant, authority, and hotel have almost become a part of the regional language vocabularies; h) the reading habits of students and their attitudes towards English affect vocabulary learning. Students who read books, magazines and newspapers fared better on the test; and i) students who came from regional medium schools found the translation technique easier than the multiple choices.

The study found that the results on the vocabulary test vary according to the level of the student. The researcher claims that it is possible to make generalizations about student

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vocabulary, if adequate sample of words and students is taken. In her view, the vocabulary of a college student can be measured and estimated.

The above study attempted to test learners' vocabulary at pre-university level. For this purpose, the researcher designed vocabulary lists with the help of the existing vocabulary lists. This study also assumes that the learners at this level are already familiar with the basic vocabulary about 1,500 words when passed out of school. The researcher also made use of the two well-known techniques such as translation and multiple choices. The relevance of this research for the present study is discussed in 2.1.1.

b) 'A Communicational Approach to the Teaching of Vocabulary at the Intermediate Level'. Priscilla Sumalini. M. Phil. Dissertation. CIEFL, Hyderabad, (1993).

The present study which emerged from the researcher's own experience as a student and as a teacher has made her realize that students lack the ability to express themselves in simple and lucid English. In the researcher's opinion, linguistic competence (mastery of grammatical structures) itself cannot make learners competent users of a language. Rather, importance should be given to communicative competence (appropriate use of language) which makes learners more effective communicators. Therefore, in her view, teaching vocabulary to second language learners is essential.

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This research is heavily based on ‘semantics’ i.e. study of words and meanings. The researcher argues that teaching of vocabulary has been neglected in the current teaching and learning methods. She says that vocabulary at +2 level is taught just in two steps: first, by giving the translated word meaning; second, by asking learners straight away to make sentences using the given words. The researcher says that the teachers are not aware of the difficulty that the learners face in this kind of teaching. Hence, she suggests that teaching of vocabulary should be envisaged not just in isolation but within the appropriate context. Such a methodology, the researcher believes, will lead to more effective communication through the appropriate and precise use of words.

The researcher suggests that the following conditions are a must for a learner to fully ‘know’ a word: a) full meaning (not specific meaning), b) appropriate situations, c) ways in which the words can combine or collocate, and d) relation between the word and other words.

The researcher emphasizes the importance of ‘linguistic competence’ as a pre-requisite for learning to use a language for effective communication. She also says that this notion has been overlooked and has been presented inadequately in the current syllabuses as well as in teaching practices. In order to prove these arguments, the researcher has analyzed the intermediate English textbook. After analyzing the textbook, researcher found that: a) most of the teachers depend on glossary for teaching of vocabulary; b) most important and useful words

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and not so important words are taught in the same manner; c) the meanings of new words among the other most frequent English words is never grasped by our Indian learners because they usually try to learn through translation and d) words which can be used interchangeably (of semantic groups) cause confusion to the learners.

The above study argues that vocabulary teaching has been neglected by the language teachers in the present teaching practices. Therefore, the researcher emphasizes the need for teaching vocabulary at intermediate level as the learners find it difficult to express themselves in simple and lucid manner. The study claims that vocabulary knowledge is a prerequisite for mastering language skills as well as for effective communication. The relevance of this thesis for the present study is presented below (see 2.1.1).

c) Vocabulary Growth in a Second Language: Instruction versus Facilitation of Acquisition, Abhra Jana, M. Phil, CIEFL 2001.

The purpose of the present research was to test a well-known hypothesis in the field of lexical acquisition research: ‘Incidental learning from context during free reading is the major mode of vocabulary acquisition during school years’. This study aimed to find out whether students acquire measurable knowledge about unfamiliar words while reading authentic texts. The other hypotheses that were tested in the present research were: a) a certain level of proficiency in the language is a pre-requisite in order to guess the meaning of new words

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effectively from context, and b) vocabulary acquisition from context proceeds in terms of small increments.

All the hypotheses made above are by Nagy et al. in their study. However there are a few differences in the present study such as the level of the subjects (Nagy's learners were eighth grade learners, and here the learners are at + 1 level, the materials (an authentic text i.e. a newspaper extract) had been evolved by the researcher, Nagy's subjects were L1 learners of English, but here the subjects are L2 learners of English.

The study was conducted on 30 Bangla speaking students of 10+1 level on a regular working day during the English period and the following Chemistry period. The data was collected through filling up the student profile and answering the checklist vocabulary test. The main part of the study consisted of the reading of the newspaper report, followed by the multiple-choice test and the individual interviews with 5 students.

The major findings of the study were: a) contextual learning of words occurred from a single exposure to unfamiliar words in an authentic text; b) students must become independent word learners; c) the instructional setup of a teacher can influence a large amount of reading for pleasure which in turn will lead to substantial vocabulary gains; and d) teachers should train students to use context most effectively.

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The above study concentrated on the incidental learning of vocabulary from contextual guesses. This study was built on the hypotheses made by Nagy et al. The study claims that vocabulary can be learned through carefully planned contexts as well as from extensive reading. It also stressed on the role of the classroom teachers in providing learners with opportunities to make contextual learning of unfamiliar words. The relevance of this thesis has been discussed in 2.1.1 below.

2.1.1 Implications for the Present Study

The review of the research work presented above (see 2.1) has important implications for the present study. It has helped the researcher to place the present study in proper perspective to language teaching and learning in general and teaching and learning vocabulary in particular. This review has offered a focus and direction to the present study. The research presented above highlight some of the issues relevant to the present research.

The first review had attempted to test the recognition vocabulary (passive vocabulary) knowledge of the learners at UG level. This study had emphasized the role of word lists for this purpose. This study also made use of the two well-known techniques in teaching vocabulary—translation and multiple choices. The present research also believes in the efficacy of these methods and exploits them to teach vocabulary to the first generation learners (see 5.2).

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The previous research assumed that the learners at pre-university level are already familiar with the 1,500 most common words. At this point, the present research is seen as an extension of the previous research in the sense that it explores into the learners' present vocabulary knowledge and their problems in learning basic vocabulary at the high school level with a view to offering possible solutions to them. The present study aims at strengthening the passive or receptive vocabulary (listening and reading) of the learners.

The second review has focused on the teaching of vocabulary to the learners with a view to enabling their communicative language skills. The researcher argues that the teachers do not focus on teaching vocabulary to the learners in the present teaching practices. The study stresses on teaching aspects of vocabulary knowledge and teaching vocabulary in contexts for effective learning of words in L2. In this context, it should be mentioned that, the present study is an extension of the previous research as it focuses on teaching the three most important aspects of vocabulary knowledge such as meaning, spelling and pronunciation as well as teaching vocabulary strategies. Some of the findings of the previous study such as aspects of word meanings, teaching words in appropriate contexts (vocabulary strategies) are similar to the findings of the present study (see 5.2).

The third research reviewed above had explored into incidental learning of vocabulary in a second language. This study assumes that sufficient amount of vocabulary has been gained by the learners at their school level. The study also emphasizes the need for authentic materials. It

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places a high premium on the role of the teachers and also on the availability of opportunities provided for learning unfamiliar words from the context. In this sense, present study is an extension of the above discussed work as it focuses on the level of the existing vocabulary knowledge of the first generation learners. Our study strives at teaching learners the basic vocabulary and believes in making learners independent vocabulary learners by designing a few strategies which suit their context. Our study also attempts to make teachers aware of the importance of providing opportunities for learners in learning a second language vocabulary.

2.2 Theoretical Support

We make use of a large number of words when we speak a language. But not all of these words are equally useful. It is important that the second language learners and second language teachers are aware of the fact that a small number of the words of English occur very frequently and if learners know these words, they will know a very large proportion of the running words (see 1.4.1) in a written or spoken text.

There are certain strategies for teaching vocabulary in a simple and easy way to the learners whose immediate environment offers no opportunity to interact in L2. These learners, whose exposure to L2 is limited, are heavily dependent on the resourcefulness of the teacher for learning L2 vocabulary. Hence, teachers should be aware of the strategies and teach vocabulary to the learners through these strategies. They should also encourage the learners to use these

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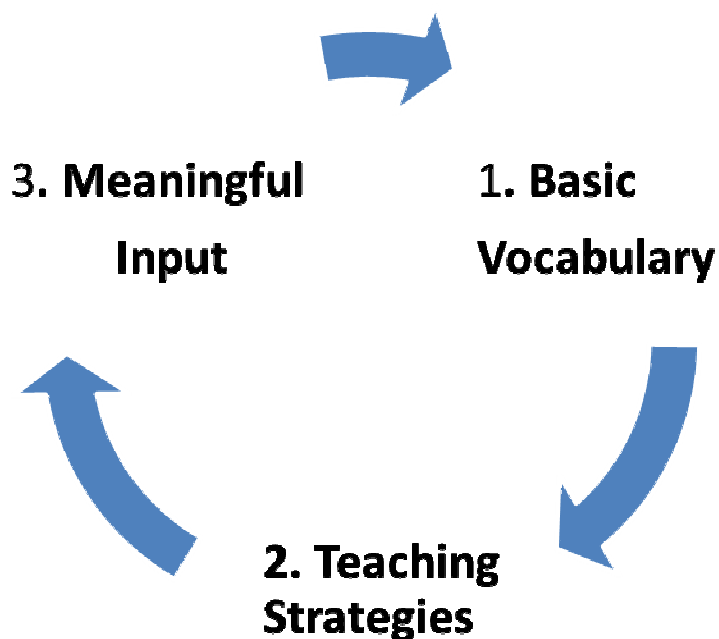
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strategies on their own. Authentic and meaningful material which is immediately available to the learners can be exploited for the purpose. To reiterate, basic vocabulary needs to be taught through meaningful input using multiple learner-appropriate strategies. These ideas which form the three major dimensions of the present research are presented figuratively below.

Figure: 1

Major Dimensions of the Study



2.2.1 The Role of Word-lists in Learning Basic Vocabulary in L2

Basic Vocabulary (BV) would mean ‘the most common words’ in a language. BV is also known as most frequently occurring words. These words are very useful to all the foreign and second language learners at elementary level, as they cover 85% to 90% of the running words in any text.

Basic vocabulary is discussed in the form of established word-lists. The word lists are specially designed in order to meet the specific needs of the L2 learners in their particular context. Some of the well-known word lists are:

General Service List

Basic English Word List

C.I.E Lists

Dolch Word List

It is considered essential for teachers of English as a second language to be aware of their students’ vocabulary size because this can provide some indication about the problems that the students face in the process of comprehending a text. For this purpose teachers can make use of word lists and word cards suitable to the level of the learners, for testing or assessment of their vocabulary. However, it should not be assumed that learning from word lists or word cards

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means that the words are learnt quickly at one go, nor does it mean that all the aspects of word knowledge are learnt. Learning from word lists or word cards is only an initial stage of learning a particular word (Schmitt and Schmitt, 1995). This strategy is a learning tool for use at any level of vocabulary proficiency.

2.2.1.1 The General Service List

The General Service List (GSL) (West, 1953) is a set of 2,000 words. It is a collection of most frequent words for the learners of English as a second language. The first 1,000 words cover about 77% and the second 1,000 words cover about 5% of the running words in academic texts (Nation, 2001). The GSL was prepared for pedagogical purposes. Frequency was one of the factors taken into account while arriving at this list. Each of the 2,000 words is a headword representing a word family. It informs us about the frequency of the headword as well as the relative frequency of the various meanings of the headword. This list has had a wide influence on teaching and learning vocabulary for many years and has served as the basis for second language graded readers (West, 1955).

2.2.1.2 Basic English Word List

Basic English is a simplified version of the English language created by Ogden (1930). This list consists of 850 words. It is an “island vocabulary”, compiled on a subjective basis. The purpose

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of this list was to establish an international language. A key to simplification that was used in formulating this list was to limit the number of verbs to necessary and regular forms. This list aims to facilitate efficient expression and proficient use of language by the learners. As part of this, Ogden selected a minimum set of verbs such as come, get, give, go, keep, let, make, put, seem, take; be, do, have; say, see, send, may, will, which could take the place of all the other verbs in the language.

2.2.1.3 C.I.E Lists

In India, the Central Institute of English (CIE) prepared two special lists for the Pre University Course (PUC) students. In order to prepare materials for the PUC students, it was considered necessary to assess the vocabulary of PUC students and then prepare lists according to their needs. In addition to the needs of the learners, the frequency of occurrence of the words was also taken into consideration. Based on this, two lists were compiled: one, for the social sciences containing 1,600 words and the other for physical sciences containing 900 words. These lists exclude purely technical words. Both these were published by the All India Council for Secondary Education.

2.2.1.4 Dolch Word List

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Dolch Word List consists of 220 basic English words (see Appendix 1). It is believed that these 220 words form 50% to 75% of running words (see 1.3.1) used in school books, library books, newspapers, and magazines. These words belong to word classes of pronouns, adjectives, adverbs, prepositions, conjunctions, and verbs. These words must be recognized at a glance, without having to "figure them out" (i.e. 'sight words'), before a child can read with confidence.

Table 1 below shows that high frequency words are known before low frequency words. It also shows that knowing about 2,000 word families gives nearly 80% coverage of written text.

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Table:1 **TYPES OF VOCABULARY, THEIR FEATURES, AND THE IMPLICATIONS FOR TEACHING AND LEARNING**

Type of Vocabulary	Number of words	Frequency	Coverage of text	Origins	Implications for teaching and learning
High-frequency Words	2000	Occur frequently in all kinds of texts	About 87% of the running words in a text	About half are from Latin, French, or Greek	Spend a lot of time on these words. Make sure they are learned
Academic Vocabulary	800	Occurs frequently in most kinds of academic texts	About 8% of the running words in academic texts	About two-thirds are from Latin, French or Greek	if learners are in upper secondary school or in tertiary education, spend a lot of time on these words. Make sure they are learned.
Technical Vocabulary	About 1,000 to 2,000 for each subject	Occur, sometimes frequently, in specialised texts	About 3% of the running words in specialized text		Learning the subject involves learning the vocabulary. subj. teachers can deal with the vocabulary, but the English teacher can help with learning strategies.
Low frequency words	About 123,000	Do not occur very frequently	About 2% or more of the words in any text		Teach strategies for dealing with these words. The word themselves do not deserve teaching time.

Nation I.S.P. (1990:19)

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With a vocabulary size of 2,000 words, a learner knows 80% of the words in a text which means that one word in every five words (approximately two words in every line) is unknown. Research by Liu Na and Nation (1985) has shown that this ratio of unknown to known words is not sufficient to allow reasonably successful guessing of the meaning of the unknown words. At least 95% coverage is needed for that. Research by Laufer (1989) suggests that 95% coverage is sufficient to allow reasonable comprehension of a text.

It is said that, if we have to count all the words that a text contains and to have knowledge of their frequency count, there is a particular pattern which differs from one text to another. According to Nation (2006), the following observations on word frequency count are typical.

-
- The most frequent words in a text, usually *the*, will count for about 6% - 7% of the running words in the text.
 - The ten most frequent words will account for about 25% of the running words in a text (see table 2).
 - The 100 most frequent words will account for about 50% of the running words in the text.
 - The 1,000 most frequent words will account for at least 70% - 80% of the running words in the text.

Table: 2

Ranked Frequency Figures and the product of Rank Times Frequency from the Francis & Kucera Count (1982).

Word	Rank	Frequency	Frequency x Rank
To	10	11,165	111,650
As	20	6,029	120,580
An	30	3,727	111,810
Make	40	2,312	92,480
Could	50	1,782	89,100
Come	60	1,561	93,660
May	70	1,307	91,490
Must	80	1,017	81,360
So	90	932	83,880
Just	100	795	79,500

Nation (2006)

The table above explains that:

- Some words occur much more frequently than other words.
- In a ranked list, the frequency of items initially drops very quickly and then drops gradually.
- There are a small number of high frequency words, and a very large number of low frequency words.

Thus, it is clear that there is a group of between 1,500 and 2,000 high frequency words that are the most important vocabulary learning goal (West, 1953). These words are so frequently Language in India www.languageinindia.com

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and widely used that they need to be learned as quickly as possible. Because of their usefulness, they deserve immediate attention to all aspects of vocabulary knowledge from teachers and learners.

Carter (1998) discusses the prominence of vocabulary lists from the point of view of elementary learners. He talks extensively about the *General Service List* (West, 1953) and Ogden's *Basic English*. In his view, these two vocabulary lists are of great help to the elementary learners of a second or a foreign language.

Although Wallace (1982) has reservations about the relevance of the word lists to vocabulary learning and teaching, he does mention the most famous word lists in English such as 'Basic English' devised by Ogden and Richards (1930); 'The General Service List of English Words' edited and compiled by West (1953) and a word list assembled at Brown University in the USA (1963-4). Wallace (1982) refers to what he calls a 'commonsense argument', which argues for teaching of most frequently occurring words before teaching of low frequency words.

There are a limited number of high-frequency English words, most of which are content words. Acquiring these words will enable an L2 learner to comprehend a large percentage of written and spoken text (Nation, 2001). The Collins COBUILD English language Dictionary (1995) claims that 15,000 words cover 95% of the running words of their corpus. According to the studies of the Brown Corpus, knowing about 2,000 word families gives close to 80% coverage of a written text and around 96% coverage of an informal spoken text. Following these

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calculations, if a learner knows 80% of the words in a text (a vocabulary of 2,000 words), one in five words will be unknown. For a non-simplified text, this ratio of unknown to known words has been deemed insufficient for successfully inferring meaning from context (Liu & Nation, 1985).

There is a threshold level of vocabulary knowledge below which a learner cannot read well enough to learn new vocabulary through reading. Supporting this idea, both Laufer (1997), and Liu and Nation (1985) argue that the learners who have not yet reached a minimum of 3,000 word families, which covers almost 95% of running words of most general texts, cannot adequately guess the meanings of the words from context in non-simplified texts. Therefore, they further argue, it is necessary for the learners to master these words through direct instruction (Anne Ferrell Tekmen and Daloglu, 2006).

Bongers (1947) and others have claimed that the 2,000 most frequent words in a language will account for 80% of any text. Consequently, while teaching English language, high-frequency lexical items should be taught first. It is believed that, for second language learners, a vocabulary of about 2,000 words would be a realistic goal. According to Schmitt (2000) these 2,000 words are most commonly cited; also they facilitate basic conversation and form the nitty-gritty for moving into more advanced study of words.

Willis (1990) is of the opinion that, the 700 most frequent words of English account for around 70% of all English texts. In other words, he says that around 70% of English we speak, hear, read and write is made up of the 700 common words in the language. He further argues that

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the most frequent 1,500 words account for around 76% of the texts and the most frequent 2,500 words cover around 80%. Thus, the Collins COBUILD English contents of the course were built on the idea of word frequency. This course has been designed at three levels. The first level aims to cover the most frequent 700 words. The second level covers the next 800 words, which makes it 1,500 and the third level covers the other 1,000 words, which makes it 2,500 words.

Stahl (2005) believes that there is a set of 100 or 300 or more words in print which are important for children to recognize instantly. This small number of words he says, accounts for 50% of the words children encounter in a typical reading passage in L2. However, according to Adams (1990) only 105 words account for 50% of the words that the children come across in an L2 reading text.

2.2.2 Criteria for Designing Basic Vocabulary Lists

The main aim of this section is to lay down acceptable criteria for designing basic vocabulary lists. This does not mean that learners must be provided with large vocabulary lists as the major source of their vocabulary learning. Rather, it means that course designers should have lists to refer to when they consider the vocabulary component of a language course. Thus, teachers need to have reference lists to judge whether a particular word deserves attention or not, and whether a text is suitable for a class. These are words that proficient readers should instantly recognize while reading the text.

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Arriving at a frequency list however is not simply a mechanical task, and judgements based on well-established criteria need to be made. The following are the important factors that need to be considered in the development of a resource list of high frequency words.

2.2.2.1 Necessity / Need

The kind of vocabulary that has been selected should be appropriate to the needs of the learners. For instance, if the learners' needs are to meet conversational language in a social setting, then exposure to language is essential. Learners' skills in communicative speaking tasks, such as role playing, relevant speaking tasks like talking to a doctor, meeting a stranger will fit in this context (Nation, 2001).

On the other hand, if the learners' needs are to meet the academic goals in a formal classroom setting, then explicit teaching would be of great help. Here, learners' skills at reading a series of texts graded according to vocabulary level, their performance on graded dictation test (Nation, 2001) should be taken into account. In a classroom situation, the teacher can take the responsibility of choosing the vocabulary to be taught to the students, depending on the learners' needs and their limitations (Wallace, 1982).

2.2.2.2 Frequency

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Frequency of occurrence of words in a context provides a rational basis for making sure that learners get the best returns for their vocabulary learning effort. Vocabulary frequency lists play an important role in curriculum design and in setting learning goals.

According to Nation (1990), any simplified text written for young learners will be within the most frequent 2,000 words of English. It is said that these words occur in different kinds of learning materials under various topics. Nation says that about 87% of these words in texts are high-frequency words. It is believed that if a learner knows about 2,000 words, he would be able to read 87% of the words in the text. So, it is clear that these 2,000 high-frequency words are very useful and important for learners of English as a second language. Hence, learners should spend sufficient time on learning them. The table 3 below presents the details of text coverage of different word types highlighting the importance of high-frequency words in learning a second language.

Table: 3
Word Types and Text Coverage

Word Type	No. of Words	Proportion of Text
High-frequency words	2,000	87%
University word list	800	8%
Technical words	2,000	3%
Low-frequency words	123,200	2%
TOTAL	128,000	100%

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Words which occur most often or repeatedly in a textbook or any other reading material were considered to be the most important by most of the researchers in the field of vocabulary. They felt that if these frequent words were taught to the learner, the meaning of the less commonly occurring words can be inferred from the context. So frequency of words for a long time was used as a criterion for selection of the words in any well-known vocabulary lists (Wallace, 1982).

The main criteria for selection of vocabulary for learning in the early stages of acquisition are frequency and the information about the various meanings and uses of a word form. Both these criteria provide a sense of direction for teachers when deciding which words and which meanings to be taught first (Carter, 1998). The table below presents the different factors involved in teaching vocabulary such as: vocabulary level, type of vocabulary and the learning required to increase vocabulary knowledge at each level. The information in the table below provides teachers with guidelines for identifying not only the vocabulary taught to the learners but also the strategies to be employed while teaching bearing the level of the learners in mind.

Table: 4

Factors involved in teaching vocabulary

Vocabulary level	Type of vocabulary	Learning required to increase vocabulary knowledge at each level
2,000 Word level	<i>The General Service List</i> . The vocabulary of simplified reading books.	<ol style="list-style-type: none">1. Learning lists of words based on the Longman Structural Readers Lists or <i>The General Service List</i>2. Intensive and extensive reading of simplified reading books3. Advanced English Vocabulary, Workbook 1 (Barnard, 1972)
3,000 Word level	A basis for beginning to read unsimplified texts	<ol style="list-style-type: none">1. Intensive reading of a variety of texts2. Extensive reading of the Bridge Series
5,000 Word level	A wide vocabulary	<ol style="list-style-type: none">1. Training in guessing words in context2. Wide general reading- novels, newspapers, university texts etc.3. Intensive reading of variety of texts4. <i>Advanced English Vocabulary</i>, workbooks 1 and 2
The University Word level	The specialized vocabulary of university texts.	<ol style="list-style-type: none">1. Learning words in the university word lists2. intensive reading of university texts3. <i>Advanced English Vocabulary</i>, workbooks 2 and 34. Learning prefixes and roots
10,000 Word level	A large wide vocabulary	Activities similar to the 5,000 word level, combined with learning prefixes and roots.

Nation (1983)

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The suggestions in the table above to increase the knowledge of the high frequency words are based on the idea that high frequency words are worth individual attention. Learning from word lists (e.g. GSL, Basic English, etc) and also doing exercises from workbooks (e.g. Barnard, 1972) are suggested as appropriate measures to achieve the goal in context. It also suggests that the direct teaching of vocabulary is also appropriate for high frequency words. For incidental vocabulary learning to happen, extensive reading of simplified texts and extensive listening activities are essential. Explicit teaching of vocabulary through classroom teaching and individualized exercises is appropriate for most high frequency words.

However, Nation (1990) is of the opinion that, although frequency counts provide information about the frequency and the range of words, there are several problems associated with word frequency lists. Some of these are: a) certain useful and important words do not occur in the first or second 1000 words, they occur only at the third, fourth, or fifth thousand word level; for example: nouns such as soap, bath, chalk, stomach, etc. b) some words that are not suitable for elementary learners occur in the first 1000 words of the most frequency lists; for example: bank, bill, deal, stock, thee, etc. c) sometimes a word has a high frequency in one list and a fairly low frequency in another list; and d) usually the frequency order of the words in a frequency list is not suitable to teach these words; for example: *his* is 74th word in one list and *hers* is the 4151st word in another list.

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2.2.2.3 Availability

According to Wallace (1982), availability is another important criterion that can be considered while selecting vocabulary. For instance, he points out that General Service List does not contain the word 'blackboard' and the word 'chalk' has a very low frequency according to this list (only 78 occurrences in 5 million words). But these words are very important in a classroom situation. Therefore, one should take into consideration the high availability of words because they have a special relevance to a particular situation in which the learner finds himself.

2.2.2.4 Other Criteria

West (1953) found that frequency alone is not a sufficient criterion for deciding what goes into a word list designed for teaching purposes. West talks about other useful criteria in designing word lists such as:

- ➡ difficulty of learning (it is easier to learn another related meaning for a known word than to learn a new word),
- ➡ cover (it is not efficient to be able to express the same idea in different ways, but to learn a word that covers a quite different idea),
- ➡ universality (words useful in all countries),
- ➡ utility (enabling discussion on as wide a subject range as possible),

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- ➡ stylistic level and emotional words (second language learners initially needing neutral vocabulary).

Thus careful consideration should be given to these and other criteria mentioned above in the final stages of making a general word list.

2.2.3 Teaching Strategies

The high frequency words are very important in language use. And since they are not many in number (about 2,000), teaching them explicitly should be feasible and practical.

According to Nation (2001), there is a small group of high frequency words. for him these words are very important because they cover a large proportion of the running words in spoken and written texts and occur in all kinds of uses of language. Therefore, it is necessary that considerable time should be spent on learning and teaching them in the classroom, at the initial stages of second language learning. This can be done in the form of explicit teaching, direct learning, incidental learning, and planned meetings with the words i.e. spaced repetition which involves spreading the repetitions across a long period of time like three minutes now, three minutes a few hours later, three minutes a day later, three minutes two days later and finally three minutes a week later. The table 5 below lists some of the teaching and learning possibilities.

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Table: 5

Ways of learning and teaching high-frequency words

Direct teaching	1. Teacher explanation 2. Peer teaching
Direct learning	1. Study from word cards 2. Dictionary use
Incidental learning	1. Guessing from context in extensive reading 2. Use in communication activities
Planned encounters	1. Graded reading 2. Vocabulary exercises

Nation (2001)

High frequency words are very important and they need to be taught to the learners. So, suitable strategies are required for review and consolidation of various aspects of vocabulary knowledge (Nation, 1990). However, it should be kept in mind that the effectiveness with which learning strategies can be both taught and used will depend upon a number of variables such as learners' proficiency level, the L1 cultural background of the learners, their motivation and purposes of learning L2, the task and the text being used, and the nature of the L2 itself (Schmitt, 2000). There are as many as fifty-eight different vocabulary learning strategies (Schmitt, 1997). The strategies are presented in the following table.

Table: 6
Vocabulary learning strategies

Strategy group	Strategy
Strategies for the discovery of a new word's meaning	
DET	Analyze part of speech
DET	Analyze affixes and roots
DET	Check for L1 cognate
DET	Analyze any available pictures or gestures
DET	Guess meaning from textual contexts
DET	Use a dictionary (bilingual or monolingual)
SOC	Ask teacher for a synonym, paraphrase, or L1 translation of new word
SOC	Ask classmates for meaning
Strategies for consolidating a word once it has been encountered	
SOC	Study and practice meaning in a group
SOC	Interact with native speakers
MEM	Connect word to a previous personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word with its synonyms and antonyms
MEM	Use semantic maps
MEM	Image word form
MEM	Image word's meaning
MEM	Use Keyword Method
MEM	Group words together to study them
MEM	Study the spelling of a word
MEM	Say the new word aloud when studying
MEM	Use physical action when learning a word
COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook

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MET	Use English-language media (songs, movies, newspapers, etc.)
MET	Use spaced word practice (expanding rehearsal)
MET	Test oneself with word tests
MET	Skip or pass new word
MET	Continue to study word over time

Schmitt (2000)

The table above has been divided into two major sections: one, strategies for the discovery of a new word's meaning, and two, strategies for consolidating a word once it has been encountered. It becomes clear that different strategies are necessary for knowing the meanings, usage and to memorize new words. The table also shows strategies being classified into five groups such as: Determination Strategies (DET), Social Strategies (SOC), Memory Strategies (MEM), Cognitive Strategies (COG), and Metacognitive Strategies (MET) (Schmitt, 2000). These are the commonly used strategies and deserve attention by both the teachers and learners.

From an extensive survey on explicit vocabulary teaching, Sokmen (1997) offers a number of useful key principles which help us to understand how we can acquire words and remember them. They are:

- ➡ Building a large sight vocabulary
- ➡ Integrating new words with old
- ➡ Providing a number of encounters with a word

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- ➡ Promoting a deep level of processing
- ➡ Facilitating imaging
- ➡ Making new words 'real' by connecting them to the students' world in some way
- ➡ Using a variety of techniques
- ➡ Encouraging independent learning strategies

According to Nation (2001) the following are the important ways of communicating word meanings:

- ♣ by performing actions
- ♣ by showing objects
- ♣ by showing pictures and diagrams
- ♣ by defining in the first language (translation)
- ♣ by defining in the second language
- ♣ by providing language context clues

Nation (2001) views gestures, real objects, pictures and diagrams as the most valid ways of communicating the meaning of a word. Using these in combination with verbal language leads to what Pavio calls, 'dual encoding', where the meaning is stored both linguistically and visually. While explaining the meanings of L2 words, translation can also be used when required.

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However, the choice, use, and effectiveness of vocabulary learning strategies very much depend on the task, the learner, and the context (e.g., L1, L2, or FL contexts).

2.2.4 Meaningful Input

Input is a much researched factor in the field of Second Language Acquisition (SLA) and is considered to be a necessary condition in learning a second language. In the words of Fillmore (1985), “good input to second language learners has their social needs in mind. It is selected for content and modified in form and presentation. It tends to be structurally simpler, more redundant and repetitive and is characterized by greater structural regularity than is found in normal usage”. Successful outcome in learning a language always depends on the variety and comprehensible input that has been given to the learners of that language. Thus input assumes importance in language learning.

2.2.4.1 The Role of graded materials in L2 Vocabulary Learning

Nation (1999) believes that graded readers are effective resources for learning vocabulary. In his opinion, these graded readers should not be ignored by teachers and instructors, because, they offer a lot of benefits to the elementary learners in the L2 context. The graded readers offer the following:

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- ➡ Contribute to vocabulary expansion
- ➡ Provide opportunities to practice guessing from context
- ➡ Encourage dictionary skills
- ➡ Supply partially known words again and again
- ➡ Serve the purpose of consolidation of repeatedly met words

Nation (2006) suggests that most learners of English can be exposed to numerous series of graded and simplified readers, which are written within a limited vocabulary usually with about six vocabulary stages – 300 words, 700 words, 1,000 words, 1,500 words, 2,000 words, and 2,500 words. Thus the stage I learners who are at an elementary level can read texts within the range of 300 words and gain familiarity with the words used in those texts. He also quotes Nation and Wang (1999) who says that learners should be reading at least one graded reader every 1-2 weeks, and be reading at least twenty graded readers a year.

Schmitt (2000) observes that, for intermediate and advanced learners with vocabulary above 3,000 words, the activity of reading provides exposure to a wide range of words (other than the 3,000 words). He also says that elementary learners with a limited vocabulary can benefit from reading, by accessing *graded readers* (books written with controlled vocabulary and limited range of grammatical structures).

Materials such as reading cards, simplified stories should be written within the 1,000 word limit. Learners' interaction with the simplified stories will gradually lead them to cope with

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unsimplified texts. The learners can be encouraged to read long stories, written in simple vocabulary and supplied to them in parts. Because, a continuous story, by one writer, provides an opportunity for the reinforcement of the already encountered vocabulary.

2.2.4.2 Teacher Talk

In the rural settings exposure to L2 is minimal be it inside or outside the classroom. The paucity of exposure to L2 in the surroundings gets aggravated with the lack of opportunities to interact in L2 in the classroom. This is the reality and teachers need to make conscious efforts to change this. They need to not only act as sources of exposure but also provide opportunities for their learners to use L2

Most of the classrooms in the rural areas are dominated by the teacher as the 'leader'. All the students and their activities are guided and managed by the teacher in the class. It will not be far from truth if we say that 95% of the utterances in the classroom come from the teacher. In a world-wide survey, Delamont (1976) notes that teachers talk at length in classrooms. It shows that the teacher talk which is available in large quantities in most classrooms is a major source of input, and hence, teachers need to use L2 in the classroom.

Gaies (1977) suggests that teacher talk in the classrooms is characterized by the so called training strategies which are found in motherese such as the use of repetitions, prompts and modeling. Thus, teacher talk can be a great help to the learners.

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Mitchell (1982) also emphasises for the role of teacher talk in language acquisition. To quote Mitchell:

“no functional syllabus, ‘authentic’ materials, or micro computer programme can replace the capacity of the live, fluent speaker to hit upon the follow-up topics of interest to particular individuals, continually adjust his / her speech to an appropriate level of difficulty and solve unpredictable communication difficulties from moment to moment. In all this, the teacher and his/her interactive skills are decisive”.

Crook (1991) seems to emphasize on the role of teacher talk in learning an L2 when he says that everything the teacher does provides the learner with opportunities for encountering the language.

2.2.4.3 L1 Translation

The first language (L1) plays a crucial role in the teaching and learning of a second language (L2). Its influence can affect learning L2 positively or negatively. Teachers use a lot of L1 in the rural areas. However, there are arguments both for and against the use of L1 in the L2 classroom.

Many educational psychologists like Vygotsky (1978) and Bruner (1985) are concerned with the learning process and the factors that affect language learning. They consider language learning as one facet of learning and therefore, assume that the learning of another language is an extension of existing knowledge (schemata) or capability. In other words, when the learner is exposed to any new phenomenon, experience or problem, s/he at first tries to relate it to her / his

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previous experiences, tries to construct hypothesis, falling back to his / her existing knowledge. The cognitive structure which already exists in the mind provides meaning and organization to experiences and allows the individual to go beyond their present level while trying to understand new things. This way the knowledge of L1 can have a positive influence on learning of L2.

In the context of the present study where learners come from rural settings, it is perhaps not only useful if the teachers use the mother tongue in the classroom but it also becomes necessary to achieve optimal learning from the learners. Judicious use of the mother tongue is both economical and result yielding.

Some of the instances where teachers can use mother tongue are while: explaining the meanings of words; discussing errors; checking learners' comprehension; eliciting responses and also while giving instructions (if necessary).

2.3 Recapitulating the Research Problem

Vocabulary should be given importance while learning a second or a foreign language because of the fact that all languages are built on the use of words. In other words, vocabulary is considered as the basis of any language. Hence, some authors, influenced by Lewis (1993) argue that a high premium should be placed on vocabulary while teaching language for 'language

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consists of grammaticalised lexis, not lexicalized grammar’. It is said that a person can communicate without grammar, but it is perhaps difficult to communicate without words.

However, vocabulary in itself is a vast and a complex phenomenon. Hence, the researchers have classified vocabulary into four categories: high-frequency words, academic words, technical words and low-frequency words (see 1.4). This suggests that there are different levels of vocabulary learning which should be learned by the students at various stages of any language learning— elementary, intermediate and advanced. It also suggests that not all the vocabulary is equally important and therefore learning vocabulary should be prioritized according to one’s needs.

The arguments above strengthen the cause for research in the area of L2 vocabulary teaching / learning. The researcher’s experience, as a regional medium student as well as the first generation learner, has helped him to visualize and understand the second language needs of the first generation learners. It is observed that basic vocabulary knowledge is the felt need among the first generation learners. This lack of basic vocabulary knowledge creates hurdles in learners’ attempts to perform well in their public examinations as well as in their ability to make higher academic decisions in life. Thus, being threatened by these awful situations, learners resort to dropping out from school, choosing unchallenging academic subjects, opting for vocational courses (ITI, Polytechnic) etc. Against this backdrop, it is assumed that teaching basic vocabulary through suitable strategies, using authentic materials as meaningful input would

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enhance the first generation learners' overall academic performance and especially proficiency in English. The argument here is that it is essential to teach vocabulary explicitly and that such a teaching should draw from meaningful input. This need to teach vocabulary becomes even more felt in the case of the first generation learners who are deprived of opportunities for exposure to the second language. Hence the present research.

2.4 Overview of the Chapter

This chapter has attempted to present a review of research carried out in the area of vocabulary. An attempt is also made to provide theoretical support to the three main aspects of the present study– basic vocabulary, teaching and learning strategies and meaningful input. This chapter has also thrown light on the role and prominence of various well-known vocabulary-lists. The criteria for designing basic vocabulary lists are discussed. The strategies of vocabulary teaching/learning are recounted. Resources of meaningful input are explored into. The chapter ends by recapitulating the research problem.

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CHAPTER THREE: RESEARCH DESIGN

3.0 Introduction

The present study entitled, 'Evolving Strategies for Teaching Basic Vocabulary in L2 through Meaningful Input: an Ethnographic Study with First Generation Learners', attempts to facilitate basic vocabulary learning for the first generation learners through meaningful input. It also tries to evolve some strategies that can be used effectively by the language teachers while teaching vocabulary in the classroom. This chapter presents the details of research design including a discussion on the relevance of the study, dimensions of the research problem, methodology, and the research tools used.

3.1 Background

An important reason why the under-achieved learners find it difficult to read and write English is that they do not have basic vocabulary to express their thoughts and ideas. To a certain extent, the current teaching practices in schools seem to be responsible for this poor vocabulary of the learners. For instance, teachers do not elicit word meanings from the learners; rather, they tend to supply mother tongue equivalents to most of the difficult words. This, in turn, reduces the opportunities for the learners to learn vocabulary effectively and meaningfully.

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Teachers do not seem to employ modern vocabulary teaching techniques such as inferring meaning from context, word building strategies, using syntactic and semantic cues to discern meaning, and effective dictionary use. Most often, meanings are dictated to the learners. Readymade sentences are given to the learners and they are supposed to memorize and reproduce them. Aspects involved in knowing a word such as meaning(s), written form, spoken form, grammatical behaviour, collocations, register and associations (Nation, 1990) are not taught to the learners. As a result, not only learners' vocabulary but also their reading proficiency and the writing skills are hampered.

West (1953) regarded vocabulary as 'an essential component of reading proficiency.' According to Lewis (1976), 'the only characteristic of successful people is an unusual grasp of the meanings of words.' Therefore, it is essential that, this unproductive approach is discarded and new ways of teaching vocabulary are adopted by English teachers in regional medium schools. The need for innovative vocabulary teaching methods is even more greatly felt for the under-achieved learners, who do not have the supportive L2 environment either at home or in their nearby community. There is a need to enable them to learn words on their own without allowing this inadequacy (i.e lack of environmental support) affect their learning.

3.2 The Research Problem

It is assumed that the class X regional medium students do not possess basic vocabulary in L2. Such a lack of vocabulary acts as a stumbling block in comprehending the texts
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prescribed. Lack of required proficiency in reading comprehension has an adverse effect in their written performance in the examinations. In addition, they face problems in decision making for higher education; they either drop out from school or opt for vocational courses like- ITI, Polytechnic, etc. This is because they cannot meet the requirement of English as the medium of instruction at the +2 level.

In order to address these two major problems that these learners face in their academic career, the present study proposes to teach them the basic vocabulary which is needed to comprehend an authentic academic text without assistance. The basic vocabulary consists of high frequency words which cover 90-95% of running words in a given text. (Laufer, 1989). Most of the words of the basic vocabulary are structure words, words which depend upon context for their meaning, for example; a, about, and, which, both, from, etc. There are also content words – words which are complete in their meaning, such as ball, doctor, learn, cat, etc. Both these are essential in order to process the meaning of a text.

3.3 Hypothesis

It is hypothesized that equipping learners with basic vocabulary through various vocabulary teaching strategies would certainly enhance the low-achievers' (here, the first generation learners) comprehension abilities in processing their L2 academic texts. It is further hypothesized that vocabulary will be learnt effectively if taught through meaningful input.

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3.4 Assumptions

Based on the above hypothesis, the following assumptions are made. It is assumed that:

- ✿ the learners do not possess the basic vocabulary that is required to comprehend a text.
- ✿ teaching the learners the basic vocabulary will enable them to process a text thereby achieving academic success.
- ✿ the learners are not exposed to suitable and sufficient language input that is required to learn basic vocabulary.
- ✿ providing meaningful input through the channel of authentic materials will enable them to learn vocabulary. Thus, they come to know the importance of the authentic materials and realia input in acquiring basic vocabulary.
- ✿ learners are not aware of any techniques or strategies that enable them to learn words easily and effectively.
- ✿ equipping them with some feasible techniques and strategies will enable them to learn vocabulary quickly and systematically.
- ✿ the learners will be made aware of the fact that learning the most frequent words or the basic vocabulary is the key to academic success at this level.
- ✿ being able to comprehend the academic texts not only gives the learners a sense of achievement but it will also boost their morale.
- ✿ with increased confidence in their ability to cope with the English language, learners will be able to plan for their higher education and also seek better employment opportunities.

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3.5 Relevance of the Study

Vocabulary or new words in L2 is not given much importance in the classroom. As a result, comprehending the text and understanding the spoken discourse of the teachers in the classroom becomes very difficult for the learners. Ultimately, this results in the learners' poor performance in the classroom tests, end-examinations and even in life when it comes to making higher academic decisions.

Teaching vocabulary to the under-achieved learner becomes essential because, the under-achieved learner, as pointed out by Passow et al. (1967: 48), has “few enriching stimuli at home with only rare opportunities to range beyond the immediate neighborhood.....not given materials to explore...nor do parents make any attempt to glamorize education as valued experience” (Passow et al. 1967: 2). The learner does not have a peer group with whom he can practise what he learns at school. He lives in a conflicting situation where his home is not aware of the value of educational experiences and his school not able to value his existing educational experience that he brings with him at the time of joining the institution. The learner's access to education, vocation and socialization with the greater community is severely limited and historically, such learners have been marginalized to an ‘inferior status despite individual attainment’ (Passow et al. 1967: 2).

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For these reasons, the need for teaching vocabulary for the under-achieved is viewed as essential in terms of academic progress, economic growth and occupational mobility. Teaching vocabulary in L2 addresses all these three needs.

3.6 Scope of the Study

The study attempts to teach basic vocabulary to the first generation learners as it (basic vocabulary) meets their immediate needs. For this purpose, the Dolch Words (220) which are the most frequently occurring words in newspapers, textbooks, children's stories and magazines have been found to be suitable for the learners in this study. However, the study limits itself to teaching only the three most important aspects of vocabulary knowledge (see 1.5). They are; a) the meaning, b) the spelling, and c) the pronunciation.

These aspects of vocabulary knowledge have been taught through explicit teaching of vocabulary (see 1.6.2). For this purpose, classroom tasks / activities were designed; authentic materials were selected; suitable teaching strategies were employed – all pitched at a level that meets the learners' requirements. This study adopts the ethnographic approach to data collection and analysis. The principle of thick description has been used to data interpretation. The study has been restricted to the learners of one particular area.

3.7 Research Methodology

The methodology of the present study is as follows:

3.7.1 The Subjects

The subjects are the class IX regional medium students of Vemana Zilla Parishad High School, Modukuru village of Guntur district, Andhra Pradesh. The learners are low achievers, within the age group of approximately 13-15 years. They are the first generation learners (see 3.8.5) who are socially and economically disadvantaged.

3.7.2 The Tools

The following tools are used in the present study.

- Classroom Observation (to assess the teaching and learning methods),
- Field Observation (to feel the reality as an insider),

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- Teacher Interviews (to find out the dominant modes of teaching vocabulary and the rational thereof),
- Informal Interviews with the parents (to have a sense of their beliefs and expectations from their children),
- Questionnaire (to understand learners' background and for record purposes),
- Diagnostic test (to diagnose learners' problematic areas and to assess their existing word knowledge in L2),
- Authentic material (which are immediately available),
- classroom tasks and activities (in order to teach vocabulary),
- Post- test (to assess the improvement),
- Informal talk with the students (to facilitate and enable their receptive and productive skills),
- Photographing and audio-recording of interviews (for analysis and record sake),
- Students' written answer scripts of Unit Tests, Quarterly and Half-Yearly examinations (to understand the level of the learners, the common spelling errors they make etc).

3.7.3 Research Procedure / Design

The study has been carried out in three parts:

Figure: 1

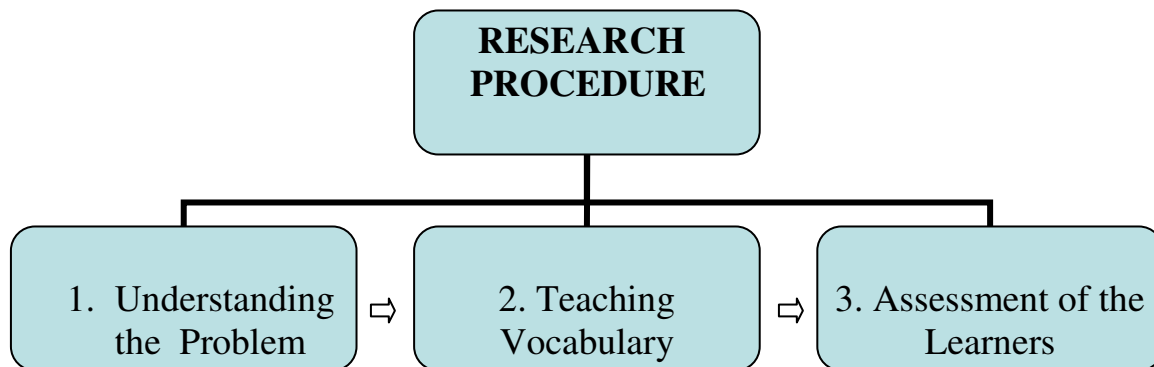
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Research Procedure



Part 1: Understanding the Problem

This part of the study is purely ethnographic in nature (see 3.8.4). During this phase, the researcher, using his own experience as the first generation learner attempts to understand the problems that the learners face in learning vocabulary in L2 while listening, speaking, reading, and writing. Two key principles namely, ‘holism’ and ‘thick’ explanation which, according to Nunan (1992: 57) are based on the ‘grounded theory’ are followed in the process. Under the holistic principle, the researcher, in the present study, has taken into account both the ‘behaviour’ of the individuals under the investigation and the ‘context’ in which the L2 learning behaviour

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occurs. For this purpose, the subjects are observed in their school as well as their home environments.

Under the principle of ‘thick’ explanation, all the ‘factors’ which affect the learners’ L2 learning behaviour have been taken into account. Some of these factors include: classroom behaviour of the learners as well as the teachers; the teaching and learning aids in the school; the learners’ and parents’ beliefs; the socio-economic and cultural background of the learners and finally the physical, psychological and motivational factors affecting learning.

The learners’ existing L2 word knowledge has been assessed with the help of; a) a diagnostic test which consisted of reading passages with some difficult words and b) informal interviews with both the teachers as well as the learners.

Part 2: Teaching Vocabulary

After having assessed the learners’ present L2 word knowledge, the researcher has selected, among the various vocabulary lists discussed earlier (see Chapter 2) the Dolch Word List (DWL) to be taught to the learners. It is so decided because DWL is a basic vocabulary list in L2 and is found suitable to the level of the learners chosen for the study. The Dolch Words have been taught to the learners in the following way:

✚ through selected and graded material as meaningful input

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- ☛ over a period of 30 days, everyday three sessions, 45 minutes each (a total of 60 hours of teaching)
- ☛ the first session for instruction' the second for classroom tasks and activities, and the third for individual (silent) reading respectively
- ☛ through different vocabulary teaching techniques in multiple contexts/situations

The DWL contains about 220 most common words (see Appendix). As all the words in DWL figure in well-known word lists, it can be considered as simplified version of various basic vocabulary lists such as ; Michael West's General Service List (2000 words), West's Minimum Adequate Vocabulary (1,250 words), Ogden's Basic English Word List (850 words), Nation's Academic Word List (1000 words).

Learners have been taught Dolch words in an explicit manner through reading cards, authentic materials, classroom situations, classroom tasks and activities etc. It is assumed that the incidental method of teaching vocabulary to the first generation learners would not yield good results mainly for the following reasons such as; first, they do not possess basic vocabulary to read and comprehend any text; second, they do not have ample opportunities, sources and environment to explore; third, they do not possess dictionaries to refer to them when required; fourth, because of the assumption that incidental learning is meant for the advanced learners. In order to teach these words, the researcher has gathered ample materials such as newspaper cuttings, word search puzzles, simplified and graded reading cards and storybooks, and some selected pieces of the learners' textbook, etc. Thus, the teaching techniques suggested by Nation

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(1990; 2001), West (1953) and others were used while teaching vocabulary to the learners. The following strategies were found to be appropriate, useful and meaningful for teaching vocabulary in the context of the study:

- ☞ Vocabulary through Reading
- ☞ Vocabulary through exploiting Classroom Situations
- ☞ Vocabulary through Authentic Materials and Classroom Tasks
- ☞ Vocabulary through Grammar of Words

Part 3: Post Teaching Assessment of Learners

This is the phase of evaluation in which an end test was designed and administered to the learners to assess the degree and amount of learning that has occurred. At the end of the teaching session, a feedback session was conducted to elicit learners' responses to the strategies of vocabulary learning that they were exposed to and taught. The researcher has also had informal talks with the learners to know whether they think they can use these techniques in future.

3.8 Terms Used in the Study

The terms used in this study have been defined within the context of the present study. This will help us to view the study from the proper perspective and with the right focus.

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3.8.1 Basic Vocabulary

Basic Vocabulary (BV) would mean ‘the most common words’ in a language. BV is also known as most frequently occurring words. These words are very useful to all the foreign and second language learners at elementary level, as they cover 85% to 90% of the running words in any text (see Chapter 1). They serve as the building blocks and lay the base for elementary reading. They are comprised of the content words (those that are complete in their meaning for example: book, watch ...) such as nouns, as well as the structure (those that depend on other words for their meanings for example: it, the, an, and, in ...) such as articles, determiners, prepositions, conjunctions, adverbs, adjectives etc.

3.8.2 Strategies

Strategy can be understood as ‘a means to achieving a goal’. There are different kinds of strategies and they differ from person to person. Strategies assist language learners as well as language teachers. It is essential for classroom teachers to be aware of different strategies employed by individual learners. Strategies can be talked about mainly in two ways. They are learning strategies and teaching strategies.

According to Mitchell and Myles (1998: 89), learning strategies are procedures undertaken by the learners in order to make their own language learning effective. In this regard, they quote O'Malley and Chamot (1990) who say that learning strategies include:

Focusing on selected aspects of new information, analyzing and monitoring information during acquisition, organizing or elaborating on new information during the encoding process, evaluating the learning when it is completed, assuring oneself that the learning will be successful as a way to allay anxiety. (p. 125)

Teaching strategies are procedures undertaken by the teacher in order to make teaching as effective and interesting as possible. In this particular study the researcher has taken into account both the strategies (teaching and learning) in order to facilitate learning. In the process, the teachers were enquired about what strategies they follow, to what extent and in what manner.

3.8.3 Meaningful Input

Input is considered to be a necessary condition in second language acquisition and so a good amount of research is happening in this area. Corder (1967) defines input as “what goes in” as distinguished from what is available for going in. Krashen (1978, 1980a, 1981b) talks of ‘optimal’ input, which is simple in nature and is inevitable for language acquisition. Therefore, the researcher, keeping the level of the learners in mind, has chosen the material which is

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authentic, simplified and graded for the purpose of teaching vocabulary in the classroom. This input is meaningful as it directly meets the needs of the target group in that particular situation.

3.8.4 Ethnographic Study

Ethnographic study refers to one of the procedures of data collection used in research. It differs from the other methods of data collection and interpretation such as qualitative and quantitative procedures in that it requires the researcher to play an active role in the field work. In the present research, the researcher has focused on the principles like: participant and non-participant observation, locating research in natural settings, collecting and interpreting subjective views and belief systems of the participants (LeCompte and Goetz, 1928).

The use of thick description – that is, the collection of data on all of the factors which affect the environment under investigation – interpretation, and explanation are the other principles of ethnographic study. In other words, thick description is an important element of an ethnographic study which is the first hand narration of the social site. It is said that the goal of thick description is achieved by narrating certain key events and episodes that are experienced on the site. It also includes the researcher's interpretations on data (the subjective accounts).

Chaudron (1988: 46) characterizes ethnographic research as a qualitative, process-oriented approach to the investigation of interaction, involving 'considerable training, continuous

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record keeping, extensive participatory involvement of the researcher in the classroom, and careful interpretation of the usually multifaceted data’.

3.8.5 First Generation Learners

All the First Generation Learners are ‘disadvantaged learners’ who are disadvantaged from an educational and economic point of view. They are considered to be linguistically deficient, academically unsuccessful and socially and economically backward. Most of these learners are children of agricultural labourers, bonded labourers, and civic-sanitation workers with no educational background. These learners do not have any parental support as their parents are illiterates. Very often parents take their children to work in agricultural field as they can contribute to the family’s income. As a result, these learners remain as under-achievers, school dropouts and failures in academics and remain so there after forever in life.

3.9 Overview of the chapter

This chapter has discussed the research design and the methodology adopted for the present study. The research problem is presented and its relevance and need highlighted. Terms used in the study have also been explained with reference to the precise meaning assigned to them in this particular study.

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CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter begins with a discussion on the procedure for data interpretation. The tools used are thick description and field observation. Aspects of vocabulary knowledge to be taught to the learners are identified. Strategies to teach vocabulary are designed. Examples of the tasks and activities carried out in the classroom are provided. This is followed by a discussion and analysis of the end test administered to the learners. Principles and objectives of the prescribed textbook are presented followed by a critical analysis of the tasks and activities incorporated in it. Subsequently the gap between the present level of competence of the learners and the challenge offered by the prescribed textbook is made evident.

4.1 Procedure for Data Analysis

In the present study, ethnographic approach to data collection has been employed. The researcher, the questionnaire, the diagnostic test, informal interviews with teachers and parents, classroom observation and an end-test are the tools that were used in order to collect the data. Thick description and reflective thinking are the two most important elements that have been used while analyzing and interpreting the data. The researcher has recorded every day activities and experiences of the field observation in the form of writing a diary. The researcher also assumes a prominent role in ethnographic study. In this study, the researcher's background,

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experience and beliefs as a regional medium student as well as a first generation learner are also taken into account while interpreting the data.

4.2 Subjects

The subjects are the class IX Section A, regional medium students of Vemana Zilla Parishad High School, Modukuru village of Guntur district, Andhra Pradesh. They have four years of exposure in learning English as a third language. The learners are 45 in number, within the age group of 13-15years. They are first generation learners (see 3.8.5), who are socially and economically disadvantaged. The section ‘A’ learners were chosen for the study on the suggestions given by the Head Master and the English teachers, as these learners are low achievers when compared to section the ‘B’ learners. The following table captures the complexion of section ‘A’ of class IX.

Table: 1
Class Complexion: Section ‘A’

Students	Number
Boys	16
Girls	29
Total	45
Present Daily	30 - 35
Absent Daily	10 - 15

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Section 'A' consists of 45 students who belong to different communities, religions and villages. Of these 10 -12 students are regularly absent to school. The classroom seating arrangement is fixed and boys and girls sit separately. It is found that these two groups of learners do not prefer to communicate with each other. Students who belong to the same community, religion or village prefer to sit together. There is no free interaction among the students within or outside the classroom. It clearly reflects the personality of the learners, their culture and the traditional values they practise.

4.3 Questionnaire

The questionnaire was designed to elicit information on the learners' background (see Appendix). It also served the purpose of record maintenance. Care was taken to make it short, simple and clear. The learners were guided to fill in the information under all the sections of the questionnaire as they found it difficult to understand them. The questionnaire was administered to 40 learners. From the questionnaire it was learnt that:

- ➡ most of the students are first generation learners;
- ➡ learners come from socially disadvantaged and economically poor backgrounds;
- ➡ most of the learners' parents are illiterate;
- ➡ most of the parents are agricultural labourers, daily wage workers, farmers, and bonded labourers;

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4.4 Diagnostic Test

A diagnostic test was administered to the students in order to arrive at the existing vocabulary level of the students. The purpose here was to test the learners' competence of basic vocabulary. The test was designed by selecting the vocabulary from General Service List (West, 1953). While selecting this particular vocabulary the researcher has primarily given importance to the present academic needs of the learners. In other words, basic vocabulary which occurs in their English textbook was tested. From the diagnostic test it was found that:

- ➡ the learners were not familiar with even the most important aspects of the basic words in L2 namely: meaning, spelling and pronunciation;
- ➡ the learners lack text comprehending skills;
- ➡ the learners needed help at each and every section of the test;
- ➡ the learners lack test taking skills;
- ➡ the learners were not proficient in their mother tongue (Telugu);

This test helped the researcher to get a sense of the learners' present level of vocabulary and their test taking skills. It gave the researcher a sense of direction to plan, select and teach basic vocabulary which serves their immediate needs (see 3.2).

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4.5 Classroom Observations

Classroom observation helped to understand how teachers teach and learners learn. It was found that grammar translation and traditional methods of teaching are generally followed. To the researcher's question— *why don't you follow some modern methods or techniques while teaching English?* the teachers replied, 'theory is quite different from practice'. It was found that while teaching English lessons teachers give away the meanings of the difficult words in L1. Teachers made use of the glossary given at the end of the lesson and dictated the word meanings and spellings. The learners were never given a chance to guess the meanings of the unknown words. The learners had to take down whatever meanings that the teacher gave. Learners do not have freedom to ask for the meanings of the words which they find difficult. The teachers never use English in the classroom in its complete sense except a few common phrases such as keep quiet!, go out, come here, stand up, silence please, don't talk, and so on. The teaching of English is purely examination oriented. Hence, there is no focus on the language skills required to learn English as a language for communication purposes.

4.6 Selection of Aspects of Vocabulary Knowledge

As discussed earlier, there are several aspects of word knowledge as suggested by Nation (2001) (see 1.5). Keeping the level of the learners in mind as the first generation learners, their age, educational, socio-economic and cultural backgrounds, and their interests, the researcher has

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chosen to teach the learners the three most important aspects of word knowledge namely, meaning, spelling and pronunciation. Priority has been given to these three aspects of word knowledge in order to help the learners in their academics and to do well in their examinations especially in the S.S.C Examinations, which is their immediate need.

4.6.1 Meaning

Meaning is the most essential aspect of a word. So the meanings of the words were taught through different techniques such as: using pictures, gestures and actions, through translation into L1 and through exploiting the contextual cues. The learners were taught only the most common meaning. Word meanings were not given away too quickly to the learners' rather the words were repeatedly presented to them in different sentences before the meaning of a particular word was explained.

4.6.2 Spelling

The fact that the first generation learners are greatly troubled by the English spelling even at their higher studies is obvious. Therefore, the researcher has taught the spellings through various tasks and activities by drawing their attention to:

-verbs of regular and irregular spellings

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- spelling rules concerning the doubling of consonants, final silent 'e' and 'i' before 'e'
- word puzzles
- arranging the jumbled words into alphabetical order
- word dictation
- incomplete words

4.6.3 Pronunciation

Pronunciation is very problematic to the first generation learners because they neither have the opportunity to listen to English being spoken in their surroundings nor can they speak English at all till they reach the advanced level of the ladder of education. Sufficient knowledge of pronunciation of the basic English words is required for these learners because not that it assists them to speak English well but it helps them to comprehend, even the little English spoken in the classroom. Hence, for the purpose of teaching pronunciation, the learners were made to speak; they were also asked to read out stories. The main aim here was to correct their pronunciation and also to offer them the correct models of pronunciation. This enhanced learners' listening skills and improved their ability to read aloud with correct pronunciation.

4.7 Strategies to Teach Vocabulary

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In order to arrive at the suitable strategies for teaching basic vocabulary to the learners, the researcher had used four important tools namely, the diagnostic test, scrutiny of the answer scripts of the Unit Tests, Quarterly and Half-Yearly English examinations, interviews with the teachers and the researcher's personal experience as the regional medium student as well as the first generation learner. From the active interaction with the learners, it was found that the following strategies would be useful with these first generation learners.

- ♣ Vocabulary through Reading
- ♣ Vocabulary through Classroom Interaction
- ♣ Vocabulary through Authentic Materials and Classroom Tasks
- ♣ Vocabulary through Grammar of Words

These strategies have been used to teach the basic vocabulary through classroom tasks and activities. Authentic materials such as paper cuttings, advertisements, brochures and other materials are used as meaningful input. It was found that these strategies proved to be quite useful and served the purpose of teaching vocabulary well. This emphasis on vocabulary teaching strategies is mainly to help learners develop strategies for learning vocabulary and to become independent learners. Now let us see each of these strategies in detail.

4.7.1 Vocabulary through Reading

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Reading is used as a strategy to promote vocabulary learning. For this purpose, a separate 45 minute period has been allotted. During this session, the learners were given graded reading materials to read. These materials include reading cards such as:

English 400 Reading Programme: It consists of graded reading cards for the learners at different levels. It has been planned and prepared by language experts from CIEFL Hyderabad. It has been specially designed with a view to providing:

- Individualized, self-paced graded reading,
- a wide range of reading texts,
- imaginative illustration, and
- reading for fun and pleasure.

Elementary Stories for Reproduction First Series: This series of books (Elementary 1&2; Intermediate 1&2; Advanced 1&2) was written by L. A. Hill, within the 1,000 word vocabulary, published by OUP, 2002. This book consists of 56 stories with illustrations. The researcher has selected some stories which are culturally familiar to the learners. Each student was given copies of stories. They have to read them silently everyday.

In both the cases, learners had to read and underline the difficult words. It was observed that this material has enabled learners with the basic sight vocabulary (words that good readers

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recognize instantly without having to ‘figure them out). The purpose of this task was to supply the basic vocabulary again and again till learners acquired them. It has strengthened the depth of word knowledge of those words that were taught to the learners. One of the advantages of this task (vocabulary through reading) was that it helped learners to gain the required familiarity with the basic words. Further, this strategy has also helped to inculcate the reading habit (silent reading) in the learners who otherwise do not do any kind of reading in the L2. It was found that vocabulary taught through reading would give the learners more opportunities to process language use at a deeper level and to develop semantic networks and other kinds of associative links that will ultimately enhance L2 learning.

4.7.2 Vocabulary through Classroom Interaction

In the context of the present study where learners’ exposure to L2 vocabulary is limited to only the classroom setting, teachers’ interaction with the learners in L2 could be a useful strategy to teach L2 vocabulary to the learners. The researcher, while teaching vocabulary, has interacted with the learners most often in L2. The language, in order to make it meaningful, was related to real life situations (birthdays, festivals, traveling, cooking...etc) and was presented to the learners. Here the learners were asked to talk about their friends, about the stories they have listened to and have read, etc. This helped them to use the words they were taught in contexts that were relevant and meaningful to them. Students were also encouraged to listen to teacher’s talk and were thereby exposed to situational language use.

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Following Instructions:

Here the students had to act as instructed by the teacher. A few sample instructions are:

Teacher: The third person from the second bench, get up, raise your left hand.

Teacher: The fourth person from the ninth bench, get up and call out the name of the first person from the second bench.

Teacher: The last person from the twelfth bench, get up and open your bag, take out the English textbook, open on the page 45 and read the 10th line, etc.

This activity has helped the learners to listen to the instructions given by the teacher carefully and to enact them accordingly. Most of the learners had understood these instructions when accompanied by gestures. It was found that the learners were fairly good at listening skills when listening tasks are accompanied by gestures (see 5.2).

Introducing oneself / thanking / apologizing / expressing wishes / asking for and giving something.

Here the students were made to provide information about themselves, with the help of the sentences the teacher speaks to them. In other words, students had to reply to the questions asked by the teacher. For example:

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Teacher: My name is Rajkumar. What's your name?

Student: My name is Rajesh.

Teacher: I'm Rajkumar. Who are you?

Student: I am Suresh.

Teacher: I'm from Hyderabad. Where are you from?

Student: I am from Guntur.

Teacher: Thank you so much! / thank you very much! / thanks a lot!

Student: Thank You / It's my pleasure.

Teacher: Can I borrow your pen / notebook / pencil?

Student: Yes, please / ok, here you are / yes, no problem.

Teacher: Can you sing a song?

Student: Yes, I can / No, I cannot.

This activity had helped learners to come out with a lot of creative utterances while greeting (good morning / afternoon / evening / night; how are you?); asking for information (Where are you from? / What is your name? / What is your favourite food?); requesting (come to our class, please take our class, can you sing...) and in other situations.

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Speaking about festivals / celebrations

The students were encouraged to speak about the festivals they have celebrated recently. It was to see what kind of vocabulary they will be able to use while speaking. Only two students whose parents have a reasonably good educational background came forward to speak. They could use words and little phrases such as; **morning get up, take bath, go to temple, pray, cooking food, eating sweets, buy new dress, go picture, playing, enjoying.....etc.** The first generation learners were quite flustered and did not attempt to speak.

Speaking about a trip to a new place / visiting friends

Students were asked to speak on the journey to a new place they have made during the vacation. Of all the first generation learners only one student could manage to say a few words such as **go to my friend village, go in bus, see beautiful place, play in river, see and talk uncle and aunt...etc.**

The above utterances show that the learner had only used the present form of all the verbs. It is clear that learners are neither aware of the past forms of the basic verbs nor do they use them in spoken or in written discourse.

4.7.3 Vocabulary through Authentic Materials and Classroom Tasks

Authentic Materials such as advertisements, train time schedule, information on movies, newspaper cuttings on weather forecast, paper cuttings on brief and theme based general knowledge were used to teach vocabulary. The following are the tasks that have been carried out in the classroom. They were presented to the learners from simple to complex manner. They are:

- spelling tasks
- word dictation
- word completion tasks
- word recognition tasks
- word search puzzle
- word quiz
- match the following tasks
- word association tasks
- giving instructions
- Writing five sentences about yourself/family/village/school
- reading the story and translating it into L1
- introducing oneself / thanking / apologizing / expressing wishes

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All these tasks had been carefully designed keeping in mind the level of the first generation learners. Most of these tasks had to be done in groups involving negotiation, interaction, and participation.

These tasks have provided learners with opportunities for working with words. The learners, apparently, were not made to do such tasks before. Their curiosity was tickled and they showed great interest in learning more and more words. Further, it was observed that the learners had fun and enjoyment while doing these exercises in groups. The ultimate result was that the learners learned basic words that the present study aimed at teaching.

4.7.4 Vocabulary through Grammar of Words

Lexis and grammar are not two separate entities in language learning. In vocabulary instruction, defining a word, according to Nation (1990: 56), indicates three things: one, grammatical function of the word eg: a noun, a verb, an adjective, etc; two, the typical sentence patterns, and three, other formal aspects of the word, eg: countable, uncountable, irregular past forms, irregular plurals.

Hunt and Beglar (1999), in their article, 'Current Research and Practice in Teaching Vocabulary' explain that, a word is defined as including the base form (e.g., make) and its inflections and derivatives (e.g., makes, made, making, maker and makers). Read (1988) opines

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that, since the meanings of these different forms of the word are closely related, it requires extra effort for the learners to learn them as these forms confuse them. It was found that the first generation learners were not aware of the word families (all the related forms of a word, i.e. come, comes, coming, came...) of the basic words. This lack of knowledge has resulted in confusion and the subsequent inability to arrive at the meanings of words.

Richards (2000: 58) suggests that lexical knowledge and grammatical knowledge are inextricably interrelated. This interrelation is termed as lexico-grammar. It is observed that most of the learners did not know or even do not have a sense of many inflections and derivative suffixes for basic English verbs. Hence, a lot of effort was made to teach these forms to the learners.

Topics dealt while teaching vocabulary through grammar are;

Parts of Speech: These are also called word class, and show the grammatical behaviour of a word into categories of noun, verb, adjective, etc. According to Richards (2000: 60), word class can be better engaged in learning and storage of vocabulary. Word class knowledge of L2 word can be easily transferred to the learners' L1.

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Helping Verbs: There are 24 helping verbs. These are; is, am, are, do, does, has, have, be, been, was, were, did, had, will, shall, would, should, can, could, may, might, ought, must, and dare.

Verb Forms: The learners were not familiar with the different forms of a word (word-family) in L2 such as:

-Go, goes, going, went, gone.

-Come, comes, coming, came, come.

-Eat, eats, eating, ate, eaten, etc.

The learners could recognize the base forms of the verbs like go, come, eat, etc., but not the -es, -ed, -s, -ing, and past participle forms of the verbs. In fact these forms do not make any sense to them. They express their inability even to identify these forms as the inflected forms of the base form of the verbs. So they were taught various forms of the verbs which they could grasp gradually.

Number: It was observed that the students had problems with the number distinction of the English nouns. So they were taught different rules of singular and plural numbers such as:

1. The plural of nouns is generally formed by adding –s to the singular as in:

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Boy - Boys; Girl - Girls; Cow - Cows;

2. The nouns ending in -s, -sh, -ch, and -x form the plural by adding -es to the singular as in:

Class - Classes; Bench - Benches; Church - Churches;
Box - Boxes; Watch - Watches; Brush - Brushes;

3. Some nouns ending in -o also form the plural by adding -es to the singular as in:

Mango - Mangoes; Hero - Heroes; Potato - Potatoes;

4. Some nouns ending in -f, or -fe form their plural by changing -f or -fe into v and adding -es as in:

Knife - Knives
Wife - Wives
Thief - Thieves
Leaf - Leaves

5. A few nouns have irregular plural forms as in:

Man - Men
Woman - Women

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Mouse	-	Mice
Tooth	-	Teeth

Gender: This was taught to the students by asking them to supply the opposite gender to the noun given by the teacher. The distinction was made clear to the students through appropriate contexts and situations.

<i>Masculine</i>		<i>Feminine</i>
-------------------------	--	------------------------

Man	-	Woman
Boy	-	Girl
Son	-	Daughter

Example:

- ➡ S1: I went to the market with my **mother**.
- S2: I went to the market with my **father**.
- ➡ S1: My **uncle** gave me a big five star chocolate.
- ➡ S2: My **aunt** gave me a big five star chocolate.

Person: Most of the students were not aware of the person distinction of the English Noun and were often confused about it. The distinction was made clear to the students through situations and contexts.

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Singular Plural

I	-	We
You	-	You
He	}	They
She		
It		

Example:

I	}	- go, eat, walk, read.
We		
You		
They		

He	}	- goes, eats, walks, reads.
She		
It		

- I *go* to the market every day.

- He *goes* to the market every day.

4.8 End Test: Discussion and Analysis

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After almost 60 hours of teaching of vocabulary through a variety of appropriate tasks, the learners were given a final test to assess the degree and depth of their improvement in learning vocabulary. This test covered all the items that have been taught to the learners during the time span of 60 instructional sessions. The learners were given two days to prepare for the test.

It was found that the performance of the learners in the test was far from being satisfactory (see Appendix II). Some of the errors the learners made were:

Write the plural number for the given words

Man – Mans; Bench – Benchs; Card – Cardes;

Fill in the blanks with the correct word from the choices given

1. Lions eat ----- (meet 65% / meat 35%)
2. Raja is the only ----- (sun 69% / son 31%) of his parents.
3. When there is ----- (piece 56% / peace 44%), there is happiness.

Write the meanings of the underlined words in Telugu in the given sentences

I want to study Bipc group. What is your opinion? (open 25 % / correct equivalent 30% / unanswered 45%)

There are many reasons which caused this poor performance in the test. Some of them are:

- disinterest in taking the test
- carelessness in revising what has been taught
- lack of test taking skills

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- poor memory
- lack of self-practice in doing tasks
- lack of time managing skills
- lack of knowledge of basic word meanings
- inability to read and understand the instructions

However, the learners' improvement at vocabulary knowledge of the basic English words cannot be dismissed. Between the diagnostic test and the end-test, after 60 instructional sessions, the researcher has recorded a modest progress in the learners' ability to process an L2 text. The learners were able to grasp words meanings from contextual clues instead of entirely depending on the teacher. There was a visible improvement in their sense of spelling and pronunciation of the English words (those basic words that were taught to them). By the end of the stipulated instructional sessions the learners were able to:

- ➡ comprehend the text in L2,
- ➡ read and recognize words,
- ➡ categorize words into different sections,
- ➡ pronounce words,
- ➡ spell words,
- ➡ associate new words with the known words,
- ➡ utter a few most commonly used phrases and sentences,

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- ➡ follow the written as well as the spoken discourses/instructions,
- ➡ guess the meanings of new words from the context,
- ➡ understand the overall the role of the vocabulary in learning the L2

4.9 Teaching and Learning Conditions/ Methods

It has been observed that the teaching and learning methods of the classroom, in government schools, are still old and outdated in spite of the availability of modern teaching and learning equipment provided by the government. English is taught through traditional methods of Grammar Translation, Structural Approach, Rote Learning etc. The school has been provided with modern equipment such as computers, a tape recorder, a television set graded reading cards, Cambridge simplified picture story books, and others. However, these aids have not been used by the teachers. This equipment has been confined to the head master's office. Teachers neither possess the technical know-how to operate them nor do they have any inclination to use them in the classrooms. Teachers think that it is an additional burden for them. It was also noticed that the teachers were not enthusiastic about teaching language skills to the learners. The classrooms are entirely teacher-centered; consequently learning English appears to be an agonizing experience for the learners. For these reasons, learners do not consider their teachers as good models of language teachers.

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The learners too are not motivated and do not show any interest in learning English. It is because they are not aware of the importance of English as a global language. It was found that there were a few learners who find it difficult even to recognize certain letters of the alphabet. It was due to the government norms that if a student has 80% of attendance, he / she should be promoted to the higher classes. This procedure is counter productive and results in low academic achievement causing disinterest in the learners towards their performance. It was observed from the interviews with the parents as well as with the learners that most of the learners do not care to study except during examinations.

4.10 Analysis of the Answer Scripts of Unit Tests and Quarterly and Half-yearly Examinations

Permission was obtained from the school head master to examine the learners' answer scripts of the Unit tests, Quarterly and Half-yearly English examinations. This was mainly to get a sense of the learners' writing, spelling and text comprehension abilities. This helped the researcher in identifying most of their problems. This activity gave a lot of insights for the researcher on how to plan and design and proceed with teaching vocabulary. It was found that the learners lack the skills in comprehending the text, writing, spelling, punctuation, sentence structures and grammar. It was also found that the answers produced by the learners were simply memorized sentences and phrases. Learners do not know how to write grammatically correct

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sentences. The following are a few samples the mistakes that the learners made in the examinations.

Some spelling mistakes committed by the learners in writing exams are shown in bold in brackets; (QUARTERLY EXAMINATION)

About (**a bout**) , into (**in to**), with (**wuith**), nice (**nince**), song (**songe**),
Brought (**brith, brithe, brathe, breath**), asked (**asket**), grow (**gruw**), flower
(**fiower, fowler**), help (**hilp**), person (**perosn**), buttered (**betured**),
Game (**gane**), birthday (**barth day**), world (**wold**), looked (**lookind**), America (**amarica**),
lazy (**lezy**), please (**plase**), hours (**ours**), eating (**eatting**).

Fill in the blanks with **io, au, ea, or oo**; (UNIT TEST 2)

- (i) bec - - se : students' answers ---(**becefse, becgmse, beciese**);
- (ii) f - - d : students' answers----(**find, fiold, feed, ford, faud**);

How would you ask a stranger time? (HALF-YEARLY EXAMINATION)

Students' answers to the above question in the Half-Yearly Examination are as follows;

Sir, please talk me time.

At evening 4 pm.

Sir, please say the time.

The stranger is 6:30.

Oh! Look at the moon.

What a lovely garden.

Reading books.

Excuse me sar (sir), what is the time now?

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4.11 Analysis of Classroom Teaching Tasks

The diagnostic test has shown that the learners are not good at the basic English vocabulary. They do not possess the core components of L2 vocabulary such as: spellings, meanings, pronunciation, recognition of words, etc. Hence, these aspects were taught through tasks such as: word dictation, word association, writing, reading and word finding tasks and others. The mistakes made by the learners while they did the tasks are also presented below.

4.11.1 Spellings

The learners cannot even spell the common and simple words when dictated. The following spelling mistakes were observed and recorded when the learners were tested on the Dolch Word List. They are:

Table: 2
Mistakes in Spelling

WORD	STUDENTS' SPELLINGS			
DOWN	Daun	Dawn	Dioun	Dnow
LITTLE	Lettle	Litle	Littele	Litll
MAKE	Maek	Mack	Mike	
YELLOW	Illo	Yollo	Allo	Wolow
WHITE	Wiyet	Wite	Wayet	Wiyth
UNDER	Ander	Andr	Undur	Onder
EVERY	Iwrive	Avry	Avery	Avary

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THINK	Tink	Thing	Thng	Theing
ONCE	Onese	Ones	Oncie	Onec
BEFORE	Befour	Befor	Bofur	Before
ALWAYS	Ilevige	Ollwas	Allyease	Allevege
WHICH	Wich	Vichi		
AGAIN	Agen	Againe	Agin	Aggen
THANKS	Thnkes	Thiakes	Thaings	Thaink
BETTER	Bretter	Bettir	Beter	Bettr
MYSELF	Myswell	Mysalf	Miselp	Mycelef
NEVER	Navar	Nevar	Naver	Nawer
SHOW	So	Shae	Sho	Sow
MUCH	Moch	Mach	Mache	Machi

The learners were also tested on spellings of the words from their class IX English textbook. The learners were found to be very weak in the vocabulary related to the subject. The mistakes were identified.

Table: 3

Information on spelling mistakes

WORD	STUDENTS' SPELLINGS			
HOLIDAY	Haliday	Holeday	Holyday	Hollday
IMPOSSIBLE	Imposbul	Imposabul	Impossibull	Emposibl
LESSON	Leson	Lesan	Lasean	Lessen
NOTHING	Nathing	Neithing	Nughting	Nuting
PENCIL	Pencel	Pensil	Pancial	Pancil
REFUSE	Refus	Refeese	Rifug	Rafus
PROOF	Prouf	Prof	Profe	Pruf
REPEAT	Repet	Reped	Repete	Repeate
STUPID	Stuped	Stupid	Stupite	Stupt
WHATEVER	What aver	What awar	Whar ar	Whatever
PROMISE	Pramic	Pramis	Promises	Promises

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PROBLEM	Problem	Prablam	Proleim	Problam
SERIOUS	Seriyas	Siriyas	Sireus	Cerias
MEMBER	Member	Meber	Mamberr	Nember

4.11.2 Word Association Tasks

The learners were asked to produce all the associated words to the given word or a phrase in a simple context. The learners have done it but with a lot of spelling mistakes. The following tasks give us some idea about how mistakes are made.

Given word: EXAMINATION

Context : writing Examination

The associated words given by the learners containing spelling errors are presented below:

Table: 4
Mistakes in Spelling

WORD	STUDENTS' SPELLINGS		
Write	Writhing	Writeing	Writh, Rait, Rite, rayating
Ready	Redi	Radi	
Look	Luk		

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Read	Reding	Reed	Reade
Listen	Lisne	Lijan	Ligan, Lisen
Walking	Waking	Vaking	
Sit down	Sedown		
Take	Tack		
Paper	Papur	Praper	Paiper
Join	Jain		

Given word: MARKET

Context : Buying and selling

The associated words given by the learners containing spelling errors are presented below:

Table: 5
Mistakes in Spelling

WORD	STUDENTS' SPELLINGS	
Smell	Smill	smeel
Smoking	Smooking	
Taking	Toking	
Cheating	Cheting	
Catching	Cating	
Listen	Lishen	
Buy	By	bying
Speak	Speking	
Like	Likeing	
Selling	celing	

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4.11.3 Writing Tasks

These writing tasks were aimed at knowing learners' ability to write spellings of the basic words. These give us some clues about how the learners make mistakes in spellings. The correct spelling is given in the bracket.

1. Write five sentences about your school.

My school is butffle / butfly (**beautiful**)

My H.M is very stiak / strik (**strict**)

My grand / grond is very big (**ground**)

My school is very clieng (**clean**)

We are lisiting in the lessons (**listening**)

My classroom is very neatly (**neat**)

My teachers is a very good teachers (**teachers are**)

My school trees is very nice (trees are)

My class is very neetness (**neatness**)

My school dres is so nice (**dress**)

My school studts very good (**students**)

My school is meny trees (**many**)

My teacher very beuttiful (**beautiful**)

My school stof 20 persans (**staff**) (**persons**)

My school studins 400 naber (**students**) (**number**)

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2. Write five sentences about your village.

My village is very coll (**cool**)

My village people is very buttfull (**beautiful**)

My village is children very buautiful / beatuful / beatful (**beautiful**)

My village are trees and bards (**birds**)

3. Write down the conversation between you and your friend next to you while introducing to each other.

S1. how or you (**are**)

S2. iam fain / fin (**fine**)

S1. all the bust (**best**)

S2. tanks (**thanks**)

S1. how many sisters? (**How many sisters do you have?**)

S2. I am one sister (**I have one sister**)

S1. I am two sisters (**I have two sisters**)

S1. how old are you?

S2. I am old are 14 years. (**I am 14 years old**)

S1. what is your marther / mather name? (**mother**)

S2. my marther name is xxx (**mother**)

S1. what is your marther? (**mother**)

S2. my marther is ouseyefe. (**mother**) (**housewife**)

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4.11.4 Pronunciation Difficulties

The learners were not able to follow the pronunciation of certain common words when the researcher used them in the dictation tasks in the classroom. These words appeared totally unfamiliar to the learners. This was because the learners were not exposed to the correct models of pronunciation. The learners were not aware of the silent letters in words– a common feature in the English spelling. As a result, the learners pronounce words phonetically and this misleads them. This can be regarded as one of the major reasons for the learners' poor spellings ability as well.

The researcher has drawn the learners' attention to some of the most common words that they need to be familiar with. They were asked to pronounce them before the right pronunciation was given to them. Some of the words are:

Words with Silent letters

Know, knee, lamb, limb, bomb, comb, answer, doubt, debt, palm,
Calm, arm, form, farm, turn, corn, barn, warn, girl, born,
Learn, morning, talk, walk, bark, chalk,

Substitution of wrong Phonemes

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It was observed that some learners pronounce certain words wrongly because they mistake one phoneme for the other.

- ☛ Learners have problems distinguishing between voiceless bilabial plosive / p / and voiceless labio-dental fricative / f /. As a result, they have problems in pronouncing the most frequently used word friend. They pronounce it as **prend**. The other examples are;

Fants for **pants**; pocus for **focus**; porm for **form**; fractice for **practice**;

- ☛ Learners also have problems distinguishing between voiced-palato alveolar affricate / tʃ / and voiced alveolar fricative / z /. As a result, they have problems in pronouncing the word zoo. They pronounce it as **dzoo**. The other examples are;

Dzuice for **juice**; zam for **jam**;

- ☛ Learners also have problems with dental fricatives [th], [dh]. As a result, they have problems in pronouncing words such as;

Tanks for **thanks**; ttink for **think**; ttin for **thin**;
Dhatt for **that**; dheese for **these**; dhem for **them**;

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4.11.5 Misrecognition / Mispronunciation of Words

It was observed that the following words were misrecognized and mispronounced by the learners while they were reading aloud.

Arrest (artist),	stayed (study),	dark (duck),	bed (bad),
Play (pay),	placed (pleased),	thinked (thanked),	went (want),
Beautiful forest (beautiful part),		graden (garden),	samal (small),
Runs (roses),	sumar (summar),	prend (friend),	dzoo (zoo),
My (may I),	prend (friend),		

The errors mentioned above help us to understand how the learners tend to mistake one word for the other. It is clear that here the learners try to relate the unfamiliar words to those words that they are already familiar with. Also these errors are a result of the perceived similarities in the spelling of the new and known words (eg. 'Forest' being understood as 'First').

Word puzzles: These were the tasks used in the classroom to help learners to quickly recognize the basic words hidden in the word-puzzle. But the fact that the learners had marked a lot of non-sense words shows that misrecognition of words is a common phenomenon among the learners. Some of the nonsense words are presented below:

Lli, wour, buwt, eawt, tlli, newes, wes, dost, lenr, greu, tee, sar,
Tep, hor, tai, nli, ent, lo, pulld, veel, retn, gde, sar, veet,

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Vel, viom, kyt, wny, loves, reks, juak, si, kee, open, lep, ni,
Esy, ska, ata, raj, nlse, resk, oll, kull, eit, bett, bou,

4.11.6 Word Finding Tasks

The following are the word finding and word building tasks that were used in the classroom while teaching basic vocabulary. It was noted that only a few learners could generate appropriate and correct words.

Type 1: A key word has been given and the learners had to make many as new words as possible by using those letters which the given word contains. For example;

Given word : EXAMPLE

Possible Words : exam, axe, map, lamp, leap, palm, max,

Given Word : BEAUTIFUL

Possible Words : beat, tea, tub, let, at, a,

Given Word : AEROPLANE

Possible Words : plan, an, on, rope, one, near, ear, open, lane, no,

Given Word : ELEPHANT

Possible Words : he, ant, hat, let, an, a, ten, hen,

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Type 2 : A key word has been given and the learners have to create more words by adding parts of word or letters to it.

Given Word : AND

Possible Word : hand, band, land, stand, sand, brand,

Given Word : SO

Possible Words : son, soap, soak, sold, soon, sour, soft, soil, sound,

Type 3 : A series of letters were presented in the form of a chain in which a few basic words were hidden. The learners had to recognize them and mark them.

Example: Sd**and**bn**run**nmo**ic**o**me**jkew**nop**pl**send**ut**he**w**ac**atchl**m**j**h**dsf

Lsd**some**kl**sw**hat**io**mc**op**en**wq**q**jump**nf**sk**s**it**l**sd**w**ent**vp**x**ns**le**ep**i**ios**m**

Most of the learners could not generate expected simple words from the above tasks. It shows that they lack enough exposure with the essential words which results in misrecognition or non-recognition of words.

4.11.7 Poor Reading Skills

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It was found that the learners do not possess adequate reading skills. Most of the learners were unwilling to read aloud. The researcher had to persuade them for a long time to do so. It was because the learners never do any reading in L2. At this point, the researcher has emphasized the importance of extensive reading in L2 and suggested to the learners to make it a habit to:

- ➡ visit the village library regularly,
- ➡ read the children's stories in the newspaper,
- ➡ make use of the English 400 Reading Programme, graded story reading cards in the school library, etc.

The researcher had allotted a separate 45 minute session for the reading purpose in order to inculcate reading habits in the learners. During this session the learners had to read silently the graded story reading cards 'English 400 Reading Programme' prepared by CIEFL, for the elementary learners. The learners were asked to note down the difficult words while reading the stories. They were also asked to do the simple and short vocabulary exercises given at the end of the story after reading. The students did not know the meanings of most of the common words and even some proper nouns. It was found that learners have problems with the meanings of the inflection markers, past tense markers, third person singular markers, past participle markers, possessive markers, plural markers of the basic verbs and nouns in English.

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The learners were asked to underline the words that they did not know while reading stories (see Appendix IV). The learners were not aware of the meanings of the following words:

Arranged	waiting	sitting	printed	decided	back too
Leader	card	because	great	moment	weight
Turned	attractive	intelligence	first	however	Nepoleon*
Failed	examinations	died	none	replied	immediately
Please	professor	improve	afraid	continue	studies
Love	friend	your	himself	white	yellow
Listened	covered	January	Mehta*	Nikhil*	three
Wood	beautiful	Dhak*	minutes	seventh	passed
Again	while	looked	started	with	then
Market	counted	counting	house	find	were
Tired	them	went	they	after	few
Had	now	look	this	but	got
For	said	sixth	Nasaruddin*	Christmas*	

(*proper nouns)

4.11.8 Stories Read by Students

The learners were supplied with simplified and graded stories for reading purposes, from *Elementary Stories for Reproduction*. The learners were asked to read them aloud in the class and they were audio-recorded. The learners had expressed their inability to understand the meanings and pronunciation of the most frequent words which nearly amount to 80% to 90% of

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the running words in the text. It seemed that it was nearly impossible for them to read these stories without assistance. The following lapses occurred frequently while students read the stories aloud:

- long pauses between words were too long,
- misreading of certain words,
- repetition of the same word,
- inability to read any further, and
- skipping of unfamiliar words

4.12 Discussion on the Course book

There is a set of books prescribed for the class IX Telugu Medium students (published by the Government of Andhra Pradesh in the year 2006). These are: a) *New English Reader IV*; b) *New English Workbook IV*; c) *Supplementary Reader*; and d) *Teacher's Handbook*. All these books are prepared by Prof. Paul Gunashekar, CIEFL, Hyderabad, edited by Prof. V. Sasikumar, CIEFL, Hyderabad and illustrated by D. S. Vinod Kumar. This set has been prepared according to the syllabus for a Five-Year Course in English as a third language (1987). It is for use in class IX– the fourth year of English– in the non-English medium classes in Andhra Pradesh.

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The main Objectives of teaching English at this level, as stated by the author in the book are:

- ☞ *to help learners enjoy learning English,*
- ☞ *to help learners listen to English spoken by their teachers and classmates and understand it,*
- ☞ *to help learners to speak English with their teachers and classmates,*
- ☞ *to train learners to read and understand the given reading materials,*
- ☞ *to help learners to read, recite, understand, and enjoy simple poems in English, and,*
- ☞ *to help learners to learn elements of language, such as sounds, words, spellings, phrases, sentences and their structuring, etc.*

The principles of teaching second / third language as stated by the author in the textbook are:

- *Learning through use i.e. giving learners plenty of practice in using language skills.*
- *Learning through speech i.e. giving meaningful oral speech.*
- *Learning through situations i.e. encouraging learners to use language in situations.*
- *Learning through communication i.e. making learners communicate.*
- *Learning through doing i.e. organizing a variety of activities by creating a relaxed atmosphere in the classroom.*

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Skills that are focused at this level, as stated by the author in the textbook, are:

1. *Listening: read the passages aloud to the students and let them just listen. Do not use the passages for reading, writing, or testing.*
2. *Reading: develop right silent reading habits and train pupils in reading aloud.*
3. *Writing: focuses on giving practice in different kinds of writing: expository, descriptive, narrative, and imaginative. Giving regular practice in writing.*

Learning Words

Section 3 of each unit contains a story with some words that are new to the learners. The most important of these words are taught under the section ‘*Learning Words*’. Words to be taught to the learners through tasks concentrate on: word families, collocations, phrasal verbs and adverbs through techniques such as semantic grouping, word puzzles.

List of New Words

The textbook has a list of words which the students are supposed to have learnt by the end of the academic year. This list includes only those words which occur in the specific reading texts meant for the students. It does not list the words in the stories for listening or the words that figure in the conversations, poems and instructions.

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Critical Analysis

It seems that a lot of planning and preparation have gone into the present syllabus designing. However, learners find it difficult to cope with the language, in particular with the basic words and their meanings. The root of these difficulties lies in the lack of opportunities for learning L2 at lower levels of schooling of these learners. As the present teaching and learning practices are purely examination oriented, they fail to impart the required skills that the learners need while learning L2. The section entitled ‘a note to the teacher’ which describes in detail the objectives, principles of teaching; the abilities and skills to be imparted to the learners; the activities planned in the book and also the suggestions on how to use the textbook – has been ignored by the teachers. As a result, the efforts put into syllabus preparation to teach English effectively have been thwarted.

The learners were tested on simple words from the New Word List at the end of the textbook. The learners were not good at the three most important aspects of word knowledge such as the meaning, spelling and pronunciation even for the 10% of the words which they were supposed to have learned by the end of the academic year. This clearly shows that it is beyond the capability of the learners to master them.

A few sample tasks from the students’ textbook have been presented. Based on the learners’ performance in the tasks / activities carried out in the classroom, it is felt that these offer a high level of challenge to the learners. The learners will not be able to cope with the

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linguistic and the cognitive demands that these tasks make on them unless they are equipped with the basic vocabulary and task solving skills required for the purpose.

4.13 Field Observation

As part of the ethnographic approach, field observation was undertaken by the researcher. The researcher associated himself with the learners as one with them, lived in the community, playing, singing, chatting, going for walks, visiting their homes, talking to their parents and sharing their experiences. The detailed description of the field observation is given below.

4.13.1 Informal Interviews with the Parents

The researcher had conducted informal interviews with the parents in order to get a feel of the immediate surroundings of the learners. The researcher had visited the homes of the learners every evening and has had very long and informative conversations with the parents. Most of the parents are illiterates and daily wage workers. It seems the parents are well aware of the causes for the low academic achievement of their children. But they cannot help it. They are frank enough to share with the researcher all their problems.

First of all, most of the parents are under the impression that even if they get their children educated, they will not get jobs. This despair is reflected in their query to the

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researcher– ‘what is the use of sending them to school?’ They also think that it is a waste of money and time sending children to school. For these reasons, the parents are not ready to fend for their children’s higher education; rather, they are satisfied with their children’s secondary education. Some parents have the opinion that education spoils their children. Being illiterate, most of the parents are not in a position to enquire after their children’s progress. When the researcher asked them if they make any attempts to enquire about their children’s academic progress, they answered in the negative saying they are afraid, feel ashamed, have no time, do not know how to speak to teachers, etc.

Most of the parents have a negative attitude towards the education of their girl children. ‘If she passes class IX we will let her study class X, if not we will get her married off’, was the parents’ attitude. When it comes to educating children, it seems that boys are given preference to girls. Parents take their children for work even on working days. Most of the parents were of the opinion that, ‘children contribute to the family’s income and it is equally important’.

Parents being illiterate are aware of neither the school syllabus nor their children’s academic progress. They leave everything, their children’s success or failure to the teachers. Most of them cannot afford to send their children for tuition, to buy material such as notebooks, textbooks, school uniform and others. Most of the parents are happy with their children’s average academic achievement and their only wish is that their children should pass class X. In spite of

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their children's remarkable achievement in class X, most of the parents deliberately stop their children from pursuing higher education due to financial problems.

It was observed from the interviews that, the learners' poor socio-economic background is also responsible for their low educational and occupational aspirations. Most of the parents were uncertain about the kind of education their children want to have after matriculation. The low educational and occupational aspirations are responsible for their lack of motivation for learning in general and learning English in particular. However, it was also found from the interviews that, most of the first generation learners have an instrumental motivation towards learning a second language, because, they expect immediate educational or occupational benefits from learning a second language.

After school, the children are obliged to do certain household chores and these are gender-specific. For instance, boys have to take the cattle to the field, they have to clean the cattle shed, assist their fathers in the agricultural fields and so on. The girls have to go to the near-by canal to wash the clothes, cook meals at home, go to the fields for collecting firewood, harvest paddy, collect maize, red chilly, and lemons. The children cannot refuse to work.

The entire family lives in a small hut or a thatched house. A few families live in congested concrete houses. It was observed that some learners live in unhygienic conditions. Cattle and sheep are bred in the same house and sewage stays put just in front of the house

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resulting in continuous noise and terrible foul smell. Thus, the learners do not have conducive environment at home to study. Added to these, the community in which they live does not provide a peaceful environment required to study. The community consists of five churches, which keep on playing songs, making prayers at all times. This is really a disturbing phenomenon for it does not allow learners to study even during the time of examinations. Being illiterate, parents do not even know the factors which are necessary for their children's education.

4.13.2 Informal Interviews with the Teachers

The school head master and the English teachers were cooperative and considerate to accept and support the researcher's work at their school. The school has two English teachers. Both the teachers are from Andhra Pradesh and their mother tongue is Telugu. They are trained graduate teachers. These teachers were not forthcoming with answers to the questions asked during interviews (see Appendix).

The teachers seem to have a very low opinion about their learners and therefore, they do not expect much from them. They often make children do little jobs for them even during the class timings like serving tea to the staff members, paying the electricity bills for the teachers, buying eatables from the shops and others. Teachers even make some derogative remarks to the parents about their children like, 'your daughter cannot study, you better find her some work', 'your son does not have knowledge enough to study', etc. The teachers are blind to the reality

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that their learners are the first generation learners. They do not seem to understand the fact that these learners need to invest extra time and effort to grasp and assimilate the things that they study, because of the many problems they face in day to day life as disadvantaged learners. Teachers, besides failing to see the reality, try to compare the performance of the first generation learners with that of learners with good educational background. Such a comparison makes the disadvantaged learners feel ashamed of themselves and sometimes leads to dire consequences such as dropping out from school, skipping the language classes, developing negative attitude towards language learning.

Most of the teachers are not aware of the aims and objectives of the textbooks they are teaching. Very few teachers work towards clearly defined goals. Teaching for them is simply discharging their duty. They do not use the *Teacher's Handbook* which provides guidance to the teachers on how to use the *Reader*, the *Workbook*, and the *Supplementary Readers* effectively. They simply go on teaching the same subject, with the same tone, with the same methodology. "Theory is different from practice" seems to be their stance when it comes to experimenting with new techniques.

The teachers do not seem to understand why the parents of these children cannot keep a check on the progress of their wards. They do not seem to bear in mind the fact that the parents are illiterates, daily wage workers, and bonded labourers. They simply complain that parents never enquire after their children's academic progress.

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4.14 Reasons for the poor Performance of the Learners

There are several reasons for the poor performance of the learners. The researcher has found that most of these are similar to those stated by Streven (1980). They are;

- unwillingness
- low expectations
- unrealistic aims
- physical and organizational impediments
- insufficient time for learning and teaching
- imbalanced equation between teaching and the materials
- inadequate preparation by the teachers, etc.

However, two most important causes for the low academic achievement of the learners under rural settings are lack of interest and lack of exposure.

4.14.1 Lack of Interest

The learners do not show any interest in learning L2. It is due to the lack of awareness of the importance of English language on the side of both the parents as well as the learners. While talking to the learners, the researcher has noticed that this lack of interest was due to the poor

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academic expectations. It can also be due to the lack of necessary support from the teachers, parents and peers. Another reason can be that the learners' orientation towards learning L2 is guided by the requirement of writing examinations rather than to be able to function well in real life situation. Most of the learners have inhibitions to utter even a few words in L2. Due to all these reasons the learners do not care to go back to their books or revise what has been taught in the school.

4.14.2 Lack of Exposure

Because the learners are from a rural background, they lack opportunities for exploring things in L2. They do not have exposure to the spoken language either at home or at school. Some children complained about their library not subscribing to any English newspapers. Though some of the learners have access to the television, many cannot afford cable and those who can afford are not allowed to watch English channels because parents consider it a taboo. They hardly travel to nearby towns or cities. The researcher has suggested a few ways to the learners to create opportunities for themselves to learn words in L2 from various sources such as wall posters, brochures, bill boards, soap covers, tooth paste covers, train tickets and so on.

4.15 Overview of the Chapter

This chapter has presented, analyzed and interpreted the data. The main concern of this chapter was to give detailed facts about the data collected during the field work. The relevance

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and the outcomes of administering the questionnaire, the diagnostic test, and the final test were discussed. Extensive information has been provided on classroom observations, the need for selection of aspects of word knowledge to be taught to the learners, suitable strategies to teach vocabulary, teaching and learning conditions and the socio-economic conditions of the learners. The chapter also offers a discussion on the informal interviews conducted with the parents and the learners. It has also delved into the reasons for the low academic achievement of the rural learners. Thus the chapter has provided an overall picture of the personal, academic and socio-economic conditions of the first generation learners, the subjects of the present study.

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CHAPTER FIVE: CONCLUSION

5.0 Introduction

This chapter begins with an overview of the study which refreshes our understanding of the research problem stated. The chapter, besides recommending certain changes to be brought about in teaching English (eg. need for compensatory classes), also offers some practical and useful hints to the learners on how to learn, retain and use new words. The findings of the study and its implications are discussed in detail. The limitations of the study are stated. Possibilities for further research in the area are indicated. The chapter ends with concluding remarks on the efficacy of the present research and the positive changes– small and modest though– that it has brought in the attitude of the teachers and the learners towards learning English through enriching one's vocabulary.

5.1 Overview of the Study

. The present study entitled, *Evolving Strategies for Teaching Basic Vocabulary in L2 through Meaningful Input: an Ethnographic Study with First Generation Learners*, aims to evolve strategies to teach basic vocabulary to the learners at high school level.

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The inspiration to take up this study has emerged from the researcher's personal experience as a regional medium student as well as the first generation learner. The present debilitating environment of language learning (traditional teaching methods, poor learning environment, and lack of facilities...) still resembles the deficient conditions of learning that prevailed when the researcher was a high school learner. There has not been any change worth its name. In spite of the so called advanced technology in the form of audio-visual aids and computers, reading materials, etc., the present educational institutions seem to have achieved minimal success in bringing awareness about the importance and benefits of acquiring English as the second language. These unproductive actions pose a threat to the foundations of the academic growth of today's youth, especially those from the rural settings. These ideas strengthen the arguments for explicit teaching of vocabulary that the present study puts forth.

This study diagnoses the problems which the learners face in their academics, particularly in learning the second language such as:

- ➡ lack of basic vocabulary,
- ➡ problems in comprehending the academic texts as well as the spoken discourse in the classroom,
- ➡ poor reading skills,
- ➡ poor performance in the public examinations, etc.

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It was assumed that the root cause for these problems is the lack of basic vocabulary knowledge (see1.5). The focus of the study was on learners from rural settings. Hence, researcher's own village, Modukuru, Guntur district of Andhra Pradesh, was chosen for data collection.

The first chapter has discussed vocabulary and its related aspects. The second chapter has presented the theoretical underpinnings of the study. The third chapter has sketched the research design and the methodology proposed to carry out the research. The fourth chapter has presented and interpreted the data at various stages.

5.2 Findings of the Study

The following are the findings of the study. They have been classified under the following headings:

5.2.1 Learners' proficiency

1. The First Generation Learners find even the basic English words very difficult and do not know the meanings. Also the learners do not have knowledge of word-families i.e. they cannot recognize all the related words such as come, comes, coming, came, ... as different forms of the same word 'come'.
2. Students do not have a habit of reading in L2.

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3. 10-15 students are regularly absent from classes.
4. Most of the learners cannot dream of higher education and this is one of the reasons why the learners do not show interest in learning L2.
5. Students find nouns easy to learn.
6. Students seem to learn faster those words with less pronunciation difficulties than those words which are difficult to pronounce.
7. Students have serious spelling problems both with subject specific words as well as the common or most frequently occurring words.
8. Students have problems with reading. Some of these are mispronunciation, misrecognition of words, and lack of fluency in reading aloud which result in long, uncomfortable pauses.
9. Students lack motivation in learning languages.
10. Students need help almost at every word and phrase of their reading.
11. Students find it difficult to understand the text as a whole. They prefer word to word translation.
12. Students do not study at home except during the examinations.
13. Students in the class perform better in group activities and group tasks than in the individual tasks and activities.
14. Students cannot follow the instructions both in written form presented in the textbook, as well as the spoken form (given by the teacher).

15. Students can recognize the basic English words in their base forms (come, eat, go, etc) but do not know the other aspects involved in knowing a word such as spelling, pronunciation and meaning (see 1.4).
16. Learners are good at listening skills when the teacher's talk is accompanied by gestures and actions.
17. Students seem to forget words very quickly due to lack of repeated exposure and disinterest to learn.
18. Students are obliged to help their parents and grand parents in household chores.

5.2.2 Learning Environment

19. Students are segregated by gender, caste and creed in the classroom.
20. There is no student friendly environment in the community.
21. Students' poor socio-economic background has a lot of negative impact on their academics.
22. Students are forced to do some small chores such as serving tea to the staff, paying the electricity bills, shopping for teachers, etc which shows the poor learning environment of the school.

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5.2.3 Family Background

- 23. Being illiterates, parents lack motivation and seriousness in their children's academics.
- 24. Parents leave their children's academic success or failure to the teachers.
- 25. Most of the students come from broken homes, families with incessant squabbles and misunderstandings which adversely affect their academic growth / performance.
- 26. Neither students nor parents are aware of the importance of English as a second and global language.

5.2.4 Teachers' Attitude

- 27. Teachers teach languages more from the examinations point of view than for communication skills.
- 28. Teachers think it an additional burden to make use of audio-visuals in teaching languages in the classrooms.
- 29. Teacher is the 'leader' of the classroom. As the result, 95% of the utterances come from the teacher.
- 30. Teachers are neither aware of the advanced technology in teaching languages nor good at operating / making use of the existing equipment.

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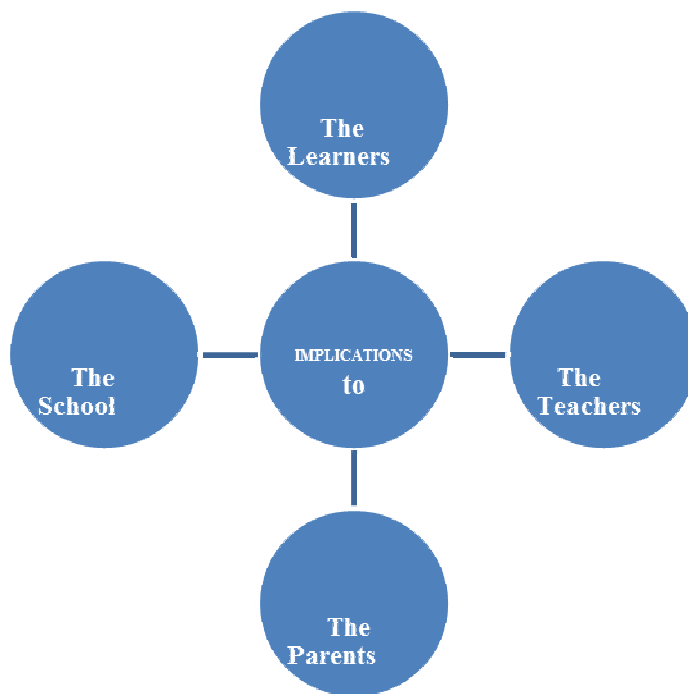
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5.3 Implications of the Findings

The findings of the study presented above have implications for the following people / aspects as shown in figure 1 below.

Figure: 1
Implications of the Findings



These implications are discussed in detail in the following sections;

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5.3.1 Implications for the Learners

The learners:

- a) need to understand that acquiring basic vocabulary is essential for success in higher studies. So they have to take initiative to learn basic vocabulary first in their elementary schooling (see finding 1).
- b) should make use of the facilities in the village libraries, community halls to subscribe to English newspapers in order to make it a habit to read in L2 (see finding 2).
- c) have to go to school regularly in order to get good marks in the examinations as well as to achieve adequate proficiency in L2 (see finding 3).
- d) have to understand that education is very important and therefore should aim at pursuing higher education. This can create an interest at and motivate learners in learning L2. (see finding 4)
- e) can use the technique of integrating nouns with other basic words while learning L2. This results in quick learning of new words (see finding 5)
- f) have to concentrate on the meaning, spelling and pronunciation of the basic words (see findings 6 & 7).
- g) can come together as groups to practice loud reading (see finding 8).
- h) have to make it a habit to study daily. Regular study sessions may be followed at home (see finding 8).

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- i) may seek the help of the teachers in helping them to provide the meanings of new words when required. Learners may try to guess the meanings from the context (see finding 9).
- j) may learn L2 more in group activities. They may also consider negotiation as one of the active tools in learning the second language (see finding 10).
- k) have to read and understand the instructions before doing exercises in the book and while writing exams. They may take the help of the teachers if they cannot follow them (see finding 14).
- l) have to prioritize language skills according to their requirements. They may understand that reading, writing, and listening are more important at this stage than speaking (see findings 15 & 16).
- m) have to realize that reading is the only activity which provides them a lot of opportunities to meet these basic words again and again. So they need to inculcate in themselves the reading habit (see findings 2, 8, 10, 11 & 12).

5.3.2 Implications for the Teachers

The teachers may:

- a) focus their attention on teaching basic vocabulary to the students in their elementary schooling (see findings 1, 6, 7, 10, 11, 14, 15 & 17).
- b) need to plan their timetable in such a way that it includes as many sessions for the reading skill as possible. Here teachers can make use of the school library, English 400

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Reading Programme Reading Cards, and other picture story books, etc (see findings 1, 2, 8, & 10).

- c) motivate learners and make classroom lessons as interesting as possible in order to make students come to school regularly (see findings 2, 9, & 25).
- d) advise learners about the opportunities and benefits of learning L2 to help them to plan and persuade their higher education (see findings 4, 9, 23, & 26).
- e) teach L2 in an integrated manner i.e. integrating new words with the nouns can foster better learning of L2 (see findings 5, 6 & 16).
- f) present information both verbally and visually. Visual clues may include facial expressions, gestures, realia, pictures, charts, graphs, maps, etc (see findings 6, 8, 10, 14, 16 & 18).
- g) pre-teach vocabulary which helps learners comprehend the text better. Use oral pre-reading activities and allow time for discussion and questioning before assigning academic reading assignments to ensure students have the background information and linguistic skills necessary to do the assignment (see findings 1, 10, 11, 12 & 17).
- h) provide students with a list of essential vocabulary a day or two before the introduction of a new lesson so that the students can use a simplified English or bilingual dictionary to learn the meanings and familiarize themselves with the words (see findings 1, 10, 11, 14 & 17).

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- i) use organizational activities such as semantic mapping, word puzzles, and other strategies to determine where the students stand in relation to the content of the upcoming lesson (see findings 10, 11 & 17).
- j) speak to students slowly and clearly in simple sentences(see findings 1, 10, 11, 14 & 17).

5.3.3 Implications for the Parents

The parents:

- a) may realize that English is the language for survival in today's world and it is an effective tool for the social and economical upward mobility of their wards. Therefore, parents may encourage their children to learn English from their childhood which can result in learning basic vocabulary (see findings 18, 20, 23, & 26).
- b) can approach the educated persons or church pastors in their community and may seek their help in conducting study sessions for their children. This can result in regular reading habits in L2 as well as in other subjects (see findings 2, 9, 10, 12, 20, & 23).
- c) should abstain from taking their children to work during the school hours (see findings 3 & 18).
- d) may encourage and support their children to pursue higher education (see finding 4).
- e) have to take initiative to attend parents' meetings organized by the school (see finding 24).

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- f) have to make regular enquiry into their children's academic performance as responsible parents (see finding 24).

5.3.4 Implications for the Institution

The institution:

- a) may try to do away with unproductive practices which cause low achievement of the learners in their academic performance. Introducing an entrance test or screening test may help learners to take their studies seriously and thereby enhancing the standard of the learners as well as the school (see findings 1, 2, 3, & 18).
- b) may subscribe to children's magazines and story books, picture story books, English newspapers, etc (see findings 1, 2, 10, 27 & 30).
- c) may introduce some incentives such as scholarships, bonus marks in the exams, word of appreciation, etc. for those students who are regular to the classes. These steps may encourage students and can lead to full attendance (see findings 3, 12, & 18).
- d) may conduct parents' meetings regularly and may insist on parents' regular attendance at the meetings (see findings 3, 9, 18, 20, 23, 24, & 26).
- e) may organize guest lectures involving people from diverse fields, old students, retired teachers...) to talk to students in order to motivate them (see findings 4, & 9).
- f) can organize exhibitions to encourage both teachers and learners to display their mini projects and student-generated charts and word collection charts etc as part of the

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classroom assignments. This creates an interest among the learners and brings awareness in the learners of other schools and in those who have fascination for learning languages. In this regard, the administration may extend sufficient encouragement and co-operation (see findings 9, 27, 28, 29 & 30).

- g) should encourage programmers and teachers who develop some materials in this area and there should be a wide exhibition of vocabulary cards, vocabulary charts, vocabulary lists, useful dictionaries, and so on (see findings 6, 7, 10, & 27).

5.4 Recommendations for Pedagogical Action

The following suggestions have emerged from the field observation:

5.4.1 Pedagogical Measures

These measures focus on the classroom methods to be employed and tasks and activities to be carried out in a second language classroom.

☞ Teachers may bear in mind the fact that L2 proficiency is required not only for examinations but also to be able to perform well in real life situations.

☞ Teachers need to be aware of and implement the guidelines given by the Teachers

Resource Books while teaching second languages;

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- ☞ Teachers may adopt new methods of teaching second or foreign languages such as; using media and specifically classroom teacher designed materials;
- ☞ Pre-teaching of vocabulary can be done through mind-maps or semantic-maps techniques involving vocabulary generation by the students.
- ☞ Students tend to forget the vocabulary that they have learnt unless they use them consistently. Therefore, reinforcement is vital, and ideally it should happen one or two days after the initial input. After that, weekly or monthly tests can check on previously taught items;
- ☞ Meaningful tasks related to learners' real life situations, maybe used in the classroom which will help them analyse and process language deeply, help them retain information in long-term memory;
- ☞ Teachers can encourage learners to use other methods, using topics and categories to organise a notebook and binder or index cards. Diagrams and word trees can also be used within topics / categories. The class as a whole can keep a vocabulary box with cards that can be used for reinforcement of basic vocabulary.
- ☞ Teachers may communicate with the learners in English in the classroom as it is the only opportunity for the learners to listen to the L2;
- ☞ Teachers may use L1 translation when necessary if the learners find it difficult to cope with new words;

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5.4.2 Remedial Measures

Remedial Measures aim at supporting the learners by extending additional help in the form of organizing extra sessions in order to meet the learners' difficulties while learning L2 in general and vocabulary in particular.

- ☞ Learners may be encouraged to seek and benefit from diverse sources of language exposure that are available aplenty in their immediate surroundings. For example, the village library, the community hall, the railway station, and the bus station– all of these could act as rich suppliers of vocabulary to the learners.
- ☞ Teachers may conduct a special class for teaching functional English;
- ☞ A compulsory reading session as part of the compensatory classes can be organized;

5.4.3 Motivational Measures

Motivational measures include steps to bring awareness among the learners about the importance of English in every day life. Motivation to learn L2 could be achieved through interesting activities and tasks. Real life examples can be brought and used in the classrooms as motivational aids.

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- ☞ Learners always try to emulate the personality of their teachers. If the teachers are good at English and encourage their learners to speak in English, this can motivate learners. Consequently, learners try to imitate little phrases and words which the teachers use with learners while teaching. This motivates learners to pay attention to learning English;
- ☞ Teachers may ask learners to do mini projects which involve collecting authentic materials for language learning such as; train tickets, advertisements, brochures, etc. They may be asked to exhibit them. These are some of the ways for creating plenty of opportunities for helping learners to acquire words;
- ☞ Community / group study centers in order to impart habits like reading newspapers, talking in L2, watching English movies and listening to English songs, etc may be started in with the help of the children's parents for better and quicker learning of L2;

5.5 Compensatory Classes

It would be beneficial to all the low achievers if the school organizes 'compensatory classes'. It could be part of the school programme or at the personal initiative of the teachers. Thus, it requires support from the authorities and also from all the teachers.

For this purpose, a special period apart from the usual classes may be planned. This helps the teachers and the learners to plan additional learning that will help the learners cope with the

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demands made by the syllabus. This way learning L2 may become a fun-filled and enjoyable experience for the learners.

Compensatory classes may include periodical counseling sessions for parents with a view to bring awareness in them about the need for and importance of sound education for their children.

5.6 A Few Hints for Learning Vocabulary

The following are a few hints that have been suggested over the years in learning a second or a foreign language vocabulary especially at elementary level. It is believed and proved from practice that if learners follow these techniques, they can achieve better proficiency in terms of vocabulary knowledge (see 1.4). The language teachers too may keep these techniques in mind while teaching L2 in the ‘compensatory classes’ suggested above (See 5.6).

-  Read English newspaper daily for about one hour
-  Listen to English news on television or on radio daily
-  Listen to teachers and friends speaking
-  Read stories, magazines and other books of interest
-  Maintain vocabulary notebooks
-  Use a good dictionary

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- ✚ Ask teachers or friends for the meanings of new words
- ✚ Read posters, wall papers, tickets, etc. when travelling to new places
- ✚ Read books on vocabulary building and do exercises
- ✚ Watch films in English or films with subtitles
- ✚ Watch T.V serials, educational programmes, news etc. in English
- ✚ Play vocabulary games and do more puzzles on vocabulary

5.7 A Few Hints on Gathering and Studying Words

Firstly, at elementary stages, it is quite important for one to choose which words one is going to study. If one tries to learn too many words, it is easy to forget them soon or get confused with them. It would be better to limit the number of words to 5 or 6 and learn them thoroughly than try to learn fifteen to twenty words at one go. It is good to employ certain techniques while studying new words effectively. The following techniques (table 1, below) suggested by Lowes et al. (2004) can be used as a checklist by oneself on how one records or remembers the new words encountered.

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Table: 1

Ways to record new words

How do you try to record new words? Tick any of the techniques you use:

- | | |
|--|----------|
|  Word + translation | () |
|  Word + picture | () |
|  Word + spelling | () |
|  Word + an example sentence | () |
|  Word + definition in English | () |
|  Word + pronunciation | () |
|  Word + opposite or synonym | () |
|  Word + the text it came from | () |

Secondly, after choosing words to study, what bothers most of the learners is the question: how to study them? There are plenty of ways to study words. Some of them are active and some are passive in nature. They are suggested in table 2 below.

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Table: 2

Sixteen ways of studying vocabulary

Some of the feasible ways to study words among those suggested by Lowes et al. (2004: p.82) are given below:

Here are 16 ways of studying vocabulary. Tick the ones you use:

1. Underlining or highlighting words in a text ()
2. Using a dictionary to find the meaning of a word ()
3. Using pictures and diagrams in the text to help ()
4. Keeping word lists and reading through them regularly ()
5. Using a vocabulary workbook to do exercises ()
6. Organizing new vocabulary in mind maps or tables ()
7. Collecting examples of new words, such as tickets,
advertisements, letters and realia ()
8. Carrying cards with new words on them in your pockets ()
9. Repeating new words to yourself many times ()
10. Learning a poem or a song with new vocabulary in it ()
11. Labelling items with their names in English ()
12. Asking someone to explain a word to you ()
13. Asking a friend to test you ()

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14. Guessing the meaning of the word in context before checking
with the dictionary ()
 15. Writing paragraphs using new vocabulary ()
 16. Explaining the vocabulary you have learnt to a friend ()
-

5.8 A Few Hints on Using Dictionaries

It is essential for all the L2 learners, especially for the beginners to keep a good dictionary. A good dictionary can be a great help in building one's vocabulary. Almost all the aspects of vocabulary knowledge (see Chapter 1) can be found in a good dictionary. One should be very careful while choosing the dictionary one wants to use. First, learners have to know what their level (elementary, intermediate, or advanced) is. In this regard, teachers would be able to suggest to the learners the suitable dictionaries since they can assess the learners' level of proficiency. Therefore, it is good to approach one's teacher before buying a dictionary. Also one can seek teachers' and friends' help when using a dictionary.

Learners may initially choose bilingual dictionaries at elementary level. But as they progress in studies, they should switch over to monolingual dictionaries. Teachers should encourage and guide their learners to buy and make use of good dictionaries when learning new words in L2. Some of the good dictionaries are:

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- ✚ Oxford Picture Dictionaries (for Elementary Learners)
- ✚ The Little Lifco English – English – Telugu dictionary (Bilingual Dictionary)
- ✚ The Great Lifco English – English – Telugu dictionary (Bilingual Dictionary)
- ✚ Brown’s English – Telugu – English Nighantuvu (Bilingual Dictionary)
- ✚ Shankara Narayana English – Telugu Dictionary (Bilingual Dictionary)
- ✚ Oxford Learner’s Pocket Dictionary (for Intermediate Learners)
- ✚ Oxford Advanced Learner’s Dictionary (for Advanced Learners)
- ✚ Cambridge Advanced Learner’s Dictionary (for Advanced Learners)
- ✚ Longman’s Active Study Dictionary (for Intermediate Learners)

5.9 Limitations of the Study

The following are the limitations of the study;

- ☞ The study has attempted to teach only the Dolch Word List which has a limited number of words.
- ☞ The study has concentrated on only three aspects of vocabulary knowledge such as the meaning, spelling and pronunciation. As a result, much attention was not paid to the other aspects of words knowledge such as grammatical, collocational, register and associational aspects.

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- ☞ This study takes into consideration only the first generation learners and the under-achievers in the rural settings.
- ☞ This study is based on one locality and was restricted to only one school (but represents students from eight different villages).
- ☞ Only the procedure of the thick description to data analysis and interpretation has been adopted as part of the ethnographic study.

5.10 Suggestions for Further Research

The following are indicated as possible areas of further research in the field of vocabulary learning in the L2.

1. Research could be carried out to assess the existing vocabulary range of the First Generation Learners. Subsequently, a new vocabulary list can be compiled which emerges from the immediate context of the learners and that which addresses their needs.
2. Research can be taken up with a focus on strengthening the other aspects of vocabulary knowledge that have not been focused in the present study such as grammatical behaviour, collocational aspect, associational aspect and the aspect of usage.

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3. A similar study can be taken up for the first generation learners at the college or university level to make them aware of the fact that basic vocabulary is essential for improving all other language skills.
4. A comparative study of the teaching methodology and strategies employed in teaching L2 vocabulary in the government schools vis-à-vis the private school can be undertaken.
5. A study can be taken up to compare and contrast the range and use of vocabulary in the textbooks of the government and the private schools.
6. Case studies can be done with the first generation learners, in order to understand how their socio-economic and cultural environment affects learning L2 in general and learning vocabulary in particular.

5.11 Conclusion

The study has attempted to teach basic English vocabulary to the first generation learners. Basic vocabulary is the ‘felt need’ of these learners. It is essential for these learners to learn these words in order to meet the demands that learning an L2 involves. English poses multiple problems to the first generation learners (see 1.7). This study tries to address most of these problems affecting the learners’ academic success such as– lack of basic vocabulary, inability to recognize words and comprehend the text, poor performance in examinations, all of which culminate in inability to seek and plan for higher academic goals.

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In a way, this is an attempt by the researcher to look into the issues that hinder learners' academic achievement in L2 at lower levels of their academic career. This work has emerged out of the researcher's personal experience as a regional medium student as well as a first generation learner. This study has been taken up with the aim to contribute towards the academic success of the under-achievers and the first generation learners.

The study has achieved success in bridging the gap between the learners existing vocabulary knowledge and the linguistic and cognitive challenges posed by the difficult and unfamiliar words in the learners' textbook. The learners have become familiar with the basic vocabulary, word families, past tense markers, present tense markers, plural forms, gender, person, number of English nouns, inflection forms, etc. The learners are now able to prioritize the aspects of vocabulary knowledge which are necessary to meet their immediate academic needs.

The study has attempted to enhance the L2 vocabulary of the first generation learners and it has achieved success to a certain extent in this regard. Further, the study has also inspired and motivated not only the language teachers and learners in the school but it has also brought in a positive change in the attitude of the parents and the villagers towards the need and importance of learning English for their young children. The awareness– among the learners, teachers and

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parents about the factors that contribute to the learners' overall academic success– that resulted after the completion of the study was both visible and rewarding.

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Appendix 1

the	if	way	need	without
be	no	many	mean	again
of	man	must	call	hold
and	out	look	develop	govern
a	other	before	under	around
to	so	great	last	possible
in	what	back	right	head
he	time	through	move	consider
have	up	long	thing	word
it	go	where	general	program
that	about	much	school	problem
for	than	should	never	however
they	into	well	same	lead
I	could	people	another	system
with	state	down	begin	set
as	only	own	while	order
not	new	just	number	eye
on	year	because	part	plan
she	some	good	turn	run
at	take	each	real	keep
by	come	those	leave	face
this	these	feel	might	fact
we	know	seem	want	group
you	see	how	point	play
do	use	high	form	stand
but	get	too	off	increase
from	like	place	child	early
or	then	little	few	course
which	first	world	small	change
one	any	very	since	help
would	work	still	against	line
all	now	nation	ask	city
will	may	hand	late	put
there	such	old	home	close
say	give	life	interest	case
who	over	tell	large	force
make	think	write	person	meet
when	most	become	end	once
can	even	here	open	water
more	find	show	public	upon
	day	house	follow	war
	also	both	during	build
	after	between	present	hear

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light	read	foot	teach	strong
unite	include	care	low	friend
live	president	simple	hour	necessary
every	nothing	within	type	add
country	yet	love	carry	court
bring	better	human	rate	deal
center	big	along	remain	tax
let	boy	appear	full	support
side	cost	doctor	street	party
try	business	believe	easy	whether
provide	value	speak	although	either
continue	second	active	record	land
name	why	student	sit	material
certain	clear	month	determine	happen
power	expect	drive	level	education
pay	family	concern	local	death
result	complete	best	sure	agree
question	act	door	receive	arm
study	sense	hope	thus	mother
woman	mind	example	moment	across
member	experience	inform	spirit	quite
until	art	body	train	anything
far	next	ever	college	town
night	near	least	religion	past
always	direct	probable	perhaps	view
service	car	understand	music	society
away	law	reach	grow	manage
report	industry	effect	free	answer
something	important	different	cause	break
company	girl	idea	serve	organize
week	god	whole	age	half
church	several	control	book	fire
toward	matter	condition	board	lose
start	usual	field	recent	money
social	rather	pass	sound	stop
room	per	fall	office	actual
figure	often	note	cut	already
nature	kind	special	step	effort
though	among	talk	class	wait
young	white	particular	true	department
less	reason	today	history	able
enough	action	measure	position	political
almost	return	walk	above	learn

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voice	offer	responsible	wide	employ
air	plant	allow	alone	defense
together	charge	secretary	character	smile
shall	ground	heart	english	river
cover	west	union	happy	improve
common	picture	slow	critic	game
subject	hard	island	unit	detail
draw	front	enter	product	account
short	lie	drink	respect	cent
wife	modern	story	drop	sort
treat	dark	experiment	nor	reduce
limit	surface	stay	fill	club
road	rule	paper	cold	buy
letter	regard	space	represent	attention
color	dance	apply	sudden	ship
behind	peace	decide	basic	decision
produce	observe	share	kill	wear
send	future	desire	fine	inside
term	wall	spend	trouble	win
total	farm	sign	mark	suppose
university	claim	therefore	single	ride
rise	firm	various	press	operate
century	operation	visit	heavy	realize
success	further	supply	attempt	sale
minute	pressure	officer	origin	choose
remember	property	doubt	standard	park
purpose	morning	private	everything	square
test	amount	immediate	committee	vote
fight	top	wish	moral	price
watch	outside	contain	black	district
situation	piece	feed	red	dead
south	sometimes	raise	bad	foreign
ago	beauty	describe	earth	window
difference	trade	ready	accord	beyond
stage	fear	horse	else	direction
father	demand	son	mere	strike
table	wonder	exist	die	instead
rest	list	north	remark	trial
bear	accept	suggest	basis	practice
entire	judge	station	except	catch
market	paint	effective	equal	opportunity
prepare	mile	food	east	likely
explain	soon	deep	event	recognize

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permit	chance	dress	bank	conscious
serious	prove	anyone	exact	worth
attack	argue	gain	honor	eat
floor	settle	pain	brother	election
association	growth	object	quiet	faith
spring	date	knowledge	marry	wave
lot	heat	depend	corner	murder
stock	save	relate	handle	model
lack	performanc	below	danger	forget
hair	count	dollar	hospital	extend
science	production	advance	pool	edge
relation	listen	shape	promise	distance
profession	main	arrange	blood	memory
pattern	pick	population	shoot	recommend
quick	size	yes	scene	division
medical	cool	sell	literature	staff
influence	army	mention	arrive	leg
occasion	patient	dry	film	discussion
machine	combine	check	base	address
compare	summer	poet	freedom	fly
husband	hall	sleep	bar	dependent
blue	slight	join	maybe	ball
internationa	command	hot	hang	shake
fair	enjoy	bed	suffer	frame
especially	length	electric	manufactur	extreme
indeed	proper	dream	frequent	engineer
imagine	express	due	rock	thick
surprise	health	season	loss	comfort
average	chief	manner	burn	latter
official	evening	fit	sun	camp
temperature	store	left	audience	oil
difficult	language	progress	essential	discover
sing	degree	neither	glass	examine
hit	lay	strength	prevent	difficulty
tree	current	notice	poem	tooth
race	gun	finish	poor	middle
police	dog	opinion	inch	choice
touch	hotel	bill	song	refer
relative	strange	western	skill	enemy
throw	separate	truth	post	practical
quality	boat	wrong	popular	marriage
former	fail	travel	radio	bridge
pull	clean	suit	animal	declare

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lady	whatever	secret	wine	warn
cross	round	ability	hole	ring
daily	rapid	sea	duty	bitter
afternoon	laugh	soft	beat	chair
attend	finger	justice	perfect	yesterday
director	spot	reasonable	bottom	scientific
balance	propose	circle	compose	flower
wash	shop	solid	battle	wheel
capital	broad	page	expense	solution
speed	replace	weapon	cattle	aim
block	reply	fast	flow	gather
citizen	extent	representati	kitchen	invite
mouth	lock	ve	dust	moreover
hill	employee	search	bottle	fresh
green	ahead	pure	admit	forest
please	sight	escape	tear	winter
motor	spread	crowd	tire	box
agency	wind	stick	expression	belief
encourage	approve	telephone	exception	ordinary
governor	destroy	avoid	application	impossible
worry	none	garden	belong	print
affair	pound	favor	rich	gray
shoulder	fame	news	failure	taste
bright	importance	unless	struggle	lip
mass	reflect	dinner	instrument	speech
sample	advantage	someone	variety	reference
pretty	match	signal	narrow	stain
repeat	regular	yard	theater	connection
roll	wage	ideal	collection	otherwise
push	refuse	warm	rain	stretch
trip	existence	miss	review	knife
council	hardly	shelter	preserve	village
clothe	perform	soldier	leadership	blow
parent	title	article	clay	mistake
forward	tend	cry	daughter	sweet
sharp	exercise	captain	fellow	shout
straight	thin	familiar	swing	divide
gas	coat	seat	thank	guard
weight	bit	guest	library	worse
discuss	mountain	weak	fat	exchange
fix	youth	excite	reserve	rare
load	behavior	king	tour	commercial
master	newspaper	everyone	nice	request

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appoint	railroad	disease	politics	defend
agent	minister	hat	passage	bend
dependence	coffee	excellent	lawyer	somebody
bird	brush	formal	root	shadow
wild	beside	snow	climb	mix
motion	collect	sheet	metal	smoke
guess	guide	somehow	gradual	description
neighbor	luck	unity	hunt	fruit
seed	profit	sky	protection	guilt
fashion	lord	rough	satisfy	yield
loan	everybody	smooth	roof	sensitive
correct	prison	weather	branch	salt
plain	cloud	steady	pleasure	pale
mail	slave	threaten	witness	sweep
retire	chairman	depth	loose	completion
opposite	soil	oppose	nose	throat
1088 81	distinguish	deliver	mine	agriculture
prefer	introduce	ancient	band	admire
safe	urge	pray	aside	gentle
evil	blind	adopt	risk	dozen
double	arise	birth	tomorrow	particle
wood	upper	appearance	remind	pleasant
empty	curve	universe	ear	bay
baby	membershi	busy	fish	cup
advise	key	hurry	shore	competition
content	entertain	coast	operator	moon
sport	soul	forth	civilize	terrible
lift	neighborho	smell	being	strip
literary	od	furnish	silent	mechanic
curious	friendly	female	screen	shock
tie	pair	hide	bind	conversatio
flat	stone	wire	earn	angle
message	lean	proposal	pack	tall
neck	protect	ought	colony	plenty
hate	advertise	victory	besides	star
dirt	mystery	quarter	slip	yellow
delight	welcome	engine	cousin	sick
trust	knee	customer	scale	thorough
nobody	jump	waste	relief	absolute
valley	snake	fool	explore	succeed
tool	stream	intend	stem	surround
presence	avenue	intention	brain	proud
cook	brown	desk	musician	dear

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card	favorite	efficiency	pink	grain
lake	breakfast	disappear	gate	calculate
breath	apart	defeat	expensive	drag
afraid	chest	extensive	shut	opposition
silence	entrance	rent	chicken	worship
onto	march	comparison	forgive	arrest
shoe	sink	possess	holy	discipline
somewhere	northern	grace	wooden	string
chain	iron	flesh	prompt	harbor
slide	alive	liquid	crime	camera
copy	ill	scientist	sorry	mechanism
machinery	bag	ease	republic	cow
wake	disturb	heaven	anger	grand
severe	native	milk	visitor	funny
pocket	bedroom	sympathy	pile	insurance
bone	violent	rank	violence	reduction
honest	beneath	restaurant	steel	strict
freeze	pause	frequency	wing	lesson
dictionary	tough	angry	stair	tight
calm	substance	hate	partner	sand
swim	threat	accuse	delay	plate
ice	charm	necessity	gentleman	qualify
male	absence	knock	pour	elsewhere
skin	factory	loud	confusion	mad
crack	spite	permanent	damage	interference
rush	meal	row	kick	pupil
wet	universal	lovely	safety	fold
meat	accident	confuse	burst	royal
commerce	1356 56	gold	network	valuable
joint	highway	frighten	resistance	whisper
gift	sentence	solve	screw	anybody
host	liberty	grave	pride	hurt
suspect	wise	salary	till	excess
path	noise	photograph	hire	quantity
uncle	discovery	advice	verb	fun
afford	tube	abroad	preach	mud
instant	flash	wound	clerk	extension
satisfactory	twist	virtue	everywhere	recognition
height	fence	dare	anyway	kiss
track	childhood	queen	fan	crop
confidence	joy	extra	connect	sail
grass	sister	attract	egg	attractive
suggestion	sad	numerous	efficient	habit

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relieve	ton	bless	adventure	scarce
wisdom	desert	corn	beg	lunch
persuade	allowance	shell	pipe	slavery
certainty	servant	tempt	beard	creep
cloth	hunger	supper	bold	sweat
eager	conscience	destruction	meanwhile	gay
deserve	bread	dive	devil	stiff
sympatheti	crash	anxious	cheer	brave
cure	tip	shine	nut	seize
trap	strengthen	cheap	split	convenient
puzzle	proof	dish	melt	horizon
powder	generous	distant	swear	moderate
raw	sir	greet	sugar	complicate
mankind	tonight	flood	bury	dig
glad	whip	excuse	wipe	curse
blame	tongue	insect	faint	weigh
whenever	mill	ocean	creature	priest
anxiety	merchant	ceremony	tail	excessive
bus	coal	decrease	wealth	quarrel
tremble	ruin	prize	earnest	widow
sacred	introductio	harm	translate	modest
fortunate	courage	insure	suspicion	dine
glory	actor	verse	noble	politician
golden	belt	pot	inquiry	custom
neat	stir	sincere	journey	educate
weekend	package	cotton	hesitate	salesman
treasury	punish	leaf	extraordina	nail
overcome	reflection	rub	borrow	tap
cat	breathe	medicine	owe	eastern
sacrifice	anywhere	stroke	funeral	possession
complain	amuse	bite	ambition	satisfaction
elect	dull	lung	mixture	behave
roar	fate	lonely	slope	mercy
sake	net	admission	criminal	scatter
temple	fellowship	stupid	seldom	objection
self	fault	scratch	map	silver
compete	furniture	compositio	spin	tent
nurse	beam	broadcast	praise	saddle
stuff	pencil	drum	spare	wrap
stomach	border	resist	plow	nest
peculiar	disappoint	neglect	telegraph	grind
repair	flame	absent	barrel	spell
storm	joke	passenger	straighten	plaster

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arch	steam	destructive	flavor	airplane
swell	pin	fork	spit	rid
friendship	bound	noon	rob	shield
bath	companion	ownership	cream	veil
bundle	toe	tune	interrupt	kneel
grateful	reward	polish	pen	tray
crown	forbid	poison	weave	explosive
boundary	wherever	shame	orange	brass
nowhere	tower	loyalty	rescue	taxi
asleep	bathe	cottage	crush	wax
clock	lodge	astonish	humble	duck
boil	swallow	shave	fancy	button
altogether	multiply	feather	decay	invent
lend	bow	sauce	polite	remedy
holiday	kingdom	lid	tribe	bush
precious	garage	debt	bleed	thunder
wander	permission	fade	coin	weaken
ugly	pump	confess	fond	poverty
reputation	prevention	classification	autumn	scrape
ticket	urgent	descend	classify	arrow
pretend	aunt	cape	omit	tender
dismiss	zero	mild	loyal	cruel
delicate	idle	clever	needle	soften
despair	fever	envelope	lessen	mouse
awake	christmas	invention	complaint	hay
tea	regret	sheep	pad	anyhow
false	jaw	splendid	steep	alike
fortune	soap	stamp	skirt	circular
cap	pronounce	float	curtain	juice
thread	empire	brick	calculation	shelf
haste	bowl	rice	laughter	bake
bare	outline	businessman	solemn	hatred
shirt	organ	backward	grease	cautious
bargain	imitation	qualification	interfere	basket
leather	caution	artificial	explode	wreck
rail	mineral	attraction	fasten	width
butter	disagree	lamp	flag	confident
dot	blade	curl	resign	log
inquire	trick	shower	postpone	heap
warmth	treasure	elder	patience	suck
decisive	immense	bunch	boast	ladder
vessel	convenience	bell	rope	gap
pity	disapprove	steer	envy	obey

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hut	stove	rot	drawer	applaud
axe	rubber	hollow	disregard	underneath
translation	rug	enclose	nowadays	hello
collar	misery	harden	patriotic	pretense
delivery	awkward	wicked	tin	descent
reproduce	rival	stiffen	penny	conquer
confession	roast	silk	cage	framework
pan	deed	upright	pardon	confidential
prejudice	preference	selfish	lately	adoption
voyage	explosion	stripe	offend	disgust
tobacco	theatrical	pig	coarse	waist
simplicity	cultivate	inward	spoil	momentary
paste	collector	excellence	horizontal	receipt
cake	miserable	rake	sting	pearl
elephant	wrist	purple	ditch	ray
ribbon	rabbit	hasten	librarian	lazy
harvest	accustom	shorten	meantime	limb
ashamed	tide	applause	cough	grammatica
cave	insult	ache	deaf	beast
customary	thumb	apology	sword	monkey
thief	lump	knot	messenger	jewel
damp	annoy	nephew	vain	persuasion
sew	toy	cushion	castle	obedience
rust	heal	drown	elastic	sock
separation	shallow	nursery	comb	vowel
waiter	repetition	pint	rod	hammer
pet	soup	fierce	widen	inn
straw	whistle	imitate	sorrow	chimney
upset	scenery	aloud	inventor	dissatisfacti
towel	apple	gaiety	cliff	on
refresh	offense	robbery	umbrella	annoyance
essence	cork	tighten	interruption	ornament
fur	ripe	perfection	merry	honesty
ambitious	temper	scorn	gallon	outward
defendant	sore	whoever	conquest	sharpen
daylight	pinch	trunk	headache	handkerchi
dip	diamond	wool	tailor	greed
suspicious	razor	sailor	bucket	heavenly
imaginary	imaginative	competitor	scent	thirst
ash	hook	moonlight	signature	niece
carriage	copper	deer	cart	spill
educator	landlord	bean	darken	loaf
saw	influential	everyday	sometime	wheat

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worm	coward	amongst	translator
secrecy	mat	grammar	possessor
rude	rejoice	cultivation	shilling
heighten	cheat	companion	redde
flatten	congratulate	ship	motherly
loosen	discomfort	rubbish	whose
cheese	enclosure	modesty	cultivator
rivalry	attentive	woolen	whom
royalty	paw	deepen	homework
discontent	overflow	pastry	electrician
complication	dissatisfy	cupboard	oar
fright	multiplication	quart	bribery
indoor	on	canal	sweeten
flour	whichever	notebook	sow
actress	tidy	deceit	pronunciation
congratulation	bribe	parcel	on
ounce	mend	brighten	beak
fry	stocking	moderation	plural
everlasting	feast	punctual	
goat	nuisance	hurrah	
ink	thorn	lipstick	
disappearance	tame	uppermost	
reproduction	inclusive	fatten	
thicken	homemade	conqueror	
avoidance	handwritten	hindrance	
spoon	chalk	cowardice	
strap	sour	obedient	
deceive	slippery	saucer	
lengthen	procession	madden	
revenge	ripen	scold	
correction	jealous	weekday	
descendant	jealousy	rotten	
hesitation	liar	disrespect	
spade	homecoming	widower	
basin	barber	deafen	
weed	whiten	donkey	
omission	berry	businesslike	
old-	lighten	motherhood	
fashioned	pigeon	sadden	
bicycle	hinder	handshake	
breadth	bravery	calculator	
photograph	baggage	headdress	
	noun	scissors	

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**Appendix
2
Basic
English
Word List**

A

a • about •
• across •
act • •
advertisem
ent • after
• again •
against • air
• all •
almost •
among •
amount • •
and • •
angry •
animal •
answer •
ant • any • •
apple •
arm • art •
as • at

B

baby • back
• bad • bag
• ball •
bath • be
beautiful •
because •
bed • bee •
before • •
belief • bell
• between
• bird •
birth • •
bite • bitter

• black • •
blood •
blow • blue
• board •
boat • body
• book •
bottle • box
• boy • • •
branch • •
bread • • •
broken •
brother • •
brush • •
building • •
burn • •
business •
but • •
button • by

C

cake •
camera •
card • care
• cat •
certain •
chain •
chalk •
cheap •
clean •
clock •
cloth •
cloud • •
coat • cold
• color •
comb •
come •
cook • copy
• country •
cover • cow
• crime •
cry • cup •
cut

D

• dark •
daughter •
day • dead •
dear • death
• different •
• disease • •
do • dog •
door •
down • • •
dress •
drink •
driving •
drop • dry

E

ear • early •
earth • east
• education
• egg • •
end enough
every •
example •
eye

F

face • • fall
• false •
family • far
• fat •
father • fear
• feather • •
feeling •
fight •
finger • fire
• first • fish
• fixed •
flag • floor
• flower •
fly • food •

foolish •
foot • for
free • friend
• from •
front • fruit
• full •
future

G

garden •
general •
get • girl •
give • glass
• go • goat
• gold •
good •
government

• grass •
great •
green • grip
• group •
growth •
guide • gun

H

hair •
hammer •
hand •
hanging •
happy • •
hard • hat •
hate • have
• he • head
• healthy •
hear • heart
• heat •
help • here
• high •
history •
hole • •
hook • hope

• horse •
hospital •
hour •
house •
how •

I

I • ice •
idea • if •
ill •
important •
in • ink •
insect •
interest •
iron •
island

J

• jewel •
join •
journey •
judge •
jump

K

keep • key •
kick • kind
• kiss •
knee • knife
• knot •
knowledge

L

land •
language •
last • late •
laugh • law
• lead • leaf
• learning •

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leather •
left • leg •
let • letter •
level •
library • lift
• light • like
• limit •
line • • lip •
• list • little
(less, least)
• live • lock
• long •
look • loose
• loss • loud
• love • low

M

machine •
make •
male • man
• manager •
map • mark
• market •
marry •
match •
material •
mass • may
• meal •
measure •
meat •
medical •
meeting •
memory • •
middle •
military •
milk • mind
• mine •
minute •
mist •
mixed •
money •
monkey •

month •
moon •
morning •
mother •
motion •
mountain •
mouth •
move •
much
(more,
most) • •
music

N

nail • name
• nation •
natural •
near • •
neck • need
• needle •
nerve • net
• new •
news •
night • no •
noise •
normal •
north • nose
• not • note
• now •
number •

O

observation
• of • off •
offer •
office • oil
• old • on •
only • open
• operation
• opposite •
opinion •

other • or •
orange •
order • • •
out • • over
• owner

P

• pain •
paint • •
parcel •
part • past •
paste •
payment •
peace • •
pencil •
person •
physical •
picture • •
pin • pipe •
place •
plane •
plant • plate
• play •
please •
pleasure •
pocket •
point •
poison • •
poor •
porter •
position •
possible •
pot • potato
• powder •
power •
present •
price • print
• prison • •
• process • •
profit •
property • •
protest •

public •
pull • pump
•
punishment
• purpose •
push • put

Q

quality •
question •
quick •
quiet •
quite

R

rail • rain •
range • rat •
rate • ray •
reaction •
red •
reading •
ready •
reason •
receipt •
record •
regret •
regular •
relation •
religion •
representati
ve • request
• respect •
responsible
• rest •
reward •
rhythm •
rice • right
• ring •
river • road
• rod • roll •
roof • room

• root •
rough •
round • rub
• rule • run

S

sad • safe •
sail • salt •
same • sand
• say • scale
• school •
science •
scissors •
screw • sea
• seat •
second •
secret • •
see • seed •
selection •
self • send •
seem •
sense • •
serious •
servant •
sex • shade
• shake •
shame •
sharp •
sheep • ship
• shirt •
shock •
shoe • short
• shut • side
• sign • silk
• silver •
simple •
sister • size
• skin •
skirt • sky •
sleep • slip
• slow •
small • •

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smell •
smile •
smoke •
smooth •
snake •
sneeze •
snow • so •
soap •
society •
sock • soft •
solid •
some • son
 • song •
sort • sound
 • south •
soup •
space •
spade •
special •
sponge •
spoon •
spring •
square •
stamp •
stage • star
 • start •
statement •
station •
steam •
stem • steel
 • step •
stick • still
 • stitch •
stocking •
stomach •
stone • stop
 • store •
story •
strange •
street •
stretch •
sticky •
stiff •

straight •
strong •
structure •
substance •
sugar •
suggestion
 • summer •
support •
surprise •
such •
sudden •
sun • sweet
 • swim •
system

T

table • tail •
take • talk •
tall • taste •
tax •
teaching •
test • than •
that • the •
then •
theory •
there •
thick • thin
 • thing •
this •
thought •
thread •
throat •
though •
through •
thumb • •
ticket •
tight • tired
 • till • time
 • tin • to •
toe •

together •
tomorrow •
tongue •
tooth • top •
touch •
town •
trade • train
 • transport •
tray • tree •
trick • true
 • trouble •
turn •

U

umbrella •
under • unit
 • use • up

V

value • very
 • voice

W

walk • wall
 • waiting •
war • warm
 • wash •
waste •
watch • •
wax • way •
weather •
week •
weight •
well • west
 • wet •
wheel •
when •
where •
while • •
whistle •

white • who
 • why •
wide • will
 • wind •
window •
wine • wing
 • winter •
wire • wise
 • with •
woman •
wood •
wool •
word •
work •
wound •
writing •
wrong

Y

year •
yellow •
yes •
yesterday •
you •
young

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Appendix 3
Dolch Words (220)
In order of frequency

List 1

the	I	was	for
to	you	said	on
and	it	his	they
he	of	that	but
a	in	she	had

List 2

at	look	out	we
him	is	as	am
with	her	be	then
up	there	have	little
all	some	go	down

List 3

do	what	get	my
can	so	them	would
could	see	like	me
when	not	one	will

did	were	this	yes
big	now	very	ride
went	long	an	into
are	no	over	just
come	came	your	blue
if	Ask	its	red

List 4

List 5

from	want	put	every
good	don't	too	pretty
any	how	got	jump
about	know	take	green
around	right	where	four

List 6

away	saw	ran	sleep
old	call	let	brown
by	after	help	yellow
their	well	make	five
here	think	going	six

List 7

walk	again	stop	cold
two	play	off	today
or	who	never	fly
before	been	seven	myself
eat	may	eight	round

List 8

tell	first	black	goes
much	try	white	write

keep	new	ten	always
give	must	does	drink
work	start	bring	once

List 9

soon	has	our	warm
made	find	better	ate
run	only	hold	full
gave	us	buy	those
open	three	funny	done

List 10

use	hurt	sit	under
fast	pull	which	read
say	cut	fall	why
light	kind	carry	own
pick	both	small	found

List 11

wash	live	upon	thank
show	draw	these	wish
hot	clean	sing	many
because	grow	together	shall
far	best	please	Laugh

Appendix 4

Learner's Questionnaire

Personal Information

Name :
Place :
Class :
Age :
Gender : Male () Female ()

Mother Tongue : -----

Medium of instruction : -----

Age at which you started to learn English:

4 5 6 7 8 9 10 11 12

Class in which you started to learn English:

1 2 3 4 5 6 7 8 9

Do you read books other than text books in English?

- Newspapers: Often () Sometimes () Never ()
- Magazines : Often () Sometimes () Never ()
- Storybooks : Often () Sometimes () Never ()

Do you watch English movies?

Often () Sometimes () Never ()

Do you listen to the news or other English programmes on radio?

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Often () Sometimes () Never ()

Family Background

Father's Education: Illiterate () Non-Metric () Metric ()

Father's Occupation: -----

Mother's Education: Illiterate () Non-Metric () Metric ()

Mother's Occupation: -----

Number of brothers: 1 2 3 4 5

Number of sisters : 1 2 3 4 5

What is your aim of studying?

- For job ()
- For higher studies ()

Have you access to T.V or Radio at your home?

Yes () No ()

What is your opinion of learning English and learning in English are –

Easy () Very- Easy () Difficult () Very-Difficult ()

Thank you

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Appendix 5

SUMMARY OF INFORMAL INTERVIEWS WITH TEACHERS

1. Give us the profile of the learners in your class
2. Profile of the low achievers
3. Profile of the high achievers
4. Do you use anything other than the textbook in the class?
5. Do you give all the answers to all the questions at the end of the lesson in the textbook?
6. Do you work out all the exercises given in the each lesson of the textbook in the classroom?
7. Do your students do any extra reading in L2?
8. Do you give any additional support for the low achievers in the class?
9. Do you call for the parents meetings?

-Most of the learners are socially and economically disadvantaged. The parents of most of the learners are illiterate. Family does not encourage and support learners. Most of the learners do not have a definite goal for what they want to study. Regularly absent from classes.

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- Learners of think that English is not very important. A few of them do not know the alphabet. Learners are not fit to be in the ninth class.
- They come from well to do and with good educational background families. They are intelligent and hard working.
- Workbook and grammar and composition books. Wren and Martin grammar book occasionally. Encourage guides during exams.
- Yes, always. Dictate all the answers in the classroom. Because, learners cannot make answers on their own.
- Only some of them. Leave out the difficult ones.
- Yes, occasionally. English 400 reading programme reading cards, Cambridge Picture Reading Stories, etc. from the school library.
- Make them sit next to the high achievers in the classroom. Take personal interest during the exams. Make them sit in the front benches. No remedial classes conducted.
- Not really. Parents do not show any interest.

Appendix 6

SUMMARY OF INFORMAL INTERVIEWS WITH LEARNERS

1. What do you think are the reasons for your poor performance in L2?
2. Do you study English at home every day?
3. Are your parents literate?
4. Do you attend any coaching classes?
5. Does someone help you with your studies?
6. What are the study aids that you use?
7. Do you read anything in English other than the textbook?
8. Do you memorize all that you have to learn?
9. Does your English teacher use Telugu / English in the classroom?

- English is difficult to study. Do not have enough basic vocabulary. We cannot write in English. Do not know grammar. Do not have conducive environment. We cannot follow and understand English.

- No. we study only during the examinations.

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- No. both of our parents are illiterate. They cannot even put their signature.
- No. our parents cannot meet the expenses of tuition fees.
- There is nobody to help us to learn English. Nobody speaks in English. We study on our own.
- The major thing is 'a guide'. We also sometimes use our seniors' notebooks.
- No. since we cannot understand anything, we do not read other things at all.
- Yes. We can remember all that we read only by memorizing them. We are aware of the learning techniques at all.
- They 95% of the teacher's talk in the classroom is in our mother tongue (Telugu).

Appendix 7

CLASS IX, SEC / A, MARKS SHEET OF UNIT TESTS, QUARTERLY AND

HALF-YEARLY EXAMINATIONS

V.Z.P. HIGH SCHOOL, MODUKURU

NO	NAME	UNIT 1	UNIT2	UNIT 3	UNIT4	QUT.LY	HAF.LY
1	Isahwarya.p	04 / 25	05 / 25	05 / 25	10 / 25	16 / 100	38 / 100
2	Akhila. M	05	10	06	07	20	40
3	Anitha.K	03	08	04	09	26	44
4	Bhargavi. M	02	05	10	07	36	22
5	Durga Bavani .C	07	06	08	15	32	48
6	Jivakumari	06	06	06	09	20	38
7	Kavitha.P	02	03	04	05	06	46
8	Lokapavani	04	04	03	03	14	18
9	Madhavi.D	07	10	08	09	30	50
10	Manasa veena .K	19	21	19	19	76	74
11	Mercy .P	06	06	09	05	23	36
12	Mokambika	17	18	10	20	36	38
13	Nagabaji. Y	12	18	10	20	6	38
14	Naga Lakshmi . P	05	05	05	08	10	14
15	Prashanthi	01	05	09	03	16	16
16	Rajyalaksmi	05	09	06	04	08	22
17	Rojamani	05	06	07	02	30	16
18	Roja. D	03	03	01	09	12	22
19	Sandyarani	01	07	09	03	20	30
20	Sree Divya	04	10	05	01/2	20	28
21	Susmitha	11	10	11	16	54	66
22	Ramana . V	15	19	11	17	56	60
23	Anudeep. M	01	09	10	16	10	26
24	Chenhubabu	05	10	-----	05	22	24
25	Gopaya. K	04	11	10	06	30	24
26	Gopi. E	03	12	--	12	12	28
27	Imam Ali	14	17	15	17	58	46
28	Jani Baji	04	---	05	06	06	36
29	Karimulla	04	11	---	10	24	26

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30	Kirankumar	05	13	---	06	26	--
31	Lakshmi .P	06	05	07	04	20	--
32	Naga Baji. S	08	07	--	06	26	28
33	Nagaraju	09	09	06	14	26	22
34	Pramod Kumar	05	06	03	05	08	16
35	Ram Mohan	04	04	---	09	22	32
36	Sharat . A	05	11	19	09	28	38
37	Srikanth	09	09	09	11	38	22
38	Venkatesh	07	09	05	10	38	22
39	Venugopal	08	10	---	10	30	32
40	Aruna	02	01	01	06	08	08
41	Srilatha	07	08	---	04	18	30
42	Jansi Rani	03	06	---	12	22	22
43	Satyavathi	05	05	09	10	22	24
44	Sandya	---	04	04	05	----	12
45	Sumalatha	---	07	05	14	22	38

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11 : 8 August 2011

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