

**DEVELOPMENT OF ENGLISH VOCABULARY AMONG MIZO  
LEARNERS AT ELEMENTARY LEVEL OF EDUCATION**

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AT ELEMENTARY LEVEL OF EDUCATION

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### CERTIFICATE

This is to certify that this thesis entitled “Development of English Vocabulary among Mizo Learners at Elementary Level of Education” written by Lalduhawmi Thomte for the award of Doctor of Philosophy in English and Culture Studies has been written under our supervision.

She has fulfilled all the required norms laid down under the Ph.D. UGC Regulations 2009 of Mizoram University. The thesis incorporates the student’s bona fide research and no part of it has been submitted for award of any degree in this or any other University or Institute of Learning.

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## DECLARATION

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I Lalduhawmi Thomte, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/ Institute.

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Aizawl

(LALDUHAWMI THOMTE)

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## Table of Contents

1. Certificate			
2. Declaration			
3. Acknowledgment			
4. Table of Contents			
5. List of Tables			
6. CHAPTER 1: Introduction	:	1	– 25
7. CHAPTER 2: Vocabulary Learning Strategies in Second Language and Vocabulary Mapping of English Textbooks of Elementary School	:	26	– 57
8. CHAPTER 3: Data Analysis	:	58	– 139
9. CHAPTER 4: Findings and Scope for Vocabulary Development	:	140	– 158
10. CHAPTER 5: Conclusions	:	159	– 173
11. Appendices	:	174	– 191
12. Bibliography	:	192	– 196
13. Brief Bio-Data of the Candidate	:	197	– 198
14. Particulars of the Candidate	:		199

## **LIST OF TABLES**

- Table 1. What is involved in knowing a word
- Table 2. List of textbooks prescribed for Elementary level in Mizoram
- Table 3. List of new words in elementary school textbooks of Mizoram
- Table 4. List of participating schools with U-DISE Code
- Table 5. Details of Vocabulary load of English textbooks at the elementary level in Mizoram

## **CHAPTER 1 – INTRODUCTION**

- 1.1 The English Language
- 1.2 History and Development of English Language Education in India
- 1.3 History and Development of Education in Mizoram
- 1.4 English Language Education in Mizoram
- 1.5 Problems in the English Language Classroom in Mizoram
- 1.6 Methods of Teaching Vocabulary
- 1.7 Evaluation System
- 1.8 Review of Literature
- 1.9 Statement of the Problem
- 1.10 Objectives of the Study



## CHAPTER I

### INTRODUCTION

#### 1.1 The English Language

“English belongs to the Indo-European family of languages and is therefore related to most other languages spoken in Europe and western Asia from Iceland to India” ([www.britanica.com](http://www.britanica.com)). The English language in use today originated from a variety of “a set of related dialects spoken in northwestern continental Europe from approx. 500 BC on” (Gramley: 2001). The history of English is divided into three periods usually called Old English, Middle English, and Modern English.

“Old English is the name linguists give to the type(s) of the English language spoken in the period from 450/550 to 1150” (Gramley:2001). This language spoken during this period was heavily influenced by Celtic, Latin and Old Norse languages. The influence of the Celtic speakers was minimal and the impact of their languages on English was not significant, but a lot of Latin words found its way into the English language and Old Norse languages lent the names of many places in England.

“Middle English is generally placed between 1150 and 1500” (Gramley: 2001). This period spanning over a few centuries witnessed a massive addition of French vocabulary to the English language in different spheres of life as in fashion, art and literature, learning, law and administration, military and the church and there was a huge change in pronunciation. The Dutch and the Scots also made notable contribution to the vocabulary of the English language during this period.

“Modern English dates from about 1500 and runs up to the present. Changes in vocabulary in this period can be attributed more than anything else to expansion: the intellectual expansion of the Renaissance as well as the Age of Discovery, which marked the beginning of imperialism and colonialism on a world scale and the concomitant movement of people from the British Isles

and the rest of Europe outward, as well as immigration of people from the Empire/Commonwealth to the British Isles” (Gramley: 2001). The present-day scenario is undergoing massive changes in the English vocabulary with inventions, discoveries and technological advances which is accelerating at a great speed.

English is not just a language anymore; rather it has now become a means for empowerment through a myriad web of chains like education, entertainment, enrichment in culture and society as well as the economy. It is a language of learning, and many people consider the English language as ‘a language of opportunity’ and as a means for social mobilization. The English language is also considered a necessity as it is the language for national and international communication in this era of globalization.

## **1.2 History and Development of English Language Education in India**

The English language arrived in India with the East India Company, it rose to the status of associate language of the country after India gained independence from the British rule and it has continued to be the language for interstate communication and higher education. The East India Company remained a trading company for about 160 years in India then it began to assume political and administrative power along with the trading rights. To retain its rule permanent in India, it began to pay more attention to education in India. “In starting company opened primary schools for the children of the servants of the company in 1765” (Gautam: 2003). These schools offer education for free, and the Company gradually opened schools for higher education for a purpose which not clearly intended for creating a mass of educated Indians but to serve the purpose of the colonial lords. The English language was initially viewed as the language of the oppressors as the British gradually gained political power in India. The Charter Act of 1813 finally granted sanction to teach English in India after much consideration and debate. This Act was challenged by the Hon’ble T.B. Macaulay on his famous minute on Education of February 2, 1835, wherein he stated his belief that the British

must “educate a people who cannot at present be educated by means of their mother tongue” (Macaulay’s Minute on Education, February 2, 1835). He firmly believed that Indians must be taught a foreign language as the vernacular is not sufficient to educate the masses. To further the education of Indians, *Macaulay’s Minute* of 1835 proposed that English be taught to Indians so that there would be a “... class of persons Indian in blood and colour, but English in tastes, in morals and intellect...”

Macaulay’s Minute was then further upgraded by the *Wood’s Despatch* of 1854 which suggested the continuation of English as a medium of instruction but addition of the vernacular to teach the masses who are ignorant of the English language. The *Despatch* also recommended the establishment of Universities of Calcutta, Bombay and Madras to provide higher education to Indians, it also “emphasized that English educated persons be appointed in government jobs” (Gautam: 2003) which implies that English education was far superior to education in the vernacular.

After India gained independence from the British rule, the position of the English language remained a debate for political leaders as well as educationists. Then it was unanimously decided when framing the Constitution that English be continued as the Official Language of the Indian Union for fifteen years. This was to help in accelerating the development of Hindi language as the National Language which was faced with severe opposition from the South. This resulted in making English the associate Official Language of India when a Bill was passed in the Parliament in 1963. The Official Languages (Amendment) Act, 1967 pronounced English to be the associate language of the Indian Union without specifications on how long the status of the language would remain.

The status of English gained further prominence after the independence as it became the official associate language of a newly independent country. English was and is still used as a medium of instruction in academic institutions of higher learning, language for administration and governance, law, science

and technology, commercial transactions, and trade. The prominence of English language in India grew with its role as a medium of communication between states and the outside world.

However, in a vast and diverse country like India, the problem of English education posed a problem for the government and administrators regarding language policy and uniformity in medium of instruction. To resolve the problems of language policy and medium of instruction, several Commissions and Committees were constituted. Some of them are-

- i. University Grant Commission (1948-49)/University Education Commission also known as Radhakrishnan Commission
- ii. Official Language Commission (1956)
- iii. Kunzru Committee (1957)
- iv. The University Grants Commission Committee of Experts (1960)
- v. Working Group set-up by the UGC (1961)
- vi. The Conference of Chief Ministers who recommended the Three-Language Formula (1961)
- vii. Official Language Act (1963)
- viii. Education Commission (1964-66)

All the above Commissions and Committees strongly emphasized that Hindi should be used as the official language and advocated English should be continued as associate official language and as a medium of instruction in higher education, that is, at college and University level. To resolve the problem with regard to the medium of instruction in education, the Three-Language Formula emerged out which was first proposed by the National Commission (1962) and later, by Indian Education Commission (1964-66) to visualize the mandatory study of English as Second language (L2) or as a third language (L3) for a period of six years or three years respectively in non-Hindi speaking areas and as an L2 for six years in the regions where Hindi is spoken. Three language formula mandates teaching of three languages including Hindi, English, and a modern Indian language (preferably one of the

southern languages); and (b) in non-Hindi speaking states, Hindi, English and the regional languages. There were many controversies, debates, and controversies concerning the position of English and medium of instruction in Indian education system. The Three-language Formula has enunciated the National Policy Resolution (1968) and the following lines provide a brief explanation about the core values of three language formula. (1) In Hindi speaking areas: (a) Hindi (with Sanskrit as a part of a composite course) (b) Urdu or any other modern Indian language excluding (c) English or any other modern European language. (2) In non-Hindi-speaking areas: (a) Regional language (b) Hindi (c) Urdu or any other modern Indian language excluding (a) and (b) (d) English or any other modern European language (Veranda Kumar, 2001). The Indian government accepted the recommendations made by the Ramakrishna Commission determined that the national languages will be developed through the process of incorporation of other languages. English would be gradually replaced by an 8 Indian language. The three-Language formula includes - the regional language, the federal languages and the newly adopted English language and English was adopted and studied in high-schools and universities. While framing the constitution of India, various Articles were placed in it giving importance to English language. The Article 345, 346 and 347 of Indian constitution deals with the subject of English language. The Article 343 assigns the national language Hindi the status of official language while English retained as the associate official language.

The present status of English in India today has gained more momentum as it is now considered a language for upward mobilization and to achieving higher goals in education. The early introduction of English in schools reveals the popularity of English in India. “English is, however, widely regarded by students and parents alike as the language of opportunity, opening the door to higher education, a better job, upward social mobility, and so on. Consequently, there is a widespread general desire to learn the language... and virtually all the teachers of English are Indians who have learnt English in the

same educational system” (Prabhu 5). The Position Paper on English in the National Curriculum Framework 2005 states that-

“English is in India today a symbol of people’s aspirations for quality in education and a fuller participation in national and international life .... The visible impact of this presence of English is that it is today being demanded by *everyone* at the very *initial* stage of schooling. The English teaching profession has consistently recommended a relatively late (Class IV, V, or VI) introduction of English, and this is reflected in spirit in policy documents. The dissatisfaction with this recommendation is evident in the mushrooming of private English-medium schools and the early introduction of English in state school systems” (NCERT, 2006).

English was traditionally taught by the grammar-translation method which was later followed by the structural approach and then to the communication approach which is now replaced with the behaviourist/constructivist approach. The present curricular approach to teaching English has its goals towards teaching English along with other languages and in relation to other subjects. “The aim of English teaching is the creation of multilinguals who can enrich all our languages; this has an abiding national vision. The multilingual perspective also addresses concerns of language and culture, and the pedagogical principle of moving from the known to the unknown” (NCERT: 2006). This marks a massive shift in paradigm from the first instances in an attempt at teaching English to the Indian masses as seen in *Macaulay’s Minute* of 1835. The National Curriculum Framework 2005 states that “The goals for a second-language curriculum are twofold: attainment of a basic proficiency, such as is acquired in natural language learning, and the development of language into an instrument for abstract thought and knowledge acquisition through (for example) literacy. This argues for an across-the-curriculum approach that breaks down the barrier between English and other subjects, and English and other subjects” (NCERT, 39).

The history of English language education in India has not given much importance to vocabulary instruction; rather it was seen as an isolated topic in learning the English language. However, it is evident from various research that vocabulary development cannot take place in isolation and it is now acknowledged that vocabulary plays a pivotal role in learning a language as knowledge of vocabulary determines the proficiency level of a student in a language.

### **1.3 History and Development of Education in Mizoram**

Mizoram which lies in the far north eastern corner of India is a relatively small state with a population of 10.97 lakhs according to the latest census in 2011. The history of formal education in Mizoram can be traced back to the days when Mizoram was one of the Districts of Assam and was called the Lushai Hills District till 1954 which was changed to Mizo District by an Act of the Parliament called the Lushai Hills District (Change of Name) Act, 1954. Para 2 of the Act states- “Lushai Hills District to be known as Mizo District. —The tribal area in Assam now known as the Lushai Hills District shall, as from the commencement of this Act, be known as the Mizo District”. (Gazette of India, 1954) Before formal education was introduced in Mizoram, the people inhabiting the area had their own indigenous system of education in the society. Societal norms of education were imparted orally and by living exemplars. Basic skills for human survival were taught to children at a very young age; children are taught to be obedient, respect their elders and be a responsible member of society.

Formal education was initiated during the British rule as recorded by Nghaka in his book *Mizoram Zirna Chanchin (2018)*, the first schools were opened at Bualpui village, Mualvum village and Tlabung (Demagiri) village in 1890 as Bengali medium schools. Another school in Hindi medium was opened in 1893 in Dawrpui which was later converted to Bengali medium in 1897. A Bengali medium school was also opened in 1894 in Lunglei. The reasons for opening schools in Bengali medium could be attributed to the fact that the

Mizos had no alphabet of their own and the land was under the British rule with the plan of using Bengali language for official purposes. However, the British rulers decided that the education policy and planning of Lushai Hills District be left in the hands of the missionaries from the year 1904.

The initial stage of general education in Mizoram was primarily targeted for propagation of Christianity. The arrival of Welsh missionaries Rev James Herbert Lorrain (Pu Buanga) and Rev F.W Savidge (Sap Upa) from the Arthington Aborigines Mission of England on January 11, 1894 marks a turning point in the history of Mizoram. They arrived at Sairang and settled at Mc Donald Hill in Aizawl and developed the Mizo alphabet within the first year of their stay in Mizoram with Suaka and Thangphunga as their first students. The missionaries decided to develop the Mizo alphabet as there was no system of writing at the time and as they felt “it therefore fell to our lot to reduce the language to writing in such a way that our system could be readily adopted by the people themselves. For this purpose, we chose the simple Roman script, with a Phonetic form of spelling based on the well-known Hunterian system, and this, with a few slight emendations adopted since, is still used throughout the tribe with eminently satisfactory results”. (Lorrain:1940)

By the year 1936, schools were classified in three (3) levels- Lower primary/ kindergarten for children between 5-7 years of age in Class A and Class B, Primary School for 8 – 11-year-old children consisting of Classes I, II and III, Middle English School for children of 11-13 years old in classes IV – VI. Educational qualification required for teachers of Lower Primary School and Primary School are- Candidates having passed Middle English School or Class VII in High School. Educational qualification required for teachers of Middle English School are- candidates having passed Matriculation or Class IX. The reorganization or classification of different levels in school education aimed at the holistic development of students and stipulated that beyond Primary Standard, all students will learn in English. (Nghaka, 2018)



The Welsh Mission initiated the process for opening of High Schools in 1926 but was met with opposition from the authorities, another attempt was made by the same mission in 1928 which was again rejected by authorities. The first High school was finally opened in February 1944 at the YMA hall of Mission veng and called Mizo High School. The High School had an entry level starting from Class VII with Rev. BE Jones who was the Honorary Inspector of Schools as its first Headmaster.

The Lushai Hills District Education Board was responsible for prescribing the curriculum for the schools. Singing, Drawing, Recitation, Games, Nature Study, Scripture, Story Telling, Clay Modeling and Health Teaching besides the three R's were taught in kindergarten. The Primary Classes had Vernacular, English, Arithmetic, Geography of the Lushai Hills and Assam, Scripture, Hygiene, Nature study, Music, Drawing, Physical Training, Craft in Basket making (boys) and Sewing and Knitting (girls). The Middle English School had vernacular, English, Arithmetic, Geography, History of India, Scripture, Hygiene, Drawing and Painting, Physical Training and Carpentry or Craft in Cane works (for boys) and knitting and weaving or Domestic Science (for girls). English textbooks and Reading were introduced from the year 1929.

The first English Medium School was opened by the Seventh Day Adventists in 1950 in Aizawl. This was under the leadership of Mrs. Helen Lowry, the wife of Pastor WG Lowry who were the first white Seventh Day Adventist missionaries who arrived at Aizawl on December 13, 1949, and they established the church on a firm foundation in Mizoram.

#### **1.4 English Language Education in Mizoram**

There is very limited resource on the history of English language education in Mizoram. However, the English alphabet was introduced to the people of Lunglei in the southern part of Mizoram in as early as 1890 by the erstwhile Deputy Commissioner of Chittagong Hill Tracts Captain Thomas Herbert Lewin (later given the honorary rank of Lieutenant Colonel) who was

given the Mizo name of Thangliana by the Mizo people which the officer assumed is a combination on Thomas and Lewin as he recorded in his diary entry later published in a book titled *A Fly on the Wheel* in the year 1912. It is also interesting to place on record that the Deputy Commissioner also deciphered names of places of the Mizos like “Aizawl as Aijal, Lunglei as Lungleh among many of his entries in his diaries”. (Lalhmuaka, 2000)

As mentioned in the preceding paragraphs, pre-independent Indian government entrusted formal education to the Welsh Missionaries and education beyond Primary stage was in English. The first Lower Primary Examination was held on 25 June, 1893 with 27 candidates with a pass percentage of 70.37%. (Lalhmuaka, 2000)

English was initially taught through a textbook called English Reader IV, V, VI, VII, VIII. Permission to open Middle English School was granted to the Welsh Missionaries in the early part of 1907 and Middle English classes started from the year 1908 and their textbooks are-

English: English Readers, On the Shores of the Great Sea, Legend of Old Lushai etc.

Arithmetic: Chakravarty’s Arithmetic

History: Mursden’s Indian History

Geography: The World Geography

Geometry: Hall & Steven’s Geometry, 12 theorems

Vernacular: One of the Gospels from the New Testament

The year 1930 witnessed the discontinuation of Classes VII and VIII for Middle English and Middle English came to be known as Class VI. (Lalhmuaka, 2000)

The Welsh missionaries devised their own textbook called *Hmabu* which is more of a translation book for Lower Primary School students which served as an important tool for learning English for beginners in the formal

school system. Examples from Zoram Sikul Zirna Chanchin (2000) may be quoted- “Entirna - Heng ‘Chawm=feed; awm=live’ te hi verb an ni... ‘Nu ngilnei chuan fahrah te a chawm= the kind mother feeds the poor orphan; Thawhtannah rul sei a tleng ang= On Monday the long snake will slide; Kairuma khua chu ni nga kal a ni= To reach Kairuma’s village, it takes five days etc.” (76)

### **1.5 Problems in the English Language Classroom in Mizoram**

As a part of the legacy of the British rule, English has always been considered as the language of the elite and it is a public sentiment that English medium education offers a more superior quality of education than education in the vernacular. This is evident from the fact that private English mediums have continued to blossom in spite of the government’s effort to provide better facilities to vernacular medium government schools all over the country. This trend is popular even in a remote corner of the country like Mizoram where many vernacular medium government schools have converted into English medium schools mainly as an enrolment drive. As many as 101 Primary schools and 65 Middle schools have converted into English medium school till 10. 06. 2022 (as per record of the SCERT Mizoram).

Even though the popularity of English has gained a foothold in Mizoram as in the rest of India, many problems are still being faced in the English Language classroom. Interactions with teachers and verbal feedback from teachers of different levels of schools indicate that there is lack of proficiency on the part of teachers to teach the language effectively which may be due to different factors. One of the main factors responsible for this problem is lack of exposure to the target language (English) and lack of practice. There is very little reading, writing, and speaking practiced by the teachers except maybe in the school scenario; this leads to lack of confidence in using the language extensively. The adverse effect of this is reflected on the students wherein they become less exposed to the language thereby minimizing their development in the target language.

English is introduced as a second language from Class I in Mizo medium schools in Mizoram. Students have very limited exposure to the English language because Mizoram is essentially a monolingual society, but Mizo students are fortunate in the sense that by the time they enter primary school, they have a number of English words which have become a part of the Mizo language in their vocabulary repertoire and that the Mizo script is similar to that of English. This is because there are many loanwords which are being used as a part of the Mizo language in daily interaction within society. However, this does not include formation of sentences in English as well as grammatical usage of the learners. Besides, the grammatical structure of English is very different from that of Mizo which results in errors in sentence construction and in usage. It has always been assumed that the poor performance or lower level of achievement in English language learning is due to poor knowledge is due to lack of knowledge in grammar even though teachers with good knowledge of grammatical rules and structures have often been unsuccessful in their attempt to teach English effectively in their language classrooms.

The policy of using ‘one textbook across the state’ has been in practice since the academic year 2014-2015 where textbooks published by the NCERT were introduced from Class I – IV in a phase manner, Class V students were introduced to the textbooks in 2015-2016 and class VI – VIII in 2017-2018. These textbooks are adapted and modified to suit the need of local learners and the same books were translated in Mizo medium for use in vernacular schools. The medium of teaching from class VI is in English medium from the academic year 2017-2018 as the government’s response to the recommendation of the Report of the Mizoram Education Reforms Commission, while English medium instruction from class VIII has been in practice for a number of years. Though the medium of instruction is to be in English and the textbooks are in English for the three upper classes of elementary schools, teachers often need to resort to translating the texts as many students are not fluent in the target language which hampers their learning.

One of the biggest problems faced by the English teacher and learners of English as a second language seems to be lack of exposure in the target language as the Mizo society is a monolingual society and people communicate in Mizo. The geographical location of Mizoram in a remote hilly area has also secluded its people and people do not have to use other languages as there are not many outsiders to communicate and socialize with as an everyday situation.

### **1.6 Methods of Teaching Vocabulary**

“Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Vocabulary addresses single lexical items—words with specific meaning(s)—but it also includes lexical phrases or chunks” ([www.tesol.org](http://www.tesol.org)). Vocabulary development implies knowing about the meaning, pronunciation and usage of words necessary for communication. Vocabulary development is an important aspect of acquiring and learning a language. Children acquire their first language through exposure to the language in the home environment and then move on to learning a second language through the community or through formal learning in schools. Mizo learners of English are exposed to English as a second language in their first year of schooling along with many of their counterparts in different States of India.

In the elementary classes, vocabulary is mainly taught through translation method, and students are expected to learn the spellings of new words they encounter in their textbooks. ‘Marigold’ series of textbooks which are being prescribed for Classes I – V have different sections after reading texts, comic strips or poems in the language practice exercises where students can learn new words, to be done through discussions or by writing them. The other set of textbooks for Classes VI – VIII are arranged in such a way that new and unfamiliar words are listed in a column at the side of the reading texts in a glossary style where their meanings are also written. The textbooks of Class VI-VIII are also accompanied by Supplementary Readers which has

evidently caused confusion in many teachers in teaching these set of textbooks. Many teachers are not aware that supplementary readers are meant as an aid to develop students' skills in language development, rather they are often ignored or used for intensive reading purposes. The present study will not be dealing with the supplementary reader as the research problem is not linked with using vocabulary for development of reading skills in the language classroom.

### 1.7 Evaluation System

The enactment of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 has made it mandatory to use Continuous and Comprehensive Evaluation (CCE) in all elementary schools across the country. Accordingly, CCE was used as the evaluating system of elementary school from the academic session of 2011 in Mizoram. Section 29 (2) of the RTE Act 2009 has given Academic Authorities of States and UTs the authority to lay down curriculum and evaluation procedure under sub section (1) to take into consideration among other things that “Comprehensive and continuous evaluation of the child’s understanding and knowledge and the ability to apply it”. (RTE Act, 2009)

The curriculum and evaluation system for elementary schools as envisaged in Part VII 22.2 of the RTE Act 2009 states “The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following, namely–

- (a) conformity with the values enshrined in the Constitution;
- (b) all round development of the child;
- (c) building up child's knowledge, potentiality and talent;
- (d) development of physical and mental abilities to the fullest extent;
- (e) learning through activities, discovery and exploration in a child friendly and child-centered manner;
- (f) medium of instructions shall, as far as practicable, be in child's mother tongue;

- (g) making the child free of fear, trauma and anxiety and helping the child to express views freely;
- (h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same". (RTE Act, 2009. 11)

CCE is a practical evaluation system which aims to develop the skills of students in all curricular and co-curricular areas at the elementary level. It is designed to assess students from various perspectives, with an aim to eliminate rote memorization. CCE refers to a system of school-based assessment that aims to cover the holistic development of students. It is designed to reduce the burden of students and ease their stress related to board exams and to introduce a uniform and comprehensive pattern of evaluation for students across the country. As the name suggests, the evaluation of achievement of students is assessed continuously and comprehensively through formative and summative assessments based on their performance in scholastics and non-scholastic areas through paper pencil tests, project works and student portfolios.

## 1.8 Review of Literature

Choosing the right words to teach is a problem which has perplexed the teacher of English as a second language for a long time now. Educationists and researchers have not been able to pinpoint the exact number of words to teach in the second language classroom. Some amount of groundwork has been done on vocabulary selection in the 1920s and the early 1930s, but these are mainly concerted efforts of private enterprises. This is reflected in *A History of English Language Teaching* by A.P.R Howatt and H.G. Widdowson (2004) which documents the history of the teaching of English to speakers of other languages.

Extensive research has been conducted on the importance of vocabulary acquisition and vocabulary development in language education. Much of the research work focuses on the link between vocabulary and the development of reading skills. I.S.P. Nation, an Associate Professor in applied

linguistics at the Victoria University of Wellington, New Zealand is regarded as one of the world's leading authorities on vocabulary in second language learning. His book, *Learning Vocabulary in Another Language* (2003) is considered a valuable resource for people working on the teaching and learning of vocabulary. The book deals exhaustively with the process of learning a word and knowing a word. It contains vocabulary learning strategies which are based on experimental research, case studies and years of experiences in teaching.

Pikulski and Templeton (2004) concede that the greatest tool a teacher can give to learners for succeeding in education and in life is a rich vocabulary and the skills for using those words. The importance of vocabulary development is echoed in our ability to function in today's complex social economic world which is affected by our language skills and word knowledge. Their research article talks about different terms used for describing vocabulary- receptive vocabulary, expressive vocabulary, meaning/ oral vocabulary and literate/ written vocabulary. Children acquire meaning/ oral vocabulary during the first five years or so of their lives, they hear words and can produce these words in speech. Their meaning/oral vocabularies are larger than their literate/ written vocabularies. Their literate vocabularies are built up and developed when children enter school. The paper links vocabulary development and development of reading skills, different approaches to the teaching of vocabulary is also mentioned in the paper.

Joan Sedita (2005) talks about the importance of vocabulary instruction, the connection between vocabulary knowledge and reading comprehension. It mentions the National Reading Panel's (2000) analysis on vocabulary instruction which found that there is no one best method for vocabulary instruction and that vocabulary be taught both directly and indirectly. An overview of vocabulary instruction is comprehensively discussed in the paper.

The early introduction of English as a second language in many regional medium schools in different States of India is reflected on the *Position*



*Paper of the National Focus Group on Teaching of English* (NCERT, 2006). In the Executive Summary of the Paper, the level of introduction is stated as a matter of political response of the aspirations of the people rather than academic or feasibility issue. The main aim of the language curriculum at the initial stage of schooling is to build familiarity with the language (through primarily spoken or spoken-and written input) in meaningful situations, so that the child builds up a working knowledge of the language. This can be done through the help of the child's first language, the language that they are familiar with to be aided by the second language in the beginning of entry to schools, which is also reflected in the textbooks. As stated in the Paper, the goals for language learning are twofold- basic proficiency and using language for abstract thought and acquisition of knowledge through language. Though it is not explicitly stated in the Paper, the goals for language learning can be attained through the development of vocabulary as it is how languages are used. Without words, there can be no language.

*Teaching and Learning Languages- A Guide* (2009) is written by Angela Scarino and Anthony J Liddicoat, financed by the Government of Australia. It is designed to lead language education in new directions and to help create inspiring learning environments. It invites teachers of languages to think about the content, process and outcomes of their work in teaching, learning and assessment. It is a resource for reflecting on language education, the role of language teachers, and their pedagogical relevance to contemporary language learning situation. It also highlights recent works done by members of the language teaching community for all which are based in classroom situations. The book also deals with diverse cultures and societies of Australian immigrants whose second language is English. As stated in the book, "People use language for purposeful communication and learning a new language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language. Language is something that people do in their daily lives and something they use to express,

create and interpret meanings and to establish and maintain social and interpersonal relationships” (16).

### **1.9 Statement of the Problem**

The official age for children to start primary education is at the age of 6 years and children enter elementary school without formal/ proper preschool education. The Social Welfare Department of Mizoram has Anganwadi Centres that serve as a substitute preschool centre but the main focus of these Centres is to provide nutritional needs of mothers and children below 6 years of age. However, in some of these Centres, the rudiments of numbers and the alphabet are taught to children. Besides these Centres, interaction with different teachers reveal that there are a number of Govt Primary Schools with unofficial preschool classes where children below 6 years of age are in attendance and these classes are often called ‘Class I B’. When children enter formal school at the age of 6 years, their knowledge of language is very limited. Some children often do not have the ability to identify letters of the alphabet even though most children are able to converse fairly well in their first language. Their vocabulary is limited to the first language in most case- in order to understand learners’ problems and progress, it is necessary to examine the place of vocabulary development in the English language education at the elementary level.

Children are taught English from Class I, textbooks prescribed by the Academic Authority of - State Council of Educational Research and Training, (SCERT) Mizoram are used in both English Medium and Mizo Medium Schools from the academic session 2015 – 2016. It may be mentioned that textbooks were earlier prescribed by the Mizoram Board of School Education (MBSE) and students in English and Mizo medium schools use different set of textbooks till 2014-2015.

Learners in government and government-aided Mizo Medium Schools are apparently at a disadvantage as there are no formal preschool classes in most government schools and it is their first year of exposure to English. In

private English Medium schools, children have had two years of Nursery/ Kindergarten classes where they have had two years of exposure to English. A large population of teachers of elementary schools are not trained as language teachers and subject specific teachers are not recruited at this stage of school education. This has resulted in lack of professional competence of teachers for imparting second language education in English. The textbooks being used in the classroom are often the only exposure to English for many students. As children enter school with different levels of vocabulary in their first language, the prescribed textbooks are assumed to cater to the vocabulary needs of learners at each level of elementary education.

The home environment in which a child is brought up has a profound impact on the vocabulary development of the child. The quality and quantity of words spoken in the home affects the vocabulary knowledge of a child. By the time children acquire language through listening and by the time they are able to speak, those who belong to lower economic status have fewer different words in their vocabulary repertoire than children belonging to more affluent section of the society. Further, it has also been observed that the quality of language known and used by children of educated parents is comparatively better than children whose parents are uneducated. As a majority of children enrolled in Government schools belong to the weaker economic section of the society, there is an assumption that these children are disadvantaged in the learning process in the classroom.

There is an old saying that “teachers teach the way they are taught” which is reflected in the teaching methodology of most teachers. The teacher’s attitude towards teaching vocabulary items or any other subject is greatly influenced by the way s/he was taught. It is assumed that most teachers at Government elementary schools are not aware of the importance of vocabulary instruction for effective language learning and teaching. It is also believed that many children enrolled in Government and Government-aided schools are from families with low economic background and teachers of English are often

not aware of the importance of word building to help children in the learning process.

It is widely felt that the importance of vocabulary is not given its due place in second language learning mainly because linguists all over the world are mainly concerned with grammar and other aspects of a language. The observation of many teachers shows that the instruction of vocabulary items does not account for the number of words learners need to acquire to communicate successfully. It is believed that the tendency of teachers to teach with the same methods and procedures they were taught has also contributed to the neglect of vocabulary. It is also assumed that this is reflected even in the teaching methodology of teachers in Mizoram.

#### **1.10 Objectives of the study**

- (i) **To examine the place of vocabulary development in English language education being imparted at the elementary level of schools in Mizoram:** The state of Mizoram through the academic authority for elementary education developed its own curriculum for elementary level based on the NCF 2005 from the academic session of 2015-2016 when adapted/translated version of NCERT textbooks were introduced. The NCF 2005 focuses on the primacy of language as a tool for learning any subject and stresses on the advantages of multilingualism in the classrooms. The concept of multilingualism being lost in the classrooms where Mizo is the dominant language in the state accounts for the fact that this concept of language learning has not really taken hold. The main thrust of the curriculum being development of the four basic language skills based on familiarity with the target language leading to proficiency and fluency on the language. The importance of language for studying other subjects has a major role in the curriculum which is in line with the 'language across the curriculum' approach of the NCF 2005. There are specific instructions on the language items (grammar) to be taught and the skills to be fostered at different levels of learning English while

vocabulary instruction in the classroom has not been given any specific instruction. In spite of little importance accorded to specific vocabulary instruction in curricula and other documents the research will aim to find out the place of vocabulary instruction accorded in the English textbooks prescribed for use at the elementary level of schools in Mizoram.

- (ii) **To examine the vocabulary load of elementary learners' textbooks (English textbooks of Classes I – VIII):** Analysis of English textbooks prescribed in the State will be carried out to examine the vocabulary load of elementary learners. Vocabulary mapping will be done to study word count and number of new words presented in the English textbooks of elementary schools in Mizoram. Separate questionnaires for learners at Class IV which is the terminal stage of lower elementary level and at Class VIII which is the terminal stage of upper elementary level will be developed and employed to find out the knowledge level of learners in both the stages.
- (iii) **To find out strategies of vocabulary teaching used by teachers of elementary schools in Mizoram:** Traditional methods of teaching English in Mizoram gives the assumption that teaching/learning new words occur through one-on-one translation. Though translation of the target language in the first language of learners has many advantages there may be instances where this is not feasible when words are to be learnt in context and not in isolation. NCF 2005 strongly advocates multilingualism in the classroom but teachers of perceive using languages other than English in the English classroom is not conducive to learning the target language. The research will study different strategies used by teachers in elementary schools for development of their learners' vocabulary.
- (iv) **Suggestions for Improvement of Vocabulary Instruction at Elementary Schools in Mizoram:** In view of the different objectives stated above, the ultimate objective of the study is to present suggestions for improvement of vocabulary instruction at the elementary stage of school education in Mizoram.

The study will examine the place of vocabulary development in the English language education being imparted at the elementary level of schools. It will also look at different strategies used by teachers in teaching vocabulary items and inquire into the backgrounds of teachers teaching English at different classes of the elementary level.

This chapter discusses in detail several backgrounds related to the purpose of the study tracing the history of the English language to the history and development of English language education in India and in Mizoram in particular. It also describes problems faced in the English classrooms in Mizoram based on assumptions, methods of teaching vocabulary, the evaluation system being used, review of related literature, statement of the problem and objectives of the study. The next chapter will discuss vocabulary learning strategies and vocabulary mapping of English textbooks prescribed for use in elementary schools in Mizoram.

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**CHAPTER 2 – VOCABULARY LEARNING STRATEGIES IN SECOND LANGUAGE AND VOCABULARY MAPPING OF ENGLISH TEXTBOOKS OF ELEMENTARY SCHOOL**

- 2.1 Introduction
- 2.2 Vocabulary
- 2.3 Vocabulary Learning Strategies
- 2.3 Methods and Approaches in Vocabulary Learning
- 2.5 Vocabulary mapping of English textbooks of Class I-VIII used in Mizoram

## CHAPTER 2

### VOCABULARY LEARNING STRATEGIES IN SECOND LANGUAGE AND VOCABULARY MAPPING OF ENGLISH TEXTBOOKS OF ELEMENTARY SCHOOL

#### 2.1 Introduction

Vocabulary learning is the most basic and fundamental unit of language learning. Humans function with language and knowledge of a vast repertoire of vocabulary is essential for effective communication. To gain insight into the vital role of vocabulary in a language learning situation, different definitions on 'word' will be dealt with and what knowing a 'word' entails. An attempt will also be made at vocabulary mapping of the English textbooks of Classes I- VIII being used in Mizoram to study word count and word frequency. There will also be will a discussion on different strategies used for vocabulary development of learners and it will be kept in mind that there is no single best strategy for effective vocabulary development. The choice, the use and effectiveness of any strategy depends on the learner, the teacher and the context in which a second language is being taught and learnt.

#### 2.2 Vocabulary

Vocabulary can be broadly defined as a set of words in a language which is developed over time in a person as they age and as they start receiving education. However, vocabulary is a very complex term which cannot be easily defined as words are confronted in oral and print form. The degree of knowledge of a word is very hard to discern in a person as it also forms the receptive and perceptive knowledge of a person's repertoire of word knowledge.

If vocabulary is broadly defined as a set of words, let us look examine what a 'word' means. There are different definitions of 'word' in different dictionaries and some of them are –

The Oxford Elementary Learner's Dictionary (twenty ninth impression, 2008) defines word as "a sound you make or a letter or group of letters that you write, that has a meaning". This implies that any sound which is spoken is technically a 'word' including the blabbering of young children and the sounds that toddlers make even before they learn to speak coherently. And a letter or group of letters in the written form also consist of a word according to this definition of a 'word'. This makes the whole meaning of a 'word' very vast and multifaceted.

The Oxford Student Learner's Dictionary of English (eighth impression, 2008) defines a 'word' as 'a sound or letter or group of sounds and letters that expresses a particular meaning'. This definition of a 'word' is now more specific than the other definition mentioned earlier and has a much more implicit purpose than the other definition. An example of this definition could be seeking information on the meaning of a particular definite word in another language like- 'What is the Mizo word for potato?' or 'What does this word mean in your language?' or 'How do you say Hello! in your language?' which implies that a 'word' is something which carries meaning and function.

The Oxford Advanced Learner's Dictionary of Current English (9<sup>th</sup> Edition, 2015) defines a 'word' as "a single unit of language which means something and can be spoken or written" which is more or less the same as other definitions given above. A word can be described as a single unit of language which is spoken and written and carries meaning, it can be used to perform a variety of functions in classroom instructions and can also be used to convey different meanings in a context.

To have a better understanding of what a 'word' means above and beyond dictionary definitions, Nation concedes that "words are not isolated units of language, but fit into many interlocking systems and levels" (2001, p. 23). Word knowledge and the different functions and forms of word in a language is not easily interpreted as the levels and backgrounds of learners vary. Having full knowledge of all possible words in a certain language is

unheard of even for a native speaker to gain mastery over a language as languages change with times and new words being coined almost every day.

Nation (2001) states that “At the most general level, knowing a word involves form, meaning and use”. Nation (2001, p.26) and illustrates it tabular form (2001, p. 27)-

**“Table 1. What is involved in knowing a word”**

Form	Spoken	What does the word sound like? How is the word pronounced?
	Written	What does the word look like? How is the word written and spelled?
	Word parts	What parts are recognizable in this word? What word parts are needed to express the meaning?
Meaning	Form and meaning	What meaning does this word form signal? What word form can be used to express the meaning?
	Concept and referents	What is included in the concept? What items can the concept refer to?
	Associations	What other words does this make us think of? What other words could we use instead of this?
Use	Grammatical functions	In what pattern does the word occur? In what patterns must we use this word?
	Collocations	What words or type of words occur with this word? What words or type of words must we use with this one?

	Constraints on use (register, frequency etc.)	Where, when and how often would we expect to meet this word? Where, when and how often can we use this word?
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Knowing different sets of words helps a learner in comprehending a piece of writing or understanding spoken words surrounding a learner. Knowledge of words will enable a learner to follow a set of instructions given by the teacher in the classroom and will enable them to become proficient users of a target language.

Vocabulary, thus can be used to refer to all the words in a specific language and it occupies a critical place in the learning of English as a second language for Elementary School students in Mizoram. Vocabulary is interlinked with all the four basic skills in language learning (LSRW) and in the teaching-learning of grammar in a particular language. The term ‘vocabulary’ will be interchangeably used with the term ‘new words’ for the purpose of this study.

### 2.3 Vocabulary Learning Strategies

As vocabulary is deemed to be the core element in learning a new or second language and it is imperative that different strategies and approaches of vocabulary learning is given its due place in this study. There cannot be a ‘right’ or ‘wrong’ strategy applied by a learner for learning any new word. Any type of strategy a learner employs to become proficient in the target language may be an advantage for many students while this may not always apply for English learners of Mizoram at the Elementary level of school. Another attributing factor would be the manner and style in which Mizo learners are taught new words in English. There are two main ways in which Mizo learners of English gain knowledge on new vocabulary- direct and indirect. Direct learning is a conscious learning process where learners confront new words in context or in isolation derived from their textbooks in the English classroom. The Mizo child indirectly learns a new English word through association in

context where loan words from English is part of their daily conversation at home or in schools where there are no alternate words in Mizo.

It is evident from a number of researches that vocabulary learning strategies form an intrinsic part of language learning strategies employed by learners. Learners are to be trained by their teachers from the elementary level to develop their own strategies for vocabulary learning but many a times teachers do not effectively train learners as there are limitations to what they can teach in a given time with limited resources. Different strategies that can be employed by learners/ teachers at the elementary level of schools are-

- 1) Selection and identification of words for comprehension
- 2) Learning from wholes to parts
- 3) Guessing from context
- 4) Using a bilingual/ monolingual dictionary
- 5) Note taking
- 6) Rote rehearsal
- 7) Repeating words aloud
- 8) Using images, visual clues, non-verbal clues, songs and lyrics etc.
- 9) Using new words in different situations

In order for learners to achieve desirable level of vocabulary in second language during their elementary schooling period, learning of single words should be made the highlight at an early stage- in the foundational years of Class I-III. After they have developed their language ability in both the mother tongue and in the second language, meaningful vocabulary learning can take place by making them learn language/ vocabulary through contexts. When young learners confront new words in different contexts through reading, writing or listening, they are able to comprehend the different forms and functions of a specific vocabulary item.

Learners also internalize different meanings, forms and functions of a new vocabulary item while listening to rhymes, songs, dialogues in TV and

films or through different electronic and social media platforms. They also easily absorb when they are exposed to conducive print-rich environment in schools and during family interaction at home.

In spite of the different strategies discussed above and the methods in which learners learn new words, it is not possible to teach them all the words in the world in any language. Teachers make use of the English classroom by using textbooks and other TLM to teach second language vocabulary to learners which does not suffice if children are not taught to device their own strategies for learning vocabulary in a second language.

To conclude the discussion, it is evident that teaching and learning of second language vocabulary in the school system is often been placed at the backdoor with more emphasis on LSRW and grammar. In the textbooks prescribed for elementary learners of English in Mizoram, although some numbers of activities/ exercises are given for learning of new words, there is apparently not much focus on the development of vocabulary of learners in English. Effective vocabulary learning takes place when learners are aware of the different aspects of a word and how it works in language and when they are able to device their own strategies for learning a new vocabulary.

### **2.3 Methods and Approaches in Vocabulary Learning**

Second language vocabulary learning is an emerging research topic by many linguists, applied linguists and psycholinguists. However, definition of the term 'word' how it works, how it is acquired in second language, where it remains in the human mind and its effect on acquiring other language skills remain a much-debated topic. The availability of so many languages in the world, the characteristics of any given language and the interchangeability of a language spoken by a certain population add to the problems in vocabulary research. Differences in the context of learning a second language is another contributing factor in the complexity of vocabulary research. The aforementioned factors have contributed considerably in the lack of a comprehensive vocabulary learning theory in second language vocabulary

acquisition. Meara (1997, p.109) asserts that “the L2 research literature contains lots of examples of what might be broadly described as descriptive research on vocabulary acquisition, but very few examples of explanatory, model-based research, which account for this learning”.

In order to have an effective second language vocabulary instruction framework, many methods and approaches have been formulated. Some of these methods and approaches gave specific focus to one aspect of language concerned with words and word combinations and this approach stresses on the importance of vocabulary in a specific language. However, a single method or approach cannot be used as a benchmark for second language vocabulary acquisition as development of vocabulary in learners is interlinked with their development in LSRW and grammar as well. In order to gain proficiency and fluency in a target language all aspects of language need to be considered as they are interdependent on each other.

Theories, methods and approaches in second language learning and its successful transaction in the classrooms and its place in the curriculum relies heavily on policy makes in education. Teaching a second language by rote will not have effect on learners as language use is minimal in this case. will not be effective or interesting for the learners. It is desirable that teachers teach a second language at the level in which a learner is being placed in the classroom and according to learning outcomes to be achieved as laid down in the syllabus prescribed for the class. Verghese (1989) says that “A language is best learnt through practice in real situations, this is because of the close relation that exists between experience and expression”. Verghese further adds that “There are two kinds of situations: real and artificial... Every structure must be encountered and practiced in a context of situation. (p. 61)

Let us briefly outline a few methods and approaches in second language acquisition for the purpose of this study-



- **Oral Approach and Situational Language Teaching:** The target language in this approach is the language of the classroom. It begins with the spoken form of language and learners are taught orally introducing them to the written form of the target language. This method uses Vocabulary selection procedures to ensure that an essential general service vocabulary and grammar items are covered.
- **Grammar - Translation Method:** This was the predominant language teaching methodology from the beginning of the nineteenth century and it is also called the classical method of language teaching. It is one of the oldest and most traditional methods teaching of English language. It was introduced in India with the arrival of the British and its colonisation. A majority of teachers in Mizoram still follow this method for teaching English.
- **Direct Method:** This method advocates the use of the target language to convey meaning and translation has no place in this method. This method assumes that vocabulary will be acquired easily using interaction, pictures and physical demonstration in the process of learning which will connect vocabulary directly with real life to a great extent. This kind of method is not practiced much by teachers in Mizoram.
- **Audio-Lingual Method:** Learners are exposed to audio- lingual, non-verbal and visual environments of the target language. They learn language by imitating, repeating and memorising language item presented to them. It was mainly for conversational purposes that this method was formulated.
- **Bilingual Method:** This method makes use of two languages- the learner's first language/mother tongue and the target language. It is also referred to as a blend of the direct method and the grammar-translation method. This method aims to train the learner to attain fluency and accuracy to become a bilingual user of languages.

- **Dr Michael West's New Method:** This method developed by Dr Michael West recommended the importance of reading for acquiring knowledge in a second language. It advocated reading as the most useful skill for learning a new language.
- **Structural Approach:** Language is made up of structures and a learner must have mastery over the structure of the target language. It places knowledge of vocabulary lower than knowledge of structures as the Approach believes on the importance of structures in a language.
- **Communicative Approach:** This significance of language functions is the main focus of this Approach. It advocates that both meaning and functions of a language are important for acquisition of a second language. It emphasizes on the functional and communicative aspects of language and as 'language for communication'.
- **Communicative Language Teaching:** It originated from theories of language as communication with an objective to develop the 'communicative competence' of learners. Language is the main form of communication and the ideal user of a language should be able to communicate effectively according to this Approach.

## **2.5 Vocabulary mapping of English textbooks of Class I-VIII used in Mizoram**

Textbooks are one of the most important tools for teaching/learning in any formal learning situation especially at the Elementary level of schooling. They are written on the basis of a set of curricula devised for the purpose of learning at different age levels. Historical evidence also shows the existence of textbooks in the ancient ages where schools were run by teachers in earlier societies.

A textbook is a standard book containing information on different learning goals set to be achieved within a specified timeframe. The contents in a textbook are systemically arranged for maximum coverage of topics to assist the teacher in a given classroom. English textbooks differ from other textbooks

of content subjects like Science, Mathematics or Social Sciences because it acts as a source for learning the four basic skills of language apart from grammar and vocabulary.

There are 11 titles of textbooks prescribed for study from Class I – VIII in Mizoram prescribed by the Academic Authority (SCERT) of the State. The textbooks are based on NCF 2005 and are developed by a team of experts identified by NCERT which is then adapted to suit the needs of learners in Mizoram. List of textbook titles and components is shown in table 2 below:

**Table 2. List of titles of textbooks prescribed for Elementary Level in Mizoram**

Sl. No.	Title of Textbooks	Class	No of Units	Additional information
1.	Marigold 1	I	10	Teachers Notes at the end of each Unit
2.	Marigold 2	II	10	
3.	Marigold 3	III	10	
4.	Marigold 4	IV	10	
5.	Marigold 5	V	10	
6.	Honeysuckle (Course book)	VI	10	Notes for the teacher is written for Units 1-3, 4-7 and 8-10 before the Units
7.	A Pact with the Sun (Supplementary Reader)	VI	No Units. The textbook has 10 chapters	No Teacher's page
8.	Honeycomb Course (book)	VII	10	Notes for the teacher is written for Units 1-3, 4-7

Sl. No.	Title of Textbooks	Class	No of Units	Additional information
				and 8-10 before the Units
9.	An Alien Hand (Supplementary Reader)	VII	No Units. The textbook has 10 chapters	A Note for the Teacher before the first chapter on the main objective of the supplementary reader
10.	Honeydew (Course book)	VIII	10	Notes for the teacher is written for Units 1-3, 4-7 and 8-10 before the Units
11.	It So Happened (Supplementary Reader)	VIII	No Units. The textbook has 11 chapters	No Teacher's page

Different exercises and activities to be undertaken by the student is identified, classified and listed in a systematic manner. These exercises are for developing the LSRW skills and grammar competency and development of vocabulary of the learners. The textbooks are also integrated for enhancement of different life skills, environmental awareness and aesthetic sense of learners.

However, as one of the purposes of the study is to examine the vocabulary load of learners in the textbooks, a list of vocabulary (new words) introduced in Class I- VIII is listed in Table 3 below:

**Table 3: List of new words in elementary school English textbooks of Mizoram**

Class	Unit	New Words
I	1	cry, day, red, sun, and, bad, big, but, not, the, was,
	2	dog, how, met, try, two, friend, field, lunch, rain, hungry, fry, tired
	3	cat, rat, sad, ten, chicks, hen, hot, plant, yellow,
	4	bird, hop, tail, stop, window, black, crow, mango, parrot
	5	around, down, in, on, out, round, up, ball, blue, circle, lines, moon
	6	apple, boy, eat, drop, joy, berry, caterpillars, nest, rain, tree
	7	blow, breeze, chanced, kite, sit, band, dizzy, smile, string, tug, wind
	8	carry, crawl, tired, turtle, angry, bleed, great, hit, proud
	9	bring, cloud, cool, dance, hot, rain, bright, favourite, indigo, inside, outside, rainbow, violet
	10	flying, high, man, mountains, sea, take, friend, pain, shop, tailor, trick, wet
II	1	wonder, drawing, stares, Gran, puppy, giraffe, surprised, adventure, wonderful, playground
	2	butterfly, myna, fish, kangaroo, octopus
	3	wrinkles, secret, hiding place, road, coat, quickly, stronger, cheeks, won
	4	field, umbrellas, ships, snail, dark, feelers, storm, lightning, thunder
	5	proud, noble, wise, penguins, strutting, remarks, nut, ouch, met, I'm, I'll, off, we're
	6	quiet, mischief, everybody, agree, nobody, curly, cottage, bowl, porridge, hungry
	7	gates, wide, lead, chimney, marigolds, straight, order, rub, puzzle, erase, court
	8	music man, far away, play, piano, drum, boom, tired, musician, peeped, delicious, ghosts, scare

Class	Unit	New Words
	9	care, cushion, knees, gentle, breeze, world, nice, magic, cook, porridge, spilling, whole, village
	10	instead, lack, sty, kennel, row, meant, hardworking, arrived, starve, slammed
III	1	creeping, awake, gone away, magic, garden, gardeners, playground, sunshine, golden, dreaming
	2	beetles, sitting, wires, funny, market, bother, problem, dress, upset, remove, wedding, lovely, plump
	3	hidden, slowly, downward, slender, mighty, branches, pride, improving, sipped, shoot, enormous, turnip, old man, old woman, pulled
	4	shell, held, surprised, curly, clear, million, floundering, meshes, haul, contented, splashing, emptied, wriggled, warning
	5	bunch, square, sunny, tug
	6	mountains, passengers, rivers, precious, mail, plains, dusk, dawn, newspaper, cucumbers, cabbage, potatoes, radish, cauliflower, foolish
	7	village, hills, bread, hay, roll, play, shady, bellowed, twitched, pounced, grunt, game, glistened, roared, pheasant, fowl
	8	letters, always, never, though, childish, pebble, donkey, dirty, anger, excitement, playful, naughty, washerman
	9	enough, chance, giant, patient, understand, climbed, holy, slowly, sorry, load
	10	padded, limb, crawl, dive, wiggles, Ship of the Desert, miles, King of the Forest, sand, thorns
IV	1	lovely, buzzing, sleepy head, tiniest, snuggles, mutters, window sill, relax
	2	mirror, funniest, breathing, sticking, giggle, pretty, needles, leaves, gold, stole
	3	raindrops, 'neath (beneath), breeze, hillside, meadow, merry,

Class	Unit	New Words
	4	curious, lead, marble, sink, reason, scamper, hurried, popped, disappeared, whiskers
	5	afraid, dark, rest, harsh, forever, troubles, cease, dearly, illness, agreed, important
	6	wigwam, beavers, acorns, reindeer, timid, mother tongue, challenged, tickled, irritated
	7	hour, watering, noonday, boots, soak, heat, swing, delicious, pluck, trip, sail, stump, recognised,
	8	library, wide, galore, skinny, shelves, wonderful, alone, bookshop, machines, finally, climbed
	9	naughty, found, ground, merry, cherry, weighty, wooden, carpenter, queer, plane, puzzled, puppet, took shape, amazed, finished, stiff, decided, Pinocchio ( <i>Pi-naw-kyo</i> )
V	1	<p>blaze: bright flame or fire</p> <p>trundling: moving on small broad wheels</p> <p>mounds: heap, pile</p> <p>frosty-fizz: chilled drink making a hissing, bubbling sound</p> <p>cluster: gather around, group of similar things</p> <p>in a fix: a situation hard to escape from</p> <p>lo and behold: look! what a surprise</p> <p>traditional feast: hearty meal for many</p> <p>flash across the mind: suddenly think of guests served on a special occasion</p>

Class	Unit	New Words
	2	<p>Teamwork: combined effort of a group</p> <p>hoop: (<i>here</i>) wooden or iron ring trundled along by child</p> <p>baton: short tube or stick carried in relay race</p> <p>passes: move onward</p> <p>relay race: race between teams of which each person does part of the distance</p> <p>geese: plural for goose; large web-footed bird</p> <p>creeper: plant that needs support to grow, usually along a wall or a tree</p> <p>muttered: spoken in a low tone</p> <p>flapped: move wings up and down</p> <p>winding: go in circular, spiral course</p>
	3	<p>India-rubber ball: a ball that can bounce very high</p> <p>arrant sleepyhead: completely inattentive</p> <p>buttercup: a yellow flower</p> <p>arrant: bad</p> <p>savages: wild people in primitive state</p> <p>wandered: go from place to place without a definite route</p> <p>inhabited: occupied, dwelled in</p> <p>bolder: more confident</p>
	4	<p>soaked: completely wet</p> <p>shower: bath in which water is sprayed from above</p> <p>wept: shed tears, cried</p> <p>foundation: solid base</p> <p>schedule: (<i>here</i>) timetable</p> <p>mastered: gained expertise, skilled</p> <p>idling: without any purpose, lazy</p> <p>essay: composition on any subject</p>
	5	<p>hard of hearing: deaf</p> <p>bow: to bend your head to show respect</p>



Class	Unit	New Words
		in vain: uselessly prefer: like something better shirk: to not do something you should do loll: to lie around lazily log: trunk of a tree that has been cut
	6	discussion: talking together in a group on a single topic plain: ( <i>here</i> ) clear aired: make public barely: only just stare: look fixedly with eyes wide open chatterer: someone who talks a lot opinion: what a person feels about a person, thing or subject exhausted: tired and fed up dessert: a sweet dish served after the main meal at length: at a stretch examine: to look at something very carefully defect: a fault
	7	topsy-turvy: upside down pleasure: feeling of enjoyment grand: big, ( <i>here</i> ) great fun
	8	bruise: injury by blow to body stalk: main stem pincer: gripping tool hoarse: rough and deep sounding horrid: terrible nipped: pinched
	9	subway: underground passage for people to cross underneath: below elevators: lift grumpy: ill-tempered

Class	Unit	New Words
	10	lair: wild animal's lying-place mane: long hair on the neck of some animals clasped: ( <i>here</i> ) encircle, hold closely might: great strength worthy: deserving of contest: competition spear: hunter's weapon peace: quiet triumphantly: victoriously
VI	1	Nintendo: a video game ignoramus: an ignorant person, who lacks education britches: breeches, or short trousers. The writer here spells it, for fun, to rhyme with the word 'witch's'. dishcloth: a cloth used for washing dishes hamper: a basket with a lid grimaced, scowled, pursed his lips: his face had these expressions, showing disgust, anger and disapproval glitch (an informal word): a fault in a machine that prevents it from working properly; here, hitch or problem shrieked: gave a short, high-pitched cry nag: one who troubles someone all the time by complaining or asking them to do something drag (an informal word): something dull and uninteresting slyly: secretively kid (an informal word): a child chores: work that must be done everyday, often boring attitude: a feeling about someone or something
	2	ill pleased: (old- fashioned way of saying) not happy kinsman: (old- fashioned word for) a relative fierce: violent; frightening

Class	Unit	New Words
		<p>take up service</p> <p>with: become the servant of</p> <p>darted: moved quickly, suddenly</p> <p>come over you: affected you</p> <p>dared: to be brave enough to do something</p> <p>cliff: a steep, high rock (often at the edge of the sea)</p>
	3	<p>chopped: cut into pieces</p> <p>whistled through: passed through with a whistling sound</p> <p>cracks: narrow gaps/openings</p> <p>saké: a popular Japanese drink ('sa' is pronounced like 'fa' in 'father' and 'ke' rhymes with 'way')</p> <p>expensive: costly</p> <p>made his way to: went to</p> <p>cupped a little in his hands: took some water in his hands (as if in a cup)</p> <p>delicious: very tasty</p> <p>pitcher: a pot usually made of mud</p> <p>greedily: as if desiring more and more</p> <p>intended: planned</p> <p>tricked: deceived</p> <p>muttering: speaking unclearly</p> <p>sent for: called</p>
	4	NIL
	5	<p>in sight: to be seen</p> <p>kindly: friendly</p> <p>plump: stout, pleasantly fat</p> <p>responsible: aware of their duties</p> <p>at play: playing</p> <p>hopeless: unfortunate; without hope</p> <p>lame day: day on which she acts as if she was lame</p>

Class	Unit	New Words
		<p>misfortune: unfortunate condition; bad luck</p> <p>their eyes are bandaged: they are blindfolded</p> <p>are on their honour: have promised</p> <p>misery: difficulty; unpleasantness</p> <p>thoughtless: careless</p> <p>come to talk: who has come to talk</p> <p>awful: bad</p> <p>ghastly: unpleasant</p> <p>troublesome: difficult</p> <p>gradually: slowly</p>
	6	NIL
	7	<p>became indifferent: lost interest in or did not care for</p> <p>grudged: gave unwillingly; felt angry/unhappy about giving</p> <p>swallowed these</p> <p>insults: tolerated them</p> <p>make it up: stop quarreling; come to an agreement with</p> <p>mum: quiet/silent</p> <p>the panch: members of the panchayat</p> <p>nominate: propose/ suggest someone's name for something</p> <p>abide by: accept</p> <p>seldom: rarely</p> <p>tight spot: difficult situation</p> <p>deviate: move away from; leave</p>
	8	<p>tradesmen: shopkeepers or people who have goods to sell</p> <p>a trifle: an object of little value</p>
	9	<p>scorching: very hot</p> <p>dunes: heaps of sand formed by the wind</p> <p>pebbly: stony</p> <p>gerbils: a small desert animal like a mouse</p> <p>voles: small plant-eating rodents</p>

Class	Unit	New Words
		<p>chipmunks: small ground squirrels having light and dark stripes</p> <p>predator: an animal naturally preying on others.</p> <p>amusing: interesting; enjoyable.</p> <p>forage: search for food.</p> <p>dodge: move quickly to avoid its enemy</p>
	10	<p>spy: watch secretly</p> <p>resent: dislike; feel angry about</p> <p>morsels: small pieces of food</p> <p>delving: going deep into</p> <p>during the fig season: the time when figs appeared</p> <p>propping myself up: leaning against</p> <p>grandstand view: a clear view from the best position (a grandstand is a large covered space with rows of seats for people to watch sports)</p> <p>gliding: moving smoothly</p> <p>clump: group (of bushes or trees)</p> <p>emerged: came out</p> <p>clearing: an open space in a forest where there are no trees</p> <p>sacs: a part (of an animal or plant)</p> <p>shaped like a bag</p> <p>fangs: long sharp teeth (of a snake or dog)</p> <p>defiance: rebellion; resistance</p> <p>dart: move quickly, suddenly</p> <p>combatants: participants in a fight</p> <p>spectators: those who watch a show, a game, etc.</p> <p>outcome: result</p> <p>mesmerise: here, magically persuade</p> <p>a false move: an unwise action</p> <p>glistened: shone</p> <p>round: here, a stage in a fight or competition</p>

Class	Unit	New Words
		<p>pull up: here, stop</p> <p>whipped...back: moved...back suddenly</p> <p>snout: the nose and mouth of an animal</p> <p>to no avail: with no success</p>
VII	1	<p>affairs: things; matters; business</p> <p>beds: small patches of ground for plants</p> <p>re-dressed: dressed again</p> <p>seized: took by force</p>
	2	<p>scrawny: thin (suggesting skinny toes)</p> <p>Paati: grandmother (in Tamil)</p> <p>throw her off the scent: mislead her so that she won't understand the real purpose</p> <p>stowaway: someone who hides himself/herself in a ship or an aircraft to travel unnoticed</p> <p>weird: strange or unusual</p> <p>beringed: The music-master is wearing a ring.</p> <p>blisters: boils/bubbles on the skin, from burns or rubbing</p> <p>eyes filling: with tears</p> <p>lurking: waiting quietly (without attracting attention)</p>
	3	NIL
	4	<p>daimios: (in 19th century Japan) wealthy landowners</p> <p>snug: comfortable</p> <p>a being with a soul:</p> <p>like a human child (showing emotion)</p> <p>turned up: dug up</p> <p>on purpose: intentionally</p> <p>gleamed: shone/glittered</p> <p>coaxed: persuaded; enticed</p> <p>dainties: tasty food</p> <p>covetous: greedy</p>

Class	Unit	New Words
		<p>crone: old woman (old man's wife)</p> <p>flung: threw</p> <p>carcass: dead body</p> <p>mortar: bowl</p> <p>pounding: crushing; grinding</p> <p>stingy: miserly</p> <p>withered: bare and dry</p> <p>turned up their noses: treated him with contempt</p> <p>covetous: having a strong desire for the things that other people have</p>
		<p>train: procession</p> <p>prostrate: lying on the ground face downward</p> <p>palanquin: royal van/cart</p> <p>gleefully: happily</p> <p>a particle: even a little bit</p> <p>seized: caught</p> <p>green: (here) healthy, active and prosperous</p>
5		<p>Lasted terribly: lasted very long</p> <p>incense: The smell of leather is compared to the smell of incense in a church.</p> <p>guttural: harsh and grating</p> <p>given up: thought they would never come</p>
6		<p>stashed away: hidden away</p> <p>following: coming after</p> <p>gaunt: sickly</p> <p>peek: look quickly and secretly</p> <p>tips well: gives a generous tip (money in thanks for services)</p> <p>sort out: arrange systematically</p> <p>crook: criminal (informal)</p> <p>by appointment to: officially chosen (by someone important)</p>

Class	Unit	New Words
		alias: an alternate name accomplice: a helper in crime
	7	set to work: began to work recipe: instructions for making something fir: a tree with needle-like leaves, and cones oak: a family of large trees with a hard wood. The Chinar in Kashmir is a kind of oak tree. cedar: an evergreen tree with hard, red sweet-smelling wood, used for making boxes, pencils, fences, etc. pine: an evergreen tree with needle-shaped leaves, and cones flea: a small insect living on the skin of animals, for their blood tracked down: found, by searching for it
	8	smouldering: burning slowly without flame generate: produce add fuel to the flames (idiom): say or do something that makes people react more strongly and fiercely smothered: suffocated (from lack of air) extinguish: put out bands: groups equipment: things needed
	9	whacking: beating; striking wobble: move unsteadily from side to side twiddling: turning remnant: remaining parts bearings: ball-bearings grovelled: crawled on the ground see to the chain: check or examine the chain ravages: damages lunatic: mad person



Class	Unit	New Words
		<p>muddle: mix up things</p> <p>topsy-turvy upside down</p> <p>inexplicable: that can't be explained; mysterious</p> <p>off/on side: (in cricket) off side is that side of the field which the batsman is facing to receive the ball; on side is the opposite of that</p> <p>degenerated into: were reduced to</p>
	10	<p>draw: result of a game in which neither side wins or loses</p> <p>baseball: game (popular in the U.S.A.) played with a bat and ball by two teams of nine players each on a field with four bases</p> <p>dimensions: length, breadth, etc.</p> <p>oval: shaped like an egg</p> <p>codified: standardised with rules and regulations</p> <p>length: the distance from the batsman at which the ball pitches</p> <p>deception through the air: The ball is no longer rolled along the ground but sent through the air. Hence the possible variety or 'deception' in bowling.</p> <p>shot selection: choice of strokes</p> <p>compatriots: fellow countrymen</p>
VIII	1	<p>spotted it: saw it; found it (informal)</p> <p>scorch marks: burn marks</p> <p>was going for: was selling for (informal)</p> <p>restore: (<i>here</i>) repair</p> <p>veneer: a thin layer of plastic or decorative wood on furniture of cheap wood</p> <p>taken their toll on: damaged</p> <p>stuck fast: shut tight</p> <p>scruples: feelings that make you hesitate to do something wrong</p> <p>standing to: taking up positions</p> <p>trenches: long deep ditches in the ground where soldiers hide from the enemy</p>

Class	Unit	New Words
		<p>Fritz: (<i>here</i>), a name for a German soldier (Fritz is a common German name)</p> <p>Tommy: a common English name, used here to refer to British soldiers</p> <p>that would be that: that was all; that was the end of the matter</p> <p>schnapps (pronounced, <i>sh-naps</i>): a German drink made from grain</p> <p>cello: a musical instrument like a large violin</p> <p>marzipan: a sweet covering on a cake made from sugar, eggs and almonds</p> <p>greatcoat: a long heavy, warm coat, worn especially by soldiers over their uniform</p> <p>dugout: a shelter for soldiers made by digging a hole in the ground and covering it</p> <p>burned out: destroyed by fire</p> <p>boarded-up: covered with wooden boards</p> <p>muddle-headed: confused</p> <p>lit up: became bright with happiness, excitement</p> <p>suffused with: (glow of happiness) spread all over her face</p>
	2	<p>archipelago: a group of many islands and the surrounding sea</p> <p>tremor: a slight shake Earth tremors: the earth's shakes during an earthquake</p> <p>chaos: complete disorder or confusion [pronounced, kay-os]</p> <p>relief helicopters: helicopters bringing help to people (e.g., during floods)</p> <p>recede: move back from where it was</p> <p>traumatised: greatly shocked and distressed</p> <p>resort: a place where people go on holiday</p> <p>triggered: caused (describes a sudden, violent reaction – here, an undersea earthquake caused the tsunami)</p>

Class	Unit	New Words
		<p>hysterical: when you are hysterical, you shout, laugh or cry in a wild excited way, without any control over yourself</p> <p>refuge: shelter or protection from danger</p> <p>withstood: endured without collapsing</p> <p>surge: force; momentum</p>
	3	NIL
	4	<p>idle chat: unnecessary, routine conversation</p> <p>meeq: quiet; humble</p> <p>utter disbelief: complete surprise</p> <p>(his) head reeled: he was shocked and confused</p> <p>losing his mind: becoming mad</p> <p>bracing: stimulating</p> <p>going nuts: going mad/crazy</p> <p>getting into people's hair: interfering with and annoying people.</p> <p>sleuthing: investigating (an event)</p> <p>carry on: continue</p> <p>conscientious: careful and correct</p> <p>head was in a whirl:(here) confused and unable to think clearly</p> <p>gather his wits together: make an effort to become calm and think clearly</p> <p>having a rough time:having a lot of problems</p> <p>turning up like a bad penny: appearing at a place where one is not welcome</p> <p>didn't beat about the bush: came straight to the point</p> <p>off and on: now and then</p> <p>throw your mind back: think back and recall a past event</p> <p>must see about consulting: (here) may have to consult</p> <p>tranquilliser: a medicine to reduce stress and anxiety</p> <p>procured: got (with a little difficulty)</p> <p>came round: regained consciousness</p>

Class	Unit	New Words
		in retribution of: as a punishment for
	5	<p>surged: arose suddenly and intensely</p> <p>panorama: view of a wide area</p> <p>jubilant: very happy because of success</p> <p>tinge: trace/shade</p> <p>exhilarating: very exciting</p> <p>communion: state or feeling of close relationship</p> <p>defied: frustrated; resisted</p> <p>mystical: spiritual</p> <p>firm in: make yourself firm</p> <p>belays: fixes a rope</p> <p>ascent: climb</p> <p>ennobling: exalting inspiring</p> <p>make your obeisance: show your obedience or submission</p> <p>ordeals: painful experiences</p> <p>resolutely: with determination or firmness</p>
	6	<p>drift back to: go back to</p> <p>dilated: enlarged</p> <p>a close shave: a narrow escape</p> <p>kept your head: stayed calm in a difficult situation</p> <p>hemmed in: (<i>here</i>) caught in a situation where one can't say 'no'</p> <p>acorns: small brown nuts</p> <p>sidled back: walked back quietly, trying not to be noticed</p> <p>every which way: in different directions</p> <p>makes a bearing:</p> <p>acts as a compass and helps to identify directions</p> <p>buzzard:</p> <p>a large bird like the vulture that eats the flesh of dead animals</p> <p>adjacent: nearby</p> <p>parted: moved or pushed aside</p>

Class	Unit	New Words
		quivering: shaking slightly delirious: ( <i>here</i> ) extremely excited convulsion: shiver a china deer: a clay deer that is easily broken sleek: smooth and shiny hoist: pull up higher light-headed: unable to think clearly romp: play alarm: frighten balked: (also balked) was unwilling (to do something)
	7	astrophysicist: scholar of astrophysics — branch of physics dealing with stars, planets, etc. buoyant: intensely active and vibrant torso: upper part of the body incandescence: inner glow or light accessory: not essential but extra, though decorative inflection: rise and fall of the voice in speaking cliché: phrase or idea used so often that it loses its meaning claustrophobic: very small and suffocating ('Claustrophobia' is abnormal fear of being in an enclosed space) gleefully: very happily
	8	melancholy: very sad (the mist is called melancholy because it makes people feel melancholy) blankets: covers fern: a flowerless plant with feathery green leaves heralded: announced or brought the news of imprecations: curses bloodletting: losing blood (Decades ago, leeches were used to remove blood from a patient's body) scarlet minivet: bright red bird like a cuckoo

Class	Unit	New Words
		<p>drongo: a song-bird with a stout bill</p> <p>drumming: falling noisily</p> <p>disconsolately: unhappily</p> <p>ravine: valley</p> <p>crevices: narrow openings or cracks in rock or wall</p> <p>shrew: (find its Hindi equivalent in the next sentence)</p> <p>chuchundars: (shrew) a small animal like a mouse with a long nose</p> <p>caress: touching or holding lovingly</p> <p>menace: threaten</p>
	9	<p>perpendicular: (cliff or rock-face) rising very steeply</p> <p>immense: huge</p> <p>enormous: very big</p> <p>gigantic: immense</p> <p>clustering: gathering</p> <p>benign: kind, gentle</p> <p>prophecy: statement that tells what will happen in the future</p> <p>pensive: thoughtful</p> <p>stirred: moved</p> <p>inhabitants: people living in the valley; dwellers</p> <p>labour: work</p> <p>sympathies: feelings (of sorrow, approval, understanding)</p> <p>beheld: saw</p> <p>renowned: famous</p> <p>banquet: feast</p>
	10	<p>furrows: deep lines</p> <p>obscure: not well known</p> <p>unawares: unknowingly</p> <p>customary toil: usual work</p> <p>hospitably: (<i>here</i>) gently, kindly</p> <p>corresponded: been in harmony with</p>

Class	Unit	New Words
		custom: habit harmonised with: corresponded with; agreed with sage: wise man diffused: spread all around

It can be seen from the above table that the new words listed in Class I, II, III and IV textbooks do not list the meaning of words while the textbooks of Class V, VI, VII and VIII have the meanings of words listed in the units. Many of the new words listed above are to be utilised in the questionnaires for vocabulary test to be administered to Class IV and VIII students to find out the efficacy of new words being taught in the English classroom through their textbooks.

This chapter presents a detailed presentation on what vocabulary implies, how words are learnt and different vocabulary learning strategies along with vocabulary mapping of English textbooks at the elementary stage of school education in Mizoram. Students at the elementary level learn approximately 76-143 new words in a year through their English textbooks. The next chapter will deal with analysis of data on questionnaire administered to teachers and students of Class IV and VIII at the terminal stage of lower elementary and upper elementary schools in Mizoram. It will also contain an analysis of English textbooks prescribed for use in elementary schools to examine how much vocabulary learning has taken place, how new words are presented in English textbooks elementary schools and the status of vocabulary instruction in elementary schools in Mizoram.

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## **CHAPTER 3 – DATA ANALYSIS**

- 3.1 Introduction
- 3.2 Research Methodology
- 3.3 Target Group
- 3.4 Tools for the study and mode of collection of data
  - 3.4.1 Teachers' Questionnaire
  - 3.4.2 Students' Questionnaire for Class IV learners
  - 3.4.3 Students' Questionnaire for Class VIII learners
  - 3.4.4 Analysis of Prescribed English Textbooks for Class I – VIII
- 3.5 Analysis and Interpretation of Data from Teachers
- 3.6 Analysis of responses received through questionnaire from teachers teaching English in Class IV at the terminal stage of lower elementary level (Primary school teachers)
  - 3.6.1 Personal Profile of Teachers
  - 3.6.2 Professional Profile of Teachers
  - 3.6.3 Teaching of English in Classrooms
  - 3.6.4 Word Knowledge
- 3.7 Analysis of responses received through questionnaire from teachers teaching English in Class VIII at the terminal stage of Upper elementary level (Middle school teachers)
  - 3.7.1 Personal Profile of Teachers
  - 3.7.2 Professional Profile of Teachers
  - 3.7.3 Teaching of English in Classrooms
  - 3.7.4 Knowledge on Vocabulary
- 3.8 Analysis and Interpretation of Data from Students
  - 3.8.1 Analysis of responses received from Students' Questionnaire for Class IV students of Government Primary Schools in Mizoram
  - 3.8.2 Personal Profile of students
  - 3.8.3 Vocabulary Test for Class IV

- 3.9 Analysis of responses received from Students' Questionnaire for Class VIII students of Government Primary Schools in Mizoram
  - 3.9.1 Personal Profile of students
  - 3.9.2 Vocabulary Test for Class VIII
- 3.10 Vocabulary load and Activities for Vocabulary Development in Textbooks of Elementary Schools in Mizoram
- 3.11 General Outlines of Marigold Series of English Textbooks Published by SCERT Mizoram with Copyright Permission from NCERT
- 3.12 General Outlines of Honey Series of English Textbooks Published by SCERT Mizoram with Copyright Permission from NCERT

## CHAPTER 3

### DATA ANALYSIS

#### 3.1 Introduction

The previous chapter discussed the term vocabulary and vocabulary acquisition, vocabulary learning strategies, methods and approaches in second language acquisition along with vocabulary mapping of English textbooks of Classes I – VIII prescribed for use in elementary schools in Mizoram. This chapter discusses in brief the research methodology employed to fulfill the objectives of the study, procedure for data collection, target group and tools used for the study. It will focus on analysis of data collected in the questionnaire developed for the purpose of the study and vocabulary load of students at the elementary level of school education in Mizoram.

#### 3.2 Research Methodology

There are three broad approaches to research in the social sciences- qualitative, quantitative and the mixed-methods. Mixed-methods research is adopted for this study which is an emerging field of study deemed to be less recognized than conventional research traditions. “It is defined as a procedure for collecting, analyzing, and mixing quantitative and qualitative data at some stage of the research process within a single study in order to understand a research problem more completely”. (Cresswell, 2008)

#### 3.3 Target Group

The target group for this study comprise of learners at government and government aided learners at the terminal stage of lower and upper elementary schools. Teachers teaching English in these classes also form a part of the target group for an understanding of different variables related to strategies of teaching and learning vocabulary at the elementary level of education in Mizoram. Lower elementary school learners comprising of 202 students studying in Class IV and 166 students studying in Class VIII for the academic session of 2021-22 responded to the Students’ Questionnaire. 12 Primary

School teachers and 8 Middle School teachers also participated in the study which totals to 368 students and 20 teachers Detailed list of participating schools is shown in table 4 below-

**Table 4. List of participating Schools with U-DISE Code (U-DISE 2021-22, Samagra Shiksha, Mizoram)**

Sl. No	Udise Code	School Name	Category
1	15030100204	Govt. Chaltlang P/S-I	Primary only
2	15030101202	Govt. Chhinga Veng P/S-I	Primary only
3	15030600602	Govt. Edenthar P/S	Primary only
4	15030602106	Chhinlung Academy P/S SSA	Primary only
5	15030700701	Govt. Kelsih P/S	Primary only
6	15030701201	Govt. Melriat P/S	Primary only
7	15030800801	Govt. Complex P/S	Primary only
8	15030801101	Govt. Lengpui P/S I	Primary only
9	15030900104	Govt. Bawngkawn P/S - V	Primary only
10	15031000501	Govt. Ratu P/S - I	Primary only
11	15031000503	Govt. Ratu P/S - III	Primary only
12	15030600102	Govt. Chanmari P/S	Primary only
13	15030400202	Govt. Zuangtui M/S	Upper Primary only
14	15030601314	PC Girls M/S (Deficit)	Upper Primary only
15	15030602108	Chhinlung Academy M/S (SSA)	Upper Primary only
16	15030700702	Govt. Kelsih M/S	Upper Primary only
17	15031000505	Govt. Ratu M/S - I	Upper Primary only
18	15031000506	Govt. Ratu M/S - II	Upper Primary only
19	15020200704	Govt. M/S – I, Lungdai	Upper Primary only
20	15030600101	Govt. Chanmari M/S	Upper Primary only

### 3.4 Tools for the study and mode of collection of data

The study employs different tools like questionnaire for teachers, questionnaires for learners of Class IV, questionnaires for learners of Class VIII and prescribed textbooks of elementary learners in Mizoram.

The mode of collection of data was a challenge with the prevailing Covid-19 pandemic situation and data was collected through blended mode. Offline data was collected by delivering questionnaire to teachers and they administered the questionnaires in their respective schools. Online data was collected using WhatsApp social media application with restrictions imposed in many areas of Aizawl and surrounding rural areas due to widespread COVID-19 pandemic. Offline data collected through physical mode was done strictly following SOP for safety protocols issued by Disaster Management and Rehabilitation Department, Government of Mizoram issued from time to time during the prevailing COVID-19 pandemic.

#### 3.4.1 Teachers' Questionnaire

A questionnaire was developed for teachers (appended in Annexure --) teaching English at Class IV and VIII which is the terminal stage of Primary School and Middle School respectively. The questionnaire is divided into three (3) parts-

- Part I** - to obtain information on personal and professional profile of teachers
- Part II** - to obtain information on time allocation for English subject, how teachers teach English, their opinion on different aspects of language for teaching English, their opinion on a variety of matters related to teaching vocabulary in the English classroom and strategies they employ to teach vocabulary in the English classroom.
- Part III** - to obtain information on their word knowledge

#### **3.4.2 Students' Questionnaire for Class IV learners**

A questionnaire (appended) developed for students of Class IV is divided into two parts. The first part is for collection personal information of students which is followed by a second part consisting of vocabulary test. The second part of vocabulary test for Class IV students is further divided into four (4) parts consisting of test items on spelling, usage, reading comprehension and writing exercise.

#### **3.4.3 Students' Questionnaire for Class VIII learners**

A questionnaire (appended in Annexure) developed for students of Class VIII is also divided into two parts. The first part is for collection personal information of students which is followed by a second part consisting of vocabulary test in consonance with questionnaire for Class IV students. The second part of vocabulary test for Class VIII students consists of test items on homophones, homographs, synonyms, antonyms, prefix, suffix, phrasal verbs, usage and collocation.

#### **3.4.4 Analysis of Prescribed English Textbooks for Class I – VIII**

One of the objectives of the study include examination of vocabulary load of English textbooks used in elementary stage of education. For the purpose of this study, a series of English textbooks prescribed by the Academic Authority of Mizoram (Notification for prescription of textbooks prescribed for the academic session of 2021-2022 is appended in Annexure for elementary schools will be utilized to examine the vocabulary load and different language exercises for vocabulary development of learners at the elementary level. Analysis of English textbooks prescribed for each class of elementary level will reveal items in the textbook for development of vocabulary for a particular class.

#### **3.5 Analysis and Interpretation of Data from Teachers**

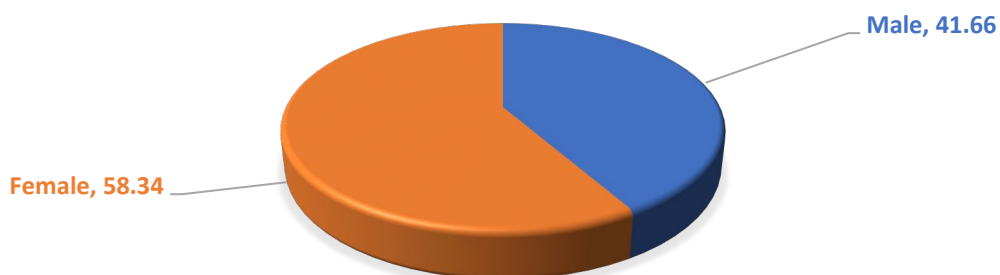
This section will attempt an analysis and interpretation of data collected from teachers of both Primary and Middle Schools using different variables for finding out their educational qualification, age-group, experience in teaching

English, their knowledge of the subject, their word knowledge, the strategies they employ for teaching English in the classroom among other variables. Findings from this data will be corroborated with other variables in analysis of textbooks and learners' performance in the vocabulary test

### 3.6 Analysis of responses received through questionnaire from teachers teaching English in Class IV at the terminal stage of lower elementary level (Primary school teachers):

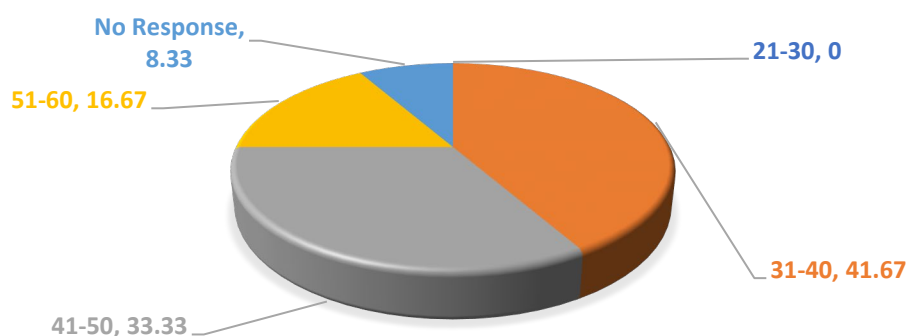
#### 3.6.1 Personal Profile of Teachers

##### 1. Gender of respondents:



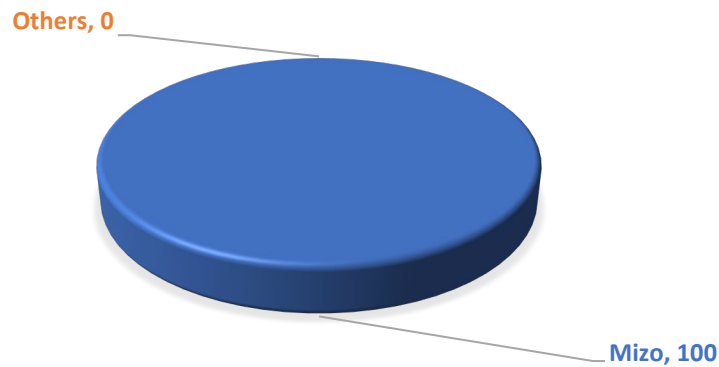
Out of the 12 respondents, 7 teachers are comprising of 58.34% of are female and 58.34 % of respondents are male. It has always been felt that languages are better taught by female teachers and the female disposition towards younger children is manifested by this data.

##### 2. Age group



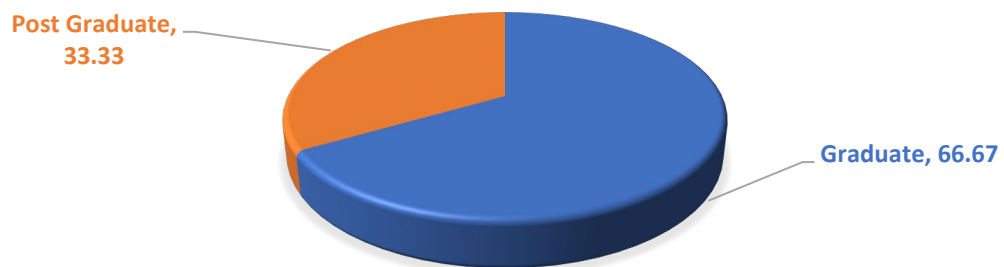
The highest age group of respondents are in the 31-40 years age group with 41-50 years age group as a second. Teachers in the standardized age group of adults and are responsible for the holistic development of their students. They are not too young or not too old to learn new things and adapt accordingly with changes brought on in different circumstances of life. They easily adapt to technological advances as physical attendance of schooling is contained by the prevailing COVID-19 pandemic.

### 3. First language



The first language of 100% of respondents is Mizo which implicates that a very high proportion of school teachers are natives of Mizoram.

### 4. Educational Qualification

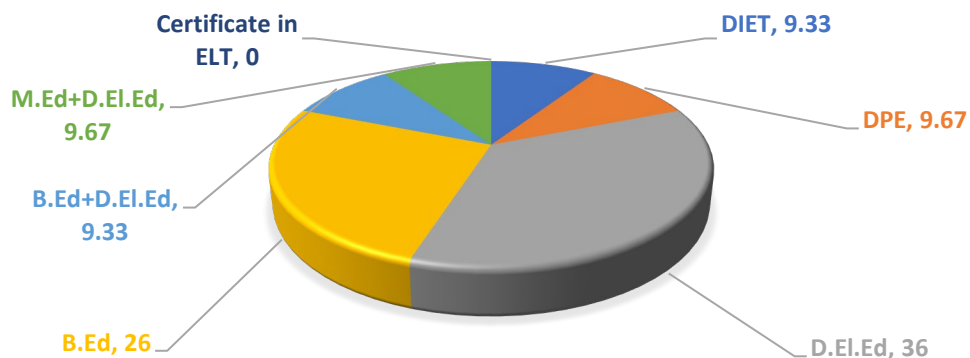


66.67% of respondents have a Bachelors' Degree with varying specializations and 33.33% have Post-Graduation (Degrees Masters) while the essential qualification for recruitment of Primary School teachers is a Higher Secondary School Leaving Certificate (HSSLC) or graduate and above vide Notification No. A. 12018/19/2003-P&AR (GSW) dated 26



January, 2014 issued by the government of Mizoram and published in the official Gazette of the government of Mizoram on 7.2.2014

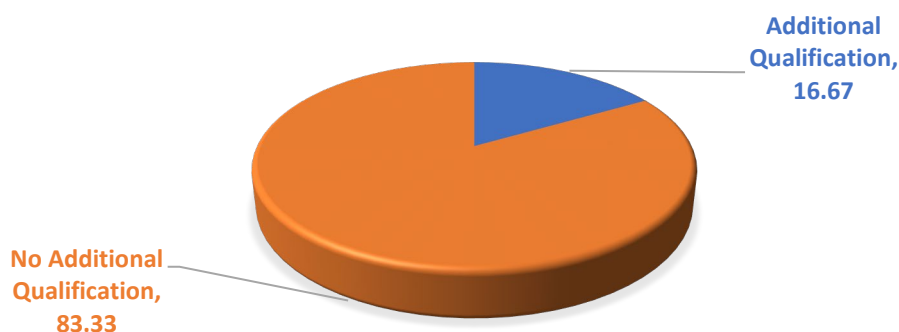
5. Professional Qualification



The essential professional qualification as stated in the above mentioned Notification and Gazette is a “Diploma in Elementary Education (whatever name known) with a duration of not less than 2 years from recognized university and approved by NCTE...”

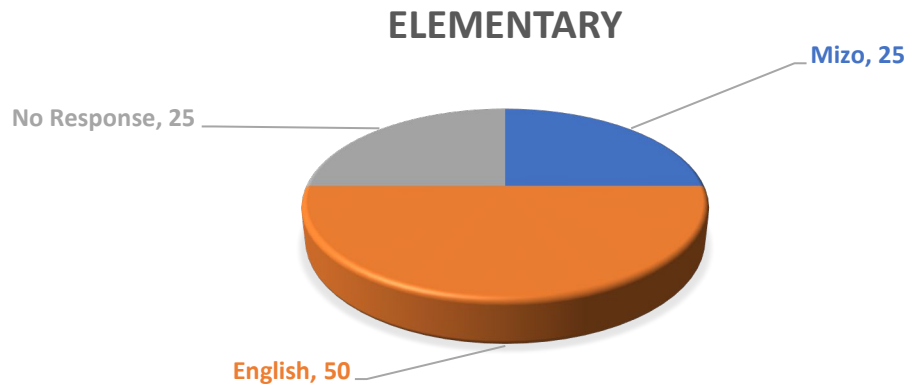
The above chart shows that a majority of respondents at 36% possess the requisite professional qualification of D.El.Ed while 9.33% of respondents possess a dual degree of B.Ed with D.El.Ed and another 9.67% possess M.Ed with D.El.Ed.

6. Additional Qualification

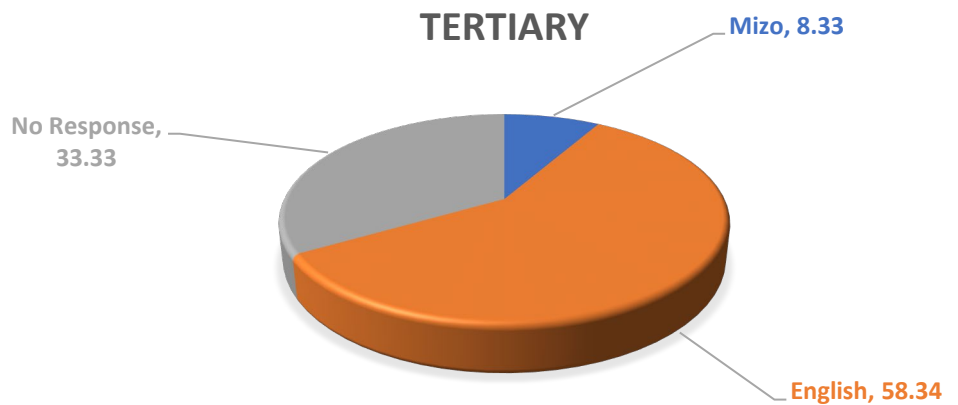
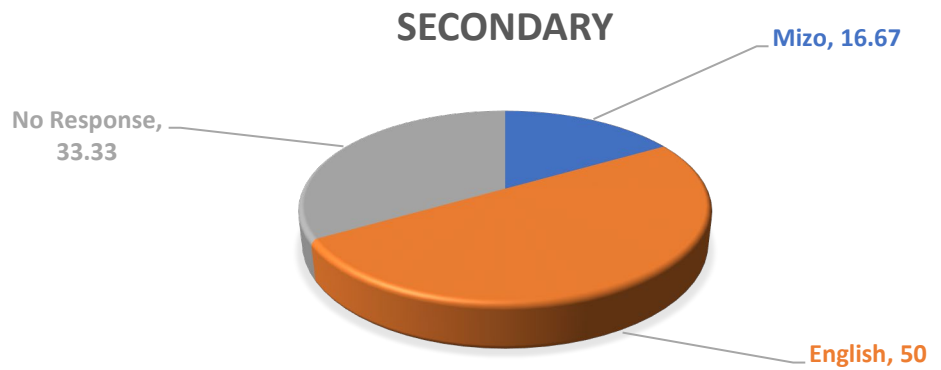


16.67% of respondents possess additional qualification which are not necessarily required for their recruitment into the teaching profession. This shows how much teachers are willing to equip themselves with other areas of knowledge for their personal and professional enhancement.

7. Medium of Instruction received

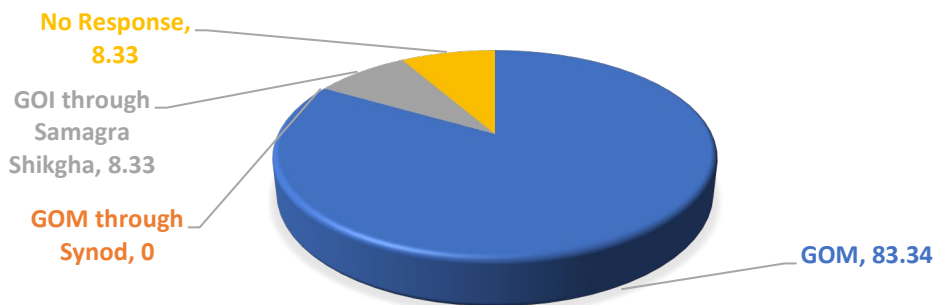


25% of respondents received their elementary education in their mother tongue/first language. This shows that a majority of teachers are proficient in the native language of students in their schools.



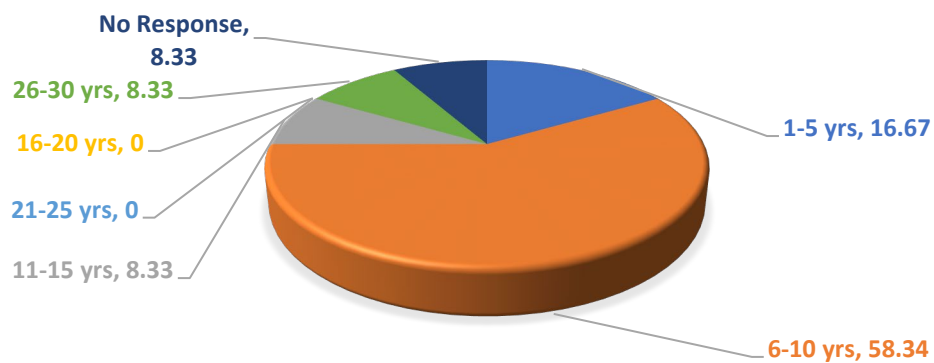
### 3.6.2 Professional Profile of Teachers

1. School Details: List of schools as shown in table 4
2. Designation: 100% of respondents are teachers. It is important to note that if the English teacher is the Head of an institution, a great amount of their time will be used in matters relation to administration thereby leading to learning loss in students.
3. Employing agency



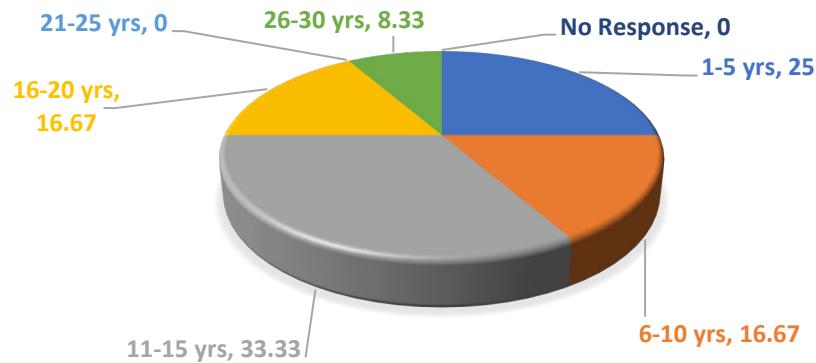
83% of respondents are direct employees of the government of Mizoram (GOM) while 8.33% are employed on contract basis with funds from the government of India through the scheme of Samagra Shiksha Abhiyan.

4. Years of Service



A majority of respondents have an experience of 6-10 years of service in their respective schools accounting for 58.34% as shown in the chart.

5. Years of Teaching English

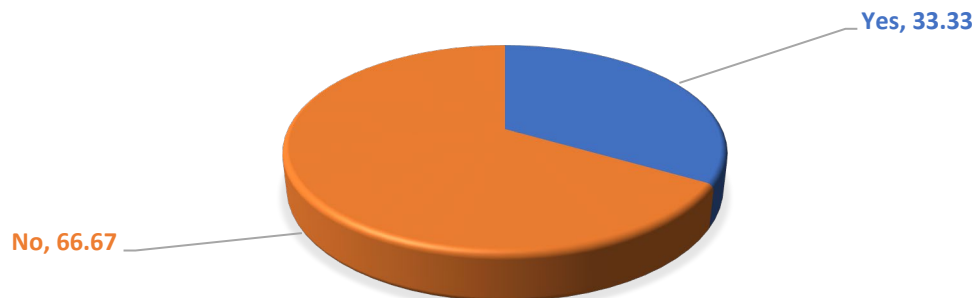


Most of the respondents have 11-15 years of experience in teaching English which accounts for 33.33% in the chart. This is an accumulation of the number of years they have taught English in their present designation and their experience of teaching in private sector.

6. Classes Taught: All the respondents teach English in Class IV

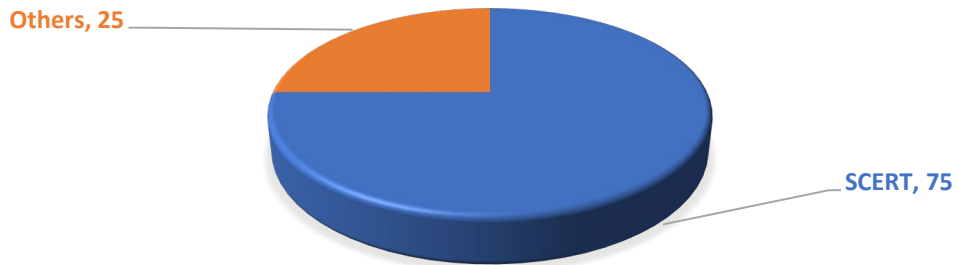
3.6.3 Teaching of English in Classrooms

1. In-service teacher training in English Language Teaching (ELT)



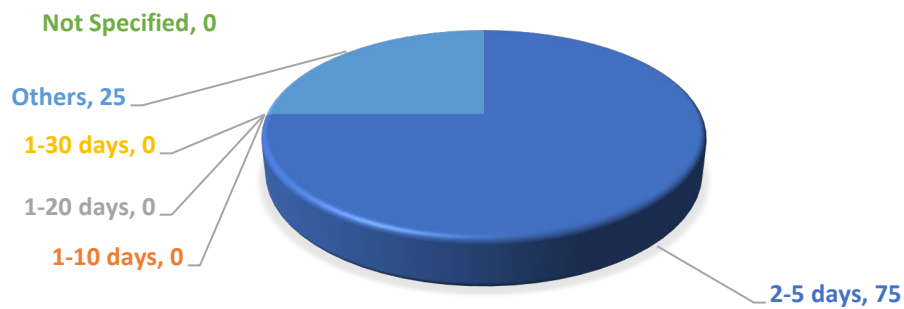
A majority of respondents accounting for 66.67% have not undergone any in-service training in ELT while 33.33% of respondents have undergone in-service training in ELT.

2. Training agency

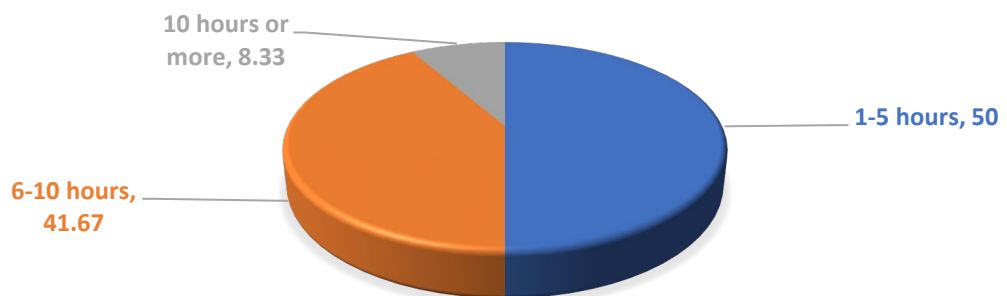


Out of the 33.33% of respondents who have undergone training in ELT, 75% were trained by the SCERT and 25% by other agencies like the British Council and NCERT.

3. Duration of training attended by respondents

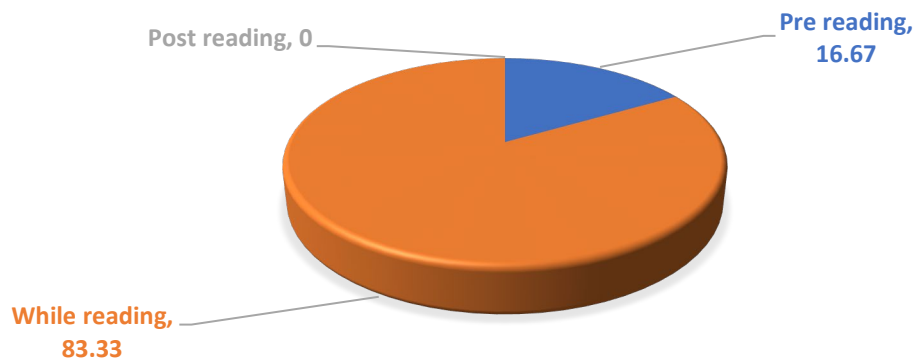


4. Time allotted (in hours) for teaching English in a week



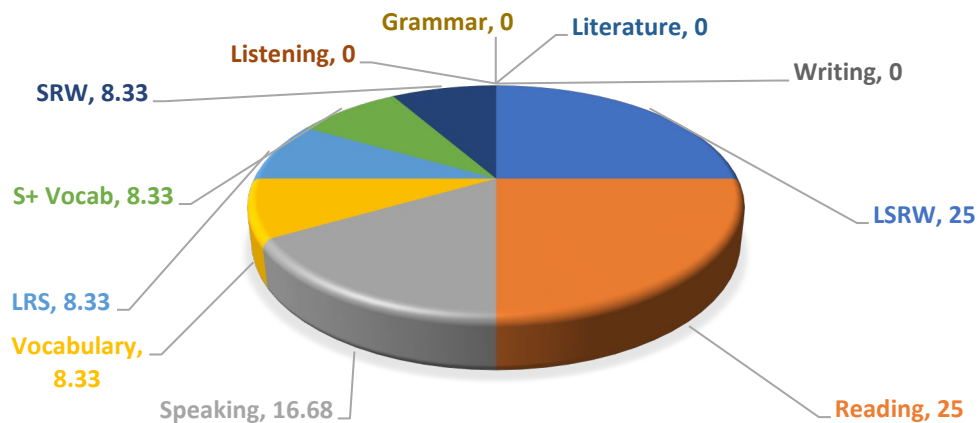
A majority of schools allot 1-5 hours for teaching English in their schools.

5. Procedure of Teaching English in the Classroom



A majority of respondents state that teaching of English is done mainly through reading of chapters in the textbook and pre-reading task is most often not taken up by them. Most of the classroom activities involve tasks in while-reading activity initiated by model reading by the teacher followed by translation or explanation of the text being taught. Teachers also use demonstration method to teach English. Post-reading activity per se is not done in the classrooms.

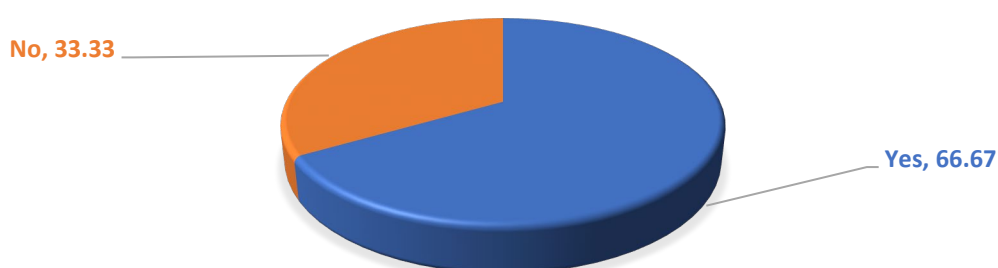
6. Most important skill/ aspect for teaching language



25% of respondents state that the four basic language skills (LSRW) are most important for teaching English in their classrooms as they are all interlinked. Another 25% state that Reading is most important as reading helps learners to learn. 16.68% of respondents claim speaking to be the most important skill for teaching English in the classroom as being able to speak well in English gives confidence to learners in using the target

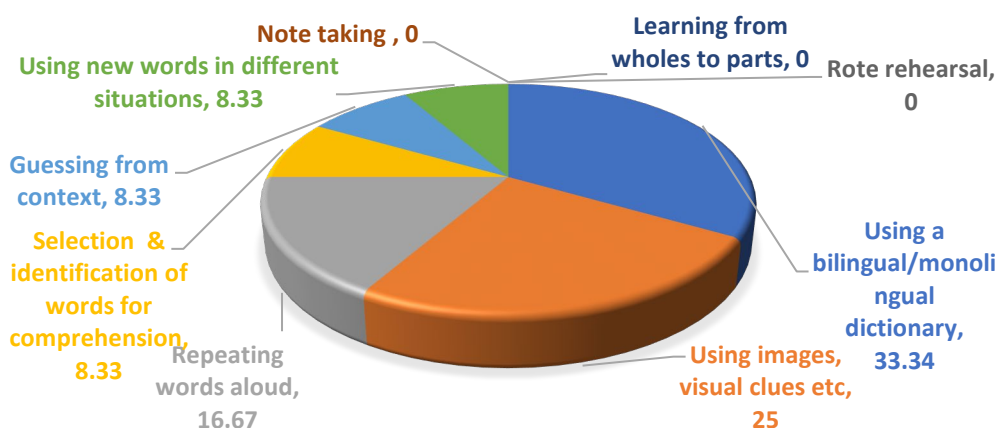
language. A small factor of respondents accounting for 8.33 % each claim that vocabulary is important for learning English to become citizens of the world as word knowledge helps in world knowledge; listening, reading and speaking because respondents claim that as students read and listen more, their speaking skills are enhanced; speaking and vocabulary are most important as a milestone for learning English; speaking, reading and writing are important without which effective teaching cannot take place.

7. Is vocabulary development given its due importance in textbooks?



66.67% of respondents agree that vocabulary development is given its due importance as new words are introduced at the end of each unit in all the textbooks.

8. Strategies for teaching vocabulary in the classroom

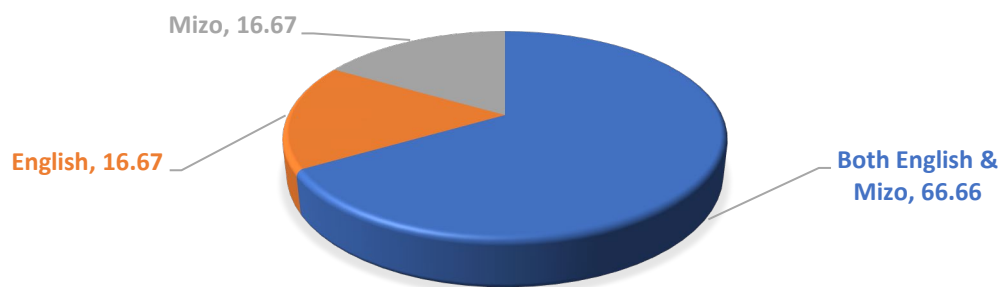


The following strategies for teaching vocabulary are taken into consideration while data was analysed-

- Using a bilingual/ monolingual dictionary 33.34%
- Using images, visual clues, non-verbal clues, songs and lyrics etc.25%

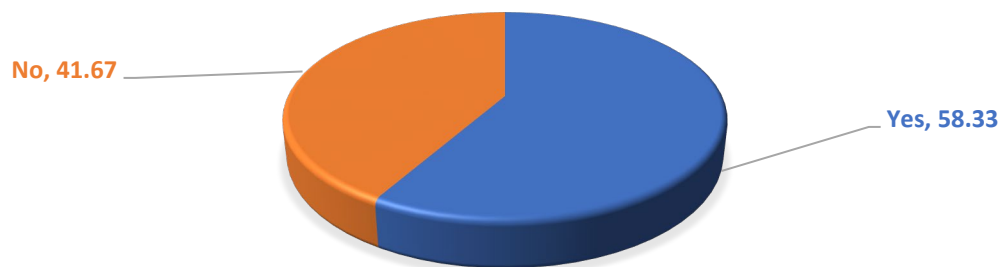
- Repeating words aloud 16.67%
- Selection and identification of words for comprehension 8.33%
- Guessing from context 8.33%
- Using new words in different situations 8.33%
- Learning from wholes to parts 0%
- Note taking 0%
- Rote rehearsal 0%
- Using a dictionary for teaching of new vocabulary items is employed by a majority of respondents.

9. Language used in the English classroom



A majority of respondents at 66.66% use a combination of Mizo and English in the English classroom. The use of Mizo for teaching English in the classroom is widely popular as translation method is followed in most of the English classrooms.

10. Problems in teaching new words in English?

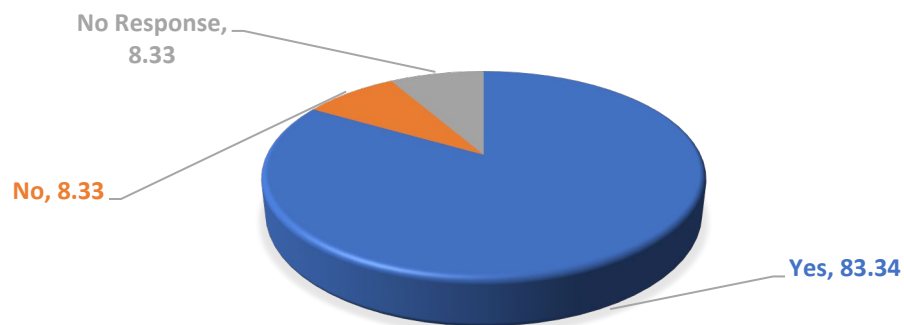


58.33% of respondents face problems while teaching new words in English mainly because of problems in pronunciation, lack of exposure of learners



in the second language, lack of interest of learners in learning English, illiteracy of parents leading to disinterest in studies at home for revision of English words learnt, limited time for teaching new words and lack of vocabulary on the part of learners.

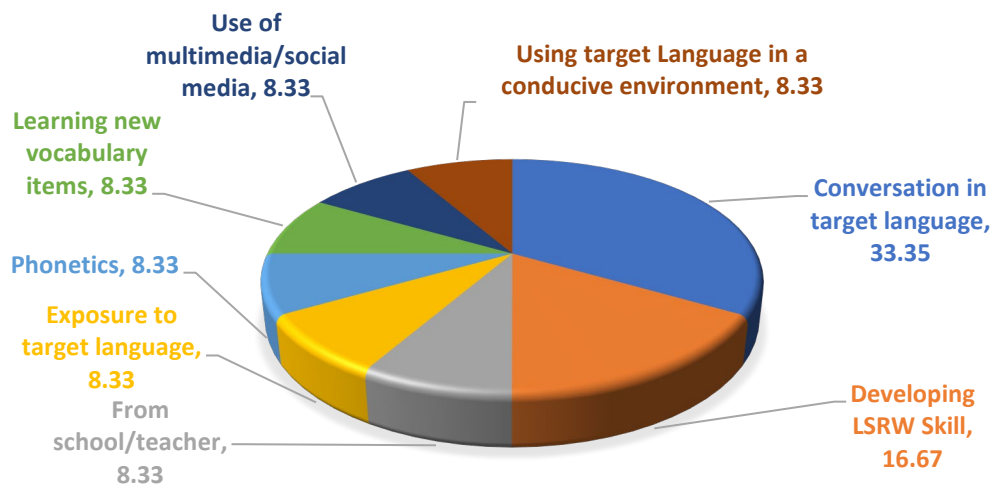
11. Do students learn new words in English through from other sources?



83.34 % of respondents believe that students learn new words in English through other means apart from their English textbooks.

Most respondents feel that a combination of the internet and other social media applications are a good source of learning new words in English which accounts for 40% of other sources of acquisition of new vocabulary items by learners. Another good source for acquiring new vocabulary items is a dictionary; storybooks and other books are also mediums of learning new words as well as the internet.

12. How are new languages best learnt by students?

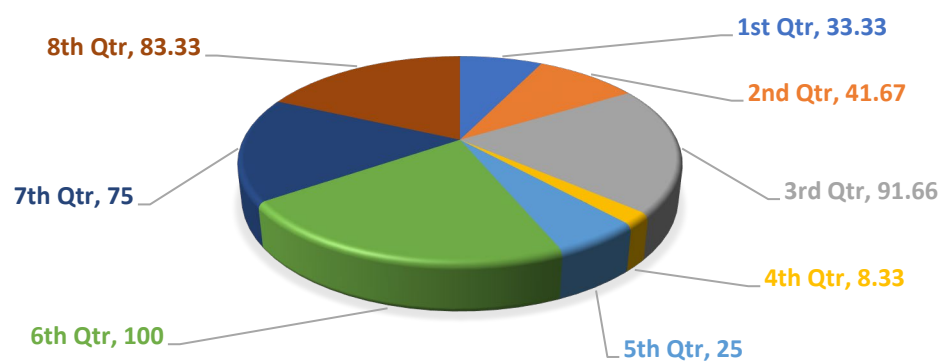


33.33% of respondents feel that new languages are best learnt through conversation in the target language. This implies that for a learner to become efficient user of English they need ample opportunities for practicing the target language through speaking. Variables used to decode the opinions of respondents are classified based on their responses as listed-

- Conversation in target language 33.35%
- Developing LSRW skills in target language 16.67%
- From school/ teachers 8.33%
- Exposure to target language 8.33%
- Phonetics 8.33%
- Learning new vocabulary items 8.33%
- Use of multimedia/ social media 8.33%
- Using target language in a conducive environment 8.33%

#### 3.6.4 Word Knowledge

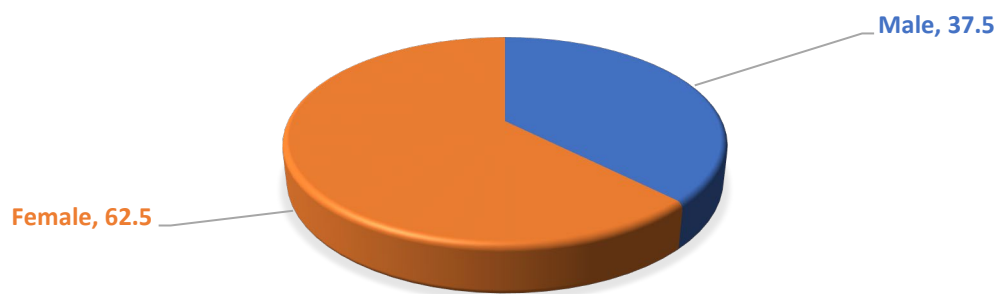
8 Questions on word knowledge is a part of the questionnaire and the following chart shows number of correct responses in percentile.



**3.7 Analysis of responses received through questionnaire from teachers teaching English in Class VIII at the terminal stage of Upper elementary level (Middle school teachers):**

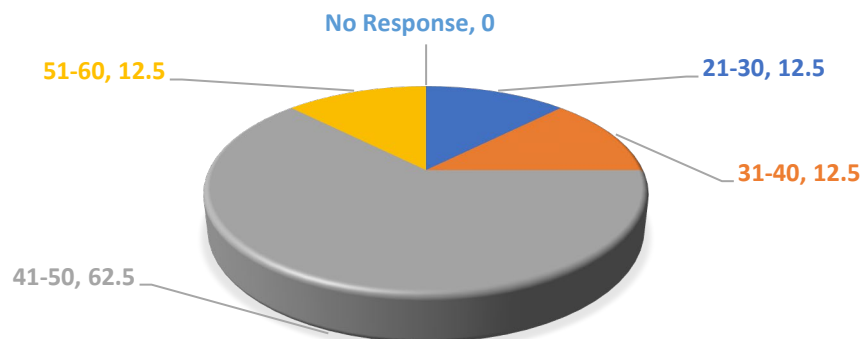
**3.7.1 Personal Profile of Teachers**

1. Gender of respondents:



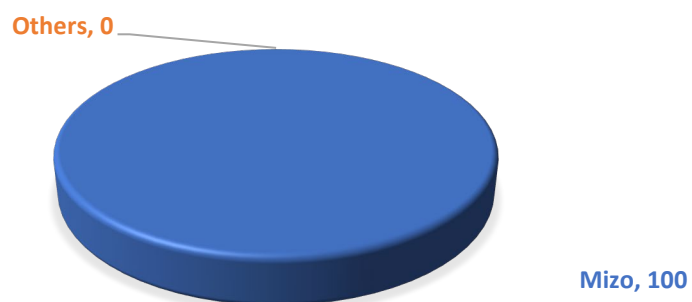
62.5% of respondents are female and 37.5% of respondents are male.

2. Age group



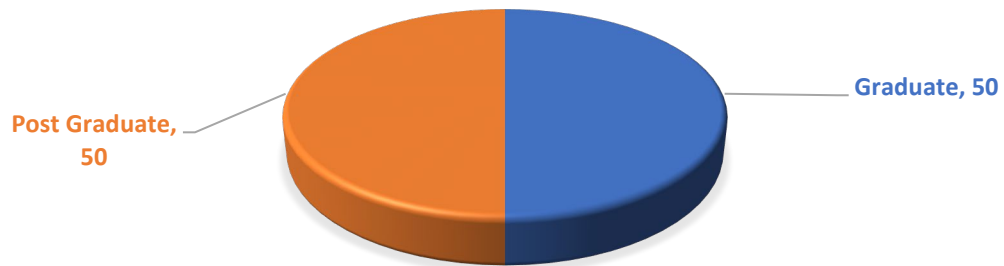
The highest age group of respondents are in the 41-50 years age group

3. First language



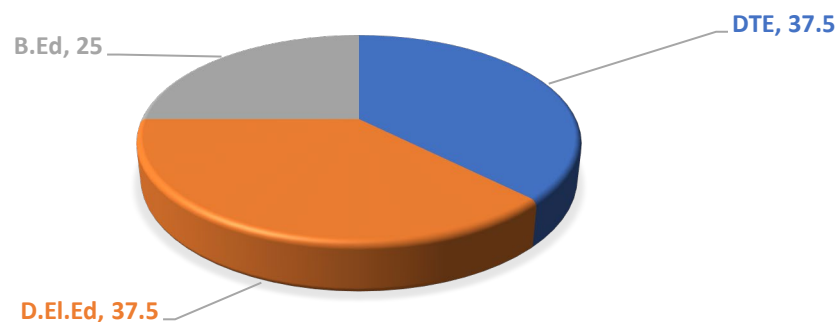
The first language of 100% of respondents is Mizo

#### 4. Educational Qualification



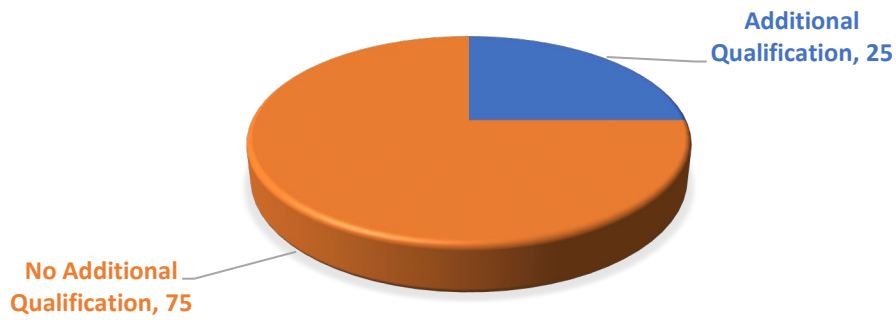
50% of respondents have a Bachelors' Degree with varying specializations and 50% have Post-Graduation (Degrees Masters) while the essential qualification for recruitment of Middle School teachers is graduate and above vide Notification No. A. 12018/19/2003-P&AR (GSW) dated 28 January, 2014 issued by the government of Mizoram and published in the official Gazette of the government of Mizoram on 7.2.2014

#### 5. Professional Qualification



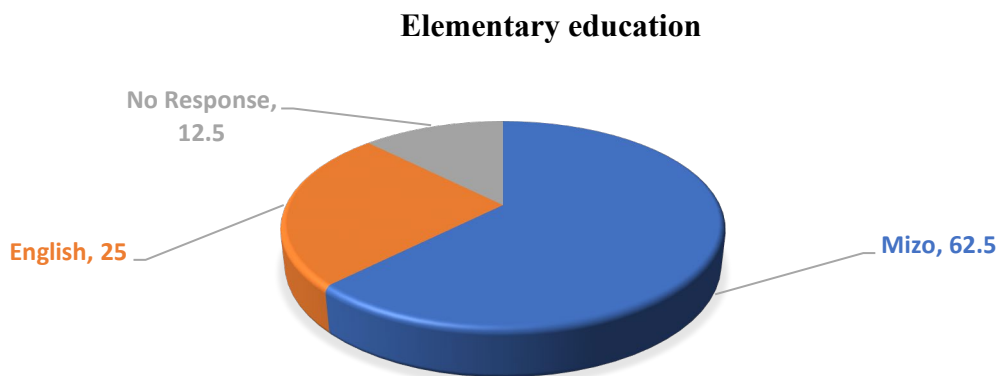
The essential professional qualification as stated in the above-mentioned Notification and Gazette is a "Diploma in Elementary Education (whatever name known) with a duration of not less than 2 years or 1 (one) year Bachelor in Education (B. Ed) from recognized university and approved by NCTE..."

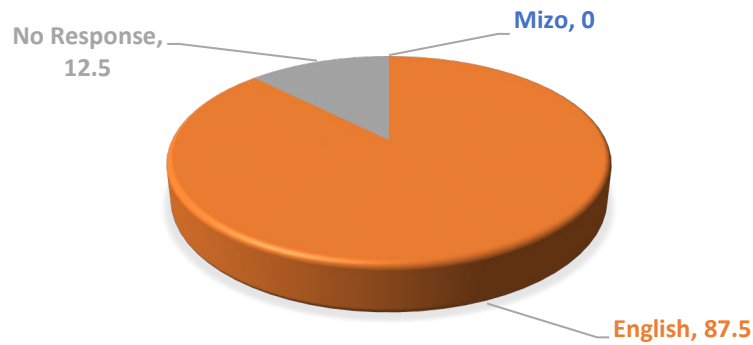
The above chart shows that a majority of respondents possess the requisite professional qualification of D.El.Ed and DTE (Diploma in Teacher Education) at 37.5% in each case while 25% of respondents possess B. Ed degree



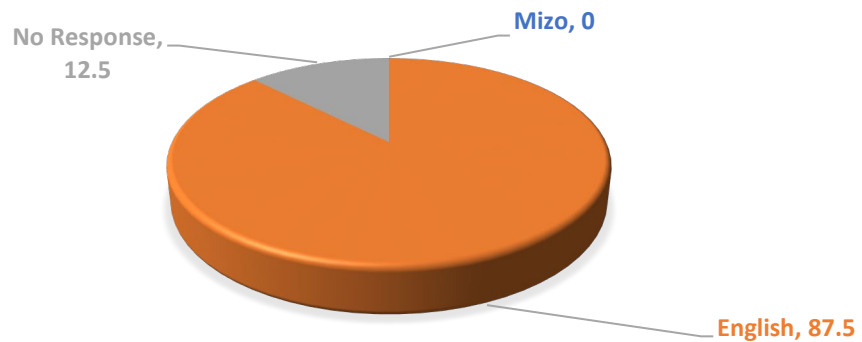
25% of respondents possess additional qualification of Certificate in ELT offered by the SCERT. This Course was recently introduced by the SCERT for Middle School Teachers commencing from 1 November, 2019 with approval from the government of Mizoram vide No A. 33026/1/2019-EDN dated 31<sup>st</sup> October, 2019 (appended in annexure) which is not a requisite educational or professional qualification as per the recruitment rules for middle school teachers.

6. Medium of Instruction received





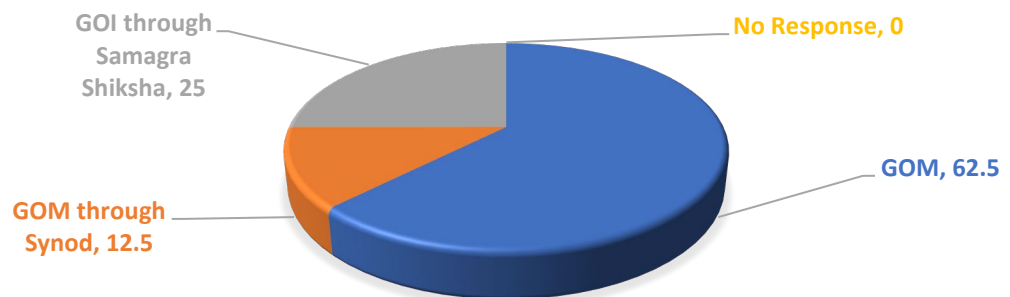
**Secondary education**



**Tertiary Education**

**3.7.2 Professional Profile of Teachers**

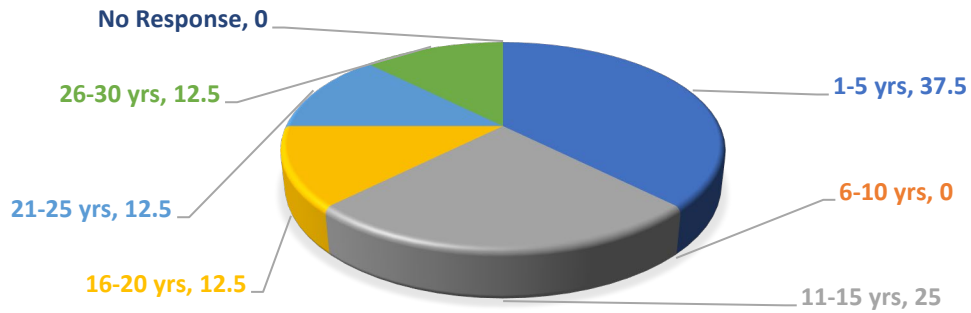
1. School Details: List of schools as shown in table 4
2. Designation: 100% of respondents are teachers
3. Employing agency



62.5% of respondents are direct employees of the government of Mizoram while 25% are employed on contract basis with funds from the government of India through the scheme of Samagra Shiksha Abhiyan and 12.5% are

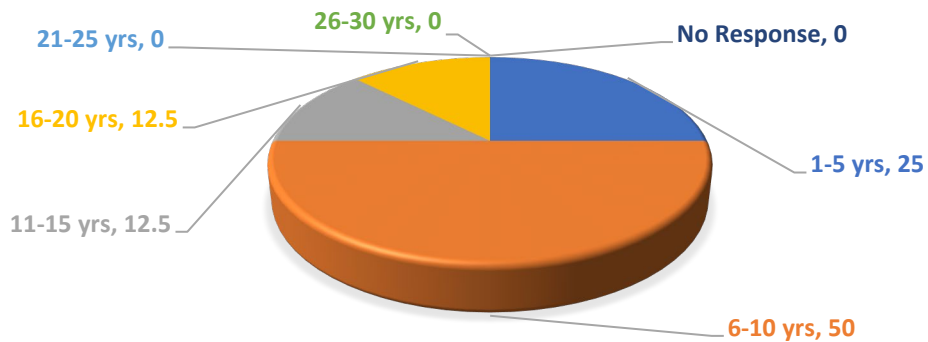
employed by the Mizoram Synod with funds for salary from the government of Mizoram.

4. Years of Service



A majority of respondents have an experience of 11-15 years of service in their respective schools accounting for 25% as shown in the chart.

5. Years of Teaching English

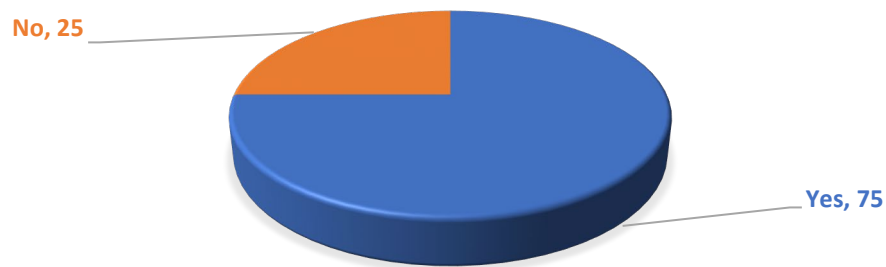


Most of the respondents have 6-10 years of experience in teaching English which accounts for 50% in the chart. This is an accumulation of the number of years they have taught English in their present designation and their experience of teaching in private sector.

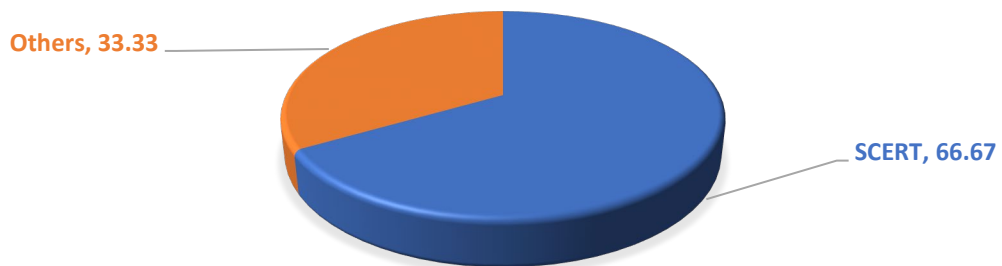
6. Classes Taught: All respondents teach English at Class 8

### 3.7.3 Teaching of English in Classrooms

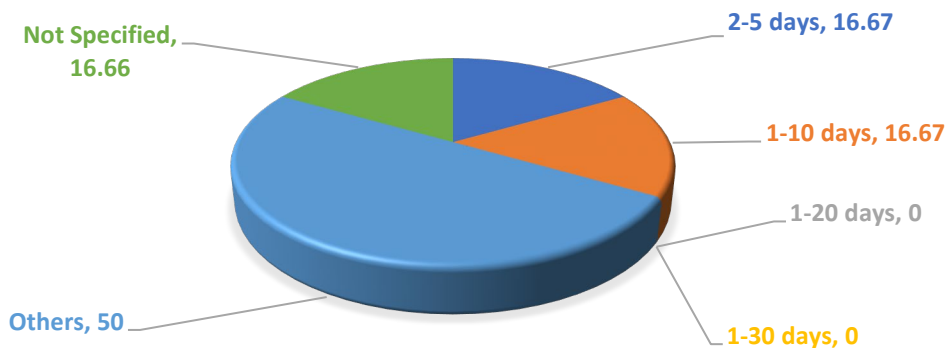
1. Have you had any in-service teacher training in English Language Teaching (ELT)? If yes, mention the duration of training(s) attended and the training agency.



A majority of respondents accounting for 75% have undergone in-service training in ELT



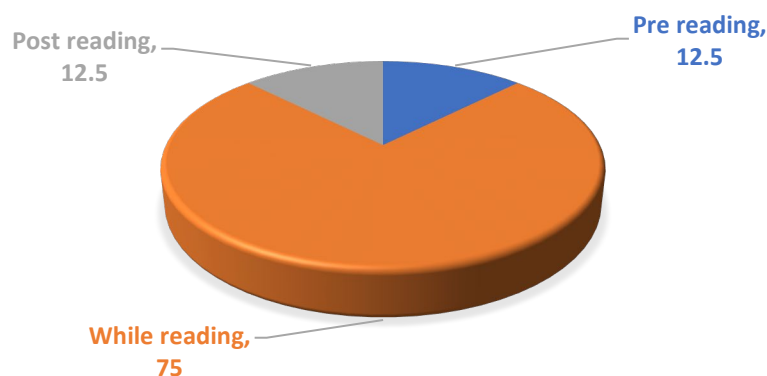
Out of the 75% of respondents who have undergone training in ELT, 66.67% were trained by the SCERT and 33.33% by other agencies not specified in the response sheet. The duration of training has a wide range as shown in the chart.



2. How much time (in hours) is allocated for teaching English in a week in your school?



A majority of schools allot 10 hours or more for teaching English in their schools

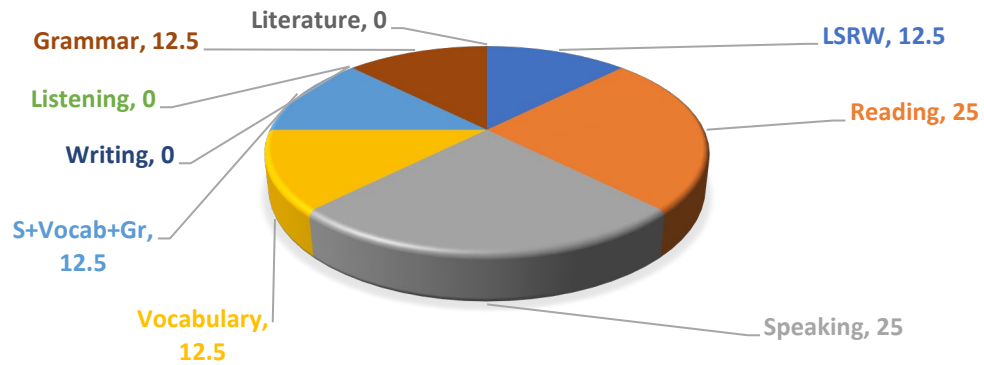


### 3. How do you teach English in the classroom?

A majority of respondents state that teaching of English is done mainly through reading of chapters in the textbook and pre-reading task is most often not taken up by them. Most of the classroom activities involve tasks in while-reading activity initiated by model reading by the teacher followed by translation or explanation of the text being taught. Teachers also use demonstration method to teach English. A few of the respondents practice pre-reading and post-reading activities in their English classroom as illustrated in the chart. These are the variables used for pedagogical process in the English classroom-

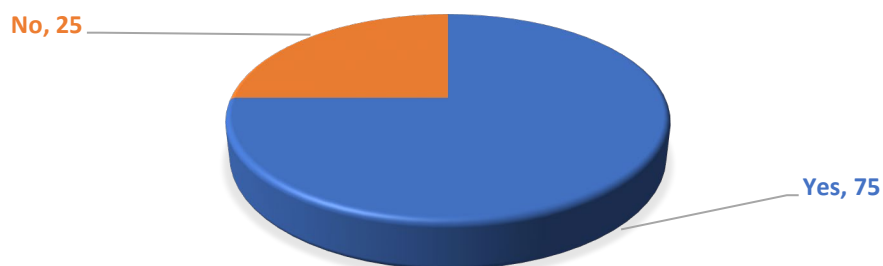
<b>Pre-reading</b>	<b>12.50%</b>
Eliciting information	
Choosing new words	
<b>While reading</b>	<b>75%</b>
Model reading by teacher	
Explanation/ translation	
Demonstration	
<b>Post- Reading</b>	<b>12.50%</b>
Comprehension questions	
Note making	
Note taking	

4. According to you, which language skill/ aspect (grammar/ reading/ writing/ speaking/ vocabulary/ listening/ literature etc.) is most important for teaching English in your classroom? State your reasons in a few sentences.



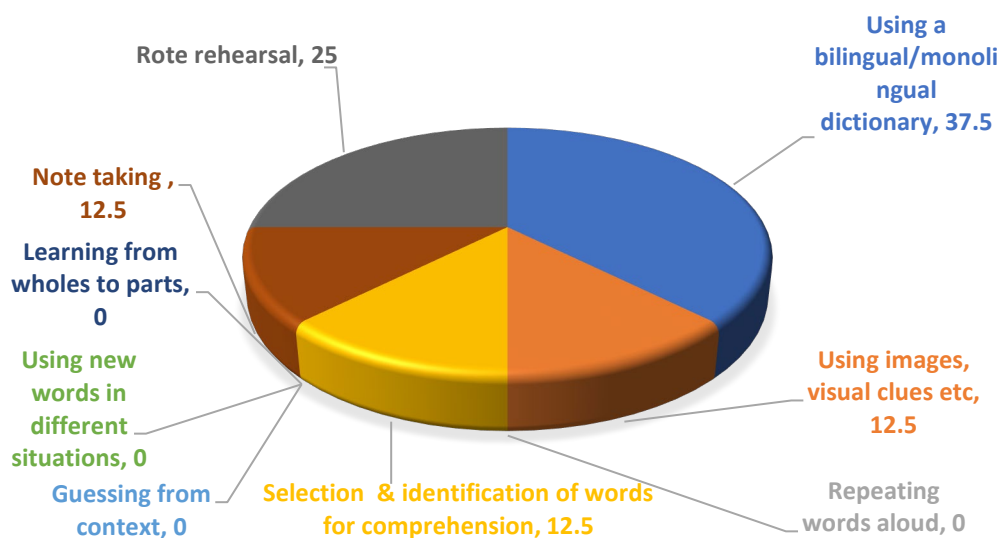
Responses are varied and can broadly be classified into 3 sectors when 25% of respondents state that reading is most important for teaching English in their classrooms and another 25% state that speaking is most important while 12.5% each opine that LSRW skills as a whole, vocabulary, speaking and vocabulary and grammar taken together, grammar are the most important aspects for teaching and learning English in their classrooms which is illustrated in the chart.

5. Do you think that vocabulary development is given its due importance in the textbooks? State your reasons.



75% of respondents agree that vocabulary development is given its due importance as new words are introduced at the end of each unit in most of the textbooks which is absent in unit 4 and 6 in Honeysuckle, unit 3 in Honeycomb and unit 3 in Honeydew.

## 6. How do you teach new words in the classroom?

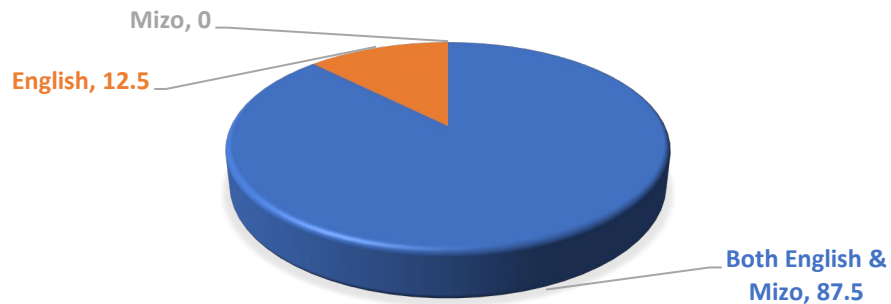


The following strategies for teaching vocabulary are taken into consideration while data was analysed-

- Using a bilingual/ monolingual dictionary 37.50%
- Using images, visual clues, non-verbal clues, songs and lyrics etc. 12.50%
- Repeating words aloud 0%
- Selection and identification of words for comprehension 12.50%
- Guessing from context 0%
- Using new words in different situations 0%
- Learning from wholes to parts 0%
- Note taking 12.50%
- Rote rehearsal 25%

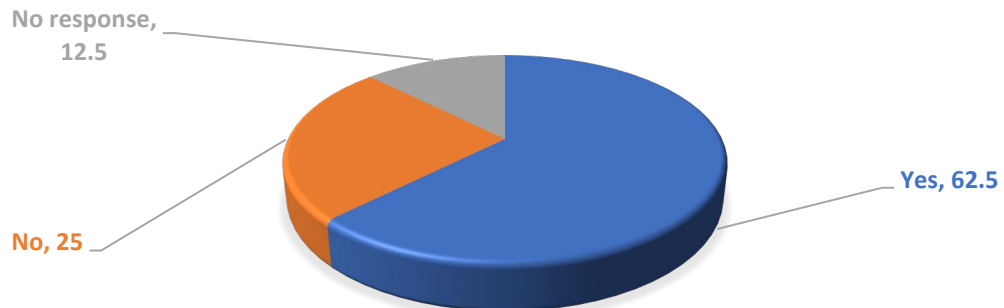
Using a dictionary for teaching of new vocabulary items is employed by a majority of respondents.

7. Which language do you use in the English classroom?



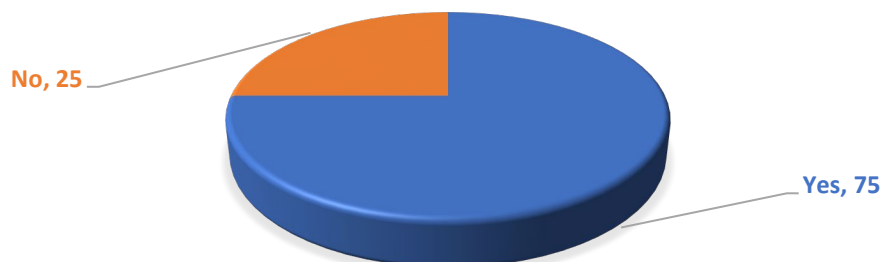
A majority of respondents at 87.50% use a combination of Mizo and English in the English classroom. The bilingual method is mostly adopted by respondents as they feel that learning of English becomes more effective if the first language of learners is incorporated in classroom transaction.

8. What problems do you face when teaching new words in English?

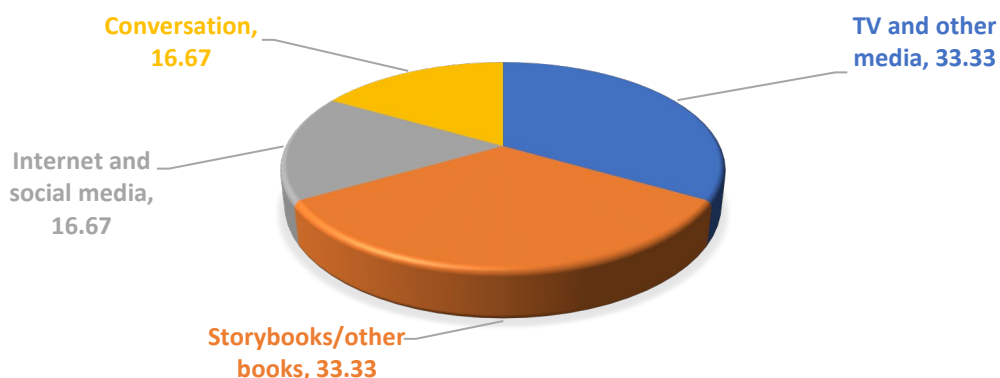


62.50% of respondents face problems while teaching new words in English mainly because of lack of exposure of learners in the second language and heavy curriculum load. 25% of respondents claim they face no particular problem when teaching new words in the English classroom while there is no response from 12.5%

9. Do you think students learn new words in English through books other than prescribed textbooks? From what other sources do you think they learn new words in English?

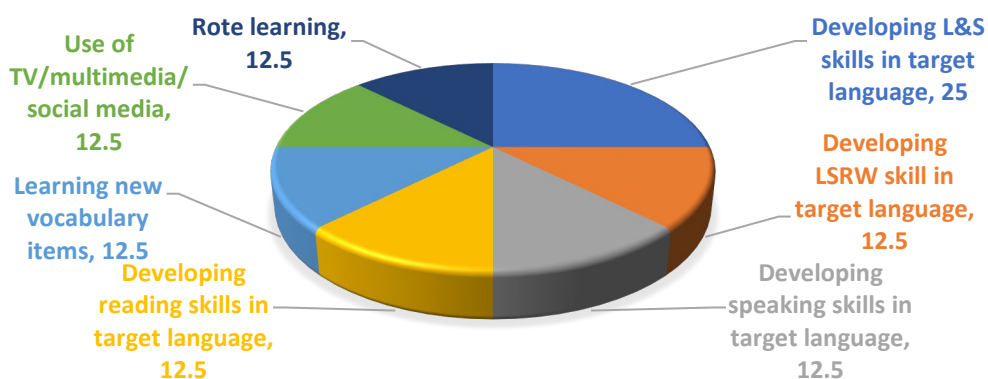


75 % of respondents believe that students learn new words in English through other means apart from their English textbooks.



Most respondents feel that a combination of TV and other media are a good source of learning new words in English which accounts for 33.33% of other sources of acquisition of new vocabulary items by learners. Another good source for acquiring new vocabulary items are books and other books at 33.33% Internet and social media are also mediums of learning new words as well as having conversation in the target language.

## 10. How are new languages best learnt by students?

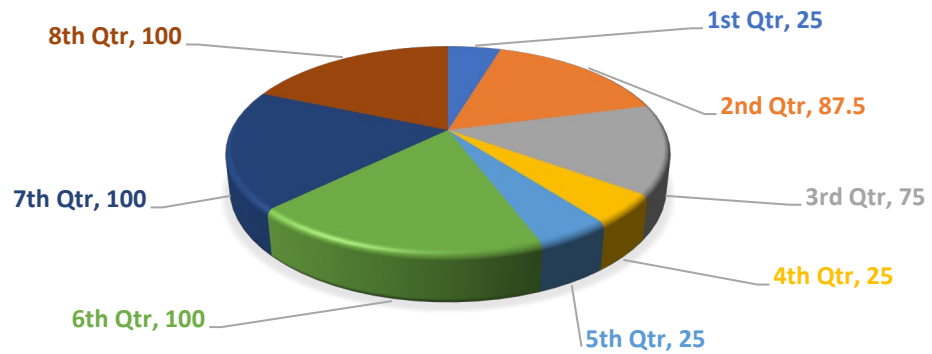


25% of respondents feel that new languages are best learnt by developing the listening and speaking skills of learners in the target language. This implies that for a learner to become efficient user of English they need ample opportunities for practicing the target language through listening and speaking.

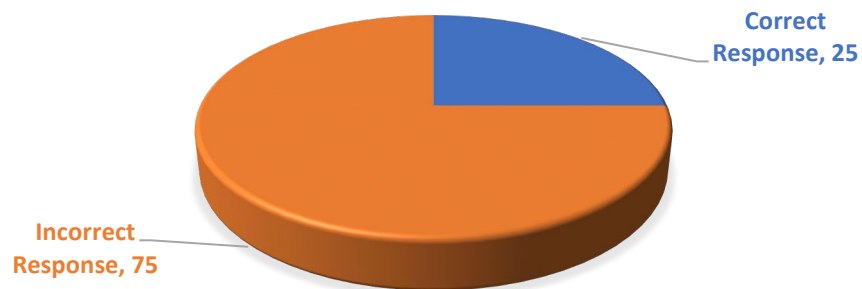
Variables used to decode the opinions of respondents are classified based on their responses as listed-

- Developing L & S skills in target language 25%
- Developing LSRW skills in target language 12.50%
- Developing speaking skills in target language 12.50 %
- Developing reading skills in target language 12.50%
- Learning new vocabulary items 12.50%
- Use of TV/multimedia/ social media 12.50%
- Rote learning 12.50%

### 3.7.4 Knowledge on Vocabulary

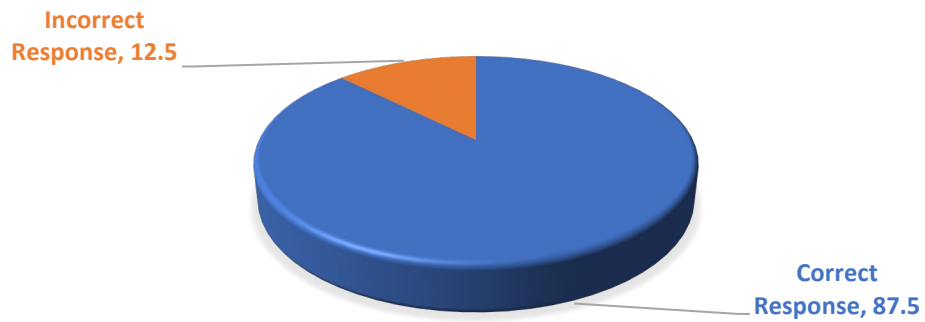


1. A student should ideally learn about \_\_\_\_\_ new words in English in one academic year
  - a. 100-200
  - b. 200-300
  - c. 300 and more



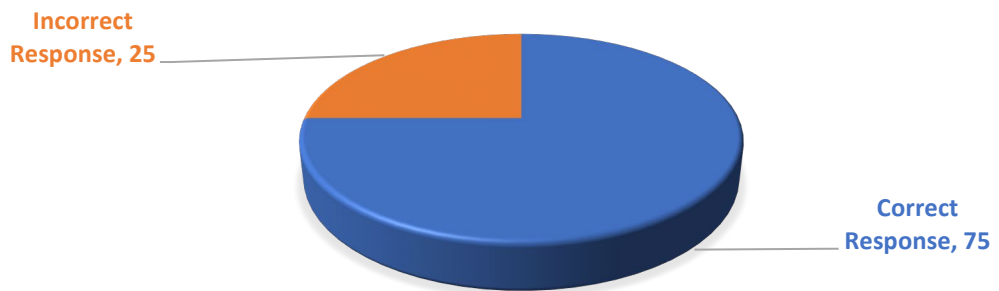
25% provided correct response

2. When a student knows a new word, s/he knows-
  - a. The meaning and spelling of a word
  - b. The pronunciation, part of speech and usage of a word
  - c. Both a and b



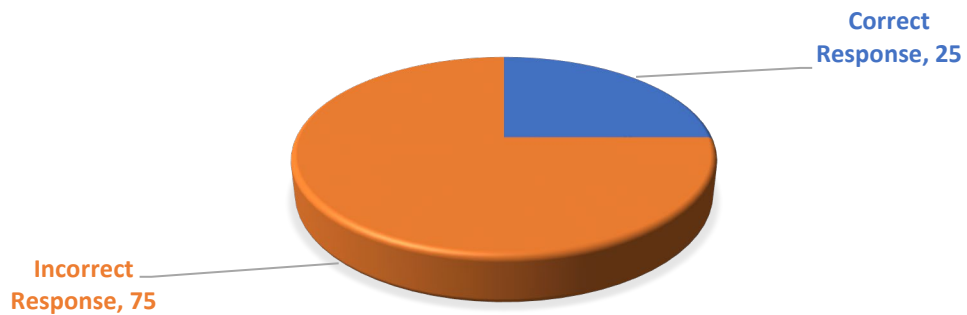
87.5% provided correct response

3. Students learn a new language (English) by-
  - a. Reading and writing
  - b. Speaking and listening
  - c. Both a and b



75 % provided correct response

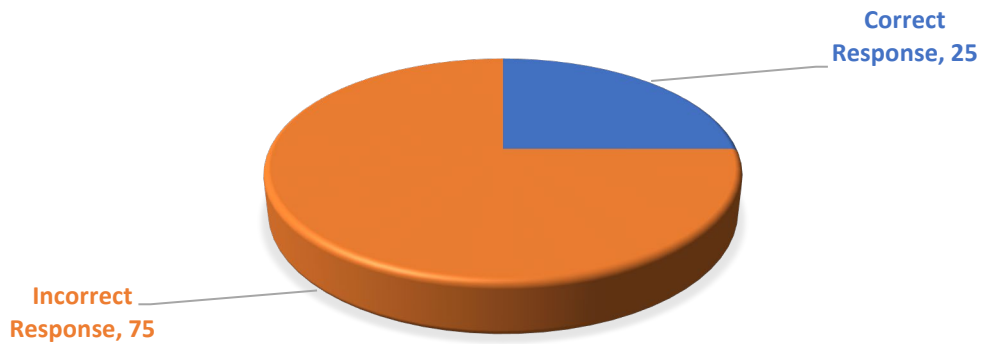
4. New words are best learnt by-
  - a. Memorising words and their meaning in a dictionary
  - b. Reading different text materials
  - c. Knowing their opposites





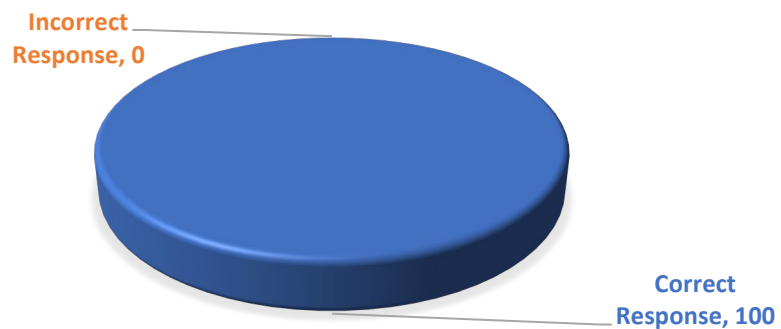
25% provided correct response

5. Words that sound the same but have different meaning are called-
- a. Homographs
  - b. Homonyms
  - c. Homophones



25% provided correct response

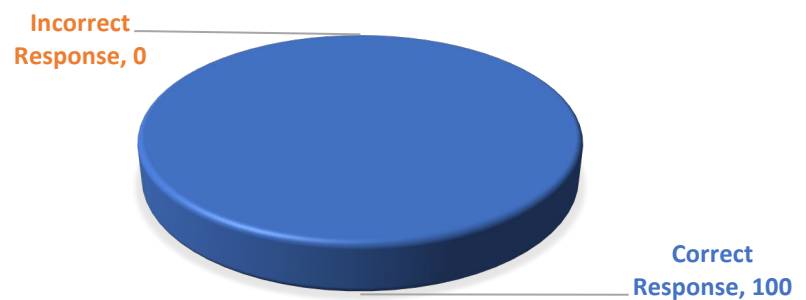
6. Words with similar meanings are called-
- a. Antonym
  - b. Synonym
  - c. Anonym



100% provided correct response

7. Words which have the same spelling but have different pronunciation are called-

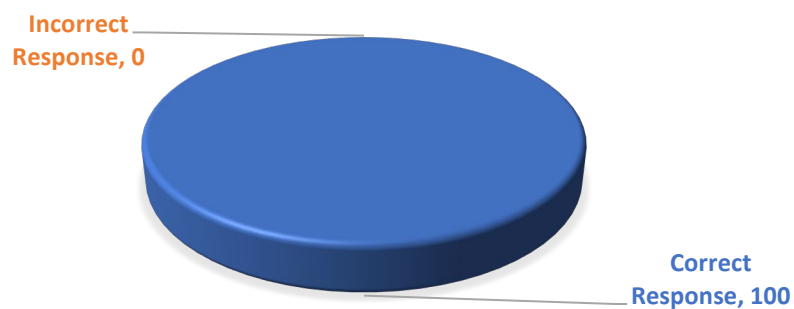
- a. Homonyms
- b. Homographs
- c. Homophones



100% provided correct response

8. Words that normally go together are called-

- a. Collocation
- b. Similes
- c. Conjunctions



100% provided correct response

**3.8 Analysis and Interpretation of Data from Students:** This section will attempt an analysis and interpretation of data collected from students of both Primary and Middle Schools using different variables for finding out their age-group, and their knowledge of vocabulary appropriate for their age and class.

### **3.8.1 Analysis of responses received from Students' Questionnaire for Class IV students of Government Primary Schools in Mizoram**

The questionnaire developed for students of Class IV were administered in the following government Primary Schools within Aizawl District-

1. Chhinlung Academy (Primary section)
2. Govt. Bawngkawn Primary School V
3. Govt. Chaltlang Primary School I
4. Govt. Chanmari Model Primary School
5. Govt. Chhinga Veng Primary School
6. Govt. Complex Primary School
7. Govt. Edentharr Primary School
8. Govt. Kelsih Primary School
9. Govt. Lengpui Primary School I
10. Govt. Melriat Primary School
11. Govt. Ratu Primary School I
12. Govt Ratu Primary School III

Contents of the questionnaire are-

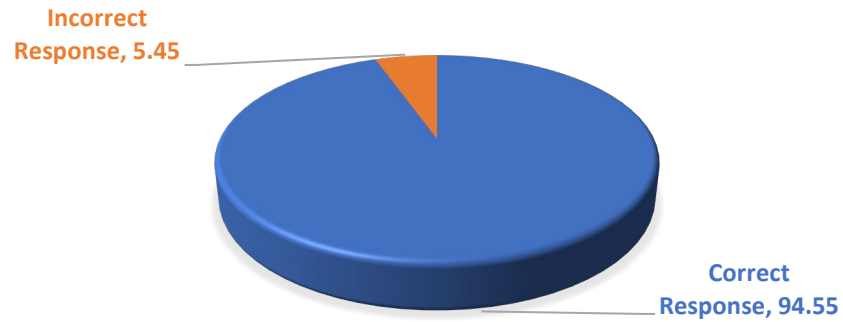
### **3.8.2 Personal Profile of students**

1. Name:
2. Age: Average age of students- 9 years
3. Gender: Female= 100/ Male = 102
4. Mother tongue/ first language: Mizo
5. Name of School: School listed above

### 3.8.3 Vocabulary Test for Class IV

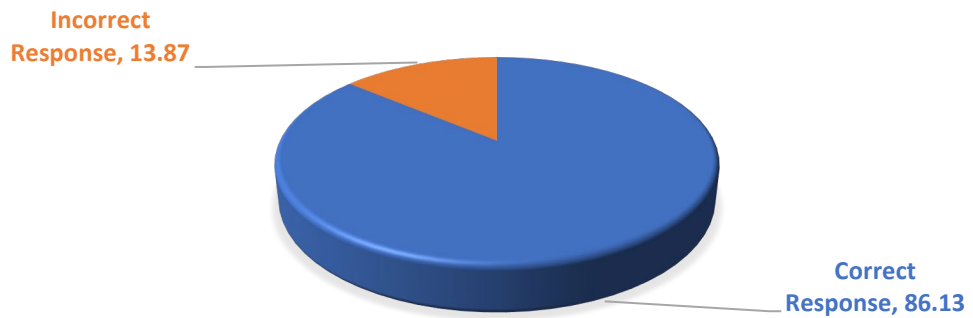
#### I. Circle the correct spelling

1. Parrot                                  Parot                                  Perat



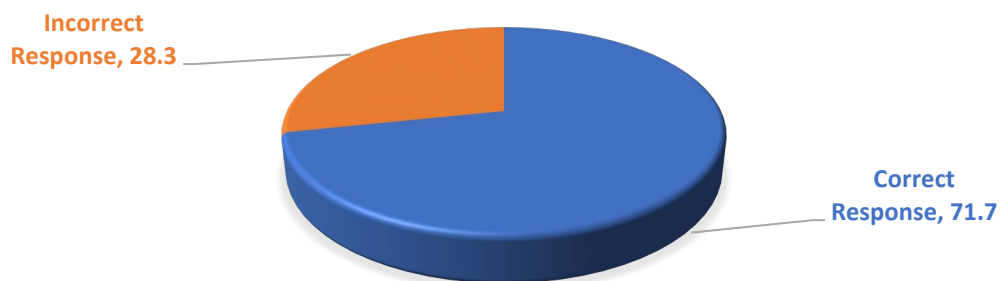
94.55 % of students got the correct spelling of the above word

2. Kangaro                                  Kengeru                                  Kangaroo



86.13 % of students got the correct spelling of the above word

3. Mischeif                                  Mischief                                  Mischeef



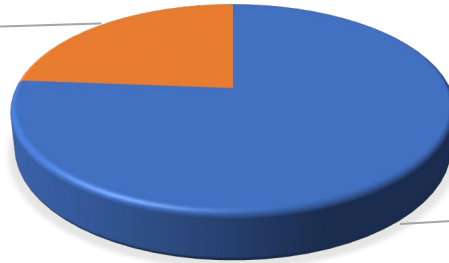
71.7% of students got the correct spelling of the above word

4. Playground

Playgruond

Playgound

**Incorrect  
Response, 23.77**



**Correct  
Response, 76.23**

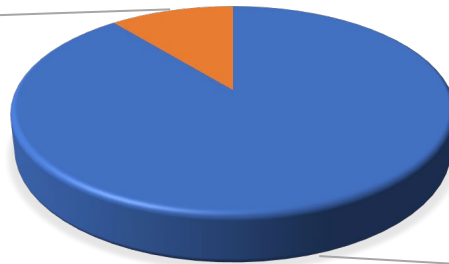
76.23% of students got the correct spelling of the above word

5. Weding

Weiding

Wedding

**Incorrect  
Response, 10.9**



**Correct  
Response, 89.1**

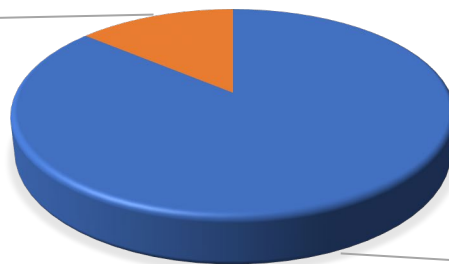
89.10 % of students got the correct spelling of the above word

6. Enormous

Enormouse

Enormuos

**Incorrect  
Response, 13.87**



**Correct  
Response, 86.13**

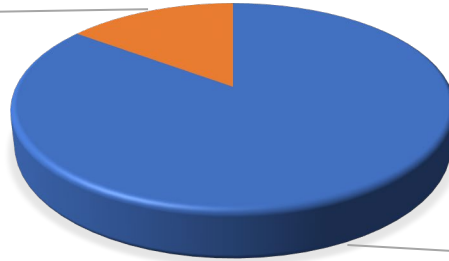
86.13 % of students got the correct spelling of the above word

7. Milion

Million

Milloin

**Incorrect  
Response, 14.86**



**Correct  
Response, 85.14**

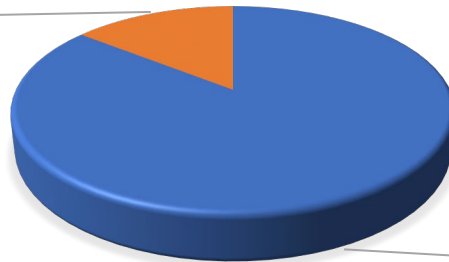
85.14 % of students got the correct spelling of the above word

8. Gosts

Ghosts

Gohsts

**Incorrect  
Response, 14.36**



**Correct  
Response, 85.64**

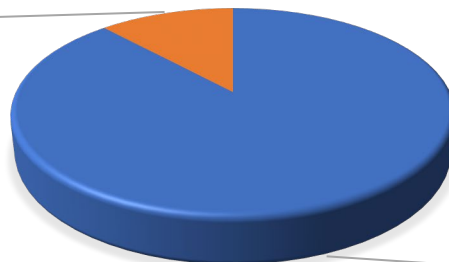
85.64 % of students got the correct spelling of the above word

9. Chimny

Chimnee

Chimney

**Incorrect  
Response, 11.89**



**Correct  
Response, 88.11**

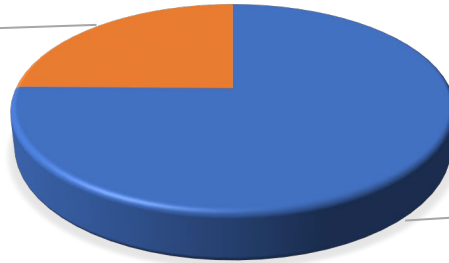
88.11 % of students got the correct spelling of the above word

10. Markit

Market

Markat

Incorrect  
Response, 24.8



Correct  
Response, 75.2

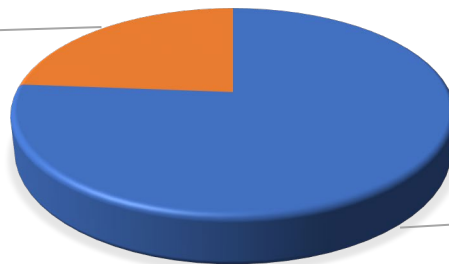
75.2% of students got the correct spelling of the above word

11. Villege

Vilage

Village

Incorrect  
Response, 23.77



Correct  
Response, 76.23

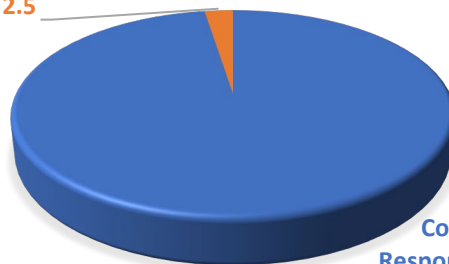
76.23 % of students got the correct spelling of the above word

12. Thorn

Thron

Thorne

Incorrect  
Response, 2.5



Correct  
Response, 97.5

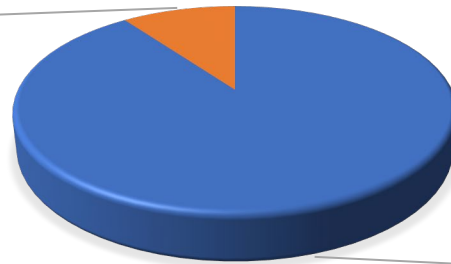
97.50 % of students got the correct spelling of the above word

13. Afriad

Afraid

Afraid

Incorrect  
Response, 10



Correct  
Response, 90

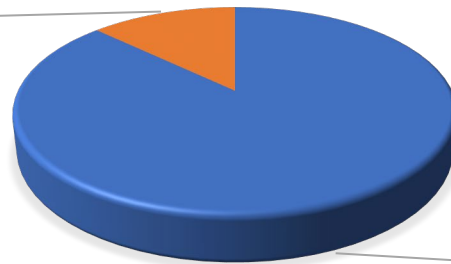
90 % of students got the correct spelling of the above word

14. Library

Libreiry

Libery

Incorrect  
Response, 12.88



Correct  
Response, 87.12

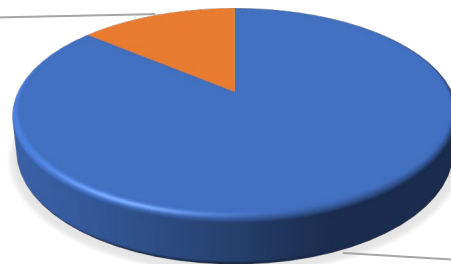
87.12% of students got the correct spelling of the above word

15. Tongue

Tangue

Tongeu

Incorrect  
Response, 13.87



Correct  
Response, 86.13

86.13% of students got the correct spelling of the above word

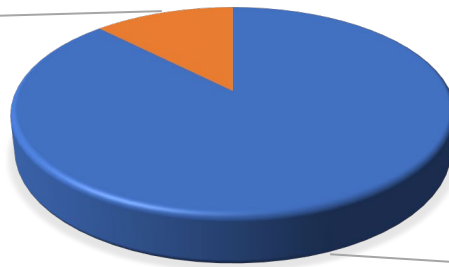


**II. Tick the correct word:**

1. There are many flowers in our \_\_\_\_\_

- a) gardener
- b) garden
- c) gardening

**Incorrect  
Response, 12.38**



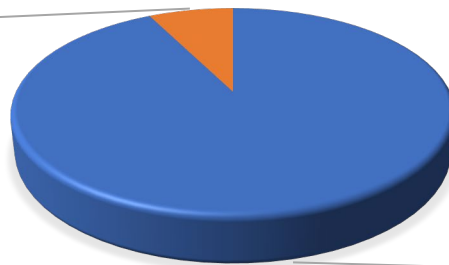
**Correct  
Response, 87.62**

87.62 % of students got the correct spelling of the above word

2. Today is very hot. It is very \_\_\_\_\_

- a) sunshine
- b) sunrise
- c) sunny

**Incorrect  
Response, 7.45**

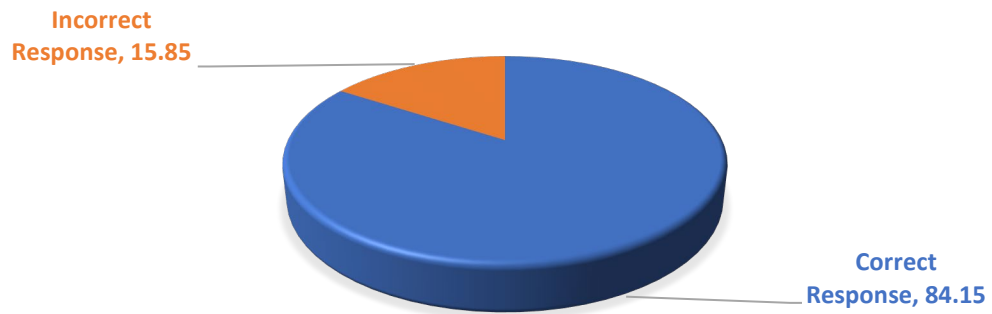


**Correct  
Response, 92.57**

92.57 % of students got the correct spelling of the above word

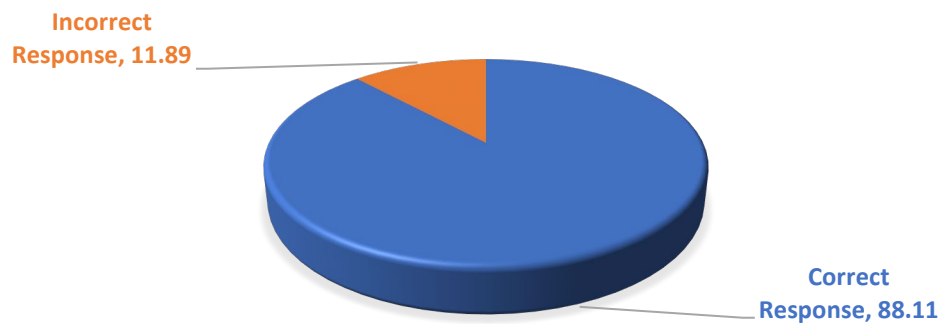
3. My sister is getting married next Friday. I will eat a lot of \_\_\_\_\_ cake.

- a) marriage
- b) wedding
- c) birthday



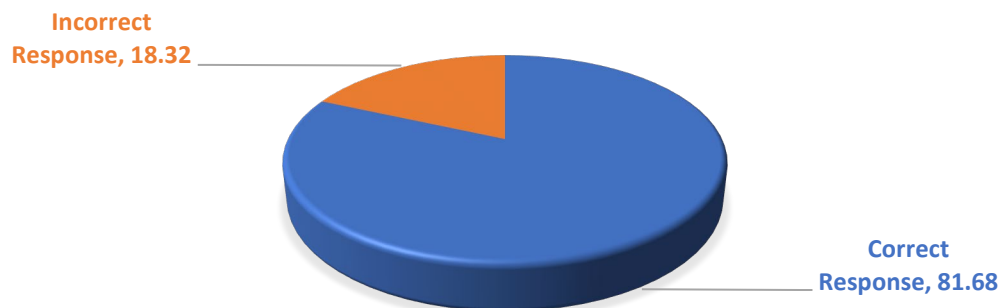
84.15 % of students got the correct spelling of the above word

4. I went to Lunglei yesterday by bus. There were many \_\_\_\_\_ in the bus.
- a) people
  - b) passengers
  - c) girls



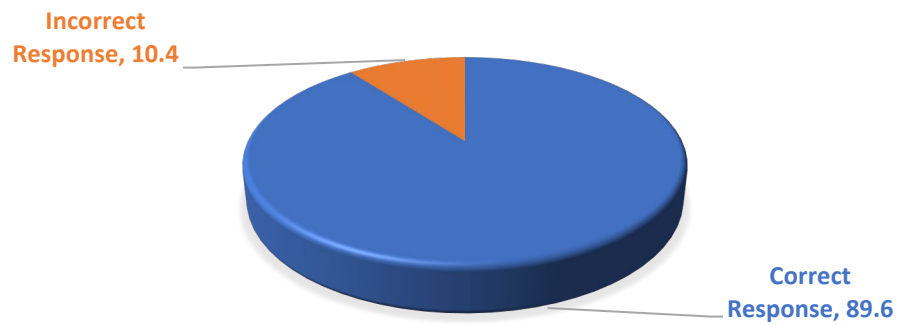
88.11 % of students got the correct spelling of the above word

5. Bees make a \_\_\_\_\_ sound.
- a) buzzy
  - b) busy
  - c) beesy



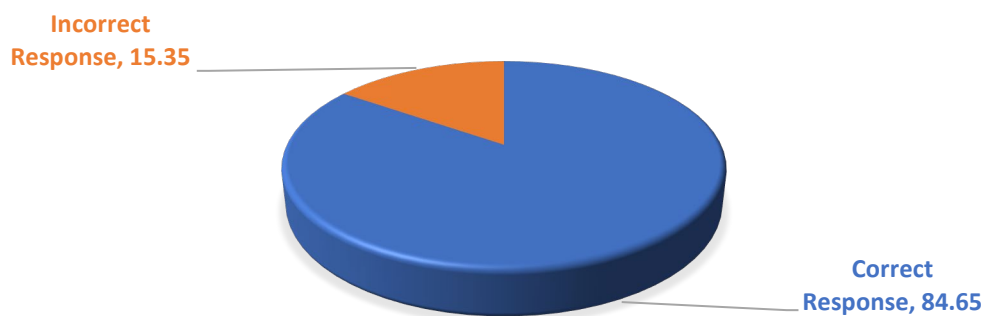
81.68 % of students got the correct spelling of the above word

6. Ships \_\_\_\_\_ in the sea.
- a) fly
  - b) drive
  - c) sail



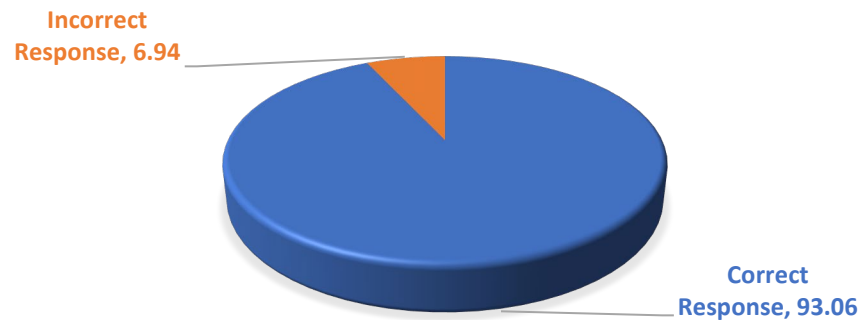
98.6 % of students got the correct spelling of the above word

7. I am \_\_\_\_\_ of the dark.
- a) happy
  - b) afraid
  - c) sad



84.65% of students got the correct spelling of the above word

8. This cake looks \_\_\_\_\_
- a) delicious
  - b) happy
  - c) soft



93.06 % of students got the correct spelling of the above word

**III. Read the story below and answer the questions that follow:**

Once upon a time, there were three friends- John, David and Daniel. They loved mangoes and spent their evening plucking mangoes from trees. John and David would climb the mango trees and pluck the mangoes while Daniel would pick them from the ground.

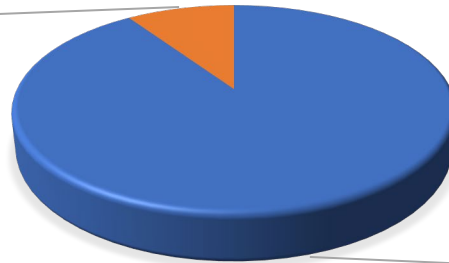
Daniel was afraid of heights and he could not climb trees. One day John and David decided to help Daniel overcome his fears. They brought an old mattress and placed it under a tree and told Daniel that even if he fell, the mattress would save him.

The whole evening, they taught Daniel to climb trees. He was scared and first but he tried again and again. He fell many times but the mattress saved him. He didn't lose hope and his friends cheered for him. A week later Daniel climbed a tree without any fear.

After that, they all would climb mango trees and eat mangoes sitting on the tree together.

a) What are the names of the three friends?

**Incorrect  
Response, 9.5**

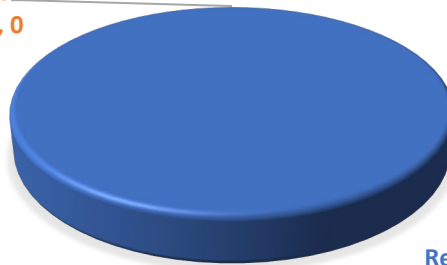


**Correct  
Response, 90.5**

90.5 % of students provided the right response

b) What did they love to eat?

**Incorrect  
Response, 0**

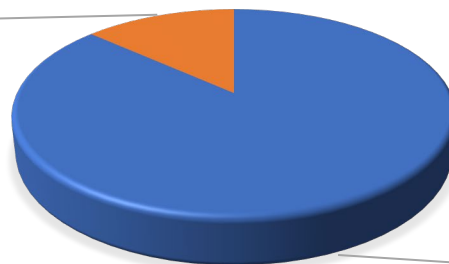


**Correct  
Response, 100**

100 % of students provided the right response

c) Who was afraid of heights?

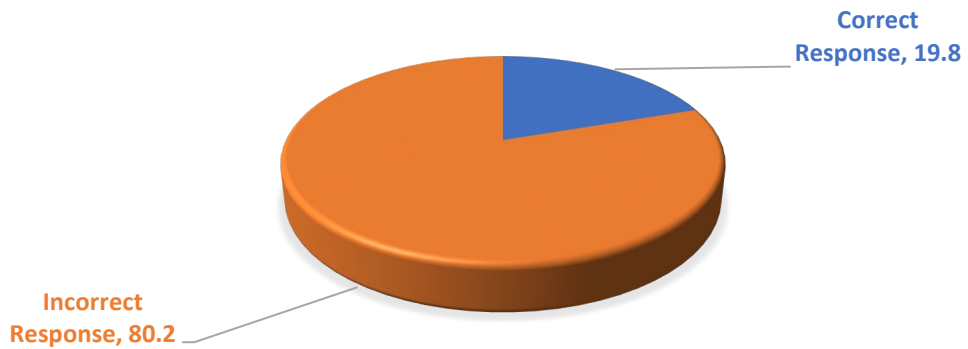
**Incorrect  
Response, 13.37**



**Correct  
Response, 86.63**

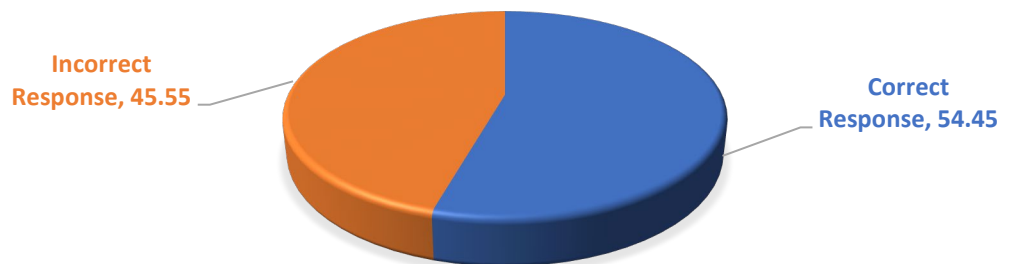
86.63 % of students provided the right response

d) How did the two friends help their other friend?



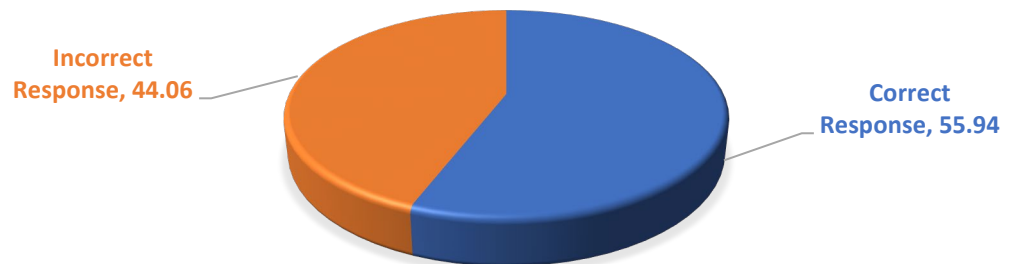
19.8% of students provided the right response

e) How long did it take to help their friend climb a tree?



54.45% provided the right response

**IV. Write five (5) lines about your school.**



55.94 attempted to write in a coherent, sequential manner

### 3.9 Analysis of responses received from Students' Questionnaire for Class VIII students of Government Primary Schools in Mizoram:

The questionnaire developed for students of Class VIII were administered in the following government/ Govt Aided Middle Schools within Aizawl District-

1. Chhinlung Academy (Middle section)
2. Govt. Chanmari Model Middle School
3. Govt. Kelsih Middle School
4. Govt. Lungdai Middle School I
5. Govt. Ratu Middle School I
6. Govt. Ratu Middle School II
7. Govt. Zuangtui Middle School
8. PC Girls School (Middle Section)

Contents of the questionnaire are-

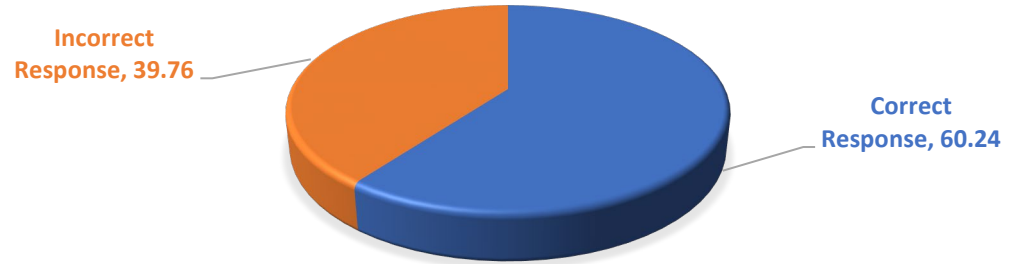
#### 3.9.1 Personal Profile of students

- |                                 |   |                       |
|---------------------------------|---|-----------------------|
| 1. Name                         | : |                       |
| 2. Age                          | : | Average age= 13 years |
| 3. Gender                       | : | Female= 102 Male= 64  |
| 4. Mother tongue/first language | : | Mizo                  |
| 5. Name of School               | : | As listed above       |

#### 3.9.2 Vocabulary Test for Class VIII

**Homophones:** Words that sound the same but have different spelling.

A. Complete the table with suitable homophones.

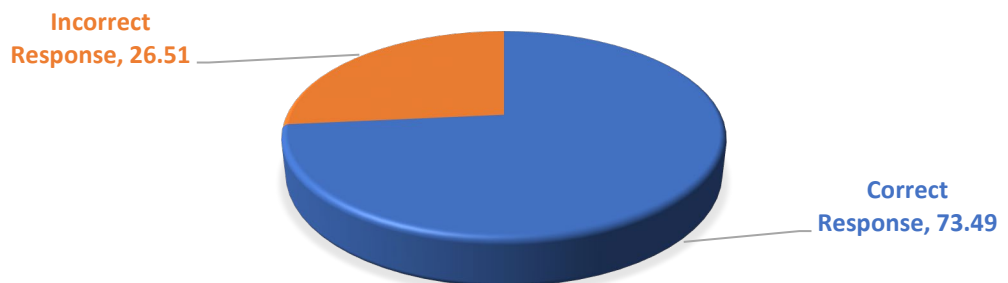


<b>rain</b>	reign	rein
<b>see</b>		
<b>sew</b>		
<b>write</b>		
<b>by</b>		
<b>cites</b>		
<b>flue</b>		
<b>doze</b>		

60.24 % students responded correctly

B. Fill in the blanks with a suitable word from the brackets.

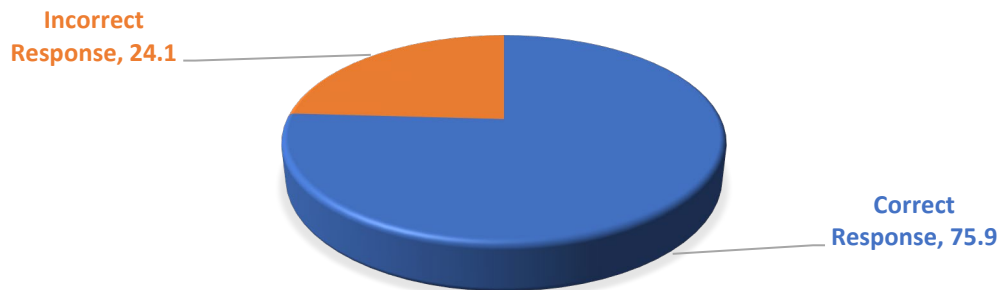
- The doctor advised the patient to repeat the .....  
(does/doze/dose) after 12 hours if necessary.



73.49% students responded correctly

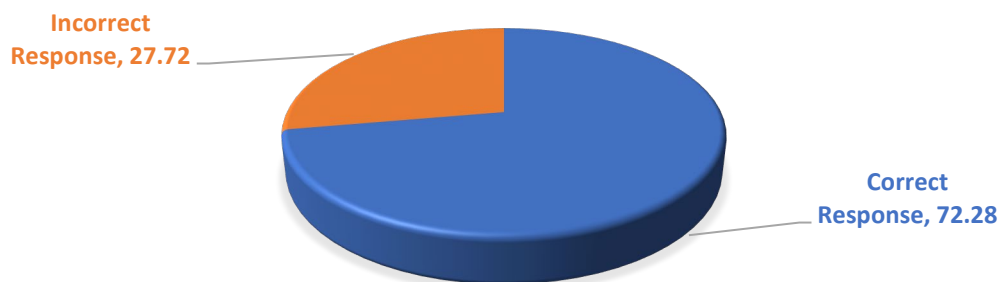


2. A new ..... (*site/sight/cite*) has been chosen for the school.



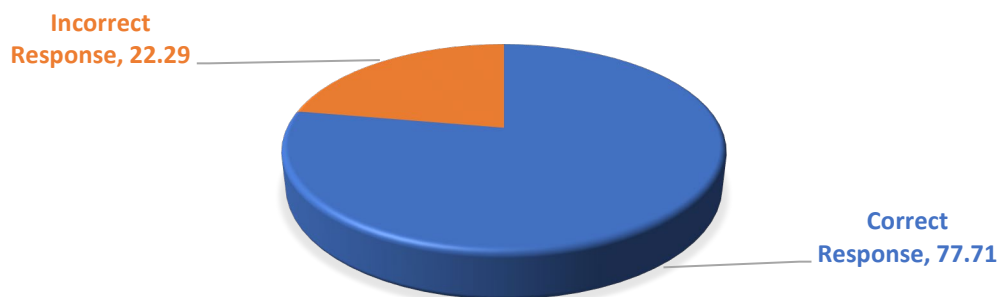
70. 90% students responded correctly

3. 'Can you ..... a button on for me?' asked my younger brother. (*so/sow/sew*)



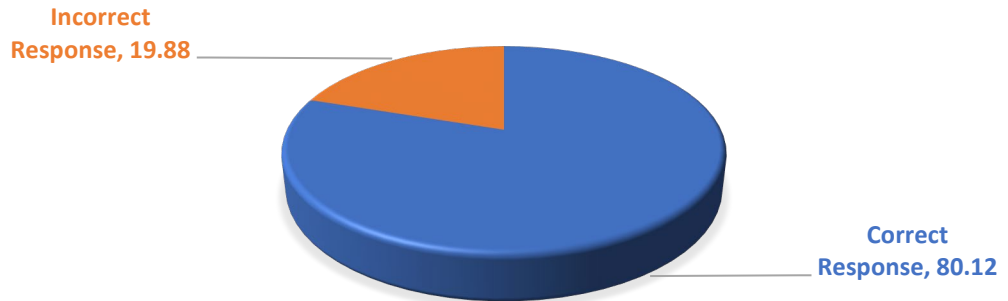
72.28% students responded correctly

4. Do you need more ..... (*flour/flower*) to make rotis?



77. 71% students responded correctly

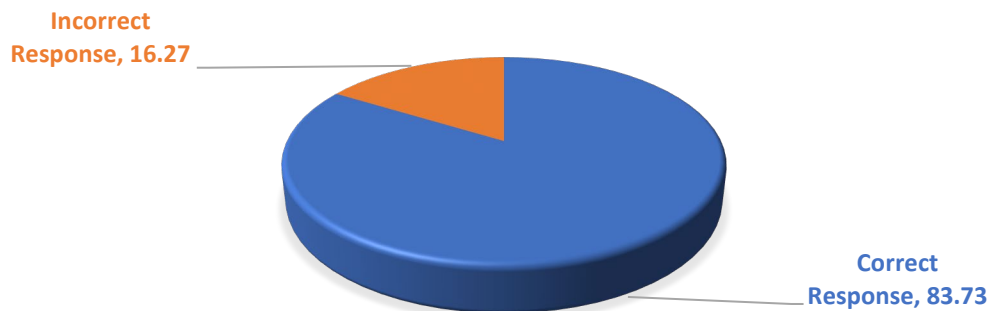
5. During the king's ....., (*rein/reign/rain*) there was peace in the kingdom.



80.12 % students responded correctly

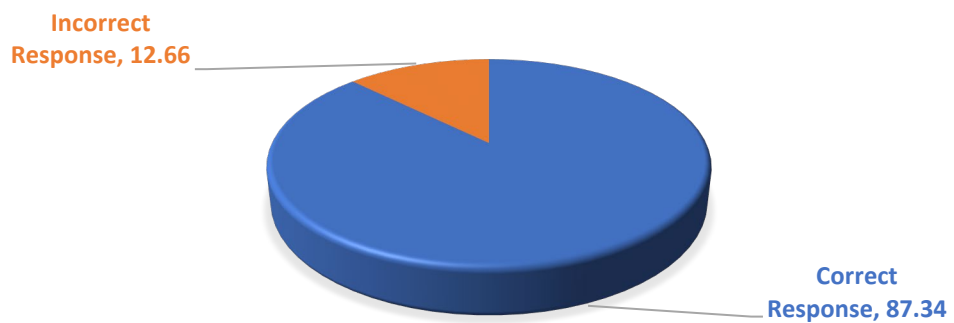
C. Choose the right word from the brackets to fill in the blanks.

1. There are \_\_\_\_\_ biscuits in the tin, or did you \_\_\_\_\_ that already? (*no/know*)



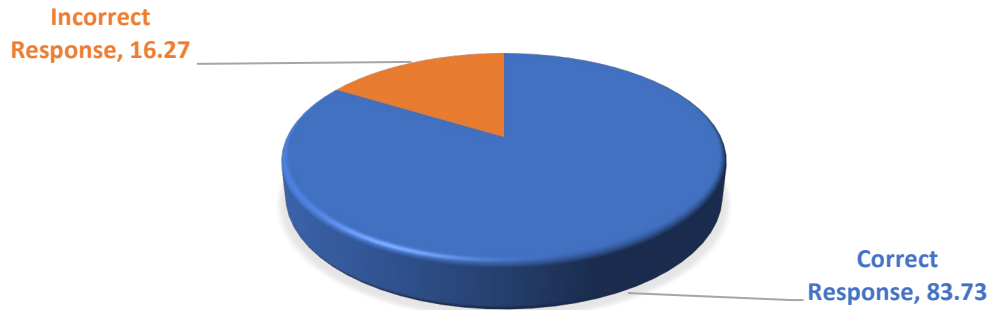
83.73% students responded correctly

2. I must \_\_\_\_\_ a letter to my friend. (*right/write*)



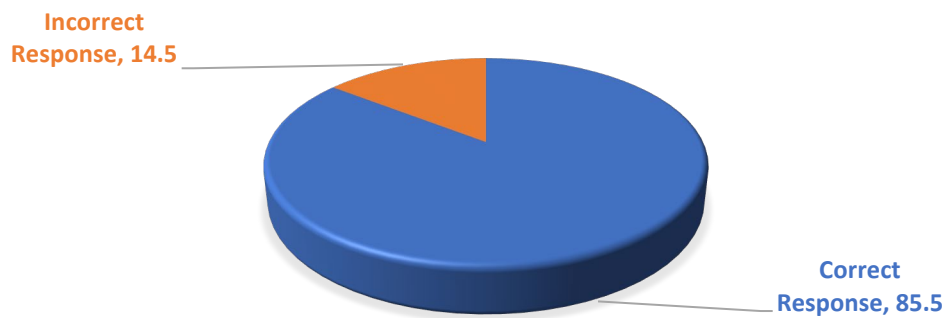
87.34% students responded correctly

3. He \_\_\_\_\_ his motorbike along the \_\_\_\_\_.  
(rowed/rode/road)



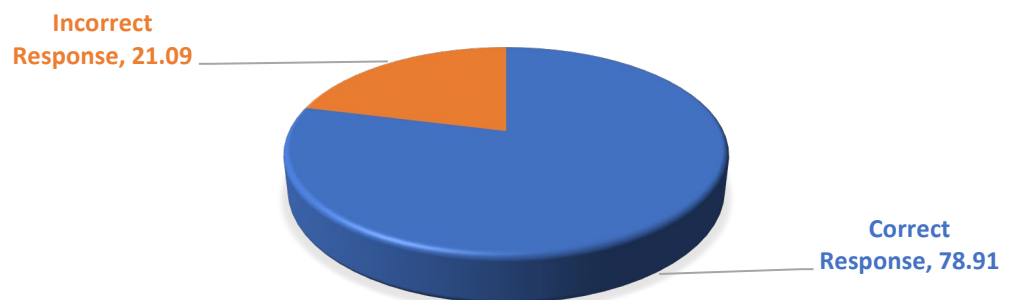
83.73% students responded correctly

4. \_\_\_\_\_ you like to come to a party with us? (wood/would)



85.5% students responded correctly

5. He \_\_\_\_\_ the ball \_\_\_\_\_ the window.  
(through/threw)



78.91% students responded correctly

**Homographs:** Words which have the same spelling but have different pronunciation and meaning. Look at these sentences.

**Lead:** Just follow the signs and they will lead you to the next section of the building. (pronounced 'lead')

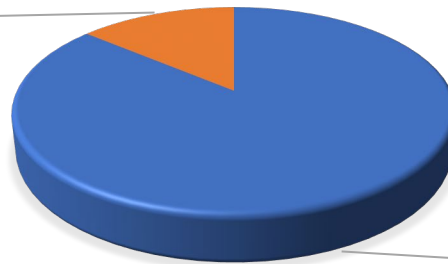
**Lead:** Gold is heavier than lead. (pronounced 'led')

Here are a few homographs. Choose the appropriate ones and fill in the blanks.

<i>row</i>	<i>object</i>	<i>wind</i>	<i>minute</i>
------------	---------------	-------------	---------------

1. Could I speak to you for a \_\_\_\_\_?

**Incorrect Response, 13.86**

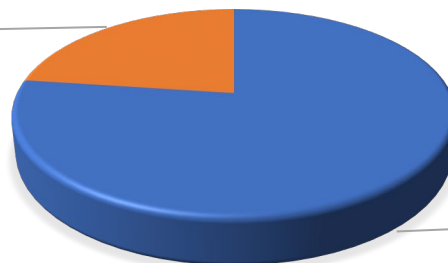


**Correct Response, 86.14**

86.14% students responded correctly

2. \_\_\_\_\_ speeds are expected to reach up to 100kmph this evening.

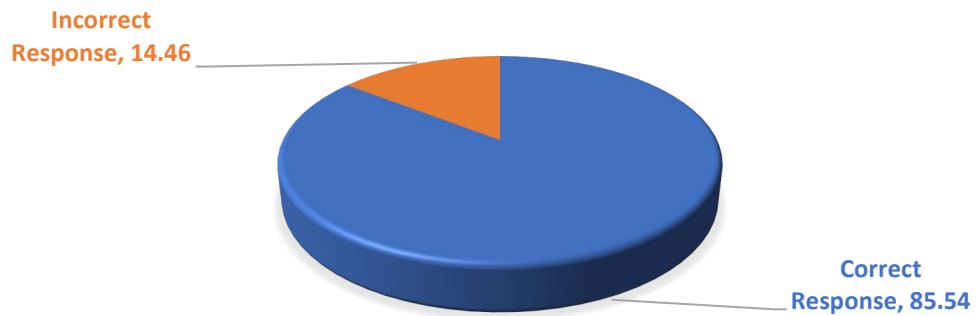
**Incorrect Response, 22.9**



**Correct Response, 77.1**

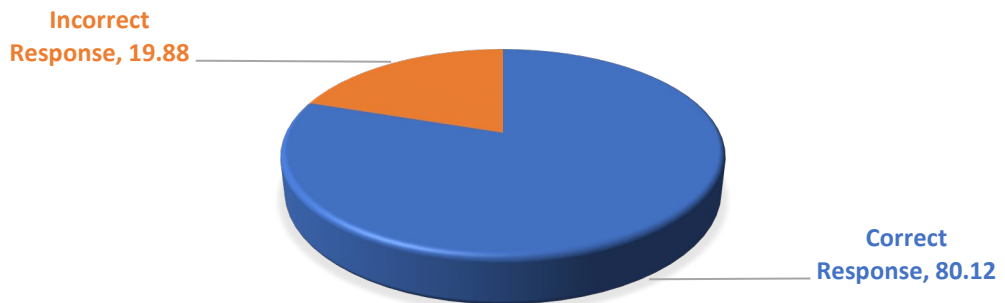
77.10% students responded correctly

3. He is sitting in the second \_\_\_\_\_ from the rear.



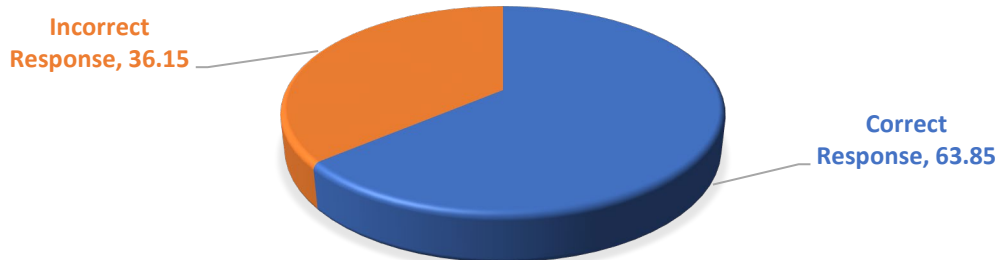
85.54% students responded correctly

4. This stone \_\_\_\_\_ tells us a lot about people in ancient days.



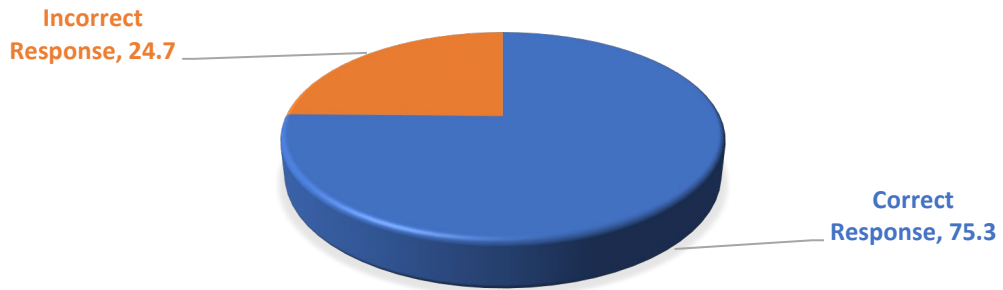
80.12% students responded correctly

5. I think my neighbours had a nasty \_\_\_\_\_ last night.



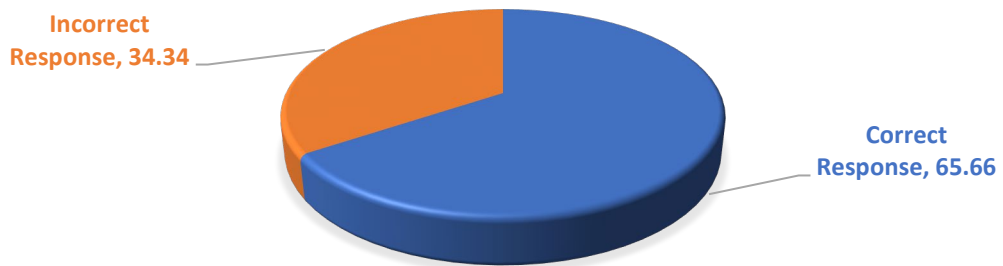
63.85% students responded correctly

6. They \_\_\_\_\_ to our parking the car near their gate.



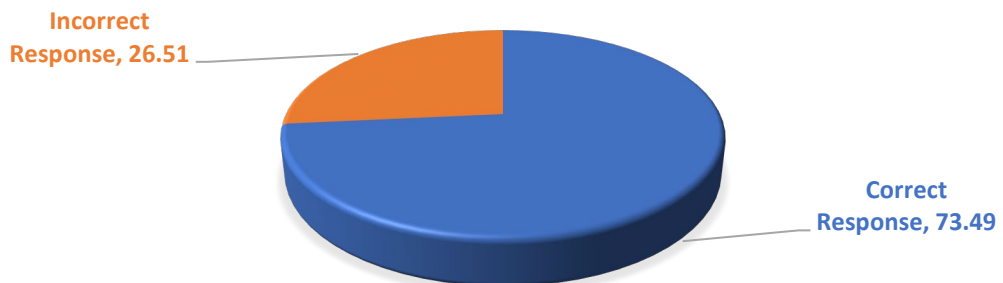
75.30students responded correctly

7. There is only a \_\_\_\_\_ difference between these two pictures.



65.66% students responded correctly

8. We don't need to \_\_\_\_\_ our watches these days. They are all automatic.



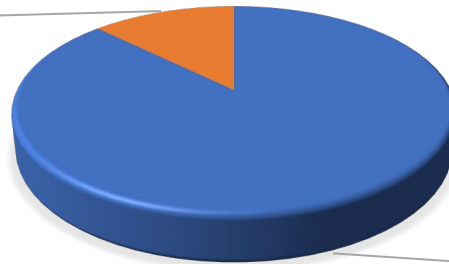
73.49% students responded correctly

**Synonyms:** Words with similar meanings.

A. Find synonyms for these words with the help of the clues provided.

1. Tale: story; nar\_\_\_\_\_ve

Incorrect  
Response, 12.66

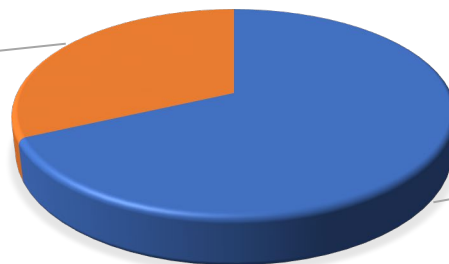


Correct  
Response, 87.34

87.34% students responded correctly

2. Expedition: t\_\_\_\_; tr\_\_\_\_l; excu\_\_\_\_\_

Incorrect  
Response, 31.86

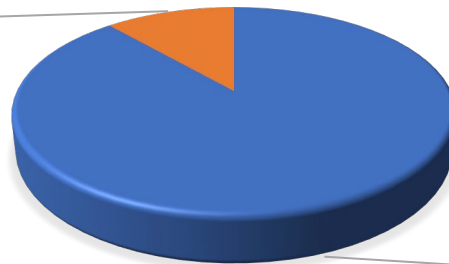


Correct  
Response, 68.14

86.14% students responded correctly

3. Fast: sw\_\_\_\_; r\_\_\_\_d; q\_\_\_\_\_

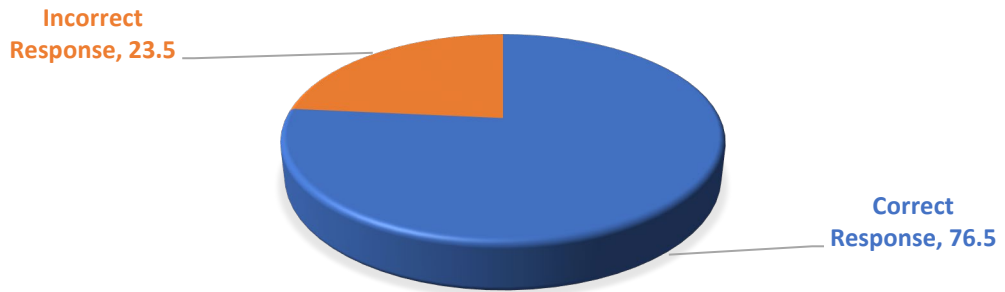
Incorrect  
Response, 11.45



Correct  
Response, 88.55

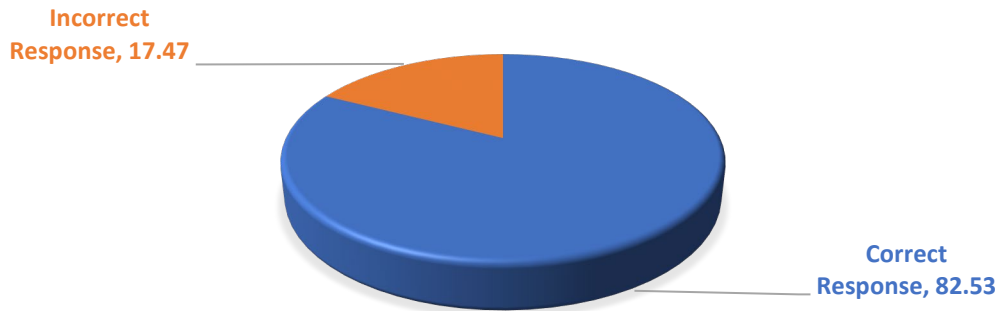
88.55% students responded correctly

4. Fear: te\_\_o\_\_ ; dr\_\_d; f\_\_g\_\_



76.50% students responded correctly

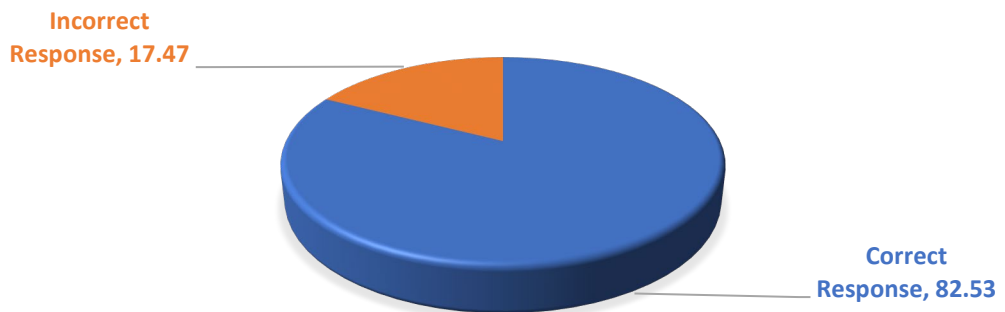
5. Large: b\_\_ ; h\_\_ ; m\_\_m\_\_th; imm\_\_



82.53% students responded correctly

*B. Complete these car words.*

1. A soft floor-covering: car\_\_\_\_\_

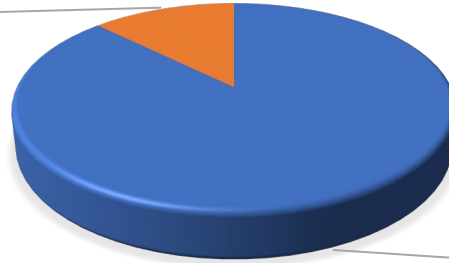


82.53% students responded correctly



2. A large box: car \_\_\_\_\_

**Incorrect  
Response, 12.66**

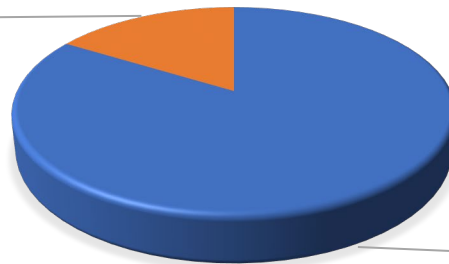


**Correct  
Response, 87.34**

87.34% students responded correctly

3. A funny drawing: car \_\_\_\_\_

**Incorrect  
Response, 16.27**

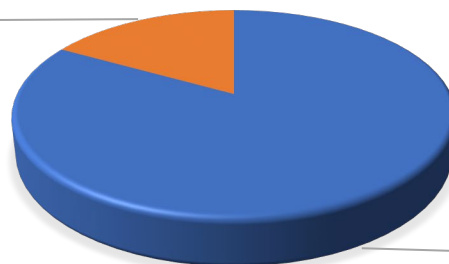


**Correct  
Response, 83.73**

83.73% students responded correctly

4. A flesh-eating animal: car \_\_\_\_\_

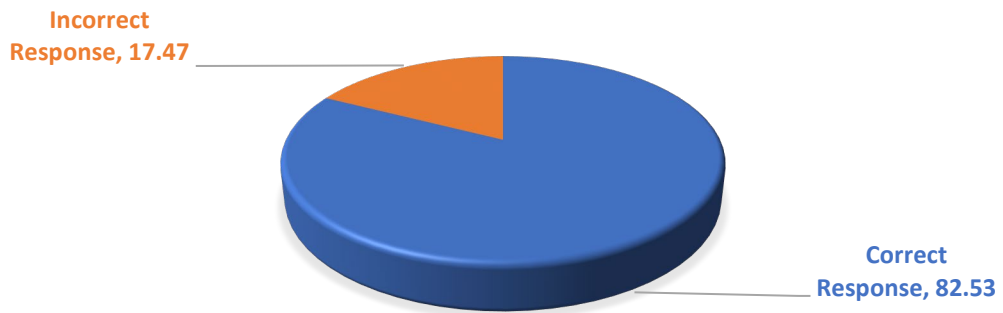
**Incorrect  
Response, 16.87**



**Correct  
Response, 83.13**

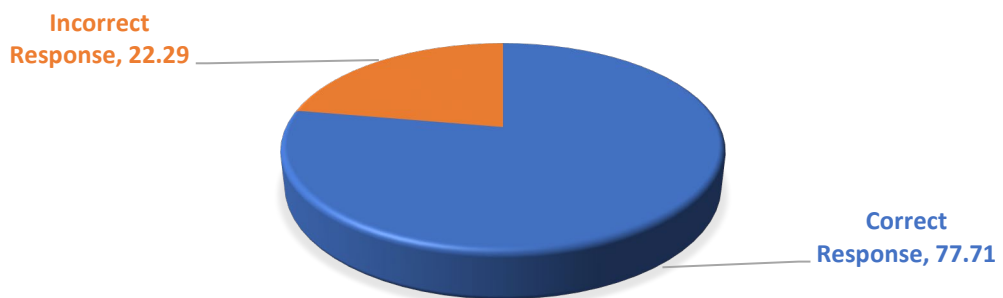
83.13% students responded correctly

5. One who works on wood: car \_\_\_\_\_



82.53% students responded correctly

6. Goods carried by a ship or plane: car \_\_\_\_\_

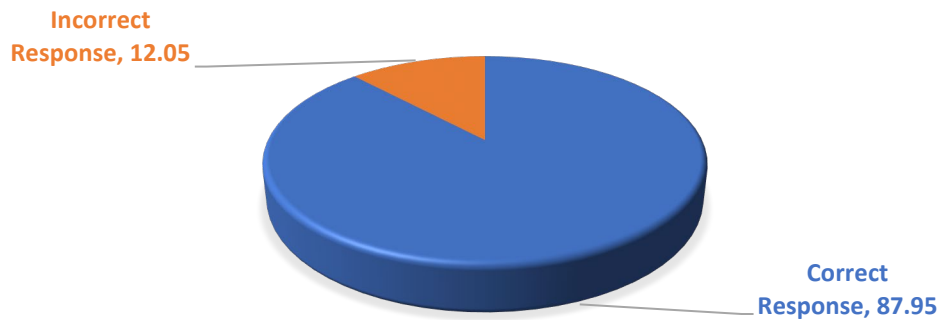


77.71% students responded correctly

**Antonyms:** Words that are opposite in meaning.

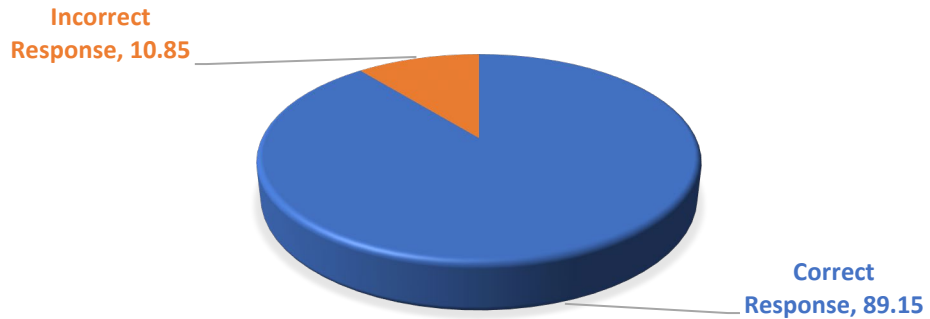
Fill in the blanks with words that are opposite in meaning to the words that appear in bold.

1. Her house was not **easy** to reach. It was ..... to locate.



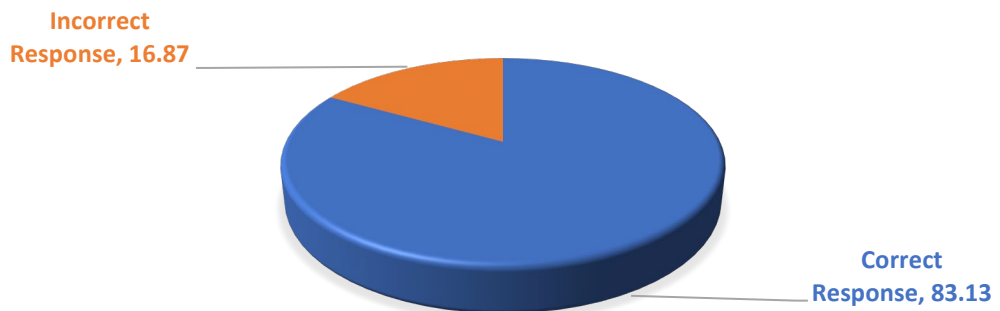
87.95% students responded correctly

2. Some birds which were once a **common** sight are now becoming .....



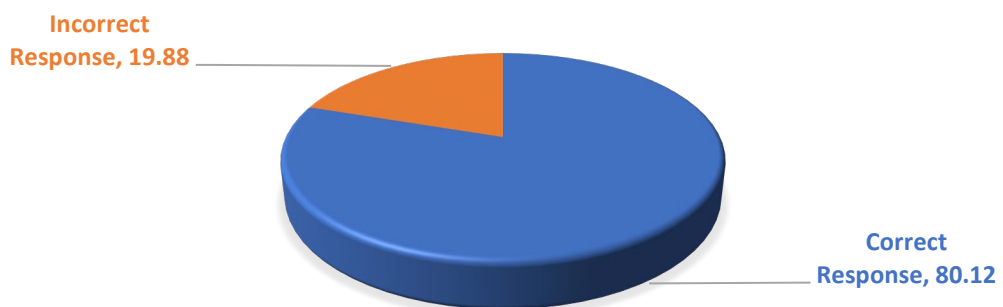
89.15% students responded correctly

3. It is not just important to **win** or ....., but to play the game well.



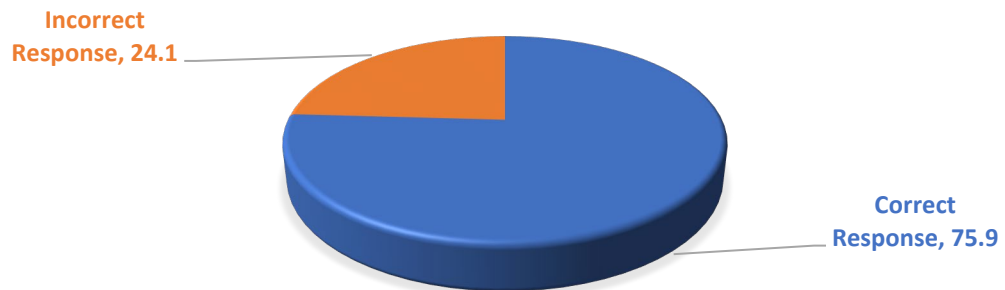
83.13% students responded correctly

4. The eye is one of the most **delicate** organs of the body but the liver is the ..... organ of the body.



80.12% students responded correctly

5. The animals that the poachers **captured** were later ..... in the wild by the authorities.



75.90% students responded correctly

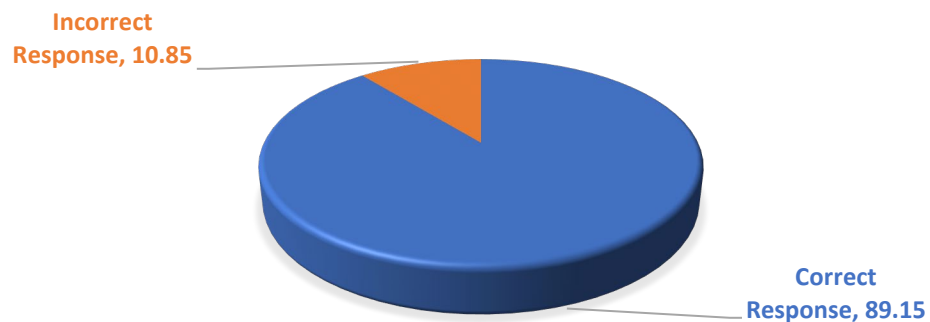
**Prefix:** Look at the meaning of these prefixes.

- Fore – means before or previous foretell
- Post – means after; following postpone
- Equi - means equal equivalent
- Ultra – means beyond or extreme ultraviolet

Use *fore-*, *post-*, *equi-* or *ultra-* with the words in the box to make new words. Use the right form of the words to complete these sentences.

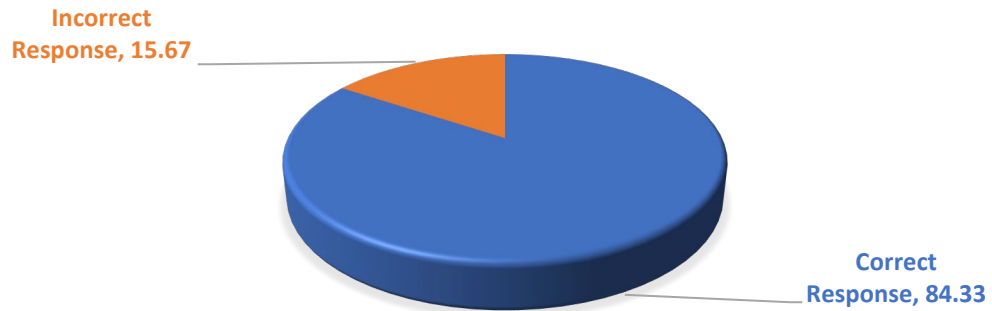
<i>marine</i>	<i>script</i>	<i>cast</i>	<i>distant</i>
<i>lateral</i>	<i>war</i>	<i>sound</i>	<i>front</i>

1. The weather \_\_\_\_\_ says that there is a severe cyclonic storm brewing in the Bay of Bengal.



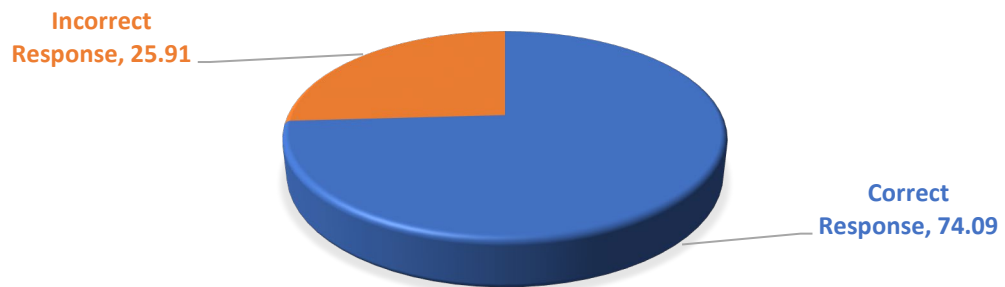
89.15% students responded correctly

2. After the world war Japan had to completely rebuild its economy and the \_\_\_\_\_ development of Japan as a major economic power is truly amazing.



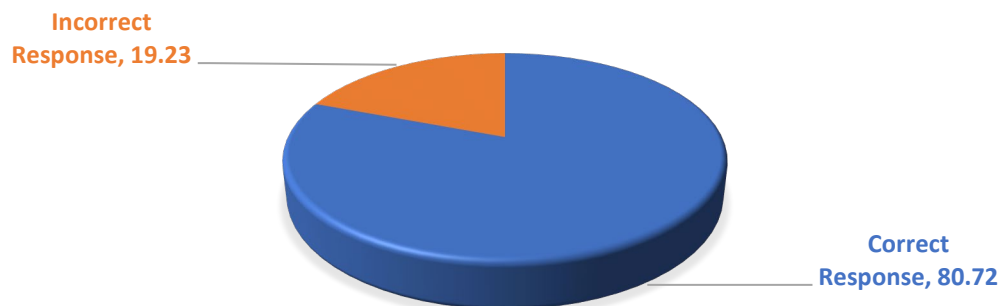
84.33% students responded correctly

3. The \_\_\_\_\_ of his letter is almost as long as the letter itself.



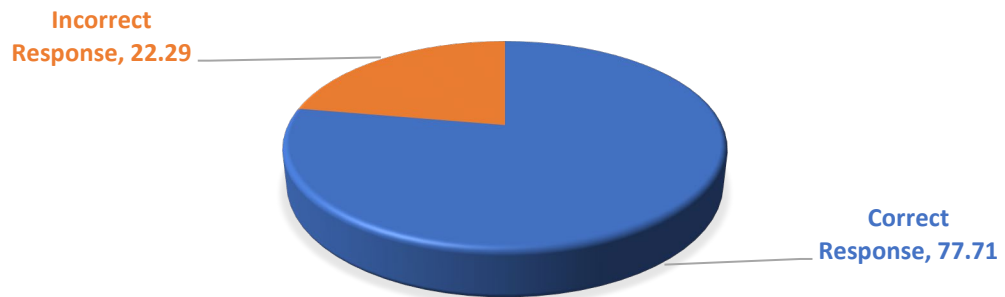
74.09% students responded correctly

4. We learnt to draw \_\_\_\_\_ triangles in today's mathematics class.



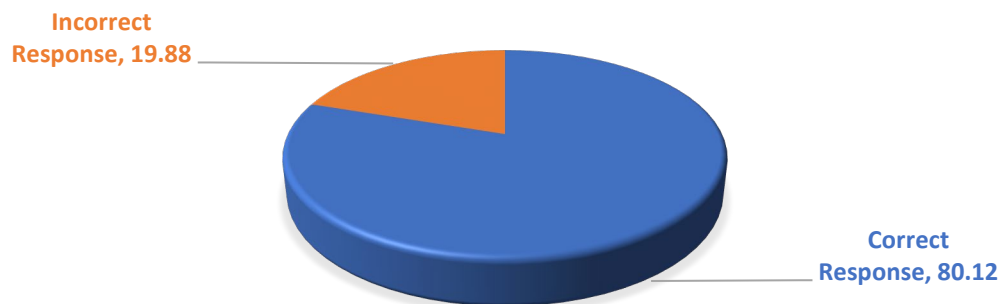
80.72% students responded correctly

5. Mamta is always in the \_\_\_\_\_ when it comes to taking action regarding the care and protection of stray animals.



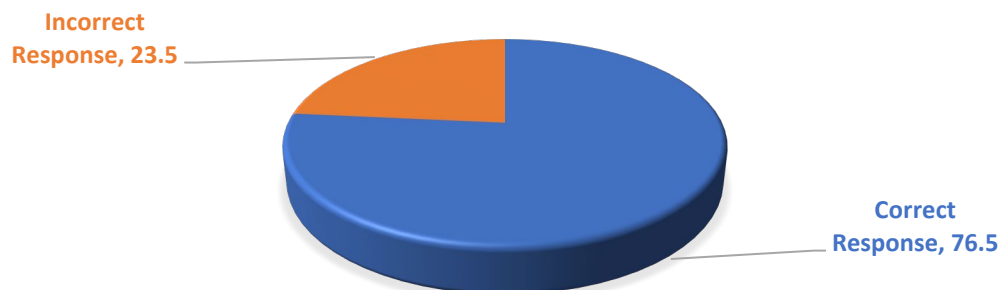
77.71% students responded correctly

6. With \_\_\_\_\_ technology most diagnostic tests in medicine have become quicker, easier and more accurate.



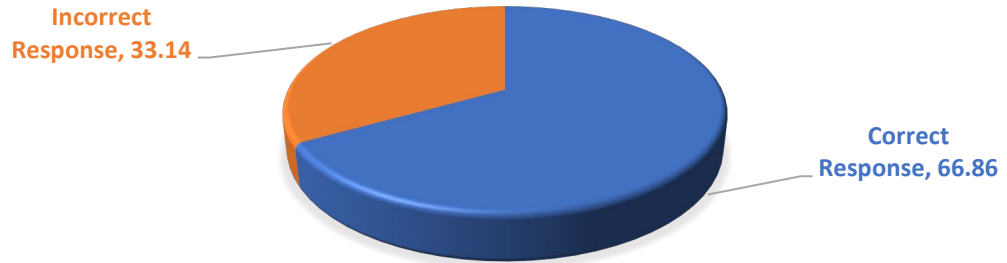
80.12% students responded correctly

7. The two major towns in this state are \_\_\_\_\_ from its capital.



76.50% students responded correctly

8. Ramya is wearing a dress in a lovely \_\_\_\_\_ colour.



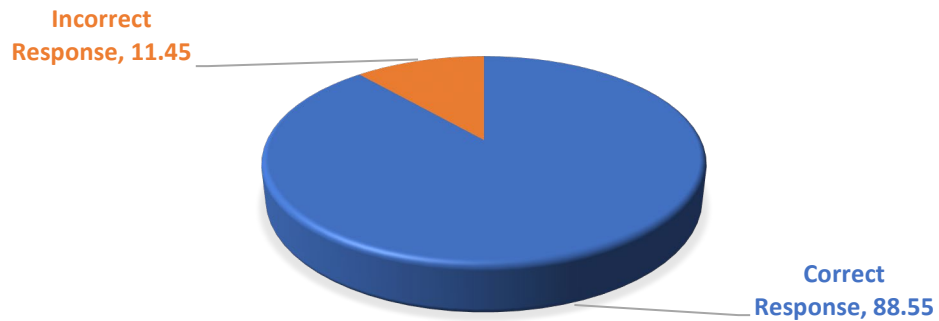
66.86% students responded correctly

**Suffix**

Add a suitable ending to the word in brackets to complete these sentences.

<i>ty</i>	<i>ship</i>	<i>tion</i>	<i>ness</i>	<i>ity</i>	<i>ery</i>	<i>ence</i>	<i>ment</i>
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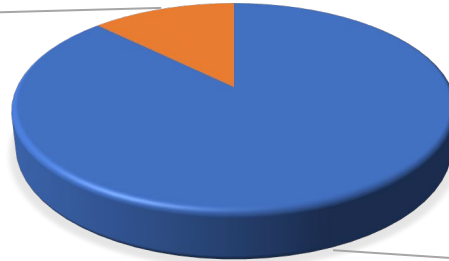
1. We have a good (*relation*) \_\_\_\_\_ with our neighbours.



88.55% students responded correctly

2. Her (*polite*) \_\_\_\_\_ has charmed everyone.

**Incorrect  
Response, 12.66**

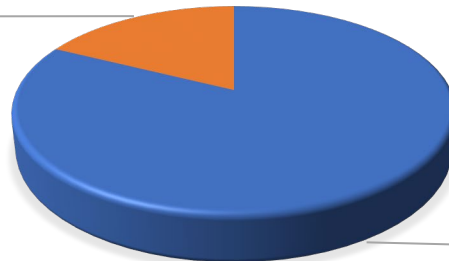


**Correct  
Response, 87.34**

87.34% students responded correctly

3. He missed the train and crushed his (*stupid*) \_\_\_\_\_. He realised he should have started a little earlier.

**Incorrect  
Response, 17.47**

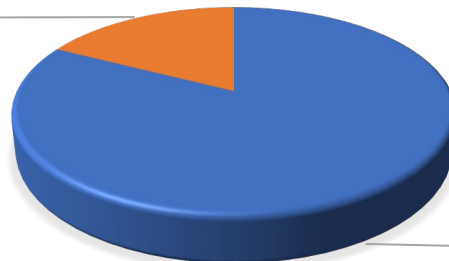


**Correct  
Response, 81.53**

81.32% students responded correctly

4. He has a lot of (*confident*) \_\_\_\_\_ and can manage alone.

**Incorrect  
Response, 17.47**

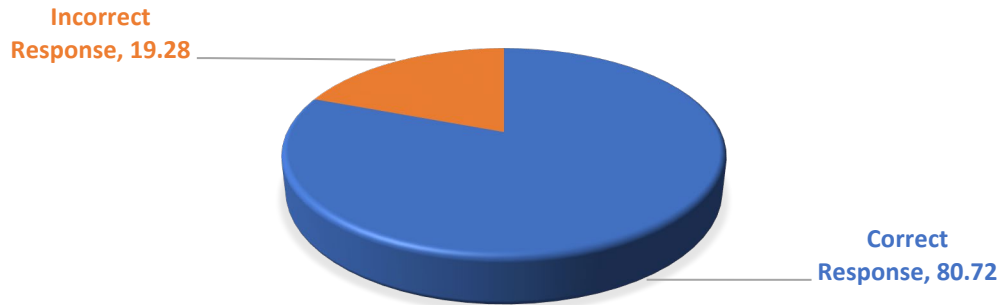


**Correct  
Response, 82.53**

82.53% students responded correctly



5. The award for (*brave*) \_\_\_\_\_ was given to a seven-year-old boy.



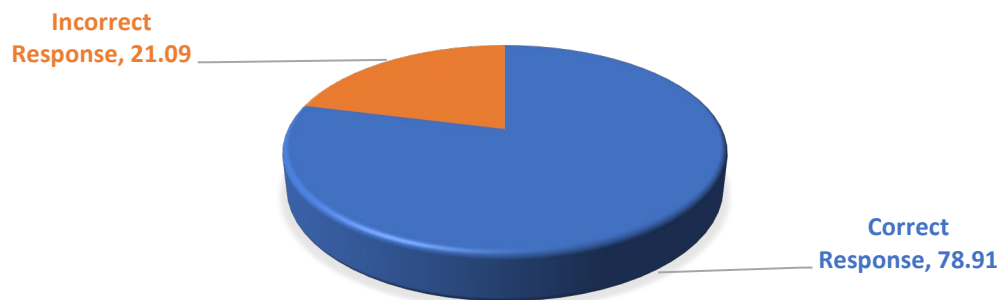
80.72% students responded correctly

### Phrasal verb

Fill in the blanks using the phrasal verbs given below.

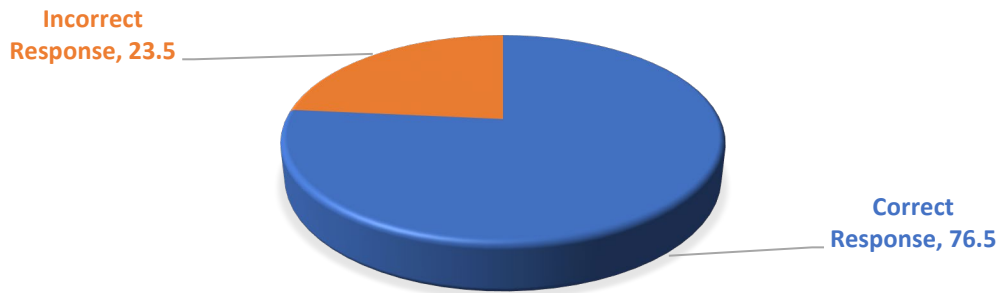
<i>called off</i>	<i>brought up</i>	<i>put off</i>	<i>turn down</i>	<i>head back</i>
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1. We were tired and decided to \_\_\_\_\_ the journey by a day.



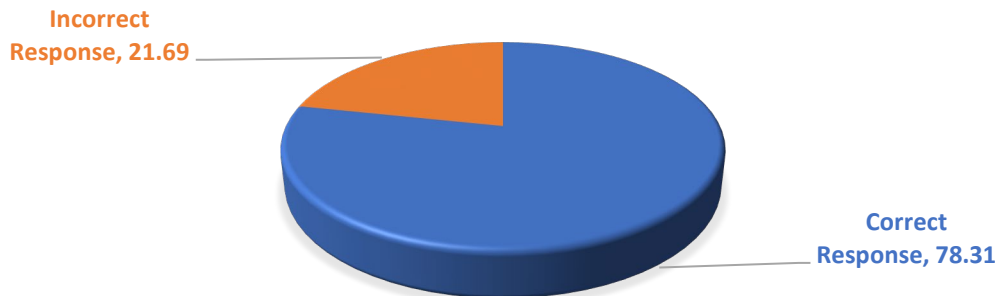
78.91% students responded correctly

2. He was \_\_\_\_\_ in the mountains from a very young age.



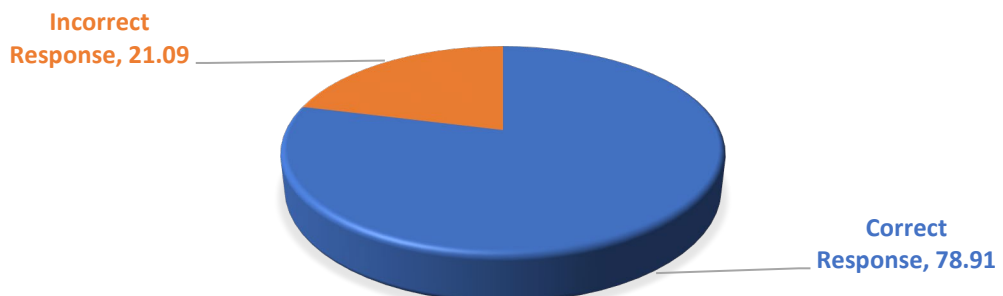
79.51% students responded correctly

3. I'm sorry I have to \_\_\_\_\_ your invitation to dinner.



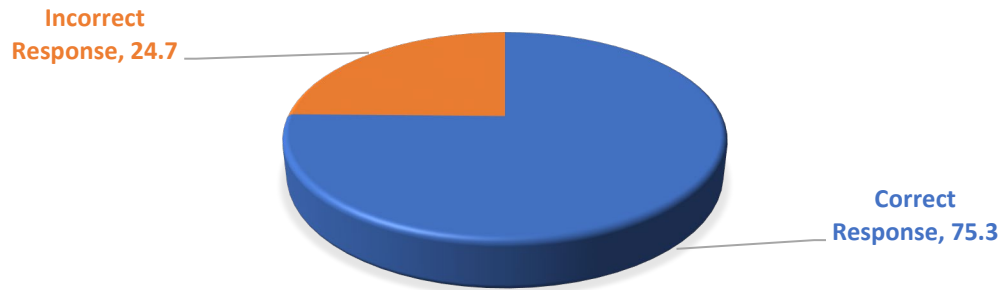
78.31% students responded correctly

4. We should \_\_\_\_\_ now if we want to reach home before dark.



78.91% students responded correctly

5. The cricket match was \_\_\_\_\_ because of rain.



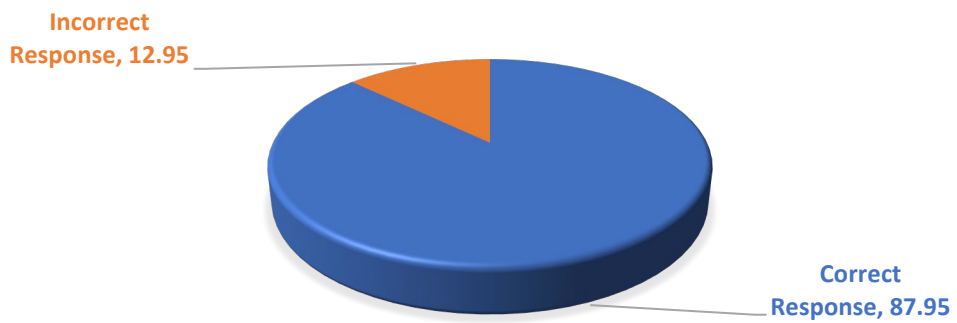
75.30% students responded correctly

**Usage**

Complete these sentences with the right words from the box. You may have to use some words more than once.

<i>travel</i>	<i>trip</i>	<i>journey</i>	<i>expedition</i>	<i>voyage</i>
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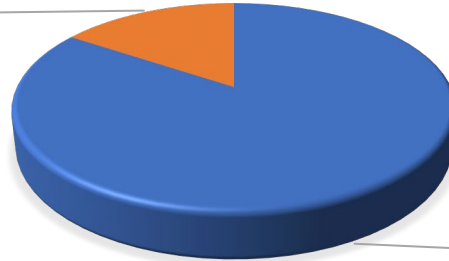
1. She's away on a business \_\_\_\_\_.



87.95% students responded correctly

2. My \_\_\_\_\_ to work takes an hour.

**Incorrect  
Response, 15.67**

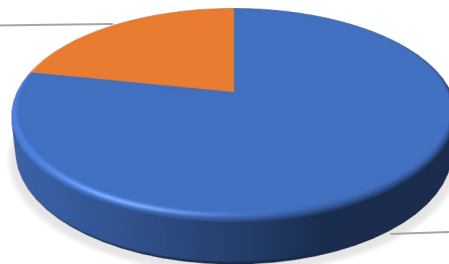


**Correct  
Response, 84.33**

84.33% students responded correctly

3. Three members of the Everest \_\_\_\_\_ were not able to reach the summit with the others.

**Incorrect  
Response, 21.69**

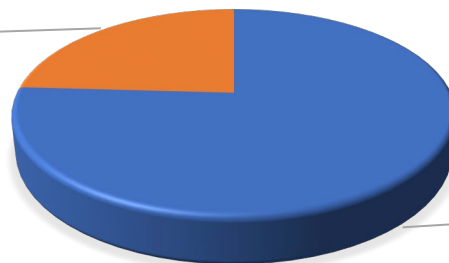


**Correct  
Response, 78.31**

78.31% students responded correctly

4. The Titanic sank on its maiden \_\_\_\_\_.

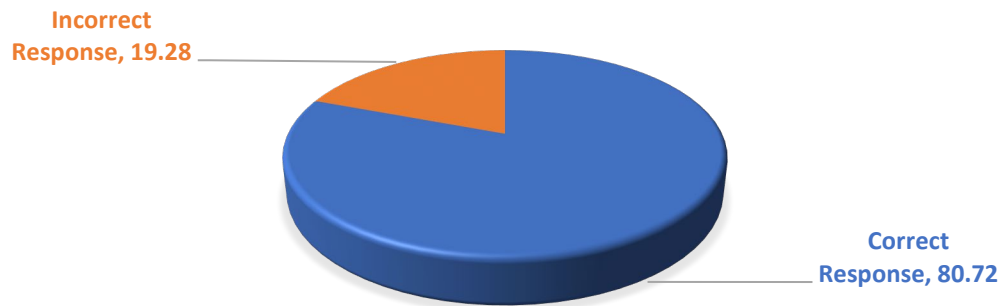
**Incorrect  
Response, 24.1**



**Correct  
Response, 75.9**

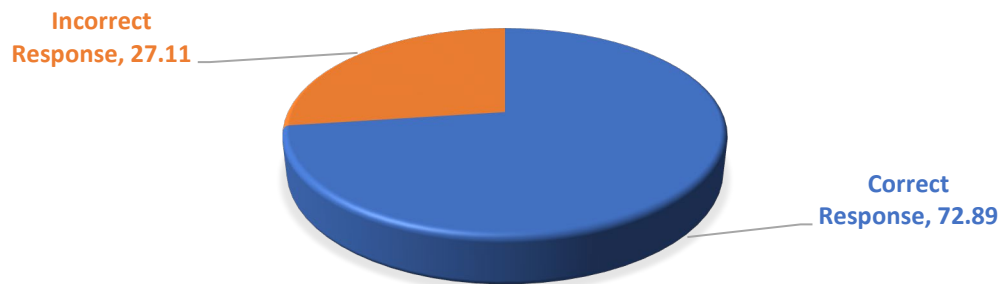
75.90% students responded correctly

5. We went on a day \_\_\_\_\_ to see the old fort outside our town.



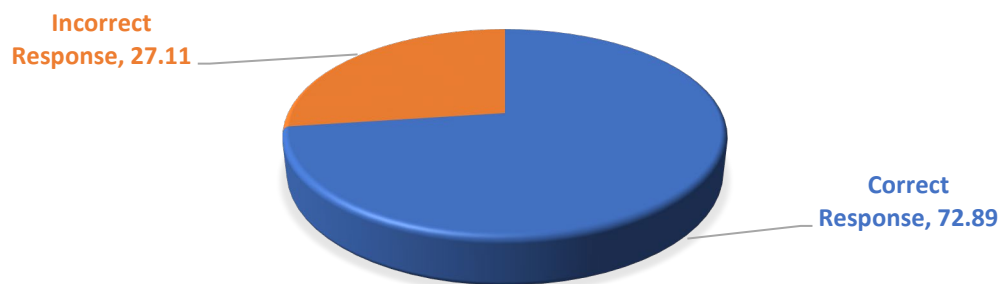
80.72% students responded correctly

6. The \_\_\_\_\_ by road was slow due to heavy traffic.



72.89% students responded correctly

7. The high speed train will cut the \_\_\_\_\_ time by an hour.

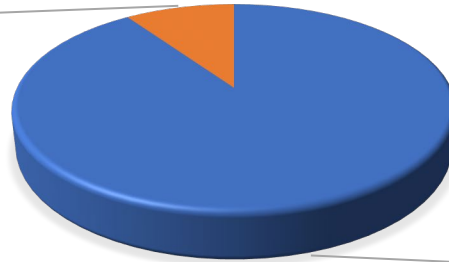


72.89% students responded correctly

Complete these sentences with lose or loose.

1. Unless you are careful, you may \_\_\_\_\_ your wallet.

**Incorrect  
Response, 9.64**

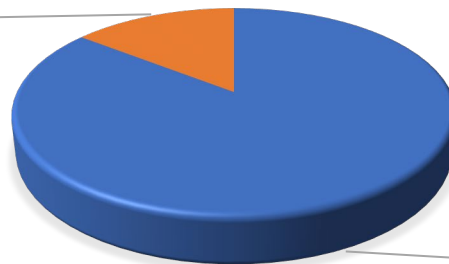


**Correct  
Response, 90.36**

90.36% students responded correctly

2. I need some \_\_\_\_\_ change for my bus fare.

**Incorrect  
Response, 14.46**

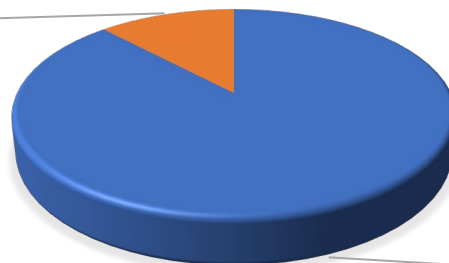


**Correct  
Response, 85.54**

85.54% students responded correctly

3. In summer, we should wear clothes which are a little \_\_\_\_\_.

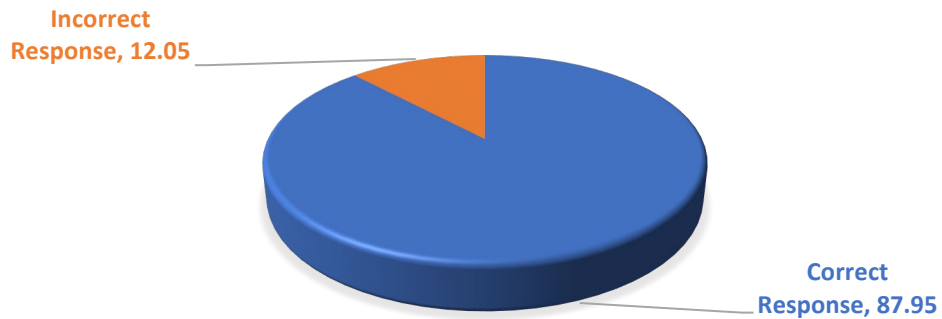
**Incorrect  
Response, 12.05**



**Correct  
Response, 87.95**

87.95% students responded correctly

4. Do not \_\_\_\_\_ hope because of one failure. There is always the next time



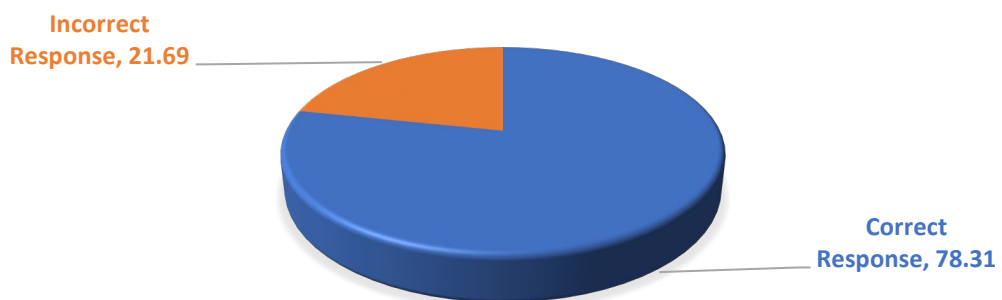
87.95% students responded correctly

**Collocation:** Collocations are words and phrases that normally go together. For example, some of the words that collocate with disaster are:

*total; absolute; big; major; terrible*

How many types of disasters can you think of? Which of these words collocate with **disaster** to tell you of the types of disasters?

air	zone	area	relief
recipe	nuclear	environmental	rail
natural	man-made	economic	national



78.31% students responded correctly

### **3.10 Vocabulary load and Activities for Vocabulary Development in Textbooks of Elementary Schools in Mizoram:**

For the purpose of examining vocabulary load of learners, it is imperative to study the prescribed textbooks in English for detailed understanding of the load of vocabulary and activities for vocabulary development embedded in the textbooks. This section will be used to examine the English textbooks for all classes at the elementary level and the latest edition of English textbooks for the academic session of 2021-2022 prescribed by authority will be used to meet the purpose. There are two series of English textbooks prescribed at the elementary level- Marigold series for Class I, II, III, IV and V; Honey series in Class VI, VII, and VIII. Teacher's pages are inserted in all the textbooks at the end of each unit.

### **3.11 General Outlines of Marigold Series of English Textbooks Published by SCERT Mizoram with Copyright Permission from NCERT**

This series of textbooks are adapted from the original NCERT publication for use in Mizoram and they are energized textbooks which were introduced from the academic session of 2020-2021. Energized textbooks contain QR codes embedded in all the chapters of the textbooks which will take teachers and students beyond their textbooks for enhanced learning experience. QR codes can be scanned using smartphones which are linked to supplementary materials in the form of visuals, texts, audios, worksheets etc. However, for the purpose of this study, the physical form of the textbooks will be utilized as schools are not yet able to function in physical state of attendance since the breakout of the COVID-19 pandemic from the early months of the year 2020. Most teachers and students are struggling with conducting classes using mobile phones and whatever other means at their disposal and have not yet been given formal training on using energized textbooks.

This series of textbooks contain a 'step-by-step guide for users to access-resources linked to QR codes' inside the front cover page followed by a title page. This is followed by the publisher page, a page with list of members



of Textbook Committee for Elementary Schools and list of members of Sub-Committee on English textbooks. The Preamble of the Constitution of India takes another whole page followed by a Foreword from the Director of SCERT Mizoram. The next page is dedicated for the Fundamental Duties (Part IV A Article 51A) of the Constitution of India followed by a list of contents of each unit. Each unit contains age-appropriate poem and reading passage/ cartoon strip/ dialogue with different activities for developing LSRW, vocabulary and grammar. Labelling grammatical items is avoided and the textbooks are colourfully illustrated to make them interesting for young learners.

Textbooks for different classes are then examined on the basis of new words listed, vocabulary exercises and other activities designed for development of vocabulary-

1. **Marigold Book One:** The textbook contains 124 pages and with 108 new words listed after the poems/ reading passages aimed at developing learners' vocabulary and is divided into 10 units. These lists are expected to be learnt in context under the supervision of the English teacher. Other activities for development of vocabulary include expressing knowledge of feeling words by drawing, reciting/ singing rhymes and songs, matching pictures and words, using the mother tongue for a given set of words and picture reading. *Sight words* are also used as a means to help learners develop their vocabulary in English and instructions are given in the teacher's pages at the section on **Exposure to language** for displaying sight words for children to read. "Sight word vocabulary is developed by using words repeatedly in meaningful context" (2021, p 53)

The main focus of this textbook is on developing language skills for communication and the ability of children to express themselves in English. Thus, LSRW is the main focus and vocabulary instruction does not play a prominent role in the textbook

- 2. Marigold Book Two:** The textbook contains 178 pages in 10 units and 105 new words are listed as in Marigold Book One. Vocabulary exercises include picture reading, completion of words, crossword puzzles, completion of story, rhyming words, completion of sentences, opposites (antonyms), usage, similes, comparisons, word web, describing words and formation of words with given letters of the alphabet.

This textbook emphasizes the importance of a learner's home language for learning English. As in Book One, the main focus remains LSRW skills even though ample opportunities are given for development of vocabulary of learners.

- 3. Marigold Book Three:** The textbook contains 110 pages with 130 listed new words and is divided into 10 units. Other vocabulary exercises in the textbook include rhyming words, describing words, crossword puzzles, grouping of words, opposites, sounds animals make, jumbled words, selected words in sign language, word formation from a headword and homophones

All the units in this textbook are arranged thematically and the themes are-

- Unit 1: The child and nature  
The world around  
Appreciation of beauty in nature
- Unit 2: Birds  
Differences and disabilities in nature
- Unit 3: Plants, trees, vegetables  
Growth  
The importance of trees and plants in our lives

- Unit 4: Water, sea and sounds  
The importance of water in our lives  
Life in the sea
- Unit 5: Sky, colours, insects  
Appreciation of natural beauty
- Unit 6: Land and land forms  
Travel
- Unit 7: Pets, animal homes and animal friends  
The importance of animals in our lives
- Unit 8: Communication and Letter writing  
Games and Play
- Unit 9: Growing up, expressing emotions and feelings
- Unit 10: Animals - Animal habitats  
Different regions

Instruction for learning new words is given in the first teacher's page of Unit I "Use the blackboard ..... The child can have a notebook for new words....." (2021, p.10). It is also advised in preceding teacher's pages to use guessing strategy and explanation of meanings of new words.

There is a paradigm shift in this textbook from the previous textbooks as direct focus is not given on LSRW but it employs a more communicative approach and use of different themes to use language in different situations while inculcating different values in learners.

4. **Marigold Book Four:** The textbook contains 167 pages with a list of 101 new words and is divided into 9 units which is 1 unit less than the previous textbooks in Class I, II and III. Besides the list of new words,

there are other vocabulary exercises like crossword puzzles, picture reading, words building with the help of a headword, rhyming words, opposites, synonyms, grouping, 'ing' form of words, jumbled words, use of dictionary, compound words, homophones, matching, word families and describing words. It is worth mentioning that learners are introduced to the dictionary for the first time in their history of learning English and that they are encouraged to make their own dictionary in a notebook.

The textbook follows thematic organisation as in Book Three and the themes are-

- Unit 1: The importance of Time  
Appreciating nature
- Unit 2: Self-esteem and satisfaction  
Respecting individuality
- Unit 3: Importance of Games and Sports  
Building concentration
- Unit 4: Curiosity and wonder  
Developing Creativity
- Unit 5: Respecting differences  
People around us
- Unit 6: Communication, mother tongue and multilingualism
- Unit 7: Caring for plants and trees
- Unit 8: Books and the joy of reading
- Unit 9: The importance of art, craft and creativity

Memory games are suggested in the teacher's pages as a group work for identification of new words, dictionary is introduced as a means for increasing vocabulary at Unit 4, use of mother tongue is encouraged and specific activities are given for the use of mother tongue, picture composition for increasing vocabulary through writing is suggested, preparation of a class dictionary as an aid for improving vocabulary and inculcating a love for reading is advised.

This textbook lays a very important emphasis on enrichment of vocabulary through different themes presented in all the chapters. Learners are expected to have a large amount of vocabulary in English by the fourth year of learning a second language even though focus is mainly on the themes mentioned above for improving LSRW skills.

This textbook, though not last in the series is studied at the terminal stage of lower elementary schooling in Primary Schools in Mizoram.

- 5. Marigold Book Five:** The textbook contains 176 pages with 76 list of new words. The major difference between this textbook and others in the series is that new words are listed along with their meanings in the context in which it is written in the chapters. Other vocabulary exercises include rhyming words, describing words, word building, crossword puzzle, question words, word pyramid, feeling words, dictionary use, opposites, word family, comparisons in a describing word, words ending with '-less', 'no' words, group words and sound words.

The textbook has different themes in each unit as in Book Three and Book Four. The themes are-

- Unit 1:    Recycling waste  
             Folktales  
             Multi-cultural approach to food  
             To avoid wastage of food

- Unit 2: Collaboration  
Teamwork  
Doing work on time
- Unit 3: Investigating the Unknown  
Suspense and sense of curiosity  
Overcoming fears by scientific analysis
- Unit 4: Respecting elders and their experience  
Looking at the lighter side of life
- Unit 5: Value of time  
Social behaviour  
Discouraging laziness  
Encouraging hard work
- Unit 6: Humour  
Awareness about different kinds of personalities- talkers,  
quiet people and brave people
- Unit 7: Adventure  
Imagination  
Fantasy
- Unit 8: Problems of growing up  
The evils of bullying  
Friendship  
Familiarity with the animal world
- Unit 9: Travel  
Regard for others  
Adventure  
Imagination  
Familiarity with reading maps

Unit 10: Girl child- gender awareness  
 Multilingualism  
 Leadership qualities

This textbook lay emphasis on LSRW on the themes and there is not much emphasis on vocabulary learning even though an exhaustive number of exercises/ activities are based on vocabulary development. However, from the teacher's pages, it is evident that the communicative aspect of language in relation to the presented themes has a prominent place in the textbook.

The last in the Marigold series is used in Class V which is the initial stage of upper elementary schools in Mizoram.

### **3.12 General Outlines of Honey Series of English Textbooks Published by SCERT Mizoram with Copyright Permission from NCERT:**

English textbooks prescribed by authority for Class VI, VII, VIII may be called 'Honey' series for the purpose of this study as all the titles have the word 'Honey' in them- Honeysuckle in Class VI, Honeycomb in Class VII and Honeydew in Class VIII. The general outlines of this series of textbook have the same content as the Marigold series discussed before but 'Teacher's Pages' are replaced by 'Notes for the teacher' and are not inserted at the end of each unit, they are inserted before every three/ four unit. There are 10 units in each series and each unit consist of a reading passage/ dialogue and a poem.

In this series of textbooks, language is seen primarily as a tool for communication and the focus of language acquisition is on meaning and not on form of the target language. Familiarity with the target language (English) is based on exposure to the language in meaning-focused situations and the habit of reading is emphasized to a great extent. Most pages in the reading passages contain a column for words and meanings. There is no list of new words at the end of each chapter as in Marigold series. Introduction of a new vocabulary item is listed alongside the reading text with the meaning of the

word or phrase in context in the same page where the new word/ phrase occur. Language skills are taught with the help of different exercises broadly classified as-

1. Working with the text/ Working with the Poem
2. Working with language
3. Speaking
4. Writing
5. Dictation

Different titles of textbooks for different classes are then examined on the basis of new words listed, vocabulary exercises and other activities designed for development of vocabulary-

1. **Honeysuckle:** The textbook contains 140 pages with 103 new words/ phrases listed along with their meanings. Vocabulary items are dealt mainly in the 'working with language' section after a reading passage in the form of filling up gaps, crossword, dictionary work, opposites and word building exercises. Grammar items are also presented in this section and following the unspoken rules of marigold series grammatical labels are avoided as much as possible.
2. **Honeycomb:** The textbook contains 156 pages with 90 new words/ phrases listed along with their meanings as in Honeysuckle. The main difference of this textbook from Honeysuckle is that comprehension questions come in between paragraphs and also at the end of reading passages. 'Working with language' section after reading passages is mainly for developing the vocabulary of learners by filling up gaps, matching exercises, completion of sentences, word ladders, question words, opposites, dictionary work, use of mother tongue, prefix/ suffix and usage.
3. **Honeydew:** There are 144 pages in this textbook with 143 new words/ phrases listed with their meanings as in the other two titles in the series. Comprehension questions are inserted in between the reading passages.



What sets this textbook apart from the other textbooks in the series is that the section ‘working with language’ has a lot of grammatical items with labels and a few exercises on development of vocabulary per se as in dictionary work, jumbled sentences and matching exercises are in the textbook.

By the time learners complete their elementary classes, they have been taught 856 new words/ phrases as listed in their English textbooks.

This chapter has presented an analysis of data collected through different sets of questionnaires for Class IV and VIII students during the academic session of 2021-2022 amidst the covid pandemic, data from teachers teaching English in Class IV and VIII and an analysis of English textbooks prescribed for use in the elementary level of school Education in Mizoram. It began with the research methodology, target groups and list of participating schools of the study, tools used and mode of collection of data and an analysis of different sets of questionnaires designed for the purpose of the study. It also included an analysis of prescribed textbooks to examine the vocabulary load of elementary school learners. Analysis of different questionnaires reveal that vocabulary teaching is given its due importance in the prescribed English textbook and that students have ample opportunity to develop their vocabulary repertoire through the English textbooks. The next chapter will deal with findings from the analysis of data from this chapter.

**Works Cited**

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## **CHAPTER 4 – FINDINGS AND SCOPE FOR VOCABULARY DEVELOPMENT**

- 4.1 Introduction
- 4.2 Findings from Teachers' Questionnaire of Lower Elementary Schools
- 4.3 Findings from Teachers' Questionnaire of Upper Elementary Schools
- 4.4 Findings from Students' Questionnaire Class IV
- 4.5 Findings from Students' Questionnaire Class VIII
- 4.6 Findings from Textbook Analysis
- 4.7 Scope for Vocabulary Development
  - 4.7.1 Vocabulary and Listening
  - 4.7.2 Vocabulary and Speaking
  - 4.7.3 Vocabulary and Reading
  - 4.7.4 Vocabulary and Writing

## CHAPTER 4

### FINDINGS AND SCOPE FOR VOCABULARY DEVELOPMENT

#### 4.1 Introduction

This chapter will deal with findings of the study on the basis of analysis of data in Chapter 3. It will also discuss scope for vocabulary development among elementary school learners of Mizoram.

#### 4.2 Findings from Teachers' Questionnaire of Lower Elementary Schools

##### 4.2.1 Part I:

Teachers teaching English in Class IV responded to the questionnaire as discussed in the previous chapter. All 12 teachers possess the requisite degrees for recruitment to the post of Primary School teachers and 33.33% possess a Master's Degree in English, Political Science and Economics proving that a Master's Degree in any subject does not essentially qualify as a subject for teaching in the lower elementary level of schools where any teacher is expected to teach any subject regardless of their expertise and degree. This also reflects that the unemployment problem faced by the young Mizo population has resulted in a number of over-qualified personnel in the teaching profession when the requisite educational qualification is Class XII passed with a Diploma in Elementary Education. The number of female teachers outweighs male teachers and this shows that women are more likely to teach languages in the lower elementary level than men.

All respondents possess the requisite professional qualification with 16.67 % having additional qualification of Bachelor of Christian Studies (BCS) and Post Graduate Diploma in School Leadership and Management (PGDSL M). A majority of respondents have undergone their elementary to tertiary education in all English medium which makes them comfortable with the language and confident to teach English.

58.34% of respondents have had 6-10 years of service in the teaching profession with 33.33% having taught English for 11-15 years. 83% of respondents are employed by the government of Mizoram which is a secure government job giving them a sense of job security.

#### **4.2.2 Part II**

33.33% of respondents have had in-service teacher training in ELT while a larger chunk of respondents at 66.67% have not undergone teacher training in ELT. Out of the 33.33% with training in ELT, 75% of respondents were trained by the SCERT. This indicates that a majority of teachers are not equipped with necessary language skills for teaching English. This also shows that it is not mandatory for an English teacher to possess a set of requisite skills for teaching English, any teacher in a primary school with a Diploma in Elementary Education is expected to teach any subject.

50% of schools allot 1-5 hours for teaching/learning of English which is approximately 1 hour a day in 5 working days. The RTE Act 2009 stipulates that there will be 200 working days in lower elementary level of schools or 800 instructional hours (The Gazette of India 29 August, 2009, p.12). This indicates that out of the stipulated 800 instructional hours, approximately 200 hours are utilized for teaching/learning English in 50% of sampled schools which is 25% of instructional hours of English. There are 3 subjects being taught in Class I and II, 4 subjects in Class III and IV, so allotment of time seems to be adequate in Class IV level which accounts for one-fourth of instructional hours as mandated by RTE Act, 2009.

English is taught mainly by reading in schools, while many teachers are not trained in ELT, pre-reading and post-reading activities are not defined in the responses of teachers. The only activity stated by teachers is the while-reading activities accounting for 80.33% response

where teachers mainly read out to learners, translate textual material and gives notes to learners.

A large population of teachers at 25% of respondents know the importance of the four basic language skills in learning English and another 25% think that reading is fundamental to learning English. This is where the importance of training in ELT for a teacher becomes evident. If teachers are not aware of the importance of integrating the basic skills, language learning cannot be effective.

66.67% of teachers feel that vocabulary is given its due importance in the prescribed English textbooks as new words are introduced in almost all units. Most teachers at 33.34% of respondents employ the strategy of using a dictionary for teaching vocabulary items. 66.66% of respondents use the bilingual or translation method for teaching English in the classroom which they feel is most efficient in classroom transaction. 58.33% of respondents claim that they have problems in teaching new words related to different aspects of language like pronunciation. This is due to the fact that there are many sounds in English which is absent in the Mizo language. Problems also arise as many learners are not interested in learning English and parents are also contributing factors as they cannot help their children at home in learning English. These are the hindering factors in learning vocabulary by lower elementary level learners.

Many teachers at 83.34% state that students learn new words in English through other means besides their English textbooks. This shows that the English textbook is not the only source of knowledge for acquiring new vocabulary items. 33.33% of respondents are of the opinion that new languages are best learnt through conversation in the target language. This proves that learners need to have a conducive atmosphere to practice their skills in English to become fluent in the

second language. Teachers should create as much opportunities they can in the classrooms to enable learners to use English.

#### **4.2.3 Part III**

Part III of the questionnaire contains questions on word knowledge of teachers of English to determine their basic knowledge on a few terminologies which they are assumed to be acquainted with. Responses from teachers indicate that they are familiar with different terminologies but there is evident lack in their knowledge of how vocabulary is acquired by students.

### **4.3 Findings from Teachers' Questionnaire of Upper Elementary Schools**

#### **4.3.1 Part I:**

Teachers teaching English in the terminal stage of elementary level of schools in Class VIII responded to the questionnaire as discussed in the previous chapter. All 8 teachers possess the requisite degrees for recruitment to the post of Middle School teachers and 50% of respondents possess a Master's Degree and another 50% possess a Bachelor's Degree with 62.50% female and 37.50 % male gender respondents. As in the same case with respondents from lower elementary schools, there are more female teachers teaching English at the upper elementary schools as well.

All respondents possess the requisite professional qualification with 25 % having additional qualification of Certificate in ELT offered by the SCERT. 62.50% of respondents have undergone elementary education in Mizo medium schools and 87.50% of respondents have undergone secondary and tertiary education in English medium and these are contributing factors in their classroom transaction in English.

A majority of respondents at 37.50% have had 1-5 years of service in the teaching profession with 50% having taught English for 6-10 years with 62.50% in the age group of 41-50. In spite of the short

tenure in service, it is evident that many teachers had had experience in teaching English at private establishments. 62.50 % of respondents are employed by the government of Mizoram which is a secure government job giving respondents a sense of security in the workplace.

#### 4.3.2 Part II

75 % of respondents have had in-service teacher training in ELT with 66.67% of them trained by the SCERT. This indicates that a majority of teachers are equipped with necessary language skills for teaching English. However, it is not mandatory for an English teacher to possess a set of requisite skills for teaching English as long as they have the required set of degrees for recruitment to the teaching profession at the upper elementary stage.

50% of schools allot 10 hours for teaching/learning of English which is approximately 2 hours a day in 5 working days. According to the RTE Act 2009, upper elementary schools are required to have 220 working days or 1000 instructional hours (The Gazette of India 29 August, 2009, p.12). This indicates that out of the stipulated 1000 instructional hours, approximately 440 hours are utilized for teaching/learning English in 50% of sampled schools which is 44% of instructional hours of English. There are 5 subjects being taught in Class V, 6 subjects in Class VI, VII and VIII, so allotment of time is relatively more than other subjects in Class VII level which accounts for almost half of instructional hours as mandated by RTE Act, 2009.

English is taught mainly by reading in schools, which is the case with lower elementary level. Pre-reading activities are conducted by 12.50% of respondents, while-reading activities conducted by 75% and another 12.50% of respondents conduct post-reading activities.

There is a variety of response in what teachers think is the most important language skill/ aspect. 12.50% feel that the combination of



LSRW is most important, 25% think that reading is the most important skill, another 25% are of the opinion that speaking is the most important language skill. 12.50 % think that vocabulary is the most important aspect of language, another 12.50% think that a combination of speaking, vocabulary and grammar are important and 12.50% feel that grammar is the most important aspect of language. Even though 75% of respondents have had in-service training in ELT, their opinions are varied and they need more exposure to the basics of second language learning and teaching.

75% of teachers feel that vocabulary is given its due importance in the prescribed English textbooks as new words are introduced in almost all units. Most teachers at 37.50 % of respondents employ the strategy of using a dictionary for teaching vocabulary items. 87.50 % of respondents use the bilingual or translation method for teaching English in the classroom which they feel is most efficient in classroom transaction. 62.50% of respondents claim that they have problems in teaching new words due to low exposure of learners to English and heavy curriculum load. It may be stated here that the problem faced by upper elementary teachers is not reflected by problems of lower elementary teachers in teaching new words.

Many teachers at 75 % state that students learn new words in English through other means besides their English textbooks. This proves that the English textbook is not the only source of knowledge for acquiring new vocabulary items. 25% of respondents are of the opinion that new languages are best learnt by developing listening and speaking skills in the target language thereby minimizing the importance of the other skills in language learning. This shows that even with some background in ELT, many teachers have still not acquired desirable knowledge level in ELT in the state.

### 4.2.3 Part III

Part III of the questionnaire contains questions on word knowledge of teachers of English to determine their basic knowledge on a few terminologies which they are assumed to be acquainted with. Responses from teachers indicate that they are familiar with different terminologies as illustrated in the previous chapter.

**4.4 Findings from Students' Questionnaire Class IV:** A questionnaire developed for the purpose of the study was administered to 202 students studying in Class IV from 12 Primary Schools. The questionnaire is divided into two parts- Part I consists of data collection for personal profile of students and Part II contains different items for assessing the vocabulary knowledge of students.

**4.4.1 Personal Profile of Students:** 50.50% of students are male and 49.50 % of students who responded to the questionnaire are female. The average age of respondents is 9 years which is in conformity with the RTE Act, 2009 which stipulates that students start formal schooling at the age of 6 years. The mother tongue of all respondents is Mizo.

**4.4.2 Vocabulary Test:** There are three types of tests based on spelling, usage and reading comprehension to find out the vocabulary knowledge of learners at Class IV.

**4.4.2.1 Spelling:** There are 15 multiple choice questions for spelling test. Responses from students illustrate that they are familiar with spelling of random words which are within the range of their vocabulary knowledge. The lowest percentage of correct response of 15 words is the word mischief which 71.70 % of students provide the correct response and the highest percentage of correct response is the word thorn which 97.50% of students provide correct response.

**4.4.2.2 Usage:** This section contains 8 multiple choice questions. The highest percentage of correct response is at 98.60 % and the lowest

percentage of correct response is at 81.68 % indicating that students are familiar with simple usage of their known vocabulary.

**4.4.2.3 Reading Comprehension:** An unknown passage of 155 words was provided with 5 comprehension factual questions. 100% correct response was the highest percentage of correct response with 19.80 % correct response as the lowest correct response. Students are able to comprehend an unseen passage but they appear to have a problem in construction of a simple sentence to provide a correct response in one of the questions.

**4.4.2.4 Writing exercise:** An attempt was made to make students write five lines about their school. Responses indicate that many students failed to make an attempt and 55.95% of students attempted to write in a coherent and sequential manner. This shows that students find it difficult to attempt to write on their own.

**4.5 Findings from Students' Questionnaire Class VIII:** A questionnaire developed for the purpose of the study was administered to 166 students studying in Class VII from 8 Middle Schools. The questionnaire is divided into two parts- Part I consists of data collection for personal profile of students and Part II contains different items for assessing the vocabulary knowledge of students.

**4.5.1 Personal Profile of Students:** 38.56 % of students are male and 61.44 % of students who responded to the questionnaire are female. The average age of respondents is 13 years which is in conformity with the RTE Act, 2009 which stipulates that students start formal schooling at the age of 6 years. The mother tongue of all respondents is Mizo.

**4.5.2 Vocabulary Test:** There are nine types of tests on homophones. Homographs, synonyms, antonyms, prefix, suffix, phrasal verb, usage and collocation to find out the vocabulary knowledge of learners at Class VIII.

**4.5.2.1 Homophones:** Three types of tasks on homophones are provided to students in the questionnaire. The first task is an exercise on table completion with one example where students are expected to write two homophones each for seven words provided in the question and 60.24% of students got the correct response. The second task is an exercise on gap filling with three choices for correct response where 5 sentences are provided and the correct response ranges from 70.90% to 80.12%. The third task is also another gap filling exercise with choices ranging from three to two and there are 5 sentences. Correct response ranges from 78.91% to 87.34%. Responses from these three types of vocabulary exercises on homophones demonstrate that students at Class VIII know how to use words in context even though different words are pronounced the same with different spellings.

**4.5.2.2 Homographs:** There are eight tasks on this vocabulary exercise with 4 words provided for students to choose appropriate responses for the eight given sentences. The percentage of correct responses ranges from 63.85% to 86.16% which illustrates what students know and can do with words which have the same spelling but different pronunciation.

**4.5.2.3 Synonyms:** There are two types of tasks in the questionnaire for this vocabulary exercise. The first task consists of five exercises on completion of words with the help of clues provided and the range of correct response is from 76.50% to 88.55%. The second task contains six exercises on words with 'car' in them. Correct response from the second task ranges from 77.71% to 87.34%. Responses from students indicate that they possess good knowledge of words with similar meanings and can list these words.

**4.5.2.4 Antonyms:** Exercises on antonyms are designed as sentences in context for filling up gaps and five sentences are given in the questionnaire and no clues are provided to them. The percentage of

correct responses ranges from 75.90% to 89.10% which illustrates that they know what words have opposites in meaning and use them in context.

**4.5.2.5 Prefix:** The exercises on prefix consists of eight sentences for filling up gaps in which students are made to make new words with prefix based on clues provided in the questionnaire. The range of correct response is 66.86% to 89.15% which indicates that they can construct new words with given clues and can use them in context.

**4.5.2.6 Suffix:** There are five exercises on suffix for filling gaps in sentences with given clues. The range of correct response is 80.72% to 88.55%. This shows that students are very familiar with the use of suffix in a given context where clues are provided to them.

**4.5.2.7 Phrasal Verb:** Five sentences with gaps are given in the questionnaire which students are to fill up using given clues. The range of correct response is 75.30% to 79.51% indicating that a majority of students possess knowledge of phrasal verbs and can use them in context with clues provided to them.

**4.5.2.8 Usage:** The questions on usage are divided into two parts- the first part consists of seven gap filling exercises where five words are provided to students and they had to use some words more than once. The range of correct response is 72.89% to 87.95%. The second part has four sentences in which students are to fill up gaps in the sentences using 'lose or loose'. The range of correct response is 85.54% to 90.36%. The percentage of correct responses from students indicate that their vocabulary knowledge allows them to use words correctly in context with the help of clues.

**4.5.2.9 Collocation:** The exercise on collocation deals with different words related to the word 'disaster'. Five examples of words that collocate with disaster are provided to students and they are to choose

other words that collocate with the word disaster from a list of twelve words. 78.95% of students responded correctly which illustrates that they know what collocation is and that they are able to identify other words which collocates with the word disaster with the help of clues.

**4.6 Findings from Textbook Analysis:** The analysis of English textbooks of Elementary schools was carried out for the purpose of the study to examine the place of vocabulary development in English language education being imparted at the elementary level of schools in Mizoram and to examine the vocabulary load of elementary school students through the prescribed English textbooks.

**4.6.1 Marigold Series:** The Marigold series of textbook consists of English textbooks prescribed for Class I to Class V in elementary schools. The titles of the textbooks are Marigold Book One for Class I, Marigold Book Two for Class II, Marigold Book Three for Class III, Marigold Book Four for Class IV and Marigold Book Five for Class V. As stated in preceding chapters, Class IV is the terminal stage of lower elementary classes and Class V is the initial stage of upper elementary classes.

Marigold Book One focuses on development of language skills for communication from the first year of schooling. The book has a list of 108 new words in 10 units and explicit vocabulary instruction is transacted through the use of ‘sight words.’ It contains a total of 2114 words.

The main focus of Marigold Book Two is development of LSRW skills and there are ample opportunities for vocabulary development of learners. 105 new words are listed in 10 units as in Marigold Book One and contains a total of 1916 words.

Marigold Book Three is divided into 10 units arranged thematically while the preceding textbooks for Class I and II are not

theme specific as in the textbook for Class III. The textbook employs a much more communicative approach to language teaching than the other two preceding textbooks. 130 new words are listed and there is plenty of opportunity for development of vocabulary through different language tasks. It contains a total of 1916 words.

Marigold Book Four is divided into 9 units arranged thematically as in Book Three but with one less unit. It lays an emphasis on vocabulary development which are realized through the use of dictionary, use of mother tongue and inculcation of reading habit among other activities. 101 new words are listed and the textbook contains 2373 words.

Marigold Book Five is the last in the Marigold series divided thematically into 10 units. There is plenty of exercise for vocabulary development even though communicative aspect of language learning has a more prominent place in the textbook. What makes this textbook different from others in the series is that new words are listed along with explanation. There is a list of 76 new words and the textbook contains 3114 words.

**4.6.2 Honey Series:** This series of textbooks is prescribed for use in Class VI, VII and VIII and the titles of the textbooks are Honeysuckle for Class VI, Honeycomb for Class VII and Honeydew for Class VIII.

Honeysuckle is divided into 10 units with each unit consisting of a reading passage and a poem, the 10<sup>th</sup> unit contains a reading passage and one project work on local crafts. 103 new words are listed with their meaning and the textbook contains 3486 words. The page on ‘General Notes for teachers’ states that “Every page has a column for words and meanings. Encourage children to write other words they find difficult, along with their meanings, in this column”. (2020, 2) This

textbook lays a very important stress on the vocabulary development of students at this stage.

Honeycomb is also divided into 10 units with a reading passage and a poem, the 10<sup>th</sup> unit contains a reading passage and two project works on animal world and how changes in the environment affects the life of animals. The second project work on unit 10 is water harvesting and its benefits. This textbook differs from all other textbooks in the lower classes as comprehension questions are placed in between paragraphs of written passages which is divided into sections. Like Honeysuckle, all the pages in the textbook contain a column for words and meanings, 90 new words and phrases are listed out with their meaning in the textbook and it contains 4162 words.

Like the other textbooks in the series, Honeydew is divided into 10 units but it differs from the others as the 9<sup>th</sup> unit contains a single reading passage without a poem. Unit 10 contains a reading passage and two project works, the first one on water pollution and the second on waste disposal. Reading passages are divided into sections and comprehension questions are placed at the end of sections. There is a column for words and meanings in the pages like the other textbooks in the series. 143 new words and phrases are listed with their meaning and the textbook contains 4637 words.

Vocabulary development occupies a very important place in this series of textbook as it is central to learning of languages. Data collected from teachers of elementary schools also prove that vocabulary instruction is given its due importance in the English textbooks of elementary schools.

- 4.7 Scope for Vocabulary Development:** Vocabulary knowledge plays a crucial role in language development and the human mind acquires more vocabulary throughout life as new words are being invented and new uses for different



words are being created by the day. “Vocabulary learning is only one sub-goal of a range of goals that are important in the language classroom”. (Nation, 2001) According to Nation, “the mnemonic LIST is a useful way of remembering these goals... L= Language, which includes vocabulary. Ideas, which covers content and subject matter knowledge as well as cultural knowledge, S= Skills, and T= Text or discourse, which covers the way sentences fit together to form larger units of a language”. (2001, 1)

**4.7.1 Vocabulary and Listening:** “Learning vocabulary through listening is one type of learning through meaning-focused input. Learners would need at least 95% coverage of the running words input to gain reasonable success at guessing from context” (Nation, 114). The present study also found that the usual practice for teachers of elementary school in Mizoram as illustrated in chapter 3 reveal that the most common procedure for teaching in the English classroom is reading aloud by teachers which is followed by translation and explanation of reading passages in the textbooks. Students learn words as they listen to model reading by teachers and meaning of difficult words explained to them either in the first language through translation or explanation by the teacher.

Learning vocabulary through listening provide students with enjoyable activities for developing their vocabulary knowledge. Students may be facilitated to listen to stories, folk tales, fairy tales, poems and songs in the second language to increase their interest towards expanding their vocabulary bank in the target language.

Fluency in listening skills should be fostered by teachers. Ample opportunities can be given to students to improve their listening skills to contribute to their vocabulary growth. Listening activities may be planned around the age level of students to make them interesting and they should be age-appropriate.

**4.7.2 Vocabulary and Speaking:** “Spoken production does not need as big a vocabulary as listening... The most frequent 2,000 words of English cover around 90% of the running words in most colloquial spoken text, which is much higher coverage than the same number of words provides for written text” (Nation, 2008). The present study finds that 16.68% of Primary School teachers feel that speaking is one of the most important skills for learning a language and 25% of Middle School teachers state that speaking skill is the most important skill for learning a language. The spoken vocabulary of students is not usually assessed as a part of formal assessment in an English class even though CCE is implemented as an assessment system in elementary schools.

Development of spoken vocabulary can be fostered through role plays, quizzes, debates, dramas and recitation among other activities. The receptive vocabulary of students needs to be made productive to enable them to retrieve and recall words to use in meaningful situations. Memorization of functional words, sentences and phrases can be utilized to strengthen the spoken vocabulary of students. “If learners have a reasonably large receptive vocabulary, but are unable to put enough of this to productive use, then the teacher needs to concentrate on activities that enrich the learning of known words and improve access to them” (Nation, 2008. 44)

**4.7.3 Vocabulary and Reading:** As an independent skill, reading is another crucial skill for development of vocabulary in learners. The receptive skill of reading is useful for production of words through speaking and writing. “Vocabulary is an integral part of reading, comprehending, learning, and in fact, of life” (Shukla, 2012. 16). The interconnection between vocabulary knowledge and reading cannot be stressed enough as the skill of reading is employed beyond the English classroom to all other curricular areas in education and in life. Vocabulary knowledge has a positive impact on reading comprehension and proficiency in

reading. The present study reveals that 25% of Primary School teachers believe reading as the most important skill for teaching and learning of language as it helps learners to learn and 25% of Middle school teachers state that reading the most important skill for teaching English in their classrooms as represented in the preceding chapter.

Different types of reading include intensive reading, extensive reading, skimming and scanning all of which requires a good repertoire of vocabulary items to be able to comprehend what has been read. Reading is a source of learning through extensive reading and looking for information through skimming and scanning, it is also a source of enjoyment through extensive reading. It helps in establishing a new vocabulary or strengthening a vocabulary learnt earlier.

The skill of reading and second language vocabulary can be fostered largely through extensive reading. Teachers may choose age specific storybooks or other interesting stories, books, poems or plays to help students in developing a habit of reading. Through extensive reading of pieces of interest, students can learn new words by guessing from context, using dictionaries and retrieving their receptive vocabulary knowledge.

**4.7.4 Vocabulary and Writing:** Vocabulary knowledge of a student has a significant impact on the productive writing skill of a student. “Proficiency in vocabulary enriches the learners’ writing and gives them a sense of academic satisfaction and achievement” (Bairi, 2012. 14). The productive output of learners’ vocabulary depends on their repertoire of receptive vocabulary and how they are able to retrieve their receptive bank of vocabulary. The aspect of writing skills for the purpose has not been exhaustively dealt with in the questionnaires for teachers nor students save for the fact that students were required to write five lines about their schools in the questionnaire for Class IV students where 55.95% attempted to write coherently. This evidently

displays that writing exercises are a part of the pedagogical process in learning a second language in the English classrooms of elementary level of schools in Mizoram.

The written vocabulary of students is a display of their control over words and their knowledge of words and how words are used in a context.

This chapter discussed the findings of the research based on responses of questionnaires based on responses from teachers of Primary and Middle Schools, students of Class IV at the terminal stage of lower elementary level and students of Class VIII at the terminal stage of upper elementary stage of elementary stage of education in Mizoram. It also discussed scope for vocabulary development based on the four basic language skills of listening, speaking, reading and writing. The next chapter will deal with conclusions, discussions on the study, suggestions for future researchers and limitations of the study.

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## **CHAPTER 5 – CONCLUSIONS**

- 5.1 Introduction
- 5.2 Summary
- 5.3 Pedagogical Implications of Teaching of Vocabulary
- 5.4 Conclusion
- 5.5 Suggestions for Improvement of Vocabulary Instruction at Elementary Schools  
in Mizoram
- 5.6 Suggestions for Future Research
- 5.7 Limitations of the Study

## CHAPTER 5

### CONCLUSIONS

#### 5.1 Introduction

This chapter is a summary of the present study and reviews the purpose of the research undertaken. In addition, it reiterates the proved research objectives, conclusions and discussions. Recommendations for further research and possible studies conclude the chapter.

#### 5.2 Summary

The present study examined the place of vocabulary development in English language education being imparted at the elementary level of school education in the state. This objective was realised through opinions of teachers who responded to the questionnaire and through vocabulary mapping of prescribed English textbooks for elementary schools in Mizoram. Responses from teachers and vocabulary exercises in the textbooks confirm that vocabulary development is given its due importance in the prescribed English textbooks of elementary schools in Mizoram.

The second objective of the study is to examine the vocabulary load of elementary learners' English textbooks. The researcher examined all the new words listed in the English textbooks of elementary learners and they are listed in chapter 2. English textbooks of Class I, II and III contain a list of new words without an explanation of the new words while textbooks of Class V-VIII contain list of new words with the meaning of the words/ phrases introduced to the students. Details of vocabulary load of English textbooks at the elementary level can be seen from the table below-

Table 5. Details of Vocabulary load of English textbooks at the elementary level in Mizoram

SI No	Title of textbook	Class	Number of words in the textbook	Number of new words in the textbook
1.	Marigold 1	I	1618	108
2.	Marigold 2	II	2114	105
3.	Marigold 3	III	1916	130
4.	Marigold 4	IV	2373	101
5.	Marigold 5	V	3114	76
6.	Honeysuckle	VI	3486	103
7.	Honeycomb	VII	4162	90
8.	Honeydew	VIII	4637	143

The above table illustrates the number of words in different English textbooks of Class I – VIII prescribed for use in elementary schools in Mizoram, the list displays different ranges in the number of words contained in the textbooks as well as in the list of new words. This is a demonstration of variation in treatment of vocabulary in the textbooks of different classes. “Most researchers nowadays recommend a basic vocabulary knowledge of at least 3000-word families” (Thornbury, 2002)

The present study also aims to find out the different strategies of vocabulary teaching used by teachers of elementary schools in Mizoram. It was found that a majority of teachers who responded to the research questionnaire have not had training in ELT and most of them use dictionaries to teach new words to their students.

This study ultimately aims to suggest different strategies for vocabulary development for the betterment of English language education in the state which has been discussed in the preceding chapter.



### 5.3 Pedagogical Implications of Teaching of Vocabulary

Words are the medium through which everything is learnt, new words are coined by the day and as society progresses, languages also undergo changes and meanings of words often go through changes. Learners of a second language need to acquire a certain repertoire of words to comprehend and produce language especially in the language classroom and in other curricular areas throughout their education. They need to remember and recall words when they need to use them in speech or in writing. They can also devise their own strategies for developing their word knowledge and remembering spelling, pronunciation and meaning.

“Language education is not confined to the language classroom. A science, social science or mathematics class is *ipso facto* a language class. Learning the subject means learning the terminology, understanding the concepts, and being able to discuss and write about them critically. For some topics, students should be encouraged to consult books or talk to people in different languages, or gather material in English from the Internet” (NCERT 2005). Learning any subject involves knowing different terms used in a particular subject for which vocabulary knowledge is of utmost importance. If a learner is not familiar with the terminologies of different subjects, it affects the overall performance in the subject. “The learner needs not only learn a lot of words, but remember them. In fact, learning *is* remembering” (Thornsbury, 2002). Vocabulary learning involves accumulation of specific items of vocabulary which learners can retain for comprehension of different learning outcomes in different curricular and co-curricular areas.

“The goals for a second-language curriculum are twofold: attainment of a basic proficiency, such as is acquired in natural language learning, and the development of language into an instrument for abstract thought and knowledge acquisition through (for example) literacy. This argues for an across-the-curriculum approach that breaks down the barriers between English and other subjects, and English and other Indian languages. At the initial

stages, English may be one of the languages for learning activities that create the child's awareness of the world” (NCERT 2005). To attain these twofold goals of second language curriculum. It is necessary that learners are equipped with vocabulary knowledge from the first year of their elementary education. The implications of vocabulary knowledge in the classroom may be briefly described as listed below-

- Learners need different activities and approaches to support their vocabulary repertoire by building a system of word associations.
- Learners should not rely on bilingual dictionaries or direct translation from their first language to learn new words in the second language.
- Teachers should teach new words in context and not in isolation.
- Teaching of new words comprise of teaching of sound, spelling, meaning and usage.
- Multiple exposure should be ensured while teaching new words, learners should be able to remember the words and retrieve them as and when necessary.
- There is no best way of teaching a new vocabulary, teachers should adjust their methods and approaches according to the needs of individual learners.
- Some words are learnt incidentally and some are learnt actively, teachers should make space in the classroom for incidental learning of words.

#### **5.4 Conclusion**

The study concludes that vocabulary has a very important place in the English textbook of elementary schools in Mizoram and that teachers teaching English also agree that vocabulary teaching is given its due importance in the English textbooks. It has also been discovered that students are quite proficient to handle vocabulary exercises when different sets of clues are provided to them which is reflected in the responses received from questionnaires of students.

Teachers teaching English at the elementary level possess diverse educational backgrounds and a majority of respondents of the questionnaire have had 11-15 years of teaching English in their schools. The professional qualification of all respondents meets the requirement for recruitment of teachers at both the lower and upper levels of elementary schools with a large proportion of which has never received any in-service training in English Language Teaching.

The most common form of teaching English in the classroom is through the bilingual approach where teachers read out the reading passages or poems and continue with translation/ explanation of the text. Using a bilingual/ monolingual dictionary is the strategy adopted by most teachers while teaching new words and a combination of both Mizo and English languages are used in the English classrooms. Teachers also feel that the English language and acquisition of knowledge in English vocabulary does not always take place in the English classroom but also from other sources like TV and other electronic media.

The two series of English textbooks prescribed for use at the elementary level in Mizoram- Marigold and Honey series have been studied for their word content, new vocabulary items introduced at each class, exercises and activities for vocabulary development. Both the series of textbooks are based on the Communicative Approach to language teaching, “The Communicative Approach in language teaching starts from a theory of language as communication” (Richards and Rodgers, 2006. 159) where the ultimate goal of language teaching is use of language for communication. Communicative Language Teaching aims to equip learners to acquire different language skills for performing different forms of functions. According to Richards and Rodgers, “Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base. Some of the characteristics of this communicative view of language follow:

1. Language is a system for the expression of meaning.

2. The primary function of language is to allow interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse” (2006. 161)

Both the series of textbooks contain a variety of activities for vocabulary development to support the Communicative Approach to language learning. Words are vital for communication and these words are used in different situations. As students enter the first year of school, they are introduced to a variety of new words and ‘sight words’ are encouraged by the English textbook. Language tasks for vocabulary development in Class II consist of picture reading, word and sentence completion, puzzles, word webs, formation of new words among others. The English textbooks are arranged thematically from Class III in the Marigold series up to Class V and these themes are employed for situational language use. The importance of the mother tongue is emphasized in Marigold 4 and specific language tasks are assigned to learners. The use of dictionary is introduced from Class IV and learners are encouraged to prepare a class dictionary as an aid for development of their vocabulary. Class IV is the terminal stage of lower elementary level of school. The English textbook of Class V differs from others in the series as new words are listed along with meaning of the words and the use of dictionary is also emphasized in Class V which is the initial stage of upper elementary level of school. A total of 520 new words/ phrases are introduced in the Marigold series of English textbooks in Mizoram.

The Honey series as discussed in preceding chapters consist of Honeysuckle for Class VI, Honeycomb for Class VII and Honeydew for Class VIII which are used at the upper elementary schools. New words are taught in this series of textbooks by listing them and their meanings in pages of the

written passages and blank columns are printed on the pages for learners to note down new words that they encounter in texts and meaning of these words. Reading given a great emphasis in this series along with learning of new words. Language tasks for vocabulary development include filling up gaps, crosswords, word building exercises, dictionary works, completion of sentences, word ladders among others. A total of 856 new word/ phrases are presented in this series of textbooks.

Even though this study concludes that vocabulary instruction has a very important place in second language instruction in Mizoram, a study of a larger magnitude carried out by NCERT at different intervals at the National level called National Achievement Survey (NAS) at the end of Class 3, 5 and 8 on 12 November, 2017 indicate that children all over India lack foundational literacy skills. The low performing learning outcomes in Language in the States/ UTs according to NAS 2017 National Report in Class 3 is “Reads small text with comprehension i.e. identifies main ideas, details, sequence and draws conclusion” (2020, xvii). Similarly, the low performing learning outcomes in Language in Class 5 is “Reads and comprehends independently storybooks, news items, headlines, advertisements etc.” (2020, xviii). The low performing learning outcomes in Language in Class 8 is “Reads textual/ non textual material with comprehension and identifies the details, characters, main idea, and sequence of ideas and events while reading” (2020, xix).

NAS 2017 was conducted “provide information on the learning achievement of students studying in government and government-aided schools. This was achieved by administering standardised tests to students of classes III, V and VIII” (2020. xv). Students were tested in language, mathematics and environmental studies for class III and V, language, mathematics, science and social science for class VIII. The test items were based on learning outcomes identified for each class in each subject for the three classes based on document for learning outcomes released by NCERT in April, 2017. There are two learning outcomes identified for construction of test

items in language in the conduct of NAS 2017 in class 3 and class 5 and one learning outcome in class 8. The low performing learning outcomes in all the three classes are related to reading comprehension which many researchers link to effective vocabulary instruction. Shemushi Shukla (2012) has concluded that “The students in government schools face various difficulties in acquiring proper vocabulary which makes a direct impact on their reading comprehension” (2012.110). Therefore, this small-scale study with a sample of 368 students and 20 teachers are not indicative of vocabulary instruction per se in elementary schools of Mizoram.

As discussed in chapter 4 of this thesis, findings from the responses to questionnaire also reflect that 25% of teachers in class IV and 25% of teachers in class VIII feel that reading is fundamental to learning English. English is taught mainly through reading in Mizoram and the percentage of correct responses in language is 69% in Class 3 which is 1% more than the national average, 50% in Class 5 which is 8 % lower than the national average and 45% in Class 8 which is 12% lower than the national average as indicated in the State Learning Report for Mizoram in NAS 2017. This indicates that the average performance of students in Mizoram in language is slightly lower than the national average. And the National Report of NAS 2017 shows that students at the elementary level throughout India are unable to read effectively with comprehension.

## **5.5 Suggestions for Improvement of Vocabulary Instruction at Elementary Schools in Mizoram**

The ultimate objective of the study is to present suggestions for improvement of vocabulary instruction at elementary schools in Mizoram as mentioned in Chapter 1 of this thesis. Responses from questionnaires administered to teachers teaching English at the lower and upper level of elementary schools in Mizoram reveal that 66.67% of teachers at the lower elementary level have not undergone a training in ELT while 75% of teachers at the upper elementary level have undergone training in ELT even though they

all have the requisite qualification for recruitment to their present jobs. There are no specific language teachers recruited to teach either the first language Mizo nor the second language English at the elementary level while language teachers for the third language Hindi are recruited specifically. F. Lalchhanhima (2014) has also suggested for appointment of specific language teachers to teach English in his unpublished thesis and states “The unfortunate situation is that English as a language subject that requires its handling by trained teachers still seems to elude the authorities” (2014.164). He further states “The authorities need to realise the difference between knowledge subjects and language subjects. Here, it may be suitable to mention that the other official language in India and Mizoram, Hindi is treated differently in that specific teachers are appointed to teach it. The same should be done for English subject as well” (Fanchun. 165).

It is a well-established fact that at the elementary stage, any teacher is asked to teach English at the elementary level in Mizoram and in India at large. Experience has also proved that many teachers who have undergone training in ELT at the SCERT do not always continue teaching English in their schools and when they get transferred to other schools. For the purpose of this study, the questionnaire developed for teachers contain a question on the number of years of teaching English in their respective schools and the highest percentage of teachers at 33.33 % of respondents at the lower elementary stage have had 11-15 years of teaching English and the highest percentage of teachers at 50% of respondents at the upper elementary stage have had 6-10 years of teaching English. This illustrates that teachers do not always teach English throughout their tenure in schools.

Vocabulary instruction per se has a very important place in the English classroom as demonstrated through questionnaires administered to students at the terminal stage of lower elementary level and the terminal stage of upper elementary stage. Analysis of the prescribed English textbooks through Class I

to VIII also reveal that teaching of new words has a very important place in the textbooks.

There is always room for improvement in any of the current practices and classroom transaction for development of vocabulary and vocabulary instruction in a second language classroom and the following points of suggestions may be considered for further improvement of vocabulary instruction at elementary schools in Mizoram.

1. **Mandatory Professional Course for in-service teachers in the pedagogy of English as a second language for all teachers at the elementary level:** The present in-service teachers at the elementary stage are not mandated to undergo any professional courses in the pedagogy of teaching English as a second language by any Rule or Act as any teacher recruited to teach in the elementary level of school is expected to teach all the subjects irrespective of their specialised subject at the D. El Ed or B. Ed Courses they possess before entering into service. It is suggested that all elementary school teachers undergo a professional course in teaching of English as a second language at least within the second year of their recruitment to equip them to teach English among other subjects. It may also be made mandatory for teachers to undergo a refresher course after every three or four years to keep up with the changing trends in pedagogical processes, methods and techniques in teaching of English.

This mandatory professional course will empower all teachers of elementary schools to know all aspects of teaching a language and will enable them to use the power of vocabulary knowledge to the advantage of learners in all curricular and co-curricular subjects for their holistic development. The course will enhance the professional competence and proficiency of teachers in English and the skills thus developed will further be transferred to their learners which will ultimately help learners hone their language skills and use the power of



language skills for their development in all other language skills. This will also help realise the curricular goal of the NCF 2005 in using language across the curriculum as all teachers teach through words in all areas of the school life of learners at the elementary level.

2. **Recruitment and appointment of professionally equipped specific English teachers:** The English language entered Mizoram with the advent of Christian missionaries in the year 1984. From the year 1936, schools were classified in three levels and students began learning in English from the Middle English School stage between the ages of 11-13 years at Classes IV- VI. With such a long gap of time since English arrived in Mizoram and with the growing importance of English in the digital world of today, India, and Mizoram is still waiting for the day when specific teachers of English are recruited and appointed. The need for a specialised cadre of teachers to teach English is a long-felt need and a valid one as English is introduced from the very first day as children enter school in Class I when they reach the age of 6 years. While there are no specific teachers are recruited to teach either Mizo as a first language or English as a second language, it is disheartening to know that there are teachers specifically recruited to teach Hindi which is officially introduced from Class V in Mizo medium schools as a third language.

## 5.6 Suggestions for Future Research

Research on vocabulary learning is assuming and gaining greater importance within the field of psycholinguistics, socio-linguistics and pragmatics. The importance of word knowledge and depth of knowledge need further research especially in the context of Mizoram in the field of English language education.

## 5.7 Limitations of the Study

This study is based on the vocabulary size of English textbooks prescribed for use at the elementary level of school education in Mizoram through vocabulary mapping and vocabulary knowledge of students using questionnaires developed for the purpose. The study also researched into the opinion of teachers on the place of vocabulary instruction in the English textbooks and looked into the professional backgrounds of teachers. It is by no means an exhaustive conclusion to the research questions thus administered.

It may also be kept in mind that the questionnaire were administered to students and teachers during the prevailing COVID-19 pandemic under constant lockdowns and a large number of data was collected through photographs sent by teachers as many students and teachers responded to the questionnaires in online mode.

The researcher cannot claim the fact that responses submitted by teachers and students participating in data collection are responses which originate from all the respondents and neither claim that the responses are untrue or unreliable.

The study does not claim to be conclusive in second language vocabulary instruction imparted at the elementary level of school education in the state. The study was conducted in 12 Primary Schools with 202 Class IV students and 8 Middle Schools with 166 students which may not reflect the whole scenario of English language education in the state. Further researches with a larger perspective covering all the 11 Districts may be carried out by future researches to deal with different aspects of second language vocabulary acquisition and techniques of teaching vocabulary in the context of Mizoram.

According to Mizoram State Learning Report of NAS 2017 conducted on 13 November, 2017, the low performing learning outcomes in the survey in language in class 3, 5 and 8 are related to reading comprehension which researchers link to knowledge on vocabulary. A survey of this magnitude

carried out with a sample of “1201 elementary schools and 15222 students” according to Handbook on NAS Report 2017 (2018. 6) indicating that elementary school students in classes 3, 5 and 8 have average scores slightly below the national average score also reflect that this study is not conclusive in development of vocabulary among Mizo learners at the elementary level of education in the state as language tests are administered in Mizo in classes 3 and 8 and in English in class 8.

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### **List of Appendices**

1. Students' Questionnaire for Class IV
2. Students' Questionnaire for Class VIII
3. Teachers' Questionnaire
4. List of Teachers and Schools

### STUDENT'S QUESTIONNAIRE FOR CLASS IV

The purpose of this questionnaire is for collection of data for my research work on Vocabulary Development in Mizo Learners of English at Elementary Level of Education in partial fulfilment of the requirements for Doctor of Philosophy (Ph.D) under Mizoram University. The information provided by you will be kept confidential and used purely for academic purposes. It would be much appreciated if you would kindly spare a few minutes of your time to fill in the questionnaire.

#### Personal Profile

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_

Mother tongue/ First Language: \_\_\_\_\_

Name of School: \_\_\_\_\_

### VOCABULARY TEST FOR CLASS IV

**Note: This test is not to be graded or assessed, it will be used for academic purpose only**

#### I. Circle the correct spelling

1. Parrot      Parot      Perat
2. Kangaro      Kengeru      Kangaroo
3. Mischeif      Mischief      Mischeef
4. Playground      Playgruond      Playgound
5. Weding      Weiding      Wedding
6. Enormous      Enormouse      Enormuos
7. Milion      Million      Milloin
8. Gosts      Ghosts      Gohsts
9. Chimny      Chimnee      Chimney
10. Markit      Market      Markat
11. Villege      Vilage      Village

- |     |         |          |        |
|-----|---------|----------|--------|
| 12. | Thorn   | Thron    | Thorne |
| 13. | Afriad  | Afraid   | Afraid |
| 14. | Library | Libreiry | Libery |
| 15. | Tongue  | Tangue   | Tongeu |

**II. Tick the correct word:**

1. There are many flowers in our \_\_\_\_\_
  - a) gardener
  - b) garden
  - c) gardening
2. Today is very hot. It is very \_\_\_\_\_
  - a) sunshine
  - b) sunrise
  - c) sunny
3. My sister is getting married next Friday. I will eat a lot of \_\_\_\_\_ cake.
  - a) marriage
  - b) wedding
  - c) birthday
4. I went to Lunglei yesterday by bus. There were many \_\_\_\_\_ in the bus.
  - a) people
  - b) passengers
  - c) girls
5. Bees make a \_\_\_\_\_ sound.
  - a) buzzy
  - b) busy

- c) beesy
6. Ships \_\_\_\_\_ in the sea.
- a) fly
  - b) drive
  - c) sail
7. I am \_\_\_\_\_ of the dark.
- a) happy
  - b) afraid
  - c) sad
8. This cake looks \_\_\_\_\_
- a) delicious
  - b) happy
  - c) soft

**III. Read the story below and answer the questions that follow:**

Once upon a time, there were three friends- John, David and Daniel. They loved mangoes and spent their evening plucking mangoes from trees. John and David would climb the mango trees and pluck the mangoes while Daniel would pick them from the ground.

Daniel was afraid of heights and he could not climb trees. One day John and David decided to help Daniel overcome his fears. They brought an old mattress and placed it under a tree and told Daniel that even if he fell, the mattress would save him.

The whole evening, they taught Daniel to climb trees. He was scared and first but he tried again and again. He fell many times but the mattress saved him. He didn't lose hope and his friends cheered for him. A week later Daniel climbed a tree without any fear.



After that, they all would climb mango trees and eat mangoes sitting on the tree together.

a) That are the names of the three friends?

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b) What did they love to eat?

---

c) Who was afraid of heights?

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d) How did the two friends help their other friend?

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e) How long did it take to help their friend climb a tree?

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**IV. Write five (5) lines about your school.**

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### STUDENT'S QUESTIONNAIRE FOR CLASS VIII

The purpose of this questionnaire is for collection of data for my research work on Vocabulary Development in Mizo Learners of English at Elementary Level of Education in partial fulfilment of the requirements for Doctor of Philosophy (Ph.D) under Mizoram University. The information provided by you will be kept confidential and used purely for academic purposes. It would be much appreciated if you would kindly spare a few minutes of your time to fill in the questionnaire.

#### Personal Profile

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_  
 Mother tongue/ First Language: \_\_\_\_\_  
 Name of School: \_\_\_\_\_

### VOCABULARY TEST FOR CLASS VIII

**Note: This test is not to be graded or assessed, it will be used for academic purpose only**

#### Homophones

Words that sound the same but have different spelling.

#### A. Complete the table with suitable homophones.

rain	reign	rein
see		
sew		
write		
by		
cites		
flue		
doze		

**B. Fill in the blanks with a suitable word from the brackets.**

1. The doctor advised the patient to repeat the .....  
(*does/doze/dose*) after 12 hours if necessary.
2. A new ..... (*site/sight/cite*) has been chosen for the school.
3. ‘Can you ..... a button on for me?’ asked my younger brother. (*so/sow/sew*)
4. Do you need more ..... (*flour/flower*) to make rotis?
5. During the king’s ....., (*rein/reign/rain*) there was peace in the kingdom.

**C. Choose the right word from the brackets to fill in the blanks.**

1. There are \_\_\_\_\_ biscuits in the tin, or did you \_\_\_\_\_ that already? (*no/know*)
2. I must \_\_\_\_\_ a letter to my friend. (*right/write*)
3. He \_\_\_\_\_ his motorbike along the \_\_\_\_\_.  
(*rowed/rode/road*)
4. \_\_\_\_\_ you like to come to a party with us? (*wood/would*)
5. He \_\_\_\_\_ the ball \_\_\_\_\_ the window.  
(*through/threw*)

**Homographs**

Words which have the same spelling but have different pronunciation and meaning. Look at these sentences.

**Lead:** Just follow the signs and they will lead you to the next section of the building. (pronounced ‘lead’)

**Lead:** Gold is heavier than lead. (pronounced ‘led’)

Here are a few homographs. Choose the appropriate ones and fill in the blanks.

<i>row</i>	<i>object</i>	<i>wind</i>	<i>minute</i>
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1. Could I speak to you for a \_\_\_\_\_?
2. \_\_\_\_\_ speeds are expected to reach up to 100kmph this evening.
3. He is sitting in the second \_\_\_\_\_ from the rear.
4. This stone \_\_\_\_\_ tells us a lot about people in ancient days.
5. I think my neighbours had a nasty \_\_\_\_\_ last night.
6. They \_\_\_\_\_ to our parking the car near their gate.
7. There is only a \_\_\_\_\_ difference between these two pictures.
8. We don't need to \_\_\_\_\_ our watches these days. They are all automatic.

### Synonyms

Words with similar meanings.

#### A. Find synonyms for these words with the help of the clues provided.

1. Tale: story; nar\_ \_ \_ \_ ve
2. Expedition: t\_ \_ \_ ; tr\_ \_ \_ l; excu\_ \_ \_ \_ \_
3. Fast: sw\_ \_ \_ ; r\_ \_ \_ d; q\_ \_ \_ \_
4. Fear: te\_ \_ o \_ ; dr\_ \_ d; f\_ \_ g\_ \_
5. Large: b\_ \_ ; h\_ \_ \_ ; m\_ mm\_ th; imm\_ \_ \_ \_

#### B. Complete these car words.

1. A soft floor-covering: car \_\_\_\_\_
2. A large box: car \_\_\_\_\_
3. A funny drawing: car \_\_\_\_\_

4. A flesh-eating animal: car \_\_\_\_\_
5. One who works on wood: car \_\_\_\_\_
6. Goods carried by a ship or plane: car \_\_\_\_\_

### Antonyms

Words that are opposite in meaning.

Fill in the blanks with words that are opposite in meaning to the words that appear in bold.

1. Her house was not **easy** to reach. It was ..... to locate.
2. Some birds which were once a **common** sight are now becoming .....
3. It is not just important to **win** or ....., but to play the game well.
4. The eye is one of the most **delicate** organs of the body but the liver is the ..... organ of the body.
5. The animals that the poachers **captured** were later ..... in the wild by the authorities.

### Prefix

Look at the meaning of these prefixes.

- Fore – means before or previous foretell
- Post – means after; following postpone
- Equi - means equal equivalent
- Ultra – means beyond or extreme ultraviolet

Use *fore-*, *post-*, *equi-* or *ultra-* with the words in the box to make new words. Use the right form of the words to complete these sentences.

<i>marine</i>	<i>script</i>	<i>cast</i>	<i>distant</i>
<i>lateral</i>	<i>war</i>	<i>sound</i>	<i>front</i>

1. The weather \_\_\_\_\_ says that there is a severe cyclonic storm brewing in the Bay of Bengal.
2. After the world war Japan had to completely rebuild its economy and the \_\_\_\_\_ development of Japan as a major economic power is truly amazing.
3. The \_\_\_\_\_ of his letter is almost as long as the letter itself.
4. We learnt to draw \_\_\_\_\_ triangles in today's mathematics class.
5. Mamta is always in the \_\_\_\_\_ when it comes to taking action regarding the care and protection of stray animals.
6. With \_\_\_\_\_ technology most diagnostic tests in medicine have become quicker, easier and more accurate.
7. The two major towns in this state are \_\_\_\_\_ from its capital.
8. Ramya is wearing a dress in a lovely \_\_\_\_\_ colour.

### Suffix

Add a suitable ending to the word in brackets to complete these sentences.

<i>ty</i>	<i>ship</i>	<i>tion</i>	<i>ness</i>	<i>ity</i>	<i>ery</i>	<i>ence</i>	<i>ment</i>
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1. We have a good (*relation*) \_\_\_\_\_ with our neighbours.
2. Her (*polite*) \_\_\_\_\_ has charmed everyone.
3. He missed the train and crushed his (*stupid*) \_\_\_\_\_.  
He realised he should have started a little earlier.

4. He has a lot of (*confident*) \_\_\_\_\_ and can manage alone.
5. The award for (*brave*) \_\_\_\_\_ was given to a seven-year-old boy.

### Phrasal verb

Fill in the blanks using the phrasal verbs given below.

<i>called off</i>	<i>brought up</i>	<i>put off</i>	<i>turn down</i>	<i>head back</i>
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1. We were tired and decided to \_\_\_\_\_ the journey by a day.
2. He was \_\_\_\_\_ in the mountains from a very young age.
3. I'm sorry I have to \_\_\_\_\_ your invitation to dinner.
4. We should \_\_\_\_\_ now if we want to reach home before dark.
5. The cricket match was \_\_\_\_\_ because of rain.

### Usage

Complete these sentences with the right words from the box. You may have to use some words more than once.

<i>travel</i>	<i>trip</i>	<i>journey</i>	<i>expedition</i>	<i>voyage</i>
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1. She's away on a business \_\_\_\_\_.
2. My \_\_\_\_\_ to work takes an hour.
3. Three members of the Everest \_\_\_\_\_ were not able to reach the summit with the others.
4. The Titanic sank on its maiden \_\_\_\_\_.
5. We went on a day \_\_\_\_\_ to see the old fort outside our town.
6. The \_\_\_\_\_ by road was slow due to heavy traffic.
7. The high speed train will cut the \_\_\_\_\_ time by an hour.

Complete these sentences with *lose* or *loose*.

1. Unless you are careful, you may \_\_\_\_\_ your wallet.
2. I need some \_\_\_\_\_ change for my bus fare.
3. In summer, we should wear clothes which are a little \_\_\_\_\_.
4. Do not \_\_\_\_\_ hope because of one failure. There is always the next time.

### Collocation

Collocations are words and phrases that normally go together. For example, some of the words that collocate with disaster are:

*total; absolute; big; major; terrible*

How many types of disasters can you think of? Which of these words collocate with **disaster** to tell you of the types of disasters?

air	zone	area	relief
recipe	nuclear	environmental	rail
natural	man-made	economic	national



## TEACHER'S QUESTIONNAIRE

The purpose of this questionnaire is for collection of data for my research work on Vocabulary Development in Mizo Learners of English at Elementary Level of Education in partial fulfilment of the requirements for Doctor of Philosophy (Ph.D) under Mizoram University. The information provided by you will be kept confidential and used purely for academic purposes. It would be much appreciated if you would kindly spare a few minutes of your time to fill in the questionnaire.

### PART I

#### Personal Profile

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_

Mother tongue/ First Language: \_\_\_\_\_

#### *Qualification-*

Educational Qualification: \_\_\_\_\_

Professional Qualification: \_\_\_\_\_

Additional Qualification: \_\_\_\_\_

#### *Medium of instruction received-*

1) Elementary School: \_\_\_\_\_

2) Secondary School: \_\_\_\_\_

3) HSS/ College: \_\_\_\_\_

#### **Professional Profile**

Name of School: \_\_\_\_\_

School address: \_\_\_\_\_

Designation: \_\_\_\_\_

Employing agency: (choose one)

1) Govt. of Mizoram \_\_\_\_\_

2) Others \_\_\_\_\_ (Please specify)

Years of Service: \_\_\_\_\_ Years of teaching English: \_\_\_\_\_

Classes taught: \_\_\_\_\_

**PART II**

1. Have you had any in-service teacher training in English Language Teaching (ELT)? If yes, kindly mention the duration of training(s) attended and the training agency

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2. How much time (in hours) is allocated for teaching English in a week in your school?

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3. How do you teach English in the classroom?

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4. According to you, which language skill/ aspect (grammar/ reading/ writing/ speaking/ vocabulary/ listening/ literature etc) is most important for teaching English in your classroom? State your reasons in a few sentences.

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5. Do you think that vocabulary development is given its due importance in the textbooks? State your reasons.

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6. How do you teach new words in the classroom?

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7. Which language do you use in the English classroom?

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**PART III**

Please put a tick mark (✓) on whichever is relevant for you-

1. A student should ideally learn about \_\_\_\_\_ new words in one academic year
  - a) 100-200
  - b) 200-300
  - c) 300 and more
  
2. When a student knows a new word, s/he knows-
  - a) The meaning and spelling of a word
  - b) The pronunciation, part of speech and usage of a word
  - c) Both a and b
  
3. Students learn a new language (English) by-
  - a) Reading and writing
  - b) Speaking and listening
  - c) Both a and b

## LIST OF TEACHERS AND SCHOOLS

### PRIMARY SCHOOL

- |                         |                          |
|-------------------------|--------------------------|
| 1. Lalbiakzuala         | Govt. PS I, Ratu         |
| 2. Lalrammmawia         | Govt. PS III, Ratu       |
| 3. Lalramkimi           | Govt. PS I, Chaltlang    |
| 4. Lalthankima Sailo    | Govt. Edentharr PS       |
| 5. K. lalsangpuia       | Govt. Complex PS         |
| 6. Zothanpari           | Chhinlung Academy        |
| 7. Lalbiakengi          | Govt. PS I, Lengpui      |
| 8. Lalhmachhuani Ralte  | Govt. PS I, Chhinga Veng |
| 9. Biakchungnungi Betlu | Govt. Model PS, Chanmari |
| 10. Zonunmawii          | Bawngkawn PS V           |

### MIDDLE SCHOOL

- |                      |                          |
|----------------------|--------------------------|
| 1. Zomuanpuii Fanai  | PC Girls' School         |
| 2. B Lalrohluia      | Govt. MS I, Lungdai      |
| 3. C. Lalhlimpuii    | Govt. Model MS, Chanmari |
| 4. John Lalfela      | Govt. Zuangtui MS        |
| 5. Lalduhsaki Thomte | Govt. MS, Kelsih         |
| 6. Lalthantlingi     | Chhinlung Academy        |
| 7. Ramsiamthara      | Govt. MS II, Ratu        |
| 8. Lucy              | Govt. MS I, Ratu         |

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### **BRIEF BIO DATA OF THE CANDIDATE**

Name	:	Lalduhawmi Thomte
Date of Birth	:	19.07.1975
Gender	:	Female
Father's Name	:	Dolaia (L)
Mother's Name	:	Hmingthanzami
Educational Qualification	:	MA (English), B. Ed, PGCTE
Languages Known	:	Mizo, English
Address	:	MC-16, Chaltlang Venglai, Aizawl, Mizoram
Designation	:	Deputy Director
Institution	:	State Council of Educational Research and Training, Government of Mizoram

#### **Academic Qualification:**

- Completed B. Ed from College of Teacher Education, Aizawl under MZU with 65.87 % in 2003
- Completed Post Graduate Certificate in Teaching of English (PGCTE) with 3.29 GPA from CIEFL, Hyderabad in 2002
- Completed M.A in English from NEHU Mizoram Campus with 56 % in 1998
- Completed B.A with Political Science major from Hrangbana College Aizawl with 51.77 % in 1996

#### **Other relevant information:**

- Presented a paper on the topic “Significance of Language Skills for Upward Mobility” at the International Webinar on the theme- Capacity Development of Skills Work and Life organized by Department of Education & IQAI, Govt. T. Romana College, Aizawl, Mizoram during 16-18 February, 2022
- Presented a paper on the topic “21<sup>st</sup> Century Skills in Language Education” organised at the National Seminar on Recent Trends in Education by Institute of Advance Studies in Education (IASE), Aizawl Mizoram on 31<sup>st</sup> August, 2022

- Published an article titled “Marxist Reading of Erich Segal’s Love Story” in the *MZU Journal of Literature and Culture Studies* Volume VII, Issue II, December 2020

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NAME OF THE CANDIDATE : LALDUHAWMI THOMTE  
DEGREE : DOCTOR OF PHILOSOPHY  
DEPARTMENT : ENGLISH AND CULTURE STUDIES  
TITLE OF THESIS : DEVELOPMENT OF ENGLISH  
VOCABULARY AMONG MIZO  
LEARNERS AT ELEMENTARY LEVEL OF  
EDUCATION

DATE OF ADMISSION : 31.07.2015

**APPROVAL OF RESEARCH PROPOSAL:**

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2. SCHOOL BOARD : 19.04.2016
3. MZU REGISTRATION NO : 2273 of 2003-04
4. Ph. D REGISTRATION NO & DATE : MZU/Ph.D/851 of 19.04.2016
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(Acad)/20/391-393  
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(Prof. MARGARET L. PACHUAU)  
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ABSTRACT

DEVELOPMENT OF ENGLISH VOCABULARY AMONG  
MIZO LEARNERS AT  
ELEMENTARY LEVEL OF EDUCATION

AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR  
THE DEGREE OF DOCTOR OF PHILOSOPHY

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DEPARTMENT OF ENGLISH AND CULTURE STUDIES  
SCHOOL OF EDUCATION AND HUMANITIES

MARCH, 2023

DEVELOPMENT OF ENGLISH VOCABULARY AMONG  
MIZO LEARNERS AT ELEMENTARY LEVEL OF EDUCATION

BY

LALDUHAWMI THOMTE

DEPARTMENT OF ENGLISH AND CULTURE STUDIES

SUPERVISOR : Prof. KC. LALTHLAMUANI  
JOINT SUPERVISOR : Prof. LALRINDIKI T. FANAI

Submitted

In partial fulfilment of the requirement of the Degree of Doctor of Philosophy in English and  
Culture Studies, Mizoram University, Aizawl



## 1. Introduction

Vocabulary research has its own complexities due to the different characteristics of language especially in the second language classroom in this case where English is taught as a second language. Vocabulary is not static and words change over the progression of time as new words are coined by the day in this day and age of technological advancement in all spheres of life. The development of vocabulary in a second language classroom in Mizoram where teachers are not specifically recruited to teach English as a second language as is the case throughout the country poses a great challenge in this study.

Learning a new language involves knowing new words in the target language and vocabulary is linked with all the four basic language skills. Knowing a word fundamentally involves knowing how a word is spelt, how it is pronounced, how it is used in different situations and what the word means in context. While the significance of vocabulary cannot be undermined in the second language classroom where English is taught as a second language in many schools across India and in Mizoram, it may be mentioned that a study in this area is of a great interest to understand the development of vocabulary among Mizo learners of English as a second language at the Elementary level of Education in Mizoram. If students do not possess adequate vocabulary items in the second language or target language to express their thoughts and ideas, they inevitably face problems in expressing their needs and wants and often have trouble in understanding others in using the second language.

Learning a language comprises of development of the four basic skills in language and vocabulary learning is the most rudimentary and essential unit of language learning. Humans function with language and knowledge of a wide range of vocabulary is vital for effective communication. “Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Vocabulary addresses single lexical items—words with specific meaning(s)—but it also includes lexical phrases or chunks” (“Vocabulary” 2). Therefore, vocabulary may broadly be explained as a set of words in a language

which is developed over time in a person as they age and as they start receiving education. However, vocabulary is a very complex term which cannot be easily defined as words are confronted in oral and print form. The degree of knowledge of a word is very hard to discern in a person as it also forms the receptive and perceptive knowledge of a person's repertoire of word knowledge. Nation states that "At the most general level, knowing a word involves form, meaning and use" (Nation 26).

In Mizoram, English is taught as one of the subjects along with Mathematics and the regional language which is Mizo right from Class 1 as students enter formal schools. It is assumed that the approach of English language teaching takes the form of teaching a content subject rather than a skill subject. There are no specialized teachers recruited to teach English at the elementary level and any teacher is asked to teach English and more often than not, these teachers are not professionally equipped to handle a language classroom.

## **2. Problems in the English Language Classroom in Mizoram**

English is introduced as a second language from Class I in Mizo medium schools in Mizoram. Students have very limited exposure to the English language because Mizoram is essentially a monolingual society. Exposure to the English language is limited to one-way communication using different technological devices in informal settings where children are exposed to many nuances of the language through songs, cartoons, video broadcasts and the like especially after the COVID pandemic when the country and the whole world was on constant lockdowns for the better part of the year 2020 till a better part of the year 2022.

The use of English which was earlier limited to the English classroom changed and many children during and after the lockdown on a one-way exposure to English through different devices were starting to use a lot of English in conversation in their homes though not in all households. Households with better internet greatly benefitted in terms of acquisition of the

English language through the means of media and other technological devices although this created a great technological divide in Mizoram and in the whole country. However, for a greater part of the population in Mizoram without internet facilities and technological devices, exposure to English is still limited to the English classroom and translation method is heavily relied on by teachers for teaching English.

The introduction of English at the first year of schooling has led to the assumption that students in government and government-aided Mizo Medium Schools are at a disadvantage when it comes to their language skills in English. Formal preschool classes are not introduced in government schools and students are exposed to English in their very first year. A large population of teachers of elementary schools are not trained as language teachers and subject specific teachers are not recruited at this stage of school education which leads to lack of professional competence of teachers for imparting second language education in English. The prescribed textbooks in English are often the only exposure to English for many students. As children enter school with different levels of vocabulary in their first language, the prescribed textbooks are assumed to cater to the vocabulary needs of learners at each level of elementary education.

In elementary classes, vocabulary is primarily taught through translation method, and students are expected to learn the spellings of new words they encounter in their textbooks and meanings of these words are translated by teachers which students learn by rote. 'Marigold' series of textbooks which are prescribed for Classes 1-5 have different sections after reading texts, comic strips or poems in the language practice exercises where students can learn new words, to be done through discussions or by writing them. The other set of textbooks for Classes 6-8 are arranged in such a way that new and unfamiliar words are listed in a column at the side of the reading texts in a glossary style where their meanings are also written.

It is generally thought that the status of vocabulary instruction does not play a very important role in second language learning primarily as many linguists are mainly concerned with grammar and other characteristics of teaching and learning a language. The opinions of teachers from feedbacks sought verbally indicate that acquisition of a vocabulary item does not justify the number of words learners need to possess for effective communication. The belief that teachers have a tendency to teach language using the same procedures and approaches they are familiar with during their school years have also affected the way they impart vocabulary instruction in schools is reflected in the second language pedagogy of teachers in Mizoram.

### **3. Review of Related Literature**

A comprehensive amount of literature was exhausted for comprehending the history of vocabulary instruction in India and worldwide. Various unpublished research papers were also studied from different universities and there are no previous studies connected to the present study in Mizoram. There is no record of studies on vocabulary development at the elementary stage of education in Mizoram.

#### **Aims of the study**

The aims of the study are-

- To examine the place of vocabulary development in English language education being imparted at the elementary level of schools in Mizoram
- To examine the vocabulary load of elementary learners' textbooks (English textbooks of Classes I – VIII):
- To find out strategies of vocabulary teaching used by teachers of elementary schools in Mizoram
- To present suggestions for improvement of vocabulary instruction at the elementary stage of school education in Mizoram.

The present study aims to examine the place of vocabulary development in English language education being imparted at the elementary

level of schools in Mizoram through two sets of questionnaires developed for the purpose.

The present study also aims to examine the vocabulary load of elementary learners' textbooks which are the English textbooks of Classes I – VIII prescribed by the State Council of Educational Research and Training (SCERT) which is the Academic Authority for Elementary Schools in the state as mandated by the Rights of Children to Free and Compulsory Education Act, 2009. Vocabulary mapping of the prescribed textbooks was undertaken to examine the vocabulary load of students through analysis of the English textbooks

#### **4. Research Methodology and Data Analysis**

This study uses the mixed methods approach. Though the study is largely qualitative in nature, some sections connected to textbook analysis, students' and teachers' questionnaire are analysed quantitatively.

##### **4.1 Demography of sample students and schools:**

The study was conducted within the District of Aizawl being the capital of the state and sample schools are drawn from government primary and middle schools. 12 Primary schools and 8 Middle schools were selected as sample schools for the study using selective sampling as the main data from schools was collected during the COVID pandemic when classes were held in online mode and physical contact with schools was restricted during the pandemic.

##### **4.2 Questionnaires for students of Class IV and students of Class VIII:**

A questionnaire developed for the purpose of the study was administered to students of Class IV at the terminal stage of Primary or Lower Elementary level of school education in the state and to students of Class VIII at the terminal stage of Middle or Upper Elementary level of school education in the state.

The first set of questionnaire for students which is essentially a vocabulary test was administered to 202 students in Class IV and 166 students in Class VIII during the academic session of 2021-2022. The second set of questionnaires for teachers was administered to 12 teachers teaching English in Class IV and 8 teachers teaching English in Class VIII during the same academic session. 12 Primary Schools and 8 Middle Schools participated in the study and data collection was carried out in blended mode during August- October, 2021 amidst the prevailing Covid pandemic.

The questionnaire for students of Class IV is divided into two parts. The first part collects personal information of students and the second part consists of vocabulary test. The second part is divided into four (4) parts consisting of test items on spelling, usage, reading comprehension and writing exercise. The questionnaire for students of Class VIII is also divided into two parts. The first part collects personal information of students and the second part consists of vocabulary test items on homophones, homographs, synonyms, antonyms, prefix, suffix, phrasal verbs, usage and collocation.

#### **4.3 Questionnaire for teachers:**

The questionnaire for teachers teaching English at Class IV and VIII is divided into three parts. The first part consists of questions to obtain information on personal and professional profile of teachers. The second part collects information on time allocation for English subject, how teachers teach English, their opinion on different aspects of language for teaching English, their opinion on a variety of matters related to teaching vocabulary in the English classroom and strategies they employ to teach vocabulary in the English classroom and the last part consists of question to obtain information on their word knowledge.

#### **5.4 Textbook Analysis:**

Textbooks in English for Class I – VIII prescribed by the State Council of Educational Research and Training which is the Academic Authority for Mizoram was analysed to examine the vocabulary load of learners at the elementary level of school education in Mizoram. These textbooks comprise of two series- one for Class I – V which is titled Marigold and the other series for Class VI- VIII titled Honeysuckle, Honeycomb and Honeydew respectively. These textbooks are adapted from the publication of NCERT of the same title for use in Mizoram.

The textbooks are analysed on the contents of new words in each chapter for each class and exercises for vocabulary development to collate with findings from responses of teachers of English from the questionnaire developed for the purpose of the study.

#### **4.4 Data Analysis:**

Data collected through the tools mentioned above were thoroughly studied and analysis was done for which interpretation of the data thus collected is described extensively and illustrated in bar graph.

#### **5. Problems encountered during collection of data:**

The main problem during the course of the study was the prevalence of the COVID pandemic during the better part of the years from 2020 to 2021 till the beginning of the year 2022 which restricted movements and physical contact. Schools were closed and students did not attend physical school for two whole academic sessions. Collection of data and correspondences with schools and teachers had to be conducted in online mode which posed a big challenge for a study in vocabulary development. Further, it may be reiterated that physical contact of students and teachers was disrupted for more than a year and the teaching learning process was done in online mode through whichever means teachers could manage due to the pandemic.

#### **6. Findings of the Study and Suggestions**

**6.1 Students' Questionnaire of Class IV:** A majority of sample students in Class IV are male and the average age of these students is 9 years in conformity with the Right of Children to Free and Compulsory Education Act, 2009 (herein after referred to as RTE Act 2009). The mother tongue of all respondents is Mizo. Three (3) types of vocabulary tests on spelling, usage, reading comprehension and writing was provided to students in the questionnaire developed for finding out the vocabulary knowledge of students at the terminal stage of lower elementary level of school education after four (4) years of schooling. Responses from students on vocabulary test items in multiple choice questions indicate that they are familiar with spellings of words, usage of their known vocabulary and are able to comprehend a simple reading passage. However, when it comes to writing skills, responses indicate that students have difficulty in their attempt to write on their own.

**6.2 Students' Questionnaire of Class VIII:** A majority of sample students in Class VIII are female and the average age of these students is 13 years in conformity with the RTE Act, 2009. The mother tongue of all respondents is Mizo. Students were provided with nine types of multiple-choice tests on homophones, homographs, synonyms, antonyms, prefix, suffix, phrasal verb, usage and collocation to find out the vocabulary knowledge of learners at Class VIII. Responses from students indicate that a majority of the sample students possess a good vocabulary knowledge based on their performance.

**6.3 Teachers' Questionnaire of Lower Elementary Schools:** The minimum qualification for a teacher to teach in Primary or Lower Elementary Schools in Mizoram is Class XII/ Pre-University with Diploma in Elementary Education. All the 12 teachers who responded to the questionnaire possess the requisite qualification with 33% having a Masters' Degree. There are more female teachers than male teachers teaching English at the Primary level and a majority of all respondents have had 6-10 years of experience



in teaching English at the time of collection of data. Further a majority of teachers have not undergone any training in English Language Teaching (ELT) and there are no specific teachers recruited to teach English at this level. Half of the sample schools allot one hour a day for teaching English daily and this accounts for approximately 200 instructional hours a year out of the stipulated time for 800 hours of teaching mandated by the RTE Act 2009. The most common method of teaching English employed by teachers is through reading and translation; teachers mainly read out to students, translate textual material and gives notes to students. A majority of respondents are not aware of the four basic language skills and do not understand the relative importance of these skills in teaching English in their classrooms.

A majority of teachers feel that vocabulary instruction is given its due importance in the textbooks prescribed for Primary schools and they say that they teach new words mainly through translation and using a bilingual dictionary. They also claim that the main problem they face while teaching new words is pronunciation. They feel that students learn new words in English by other means than their textbooks which indicates that the textbook does not serve as the only means for learning new words by students. Teachers are familiar with different terminologies related to vocabulary but they seem to lack knowledge in how vocabulary is acquired by students which may be attributed to the fact that a majority of them do not have background knowledge and professional skills in ELT.

**6.4 Teachers' Questionnaire of Upper Elementary Schools:** The minimum qualification for a teacher to teach in Middle or Upper Elementary Schools in Mizoram is Graduate with Diploma in Elementary Education. All the teachers possess the requisite qualification to teach in a Middle school and 50% of respondents possess a Masters' Degree with a quarter of them at 25% possessing a Certificate in ELT from SCERT Mizoram. A majority of teachers teaching English in the sample schools are female with half of

them having had an experience of teaching English for 6-10 years in their service.

A majority of teachers have had in-service training in ELT which equips them with necessary professional competence to teach an English class. Half of the sample schools allot two (2) hours for teaching English accounting for approximately 440 hours out of the stipulated 1000 instructional hours as mandated by the RTE Act 2009. English is taught mainly through reading and the attitude towards teaching English is varied among the respondents. A majority of teachers feel that vocabulary is given its due importance in the textbooks and say that they teach new words mainly through translation and using a bilingual dictionary. The majority also feels that problems in teaching new words arise with the lack of exposure to English in students. Language is best learnt through practice in real situations, this is because of the close relation that exists between experience and expression. A majority of the teachers who responded to the questionnaire also feel that students learn new words from other sources through the internet, TV and other interactive media in real life situations besides their textbooks. All of the respondents are familiar with different terminologies connected with vocabulary aspect in language teaching and learning.

**6.5 Textbook Analysis:** An analysis of the English textbooks of Class I- VIII was carried out to find out the vocabulary load of students through their textbooks. Marigold Book One for Class I lists 108 new words in 10 units. Marigold Book Two for Class II has 105 new words listed in 10 units. Marigold Book Three is for Class III has a list of 130 new words in 10 units. Marigold Book Four for Class IV is arranged in 9 units with a list of 101 new words and emphasizes on vocabulary development by using dictionary, translation and promotion of reading habit. Students in Class I- IV are exposed to 444 new words listed in their textbooks. Marigold Book Five for Class V students at the initial year of Middle or Upper Elementary

schools contain a list of 76 new words/ phrases along with the meaning of these words/ phrases. This textbook is the last of the Marigold series of textbooks. Honeysuckle for Class VI contains a list of 103 new words with their meaning. Honeycomb for Class VII has a list of 90 words with their meaning and Honeydew for Class VIII has a list of 143 new words with their meaning.

It is conceded that the English textbooks prescribed for use in Elementary Schools lay a great emphasis on vocabulary instruction in learning of languages especially the second language which is English.

**7.6 Suggestions:** The main problem with ELT in India is that there are no specific teachers recruited to teach English especially at the elementary level of schools. Any teacher is deemed fit to teach English irrespective of their educational and professional qualification when they are recruited to teach in elementary schools. It is assumed that the requisite qualification for entering into the teaching profession is adequate for any teacher to teach English. This is also stated by D Krishnaswamy and Lalitha Krishnaswamy on teaching of English in schools in India, “The supervision of English teaching in schools continued to be neglected, with hardly any trained specialists engaged” (208) . As much as the English textbooks provide ample opportunities for development of vocabulary in students and the importance it lays on vocabulary instruction at the elementary level of education, professionally equipped teachers are still the need of the hour for achievement of proficiency in English. F. Lalchhanhima has also suggested for appointment of specific language teachers to teach English in his unpublished thesis and states “The unfortunate situation is that English as a language subject that requires its handling by trained teachers still seems to elude the authorities” (160) .

Therefore, the following suggestions are put forward for consideration for further improvement of vocabulary instruction in second language learning in Mizoram from the findings of the study-

1. Mandatory Professional Course for in-service teachers in the pedagogy of English as a second language for all teachers at the elementary level may be introduced to empower teachers of English to imbibe development of the four basic skills of language for optimal language learning encompassing vocabulary instruction in all the four basic skills.
2. Recruitment and appointment of professionally equipped specific English teachers is also suggested which may implicate policy changes from authorities. Recruitment Rules for English teachers may be constructed to be on par with Hindi teachers if it is feasible for authorities.

#### **7. Limitations of the Study:**

The study is not exhaustive to cover all aspects of vocabulary development, vocabulary instruction nor vocabulary size of students in elementary schools in Mizoram. It does not cover all aspects of vocabulary knowledge and pronunciation of words was not assessed from sample students as phonological aspect of vocabulary was not undertaken due to restriction in physical contact during the COVID pandemic. It also does not claim to profess the originality of responses received during collection of data. Data collected through responses to questionnaires from 368 students and 20 teachers does not suffice to represent the whole state. The constant lockdowns from one region to another due to the prevailing pandemic and loss of learning during the pandemic might also have altered the findings of the study where students and teachers may have not been in the best of their academic selves.

Even though this study concludes that vocabulary instruction has a very important place in second language instruction in Mizoram, a study of a larger magnitude carried out by NCERT at different intervals at the National level called National Achievement Survey (NAS) at the end of Class 3, 5 and 8 on 12 November, 2017 indicate that children all over India lack foundational literacy skills. The low performing learning outcomes in Language in the

States/ UTs according to NAS 2017 National Report in Class 3 is “Reads small text with comprehension i.e. identifies main ideas, details, sequence and draws conclusion” (2020, xvii). Similarly, the low performing learning outcomes in Language in Class 5 is “Reads and comprehends independently storybooks, news items, headlines, advertisements etc” (2020, xviii). The low performing learning outcomes in Language in Class 8 is “Reads textual/ non textual material with comprehension and identifies the details, characters, main idea, and sequence of ideas and events while reading” (2020, xix).

## **8. Overview of the Thesis**

The first chapter traces the origin and history of the English language. It discusses the history and development of English language Education in India and the place of English in post Independent India through various Commission and Committees and looks into the latest curriculum which is the National Curriculum Framework 2005 which is the basis of the prescribed textbooks for elementary schools in Mizoram. The history and development of English language in Mizoram is also traced back to the year 1890 where the English alphabet was introduced to the people of Lunglei by the erstwhile Deputy Commissioner of Chittagong Hill Tracts. Methods of teaching vocabulary and the evaluation system in Mizoram is also briefly discussed which leads to review of literature, statement of the problem and objectives of the study.

In the second chapter, theories related to second language acquisition and different definitions of vocabulary are discussed. It also includes discussion on vocabulary learning strategies, methods and approaches in vocabulary learning and vocabulary mapping of prescribed English textbooks for Class I to Class VIII in Mizoram. Chapter two is a presentation of what vocabulary implies and how words are learnt.

The third chapter highlights research methodology used for the study and analysis of data collected from teachers and students along with analysis of prescribed English textbooks for Class I to Class VIII in Mizoram to ascertain the vocabulary load of students and activities provided in the textbooks for vocabulary development.

The fourth chapter presents findings from the study and scope for vocabulary development. The findings are presented in three parts- the first part describes an interpretation of responses to questionnaires by teachers teaching in Class 4 and Class 8 which are the terminal stages of lower and higher elementary stages of school education. The second part presents interpretation of data from responses of questionnaire by students of Class 4 and Class 8. The third part involves analysis of prescribed English textbooks for elementary schools in Mizoram to find out the vocabulary load of elementary school students. Scope for vocabulary development is also discussed in the fourth chapter linking it to the four basic skills of language.

The fifth and final chapter is a conclusion of the study. It concludes the findings and reiterates the objectives of the study, discusses pedagogical implications of teaching vocabulary, makes suggestion for further research and talks about the limitations of the study.

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