

**EVALUATION OF CONTENT WORD ACHIEVEMENT  
OF THE STUDENTS OF GRADE EIGHT**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
Saroj Tiwari**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2016**

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2016**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Saroj Tiwari** has prepared this thesis entitled **Evaluation of Content Word Achievement of the Students of Grade Eight** under my guidance and supervision.

I recommend this thesis for acceptance.

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## **DECLARATION**

I hereby declare that to the best of my knowledge this thesis is original; no part of it was submitted for the candidature of research degree to any University.

**Date:** 08/05/2016

.....

**Saroj Tiwari**

# DEDICATION

*Dedicated to*

*My parents whose inspiration, encouragement and support lead me  
where I am today.*



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Saroj Tiwari

## **ABSTRACT**

This present thesis entitled 'Evaluation of Content Word Achievement of the students of Grade Eight' aimed to find out students achievement of English vocabulary of content words and to find out teacher perception and way of teaching vocabulary to the students. Keeping the objectives in consideration, forty students from two different school were selected as the respondents through random purposive sampling procedure. The collected data from the respondents were analyzed through questionnaire and interpreted descriptively with the help of simple statistical tools such as frequency tabulation and percentile. The major findings of this study so that vocabulary achievement of grade students in content words was below the average. They were poor in the use of content words. Similarly teaching perceived that teaching content vocabulary is no justify important to the students but irregularity in rules no correlation between sound and letter, lack of practice found at the vocabulary.

The thesis has been divided into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, the second chapter consists of the review of the related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework for the study. The third chapter deals with the methodology and procedures of the study under which design and method of the study, population, sample and sampling procedure, study area/field, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure have been included. The fourth chapter focuses on the analysis and interpretation of the results under which analysis of the data and summary of the findings have been included. And the fifth chapter of the study consists of conclusions and recommendations of the study under which implications of the study for policy related, practice related and further research related have been included.

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## LIST OF ACRONYMS / ABBREVIATIONS

B. Ed.	: Bachelor of Education
M. Ed.	: Master of Education
CUP	: Cambridge University Press
Dr.	: Doctor
e.g.	: for example ( example gratia)
Eds.	: Editors
ELT	: English Language Teaching
EFL	: English as a Foreign Language
et al.	: and others
Fig.	: Figure
i.e.	: that is
ibid.	: ibiden (that is just mentioned)
IoE	: Institute of Education
p.	: page
pp.	: pages
Prof.	: Professor
Regd.	: Registration
T. U.	: Tribhuvan University
Yr.	: Year