

**STRATEGIES ADOPTED BY ENGLISH TEACHERS TO TEACH
VOCABULARY ITEMS IN GRADE EIGHT**

**A Thesis Submitted to the Department of English Education
In partial fulfilment for the Master of Education in English**

**Submitted by
Binod Paudel**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2017**

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2017**

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DECLARATION

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

Date: 14/04/2017

BinodPaudel

DEDICATION

This thesis is dedicated to my
parents
who have indelibly devoted their life to make what I am today.

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First of all, I would like to extend my gratitude's to my supervisor Mr. Laxmi Pd. Ojha Teaching Assistant of the Department of English Education. T.U, Kirtipur, who guided me throughout my study. I would like to appreciate his invaluable instructions, suggestions, guidance in completing this study.

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ABSTRACT

Present thesis entitled 'Strategies Adopted by English Teachers to Teach Vocabulary Items in Grade Eight' was carried out to find out the strategies adopted by the English teachers. Both Primary and Secondary sources of data used to conduct the study. While carrying out this research four teachers from four schools, of Bardiya District were selected through Judgmental non-random sampling procedure for the study. I used classroom observation for data collection.

Most of the teachers did not use real object, picture, action, game, and other techniques while teaching vocabulary where as teacher's mainly used translation, copying, definition in teaching vocabulary.

This thesis consists of five chapters. The first chapter is an introductory part which includes background of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter is a review of related literature and conceptual framework which includes review of related theoretical literature, review of related empirical literature, implications of the review of the study and conceptual framework. Chapter three deals with methods and procedures of the study which includes design and method of the study, population, sample and sampling strategy, study area or fields, data collection tools and techniques, data collection procedures, and data analysis and interpretation procedure. Chapter four deals with analysis and interpretation of results which consists of analysis and interpretation of results and summary of findings and finally fifth chapter deals with conclusion and recommendations.

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List of Acronyms and Abbreviations

%	:	Percent
Et al	:	And other
ELT	:	English Language Teaching
No.	:	Number
T.U	:	Tribhuvan University
CUP	:	Cambridge University Press
&	:	And
ESL	:	English as a second language
EFL	:	English as a foreign language
MOE	:	Ministry of Education
GOV	:	Government of Nepal