

TEACHERS PERCEPTION ON PRACTICE OF GROUP WORK TECHNIQUE IN TEACHING VOCABULARY

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

**Submitted by
Shushila Katel**

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

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Shushila Katel** has prepared this thesis entitled '**Teachers Perception on Practice of Group work Technique in Teaching Vocabulary**' under my guidance and supervision.

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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: 2015/04/07

Shushila Katel

DEDICATION

**Dedicated
to
My parents who devoted their entire life to make me what
I am today.**

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ABSTRACT

The present study entitled “**Teachers’ Perceptions on Practice of Group work Technique in Teaching Vocabulary**” aimed to explore the teachers’ perceptions on the use of group work technique in teaching vocabulary. To achieve the objectives, both primary and secondary sources of data were used. In order to collect the data, thirty-six teachers teaching at lower secondary level of Kathmandu district were selected through purposive non- random sampling procedure, as the sample in this study. The selected teachers were provided questionnaire. So, the participants were requested to respond on those questions. The raw data obtained from them were analyzed and interpreted descriptively. After the analysis and interpretation of data, it was found that teachers had very positive views and good knowledge about the practice of group work. In addition, it was also found that vocabulary can be taught using group work for lower secondary level. On the basis of this finding it can be said that the group work technique is an important technique which should be used to teach English at lower secondary level as per the demand of classroom situation, topic, interest and understanding level of the students.

This thesis has been divided into five chapters. The **first chapter** consists of the background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study and operational definitions of key terms. Similarly, **chapter two** deals with the review of the related theoretical literature, review of the related empirical literature, implication of the review for the study, conceptual framework. Likewise, **chapter three** presents the methodology adopted for the study under which design and method of the study, population and sampling strategy, for the study, study area / field, information collection tools, information collection procedure, data analysis and interpretation procedure. Correspondingly, in **chapter four** analysis and interpretation of the data and summary of the findings are included. Finally; the **fifth chapter** presents the major conclusion of the study with recommendations at policy, practice and further research related. This chapter is followed by references and appendices used for the study.

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SYMBOLS AND ABBREVIATIONS

Dr.	:	Doctor
T.U.	:	Tribhuvan University
Mr.	:	Mister
Prof	:	Professor
Mrs.	:	Misses
No.	:	Number
p.g.	:	Page Number
L.	:	Lower
e.g.	:	Example
etc.	:	Etcetera
ELT	:	English Language Teaching
L2	:	Second Language Learner
TV	:	Television
%	:	Percentage
Vs.	:	Versus
M.Ed.	:	Masters in Education