

**THE ROLE OF TASK- BASED APPROACH IN TEACHING  
VOCABULARY**

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

**Submitted by**

**Khem Raj Paneru**

**Submitted to**

**Faculty of Education**

**Tribhuvan University**

**Kirtipur, Kathmandu, Nepal**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Khem Raj Paneru** has prepared the thesis entitled “**The Role of Task- Based Approach on Teaching vocabulary**” under my guidance and supervision.

I recommend this dissertation for acceptance.

Date: Sep 24<sup>th</sup> 2016

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## DECLARATION

I hereby declare that 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: 2072/ /

**Khem Raj Paneru**

## **DEDICATION**

**Dedicated to my parents, brothers and gurus who have devoted their life to make what I  
am today.**



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.Date: 2071/ /

**Khem Raj Paneru**

## ABSTRACT

The present study was conducted to examine the **“Role of Task- Based Approach in Teaching Vocabulary”**. The objectives of the study were to find out the effectiveness of task based language teaching in teaching vocabulary and to suggest some pedagogical implications. This study was conducted in Metro Higher Secondary School, New Baneshwor Kathmandu, Nepal. The students of class 9 were taken as the sample of the study. First, I took a pre- test. Then I taught for 28 days using Task- Based Approach. After the completion of teaching, a post- test was administered. The results of both the tests were compared to determine the role of task- based approach in teaching vocabulary. The result showed that task- based approach was effective in teaching vocabulary.

This thesis work consists of five chapters. Chapter one consists of introduction of related area of the study. It includes background, statement of the problem, objectives, significance, limitation of the study. Chapter two provides the details of review of related literature and conceptual frame work. Chapter three consists of methods and procedures of the study it includes design, population and sample, sampling producers, data collection and analysis and interpretation of the data. The data were analyzed and interpreted on the basis of the average score in the pre- test and post- test. And last chapter describes summary, conclusion and implication from this research.

## TABLE OF CONTENTS

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstracts</i>	<i>vii</i>
<i>List of Abbreviations</i>	<i>viii</i>
<i>Table of contents</i>	
<b>CHAPTER ONE : INTRODUCTION</b>	<b>PAGES</b>
1.1 Background of the study	1
1.2 Statement of the problem	3
1.3 Objectives of the study	4
1.4 Research Questions	4
1.5 Significance of the study	4
1.6 Delimitation of the study	4
1.7 Operational definitions of the Key Terms	5
<b>CHAPTER TWO :REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK</b>	
2.1 Review of Related Theoretical literature	6
2.1.1 Task based Language teaching	6
2.1.2 Framework of TBLT	11
2.1.3 Procedures of TBLT	12
2.1.4 Types of TBLT	13
2.1.5 Advantage of TBLT	15

2.1.6	Definition of Vocabulary	15
2.1.7	Types of Vocabulary	17
2.1.8	Teaching Vocabulary	18
2.1.9	Aspects of Learning words	19
2.1.10	Techniques of Teaching Vocabulary	19
2.1.11	Testing Vocabulary	20
2.2	Review of Empirical Literature	21
2.3	Implication of the review of study	23
<b>CHAPTER THREE :METHODS AND PROCEDURE OF THE STUDY</b>		
3.1	Design of the study	25
3.2	Population and Sample	31
3.3	Sampling Procedures	31
3.4	Data/Information Collection Tools	32
3.5	Data Collection Procedure	32
<b>CHAPTER FOUR :DATA ANALYSIS AND INTERPRETATION PROCEDURE</b>		
4.1	Holistic Analysis and Interpretation of the Individual Test Score	33
4.1.1	Pre Test Scores	33
4.1.2	Progress Tests	35
4.1.2.1	First Progress Tests Score	35
4.1.2.2	Second Progress Tests Score	37
4.1.2.3	Third Progress Tests Score	38
4.1.3.	Post Test Scores	38
4.2	Analysis and Interpretation of the Test Results	40
4.2.1	Pre Test	40
4.2.2	Progress Test	40
4.2.3	Post Test	43

## **CHAPTER FIVE : SUMMARY, CONCLUSION AND IMPLICATIONS**

5.1	Summary	46
5.2	Conclusion	46
5.3	Implication	46
5.3.1	Implication in policy level	47
5.3.2	Implication in practice level	47
5.3.3	Implication for further research	47

## LIST OF ABBREVIATIONS

Av.	:	Average
Sc.	:	Score
TBLT	:	Task- Based Language Teaching
D:		Difference between Post- Test and Pre- test. If it is positive, it indicates increase in the average score of the pre- test and if it is negative, it shows the decrease in the average score of the pre- test.
LRI	:	Learning Realm International
OSSA	:	Oral Structural and Situational Approach
P	:	Percentage
P1	:	Pre- test
P2	:	Post- test
S.N.	:	Serial Number
I %	:	Increment Percent
P.T	:	Progressive Test
ELT	:	English Language Teaching
CLT	:	Communicative Language Teaching