TECHNIQUES USED FOR TEACHING ABSTRACT NOUNS

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

Submitted by
Wiplavi Pandey

Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Miss Wiplavi Pandey** has worked and completed this thesis entitled "**Techniques used for Teaching Abstract Nouns**" 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: 2015/09/22 ...……

Wiplavi Pandey

DEDICATION

Dedicated

To

My parents who have devoted their entire lives to make me what I am today.

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Wiplavi Pandey

ABSTRACT

This study entitled "**Techniques Used for Teaching Abstract Nouns**" has been carried out to find out techniques used for teaching abstract nouns and to identify the problems. I used all the lower secondary school teachers of Syangja district as the population in this study. I selected thirty teachers as the sample by using random sampling procedures. I used a set of questionnaire, interview and classroom observation checklist as the tools to collect to the data. The collected data were analyzed and interpreted both quantitatively and qualitatively. It was found that ostensive, audio and linguistic techniques were used but could not make clear concept on abstract vocabulary due to intangible concept. After this study it was also found that the problem arose due to misinterpretation, misunderstanding and ignorance in learning.

This study has been incorporated in five different chapters. The first chapter deals with background of study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and the operational definitions of the key terms. The second chapter deals with the review of related theoretical literature, empirical literature and conceptual framework. Similarly, third chapter consists of design of the study, population sample and sampling strategy, study area, data collection tools, data collection procedure and data analysis and interpretation procedure. Forth chapter deals with analysis and interpretation of results. In the same way, fifth chapter presents conclusion and recommendations.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	- Percentage
Adj.	- Adjective
Adv.	- Adverb
e.g.	- For example
etc.	- Etcetera
et al.	- And other people
i.e.	- That is
N.	- Noun
NESP	- National Education System Plan (1971)
No.	- Number
p.	- Page
USA	- United State of America
V	- Verb
vs	- Versus
VDC	- Village Development Committee