

**TECHNIQUES OF TEACHING VOCABULARY ADOPTED BY
LOWER SECONDARY LEVEL ENGLISH TEACHERS**

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

Submitted by

Ram Pratik Chaudhary

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2013

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Date of submission: 2014-03-31

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: 2014-03-30

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ram Pratik Chaudhary** has carried this thesis entitled '**Techniques Of Teaching Vocabulary Adopted By Lower Secondary Level English Teachers** ' under my guidance and supervision.

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DEDICATION

**Dedicated
to
my parents**

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April, 2013

Ram Partik Chaudhari

ABSTRACT

The present thesis entitled '**Techniques of Teaching Vocabulary Adopted by Lower Secondary Level English Teachers**' aimed to find out the techniques of vocabulary taught by lower secondary level English teachers. To achieve the objectives, a checklist and a questionnaire were prepared as the tools for data collection. Ten lower secondary level English teachers were selected from ten schools of Sindhupalchok district. Four classes of each teacher, forty classes in total were observed and a questionnaire was distributed to each teacher. The data collected from the class observation and teachers' views were analyzed and interpreted statistically. The findings showed that the teachers taught the various aspects and sub-aspects of vocabulary using various techniques such as use of context, demonstration, mime, sense relation, word analysis, rule giving, modeling and drill, dictation and spelling competition and so on.

This thesis consists of four chapters: introduction, methodology, analysis and interpretation, and findings and recommendations. Chapter one presents the general background, aspects, techniques, skills, problems, objectives and principles of vocabulary teaching, review of related literature, objectives and significance of the study. Chapter two deals with the methodology applied to conduct the study. It consists of source of data, population of the study, sampling procedure, tools and process of data collection and delimitations of study. Chapter three contains the analysis and interpretation of data collected from informants. The data were analyzed and interpreted using simple statistical tools. The last chapter includes findings and recommendations drawn on the basis of analysis and interpretation of data which is followed by references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

| | | |
|----------------|---|--|
| % | - | Percentage |
| & | - | Ampersand |
| CA | - | Componential Analysis |
| CUP | - | Cambridge University Press |
| Dr. | - | Doctor |
| ed. | - | edition |
| EFL | - | English as a Foreign Language |
| eg. | - | For example |
| ELT | - | English Language Teaching |
| et al. | - | and others |
| etc. | - | etcetera |
| i.e. | - | that is |
| IPA | - | International Phonetic Alphabets |
| L ₁ | - | First language |
| L ₂ | - | Second language |
| M. Ed. | - | Master's of Education |
| NELTA | - | Nepal English Language Teachers' Association |
| No. | - | Number |
| OALD | - | Oxford Advanced Learners' Dictionary |
| OUP | - | Oxford University Press |
| P. | - | Page |
| Prof. | - | Professor |
| S.N. | - | Serial Number |
| TL | - | Target Language |
| vol. | - | volume |