

TEACHERS' BELIEFS ON THE USE OF REALIA IN TEACHING ENGLISH VOCABULARY

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

**Submitted by
Durga Raj Paudel**

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

2015

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**T.U. Reg. No.: 9-2-29-657-2007
Second Year Examination
Roll No. : 280467/069**

**Date of Approval of Thesis
Proposal: 2071/04/16
Date of Submission of
Thesis: 03-02-2016**

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: 02-02-2016

.....

Durga Raj Paudel

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Durga Raj Paudel** has completed the research of his M.Ed. thesis entitled **Teachers' Beliefs on the Use of Realia in Teaching English Vocabulary** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 03-02-2016

.....

Mr. Resham Acharya (Supervisor)

Teaching Assistant

Department of English Education

Faculty of Education

University Campus, T.U.

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for necessary evaluation by the following
Research Guidance Committee:

Signature

Dr. Anjana Bhattarai

.....

Professor and Head

(Chairperson)

Department of English Education

University Campus

T U, Kirtipur

Mrs. Mandhu Neupane

.....

Lecturer

(Member)

Department of English Education

University Campus

T.U., Kirtipur

Mr. Resham Acharya (Supervisor)

.....

Teaching-Assistant

(Member)

Department of English Education

University Campus

T.U., Kirtipur

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Anjana Bhattarai

.....

Professor and Head

(Chairperson)

Department of English Education

University Campus

T. U., Kirtipur

Dr. Govinda Raj Bhattarai

.....

Professor

(Member)

Department of English Education

University Campus

T.U., Kirtipur

Mr. Resham Acharya (Supervisor)

.....

Teaching Assistant

(Member)

Department of English Education

University Campus

T.U., Kirtipur

Date: 18-02-2016

DEDICATION

Dedicated to:

My parents who taught me my first words

ACKNOWLEDGEMENTS

First of all, I would like to extend my sincere gratitude to my respected and honorable supervisor **Mr. Resham Acharya**, Teaching Assistant, Department of English Education, Tribhuvan University, Kirtipur, for his insightful suggestions, regular inspiration, encouragement, guidance and strong co-operation in completing this study.

Secondly, I would like to express my deep sense of gratitude to **Prof. Dr. Anjana Bhattarai**, Head, Department of English Education for her inspiration and providing me every help possible in carrying out this research work.

I am equally grateful to my Guruma **Mrs. Madhu Neupane**, Teaching Assistant, Department of English Education for his enthusiastic encouragement and invaluable suggestions while conducting this study. Similarly, I cannot forget **Prof. Dr. Chandreshwor Mishra** for his inspiration and suggestion during the research process.

I would like to thank **Prof. Dr. Jai Raj Awasthi, Prof. Dr. Thirth Raj Khaniya, Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Anju Giri, Prof. Dr. Vishnu Singh Rai, Prof. Dr. Laxmi Bahadur Maharjan, Dr. Tapasi Bhattacharya, Dr. Bal Mukunda Bhandari, Mr. Bhesh Raj Pokhrel , Mr. Guru Prasad Paudel, Mrs. Saraswati Dawadi, Mr. Prem Bahadur Phyak, Mr. Ashok Shapkota, Mr. Raju Shrestha, and Mr. Ramesh Ghimire** for providing me continuous guidance and encouragement both to complete this research and in my academic life.

Mrs. Madhavi Khanal and **Miss. Nabina Shreshta**, the librarians, Department of English Education also deserve a lot of thanks for providing me with the necessary books and theses for completing my research work.

In the same way, I am also thankful to my father and mother whose affection and inspiration made me able to write this thesis. I can't forget the help of my life partner **Mrs. Gita Ghimire** who helped me directly and indirectly to

complete this research study. Similarly, I am thankful to my brothers **Mr. Manmohan Sharma (Paudel), Mr. Narayan Paudel**. I am equally thankful to my friends **Mr. Kamal Aryal, Mr. Santosh Subedi, Mr. Ram Krishna Sapkota** for their help while preparing this research work.

All the secondary level English language teachers of the selected schools of Syangja district also deserve lot of thanks for providing me with the unforgettable help in collecting the data related to the research and also thanks go to School Management Committee members for their valuable views to complete my research work.

Thanks also go to **Mr. Bipin Subedi** (Educational Desktop) Kirtipur for handling computer work so carefully and efficiently.

Durga Raj Paudel

ABSTRACT

The study entitled **Teachers' Beliefs on the Use of Realia in Teaching English Vocabulary** was intended to find out the primary level English teachers' beliefs on the use of realia in teaching English vocabulary. In order to fulfill the objectives of this study, 40 primary level teachers were selected through purposive non-random sampling procedure. A predetermined set of questionnaire including both open and closed ended items were the research tool for eliciting the required information for the study. The collected data from the respondents was analyzed descriptively with the help of simple statistical tools. From the analysis and interpretation of the data, the result of this study showed that while teaching English vocabulary in primary school, teacher were found more positive about using realia for teaching English vocabulary. According to them, use of realia saves time, easily motivates students to learning process and helps for long term memory of learners. However, they were found to have faced several problems such as classroom management, arrangement of materials, student's participation and so on.

The study is divided into five main chapters. Chapter one deals with introduction. It consists of general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter is related with review of both theoretical and empirical literature, implications of the review for the study and conceptual framework. The chapter three deals with methods and procedures of the study i.e. how the research was carried out. It includes design of the study, population sample and sampling strategies, study area/field, sampling procedure, data collection tools, data analysis and interpretation procedures Similarly, chapter four is related to the analysis and interpretation of results. The final chapter presents conclusions and recommendation. The study ends with the references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

ELT	: English Language Teaching
et.al	: And other people
etc	: Etcetra/and other similar things
T.U.	: Tribhuwan University
C.F.	: Communicative Functions
i.e.	: That is
S.N.	: Serial Number
e.g.	: For Example
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