A Study on The Effectiveness of Context as A Resource for Teaching Vocabulary 1426 By Gita Bhushal 2012

A STUDY ON THE EFFECTIVENESS OF CONTEXT AS A RESOURCE FOR TEACHING VOCABULARY

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

Submitted by
Gita Bhushal

Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
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2012

T.U. Reg. No.: 99 -2241 -40 -2-6

Second Year Examination

Roll No: 280436/067

Date of Approval of

Thesis Proposal: 2068/01/03

Date of Submission of Thesis: 2069/03/05

]

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: 18-06-2012 **Gita Bhushal**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Gita Bhushal has prepared this thesis entitled **"A Study on the Effectiveness of Context as a Resource for Teaching Vocabulary"** under my guidance and supervision .I recommend the thesis for acceptance.

Date: 19-06-2012

……

Dr. Chandreshwar Mishra
Professor and Head
Department of English Education
T.U., Kirtipur,
Kathmandu,Nepal

RECOMMENDATION FOR EVALUATION

This Thesis has been recommended for evaluation from the following **Research Guidance Committee.**

Signature

Dr. Chandreshwar Mishra (Guide) _____

Professor and Head — Chairperson

Department of English Education

T.U., Kirtipur, Kathmandu

Dr. Anjana Bhattarai _____

Reader — Member

Department of English Education

T.U., Kirtipur

Mrs. Hima Rawal _____

Lecturer — Member

Department of English Education

T.U., Kirtipur

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Research Evaluation Committee.**

Signature

Dr. Chandreshwar Mishra (Guide) _____

Professor and Head — Chairperson

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

T.U., Kirtipur, Kathmandu

Dr. Tara Datta Bhatta _____

Reader — Member

Department of English Education

T.U., Kirtipur

Mr. Raj Narayan Yadav _____

Reader — Member

Department of English Education

T.U., Kirtipur

Date:

DEDICATED

To my parents and Teachers

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to my honourable guru and thesis supervisor **Dr. Chandreshwar Mishra**, Professor and Head, Department of English Education for his invaluable guidance, constructive suggestions, insightful comments and encouragement. Without his help this study would have never been completed. I am grateful to my respected guruma **Dr. Anjana Bhattarai** for her invaluable suggestions and encouragements. I would also like to express my deep gratitude to **Mrs. Hima Rawal** for her suggestions and encouragements.

Similarly I would like to express my sincere acknowledgement to **Prof. Dr. Jay Raj Awasthi, Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Tirth Raj Khaniya, Dr. Anju Giri, Dr. Laxmi Bahadur Maharjan, Dr. Bal Mukunda Bhandari, Dr. Tara Datta Bhatta, Mr. Raj Narayan Yadav, Mr. Vishnu Singh Rai, Mrs. Madhu Neupane, Mr. Bhesh Raj Pokhrel, Mrs. Sarswoti Dawadi, Mr. Ashok Sapkota** and other faculty members in the department for their valuable suggestions and academic support.

I am so grateful to Mrs. Madhavi Khanal, Librarian, Department of English Education for her co-operation and help. I would also like to express my thankfulness to headmaster, teachers and students of Shree Bhanu Higher Secondary School, Baglung, Gwalichour for their support during the collection of the data.

I would like to thank **Mr. Ramesh Maharjan** who helped me in computer work. I would like to express thanks to my husband **Arjun Prasad Kharel** who always encouraged me to complete my study and this thesis. My particular thanks goes to my son **Mr. Ayush Kharel** who never disturbed me in the period of this study.

Finally, I would like to express my particular thanks to my family for their innumerable help support and encouragement.

ABSTRACT

This thesis entitled **"Effectiveness of Context as a Resource for Teaching Vocabulary"** is an effort to find out the effectiveness of context as a resource for teaching vocabulary. Forty students studying in grade 11 from one of the higher secondary school of Baglung district were the sample for this study. Before starting teaching using context, the students were pre-tested to determine their level and understanding of vocabulary. After analyzing the scores of pre-test, real teaching was started. After teaching for four weeks, the post test was conducted. The test items of both tests were same. The result of pre-test and post-test were analyzed to determine the effectiveness of context as a resource for teaching vocabulary. The findings of this study showed that using context as a resource for teaching vocabulary is found more effective. The pre test result of experimental group showed that the students scored only 547. The average score in the pre-test was 27.3. The students in the post test scored 763. The average score in the post test is 38.15 which is greater than that of pre-test. Likewise the controlled group also increased average scores in the post test in comparison to the pre test. But increased percentage of experimental group is greater than controlled group. Thus it proves that teaching vocabulary using context as a resource is more effective.

This thesis has four chapters. The first chapter deals with the general background of the study, review of related literature, objectives and significance of the study'. The second chapter includes the research methodology, sources of data, sampling procedure and limitation of the study. Chapter three deals with analysis and interpretation of collected data and the chapter four presents findings and recommendations of the study. This chapter is followed by the references and the necessary appendices.

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