

# **USE OF ELICITATION IN DEVELOPING VOCABULARY**

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

**Submitted by  
Lila Kumari Paneru**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2010**

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2010**

**T U Reg. No.:9-2-327-265-2003  
Second Year Examination  
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**Date of Approval of the  
Thesis Proposal:066/08/24  
Date of Submission:2067/02/07**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Miss Lila Kumari Paneru** has prepared the thesis entitled “**Use of Elicitation in Developing Vocabulary**” under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2067/02/07

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## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following ‘**Research Guidance Committee**’.

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## **DECLARATION**

I hereby declare to the best of my knowledge that this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2067/02/07

Lila Kumari Paneru

## **DEDICATION**

Dedicated

To

my parents, who devoted their lives to make me what I am today.

## ACKNOWLEDGEMENTS

This action research – would not have come to this form without regular support of and cooperation from a number of individuals and organizations.

First of all, I would like to express my sincere gratitude to **Mrs. Hima Rawal** for her scholarly guidance on regular basis that made it possible for this work to get to the completion. Her patience, enthusiasm, co-operation, suggestion and keen interest in this study are ever memorable.

Similarly, I express sincere thanks to **Prof. Dr. Chandeshwer Mishra**, Head of the Department of English Education and also the Chairperson of ‘Thesis Guidance Committee’ for his support.

I am equally indebted to **Dr. Anjana Bhattarai**, Reader of the Department of English Education, and also the member of the ‘Thesis Guidance Committee’ for providing me with invaluable ideas and suggestions, truly relevant to enhancing the modules of action research. I would like to express my sincere gratitude to **Prof. Dr. Jai Raj Awasthi** for his encouragement and constructive suggestions. Likewise, I would like to extend my special thanks to **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Anju Giri, Dr. Bal Mukunda Bhandari, Dr. L.B. Maharjan, Mr. Vishnu S. Rai Mrs. Saraswati Dawadi, Mrs. Madhu Neupane** and all the faculty members for their necessary support.

I am extremely thankful to **Mrs. Indira Jaisi**, the Principal of Galaxy Higher Secondary School, Dhangadhi. I am also thankful to all the teachers of the school and especially to the students of grade seven for their kind help and co- operation in the collection of the data for the study.

Furthermore, I am equally thankful to my brother **Mukunda Paneru** and my friends **Laxmi, Sabita, Lalita, Damayanti, Navraj, Ramkrishna, Hari** for their love and kind help in this work.



Finally, I am also thankful to all my well wishers who directly and indirectly supported me for this work.

Lila Kumari Paneru

## **ABSTRACT**

This study attempts to find out the use of elicitation in teaching vocabulary. Main focus of this study was directed to how effectively vocabulary can be taught by using elicitation techniques. It is an action research. To carry out this research both primary and secondary sources of data were used. For primary data, forty students of grade seven were selected as sample population. Then, the English vocabulary items were taught using elicitation techniques, by the researcher in direct involvement and their problems, actions and solutions were recorded. The test items like pre- test, time- on – task test, progressive tests and post- test were the tools for data collection. The pre-test and post- test consisted of the same items whereas progressive tests consisted of the test items related to evaluate the progress. Similarly, time-on- task tests were designed in relation to the respective lessons. Though the teaching vocabulary is taken as stressful job on the part of teachers and students, this study bears the better results of use of elicitation for teaching vocabulary. Only a few students showed problems in sentence- making. The main finding of this study is that use of elicitation in developing vocabulary is effective at grade seven.

The study is divided into four main chapters and their sub- chapters. The first chapter deals with general background of the study, review of the related literature, objectives of the study and significance of the study. The second chapter deals with the methodology, data collection procedure and limitations of the study. The third chapter presents data through analysis and interpretation. The fourth chapter consists of the findings and recommendations based on the analysis and interpretation of data. References and appendices are attached at the end.

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## **LIST OF ABBREVIATIONS**

CUP	Cambridge University Press
e.g.	Exempligratia
et al.	And other people
F.M.	Full Marks
i. e.	That is (id est)
I. R.	Incorrect Responses
M. Ed.	Master in Education
NELTA	Nepal English Language Teachers' Association
No.	Number

OUP	Oxford University Press
p.	Page
S.N.	Serial Number
T.U.	Tribhuvan University
UK	United Kingdom
Vol.	Volume