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EFFICTIVENESS OF USING PICTURES IN TEACHING VOCABULARY IN PRIMARY LEVEL

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

Submitted by

Sabitri Giri (Gurung)

Faculty of Education

Prithivi Narayan Campus, Pokhara

Trivhuwan University, Kirtipur

Kathmandu, Nepal

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DECLARATION

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

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RECOMMENDATION FOR ACCEPTANCE

This is certifying that **Mrs. Sabitri Giri (Gurung)** has prepared this thesis entitled **Effectiveness of Using Pictures in Teaching Vocabulary in Primary Level** under my guidance and supervision.

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ABSTRACT

The present study entitled ‘Effectiveness of Using Pictures in Teaching Vocabulary in Primary Level’ was carried out to determine the effectiveness of pictures in teaching vocabulary in primary level. 50 Students of grade one studying at Shree Khaireni Higher Secondary, Khairenitar 8, Tanahun were the sample population of this work. The tests (pre and post) were the major tools for data collection. A pre-test was administered before actual experimental classroom teaching, and post- test was administered immediately after classroom teaching. I was involved in the experimental teaching for the purpose of carrying out this research. After administering the pre-test, the students were divided into two groups on the basis of section division. One group (Group A) was taught by using pictures whereas another group (Group B) was taught using traditional methods. Each group attended fifteen lessons. Then, a post –test was administered. After that, the results of these tests were compared to determine the effectiveness of picture technique in teaching vocabulary items. From this research, it was found that the students who were taught through picture technique were found to have better result than the students who were taught through traditional technique. The findings of this study were determined on the basis of average marks obtained by the students and differences in percentage.

This thesis consists of four chapters. Chapter one consists of brief introduction to related field of the study. It includes objectives, literature review and significance of the study. Chapter two deals with the methodology and procedure adopted during the study. Chapter three deals with the analysis and interpretation of the study under different headings. Chapter four comprises findings and recommendations of the study in brief.

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ABBREVIATIONS AND SYMBOLS

AV	:	Average
D	:	Difference between the average marks of The pre-test of the post test.
OALD	:	Oxford Advanced Learners' Dictionary
TU	:	Tribhuvan University
TBLT	:	Task-Based Language Teaching
GT	:	Grammar Translation
OSS	:	Oral Structural and Situational
ELT	:	English Language Teaching
CLT	:	Communicative Language Teaching
D%	:	Difference in percentage.
i.e.	:	That is to say
CUP	:	Cambridge University Press
SD	:	Standard Deviation
S.N.	:	Serial Number
%	:	Percentage