

THE EFFECTIVENESS OF TEACHING VOCABULARY THROUGH CONTEXT

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

Submitted by
Mumtaj Alam

Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Mumtaj Alam** has prepared this thesis entitled "**The Effectiveness of Teaching Vocabulary Through Context**" under my guidance and supervision.

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DECLARATION

I here by 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: 2067-12-24

Mumtaj Alam

DEDICATION

Dedicated

To

My Parents and Teachers

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ABSTRACT

This thesis is an attempt to find out the 'Effectiveness of Teaching Vocabulary Through Context'. It has been carried out practically and comparatively. In order to carry out the research, forty students of grade eight from government school of Parsa district were selected as sample population. A test consisting of six different test items was the main tool for data collection. A pre-test was administered before real teaching to determine the proficiency of the students. Then they were divided into two groups viz. experimental and controlled group on the basis of the odd-even roll number according to the individual score obtained in the pre-test. After dividing them into two groups, both groups were taught the same subject matter using the same materials. The only difference between group 'A' and 'B' was that various contexts were used to teach vocabulary for group 'A' and the usual techniques were used to teach vocabulary for group 'B'. After the completion of the teaching for over a month, a post-test (the same pre-test) was given. Then the result of both pre-test and post-test were compared to determine the effectiveness of two techniques. It was found that as a whole, group 'A' performed better than group 'B'. Teaching vocabulary through context was more effective in comparison to other techniques such as translation explanation, enumeration, etc.

The thesis consists of four chapters. Each chapter is divided into different sub-sections. The first chapter deals with general background of the study, review of the literature, objectives and significance of the study. The second chapter deals with the methodology. It encompasses sources of data, population of study, sampling procedure, research tools, process of data collection and limitations of the study. The third chapter deals with the analysis and interpretation of the data. It comprises analysis, interpretation and comparison of data on various approaches such as holistic comparison, group wise comparison and itemwise comparison. The fourth chapter includes the findings and recommendations.

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ABBREVIATIONS

A.D.	:	Anno Domini
B.S.	:	Bikram Sambat
ELT	:	English Language Teaching
M.Ed.	:	Master of Education
R.N.	:	Roll Number
SAARC	:	South Asian Association Regional Co-Operation
T.U.	:	Tribhuva University
UNESCO	:	United Nation Education Scientific Cultural Organization
UNO	:	United Nation Organization
USA	:	United State of an American
Viz.	:	That is to say