THE EFFECTIVENESS OF TEACHING VOCABULARY THROUGH CONTEXT

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Mumtaj Alam, 2011

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

Submitted by
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Faculty of Education
Tribhuvan University
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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.

I recommend this thesis for acceptance.

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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.

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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 effectives 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.

TABLE OF CONTENTS

		Page
Declaration		*i*
Recommendation for Acceptance		*ii*
Recommendation for Evaluation		*iii*
Evaluation and Approval		*iv*
Dedication		*v*
Acknowledgements		*vi*
Abstract		*vii*
Table of Contents		*viii*
Abbreviations		*x*
CHAPTER ONE: INTRODUCTION		**1-25**
1.1	General Background	1
	1.1.1 The English Language	2
	1.1.2 English Language teaching in Nepal	2
	1.1.3 Importance of English in Nepal	3
	1.1.4 Vocabulary	4
	1.1.4.1 Definition of Vocabulary	4
	1.1.4.2 Types of Vocabulary	5
	1.1.5 Importance of Teaching Vocabulary	6
	1.1.6 Aspect of Learning Words	8
	1.1.6.1 Word Meaning	9
	1.1.6.2 Word Use	13
	1.1.6.3 Word Formation	14
	1.1.6.4 Word Grammar	17
	1.1.7 Ways of Teaching Vocabulary	18
	1.1.7.1 Direct Way of Teaching Vocabulary	18
	1.1.7.2 Indirect Way of Teaching Vocabulary	18

1.1.8 Techniques of Teaching Meaning of Vocabulary 19
1.1.8.1 Types of Context 21
1.1.8.2 Importance of Context in Teaching Vocabulary 22
1.2 Review of the Related Literature 23
1.3 Objectives of the Study 25
1.4 Significance of the Study 25

CHAPTER TWO: METHODOLOGY 26-29
2.1 Source of Data 26
2.1.1 Primary Source of Data 26
2.1.2 Secondary Sources of Data 26
2.2 Tools for Data Collection 27
2.3 Process of Data Collection 27
2.4 Limitations of the Study 28

CHAPTER THREE: ANALYSIS AND INTERPRETATION 30-34
3.1 Holistic Comparison 30
3.2 Item wise Comparison 31

CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS 35-36
4.1 Findings 35
4.2 Recommendations 36

REFERENCES 37-38

APPENDICIES

LIST OF TABLES

		Page
Table No. 1:	The Average Result of the Pre and Post-test of Group 'A and Group 'B'	30
Table No. 2:	Score Achieved in Multiple Choice Test-items	31
Table No. 3:	Score Achieved in Fill in the Blanks Text-Items	32
Table No. 4:	Score Achieved in Synonyms and Antonyms Test items	32
Table No. 5:	Score Achieved in Word Arrangement Test-items	33
Table No. 6:	Score Achieved in Making Sentences Test-item	33
Table No. 7:	Score Achieved in Matching Test-Items	34

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