

THE EFFECTIVENESS OF TEACHING VOCABULARY THROUGH JOKES AND RIDDLES

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

**Submitted by
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**Faculty of Education
Tribhuvan University
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2008**

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This is to certify that **Mr. Rameshwar Thakur** has prepared this thesis entitled "**The Effectiveness of Teaching Vocabulary Through Jokes and Riddles**" under my guidance and supervision.

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DEDICATION

Dedicated to

My Parents who devoted their lives to make me what I am today.

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 : 2065-08-22

Rameshwar Thakur

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ABSTRACT

This thesis attempts to find out the effectiveness of teaching vocabulary through Jokes and Riddles. It has been carried out practically and comparatively. To carry out this research, forty students of grade six from a Private Boarding school "Cosmic International Academy" Koteshwor, Kathmandu, were selected as sample population. A test consisting of seven different test items was the main tool for data collection. A pre-test was given before starting to determine the proficiency of the students. Then, they were divided into two groups on the basis of the odd-even, even -odd roll number according to the individual scores obtained in the pre-test. After dividing them into two groups, both groups were taught the same vocabularies using different materials. Group 'A' was taught using jokes and riddles and the definitions and explanations were used for teaching vocabulary in group 'B'. After teaching for one month, a post - test (the same pre-test) was given. Then, the result of the both pre-test and post-test were compared to determine the effectiveness of two techniques. The main finding of this thesis is that teaching vocabulary through jokes and riddles technique at grade six is more effective than teaching without using Jokes and Riddles.

This thesis is divided into four chapters. Each chapter is divided into different sub-chapters. The first chapter deals with general background of the study, review of 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. Forty students of grade six and selected school were chosen for the study. The students were divided into two groups, an experimental group and a controlled group respectively. The former group was taught vocabulary by using jokes and riddles technique while the latter was taught with as usual classroom technique i.e. definitions and explanations technique. The same set of test items was used to collect the data in both pre and post test. The third chapter deals with analysis and interpretation of data. Chapter four includes the findings and recommendations. With the help of analysis and interpretation, some findings have been drawn and then some recommendations have been made.

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LIST OF SYMBOLS AND ABBREVIATIONS

AD	Anno Domini
Ant.	Antonyms
Av.	Average
B.S.	Bikram Sambat
D%	Difference between the scores of the pre-test and pos-test in percentage
D.	Difference between the scores of the pre-test and post-test
e.g.	Exempligratia
ELT	English language Teaching
et al.	and other people
etc.	et cetra
F.M	Full score
i.e.	that is
LP. No.	Lesson Plan Number
M.Ed.	Master in Edcuation
NEC	National Education Commission
NELTA	Nepal English Language Teachers Association
NP	Noun Phrase
Post-t	Post-test
pre-t	Pre-test
R.N	Roll Number
SAARC	South Asian Association for Regional Co-Operation
SC	Score
sth	Something
syn	Synonym
T.S.C	Total Score
T.U	Tribhuvan University
UN	United Nations