

**THE EFFECTIVENESS OF TEACHING VOCABULARY
THROUGH REAL OBJECTS**

A Thesis

**Submitted to the Department of English Language Education, T.U.,
Kirtipur, Kathmandu in Partial Fulfilment for the Master's
Degree in English Language Education**

By

Khaga Raj Acharya

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

2008

**THE EFFECTIVENESS OF TEACHING VOCABULARY
THROUGH REAL OBJECTS**

A Thesis

**Submitted to The Department of English Language Education, T.U.,
Kirtipur, Kathmandu in Partial Fulfilment for the Master's
Degree in English Language Education**

By

Khaga Raj Acharya

**Faculty of Education
Tribhuvan University
Kathmandu, Nepal
2008**

T.U. Regd. No.: 8245-89

Second Year Exam

Roll No.: 280538/2058

Date of Approval of the Thesis

Proposal: 2064-11-12

Date of Submission: 2064-12-

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Khaga Raj Acharya** has prepared the thesis entitled "*The Effectiveness of Teaching Vocabulary Through Real Objects*" under my guidance and supervision.

I recommend the thesis for acceptance.

Date:

Mr. Bhesh Raj Pokhrel (Guide)

(Lecturer)

Department of English Education

Tribhuvan University,

Kirtipur, Kathmandu

RECOMMENDATION FOR THE EVALUATION

This thesis has been recommended for evaluation by the following
Research Guidance Committee:

Signature

Dr. Chandreshwar Mishra

Reader and Head

Department of English Education

University Campus

T.U., Kiritipur

Chair person

Dr. Jai Raj Awasthi

Professor and Chairperson

English and Other Foreign Languages

Education Subject Committee

Department of English Language Education

University Campus

T.U., Kiritipur

Member

Mr. Bhesh Raj Pokhrel (Guide)

Lecturer

Department of English Language Education

University Campus

T.U., Kiritipur

Member

Date:

EVALUATION AND APPROVAL

This dissertation has been evaluated by the following. Thesis
Evaluation Committee:

Dr. Chandreshwar Mishra

Reader and Head

Department of English Education

University Campus

T.U., Kirtipur

Chair person

Dr. Jai Raj Awasthi

Professor and Chairperson

English and Other Foreign Languages

Education Subject Committee

Department of English Language Education

University Campus

T.U., Kirtipur

Member

Mr. Bhesh Raj Pokhrel (Guide)

Lecturer

Department of English Education

University Campus

T.U., Kirtipur

Member

Date:.....

ACKNOWLEDGEMENTS

I would like to express my hearty gratitude to my respected teacher and supervisor Mr. Bhesh Raj Pokhrel, Lecturer of the Department of English Education, University Campus, T.U., Kirtipur for his invaluable guidance, co-operation, encouragement, instructions and suggestions to carry out this thesis in this form.

I would like to express my hearty gratitude to Dr. Chandreshwar Mishra, the Head of the Department, English Language Education, Faculty of Education, T.U., Prof. Dr. Jai Raj Awasthi, the dynamic personality and chairperson of English and Other Foreign Languages Education Subject Committee, Prof. Dr. Shanti Basnyat, Prof. Dr. Tirtha Raj Khaniya and Prof. Dr. Govinda Raj Bhattari for their co-operation, instructions and invaluable suggestions to carry out this research.

Similarly, I would like to express my hearty gratitude to my Guruma, Dr. Anjana Bhattarai, and other respected teachers: Dr. Bal Mukunda Bhandari, Dr. Vishu Sing Rai, for their inspirations and co-operation to carry out this thesis. I would like to thank to Mrs. Madhavi Khanal, the librarian, Department of English Language Education for her kind co-operation and help.

I am keen indebt to Mr. Gyanu Shrestha, the headmaster of "Shree Mahalaxmi Lower Secondary School", Matatirtha, Kathmandu and the staffs of the same school for their kind hospitality and co-operation to complete this thesis work.

I would like to thank to all the students of grade-II of the same school for their active participation.

Furthermore, I am equally thankful to my brother Ram, Shiva, cousin brother Mr. Ram Atma Ram, cousin brother Mr. Hari Lal and My friend Tanka, Krishna, Govinda and Dilli Ram and co-operative typist Mr. Priyashwor Maharjan (Serve Photocopy and Computer Service, Kirtipur) who directly and indirectly helped me to carry out this thesis in this form.

ABSTRACT

This thesis attempts to find out the effectiveness of teaching vocabulary through real objects. It has been carried out practically and comparatively.

To carry out this research, forty students of grade-II from a government school; "Shree Mahalaxmi Lower Secondary School" Matatirtha, Kathmandu, were selected as sample population. A test consisting of five different test items were the main tool for data collection. A pre-test was given before starting teaching to determine the existing proficiency of the students. Then, they were divided into two groups on the basis of the odd-even roll number according to the individual scores 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 real objects were used for teaching vocabulary in group 'B' and the usual teaching technique was used for teaching vocabulary in group 'A'. After the completion of the teaching for one month, a post-test (the same pre-test item) was given. Then, the results of 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 real objects using techniques at grade-II is more effective than teaching without using real objects.

This thesis is divided into four chapters. Each chapter is divided in to different sub-chapters. The first chapter deals with general background

of the study review of the literature, objectives of the study and significance of the study.

The second chapter deals with the methodology, data gathering procedure and limitations of the study. Forty students of grade II and the selected school were chosen for the study. The students were divided into two groups: "experimental" group and a controlled group,. The experimental group was taught vocabulary by using real objects whereas controlled group was taught with as usual classroom techniques i.e. without using real object techniques. The same set of test items out of 50 marks was used to collect the data in both pre-test and post-test.

The third chapter deals with analysis, interpretation and presentation of the data. Chapter four includes findings and recommendations with the help of analysis and interpretation,

The final part of the thesis includes bibliography and appendices. Appendix-I has pre-and post-test items. Appendix-II contains summary of the lesson plans prepared to teach experimental group and controlled group. Appendix-III contains group-wise table and appendix-IV contains item wise tables. Concrete vocabulary list of our English book-2 in teaching/learning duration contains in appendix-V. Appendix-VI contains model answer sheet of experimental group and controlled group.

TABLE OF CONTENTS

RECOMMENDATION FOR ACCEPTANCE	i
RECOMMENDATION FOR EVALUATION	ii
EVALUATION AND APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vii
TABLE OF CONTENTS	ix
LIST OF TABLE	
ABBREVIATION	
CHAPTER ONE: INTRODUCTION	1-28
1.1. General Background	1
1.2 The English Language Teaching in Nepal	3
1.3 Importance of English in Nepal	4
1.4 Vocabulary	5
1.4.1 Definition of Vocabulary	5
1.4.2 Types of Vocabulary	7
1.5 Importance of Teaching Vocabulary	9
1.6 Aspect of Learning Words	10
1.6.1 Word Meaning	11
1.6.2 Word Use	15
1.6.3 Word Formation	17
1.6.4 Word Grammar	21
1.7 Ways of Teaching Vocabulary	22
1.7.1 Direct Way of Teaching Vocabulary	22
1.7.2 Indirect Way of Teaching Vocabulary	23
1.8 Techniques of Teaching Vocabulary	23
1.9 Importance of Teaching Vocabulary though Real objects	25

1.10	Literature Review	27
1.11	Objectives of the study	28
1.12	Significance of the Study	28
CHAPTER TWO: METHODOLOGY		29-32
2.1	Source of Data	29
	2.1.1 Primary Source of Data	29
	2.1.2 Secondary Source of Data	29
2.2	Tools for Data Collection	30
2.3	Process of Data Collection	30
2.4	Limitations of the Study	31
CHAPTER THREE: ANALYSIS AND INTERPRETATION		33-39
3.1	Introduction	33
3.2	Holistic-wise comparison	33
3.3	Group-wise comparison	35
3.4	Item-wise comparison	35
	3.4.1 Average proficiency in the Test -item true/false both of the tests (pre and post-test) by both of the groups	35
	3.4.2 Average Proficiency in the test-item in both of the tests (pre and post-tests) by both of the group of students	36
	3.4.3 Average proficiency in the test item Word formation in both of the tests (pre and post-tests) by both of the groups of students	37
	3.4.4 Average proficiency in the test item word arrangement in both of the tests (pre and post-tests) by both of the group of students	38

3.4.5 Average proficiency in the test item sentence making in both of the tests (pre and post-tests) by both of the groups of students	38
--	----

**CHAPTER FOUR: FINDINGS AND
RECOMMENDATIONS 40-42**

4.1 Findings	40
--------------	----

4.2 Recommendations	41
---------------------	----

BIBLIOGRAPHY

Appendices:

Appendix-I: Test Items

Appendix-II: Lesson Plan

Appendix-III: Group-wise Comparison Result

Appendix-IV: Item-wise

Appendix-V: Concrete V List

Appendix-VI: Model Answer Sheets

LIST OF TABLES

Table No.1:	Overall performance of group 'A' and 'B' in the pre-test and post-test	34
Table No.2:	The performance group in the pre-test and post-test	35
Table No.3:	Score achieved in "true/false" item test result	35
Table No. 4:	Average Proficiency in the Multiple Choice test Item	36
Table No. 5:	Average Proficiency in the test-item "Completion of Word" both of the tests (pre-test and post-test) by both of the groups (B and A)	37
Table No. 6:	Average proficiency in the test item fill in the blank in both of the tests (pre-test and post-test) by both of the groups (B and A)	38
Table No. 7:	Average Proficiency in the test-item 'Matching in both of the tests (pre-test and post -test) by the of the groups (A and B)	38

LIST OF ABBREVIATION

AV	:	Average
D	:	Difference between the scores of the pre-test and
D%	:	Difference between the scores of the pre-test and post-test in percentage
e.g.	:	Exempligratia
ELT	:	English Language Teaching
et.al.	:	and other people
etc.	:	Excetra
F.M.	:	Full mark
i.e.	:	That is
L.P.N.	:	Lesson Plan No.
NELTA	:	Nepal English Language Teachers' Association
Post-T	:	Post-test post-test
Pre-T	:	Pre-Test
R.N.	:	Roll Number
S.N.	:	Serial Number
SAARC	:	South Asian Association for Regional Co-operation
SC	:	Score
STH	:	Something
T.SC.	:	Total Score
T.U.	:	Tribhuvan University
U.N.	:	United Nation