

# **USE OF PICTURES IN TEACHING VOCABULARY**

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

**Submitted by**

**Usha Subedi**

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

**2011**

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Date of Submission: 2068-05-30**

## **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: 2068-05-29

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**Usha Subedi**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mrs. Usha Subedi** has prepared this thesis entitled **Use of Pictures in Teaching Vocabulary** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2068-05-30

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## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following 'Research Guidance Committee'.

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# DEDICATION

*Dedicated to  
My Beloved Parents*

## ACKNOWLEDGEMENTS

I would like to extend my deep sense of profound gratitude to my guru and thesis supervisor **Mr. Prem Phyak**, who provided me insightful suggestion throughout the study. I would also like to acknowledge him for being a constant source of inspiration.

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**Usha Subedi**



## **ABSTRACT**

The present study entitled "Use of Pictures in Teaching Vocabulary" is an attempt to find out the effectiveness of pictures in teaching vocabulary. In order to carry out this study, I selected students of Grade 4 from a government aided school of Syangja district. I used both primary and secondary sources of data. The primary data were collected from forty students of Grade 4 of the selected school. After selecting the sample, a pre-test was administered to determine the students' initial proficiency. After that twenty eight lessons on vocabulary were taught using pictures. The pre-test was administered after five days of my experimental teaching and three progressive tests were conducted in the interval of seven days. And then post-test was administered using the same test items asked in the pre-test. The pre-test score was 29.3% and the post test score was 92%. The post-test score is increased by 62.7%. Therefore, we can say that the use of pictures in teaching vocabulary is necessary.

This study contains four main chapters and other many subchapters. 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 consists of the methodology, sources of data, sampling procedure, tools and procedure for data collection and limitations of the study. Similarly, the third chapter includes the analysis and interpretation of the data. In the same way the fourth chapter presents findings and recommendations based on the analysis and interpretation of the collected data. The final part of the study consists of reference and appendixes.

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## **LIST OF SYMBOLS AND ABBREVIATIONS**

%	Percentage
Av.	Average
CDC	Curriculum Development Center
CUP	Cambridge University Press
Et al	and other people
i.e	That is
NELTA	Nepal English Language Teachers Association
No.	Number
OUP	Oxford University Press
S.N.	Serial Number
T.U.	Tribhuvan University
Vol.	Volume