

**VOCABULARY AS AN AFFECTING FACTOR IN DEVELOPING  
READING COMPREHENSION**

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

**Submitted by  
Shusil Jnawali**

**Faculty of Education  
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2012**

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**Campus Roll No:-612 /2064**

**2<sup>nd</sup> Year Exam Roll No.: 280504/2065**

**Date of Approval of**

**Thesis Proposal 2068-07-27**

**Date of Submission: 05-04-2012**

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**2012**

## RECOMMENDATION FOR ACCEPTANC

This is to certify that **Mr. Shusil Jnawali** has prepared this thesis entitled '**Vocabulary As An Affecting Factor In Developing Reading Comprehension**' under my guidance and supervision.

I recommend the thesis for acceptance.

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## EVALUATION AND APPROVAL

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## **DECLARATION**

I hereby 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: 05-04-2012

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**Shusil Jnawali**

## **DEDICATION**

**Affectionately Dedicated**

**to**

**All my family members and teachers who have spent a lot of their  
time to make me what I am today.**

## ACKNOWLEDGEMENTS

I would like to extend my sincere gratitude and heartiest honour to my thesis supervisor and respected Guruma **Dr. Anjana Bhattarai**, Reader of the Department of English Education, T. U. for making constant supervision and guidance with regular inspiration, encouragement and insightful suggestion throughout the study to make this thesis complete.

I would like to express my sincere gratitude to **Dr. Chandreshwar Mishra**, Professor and Head of the Department of English Education for his inspiration and valued suggestion. I am equally grateful to **Mr. Bhesh Raj Pokhrel**, Lecturer of the Department of English Education, T. U. Kirtipur for his guidance and valuable suggestions.

I owe a debt of profound gratitude to **Dr. Jai Raj Awasthi**, Professor and Vice Chancellor, of Sudur Paschimanchal University, for his contribution and continuous guidance, regular inspiration and enthusiastic encouragement to complete this research and in my academic life.

My hearty acknowledgement is deserved to **Dr. Govinda Raj Bhattarai**, Professor of the Department of English Education, T. U. Kirtipur, for his inspiration, guidance and valuable suggestions. I am equally grateful to **Dr. Anju Giri** Professor, Department of English Education, T.U., Kirtipur for her guidance and valuable suggestions.

I am ever grateful to all the Professors, Readers and Lecturers of the Department for their valued suggestion, instruction and inspiration in my academic life without whom I would not complete my study.

I am equally thankful to **Mrs. Madhavi Khanal**, Librarian of the Department of the English Education for her library consultation and administrative support. I would like to thank to the teachers and the students of Janjyoti Higher Secondary School, Gulariya, Bardiya for their co-operation during my field visit/data



collection. I record my appreciation to those authors, whose works have been cited here.

I am grateful to my parents **Mr. Lila Mani Jnawali** and **Mrs. Radha Jnawali** and brothers **Mr. Suman Jnawali, Mr. Shiva Hari Jnawali, Mr. Bam Dev Jnawali** and **Basu Dev Upadhyaya** for willingness, kind co-operation and environment and other supports without whom I could not be able to reach this achievements in my life

I would also like to thank my friends **Mr. Ishwari Parsad Paudel , Mr. Padam Joshi** and **Mr. Binod Poudel** and all others who directly or indirectly helped me at many stages of carrying out this research.

Last but not the least, my sincere gratitude goes to **Mr. Rajiv Maharjan** and **Mr. Mani Raj Maharjan** (Friend's Computer Service) Kirtipur for their excellent computer work.

**Shusil Jnawali**

## ABSTRACT

The present thesis entitled '**Vocabulary as an Affecting Factor in Developing Reading Comprehension**' is an attempt to find out development of reading comprehension of class XII students through teaching vocabulary. The main objective of this research was to find out the role of vocabulary in developing reading comprehension. In order to achieve this objective of the research, 12th grade students of Bardiya, district were purposively sampled, where 20 students were selected randomly. Pre-test items were administered for them to find out their initial proficiency level in English vocabulary and reading comprehension. Then, they were taught English vocabulary and reading comprehension according to daily lesson plan. Four progress tests were conducted before post-test was administered within the period of teaching. Then, finally, post-test was also administered and recorded the students' result of performance. Then, their score were also recorded, interpreted, compared and contrasted to reach the findings of the objectives. The result of this objective was achieved enthusiastically. And some pedagogical implications of this findings have also been recommended.

The present thesis has been divided into four chapters. The first chapter deals with the general background, literature review, objectives and significance of the study. The second chapter contains the methodology, which is sub-chaptered as the source of data, sampling procedure, tools for data collection, process of data collection and the limitations of the study. The third chapter includes the analysis and interpretation of the data obtained from the field. The last, fourth chapter has the findings and recommendations of the study in which some pedagogical implications have been recommended.

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## LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
CUP	:	Cambridge University Press
e.g.	:	For Example
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
etc.	:	et cetera
F.M.	:	Full Marks
H..S.S.	:	Higher Secondary School
i.e.	:	that is
M.Ed.	:	Master of Education
NELTA	:	Nepal English Language Teachers' Association
O.M	:	Obtain Marks
T.U.	:	Tribhuvan University

