

**TEACHING ENGLISH VOCABULARY THROUGH CROSSWORD PUZZLE
GAME AT THE EIGHTH GRADE**

A Thesis Submitted in Partial Fulfillment of the Requirements for the Master of
Education in English

Submitted by

Bhim Bahadur Magar

Janta Multiple Campus Itahari, Sunsari

Faculty of Education

Tribhuvan University

2024/2081

**TEACHING ENGLISH VOCABULARY THROUGH CROSSWORD
PUZZLE GAME AT THE EIGHTH GRADERS**

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

Submitted by

Bhim Bahadur Magar

Roll No: 2180059 (2074/2017)

T.U. Reg. No: 9-2-466-0003-2011

Janta Multiple Campus Itahari, Sunsari

Faculty of Education

Tribhuvan University

Thesis Viva Date: July 9, 2024

Submitted Date: July 7, 2024

© 2024

Bhim Bahadur Magar

All Rights Reserved

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 to any university.

Date: 5th July, 2024

Bhim Bahadur Magar

DEDICATION

I dedicate this humble work to my family members who were very enthusiastic, proud and supporting through my study; and my teachers for their patience in the difficult situations and for their encouragement.

I would also like to dedicate this research to my beloved brother, whose support, patience, and love has been my guiding light throughout this journey. Your encouragement and belief in me made this accomplishment possible.

I would also like to sincerely thank my supervisor, Mr. Govinda Puri, for his guidance, support and patience throughout this study. I apologize for being a headache during this study. I would like to thank him for the comments and questions he shared, which was beneficial in the completion of this study.

ACKNOWLEDGEMENTS

I would like to express my genuine gratitude to my thesis supervisor **Mr. Govinda Puri(MPhil)**, the Lecturer of the Department of English Education for his continuous guidance, enlightening ideas and invaluable suggestions from the very beginning to the end of this thesis. Without his help, co-operation and encouragement I would not have been able to present this thesis in this form.

I would like to express my words of gratitude to **Kamal Raj Dahal**, Head of Department in English Education and **Govinda Puri, MPhil** Lecturer and Department of English Education for their continual support and invaluable suggestions to carry out this research. I would like to extend my profound gratitude to **Rishi Ram Khanal**, the Lecturer and Department of English Education for his suggestions and co-operation.

My sincere gratitude goes to **Prof. Dr. Gita Adhikari, Campus Chief** and **Prof. Dr. Tolanath Kafle**, Assistant Campus Chief, Janta Multiple Campus, for their academic and administrative supports.

At the same time, I am grateful to Narayan Dhamala, librarian of Janta Multiple Campus for providing the materials required for the study and collection of necessary information in completion of my research. I would like to express my special thanks to my family members who helped me during the collection of data for study. I am also thankful to all of my supporters who provided appropriate environment to accomplish this thesis.

Bhim Bahadur Magar

ABSTRACT

This thesis explores the effectiveness of using crossword puzzles as a technique to teach vocabulary to eighth-grade students in a rural municipality in Nepal. The study addresses the critical need for effective vocabulary instruction, as vocabulary is fundamental to learning the English language. Despite its importance, vocabulary teaching is often overlooked, leading to poor vocabulary skills among students. The research investigates how crossword puzzles can enhance vocabulary learning, making the process more engaging and effective.

The study is structured into five chapters. The first chapter provides an introduction, including the background of the study, statement of the problem, objectives, research questions, significance, limitations, and operational definitions of key terms. The second chapter reviews related literature and conceptual frameworks, highlighting the importance of vocabulary in language learning and various methods of teaching vocabulary, including the use of media and games like crossword puzzles.

The third chapter outlines the research design and methodology, detailing the action research process involving 20 eighth-grade students from Shree Shankhewari Basic School in Ramprasadrai Rural Municipality, Bhojpur District. The research employs pre-tests and post-tests to measure the effectiveness of crossword puzzles in teaching vocabulary. The fourth chapter presents the results and discussion, analyzing the data collected from the pre-test and post-test scores to evaluate the students' performance and improvements in vocabulary.

The final chapter summarizes the findings, draws conclusions, and offers recommendations. The study concludes that using crossword puzzles significantly enhances students' vocabulary learning, making the teaching process more interactive and enjoyable. The research provides valuable insights for educators, curriculum

designers, and researchers, emphasizing the importance of innovative teaching techniques in improving vocabulary acquisition in English as a Foreign Language (EFL) contexts.

Abbreviations

CP= Crossword Puzzle

etc = et cetera

Med = Master of education

No. = Number

TU = Tribhuvan University

& = And

/ = or

Table of Contents

DECLARATION		i
RECOMMENDATION FOR ACCEPTANCE		ii
EVALUATION AND APPROVAL		iii
DEDICATION		iv
ACKNOWLEDGMENT		v
ABSTRACT		vi
ABBREVIATIONS	viii	
TABLE OF CONTENTS		ix
LIST OF TABLE		xiii
LIST OF FIGURE		xiii
ACKNOWLEDGEMENTS		3
CHAPTER I.....		1
INTRODUCTION		1
Background of the Study.....		1
Statement of the Problem.....		2
Rationale of the Study.....		2
Objectives of the Study.....		3
Research Questions.....		3
Significance of the Study.....		3
Delimitation of the Study.....		4

Operational Definition of the Key Terms	4
CHAPTER II	6
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK.....	6
Review of Theoretical Literature.....	6
Understanding Vocabulary.....	7
The Importance of Mastering Vocabulary for Students	7
Teaching Vocabulary.....	8
Meaning	8
Word use.....	8
Word Formation.....	8
Word Grammar	8
Media in Teaching Vocabulary.....	8
Realia.....	9
Picture.....	9
Mime, Action and Gesture.....	9
Explanation	9
Translation	9
Crossword Puzzle.....	9
Understanding Crossword Puzzle.....	9
Implication of the Review for the Study.....	11
Theoretical /Conceptual Framework	12

CHAPTER III.....	12
METHOD AND PROCEDURE OF THE STUDY.....	13
Research Design	13
Sources of Data.....	13
Participants of the Study	14
Action Research Procedure	15
Planning	15
Acting	16
Observing.....	17
Reflecting.....	17
Tools of Data Collection	17
Data Collection Procedure	18
Data Analysis and Interpretation	18
CHAPTER IV.....	19
RESULT AND DISCUSSION.....	19
Effectiveness of Crossword Puzzles for improving all aspects of vocabulary	21
Challenges faced by Teachers and Students	22
CHAPTER V	23
SUMMARY AND CONCLUSION	23
Summary	23
Conclusion.....	25

Suggestions	25
For Teachers.....	26
For students.....	26
For Researcher	26
REFERENCES	27
APPENDIX-I.....	29
APPENDIX -II.....	30
APPENDIX III.....	36
APPENDIX IV	43

List of Table

Table 1	Students of grade eight	14
Table 2	Students' Scores of Participatory Action Research Class Using Crossword puzzle	19
Table 3	Comparison vocabulary performance between two genders	21

List of Figure

Figure 1	Action Research Model	15
----------	-----------------------	----

CHAPTER I

INTRODUCTION

The first chapter discusses the study's general backdrop, problem statement, study aim, research questions, study importance, study limitation, and key term operation.

Background of the Study

Language is basically means of communication. Through the language, people can express their feelings or ideas orally and take some information from others. Language is also used to take connection in everyday activities. English language is an international language. In the context of of Nepal, it is a foreign language.

In Nepal, English is one of the foreign languages that is taught and learnt in basic school, secondary school and universities too. There are three basic aspects of vocabulary that need to be taught, and they are pronunciation, spelling, grammar, and use. They all play important roles that need to be taught. Vocabulary has abig contribution for supporting the study. This implies that vocabulary is extremely crucial when learning English. Students who lack language are unable to explain their thoughts and cannot interact successfully with others.

English is an international language in the global environment, as well as a foreign language in Nepal. It is largely taught and learnt in the classroom. Teachers teach vocabulary differently according to their students' desires. There are various ways or techniques are in practice to teach vocabulary. One of them is crossword puzzle (CP) game which makes the teaching learning process attractive and funny and also gives much opportunity for students to practice and repeat the sentence pattern and vocabulary. This technique is helpful to learn vocabulary to all the learners, primary learners to secondary.

Statement of the Problem

Vocabulary is an integral part of teaching and learning English language. But some people say that vocabulary is not necessary to teach like other components of language. They say that vocabularies can be known themselves by the students while teaching reading comprehension. It means people do not emphasize to teach vocabularies though they are used each and every moment. I feel that teaching vocabulary is really difficult because students are not interested to learn vocabulary. Sometimes they rot some individual words but they easily forget them. Teaching vocabulary is problematic because of interference of first language because most of all students speak Bantawa language. Another reason is lack of teaching materials of vocabulary at school. It is therefore necessary to solve the problem in the class.

I really want to teach the vocabularies using new technique and want to see how effectively the students can improve their skills. In order to improve the skills, I want to use teach crossword puzzle game as you suggested me.

I have been using the crossword puzzle game technique for twenty days. They are very interested learning vocabulary in this technique because they are just feeling of playing game while learning it.

While teaching English, I found that they were too poor in vocabulary. As a result, they could not say anything full period. Then I asked them some simple words which are used in day-to-day life. But they did not answer. Then I again observed them either they lacked vocabularies or felt shy. Later I came to know that they lacked vocabularies.

Rationale of the Study

This thesis, titled "Teaching Vocabulary through Crossword Puzzles," investigates the use of crossword puzzles to improve students' vocabulary. Several reasons prompted this study. Firstly, my students struggled to speak and write in English due to limited vocabulary skills, indicating a need for targeted vocabulary instruction. Secondly, they lacked sufficient

exposure to English. Thirdly, there were not enough activities to help them develop their vocabulary. This study aims to significantly expand students' vocabulary and enhance their English language learning. Additionally, it encourages students and teachers to use an action research design, engaging students in crossword puzzles to improve their vocabulary skills.

Objectives of the Study

The goal of this study is to increase students' vocabulary using crossword puzzles and assess the effectiveness of crossword puzzles when used with foreign language learners.

Research Questions

In this study, I tried to find out the answer to the following questions.

1. How is the students' level of performance on vocabulary in terms of spelling, meaning, parts of speech and their use.
2. How effectively do the crossword puzzles enhance grade eight students English vocabulary?

Significance of the Study

This research looks at how crossword puzzles help students improve their English vocabulary. The findings may be valuable to basic-level English teachers when teaching vocabulary. It will be useful tools for curriculum designers, researchers, language trainers, syllabus designers, and anybody interested in the teaching and learning of English in Nepal.

Teaching and learning vocabulary in EFL condition is sometimes very hard and frustrating among the learners as well as teachers because of the many types of problems existing in the field of English language learning. So, this research deals with how the basic level teachers teach vocabulary using games, crossword puzzle is effective in teaching vocabulary in a class.

In this study, I wanted to identify the problems related to the issue and adopt the suitable pedagogy and plans to bring out the improvement in the existing system. This

research is significant from various points of views that it can be fruitful for me to teach and find out its significance in the present context. It also can be helpful for students, teachers, and educators, researchers who are directly and indirectly involved in the field of EFL and also provide guideline for the teachers to increase students' active involvement in developing all language skills.

Delimitation of the Study

The research will be limited only to:

- a. The students of grade eight.
- b. This study was limited to the Shree Shankewari Basic School of Ramprasadrai Rural Municipality-8, Bhojpur District.
- c. The sample size of this study was 20 students of grade eight.
- d. This study was limited in terms of spelling, meaning, pronunciation, parts of speech and sentence formation or word use.
- e. Explore the effectiveness of teaching vocabulary through crossword puzzle game.

Operational Definition of the Key Terms

Assessment: The system of evaluating or measuring the performance of an individual, group, or organization.

Performance: The carrying out a task, function, or role, often evaluated based on specific criteria or standards.

Organization: The structure or arrangement of ideas, information, or content in a systematic and logical manner, often with the purpose of conveying meaning or facilitating understanding.

Vocabulary: The set of words used by a language or individual, including both common and specialized words, as well as slang or jargon specific to a particular group or field.

Spelling: The act or process of forming words correctly according to established spelling conventions, which may vary depending on the language or region.

CP: Crossword Puzzle

CHAPTER II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter discusses the theoretical and empirical literature reviews, the study's consequences, and the conceptual framework.

Review of Theoretical Literature

This is the fundamental stage of my research. It delivers the area of problem and the need of investigating. In order to carry out a durable theoretical base of my study, various subject matters have been included in my study.

Review of Previous work

Jones, A. (2019) *Enhancing Vocabulary Acquisition through Crossword Puzzles in Middle School* This study investigates the effectiveness of using crossword puzzles in enhancing vocabulary acquisition among eighth graders. The results indicate a significant improvement in students' vocabulary test scores, suggesting that crossword puzzles are an effective tool for vocabulary learning.

Smith, B. (2020) *Interactive Learning: The Impact of Crossword Puzzles on Vocabulary Retention* The research explores how interactive learning through crossword puzzles impacts vocabulary retention. The findings reveal that students who engaged with crossword puzzles retained more vocabulary words over time compared to those who used traditional study methods.

Patel, R. (2018) *Crossword Puzzles as a Learning Strategy for Eighth Grade ESL Students* This study examines the use of crossword puzzles as a learning strategy for eighth grade ESL students. It concludes that crossword puzzles not only aid in vocabulary building but also enhance students' interest and motivation in learning English.

Brown, C. (2021) *Gamification in Education: Crossword Puzzles for Vocabulary Enhancement* Brown's research focuses on the concept of gamification in education,

specifically using crossword puzzles to enhance vocabulary. The study finds that gamification can significantly improve students' vocabulary knowledge and engagement in learning.

Lee, D. (2022) *The Role of Crossword Puzzles in Vocabulary Development for Middle School Students* Lee's study investigates the role of crossword puzzles in the vocabulary development of middle school students. The research shows that students who regularly practiced with crossword puzzles demonstrated better vocabulary usage in both written and oral communication.

Understanding Vocabulary

In language learning, vocabulary is a crucial component that learners must master. A broad vocabulary is necessary for understanding English texts, comprehending messages, and effectively speaking and writing in English. Vocabulary refers to a collection of words, either in a language or known to an individual, and is vital for communication as it allows the expression of thoughts, ideas, emotions, and information. According to Hornby (2006, p. 1645), vocabulary encompasses all the words a person knows or uses, as well as all the words in a particular language. Hatch and Brown (1995, p. 1) define vocabulary as a list or set of words for a specific language or the words that individual speakers of that language might use.

The Importance of Mastering Vocabulary for Students

Vocabulary is a key factor in pupils' grasp of language abilities. Students with power will have minimal difficulty using words, both spoken and written. The jargon helps you grasp the duties. Furthermore, there is a strong association between vocabulary and comprehension. Students who know the meaning of words will be able to understand it. According to Scott Thornbury (1993), Wilkins believes that without language and vocabulary, communication is limited.

Teaching Vocabulary

Why Students Need to Learn

Many pupils struggle to employ their newly learned language. As a result, they are unable to select and employ appropriate language, and they write with incorrect spelling and grammar.

Meaning

Students need to understand that vocabulary items can have several meanings. Thus, pupils must comprehend the context in which it is employed. This is critical for acquiring vocabulary since the meanings of words are frequently related to one another.

Word use

Students must understand that the usage of a word can change its meaning depending on the context.

Word Formation

Words can change their shape and grammatical value. Students need to know word formation and how to twist words to fit different grammatical context.

Word Grammar

Words alter depending on their grammatical meaning. So, some words can alter the grammatical structure.

Media in Teaching Vocabulary

While teaching vocabulary, students not only learn and memorise words, but they also grasp their meaning. The use of media in vocabulary instruction is critical because it allows students to comprehend and retain prior materials while learning vocabulary.

According to Pittaman (quoted in Jack C. Richard and Theodore S. Rogers), teachers can use several approaches to teach vocabulary, including displaying meaning using pictures, realia, gestures, and real objects.

Realia

Real objects, such as a white board, book, pen, copy, ruler, and so on, can be utilised in the classroom for teaching and learning purposes. The teachers hold the genuine things and say loudly, then ask the kids to repeat it.

Picture

Flashcards, wall pictures, charts, magazine images, and other visuals are all examples of photographs. The instructor might utilise this to clarify the meanings of the terms.

Mime, Action and Gesture

The action will be best explained through mime. Running, walking, sobbing, and other such actions are simple examples of this principle.

Explanation

Explanation is another way to teach vocabulary. It is challenging for beginners, but it will grow easier as they memorise the facts of these terms.

Translation

The translation is simple to grasp in terms of terminology. The instructor can use this media to convert the word into their mother tongue so that they comprehend.

Crossword Puzzle

Crossword puzzles, like other forms of media, may be used to teach and learn. The instructor may choose to highlight keywords from a short narrative, or the teacher may elect to offer students with important words from the short tale in the form of a crossword puzzle, with students providing the clues.

Understanding Crossword Puzzle

The first published crossword puzzle was devised by a journalist from Liverpool named Arthur Wynne, who is sometimes credited with inventing the famous word game. The article was published on December 21, 1913 in the Sunday newspaper, the New York World.

His problem differed from today's crossword in that it was diamond-shaped and did not have any internal blocks.

square.

The first crossword appeared on the 'Fun' page of The New York World on December 21, 1913. It was coined by Arthur Wynne, a British journalist who immigrated to the United States in the 1890s. His initial crossword, or 'Word-Cross' as he named it, was diamond-shaped and did not include any black images.

According to Widyasari (2010, p.20) there are some kinds of crossword puzzles that can be performed in the process of teaching and learning vocabulary in the classroom using crossword puzzle game, those are:

a. Oral Puzzle. Teachers offers an oral puzzle to pupils, and they are handed merely an empty crossword problem with no clue. Giving oral instructions can help train hearing kids. Tell pupils to fill out what they can, then repeat the directions until they comprehend.

b. Picture Puzzle. It is a puzzle in which the picture serves as a clue. Only offer the pupils the puzzle without the clues. Replace each hint with an image. It works particularly effectively with a lesson that has a large amount of new vocabulary.

c. Object Puzzle. It's a crossword puzzle with a clue inscribed inside the item. Give the pupil a blank puzzle without any hints. The products were distributed across the room, each labelled with the prompt number. The pupils are then allowed to go around to other stations, allowing them to pick up the objects as they finish the problem. (Anwar and Efransyah, 2018).

Many researches have been carried out in the field of English Language Teaching in Nepal. Similarly, different researches have been carried out by different researchers through out the world. The researcher needs to ponder on the fundamental background of related

subject matters and past studies. Number of works have been carried out in the field of vocabulary teaching but few of works have been conducted in the field of teaching vocabulary through games, specially crossword puzzles game. Some of studies are related to this study are given below.

Zainata Illiyin (2023) conducted study on the effectiveness of crossword puzzles in teaching vocabulary to fourth-grade elementary children in Indonesia. In this study, the researcher aimed to investigate the usefulness of crossword puzzles in teaching vocabulary and improving English abilities. The primary goal of this study was to determine whether using crossword puzzles on items in the classroom, parts of the human body, and fruits might help elementary pupils acquire vocabulary. The researcher employed a quantitative technique. To collect data, the researcher administered pre- and post-tests. Finally, the researcher discovered that this strategy was effective. (Illiyin, *The Effectiveness of Crossword Puzzles in Teaching Vocabulary to Fourth Grade Elementary Students*, 1023).

Implication of the Review for the Study

The literature review is an essential component of the research process, contributing significantly to nearly every operational phase. It provides a theoretical foundation for the study and broadens our understanding of a related subject topic. Similarly, it aids in developing a systematic process for resolving research challenges. The perspective of linked research helps to comprehend the researcher and conduct research more successfully. The literature review provides the researcher with appropriate instructions for creating step-by-step study methods in a methodical manner. Furthermore, it assists the researcher in the data gathering process, as well as the analysis and presentation of data.

Theoretical /Conceptual Framework

Based on students' needs in learning vocabulary, there are four key areas: meaning, word use, word formation, and word grammar. Crossword puzzles can effectively address these areas. For meaning, crossword puzzles help students understand the meanings of words within a text since identifying the correct words leads to knowing their meanings accurately. For word use, students learn how to use words by reading the clues and filling in the hidden words, which shows them practical applications of vocabulary. In writing, crossword puzzles help students construct correct sentences as they regularly read clues and write words, teaching them how to adapt words to fit various grammatical contexts. Furthermore, crossword puzzles assist students in understanding word changes based on grammatical meaning through clues in short stories. Overall, language learning involves consistent practice, and games, especially puzzles, can naturally enhance learning.

Language learning refers to the constant practice on part of learners and learning through games, specially puzzles may naturally promote learning.

CHAPTER III

METHOD AND PROCEDURE OF THE STUDY

This chapter includes research design, population and sample of the study, sampling procedure tool for data collection, data collection, data collection procedure, data analysis and interpretation.

Research Design

The primary aim of this research is to determine the effectiveness of using crossword puzzles in teaching vocabulary to grade VIII students at Shankheswari Basic School. This method is classified as participatory action research because it addresses the students' in-class problem-solving needs. The researcher employed this design to assess the effectiveness of crossword puzzles as a teaching tool for vocabulary. The study involved administering pre-tests and post-tests within the same participatory action research class. The pre-test established the students' initial scores before the intervention, while the post-test measured their scores after the intervention. The results were then compared to evaluate the effectiveness of crossword puzzles as a teaching medium. The vocabulary instruction differed from the usual classes, as the researcher introduced crossword puzzles to train students in vocabulary learning.

Sources of Data

My thesis is basically association with primary sources of data. In this study, I collected data from the test items from 20 participants of Grade VIII from a basic government school of Ramprasadrai Rural Municipality, Bhojpur to measure vocabulary learning performance. Participants obtained scores were the first hand original information in my

specific topic. Quantitative and comparative research design was chosen by using primary sources of data because it allowed me to use statistical analysis to draw objectives and conclusions about the vocabulary learning performance of the students.

Participants of the Study

The population of this study was the students of eight Graders from Shankheswari Basic School of Ramprasadrai Rural Municipality of Bhojpur district. Sample size was 20 students of grade eight. There are ten boys and ten girls. The main reason to select this school is that I have familiarity, convenience and access to collect primary data and there are not any researches in this school related to this topic.

Table 1

Students of grade eight

Name of students	Male/female	Age	Religious	Caste
1. Utsav Rai	Male	14	Kirat	Rai
2. Guras Rai	Female	13	Kirat	Rai
3. Barsha Rai	Female	14	Kirat	Rai
4. Yubin Rai	Male	12	Kirat	Rai
5. Khusi Rai	Female	12	Kirat	Rai
6. Roshni Rai	Female	13	Kirat	Rai
7. Niyush Rai	Male	13	Kirat	Rai
8. Anila Rai	Female	12	Kirat	Rai
9. Chaifulla Rai	Male	13	Kirat	Rai
10. Prassnta Rai	Male	13	Kirat	Rai
11. Jenish Rai	Male	14	Kirat	Rai
12. Arjun Rai	Male	14	Kirat	Rai
13. Bimal Rai	Male	14	Kirat	Rai
14. Smarika Rai	Female	13	Kirat	Rai

15. Shristika Rai	Female	12	Kirat	Rai
16. Sujan Rai	Male	15	Kirat	Rai
17. Sansila Rai	Female	12	Kirat	Rai
18. Somit Rai	Male	15	Kirat	Rai
19. Subin Rai	Male	14	Kirat	Rai
20. Sanita Rai	Female	15	Kirat	Rai
Total = 20	10/10			

Action Research Procedure

In my Participatory Action Research, there were 20 students having 10 boys and 10 girls from a public school of a rural municipality of Bhojpuri district. In order to conduct action research four steps should be followed. Here three steps of Action Research Model, planning, action, observation and reflection (Lewin 1946 as cited, Amin et al., 2019). (Amin1, Rashid, & Teh, 2019)

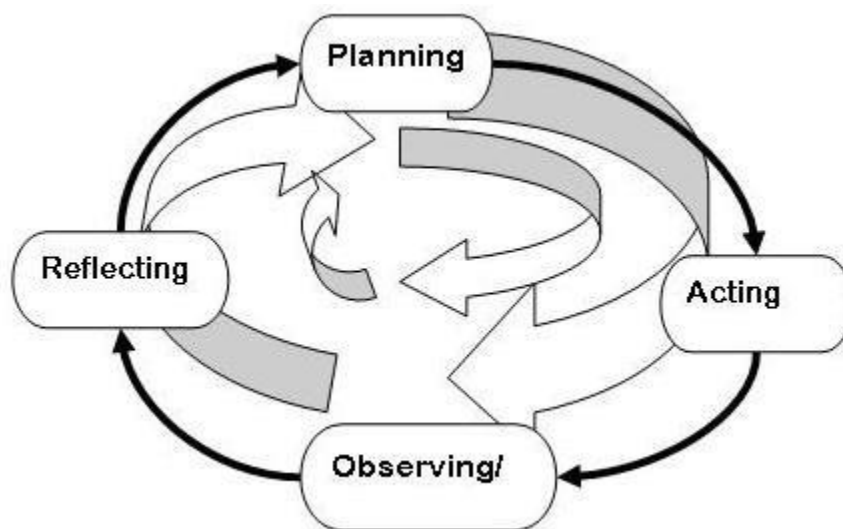


Figure 1 Action Research Model

(Source: Lewin, 1946)

Planning

My students of grade eight are very poor in vocabulary. They are poor in simple words which are used in day to day life. Even they cannot say or use words. So I decided to research

to improve vocabulary by using crossword puzzle media. But it was not easy to apply. To apply the CP game and find out findings of the research I need to do many things to change the condition of the students. I have made a tentative plan for twenty days to bring the change.

First of all, I decided to give clear instructions for the work. Next, I planned how to search the words in the dictionary and the students could use dictionary while finding out the words to complete crossword puzzle. Then I decided to involve in CP game in group and students allowed to use dictionary there. For that I made 20 crosswords puzzle including clues and gave some information about IPA symbols. For that work I allocated at least one hour per day for this work.

Acting

As I planned out, the first thing I did was conducting crossword puzzle game every day which the students had also agreed to. First day gave some basic information about symbols of pronunciation from the IPA chart and use of dictionary. They were too much eager to learn new things. They worked hard in order to learn it. From the second day I regularly did what I planned about vocabulary; pronunciation, meanings, spellings, parts of speech and word use. Till the fifteenth day I taught them simple words that are used every day like words related to professions, simple animals, fruits, parts of human body, parts of the day, words related school, taste etc.

At the time of playing CP game, I divided the students into two groups and provided them a dictionary to each group from where they could search the words, their meanings, pronunciations, parts of speech and their use in different situations. Next, I wrote the crossword puzzle on the white board having clues. Then I made them fill the crossword puzzle one by one. They were allowed to use dictionary too. If any group found a word to fill in the puzzle, the group would have got big hands from the all students. So, in order to get

praised from the friends and teacher, they were eager to find the word first. They pronounced the words, found the meanings, parts of speech from the dictionary that given. Most of the time they did not understand the exact meanings of the words meanwhile I facilitated them translating the words in Nepali. Then they tried to use the words by helping the dictionary. I helped them in confusing situations. Most of students were very busy to complete tasks but some were passive. So, sometimes I got the passive students to solve the works first as a result they also became active later.

Observing

After acting every day I observed their works in class either they have any difficulty or not. In the beginning, they felt very hard because they were not familiar with the technique. After some days, they felt a little easy and work and did the work regularly with a excitement. They daily did what I asked to do like they maintained their work book and completed the tasks given for home. They discussed in groups and pairs and provided feedback on their mate's vocabulary learning.

Reflecting

As a reflection, I identified students' word power was improving. The students were also very exciting to learn the vocabulary. Through everyday classroom observation, I noticed (reflection) that the students improved their vocabulary. Though this technique is useful and effective to teach vocabulary, it is challenging for students and teachers for implementation.

Tools of Data Collection

As a tool for required data collection, I used set of test consisting 50 multiple choice questions to the students. Meanwhile, the tools or instruments made based on English text book and other simple words which are used every day.

Data Collection Procedure

The researcher collected data mostly through the use of a multiple-choice exam. There were two sorts of tests: pre-testing and post-testing. Participants were given a pre-test to determine their level of vocabulary comprehension before to therapy. Similarly, a post-test was administered to determine their vocabulary following the therapy.

Data Analysis and Interpretation

The analysis and interpretation of the collected data were carried out through appropriate statistical tools using mean, standard deviation and test systematically. Finally, results came out both ways quantitative and comparatively.

CHAPTER IV

RESULT AND DISCUSSION

This is the destination part of the research. It deals with analysis and interpretation of the data collected by researcher from the experimental class. Data were obtained from students throughout the class's pre-test and post-test periods.

The scores obtained from the pre-test and post -test are given in the table. The table 2 showed the students' scores and achievements of pre-test and post-test. The table includes four columns: the first column shows the number of students, while the second and third columns display the pre-test and post-test results, respectively. The last column displayed the scores obtained from the pre-test and post-test.

Overall Performance of the Students in Vocabulary

Overall Performance of the students includes the students' performance before and after the intervention. Here students' gained scores from the pre-test and post-test are compared each other and find the fact that the crossword puzzle worked or not.

Table 2

Students' Scores of Participatory Action Research Class Using Crossword puzzle

Students No.	Pre-Test	Post-Test	Gained Scores
1	70	94	14
2	59	83	26
3	54	84	30
4	60	74	14
5	50	73	23
6	54	67	13
7	55	76	21
8	66	90	24

9	52	80	28
10	58	85	27
11	51	72	21
12	57	82	25
13	61	82	21
14	54	76	22
15	68	87	19
16	63	82	19
17	53	78	25
18	57	77	20
19	62	80	18
20	52	84	32
Total	1156	1606	442
Average	57.8	80.3	22.1

The results of the pre-test and post-test participatory action research class revealed that the lowest pre-test score was 50 and the highest score was 70. Similarly, the lowest and highest post-test scores were 73 and 94, respectively.

The average of pre-test and the post test was 57.8 and 83.8 respectively. After conducting pre-test and post-test the researcher got 22.1 averages of the gained scores. From the table we can see that average of the giving treatment using crossword puzzle was higher than average the students got treatment.

Overall Comparison of Vocabulary Performance between Two Gender

This section tries to compare the average scores of the two genders boys and girls according to the pre-test and post -test scores.

Table 3*Comparison vocabulary performance between two genders*

Gender	Population	Pre-test Total	Average	Post-test Total	Average
Boy	10	594	59.4	804	80.4
Girl	10	562	56.2	802	80.2

According to the table given, boys have a little better performance in vocabulary before the intervention and after the intervention. Both genders have equal in numbers but total scores before intervention of girls is 32 less than boys. And the average of the boys is 59.4 and average of girls is 56.2. Similarly, after the intervention also boys have got little more scores than girls. The average scores of the boys and girls after the intervening is 80.4 and 80.2 respectively. The above data shows that boys are active and they have better performance in learning vocabulary than the girls.

Effectiveness of Crossword Puzzles for improving all aspects of vocabulary

Crossword puzzle game is very effective for improving vocabulary. In the game learners should complete the gap given in the puzzle. For that they should guess and match with the clues. They fill crossword puzzle with drilling the words' spellings. In my research participants were allowed to use dictionary and can take idea of making sentences in the different situation. While visiting dictionary, they learn parts of speech, meanings, and pronunciation too.

While searching for words for the game in dictionary participants find the words and pronounce the words. The researcher also got them to repeat to pronounce so that students become habituated with the word pronunciation. In order to find out considering words, there will be clues in the crossword puzzle game. The clues can be the meanings of the words too. They also can learn the meanings which they find in the dictionary. After getting the words

from the dictionary to complete game, the teacher gets the words to spell out time and again like a drill so that they keep in mind the spelling. Then they learn to use the same words looking at the examples of using the words in the dictionary and teacher also help them to use. They can use the words whatever they find the situations.

Additionally, the learners learn not only words' spelling, word use, meaning and pronunciation but also learn parts of speech, noun, pronoun, verb, adjective, adverb etc. The above mentioned all information show that learning vocabulary is much more effective through crossword puzzle.

Challenges faced by Teachers and Students

As a teacher, I faced many challenges while conducting this research and applying the technique. The students were from different background and they had different ability to learn. So, because of having such heterogeneous students in a class was too much challenging to apply the technique. Another challenge was absent of the students. Some students used to be absent in class so that they cannot learn well. And to continue them in the classroom was difficult to me. Some students were very lazy and they could not actively participate in the work. It was very challenging to arouse their interest in learning.

Students also had got challenge to understand the language first. so , sometimes they asked me to translate the words and clause of the clues given in the task.

CHAPTER V

SUMMARY AND CONCLUSION

The final chapter of my research incorporates the overall summary, conclusion and recommendation, which were based on the results and discussion of the above chapters four.

Summary

This study explores teaching English vocabulary using crossword puzzles among eighth graders. It encompasses the background of the study, statement of problems, objectives, research questions, significance, delimitation, and key term operations.

Language, a primary communication means, is vital for expressing ideas and connecting

daily activities. English, an international language, is a foreign language in Nepal taught from basic schools to universities. Vocabulary, alongside pronunciation and grammar, plays a crucial role in learning English. Without a robust vocabulary, effective communication is impossible. Despite its importance, vocabulary teaching is often neglected, leading to students' poor vocabulary skills.

The study addresses the critical issue of vocabulary teaching in English. Many educators deem vocabulary less crucial, assuming students will learn it through reading comprehension. However, vocabulary is essential for effective communication. Teaching vocabulary is challenging due to students' disinterest, reliance on rote learning, and first-language interference. The study aims to tackle these issues using crossword puzzles, a new technique that has shown promising results in engaging students and improving their vocabulary.

The thesis titled "Teaching Vocabulary through Crossword Puzzle At Eighth Graders" focuses on class eight students of a government school. It aims to enhance

students' understanding of word meanings and usage. This study can benefit teachers, students, subject experts, and English language users by providing insights into effective vocabulary teaching methods.

The primary objective is to assess the effectiveness of using crossword puzzles in teaching vocabulary to grade eight students at Shree Shankheswari Basic School. The study seeks to answer two questions: the students' vocabulary performance in terms of spelling, meaning, parts of speech, and usage, and the differences in vocabulary performance between boys and girls.

This research is valuable for basic level English teachers and students. The findings can aid curriculum designers, researchers, language trainers, and syllabus designers in enhancing vocabulary teaching methods. The study addresses the challenges of teaching vocabulary in EFL contexts and provides guidelines for improving student engagement and language skills.

The research is limited to grade eight students at Shree Shankheswari Basic School, Ramprasadrai Rural Municipality-8, Bhojpur District, with a sample size of 20 students. It focuses on spelling, meaning, pronunciation, parts of speech, and word use, exploring the effectiveness of teaching vocabulary through crossword puzzles.

The research adopts a participatory action research design, involving pre-tests and post-tests to measure the effectiveness of crossword puzzles in teaching vocabulary. The study collects data from 20 students, utilizing quantitative and comparative research methods. The participants, equally divided between boys and girls, provided insights into their vocabulary learning performance.

The analysis of pre-test and post-test scores shows significant improvement in students' vocabulary after using crossword puzzles. The average pre-test score was 57.8, while the post-test score was 80.3, indicating an average gain of 22.1 points. Boys

performed slightly better than girls in both tests. The effectiveness of crossword puzzles in improving vocabulary is evident, with students learning spelling, meaning, pronunciation, parts of speech, and word use through this engaging method.

The study faced challenges such as students' diverse backgrounds, absenteeism, and varying levels of interest and participation. Translating words and clauses for better understanding was necessary. Despite these challenges, the use of crossword puzzles proved effective in enhancing vocabulary learning.

Conclusion

There are several sorts of games that can serve as excellent instruments or media for teaching and learning activities. Crossword puzzles are one of the effective games, which the study predicted to be more useful for teaching and learning activities. So, the researcher used crossword puzzles to teach vocabulary at Shankheswari Basic School in Bhojpuri. The analysis and discussion of the data revealed that teaching vocabulary using crossword puzzles is substantial and fruitful.

It may also be shown by comparing each student's average pre-test and post-test results. The average pre-test score is 57.8, whereas the average post-test score is 80.3. This suggests that crossword puzzles are helpful at increasing kids' vocabulary. As a result, the responses to the study questions demonstrated that crossword puzzles are beneficial in increasing pupils' vocabulary at Shankheswari Basic School Bhojpur in the academic year 2081.

Suggestions

After doing the study, the researcher would want to make some ideas that are relevant to the research results and discussion. The findings of this study demonstrated that crossword puzzles are useful for use in teaching and learning. Some points that a researcher may suggest:

For Teachers

English teachers should be proactive and innovative in developing teaching learning activities and tactics in the classroom to reduce stress for both teachers and pupils. English teachers should also urge their pupils to actively participate in class. Teachers could also push students to learn English, particularly vocabulary, in an easy way by employing media such as crossword puzzles.

For students

Students should participate actively in learning activities and not be hesitant or sluggish during English lessons in order to increase their vocabulary strength. Similarly, pupils should pay closer attention while their teacher instructs a lesson. They should put forth extra effort to improve their English proficiency.

For Researcher

Researchers should create study media or tactics for vocabulary learning and understanding in order to pique students' attention by employing a variety of resources such as pictures, realia, crossword puzzles, etc.

REFERENCES

- Brown, C. (2021). *Gamification in Education: Crossword Puzzles for Vocabulary Enhancement*. Findings suggest that gamification with crossword puzzles improves vocabulary knowledge and student engagement.
- Hatch, E., & Brown, C. (1995). *Vocabulary, Semantics, and Language Education*. Vocabulary is defined as a list or set of words for a specific language or the words that individual speakers of that language might use.
- Hornby, A. S. (2006). *Oxford Advanced Learner's Dictionary of Current English*. Vocabulary encompasses all the words a person knows or uses, as well as all the words in a particular language.
- Jones, A. (2019). *Enhancing Vocabulary Acquisition through Crossword Puzzles in Middle School*. This study shows significant improvement in eighth graders' vocabulary test scores using crossword puzzles.
- Lee, D. (2022). *The Role of Crossword Puzzles in Vocabulary Development for Middle School Students*. The research shows better vocabulary usage in both written and oral communication among students who regularly practiced with crossword puzzles.
- Patel, R. (2018). *Crossword Puzzles as a Learning Strategy for Eighth Grade ESL Students*. The study concludes that crossword puzzles aid vocabulary building and increase students' interest and motivation.
- Richards, J. C., & Rogers, T. S. (2001). *Approaches and Methods in Language Teaching*. Teachers can use several approaches to teach vocabulary, including displaying meaning using pictures, realia, gestures, and real objects.
- Smith, B. (2020). *Interactive Learning: The Impact of Crossword Puzzles on Vocabulary Retention*. Research indicates that students who used crossword puzzles retained more vocabulary words over time.

Thornbury, S. (2002). *How to Teach Vocabulary*. The book highlights the importance of mastering vocabulary for effective communication and comprehension.

Widyasari, Z. (2010). *Using Crossword Puzzles in Teaching Vocabulary*. This study categorizes different types of crossword puzzles that can be used in the classroom, such as oral puzzles, picture puzzles, and object puzzles.

APPENDIX-I
CONSENT LETTER

Dear Sir/Madam,

This test contains items for collecting information for my research entitled "Teaching Vocabulary Through Crossword Puzzles at Eighth Grade," supervised by Gobinda Puri, MPhil, Professor and Lecturer, Department of English Education. Your kind cooperation in responding to the test items is greatly valued for the completion of my research. I assure you that your responses will be used solely for this study and will remain confidential and anonymous.

Sincerely,

Researcher

Bhim Bahadur Magar

APPENDIX -II

Pre-Test

F.M: 50

1. His/her duty is to teach students in school. Who is s/he?
 - a. teacher
 - b. doctor
 - c. soldier
 - d. carpenter
2. Rearrange the jumble words to make correct sentence.
likes /Ramita / orange/ juice
 - a. Ramita orange juice likes.
 - b. Ramita likes orange juice.
 - c. Juice likes Ramita orange.
 - d. Orange juice likes Ramita.
3. The man drives people who want to go particular places. Who is he?
 - a. teacher
 - b. driver
 - c. Journalist
 - d. gardener
4. This man makes wooden goods. Who is he?
 - a. driver
 - b. journalist
 - c. gardener
 - d. carpenter
5. A photographer needs to capture photos.
 - a. camera
 - b. computer
 - c. microphone
 - d. oven
6. I took Food in your birthday.
 - a. delicious
 - b. bitter
 - c. happy
 - d. enjoy
7. A singer needs a to sing.
 - a. microphone
 - b. computer
 - c. pen
 - d. camera
8. A painter needs..... to paint picture.
 - a. whistle
 - b. stethoscope
 - c. paint
 - d. microphone
9. A journalist needs a to take photos.
 - a. camera
 - b. computer
 - c. paint
 - d. pencil



10. The best letters for the picture are.....

N		C	
---	--	---	--

- a. E - K b. I - E c. I - F d. E - K

11. I wear every day while going to school.

- a. wallet b. uniform c. pen d. pocket



12. The best letters for the picture are.....

A		D		M	E	
---	--	---	--	---	---	--

- a. B-O-N b. B-N-O c. C-O-N d. R-O-N



13. The best letters for the number 6 (six) are.....

	L		O	
--	---	--	---	--

- a. E- B- W b. B-W-E c. C- L-O d. B-W-E

14. A reading table where the students keep their books and read is.....

- a. bench b. desk c. cupboard d. chair



15. What is in the picture?

- a. chair b. table c. cupboard d. fan

16. He to school every day.

- a. go b. goes c. going d. do not go

17. The parts of speech of the word 'eat' is

- a. noun b. verb c. adjective d. pronoun

18. The parts of speech of the word **chair** is

- a. noun b. verb c. adjective d. pronoun

19. The parts of speech of the word, **they** is

- a. noun b. verb c. adjective d. pronoun



20. The best letters for the picture beside are

C		M	P		T	E	
---	--	---	---	--	---	---	--

- a. O-U-R b. R-U-O c. U-O-R d. C-O-R

21. It is 9: 00 am .This part of the day is called.....

- a. morning b. afternoon c. noon d. evening

22. We see many animals in the.....

- a. market b. zoo c. hospital c. school



23. The best letters for this picture are... ..

	I		E	
--	---	--	---	--

- a. T-G-R b. R-G-T c. G-E-R d. R-T-G



24. The best letters for the picture beside are.....

B		N		N	
---	--	---	--	---	--

- a. B-A-A b. B-B-B c. A-A-A d. A-N-A



25. The best letters for the picture beside are.....

	A		G	
--	---	--	---	--

- a. M-O- N b. M-N-O c. N-O-G d. O-N-M

26. My mother's best fruit is

- a. tomato b. orange c. potato d. corn

27. The curry you cooked is.....

- a. salty b. cloudy c. rainy d. sunny

28. Rearrange the jumble words to make correct sentences.

is /useful/ students / for / computer

- a. Useful is computer for students.
 b. Students is useful computer for.
 c. Compute is students for useful.
 d. Computer is useful for students.

29. My sister keeps some fruits on the.....

- a. pillow b. book c. clothes d. table



30. The best letters for the picture beside are.....

U		B		E		L	
---	--	---	--	---	--	---	--

- a. M-R-L-A b. A-L-R-M c. M-R-A-L d. R-M-A-L

31. The best letters for the picture beside are.....



	H		E	
--	---	--	---	--

- a. S-S-O b. O- S-S c. S-O-E d. S-O-S

32. Sita likes

- a. run b. running c. runs d. ran

33. Rama: What does your mother do?

Sumi: She is a farmer.

Rama: Where does she work?

Sumi: She works.....

- a. in the hospital b. in the kitchen
 c. in the field d. at school

34. A place for treatment to sick people is....

a. school b. hospital c. lab d. market

35. My mother fruits from the market.

a. borrow b. buys c. teach d. give

36. How many students should be sent from each class?

a. two students b. four students c. one student d. six students

37. Where will the context take place?

a. class b. canteen c. park area d. assembly hall

38. Who wrote this announcement?

a. office boy b. head teacher c. teacher d. student

39. Rearrange the letters below so that they become meaningful words.

E-L-P-E-A-H-N-T

a. electronic b. elephant c. elevator d. enjoy

40. Rearrange the letters below so that they become meaningful words.

E-E-V-N-N-I-G

a. morning b. afternoon c. bathroom d. evening

41. Rearrange the letters below so that they become meaningful words.

E-U-Q-I-P-E-M-T-N

a. equipment b. equality c. equivalent d. evaluation

42. Rearrange the words to make meaningful sentences.

Likes /your/ pet/ she

a. Your pet likes she. b. Likes pet she like.

c. She likes your pet . d. Pet likes she your.

43. Rearrange the words to make meaningful sentences.

You/ a/ child/ are

a. A child are you. b. You are child a.

c. A child you are. d. You are a child.

44. Ramila: When were you born?

John : I was born on 8 December, 2001 and you?

Ramila: I was born on 6 January ,1992.

When was John born?

- a. The eighth December two thousand one.
- b. The eighth December two thousand two.
- c. The Eighth December nineteen -ninety two.
- d. The eighth December nineteen ninety three.

45. Rearrange the words to make meaningful sentences.

Rita/ has/beautiful/a/ hat

- a. A beautiful hat has Rita.
- b. Rita has a beautiful hat.
- c. A hat beautiful Rita.
- d. Rita a beautiful has hat.

No.	Name	Date of Birth
1.	Ratna Majhi	The first of January nineteen ninety.
2.	Gopal Hamal	The sixth of January nineteen ninety three.
3.	Doma Thapa	The eighth January nineteen ninety four.

46. When was Gopal Hamal born?

- a. 01-01-1990
- b. 06- 01-1993
- c. 08-01-1994
- d. 06-01-1995

47. We use..... to cook food.

- a. plate
- b. bowl
- c. cooker
- d. glass

48. I could not call my friends because I had balance in my mobile.

- a. information
- b. insufficient
- c. grateful
- d. lack

49. choose the best letters to fill the missing places.

L		O	P		R	
---	--	---	---	--	---	--

- a. E-A-D
- b. D-A-E
- c. A-E-D
- d. D-E-A

50. To pass on knowledge to .Find the word of the given meaning.

- a. teach
- b. read
- c. eat
- d. buy

APPENDIX III

Post-Test Items

F. M. 50

1. His / her duty is to treat sick people in the hospital. Who is s/he?

- a. teacher b. doctor
c. soldier d. carpenter

2. Rearrange the jumble words to make correct sentence.

Sima / mango/ likes/ juice

- a. Mango juice likes Sima. b. Sima likes mango juice.
c. Juice likes Sima mango. d. Mango likes juice.

3. The man takes care garden. Who is he?

- a. teacher b. driver c. Journalist d. gardener

4. This man delivers letters. Who is he?

- a. driver b. journalist c. gardener d. postman

5. A journalist needs a to write news.

- a. oven b. computer c. microphone d. pen

6. He tookorange yesterday.

- a. sour b. bitter c. happy d. enjoy

7. A programme host needs a to speak.

- a. microphone b. computer c. pen d. camera

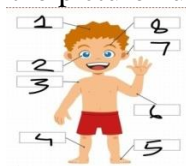
8. A doctor needs a..... to check up patients.

- a. whistle b. stethoscope c. paint d. microphone

9. A small student needs a to write something.

- a. camera b. computer c. paint d. pencil

10. The best letters for the picture number three (3) are....



S		O	U		D	E	
---	--	---	---	--	---	---	--

- a. H-L-R b. R- L-H c. S-L-R d. H-L-R

11. I wear every day while going duty.

- a. wallet b. hat c. pen d. pocket



12. The best letters for the picture are.....

	R		S	
--	---	--	---	--

- a. S-T-W b. R-I-T c. W-I-T d. T-S-W



13. The best letters for the number 4 (Four) are.....

	A		
--	---	--	--

- a. E- B- W b. B-W-E c. C- L-O d. C-L-F

14. A long sitting place where students sit at school is.....

- a. bench b. desk c. cupboard d. chair

15. What is in the picture?

- a. kitchen b. table c. cupboard d. bathroom



16. He football.

- a. doesn't play b. don't play c. playing d. plays

17. The parts of speech of the word 'read' is

- a. noun b. verb c. adjective d. pronoun

18. The parts of speech of the word 'table' is

- a. noun b. verb c. adjective d. pronoun

19. The parts of speech of the word, 'we' is

- a. noun b. verb c. adjective d. pronoun

20. The best letters for the picture beside are



M	I		R		P	H		N	
---	---	--	---	--	---	---	--	---	--

- a. O-U-R-O b. R-U-O-E c. U-O-R-E d. C-O-O-E

21. It is 1: 00 pm .This part of the day is called.....

- a. morning b. afternoon c. noon d. evening

22. We see many sick people in the.....

- a. market b. zoo c. hospital d. school



23. The best letters for this picture are.....

E		E	P		A	N	
---	--	---	---	--	---	---	--

- a. L-H-T b. R-G-T c. G-E-R d. E-T-G



24. The best letters for the picture beside are.....

P		N		E		P		P		E
---	--	---	--	---	--	---	--	---	--	---

- a. B-I-A b. B-B-L c. A-E-A d. I-A-L



25. The best letters for the picture beside are.....

T		M		T	
---	--	---	--	---	--

- a. O-A-O b. O-N-O c. N-O-A d. O-N-A

26. My father's best fruit is

- a. tomato b. abocado c. potato d. corn

27. The chocolates are

- a. sweet b. cloudy c. rainy d. sunny

28. Rearrange the jumble words to make correct sentences.

The cell phone/useful/ is /students/also/for

- a. The cell phone is also useful for students.
 b. Also cell phone useful is students.
 c. students is also the cell phone useful.
 d. The cell phone also is useful students.

29. My friends keeps his ball under the.....

- a. pillow b. book c. clothes d. chair



30. The best letters for the picture beside are.....

T		I		E	
---	--	---	--	---	--

- a. O-R-L-A b. O-L-T c. M-R-A-L d. T-M-A-L



31. The best letters for the picture beside are.....

F		R		H	E		D
---	--	---	--	---	---	--	---

- a. O-E-A b. O- S-A c. S-o-F d. S-o-E

32. Suman has just

- a. arrived b. arrives c. arriving d. arrive

33. Jivan: What does your brother do?

Sujan: He is a shopkeeper.

Jivan: Where does he work?

Sujan: He works.....

a. in the hospital b. in the kitchen c. in the field d. in shop.

34. A place where students learn is....

a. school b. hospital c. lab d. market

35. My wife fruits from the market.

a. borrow b. sells c. teach d. give

36. How many students should be sent from each class?

a. two students b. four students c. one student d. six students

37. Where will the context takes place?

a. class b. canteen c. park area d. school's hall

38. Who wrote this announcement ?

a. office boy b. head teacher c. teacher d. student

39. Rearrange the letters below so that become a meaningful words.

S-F-T-O-W-R-E-A

a. electronic b. software c. elevator d. windmill

40. Rearrange the letters below so that become a meaningful words.

F-T-A-E-R-O-O-N-N

a. morning b. afternoon c. bathroom d. evening

41. Rearrange the letters below so that become a meaningful words.

D-A-M-I-A-R-B-E-L

a. admirable b. address c. administer d. adventure

42. Rearrange the words to make meaningful sentences.

Likes /they /my/cap

a. My cap like they. b. They like my cap.

c. Like they my cap. d. My cap they like.

43. Rearrange the words to make meaningful sentences.

She/ a/ is/ talent/ student

- a. Talent student is a she. b. She is a talent student.
c. Student is she talent. d. Is she student talent.

44. Raju: When were you born?

Jyoti : I was born on 5th January, 1991 and you?

Raju : I was born on 6 January ,1993.

When was Jyoti born?

- a. the fifth January nineteen ninety one.
b. The sixth January nineteen ninety three.
c. The seventh February nineteen ninety four.
d. The eighth January nineteen ninety six.

45. Rearrange the words to make meaningful sentences.

Himal /has/ original/a /ball

- a. Original ball has a Himal. b. Himal has a original ball.
c. A ball has original Himal. d. Himal has a ball original.

No.	Name	Date of Birth
1.	Rama Ramtel	The sixth February nineteen ninety seven.
2.	Devi Yadav	The seventh January nineteen ninety eight.
3.	Suman Majhi	The eighth February nineteen ninety nine.

46. When was Suman Majhi born?

- a. 06-02-1997 b. 07-01-1998 c. 08-02-1999 d. 08-02-1996

47. We use..... to take food.

- a. plate b. bowl c. cooker d. glass

48. We are for your great effort.

- a. information b. insufficient c. grateful d. lack

49. choose the best letters to fill the missing places according to the picture.



	E		R
--	---	--	---

- a. D-E b. D-E-E c. D-E-R d. E-E-R

50. Meaning of very large is..... .

- a. vast b. fast c. small d. simple

APPENDIX IV

Daly Diary of My Work

My students of grade eight are very poor in vocabulary .The are poor in simple words which are used in day to day life. Even the cannot say or use words. So I decided to research to improve vocabulary by using crossword puzzle media. But it was not easy to apply it. The details descriptions of mywork are given below.

First Day

First of all , I taught the students how to search the words in the dictionary because I had planned that the students could use dictionary while finding out the words to complete crossword puzzle. I also gave some information about parts of speech. After getting facilitation students knew how to use dictionary to find out the words, their meanings, use and parts of speech of the words. They knew the using format of some words from dictionary.

Second Day

I taught some symbols of English sound by taking help from phonemic chart that was searched from internet. It was too difficult to me to teach because I should have totally forgotten it. The students also felt difficult to understand. The students copied sounds symbols and tried to pronounce the time and again. Then they slightly knew to pronounce the symbols. I also helped them in difficulty. At last I said them to practice at home properly.

Third Day

In third day I apply my method for that I provided the crossword puzzle having clues of the required words to fill in the crossword puzzle. In the class I divided the students into two groups and also provided dictionary to every group so that they feel easy to find the words. The crossword puzzle game was related the words of parts of the human body that was not

related to text book of grade eight. According to given clues and taking help from the dictionary, the students should have completed the crossword puzzle. While searching suitable words to complete the crossword puzzle, students were allowed to use dictionary. At the time of using dictionary they found the pronunciation, parts of speech, meanings and their use. First day were seven words that related human body. After finding the related words, I got them to repeat the spellings of the words. I got them to say parts of speech of the words. They tried to pronounce the words and repeat them. Being the first day it was hard to apply the technique. They became confused I felt little odd too. It was time consuming so that I could not complete in a period. As a result I did not teach them how to use the words in the situation. Then I informed them to continue the class next class. I also got them to make some sentences using the words.

Fourth Day

Today's class was continuing of the previous class. Today first of all I checked students' copies either they made sentences using the words that were related of previous class or not. Only three students had made some sentences. Then I facilitated to use the word in different situations. They tried and made cleared to some extent. Then I revised yesterday' all words and meanings, parts of speech and spellings.

Fifth Day

For fifth day, I chose eight words that were also human body. Today I did not provide the crossword puzzle to the group of students. I wrote the crossword puzzle on the white board having clues. Then I made them filled the crossword puzzle one by one. They were allowed to use dictionary too. If any group found a word to fill in the puzzle, the group would have got big hands from the all students. So, in order to get praised from the friends and teacher, they were eager to find the word first. They pronounced the words, found the meanings , parts of speech .Must of the time they did not understand the exact meanings of the words

meanwhile I facilitated them translating the words in Nepali. Then they tried to use the words by helping the dictionary .I helped them in confusing situations.

Sixth Day

In sixth day, applied very simple words related to inside the classroom like desk, bench, cupboard, chair, ceiling, windows etc. because most of the students do not know the words' spellings, parts of speech, and their use though they are simple words.

Like the previous classes, I drew the crossword puzzle on the white board along with the clues. According to the clues , the students tried to solve the crossword puzzle. In some difficulty, I helped them. They used the dictionary to find out the words, meanings and pronunciation. The group of students had god admiration for first completing puzzle box.

Today I felt that the students felt little bit easy because most of the words familiar and could complete fast. I also felt that they were being habituated in learning words from this type of technique.

Seventh Day

For seventh day, I chose action verbs which are used every day at school frequently. The verbs like , go, come, eat, play ,do, run, teach, speak, dance etc. I treated the students like the previous class. I got them to find out the words to complete their puzzle and they found out the words by the help of clues. Today I additionally informed about one of the parts of speech , verbs. I told them the five forms of action verbs and their use. While trying to complete the crossword puzzle time and again , they had minded the spellings of the words. They themselves pronounced the words repeatedly . Then I facilitated them to use the words in different situations and time. They were also eager to learn it.

Eighth Day

Today I chose some additional action verbs. There were seven action verbs .I created crossword puzzle for them on the white board. I made them to find out and fill the puzzle according to the clues. They also searched the verbs and fill the puzzle up. They learnt the words pronunciation and meanings while searching the words in the dictionary. They were allowed to tell words to fill up whoever know or find. Then they minded the meaning and practiced to use the action verbs in different students.

Nineth Day

Today's crossword puzzle game was the words related to the part of the day like morning , afternoon , noon, etc. I presented the crossword puzzle box on white board along with clues. Today also I divided the class into two groups . I provided dictionary to each group so that they could find the words and complete the game. Frist of all I explained the clues first puzzle row word. The students ponder on for a while and started to find out the related words in the dictionary. When a group found the word in the dictionary, then they spelled out the word and fill the crossword puzzle. The same word's spelling repeated by the other students too. Then they searched the parts of speech pronunciation and the use. Similar action happened till an hour. I also facilitated in their confusion. They also got treated to use the words.

Tenth Day

For todays' class I chose the words related to fruits that were found in locality. There were seven fruits name. I made the crossword puzzle in the white board and they filled up the puzzle by the help of clues. They learnt pronunciation and parts of speech of these words. I also showed them pictures of the fruits in screen of my laptop. After looking at their pictures they became very clear.

Eleventh Day

In today's class also I used the words related to fruits that we find in our locality. I chose only seven fruits name. Similar to previous classes ,I made crossword puzzle on the white board along with the clues. The students completed the crossword puzzle by taking help from the clues. They found the words to complete the puzzle from the dictionary too. In some difficulty I also facilitated them. Nowadays they find the words , parts of speech , meanings, and their use themselves. They also use their common sense to complete the crossword puzzle. As a result They are eager to know the words meaning .

Twelfth Day

Today I got the to understand words related simple taste related words. I made ready six taste related words for the crossword puzzle game. First I drew the crossword puzzle on the white board which I have made at home. Then I also wrote clues of the words. Then I got the students to complete the crossword puzzle. They tried and completed by the help of the clues and using dictionary. They also minded the pronunciation , meaning and their use. I also helped them in some difficulty. Sometimes I translated in to Nepali language for them.

Thirteenth Day

In today's class I added seven taste related words like previous class. I prepared the crossword puzzle and clues of the words. Then I got the students to complete the words by taking help from the clues and dictionary. They found out the words and filled the puzzle. They also searched parts of speech, and meanings of the words. At last they use the words in their own situations.

Fourteenth Day

Today we discussed and learnt the words related to kitchen through crossword puzzle. Words like utensil, cooker, knife, bowl etc. are useful words for day to day life. They solved the crossword puzzle game in my direct surveillance. They pronounced the words properly with the help of dictionary. They said the words' parts of speech ,meanings. I helped them to make sentences. Today the students became very happy because they knew some new words related to kitchen things which they always use .

Fifteenth Day

For today, I chose the words related to animals and birds that are found in the locality. Altogether there were eight words. And I build up suitable crossword puzzle on white board including clues. Then I got them to study puzzle and clues. Then after I got them to complete the puzzle. They worked collaboratively. They told words turn by turn to fill the crossword puzzle. At the time of searching words ,they automatically minded words' spellings. They knew the meaning by searching from the dictionary. I also helped in difficulty. Then they tried to use the words in their own situation looking at the examples of dictionary.

Sixteenth Day

Sixteenth day was time to learn the words about professions. So I made ready some words related to professions. Like the previous classes, I created crossword puzzle which was my media to teach words. With the crossword puzzle, there were clues of the words too. They were to habituated to solve the such problems so that they felt easy. They started to search words happily. They found out words , meanings, pronunciation, parts of speech and their use.

Seventeenth Day

Today's I was organized crossword puzzle along with words related to zoo and animals that found in the zoo which belonged to the text book of grade eight. I chose seven words from there. First of all I wrote the crossword puzzle on the white Board with clues. Then I got the students to find out the words as usual to complete the puzzle box. Whenever they found a word, I got them to find out the word's meaning and parts of speech of the words .Then after I got them to use words to make sentences . For that students were allowed to use dictionary and books.

Eighteenth Day

In 18th day, Students were practiced of the words that were related from the text book. The words were like ,grateful ,admirable , equipment, software , vast , lack, insufficient, information etc. I made the crossword puzzle on the white board with their clues. The students read the clues first and tried to complete the crossword puzzle. For that they were very busy to understand the clues and find the correct words to complete the puzzle. The students worked searching correct words collaboratively. After finding one correct word, they tried to find the pronunciation, meanings, and use of the word. They also use the words looking at the examples of given in the text book. While doing or searching the words, they were automatically remembered the spelling and meanings. If they got confused , I would immediately made them remembered .

Nineteenth Day

In day 12th , I used the words from their text book , unit -2 .The words were different parts of speech .Some words were nouns, pronouns, verbs, adjectives, etc. I did the work similar to previous classes. I created the puzzle box on the white board having clues of the words and students were got to complete the crossword puzzle by taking help of the clues. They found out the words and filled up the crossword puzzle. After that they learnt the words ' parts of speech ,meanings and their use . While doing all they minded the spelling.

Twentieth Day

For the twentieth day, I made ready crossword puzzle from the text book of grade eight. Altogether there were nine words. I got them to find the correct words and filled up the crossword puzzle. First of all they tried to find out and filled up the words by taking help from the clues given. Turn by turn they tried to filled up and at last they completed the puzzle. They found out the parts of speech of the words and minded the meaning and spellings but there was insufficient time to use the words because today's words were a little difficult and many words comparatively to previous ones. So, we left some works for next day.

Twentieth First Day

Today's class was related to previous class which was not completed because yesterday's work was very hard and number of words were a little more. In today's class was started by revising previous activities like, asking the words' parts of speech, meanings and spellings. Then I got them to use the words that we talked last day. They tried to use the words in different context. While using the words they took help from the book's examples. I also helped them in their difficult situations. While using words students use took help from the dictionary too because I gave them to use dictionary all the time of the class.

Twentieth Second Day

Today was the last day of my experiment class. For the class, I chose the words given in the text book. The words were mixed. There were noun, verbs, pronouns, adjectives, etc. My working technique was not new today too. So, I created crossword puzzle having clues as usual on the white board. The students also did same as previous classes because they became habituated to do the works. They found the words and learnt all the parts of speech, pronunciation, meanings etc. They asked me in difficult situation. Then they tried to use the words in different situations. In order to use the words in different context, they use

the help from the text book because same words are used in the text book. Not only text book they help from the dictionary and with me.

From the all classes I found that the students were too much eager to learn words through this technique. While learning vocabulary through this technique they felt that they were playing game with their friends inside the classroom. In this technique the students tried to play cross word puzzle game but they automatically learnt the vocabulary.