

# **TEACHING VOCABULARY THROUGH GAMES**

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

**Submitted by  
Khadananda Prasai**

**Faculty of Education  
Saptagandaki Multiple Campus  
Bharatpur, Chitwan  
2010**

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# DECLARATION

I hereby declare to the best of my knowledge that this thesis is my own; no part of it was included in any of the thesis submitted for the candidature of research degree to any university.

**Date: 2067-07-28**

.....

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## RECOMMENDATION FOR ACCEPTENCE

This is to certify that **Mr. Khadananda Prasai** has worked out and prepared the thesis entitled “**Teaching Vocabulary Through Games**” under my guidance and supervision.

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# **DEDICATION**

**Dedicated**

**to**

**My parents who, even under a very difficult situation,  
devoted a great span of their lives in making me  
what I am now.**

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## **ABSTRACT**

Vocabulary learning is an inevitable part of language learning process. The language learners face the problems in getting command over language unless they are able to understand and use the vocabulary of that language. Therefore, the teacher should be always conscious of choosing the appropriate technique to teach the vocabulary lessons. This study attempts to find out the effectiveness of teaching vocabulary through games. It is an experimental study. Sixty students studying in B.Ed.1<sup>st</sup> year in Shaheed Smriti Multiple Campus, Tandi, Chitwan were the sample population for this work and they were divided into experimental group (EG) and control group (CG) according to random sampling way. The EG was taught vocabulary using games technique but the CG using usual technique. After teaching them for 24 days, the test was taken using the vocabulary questions based on different categories. Thereafter, the results of the test were compared using simple statistical tools like average, percentage etc. to determine the effectiveness of games technique in teaching vocabulary. The findings of the study proved that games technique in teaching vocabulary was effective.

The study consists of four chapters. Chapter one encompasses general background, review of the related literature, objectives and significance of the study. Chapter two is about the methodology which includes data collection and limitations of the study. Chapter three includes the analysis and interpretation of the data which has been calculated on the basis of average scores in the average mean and percentage. Similarly, t-test has been applied to find out the statistical significance. For the test of the both groups, the questions were designed and they are given in the appendix. Chapter four includes the findings and recommendations. It also suggests some pedagogical implications.

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## **SYMBOLS AND ABBREVIATIONS**

adj.	-	Adjective
Av.	-	Average
B. Ed.	-	Bachelor of Education
CG	-	Control Group
e.g.	-	Example
EG	-	Experimental Group
ELT	-	English Language Teaching
et al.	-	And other people
etc.	-	Etcetera
HSEB	-	Higher Secondary Education Board
i.e.	-	That is
L1	-	First Language
M.Ed.	-	Master of Education
NESP	-	National Education System Plan
No.	-	Number
p.	-	Page number
P.	-	Percentage
Q. No.	-	Question Number
R. No.	-	Roll Number
Sc.	-	Score
SSMC	-	Shaheed Smriti Multiple Campus
T. U.	-	Tribhuvan University
U.N.O	-	United Nations Organization
Vol.	-	Volume
%	-	Percentage

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

It is obvious that the possession of language makes human being different from animals and the thinking power of human being is far better and more complex than that of other animals in the planet. Thus, what can be said is that human being is the only possessor of language. He has a dynamic role and place in the world due to the possession of language. Of course, it is the most highly developed and most frequently used means of communication. It is one of the gifts to human being. Language is the process of transmitting the message from the speakers to the receivers. It is the means of communication through which people can express their thoughts, feelings, emotions, reactions, desires etc. Language, as the medium of interaction between the speaker and listener, has been playing a dominant role in transmitting history, culture, religion and politics from one generation to another. It can also be taken as a means to maintain a good relationship in a community, in the nation and in the world as a whole. It is present everywhere in our thoughts, dreams, prayers, meditations, relations, communications etc.

Random House Dictionary of the English Language (1966) defines, " Language is any set or system of communication of linguistic symbols as used in a more or less uniform fashion by a number of people who are thus enabled to communicate intelligibly with one another" (as cited in Brown,1976,p.4). It is the most valuable single possession of the human race and it is species-specific in the sense that only human being acquires it as a means of communication. Various experiments made on animals have proved that they lack special type of intelligence that is inherited in human being. So, human being is different from all the other species because he

possesses the unique faculty of speech. Without language, it becomes difficult for him to establish relationship with the speech communities. Bloch and Trager (1942) define, "Language is a system of arbitrary vocal symbols by means of which a social group co-operates"(as cited in Lyons, 1981, p.4). Thus, we can conclude that language is the voluntary vocal system of human communication and without it, no communicative activities take place. Being widely used means of communication, it is shared by every member of community and it has become the instrument of socialization.

Oxford Advanced Learner's Dictionary (1993, p.700) defines language as "System of sounds, words, patterns, etc. used by humans to communicate thoughts and feelings." Thus, language is the powerful, convenient and permanent means and form of communication. Likewise, language is taken as the storehouse of knowledge and instrument of thinking as well as source of delight. It transfers knowledge from one person to another. "Languages provide a variety of ways of saying the same thing- addressing and greeting others, describing things, paying compliments" (Holmes, 1992, p.3). So, language is taken as a social phenomenon that exists in the society and social, cultural norms, tradition and heritage are all guided and regulated by language.

Language is not only haphazard and random combination of sounds rather it is a vocal system of communication and it is taken as an arbitrary, voluntary, vocal system of human communication. Sapir (1928) describes language as "Purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols" (as cited in Verma and Krishnaswamy, 1989, p.16). Similarly, Corder (1993) defines, "Language is thus seen as part of human psychology, a particular sort of behavior, the behavior which has as its principal function that of communication" (p.23). It has become

the part our social behavior. That is why, the role of language in communication cannot be ignored. We cannot think of any social, cultural, academic and artistic activities going on without language and it is the most significant asset of human life. It is a distinctive property of human being which has helped him to establish his supremacy in the globe.

### **1.1.1 Importance of the English Language**

There is outstanding importance of the English language in the world. It has been used as a foreign language around many parts of the globe. However, its importance cannot be minimized.

The English language has been the most significant one in the present time. For the communicative purpose, it has become the lingua franca and it is used as an official language of the UNO. Being the international language, it has become an indispensable vehicle for the transmission of modern technological knowledge and achievement. English has become the best medium of education. The international business corporation, coordination and integration are only possible through the English language.

The English language is used for getting world wide knowledge in various fields like literature, culture, religion, education, science, politics, economics and technological discovery. The global use of English has created uniformity and equality among people living in any corner of the world. The world has become a small village where all people converse with each other in English. Indeed, English is supposed to have been the passport to travel the globe and thus has become indispensable and excellent vehicle for the transmission of modern civilization and culture in any corner of the world. Thus, the popularity of English

is increasing everywhere. Highlighting on the importance of English, Crystal (1997, p.61) opines, “There has never been a language so widely spread or spoken by so many people as English.” So, English has become an essential part of our life. It is regarded as the powerful tool to widen our mental horizon. Hence, Pandey (1996, p.246) comments,

English is undoubtedly of vital importance for accelerating the modernization process in Nepal, and in so far as education is and agent of such a process, the place of English in Nepalese Education as a foreign language is secure and unassailable because it is one of the preconditions for promoting technical education.

Similarly, Bhattraï (1994, p.226) adds, “English has become indispensable vehicle to the transmission of modern civilization into the nation. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantage of the world citizen.” Therefore, English can only face the challenges of science, economics, commerce, politics, information technology etc.

### **1.1.2 English Language Teaching Situation in Nepal**

The English language has been given the great importance in the education of Nepal. The history of teaching and learning of English in Nepal is not so old. The introduction and development of the English language in formal educational system was started with the establishment of Durbar High School in 1854 AD, the first school in Nepal. This school was established by Prime Minister Jung Bahadur Rana to teach the English language for members of the Rana families. The

opening of Tri-Chandra College marked the formal beginning of the English education in higher education of Nepal.

After the implementation of National Education System Plan (1971), some radical changes took place in the education system of Nepal. The plan emphasized on introducing English as a compulsory subject in all schools and colleges of Nepal. After the publication of the report of NSEP (1971), English was included in the curriculum of schools and colleges.

In the past, Grammar Translation Method was used and literature used to be the focus of study. Literary texts were critically studied. Mainly reading and writing were the language skills given emphasis. The English textbooks up to the last decade were all structural ones with much emphasis on the structures with the belief that if the learner got mastery over the forms, he would be regarded as the master of English. Only criticisms of literary texts, learning of the grammatical rules were taught in students' mother tongue as a medium of instruction. Listening and speaking, the primary language skills were ignored.

After the failure of Grammar Translation Method and the emergence of Communicative Language Teaching, the focus of the English language teaching has been shifted from teaching and learning of forms to functions of language.

The importance of the English language in the global context cannot be minimized. It is the principal language for the international communication and the gateway to the world body of knowledge. In view of these facts, the English language is given great importance to the education system of Nepal. It is now taught as a compulsory subject right from the grade one to the Bachelor level. It is also taught as an optional subject from the school level to the college level.

### **1.1.3 Place of Vocabulary**

Teachers who teach English as a foreign language know very well how important vocabulary is. They know students must learn thousands of vocabulary which they have to use in their academic activities. The need of knowing vocabulary is one point of getting mastery over the English language in the age of globalization and it is the necessity of the time and situation that our curricula, syllabi and text books should be modified. In other words, time has changed and courses should change to meet the demands of changing time.

Majority of the students have been taught English as a body of knowledge in preparation for multiple choice questions and for some composition type of questions through translation and memorization of grammatical rules. They are not accustomed to teaching English, especially vocabulary, through motivation and using any other techniques. Therefore, teachers need effective way to help students improve and increase their vocabulary power. In learning the English language, vocabulary plays a significant role and it is one element that links the four skills of language learning. To communicate well in English, students should acquire adequate number of words and should know how to use them accurately.

Even though students realize the importance of vocabulary while learning English, most students learn vocabulary passively due to several factors. First, they find teacher's explanation and pronunciation boring. Second, they only think of vocabulary learning as knowing the primary meaning of new vocabulary. Therefore, they ignore other functions of words. Third, students usually acquire new vocabulary through reading new words in their textbooks only when given by teachers during classroom lesson. Fourth, students do not want to take risks in

applying what they have learned. So, it is important to encourage students to personalize the words, make them their own for being active learners of vocabulary.

At the same time, students are accustomed to learning vocabulary through manipulative or controlled writing exercises and reciting the meanings. Learning vocabulary is a more complex process than merely putting words on a page. In the process of acquiring vocabulary, students need to understand not just what individual words mean but also which combination of these words in sentences or paragraphs convey a meaningful message. To improve their foreign language proficiency, learners need a solid knowledge of vocabulary.

While a basic level of vocabulary allows them to communicate some ideas to a certain degree but not knowing vocabulary can severely limit their four language skills. So, our foreign language learners especially students who are studying at B.Ed. first year are facing the problems in recognizing and using the vocabulary. Insufficient vocabulary power is one of their biggest frustrations. It has affected them in their learning English although they are aware of the importance of learning English.

Unless students can understand and use vocabulary in its proper context, they are reluctant to the process of reading and writing. Recognizing vocabulary creates a sound confidence among the students. English language learners need to increase their vocabulary knowledge. Given the time constraints of many learners, teachers should involve the students in learning vocabulary which ultimately pave the way towards writing, reading etc. Teacher's ultimate goal is to help the students be active vocabulary learners and users after they leave the classroom.

A teacher can teach vocabulary items effectively through the use of different games. If s/he teaches vocabulary items applying game technique, the students enjoy them and learn together. It is the psychological fact that they enjoy the game and it will help them to avoid monotony and boredom. In this context, Pandey (1996) writes,

Experienced teachers who teach English as a second language know very well how important vocabulary is. They know students must learn thousands of words that speakers and writers of English use. Fortunately, the need for vocabulary is one point of which teachers and students agree (p.157).

To become proficient readers and fluent speakers in English, the students need to enrich their vocabulary power. While basic level vocabulary allows them to communicate some ideas to a certain degree, better communication in speaking / listening / writing / reading and that can be accomplished when the students have acquired more vocabulary. As a result, teachers need to know what kinds of classroom activities they can use to help the students gain new vocabulary.

#### **1.1.4 Defining Vocabulary**

When we talk about vocabulary, we usually mean ‘word’ but a word is more than what we take for granted. Oxford Advanced Learner’s Dictionary (1993, p.1471) defines word as “A sound or combination of sounds that expresses a meaning and forms an independent unit of the grammar or vocabulary of a language.” Word is a meaningful sound or combination of sounds that is a unit of language or its representation in a written text. It is defined as the smallest unit of language that can occur on its own. Similarly, vocabulary is defined as the total number of

words that make up a language. Each language consists of vocabulary items which are the main tools to make the communication possible between the sender and the receiver.

Many linguists and scholars have defined vocabulary in different ways. It is the single word utterance or combination of two or more than two words which are used in our day to day conversation. Cambridge International Dictionary of English (1995, p.1628) defines vocabulary as “All the words used by particular person or all the words which exist in a particular language or subject.”

Vocabulary items have the great importance in the English language. Crystal (1995, p.111) states, “Vocabulary is the Everest of a language.” The height and importance can be realized from his statement. Without adequate vocabulary, a speaker cannot go forward in the voyage of learning. The adequate knowledge of vocabulary for teaching-learning is as necessary as breathing. Likewise, The Chambers Dictionary (1993, p.1946) defines vocabulary as “A list of words explained in alphabetical order; a dictionary; any list of words, the words of language.” If we go back to the history of vocabulary, it is directly associated with God. It can be verified by the following statement. "When all things began, the word already was. The word dwelt with God, and what God was, the word was” (as cited in Quirk, 1962, p.121). So vocabulary as the core part of language has a long history. “Vocabulary-the set of names for things- is only the component of language but by reason of this mystical quality that names have vocabulary tends to overshadow all else in our consideration of language”(ibid). In short, it can be defined as the words we teach in the foreign language. Vocabulary, in other words, is the list of words that speakers of a particular language use. When the students get an English text, they translate it into their mother tongue to get the meaning. This is especially boring and traditional way of learning.

The students usually acquire new vocabulary either from the teacher or from the textbooks. The students cannot use it although they have studied it. Therefore, it is necessary to develop a strategy to help students learn language, especially vocabulary, to be more interesting, creative, worth doing. Similarly, the teacher needs to create a method that can stimulate the students to be active and creative learner.

According to Harmer (1991), "If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organ and flesh" (p.153). Here, Harmer's definition seems to be rhetorical and metaphorical too. His definition of vocabulary stresses on its importance. Teaching and learning of the English language becomes the oarless boat in the ocean without vocabulary. However, vocabulary teaching and learning is relatively neglected and it is believed that foreign language learning is a spontaneous process and vocabulary develops automatically in its own process and way. This is the traditional way of vocabulary teaching and it does not promote the enthusiasm of students in learning vocabulary. Therefore, teaching vocabulary for learning the foreign language should be rethought.

Language is the vast ocean and it is the collection of vocabulary. A word may be used in different ways in different social contexts. Lack of vocabulary obstructs in listening, speaking, reading and writing. Students are reluctant to speak when they do not have enough knowledge of vocabulary. Many teachers do not realize that vocabulary is the major problem in learning English. Vocabulary learning is the most important component of the language power. In using the language, students who are rich in vocabulary are successful both in expressive skill- speaking and writing and receptive skill- reading and listening. But one who is poor in

vocabulary is getting trouble in those skills. Vocabulary can be classified into two groups. They are as follows:

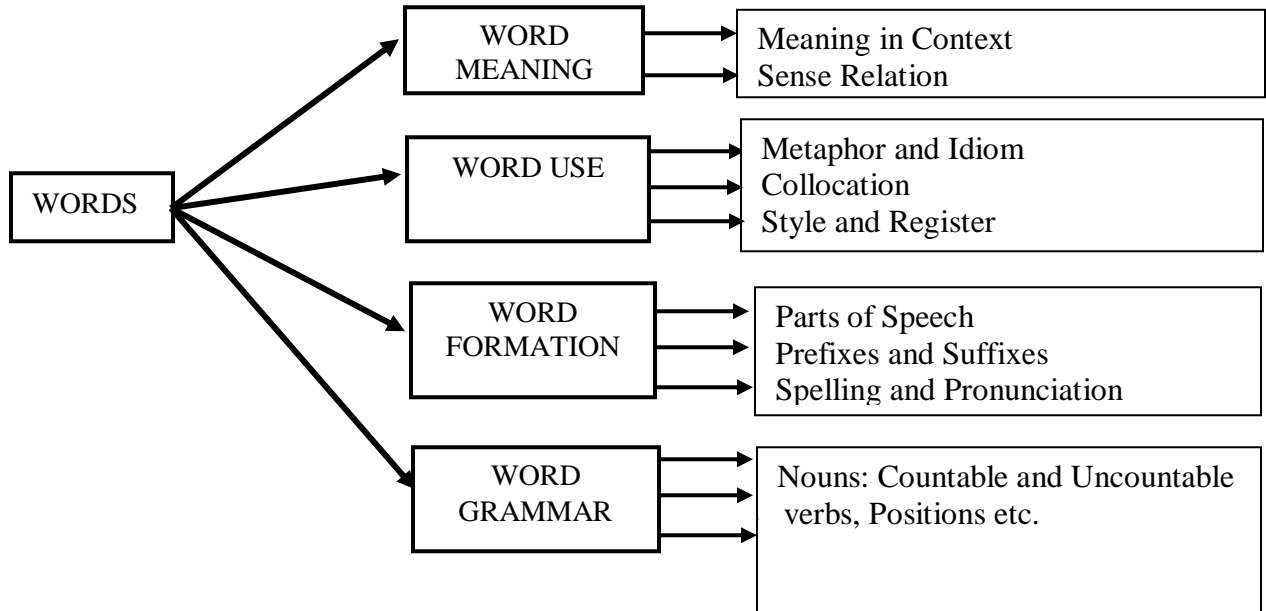
a. Active Vocabulary

b. Passive Vocabulary

Very simply speaking, the words that are often used by a person come under active and the ones which are rarely used but are in the passive store of a learner are called the passive vocabulary. In other words, the words or phrases that are needed in day to day communication are referred to as active vocabulary. On the other hand, passive vocabulary means the words which are not needed in day to day communication. Active vocabulary is that over which we have full command and which we can use in our speech and writing. Passive vocabulary consists of those words whose meanings we can understand when they appear in speech and writing but we cannot use it in our speech and writing.

### **1.1.5 Aspects of Learning Words**

Vocabulary building is a conscious, systematic, long process. Although learning is regarded as a spontaneous process, vocabulary learning is related to context and situation in which a word has been used. Thus, students who are learning words should know the meanings as well. While learning words, one must know all their aspects. Otherwise, the students are reluctant to learn. So learning vocabulary is an entire notion which includes its various aspects. As it is clear that some words are more frequent in use than others due to which we should lay emphasis on the selection of the words having high frequency, range, coverage, learnability etc. In this regard, Harmer (1991, p.158) says, "Knowing a word means far more than just understanding its meanings." He has mentioned the aspects of learning words as follows:



Schmitt (2000, p.23) proposes the following list of the different kinds of knowledge that a person must master in order to know a word.

- The meaning(s) of the word.
- The written form of the word.
- The spoken form of the word.
- The grammatical behavior of the word.
- The collocation of the word.
- The register of the word.
- The association of the word.
- The frequency of the word.

These are known as types of word knowledge. When one acquires / learns language, s/he acquires/learns vocabulary. This indicates that language learning is the matter of learning vocabulary. In this regard, Schmitt (2000, p.5) says,

This suggests that we also need to consider the various facets of knowing a word of course; everyone realizes that a word's meaning must be learned before that word can be of any use. A person who has not thought about the matter may believe that vocabulary knowledge consists of just these two facts- meaning and word form.

Here, learning a word involves a variety of skills and one has to be familiar with all the aspects of learning the words. In the absence of them, learning words may be spoilt. So, McCarthy (1990, p.1) states,

It is the experience of most language teachers that the single, biggest component of any language course is vocabulary. No matter how well student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just can not happen in any meaningful way.

Similarly, aspects of learning words can be mainly concentrated on four areas described herewith.

#### **a. Word Meaning**

Word meaning is the meaning of the word given in the dictionary. It is the direct meaning of the word. But many words do not contain single meaning. We try to

find out the meaning of the word looking at the context in which it is used and its relation to other words. The same word may have different meanings in different contexts. Let us observe the following sentences.

- a) I'm reading a book ( a set of printed pages)
- b) We have to book the ticket for the show. (to reserve)
- c) The policeman booked him for speeding (to arrest)

So learning words should be studied in relation to the meaning in different possible contexts.

### **b. Word Use**

Words can be used in various ways. What a word means can be changed, stretched or limited by how it is used and this is something students need to know about. The meaning of the words can be stretched and limited through the use of metaphors, similes, symbols, idioms, collocations, styles, registers etc. For example,

The dog is barking. (literal)

He is barking. (saying something in a sharp, harsh voice)

He is living a dog's life. (a worthless life)

You have a heart of stone. (metaphorical meaning)

### **c. Word Formation**

We have to teach form of the words in our context and in how many and what forms or shapes the word can appear in other context. In other words, we have to pay attention to how the words change their shape and grammatical values (i.e. parts of speech).For example, the word explode (simple present, plural) may have the forms of shapes like explodes, exploded, exploding, explosive etc.

### **d. Word Grammar**

Word grammar includes the grammatical status of words in terms of parts of speech. It refers to the word structure and various forms of a word. For example, if a word is a noun, we have to consider whether it is countable or uncountable, singular or plural, takes singular or plural verb and so on. Similarly, if the word is a verb then it may be transitive verb or intransitive verb and so on. If the words are adjectives whether they are used predicatively or attributively or in which position they occur in a sentence should be considered.

### **1.1.6 General Trends of Teaching Vocabulary**

There are several general and specific techniques of teaching vocabulary and such activity of teaching and learning can be motivated by using several methods and techniques. Learners learn new vocabulary by using them, writing them in composition etc. New vocabulary can be taught by applying these steps.

- a. Pronunciation and spelling
- b. Techniques of showing meaning of vocabulary
- c. Stepwise procedure of presenting vocabulary
- d. Vocabulary building games and exercises

Among the various aspects of the English language teaching, vocabulary is the core part of the language teaching. It is associated with a wide range of information and that each type of information forms an important area of study for learning the English language. The associated information the vocabulary carries is the phonetic \ phonological, morphological, syntactic, semantic and pragmatic information. However, proper emphasis has not been given to it in our teaching system of English. Every skill of language teaching/learning starts from vocabulary. Highlighting on the role of the vocabulary in teaching/learning activities, Wilkins (1982) writes, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed "(as cited in Bhandari, 2006, p.157).

In our Nepalese context, students start learning English as a foreign language as soon as they get into the premise of the school territory. By the time they enter the college, they have had wide exposure to traditional grammar-based approaches to language instruction. In general, students find lessons boring perhaps because they have been studying the same materials for so many years. The lessons are mechanical and quite predictable. The teacher presents the rules, gives exercises to students to work on and administers the tests to assess the learning. The English teachers do most of the talking while students listen, take notes, recite the lessons, and give one-word or one-sentence response. Clearly English classes need to be more interactive to keep students interested in the lesson. As everybody knows, English is not a boring subject to study. On the contrary, it can be fun if teachers supplement the formal lessons with alternative methods and techniques.

### **1.1.7 Games as a Technique**

A game can be defined as an activity that is a form of playing. Although there are different games used in the different fields, we are here concerned with the games technique used in vocabulary teaching.

Any activity which is fun can be called a game. Vocabulary games are constructed with words in the form of written puzzles, paper balls, true/false exercises, drawing activities. Learners often compete against each other in the games to do better than others. Games are effective in teaching vocabulary because they provide an opportunity among the learners to learn them.

Language teaching is discussed in terms of technique. Technique refers to what happens in the classroom. In fact, it is the particular skill developed by the teacher

in the classroom to accomplish an immediate objective. It depends on the teacher, his individual skill and on composition of the class. Likewise, the teacher, while teaching vocabulary to the students, can use various game techniques to make his vocabulary teaching effective. Games as a technique provide quite extensive language practice to make the learners' linguistic knowledge fresh and active.

Bearing in mind that communication is the ultimate goal of learning language, then, acquiring, remembering and meaningfully using newly learnt words are an essential part of learning a foreign language. Students misuse and forget the use of new words most of the time. These (forgetting and misusing) are due to many factors. The most important factors are:

- i) Words are not properly stored in students' mind.
- ii) They are not used and practised enough.
- iii) They are not related to students own experiences and interests.

Games are effective teaching tools and have many positive aspects including the creation of opportunities for students to communicate in a relaxed, friendly and cooperative and creative environment. Games reduce tension by adding fun and humor to lesson and they add an element of competitiveness that motivates students to participate. When students absorb the games, they internalize and acquire the essential vocabularies, grammar and other aspects of English in an unconscious manner because they are focused on the message and not the language itself. Importantly, games provide a perfect opportunity for the teacher to take the backseat and let the students do the talking. "If language is taught through games, the students enjoy them and learn together. It is the psychological fact that children enjoy games and puzzles and overcome monotonous practice of language class" (Bhandari, 2007, p.101). Highlighting on way of vocabulary teaching, Allen (1997) adds,

Once I realized that traditional method I was using for vocabulary instruction was ineffective, I stopped teaching vocabulary for several years. I realized that my students were learning lots of words from considerable amount of reading we did and from our classroom talk but I was not supporting that indirect word learning with explicit vocabulary instruction (p.9).

Here Allen's writing seems to highlight the fact that language learning especially vocabulary teaching and learning can be an effective learning only through the use of games. There are many games that can be applied by the teacher as a technique to improve the students' vocabulary power. On the use of language learning game as technique in vocabulary teaching, Cross (1992) adds,

Through games, learners practice and internalize vocabulary, grammar and structures. Motivation is enhanced, too, by the play and the competition. An added benefit is that the learners' attention is on the message, not on the language. They acquire language unconsciously, with their whole attention engaged by the activity, in much the same way as they acquired their mother tongue (p.153).

Through the vocabulary games, students experiment, discover, interact with their learning environment. They add variation to a lesson and increase motivation by providing a plausible incentive to use the target language; provide the stimulus; make the reasons for speaking even to the reluctant students; help to change the students' psychology of learning. Whenever a game is to be conducted, the

number of students, proficiency level, linguistic context, timing, learning topic, and the classroom settings are factors that should be taken into consideration.

In conclusion, teaching vocabulary through games is one effective and interesting way that can be applied in any classrooms. More importantly, for the useful practice and review of language lessons leading towards the goal of improving learners' communicative competence, games are indispensable tools for teaching learning activities of the English language.

### **1.1.8 Some Games for Teaching Vocabulary**

There are many areas of knowledge which every foreign language learner must acquire. One of them is vocabulary. In foreign language learning, it plays an important role. To communicate well in foreign language, students should acquire an adequate number of words and should know how to use them accurately.

Nothing remains constant in this world and change is the rule of nature. As there has been revival of techniques in teaching/learning activities, game technique can be the best way of teaching vocabulary. Games are important part of teaching learning activities. They are recreational activities by nature whose main purpose is to encourage the students to increase the vocabulary power as much as they can. Games facilitate initial practice and revision of vocabulary in an enjoyable context and make classroom amusing. In this context, Naggy (1971, p.7) highlights,

Another common approach of teaching vocabulary is the use of context.

A teacher might write a sentence or two containing the word to be learned on the board and asks the students to figure out what the word means. There

is no question that learning from context is important avenue of vocabulary growth and that it deserves attention and practice in the classroom.

Some games are played with the whole class, often with the students divided into two teams, while others can be played in pairs or small groups. A game in vocabulary teaching is an organized activity that has the following features.

- a) A particular task or object.
- b) A set of rules.
- c) Competition between the players.
- d) Communication between players by spoken and written language.
- e) More or less funny.

For the effectiveness of vocabulary teaching at B.Ed. first year, as a researcher, I applied the following games activities in the classroom. These were the game items in which learner's attention was focused on learning vocabulary. I applied the following game activities to the EG to test their effectiveness in vocabulary learning. The vocabulary learning games were:

- i) Read and act game
- ii) Have your say
- iii) Confusing words
- iv) Thinking of words
- v) How many sentences?

For the other vocabulary games (see appendix-IV)

## **1.2 Review of the Related Literature**

Some research studies have been carried out under the Department of English Education regarding the effectiveness of vocabulary teaching and language games. Different researchers have emphasized on the significance of vocabulary teaching due to the sense that building vocabulary is the primary way of learning the English language. As there has been a revival of interest in game techniques on teaching vocabulary in recent years, several research works have been carried out and some of which are as follows:

Chaudal (1997) has attempted to study "English Vocabulary Achievement of the Students of Grade Six in Jhapa district". The purpose of the study was to investigate students' achievement of English vocabulary used in English textbook of grade six. Another purpose of the study was to make the comparative study of English vocabulary of the students of class six on the basis of sex and locality. The research proved that the boys' proficiency in English vocabulary was better than that of the girls. Similarly, urban school students' English vocabulary proficiency was found better than that of the rural school students.

Khatri (2000) in his thesis entitled "A Study of English Vocabulary Achievement of the Student's of Grade VIII" has made an attempt to investigate the students' vocabulary achievement used in the English text book of class eight. He attempted to investigate students' the vocabulary achievement of nouns and verbs. He found out that the achievement of nouns in comparison with verbs was better.

Tiwari (2001) has carried out a research on "A Study on English Vocabulary Achievement by the Students of Grade Ten". The purpose of the study was to find out the students' proficiency in the achievement of English vocabulary used in the English textbook of grade ten. He made an attempted to analyze the difficulty level of the vocabulary on the basis of students' intellectual maturity. The findings

of the study revealed that the English vocabulary achievement of students of grade ten was not satisfactory. So far as the difficulty level of the vocabulary items was concerned, 43.75% of them were found beyond the students' intellectual maturity.

Adhikari (2005) in his thesis entitled "Effectiveness of Teaching Vocabulary through Games" has made an attempt to investigate that game technique was far better than the usual classroom technique in vocabulary teaching of grade nine students. Through his research, he concluded that game technique for teaching vocabulary was effective. He found out the result after conducting test on them.

Poudyal (2005) in her thesis entitled "A Study on English Vocabulary Achievement by the Students of Grade Nine" has made an attempt to investigate the students' achievement of English vocabulary of grade nine. The purpose of the study was to compare the vocabulary achievement in terms of sex and locality. According to her research, the English vocabulary achievement of the students' of grade nine in content words was found satisfactory in total but in the schoolwise analysis, it was not found satisfactory. She found out that the vocabulary achievement of the boys in nouns and adverbs was better than that of the girls but the vocabulary achievement of the girls in the achievement of verbs and adjectives was better than that of the boys.

The present study "Teaching Vocabulary Through Games at B.Ed. First Year" is different from the previous ones in the sense that the researcher is interested in applying various games technique to teach vocabulary in B. Ed. first year. It also attempts to compare the effectiveness of teaching vocabulary through games to the students on the basis of experiment.

### **1.3 Objectives of the Study**

The objectives of the present study were:

- a) To find out the effectiveness of teaching vocabulary through games at B.Ed. first year.
- b) To point out some pedagogical implications of the study.

#### **1.4 Significance of the Study**

In the recent days, several innovations and discoveries are made in the field of teaching and learning of the English language. Similarly, using games technique on teaching vocabulary can be an entertaining, creative and meaningful task in the classroom. This study will be significant to the English language teachers and learners who are directly and indirectly involved in teaching- learning activities. It will encourage the English language teachers to adopt appropriate games technique in teaching vocabulary items because if students lack sufficient vocabulary in learning English, they are reluctant to learn English. This research might be of interest to those who want to apply games technique in advanced level and to anyone who might be carrying out the research in this area.

# **CHAPTER TWO**

## **METHODOLOGY**

This chapter deals with the methodology the researcher followed for the completion of the research.

### **2.1 Sources of Data Collection**

The present research is a practical study in which both primary and secondary sources of data were used.

#### **2.1.1 Primary Sources of Data**

In the present study, the primary sources of data were the students of B.Ed. first year who were studying at SSMC, Tandi, Chitwan. For the primary data, sixty students (divided into two groups) were taught vocabulary items mentioned in 'Academic Vocabulary in Use' and 'New Generation English' by the researcher for four weeks.

#### **2.1.2 Secondary Sources of Data**

The researcher took help from various books like: Bhattarai (1986), Harmer (1991), Cross (1992), Nunan (1992), Pandey (1996), Rai (1998), Bhandari (2007). He also used the previously carried out research works, textbooks named 'Academic Vocabulary in Use' and 'New Generation English' as the secondary sources of data for the study.

## **2.2 Sample Population and Sampling Procedure**

The researcher determined the rank of the of B.Ed. first year students from roll number one to sixty on the basis of their individual scores obtained by them in +2 level final exam conducted by HSEB in Compulsory English to identify the initial vocabulary level of the students. Then, the researcher divided the class (60 students) in two equal halves according to odd and even roll numbers (random sampling procedure) for teaching vocabulary through games. The even roll number group was given the name of the experimental group (EG) and the odd roll number group was named as the control group (CG) by the researcher. He purposively chose the students of B.Ed. first year because they had to study 'New Generation English' and 'Academic Vocabulary in Use' as their prescribed text books and many vocabulary exercises were included in them.

## **2.3 Tools for Data Collection**

To collect the data for research, the researcher designed a set of test items related to effectiveness of vocabulary teaching applying different games. The test items were prepared, organized and presented according to the requirements of the lesson. The set of test items was used as a major tool for data collection. It carried 50 full marks. Each of the questions carried one mark. To make the analysis convenient, the test items were categorized into fill in the blanks, tick the best answer, choose the correct word and make nouns from the adjectives etc. (See appendix-I).

## **2.4 Process for Data Collection**

Having prepared a set of test items, the researcher visited the selected campus and followed the following procedure. The odd number students were kept in the CG and the even number students were kept in the EG. The researcher taught the CG as usual or in a traditional way i.e. without using any games technique. At the same time, the students of the EG were taught by the researcher as he planned i.e. using the games technique mentioned in the appendix.

For his research, he taught the two groups for 4 weeks separately. After using different games technique on teaching vocabulary, he administered the final test. Thus, the post-test only design was followed. He compared and tabulated the results of both groups statistically. Finally, the performance of both groups was compared and analyzed to explore the effectiveness of teaching vocabulary through games.

## **2.5 Limitations of the Study**

To include a large area in this small research work would be impossible due to the limited resources and time. This research concentrated on the effectiveness of teaching vocabulary through games and it had the following limitations.

- a. The study was confined to the effectiveness of teaching vocabulary through games at B.Ed. first year and the test items were included from 'Academic Vocabulary in Use' and 'New Generation English'.
- b. The population of the study was limited to the 60 students of B.Ed. first year at SSMC, Tandi, Chitwan.

c. Even though there were several aspects of language, this study was confined to explore the games technique in relation to vocabulary teaching.

d. The CG was taught vocabulary items as usual and the EG was taught vocabulary items by applying different games technique which the lesson demanded.

# CHAPTER THREE

## ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the collected data. The researcher has attempted to investigate the effectiveness of teaching vocabulary through games to B.Ed. first year students and the effectiveness has been measured on the basis of test items administered to them.

The major objective of the research was to explore the effectiveness of teaching vocabulary through games technique. So, the two groups named as the EG and the CG were taught vocabulary items prescribed in their English textbooks named 'New Generation English' and 'Academic Vocabulary in Use'. The CG was taught in the usual way i.e. without using any games technique. The EG was taught using various types of vocabulary exercises using games technique. The two groups were taught for 24 days to obtain data for analysis and interpretation.

The data is presented comparatively in holistic form and itemwise form by using simple statistical tools like average mean and percentage. Furthermore, to test the statistical significance of the effectiveness of teaching vocabulary through games, t-test is applied here.

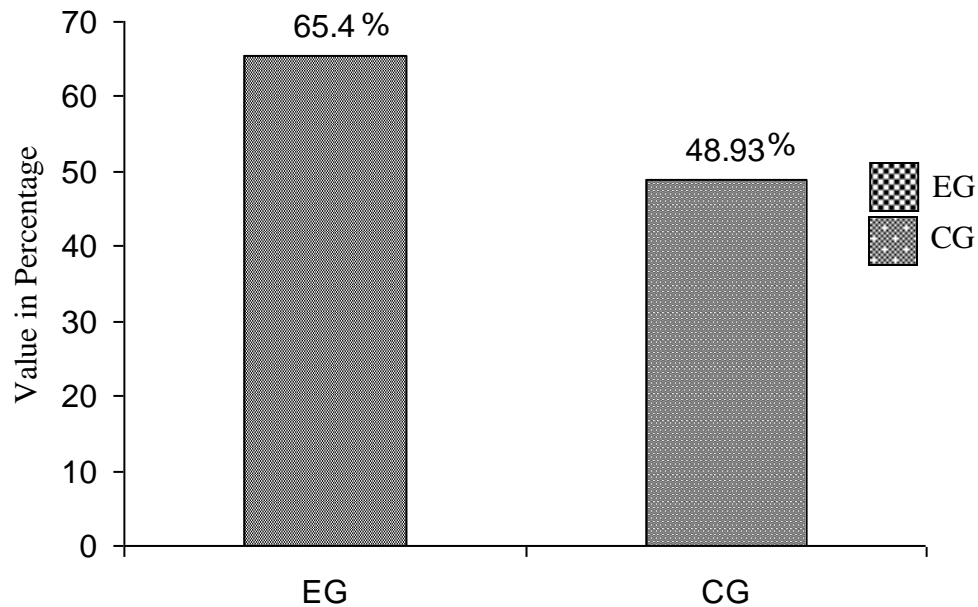
### **3.1 Holistic Comparison**

There are various ways of interpreting the data in the research study. Interpretation of data and their presentation make the findings clear. Similarly, bar diagram is also used for displaying categorical data that are measured on ordinal values. Here, the researcher has presented the average scores obtained from the test of the both

groups of the students. At first, the researcher has demonstrated the average level of performance of the both groups in the following diagram.

**Figure No.1**

**Average Percentage Level of Total Performance in the Test by both Groups**



The above diagram depicts the fact that the EG has excelled the CG in the entire designed tests like tick the best answer, match the following, fill in the gaps etc. There has been a significant difference between these two groups' total performance in the average percentage of obtained marks.

The above diagram displays that the EG has obtained 65.4 % marks and the CG has obtained 48.93% marks. The EG has excelled CG with 16.47% of more marks. The holistic comparison displays that the EG is better than the CG because the former was taught the vocabulary items using games technique and the CG was taught through the traditional method. Thus, in the entire test items, the EG has displayed better performance than the CG.

## 3.2 Itemwise Comparison

Research is a systematic observation and interpretation of data. This process is one in which various techniques can be applied to interpret them. Likewise, this present research has also followed the same tradition. The obtained data from the test results are compared here.

### 3.2.1 Average proficiency in the test-item fill in the gaps (everyday use, academic use) by both groups

To obtain the data, the researcher prepared 10 question items (see appendix-I) about the words of everyday use and academic use. The students had to fill in the gaps with suitable words deciding whether it was academic use or everyday use. After conducting the test, the researcher found out the following results.

**Table No. 1**

**Score achieved by the EG and the CG in fill in the gaps**

Group	T. Sc. in test	Av. Sc. in test	Av. P. in test
EG	231	7.7	77%
CG	180	6	60%

The above table displays the achievement of students in the test. It shows that EG has obtained average score 7.7 in the test. On the contrary, the CG has obtained 6.0 average score in the test. This reveals the fact that the EG has achieved more progress in the vocabulary learning than the CG because the former has obtained 17% more average marks in the test.

### 3.2.2 Average proficiency in the test item tick the best answer by both groups

In this category, 10 questions were asked. They had to put the right tick mark for the best answer. The questions were prepared focusing on the vocabulary items. After checking their answer papers, the researcher has found out the following the results.

**Table No. 2**  
**Score achieved by EG and CG in the tick the best answer**

Group	T. Sc. in test	Av. Sc. in test	Av. P in test
EG	231	7.7	77%
CG	160	5.33	53.33%

The above table indicates that the EG has secured 7.7 average score in the test whereas the CG has secured 5.33 average score in the test. Likewise, the EG has made more progress in the vocabulary learning than the CG because the former has got 77% average marks percentage which is 23.67% more than that of the CG.

### **3.2.3 Average proficiency in the test item match the following by both groups**

The test category designed for data collection contained 8 questions for the matching items. The examinees had to match the definitions with different academic disciplines. After conducting test, the students' papers were checked. The result of the test is presented in the table.

**Table No. 3**

**Score achieved by the EG and the CG in the match the following**

Group	T. Sc. in test	Av. Sc. in test	Av. P. in test
EG	203	6.7	67%
CG	115	3.8	38%

We come to know from the above table that the EG has obtained 6.7 average score in the test whereas the average test score of the CG in the test is 3.8. From the table, we can draw the conclusion that the EG has excelled the CG in the test because the former has got 29% more average percentage in the test than the latter group.

**3.2.4 Average proficiency in the test item choose the correct word by both groups**

To take the research study into the proper destination, the researcher prepared 8 questions of choose the correct answer type for the data collection. The students had to choose the correct word from the questions. After checking their answer sheets, the researcher has found out the result which is displayed in table no.4.

**Table No. 4**

**Score achieved by the EG and the CG in choose the correct form of word**

Group	T. Sc. in test	Av. Sc. in test	Av. P. in test
EG	131	4.3	43.6%
CG	116	3.86	38.6%

The above table displays that the EG is ahead of the CG by 5% in the test. The EG has obtained 4.3 average score where as the CG has obtained 3.86. The CG which

was taught vocabulary without using any games technique could not excel the EG even in this test. Although 'tick the best answer' might be corrected with random tick, they obtained lower average marks than the EG. The data show that teaching and learning vocabulary through games technique has been effective because the EG has performed better than the CG.

### **3.2.5 Average proficiency in the test-item complete the sentences using correct forms of the word by both groups**

For obtaining the data, the researcher prepared 10 questions to fill in the gaps with correct form of the words. The questions were given to the intended students. After conducting the test among them, the result was found as is mentioned below in table no. 5

**Table No.5**  
**Score achieved by the EG and the CG in complete the sentences using the correct form of word**

Group	T. Sc. in test	Av. Sc. in test	Av. P. in test
EG	120	4	40%
CG	112	3.73	37.3%

The table interprets that EG has obtained 4 in average score and CG has obtained 3.73 in the test. Here, the EG has excelled the CG by 2.7% in average percentage in the test. This also clearly highlights on the fact that game technique in teaching vocabulary is equally effective. Here, this is clearly indicated by the score obtained by them in the above table no.5

### **3.2.6 Average proficiency in the test item change the adjectives into nouns by both groups**

For the collection of data, the researcher prepared questions on changing adjectives into nouns. In this question category, there were 8 adjectives which the students had to change into the nouns. Both groups of students participated in the test and the result obtained from the test is presented below in table no.6.

**Table No. 6**

#### **Score achieved by the EG and the CG in change the adjectives into the nouns**

Group	T. Sc. in test	Av. Sc. in test	Av. P. in test
EG	49	1.63	16.3%
CG	42	1.40	14%

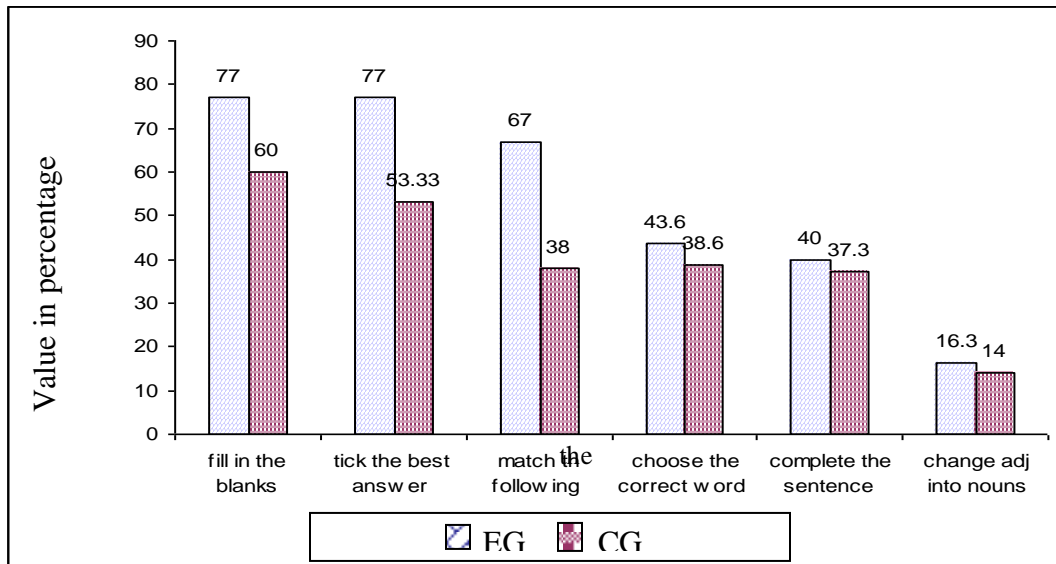
The above table indicates that in the test category, the EG has attained 1.63 average score in test and the CG has attained 1.40. In the case of the EG, it has excelled the CG by 2.3% in average. This shows that learning vocabulary through game has been more effective than traditional way of teaching and learning.

### **3.2.7 Average Performance by both Groups of Students in Bar Diagram**

The bar diagram shows the total difference between the two groups' average proficiency which is obtained after comparing the average percentage of the test results.

**Figure No.2**

**Average Performance of the EG and the CG in Bar Diagram**



In each of test items, the EG has excelled the CG. The EG has increased greater average percentage than the CG in 'fill in the blanks' by 17% marks. Likewise, the CG in 'tick the best answer' has obtained 53.33% mark which is 23.67% less than the marks obtained by the EG. Effectiveness teaching vocabulary with the game technique can be seen in match the following item also. In this bar diagram, the EG has obtained 67% marks and the CG has obtained 38% marks. The difference between them in percentage is 29.

The above diagram displays the itemwise average proficiency of the two groups. In the test category of 'choose correct word', the EG has excelled the CG with 5% average difference. Likewise, the EG's performance in vocabulary learning is more effective than the CG if we look at other two test categories like 'complete the sentence with correct forms of the words' and 'change the adjectives into nouns'. In both test categories, as shown in the diagram, the EG has excelled the CG by 2.7% and 2.3% of differences respectively. Similarly, the differences of percentage in

test categories 1, 2 and 3 are higher than the differences in the test categories of 4, 5 and 6.

Thus, the bar diagram displays the total difference between the two groups and the level of achievement of the EG is higher in almost all 6 items satisfactorily. As a whole, the EG has increased the average percentage to a great extent. It is their better performance in vocabulary learning after the experimental teaching. In this way, the data in the itemwise interpretation clearly show that teaching learning vocabulary through games has been more effective than the traditional method of teaching.

### 3.3 Testing Statistical Significance

This is an experimental comparative research design. Here the study population was divided into two groups. Dividing them from their existing records (the examination marks of +2 level in Compulsory English), the researcher conducted the test and to calculate the obtained data from them, the holistic comparison is presented here. Here to find out the difference, t-test is applied. T-test is a statistical procedure for testing the difference between two or more means. In other words, it is the method of determining the significance of difference between two means. It is applied when sample of population consists of 30 students and normal population for the experiment is selected. Here, to find out the effectiveness, t-test is used and its application is given below.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Here,

$t$  = t value

$\bar{X}_1$  = Sample mean of the EG.

$\bar{X}_2$  = Sample mean of the CG.

$S_1^2$  = Sample variance of the EG.

$S_2^2$  = Sample variance of the CG.

$N_1$  = Number of students in the EG.

$N_2$  = Number of students in the CG.

$$\begin{aligned} t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}} \\ &= \frac{33 - 24.5}{\sqrt{\frac{(2.69)^2}{30} + \frac{(2.75)^2}{30}}} \\ &= \frac{8.5}{0.7} \\ &= 12.1 \end{aligned}$$

Here, the formulated value is 12.1 and the critical value for the level of significance 0.05 is 1.645. The degree of freedom is 58.

On the basis of the marks obtained from the tests in two groups, the researcher got the mean score 33 of the EG and 24.5 that of the CG. This gives the absolute mean

difference of two groups 8.5. The standard deviations of the two groups are respectively 2.69 and 2.75. On the basis of these calculations; the t-value of the data is 12.01 which is greater than the tabulated value 1.645. Here our assumption is rejected and the assumption of the study is accepted. It means there is a significant difference between the achievement of tests of the EG and the CG. The above mentioned calculation proves that teaching vocabulary through games has been more effective than traditional way of teaching vocabulary.

# CHAPTER FOUR

## FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the study and some recommendations based on the findings.

### 4.1 Findings

The study derived the following findings:

#### 4.1.1 Holistic Findings

a. The researcher found out that games technique in vocabulary teaching was more effective than the traditional way of teaching. It was found out that the EG obtained average mean 32.7 and the CG obtained average mean 24.46. After applying t-test to compare their means, the t-value 12.1 was found. The t-value 12.1 was greater than the tabulated value 1.645.

b. The English vocabulary achievement of the EG was found better than the CG in the calculation of the total percentage also. The performance of the EG was 65.4% in the achievement of the English vocabulary whereas the CG's performance was only 48.93%.

#### 4.1.2 Itemwise Findings

After analyzing the obtained data, the researcher got the following itemwise findings.

a. To examine the students' ability to identify the everyday use and academic use of word, the test item 'fill in the gaps' with academic and everyday use of words was developed. After conducting test, the researcher found that the EG excelled the CG with more than 17% average marks. The EG which was taught with the use of games technique answered more questions correctly than the CG. The highest score of the EG was 9 and the lowest was 4 and the highest score and the lowest score of the CG was 9 and 5 respectively. There were ten questions in this test item.

b. The test item 'tick the best answer' was developed to investigate the students' ability to comprehend the word meaning. In this test, the EG gave more correct answers than the CG. The EG excelled the CG with more than 23.67% of average marks. This difference occurred due to the effectiveness of teaching vocabulary through games to the EG.

c. To assess the students' knowledge regarding words and its definition, the test item of 'match the following' was developed. More than 18 students matched the items correctly in the EG whereas only one student answered all the answers correctly in the CG. In this item also, the EG excelled the CG with more than 29% of average marks in the match the following test item.

d. The questions related to 'choose the best answer' included in question no.4 to access students' power of vocabulary. There were 8 questions and the EG excelled the CG with more than 5% average marks. The EG obtained higher marks than the CG in this test also.

e. In the test item 'complete the sentences with correct form of word', none of the groups did well in the test. There were 10 questions in which they had to fill in the

gaps with the suitable form of the words. The highest marks obtained by the EG was 6 and the highest marks obtained by the CG was also 6. However, the EG obtained 3% more average marks than the CG.

f. To access the students' ability in the formation of the words, 'change the adjectives into nouns' was developed. There were 4 questions. The marks obtained by both groups were relatively similar. But in the calculation of the data, the EG obtained 16.3% average marks and the CG obtained 14% average marks.

g. Therefore, it is clear that if students are assigned to play games while teaching vocabulary items, they can perform better than those who are not assigned to. So, this research reveals that teaching vocabulary through games is more effective than usual classroom teachings.

h. I found that students of the EG were demanding a new way of teaching vocabulary and they themselves were in search of a new way of learning vocabulary as well. Under such circumstances, games had brought the advantages and effectiveness in learning vocabulary in various ways. First, games brought in relaxation and fun for students thus helped them learn and retain new words more easily. Second, games involved friendly competition and they kept them interested.

## **4.2 Recommendations**

During the teaching of vocabulary items to the EG and the CG for 24 days, the researcher found out that game technique in vocabulary teaching was more effective than usual classroom teaching from several perspectives which were

already discussed in the preceding chapters also. On the basis of the findings following recommendations have been made.

a. This research shows that the performance of the EG is found better in every category of vocabulary test. Thus, the games technique in the vocabulary teaching has brought a drastic change in the result of the EG. So it is recommended that games technique should be used to teach vocabulary items in all the colleges.

b. As the students of the CG were found weak in the use of vocabulary, more use of games techniques should be used in their teaching learning activities to increase their level of performance in vocabulary learning.

c. To implement the games technique in college level effectively, the teacher should be trained, provided with necessary teaching materials for the games.

d. The vocabulary books prescribed for the college level students should be full of game items and students can read them with fun and motivation. So, textbook writers of vocabulary should include as many exercises of game of vocabulary as they can in the textbooks.

e. The syllabus designers and methodologists should encourage the English teachers for the use of games on language teaching. Even though it is difficult to prepare and present games technique for each vocabulary exercise in the textbook, it is inevitable and indispensable tool in vocabulary teaching.

f. The research was limited only to 60 students of B.Ed. first year of SSMC Tandi, Chitwan. The outcome of this research cannot generalize that the findings are

applicable for all colleges of Nepal. So, further research should be carried out in this area involving more and more number of colleges and their students.

g. Teaching vocabulary consists of not only the meaning of the words but also other aspects like spelling, pronunciation and grammatical information etc. Likewise, four skills of language should be equally focused with excessive use of games so that students can learn foreign language vocabulary without any burden. The achievement of the vocabulary learning should be tested by conducting weekly or monthly tests.

h. As a synopsis, the researcher asserts that as far as possible vocabulary items should be taught through games. They lay emphasis on "learning by doing" in long lasting retention of vocabulary in the students. The vocabulary games should be included in the textbooks of B.Ed. first year's General English appropriately and the teachers should be trained. They should be provided with adequate teaching materials to conduct the games systematically and effectively.

Learning the foreign language depends on how competent a student on vocabulary repertoire is. In reference to the higher level curriculum of English, the aspect of learning vocabulary has not been emphasized. So, much effort should be made on teaching vocabulary with games technique along with other language skills.

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## Appendix-I

### TEST ITEMS FOR THE STUDENTS' TEST

Date: 2067- 06-04

Name:

Full Marks: 50

**Q. No. 1**

10×1=10

**Each word in the box can be used in two ways, one an everyday way, the other a typically academic way. Complete each pair of sentences using the same word for both sentences and making any necessary grammatical change.**

*generate turn solid confirm identify underline character pose nature focus*

- 1) A. She loves to .....for photograph in front of her fabulous house.  
B. The events .....a threat to stability in the region.
- 2) A. It was difficult to .....focus the camera on the flower as it was so small.  
B. We should .....our attention on the most important issues.
- 3) A. I called the airline and ..... my reservation.  
B. The data.....my hypothesis that animal-lovers enjoy better health.
- 4) A. The power plant .....electricity for the whole region.  
B. This issue always .....great deal of debate among academics.
- 5) A. The murderer was.....from fingerprints discovered at the scene.

- B. In this theory of history, progress is closely..... with technology.
- 6) A. She became interested in ..... conservation.  
 B. The first lecture in the series was on the ..... of human communication.
- 7) A. Jim's a very interesting ..... I hope you meet him.  
 B. The book attempts to explain the fundamental.....of social life.
- 8) A. I saw her ..... to her husband and whisper something in his ear.  
 B. Let us now.....to the subject of town planning.
- 9) A. He always.....every new word when he's reading.  
 B. The study .....the fact that very little research exists.
- 10) A. The liquid became.....as the temperature was lowered.  
 B. The study lacks.....evidence and therefore its conclusions are doubtful.

**Q.No.2. Tick the best (✓) answer.**

1×10=10

- a) A **celebrity** is someone who is very.....
- i. intelligent.
  - ii. experienced.
  - iii. famous.
- b) **Piercing** eyes are eyes that.....
- i. seem to look through things.
  - ii. are warm and gentle.
  - iii. hide emotions.

- c) A **bracelet** is normally worn.....
- i. around the neck.
  - ii. around the wrist.
  - iii. through the ear.
- d) A book that is **sentimental** is.....
- i. poetic.
  - ii. short and simple.
  - iii. emotional.
- e) Koko **grinned** means that she.....
- i. smiled.
  - ii. made an angry noise.
  - iii. looked confused.
- f) If gorillas show **curiosity**, the show .....
- i. humor
  - ii. anger
  - iii. interest
- g) Which of these is another example of an **abstract** word?
- a. kitten
  - b. bicycle
  - c. patriotism
- h) To **chuckle** means.....
- d. laugh as loud
  - e. laugh a little
  - f. make a sound of pain
- i) Sita is a very .....baby. Everybody loves her very much.
- g. affectionate
  - h. fierce

- i. heart broken
- j) Words like **love, hope** are.....words.
  - j. concrete
  - k. abstract
  - l. sentimental

1x8=8

**Q.No.3. Match the following.**

- |   |              |
|---|--------------|
| a. The nature of Democracy              | 1.economics  |
| b. The significance of Dreams           | 2.education  |
| c. The features of Glaciated Landscapes | 3.literature |
| d. The assessment of language skills    | 4.history    |
| e. An approach to free verse            | 5.geography  |
| f. The identification of bees           | 6.psychology |
| g. Perspectives on modern taxation      | 7.polotics   |
| h. New perspectives on Cleopatra        | 8.zoology    |

**Q.No. 4. Choose the correct word to complete each sentence.**

1x8=8

- a) I started out doing an MA but then decided to *upgrade/defer* to a Ph.D.
- b) Most students whose first language is not English usually have to attend a(n) *in-sessional / pre-sessional* language course before their main classes start.
- c) Only six students have *enrolled/opted*, so the M.Ed. program will not run this year.
- d) Most students decide to *sign /proceed* to the MA after completing their diploma course.
- e) When I was doing my PCL I had monthly one-to - one *seminars/ supervisions*.
- f) Core courses are *obligatory/ optional*.

- g) *Assessment/Assignment* consists of a three-hour-end of- moudle exam.
- h) I won't be able to finish the dissertations this year, so I'll have to *opt/defer*.

**Q.No.5 Complete the sentence using the correct forms of the word in italics.**

1×10=10

1. In a.....number of cases, there was no reaction at all to the drug.  
*surprise*
2. The analysis demanded an .....amount of computer time. *exceed*
3. .... numbers of birds inhabit the lake during the winter. *consider*
4. The course requires a..... amount of prior knowledge of computer. *reason*
5. The survey took a .....amount of research time and costs were high.  
*substance*
6. The two dams can hold in .....of two cubic kilometers of water. *exceed*
7. In..... 12 areas of the Southern Indian Ocean are now closed to deep-sea fishing. *totality*
8. Groups..... four people were considered too large for the experiment. *exceed*
9. No..... than 2,000 new computer viruses are created every year. *few*
10. In a.....number of cases, surface damage was noticed. *signify*

**Q.No.6. Change the following adjectives into nouns.**

0.5x8=4

adjective	noun	adjective	noun
significant		important	
relevant		valuable	
interesting		useful	
frequent		broad	

**Appendix-II**  
**Group-Wise Tables of Test Result**

**1. The Test Result of EG**

R.N	Name of the Students	Test (X)	X <sup>2</sup> of test
2	Kamuna Subedi	31	961
4	Anjana Devkota	30	900
6	Narayan Pokharel	37	1369
8	Mahesh Subedi	31	961
10	Santosh Dhakal	39	1521
12	Sharmila Kandel	33	1089
14	Shankar Bhatta	32	1024
16	Shisir Parajuli	34	1156
18	Nabaraj Dharel	33	1089
20	Subash Bhattra	34	1156
22	Maya Lohani	31	961
24	Supriya Tamang	34	1156
26	Gita Lamichhane	35	1225
28	Nisha Amgain	30	900
30	Anjana Shrestha	31	961
32	Sujata Mahato	35	1225
34	Suman Aryal	30	900
36	Krishna Parsad Ghimire	38	1444
38	Sanjaya Adhikari	33	1089
40	Badri Adhikari	30	900
42	Asmita Parajuli	33	1089
44	Rasmi K.C.	36	1296
46	Bipin Regmi	32	1024
48	Babita Shrestha	31	961
50	Rama Khanal	30	900
52	Mankumari Thapa	32	1024
54	Goma Paneru	33	1089
56	Kopila Bhatta	32	1024
58	Nirmala Panta	27	729
60	Priti Koirala	38	1448
Total Marks		$\sum x = 981$	$\sum x^2 = 32,571$
Average Marks		33.20	percentage = 65.4%

## 2. The Test Result of CG

R.N	Name of Students	Test ( X)	X <sup>2</sup> of test
1	Gita Neupane	22	484
3	Kopila Nepali	27	729
5	Balkumari Pakurel	25	625
7	Uma Bhandari	24	576
9	Laxmi Dahal	23	529
11	Sharmila Sanuwar	26	676
13	Sunita Thapa	20	400
15	Ankita Shrestha	24	576
17	Partima Tamang	27	729
19	Sunita Chaulagain	21	441
21	Kala Arayal	26	676
23	Ramu Aachrya	24	576
25	Januka Duwadi	28	784
27	Soni Tiwari	26	676
29	Rakshya Subedi	27	729
31	Samjana Dhungana	22	484
33	Yamuna Regmi	19	361
35	Goma Koirala	22	484
37	Amata Regmi	22	484
39	Gayni Puri	23	529
41	Gayatri Gautam	28	784
43	Radhika Khatiwada	26	676
45	Laxmi Devi Shrestha	28	784
47	Pratiskha Pokherel	23	529
49	Indra Bdr. Karki	18	324
51	Sailaja Tiwari	29	841
53	Indu Kumari Chaudhary	28	784
55	Sagar Kandel	24	576
57	Menuka Aryal	26	676
59	Juna Sharma	26	676
Total Marks		$\sum x = 734$	$\sum x^2 = 18,198$
Average Marks		24.76	Percentage = 48.93%

## Item Wise Tables of Test Results

### 1. The Result in fill in the blanks.

**Full Marks: 10**

EG	Marks
2	6
4	6
6	9
8	8
10	9
12	9
14	8
16	8
18	8
20	8
22	7
24	7
26	9
28	8
30	8
32	9
34	8
36	9
38	8
40	8
42	9
44	9
46	9
48	4
50	6
52	6
54	6
56	5
58	9
60	8
Total Marks	231
Average	7.7
Percentage	77%

CG	Marks
1	6
3	5
5	5
7	5
9	6
11	5
13	6
15	6
17	6
19	6
21	6
23	6
25	6
27	6
29	6
31	6
33	5
35	6
37	5
39	6
41	6
43	6
45	6
47	6
49	6
51	8
53	7
55	7
57	5
59	9
Total Marks	180
Average	6.0
Percentage	60%

**2. Test Result in tick the best (√) answer.****Full marks-10**

EG	Marks
2	7
4	7
6	8
8	8
10	9
12	8
14	9
16	7
18	9
20	8
22	8
24	7
26	8
28	7
30	8
32	7
34	9
36	9
38	8
40	8
42	7
44	7
46	7
48	8
50	4
52	9
54	7
56	8
58	8
60	7
Total Marks	231
Average	7.7
Percentage	77%

CG	Marks
1	5
3	5
5	8
7	7
9	4
11	6
13	4
15	6
17	3
19	4
21	4
23	3
25	5
27	5
29	7
31	6
33	4
35	5
37	5
39	4
41	8
43	6
45	5
47	3
49	1
51	8
53	8
55	6
57	8
59	7
Total Marks	160
Average	5.33
Percentage	53.33

**3. Test Result in match the following.**

EG	Marks
2	8
4	8
6	8
8	8
10	4
12	8
14	8
16	8
18	8
20	8
22	6
24	8
26	8
28	8
30	8
32	8
34	6
36	8
38	6
40	7
42	8
44	8
46	5
48	8
50	8
52	5
54	6
56	6
58	3
60	5
Total Marks	211
Average	6.7
Percentage	67%

**Full Marks: - 8**

CG	Marks
1	4
3	5
5	4
7	2
9	2
11	6
13	3
15	3
17	8
19	3
21	5
23	5
25	4
27	5
29	3
31	4
33	2
35	2
37	3
39	2
41	2
43	3
45	4
47	3
49	3
51	4
53	8
55	5
57	5
59	3
Total Marks	115
Average	3.8
Percentage	38%

**4. Test Result in choose the correct word.****Full Marks:-8**

EG	Marks
2	6
4	3
6	4
8	2
10	4
12	1
14	1
16	5
18	3
20	7
22	5
24	4
26	4
28	5
30	1
32	2
34	3
36	7
38	6
40	2
42	5
44	7
46	4
48	6
50	5
52	5
54	8
56	6
58	2
60	8
Total Marks	131
Average	4.36
Percentage	43.6%

CG	Marks
1	3
3	6
5	4
7	5
9	5
11	4
13	4
15	3
17	5
19	5
21	4
23	4
25	5
27	4
29	6
31	1
33	1
35	3
37	4
39	5
41	7
43	5
45	1
47	4
49	4
51	1
53	2
55	4
57	5
59	2
Total Marks	116
Average	3.86
Percentage	38.6%

**5. Test result in complete the sentences with correct form of the word.**

**Full Marks:-10**

EG	Marks
2	3
4	4
6	5
8	5
10	6
12	5
14	4
16	4
18	4
20	3
22	3
24	6
26	4
28	3
30	4
32	5
34	2
36	3
38	5
40	4
42	2
44	4
46	4
48	2
50	5
52	5
54	5
56	5
58	4
60	2
Total Marks	120
Average	4.0
Percentage	40%

CG	Marks
1	2
3	4
5	2
7	4
9	4
11	3
13	3
15	4
17	3
19	2
21	6
23	4
25	6
27	3
29	3
31	5
33	4
35	3
37	3
39	4
41	5
43	4
45	4
47	5
49	4
51	8
53	2
55	2
57	2
59	4
Total Marks	112
Average	3.73
Percentage	37.3%

**6. Test Result in change the adjectives into nouns.****Full Marks: - 4**

EG	Marks
2	1
4	2.5
6	2.5
8	2.5
10	2.5
12	1.5
14	1.5
16	1.5
18	1.5
20	0.5
22	2.0
24	1.5
26	1.5
28	1.5
30	2.5
32	1
34	2
36	1
38	0
40	2
42	2
44	2.5
46	1.5
48	2.5
50	1.5
52	1.5
54	0.5
56	1.5
58	1
60	3.5
Total Marks	49
Average	1.63
Percentage	16.3%

CG	Marks
1	1.0
3	1.0
5	2.0
7	1.5
9	1.5
11	1.5
13	0.5
15	2.0
17	2.0
19	1.0
21	2.0
23	2.0
25	1.5
27	2.5
29	2
31	0
33	2.0
35	2.5
37	1.5
39	1.5
41	1.0
43	2.0
45	0.5
47	1.5
49	0.5
51	2
53	1
55	0
57	1
59	1
Total Marks	42
Average	1.40
Percentage	14.0%

## Appendix - III

### Lesson plans for the Experimental Group

#### Lesson plan No: 1

**Objectives:** able to use the words one an everyday way the other typically academic way.

**Teaching Item:** Everyday words and Academic uses

**Teaching Aids:** A set of sentence cards

(Game 1: Vocabulary Game)

(Silent Reading game)

**Activities:** First of all the teacher distributes the sentence cards among the students. He orders them to read the cards silently. Each student reads them silently. After their reading, the teacher asks them to divide into two groups; either they belong to Academic group or Everyday group. This is especially done by the sentences written on the cards. Then each group is asked to read the sentences on the card to find out if they are in right group or not and if they are right, they score a point.

*Source: Rai (1998:74)*

#### Lesson plan No: 2

**Objectives:** Able to match the words to their subject areas.

**Teaching Item:** Key nouns

**Teaching Aids:** Set of cards.

(Game 2: Vocabulary Game)

(Silent Reading game)

**Activities:** At first, the teacher has a set of cards in pairs. One card has the titles of academic books and the other its subject areas. The teacher puts the cards of

academic books on the table and cards of subject areas on another table. Students come and pick one card of academic books and the other card of subject areas one by one. Then they read the cards and try to find out the person who has got the answer.

*Source: Rai (1998:74)*

## **Lesson plans for the Control Group**

### **Lesson plan No: 1**

**Objectives:** Able to use the word one an everyday way. The other atypically academic way

**Teaching Item:** Everyday words and Academic uses

**Teaching Aids:** Materials of daily use

**Activities:** The teacher writes the words like discipline, underline, solid, pose etc on the board. He also tells them about the nature of the words and tells them that the same word can be use in everyday use and academic use. He tries to explain it with an example on the board. He asks them to use some words in two ways and if they don't do he helps them.

### **Lesson plan No: 2**

**Objectives:** Able to match the words to their subject area.

**Teaching Item:** Key nouns

**Teaching Aids:** Materials of daily use

**Activities:** The teacher writes the words and the subject area. He matches them and describes them in detail. After finishing, he asks the students if they are able to match the words and their subject area. The teacher corrects them if they are unable to match.

## Appendix- IV

The games used in the vocabulary teaching were as follows:

- i. Flash card game
- ii. Word building game
- iii. Find your partner game
- iv. Categories
- v. How many sentences?
- vi. Noughts and crosses game
- vii. What's wrong?
- viii. Paper balls game.
- ix. Confusing words.
- x. Thinking of words.