

CHAPTER –ONE

INTRODUCTION

1.1 General Background

Language is viewed to be unique asset of human beings. Language, a unique gift of human beings is generally defined as a means of communication that can be used to express ideas, views, feelings, emotions and so on. English is an international language. It is spoken all over the world. It is used as a foreign language in Nepal. It is taught as compulsory subject from class one to bachelor level and as an optional subject from class nine to masters' levels in Nepal. The importance of English in Nepalese education is also indicated by the fact that additional English is one of the optional subjects from grade nine to higher degree. In the field of language teaching and learning, the main purpose is to help students to gain number of useful words for their communication. These words may be used in different ways in different contents.

A vocabulary is defined as a list of words. It is one of the most important aspects of language, which plays crucial role in language learning. In most of the cases, learners understand the second language input but they cannot express their ideas, views, thoughts, and feelings clearly due to the lack of vocabulary. Regarding the vocabulary, Eric Pearse (2008) notes, 'In communication vocabulary is often more important than grammar. It is frustrating for learners if they discover they cannot communicate effectively because they do not know the words they need.' similarly Harmer (1991) says 'If language structures make up the skeleton language then it is vocabulary that provides the vital organs and the flesh.' It shows that vocabulary is an essential part of any language and plays an important role to learn any language.

Vocabulary items include content words, functional words, single words and multiword units such as phrases and formulas. And the vocabulary items can be active and passive. The vocabulary items that the learners can use in speech and writing belong to active vocabulary. And the vocabulary items that the learners understand and know when they come across but they cannot use them in speech and writing belong to passive vocabulary.

Games are the most important ways to develop the vocabulary of the learners. There are many games like matching definition, connection, what's the place, things in common, letter games which are appropriate for use in the 12 classroom. Learners have to play and they participate in a game with more enthusiasm and willingness than in any other classroom tasks. Language games help the learners to learn easily and interestingly. Language games always create fun and motivation to the students. Language games are interesting and beneficial to develop the vocabulary of the learners. Games are flexible. Learners can learn individually and in pair too. Vocabulary is the main tool for the students in their attempt to use English effectively. Talking about the importance of vocabulary, the linguist David Wilkins argued that, 'without grammar little can be conveyed, without vocabulary nothing can be conveyed.'

ELT Issues and Challenges in Nepal

Teaching is a very challenging job and one of the most complex, sensitive and challenging task. Teaching is not only dynamic but also rewarding and adventurous experience. For the promotion of teaching learning atmosphere, a teacher must be more sensitive and responsive. In order to develop a quality teaching, one must be devoted to his profession with his professional knowledge and experience. Indeed, a devoted and trained teacher can motivate or encourage students through various methods in true learning. Only the qualified teachers with their knowledge and learning activities can produce efficient and capable human resources. Harmer

(2003) opines, 'Good teacher is born, not made and it does seem that some people have natural affinity for the job'.

Some of the challenges and issues are listed below:

1. Lack of trained teachers.
2. Over-loaded teachers.
3. Mixed ability classes.
4. Mother- tongue use in English classes.
5. Over crowded large classes.
6. Inactivity and negligence of the trained teachers.
7. Poor physical facilities of the academic institutions.
8. Lack of motivation and confidence in learners.
9. Because of second language L2
10. Linguistically heterogeneous classes.

In Nepal, school- level English teacher has to teach 5 or 6 periods in a day, in some schools even 7 periods. He/ she feels over-loaded. By the result, s/he cannot manage the materials required, check student's homework, study individual students' problems and so on.

But the problem above mentioned can be solved in various ways. The teachers needs to analyze the situations and apply the suitable solutions that can be properly used. For example when a teacher has a problem in correcting students' homework, s/he can use self- correction, or peer correction technique. Despite some hindrances, ELT situation in Nepal is, to some extent, satisfactory.

Types of Vocabulary

Different scholars have defined vocabulary in various ways. Regarding the classification of vocabulary, Harmer (1991, p.129) classified vocabulary in two types as active and passive vocabulary. He says 'Active vocabulary refers to the vocabulary that has been taught to learn and which learners are expected to be able to understand, pronounce and use constructively in speaking and writing'. Harmer (ibid) further says 'passive vocabulary refers to the words

which the students recognize when they will probably not to be able to produce'. Likewise, Richards et al. (1985) divides words into two classes: content and function words. They further define content words is, 'the words which refer to things, quality or action and which have meaning in isolation.' On the basis of structure, there are three types of words: Simple, compound, complex. Simple words consist of single free morpheme followed or not by and inflection, affix. Such as, play, played etc. compound words consist of two or many free morphemes where they constitute themselves and constitute words. For example; 'Blackboard' complex words consist of a root plus one or more derivational affix. Example: boyhood, determination.

Wallace (1989) classifies vocabulary according to the following way:

1. Listening Vocabulary: A person listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice
2. Speaking Vocabulary: A person speaking vocabulary is all the words he or she can use as speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse through slight and unintentional may be compensation by facial expression, tone of voice or hard gestures.
3. Reading Vocabulary: A person reading vocabulary is all words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three listening, speaking and writing.
4. Writing Vocabulary: A person writing vocabulary is all the words he or she can employ in writing contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

Techniques of teaching vocabularies

Students get bored very fast if the teacher is teaching them using the old conventional methods and techniques. Teachers are responsible for finding out interesting and attractive ways to teach and motivate their students. According to Harmer (2008), teachers of young learners should spend plenty of time examining and understanding how their students operate and think.

Second language learners feel difficulty in comprehending the reading text and speaking due to lack of sufficient vocabulary. The meaning of word differs according to its use and context therefore, vocabulary teaching is necessary for L2 learners.

We can teach the meaning of the words through various techniques. Only single technique is not sufficient and appropriate to teach meaning of words.

Some of them are given below:

a) Through Realia:

Realia refers to real objects. It is the most effective way of teaching concrete words but we cannot teach abstract words from this technique. The real object which can be brought or managed in the classroom can be taught by using realia.

b) Through drawing, pictures, and photographs :

It's not possible to bring everything in the classroom like snake, car, tiger etc. Teacher can use pictures, drawing, and photographs to teach such words. Similarly some words that belong to action should be taught by using picture and drawing like smile, car, jump, walk, etc.

c) Through mimes, actions, and gestures:

All the words cannot be explained and taught by using realia or picture at that time we can teach by using mime, action, and gestures which is interesting and enjoyable for students.

d) Through self-defining context:

New vocabulary items can be taught by creating context or using them in a meaningful context. For example, a patient is checked by the doctor in a hospital. Here, patient is meaningful in the given context.

e) Through explanations and definitions:

Teacher can explain the meaning of word to the students. It is one of the explicit or deductive ways of teaching which is suitable for higher level.

f) Discovery techniques:

It is one of the implicit ways of teaching where learners are encouraged to guess the meaning of word rather than simply explaining the meaning of word.

g) Through antonyms and synonyms:

By giving synonyms or antonyms we can teach the meaning of new vocabulary items. For example:

Clean – fair

Easy - complex etc.

h) Translation :

Sometime some complex and abstract words are difficult to teach and also difficult for students to understand. So, teacher is compelled to translate the meaning of word in mother-tongue.

i) Games

Most important technique to teach vocabulary is games. Vocabulary can best be taught by creating vocabulary games where it creates interest upon the learners. This technique also laid emphasis on

'learning by doing' resulting long lasting retention in the students.

So, there are lots of games such as:

i. Pictionary :

'Pictionary' could be used to teach vocabulary to young learners. The class have to be divided into two teams. Each team will sit on the opposite side of the classroom. One student from both teams will be asked to come to the board where the teacher will give out a word or phrase for the student to be drawn on the board as a clue. The team who can guess the word will get the point.

ii. Call my bluff:

There are two teams. Team 'A' gives the word and reads the three definitions of that word in which only one is true and team 'B' has to choose and say the correct definition of the word.

iii. Back to the board:

Teacher calls one student and tells his/her to lie back to the board and the teacher writes a word on the board. Now other students explain the meaning of the word and the student who lies back to the board has to guess and tell the word.

iv. Memory Challenge:

It is another game that could be used to teach vocabularies to young learners'. Students have to sit in pairs or form small groups. Each group is given three minutes to write down as many words as they can remember from their previous lesson e.g. animals. The group that recalls most words will win the game.

v. **Bingo:**

In this game, the teacher writes 10 words on the board and every student choose five words and write them down. After that, the teacher selects one word in a random way without saying it and give the students its definition or synonym. If a student guessed the right word, he or she should shout BINGO! and wins the round.

vi. **Matching definition**

This game is played by matching definition to the words themselves. In this game, the teacher divides the class into groups. The teacher cuts the words definition into pieces and distributes them into class and late students mingle around the class until they find the word-definition. Then, the teacher begins to dictate a word letter by letter until a student guesses the words and students stop.

Importance of teaching vocabulary:

Vocabulary represents one of the most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Vocabulary is the main tool for the students in their attempt to use English effectively. When confronted with a native English speaker, when watching a movie without subtitle or when listening to a favorite English song, when reading a text or when writing a letter to a friend, students will always need to operate with words.

Talking about the importance of vocabulary, the linguistic David Wilkins argued that, 'Without grammar little can be conveyed, without vocabulary nothing can be conveyed.' Indeed, people need to use words in order to express themselves in any language. Most learners, too acknowledge the

importance of vocabulary acquisition. In my experience as a teacher, I noticed the fact that students usually find it different to speak English fluently. They usually consider speaking and writing activities exhausting because they keep on using the same expressions and words very soon their conversation is abruptly interrupted due to missing words. And the main reason of such communication problem is lack of vocabulary. Unless he/she has sufficient knowledge of vocabulary. Thus, vocabulary is taken as one of the most significant parts of language. To teach language means to teach vocabulary items of that language. The grammatical structure would not be existed in the absence of vocabulary. So, vocabulary is the basic building block of any language though all the language are different.

Some points of importance of teaching vocabularies are as follow:

- a) Vocabulary helps students to express themselves more precisely and sharpens communication skills.
- b) It improves reading comprehension in general.
- c) It boosts child's power of persuasion.
- d) It develops their ability to grasp ideas and think more logically.
- e) It improves writing and speaking skills.
- f) Vocabulary is required for students to achieve cognitive academic language proficiency.

Importance of Games in Teaching Vocabulary

Although there are many techniques to teach vocabulary, games are one of the vital techniques to teach vocabulary to students especially in primary level. This thesis approved that game using technique is also a genuine technique to use vocabulary in Secondary level. It is not only used for teaching vocabulary but also other skills of language can be taught effectively through using games.

There is common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as

well as enjoy oneself at the same time. One of the best ways of doing this is through games. If we use games and fun activities for teaching vocabulary it helps the learners to learn the vocabulary in interesting, funny, and in effective way. Language teachers can use a lot of games and activities in language classroom. But most important thing is the selection of games and activities according to the interest and level of students, amount of time and the materials available.

Games are fun activities that promotes interaction, thinking, learning, and problem solving strategies.

Martinson and Chu 2008: 478, 'Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decision without the risk of failure. Thought and action are combined into purposeful behavior accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly.'

Games have a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about learning the correct formulas. Games encourage learners to interact, cooperate, to be creative in using the language in a meaningful way. Learners want to take part in activities; to play games and are generally ambitious. In order for them to take part, they must be able to understand and communicate in target language. Games are used as methods or techniques to involve students in learning. Well -chosen and designed games and invaluable as they give students a break and at the same time allow learners to practice language.

Huyen (2003) identifies the advantages of using games to learn vocabulary in the classroom: a) Games add relaxation and fun, so the learners retain words more easily. b) Games involve friendly competition, so it keeps learners interested and motivated. C) Vocabulary games bring real world context to the classroom. According to I-Jung (2005), the benefits of using games in language learning include that games are learner centered, encourages creative

and spontaneous use of language and foster participatory attitudes of the learners.

Harmer (2008) stated that in order to have the ability to speak English fluently, young learners need to have the ability to know the language features and to process information immediately. Therefore, young learners must practice through variety and appropriate techniques that aid their information process and simultaneous operations of the language.

On the other hand, teaching vocabulary is one of the most important parts of English language classes because through vocabulary, second language learners will be able to understand and express their views. Accordingly, besides knowing the word, vocabulary learning includes using the word automatically in a context right method. The technique can improve their intention in vocabulary, acquisition, motivation, enjoyable learning of learner. The students also do not need longer time than opening dictionary, can be use full for them to memorize meanings of new words by relating them to their contexts, as well as improve their learning second language ability by using the method.

1.2 Statement of the Problem

Teaching vocabulary is important aspect of language teaching. Teaching vocabulary in the past was different from that of the present. Vocabulary was taught through the rote memorization but it has been taught in communicative ways at present. Games are the motivating and fun creating activities that encourage the students to learn the language in better way with less tension and misery. As foreign language students; students have to know the meaning of the word. They also have to know the part of speech of each word whether it is noun, verb, adjective, or adverb or so on. They do not have adequate knowledge of sufficient vocabulary items. Additionally, the students fail to use the words in speech or writing though they know the meaning. There are many significances or influences that probably arise when they do know the meaning

of word, for example, students misunderstand the meaning of the message and the students tend to lack motivation in learning English. Students feel difficulty and hesitation while learning vocabulary but if we teach the vocabulary through the different kinds of games like letter game, grab game, matching definitions, connections and others, students can learn the vocabulary effectively. Here, my concern is to increase the students' vocabulary power through language games to get the good results. This study clearly states the problem of primary level students in developing vocabulary in the field of vocabulary learning.

1.3 Objectives of the study

The objectives of the study are as follows:

- 1) To find out the effectiveness of language games for developing students' vocabulary, and
- 2) To suggest pedagogical implications of this study.

1.4 Research Questions

The following were the research questions of this study

- 1) Why the traditional technique not enough for teaching vocabulary?
- 2) Why language games are effective for teaching vocabulary?
- 3) What extent are language games effective for vocabulary teaching?

1.5 Significance of the study

Although this study seems to be small task, it will certainly deserve the great importance in the field of English language teaching in vocabulary in lower level. This study will be important to all those who are interested in English language teaching who are involved in teaching vocabulary. It will be significant to school level teachers, language practitioners, subject experts curriculum designers and text book writers of ELT. Similarly it would provide

important support to all who are directly or indirectly related in English language teaching and learning vocabulary.

There are many learning and teaching techniques to learn a vocabulary. The English teacher is suggested to be more active and the lesson to be more interesting and enjoyable. It is because teaching vocabulary needs the best way to make student interested in learning vocabulary. The teacher techniques' and fun tips they applied in the classroom have the important role in teaching on learning a vocabulary. Developing vocabulary in game activities on to English language learning it makes learners aware of one important features namely, that context determines the meaning of words. This research allows the learners to make intelligent, meaningful, and enjoyable develops. This will make the learning activities much more active and challenging than direct memorize of words. It helps learners develop a holistic approach toward learning the school language.

1.6 Delimitations of the study

This study was limited in the following ways:

- i. The population of the study was limited to 20 students of Grade five from Nawayug Shikshya Niketan Secondary school Kanakai 1, Durgapur, Jhapa (Nepal) .
- ii. The study was limited to English Language used by the teacher, principal, preferably spoken from using teaching aids specially Games.
- iii. It was limited to the interview of teachers, principals, and conversation between teachers and students.
- iv. Interviews and observation were limited to find the effectiveness of aids, language vocabularies, word-meanings, functions, structures and the areas of difficulties in the English language of teachers and principals.
- v. The experiment carried out only for 4 weeks.

1.7 Operational Definitions of the Key Terms

Vocabulary: Alternative words with the same meaning of the first word.

Pedagogical: The procedure or ways is used by the teachers to learn while teaching.

Game: A playful activity described by a set of rules, especially for the purpose of entertainment, often competitive or having an explicit goal.

Motivating: to provide someone with an incentive to do something; to encourage

CHAPTER-TWO

REVIEW OF RELATED LITERATURE & CONCEPTUALFRAMEWORK

Review of theoretical literature provides an insight to researcher related to a number of aspects that have a direct or indirect bearing in the research topic. It serves as a basis for developing a theoretical framework, which helps to investigate the problem that the researcher wishes to do.

2.1 Review of Theoretical Literature

A number of research scholars have carried out several studies on effectiveness of teaching materials. It is one of the most widely researched areas and supposed to be the techniques with comparatively few drawbacks.

2.1.1 What is Vocabulary?

A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. The first major distinction that must be made when evaluating word knowledge is whether the knowledge is productive (also called achieve) or receptive (also called receive); even within those opposing categories, there is often no clear distinction. Words that are generally understood when heard or read or seen constitute a person's receptive vocabulary. These words may range from well-known to barely known. A person's receptive vocabulary is the larger of the two. For example, although a young child may not yet be able to speak, write, or sign, he or she may be able to follow simple commands and appear to understand a good portion of the language to which they are exposed. In this case, the child's receptive vocabulary is likely tens, if not hundreds of words, but his or her active vocabulary is zero. When that child learns to speak or sign, however, the child's active vocabulary begins to increase. It is also possible for

the productive vocabulary to be larger than the receptive vocabulary, for example in a second-language learner who has learned words through study rather than exposure, and can produce them, but has difficulty recognizing them in conversation.

Productive vocabulary, therefore, generally refers to words that can be produced within an appropriate context and match the intended meaning of the speaker or signer. As with receptive vocabulary, however, there are many degrees at which a particular word may be considered part of an active vocabulary. Knowing how to pronounce, sign, or write a word does not necessarily mean that the word that has been used correctly or accurately reflects the intended message; but it does reflect a minimal amount of productive knowledge.

2.2 Aspects of learning a Word

While teaching vocabulary, different aspects of a word have to be learnt according to Harmer (1991). They are:

- i. Word meaning
- ii. Word use
- iii. Word formation
- iv. Word grammar

These aspects have to be learnt implies that a teacher has to teach these aspects to the language learners.

- i. Word meaning

A vocabulary item may have more than one meaning according to the context in which it occurs, Eg, the word 'book' refers to something that we use to read from a set of printed pages fastened together inside a cover, as a thing to be read. But according to the learners' dictionary, the same word 'book' has eight different meanings. All these meanings of the word have to be taught while

teaching that particular word. Sometimes a vocabulary item has meaning in relation to other words has to be taught.

ii. Word use

What a word means can be changed, twisted, stretched or limited by how it is used and this something that students need to know. Word meaning is frequently stretched through the use of metaphor or idiom. Word use is also governed by collocation. i.e. which words go with each other. It is conventional combination of words. Eg. Headache, stomachache, similarly, head pain, stomach Pain.

iii. Word formation

Students need to know facts about word formation, i.e. how words change their shape and grammatical nature and how to twist words to fit different grammatical context. For example, the same word 'love' may be noun in the sentences, 'I need your love', and may be verb in sentence, 'I love you'. Students need to know how suffix and prefix work in a word.

iv. Word Grammar

Students need to know (need to be taught) the distribution of a word in larger constructions. Distinction between countable and uncountable nouns, verbs complementation, phrasal verb, etc. should be taught so that they do not come up with erroneous sentences such as 'I must to go.' The position of adjectives and adverbs has to be taught as well.

2.3 Review of Related Empirical Literature

A number of research studies have previously been carried out related to teaching vocabulary and some research works are reviewed as follows:

Dahal (2011) carried out research on “Effectiveness of Drills in Teaching Vocabulary.” The goal of his study was to recognize the vocabulary in its spoken and written form. Fifty students of grade four were taken as sample. Non-random sampling was used. The tool for data collection was pre-test and post -test. Experimental group and control group were used in this study. 26 Experimental research had been done. The finding shows the use of drills in teaching vocabulary in grade 4 is effective.

Karki (2011) carried out study on “Use of Language Games in Teaching Speaking Skill.” The main objective of this research was to find out effectiveness of language games in teaching speaking skills. He used both primary and secondary sources of data. The sample population of this study was students of grade nine from Shree Saraswati Secondary School of Sunsari district. Test items were used as tool for data collection. He used pre-test, two progressive tests and post- test in order to elicit the required data. He taught through language games. He found that teaching speaking skill through games is relatively more effective than without games.

Regmi (2012) carried out ‘A Study on Effectiveness of Teaching Vocabulary Through Language Games.’ The objective of this study was to find out the effectiveness of language games in teaching vocabulary. Forty two students were taken for sample. Quota sampling procedure was applied for this research. The data were collected by using experimental research design. The findings of this study was that using language games techniques in teaching vocabulary is more effective rather than teaching vocabulary with usual classroom technique.

Das (2013) carried out ‘A study of English vocabulary Achievement of the student of grade nine.’ The main purpose of this research was to investigate students achievement of English vocabulary used in the English text book of

class nine. Ten students were taken for sample. It was non-random sampling procedure. It was survey type in nature. The finding of this study was urban school students proficiency in the achievement of the English vocabulary was found satisfactory than that the rural school student.

Khatiwoda (2013) carried out a study on ‘Effectiveness of teaching vocabulary through games.’ The objective of this study was to find out the effectiveness of teaching vocabulary through games for primary level. To carry out this 27 research, forty students of Martyrs Memorial English Boarding School of Morang district were taken for sample. Non-random sampling was used in this study. The finding of this study was the language games have very high positive effect on teaching vocabulary than without games.

Thamsunhan (2017) carried out study on ‘Effectiveness of Matchstick Figures in Teaching Vocabulary in Grade Four’. The goal of this study was to find out the effectiveness of matchstick figure in teaching vocabulary. He used both primary and secondary sources of data. 30 experimental research had been done. The finding shows the use of Matchstick figures in grade four is effective.

2.4 Implications of the review for the study

The literature of any kind plays vital role in any of the study. It provides the knowledge and ideas to the people who want to develop the other literature of the same kind. Specially, in the field of research, literature provides the researcher insight about what to do? How to do? What has been done? What is yet to be done? It helps the researcher mainly to decide the researcher to select the field of study, keep the objectives and to decide the methodology. In case of the present study, the above reviewed theoretical and empirical literature helps in the following ways:

- i. These studies helped to find out the major questions related to the usefulness of games.

- ii. The review of the above mentioned theoretical literature helped to find out the importance of games in teaching vocabulary.
- iii. The study of Regmi provided insight on how to solve the problems which may occur in the classroom while using games techniques.
- iv. Similarly, the other studies of Dahal and Thamsunhan helped to decide the tools and techniques for the data collection.
- v. The study of Karki provided insight on how language helped in developing speaking skills.
- vi. The study of Das was helpful to find out the ways of using games effectively in secondary level.

2.4 Practical Implications of Using Games to Teach Vocabulary

There are two steps that must be kept in mind when implementing games to teach vocabulary in primary level; grouping the students and giving explanation and instruct about the game.

2.4.1 Grouping the students

Scott & Ytreberg (2004) stressed the importance of making young learners sit together in a group because they like to have other peers around them. Sitting the students together encourage cooperation, but this does not mean that they have to be in groups all the time while they are working. Phillips (1993) noted that having a group of more than five students will result in counter-productivity where chaos might emerge. Teachers could ask their students to count one until two in a sequence manner and students with the same number will gather in the same group on the floor. Next, young learners could be asked to choose a name for their group to be written on the white board to record their scores. If there is an uneven number of student e.g. five students, one group could have 3 students and the other two. Grouping techniques of this kind will help in create a cooperative and competitive atmosphere among the members of the groups.

2.4.2 Giving Explanation and Instruction about the Game

It is important to explain the game to young learners in order to achieve the desired outcome and fulfill the goal behind its implementation. Teachers have an integral part in the classroom when implementing games because they have to give clear explanations and instructions about them so that students understand how to play and practice the list of vocabularies intended to be learned. If the teacher did not explain the rules and instructions of the game, choosing games as a method to explain vocabulary to young learners will be a waste of class time. There will be no outcomes if the students did not know what to do and they will get bored very fast.

2.5 Practical Challenges of Implementing Games in Teaching Vocabulary

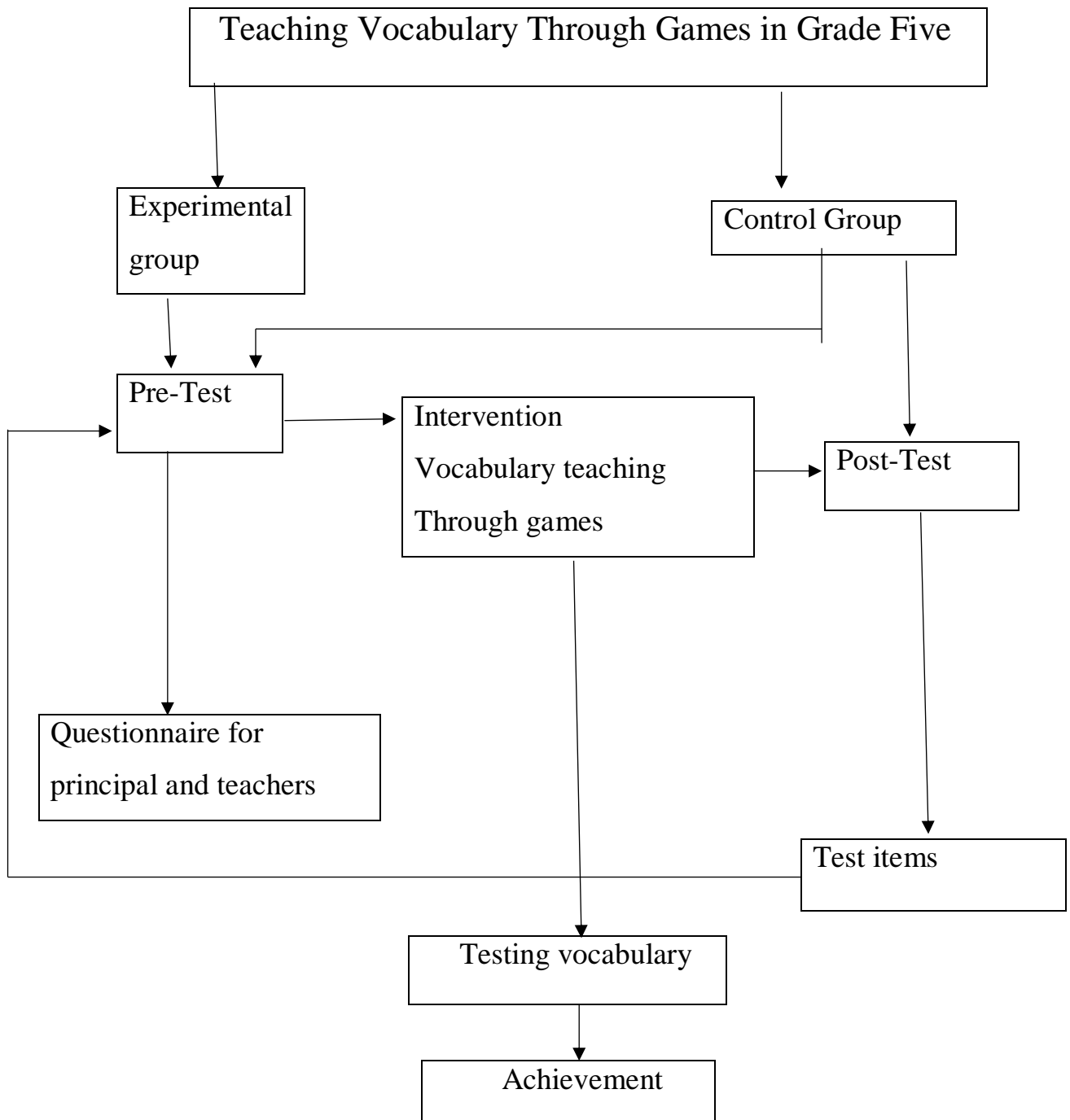
The first challenge is the noise and unorganized classroom. Children sometimes move a lot and talk too much when they are excited which makes it hard to control them. In order to manage the class, Brown (2001) stated that the teacher must understand the students' characteristics in order to create a good environment for learning. Harmer (2001) stated that children are not expected to sit down or do the same activity for a long time because they lose interest after several minutes. Moreover, as stated before, young learners have a short attention span, so activities should be as engaging as possible because they lose interest after ten minutes. Creativity is an important aspect when choosing or designing games to teach vocabulary to young learners.

Another challenge teachers may face is that students sometimes want to speak in their mother tongue during the class and game to communicate with each other and their teachers. Teachers have to respond in English, even if the student is asking the teacher something in their native language. There should be a balance between the type of game, number of vocabularies, time, effort, and the use of the students' native language. Experienced teachers will have no problem balancing all these challenges while using games in teaching vocabulary to their young learners.

2.6 Conceptual Framework

On the basis of the ideas gathered from review of theoretical and empirical literature. The researcher developed following conceptual framework in order to carry out this research.

The researcher intended to find out the effectiveness of games in teaching vocabulary in grade five. For that, an experimental design was planned and carried out involving pre-test, intervention by using games (Pictionary, Call my bluff, Back to the board, Memory challenge, Bingo, Matching definition) and post-test. The students were divided into two groups; experimental group and control group. And the experimental group was taught vocabulary through six different games whereas, control group were not taught through games. And the questionnaire was provided for the teacher and principal.



CHAPTER –THREE

METHOD AND PROCEDURE OF THE STUDY

3.1 Methodology

The researcher adopted experimental research design in order to complete the study. Experimental research is systematic and scientific approach to research in which the researcher manipulates one or more variables and controls and measures any changes in other variables. It is research design that uses manipulations and controlled testing for understanding causal process. Generally, one or more variables are manipulated to determine their effect on dependent variable.

The researcher used pre-test, post-test equivalent group design for the study. This design has pre-test as well as post-test. The researcher assigned the class into two groups; experimental group and control group. The pre-test was taken and adjustments were made to both the groups equal. The pre-test was taken to find-out the initial differences. Adjustment was made in two groups based on the results of pre-test so that both the groups had same level of proficiency. One group was taken as experimental and the next was taken as control group.

3.2 Research Design

Research is the process for collecting, analyzing and interpreting information to answer questions. But to qualify as research, the process must have certain characteristics: it must, as far as possible, be controlled, rigorous, systematic, valid and verifiable, empirical and critical.

‘The more important reason is that the research itself provides an important long-run perspective on the issues that we face on a day – to –day basis.’ Ben –Bernaanke

On the basis of tools of the research which is based on sampling and marking Enquiry mode is suited. So, the research will be based on Quantitative and qualitative design i.e. mixed research design.

3.3 Data Collection Tools and Techniques

In addition to the available data collection, the researcher used two tools; test items and questionnaire. The researcher taught 28 days classes in grade five of Nawayug Shikshya Niketan Secondary School, Kanakai1, Durgapur, Jhapa. The researcher distributed the students into two groups; experimental group and control group. The researcher used random sampling method to divide the group of students. And intervention was provided for the experimental group where traditional lecture method was used for the control group.

3.3.1 Source of Data

Both primary and secondary sources were used for data collection. They are:

Primary Sources of Data

The primary sources of data was the students of grade -5 of Nawayug Shikshya Niketan Secondary School, Kanakai 1 ,Durgapur ,Jhapa ,Nepal and the language teacher and principal of the same school.

The Secondary Sources of Data

The secondary sources had contained various books, journals, reports, articles etc. related to this study.

3.3.2 Population of the Study

Students of Grade -5 studying Nawayug shikshya Niketan secondary school ,kankai 1, Durgapur, Jhapa (Nepal) was sample population of the study. The total population of the study was 20 students (the researcher divided them into two groups odd and even number) . And one teacher and one principal to whom the researcher interviewed.

3.3.3 Sampling Procedure

In order to achieve the objectives of the study, one of the private schools in Jhapa district was sampled through purposive random sampling procedures.

Twenty students of Grade five from Nawayug Shikshya Niketan Secondary School were selected in two groups on the basis of purposive random sampling procedure;

- i) Experimental Group
- ii) Control Group

3.4 Data Collection Procedures

Through participant, the researcher observed (Grade five, 20 students) the classroom behaviors of those students. After observing their four weeks classes and ascertaining disruptive behaviors. The researcher interviewed to other teachers and school principal to present their views as

- a) Why those students showed such behaviors?
- b) Why teaching is not fruitful? and so on.

The researcher had collected about available teaching aids, teaching skills and use of Games especially in teaching Vocabulary. The researcher made two different groups of the students of Grade five of Nawayug Shikshya Niketan Secondary School, kankai 1 , Durgapur ,Jhapa (Nepal). One was experimental group and another was control group. Before forming the groups, the researcher conducted a pre – test of the targeted grammatical items for both of the group. Their answer sheets was scored. Then, the controlled group was taught same grammatical items using as usual techniques and methods but the experimental group was taught through games technique. Both of groups (experimental and control) were taught at least four weeks and again the test held to find out their progress. The score of the post test was tabulated and they were compared and contrast and verify in T-Test, mean and in percentage figure in order to find out actual progress of the control and experimental groups.

3.5 Data Analysis and Interpretation Procedure

The systematically collected data was analyzed, interpreted and presented. The data analysis tools were tables, percentage, average, prose definition etc. This study possessed the nature of experimental as it was based on the pre-test, post-test and questionnaire. For the data collection twenty students of grade five of Nawayug Shiksha Niketan Secondary School, Kanakai1, Durgapur, Jhapa were taken as sample population. And ten different items were tested of students though pre-test and post-test. The students were divided into two groups: experimental group and control group.

CHAPTER – FOUR

ANALYSIS, INTERPRETATION OF RESULTS

4.1 Analysis, Interpretation of Data

In order to collect data, the researcher employed pre-test, post-test, questionnaire for teacher and principal as a data collection tool. The researcher prepared a list of behaviors of students to be observed in the classroom. To be more specific, tabulation, interpretation and presentation of data was done. It follows an analysis of the effectiveness of games with the help of responses obtained from the respondents. The required data from the respondents were collected, checked and rechecked. The data were collected and tabulated from the systematically from the primary sources. The primary sources were the students' of grade five of Nawayug Shikshya Niketan Secondary School, Kanakail, Durgapur, Jhapa (Nepal). The record of the students' performance (i.e Pre-test, post-test) was analyzed from different angles to find out the effectiveness of language game for developing students' vocabulary.

For the holistic comparison, the result of pre-test and post-test of experimental and control group was been compared. Twenty students of grade five were taken and divided into two groups. Each group consisted of 10 students. The experimental group has average score 31.5 in pre-test and 38.2 in post- test. And control group has average score 31.1 in pre-test and 34.1 in post -test. On the other hand, experimental group has increased its average marks by 6.7 where control group has increased marks by 3.01 in post-test. It is the effect of language games. Control group has not progressed in this way. This means the use of language games in teaching vocabulary proved to be effective in teaching synonymous, matching items, word meaning, etc. the overall finding shows that using games in teaching vocabulary is more effective than other techniques of teaching vocabulary.

4.2 Scores in Different Test

The following table presents the detailed information of scores in different test items.

Table-1

Differences of Average Score of Both the Groups in each Category

S:N	Types of test items	F:M	Group 'A'	Group 'B'	Differences
1.	Making sentences	5	1	0.14	0.68
2.	True/False items	5	0.57	0.27	0.30
3.	Word meaning	5	0.92	0.71	0.21
4.	Fill in the blanks	5	0.57	0.07	0.5
5.	Singular and plural	5	0.67	0.10	0.19
6.	Matching item	5	0.09	0.22	0.14
7.	Compound words	5	0.29	0.5	0.21
8.	Opposite words	5	0.74	0.21	0.64
9.	Synonymous words	5	0.85	0.37	0.93
10.	Multiple choice	5	1.00	0.42	0.58
Average Total		50	6.7	3	3.85

The table reveals that the holistic comparison of group 'A' and group 'B' in each category. By this we come to know that the group 'A' increased its average score by 6.5 from pre-test to post-test whereas the group 'B' increased by 2.64 in post-test. It shows that the group 'B' had less average score than that of group 'A'. The group 'A' learnt better by leading 3.85 average score due to the positive effective of language games. From this we can say the use of language game is effective in teaching vocabulary.

4.3 Item Wise Comparison

In this section, ten types of different test items are compared. Experimental group is symbolized as ‘A’ and control group as ‘B’.

4.3.1 Result of making sentences

This is one of the test items which the researcher has included in pre-test and post-test items. They totally carried out five marks. Each item contains one mark.

Table 2
Score obtained in Making Sentence

Group	T.Sc in pre- test	Av.Sc in pre- test	Ave.% in pre- test	T.sc in post- test	Av. Sc in post- test	Ave% in post- test	Difference in Ave. Score	Difference In Av. %
A	55	3.92	78.57	69	4.92	98.57	1	20
B	54	3.85	77.14	56	3.99	80	0.14	2.86

(T.Sc. = Total Score, Av.Sc. = Average score, Ave.P = Average percentage)

The table shows that the achievement of the students of group ‘A’ and ‘B’ in pre-test and post-test. It shows that group ‘A’ has scored 3.92 average score out of total five full marks in pre-test and 4.92 in post-test with the increment of 20 average percentage. On the other hand, group „B“ has obtained 3.85 average score in pre-test and 3.99 in post-test with the increment of 2.86 average percentage. It means language games are effective in teaching making sentence.

4.3.2 Result of True/ False Items

This is one of the test items which the researcher has included in pre-test and post-test items. They totally carried out five marks. Each item contains one mark.

Table 3

Scores obtained in Ture/False

Group	T.S c in pre - test	Av.S c in pre- test	Ave. % in pre- test	T.sc in post -test	Av. Sc in post -test	Ave % in post- test	Differen ce in Ave. Score	Differen ce In Av. %
A	60	4.28	85.71	68	4.85	97.14	0.57	11.43
B	68	4.85	97.14	64	4.57	91.42	0.27	5.72

The table shows that the achievement of the students of group 'A' and group 'B' in pre-test and post-test. It shows that group 'A' has scored 4.28 average score in pre-test and 4.85 in post -test with the increment of 11.43 average percentage. On the contrary, group 'B' has obtained 4.85 average score in pretest and 4.57 in post -test with the decrease of 5.72 average percentage. It means language games are not effective in teaching True/False.

4.3.3 Result of Word meaning

This is one of the test items which the researcher has included in pre-test and post-test items. They totally carried out five marks. Each item contains one mark.

Table -4
Score Obtained in Word Meaning

Group	T.S c in pre - test	Av.S c in pre- test	Ave. % in pre- test	T.sc in post -test	Av. Sc in post -test	Ave % in post- test	Differen ce in Ave. Score	Differen ce In Av. %
A	4	0.28	5.71	17	1.20	24.29	0.92	18.28
B	10	0.7	14.28	20	1.42	28.59	0.71	14.29

The table shows that the achievement of the students of group 'A' and group 'B' in pre-test and post-test. It shows that group 'A' has scored 0.28 average score out of total five full marks in pre-test and 1.2 in post-test with the increment of 18.28 average percentage. On the other hand group 'B' has obtained 0.71 average score in pre-test and 1.42 in post-test with the increment of 14.29 average percentage. It means language games are effective in teaching synonymous word.

4.2.4 Result of Fill in the Gaps

This is third types of test items. In these items, five items are included. Each items carries one marks. They totally carry five marks.

Table-5

Scores obtained in Fill in the gaps

Group	T.S c in pre - test	Av.S c in pre- test	Ave. % in pre- test	T.sc in post -test	Av. Sc in post -test	Ave % in post- test	Differen ce in Ave. Score	Differen ce In Av. %
A	61	4.35	87.14	69	4.92	98.57	0.57	14.43
B	68	4.85	97.14	69	4.92	98.57	0..7	1.43

The table shows that the achievement of the students of group 'A' and group 'B' in pre-test and post-test. It shows that group 'A' has scored 4.35 average score in pre-test and 4.92 in post-test with the increment of 11.43 average percentage. On the other hand group 'B' has obtained 4.85 average score in pre-test and 4.92 in post-test with the increment of 1.43 average percentage. It means language games are effective in teaching Fill in the gaps.

4.2.5 Result of Singular and Plural

This is one of the test items which the researcher has included in pre-test and post-test items. They totally carried out five marks. Each item contains one mark.

Table-6

Scores Obtained in Singular and plural

Group	T.S c in pre - test	Av.S c in pre- test	Ave. % in pre- test	T.sc in post -test	Av. Sc in post -test	Ave % in post- test	Differen ce in Ave. Score	Differen ce In Av. %
A	61	4.35	87.14	65	4.64	92.85	0.29	5.71
B	56	4	80	57	4.10	81.43	0.10	1.43

The table shows that the achievement of the students of group 'A' and group 'B' in pre-test and post-test. It shows that group 'A' has scored 4.35 average score out of total five full marks in pre-test and 4.64 in post-test with the increment of 5.71 average percentage. On the contrary, group 'B' has obtained 4 average score in pre-test and 4.1 in post-test with the increment of 1.43 average percentage. It means language games are effective in teaching Singular and Plural .

4.2.6 Result of Matching items

This is sixth type of test items. In this, the researcher has included five items. Each item carries one mark. So, they totally carry five marks.

Table-7

Scores Obtained in Matching Items

Group	T.S	Av.S	Ave.	T.sc	Av.	Ave	Differen	Differen
P	c in	c in	% in	in	Sc	% in	ce in	ce
	pre	pre-	pre-	post	in	post-	Ave.	In Av. %
	-	test	test	-test	post	test	Score	
	test				-test			
A	55	3.92	78.57	56	4	80	0.08	1.43
B	46	3.28	65.71	49	3.5	70	0.22	4.29

The table shows that the achievement of the students of group 'A' and group „B“ in pre-test and post-test. It shows that group 'A' has scored 3.92 average score out of total five full marks in pre-test and 4 in post-test with the increment of 1.43 average percentage. On the contrary, group 'B' has obtained 3.28 average score in pre-test and 3.5 in post-test with the increment of 4.29 average percentage. It means language games are effective in teaching Matching items.

4.2.7 Result of Compound Words

This is seventh type of test items. In this, the researcher has included five items. Each item carries one mark. So, they totally carry five marks.

Table -8

Scores obtained in Compound words

Group	T.S c in pre - test	Av.S c in pre- test	Ave. % in pre- test	T.sc in post -test	Av. Sc in post -test	Ave % in post- test	Differen ce in Ave. Score	Differen ce In Av. %
A	61	4.35	87.14	65	4.64	92.85	0.29	5.71
B	98	4.14	82.85	65	4.64	92.85	0.5	10

The table shows that the achievement of the students of group 'A' and group 'B' in pre-test and post-test. It shows that group 'A' has scored 4.35 average score out of total five full marks in pre-test and 4.64 in post-test with the increment of 5.71 average percentage. On the contrary, group 'B' has obtained 4.14 average score in pre-test and 4.64 in post-test with the increment of 10 average percentage. It means language games are effective in teaching Compound Words.

4.2.8 Result of Opposite Words

This is eighth type of test items. In this, the researcher has included five items. Each item carries one mark. So, they totally carry five marks.

Table-9

Scores Obtained in Opposite Words

Group	T.S c in pre - test	Av.S c in pre- test	Ave. % in pre- test	T.sc in post -test	Av. Sc in post -test	Ave % in post- test	Differen ce in Ave. Score	Differen ce In Av. %
A	39	2.78	55.71	50	3.57	71.43	75	15.73
B	48	3.5	70	52	3.57	74.28	0.21	4.28

The table shows that the achievement of the students of group 'A' and group 'B' in pre-test and post-test. It shows that group 'A' has scored 2.78 average score out of total five full marks in pre-test and 3.57 in post-test with the increment of 15.73 average percentage. On the contrary, group 'B' has obtained 3.5 average score in pre-test and 3.71 in post-test with the increment of 4.28 average percentage. It means language games are effective in teaching opposite word.

4.2.9 Result of Synonymous Word

This is ninth type of test items. In this, the researcher has included five items. Each item carries one mark. So, they totally carry five marks.

Table-10

Scores Obtained in Synonymous words

Group	T.S c in pre - test	Av.S c in pre- test	Ave. % in pre- test	T.sc in post -test	Av. Sc in post -test	Ave % in post- test	Differen ce in Ave. Score	Differen ce In Av. %
A	52	3.71	74.28	65	4.64	92.85	0.93	18.57
B	54	3.85	77.14	54	3.85	77.14	0.00	0.00

The table shows that the achievement of the students of group 'A' and group 'B' in pre-test and post-test. It shows that group 'A' has scored 3.71 average score out of total five full marks in pre-test and 4.64 in post-test with the increment of 18.57 average percentage. On the contrary, group 'B' has obtained 3.85 average score in pre-test and 3.85 in post-test as well. Here, it seems no any increment at all. It means language games are effective in teaching Synonymous Words.

4.2.10 Result of Multiple Choice Item

This is last type of test items. In this, the researcher has included five items. Each item carries one mark. So, they totally carry five marks.

Table-11

Scores Obtained in Multiple Choice Item

Group	T.S c in pre - test	Av.S c in pre- test	Ave. % in pre- test	T.sc in post -test	Av. Sc in post -test	Ave % in post- test	Differen ce in Ave. Score	Differen ce In Av. %
A	50	3.57	71.42	64	4.57	91.42	1.00	20
B	42	3	60	48	3.42	68.57	0.42	8.57

The table shows that the achievement of the students of group 'A' and group 'B' in pre-test and post-test. It shows that group 'A' has scored 3.57 average score out of total five full marks in pre-test and 4.57 in post-test with the increment of 20 average percentage. On the contrary, group 'B' has obtained 3 average score in pre-test and 3.42 in post-test with the increment of 8.57 average percentage. It means language games are effective in teaching Multiple Choice items.

4.3 Holistic Comparison

For the holistic comparison, the result of pre-test and post-test of experimental and controlled group have been compared. 20 students of grade five are divided into two groups. Each group consists of 10 students. The comparison is shown as follows:

Table-12

Performance of Experimental and Control Group in pre-test & post-test

Group	No. of SS	F. M	Total Marks	Marks obtained	Av. % In pre-test	Total marks	Marks obtained	Av. % In post-test	Difference
Experimental Group	10	50	500	315	31.5	500	382	38.2	6.7
Control Group	10	50	500	311	31.1	500	341	34.1	3.01

The above table indicates that the experimental group has the average score 31.5 in pre-test and 38.2 in post-test. Experimental group has increased its average marks by 6.7. On the other hand, control group has the average score 31.1 in pre-test and 34.1 in the post-test. Here, control group has increased its average marks by 3.01 in post-test.

It shows that the students of experimental group have progressed by 6.7. It is the effect of language games. Control group has not progressed in this way. This means the use of language games in teaching vocabulary is effective.

4.4 Summary of Findings

This research has made an effort to find out the role of language games for developing student's vocabulary in grade nine. The research was conducted in Nawayug Shikshya Niketan Secondary School, Kanakai1, Durgapur, Jhapa district (Nepal) involving 20 students in grade five. The selected students were divided into two groups; experimental and control group. I have come to some findings which are as follows:

- i.** Overall findings show that the use of language games is effective in teaching vocabulary.
- ii.** Overall findings show that the use of language games is effective in teaching Making Sentence.
- iii.** In the category matching item, Overall finding shows that the, use of language games is not effective in teaching True/ False.
- iv.** Overall finding shows that the use of language games is effective in teaching Word meaning.
- v.** Overall finding shows that use the of language games is effective in teaching Fill in the gaps.
- vi.** Overall finding shows that the use of language games is effective in teaching Singular and Plural.
- vii.** In the category of word meaning, overall finding shows that the use of language games is effective in teaching Matching item.
- viii.** Overall finding shows that the use of language games is effective in teaching Compound Words.
- ix.** Overall finding shows that the use of language games is effective in teaching opposite word.
- x.** Overall finding shows that the use of language games is effective in teaching synonymous words.
- xi.** Overall finding shows that the use of language games is effective in teaching multiple choice.

- xii.** Because of the use of language games students became able to improve errors committed in vocabulary in pre-test.
- xiii.** The researcher used six different games; ‘Call My Bluff’, ‘Back to The Board’, ‘Memory Challenge’, ‘Pictionary’ were effective but ‘Matching Definitions’ was less effective for Primary Level.

CHAPTER-FIVE

CONCLUSION AND RECOMMENDATION

In the light of analysis of the study, the following findings have been drawn. The findings of the study have been derived after rigorous analysis of the data collected. On the basis of findings, some recommendations have been made and pedagogical implications have been suggested.

5.1 Conclusion

When teaching young learners vocabulary using games, teachers must be patient in finding new and interesting ways so that students enjoy learning. Teacher should consider time and materials while designing and choosing the games. They should be chosen appropriately to students' level, interest, and context.

Teaching and learning of language consists of its skills and aspects. Mastery of vocabulary is inevitable for successful learning of language. There are several ways of teaching learning of vocabulary. To make successful vocabulary learning the application of games is also considered to be one technique. In this study 28 days teaching vocabulary using language games in grade five; students were divided in two groups. Experimental group was taught through language game whereas control group was taught through lecture method. While comparing score of pre-test and post-test, it was found, experimental group obtained higher score than control group in the post test. So, the use of language game is effective for teaching vocabulary.

5.2 Recommendation

Based upon the major findings of the study, the following recommendations can be made:

5.2.1 Policy Related

- This research shows that experimental group performed relatively better in every aspect of word. Thus, in the policy of teaching vocabulary use of language games should be emphasized.
- The syllabus designers should include enough games that support vocabulary teaching.
- The teachers' should be creative and use other games which are not presented in the textbook.
- The textbook writer should include many games in their text-books so that the teachers can present the vocabulary items by involving the students in language games.

5.2.2 Further Research Related

This study is experimental study. It was only limited to the 20 students of grade five of Nawayug Sikshya Niketan Secondary School, kanakai1, Durgapur, Jhapa. Therefore, the researcher don't claim that it is complete in itself. As it is an experimental study it could not cover in the greater number of population. The following areas can be the areas of further research:

- Comparing effectiveness of games and pictures in vocabulary teaching.
- Similar study can be conducted in other grade except grade five.
- A study can be teaching vocabulary through other technique like group work, peer work.
- Teaching vocabulary through Miming jobs, Last One Standing, Hot Potato etc.
- This research is limited to one month period. For the more exploration regarding this area, language teacher can conduct action research.

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APPENDIX –I

Model questions for pre-test and post-test

Name of student:

Date:

Class : Five

Roll.No.:

Full Mark: 50

1. Make sentences using the following words: 5

a) Winter.....

b) Basket.....

c) Square.....

d) Table

e) Red.....

2. Put the tick for the correct sentences and the cross mark for incorrect: 5

a) We play cricket in pitch.

b) We wear sweaters and jackets in summer.

c) Dog is national animal of Nepal.

d) We have a shower every day in winter.

e) Birds live in kennel.

3. Change these words into plural: 5

Singular

Plural

Child

Mouse

House

Man

Ox

4. Fill in the blanks choosing the correct words from the bracket: 5

a. A lion has..... Legs. (four, two, three)

b. We got milk from (cow, cat, dog)

c. has horn on its nose. (Rhino, Deer, tiger)

d.is the biggest vegetable. (pumpkin, potato, tomato)

e.flower is used for making garland. (marigold, lotus, rose)

5. Match the following words in column A with their suitable words in column B: 5

- | | |
|------------|---------------------------------|
| Meadow | () spread |
| Fluttering | () grassland |
| Content | () moving slightly and quickly |
| Coverlet | () satisfied |
| Dancing | () waltzing |

6. Find the words which has similar meaning to this words: 5

- a) Jolly:
- b) Gloomy:
- c) Prospect:
- d) Abandon:
- e) Zeal:

7. Make the opposite words of the following. 5

- Happy
- Honest
- Correct
- Regular
- Possible.....

8. Construct ten compound words using the given word group. 5

Bed, moon, paste, fight, tooth, wood, light, cycle, piker, friend, bath, bull, room, ship, break, motor, work, fast, home.

- a) f).....
- b) g)
- c) h)
- d) i)
- e) j)

9. Fill in the blanks. 5

- a) I useof bead for small.
- b)also means intelligent
- c) Anis a people from the USA.

d) Rajan feels..... See his uncle at school.

e)makes great works possible.

10. Write the meaning of words on the basis of the following definitions. 5

a) A thing in which we carry book.

b) A thing through which we get knowledge.

c) Place in which we sleep.

d) Thing in which we sit properly.

e) Thing through we get our whole image when we watch it.

APPENDIX –II

INTERVENTION-I

Sample of lesson plan for controlled group

Name: Nawayug Sikshya Niketan

Teaching items: Vocabulary

Class: Five

1. **Objectives:** At the end of the lesson the students will be able to:

a) Link words to each other through common shared letters.

2. **Teaching materials:** Daily used materials, word cards

3. **Teaching activities:**

a) The teacher enters to the classroom and asks the previous lesson's vocabulary and draws the students' attention.

b) The teacher writes six vocabulary item: meadow, jolly, gloomy, regular, possible, honest, zeal; on the board with their meaning and tells the students to copy in their answer sheet.

c) The teacher gives time to the students until they complete.

d) The teacher tells the students to memorize these words' meaning within 10 minutes.

e) The teacher asks vocabularies to the students individually and helps if they did not know.

4. **Evaluation:** Tell the meaning of the words bedroom bathroom motorcycle.

APPENDIX –III

INTERVENTION-I

Sample of lesson plan for Experimental group

1. Specific objective: On completion of this lesson the students will be able to

Match the words that are similar to the definition.

2. Teaching materials: Word cards

3. Teaching learning activities:

- The teacher first presents the previous lesson in summary form and draws the student's attention to the class.
- The teacher teaches six vocabulary items to the students through the question answer and interaction.
- The teacher teaches six vocabulary items: meadow, jolly, gloomy, regular, possible, honest, zeal.
- The teacher writes vocabulary items on the board with their meaning and asks them to connect to each other.
- After the teacher completes teaching the vocabulary, divides the students into A and B groups.
- The teacher calls one student from A and next from B group and the one volunteer student.
- The teacher brings two boxes to the class one box for vocabulary and another for the meaning of vocabulary.
- The teacher gives the brief instruction to play the vocabulary game.
- One student picks a word from A box and tells the two students of different groups to find out the similar meaning from the next box B.
- The teacher writes the mark 1 to either A and B group to the board, to the group who gets the meaning first.

- The teacher calls all the students turn by turn and keeps on writing the marks on the board.
 - The teacher selects the winner from the students who gets the good marks.
 - At last, the teacher again writes the words and definitions on the board and explains in detail.
4. Evaluation : tell the meaning of words: jolly, gloomy, honest.

APPENDIX-IV

Score in pre-test and post-test of controlled and experimental group

S.N	Name of Student	Pre-test	Post-test	Differences
1.	Shramika Khadka	39	45	6
2.	Yankila Sherpa	32	43	11
3.	Prashant Dhungel	43	46	3
4.	Prabin Magar	34	35	1
5.	Prakriti Ranapaili	35	38	3
6.	Rojina Basnet	37	44	7
7.	Sonu Siinchuri	38	41	3
8.	Bijay Murmu	30	33	1
9.	Sisir Tamang	5	10	5
10.	Sunita Poudel	40	44	4
11.	Salina karki	20	26	6
12.	Anjila Dhakal	15	24	9
13.	Parbat Sinchuri	21	25	4
14.	Diya Dahal	33	34	1
15.	Roshan Rajbanshi	32	43	11
16.	Srijan Adhakari	20	22	2
17.	Sahina Parajuli	41	44	3
18.	Laxmi Nepal	34	37	2
19.	Khagendra Rajbanshi	39	46	7
20.	Sulav Rimal	38	43	5

APPENDIX –V

Performance of Experimental group

S.N	Name of Students	Pre-Test	Post-Test	Difference
1.	Shramika khadka	39	45	6
2.	Yankila Sherpa	32	43	11
3.	Prakriti Ranapaili	35	38	3
4.	Rojina Basnet	37	44	7
5.	Sisir Tamang	5	10	5
6.	Sulav Rimal	38	43	5
7.	Khagendra Rajbanshi	39	46	7
8.	Roshan Rajbanshi	32	43	11
9.	Anjila Dhakal	15	24	9
10.	Prasant Dhungel	43	46	3
	Average Score	31.5	38.2	6.7

APPENDIX-VI

Performance of Control group

S.N	Name of students	Pre-test	Post-Test	Difference
1.	Prabin Magar	34	35	1
2.	Sonu Sinchuri	38	41	3
3.	Bijay Murmu	30	33	1
4.	Sunita Poudel	40	44	4
5.	Salina Karki	20	26	6
6.	Parbat Sinchuri	21	25	4
7.	Diya Dahal	33	34	1
8.	Srijan Adhikari	20	22	2
9.	Laxmi Nepal	34	37	3
10	Sahina Parajuli	41	44	3
	Average Score	31.1	34.1	3

