

EFFECTIVENESS OF LANGUAGE GAMES FOR TEACHING VOCABULARY
AT BASIC LEVEL

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

Submitted by:

Mandira Bhujel

Janata Multiple Campus, Itahari

Faculty of Education

Tribhuvan University

2024/2081

EFFECTIVENESS OF LANGUAGE GAMES FOR TEACHING VOCABULARY
AT BASIC LEVEL

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

Submitted by:

Mandira Bhujel

Exam Roll No: 74218032

T.U. Reg. No: 9-2-218-353-2009

Janata Multiple Campus, Itahari

Faculty of Education

Tribhuvan University

2024/2081

Thesis Viva Date: July. 9, 2024

(2081/03/25)

Submitted Date: June. 30, 2024

(2081/03/16)

©2024

Mandira Bhujel

All Rights Reserved

DECLARATION

I hereby declare that to the best of my knowledge, this research is original; no part of it was earlier submitted for candidature of research to any university.

Date: 30/06/2024

(2081/03/16)

.....

Mandira Bhujel



जनता बहुमुखी क्याम्पस

☎ ०२५-५६१३००
FAX: ०२५-५६००६४

Janta Multiple Campus

इटहरी, सुनसरी, नेपाल

Itahari, Sunsari, Nepal

स्थापित : २०४५

Estd. 2045

(त्रिभुवन विश्वविद्यालय व्यवस्थापन, मानविकी तथा शिक्षाशास्त्र सङ्काय सम्बन्धन प्राप्त)

विश्वविद्यालय अनुदान आयोगबाट गुणस्तर प्रत्यायनकृत (वि.सं.२०७५)

(Accredited by University Grants Commission (UGC) Nepal (2018 A.D.))

प.सं.
Ref:

मिति- २०८१-०३-१६
Date: June 30, 2024

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mandira Bhujel** has completed this thesis entitled **Effectiveness of Language Games for Teaching Vocabulary at Basic Level** under my guidance and supervision.

I recommend the thesis for acceptance and evaluation.

Gobinda Puri, (Supervisor)

Asst. Lecturer

Department of English Education



जानता बहुमुखी क्याम्पस

☎ ०२५-५८१३००
FAX: ०२५-५८००६४

Janta Multiple Campus

इटहरी, सुनसरी, नेपाल

Itahari, Sunsari, Nepal

स्थापित : २०४५

Estd.2045

(त्रिभुवन विश्वविद्यालय व्यवस्थापन, मानविकी तथा शिक्षाशास्त्र सङ्काय सम्बन्धन प्राप्त)

विश्वविद्यालय अनुदान आयोगबाट गुणस्तर प्रत्यायनकृत (वि.सं.२०७५)

(Accredited by University Grants Commission (UGC) Nepal (2018 A.D.))

प.सं.
Ref:

मिति- २०८१-०३-२५
Date: July 9, 2024

EVALUATION AND APPROVAL

The thesis entitled **Effectiveness of Language Games for Teaching**

Vocabulary at Basic Level by **Mandira Bhujel** has been evaluated and approved by the following Thesis Evaluation Committee.

Kamal Raj Dahal

Reader and Head

Chairperson

Department of English Education

Ichchha Purna Rai

Lecturer

Expert

Department of English Education

Dhankuta Multiple Campus, Dhankuta

Gobinda Puri (Supervisor)

Lecturer

Member

Department of English Education

iv

DEDICATION

Dedicated to

To my parents, husband, and teachers.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my thesis supervisor **Mr. Govinda Puri** for his continuous guidance, invaluable and comprehensive suggestions, and inspiration to prepare this thesis in this form.

I would like to express my acknowledgment to the Head of the Department of English Education **Mr. Kamal Raj Dahal** for providing suggestions, encouragement, and co-operation throughout my academic journey.

I would also like to express my special thanks to my husband, **Mr. Madhab Sapkota**, and my all family members for their kind help, encouragement, and understanding and for creating the environment to carry out this research work successfully.

I am very grateful to **Mr. Ram Prasad Neupane**, the Head Teacher of Shree Saraswati Basic School, Patharisanischare, Morang for his kind hospitality in providing me with students for experimental classes. I would like to thank the students of class three for their active participation. I am thankful to my colleagues for their encouragement valuable suggestions and co-operation in my study.

Finally, Thank you all for your contributions, encouragement, and support, without which my achievements would not have been possible.

ABSTRACT

The research entitled "**Effectiveness of Language Games for Teaching Vocabulary at Basic Level**" aimed to find out the effectiveness of language games for teaching vocabulary in grade three. The study involved 20 students of grade three from Shree Saraswati Basic School, Patharisanischara-4 Morang district. A pre-test was given to determine the student's proficiency level in vocabulary before dividing them into two groups. The experimental group was taught vocabulary using different language games while the control group was taught using traditional methods. A post-test was administered to both groups, and the results were compared to determine the effectiveness of the language games. The main findings of this study are that teaching vocabulary through the use of language games at Primary level is more effective than teaching without using language games.

The study's background provides the importance of teaching English language and vocabulary knowledge to attain proficiency in the English language. The statement of the problem presents the difficulty in teaching vocabulary to basic-level students. The methodology of this study was a pretest-posttest equivalent group design involving 20 students of grade three as the sample population of my study. The students were divided into two groups using a simple random sampling procedure. The result of the pre-test and post-test was tabulated, and calculated to find the average marks and their percentage difference. The findings of the study suggest that language games can help students learn new words along with pleasure, and excitement and develop children's emotional, mental, and physical ability for learning. The study implies that teachers should adopt different new techniques to teach vocabulary to make the classroom interesting, motivating, entertaining, and meaningful for effective and long-lasting learning.

Table of Contents

Declaration	i
Recommendation for Acceptance.....	ii
Evaluation and Approval.....	iii
Dedication.....	iv
Acknowledgments.....	v
Abstract.....	vi
Tables of contents.....	vii
List of Tables.....	viii
CHAPTER-I.....	1-4
Introduction.....	1
Statement of the Problem.....	3
Objectives of the study.....	3
Research Questions.....	3
Significance of the study.....	4
Delimitation of the study	4
CHAPTER – II.....	5-17
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK.....	5
Review of the Theoretical Literature	5
Definition of Vocabulary	6
Importance of Teaching Vocabulary	6
Methods of Teaching Vocabulary.....	6
Real objects.....	7

Pictures, photographs, or drawing	8
Games	8
Mime, action, and gesture	8
Definition	8
Translation	8
Pointing	9
Demonstration	9
Giving synonyms and antonyms	9
Dictionary use	9
Vocabulary log	9
Games in Language Learning	10
Language Games and Activities for Teaching Vocabulary	10
Importance of Language Games in Teaching Vocabulary	12
Review of Empirical Literature	13
Implications of the Review of the Study	16
Conceptual Framework	17
CHAPTER-III	18-21
METHODOLOGY	18
Design of the Study	18
Source of Data	19
Primary Source of Data	19
Secondary Source of Data	20

Participants.....	20
Data Collection Tools and Techniques	20
Data Collection Procedure	20
Data Analysis and Interpretation	21
Ethical Considerations	21
CHAPTER –IV	22-27
RESULTS AND DISCUSSION	22
Analysis and Interpretation of the Result.....	22
Holistic Comparison	22
CHAPTER – V	28-32
CONCLUSION AND RECOMMENDATIONS.....	28
Findings.....	28
Conclusion	30
Recommendations.....	30
Policy Related	30
Practice Related	31
Further Research Related	32
REFERENCES	33-34
APPENDICES.....	35-46
Appendix I.....	35-36
Appendix II.....	37-38
Appendix III.....	39

Appendix IV.....	40
Appendix V.....	41
Appendix VI.....	42-45
Appendix VII.....	46

List of Tables

Table No. 1 Holistic comparison of the students	22
Table No. 2 Result obtained from matching word with meaning	23
Table No. 3 The result obtained by rearranging the word.....	24
Table No. 4 The result obtained in making sentence of given words.....	24
Table No. 5 The result obtained in answering question.....	25
Table No. 6 The result obtained in opposite words	26

CHAPTER I

INTRODUCTION

General Background

Language is the sole possession of human beings. Other animals, except humans, cannot learn language. Without language, human civilization as we have today would have remained impossible. We use language to express our thoughts, ideas, desires, emotions, and feelings. Through language we human beings store knowledge, and share knowledge and experience. Moreover, language use makes human life good or bad, and is also a success or failure of our relationships. Language is our special ability to communicate through words, making us different from animals. Language is a means of communication. Language is a form of social behavior that enables the individual to cooperate with others in a group, family, friends, or society.

People learn English or a foreign language for various reasons. English is an international language. In Nepal, English is taught from primary to university education as a compulsory subject. The medium of instruction is exclusively English in science and technology subjects at higher secondary and university levels of education. Nowadays, most of the private schools and some of the public schools and colleges/campuses give priority to English as a medium of instruction for all subjects other than Nepali and social. Those schools are in high demand among parents. Proficiency in English is often seen as a gateway to better opportunities. English is a significant part of the curriculum. The English language is a foreign language in Nepal. Primary students are beginners of this language. They feel new experiences in learning English. They also find it difficult to learn English. They speak their mother tongue at their home. They speak English at school. Small children learn language more easily and

receive information more quickly than others. Harmer (2008, p. 14-15) mentions that children don't just focus on what is being taught, but also learn all sorts of other things at the same time, taking information from whatever is going around them. We know that seeing, hearing and touching are just as important for understanding as a teacher's explanation. So, we may use various games, songs, puzzles, etc. while teaching small children. In English, they learn listening skills, speaking skills, reading skills, writing skills, grammar, vocabulary pronunciation, language function etc.

Learners are ready to learn something new and try to gain knowledge or skills by studying, practicing, or being taught. We believe that students learn by doing and learning with others is more effective. Language games are resources that can be used in language teaching. Games are a fresh and interesting resource for teaching English language skills and aspects. It provides a good source of motivation, interest, and refreshment. Teaching the English language can be made fun using a variety of activities in English class. Caravolas (as cited in Pennycook, 1989) also outlined seven principles to improve student motivation in games. The seven principles of student motivation are as follows:

- Teacher should be lively and interesting
- Presentation should be brief
- Examples should be concrete
- Students should always be active
- Activities must be useful and relevant
- There should be variety in every class
- Game should be used

Language teaching is all about teaching a second language. A good teaching method emphasizes the student's interest, ability, and learning style keeping the teacher as a guide, facilitator, or mentor. While we teach in the classroom we follow different teaching methods and techniques to make classroom activities interesting, motivating, entertaining, and meaningful for effective and long-lasting learning. Language teaching is not a simple process. A language teacher must have a scientific approach to teaching a language.

Statement of the Problem

Many researchers and teachers have realized that learners should have knowledge of vocabulary to read and communicate with each other. Various kinds of research are carried out on vocabulary teaching to find out the effective techniques of vocabulary teaching through language games. Vocabulary is the most significant aspect of language teaching. In teaching vocabulary generally, we understand the teaching meaning of words. Dealing with the meaning aspect of words is just one dimension of vocabulary. The main problem for the study is that the students cannot communicate well in English because they lack sufficient vocabulary. Although they study, learn, and try to memorize the words, they cannot remember and use them in their practice later.

Objectives of the Study

1. To find out the effectiveness of language games for teaching vocabulary to the students of Grade 3.
2. To suggest some pedagogical implications

Research Questions

This research was oriented to find out the answer to the following research questions:

1. How effective can language games be in teaching for grade three?

2. What kinds of activities can be effective for teaching vocabulary?

Significance of the Study

This study mainly concerns language games' effectiveness in teaching vocabulary in grade III. So, I believe that this study will be helpful for all people who are involved in teaching vocabulary, especially English language teachers, teacher trainers, textbook writers, curriculum designers, and people who are interested in conducting experimental research on various aspects of English in teaching-learning. The study will be beneficial for language teachers to teach vocabulary effectively in their classrooms using various language games. The vocabulary of language is very important for the individuals who are learning the language. This is mainly useful for textbook writers, curriculum designers, and students those who are interested in researching language teaching learning through language games, especially vocabulary teaching.

Delimitation of the study

The delimitations of the study are as follows:

- a) The study was limited to the governmental school of Patharisanischare municipality, Morang.
- b) The population of the study was limited to 20 students of grade three.
- c) Only test items were used for collecting data.
- d) The study was limited to teaching vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Review of related literature refers to reviewing the previous knowledge of study to get new idea in the related area of study. This chapter includes a review of different research which are related to this study.

Review of the Theoretical Literature

In the review of theoretical literature, I have included the definition of vocabulary, the importance of teaching vocabulary, methods of teaching vocabulary, games in language learning, language games and activities for teaching vocabulary, and the importance of language games in teaching vocabulary.

Definition of Vocabulary

Vocabulary is a list of words or knowledge of words and their meanings. Vocabulary is one of the core components of language proficiency. If students require several vocabularies, they can read and understand any reading materials and communicate with fellow friends, teachers, and any other new persons. Vocabulary is the most significant aspect of language teaching. So, students have to gain a large number of vocabularies to express their ideas clearly.

According to Richards and Rodgers (2001, p. 132), “The building blocks of language learning are communication are not grammar, functions, notions or some other unit of planning and teaching but lexis, that is word and word combination.”. This shows the intimate relationship between vocabulary knowledge and language learning. Harmer (1991, p. 153) says, “If language structures make up the skeleton of language, then it is vocabulary that

provides the vital organs and the flesh.” So, vocabulary is known as the vital organ and flesh of language.

In short, we can say that vocabulary plays a foundational fundamental role in language learning. If students have a basic vocabulary knowledge, they can adjust to the world of communicative approach.

Importance of Teaching Vocabulary

Language teaching refers to teaching the specific skills and aspects of language to the learners. Vocabulary is one of the aspects of English language teaching. So, we should keep vocabulary as the central point of teaching and learning language. The main function of language is communication. Without knowledge of vocabulary, communication is impossible. Therefore, vocabulary teaching should begin from the basic level in the classroom. Knowledge of vocabulary will improve students’ other skills such as listening, speaking, reading, and writing.

Teaching vocabulary is the most important part of language teaching. It makes it possible for the learners to read, write, listen, and speak any language with a sound knowledge of vocabulary. We can say that knowing a word means knowing many things such as its meaning formation, grammar, and use.

Methods of Teaching Vocabulary

Vocabulary teaching is an essential part of language teaching. While teaching vocabulary the teachers have to design the activities that address learners’ needs and interests. There are various types of techniques for teaching vocabulary. According to Stahl (1983), there are two types of techniques for teaching vocabulary. They are definitional knowledge and contextual knowledge.

Knowledge of the relations between a word and other known words as in the dictionary definition, network model of meaning. Under this heading, we have the following techniques:

- Giving synonyms and antonyms
- Giving definition
- Translation
- Mind mapping
- Dictionary use
- Vocabulary log
- Matching phonemic symbols and related words

Contextual Knowledge

Knowledge of core concepts and how that knowledge is realized in different contexts.

Under this heading, we have the following techniques:

- Creating contexts or getting meaning from contexts
- Making inferences
- Reading research papers, reports, articles
- Listening, speaking, reading, and writing activities

Besides these techniques, there are some useful techniques for teaching vocabulary effectively to primary-level students as follows:

Real objects

It is one of the ways of presenting or teaching the meaning of new vocabulary is to bring real objects into the classroom like leaves, stones, flowers, etc.

Pictures, photographs, or drawing

Bringing an apple into the class is not a big problem. Bringing a tiger into the classroom is. To solve such problems while teaching is the use of pictures, photographs, or drawings. These things are very helpful for explaining the meaning of vocabulary.

Games

Games are very useful techniques in primary English classes for teaching vocabulary. The use of language games creates context. When students play games, they learn speaking, vocabulary, pronunciation, etc. Some language games are whiteboard bingo, run to the board, Simon Says, Guessing games, Puzzles, Onion ring games, etc.

Mime

Using real objects and pictures is not always possible to explain the meaning of a new word. At that time, action, mime, and gesture can work best.

Definition

It is also known as the technique of giving definition. In this technique, the teacher tries to give some definitions of words either from books or herself/himself. Eg. In every reading text, there will be one exercise about vocabulary where the learner needs to match the words with their similar meanings.

Translation

It is a simple and easiest way of presenting the meaning of a new word if other techniques cannot make the meaning clear. We can use translation methods to teach the meaning of a new word into students' mother tongue.

Pointing

The teacher can simply use his or her finger to point out the objects while teaching vocabulary items. For example, if the teacher is trying to make the meaning clear about the words door, fan, bag, book, stone, table and so on which are easily available in the classroom, the teacher can use the pointing technique. It is a very useful technique for primary-level students.

Demonstration

This is also another interesting vocabulary teaching technique. According to this technique, the teacher demonstrates some objects, pictures, actions, or any things that learners can see and understand the meaning of the words.

Giving synonyms and antonyms

In this technique, the teacher makes the learners practice the words with their similar and opposite meanings. For example, if a teacher tries to make the meaning clear about the word 'happy' he or she can give a word which has the opposite meaning as 'sad' and a similar meaning as 'glad', 'pleasure', 'delight' etc.

Dictionary use

This is a very useful technique for teaching vocabulary. When teachers teach unfamiliar words from the text students should be encouraged to consult the dictionary and find out the appropriate and relevant meaning and other aspects of the words such as formation, pronunciation, and use.

Vocabulary Log

This is another useful way of enriching the vocabulary power of students. Vocabulary logs can be prepared for individual students. This kind of log can be of one chapter, of one

week, or one month. According to log, students have to record their plan to enrich and enlarge the number of academic vocabulary in the course of learning.

Games in Language Learning

Games help to make the language used in the class more real and alive. They create interest in learning, avoid boredom, and motivate learners towards learning. According to Larsen-Freeman (2000, p. 133), “Games are used frequently in classroom language teaching. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice.” It provides an opportunity to learn a language along with pleasure, excitement, and fun. Language games can be useful in the learning of vocabulary, pronunciation, structures, grammar, and sentence patterns. It inspires even shy and introverted students to practice a target language. It ensures learners’ physical, mental, and emotional development and increases communicative competence in the learners.

Language Games and Activities for Teaching Vocabulary

Many games and activities are used in teaching vocabulary. While teaching English vocabulary the teachers have to design activities that address learners’ needs and interests. Some of the language games and activities for teaching vocabulary are:

Pass the Chicken: In this game, the students sit or stand in a circle. The students pass the chicken around the circle. The student with the chicken needs to name 3 or 5 items in a category. The teacher should say the category and then the chicken should be passed. When the student finishes the list s/he passes the chicken to another person. The last student who gets the chicken is the winner.

Simon says: In this game, the teacher gives a series of commands. Some commands begin with Simon says. Some commands do not begin with Simon says. Students listen to the

teacher and follow commands as Simon says. Those students who follow commands without Simon say are out. The last remaining students win the game.

Memory game: The teacher writes some words on the whiteboard that are familiar to students. Students read words for some time. Then after the words written on the whiteboard are wiped out. Students recall the words correctly and write words in their copy. The students who can remember more words will be the winner.

Jumbled letters: The teacher writes the letters of a word in random order. The students read the letters. Then they put them in the correct order to make a meaningful word. Eg. Epn = Pen, kobo = boo

Dictation: The teacher reads some words or sentences. The students listen to the teachers and write in their note copy. The teacher checks their copy and provides feedback if any.

Hearing mistake: The teacher read simple text. The students listen to the teacher. The teacher reads some words with errors. But the students find out a mistake.

Word building: It is a kind of pencil and paper game where students get a long word written on a whiteboard or with the help of a word card. The students have to see how many words they can make from the letters in it. The students get limited time for the game.

Crossword puzzle: In this game, the teacher draws a crossword puzzle on the board and writes the clue alongside. The students who know the answer run to the board and fill in the crossword.

These are a few examples of language games. I used different language games such as Simon Says, crossword puzzles, Jumbled letters, memory games, word building, and dictation in my research study.

Importance of Language Games in Teaching Vocabulary

Language games are very useful teaching-learning activities in primary English classes. Games provide an opportunity to learn a language along with pleasure, excitement, and fun. It helps to develop children's emotional, mental, and physical ability to learn language. Language games create a natural and lively environment in the classroom. So, language game has a great role in teaching vocabulary in pleasurable, lively, and enjoyable environments. The importance of language games in teaching vocabulary is listed as follows:

- Language games can be a major source of learning vocabulary.
- The teacher can experiment, discover, and interact with their environment through language games.
- It motivates and encourages the student to learn new vocabulary, pay attention, and participate in every task actively in the classroom.
- Even shy and introverted students can practice vocabulary by creating meaningful context to use the new vocabulary of the target language.
- Language games create an opportunity to learn the language with fun, pleasure, and excitement inside the classroom.
- Language games always inspire us to be more competitive towards learning and improve learners' memory power.
- Language games develop habits of cooperation, collaboration, and communicative competence and increase self-confidence and leadership skills in the learners.

The English language is a foreign language in the context of Nepal. Primary students are the beginners of English language. They feel difficulty in learning the English

language because they speak their mother tongue in their home. So, an English teacher can use a variety of language games in their class to make learning fun and effective.

Review of Empirical Literature

Many researchers have carried out on the effectiveness of language games in teaching vocabulary at the basic level. These researches have focused on the effectiveness of language games. There are some researches which are related to this study. Some of them are mentioned below:

Bhandari (2009) conducted experimental research entitled, “Effectiveness of Teaching Materials for Teaching Vocabulary in Grade Four.” The main objective of the study was to find out the effectiveness of teaching materials for teaching vocabulary in grade four. There were thirty-six students of Janata Lower Secondary School of Dulari, Morang as the sample population. The major finding of the study was that teaching words through pictures and realia as teaching materials is more effective than teaching without using teaching materials.

Similarly, Kafle (2011) has researched the ‘Effectiveness of Discovery Techniques in Teaching Causative and Modal Verbs’. The main purpose of the study was to find out the effectiveness of discovery techniques for teaching causative and modal collection. He selected grade 9 students studying at Panchakanya Higher Secondary School of Syanja district for the primary source of data collection. Test items were the tool of data collection. The major findings of this study showed that discovery techniques were more effective than explanation techniques.

Paudyal (2014) conducted research on “Effectiveness of Language Games in Teaching Writing Skills.” The main purpose of this study was to find the effectiveness of language games in teaching writing skills. The sampling population of this study was forty-four students

of class nine student of the Dolakha district. He taught writing by using games to the experimental group and as usual ways to the control group. The major findings of this study showed that teaching writing skills with language games was more effective than teaching writing skills without using language games.

A comparative Analysis of the Effectiveness of the learner-Centered Approach and Teacher-Centered Approach in the writing skills of undergraduate students was carried out by Khan et. al (2016) at the University of Management and Technology, Lahore. The participants of this study were 60 undergraduate students in the first semester. The objective of the study was to investigate the effectiveness of the approaches on the writing skills of the students and to identify suitable approaches for improving students' writing. The participants were 30 students divided into two groups; Learner Centered class and Teacher Centered class. The students were taught in two separate classes. Learner-Centered class was taught using a learner-centered Approach and the Teacher-Centered class was taught using the Teacher Centered Approach. A pre-test was conducted at the start of the experiment to assess the performance of students at the initial stage. At last, a post-test was conducted to find the effect of the two approaches on the writing performance of the students. The scores of the pre-test and post-test were compared to determine the approach that had relatively more positive effects on the writing skills of students. The results of the study showed the Lerner-centered technique was more effective in developing writing skills.

In the same way, Sapkota (2017) researched, "Effectiveness of Visual Materials in Teaching Vocabulary with Young Learners." The researcher used an experimental research design. Fifty of the grade six were the sample population of the Puroshodya secondary school of Baglung district. The major tools for data collection were pre-test and post-test. The students

were divided into two groups; Experimental group and control group. An experimental group was taught using visual aids and control group was taught using traditional teaching-learning methods. The main finding of this study showed that the group which was taught using visual aids was found better.

Similarly, Tamang (2017) carried out research entitled, “The Effectiveness of Language Games for Teaching Tense at Secondary Level.” The researcher used an experiment. The participants in the study consisted of grade nine students of Bhojpur district. He adopted a non-random sampling procedure. The students were divided into two groups; an experimental and controlled group based on obtained marks from the pre-test. 28 classes were held using language games in teaching tense. Pre-tests and post-tests were the main tools for data collection. The result of the study shows that the use of language games in teaching tense produced better results than the use of the lecture method.

Rai (2019) carried out research entitled, “Students’ Perception on Using YouTube Videos in Learning Vocabulary.” The participants of this study were 100 students of the secondary level of Kathmandu district. Different four schools in each school 25 students were selected for research. The purpose of this study was to explore the perception of students on learning vocabulary using YouTube videos. There were 25 close-ended questions asked to the students. The finding shows that learning vocabulary using YouTube is more effective, interesting, and long-lasting.

Similarly, Chaudhary (2023) conducted research entitled, “Effectiveness of Games and Picture in Teaching Vocabulary. The main objective of the study was to find out the effectiveness of games and pictures in grade III students in teaching vocabulary. The research was conducted in one of the government-aided schools of Kapilvastu district. The major tools

for data collection were ten sets of text items. The finding of the study shows that well-selected games and pictures help students' language learning process towards the target language.

In conclusion; those above-mentioned studies have been carried out to detect of effectiveness of different techniques. They were the foundation of knowledge for my research. The teacher used different techniques and methods while they were teaching in the classroom but I am interested to see the effectiveness of Language games at the basic level in teaching vocabulary.

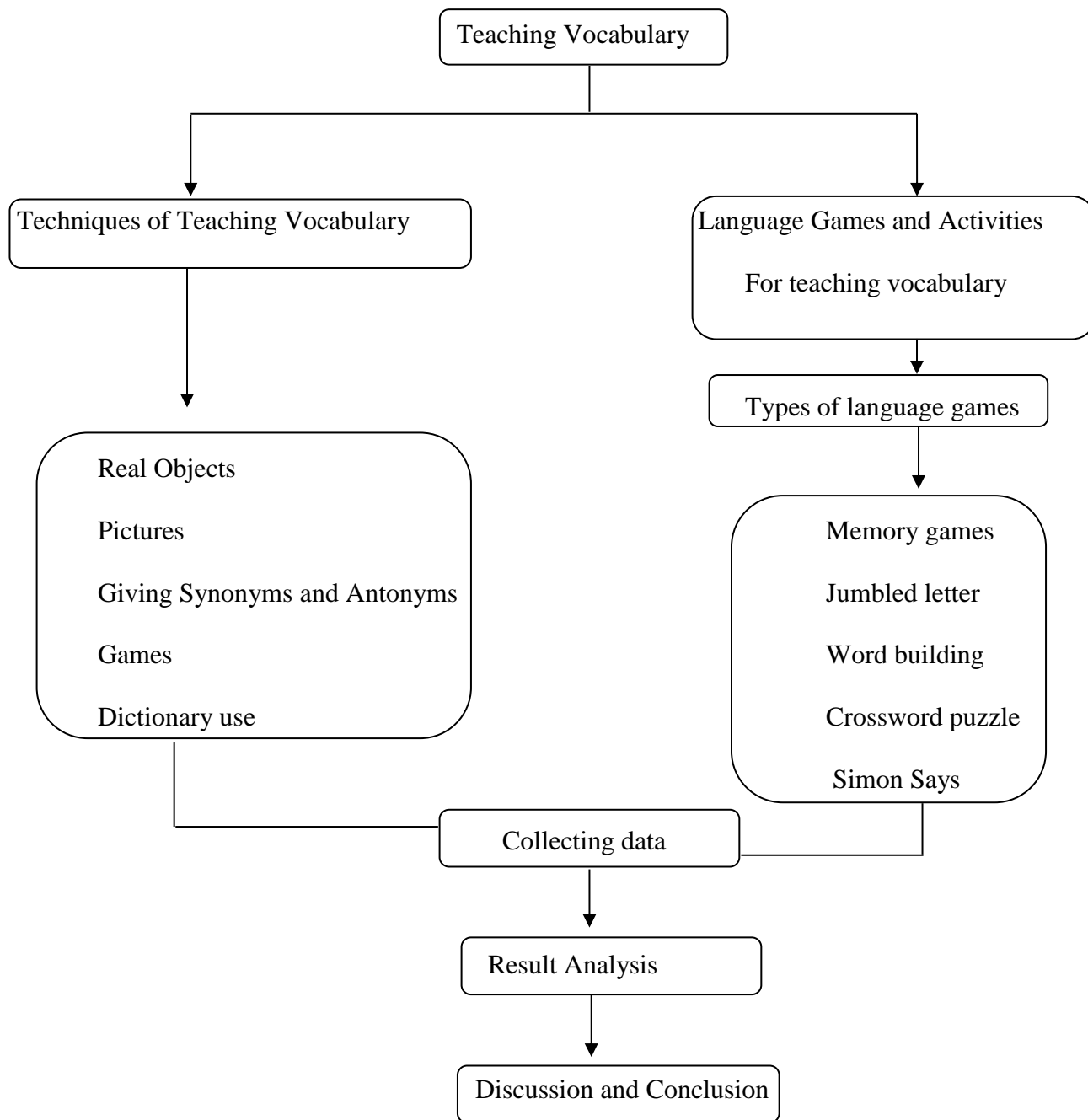
Implications of the Review of the Study

Conducting research is a very challenging and rigorous task for a novice researcher. So, a review of related literature is helpful to the researcher to conduct research effectively. A review of literature is a way of getting knowledge about the process of conducting research based on previously done research. When I came to know that language games are important techniques for developing vocabulary knowledge. I have consulted various books, journals, articles, and research works to get more ideas about objectives, research questions, research methods, population sampling, and other things to complete my study.

I have reviewed Chaudhary (2023) "Effectiveness of Games and Pictures in Teaching Vocabulary" for the selection of specific objectives and research methods in experimental research. Similarly, Tamang (2017) "Effectiveness of Language Games for Teaching Tense at Secondary Level" helped me use different language games in the classroom. Bhandari (2009) study on "Effectiveness of Teaching Materials for Teaching Vocabulary in Grade Four" and Sapkota's (2017) study on "Effectiveness of Visual Materials in Teaching Vocabulary with Young Learners" have provided me with some ideas for the research question and methodology.

Conceptual framework

Based on the ideas collected from the different theoretical reviews and empirical literature. The following conceptual framework is presented to carry out this research.



CHAPTER III

METHODOLOGY

This chapter presents the methodology of the study, particularly, the design of the study, participants, data collection methods, and tools along with the data analysis procedures and ethical considerations.

Design of the Study

According to Sahu (2013, p.15), “The research design clearly explains the different steps to be taken during a research program to reach the objectives of a particular research. This is nothing but the planning of the methods to be adopted at various steps in the research, keeping in view the objectives of the research, the availability of the resources, time, etc.” It means research design provides the roadmap to conduct research systematically. For this research, I have selected a pretest-posttest equivalent group design which is a type of true experimental study. The True-experimental research design is an approach to educational research that is carried out to see the causal relationship between variables. If a relationship is studied first, starting from the casual to establish the effect the study is classified as an experimental one. Some and Somer (1991) said an experiment involves the creation of an artificial situation in which events generally go together. The participants in an experiment are called subjects, the elements or facts included in the study are terms variables. Independent variables are those that are systematically altered by the experimenter. Those items that are affected by the experimental treatments one the dependent variables. In this way an experiment involves making a change in the value of one variable called the independent variable and observing the effect of that change on another variable called the dependent variable. An

independent variable is an input variable whereas a dependent variable is the output variable – the result.

There were 20 students who participated in my study. Pre-test was administered to know the proficiency level of students in vocabulary. After conducting the pre-test, the participants were divided into two groups. The experimental group was the students having odd numbers and the control group was the students having even numbers. I taught using language games for the experimental group and as usual ways to the control group. Post-test was administered after teaching for 25 days to both groups. Then, the result of the pre-test and post-test was tabulated, calculated, compared, and analyzed to find out the effectiveness of language games in teaching vocabulary.

Source of Data

I used primary data from the students of grade three conducting different tests and secondary data were different books, research works, and reports for this research. Mainly primary data were used for collecting data and secondary sources were used to facilitate the study.

Primary Source of Data

The primary data source was collected from the students of grade III of the selected school of Patharisanishare municipality of Morang district. First of all, I have selected 100 vocabularies from the grade three English book. Then, five-question items were prepared based on selected vocabulary containing 50 full marks. Each question item contains 10 full marks. One and a half hours were provided to complete their test. The question items were rearranging words, matching with meaning, finding synonyms and antonyms, making sentences, and answering the question to analyze data accurately.

Secondary Source of Data

For a secondary data source, I consulted different books, articles, Journals, research works, reports, and other internet sources related to my research area.

Participants

The participants of my study were the students of grade three of the basic level government school of Morang district. There were 20 students as a sample population of my study. I used a purposive non-random sampling procedure to select the school and the class. Then I divided the grade three students into two groups using a simple random sampling procedure where students whose roll no is odd numbers were kept in the experimental group and those students whose roll no is even numbers were kept in the control group.

Data Collection Tools and Techniques

The major research tools for collecting the data from selected school was classroom tests and questionnaires.

Data Collection Procedure

The researcher collected the data by adopting the following process:

- a) First, I visited the selected schools of Morang district consulted the administration of the school, then asked for their permission to conduct a research, and explained the process and purpose of the study.
- b) Then after getting permission, I administered a written pre-test to know the proficiency level of students in vocabulary. I divided the whole class into two groups: i. Experimental group ii. Controlled group and taught separately. I used maximum language games while teaching vocabulary to the experimental group but there was no use of any language games to the control group.

- c. Post-test was administered after teaching for 25 days.
- d. The performance of both groups was calculated, compared, and analyzed to find out the effectiveness of language games in teaching vocabulary.

Data Analysis and Interpretation

This research was based on a pretest-posttest equivalent group design to find out the effectiveness of language games for teaching vocabulary at primary-level students. There were 20 students of Shree Saraswati Basic School of Patharisanischre, Morang as the sample population of my study. The students were divided into two groups using a simple random sampling procedure. I administered a pre-test to know the vocabulary knowledge of students then a post-test was held after 25 days using different language games. The result of the pre-test and post-test was tabulated, and calculated to find the average marks and their percentage difference. The collected data was transcribed, analyzed, interpreted, and presented results descriptively and quantitatively using tables and other statistical tools.

Ethical Considerations

This research study aims to find the effectiveness of language games in teaching vocabulary. There were 20 students as a participant. I developed informed consent from the participants and maintained trust and confidentiality towards the information of participants while conducting research. I collected data with the permission of the respondents and data are used only for this research purpose without modifying and manipulating data. The result of this study is based on the true, honest, and accurate responses of the participants. I analyzed results with the help of statistical tools accurately, rationally, and fairly.

CHAPTER –IV

RESULTS AND DISCUSSION

This chapter deals with the analysis and interpretation of data. The data is presented comparatively in holistic, group-wise, and item-wise form. The collected data was transcribed, analyzed, interpreted, and presented descriptively and quantitatively using tables, diagrams, and other statistical tools.

Analysis and Interpretation of the Result

In this section, the collected data were analyzed, interpreted, and presented descriptively using a quantitative approach. The result of this study has been presented as follows:

Holistic comparison

Test-wise comparison

Holistic Comparison

I conducted teaching-learning activities for 25 days. I taught twenty students in grade three dividing them into two groups. Each group remained 10 students. The results of the pre-test and post-test of both groups; experimental and controlled groups were compared as follows:

Table1.

Holistic comparison of the students

Group	No. of Std.	Obtained marks	Average marks in the pre-test	Obtained marks	Average marks in the post-test	difference
Experimental	10	210	21	318	31.8	10.8

Control	10	239	23.9	294	29.4	5.5
---------	----	-----	------	-----	------	-----

Table 1 presents the results of the experimental and controlled groups in both test items. The experimental group obtained 21 average marks on the pre-test and 31.8 on the post-test with an increase of 10.8 average marks. Similarly, the control group scored 23.9 average marks on the pre-test and 29.4 on the post-test with an increase of 5.5 average marks in the post-test.

In the holistic comparison of both groups, the experimental group improved their learning by 10.8 but the control group improved their learning by 5.5 only. Here, the experimental group increased 2 marks in average and 20% in average percentage than the control group. This result shows that the experimental group has increased marks in comparison to another group. So, teaching using language games has a great impact on teaching vocabulary.

Table 2.

Result obtained from matching word with meaning

Group	Total marks in the pre- test	Average marks in the pre-test	Total marks in the post- test	Average marks in post-test	Difference in Average marks	Difference in Average percentage
Experimental	43	4.3	80	8	3.7	37
Control	50	5	80	8	3	30

Table 2 presents the results of the experimental and controlled groups in both tests. The experimental group obtained 4.3 average marks on the pre-test and 8 on the post-test with an

increase of 37 average percentages. The control group scored 5 average marks on the pre-test and 8 on the post-test with an increase of 30 average percent. The experimental group has increased by 0.7 marks on average and 7% in average percentage than the control group. The result of experimental groups in matching words with meanings scored highly.

Table 3.

The result obtained by rearranging the word

Group	Total marks in the pre-test	Average marks in the pre-test	Total marks in post-test	Average marks in post-test	Difference in Average marks	Difference in Average percentage
Experimental	54	5.4	62	6.2	0.8	8
Control	56	5.6	56	5.6	0	0

Table 3 shows the students' achievement of the experimental and control groups in both tests. It shows that the experimental group obtained 5.4 average scores on the pre-test and 6.2 on the post-test with an increase of 8 average percentage. The control group scored a 5.6 average score on the pre-test and a 5.6 on the post-test with an increment of zero average percentage. The experimental group has increased by 0.8 marks on average and 8% in average percentage than the control group. It also shows the effectiveness of language games in teaching rearranging words.

Table 4.***The result obtained in making sentence of given words***

Group	Total marks in the pre- test	Average marks in the pre-test	Total marks in the post- test	Average marks in the post-test	Difference in Average marks	Difference in Average percentage
Experimental	46	4.6	78	7.8	3.2	32
Control	53	5.3	65	6.5	1.2	12

Table 4 shows the students' achievement of the experimental and control groups in both tests. It shows that the experimental group obtained 4.6 average scores on the pre-test and 7.8 on the post-test with an increase of 32 average percentages. The control group scored a 5.3 average score on the pre-test and a 6.5 on the post-test with an increase of 12 average percentage. The experimental group increased 2 marks in average and 20% in average percentage than the control group. It shows the effectiveness of language games in teaching sentence-making of given words.

Table 5.***The result obtained in answering question***

Group	Total marks in the pre-test	Average marks in the pre-test	Total marks in the post-test	Average marks in the post-test	Difference in Average marks	Difference in Average percentage
Experimental	20	2	29	2.9	0.9	9
Control	23	2.3	28	2.8	0.5	5

Table 5 shows the students' achievement of the experimental and control groups in both tests. It shows that the experimental group obtained 2 average scores on the pre-test and 2.9 on the post-test with an increase of 9 average percentage. The control group scored a 2.3 average score on the pre-test and a 2.8 on the post-test with an increase of 5 average percentage. The experimental group increased by 0.4 marks on average and 4% in average percentage than the control group. It shows language games are effective in teaching to answering question.

Table 6.

The result obtained in Opposite Words

Group	Total marks in the pre-test	Average marks in the pre-test	Total marks in the post- test	Average marks in the post- test	Difference in Average marks	Difference in Average percentage
Experimental	47	4.7	69	6.9	2.2	22
Control	58	5.8	62	6.2	0.4	4

Table 6 shows the students' achievement of the experimental and control groups in both tests. It shows that the experimental group obtained 4.7 average scores on the pre-test and 6.9 on the post-test with an increase of 22 average percentages. The control group obtained 5.8 average marks on the pre-test and 6.2 on the post-test with an increment of 4 average percentages. The experimental group increased by 1.8 marks on average and 18% in average percentage than the control group. It shows language games are very effective in teaching opposite words.

There are 5 different categories of question items to determine the vocabulary knowledge of the students. They contain matching words with meaning to evaluate the

meaning. Rearranging the given words to evaluate the spelling of words. Find the opposite word question item used to evaluate the meaning of words. Answering the question helps to test the use of vocabulary in the appropriate context. Sentence-making items are used to know the meaning of vocabulary. There are various language games such as; white board bingo, run to the board, Simon says, jumbled letters, arranging words, sentence starters, puzzles, etc. to teach the vocabulary. The main purpose of teaching vocabulary is to develop vocabulary power and increase the capacity to choose appropriate vocabulary in the appropriate context.

I have designed these different test items to examine the students' vocabulary knowledge and their proper use. This research helps me to know the different aspects of language teaching, the vocabulary knowledge of students, and the implementation of language games in teaching vocabulary. Teaching vocabulary refers to teaching pronunciation, spelling, and its meaning, appropriate use, and word formation.

Based on my research findings, show clearly that language games and activities were effective ways to learn vocabulary in primary level students. The literature review and this research findings suggest that the teacher can use various techniques to make the classroom interesting, motivating, entertaining, and meaningful for effective and long-lasting learning. Language games are very useful activities in teaching vocabulary. Students enjoy playing games inside and outside of the classroom. It always generates students' interest in learning. They break the monotony of students and make teaching learning interesting and enjoyable. Students can read and understand any kind of reading material and communicate with friends, teachers, and other people if they have good knowledge of vocabulary.

CHAPTER – V

CONCLUSION AND RECOMMENDATIONS

This chapter includes the findings, conclusions, and recommendations of the study based on analysis and interpretation of data.

Findings

The research was carried out to determine the effectiveness of language games in teaching vocabulary in grade three. This research was conducted government-aided school of Patharisanischare, Morang involving 20 students. I used pretest-posttest equivalent group design to build up the cause-and-effect relationship of language games as the teaching technique in order to improve the vocabulary knowledge of the students of grade three. The students were divided into two groups; experimental and controlled and data was collected from the pre-test and post-test test items. I taught them for 25 days using language games as techniques for the experimental group whereas without language games for the controlled group. The collected data was tabulated, calculated, interpreted, and analyzed to find the effectiveness of language games as a technique in teaching vocabulary. The major findings of the study are presented as follows:

As shown in Table 1, the holistic comparison of the students shows the overall performance of students of both groups. The result of the experimental group shows they had improved their vocabulary knowledge with a 10.8 difference but the control group improved with 5.5 only. It means language games have a significant role in improving the vocabulary level of the students.

After the analysis and comparison of the pre-test and post-test, the experimental group scored a 37% difference on average in matching word meaning whereas the control group

scored a 30% difference. This test item evaluates the students' capacity to match words with their meanings. The experimental group had improved their vocabulary significantly in comparison to the control group. It shows clearly that using language in teaching vocabulary has a good impact on learning.

Rearranging test item evaluates the capacity of students arranging words with correct spelling. The experimental group scored 8% more average marks than the control group in rearranging the words. The experimental group was able to perform good results in teaching vocabulary with language games.

While analyzing the result of making sentence of given words, the difference between the experimental and control groups is 20% on average.. It shows that the teaching of vocabulary through the use of language games is much more effective than teaching without using language games.

Similarly, the control group students scored 6% less than the experimental group on average in answering the following question. It means the control group students could not perform equally to the experimental group in vocabulary learning.

When the result of finding the opposite words was analyzed, it was found that the difference between the experimental and control groups was 18% on average in pre-test and post-test. It shows that the language game technique was effective and significant in teaching vocabulary.

The result of different test items shows that the experimental group improved their vocabulary more than the control group scoring higher on every test.

Conclusion

Language games are resources that can be used in language teaching. It is an effective and fresh resource for teaching English language skills and aspects. Language game is a powerful technique for developing students' vocabulary capacity. This study shows that the use of language games as a teaching technique is effective in primary-level students. In 25 days of teaching vocabulary using different language games to the experimental group and usual ways to the control group found that the experimental group gained higher scores than the control group in the post-test.

The finding of the study shows that the use of language games in teaching vocabulary plays a very effective role in learning. Language games promote a natural learning environment. The learners learn vocabulary in fun and creative ways through language games. Teaching vocabulary encourages learners to use contextual, meaningful, and appropriate use of words. So, while teaching, language game is the key source of motivation, interest, and enjoyment for the students. Therefore language teachers can use language games for the all-round development of the students with fun and excitement towards learning.

Recommendations

Based on the above-mentioned findings, I have mentioned the following recommendations:

Policy Related

Policy refers to the plan of action of the government to lead any activities systematically. It helps to achieve the objective of a particular area or act. The implementation of this study at the policy level is presented as follows:

Language games are an effective technique for teaching vocabulary. It shows clearly that the experimental group performed better than the control group in learning vocabulary. So, curriculum designers, textbook writers, and teachers should be encouraged to use language games in the curriculum to enhance language skills and language aspects.

Playing games for children inside and outside the classroom situation is a source of language learning and provides a context for language use. So, the school management committee, school administration, and head teacher should be cooperative and supportive in terms of using games.

The use of language games in language teaching creates a lively, enjoyable, and pleasurable environment. So, the concerned body should provide teacher training for professional development for teachers on how to effectively incorporate language games and develop resources and materials to use in language game activities into their teaching.

Textbook writers should include various language games in their textbooks, so, the teachers make students involved in different types of language games and make teaching vocabulary interesting and effective.

Practice Related

The findings of this study have the following implications at the practice level:

Teachers are suggested to teach vocabulary using various language games according to students' level of language proficiency, age, and interest of learners.

Language games have a key role in teaching-learning. So, language games should be used in teaching English Language skills and aspects.

Further Research Related

This research is an experimental study. The study was limited to 20 students in grade three of the governmental-aided school of Patharisanishchare, Morang. The previous research provides guidelines for further research. Therefore it will be helpful to other researchers in the related areas. They are as follows:

- This type of research can be conducted in other primary classes than grade three.
- More research can be conducted on the effectiveness of language games in teaching language aspects.
- This study can be effective for teaching vocabulary through pictures, role play, group discussion, and so on.

REFERENCES

- Baniya, B.B. (2009). *Teaching techniques used by English teachers*. [M.Ed. Thesis, Department of English Education.] T.U.
- Bhandari, B.H. (2009). *Effectiveness of teaching materials for teaching vocabulary in grade four*. [M.Ed. thesis] Sukuna Multiple Campus.
- Bryn, H. D. (1994). *Techniques for classroom interaction*. Longman.
- Chaudhary, P.R. (2023). *Effectiveness of games and pictures in teaching vocabulary at the primary level*. [M.Ed. thesis] T.U.
- Harmer, J. (1991). *The practice of English language teaching*. Longman
- Kafle, A. (2011). *Effectiveness of discovery technique in teaching causative and model verbs*. [M.Ed. thesis] T.U.
- Khan, A. et.al. (2016). *A comparative analysis of the effectiveness of the learner-centered approach and teacher-centered approach in writing skills of undergraduate students*. University of Management and Technology.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: OUP.
- Maharjan, B.L. (2017). *ELT research and testing methods*. Pradhan Book House.
- Mascolo, M.F. (2009). *Beyond student-centered and teacher-centered pedagogy: Teaching and learning as guided participation*. *Pedagogy and human sciences* 1(1).
- Nunan, D. (1992). *Research methods in language learning*. CUP
- Paudyal, B. (2014). *Effectiveness of language games in teaching writing skills*. [M.Ed. Thesis] T.U.
- Rai, K.R. (2019). *Student's perception on using YouTube videos in learning vocabulary*. [M.Ed. Thesis] T.U.

Richards, J.C., & Rodgers, T.S. (2001). *Approaches and methods in language teaching*. (2nd ed.)
. Cambridge: Cambridge University Press.

Sapkota, M. (2017). *Effectiveness of visual materials in teaching vocabulary with young learners*. [M.Ed. Thesis] T.U.

Subedi, L.H. (2010). *English language teaching methods*. Pradhan Book House.

Tamang, S. (2017). *The effectiveness of language games for teaching tense at the secondary level*. [M.Ed. Thesis] T.U.

Thornbury, S. (2002). *How to teach vocabulary*. Longman.

Wallace, M.J. (1982). *Teaching vocabulary*. Heinemann.

APPENDIX I**Pre-Test item**

Name: F.M. 50

Subject: English P.M. 20

Attempt all the questions.

1. Write the opposite meaning of the following words.

Evening _____

Senior _____

Hot _____

Straight _____

Happy _____

2. Unscramble the following to make new words.

Rermfa _____

Ursne _____

Chsool _____

Oobk _____

Boardhietw _____

3. Make a sentence using the following words.

School _____

Homework _____

Nepal _____

Father _____

Beautiful _____

4. Answer the following questions.

a. Where do you live? _____

b. How old are you? _____

c. When do you get up? _____

d. What is our favourite game? _____

e. What is your favourite food? _____

5. Write about your family.

APPENDIX II**Post-Test item**

Name:

F.M. 50

Subject: English

P.M. 20

Attempt all the questions.

1. Match the following.

Fast beautiful

Pretty large

Sad quick

Small unhappy

Big little

2. Unscramble the following to make meaningful words.

Inoon _____

Oomtat _____

Jkatce _____

Piclen _____

Macear _____

3. Write opposite words of the following.

Fast _____

Cold _____

Happy _____

Evening _____

Dark _____

4. Make a sentence of the following.

Father _____

School _____

Homework _____

Nepal _____

Beautiful _____

6. Write about your school.

APPENDIX III

Result of experimental group

S.N.	List of students	Pre-test	Post-test	Difference
1	Anu Limbu	22	35	13
2	Nirjala Thatal	31	36	5
3	Chhaya Kabirath	13	34	21
4	Punam Mandal	24	31	7
5	Roshni Tamang	23	37	14
6	Susmita Mandal	23	38	15
7	Jyoti Tamang	22	28	6
8	Roman Shrestha	12	27	15
9	Anjal Khulal	23	28	5
10	Rihana Rai	17	24	7
	Average score	21	31.8	10.8

APPENDIX IV

Result of control group

S.N.	List of students	Pre-test	Post-test	Difference
1	Isha Yadav	23	24	1
2	Saurav Tamang	33	42	9
3	Subha Rai	19	33	14
4	Manisha Katwal	34	38	4
5	Mina Poudel	32	35	3
6	Sudip Chaudhary	15	15	0
7	Nabin Rai	21	22	1
8	Tilak Hamal	41	45	4
9	Bhumika Pradhan	5	12	7
10	Bhupesh Majhi	16	28	12
	Average score	23.9	29.4	5.5

APPENDIX V**Holistic Comparison**

Group	Full marks	Average in pre-test	Average in post-test	Difference
Experimental	50	21	31.8	10.8
Control	50	23.9	29.4	5.5

APPENDIX VI
Experimental Group
Lesson Plan-1

Class: 3

Time: 45 min

Subject: English

No. of students: 10

Teaching items: Match the following

Date: 2081/02/02

1. **Specific Objectives:** On the completion of the lesson, the students will able to: match the words with their meaning.
2. **Teaching learning materials:** Daily used materials, flash card
3. **Teaching learning activities:**

Warming up: The teacher asks some questions such as: What is your favourite game? What types of games do you like most indoor or outdoor?

Presentation: Now, the teacher writes the words on the whiteboard and asks them to read for a while. Then, she divides the students into pairs and provides the flashcards with some words and their meanings. She asks them to match the words with their meaning. She moves around the class and helps them if necessary.

Practice: The teacher asks them to write the meaning of words on the whiteboard to every pair turn by turn. After completing this, she awards the one pair with a pencil who can give more correct answers.

4. **Evaluation:** Match the following:

Straight	night
----------	-------

Morning	bad
---------	-----

Day	curly
-----	-------

Control Group**Lesson Plan 1**

Class: 3

Time: 45 min

Subject: English

No. of students: 10

Teaching items: Match the following

Date: 2081/02/02

1. Specific Objectives: On the completion of the lesson, the students will be able to: match the words with their meaning.

2. Teaching learning materials: Daily used materials

3. Teaching learning activities:

Warming up: The teacher asks some questions such as: How are you? , How many members are there in your family? , to draw the attention of the students.

Presentation: The teacher writes the words on the whiteboard and explains them clearly. She asks them to read the words with their meaning. She moves around the class and helps them if necessary.

Practice: The teacher asks them to write the meaning of words in their copy. If any students get confused she provides feedback.

4. Evaluation

Match the following:

Straight	night
Morning	bad
Day	curly
Good	evening

Experimental Group

Lesson Plan 2

Class: 3

Time: 45 min

Subject: English

No. of students: 10

Teaching items: Rearranging words

Date: 2081/02/03

1. **Specific Objectives:** On the completion of the lesson, the students will be able to: make meaningful words of koob, tomato, chools, ursne, and eachre
2. **Teaching learning materials:** Daily used materials, chart paper
3. **Teaching learning activities:**

Warming up: The teacher starts class with a joke to make the class attentive and asks them to guess today's topic.

Presentation: The teacher divides the whole class into two groups. She asks them to select a group leader and shows the chart paper where different words are written in zigzag order on one side and the correct answer on another side.

Practice: The group leader asks zigzag order of word turn by turn to both groups. She continues this until they learn the vocabulary written on chart paper. At last, she announces the winner group of the game.

4. Evaluation

Arrange the following words: Macear, ursne, rermfa, koob, tomato

Control Group**Lesson Plan 2**

Class: 3

Time: 45 min

Subject: English

No. of students: 10

Teaching items: Rearranging words

Date: 2081/02/03

1. Specific Objectives: On the completion of the lesson, the students will be able to: make meaningful words of koob, tomato, chools, ursne, and eachre

2. Teaching learning materials: Daily used materials

3. Teaching learning activities:

Warming up: The teacher starts class with a joke to make the class attentive and asks them to guess today's topic.

Presentation: The teacher writes some words on the whiteboard in zigzag order and teaches them to make meaningful words from zigzag words. Students read the letters

Practice: The teacher asks the students to make meaningful words and write these words macear, inoon, jkatce arranging them properly in their copy.

4. Evaluation

Arrange the following words: Macear, ursne, jkatce, rermfa

APPENDIX VI

National, farmer, member, sugar, trekking, week, cousin, gift, winter, festival, computer, dance, straight, kitchen, garbage, government, senior, color, homework, barber, surprise, vacation, happy, light, cinema, butcher, mountain, knowledge, evening, Saturday, painter, library, toys, children, beautiful, school, healthy, gardening, dishes, smart, listen, temple, monsoon, write, medicines, desert, punctual, smile, simple, fishing, badminton, cricket, poem, tiffin, cook, holiday, journalist, great, kick, animal, pretty, large, little, quick, small, camera, cold, sad, dark, morning, tomato, onion, parents, village, cry, wash, Nepal, uncle, aunt, live, help, prepare, delicious, Tihar, celebrate, sun, delicacies, crooked, receding, profession, hair, scissor, calendar, cheese, engineer, pencil, father, grandmother, sing, playground.