

**THE EFFECTIVENESS OF LANGUAGE GAMES FOR DEVELOPING
STUDENTS' VOCABULARY**

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

**Submitted by
Dinesh Prasad Dhamala**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2016

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. **Dinesh Prasad Dhamala** has prepared this thesis entitled **The Effectiveness of Language Games for Developing Students' Vocabulary** under my guidance and supervision.

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DEDICATION

Dedicated

To

My lovely parents who have devoted their entire lives to enlighten me and struggled with their tireless striving to make me what I am today.

DECLARATION

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

Date: 23/11/2016

Dinesh Prasad Dhamala

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Dinesh Prasad Dhamala

ABSTRACT

This thesis entitled "The Effectiveness of Language Games for Developing Students' Vocabulary" is an attempt to find out the effectiveness of language games to teach vocabulary. The study is an experimental type in nature. The researcher selected grade nine students of Shree Sahid Sukra Secondary School Bagbazar, Kathmandu through non-random sampling procedure. Firstly, I administered the test items to find out the existing proficiency level of the students. Then I divided the students in to experimental and controlled group on the basis of marks obtained from the pre- test. I took 28 classes using language games and administered post-test in order to find out the progress of the students from the pre-test and difference between two groups in post-test. The difference was detected from the comparison of the results of two tests. It has been found that students under experimental group have performed better in post-test than controlled group. It means the use of language games in teaching vocabulary produced better results than the use of lecture method.

This study consists of five chapters. Chapter one consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions key terms. Chapter two consists of review of related theoretical literature, review of empirical literature, implications of the study and conceptual framework. Chapter three includes methods and procedures adapted during the study which incorporates design of the study, population, sample and sampling strategy, research tools, sources of data (primary and secondary), data collection procedures, data analysis procedures and ethical considerations. Similarly, in chapter four analysis of data and interpretations have been presented. Chapter five contains findings, conclusion and recommendations. References and appendices are also included at the end of this work to make it more valid.

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CHAPTER – ONE

INTRODUCTION

This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

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.

Vocabulary is one of the important aspects of language teaching. Without knowing vocabulary, we cannot speak any language fluently and appropriately. Vocabulary development is challenging work. No one can express their feelings, emotions, views, and desires without the knowledge of vocabulary. So, it is basic unit of languages. Simply vocabulary refers to the body of words used in particular language. Vocabulary knowledge is important for English as a foreign language (EFL) students because they need sufficient knowledge of the word before they comprehend what they have read or hear. Vocabulary is central to English languages teaching because without sufficient vocabulary students cannot understand others expressions, ideas, feelings, emotion, views, and so on. According to Richards, Tolbot Platt, & Weber (1985) Vocabulary refers to a set of lexemes, including single words, compound words and idioms. Similarly, Harmer, (1991) argues that “if language structures make

up^{the} skeleton of language, then it is vocabulary that provides the vital organs and flesh.” So, vocabulary is important aspect of language without which communication breaks down.

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 an important aspect of language. Each game focuses on vocabulary, pronunciation, structures, sentences, patterns and communication skills. So that vocabulary provides the skeleton of the body that helps to develop all other skills and aspects if taught in integrated way.

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. When I was in class nine, my teacher taught the vocabulary just writing the items on the board and its meaning with Nepali translation, told us to copy down on the answer sheet and to recite tomorrow but the way of vocabulary teaching can be different. We can teach the vocabulary through games by making the connections of vocabulary, giving the students chance to guess with several options.

Teaching vocabulary is really challenging and tough job. Students of our context do not get enough exposure of the English language. So, they do not have required

knowledge of vocabulary. 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, student's 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 secondary 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

This study is oriented to find out the answers of the following research questions:

- 1) What is the effectiveness of language games for developing students' vocabulary?
- 2) To what extent do the language games help in developing grade nine students' vocabulary items?

1.5 Significance of the Study

The present study will be significant for those who are interested in teaching and learning vocabulary through games. It aims at establishing the degree of role of language games as a teaching technique. It will arouse a new interest among exports, curriculum designers, teachers and even the university students who are going to pursue their career in teaching. It is also useful for research person to develop relevant materials. The study provides information on the use of language games in teaching vocabulary in language classroom. So, it will encourage syllabus designers to design English language syllabus including games as one of the instructional techniques. Test

book writers will also equally be benefited while devising activities for vocabulary teaching and learning. It will also be helpful for the researchers who want to carry out for the research on this area.

1.6 Delimitations of the Study

It is difficult to include a large area in this small research due to the limited time and resources. The study is limited to one of the community school of Kathmandu district. Only secondary level students are the population of the study and only 28 students of grade 9 of the same school were selected as the sample population. The primary data for this study has been collected from written test. The effectiveness of language games in teaching vocabulary has been observed only in grade-9. The duration of the study was about 4 weeks. Pre-test and post-test were used as the tools for data collection.

1.7 Operational Definitions of the Key Terms

The following terminologies are used as the key terms throughout this study,

Languages games: A kind of games that the students of class nine get facilitation to learn the vocabulary in an interesting and motivating way.

Vocabulary: A body of words used in English language which is taught to the class nine students.

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

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.

2.1.1 Concept of Vocabulary

Language is made up of vocabulary items and grammar rules. Vocabulary is the virtual aspect of language without which a language cannot exist in the world. Vocabulary is the core part of language. Thus, each language consists of vocabulary items which are the main instruments to express the ideas in different fields. Vocabulary items have a great role in any languages.

The term vocabulary refers to the total number of words that make up a language. Lexicon, lexical items are synonyms for vocabulary. The lexicon has been characterized as a mental inventory of words and productive and derivational processes. The term vocabulary is defined differently by various writers. Harmer (1991, p.133) writes, “If language structures make up the skeleton of language then it is vocabulary that functions as the vital organs and flesh”. Similarly, Wilkins (1972, p.111) writes that without grammar very little can be conveyed but without vocabulary nothing can be conveyed.

Thus, vocabulary is the most important aspect of language. Vocabulary is a tool and medium of exchanging ideas, thought and feelings, etc. Without the command over of vocabulary, we cannot express our ideas and thought. It is the basic building block of language.

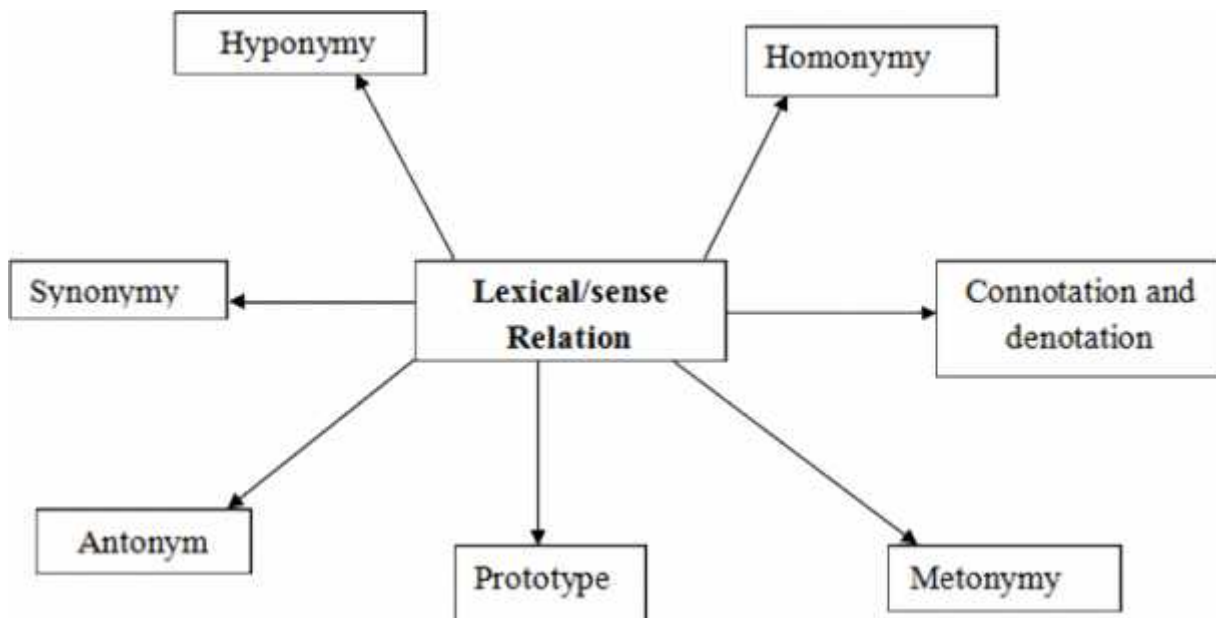
2.1.2 Aspect of Teaching Words

While learning words, we must know all aspects of words i.e. word meaning, word use, word formation, and word grammar. Unless the learner knows all aspects of words, his/her learning won't be completed. Thus, vocabulary is an entire notion which contains various aspects of vocabulary. Vocabulary is the backbone of language. Regarding the aspect of teaching vocabulary, Harmer (1991, p.158) says "knowing the words means for more than just understanding its meaning". Harmer (1991, p.160) emphasized on four aspects of vocabulary which are mentioned below,

2.1.2.1 Word Meaning

Most words have more than one meaning. So, we cannot get meaning of words in isolation. We decipher the meaning of a word by looking at the context in which it is used, by looking its relation to the other words. For example, the word 'Bank' refers to the place where we keep money in one sense and it has next meaning, the coastal area of the river. If we see a man drawing out his cheque book and saying "I am going to the bank" the word bank refers to financial institution but if a man on a boat says I am going to the bank, it refers to the coastal area of a river. Thus while teaching word 'bank', the teacher should teach how the word 'bank' is used to give different meaning in different contexts. Next significant aspect of word meaning is sense relation. Sense relationship refers to the various ways related to the contexts.

There are various such relationship. The lexical or sense relationship incorporates the following features.



Synonymy

Synonymy is used to mean sameness of meaning and it stands for the phenomenon of different words having the same meaning. The words which have approximately the same meanings are called synonyms. Thus, synonymy is the sense relationship of similarity, or sameness of meaning between two or more words, for example, bright, clever, smart may serve as synonyms of ‘intelligent’.

According to Yule (1985, p.118) “It should be noted that the idea of sameness of meaning used in discussing synonymy is not necessarily total sameness.” From this definition, we can also say that the word having similar meaning may inappropriate in different contexts is called synonymy. For example, ‘tall’ is used to express the height of person but ‘high’ is used to express the height of mountains.

Antonyms

It refers to the relationship of meaning i.e. two words or learners having opposite meaning. For example, alive and dead, good and bad, happy and sad, rich and poor

etc. Antonym is often thought of as opposite of synonyms, but the status of two are very different to each other. Language has no real needs for true synonym and it is doubtful whether any true synonym exists. But antonym is a regular and very natural feature of language and can be divided fairly and precisely. Antonym can be divided into two types; gradable and non-gradable. Gradable antonym is seen in terms of degree of quality involved. In other words, gradable pair does not necessarily imply the order. Non-gradable antonyms are also called complementarily which refers to the relationship between words or lexemes, for example, male and female, dead and alive etc. whose meanings are mutually exclusive; true of one implies falsity of others.

Hyponymy

Hyponymy refers to inclusion classification. It is the relationship between the two words in which the meaning of one word includes the meaning of the other words. Thus, hyponymy is the relationship which obtains between specific and general lexical items. For example; 'cat' is a hyponym of animal. Here, the farmer is included in the latter.

Prototypes

According to Yule (1985, p.120) defines prototypes as the element useful to explain meaning not in terms of component features but in terms of resemblance to the clearest example. The sparrow and pigeon are the closer prototype than 'eagle' and 'ostrich' to make clear concept of bird.

Homophony

It is a type of homonymy. Homophones are words which have the same pronunciation but different written forms and meaning i.e. throw-through, bare-bear, sew-so, some-sum, meet-meat. Etc.

Polysemy

It refers to the multiple meaning of a single word such as 'foot' which means 'bottom' of mountain etc. it refers to lexical items which has a range of different meaning. The

multiple meaning of polysemy word is not entirely different; they are in some way connected to the words. Thus, although the polysemous nature of vocabulary provides a complete headache for learners, it equally becomes useful if teacher teaches them differently from different shades of meaning of words in an interesting way.

Metonymy

Metonymy is different type of relationship between words and connection in everyday experience. Yule (1985, p.122) says, "metonymy is base on container- context relation like (bottle- coke, beer, juice, pan, soup)a whole- part relation like (car-wheels, string-head light) house (roof-room-veranda) a representative symbol relationship like (king-crown, the president-the white house). These are the examples of metonymy.

Connotation and Denotation

Connotation refers to the meaning which is attached to the basic meaning of a word so, that it is also called secondary meaning or associative meaning. The associations relate more to the individual and culture. For example, the word like father or home generally have favorable association for most people, they may have unfavorable associations for someone who had a very unhappy life. Denotation of a word refers to the conceptual meaning of those words the most central part of the meaning of a word that is related to the objects and things in the world.

2.1.2.2 Word Use

Another important aspect of teaching vocabulary is a word use. Words are used in context to refer to a particular meaning. They are used in some contexts, but not in isolation. They vary according to their nature of use. The meaning of the words can be changed, or limited by how it is used in word in which meaning is stretched through the use of metaphor and idiom. The meaning of a word can be frequently extended through following elements.

Metaphor and Simile

Metaphor refers to a figure of speech which makes use of comparison of descriptive term for a person and things which is literally impossible. Richards et al. (1985, p.106) state, "In a metaphor, no function words are used. Something is described by stating starting with which it can be compared." For example, the word 'hiss' is used to describe the noise that snakes make. But we can stretch its meaning to describe the way people talk to each other ("don't move or you'll die "it hissed). That is metaphorical use.

A simile is an expression in which something is compared to something else by the use of function words such as 'like' or 'as' for example 'my hands are as cold as ice' means that my hands are very cold.

Idiom

It refers to a sequence of words which is semantically and often syntactically restricted so that they function as a single unit. From a semantic point of view, the meaning of the individual words cannot be summed to produce the meaning of the idiomatic expression which functions as a single unit and whose meaning cannot be worked out from its separate parts. For example, "it is raining cats and dogs" doesn't permit it is raining cat and dog.

Collocation

"Knowledge of collocation refers to knowing the syntactic behavior associated with the word and also knowing the network of associations between that word and other words in language." For example, the word 'overtake' is a verb normally transitive likely to be used in active voice and followed by article+ noun, or pronoun. It is moreover likely to occur in the context or transport in the vicinity of terms such as car speed, thus, teaching collocation of words bring different situations and contexts and that makes vocabulary teaching effective.

Style

The variation realized in personal speech or writing can be called style usually varies from casual to formal according to the types of situation, the person, the location, the topic discussion, etc. According to Thornbury, (2002, p. 11) more than anything choice of the words is an indicator of style and place of origin". So, the use of language in different elements differ the meaning because of style of using words in formal and informal situations.

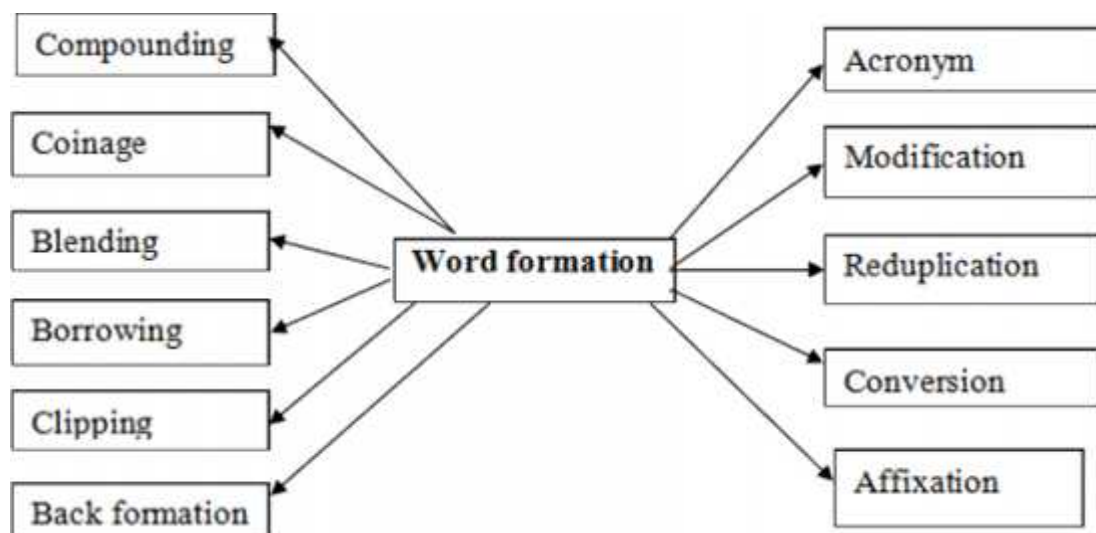
Register

Register refers to a speech variety used by a particular group of people, usually sharing the same occupation or the same interests. It often distinguishes itself from other register by having words or phrases in particular way.

2.1.2.3 Word Formation

The term word formation refers to knowing how words are written and spoken and how they can change their forms. Thus, words can change their shapes and their grammatical values too. Yule (1985, p.640) states "the study of the processes where by new words come into the relatively straight forward process for changing their structures. In other words, word formation is a process to make constant evaluation of languages in terms of new invention of words and new uses of old terms to bring vitality and creativeness to shape language according to the need of language users" Ur,(1996, p.62) says "vocabulary items, whether one words, can often be broken down into their component bits. Sometimes not adding but vary in meaning due to their individuals character because same words sometimes behave as noun and sometimes as verb.

Yule (1985) has categorized word formation in the following different ways



Students should recognize well with the knowledge on ways of words in written style and change in form and meaning. Two words combine to make one item. For example, He is afraid of being hated. A single compound word or to separate, sometimes hyphenated words book case, follow up. Again, new coinage using these kinds of combination is very common. Two words can be blended to form a new word i.e. called a blend for example, hotel+ motor= motel, breakfast +lunch=brunch.

Forming a new word by the removal of an affix from the existing word is called backformation. For example, televise from the television peddle from peddler'. Likewise, words can be formed by borrowing from another language. For example, 'Voyager is borrowed in English from French language. The technique of grouping the initial letters to form new words is known as acronym i.e. UNO from United Nations Organization. Similarly, derivation is a process of formation of other words. It is the most common word formation for the production of new words. For, eg. ish, ism, ment, less, ful, pre, dis, Derivation affix change the grammatical class of morphemes to which they are attached as in suffixation, for example, tion is a noun of forming derivational affix.

Likewise, derivation of a word from another word by changing a sound segment or spelling in writing is called modification, for example, men from man, lice from louse etc. Replication is the process of word formation in which prefix or suffix reflects

certain phonological characteristics of the root, for example, in English tick-tick, tick-tock.

2.1.2.4 Word Grammar

Another important aspect of learning word is word grammar. The grammatical new items will need to be taught if this is not obviously covered by general grammatical rules. Words not only according to their grammatical meaning, but they can also trigger the use of certain grammatical patterns. Thus certain words reflect grammatical patterns. For example, countable nouns can be both singular and plural but an uncountable noun only is singular. When teaching a noun, we may wish to present its plural form, if irregular (mouse, mica) or draw learners attention to the fact that it has no plural at all (advice, information). We may present verbs such as want and enjoy together with the verb form that follows them (want to enjoying or adjectives or verbs) together with their following prepositions. There are many other areas of grammatical behavior that students need to know about it. Such as, what is phrasal verb and how do they behave? How are objectives ordered? Thus, somehow our teaching must help to the students they understand what is knowledge that implies both in general and for certain words in particular. We can draw the inferences from the above description that knowing a word doesn't mean only re- organization of meaning but also knowing word use, formation and grammar. So while teaching words, the teacher should lay emphasis on teaching all the aspects of vocabulary items.

2.1.3 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 hand 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.

2.1.4 Techniques of Teaching Vocabulary

Technique refers to presenting items to the students in comprehensible way. The main aim of teaching vocabulary is to make students find out word meaning in different contexts. As vocabulary plays an important role in framing up ideas in a continuous flow, the teacher should be aware of the fact that a simple carelessness leads the learner failing in learning vocabulary teaching in a perfect way. The main objective of vocabulary is to make students find out word meaning themselves in different contexts. A teacher can use different types of strategies and techniques to present meaning of a new vocabulary. Regarding the techniques of learning vocabulary, writers have different views. Harmer (1984) gives the following ways to present meaning of new vocabulary.

Realia

Realia is the use of real objects. The teacher can bring real objects like; 'pen' 'ball' 'chalk'. It is said that showing real object on teaching learning activities is thousand times better than explanation.

Picture

Pictures can be used when concrete objects are impossible to bring into the classroom. Pictures can be drawn by the teacher on the board or she/he can bring magazine pictures. For examples, words like cow, car, elephant, can be taught using pictures.

Mime, action and gestures

Explaining the meaning of words through the use of realia or pictures sometimes become impossible. For example, words like running, jumping, singing, sleeping, can best be taught through the use of mime, action and gesture.

Contrast

The teacher can contrast the meaning of words to present the meaning of new words. For examples, the meaning of 'big' contrasting it with small, cold, hot.

Enumeration

This is the way to relate specific words with general words. For example, clothes, 'animals', vegetables' or 'furniture' can be taught by enumerating various specific items related to those general terms

Explanation

Explanation can be used instead of giving direct /dictionary meaning of the words. Teacher can explain the meaning of words which are relevant. For example, the meaning of 'demise' (death) can be explained as it is used in formal contexts.

Translation

We can also teach meaning of words translating items into learners mother tongue. It is an easy and quick way. It is useful in teaching abstract words rather than concrete words.

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 word puzzles, jumble words. which are the concern of my study.

Furthermore, vocabulary teaching is guided by some principles which can be presented as below,

Principle -1 provided opportunities for the incidental learning of vocabulary

Principle -2 provided opportunities for elaborating word knowledge.

Principle -3 provide opportunities for developing fluency and accuracy with vocabulary

Principle -4 teach students to use dictionary.

2.1.5 Games in Language Learning

Modern principles of language learning and teaching advocate for learners' participation in the process of learning language. Language games maximize the learners' participation in language learning. While playing games, they subconsciously learn language. Games develop a sense of cooperation and competition. So, collaborative learning is possible through games. Regarding the justification of the language games in language class, Wright et al.(2002 p.1) express the following ideas.

1. Games help and encourage many learners to sustain their interest and effort in language learning.
2. It helps the teacher to make learning useful and meaningful.
3. It helps to maximize the practice of language skills and aspects.
4. It helps to increase motivation.
5. It helps to increase the retention rate of learning.
6. It helps to create real life situation in the classroom.

Game provides interesting and challenging opportunities. Games can minimize stress of learning. It helps to create relax atmosphere in language class which ultimately accelerates the quality and quantity of learning.

2.1.6 Vocabulary Games and Activities

To develop the vocabulary, there are many games and activities that can be used for teaching vocabulary. Among them, all games are not appropriate in all contexts that depend upon the nature of vocabulary and the level of learners. While selecting games and activities, the teacher should also think about the time. Too long games and activities may not be fruitful. Ur (1996, p.58) provides some games and activities. They are:

a. 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.

b. Connections

This game is played by connection between two items. In this game, teacher writes the words on separate cards and puts the cards in two piles on a table or desk in front of the classroom. Then, the students pick one cards from each pile and try to connect between the two items. The connection may be a similarity, difference or some relationship between the two and who connect the words fast that students will be the winner.

c. What's the place

In this game, the student teacher describes about games and other students guess which places he is talking about. Then, he divides the class into two teams and he writes the games on a card and the team members pick a card and name the place which is described. Then, the students will do this game with describing and guessing.

d. Things in common

In this game, the teacher divides the class into several teams. Then, he tells each team to think of two games that have something common and write down what are those similarities. Then, each team reads the similarities without naming the games and other teams try to guess what the two games are. Then, the team that guesses the most words wins the games.

e. Letter games

This is also another word power game. In this game, the teacher divides the class into two teams and he says I m thinking of a game that starts with 'B'. Then, the first student raises his/her hand and guesses and if correct wins. He continues the other letters of the alphabets. And the team that gets the most correct answers wins the game.

f. Grab game

In this game in teaching vocabulary, the teacher collects as many sports items in a small lunch-size bag and he puts all the bags on a desk or table in front of the room. Then, he divides into pairs. One student of the pairs goes to the desk, takes a bag and looks inside and the second partner guesses what is in the bag by asking questions. When the second partner guesses the object, he/she returns the bags to the desk and gets another one for the first partner to guess. Then, the students who guess fast will be the winner.

g. Puzzle

In this game, the teacher cuts out several pictures of games from magazines and he pastes each pictures on a piece of card board or other heavy paper and cuts the picture into four pieces. Then, he gives each student a piece from one puzzle and tells students to walk around the room and find other pieces to make complete pictures. The object is not to show each other the puzzle pieces, but to offer information and gather information from others. Then, he will continue the activity until the puzzle pieces are matched. The group that matches their puzzle first wins.

h. Concentration

Teacher chooses nine sports and for each makes a matching set of cards- one with the word written on it and the other with the area where is it played. Then he shuffles the cards and place them face down in three rows of each. Then he divides the class into two teams. The object of the game for each student to find the matching cards. Both

teams will see the cards, since concentrating on sports is an important part of the game. The students from one team turn over two cards, and if they matched the team get a point and the students take another turn.

2.1.7 Testing Vocabulary

Teaching is the way of delivering knowledge and skills in order to make the learners' understand the lesson. Testing is the way of finding out whether the students have understood or not what is supposed to teach. Testing and teaching go side by side. There are different kinds of test items for testing vocabulary. In this regard, Ur(2013) writes, “ some test items can be administered, answered, answered, and using the computer: but these are normally only ones that have a limited set of clear, pre determined right answers, such as multiple choice, matching or gap filling.”

She has given the various considerations when selecting items to use for a particular grade. They are as follows,

- i) What will it tell me about the students' knowledge? For example, will it reveal the students' ability to produce the items, or just show that they understand it? Will it provide evidence that the student can use item in appropriate contexts or not?
- ii) How easy is it to compose? Will it take me a long time to think up and right out the items? Is there a source (the textbook, a website)which will provide me with ready-made items I can use?
- iii) How easy is it to check? Does it require only a quick objective check based on a single possible right answer, or will i need to use my own judgment in assessing the answer?
- iv) Can it be used in the design of a computer test? Are the answers clear and objective enough to enable it to be administered and checked through a computer?

There are different types of tests to see how much vocabulary a learner knows, from matching words to picture to completing gaps. The section will introduce to the main types of vocabulary tests and will give an advice and practice exercises so we will get top marks in the tests. The following tests can be used in order to test the vocabulary items,

- i) completing the gaps
- ii) match the words and the pictures
- iii) match the words with the definitions
- iv) choose the correct word
- v) categories
- vi) odd one out
- vii) word building
- viii) words that go together

2.1.8 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 secondary level. This thesis approved that game using technique is also a genuine technique to use vocabulary in primary level. It is not only used for teaching vocabulary but also other skills of language can be taught effectively through using games.

Since, this thesis is based on the research work to find out the role of teaching vocabulary through games, it can be relevant to mention some points about importance of vocabulary games. Even through different aspects of a language can be taught through games, the vocabulary games have also been proved to be or equally effective as others. When one considers the importance of communicative competence in the target language, a major goal of all language acquisition, and need for spontaneous and creative use of that language, one recognizes the significant role of word games in achieving these objectives. Games add variety to the range of learning situations. It can be used to change the pace of a lesson and to maintain motivation. It can be used to punctuate non formal teaching units and renew students' energy before

returning to formal learning. Furthermore, games encourage students participation, remove the rehabilitations of those who feel imitate by formal classroom situation.

This study is based on the research work to find out the role of language games to develop vocabulary. It can be relevant to mention some points about importance of vocabulary games. Even though different aspects of language can be taught through games, the vocabulary games have also been proved to be or equally effective as others. Games add variety to the range of learning situation. Furthermore, games encourage students' participation; remove the rehabilitations of these who feel intimate by formal classroom situation and increases students motivation. Helping a child build his right vocabulary is the easiest and quickest way that can be given in building his fluency. Highlighting the role of games in language teaching, McCallum (1980) states the reason for including games in language class are as follows:

-) They can function as reinforcement, review and enrichment.
-) They involve equal function participation from both slow and fast learners.
-) They can be adjusted to suit the individual ages and languages level of the students in the class.
-) They can be used in any language teaching situation and with any skill area whether reading, writing or listening.
-) They provide immediate feedback for the teacher.

We can easily guess that games are significant for developing students' vocabulary power. The importance of games can be outlined as follows,

Games bring fun for students, thus help them to learn and retain new words more easily.

-) Games usually involve friendly competition and they keep learners interested.
-) Vocabulary games bring real world context into the classroom and enhance student use of English in a flexible, communicative way.
-) Games are highly motivating and they give students more opportunity to express their opinion and feelings.

Mentioning above points, what we can justify is that the word games provide enjoyable learning situations and experiences. The present report also further verifies that a games technique to teach vocabulary items is more effective than traditional way of teaching.

2.2 Review of Related Empirical Literature

A number of research studies have previously been carried out related to teaching vocabulary at the Department of English education, faculty of Education T.U 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. 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 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.

2.3 Implications of the Review for the Study

I have got lots of ideas of objectives, research questions, methodological procedures and other things too in order to complete my research in this form. I have consulted the books Harmer (1991), Wilking (1972), Yule (1985), Wallace (1989) and other books too in order to develop my theoretical insight of my study. I have understood that language games are very very important for developing students’ vocabulary. There are different kinds of games that can be used like things in common, connection, matching definition, puzzle etc.

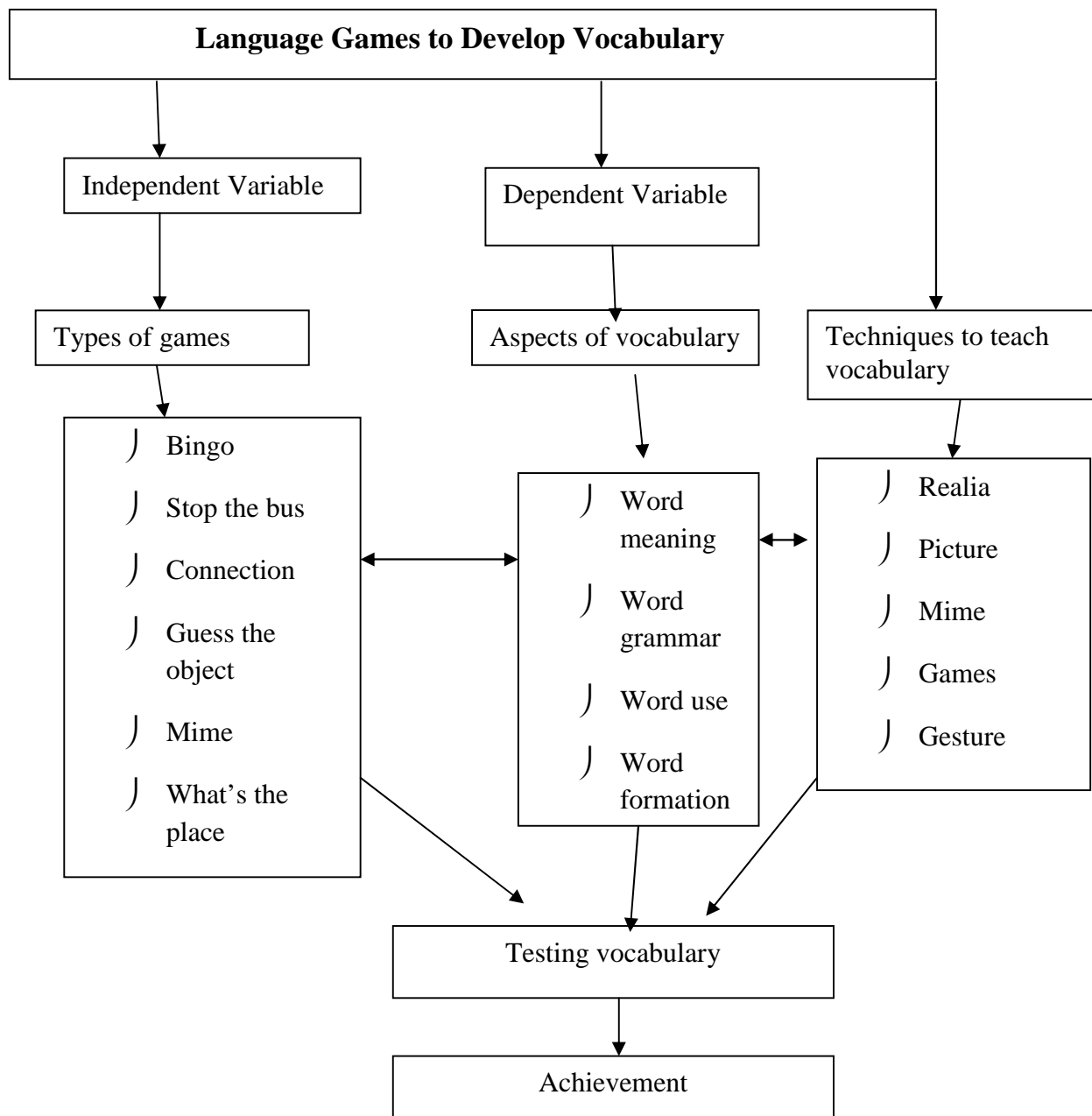
I have reviewed Dahal’s (2011) work and have got the good idea of setting objectives in experimental research. Similarly, Das’s (2013)work “A study of English vocabulary achievement of the students of grade nine” and Karki (2011) “Use of games in teaching speaking skill” have given me the ideas of research questions and

methodology. “Regmi’s (2012) work “A study on effectiveness of teaching vocabulary through language games.” games has provided me with different techniques of teaching vocabulary. These five different studies reviewed were conducted regarding the effectiveness of using games in teaching speaking skills and teaching writing skill. These studies are to some extent related to my study. After reviewing these works, I have got lots of ideas regarding the role of language games to develop teaching vocabulary. In order to conduct those researches, they had used experimental research design and I also have followed the same experimental research design. These all studies provided insights and information about the role of language games to develop teaching vocabulary which helped to explore the practical concepts on my study. From these reviews, I have cited some content related to general background and statement of scholars in this study.

So, my study is distinct in the sense that no research has yet been carried out on the topic “the effectiveness of language games for developing students’ vocabulary.

2.4 Conceptual Framework

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



CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

I have adopted the following methodology in carrying out the research:

3.1 Design and Methods of the Study

I 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. An experiment involves the creation of an artificial Situation in which events that generally go together are pulled apart. The participants in experiment are called subjects, the elements or factors included in the study are termed variables. Variables are those that are systematically altered by the experiment. Those items that are altered by the experimental treatment are dependent variables.

The researcher has to prepare an artificial situation because an experimental research is not conducted in natural or regular setting. Regular events or activities are intervened by creating artificial situation or environment. Natural setting does not mean to consider with nature. Classroom setting is an example of natural situation. In fact, artificial situation is created by intervening the regular activity using a new technique to develop vocabulary instead of the regular technique used can be taken as an example of creating artificial situation.

There are number of designs within experimental research design. According to Campbell and Stanley (1996), the major designs of experimental research are,

Design 1:- The post test only equivalent group design

Design 2:- The post test only equivalent research design

Design 3:- The pre test, post-test equivalent group design

Design 4:- The solomon four group design .

I had used pre-test, post-test equivalent group design for my study. This design has pre-test as well as post test. I randomly assigned the class into two groups. 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. New treatment was introduced in the experimental group but regular activities go in control group. Post tests were administered after four weeks to the both groups. The post test mean scores of both groups were compared with pre-test mean scores of respective groups. Interpretation was made after comparison of the data. This can be shown diagrammatically as below,

$$\begin{array}{l} R \quad :- \quad O_1 \quad X \quad O_2 \\ R \quad :- \quad O_3 \quad C \quad O_4 \end{array}$$

Here,

$$\begin{array}{l} R \quad = \quad \text{Random assignment of the subjects} \\ O_1 \text{ and } O_3 \quad = \quad \text{Pre-tests} \\ O_2 \text{ and } O_4 \quad = \quad \text{Post-tests} \\ X \quad = \quad \text{Experimental group} \\ C \quad = \quad \text{Control group} \end{array}$$

The finding/ Conclusion :- $(O_2 - O_1) - (O_4 - O_3)$

I used chalk and talk method to the control group and task based technique to the experimental group. Students were involved in various tasks and activities related to their real life experience for experimental group. But regular activity went for control group. Post-test mean scores of both group were compared with pre-test mean score of respective groups.

3.2 Population, Sample and Sampling Strategy

Students of class nine of Kathmandu district were the population of this study and sample of the study was the students of grade 9 of a community school of Kathmandu district which was Sahid Sukra Secondary School, Bagbazar.

I selected the school and the class through the purposive non random sampling procedure. The students of class 9 were divided into two groups i) control and ii) experimental group through the simple random sampling procedure in which everybody gets equal opportunity to be selected in the sample. I used fish-bowl technique. I wrote control group and experimental group in a small slip of paper. Then, I put them in a box. I called each students to pick the folded paper turn by turn, I checked paper they have picked up and put them into either control or experimental group.

3.3 Research Tools

Different test items were provided to the students like completing the gaps, match the words and pictures, choose the correct words, word building. Pre- test and post- test items were designed to find out the effectiveness of language games to develop grade nine students' vocabulary. Each item was given one mark.

3.4 Sources of Data

I used both primary and secondary sources of data. The primary sources were used for collecting data and the secondary sources to facilitate the study.

3.4.1 Primary Sources of Data

The primary data has been taken from the students of class 9 of Sahid Sukra Secondary School, Bagbazar, Kathmandu.

3.4.2 Secondary Sources of Data

I consulted books, thesis, journals, articles, websites, magazines and materials available in the internet related to the present research. I basically consulted Yule (1983), Harmer (1984), Wallace (1989) Willis (1996), Crystal (1997), Richards and Rodgers (2010), and others too.

3.5 Data Collection Procedures

I adopted the following stepwise methodological procedures to collect the required data.

- i) Ask permission : At, first, I visited the school and ask permission to carry out the study and then explain the process and purpose of the study.
- ii) Assign the subjects into two groups I divided the whole class into two groups
i) control group and ii) experimental group. I used simple random procedure and fishbowl technique. I wrote control group and experimental group in a small slip of paper for this process. I put them in a box. Then I asked each student to pick up a slip of paper. I checked the folded paper picked up by them and see which group they fall.
- iii) Give a pre-test : I took a pre-test to find out initial vocabulary ability of grade nine students.
- iv) Mark the answer sheet : I marked the answer sheet after the test administered.
- v) List the raw score : I listed the marks of students without going to any kind of statistical process.
- vi) Calculate the mean (average) of both groups : The average score of both groups was calculated to find out the better group. The sum of whole group was compared.
- vii) Find the difference and adjust : I made the adjustment of groups after seeing score in order to make the equal proficiency of the both group's students.
- viii) Start the experiment : I treated the experimental group with new treatment. I treated the experimental group with language games in which vocabulary items were selected from the grade nine text book. I taught vocabulary items including the aspects of vocabulary: word meaning, word use and word

formation. I taught those vocabularies through language games. Regular activity continued to the control group.

- ix) Complete the experiment : The experiment was completed after four weeks.
- x) Give a post test : I conducted the post test after the completion of the experiment.
- xi) Mark the answer sheets : The answer sheets were marked after the test administered to get the score.
- xii) List the raw score : The marks obtained by the students was listed by applying statistical processes like addition, subtraction, division and standard deviation.
- xiii) Calculate the average (mean) of both the groups : The average score of the groups has been calculated to find out the better group as in the pre-test.
- xiv) Compare the mean of both groups : I compared mean score of both groups control and experimental group.

3.6 Data Analysis Procedures

The systematically collected data was analyzed, interpreted and presented quantitatively with the help of simple statistical tools and tables.

3.7 Ethical Considerations

While carry out research, the researcher should pay attention on different ethnical considerations, during my study I took consent with respondents and I maintained confidentiality regarding the information of respondents. Similarly, I did not use the data except for my study without permission of respondents and I did not make manipulation in collected data. In the same way I did not do any harm to informants while collecting data and I analyzed data objectively. Finally, I have paid attention on accurate, accuracy, honesty, truthfulness of data in my study.

CHAPTER – FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the result. Analysis and interpretation is one of the most important stage to be dealt with at the process of writing thesis. The data were collected and tabulated systematically from the primary sources. The primary sources were the students of grade nine of Sahid Sukra Secondary School Bagbazar, Kathmandu. The record of the student's performance (i.e. pre-test and post-test) is analyzed from different angles to find out the effectiveness of language games for developing students' vocabulary.

4.1 Analysis and Interpretation of Result

After the experiment, data are interpreted on the basis of result in different categories. The obtained data are analyzed by using quantitative approach in experimental research. All items are interpreted in the following sub-heading. The data is presented comparatively in holistic, group wise and item wise forms.

4.1.1 Holistic Comparison

For the holistic comparison, the result of pre-test and post-test of experimental and controlled group have been compared. 28 students of grade nine are divided into two groups. Each group consists of 14 students. The comparison is shown as follows:

Table -1

Performance of Experimental and Control group in pre-test and post-test

Group	Num. of SS	F.M.	Tot. marks	Marks obtained	Average in pre-test	Total marks	Marks obtained	Average in Post-test	Differ-ences
Experimental		50	700	510	36.42	700	601	42.92	6.5
Control		50	700	507	36.21	700	544	38.85	2.64

The above table indicates that the experimental group has the average score 36.42 in pre-test and 42.92 in post-test. Experimental group has increased its average marks by 6.5. On the other hand, control group has the average score 36.21 in pre-test and 38.85 in the post-test. Here, control group has increased its average marks by 2.64 in post-test.

It shows that the students of experimental group have progressed by 6.5. 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.

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

Table 2
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	Word Arrangement	5	1	0.14	0.68
2	Matching items	5	0.57	0.27	0.30
3	Synonymous words	5	0.92	0.71	-0.21
4	Changing Singular into Plural	5	0.57	0.07	0.5
5	Word Formation	5	0.29	0.10	0.19
6	Word Meaning	5	0.08	0.22	-0.14
7	Word use	5	0.29	0.5	-0.21
8	Opposite words	5	0.85	0.21	0.64
9	Compound words	5	0.93	0	0.93
10	Make sentences	5	1.00	0.42	0.58
Average Total		50	6.5	2.64	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.

4.1.2 Items Wise Comparison

In this section, ten types of different test items are compared.

4.1.2.1 Result of Word Arrangement

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
Score obtained in Word Arrangement

Group	T.Sc. in pre-test	Av. Sc. In pre-test	Ave. p% in pre-test	T. Sc in post-test	Ave-Sc in post-test	Ave-p% in post-test	Difference in Ave Score	Difference in Ave. p%
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 word arrangement.

4.1.2.2 Result of Matching 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 4
Scores obtained in matching item

Group	T.Sc. in pre-test	Av. Sc. In pre-test	Ave. p% in pre-test	T. Sc in post-test	Ave-Sc in post-test	Ave-p% in post-test	Difference in Ave Score	Difference in Ave. p%
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 pre-test and 4.57 in post test with the decrease of 5.72 average percentage. It means language games are not effective in teaching matching items.

4.1.2.3 Result of Synonymous Words

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 -5
Score Obtained in Synonymous Words

Group	T.Sc. in pre-test	Av. Sc. In pre-test	Ave. p% in pre-test	T. Sc in post-test	Ave-Sc in post-test	Ave-p% in post-test	Difference in Ave Score	Difference in Ave. p%
A	4	0.28	5.71	17	1.20	24.29	0.92	18.28
B	10	0.71	14.28	20	1.42	28.57	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.

4.1.2.4 Result of Changing Singular into Plural

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 -6

Scores obtained in Changing Singular into Plural

Group	T.Sc. in pre-test	Av. Sc. In pre-test	Ave. p% in pre-test	T. Sc in post-test	Ave-Sc in post-test	Ave-p% in post-test	Difference in Ave Score	Difference in Ave. p%
A	61	4.35	87.14	69	4.92	98.57	0.57	11.43
B	68	4.85	97.14	69	4.92	98.57	0.07	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 singular into plural.

4.1.2.5 Result of Word Formation

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 -7

Scores obtained in Word Formation

Group	T.Sc. in pre-test	Av. Sc. In pre-test	Ave. p% in pre-test	T. Sc in post-test	Ave-Sc in post-test	Ave-p% in post-test	Difference in Ave Score	Difference in Ave. p%
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 word formation.

4.2.3.6 Result of Word Meaning

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 -8
Scores obtained in Word Meaning

Group	T.Sc. in pre-test	Av. Sc. In pre-test	Ave. p% in pre-test	T. Sc in post-test	Ave-Sc in post-test	Ave-p% in post-test	Difference in Ave Score	Difference in Ave. p%
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 word meaning.

4.1.2.7 Result of Word Use

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 -9
Scores obtained in Words Use

Group	T.Sc. in pre-test	Av. Sc. In pre-test	Ave. p% in pre-test	T. Sc in post-test	Ave-Sc in post-test	Ave-p% in post-test	Difference in Ave Score	Difference in Ave. p%
A	61	4.35	87.14	65	4.64	92.85	0.29	5.71
B	58	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 word use.

4.1.2.8 Result of Antonymous 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-10
Scores obtained in opposite words

Group	T.Sc. in pre-test	Av. Sc. In pre-test	Ave. p% in pre-test	T. Sc in post-test	Ave-Sc in post-test	Ave-p% in post-test	Difference in Ave Score	Difference in Ave. p%
A	39	2.78	55.71	50	3.57	71.43	75	15.73
B	49	3.5	70	52	3.71	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.

4.1.2.8 Result of compound words

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 -11
Scores obtained in Compound Words

Group	T.Sc. in pre-test	Av. Sc. In pre-test	Ave. p% in pre-test	T. Sc in post-test	Ave-Sc in post-test	Ave-p% in post-test	Difference in Ave Score	Difference in Ave. p%
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 compound word.

4.1.2.8 Result of Making Words

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 -12
Scores obtained in Word Use

Group	T.Sc. in pre-test	Av. Sc. In pre-test	Ave. p% in pre-test	T. Sc in post-test	Ave-Sc in post-test	Ave-p% in post-test	Difference in Ave Score	Difference in Ave. p%
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 word use.

4.1.3 Error Improvement of the students

1. Word Arrangement

In question number one students were asked word arrangement. Most of the students in experimental group committed error in word arrangement in pre-test. For example, '*Rnneootfa*' was not written in its correct form. But in post-test students improved their error regarding word arrangement such as '*rneootfa*'- '*afternoon*'.

2. Matching items

The students of experimental group committed errors in matching item in pre-test. Such as, students could not provide correct form of *fluttering*, *content*. But later on students improved those errors in post test. They supplied the correct form of *fluttering*, *content*.

3. Changing singular into plural

Next question was asked regarding changing singular into plural. The students of experimental group committed error in changing singular into plural in pre-test. Such as, students could not provide correct plural form of '*Ball*'. But later on students improved those errors in post-test. They provided the correct plural form of *Ball-Balls*.

4. Word use

Another question was asked based on word use. The student of experimental group committed errors in word in use pre-test. Such as, students could not provide correct answer for '*upset, passed away, control*'. But after the 28 days of experiment they improved those errors in post-test. They used those words correctly.

5. Opposite words

Students were asked to supply the opposite words of given item. The student of experimental group committed errors in supplying opposite words of items such as, *honest- dishonest* instead of *dishonest*, *possible-impossible* instead of *impossible*. But later on, students improved those errors in post-test.

6. Compound words

Students were asked to construct compound words. The student in experimental group committed errors in constructing compound words such as *cycle-work* instead of *motorcycle*, *workfight* instead of *homework*. But late on, students improved those errors in post-test.

7. Making sentence

Students were asked to make sentences using given words. The students in experimental group committed errors in making sentence such as they could not form sentence of *popular, show*. But later on, students became able to formulate the sentence using those words.

8. Synonymous word

Students were asked to write synonymous word. The students in experimental group committed errors in synonymous words such as they could not supply synonymous word of improve importance. But later on students were able to supply.

The items asked in word formation and in word meaning were responded correctly in both pre-test and post test by all the students of experimental and control group.

On the other hand, the achievement of control group is not so significant in all the test items. All the students of control group did less progress in post test as well. They committed some errors in pre-test and post-test. So it can be said that. The achievement of control group is low in comparison to experimental group in post-test.

CHAPTER FIVE

FINDING, CONCLUSION AND RECOMMENDATION

5.1 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 Sahid Sukra Ma.Vi. Bagbazar, Kathmandu district involving 28 students in grade nine. The selected students were divided into two groups; experimental and control group. By analyzing and interpreting the collected data during 28 days teaching. I have come to some findings which are as follows:

-) Overall findings show that the use of language games is effective in teaching vocabulary.
-) Overall findings show that the use of language games is effective in teaching word arrangement.
-) In the category matching item, Overall finding shows that the, use of language games is not effective in teaching matching.
-) Overall finding shows that the use of language games is effective in teaching synonymous word.
-) Overall finding shows that use the of language games is effective in teaching changing singular into plural.
-) Overall finding shows that the use of language games is effective in teaching word formation.
-) In the category of word meaning, overall finding shows that the use of language games is effective in teaching word meaning.
-) Overall finding shows that the use of language games is effective in teaching word use.

-) Overall finding shows that the use of language games is effective in teaching opposite word.
-) Overall finding shows that the use of language games is effective in teaching compound word.
-) Overall finding shows that the use of language games is effective in teaching make sentence.
-) Because of the use of language games students became able to improve errors committed in vocabulary in pre test.

5.2 Conclusion

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 my 28 days teaching vocabulary using language games in grade nine; 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.

5.3 Recommendations

Being 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 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 Practice Related

-) Teachers are suggested to teach vocabulary with the help of language games.
-) Language games should be used in teaching vocabulary, teaching meaning and also can be used in word formation.

5.2.3 Further Research Related

This study is experimental study. It was only limited to the 28 students of grade nine of Sahid Sukra Secondary School, Bagbazar, Kathmandu. Therefore, I 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. So, further research can be carried out in this area. I have tried to mention some suggestion and related area for the research.

-) Similar study can be conducted in other grade except grade nine.
-) A study can be teaching vocabulary through other technique like group work, peer work.
-) 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

Participant consent form

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Professor

Department of English Education

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The Effectiveness of Language Games for Developing Students' Vocabulary

I [Name] agree to take part in this research study. In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.

1. I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
2. I have got answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part.
4. I understand that I can withdraw from the study at any time before I submit my responses.
5. I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission.
6. I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

) Fill the questionnaire: Yes [] No []

Signature _____

Name _____

APPENDIX – II

A SAMPLE OF TEST ITEMS

These test items will be prepared and given to the students to take data for the research work entitled "**The effectiveness of language games for developing students' vocabulary.**" The researcher hopes that you all co-operate by participating in these test items.

Thank you.

Researcher
Dinesh Prasad Dhamala
Fourth Semester
Kirtipur, Kathmandu

APPENDIX - III

Date 2073/05 12

Name of the school: Shree SahidSukra Secondary School

F.M: 50

Student's name:

P.M: 20

Class: Nine

Roll No:

1. Rearrange the given scrambled letters and form the meaningful words.

5×1=5

- i) Iknth
- ii) PpiSngoh
- iii) Tisiv
- iv) Rnneootfa
- v) Tahcw

2. Match the following words in column A with suitable words of column B.

5×1=5

- | A | B |
|----------------|---------------------------------|
| i) Meadow | () spread |
| ii) Fluttering | () grassland |
| iii) Content | () moving slightly and quickly |
| iv) Coverlet | () satisfied |
| v) Dancing | () waltzing |

3. Find the words which are similar in meaning to these word. 5×1=5

- i. Improve
- ii. Imitate
- iii. Importance
- iv. Aware
- v. Interact

4. Change the following words singular into plural and plural into singular.

5×1=5

- i. Ball
- ii. Courts
- iii. Dices
- iv. Ground
- v. Goals

5. Form at least five words using the letters of the word 'Education'.

5×1= 5

- i)
- ii)
- iii)
- iv)
- v)

6. Write the meaning of words on the basis of the following definitions.

5×1=5

- i) A thing in which we carry book.
- ii) A thing through which we get knowledge.
- iii) Place in which we sleep.
- iv) Thing in which we sit properly.
- v) Thing through we get our whole image when we watch it.

.....
.....
.....
.....
.....

7. Complete the following dialogue using the words from the list below:

5×1=5

List: upset, passed away, old, was, control

Dolma: Why do you look so, Sarita?

Sarita: My grandmayesterday.

Dolma: I am sorry to hear about that. Howshe was.

Sarita: she..... Eighty four.

Dolma: Yourself.

Sarita: Ok. I will try my best.

8. Make the opposite words of the following. 5×1=5

i) Happy

ii) Honest

iii) Correct

iv) Regular

v) Possible

9. Construct ten compound words using the given word group. 10_0.5=5

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

i. vi.

ii. vii.

iii. viii.

iv. ix

v. x.

10. Make the meaningful sentence by using the given words 5×1=5

i) Practice

ii) party

iii) popular

iv) show

v) Similar

i)

ii)

iii)

iv)

v)

APPENDIX - IV

Sample of Lesson plan for control group

School: Shree Sahid Sukra Secondary School

Class: 9 (Nine)

Teaching items: Vocabulary

Time: 20 minutes

1. Objectives:

At the end of the lesson the students will be able to:

- i) Link words to each other through common shared letters.

2. Teaching materials:

Daily used materials, word cards

3. Teaching activities:

- The teacher enters to the classroom and asks the previous lesson's vocabulary and draws the students' attention.
- The teacher writes seven vocabulary items: bedroom, bathroom, motorcycle, friendship, breakfast, toothpaste and moonlight; on the board with their meaning and tells the students to copy in their answer sheet.
- The teacher gives time to the students until they complete.
- The teacher tells the students to memorize these words' meaning within 10 minutes.
- 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 - V

Sample of lesson plan for experimental group

School: Shree Sahid Sukra Secondary School

Class: 9(Nine)

Teaching items: Vocabulary

Time: 20 minutes²

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 seven vocabulary items to the students through the question answer and interaction.
- The teacher teaches seven vocabulary items: bedroom, bathroom, motorcycle, friendship, breakfast, toothpaste and moonlight.
- 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:
Breakfast, bedroom, friendship,

APPENDIX - VI

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

S.N.	Name of student	Pre-test	Post-test	Differences
1.	Sumit Pokhrel	39	45	6
2.	Puran Thapa	32	43	11
3.	Manish Karki	43	46	3
4.	Laxmi Dahal	34	35	1
5.	Muna Nahabag	35	38	3
6.	Parmila Chettri	37	44	7
7.	Nima Futi Sherpa	38	41	3
8.	Kira Ale Magar	40	41	1
9.	Roshan Basnet	5	10	5
10.	Manisha Shrestha	40	44	4
11.	Subash Majhi	20	26	6
12.	Guru Shah	15	24	9
13.	Archana Shrestha	41	44	3
14.	Balendra Thapa	43	47	4
15.	Alihak Ansari	32	43	11
16.	Shyam Lama	39	44	5
17.	Yam Kumar Shrestha	41	44	3
18.	Rajan Khatiwoda	43	45	2
19.	Suman Budathoki	39	46	7
20.	Bhagawati Shrestha	38	43	5
21.	Rakesh Tamang	44	45	1
22.	Tashi Lama Sherpa	41	45	4
23.	Bishal Pariyar	41	41	0
24.	Sachin Shahi Thakuri	36	43	7
25.	M.D. Aman	40	42	2
26.	Sanyu Tamang	45	46	1
27.	Ramesh Nepali	35	42	7
28.	Rupesh Dahal	41	48	7
Average Score		36.32	40.89	4.57

APPENDIX - VII

Performance of Experimental Group

S.N.	Name of Student	Pre-test	Post-test	Difference
1.	Sumit Pokhrel	39	45	6
2.	Puran Thapa	32	43	11
3.	Parmila Chettri	37	44	7
4.	Guru Shah	15	24	9
5.	Balendra Thapa	43	47	4
6.	Alihak Ansari	32	43	11
7.	Shyam Lama	39	44	5
8.	Yam Kumar Shrestha	41	44	3
9.	Rajan Khatiwada	43	45	2
10.	Suman Budhathoki	39	46	7
11.	Sachin Kumar Thakuri	36	43	7
12.	Ramesh Nepali	35	42	7
13.	Rupesh Dahan	41	48	7
14.	Bhagawoti Shrestha	38	43	5
Average Score		36.42	42.92	6.5

APPENDIX - VIII

Performance of Controlled Group

S.N.	Name of Student	Pre-test	Post-test	Difference
1.	Manish Karki	43	46	3
2.	Laxmi Dahal	34	35	1
3.	Muna Nahabag	35	38	3
4.	Nima Fuli Sherpa	38	41	3
5.	Hira Ale Magar	40	41	1
6.	Roshan Basnet	5	10	5
7.	Manisha Shrestha	40	44	4
8.	Subash Majhi	20	26	6
9.	Archana Shrestha	41	44	3
10.	Rakesh Tamang	44	45	1
11.	Bishal Pariyar	41	41	0
12.	M.D. Aman	40	42	2
13.	Sanya Tamang	45	46	1
14.	Tashi Lama Sherpa	41	45	5
Average Score		36.21	38.85	2.64

APPENDIX -IX
Holistic Comparison

Group	F.M.	Average in Pre-test	Average in Post-test	Differences
Experimental	50	36.42	42.92	6.5
Control	50	36.21	38.85	2.64