

CHAPTER – ONE

INTRODUCTION

1.1 General Background

Language is an essential medium of communication which can be expressed through auditory and visual channel. It is the most highly developed and frequently used means of communication. Language has been studied for a long period of time which consists of unlimited number of vocabulary items. These vocabulary items range from simple day- to- day vocabulary to most difficult words.

“Language is the system of communication in speech and writing that is used by people of particular country or areas.” (Hornby, 2005, p. 862)

Langacker (1973, p. 27) says, “A language can be viewed as an instrument of communication it serves to establish sound meaning correlation, so that message can be sent by the exchange of overt acoustic signals. The meaning of a sentence is determined by the meaning of the words and the basis for the sound meaning correlation determined by a language, thus to be found in the relations between individual words and their meanings. The bond between words and its meanings is arbitrary or conventional with only marginal qualification.”

As we know there are different languages in the world among them not a single language is superior or inferior to another language in terms of social interact but the role of language can be determined on the basis of its use on particular situation. Among all the languages English is world widely accepted as an international language. It is also known as one of the official language among five languages of the UNO.

Each language is rich in vocabulary items which are the main instrument to express ideas. English, an international means of communication, has the largest

amount of vocabulary, two million words and one of the huge bodies of literature . So that it is essential to have knowledge of more vocabulary. The more the vocabulary items we have, the more we can express our ideas in different fields.

Even though vocabulary is the core part of language, it is relatively neglected area or it is thought that learning a foreign language is automatically learning vocabulary items. It is essential to deal with vocabulary items separately to advance vocabulary repertoire so that the person can command over language. Harmer (1991, p. 153) says, “If the language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh”. He claims that a language becomes just like the oar less boat in the ocean without vocabulary.

1.1.1 Defining Vocabulary

Vocabulary is one of the important aspects of language. If the language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh. The selection of particular words/vocabulary depends upon the selection of topics in which context it is used. In absence of vocabulary items language teaching/ learning remains incomplete because vocabulary is the backbone of the language item.

The term vocabulary is defined differently in different books.

Oxford Advance Learner’s Dictionary of Current English (1989, p. 1447) defines the term the vocabulary as “A body of words is known to a person or used in a particular book, subject etc. The meaning of vocabulary is also given as total number of words that make up a language”.

On the other hand, Webster’s New International Dictionary (2000) defines vocabulary as “A list or collection of words or often of words and phrases, usually alphabetically arranged and explained or defined.”

Similarly, Harmer (1991, p.153) says “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organ and the flesh.”

From the above definitions we can conclude that vocabulary can be a single word or a group of words that take a single meaning. For example, Black board and father-in-law which are made up of two and three words respectively but express a single idea.

Hornby, (2003, p. 1447) defines vocabulary in different ways:

-) All the words of a language that a person knows as users.
-) All the words in a particular language which are used by or understood by particular persons.
-) The words that people use when they are talking about a particular subject.
-) A list of words with their meaning, especially in a book for learning a foreign language.

From these definitions, we can infer that ‘Vocabulary is the list of words’.

1.1.1.1 Importance of Teaching Vocabulary

Although sounds are the buildings blocks of language, word is probably the most important unit of language. A sound in itself has no meaning at all whereas a word is always meaningful. Without words we cannot send message, i.e. communication is impossible without words. So, language learners need to learn the lexis of the language. By right choice of words a speaker creates good impression on the hearer. So the vocabulary teaching is essential.

Language is a composite whole comprising grammar and vocabulary. Both of these components of language are equally important for communication to be successful. We can produce infinite number of structure on the basic of knowledge of finite number of grammatical rules. But it is not applicable in the case of

vocabulary because a word may be used differently in different situation. Hence, a vital question arises, which of the two is important: Grammar or vocabulary? Thus vocabulary teaching is essential.

When one acquires a language, he/she acquires vocabulary automatically. This implies that language learning is matter of learning the vocabulary of that language. So, when we want to express our feelings, thoughts, ideas, etc. we need sound vocabulary power. When we do not have vocabulary power, we fail to communicate the ideas. In this regard, Wallace (1989, p. 9) says:

“It has often been remarked how strange it is that comparatively little has been written on the teaching and learning of foreign language vocabulary because there is a sense in which learning of foreign language is basically a matter of learning the vocabulary of that language. It is due to the lack of adequate knowledge of vocabulary that people often get frustrated when they do not get words they need to express theirs thoughts, ideas and feelings while communicating in the target language. So, it needs adequate number of vocabulary to engage in communication.”

Learning a word is often considered learning the meaning but it is not true. In order to know truly how to use a word appropriately in English, a speaker needs to know much more than simply the meaning of a word.

From the above paragraph, we can say that vocabulary is the basic unit of language. It should not be neglected in teaching and learning.

1.1.1.2 Types of Vocabulary

So far as the types of vocabulary are concerned there are various criteria on the basis of which vocabulary is classified. Harmer (1991, p. 159) classifies vocabulary into two types, active and passive.

“Active vocabulary refers to the words that student have been taught to learn and use which they expected to be able to understand, pronounce and use constructively in speaking and writing. Passive vocabulary refers to the words which the student recognizes when they occur in a context but which they will probably not to be able to produce.”

Active vocabulary is used in day-to-day communication. So it seems to be productive in its nature. On the other hand passive vocabulary is only in competence level. So it seems to be receptive in nature.

Fries (1945, p. 40) classifies English words into four groups: function words, substitute words, grammatically distributed words and context words. Function words primarily perform grammatical function. Example do signals question. Substitute words (example he, she, it, they etc.) replace class of words and several classes. Grammatically distributed words (example some, any etc.) shows unusual grammatical restriction in distribution.

Arts and arts (1986, p. 22) classify words into major and minor word classes. Major word class is also called open class. Minor word class is also called closed class. In English there are four major classes; noun, verb, adjective and adverb. The minor word classes are conjunction, article, pronoun, preposition and interjection.

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 are words. Example: blackboard. Complex words are consists of a root plus one or more derivational affix. Example: boyhood, determination, etc

Wallace, (1989) classifies vocabulary according to the following way.

i. Listening Vocabulary

A person's 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.

ii. Speaking Vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.

iii. Reading Vocabulary

A person's reading vocabulary is all the 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.

iv. Writing Vocabulary

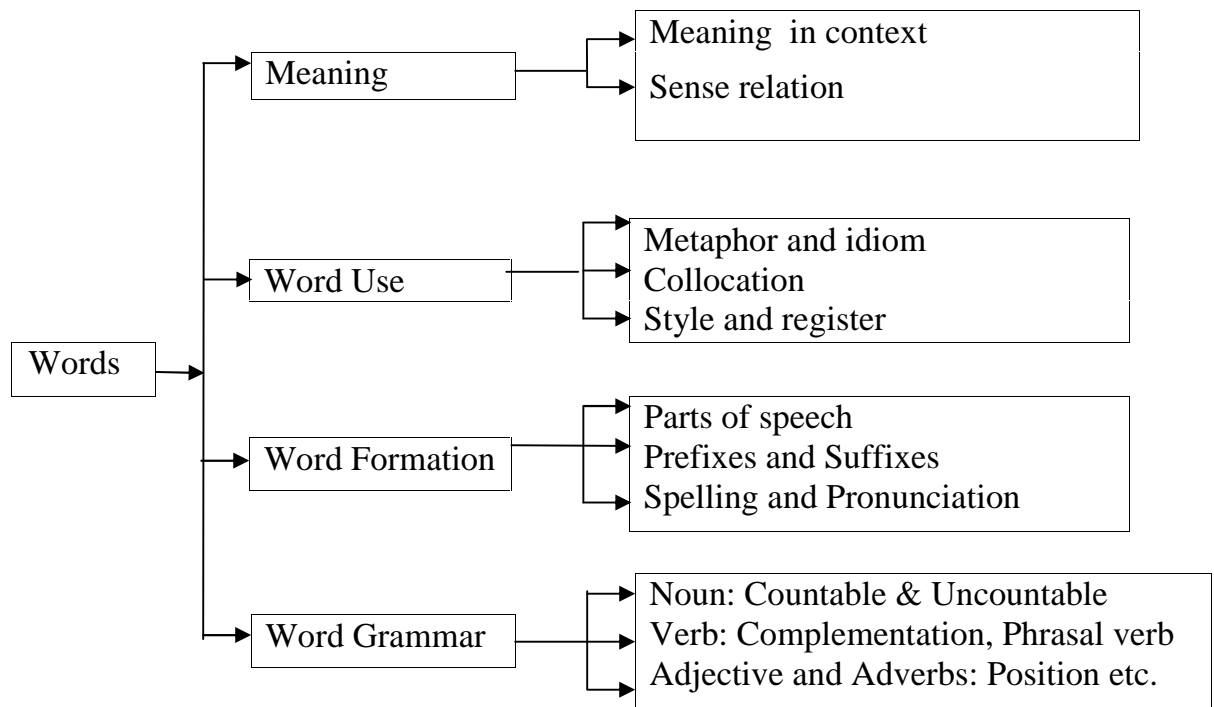
A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

1.1.2 Aspect of Learning Words

Teaching vocabulary is an entire notion which contains various aspect of vocabulary. For instance, word meaning, word use, word formation and word grammar. Unless a learner commands over these aspects of words, his/her learning

remains incomplete.

It is obvious that some words are more frequent in use than others due to which we should lay emphasis on selections of words having high frequency, range, coverage, learnability etc. while teaching vocabulary items. Apart from this, we should be aware of which aspects of the words to be highly considered. Regarding this, Harmer (1991, p.158) has summarized knowing words as follows.



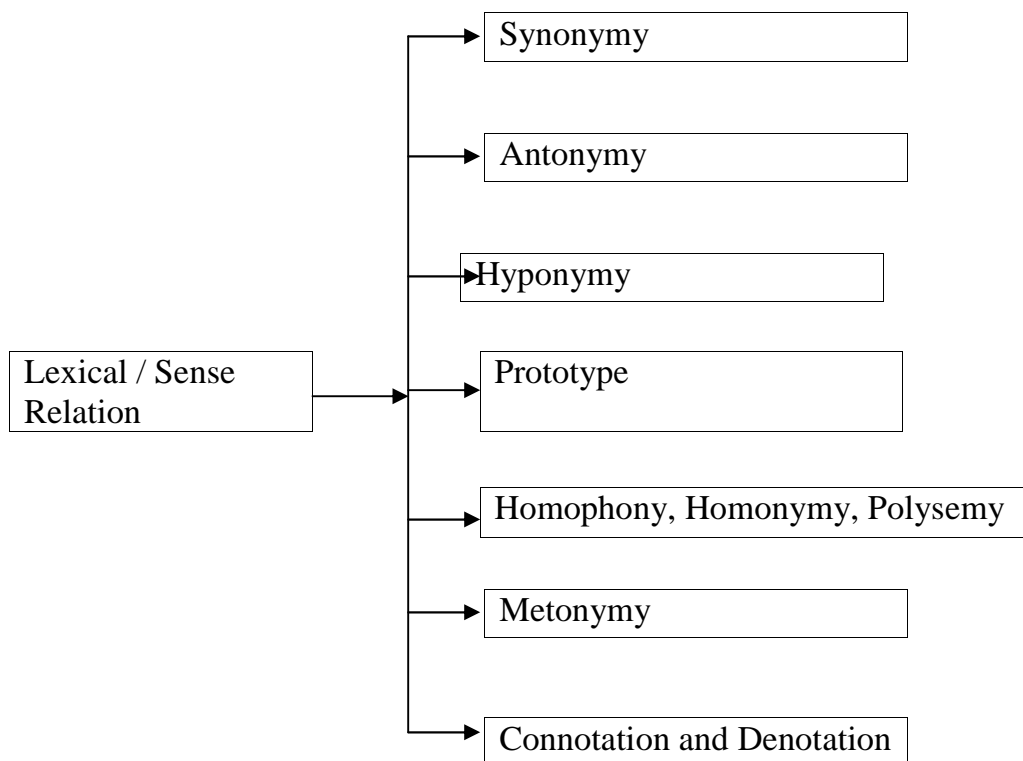
1.1.2.1 Word Meaning

Most words have more than one meaning. So, we cannot decipher the meaning of word in isolation. We decipher the meaning of a word by looking at the context, in which it is used, by looking its relation to 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 the word 'bank' the teacher should teach how the word 'bank' is used to give different meaning in different context.

Next significant aspect of word meaning is sense relation. Sense relationship refers to the various ways in which the meaning of words may be related. The relationship might be sameness or similarity of meaning in which case it is called synonyms or it might be opposite meaning in which case it is antonyms. Gairns and Redman (1988, p.82) says "The meaning of a word can be understood and learnt in terms of the relationship with other words in language." Likewise, Yule (1985, p.118) says, "Words are not only the meaning containers and role players but their relationship".

There are various relationships. The sense relationship incorporates the following features.



Synonyms

This is the relationship of sameness of meaning i.e. two words having same

meaning or nearly the same e.g. bright, clever; smart may serve as synonyms of 'intelligent'. Synonyms are similar but seldom will the same meaning even between words that seem interchangeable, such as taxi and cab, one be preferred over the other in certain context and by particular speakers. Thus, the word having similar meaning may be inappropriate in different contexts i.e. handsome refers to the charmness in boys but does not take the function of pretty, cute, beautiful.

Antonymy

It refers to the relationship of oppositeness of meaning i.e. two words or lexemes having opposite meaning e.g. alive and dead, good and bad, rich and poor etc. Antonymy is often thought of as opposite of synonyms, but the status of two are very different. Languages have no real needs of true synonyms, and it is doubtful whether any true synonym exists. But antonymy is a regular and very natural feature of languages and can be defined fairly and precisely. Antonymy can divide into two types: gradable and non-gradable. Gradable antonymy 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 relation between words or lexemes e. g male and female, dead and alive etc. whose meaning are mutually exclusive; true of one implies falsity of other.

Hyponymy

Hyponymy is the relationship which obtains between specific and general lexical items. In other words, the former is included in latter. For example; a cat is hyponym of animal, flute of instrument, chair of furniture and so on. Likewise, mango or apple is also a fruit. Therefore, the word orange and apple are hyponyms, and together they are co-hyponym i.e. the relationship between the meaning of mango and orange is known as co- hyponym.

Prototypes

Prototypes means the first design of something from which other forms are

derived. 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 a clear concept of bird. A sparrow would be a prototype of bird, whereas an ostrich would not because of its typical characteristics, notably its inability to fly. If the vocabulary teaching is performed with prototypes, the student will get chance to activate their passive vocabulary as well as the new vocabulary items can also be introduced to them in interesting way.

Homonymy

It refers to lexical items which have the same form but differ in meaning.

Homonymy is illustrated from the various meaning of bear (animal/ carry) or ear (of body, of corn). We have seen how like and like can be two quite different words. I like looking Look like new. When homonyms provide a headache for the learner, their ambiguity, is a rich source of human. Thus, the teacher should teach different homonyms while teaching vocabulary items.

Homophony

It is a type of homonymy. Homophones are words which have the same pronunciation but different written forms and meaning. I.e. threw-through, rode – rowed, 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 the leg’, bottom of mountain, etc. “It refers to a lexical item which has a range of different meaning” Crystal (1995, p. 297). The multiple meaning of polysemic word is not entirely different; they are in some way connected to the word. Thus, although the polysemous nature of vocabulary provides a complete headache for learners, it equally becomes useful if teacher teaches them different shades of meaning of a word in interesting way.

Metonymy

It refers to a figure of speech in which the name of an attribute of an entity is used in place of entity itself. This is the different types of relationship between words based on a close connection in everyday experience.

Connotation and Denotation

Denotation of a word refers to the conceptual meaning of that word. The most central part of the meaning of a word is related to the objects and things in the world. By contrast, 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. i.e. Boy: a young, human being, who is playful, noisy and lovable.

1.1.2.2 Word Use

What a word means can be changed, stretched or limited by how it is used and this is something students need to know about. The meaning of a word can be frequently extended and through following elements;

Metaphor and Simile

Metaphor refers to the 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 that, in a metaphor no function words are used. Something is described by stating another thing with which it can be compared. In “his words stabbed at her heart”, the word did not actually stab, but their effect is compared to the stabbing of a knife.

A simile is an expression in which something is compared to something else by the use of a function word, such as like or as. For example “My girl friend's eyes are like red-red-rose”. Here her eyes are compared with red –red rose.

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 a view, the meanings of the individual words cannot be summed to produce the meaning of the idiomatic expression as a whole. Hence, idiom is an expression which functions as a single unit and whose meaning cannot be worked out from its separate parts. For example, 'It's raining cats and dogs', doesn't permit its raining a cat and dog.

Collocation

The collocation makes a particular combination sound 'right or wrong' in a given context. So it is another piece of information about a new item. While introducing word like 'decision' and 'conclusion' .For example, we may note that you 'take or make' but usually 'come' to the other. Similarly, we say 'throw a ball but toss a coin', we may talk about some one being 'dead tired' but it sounds odd to say 'dead fatigued'.

Style

It usually varies from casual to formal according to the types of situation, the person addressed, the location, the topic discussed. According to Wallace (1985, p.112) "It is however a protean word which is used in so many ways by so many different writers that it is not difficult to use it with any technical sharpness". So, the use of language in different elements differs the meaning because of style. The learners should know the use of using words in formal and informal situations.

Register

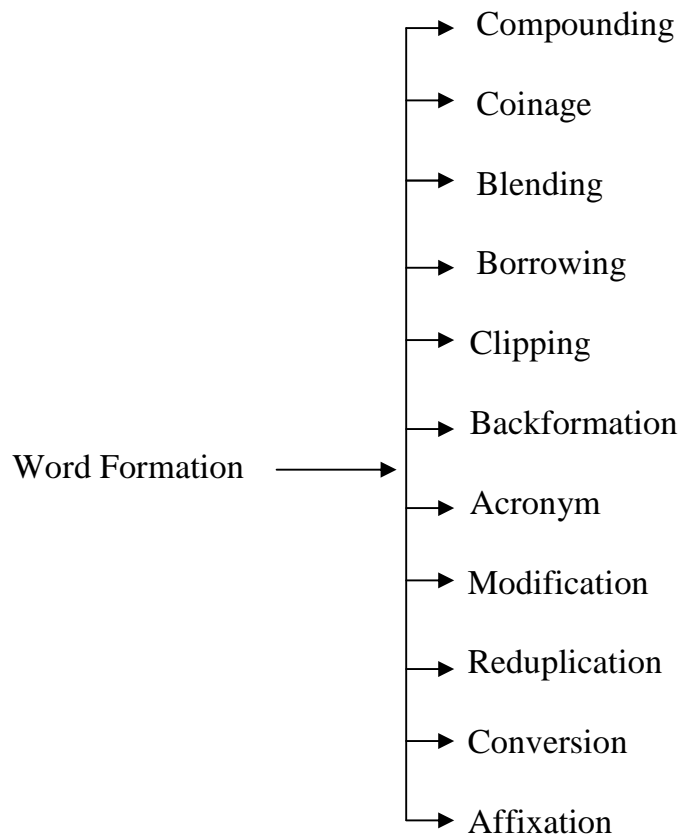
Register refers to a speech variety used by a particular group of people, usually sharing the same occupation or the same interests. It often distinguishes its self from other register by having a number of distinctive words, by using words or phrases in a particular way.

1.1.2.3 Word Formation

Students need to know about word formation and how to twist words to fit different grammatical contexts. Ur (1996, p. 62.) says “Vocabulary items, whether one word, can often be broken down into their component ‘bits’. Exactly, how these bits are put together in another piece of useful information perhaps mainly for more advanced learners”.

“The study of the process of new words came relatively straight forward for the changing of their structure. So, we can say that word formation is the process to make constant evolution of language 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”. (Yule 1985, p. 64)

Yule (1986) has categorized word formation in the following different ways



Student should recognize well with the knowledge on ways of words written style and change in form and meaning.

Two words can be combined to make one item; a single compound word or two separate, sometimes hyphenated words (book-case, follow up). Again, new coinage using the kind of combination are very common. Two words can be blended to form one new word i.e. called a blend, for example, hotel motor = motel, breakfast +lunch = brunch. A word can be co-opted from one part of speech and use as another processes called conversion. Typically, nouns are converted into verbs as he watered the garden. She upped and left. A balloon flight is an absolute must. (Verb noun). Additionally, new words can be coined by shortening longer words. For example, Flu from Influenza.

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 Nation Organization.

Derivation of a word from another word by changing a sound segment/spelling in writing is called modification. For example, tooth- teeth, foot- feet, man- men etc.

Reduplication is the process of word formation in which prefix or suffix reflects certain phonological characteristics of the root, for example, ding – dong, Tip – top etc.

Affection is the morphological process where by grammatical or lexical information is added to a stem. Crystal (1995) divided affections into two types: inflection and derivational.

Inflectional is the bound morpheme used in word formation process which does not make any basic meaning change. Hockett (1958, p. 209) defines inflection as

the part of morphology which involves inflectional affixes. In a single paradigm only one inflection can be used. Inflection can be defined as a change in the form of a word to express its relation to other words in the sentence. Inflection does not make any change in word class, e.g. play- plays-played, but it changes the grammar of words.

Derivation is the most common word formation process used for the production of new English word. In derivation a large number of small bits of language called affixes are added to other words. For example; un, mis, pre, less, ment, are added in the word uneducated, misfortune, respectful, helpfulness, boyish, careless etc. We can say that derivation is a process where new words are formed from the existing words, example; play- player, wash- washable etc.

1.1.2.4 Word Grammar

Another important aspect of learning words is word grammar. The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have unpredictable change of form in certain grammatical context or may have some idiosyncratic way of connecting with other words in sentence, it is important to provide learners with this information at the same time as we teach the base form. When teaching a new verb, we might give it past form, if this is irregular or regular, and we might note if it is transitive or intransitive. Similarly, when teaching a noun, we may wish to present its plural form, if irregular (mouse, mice) 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, enjoy-ing 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 adjectives ordered? Thus, somehow our teaching must help students to understand

what this knowledge implies both in general and for certain words in particular. We can draw the inference from the above description that knowing a word doesn't mean only reorganization 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

1.1.3 Techniques of Teaching Vocabulary

Technique refers to the presenting item to the students in a comprehensible way. The main aim of teaching vocabulary is to make students find out word meaning them in different context. As vocabulary item in language play 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 items. So, the technique for vocabulary teaching should be perfect. Traditionally, meaning of new items had been directly translated into the student's mother-tongue. Teacher used to be like a bilingual dictionary having meaning of one word into two languages. But this approach in teaching/learning vocabulary, at present has been rejected. Now, the main objective of teaching vocabulary is to make students find out word-meaning themselves in different contexts. A teacher can use different ways to present meaning of a new vocabulary.

Regarding the techniques of learning vocabulary writers have given different views. Harmer (ibid.) 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 'postcard', 'pen', 'ball', etc. It is said that showing real object on teaching learning activities is thousand times better than explanation.

Pictures

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 s/he can bring magazine pictures. For example words like cow, car, elephant, etc. can be taught using pictures.

Mime, action and gestures

Explaining the meaning of words through the use of realia or pictures, sometimes, becomes impossible. For example, words like running, jumping, sleeping, crying, smoking, 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 example the meaning of 'big' contrasting it with 'small', 'cold', with 'hot', etc.

Enumeration

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

Explanation

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

Translation

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

Games

Vocabulary can be best 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 lot of games such as word puzzles, jumble words etc.

1.1.4 Vocabulary Games and Activities

There are many games and activities that can be used for teaching vocabulary. Selection of these games and activities depend upon the nature of vocabulary and level of the students. 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. Labeling diagram

It is one of the vocabulary games which is used in teaching vocabulary. In this game the teacher draw a picture and ask students to label the diagram parts. For example parts of body, parts of car, parts of house etc.

b. Matching definitions

This game is played by matching definitions of words to the words them selves. In this game the teacher divided the class into groups. The teacher cut the words/definitions into pieces and distribute them into class and let 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 student stop.

c. The best sentences

In this activity the teacher can divide the students into two teams, write the words to be revised on the board and ask students to write a sentence. Each team has a leader who writes a sentence constructed by a team and using word on the board. The best sentence scores a point.

d. Brainstorming

The teacher can divide students into group with team leader and ask them to think as many words as possible in three minutes in any subject example:(television, animals, computer etc.) After three minutes the teacher asks to stop. Who has note down the most words is the winner.

e. Hangman

This is also one of the most important activity /games in teaching vocabulary. In this activity the teacher write a word on the board by one dash for each letter c o f f e e (coffee). Then the teacher asks student to spell the letter (usually vowels first) If the letter does not belong the word, teacher write letter on the board and draw of hangman's gallows. The students have to guess the words before a man gets hanged.

f. Team vocabulary race

A teacher can divide the students into groups of three, four or five depending on class size with one group leader. Then ask students to establish vocabulary category and number of words, e.g. 20 word connected to sport. Then the teacher shout 'go' when a team claims to have finished, check their list for spelling and suitability of words without stopping the other groups.

g. Running definition

In this game in teaching vocabulary the teacher divided the students into three or four groups with each group leader and write the scoring table on the board. The teacher ask group leader to come infront of him/her and whisper a defination of a word to the group leader.The leaders run back to their group and repet the defination.Then the teacher asks to write the word they think. After thinking the word the runner returns to the teacher with slip of paper. The first team to guess the word and write it correctly on paper scores a point and gets the defination of another word.

h. Half a crossword

The teacher divide the class in halves. Give one side half a crossword and the other side the other half. In separate groups the teacher ask to check the meanings of the words they have, and also ask them to define and use the words in context. After that the teacher ask a pair of student to stand up and ask them to define the words to each other without looking at their patterns half of the cross word

i. Parts of speech bingo

In this vocabulary game the teacher ask students to draw six square of paper and choose any headings (example: Noun, Pronoun, Adjective, Prposition, etc.) and ask them to write one heading in each square. Then the teacher calls out the words and ask student to write them in correct boxes. The first student to fill their boxes shouts “BINGO” and calls the word back to the teacher to check.

j. Kim’s game

This is also the another word power game. In this game the teacher flash a dozen of objectives (belongs with their class room things example: ruler, stapler, scissor, board, pen, pencil etc.) for a few second and ask student to write down what they remember and also ask them to exchange their list with another student. The teacher again show objects while student mark their pattern’s list.

All vocabulary games and activities mentioned above are very useful in teaching vocabulary. But in this small area of research or limited vocabulary items/test items all games are not appropriately used. So, some language games which were used in teaching vocabulary items/test items are mentioned below:

Test Categories/Items	Vocabulary Games
Categorization of words/Changing words	Parts of speech Bingo
Single word/Fill in the blanks	Running definition
Word formation	Half a crossword

Rearranging letters	Hangman
Matching items	Matching definition
Making plural/Singular	Half a crossword
Use of prefixes	Half a crosswords

1.1.5 Vocabulary Teaching Methods

Vocabularies can be taught in different ways, broadly speaking there are two major methods of teaching vocabulary: teacher centered and student centered.

1.1.5.1 Teacher Centered Method

In this method, teacher plays the dominant role. The teacher selects difficult item or ask his students to select them. Then he supplies the meaning of those words with the help of a number of techniques – translation, synonym, antonym, definition, explanation, demonstration, etc. Then he exemplifies the items in sentences. As a next step, the teacher asks his students to study the meaning and sentences for a while and try to produce similar sentences. In this method, teacher presents the target vocabulary items actively. Students listen to his presentation and write down them in their copy. Thus the teacher tries to manipulate and arouse learner’s attention and interest in learning vocabulary.

1.1.5.2 Student Centered Method

In this method, students get an opportunity to learn vocabulary indirectly that is without much exposure of teacher. Students are exposed to a series of reading materials and encouraged to read the materials on their own so that they can form the habit of guessing the meanings from the context. The belief behind indirect learning is that the foreign language learners can acquire the target items as naturally as they do in their mother tongue. That is, without being conscious about the target item. Obviously, this method or indirect technique accompany with numbers of games to teach vocabulary effectively.

1.1.6 Importance of Teaching Vocabulary through Games

Although there are many techniques to teach vocabulary, games is one of the vital techniques to teach vocabulary to students especially in primary level. This thesis has proved that game using technique is also a genuine technique to teach vocabulary in primary level. It is not only useful 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 effectiveness of teaching vocabulary through games, it can be relevant to mention some points about importance of vocabulary games. Even though 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. Game adds variety to the range of learning situation. It can be used to change the pace of a lesson and so maintain motivation. It can be used to punctuate long formal teaching units and renew students' energy before returning to formal learning. Furthermore, games encourage students participation, remove the inhibitions of those who feel intimidated by formal classroom situation and increase students- student communication are also change the role of a teacher from that of formal instructor to that of manager or organizer of activities that students enjoy participating in.

All the skills listening, speaking, reading and writing can be taught through word games. Helping a child build his right vocabulary is the easiest and quickest way to make reading fun. Through the use of picture cards, word lotto word dominoes, anagrams, etc help can be given in building a child's functional sight vocabulary and developing his reading fluency. Highlighting the effectiveness of games in language teaching McCallum (1980, ix) states the reasons for including games in

language class 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 age's and languages levels of the students in the class.
-) They can be used in any language teaching situation and with any skill area whether reading, writing, speaking, or listening.
-) They provide immediate feedback for the teacher.

From above description, we can justify that word games provide enjoyable learning experience. The present report also further verifies that game technique to teach vocabulary items is more effective than traditional way of teaching.

1.2 Review of Related Literature

It is obvious that vocabulary is the core aspect of language and therefore, necessary to be taught adopting different techniques. For a few decades, different scholars have laid emphasis on the significance of vocabulary teaching due to sense in which learning a foreign language is greatly concerned with building vocabulary repertoire of the learning's. In the Department of English Education some studies have been carried on the 'Effectiveness of teaching vocabulary, analysis of vocabulary used in English text book and some of the vocabulary carried out on vocabulary achievement which are more or less related to this thesis: they can be observed as follows:

The first research to investigate the vocabulary repertoire of the students in Nepal was carried out by Rongon (1973) entitled "A study on the spoken vocabulary of the primary school children of Nepal". The purpose of this study was to investigate and to discover the actual use of the words by the children of primary level. This research was carried out in three regions through questionnaire and interview. The findings of this study shows that not much difference was found in

the words used by children from three regions i.e. Himalayan region, Mountain region and Terai region. It was also found that the children from the Terai region tended to use more Hindi words. (In Gyanwali, 2004).

Satyal (2003) carried out a research on “A Study on Effectiveness of visual aids in teaching English at Primary Level.”. The goal of this study was to find out the effectiveness of visual aids in teaching English. She attempted experimental research with different test items. The finding of this study shows that teaching English in primary level through visual aids is more effective rather than teaching with usual classroom techniques.

Pandey (2004) carried out a research on “Effectiveness of language games in teaching grammar”. The purpose of his study was to find out the effectiveness of language games in teaching grammar and to suggest more language games in teaching grammar. He attempted (pre-test and post-test, experimental group and control group) 20 questions which consist 20 full marks. His findings show that using games in teaching grammar has relatively a better impact on the whole. Using games in teaching grammar is relatively more effective than teaching grammar without language games in general.

Gyawali (2004) carried out a research on “A study on vocabulary teaching through direct and indirect technique.” The purpose of this study was to find out the effectiveness of teaching vocabulary through direct and indirect technique. He attempted experimental research with different test items. He came up with the conclusion that indirect technique has been more effective than direct one in teaching vocabulary.

Silwal (2006) carried out a research on “A study on Effectiveness of Elicitation technique in teaching vocabulary”. The goal of his study was to find out the effectiveness of Elicitation technique in vocabulary comprehension for five graders. He attempted experimental research with different types of test items in

his study. Findings of his study shows that using Elicitation technique in teaching vocabulary appeared 2.25% more than in control group. It shows that teaching vocabulary through Elicitation technique is more effective than teaching with usual classroom techniques

Chaudhary (2007) carried out a research on “The Effectiveness of teaching vocabulary through songs and rhymes”. The goal of his study was to find out the effectiveness of vocabulary through songs and rhymes for four graders. He attempted experimental group and control group. The findings of his study shows that using songs and rhymes in teaching vocabulary has relatively better impact on the whole. Teaching vocabulary through songs and rhymes found highly effective than teaching with usual classroom technique.

Acharya (2008) carried out a research on “The Effectiveness of Teaching Vocabulary through Real Objects”. The objectives of this study were to find out the effectiveness of teaching vocabulary through real objects, and to find out difficulty level in teaching vocabulary using real objects. He attempted different types of test items in his study. Findings of his study shows that using real object technique in teaching vocabulary appeared 22% more effective than teaching with usual classroom techniques.

Khanal (2008) carried out a research on “The Effectiveness of communicative methods in teaching vocabulary”. The goals of this study were to find out the effectiveness of communicative method in teaching vocabulary and analyze the student’s performance of two graders. She attempted experimental research with different test items. The findings of this study shows that teaching vocabulary through communicative method is more effective rather than teaching vocabulary traditionally.

1.3 Objectives of the Study

The objectives of the study were as follows:

1. To find out the effectiveness of language games in teaching vocabulary.
2. To suggest some effective language games in teaching vocabulary.

1.4 Significance of the Study

This study does not aim at revealing any miracle; however, it is, indeed, an effort to explore the effectiveness of language games in teaching vocabulary. So in present days of communication, language teaching lays emphasis on teaching language in real life situation. Thus, the game technique is the most prominent one for not only teaching vocabulary but also other aspects of language because it highlights on students centered activity.

As the study provides information about organizing vocabulary games in the classroom, it encouraged the English language teachers to adopt game technique in teaching vocabulary. The teachers, students, textbook writers, language planners and syllabus designers can equally be benefited from the study. Furthermore, it would provide some reformative measures in the field of vocabulary teaching.

CHAPTER - TWO

METHODOLOGY

As this chapter deals with the methodology, it carries out the required data to justify a proposed study. This study had acquired the following designs:

2.1 Sources of Data

Both primary and secondary sources of data were used to meet the objective of this study.

2.1.1 Primary Sources of data

The primary sources of data for this study were grade four students studying at Guhyeshwori Bal Shiksha Secondary School, Thapathali Kathmandu.

2.1.2 Secondary Sources of Data

The secondary sources of data were various books, journals, articles, research studies, theses, dictionaries web sites, internet etc. related to the study area. Some of them include: Hill (1979), Macallum (1980), Wallace (1982), Larsen –Freeman (1986), Harmer (1991), UR (1992), Kumar (1999), Best (2002), Oxford Advance Learner’s Dictionary (2002) (2003), Crystal (2003), etc.

2.2 Population of the study

Forty –two students of grade four studies at Guhyeshwori Bal Shiksha Secondary School, Thapathali, Kathmandu were the population of this study. As there were only forty-two students in the class I included all the students.

2.3 Sampling Procedures

Students were selected from Guhyeshwori Bal Shiksha Secondary School, studying in grade four. Only one school was purposively select for my research area. The total sample population was 42 students. Experimental research design / Quota sampling procedure was applied for this research.

2.4 Tools for Data Collection

To collect data, a set of test items was designed for the students as a major tool. Different types of test items such as matching item, making plural/singular, single word, word formation, rearranging letters, categorization of words, changing words and use of prefix were used. Each item consist 5 marks which totally carried out 50 marks.

2.5 Process of Data Collection

The primary data were collected from the written work of the students. For this I followed the following procedures.

-) First of all, I prepared a set of written test and visited the selected school. For the test items I choose 85 vocabulary items out of 200 words selected from unit I-IV of grade four for experimental classes.
-) I requested headmaster and class teachers for providing the class to administer the test.
-) I administered a written pre-test to determine the actual vocabulary level of the students. They were given two hours time to attempt the question. Then their responses were marked.
-) Then I determined the rank of the students on the basis of odd and even roll number, then divided them into two groups and named odd as Group 'A' and even as Group 'B' .
-) After dividing into two groups I taught vocabulary side by side. Group 'A' with language games and Group 'B' without language games.
-) Each group was taught six days a week. One period a day and each period

lasted for 45 minutes. Experimental was carried out approximately a month.

-) After the experiment, I administered the post-test using the same test used in pre-test for both groups and marked the response.
-) Finally, I compared and analyzed the performance of the groups in order to explore the effectiveness of language games in teaching vocabulary.

2.6 Limitations of the Study

-) The study was only limited to a small area of a government aided secondary school called "Guhyeshwori Bal Shiksha Secondary School, Kathmandu".
-) Only 42 students of grade four of the same school were selected as the population of this study.
-) The primary data for this study were collected from the written text.
-) The effectiveness of language games in vocabulary were observed only in grade four.
-) The sample populations of the study were 21 numbers in each group.
-) The limitation of the time of the study was about 4 weeks/ a month.
-) Though there are various language games in teaching vocabulary, only 5 language games: Parts of speech Bingo, Running definition, Half a crossword, Hangman and Matching definition are used for this study.
-) All the words were taken from "Step by Step English" which is prescribed to grade four by CDC.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter is mainly concerns with the analysis and interpretation of the collected data. As this is the facet of the research, analysis, interpretation and comparison of data were carried out in this section. Data were obtained from the due effort of the experimental research. This requires a lot of information from the practical field. The main aim of the research was to explore the effectiveness of teaching vocabulary through language games. The data were presented comparatively in holistic, group wise and item wise forms.

3.1 Holistic Comparison (See Appendix III)

In holistic comparison group 'A' got 21.33 average score in pre-test and 35.62 in post- test and this group increased by 14.29 average score and by 28.57% average percentage in post-test. Likewise, group 'B' got 21.05 average score in pre-test and 29.19 in post-test. This group increased by 8.14 average score and by 16.29% average percentage in post-test.

It reveals the fact that group 'A' learnt more effectively than that of group 'B'. The difference in average score of group 'A' was 14.29 and group 'B' was 8.14 between the two tests. So, as a whole, group 'A' progressed 6.14 more average score than group 'B'. From this it is clear that, language games technique in teaching vocabulary is more effective than usual classroom technique.

The result of group 'A' and group 'B' regarding the 10 test item are shown in the single table. This comparative table shows the average % of group 'A' and group 'B'.

Note: Group 'A' = (Experimental Group) and Group 'B' = (Controlled Group).

Table No -1

Overall performance of the groups in both tests.

S.N	Test Items	Group A %	Group B %	D % between A & B
1	Categorization of words	20.90	10.47	10.43
2	Matching	28.60	15.40	13.20
3	Single words	31.40	16.20	15.20
4	Scrambled letters	26.80	14.40	12.40
5	Word formation	31.60	14.40	17.20
6	Making plural	32.40	13.40	19.00
7	Making singular	20.95	14.29	6.66
8	Using prefixes	33.32	20.95	12.37
9	Fill in the blanks	31.43	18.10	13.33
10	Changing words	28.57	20.00	8.57
	Total	285.97	157.61	128.36
	Average score	28.60	15.76	12.84

The above table shows holistic picture of the average score of Group 'A' was 28.60% in different categories of test items whereas Group 'B' was 15.76%. It was less than the group 'A'. The average difference percentage between Group 'A' and 'B' was 12.84%. So, it indicates that Group 'A' got better achievement than Group 'B' as a whole.

3.2 Group Wise Comparison

The performance of both groups were shown in the following table in order to compare the average score between group 'A' and group 'B' in both tests.

Table No -2
Performance of the groups in pre-test and post-test.

Groups	Total Score in pre-test	Average score in pre-test	Total Score in post -test	Average score in post-test	D in Average score	D in Average%
A	448	21.33	748	35.62	14.29	28.57
B	442	21.05	613	29.19	8.14	16.29

The above table shows that the average score of Group 'A' was 21.33 in pre-test and 35.62 in post test. This group improved by 14.29 average score or 28.57 average %. But Group 'B' got 21.05 average score in pre-test and 21.19 in post-test. The group improved by 8.14 average score or by 16.29% average percentage. It shows that Group 'A' improved 12.29% average percent more than Group 'B'. So we can say that Group 'A' got better achievement than group 'B'. This shows that learning vocabulary through language games can be more effective than usual way / traditional way.

3.3 Item Wise Comparison

The result of group 'A' and group 'B' in both tests (pre and post) regarding 10 test items were shown separately in separate tables in order to compare the average proficiency of the students in different test items. They were shown in the following item wise tables.

3.3.1 Scores achieved in test item categorization of words.

Table No -3

Groups	Total Score in pre-test	Average score in pre-test	Average % in pre-test	Total Score in post -test	Average score in post-test	Average % in post-test	D in Average score	D In Average%
A	53	2.52	50.5	75	3.57	71.4	1.05	20.95
B	54	2.57	51.4	65	3.10	61.9	0.52	10.48

From the above table it is clear that group 'A' obtained 2.52 and 3.57 average score in pre-test and post-test respectively. Thus, while comparing between the two tests it has increased 1.05 average score and 20.95% average percentage.

On the other hand, average score of group 'B' in pre-test was 2.57 and post-test was 3.10 respectively. It got 0.52 more average score and 10.48% more average percentage in post-test than in pre-test. From the data we can draw the conclusion that group 'A' excelled group 'B' in post-test as reveals the former got 20.95% average percentage but the latter only 10.48% average percentage in post-test. So, group 'A' progressed 10.48% average percentage more than group 'B'.

The result of this analysis shows that both groups have positive move but group 'A' have better progress than group 'B' because of language games.

3.3.2 Scores achieved in test item matching words.

Table No -4

Groups	Total Score in pre-test	Average score in pre-test	Average % in pre-test	Total Score in post -test	Average score in post-test	Average % in post-test	D in Average score	D In Average%
A	45	2.14	42.8	75	3.57	71.4	1.42	28.60
B	47	2.23	44.6	63	3.00	60.0	0.76	15.40

The above table displays the achievement of the students in pre –test and post – test. It shows that group 'A' obtained 2.14 and 3.57 average score in pre-test and post-test respectively.

On the contrary, group 'B' obtained 2.23 and 3.00 average score in pre-test and post- test respectively. It reveals the fact that group 'A' achieved more progress in the area of vocabulary than group 'B' because former one got 28.60% average percentage in post-test than the later one which got only 15.40% average percentage more marks in post-test.

From the data we can draw the conclusion that group 'A' got better achievement than group 'B' in this test item. Group 'A' increased 13.20% average percentage more than group 'B'.

This shows that both groups have shown positive move but group 'A' got bit greater pace than group 'B' because of language games.

3.3.3 Scores achieved in test item single word.

Table No -5

Groups	Total Score in pre-test	Average score in pre-test	Average % in pre-test	Total Score in post -test	Average score in post-test	Average % in post-test	D in Average score	D In Average%
A	41	1.95	39.0	74	3.52	70.4	1.57	31.40
B	37	1.76	35.2	54	2.57	51.4	0.81	16.20

The above table shows that the achievement of the students in pre- test and post-test. It shows that group ‘A’ got 1.95 average score in pre-test and 3.52 average score in post-test. Thus, while comparing between the two tests it increased 1.57 average score and 31.40% average percentage rather than pre-test.

On the other hand, average score in group ‘B’ in pre-test was 1.76 and 2.57 in post-test respectively. It got 0.81 more average score and 16.20% average percentage in post-test than pre-test.

Thus, this data displayed that group ‘A’ got better achievement than group ‘B’ in this test item. Group ‘A’ increased 15.20% average percentage more than group ‘B’. From this, we come to know that both groups have positive response but group ‘A’ got better progress than group ‘B’ because of language games.

3.3.4 Scores achieved in test item scrambled letters.

Table No -6

Groups	Total Score in pre-test	Average score in pre-test	Average % in pre-test	Total Score in post -test	Average score in post-test	Average % in post-test	D in Average score	D In Average%
A	41	1.95	39.0	69	3.29	65.8	1.33	26.80
B	43	2.04	40.8	58	2.76	55.2	0.71	14.40

From the above table it is clear that group 'A' obtained 1.95 and 3.29 average score in pre-test and post-test respectively. Thus, while comparing between the two tests it increased 1.33 average score and 26.80% average percentage.

On the other hand, average score of group 'B' in pre-test was 2.04 and post-test was 2.76 respectively. It got 0.71 more average score and 14.40% more average percentage in post-test than in pre-test. From the data we can draw the conclusion that group 'A' excelled group 'B' in post-test as reveals the former got 26.80% average percentage but the latter only 14.40% average percentage in post-test. So, group 'A' progressed 12.40% average percentage more than group 'B'.

The result of this analysis shows that both groups have shown positive move but group 'A' got better progress than group 'B' because of language games.

3.3.5 Scores achieved in test item word formation.

Table No – 7

Groups	Total Score in pre-test	Average score in pre-test	Average % in pre-test	Total Score in post -test	Average score in post-test	Average % in post-test	D in Average score	D In Average%
A	59	2.80	56.0	92	4.38	87.6	1.57	31.60
B	53	2.52	50.4	68	3.24	64.8	0.71	14.40

The above table displayed the achievement of the students in pre –test and post – test. It shows that group ‘A’ obtained 2.80 and 4.38 average score in pre-test and post-test respectively.

On the contrary, group ‘B’ obtained 2.52 and 3.24 average score in pre-test and post- test respectively. It reveals the fact that group ‘A’ achieved more progress in the area of vocabulary than group ‘B’ because former one got 31.60% average percentage in post-test than the later one which got only 14.40% average percentage more marks in post-test.

Thus, this data displayed that group ‘A’ got better achievement than group ‘B’ in this test item. Group ‘A’ increased 17.20% average percentage more than group ‘B’. This shows that both groups have shown positive move but group ‘A’ got bit greater pace than group ‘B’ because of language games.

3.3.6 Scores achieved in test item making plural.

Table No- 8

Groups	Total Score in pre-test	Average score in pre-test	Average % in pre-test	Total Score in post -test	Average score in post-test	Average % in post-test	D in Average score	D In Average%
A	46	2.19	43.8	80	3.81	76.2	1.62	32.40
B	46	2.19	43.8	60	2.86	57.2	0.67	13.40

The above table shows that the achievement of the students in pre- test and post-test. It shows that group ‘A’ obtained 2.19 average score in pre-test and 3.81 average score in post-test. Thus, while comparing between the two tests it increased 1.62 averages score and 32.40% average percentage rather than pre-test.

On the other hand, average score in group ‘B’ in pre-test was 2.19 and 2.86 in post-test respectively. It got 0.67 more average score and 13.40% average percentage in post-test than pre-test.

From the data we can draw the conclusion that group ‘A’ got better achievement than group ‘B’ in this test item. Group ‘A’ increased 19% average percentage more than group ‘B’. The result of this analysis shows that both groups have positive move but group ‘A’ got better progress than group ‘B’ because of language games.

3.3.7 Scores achieved in test item making singular.

Table No-9

Groups	Total Score in pre-test	Average score in pre-test	Average % in pre-test	Total Score in post -test	Average score in post-test	Average % in post-test	D in Average score	D In Average%
A	33	1.57	31.4	55	2.62	52.4	1.05	20.95
B	30	1.43	28.6	45	2.14	42.9	0.71	14.29

The above table shows that the achievement of the students in pre- test and post-test. It shows that group ‘A’ got 1.57 average score in pre-test and 2.62 average score in post-test. Thus, while comparing between the two tests it increased 1.05 averages score and 20.95% average percentage rather than pre-test.

On the other hand, average score in group ‘B’ in pre-test was 1.43 and 2.14 in post-test respectively. It got 0.71 more average score and 14.29% average percentage in post-test than pre-test.

Thus, this data displayed that group ‘A’ got better achievement than group ‘B’ in this test item. Group ‘A’ increased 6.67% average percentage more than group ‘B’. The result of this analysis shows that both groups have positive move but group ‘A’ got better progress than group ‘B’ because of language games.

3.3.8 Scores achieved in test item using prefixes.

Table No – 10

Groups	Total Score in pre-test	Average score in pre-test	Average % in pre-test	Total Score in post -test	Average score in post-test	Average % in post-test	D in Average score	D In Average%
A	43	2.05	41.0	78	3.71	74.3	1.67	33.33
B	44	2.10	41.9	66	3.14	62.9	1.05	20.95

From the above table it is clear that group ‘A’ obtained 2.05 and 3.71 average score in pre-test and post-test respectively. Thus, while comparing between the two tests it increased 1.67 average score and 33.33% average percentage.

On the other hand, average score of group ‘B’ in pre-test was 2.10 and post-test was 3.14 respectively. It got 1.05 more average score and 20.95% more average percentage in post-test than in pre-test.

From the data we can draw the conclusion that group ‘A’ excelled group ‘B’ in post-test as reveals the former got 33.33% average percentage but the latter only 20.95% average percentage in post-test. So, group ‘A’ progressed 12.38% average percentage more than group ‘B’.

From this, we come to know that both groups have positive response but group ‘A’ got better progress than group ‘B’ due to language games.

3.3.9 Scores achieved in test item fill in the blanks.

Table No – 11

Groups	Total Score in pre-test	Average score in pre-test	Average % in pre-test	Total Score in post -test	Average score in post-test	Average % in post-test	D in Average score	D In Average%
A	49	2.33	46.7	82	3.90	78.10	1.57	31.43
B	48	2.29	45.7	67	3.19	63.81	0.90	18.10

From the above table it is clear that group 'A' obtained 2.33 and 3.90 average score in pre-test and post-test respectively. Thus, while comparing between the two tests it increased 1.57 average score and 31.43% average percentage.

On the other hand, average score of group 'B' in pre-test was 2.29 and post-test was 3.19 respectively. It got 0.90 more average score and 18.10% average percentage more in post-test than in pre-test.

From the data we can draw the conclusion that group 'A' excelled group 'B' in post-test as reveals the former got 31.43% average percentage but the latter only 18.10% average percentage in post-test. So, group 'A' progressed 13.33% average percentage more than group 'B'.

The result of this analysis shows that both groups have positive move but group 'A' got better progress than group 'B' because of language games.

3.3.10 Scores achieved in test item changing words.

Table No – 12

Groups	Total Score in pre-test	Average score in pre-test	Average % in pre-test	Total Score in post -test	Average score in post-test	Average % in post-test	D in Average score	D In Average%
A	38	1.81	36.2	68	3.24	64.76	1.43	28.57
B	41	1.95	39.0	62	2.95	59.05	1.00	20.00

The above table displayed the achievement of the students in pre –test and post – test. It shows that group ‘A’ obtained 1.81 and 3.24 average score in pre-test and post-test respectively.

On the contrary, group ‘B’ obtained 1.95 and 2.95 average score in pre-test and post- test respectively. It reveals the fact that group ‘A’ achieved more progress in the area of vocabulary than group ‘B’ because former one got 28.57% average percentage in post-test than the later one which got only 20% average percentage more marks in post-test.

From the data we can draw the conclusion that group ‘A’ got better achievement than group ‘B’ in this test item. Group ‘A’ increased 8.57% average percentage more than group ‘B’. From this, we come to know that both groups have positive response but group ‘A’ got better progress than group ‘B’ because of language games.

After analyzing the collected data, either in holistic comparison or in group wise and item wise it was found that the average percentage was increased in greater pace in all items. Group ‘A’ got 20.9% average percentage in categorization of

words item, where as group 'B' got 10.47% average percentage difference in the same category. Likewise, group 'A' increased by 13.33% average percentage than that of group 'B' in fill in the blanks items, by 15.20% in single word item, by 17.20% in word formation item, by 12.40% in scrambled letters item, by 6.66% in making singular item, by 13.20% in matching item, by 19% in pluralization item, by 12.37% in using prefixes item and by 8.57% in changing word item. From this analysis, it is clear that group 'A' excelled group 'B' by 12.84% average percentage in holistic comparison.

Thus, as a whole the students have increased the average percentage to a great extent, which shows the better performance in vocabulary learning after the experimental group teaching. This shows that learning through games has been more effective in case of learning vocabulary.

3.4 Testing Statistical Significance

To claim the findings that teaching vocabulary through games is more effective than traditional way of teaching, it is necessary to apply a 't-test' which is the significance of the different between two means. It involves the calculation of the ratio between experimental group variance and error variance:

$$t = \frac{X1-X2}{\sqrt{\frac{S2_1}{N1} + \frac{S2_2}{N2}}}$$

Where, X1 = mean of Experimental 'A' group sample

X2 = mean of Control 'B' group sample

N1 = number of cases in Experimental group sample

N2 = number of cases in Control group sample

S2 1 = variance of Experimental group sample

S2 2 = variance of Control group sample

If t-value equals or exceeds 1.96, we may conclude that the difference between means is significant at the 0.05 level i.e. we can reject null hypothesis but it indicates that a difference in mean as large as that found between the experimental

group and control group would have been resulted from sampling error in less than 5 out of 100 replication of the experiment. This suggested 95% probability that the difference was due to the experimental group treatment rather than to sample error. Like wise, if the t-value exceeds 2.58, we may conclude that the difference between means is significant at 0.01 levels which suggested 99% probability that the difference was due to the experimental group treatment.

Now, using collected data, let to test the null hypothesis:

Group 'A'

$$N_1 = 21$$

$$X_1 = 35.62$$

$$\begin{aligned} S_2 1 &= \frac{N_1 X_1^2 - (\sum X)^2}{N_1} \\ &= \frac{21 \times 26820 - (748)^2}{(21)^2} \\ &= \frac{563220 - 559504}{441} \\ &= \frac{3716}{441} \end{aligned}$$

$$\dots S_2 1 = 8.43$$

Group B

$$N_2 = 21$$

$$X_2 = 29.19$$

$$\begin{aligned} S_2 2 &= \frac{N_2 X_2^2 - (\sum X)^2}{N_2} \\ &= \frac{21 \times 18009 - (613)^2}{441} \\ &= \frac{378189 - 375769}{441} \\ &= \frac{2420}{441} \end{aligned}$$

$$\dots S_2 2 = 5.49$$

Now,

$$\begin{aligned}t &= \frac{X_1 - X_2}{S_1^2/N_1 - S_2^2/N_2} \\&= \frac{35.62 - 29.19}{8.43/21 - 5.49/21} \\&= \frac{6.43}{0.40 - 0.26} \\&= \frac{6.43}{0.14}\end{aligned}$$

$$\dots t = 17.18$$

Since, t-value of 17.18 exceeds 2.58; the null hypothesis may be rejected at the 0.01 level of significance. If this experiment were replicated with random samples from the same population, the probability is that a difference between mean performances that observed result from sample error in fewer than 1 out of 100 replications. This test indicates rather strong evidence that the treatment (vocabulary games) make effective difference in performance in teaching vocabulary when applied to similar population. Thus, the researcher can claim that teaching vocabulary through games has been more effective than traditional way of teaching.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the main findings of this study. Looking once back at the objectives of the study; it intended to find out the effectiveness of language games in teaching vocabulary. On the basis of the analysis of the data the researcher has come on the following findings. It is also deal with some recommendations made on the basis of the major findings of the study.

4.1 Findings

After analyzing and interpreting the data explored through the written test (see Appendix – III, Appendix – IV and Appendix - V) this study has come up with the following findings:

a. Holistical

1. Group ‘A’ got 21.33 average marks in pre-test and 35.62 in post-test. Whereas group ‘B’ got 21.05 average marks in pre-test and 29.19 average marks in post-test. In this case group ‘A’ excelled group ‘B’ by 12.48% average percentage in holistic comparison.
2. Testing value has been obtained 17.18.

b. Item wise

1. To examine the student’s ability to identify the words through definition the test items ‘single words, fill in the blanks, and matching words definition’ were developed. It has been found that group ‘A’ got 15.20% average percentage more in single word,13.33% average percentage more in fill in the blanks and 13.20% average percentage more in matching words rather than group ‘B’. In term of these test items, the result shows that teaching vocabulary through games has been more effective than usual way of teaching.

2. The test items ‘word formation, making singular/plural and using prefixes’ was aimed to evaluate the examinees competence to change the words into new words by the words as required. It has been found that group ‘A’ which was taught through games secured 17.20% average percentage more, 6.66% / 19% average percentage more and 12.37% average percentage more respectively in word formation, making singular/plural and using prefixes than group ‘B’. This also point out that games technique has been more effective than usual ways of teaching.

3. The test ‘categorization of words and changing words’ were supposed to categorized or change the words according to the parts of speech. It has been found that group ‘A’ excelled group ‘B’ by 10.48% average percentage more, and 8.57% average percentage more in categorization of words and changing words respectively. This result shows that, teaching vocabulary through games has been more effective than usual way of teaching.

4. In test item ‘rearranging letters’ students were supposed to arrange the letters appropriately in order to make the meaningful words. In this case group ‘A’ excelled group ‘B’ by 12.40% average percentage more. It also indicates the effectiveness of teaching vocabulary through games.

5. The t-test also verified that independent variables or treatment (games technique) applied to group ‘A’ to teach vocabulary item bring effective difference in performance, if it is applied to similar population. Thus, the researcher can claim that teaching vocabulary through games has been more effective than traditional way of teaching.

6. Furthermore, while teaching vocabulary items indirectly or using games, students were found highly motivated so that there was active participation of all students whereas group ‘B’ seemed a bit passive. It was observed that the students of group ‘A’ had more long lasting retention than those of group ‘B’

because the former ones learnt by doing. Even though group 'A' was bitter nosier, it was busy in learning by doing, so that it could achieve better results in post-test. Therefore, it is transparent that if students are assigned to play games while teaching vocabulary items they can perform better than those who are not assigned to. So, this research reveals that teaching vocabulary through games is more effective than usual classroom technique.

4.2 Recommendations

On the basis of the findings of this study the following recommendations have been made:

1. This research shows that 'experimental group' performed relatively better in all aspect of test items rather than 'controlled group'. Thus, this language game technique should be used to teach vocabulary item in all the schools.
2. To implement this technique in primary level effectively, the teacher should be trained and provided with sufficient teaching materials.
3. The text book writers should include many games in their text book so that the teacher can present the vocabulary items by involving the students in playing games, to learn faster and to solve problems. Habit of cooperation also strengthened in the students at same time.
4. The syllabus designer and methodologists should encourage the use of games in teaching vocabulary. Even though it may be difficult to present language games for each language items in the text book and syllabus, it is inevitable to mention games in right place for vocabulary item in particular.
5. As this research was limited only to 42 students of a government school, however it can not be claimed that the findings of this study are relevant for all the schools of Nepal or they are complete in themselves. In order to test the validity of these research findings, it is desirable to carry out further research in this area involving more and more number of schools and students.

6. While teaching vocabulary through language games, teachers may face various problems. If right game is not chosen according to the level of student, they may lose their interest .So teacher must be sensitive in making class silent and interesting.

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VOCABULARIES

Clever (adj)	Live (v)	Tree (n)
Juicy (adj)	Red rose (adj)	Apple (n)
Happily (adj)	Swim (v)	Travel(v)
Hungry (adj)	Kind (adj)	Generous (adj)
Good (adj ,n)	Jealous (adj)	Ride (v)
Silly (adj)	Quickly (adv)	Farmer (n)
Post office (n)	Possible (adj)	Honest (adj)
regular (adj)	Homework (n)	Bathroom (n)
Dinner (n)	Luck (n)	Lucky (adj)
Hop (v)	Gallop (V)	Tidy (adj)
Exercise (n)	Study (v)	Knife (n)
Milk (n)	Teacher (n)	Toothpaste (n)
Always (adj)	Flower (n)	Flammable (n)
Break (v,n)	Furniture (n)	Paste (v)
Moon (n)	Friendship (n)	Partner
Death	Class (n)	Gift
Blossom	Bull (n)	Cycle (n)
Fight (v)	Cheetah (n)	Teach (v)
Wood (n)	Driver (n)	Sleep (v)
Carpenter (n)	Bounce (v)	High (adj)

APPENDIX – I
TEST ITEM

NAME: -Roll no..... Full marks: 50

A) Categorize the following words according to parts of speech: 5

Example: Noun- pokhara,

laugh, teacher, clever, they, book, pokhara, silly, quickly, ride, long, I, always, she, play, jealous

Noun	Pronoun	Verb	Adjective	Adverb

B) Match the following words in column ‘A’ with the words in column ‘B’ which have similar meaning. 5

Column ‘A’

- i) Gift
- ii) Flower
- iii) Partner
- iv) Death
- v) Class

Column ‘B’

- i) Demise
- ii) Present
- iii) Lesson
- iv) Blossom
- v) Friend

C) Find a single word from each of the following definition. 5

- i. A person works at a field
- ii. A person teaches students
- iii. A person drives car
- iv. A person flies an aero plane
- v. A person makes furniture

D) Rearrange the given scrambled letters and form meaningful words. 5

rubsh	scoolh	hemorkwo	eleps
.....
tudsy	astfbeakr	dnnier	
.....	
lyap	erxcise	leivteions	
.....	

E) Construct ten compound words using the given word group. 5

Example: Black + board = Blackboard

bed, moon, paste, fight, tooth, wood, light, cycle, pecker, friend, bath, bull, room, ship, room, break, motor, work, fast, home

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

F) Change the following words singular into plural, plural into single. 5+5=10

- | | |
|-------------------|------------------|
| i. Mango | i. Milk |
| ii. Chair | ii. Knives |
| iii. Carrot | iii. Eggs |
| iv. Apple | iv. Boxes |
| v. Foot | v. Potatoes..... |

G) Make opposite words by using prefixes (un,im,dis,ir,in) 5

- | | | |
|-------------------|-------------------|--------------------|
| i. Happy | ii. Honest | iii. Correct |
| iv. Regular | v. Possible | |

H) Fill in the blanks with their action words: (swim, jump, hope, fly, gallop) 5

- i. A horse ii. A bird iii. A fish.....
iv. A Cheetah v. A frog.....

I) Change the following words indicated in the bracket. 5

- i. Quick (ads)..... ii. Ram (Pro)
iii. Juice (adj)..... iv. Friend (n)..... v. Throw (past)

.....

BEST OF LUCK

APPENDIX - II

LESSON PLAN -1

Date: 2069/02/21

Subject: Step by Step English

Grade: IV

Unit: 1

No. of students: 42

Teaching items: Passage (story)

Time: 45 min

Objectives: at the end of this lesson students will be able to:

- i) understand the gist of the story
- ii) Categories the following words based on parts of speech from the passage.
clever, laugh, book, play, run, kind, silly, small, quickly, I, they etc.

Teaching materials: Daily used materials.

Group 'B'

Teaching activities: At first student teacher will write different words on the board from the passage and will asked his student to read passage clearly and silently. Then the student teacher will make student familiar with part of speech (noun, verb, pronoun) etc. and will asked to categories the words written on the board. Student teacher will help students where necessary and homework will be assigned.

Group 'A'

Vocabulary Game: "Parts of speech Bingo"

Teaching activities: In this game student teacher will asked his students to draw six square of paper and choose any headings (noun, verb, pronoun, adjective etc.) and asked them to write one heading in each square. Then the student teacher will calls out the words and asked his student to write them in correct boxes. The first student to fill their boxes shouts "BINGO" and will calls the word back to the teacher to check. The winning team will be awarded with chocolets.

Vocabulary words:

clever, laugh, book, play, pokhara, ride, good, they, silly, small,
long, throw, quickly, go, hair, bicycle, it, jealous, kind,
strongly, best, he, she, teacher,

LESSON PLAN -7

Teaching items: Reading passage (daily schedule) Date: 2069/02/31

Unit: 2

Times: 45 min

Objectives: at the end of this passage students will be able to:

- i) Make daily routine.
- ii) Rearrange the letters.

Teaching materials: Daily used materials.

Group ‘B’

Teaching activities: At first student teacher will asked his students what time do you get up? to motivate them. Then the teacher will write some words from the passage on the board and asked his student to read the passage clearly. After that the student teacher will make his students familiar about the words on the board. Then the teacher again will write some words and asked his students to arrange the letters to make suitable words. E.g.: tudys (study), rubsh (brush), unchl (lunch) etc. Finally necessary homework will be assigned.

Group ‘A’

Vocabulary Game: “Hang man”

Teaching activities: In this game in teaching vocabulary the student teacher will write a word on the board by one dash for each letter c o f f e e (coffee). Then the student teacher will asked his student to spell the letters (usually vowels first) If the letter does not belong the word, the teacher will write letter on the board and draw of hangman’s gallows. The students will have to guess the words before a man gets hanged e.g.:

B _ _ _ _ (rubsh)

L _ _ _ _ (unchl)

S _ _ _ _ (tudsy)

Vocabulary words:

Brush, Lunch, Study, Homework, Breakfast, Play, Television, Sleep, Exercise, Dinner, School etc.
--

LESSON PLAN -13

Teaching items: Singular/Plural

Date: 2069/03/10

Unit: 3

Time: 45 min

Objectives: at the end of this topic students will be able to:

- i) Write 10/10 Singular/Plural words.
- ii) Change Singular words to plural words.

Teaching materials: Daily used materials, words cards.

Group 'B'

Teaching activities: At first student teacher will motivate his /her student asking some Singular/Plural words. Then student teacher will make his students familiar with singular noun and plural noun. Then the teacher will write some words on the board from the passage and asked them to make singular to plural and plural to singular. The teacher will help students where necessary. Finally necessary home work will be assigned.

Group 'A'

Vocabulary Game: "Half a Crossword"

Teaching activities: Student teacher will divide the class in halves; distribute singular words to one group and plural words to other group. Then the teacher will ask his students to stand up with the same slip of singular and plural words e.g.: apple-apples after spelling the words. Then the student with a slip 'apple' stands up. After that the teacher will asked his students to stand in other group with the plural slip 'apples'. Then the teacher asked whole class to spell both words. Then the student teacher will asked another student to find another plural words.

Vocabulary words:

Eg: Mango apple carrot, potato, box, knife, milk, egg, foot, chair etc.

Mangoes, apples, carrots, potatoes, boxes, knives, milk, feet, chairs etc.

APPENDIX – III

HOLISTIC TABLES OF PRE-TEST AND POST-TEST RESULTS

1. The Result of pre-test and post-test of Group ‘A’ (Experimental Group)

R.N.	Pre-test	Post -test	X2of Post-test	D	D%
1	25	42	1764	17	34
3	24	39	1521	15	30
5	26	38	1444	12	24
7	22	39	1521	17	34
9	19	36	1296	17	34
11	21	35	1225	14	28
13	22	35	1225	13	26
15	19	33	1089	14	28
17	21	35	1225	14	28
19	23	38	1444	15	30
21	23	38	1444	15	30
23	20	36	1296	16	32
25	24	37	1369	13	26
27	18	31	961	13	26
29	19	32	1024	13	26
31	20	33	1089	13	26
33	22	39	1521	17	34
35	16	31	961	15	30
37	22	33	1089	11	22
39	22	34	1156	12	24
41	20	34	1156	14	28
	448	x=748	x ² =26820	300	600
	21.33	35.62		14.29	28.57

2. The Result of pre-test and post-test of Group 'B' (Control Group)

R.N.	Pre-test	Post -test	X2of Post-test	D	D%
2	25	36	1296	11	22
4	24	31	961	7	14
6	22	29	841	7	14
8	22	28	784	6	12
10	23	30	900	7	14
12	21	29	841	8	16
14	18	27	729	9	18
16	21	30	900	9	18
18	21	27	729	6	12
20	20	29	841	9	18
22	25	31	961	6	12
24	21	30	900	9	18
26	20	29	841	9	18
28	23	30	900	7	14
30	23	29	841	6	12
32	22	31	961	9	18
34	17	27	729	10	20
36	18	28	784	10	20
38	20	29	841	9	18
40	17	23	529	6	12
42	19	30	900	11	22
	442	x=613	x ² =18009	171	342
	21.05	29.19		8.14	16.29

APPENDIX – IV

ITEM WISE TABLES OF PRE AND POST TEST RESULTS

1. The result in Categorization of Words items

Full Marks: 5

Group 'A'

R.N.	Pre-test	Post -test	D	D%
1	3	5	2	40
3	3	4	1	20
5	4	4	0	0
7	3	4	1	20
9	2	3	1	20
11	2	3	1	20
13	3	3	0	0
15	2	3	1	20
17	2	3	1	20
19	3	4	1	20
21	3	5	2	40
23	2	4	2	40
25	3	4	1	20
27	2	3	1	20
29	3	4	1	20
31	3	4	1	20
33	2	3	1	20
35	2	3	1	20
37	2	3	1	20
39	2	3	1	20
41	2	3	1	20
Total Marks	53	75	22	440
Average Marks	2.52	3.57	1.05	20.95

Group 'B'

Roll No	Pre-test	Post -test	D	D%
2	3	4	1	20
4	2	3	1	20
6	3	3	0	0
8	2	3	1	20
10	3	3	0	0
12	2	3	1	20
14	2	3	1	20
16	2	2	0	0
18	2	2	0	0
20	3	3	0	0
22	4	4	0	0
24	3	4	1	20
26	3	4	1	20
28	4	4	0	0
30	3	3	0	0
32	3	4	1	20
34	2	2	0	0
36	2	3	1	20
38	2	3	1	20
40	2	2	0	0
42	2	3	1	20
Total Marks	54	65	11	220
Average marks	2.57	3.10	0.52	10.48

3. The result in Single word item.

Full Marks: 5

Group 'A'

Roll No	Pre-test	Post -test	D	D%
1	2	4	2	40
3	2	4	2	40
5	2	4	2	40
7	2	3	1	20
9	1	3	2	40
11	2	3	1	20
13	3	4	1	20
15	3	4	1	20
17	2	4	2	40
19	2	4	2	40
21	1	3	2	40
23	2	4	2	40
25	2	4	2	40
27	3	4	1	20
29	2	3	1	20
31	1	3	2	40
33	1	3	2	40
35	2	3	1	20
37	2	3	1	20
39	3	4	1	20
41	1	3	2	40
Total Marks	41	74	33	660
Average Marks	1.95	3.52	1.57	31.43

Group 'B'

Roll No	Pre-test	Post -test	D	D%
2	2	3	1	20
4	2	3	1	20
6	2	3	1	20
8	2	3	1	20
10	1	2	1	20
12	1	2	1	20
14	1	2	1	20
16	2	3	1	20
18	2	2	0	0
20	2	3	1	20
22	1	2	1	20
24	3	3	0	0
26	1	2	1	20
28	3	3	0	0
30	2	3	1	20
32	2	3	1	20
34	1	2	1	20
36	2	3	1	20
38	2	3	1	20
40	1	2	1	20
42	2	2	0	0
Total Marks	37	54	17	340
Average Marks	1.76	2.57	0.81	16.19

4. The result in Scrambled Letters item.

Full Marks: 5

Group 'A'

Roll No	Pre-test	Post -test	D	D%
1	2	4	2	40
3	2	3	1	20
5	2	3	1	20
7	2	4	2	40
9	2	4	2	40
11	2	3	1	20
13	2	3	1	20
15	1	3	2	40
17	2	3	1	20
19	2	3	1	20
21	3	4	1	20
23	2	3	1	20
25	2	3	1	20
27	2	3	1	20
29	1	3	2	40
31	2	3	1	20
33	2	4	2	40
35	1	3	2	40
37	3	4	1	20
39	2	3	1	20
41	2	3	1	20
Total Marks	41	69	28	560
Average Marks	1.95	3.29	1.33	26.67

Group 'B'

Roll No	Pre-test	Post -test	D	D%
2	2	3	1	20
4	2	3	1	20
6	1	2	1	20
8	2	2	0	0
10	2	3	1	20
12	3	3	0	0
14	2	3	1	20
16	2	3	1	20
18	2	3	1	20
20	1	2	1	20
22	2	3	1	20
24	3	3	0	0
26	2	2	0	0
28	2	2	0	0
30	2	3	1	20
32	2	3	1	20
34	2	3	1	20
36	2	3	1	20
38	3	4	1	20
40	2	2	0	0
42	2	3	1	20
Total Marks	43	58	15	300
Average Marks	2.05	2.76	0.71	14.29

6. The result in Making Plural items

Full Marks: 5

Group 'A'

Roll No	Pre-test	Post -test	D	D%
1	3	4	1	20
3	3	4	1	20
5	2	4	2	40
7	2	4	2	40
9	2	3	1	20
11	3	5	2	40
13	2	4	2	40
15	2	4	2	40
17	3	5	2	40
19	2	4	2	40
21	2	4	2	40
23	2	4	2	40
25	2	3	1	20
27	2	3	1	20
29	2	3	1	20
31	2	4	2	40
33	2	4	2	40
35	2	3	1	20
37	2	3	1	20
39	2	4	2	40
41	2	4	2	40
Total Marks	46	80	34	680
Average Marks	2.19	3.81	1.62	32.38

Group 'B'

Roll No	Pre-test	Post -test	D	D%
2	3	4	1	20
4	3	3	0	0
6	2	3	1	20
8	2	3	1	20
10	3	3	0	0
12	3	3	0	0
14	2	2	0	0
16	3	4	1	20
18	3	3	0	0
20	2	3	1	20
22	3	4	1	20
24	2	3	1	20
26	2	3	1	20
28	2	3	1	20
30	2	3	1	20
32	2	2	0	0
34	2	3	1	20
36	1	2	1	20
38	2	2	0	0
40	1	2	1	20
42	1	2	1	20
Total Marks	46	60	14	280
Average Marks	2.19	2.86	0.67	13.33

8. The result in Using Prefix

Full Marks: 5

Group 'A'

Roll No	Pre-test	Post -test	D	D%
1	2	4	2	40
3	2	4	2	40
5	3	4	1	20
7	2	4	2	40
9	2	4	2	40
11	1	3	2	40
13	1	3	2	40
15	2	3	1	20
17	3	4	1	20
19	2	4	2	40
21	2	4	2	40
23	2	4	2	40
25	3	5	2	40
27	1	3	2	40
29	1	3	2	40
31	2	3	1	20
33	3	4	1	20
35	1	3	2	40
37	2	3	1	20
39	3	4	1	20
41	3	5	2	40
Total Marks	43	78	35	700
Average Marks	2.05	3.71	1.67	33.33

Group 'B'

Roll No	Pre-test	Post -test	D	D%
2	3	4	1	20
4	2	3	1	20
6	2	3	1	20
8	3	3	0	0
10	2	3	1	20
12	2	3	1	20
14	1	2	1	20
16	3	4	1	20
18	2	3	1	20
20	2	3	1	20
22	3	4	1	20
24	1	3	2	40
26	2	3	1	20
28	2	3	1	20
30	1	3	2	40
32	1	3	2	40
34	2	4	2	40
36	2	3	1	20
38	2	3	1	20
40	3	3	0	0
42	3	3	0	0
Total Marks	44	66	22	440
Average Marks	2.10	3.14	1.05	20.95

9. The result in Fill in the Blanks

Full Marks: 5

Group 'A'

Roll No	Pre-test	Post -test	D	D%
1	3	5	2	40
3	3	5	2	40
5	2	4	2	40
7	3	5	2	40
9	2	4	2	40
11	2	4	2	40
13	3	5	2	40
15	2	3	1	20
17	2	3	1	20
19	2	3	1	20
21	3	4	1	20
23	2	3	1	20
25	2	3	1	20
27	2	4	2	40
29	3	4	1	20
31	2	3	1	20
33	2	4	2	40
35	2	3	1	20
37	3	5	2	40
39	2	4	2	40
41	2	4	2	40
Total Marks	49	82	33	660
Average Marks	2.33	3.90	1.57	31.43

Group 'B'

Roll No	Pre-test	Post -test	D	D%
2	3	4	1	20
4	3	4	1	20
6	2	3	1	20
8	3	3	0	0
10	2	3	1	20
12	2	3	1	20
14	3	3	0	0
16	2	4	2	40
18	2	3	1	20
20	2	3	1	20
22	3	3	0	0
24	2	3	1	20
26	2	3	1	20
28	2	3	1	20
30	3	3	0	0
32	2	3	1	20
34	2	3	1	20
36	3	4	1	20
38	2	3	1	20
40	1	3	2	40
42	2	3	1	20
Total Marks	48	67	19	380
Average Marks	2.29	3.19	0.90	18.10