

**THE EFFECTIVENESS OF GAMES IN TEACHING
VOCABULARY**

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

**Submitted by
Sita Regmi**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2013**

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**Date of Approval of the Thesis
Proposal: 2068-4-16
Date of Submission: 13/03/2013**

DECLARATION

I hereby declare 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: 12/03/2013

.....

Sita Regmi

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Sita Regmi** has prepared this thesis entitled "**Effectiveness of Teaching Vocabulary Through Games in Class Six** " under my guidance and supervision.

I recommend this thesis for acceptance.

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DEDICATION

Dedicated to

*My respective guru & my husband Gyaneshwor Adhikari without whom I
would not be in the position where I am now.*

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my thesis supervisor **Mrs. Saraswati Dawadi**, who guided me throughout the study. Her patience, enthusiasm, co-operation, suggestions and keen interest in this study are ever memorable.

Similarly, I am grateful to **Dr. Anjana Bhattarai**, Head, Department of English Education, T.U., Kirtipur for her encouragement, valuable suggestions and co-operation to accomplish this work.

I would also like to express my sincere gratitude to **Prof. Dr. Chandreshwor Mishra, Prof. Dr. Govind Raj Bhattarai** and **Prof. Dr. Tirth Raj Khaniya** for their kind help invaluable suggestions and regular inspiration.

Likewise, I would like to extend my sincere gratitude to **Dr Bal Mukunda Bhandari, Mr. Vishnu Singh Rai, Mr. Prem Phyak, Ms. Hema Rawal** and other lecturers and staff of the department for showing keen interest and giving constructive suggestions throughout the research work.

I am extremely thankful to **Mr. ShreeKumar Rayamaji** the Principal of Balkumari Secondary School, Kirtipur, Kathmandu. I am also thankful to all the teachers of the school and especially to the students of grade six for their kind help and co-operation in carrying out the research and in the collection of the data for the study.

Furthermore, I am equally thankful to my brother **Prof. Dr. Rameshwar Adhikari**, husband **Gyneshwor Adhikari**, my son **Gaurv Ahikari**, my sister-in-law **Sarswati Adhikari** and friend **Anju Chimariya** for their love and kind help in this work. I am also thankful to all my friends and well wishers who directly and indirectly helped me in the completion of this work.

Sita Regmi

ABSTRACT

This thesis attempts to find out the effectiveness of games in teaching vocabulary. To carry out this research, twenty two students of grade six from Balkumari Secondary School, Kritipur, Kathmandu, were selected as sample. A test consisting of seven different test items was the main tool for data collection. A pre-test was given before starting the experiment which helped to determine the proficiency of the students. Then, they were divided into two groups on the basis of the odd-even, even -odd roll number according to the individual scores obtained in the pre-test. After dividing them into two groups, both groups were taught the same vocabularies using different materials. Group 'A' was taught using games and the definitions and explanations were used for teaching vocabulary in group 'B'. After teaching for one month, a post-test (the same pre-test as used in) was given. Then, the result of the both pre-test and post-test were compared to determine the effectiveness of games. The main finding of this study is that use of games in teaching vocabulary is more effective than teaching without using games

This thesis is divided into four chapters. Each chapter is divided into different sub- chapters. The first chapter deals with general background of the study, review of related literature, objectives of the study and significance of the study. The second chapter deals with the methodology, data collection procedure and limitations of the study. Twenty two students of grade were divided into two groups, an experimental group and a controlled group respectively. The former group was taught vocabulary by using games technique while the latter was taught with as usual classroom technique i.e. definitions and explanations. The same set of test items was used to collect the data in both pre and post test. The third chapter deals with analysis and interpretation of data. Chapter four includes the findings and recommendations. With the help of analysis and interpretation, some findings have been drawn and then some recommendations have been made.

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LIST OF SYMBOLS AND ABBREVIATIONS

AD	Anno Domini
Ant.	Antonyms
Av.	Average
B.S.	Bikram Sambat
D%	Difference between the scores of the pre-test and pos-test in percentage
D.	Difference between the scores of the pre-test and post-test
e.g.	Exempligratia
ELT	English language Teaching
et al.	and other people
etc.	et cetra
F.M	Full score
i.e.	that is
LP. No.	Lesson Plan Number
M.Ed.	Master in Edcuation
NEC	National Education Commission
NELTA	Nepal English Language Teachers Association
NP	Noun Phrase
Post-t	Post-test
pre-t	Pre-test
R. N.	Roll Number
SAARC	South Asian Association for Regional Co-Operation
SC	Score
sth	Something
syn	Synonym
T.S.C	Total Score
T.U	Tribhuvan University
UN	United Nations