

EFFECTIVENESS OF TEACHING VOCABULARY THROUGH GAMES

**A Thesis Submitted to the Department of English
In partial Fulfillment of the Master of Education in English**

**Submitted by
Chandra Kala Khatiwada**

**Faculty of Education
Tribhuvan University
Sukuna Multiple Campus, Morang, Nepal
2013**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Chandra Kala Khatiwada** has prepared the thesis entitled "Effectiveness of Teaching Vocabulary through Games" under my guidance and supervision.

I recommend this thesis for acceptance.

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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.

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Chandra Kala Khatiwada

DEDICATION

Dedicated

To my parents and teachers

ACKNOWLEDGEMENTS

It is my great pleasure that the present research work has come into existence due to the unforgettable encouragements invaluable advice and suggestions from my respected Gurus of Faculty of department of English, Sukuna Multiple Campus, Morang.

Initially, I would like to express my sincere gratitude to my thesis guide, Mr. **Basudev Dahal**, Teaching Assistant, Department of English, Sukuna Multiple campus, Indrapur, Morang, for his invaluable inputs, constructive suggestions, useful comments and continuous feedback from the very beginning of the preparation of this thesis. It is sure that without his inputs and feedback, it would not be possible to bring this thesis in this final form. I am heavily indebted to him for providing me with his whole hearted co-operation, extremely useful suggestions, comprehensive guidance and meticulous supervisions throughout this research work.

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My special thanks go to my all respondents who provided valuable data and all my respected family members who helped me to carry out this research study.

Chandra Kala Khatiwada

ABSTRACT

This thesis is an attempt to find out the effectiveness of teaching vocabulary through games for primary level. It was carried out practically and comparatively. Forty students studying in grade nine from a private school "Shree Martyrs Memorial English Boarding School, Biratnagar, was the sample population for this work. The students were pre-tested to determine their proficiency level. They were divided in two groups on the basis of odd-even ranking of performance of the pre-test. After dividing them into two groups, one group was taught by using game technique but another one usual technique. After having completed the teaching after twenty classes, the post test was undertaken using the same pre-test items. After that, the results of both pre-test were compared to determine the effectiveness of the two techniques.

This thesis contains four chapters. The first deals with general background of the study, review of the related literature, objectives of the study, and significance of the study. The second chapter includes the research methodology, data procedures and limitations of the study. The third chapter deals with analysis and interpretation of data which has been done on the basis of the differences between the average score in percentage of each group in pre-test and post-test. The group with higher increment in percentage has been considered better. Furthermore, t-test is used to test the statistical significance. Chapter four includes the findings and recommendations with the help of analysis and interpretations of data which reveals the fact that the group taught by focusing on game technique performed significantly better than usual way of teaching. Final part of the thesis entails references and appendices.

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ABBREVIATION AND SYMBOLS

Adj.	:	Adjective
Adv.	:	Adverb
Ant.	:	Antonyms
Asst.	:	Assistant
Av.	:	Average
D	:	Difference between the scores of pre-test and post test. The difference is for increase in marks and negative difference refers to the decrease in marks.
D%	:	Difference between the scores of pre-test and post-test in percentage
Dr.	:	Doctor
e.g.	:	For Example
ELT	:	English Language Teaching
et.al	:	and other people
etc.	:	Etcetera
F.B.	:	Fill in the blanks
Gr.	:	Group
i.e.	:	That is
L.P. No.	:	Lesson Plan Number
No.	:	Number
P.	:	Percent
R. N.	:	Roll Number
Sc	:	score
Syn.	:	Synonym
T.	:	Test

CHAPTER-ONE

INTRODUCTION

This study is about the 'Effectiveness of Teaching Vocabulary through Games for Primary Level'. Introduction consists of general background, defining vocabulary, types of vocabulary, aspect of vocabulary, importance of teaching vocabulary, effectiveness of teaching vocabulary, advantages of games in teaching vocabulary, aims of games in teaching vocabulary, games in presenting the meaning of new vocabulary item, review of related literature, objective of the study, significance of the study.

1.1 General Background

Language is species specific and species uniform possession of human beings. It is the most advanced and powerful means of human communication. The vast knowledge in different fields of human activity is accumulated and stored by the use of language. It is the universal medium to express thoughts, feelings, ideas, and emotions. Most of the activities of the world are carried out through language such as transmitting human civilization, literature, political, and diplomatic activities and human achievements.

Chomsky (2002, p.2) has the view about language that, "the topic of language is particular state, of human brains which seeks to unearth the nature and properties of linguistic states, their development and variety and their basis in innate biological endowment. This embodiment helps to determine the close approximate among humans over a broad range." Likewise Wardhaugh (1998, p.1) says language is "What the members of a particular society speak." According to Sapir (1978, p.8), "Language is purely human and no-extinctive method o communicative ideas, emotions and desires by means of a system of voluntarily produced symbols". In the Encyclopedia of Britannica (Vol. 13:696), language is defined as "A system of conventional, spoken and written

symbol by means of which human being, as a members of a social group and participants in a culture, interact and communicate". According to Richards and Rodgers (1999, p. 169) mentioned that "Language is the system of communication which consist of the structural arrangement of the sounds into larger units like, morpheme, words, sentences, and utterances".

From the above definitions of language, it is widely accepted that language is a complex human phenomenon and its main function is to communicate. On the other hand, language is the means of communication, used by human beings to communicate thought and feelings. It is the system of human communication by means of structured arrangement of sounds to form larger units, e.g. morphemes, words, sentences. Language learning is learning of communication, in which all aspects of communicative competence should be noted. It is a complex system consisting at least six components: Phonology, Morphology, Syntax, Lexicon, Speech acts and Discourse. Language is purely voluntarily and structurally complex. It is unique and creative. Language is the expression of human personality. It is a form of social behavior that enables the individual to co-operate with others in a group. In the present age of globalization, the knowledge known, found, gained, discovered, and verified needs to be accessible to every person living in any corner of the world. So, it is essential for an individual to get mastery over any language to survive in the society. The major function of language is to communicate. On the one hand, language is a distinctive property of human beings.

On the other hand, there are so many languages being spoken all over the world. Furthermore, some languages are no more in spoken existence but in written forms only. All the languages are used to exchange the ideas. So, from this angle, they all are equally important. In this sense, some languages are official, standard, national and non-standard languages where as other are international languages from so called functional point of view. It is obviously observed that English language has been most significant one in 21st century of competitive world. Due to the invention of science and technology, at present

world, for the communicative purpose, English has become the lingua-franca. The computer language is enshrined in English as it is the global language. Likewise, English is one of the five official languages of the UNO which plays vital role in international communication. Indeed English is supposed to be the passport to travel the whole world and thus has become an indispensable and excellent vehicle for the transmission of modern civilization in any part of the world.

1.1.1 Defining Vocabulary

Language is made up of vocabulary items and grammar rules. Vocabulary is the vital 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. The more vocabulary items we have, the more we can express the ideas in different fields. Vocabulary items have a great important role in any language.

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 in various writers. According to Richards et al. (1985, p. 307) "Vocabulary refers to a set of lexemes, including single words, compound words and idioms." Similarly, Harmer (1991, p.133) writes that "If language structures make up the skeleton of language then it is vocabulary functions as the vital organs and flesh."

Similarly, Wilkins (1972, p. 111) writes that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Thus, vocabulary is the most important aspect of language. Vocabulary is a tool and medium of exchanging ideas, thoughts and feelings. Without command over vocabulary, we cannot express our ideas and thoughts. It is the basic building block of language.

1.1.2 Types of Vocabulary

Vocabulary can be classified on the basis of different criteria. Regarding the classifications of vocabulary, Harmer (1991, p.159) 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."(p.160) Harmer (ibid) further says, "Passive vocabulary refers to the words which the students recognize when they occur in context but which they will probably not to be able to produce." Likewise, Richards et al. (1985, p 61) divide words into two classes: content and function words. They further define content words as "The words which refer to thing, quality, state or action and which have meaning in isolation." (P.63) it shows that content words exist alone in a sentence. According to Richards et al. (ibid), "The words which have little meaning on their own, but show grammatical relationship in between sentences is known as function words."

On the basis of types of meaning, Harmer (1991, p.133) classified vocabulary into two categories: concrete and abstract. If a word refers to an object with a concrete shape, it is called concrete vocabulary e.g. table, chair etc. If it signifies something which has not definite shape, size or measurement and is entirely dependent on your personal imagination, it is called abstract vocabulary e. g. love, beauty.

The Oxford Advanced Learners Dictionary (2000, p. 1447) defines vocabulary in different ways as:

1. All words that a person knows or uses and under it, two categories can be found- active and passive vocabulary.
2. All the words in a particular language.
3. The words that people use when they are talking.
4. List of the words with their meanings.

From these definitions, we can infer that 'vocabulary is the list of words'. The word but cannot be infringed in any limitation. Defining vocabulary Varghese says, "Word used in a language constitutes vocabulary (as cited in Larsen Freeman p.156)".

In conclusion, we can categorize vocabulary items from different perspective as follows:

a. Structural Classification

Harmer states that the vocabulary of language is made up of root word or simple derived words, compound words, phrases and idioms. Simple words are mono-morphemic words, i.e. these words have single morpheme, pen, book, pot etc.

Derived words are those words which are made up of adding some bits of language to root. These bits are called prefix, suffix, infix and suffix.

Compound words are also called composite words. They are composed of two roots, eg.- cow and boy= cowboy, black and board=blackboard.

Idioms refer to a sequence of words, which is semantically and often syntactically restricted, so that they function as a single unit. From semantic point of view, the meaning of individual words cannot be summed to produce the meaning of the 'idiomatic' expression as a whole. For instance, the idiom 'kick the bucket' means 'to die' so it gives meaning as a unit. If we try to get meaning of separate words, we get different meanings. In this sense, an idiom can be regarded as a lexical item.

Active and Passive Vocabulary

On the basis of Harmer (ibid), active and passive, vocabularies are also called production and recognition vocabularies respectively. Production vocabulary is used in speech and writing whereas recognition vocabulary is understood when it appears in text or speech. Thus, people have a large number of passive

vocabularies. We get problems to express our ideas if we lack active vocabularies. Thus 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 and passive vocabulary refers to the words which the students recognize when they occur in context but which they will probably not to be produce.

b. Content Words and Function Word

Content words are words which refers to a thing, quality, state or action and which have meaning in isolation are known as content and the words which have little meaning on their own, but to show grammatical relationship in between sentences are known as function words. Content words are also called lexical words or full words or picture words. Function words are mainly connection, prepositions, articles, etc. Function words are also called grammatical words or structural words.

1.1.3 Aspects of Vocabulary

While learning words, we must know all aspects of words i.e. word meaning, word use, word formation 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. It is the basic unit of language. Learning a word means learning different aspect of words. Regarding the aspect of vocabulary, Harmer (1991, p.158) says, "Knowing the new words means for more than just understanding its meaning." Harmer (1991, p.160) emphasizes on the four aspect of vocabulary which are mentioned below

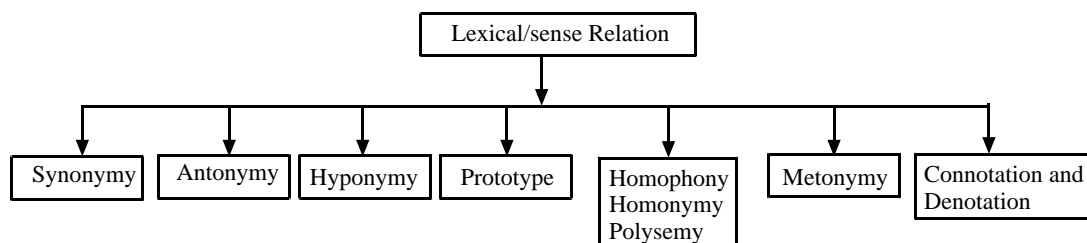
a. Word Meaning

Vocabulary items frequently have more than one meaning. The meaning of words varies as it is used in different context. For example: the word 'book'

refers to something that you read from. But if we use it to the connection to the phrases like ‘book a ticket’, ‘open your book’, etc. varies each other in their meanings. They provide different meaning because they are used in different context. So, we can not decipher the meaning of a word in isolation. It needs the context which it is used. The other way to understand the meaning is sense relation. Sometimes words have in relation to other words. For example, the word animal is used to any one of the number of things. For example, tiger elephant, monkey, cow etc.

Most of the words do not only contain single meaning. 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 a 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 intuition' but if a man on a boat says, "I'm going to the bank", it is vivid that it refers to coastal area of a river. Thus to know the meaning of words, we have to know the context which it is used and by looking its relation to other words.

Next significance aspect of word meaning is sense relation. Sense relationship refers to the various ways in which the meanings of words may be related. The relationship might be similarity of meaning in which case it is called synonymy, or it might be opposite meaning in which case it is called antonyms, and so on. There are various such relationships. 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 be inappropriate in different contexts. For example, ‘tall’ is used to express the height of a person but ‘high’ is used to express the height of mountains.

‘Antonymy’

The term ‘antonymy’ refers to the ‘oppositeness of meaning’. A word which is opposite in meaning to another word is called an antonym. So, antonymy is the sense relationship involving oppositeness of meaning. Two words having opposite meanings are called antonyms. For example; ‘big’ and ‘small’, ‘buy’ and ‘sell’, ‘black’ and ‘white’, ‘long’ and ‘short’ etc. “Antonymy is often thought of as opposite of synonymy, but the status of the two are very different. For languages have no real need of true synonyms, and it is doubtful whether any true synonymy exists. But antonymy is regular and very natural feature of language and can be defined fairly precisely.” (Palmer, 1996) quoted in (Rai, 2001, p.39).

Antonyms can be divided into two types: gradable, non-gradable. Gradable antonymy is seen in terms of degrees of quality involved. In other words, a gradable pair does not necessarily imply the other; e.g. if one says ‘that man is not old’ it doesn’t mean that ‘the man is young’. All the gradable antonyms are graded. Thus gradable antonymy refers to the relation between such pairs of words as ‘big’ and ‘small’, ‘good’ and ‘bad’, ‘long’ and ‘short’, ‘young’ and

'old', etc are the gradable examples of gradable antonyms. Non-gradable antonyms are also called 'complementarity' which refers to the relation between such a pairs of words as 'male' and 'female', 'dead' and 'alive', 'single' and 'married', etc. Those meanings are mutually exclusive: truth of one implies the falsity of other. What is *dead* is thereby not alive and vice versa. Thus, the presence implies another's absence; this is also called *binary opposites*.

'Hyponymy'

'Hyponymy' refers to inclusion or classification. It is the relationship between two words in which the meaning of the words includes the meaning of the other words, Thus, hyponymy' is the relationship which obtains between specific and general lexical items. For example, a 'cat' is a hyponym of animal. Here, the former is included in the latter (i.e. first is a hyponym of the latter).

'Prototypes'

According to Yule (1983, p. 120) defines prototype 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.

'Homonymy'

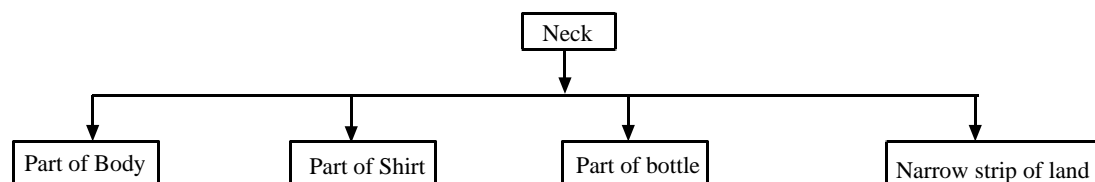
'Homonymy' is the sense relationship between two or more words which are written and pronounced in the same way but which have different meaning. Thus, words having the same spelling and pronunciation but different meanings are called homonyms. According to Lyons (2009, p. 146), "Homonyms are said to be different words (i.e. lexemes) with the same form." Similarly, Yule (1985, p. 121) defines, "Homonyms are the words having quite separate meanings but which has accidentally come to have exactly the same form." For example, the words 'bank' (financial institution) and 'bank' (side of a river) are homonyms.

‘Homophony’

‘Homophony’ is the relationship between two or more words with different spellings and meanings but which are pronounced identically are called homophone. Homophony is used to describe the relationship among words in language. Yule (1985, p. 120) says homophony, "is the term in which two or more different words have the same pronunciation but different written form and meanings." Thus, homophones are words having the same sound but different origin, meaning and spelling, for example; two-too, bear-bare, son-sun, hare-hair etc

‘Polysemy’

Polysemy is another aspect of sense relation in words. Yule (1985, p. 121) defines, "polysemy is a form (written or spoken) having multiple meanings which are all related by extension." Similarly, Lyons (2009, p. 146) defines, "polysemy is a property of single lexemes having multiple meaning." He presents the example of the word 'neck' with the several meanings as:



(Source: Lyons, 1985, p. 121)

Thus polysemy is the sense relationship of a single word with the same spelling and pronunciation but two or more related meaning. It refers to the fact that one word may have several meanings. That’s why polysemy is the phenomena of the same word having different related meanings by extension. For example, the word ‘head’ mainly means ‘the top part of the body’ but its meaning is also extended to include the meaning like ‘top of an office’, ‘top of a beer’ and ‘main person of the family’.

‘Metonymy’

Metonymy is a different type of relationship between words based on connection in everyday experience. Yule (1985, p. 122) says, "Metonymy is based 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 all are the example of metonymy.

‘Connotation’ and’ Denotation’

Connotation is a term 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 words like father or home generally have favorable association for most people; they may have unfavorable associations for someone who had a very unhappy home life. Denotation of a word refers to the conceptual meaning of that word: the most central part of the meaning of a word that is related to objects and things in the world.

‘Word Use’

Next important aspect of learning vocabulary is a word use. Words are used in context to refer a particular meaning. They are used in some context, but not in isolation. They vary according to their nature use. The meaning of words word can be changed, stretched or limited by how it is used Word meaning is stretched through the use of metaphor and idiom. Similarly, the word meaning may vary in its meaning in different style and register where it is used. also governed by collocation, style and register. So, we need to recognize metaphorical language. The meaning of a word can be frequently extended and stretched 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 another thing 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 else by the use of function word, such as 'like' or 'as' for example, 'my hands are as cold as ice' means that my hands are very cold. Likewise if, someone, says that 'Hari eats like a horse', here, Hari's appetite is compared, to that of horse.

‘Idiom’

An ‘idiom’ is a group of words whose meaning is different from the meanings of the individual words. Thus, an idiom is a group of individual words that make it. It has a single meaning, i.e. it functions as a single unit. For example, the idiom ‘kick the bucket’ which means ‘die’ cannot be understood in terms of the meanings of ‘kick’ and ‘the bucket’. Thus, 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 as a whole. From a syntactic point of view the words often do not permit the usual variability they display in other context, e.g. 'it's raining cats and dogs' doesn't permit ' it's raining a cats and dogs'. An alternative terminology refers to idioms as habitual collocations.

‘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 of transport, in the vicinity of items, such as; 'car', 'speed' etc. Thus teaching collocation of words brings different situations and context and that makes vocabulary teaching effective.

‘Style ’

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

'Register'

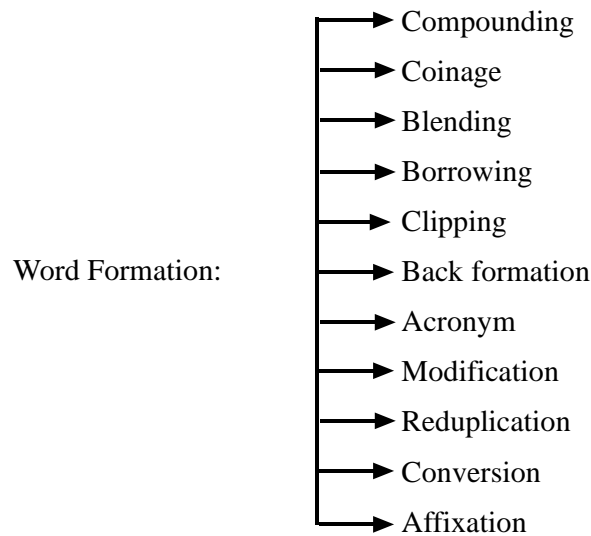
It refers to a speech variety used by particular group of people, usually sharing the same occupation (e.g. doctors, lawyers) or the same interests (e.g. stamp collectors, baseball fans). Thus a particular register often distinguishes itself from other register by having a number of distinctive words, by using words or phrases in a particular way (e.g. in tennis dance, love, tramlines, van).

a. Word Formation

The term word formation means knowing how words are written and spoken and how can they change their form. Thus, words can change their shape their grammatical value, too. Yule (1985, p. 640 states, "The study of the processes whereby new words come into the relatively straight forward process for the changing of their structure." In other words, words formation is the process to make constant evolution of language in terms of new invention of words and new invention of words and new uses of old terms to bring vitality and

creativity to shape language according to the need of language users." Thus, the same words become different in meanings by adding different suffixes and affixes on it. Sometimes not adding but vary in meaning due to their individual character because some words sometimes behave as noun and sometimes as verb.

Words can be formed by various ways which are as follows.



Two words (two nouns a gerund and a noun, or a noun and a verb), combined to make one item e.g. he is afraid of being hated. A single compound word or to separate, sometimes hyphenated words (Book-case, follow-up). Again, new coinage using a kind of combination is very common.

Two words can be blended to form one new word, e.g. breakfast + launch = brunch. It is a way of forming word by blending. A word can be co-opted from one part of speech and used as another process is called conversion. Typically, nouns are converted into verbs, e.g. practice-practise, advice-advise.

Forming a new word by the removal of an affix from the existing word is called backformation. E.g. Televise from Television. Likewise, words can be formed by borrowing from another language e.g. the word 'garage' is borrowed in English from French. Technique of grouping the initial letter to form is known as acronym e.g. UNESCO from United Nation. Similarly,

derivation is a process of formation of other words. It is the most common word formation process for the production of new words. For e.g. ish, ism, ment, less, ful, pre, dis, mis, un etc. Derivational affix change the grammatical class of morphemes to which they are attached as in suffixation, e.g. 'tion' is a noun of forming derivational suffix.

Likewise, derivation of a word from another word by changing a sound segment or spelling in writing is called modification e.g. men from man, lice from louse etc. by the way, reduplication is the process of word formation in which prefix or suffix reflects certain phonological characteristics of the root, e.g. in English tick-tick, tick-tock etc.

Inflection refers to the process of adding an affix to the word or changing some way of the rules of grammar. Thus inflection is the part of morphology which involves inflectional affixes. For e.g. in English verbs are inflected for third person plural He plays, they play, for past tense I played. Most nouns are inflected for plural: cow-cows, house-houses etc.

Furthermore, another process of word formation is affixation. The morphological process is added to a stem by grammatical or lexical information is known as affixation.

Word formation, then, means knowing how words are written and spoken and knowing how they can change their form. In short, Harmer (1991, P.198) has made a summary of knowing a new word as below.

b. Word Grammar

Another important aspect of learning words word grammar. The grammar of a new item 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 certain grammatical patterns. For example, countable nouns can be both singular and plural but an uncountable noun only is singular.

1.1.4 Techniques of teaching vocabulary

Vocabulary is the indispensable aspect of language. It is the building blocks of communication with which we express our feelings, thoughts and desires. The structural aspect of language is also important factor in vocabulary teaching. However, vocabulary helps to make meaningful structures in a language. Regarding the importance of vocabulary, Wallace (1982, p.9) says, "Learning of foreign language is basically a matter of learning the vocabulary of that language." Similarly Wilkins (1972, p.112) gives his view, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Thus regarding the objectives and importance of learning vocabulary, Wallace (1982, p.28) presents different values which include to:

-) recognize it in its spoken or written forms,
-) relate it to an appropriate object or concept,
-) use it in the appropriate grammatical form,
-) use in speech, pronounce it in a recognizable way,
-) use it in writing , spell it correctly,
-) use it with a words it correctly goes with,
-) use it at the appropriate level of formality,
-) be aware of its connotation and association.

Although there are number of ways to teach vocabulary items have been found, however broadly speaking, there are two types of techniques of teaching vocabulary: i.e. direct technique and indirect technique.

a. Direct technique of teaching vocabulary

Direct teaching can be described as teacher- centered teaching because the teacher becomes complete source. He presents target vocabulary items actively. Students listen to his presentation and write down them in their copy. Thus, the teacher tries to manipulate and arouse learners, attention and interest in learning vocabulary. The direct way of teaching vocabulary, indeed, includes

traditional procedures i.e. the techniques in which there are comparatively more teachers' participation than that of students. Thus, it is not actually good enough to make the students less participation, so, for making students, involvement in learning, it should accompany with indirect way of teaching vocabulary.

b. Indirect technique of teaching vocabulary

Indirect way of teaching vocabulary refers to the process in which the students learn the words without directly focusing on it. In this technique, they are exposed to a series of reading material and encouraged to read the materials on their own so that they can form the habit of guessing the meaning from the context. Inferred meaning is verified and confirmed when the items recur again and again. The belief behind indirect learning is that the foreign language learners can acquire the targeted items as naturally as they do in their mother tongue, that is, without being conscious about the targeted items. The teacher's role in this process is just like of a guide or a facilitator from the beginning to the end.

1.1.5 Effectiveness of Games in Teaching Vocabulary

Communication is the ultimate goal of learning a language. While learning a language, there should be acquiring, remembering, and meaningfully using newly learnt words is an essential part of learning a foreign language. Students learning a foreign language –most of the time –tend to forget or misuse new words. This (forgetting and misusing) is due to many factors the most important are as follows.

-) Words are not properly stored in students' minds.
-) They are not practiced enough.
-) They are not related to students own experiences and interests.
-) Incorrect use of dictionary.
-) Use of incorrect grammatical forms, spelling, and pronunciation.

The games technique in vocabulary teaching lays emphasis on practice of the lexical items learnt previously along with the new lexical items. It helps to create a context in which students' attention is focused on the completion of a task without necessarily realizing that language items are being practiced. Thus, language learning takes place in a context that children directly relate to. Thus, the game technique can be one of the better ways of teaching vocabulary indirectly.

Thus, among the many way of learning vocabulary, learning vocabulary through games is one effective and interesting way that can be applied in teaching English language for primary level.

1.1.6 Importance of Games in Teaching Vocabulary

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce, and manipulate the target language. Games have proven to have advantages and effectiveness in learning vocabulary in various ways:

-) Games bring relaxation and fun for students, thus help them 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 students' use of English in a flexible, communicative way.
-) Games are highly motivating and they give students more opportunity to express their opinions and feelings.
-) Games add diversion to the regular classroom activities, "break the ice", but they are also used to introduce new ideas.
-) Games add variety to the range of learning situation.

-) Games can change the role of the teacher from that of formal instructor to that of manager or organizer of activities that students enjoy participating in. This can be useful in reducing teacher-student distance or conflict.
-) Games can increase students-students communication, and so reduce the domination of the classroom by the teacher.

Hence, games provide quite extensive language practice opportunities for both general and specific language skills and they should be seen as an integral part of teaching program and their use should be planned and monitored. Games are an admirable way to practice language as they place speech in context and encourage the students to use all their linguistic knowledge actively.

1.1.7 Aims of Using Games in Teaching Vocabulary

Games are like any other activity and when planning for them the teacher needs to consider what his/her objectives are. Some aims and objectives of games while teaching vocabulary are:

-) Present new vocabulary items.
-) Review vocabulary from previous lesson.
-) Check what students know before teaching new vocabulary items.
-) Practice new vocabulary items that have just been presented.
-) As a warmer at the beginning of the lesson.
-) As a filler at the end of the lesson.

Similarly, Mc. Callum (1980, p. ix) states the reasons for the reasons for including games in language class as follows

- i. They focus students' attention on specific structure/grammatical patterns and vocabulary item.
- ii. They can function as reinforcement, review, and enrichment.
- iii. They involve equal participation from both slow and fast learners.

- iv. They can adjust to suit the individual ages and language levels of the students in the class.
- v. They contribute to an atmosphere of healthy completion, providing an outlet for the creative use of natural language in a non-stressful situation.
- vi. They can be used in any language teaching situation and with any skill area whether reading, writing, speaking or listening.
- vii. They provide immediate feedback for the teacher. They ensure maximum student participation for a minimum of teacher preparation.

From the above description, we can justify that word games provide enjoyable learning experience.

1.1.8 Games in Presenting the Meaning of New Vocabulary Items

One of the major problems in teaching vocabulary is how to present meaning of new item to students in an understandable way. Traditionally, meaning of new items had been directly translated by students' mother-tongues, specially using the technique of 'by-heart.' But now-a-days, the main objective of teaching vocabulary is to make students find out word-meaning themselves in different context.

Students of primary level are fond of playing games. So, while teaching for primary level a teacher can use following games to present meaning of new vocabulary. Some games useful for primary level are as follows:

Ambiguous Games

First of all the teacher draws a small part of picture. Then, she asks the students what it is going to be. She encourages students by asking different options. The teacher neither confirms nor rejects their ideas. Then, she adds a little more to the drawing and asks the question again. She makes a picture in about four stages.

Association

The teacher starts the class by suggesting an evocative word: "storm", for example. A student says what the word suggests to him or her- it might be "dark", and so on round the class." Then, she again starts with any other word or use an item of vocabulary the class has recently learnt.

Crosswords

First of all the teacher ask a student to write a word of not more than five letters in the middle of the board, for example, "melon". The letters should be written clearly and separately. Then, she asks them to think of a word which shares one letter with the word on board. Again, she gives students a clue to their word. For example, " I like reading them". If somebody guesses: "book" he or she writes the word so it crosses the first word and shares a letter. The students now take over.

Favorite words

At first, the teacher asks to the students to write one of the favorite words on the board. Then, she asks him/her to tell the class that it is one of the favorite words and explain why. After that, the teacher asks students to write down some of their favorite words and then give their reasons for choosing them to their neighbor.

Feel the Object

First of all, the teacher collect various object from the students and from around the room. Then, she puts the objects in a bag. She asks the students by holding the bag and then asks students to feel the objects and try to identify them.

How Many Things Can You Think of that....?

First of all, the teacher divides the students in four groups. Then, she asks them to try to think of and note down as many things as they can that fit a given

definition and that they know in English. For example, the teacher tells them to think of as many items as they can that work on electricity. After two or three minutes have a competition to see which group can think of most items?

Invisible Elephant

The teacher starts the class by telling the students that they are going to draw a picture for them. Then, she asks them to draw the outline of an elephant, a car, a man, a bird... in the air with your finger. The teacher evaluates them and encourages different interpretations.

Jumbled Words

The teacher asks students to write some words on the board in jumble order which are recently learnt by them. She gives the theme; for example, the teacher can give an elementary class a set of words like: (gdo, sumoe, oec, knymoe, tac, tnpheal, ibdr). Then, she tell them these words are all animals.

Match the People

The teacher writes a list of about ten jobs on the board. Each student writes down a list of ten ideas, feelings, memories, etc. he or she associates with one of the listed. The students then work in pairs, and each student studies his or her neighbors, list and tries to guess which job the list refers to. The students then confirm or reject the guess and explain why he or she put each in the list.

Match the Adjectives

The teacher writes three adjectives on the board. For example: important, dangerous, and heavy. Then she asks students to suggest things which can be described by all three adjectives.

Recalling Words

The teacher write on the blackboard 15 -20 words the students have recently learnt, or that she thinks they know and sure that all the words are understood. She gives a minute for everyone to look at them, then erase conceal them. Individually, or in pairs or groups, the students try to recall as many as they can and write them down. (Source: Ersoz, A.six games for language learning EFS/ESL classroom retrieved 23 october 2012 from <http://www.tefelgames.com>.)

Vocabulary Steps

The teacher draws a series of steps on the board. She takes any set of concepts which can be graded objectively. For example, metals can be graded according to value. Animals can be graded to how dangerous they are.

1.2 Review of Related Literature

Every researcher needs to observe the fundamental background of the related subject and past studies. Through a number of research works have been carried out in the field of teaching vocabulary; very few of them have been conducted in the field of teaching vocabulary through games. Some research studies related to this study are reviewed as follows:

Chudal (1997) carried out a research on "A Study of English Vocabulary Achievement of the Students of Grade Six in Jhapa District". The purpose of the study was to investigate the students' achievement of English vocabulary used in the English textbook of Grade six. Another purpose of the study was to make a comparative study. In the achievement on the basis of sex and locality. The study was based on the primary data were elicited from the population by administrating a test among them. The study concluded that the students' English vocabulary achievement was found poor in total. The boys proficiency in the achievement of English vocabulary was found better than that of girls' proficiency, although the girls were found satisfactory than boys in rural

school. Similarly, urban school students' English vocabulary we found satisfactory than that of rural schools' students.

Khatri (2000) in his thesis entitled "A Study of English Vocabulary Achievement of the Students' of the Grade Eight" made an attempt to investigate students of English vocabulary used in the English textbook of grade seven. He has attempted to compare the vocabulary achievement in nouns with the achievement in the verbs. He adopted the instrument for data collection was 'test'. The finding of his study reveals that English vocabulary achievement of the students of grade eight was found satisfactory in total. In the same way the achievement in nouns was found better than the achievement in verbs.

Tiwari, (2001) carried out research on "A study on English Vocabulary Achievement by the Students of Grade Ten." The purpose of the study was to find out students' proficiency in the achievement of English vocabulary used in the new English textbook of grade ten. It has also made an attempt to analyze the difficulty level of the vocabulary on the basis of the student's intellectual maturity. The methodology he adopted was questionnaire. The finding of his study revealed that the achievement of English vocabulary by the students of grade ten was not found satisfactory in total since majority (i.e. 52%) of the students were below the average level. So far as the difficulty level of the vocabulary items is concerned, 43.75% of them were found beyond the student's intellectual maturity.

Gyawali (2004) carried out a research on 'A Study on the Vocabulary Teaching through Direct and Indirect Techniques: A Practical Study'. It was done to compare the effectiveness of the two different techniques: direct and Indirect in teaching vocabulary. He has come up with the conclusion that an indirect technique has been more effective than direct one.

Pokharel (2005) carried out a research on "English Vocabulary Achievement of The Students of Grade Five." The objective of the study was to investigate

vocabulary achievement (noun and verbs) of the students of grade five and to compare the vocabulary achievements of the nouns with the achievements of verbs. The Test item such as 'Multiple Choice', 'Fill in the Blanks', 'Rearrange Jumble Words' etc were tools for data collection which consisted of individual vocabulary items including 25 nouns and 25 verbs. The population of this study was 80 and they were randomly selected from four public schools (2 rural and 2 urban). In this study, he has come up with the conclusion that the total vocabulary achievement of the students in verb was not found satisfactory as the achievement in nouns.

Adhikari (2005) in his thesis entitled "The Effectiveness of Teaching Vocabulary through Games" made an attempt to find out the effectiveness of teaching vocabulary through game in terms of item comparison, group-wise comparison, and holistic comparison. The test items were as the major tools for data collection. The sample populations were 30 students of grade nine of a private higher secondary school in Kathmandu district. He found out that if students are assigned to play games while teaching vocabulary items. They can perform better than those who are not assigned to. So, he has come up with the conclusion that teaching vocabulary through games is more effective than usual classroom techniques.

Raut (2007) conducted a study on the title of "A Study on Strategies Used in Teaching Vocabulary: A Case of Lower Secondary Level English Teachers". He wanted to study the teaching strategies used by lower secondary level teachers. He found out that 'translation technique' was used frequently for teaching vocabulary.

Thapaliya (2007) carried out a research "A Study on Techniques of Teaching Vocabulary: A Case of Secondary Level English Teachers". The main objective of the study was to find out the common procedure of teaching vocabulary in terms of aspects of vocabulary. The finding of the study was the technique of teaching vocabulary was somehow effective.

Rawat (2008) carried out a research on "Techniques of Teaching Vocabulary Used by Public and Private School Teachers". The objective of his study was to compare the techniques used by public and private school teachers for teaching vocabulary. He found that public school teachers used mother tongue translation as major technique for teaching vocabulary whereas the teacher in private school used pictures synonyms and antonyms, songs and games as their major techniques.

Rana (2011) carried out a research on "Techniques Used by Primary Level English Teachers in Teaching Vocabulary." The objective of the study was to find out the teaching techniques used by primary level of English teachers in teaching vocabulary in terms of teaching meaning of new word, teaching pronunciation and teaching spelling. In his research study, there were only ten primary level English teachers of ten public schools. The researcher observed only grade five classes for data collection and he observed altogether fifty classes. At the end, he had come up with conclusion that the teachers used translation, real objects, picture, synonym, antonym, definition, game, self-defining context, blackboard sketches and facial expressions as their techniques for teaching vocabulary. Among them the most frequent technique was translation.

But, no study has been carried out so far particularly on Effectiveness of Teaching Vocabulary through Games for Primary Level. So, the researcher was interested to carry out the present research.

1.3. Objectives of the Study

The objectives of the present study are:

- i. To find out the effectiveness of teaching vocabulary through games for primary Level.
- ii. To suggest some effective games in teaching vocabulary.
- iii. To suggest some pedagogical implication of the study.

1.4. Significance of the study

This study will be very useful and fruitful to primary level English teachers as well as students. The findings will help to find out the real situation of primary level English teachers for teaching vocabulary. It will be a reference material for curriculum designers, language trainers, people who are involved in teaching and learning of the English language in Nepal and particularly to language teachers, textbook writers.

CHAPTER-TWO

METHODOLOGY

The researcher had adopted the following methodology for the study:

2.1. Sources of Data

Both primary and secondary sources of data were used in this research.

2.1.1. Primary Sources

In this present research, the researcher used the students of grade five studying in Martyrs Memorial English Boarding school of Morang district. For the collection of the primary data, forty students were taught around 300 words by the researcher herself for one month. The pre-test was taken before the actual teaching and post-test was taken after classroom teaching.

2.1.2. Secondary Sources

The researcher used various books such as Wallace (1982), Yule (1985), Harmer (1991), Thurnbury (2002), Tickoo (2007), Lyons (2009), Harmer J. (2007), Kumar (2010), Yule (1985), Wallace (1982), Ur (1999) Chomsky(2002), Best & Kahn (2002),etc and other related references.

2.2 Sample Population

The population of the study was the primary level students of Morang District. The sample populations of this study were 40 students (twenty boys and twenty girls) from grade five of Martyrs Memorial English Boarding School.

2.3 Sampling Procedure

The researcher used the systematic sampling procedure for selecting students in two groups 'A' and 'B'. Here, 'A' refers to the experimental group and 'B'

refers to the controlled group. The researcher divided the group of students on the basis of odd and even number.

2.4 Tools for Data Collection

A set of different test items were used as major tools for data collection. It carried out 50 marks. The test items were based on the given passage including finding single word for a definition, synonyms, multiple-choice items, true/false item and matching test items.

2.5 Process of data collection

In the process of data collection, the researcher collected the primary from the written work of the students. For this, she visited the selected school and followed the following procedures:

- i. For the test items, she chose 50 vocabulary items out of the 300 words selected from grade five for experimental classes. Then, including almost all the aspects of words, she developed the test items to measure the proficiency of the students before and after the experimental teaching. The test items carried out of 50 full marks.
- ii. A written pre-test was administered to identify the actual vocabulary level of the students.
- iii. Students' rank was determined on the basis their individual scores. Then the total students were divided into two groups 'A' and 'B'.
- iv. Then both the experimental and the controlled group was taught 20 classes by selecting vocabulary using the game technique and usual technique.
- v. After the experiment, the post test was administered using the same set of test item as in pre- test.

- vi. Finally, the performance of the group was compared and analyzed in order to explore the effectiveness of teaching vocabulary through games for primary level.

2.6. Limitations of the Study

To include a large area in this type of small research wouldn't be possible due to the limited resources and time. Under certain limitations, it can measure the actual problems. Thus, considering all these things, there are certain limitations of the study as follows.

- i. This study was only confined to explore the effectiveness of teaching vocabulary through games.
- ii. The study was limited to one school, i.e. "Martyrs Memorial English boarding School" of Morang district.
- iii. It was limited to primary level students.
- iv. Only 40 students (20 boys and 20 girls) were selected for the study.
- v. Data was collected through the use of test item.
- vi. There were only five test items ie. Writing single words for a definition, finding single word for a definition, synonyms/antonyms, multiple-choice items, true/false items and matching test items.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter is the core part of the research which deals with the analysis and interpretation of data. Data was obtained from the due effort of the experimental study and field survey. As major objective of the research was to explore the effectiveness of teaching vocabulary through games, two groups of students; one with game techniques and another with usual method were taught to obtain the data for analysis. Likewise, some of the English teachers were also provided with the opportunity to observe the researcher's class to elicit their response. Furthermore, to claim the effectiveness of the game technique in vocabulary teaching, t-test is used.

3.1 Average Proficiency in the Test-item Single Word in Both of the Tests (Pre-Test and Post-Test).

In this category, there were five different sentences. The students had to find out five single words that would match the definitions from the passage where the five single words had to be written by concerning the passage. The test was given both pre-test and post-test group.

Table No. 1

Score Achieved in Single Words in Test Items

Gr.	T. Sc. In Pre-Test	Av. Sc. In pre-test	Av. P. in Pre-test	T. Sc. In Post-test	Av. Sc. In Post-test	Av. P. in Post-test	D. in av. Sc.	D. in av. P(%)
A	75	3.75	18.75	129	6.45	32.25	2.7	13.5
B	62	3.1	15.5	92	4.6	23	1.5	7.5

The above table displays the achievement of students of pre-test and post-test. It shows that Group 'A' had obtained 3.75 average score in pre-test and 6.45 in post-test. Here, this group had increased the average score by 13.5 percent in

the post-test. On the contrary, group 'B' has obtained 3.1 average score in pre-test and 4.6 in post test with the increment of 7.5 percent. It revealed the fact that group 'A' had achieved more progress in this area of vocabulary than group 'B' because the former one had got 13.5 percent more in post-test than the later one which had got only 7.5percent in post test.

3.2 Average Proficiency in the Test Item Synonyms and Antonyms in Both of the Test (Pre Test and Post-Test)

In this test item, five words were given for finding out synonym and antonym on the basis of the given passage. The test was given both pre-test and post-test group.

Table No. 2

Scores Achieved in Synonyms Antonyms

Gr.	T. Sc. In Pre-test	Av. Sc. In Pre-test	Av. P. In Pre-test	T. Sc. In Post-test	Av. Sc. in Post-test	Av. P. in Post-test	D. in Av. Sc.	D. in Av. P%
A	85	4.25	21.25	113	5.65	28.25	1.4	7
B	81	4.05	20.25	91	4.55	22.75	0.5	2.5

The above table shows that group 'A' had got 4.25 average score in pre-test but it had increased by 6.45 marks in post-test. So, the group had increased the marks by 7 percent in post-test.

On the contrary, group 'B' had obtained 4.05 and 4.55 average score in pre-test and post-test respectively. It had increased only 0.5 average marks and 2.5 average percent in post-test. This data displayed that group A had got better achievement than group 'B' in this test item.

3.3 Average Proficiency in the Multiple Choice Test Items in Both of the Test (Pre and Post-test).

In the section of multiple choice test items, there were altogether five questions which carried out ten marks. Those test items were also based on the given passage. The test was given both pre-test and post-test group.

Table no. 3

Score Achieved in Multiple Choice Test-Items

Gr.	T. Sc. In pre-test	Av. Sc. In pre-test	Av. p. in pre-test	T. Sc. In Post-test	Av. Sc. In Post-test	Av. P. in Post-test	D. in Av. Sc.	D. in Av. P.%
A	116	5.8	29	157	7.85	39.25	2.05	10.25
B	97	4.85	24.25	119	5.95	29.75	1.1	5.5

From the above table, we come to know from the above table that group 'A' had obtained 5.8 and 7.85 averages in pre-test and post-test respectively. Thus, while comparing between the two tests, it had increased 2.05 average marks and 10.25 average percent.

On the other hand, average score of group B in pre-test was 4.7 but 5.35 in post-test. It had got 0.65 more average score and 3.25 more average percentage in post-test than in pre-test. From above mentioned data, we can draw the conclusion that group 'A' had excelled group 'B' in post-test because the former had got 10.25 average percentages but the latter only 5.5 average percentage in post-test.

3.4 Average Proficiency in the True/False Test-Item in Both of the Test (Pre and Post-test).

There were five questions in the true-false test item based on given passage. Each question carried two marks. The test was given both pre-test and post-test group.

Table no. 4
Score Achieved in True/False Test-Item

Gr.	T. Sc. In pre- pre- test	Av. Sc. In pre- test	Av. p. in pre- test	T. Sc. In Post- test	Av. Sc. In Post- test	Av. P. in Post- test	D. in Av. Sc.	D. in Av. P. %
A	106	5.3	26.5	167	8.35	41.75	3.05	15.25
B	113	5.65	28.25	101	5.05	25.25	0.60	3

The above table shows that group 'A' secured 5.3 average score in pre-test but 8.35 in post-test. Thus, the difference in average score is 3.05 and average percentage was 15.25. Therefore, it justified that it achieved better success in post-test. Group 'B' got 5.65 as average score or 28.25 percentage as average in pre-test but 5.05 as average score and 25.25 percent as average in post-test. It shows that in pre-test group 'B' was leading but in post-test was left behind by group 'A' because group 'A' increased by 3 percentage than that of group.

3.5 Average Proficiency in the Matching Test-Item in Both of the Test (Pre and post-Test).

The matching test items given to the students that carried out 10 marks and it was also based on the given passage.

Table no. 5
Score Achieved in Matching Test-Item

Gr.	T. Sc. In pre-test	Av. Sc. In pre-test	Av. p. in pre-test	T. Sc. In Post-test	Av. Sc. In Post-test	Av. P. in Post-test	D. in Av. Sc.	D. in Av. P.%
A	103	5.15	25.75	167	8.35	41.75	3.2	16
B	105	5.25	26.25	111	5.55	27.75	0.30	1.50

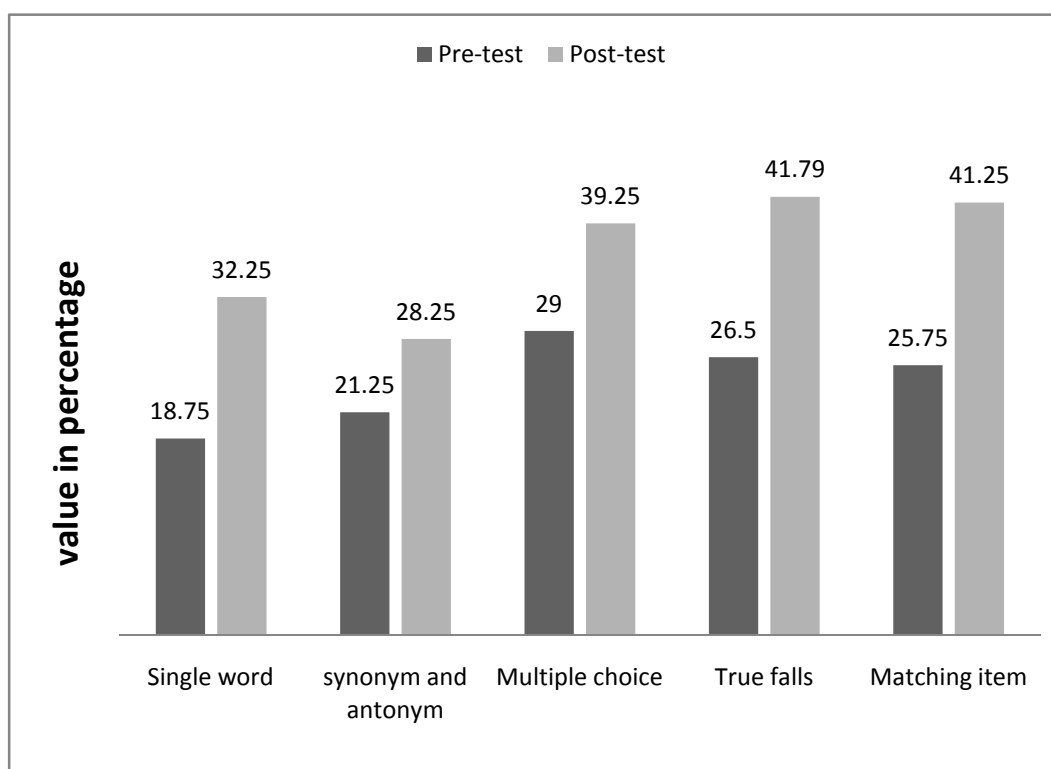
The above table displays that group 'B' in pre-test got average percentage 26.25 against 25.75 average percentage of group 'A' which means that group 'B' leaded group 'A' by 0.50 more average percentage. Group 'B' got 5.25 average score or 26.25 percentage as average in pre-test but 5.55 and 27.75 percent as average in post-test. It shows that 'A' increased by 16 percent than that of group 'B'. So, in this test item, the performance of group 'B' in post-test was very poor even though it was leading in pre-test.

Thus, by observing above mentioned data, we can conclude that in post-test, it proved that group 'A' progressed a lot securing average percentage than that of group 'B'. Thus, learning through game technique was more effective in terms of this test item because the difference in average percentage of group 'A' is excelled group than group 'B'.

Figure 1

3.6 Average level of Performance in Pre-Test and Post-Test by Experimental Group in Terms of Bar Diagram

At first, an attempt has been made to demonstrate the average level of performance in pre-test and post-test by experimental group in the following bar diagram.



The above diagram shows the total difference between the two tests (pre and post) in the achievement of group A. The diagram shows that the level of achievement increased in almost all the 5 items satisfactorily. In some categories such as true/false item and matching item, the average percentage was greatly increased by 41.75 and 41.79 percent respectively. Thus this bar diagram presents that learning through game was more effective in case of these two tests categories.

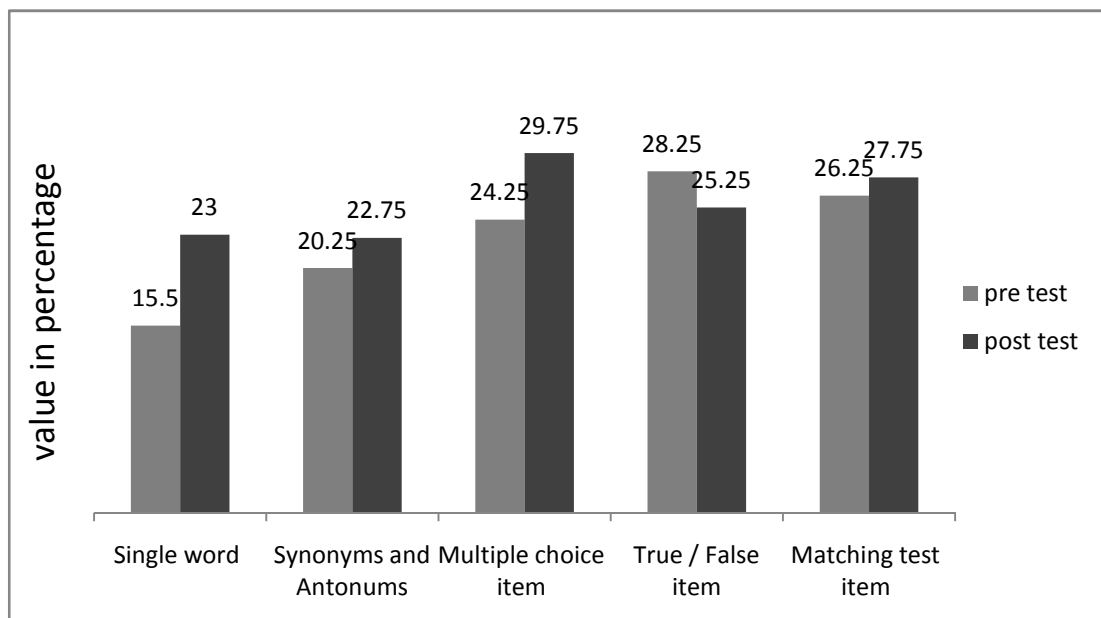
Likewise, this group increased only 7 percent in synonyms and antonyms test item, which was the lowest increase out of all test items. However, in pre-test, it had already secured 4.25 average percentages. Likewise it increased the average percentage in multiple choice test items single words test item, true/false test item and matching item by 10.25, 13.5, 15.25, and 16 respectively. It progressed a lot in matching test item.

Thus, as a whole the students increased the average percentage to a great extent, which showed better performance in vocabulary learning after the experimental teaching.

Figure 2

3.7 Average Level of Performance in Pre-test and Post-test by Control Groups in Terms of Bar Diagram

The diagram has been made to display the average level of performance in pre-test and post-test by control group.



The above bar diagram interprets the different in the achievement between pre-test and post-tests by control group. The performance of this group was, to some extent, unpredictable in case of some test items, for instance, even though

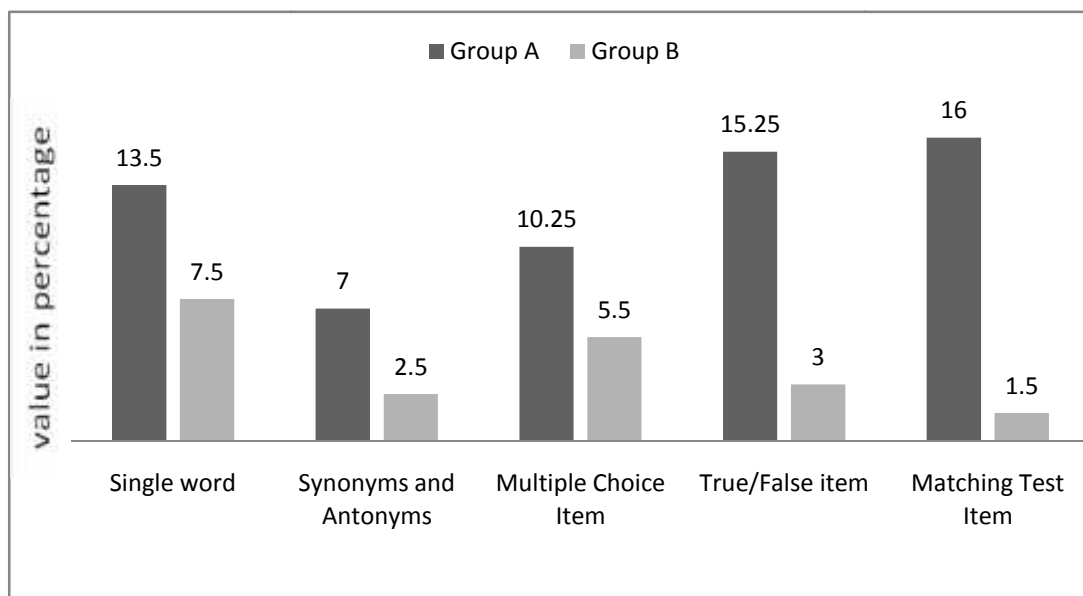
in pre-test it got good average percentage in True/false items, surprisingly by it decreased marks by 3 percentages in post test.

However, in other test categories it increased average percentage. It improved marks in single word, synonyms and antonyms, multiple choice item, Matching test item by 7.5 percent, 2.5 percent, 5.5 percent and 1.50 percentage respectively.

Figure 3

3.8 Comparison of Differences in Average Percentage between Group A and B in Terms of Bar Diagram

The bar diagram attempt to demonstrate the differences between pre-test group and post-test group by comparing.



The above diagram displays either increased or decreased average proficiency which was obtained after comparing the average percentage of pre-test and post test of each of the groups. It is shown under the different test items.

It is obvious that in each of the test items, groups A excelled group B. Both groups (A and B) increased average percentage in the Matching test item but group A had relatively increased greater average percentage than group B

because the difference in average percentage between these two groups is 14.5. However, in the rest of the test items, group 'B' increased the percentage but not as much as the increment of group 'A'. The difference of average percentage in single word, synonyms and antonyms, multiple choice item, and true/false item was 6, 4.5, 4.75, and 12.25 respectively.

Thus, in all the test items, group 'A' excelled group than 'B' because of which group 'A' as a whole got the average increased percentage 12.4 but group 'B' only 4 percentage. Therefore group 'A' won group rather than group 'B'. This fact proves that teaching and learning through games has been more effective than traditional way of teaching.

3.9 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 't-test' which is the test of the significance of the difference between two mean. It involves the computation of the ratio between experimental variance (observed difference between two sample means and error variance (the sampling error factor).

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} \quad \begin{array}{l} \mapsto \\ \mapsto \\ \mapsto \end{array} \quad \begin{array}{l} \text{difference between means} \\ \hline \text{variance} \\ \hline \text{sample size} \end{array}$$

Where,

\bar{X}_1 = mean of experimental sample

\bar{X}_2 = mean of controlled sample

N_1 = number of cases in experimental sample

N_2 = number cases in experimental

S^2_1 = variance of experimental sample

S^2_2 = variance of experimental 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 means as large as that found between the experimental and controlled groups would have resulted from sampling error in less than 5 out of 100 replication of the experiment. This suggests that 95 percent probability that the difference was due to the experimental treatment rather than to sampling error. Likewise, if the t- value equals or exceeds 2.58, we may conclude that the difference between means is significant at the 0.01 level which suggests that 99 percent probability that the difference was due to the experimental treatment rather than to sample error.

Now, using the data collected, let's test the null hypothesis

Experimental Group (A) Controlled Group (B). (*See Appendix III*)

$$N_1 = 20$$

$$N_2 = 20$$

$$\bar{X}_1 = 39.7$$

$$\bar{X}_2 = 25.3$$

$$S^2_1 = \frac{N \sum X^2 - (\sum X)^2}{N^2}$$

$$S^2_2 = \frac{N \sum X^2 - (\sum X)^2}{N^2}$$

$$= \frac{20 \sum 31774 - (794)^2}{20^2}$$

$$= \frac{20 \sum 13232 - (506)^2}{20^2}$$

$$= \frac{635480 - 630436}{400}$$

$$= \frac{264640 - 256036}{400}$$

$$= \frac{5044}{400}$$

$$= \frac{8604}{400}$$

$$\dots S^2_1 = 12.61$$

$$\dots S^2_2 = 21.51$$

Now,

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S^2_1}{N_1} + \frac{S^2_2}{N_2}}} \\
 &= \frac{39.7 - 25.3}{\sqrt{\frac{12.61}{20} + \frac{21.51}{20}}} = \frac{14.4}{\sqrt{1.7}} \\
 &= 11.07
 \end{aligned}$$

Since, a t-value of 11.07 exceeds 1.960; the null hypothesis may be rejected at the 0.05 level of significance that is if this experiment were replicated with random samples from the same population, the probability is that a difference between performances as great that observed the result from sampling error in fewer than 5 out of 100 replications. This test would indicate rather strong evidence that the treatment (vocabulary games) would probably make effective difference in the teaching of vocabulary when applied to similar population. Thus, the researcher can now claim teaching vocabulary through games has been more effective than traditional way of teaching.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The present research deals with an effort to find out the effectiveness of teaching vocabulary through games. So, one month was consumed to conduct the experiment in Shree Martyrs memorial English Boarding School including 40 students studying in grade 'V' and 20 students in each of the groups. Group 'A' represents experimental group and group 'B' represents control group. On the basis of analysis and interpretation of the primary data that the researcher has made in the previous section, he tries to present findings in this section as follows:

- i. To examine the students' ability to identify the word through definitions, the test item 'Single word' was developed. It has been found that Group - 'A' has got 6 more average increment percentages than Group – 'B'. In terms of this test item, that is all shows that teaching vocabulary through games has been more effective than usual way of teaching.
- ii. The test item 'Synonyms' and 'Antonyms' was designed to assess word meaning. In this test item Group A has progressed significantly as it has excelled group than B by 4.50 average increment percentage. This tells us the effectiveness of teaching vocabulary through games in case of this test item.
- iii. The test item 'Multiple Choice' was supposed to evaluate students' ability to recognize word meaning from the passage and to choose the best alternative that could make the meaning of the given word clear. It has been obtained that Group A has won Group B by 4.75 more average increment percentages and therefore we can say that teaching through games has been more effective than usual way of teaching regarding this test item.

- iv. The question related to ' True – False item', Group A has progressed a lot securing 12.25 more average increment percentage than Group B. This shows that teaching vocabulary through games has been more effective than usual way of teaching in case of this test item too.
- v. In 'Matching Test Item', the students were supposed to match appropriate to word meaning after reading the given passage. In this case, Group A excelled Group B by 14.50 more average increment percentage, which indicates the effectiveness of teaching vocabulary through games.
- vi. However, to be more evident and to identify the statistical significance, the t-test was used. The t-test also verified that independent variable or treatment (game technique) apply to experimental group to teach vocabulary items would bring effectiveness difference in performance, if applied to similar population. As the 'T' value is 11.07, it exceeds 1.960 so that the Null hypothesis can be rejected at the 0.05 level of significance, that is, if this experiment were replicated with random samples from the same population, the probability is that a mean performance as great as that found now would result from sampling error on fewer than 5 out of 100 replication. In other words if the similar type if 100 researches under the similar criteria were conducted only one would have sampling error but the rest would bring the similar result. This test indicates strong evidence that the game technique used to teach vocabulary can be really more effective than usual classroom technique.
- vii. Furthermore, while introducing vocabulary item through games, the students were found highly motivated so that there was active participation of all students in Group A whereas students of Group B seemed a bit passive. It was observed that the students of group A has more long lasting retention than those of Group B because the former ones learnt by doing. However, the researcher had to face the problem of classroom setting and noise pollution while teaching through games technique. On the contrary,

there were not found such problems while teaching through usual classroom technique. Even though experimental group was a bit noisier, they were busy in learning by doing so that they could achieve better result in post test.

viii. Therefore, it is transparent that if students are assigned to play games while teaching vocabulary, 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 techniques.

4.2 Recommendations

The researcher has found out the experience of two different techniques (game technique and usual classroom technique) in vocabulary teaching has obliged to state that game technique in vocabulary teaching can really be more effective than usual classroom techniques from several perspective which have already been discussed in the preceding chapter. There is requirement of strategic plans for improving in the primary level for the improvement in vocabulary teaching. Very few of the English teachers might be using the game technique to teach vocabulary items in the classroom. The following recommendations are presented on the basis of findings from teaching and achievement in vocabulary test.

- i. This research shows that group 'A' performed relatively better in every aspect of word. Thus, this game technique should be used to teach vocabulary items in all the school.
- ii. To implement this technique in school level effectively, the teacher should be trained and provided with sufficient teaching materials.
- iii. 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 playing, from that the teachers can develop the students in the habit of competition so as to learn faster and to solve problems. At this situation,

the teachers can develop the habit of cooperation is also strengthened in the students at the same time.

- iv. The syllabus designers and methodologists should encourage the use of game in teaching of English language for primary level. Because, the students of primary level are mostly fond of playing games. Thus, by using game techniques the teachers can develop their physical, mental, intellectual and social behavior of the students.
- v. As a research was limited only to 40 students of primary level in private school of Morang district, it cannot be claimed however, that the findings of this study are applicable for all schools of Nepal. In order to test the validity of these research findings is is desirable to carry out further research in this area involving more and more number of schools and students.
- vi. While teaching vocabulary through games, the teacher has to face various problems. Thus, there are given following practical suggestions by which the concerning teachers may benefitted:
 -) The teacher should have organized the games systematically, by which, students are interested in taking part in each activities and teaching activities will completed fruitfully.
 -) A broad vocabulary is essential for effective communication and for effective learning of the various content areas. As such, instruction of vocabulary that relates to each subject area should be a large focus of instruction. Despite the importance of vocabulary, it can often be a difficult and boring subject to teach and to learn. Using games as a means of teaching makes the subject more interesting and helps children retain more knowledge.
 -) Getting students to learn new words may be a constant battle for their attention between computer games, electronic media, websites and the

television. To make learning just as fun as a video game, create a story using the day's vocabulary list. Students won't just learn how to spell a new word, but they'll be using it in context and creating something all their own.

-) Students of English as a Second Language (ESL) and students of English as a Foreign Language (EFL) can expand their range of vocabulary through vocabulary lists and exercises. Many word games and puzzles geared to increase a student's spelling and vocabulary skills are available for free on the Internet. These games help students learn new words while reinforcing current knowledge of the English language.
-) One of the golden rules for using games successfully with children is that they all know exactly what they are supposed to do, how and when they are supposed to do it. For this purpose, they should know what the aim of game is right from the beginning. This may, at first glance, seem obvious, but there may also seem many classroom management problems. One of the easiest ways of avoiding noise and managing the class is to ask a pair or group of learners to come up to the front of the class and to demonstrate the games so that the other children listen to the instructions. So that the teacher can motivate the student about subject matter easily.
-) As a synopsis, the researcher asserts that as far as possible vocabulary items should be taught through games, which lay emphasis on learning by doing resulting in long lasting retention in the students. The vocabulary games should also be included in the textbook appropriately and the teacher should be trained and provided with teaching materials to conduct the games systematically.

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Appendix-I

Pre-Test and Post Test- Item

Name

Class: 5

Full Marks: 50

GROUP 'A'

Read the following passage carefully and do the activity that follow:

There was once an old man who had three sons and seventeen camels. The sons were called Rooplal, Nathu and Lalji. The father was getting very old and one day he called his sons together and said, 'Boys, I am old and one of these days I will die. When I am gone, please promise me that you won't quarrel over my camels.' The three sons looked gloomy. They didn't want their father to die, but they eager to hear what he had to say.' I want to you to divide the camels in this way,' continued the old man. 'Rooplal, you are my first son, and the oldest. You must have half the camels.' Rooplal looked pleased. 'Thank you father,' he said.

'Nathu,' said the old man. 'You are the second boy, and you must take a third of the camels.' Then he run to the youngest boy and said: 'Lalji, you will get the ninth.' The youngest boys were a little disappointed but they did not complain. They promised not to quarrel, but do exactly as their father had commanded.

A few days letter, sadly and very suddenly, the father died. The boys arranged the funeral, and when that was over they got down to the business of sharing out the camels. Rooplal, the eldest boy, said, 'Father wanted to me to have half the camel but how can I take half a camel? The best idea would be for me to take nine camels and you can share the rest.' The other two brothers looked stunned and shook their heads from side to side to show they didn't agree with his ideas.

They asked him, ' why should you get half a camel more?' 'Well, that is a good idea, too,' agreed Rooplal. 'But you know, it is not according to our father's wish. 'Then the youngest, Lalji broke the silence. 'How about selling one camel and then dividing the money?' he said brightly. The other two scowled, and made their dislike for this suggestion obvious. The argument went on in this way. Every time one of sons made a suggestion the other two disagreed with it. Their voices got louder and louder; their faces got redder and there was much stamping of feet and shaking of fists. When the argument become more heated and was reaching its heights, a man came that way leading a camel by a rope. The man looked like a holy man. He paused to listen to the three brothers arguing.

1. From the above passage, find a single word for each of the following definitions: 10

- a) Very interested by something that is going to happen. (.....)
- b) Saying somebody that you will definitely do something.(.....)
- c) A person who behave badly. (.....)
- d) Feeling unhappy about somebody. (.....)
- e) To speak angrily to somebody. (.....)

2. Find the words which are similar or opposite in making to the following words from the given passage. 10

- a) Happy – (similar)
- b) Youngest - (opposite)
- c) Smallest - (opposite)
- d) Arguing - (similar)

e) Heated – (similar.)

3. Tick the best alternative. 10

a) Lalji is son of the old man.

i) eldest

ii) youngest

iii) neither younger nor elder

iv) non of the above

b) How many camels were kept by the old man?

i) 10

ii) 12

iii) 15

iv) 17

c) Who is the first son of the old man?

i) Rooplal

ii) Nathu

iii) Lalji

iii) Ramji

d) Why were the three sons quarrelling?

i) for getting money

ii) for getting horses

iii) for getting camels

iii) because of the death.

e) Who solve their problems?

i) Rooplal

ii) Nathu

iii) Lalji

iv) Holy man

4. Write 'T' for true and 'F' for false of the following statements. 10

- i) Lalji was the youngest son.
- ii) Rooplal didn't argue with his brothers.
- iii) The holy man told the brothers not to quarrel.
- iv) The boys obeyed their father's wish.
- v) The argument between the brothers became quite fires.

5. Matching items: 10

Match the following sentences:

Group – 'A'

Eager

Funeral

Gloomy

Obvious

Quarrel

Group – 'B'

Glared

Clear

Cheerless and Unhappy

Cremation

Keen

Bent

Paused

Thank you for your kind cooperation

APPENDIX II

SUMMARY OF THE LESSONS PLANS

Lesson Plan No. 1

Objective: To be able to form words from syllables

Teaching items: Valiant, forebears, naughty, perched, awkwardly, sovereign, swamp, patriots, interfere, utilize

Aids: A set of word cards

Group 'A' (Game 1: Mixed syllabus)

Activities

First of all, the teacher divides the students in different groups and gives each groups a pack of cards with one of these syllables written on each card. Some of the words can be added to make up a large pack.

Each student receives the same number of cards, such as 2 or 3. Rest of the cards is kept on the table. To play, one student puts a card on the table. In turn, the teacher asks another student to put down a second card that will form a two syllable words. If a student cannot make a word he takes the extra cards. If a student can make a word he takes the two cards and puts them on one side. This count is as 1 point. Then, the teacher states the next round by putting down a card. The group who scores the highest points wins the games.

Group B

Activities

The teacher writes the words on the chalkboard and asks students to pronounce the words themselves. She also tells them how to differentiate the syllable; eg, there is only one syllable in the word 'sky'. Then she clarifies that a syllable is a unit of sounds containing at least one vowel. Then, the teacher gives them some words and asks them to differentiate different syllables. The teacher helps students until they know properly.

Lesson Plan No. 2

Objective: To be able to say the meaning of the given vocabulary items.

Teaching items: valuable, selfish, honestly, tremble, prey, brood, vanish, blurred, obedient, bravery, opportunity, warden, weeding, disappointed, admire, advert, beard, journey, trouble, huge, desire, satisfaction, efficiently, physically challenged, soiled, chopped, escape, successful, respect.

Aids: word cards, sentence cards, pocket chart

Group 'A' (Saying meaning)

First of all, the teacher divides the students into different four groups, and names those groups as Group 'A', 'B', 'C' and 'D'. Then the teacher asks them to say the meaning of those words which are shown by the teacher on the pocket chart for example, escape, successful etc. The teacher gives students some clues to that word. For example, "I want to be a successful person." The teacher asks them to think of the meaning of those words. Then the teacher asks one of the students of one group to say the meaning of the words. If they don't know exactly, then the teacher gives a sentence card for each group and asks them to say the meaning of words respectively.

After that the students are encouraged to say the meaning. Likewise the meaning of other words is learnt by students and teacher's responsibility is to help them in any situation. In this way, students know the meaning of all difficult word by each group.

After that the teacher plays the different group of students quiz and practice them more and help them to know the meaning properly.

Group 'B'

Activities

At first, the teacher writes the words and their meanings on the chalkboard. And, then, she tells them to copy the word meanings. Then, she asks them to by heart the meaning of those words.

The teacher asks them to study the spellings, and meanings for while then they can say the meaning of the words. Finally, the teacher evaluates by asking the meaning of words.

Lesson Plan No. 3

Objective: To be able to make sentences using the given vocabulary items

Teaching items: admire, choose, guilty, beautiful, weeding, insect, successful, quarrel, computer, deny, survive, prayer, moustache, guessing, journey, opportunity, secure, enjoy, worship, peaceful, trust, achieve and so on.

Aids: Copies of handout containing a table of the words

Group A (Game2: making Sentences)

Activities:

Before starting, the teacher writes the some words, such as admire, guilty, beautiful, weeding etc on the chalkboard.

The teacher asks the class that if they can choose two of the words and put them into correct sentences which make sense (e.g. I saw beautiful woman in the way).

Then, the teacher divides the class into groups of 4 and gives each group a copy of handout. She explains what is to be done and reminds them that they will be keeping score. Different groups take part in turn and the group of the student has to make a sentence using the words given in the table. If the group doesn't know, the group leader has to say 'pass'. The group with the highest score wins at last.

Group 'B'

Activities

At first, the teacher writes some words on the chalkboard. And then, she teaches them the way of making sentences by using those words which are written in the chalkboard. Then the teacher herself makes a sentence using one of the words given in the chalkboard. For example, 'they are invited in the wedding' and asks them to copy the sentence.

Then, the teacher asks them to make similar type of sentences by using other words which are mentioned on the chalkboard. Finally, she observes and confirms their productions.

Lesson Plan No. 4

Objective: To encourage the students to drive the meaning of new vocabulary items from contextual clues.

Teaching items: Vocabulary review

Aids: plain white paper, pencil ruler

Group 'A' (Game 4: Vocabulary Bingo)

ACTIVITIES

Vocabulary Bingo is a game for the whole class that encourages students to study and review their vocabulary words. The objective is to be the first student to get bingo by matching the definition given by the teacher to the vocabulary word on their bingo card.

Children divide a plain piece of paper into five equal rows and columns, putting a free space in the center box. Using their vocabulary list, they chose any 24 words and write the words in any order, one in each box, on their bingo card. All the vocabulary words and definitions are written on strips of paper and put in a container. The teacher pulls a strip out of the container and reads the definition, checking the word off her list. The students highlight the word that matches the definition. The first child to get bingo wins!

Group 'B'

Activities

The teacher writes some words which are taught by her on the chalkboard and asks them to revise them.

The teacher asks them to revise those words by using the technique of by heart till 30 minutes.

Finally, she asks some of them and gives feedback for better learning achievement.

Lesson Plan No. 5

Group 'A'

Objective: To be able to make definitions of words and learn concept.

Teaching Items: open lexical area

Aids: Teacher made puzzle, vocabulary cards

Group 'A' (Game 5: Vocabulary puzzle)

First of all, teachers draw puzzle pieces on 8 1/2 x 11 copy papers. Then she writes a vocabulary word on each piece. The teacher asks students to copy and have students cut their puzzle apart. Then she asks them to call out the definition and have them reconstruct the puzzle.

Then, the teacher writes each vocabulary word on a small card. The cards are made enough for each student to have one card. Then, the teacher asks students to call out the definition. The student with that word on their card who stand first and says the word must use it in a sentence correctly. If correct they earn a sticker. (2 students will have each word usually) After giving out 2 or 3 definitions, students trade cards and the game continues.

Group 'B'

Activities

The teacher asks the students if they can know the words with correct spelling and concept. The teacher writes the definition and spelling of words and asks students to copy. The teacher gives 20 minutes time to learn the spelling and definition of words by using the technique of 'by heart'. Then, the teacher evaluates the students and gives feedback to them and suggests them to improve their learning about the definition of words and spelling.

Appendix III

1. The result of pre-test and post-test of group 'A'

Full Marks: 50

R.N.	Name of students	Pre-test (X)	Post-test (X)	X ² of Post-test	D	D%
1	Ram krishna Poudel	34	40	1600	6	12
3	Hari Pandey	28	43	1849	15	30
5	Rita Shrestha	20	40	1600	20	40
7	Smriti Khatiwada	20	44	1936	24	48
9	Aastha Nepal	17	41	1681	24	48
11	Rojina Kafle	23	46	2116	23	46
13	Shreekant Chaudhary	28	40	1600	12	24
15	Arjun Mehata	15	32	1024	17	34
17	Srizina Parajuli	20	36	1296	16	32
19	Madhav Mehata	26	43	1849	17	34
21	Himal Rijal	19	39	1521	20	40
23	Umesh Niraula	35	37	1369	2	4
25	Sashank Koirala	24	43	1849	19	38
27	Shreya Dahal	22	40	1600	18	36
29	Udaya Shah	29	44	1236	15	30
31	Rama Dahal	23	36	1296	13	26
33	Ujwal Yadav	20	35	1225	15	30
35	Nitant Chaudhary	21	39	1521	18	36
37	Sudardhan Thapa	26	41	1681	15	30
39	Nitesh Bhattarai	23	35	1225	12	24

2. The result of pre-test and post-test of group 'B'

Full Marks: 50

R.N.	Name of the Students	Pre-test(X ²)	Post-test (X ²)	X ² of Post-test (X)	D	D%
2	Manishha Karki	30	32	1024	2	4
4	Byanjana Khanal	28	31	961	3	6
6	Puja Sapkota	20	21	441	1	2
8	Aruna pandey	22	26	676	4	8
10	Sanjog Karki	19	20	400	1	2
12	Bibek Karki	23	25	625	2	4
14	Prakriti Adhikari	21	23	529	2	4
16	Sobha Aryal	18	19	361	1	2
18	Sangita Bddha	20	21	441	1	2
20	Alina Giri	22	24	576	2	4
22	Asmita Nepal	19	23	529	4	8
24	Sdha Nepal	33	35	1225	2	4
26	Bisha Khatiwada	24	26	676	2	4
28	Asmita Shrestha	22	27	729	5	10
30	Nischal Yadav	27	29	841	2	4
32	Ritesh Mandal	23	25	625	2	4
34	Sujan Dahal	22	27	729	5	10
36	Umakant Biyani	21	22	484	1	2
38	Buddha Rajbhandari	25	28	784	3	6
40	Samir Shah	23	24	576	1	2