

# **EFFECTIVENESS OF USING GAMES IN DEVELOPING VOCABULARY AT LOWER SECONDARY LEVEL**

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

**Submitted by  
Pratima Koirala**

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

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2016**

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**the Proposal: 20/05/2016**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mrs. Pratima Koirala** has prepared this thesis entitled **Effectiveness of Using Language Games In Developing Language Games At Lower Secondary Level** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 27/11/2016

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**Date:** 2/12/2016

# DEDICATION

*This thesis is dedicated to my  
Parents  
who have indelibly devoted their life to  
make me what I am today.*

## **DECLARATION**

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

Date: 26/11/2016

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**Pratima Koirala**

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2016

**Pratima Koirala**

## **ABSTRACT**

The present research work entitled **Effectiveness of Using Language Games in Developing Vocabulary at Lower Secondary Level** has been carried out to find out the effectiveness of games while teaching vocabulary. The study was carried out considering the significance of games in teaching vocabulary. The primary data were collected from the thirty students studying in grade VII from government aided school Bal Janata Lower Secondary School, Dang. The data were collected by using experimental research design. Random Sampling Procedures were used to collect data. The study showed that using language games in teaching vocabulary as a technique has relatively better impact on the whole. It showed that teaching vocabulary by using language games was 14.46% average more effective than teaching with usual classroom technique. It is recommended that using language games technique in teaching vocabulary is more effective than teaching vocabulary with usual classroom technique. So, language games should be used to teach vocabulary items in all the schools while teaching vocabulary.

This thesis consists of five chapters. Chapter one deals with background of the study, statement of the problems, objectives of the study, research questions, significance of study, delimitations of the study, operational definitions of the key terms. Chapter two includes review of theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework. Chapter three consists of methods and procedures of the study adopted to carry out the research. It contains information about the designs and methods of the study, population, sample and sampling strategies, study area data collection tools and techniques, procedures and data analysis and interpretation procedures. Similarly, the fourth chapter deals with data analysis and interpretation of the results and summary of the findings. The fifth chapter includes conclusions and recommendations of the study derived on the basis of analysis and interpretation of the collected data followed by references and appendices.

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## **LIST OF ABBREVIATIONS AND SYMBOLS**

/	:	Slash
Adj	:	Adjectives
Adv	:	Adverbs
CDC	:	Curriculum Development Center
CUP	:	Cambridge University Press
D	:	Difference
D%	:	Difference in Percentage
e.g.	:	for example
i.e	:	That is
N	:	Noun
Pre-t	:	Pre-test
Pro	:	Pronoun
Post-t	:	Post- test
R.N.	:	Roll Number
Sc	:	Score
S.N.	:	Serial Number
T.U	:	Tribhuvan University