CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

The term vocabulary refers to the total number of words that make up a language. Lexicon and lexical items are used synonymously. The lexicon has been characterized as a mental inventory of words and productive and derivational process, the term vocabulary is defined differently in various books. For Richards (1985), vocabulary refers to a set of lexemes, including single words, compound words and idioms. If language structures make up the skeleton of language then it is vocabulary that provides the vital organs and flesh. Since vocabulary function as the vital organs and flesh of language learning it is of great importance. According to Harmer (1991), "If language structures make up the skeleton of language then it is vocabulary that provides the vital organs and flesh."Word is a combination of sounds acting as a stimulus to bring into attention, the experiences to which it has become attached by use.

Nowadays, the English language is taught as a foreign language in all the schools of Nepal starting from class one to class 12. It is also taught as compulsory subject up to bachelor level in different universities of the country. But most of the teachers do not use appropriate technique for teaching English subject. In Nepalese school teachers are still using the old and faulty translation-cum grammar method of teaching. Though, Nepalese curriculum has prescribed to teach English subject from class one to higher level of education. The output of teaching and learning English, especially in public schools, is not effective.

In language, a major aim of teaching program is to help students to gain a number of useful words. A word may be used in different ways in different situations. Without having an adequate no. of vocabulary items no one can

speak any language fluently and appropriately. People feel frustrated when they do not find the appropriate words while speaking the target language. Vocabulary is an important aspects of language without it no one can express ideas and thoughts, so, it is the basic unit of language.

The trend of learning a second language is overwhelmingly increasing in Nepal. It is because some people are exploring their career in teaching a second language and migrating to the foreign language community for better jobs. Teaching and learning of the English language in the heterogeneous Nepalese classes has its several prospects and problems.

English is an international language. It is spoken all over the world. It is used as foreign language in Nepal. It is taught as compulsory subject from class one to bachelor level as an optional subject from class eleven to higher level in Nepal. The importance of English in Nepalese education is also indicated by the fact that additional English is one of the optional subjects from grade eleven to higher degrees.

Though English has not gained official status in Nepal, it is preferred as a medium of communication. Our diplomats while dealing with diplomatic affairs use English. Another most important area in which English is extensively used is in the mass Medias. The world has turned out to be a global village due to the invention of science and technology. The press, advertising, broadcasting, film and music have extensively used English for their global readers or audience.

1.2 Statement of the Problem

The students of lower secondary level might face difficulties while learning vocabulary in English. At the lower secondary level the students do not have the required knowledge of vocabulary because in the context of government aided school. They do not have enough exposure of the English language. Moreover, they feel complexity and also feel hesitation in the period of

learning vocabulary. Here, my concern will be how the students will increase their vocabulary power by language games and what will be the results when the students study with the help of language games .So, this study clearly states that the problems of primary level students in the period of vocabulary learning. Thus, the problem in this study is related to the use of language games while teaching vocabulary

1.3 Objectives of the Study

The objectives have the following objectives:

1)   To find out effectiveness of language games in developing new word about sports.

2)   To suggest pedagogical implications of this study.

1.4 Research Questions

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

•   What is the effectiveness of language games in developing new vocabulary items about sports?

•   To what extent, does the language game help in developing new vocabulary items?

1.5 Significance of the study

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

As the study provides information about organizing vocabulary games in the classroom it will encourage English language teachers to adopt game techniques in teaching vocabulary. The teachers, students, text book writers,

language planners and syllabus designers are equally be benefitted from this study.

1.6 Delimitations of the study

The delimitations of the study were as follows:
- The students were limited to only one government-aided school "Bal Janata Lower Secondary School".
- Only 30 students of grade VII of the same school were selected as the sample of this study.
- The primary data for this study were collected from the written text.
- The effectiveness of language games in vocabulary were observed only in grade VII.
- The duration of the study was about 4 weeks/a month.
- Pre-test and post- test were employed as tools.
- Though there are various language games in teaching vocabulary, only 20 language games: Connections, Things in Common, Guess the Object, Drawing Game, Letter Game, Grab Bag, Cooperative Definition etcetera.

1.7 Operational Definitions of the Key Terms

The following terminologies are used as the key terms throughout the study:

Language games: A kind of teaching method done by teachers in class which helps students to learn easily.

Vocabulary: A body of words used in a particular language

Method: It is an over plan for the orderly presentation of language materials

Technique: It is a particular trick, stratagem or contrivance us to accomplish an immediate object.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is one of the essential tasks to conduct any research. According to Kumar (2006, p.30), "The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step." This chapter includes the review of related theoretical literature (Vocabulary, Aspects of learning words, Word Meaning, Word Use, Word Grammar and Word Formation), review of related empirical literature, implication of the review for the study and conceptual framework.

2.1 Review of theoretical literature

These sub- chapter deals with different theoretical perspectives related to the factors that directly or indirectly associated with language games in developing vocabulary. The theoretical review of the related literature is mentioned below:

2.1.1 Vocabulary

Vocabulary is one of the most important building blocks of language. It refers to the list of lexical items in a language. But lexical items do not include only lexical words but all the lexical and grammatical words which are meaningful. Different scholars have used lexicon and lexical items to refer to the vocabulary but lexicon characterizes the mental inventory of words and their productive and derivational processes. No matter what the terminology the scholars use, vocabulary is the total number of words that make up a language.

Similarly, Wallace (1982) says:

> It has often been remarked how strange it is that comparatively little has
>
> been written on the teaching learning of foreign language vocabulary
>
> because there is a sense in which learning a foreign language is basically

a matter of learning the vocabulary of that language. Not being able to find the words we need to express ourselves is the most frustrating experience in speaking another language. (p. 9)

Further, in the regard, Harmer (2001) says:

If language structures make up the skeleton of language, then it is vocabulary that provides vital organs and the flesh. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. (p. 153)

Likewise, Wilkins (1977, p. 111) says, "without grammar very little can be conveyed but without vocabulary nothing can be conveyed."
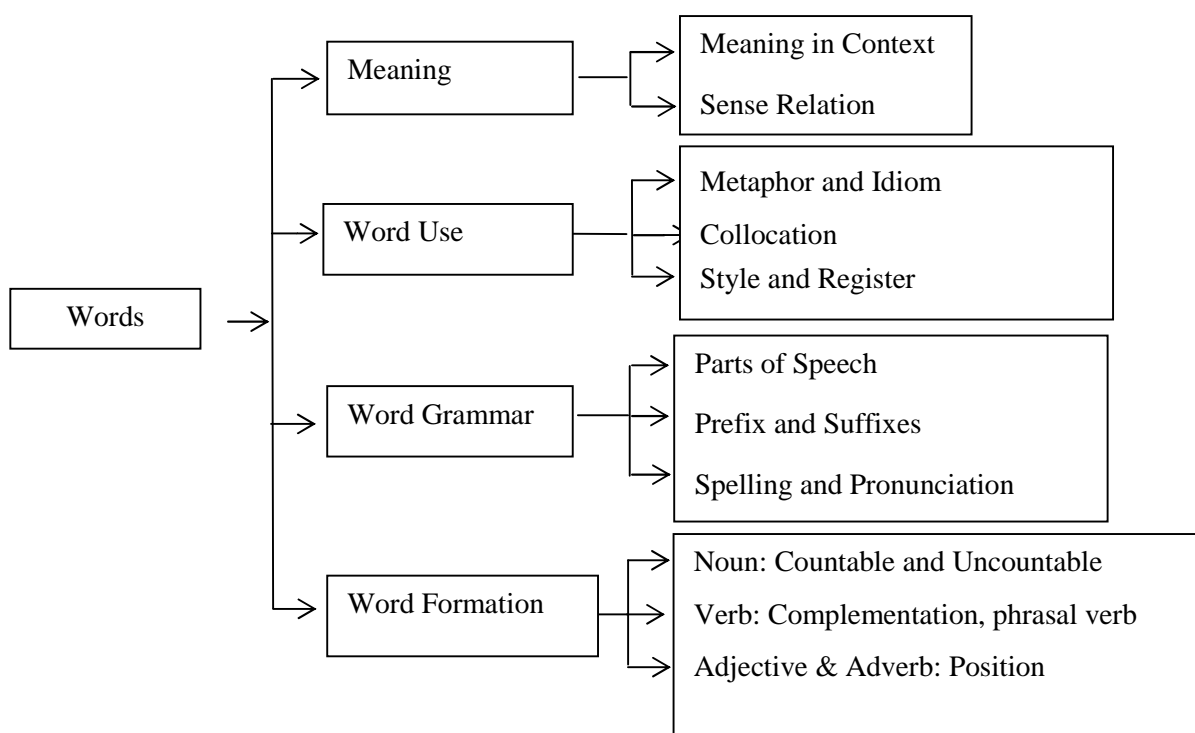
It can be concluded from the above mentioned description that vocabulary is a unit of meaning which may have single word or more than one word. Vocabulary, word, lexis, lexicon, lexical item and lexical unit are synonymously used. In the absence of vocabulary, we are unable to think of the world. In other words, we are unable to talk about the world.

2.1.2 Aspects of learning Words

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

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

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                              ┌──→ Meaning in Context
           ┌──→ Meaning ──────┤
           │                  └──→ Sense Relation
           │
           │                  ┌──→ Metaphor and Idiom
           ├──→ Word Use ─────┼──→ Collocation
           │                  └──→ Style and Register
Words ──→ ─┤
           │                  ┌──→ Parts of Speech
           ├──→ Word Grammar ─┼──→ Prefix and Suffixes
           │                  └──→ Spelling and Pronunciation
           │
           │                     ┌──→ Noun: Countable and Uncountable
           └──→ Word Formation ──┼──→ Verb: Complementation, phrasal verb
                                 └──→ Adjective & Adverb: Position
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2.1.2.1 Word Meaning

Most words have more than one meaning. So, we cannot decipher the meaning of words in isolation. We decipher the meaning of a word by looking at the context, in which it is used, by looking its relation to the other words. For example, the word 'Bank' refers to the place where we keep money in one sense and, it has next meaning, the coastal area of the river. If we see a man drawing out his cheque book and saying "I am going to the bank", the word bank refers to financial institution but if a man on a boat says, I am going to the bank, it refers to the coastal area of a river. Thus, while teaching the word ' bank' the teacher should teach how the word ' bank' is used to give different meaning in different context. Next significant aspect of word meaning is sense relation. Sense relationship refers to the various ways may be related. The relationship might be sameness or similarity of meaning in which case it is called synonyms or it might be opposite meaning in which case it is antonyms. Gairns and Redman (1986, p.82) says "The meaning of a word can be understood and learnt in terms of the relationship with other words in

language." Likewise, Yule (1985, p.118) says "Words are not the meaning containers and role players but their relationship".

Synonyms

This is the relationship of sameness of meaning i.e. two words having same meaning or nearly the same e.g. bright, clever, smart may serve as synonyms of 'intelligent'. Thus, the word having similar meaning may be inappropriate in different contexts i.e. handsome refers to the charming in boys, but does not take function of pretty, cute, beautiful.

Antonyms

It refers to the relationship of oppositeness of meaning i.e. two words or learners having opposite meaning e.g. alive and dead, good and bad, rich and poor. Antonym is often thought of as opposite of synonyms, but the status of two are very different. Language has no real needs of true synonyms, and it is doubtful whether any true synonym exists. But antonym is a regular and very natural feature of languages and can be defined fairly and precisely. Antonym can divide into two types: gradable and non-gradable. Gradable antonym is seen in terms of degree of quality involved. In other words, gradable pair does not necessarily imply the order. Non-gradable antonyms are also called complementarily which refers to the relation between words or lexemes e.g. male and female, dead and alive whose meanings are mutually exclusive; true of one implies falsity of others.

Hyponymy

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

Prototype

Prototype means the first design of something from which other forms are derived. Yule (1985, p.120) defines prototypes as the element useful to explain meaning not in terms of component features but in terms of resemblance to the clearest example. The sparrow and pigeon are the closer prototype than the eagle and ostrich to make a clear concept of bird. A sparrow would be a prototype of bird, where as an ostrich would not because of its typical characteristics, notably its inability to fly. If the vocabulary teaching is performed with prototypes, the student will get chance to activate their passive vocabulary as well as the new vocabulary items can also be introduced to them in interesting way.

Homophony

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

Polysemy

It refers to the multiple meaning of a single word such as 'foot' which means 'bottom' of mountain. "It refers to a lexical items which has a range of different meaning" Crystal (1997, p.297). The multiple meaning of polysemy words is not entirely different; they are in some way connected to the word. Thus, although the polysemous nature of vocabulary provides a complete headache for learners, it equally becomes useful if teacher teaches them different shades of meaning of a word in interesting way.

Metonymy

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

Connotation and Denotation

Denotation of a word refers to the conceptual meaning of that word. The most central part of the meaning of a word is related to the objects and things in the world. By contrast, connotation refers to the meaning which is attached to the basic meaning to the word so that it is also called secondary meaning of associative meaning. i.e. boy: a young, human being, who is playful, noisy and lovable.

2.1.2.2 Word Use

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

Metaphor and simile

Metaphor refers to the figure of speech which makes uses of comparison of descriptive term for a person and things which is literally impossible. In a metaphor no function word are used. Something this described by stating another thing with which it can be compared.

A simile is an expression in which something is compared to something else by the use of function word, such as like or as. For example "my girlfriend's eyes are like red red rose". Here, eyes are compared with red red rose.

Idiom

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

Collocation

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

Style

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

Registers

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

2.1.2.3 Word Formation

Student need to know about word formation and how to twist words to fit different grammatical contexts. Ur (1996, p.62) says "Vocabulary items, whether one word, can often be broken down into their component 'bits'. Exactly, how these bits are put together in another piece of useful information perhaps mainly for more advanced learners". Yule (1985) views that the study of the process of new words came relatively straight forward for changing their structure. So, we can say that word formation is the process to, make constant

evolution of language in terms of new invention of words and new uses of old terms to bring vitality and creativeness to shape language according to the need of language users.

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

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                              ┌──────► Compounding
                              │
                              ├──────► Coinage
                              │
                              ├──────► Blending
                              │
                              ├──────► Borrowing
                              │
                              ├──────► Clipping
                              │
Word formation ──────►        ├──────► Backformation
                              │
                              ├──────► Acronym
                              │
                              ├──────► Modification
                              │
                              ├──────► Reduplication
                              │
                              ├──────► Conversion
                              │
                              └──────► Affixation
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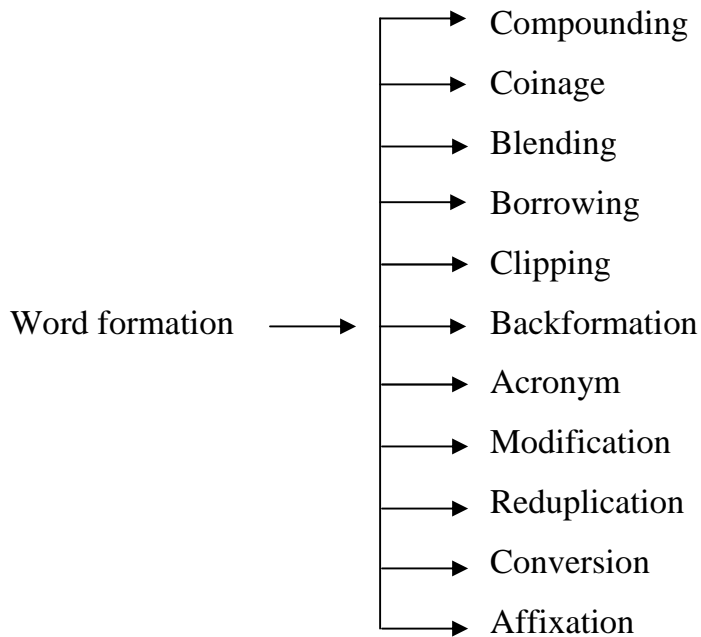
Student should recognize well with the knowledge on ways of words written style and change in form and meaning.

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

Forming a new word by the removal of an affix from the existing word is called backformation. For example: 'televise from the television' 'peddle from peddler'. Likewise; words can be formed by borrowing from another language.

For example: Voyager is borrowed in English from French language. The technique of grouping the initial letters to form new words is known as acronym i.e. UNO from United Nation Organization.

Derivation of a word from another word by changing a sound segment/spelling in writing is called modification. i.e.: tooth-teeth, foot-feet, and man-men.

Replication is the process of word formation in which prefix or suffix reflects certain phonological characteristics of the root, i.e.: ding-dong and tip- top.

Affixation is the morphological process whereby grammatical and lexical information is added to a steam. Crystal (1995) divided affections into two types: inflectional and derivational.

Inflection is defined as a change in the form of a word to express its relation to other word in the sentence. It does not make any change on word class e.g. write-wrote-writes, but it changes the grammar of words. So, it is the bound morpheme used in word formation process which does not make any basic meaning change.

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

2.1.2.4 Word Grammar

Another important aspect of learning words is word grammar. The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have unpredictable change of form in certain grammatical context or may have some idiosyncratic way of connecting with other words in sentences, it is important to provide learners with this

information at the same time as we teach the base form. When teaching a new verb, we might give it past form, if this is irregular or regular, and we might note if it is transitive or intransitive. Similarly, when teaching a noun, we may wish to present its plural form, if irregular (mouse, mice) or draw learners attention to the fact that it has no plural at all (advice, information). We may present verbs such as want and enjoy together with the verb from that follows them (want to, enjoying or adjectives or verbs) together with their following prepositions.

There are many other areas of grammatical behavior that students need to know about it. Such as, what is phrasal verb and how do they behave? How are adjectives ordered? Thus, somehow our teaching must help students to understand what is knowledge implies both in general and for certain words in particular. We can draw the inferences from the above description that knowing a word does not mean only reorganization meaning but also knowing word use, formation and grammar. So, while teaching words, the teacher should lay emphasis on teaching all the aspects of vocabulary items.

2.1.3 Vocabulary Games and Activities

There are many games and activities that can be used for teaching vocabulary. Selection of these games and activities depend upon the nature of vocabulary and level of the students. While selecting games and activities the teacher should also think about the time. Too long games and activities may not be fruitful. Ur (1992, p.58) provides some games and activities. They are as follows:

a) Matching definition

This game is played by matching definitions of words to the words themselves. In this game, the teacher divided the class into groups. The teacher cut the words/definitions into pieces and distributes them into class and let students mingle around the class until they find the word definition. Then the teacher

begins to dictate a word letter by letter until a student guesses the words and student stop.

b) Connections

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

c) What is the place?

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

d) Things in common

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

e) Letter game

In this game, the teacher divides the class into two teams and she says, 'I am thinking of a game that starts with B'. Then the first students to raise his/her hand and guess correctly wins a point for that team. She continues the game with other letters of the alphabet. And the teams that get the most correct answers win the game.

f) Grab game

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

g) Puzzles

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

h) Concentration

In this game, teacher choose 9 sports and for each make a matching set of cards- one with the word written on it and the other with the area where is it played then she shuffle the cards and place them face down in 3 rows of each. Then she divides the class into two teams. The object of the game is for students to find the matching cards. Both teams will see the cards, since concentrating on sports is an important part of the game. The student from team 1 turns over two cards, and if they matched the team get a point and the students takes another turn.

2.1.4 Importance of Teaching Vocabulary Through Games

Although there are many techniques to teach vocabulary, games are one of the vital techniques to teach vocabulary to students especially in lower secondary level. This thesis has proved that game using technique is also a genuine technique to teach vocabulary in primary level. It is not only used for teaching vocabulary but also other skills of language can be taught effectively through using games.

Since, this thesis is based on the research work to find out the effectiveness of teaching vocabulary through games, it can be relevant to mention some points about importance of vocabulary games. Even though different aspects of a language can be taught through games, the vocabulary games have also been proved to be or equally effective as others. When one considers the importance of communicative competence in the target language, a major goal of all language acquisition, and need for spontaneous and creative use of that language, one recognizes the significant role of word games in achieving these objectives. Games add variety to the range of learning situation. It can be used to change the pace of a lesson and so maintain motivation. It can be used to punctuate long formal teaching units and renew students' energy before returning to formal learning. Furthermore, games encourage student's participation, remove the rehabilitations of those who feel intimate by formal classroom situation and increase students. Students communications are also change the role of a teacher from that student enjoy participating in. All the skills listening, speaking, reading, and writing can be taught through word games. Helping a child build his right vocabulary is the easiest and quickest way to make reading fun. Through the use of picture cards, anagrams etc. help can be given in building his reading fluency. Highlighting the effectiveness of games in language teaching McCallum (1980, ix) states the reasons for including games in language class as follows:

•   They can function as reinforcement, review and enrichment

- They involve equal function participation from both slow fast learners.
- They can be adjusted to suit the individual age's and language levels of the students in the class.
- They can be used in any language teaching situation and with any skill area whether reading, writing, speaking or listening.
- They provide immediate feedback for the teacher.

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

2.2 Review of Empirical Related Literature

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

Dahal (2011) carried out a research on "Effectiveness of Drills in Teaching Vocabulary". The goal of his study was to recognize the vocabulary in its spoken and written form. Forty students of grade four were taken as sample. Non-random sampling was used. Experimental group and control group are

used in this study. Experimental research has been done. The finding shows that the use of drills in teaching vocabulary in grade four is effective.

Prasad (2011) carried out "Vocabulary Learning Strategies Used by Students from Various Ethnic Groups." The objective of the study is to compare the vocabulary learning strategies used by students from various ethnic groups.

The sample size of the study consisted of 50 students   of grade nine. He used random sampling procedure. A set of questionnaire was prepared in order to collect the data. The findings of the study are, all ethnic group students used the strategies like watching English movies, guessing meaning by personal experience, asking with senior brother and interacting with classmates.

Rana (2011) entitled "Techniques Used by primary level English Teachers in Teaching Vocabulary." To find out the teaching techniques used by primary level of English teachers in teaching vocabulary in terms of teaching meaning of new words, teaching pronunciation and teaching spelling. He used non-random sampling procedures to collect data. The researcher observed five classes of each teacher for the study. Findings of this research show that 80 percent of the teacher used 'modeling' and 'reading a loud' techniques to teach pronunciation and to teach word spelling. He used observation form (check list).

Bhandari (2012) carried out a research on "A study on English vocabulary Achievement by the students of grade seven in content words." The goal of his study was to investigate the students achieving of English vocabulary of content words used in the English text book. He had employed questionnaire for this research. The sample size of the study consisted of 20 students. He used seen and unseen passage for test items. He had taken learners of grade seven students of urban and rural schools. He used random sampling procedure. He attempted survey research design in his study. Findings of this study shows that the vocabulary achievement of urban school's students was found better than that of the sub urban school's students.

Similarly, Bhusal (2012),"A Study on the Effectiveness of Context as a Resource for Teaching Vocabulary. " The objective of the study is to find out the effectiveness of context as a resource for teaching vocabulary. Forty students were taken as a sample. He used purposive sampling procedure. Experimental group and control group were constructed to conduct the

research. It is an experimental research design. The findings of this study showed that using context as a resource for teaching vocabulary is found more effective.

Kumari (2012) carried out, "The Effectiveness of Drill Techniques in Teaching Vocabulary at Grade Seven." The goals are to find out the effectiveness of drill in teaching vocabulary in terms of spelling, pronunciation, meaning and grammar. The sample size of the study consisted of 46 students. This was sampled through purposive non-random sampling procedure. As it was an experimental research the students were divided into experimental and control group. From this study it was found that the experimental group did better progress than the controlled group.

Regmi (2012) carried out, "A Study on Effectiveness of Teaching Vocabulary through Language Games." The objective of this study was to find out the effectiveness of language games in teaching vocabulary. 42 students were taken for sample. Quota sampling procedure was applied for this research. The data were collected by using experimental research designs. The findings of this study was that using language games techniques in teaching vocabulary is more effective rather than teaching vocabulary with usual classroom technique.

Das (2013) carried out, "A Study of English Vocabulary Achievement of the Students of Grade Nine". The main purposive of this research was to investigate student's achievement of English vocabulary used in the English text book of class nine. Ten students were taken for sample. He used non-random sampling procedure. It is survey type in nature. The findings of this study was to determine the urban school students proficiency in the achievement of the English vocabulary satisfactory than that of the rural school students.

Regmi (2015) carried out "The Effectiveness of Games in Teaching Vocabulary". The objective of this study was to find out the effectiveness of games in teaching vocabulary. To carry out this research twenty two students

of grade six was taken for sample. Non-random sampling was used in this study. Controlled and experimental groups were used. He used experimental research designs. The findings of this study is that if students are assigned to play games while teaching vocabulary items they can perform better than those who are not assigned to.

2.3 Implications of the Review for the Study

In literature review, our central focus is to examine and evaluate what has been before on the related topic and establish the relevance of this information to our own research. The review of the study may obtain from the variety of sources including thesis, book, journals, reports, websites and newspaper articles. This entire source help to bring the clarity and focus on the research problems improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said on a topic and what has not been said yet for finding new area for further research.

The above research studies which I have reviewed helped me to translate my research in this form. I was quite infant in the field of research work before but when I piled up all the researches which I have selected for review, I got a plethora of ideas in conducting this painstaking research. The most fundamental thing which I acquired from reviewing the above literature review; the framework of my research, it means the list of contents.

Though, all the reviews mentioned above were slightly related my study, I got the ideas for reconstructing the methodology by going through the research of Rana (2011). Similarly, Bhandari (2012), Dahal (2011), Regmi (2013) and Kumari (2012) provided me the idea of tool formation. In this way, I got the idea of language games from Regmi (2012). In similar vein, Bhusal (2012) and Das (2013) provided the ideas and knowledge about the effectiveness of using games in vocabulary. From the above mentioned researches, I got information about the actual findings of their studies. From this thesis, I pinpointed the fact that the previous researches missed the investigation regarding effectiveness of

using language games in developing vocabulary in lower secondary level. Not only that but also I developed the concept about designing the process of data collection source of data collection. from the review of theoretical and empirical literature.

Thus, through literature review has helped me to ensure the professional knowledge of the study as well as to underline how the findings of the study fit into existing body of knowledge. Moreover, it has helped me to contextualize the findings of the study. From these reviews, I cited some content related to general background and statement of scholars in this study. Similarly, I used the way of writing style and also took theoretical knowledge of my thesis from reviews.

So, my study will be distinct in the sense that no research has yet been carried out on the topic 'Effectiveness of Using Games in Developing Vocabulary at Lower Secondary Level'.

2.4 Theoretical/Conceptual Framework

Conceptual review is the map or frame work for the whole research process on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole idea of the first glimpse. It is developed after the literature review as discussed above. The framework incorporates the soul of the study which is as follows:

```
                    ┌─────────────────────────┐
                    │   Language games in     │
                    │  developing vocabulary  │
                    └─────────────────────────┘
                       │                    │
                       ▼                    ▼
        ┌──────────────────┐      ┌────────────────────────────┐
        │  Types of games  │      │ Techniques of teaching      │
        │                  │      │ vocabulary                  │
        └──────────────────┘      └────────────────────────────┘
                 │                              │
                 ▼                              ▼
   ┌─────────────────────────┐      ┌────────────────────────┐
   │ 1) Connections          │      │ 1) Linking words        │
   │ 2) What's the place?    │      │                         │
   │ 3) Things in common     │      │ 2) True or false        │
   │ 4) Guess the object     │──────▶ 3) Scrambled words      │
   │ 5) Drawing game         │      │                         │
   │ 6) Match the following  │      │ 4) Question answers      │
   │ 7) True or false        │      │                         │
   │ 8) Grab Bag             │      │ 5) Compound words        │
   │ 9) Puzzles              │      └────────────────────────┘
   │ 10) Concentration       │            ▲      │
   │                         │            │      ▼
   └─────────────────────────┘      ┌────────────────────────┐
                                    │ Effectiveness of       │
                                    │ Vocabulary             │
                                    └────────────────────────┘
```

CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the main methods and procedures that were used for carrying out the research. The following methodology adopted to fulfill the above mentioned objectives and to conduct the study scientifically. The study designs are a part of the research designs whereas the research design also includes other details related to the carrying out of the study.

Experimental Research Design

A part from the experimental designs, Best & Kahn, (2003), discussed three categories: Pre-experimental research designs, true-experimental research designs and quasi-experimental research designs.

Experimental designs

Pre-experimental designs   *True-experimental designs*   *Quasi/semi experimental designs*
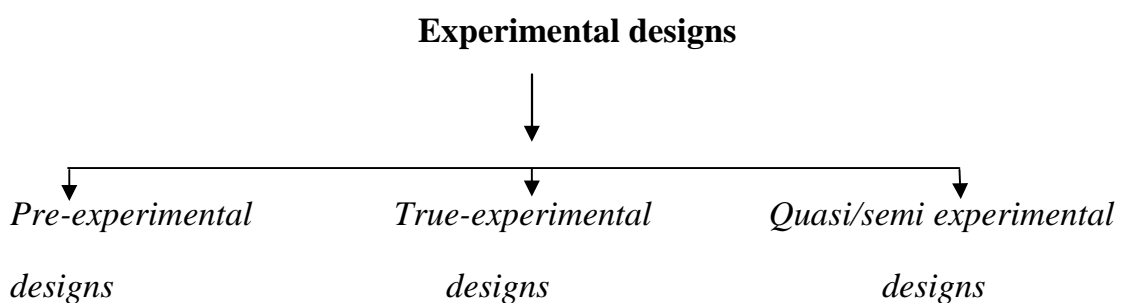
The Pre test- Post test Equivalent-Group Design

This is a strongest type of design. So, when we call experimental research we conclude that this is true experimental research design. In this design, there were two groups: experimental and controlled groups. The equivalence of the experimental and controlled groups is provided by random assignment of subjects to experimental and control treatments. It differs from the pre experimental design in the sense that it involves the use of two groups which have been constituted by randomization.

This design is very much similar to the true experimental, except that pre-test are administered before the application of experimental and control treatments and post-test at the end of intervention. Here, the researcher also administers the pre-tests to both the experimental and control groups before the treatment. At the end of some duration, these groups are administered post-test, and the difference between the mean score is compared to find out the efficiency of the treatment.

3.1 Designs and Methods of the Study

Experimental research was adopted to conduct this research. Experimental research provides a systematic and logical method of experiments to manipulate certain stimuli, treatments or environmental conditions. It observes how the condition or behavior of the subject is affected or changed. This method provides an opportunity of hypothesis testing.

The study designs are a part of the research designs whereas the research design also includes other details related to the carrying out of the study.

3.2 Population, Sample and Sampling Strategies

Thirty students of grade VII studying at Bal Janata Lower Secondary School, Dang was the sample of this study. Students were selected from Bal Janata Lower Secondary School studying in grade seven. Only one school was purposively selected for my research. The total sample populations were 30 students. Random sampling procedures were applied for this research.

3.3 Study Area/Field

The study area for this research was grade seven of government aided school named Bal Janata Lower Secondary School.

3.4 Data Collection Tools and Techniques

I used different types of test items such as matching item, making plural/singular, single word, true or false, linking words, questions answers, word rearranging letters, and categorization of words. The nature of test-items for my study was pre- structured.

3.5 Data collection Procedures:

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

- First of all, I prepared a set of written test and visit the selected school. For the test item I choose some vocabulary items of grade seven for experimental class.

- I requested headmaster and class teacher for provide the class to administer the test.

- I administered a written pre-test to determine the actual vocabulary levels of the students. They were given two hours time to attempt the question. Then their response was marked.

- Then I determined the rank the students on the basis of lottery system, then divide them into two groups and name as group 'A' and Group 'B'.

- After dividing into two groups I taught vocabulary side by side. Group 'A' with language games and Group 'B' without language games.

- Each group was taught up to six days a week. One period a day and each period lasted for 45 minutes. Experimental was carried out approximately a month.

- After the experiment, I administered the post-test for both groups and marked their responses.

- At last, I compared and analyzed the performances of the group in order to explore the effectiveness of language games in teaching vocabulary.

3.6 Data Analysis and Interpretation Procedures

The collected data were transcribed, coded, analyzed, interpreted and then presented descriptively using appropriate tools e.g. tables, figures and diagrams.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF RESULTS

This chapter is mainly concerned with the analysis and interpretation of the collected data. As this is the fact of the research, analysis and interpretation of data were carried out in this section. Data were obtained from the practical field. The main aim of the research was to explore the effectiveness of teaching vocabulary through languages games. The data were presented comparatively in holistic, group wise and item wise.

4.1 Analysis of Data and Interpretation of Results

Thirty students were divided into two groups: experimental and controlled. The data were collected through tests before and after the intervention of the particular technique in both groups. Experimental group was intervened by teaching vocabulary through language games and the controlled group was taught without language games. The data collected from both the groups and obtained results were presented and analyzed in the subsequent section.

4.1.1 Holistic Comparisons of Pre-test and Post-test

Table 1
Performance of the groups in pre-test and post-test

Groups	Total score in pre test	Average score in pre test	Total score in post test	Average score in post test	D in Average Score	D in Average %
A	397	26.40	660	44	17.54	35.08
B	392	26.13	543	36.2	10.07	20.14

In the holistic comparison group 'A' got 26.40 average score in pre-test and 44 average score in post- test and this group is increased by 17.54 average score

and by 35.08 average percentage in post test. Likewise, group 'B' got 26.13 average score in pre-test and 36.2 average score in the post-test. This group is increase by 10.07 average score and by 20.14 average percentage in post-test.

It reveals the fact that group 'A' learnt more effectively than that of group 'B'. The difference in average score group 'A' was 17.54 and group 'B' was 10.07 between the two tests. So, as a whole, group 'A' progressed 7.47 more average score than group 'B'. From that it is clear that, language games technique in teaching vocabulary is more effective than usual classroom technique.

The result of group 'A' and group 'B' regarding the 8 test items are shown in the single table. This comparative table shows the average percentage of group 'A' and group 'B'.

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

Table 2

Overall performances of the groups in both tests.

S.N	Test Items	Group A %	Group B%	D % between A & B
1	Linking Words	22.6	16.46	6.14
2	Single Word	42	17.7	24.3
3	Scrambled Words	33.6	13	20.6
4	Matching Words	23.3	9.4	13.9
5	Compound Words	30.8	14	16.8
6	Singular & Plural	20.56	13.04	7.52
7	True and False	30.8	13.1	17.7
8	Questions Answers	17.9	4.3	13.6
	Total	221.5	106	115.5
	Average Score	27.69	13.25	14.43

The table 2 shows holistic picture of the average score of group 'A' which was 27.69% in different categories of test items whereas Group 'B' was 13.25%. Group 'B' was less than Group 'A'. The average difference percentage between Group 'A' and 'B' was 14.43%. So, it indicates that Group 'A' got better achievement than Group 'B' as a whole.

4.1.2 Item -Wise Comparison

The result of group 'A' and group 'B' in both tests (pre-test and post-test) regarding 8 test items were shown separately in separate tables in order to compare the average proficiency of the students in different test items. They were shown in the following item wise tables.

Table 3

Scores achieved in test item Linking Words.

Group	Total Score in pre test	Average score in pre-test	Average% in pre-test	Total score in Post-test	Average score in post-test	Average% in post-test	D in average score	D in average %
A	51	3.4	47.6	75	5	70	1.6	22.4
B	37	2.46	34.54	55	3.66	51.34	1.2	17.54

From the table 3, it is clear that group 'A' obtained 3.4 and 5 average score, 47.6 and 70 in average percentages in pre-test and post-test respectively. Thus, while comparing between the two tests it has increased by 1.6 average score and by 22.4 differences in average percentage.

The average score of group 'B' in pre-test was 2.46 and post- test was 3.66 and 34.54 in average percentage in pre-test and 51.34 in post-test respectively. It

got 1.2 more average score and 17.54 more average percentage in post-test than in pre-test. From the data, we can draw the conclusion that group 'A' excelled group 'B' in post-test as reveals the former got 22.4 average percentage, but the later only 17.54% average in post-test. So, group 'A' progressed by 4.86 average percentages more than group 'B'. The result of this analysis shows that both groups have positive move but group 'A' has better progress than group 'B' because of language games.

Table 4

Scores achieved in test item Single Word.

Group	Total Score in pre test	Average score in pre-test	Average% in pre-test	Total score in Post-test	Average score in post-test	Average% in post-test	D in average score	D in average %
A	79	5.2	73.8	124	8.2	115.8	3	42
B	74	4.9	69.1	93	6.2	86.8	1.3	17.7

The table 4 displays the achievement of the students in pre-test and post-test. It shows that group 'A' obtained 5.2 and 8.2 average score and 73.8 and 115.8 average percentage and in pre-test and post-test respectively.

On the contrary, group 'B' obtained 4.9 and 6.2 average score and 69.1 and 86.8 average percentage in pre-test and post-test respectively. It reveals the fact that group 'A' achieved more progress in the area of vocabulary than group 'B' because former one got 42 average percentage in post-test than the later one which got only 17.7 average percentage more, marks in post-test. From the data, we can draw the conclusion that group 'A' got better achievement than

group 'B' in this test item. Group 'A' increased by 24.3 average percentage which was more than that of group 'B'.

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

Table 5

Scores achieved in test item Scrambled Word.

Group	Total Score in pre test	Average score in pre-test	Average% in pre-test	Total score in Post-test	Average score in post-test	Average% in post-test	D in average score	D in average %
A	91	6	85	127	8.4	118.6	2.4	33.6
B	94	6.2	87.8	108	7.2	100.8	1	13

From the table 5, it is clear that group 'A' obtained 6 and 8.4 average score, 85 and 118.6 average percentage in pre-test and post-test respectively. Thus, while comparing between the two tests it has increased by 2.4 average score and by 33.6 differences in average percentage.

On the other hand, average score of group 'B' in pre-test was 6.2 and post-test was 7.2 and 87.8 and 100.8 average percentage in pre-test and post-test respectively. It got 1 more average score and 13% more average in post-test than in pre-test. From the data, we can draw the conclusion that group 'A' excelled group 'B' in post-test as reveals the former got 33.6 difference in average percentage, but the later only 13 average percentage in post-test. So, group 'A' progressed by 20.6 average percentages more than group 'B'. The

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

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

Table 6

Scores achieved in test item Matching Words

Group	Total Score in pre test	Average score in pre-test	Average% in pre-test	Total score in Post-test	Average score in post-test	Average% in post-test	D in average score	D in average %
A	50	3.3	46.7	75	5	70	1.7	23.3
B	48	3.2	44.8	58	3.8	54.2	0.6	9.4

The table 6 displays the achievement of the students in pre-test and post-test. It shows that group 'A' obtained 3.3 and 5 average score, 46.7 and 70 average percentage in pre-test and post-test respectively.

On the contrary, group 'B' obtained 3.2 and 3.8 average score, 44.8 and 54.2 average percentage in pre-test and post-test respectively. It reveals the fact that group 'A' achieved more progress in the area of vocabulary than group 'B' because former one got 23.3 average percentage in post-test than the later one which got only 9.4 average percentage more, marks in post-test.

Thus, this data display that group 'A' got better achievement than group 'B' in this test item. Group 'A' increased by 13.9 average percentage more than group 'B'. This shows that both group have shown positive move; but group 'A' got a bit greater than group 'B' because of language games.

Table 7

Scores achieved in test item Compound Words.

Group	Total Score in pre test	Average score in pre-test	Average% in pre-test	Total score in Post-test	Average score in post-test	Average% in post-test	D in average score	D in average %
A	42	2.8	39.2	75	5	70	2.2	30.8
B	45	3	42	60	4	56	1	14

From the table 7, it is clear that group 'A' obtained 2.8 and 5 average score, 39.2 and 70 average percentage in pre-test and post-test respectively. Thus, while comparing between the two tests it has increased by 2.2 average score and 30.8 average percentage.

On the other hand, average score of group 'B' in pre-test was 3 and post test was 4, similarly 42 and 56 average percentage pre-test and post-test respectively. It got 1 more average score and 14 more average percentage in post-test than in pre-test. From the data, we can draw the conclusion that group 'A' excelled group 'B' in post-test as reveals the former got 30.8 average percentage, but the later only 14 average percentage in post-test. So, group 'A' progressed by 16.8 average percentage more than group 'B'. The result of this analysis shows that both groups have positive move but group 'A' has better progress than group 'B' because of language games.

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

Table 8

Scores achieved in test item Singular and Plural.

Group	Total Score in pre test	Average score in pre-test	Average% in pre-test	Total score in Post-test	Average score in post-test	Average% in post-test	D in average score	D in average %
A	40	2.66	37.34	62	4.13	57.9	1.47	20.56
B	38	2.5	35.5	52	3.46	48.54	0.96	13.04

The table 8 displays the achievement of the students in pre-test and post-test. It shows that group 'A' obtained 2.66 and 4.13 average score, 37.34 and 57.9 average percentage in pre-test and post-test respectively.

On the contrary, group 'B' obtained 2.5 and 3.46 average score, 35.5 and 48.54 average percentage in pre-test and post-test respectively. It reveals the fact that group 'A' achieved more progress in the area of vocabulary than group 'B' because former one got 20.56 average percentage in post-test than the later one which got only 13.04 average percentage more, marks in post-test.

Thus, this data display that group 'A' got better achievement than group 'B' in this test item. Group 'A' increased 7.52 average percentages more than group 'B'. This shows that both group have shown positive move but group 'A' got a bit greater than group 'B' because of language games.

Table 9

Scores achieved in test item True and False.

Group	Total Score in pre test	Average score in pre-test	Average% in pre-test	Total score in Post-test	Average score in post-test	Average% in post-test	D in average score	D in average %
A	42	2.8	39.2	75	5	70	2.2	30.8
B	45	3	42	59	3.9	55.1	0.9	13.1

From the table 9, it is clear that group 'A' obtained 2.8 and 5 average score, 39.2 and 70 average percentage in pre-test and post-test respectively. Thus, while comparing between the two tests it has increased by 2.2 average score and 30.8 average percentage.

The average score of group 'B' in pre-test was 3 and post- test was 3.9, similarly 42 and 55.1 average percentage in pre-test and post-test respectively. It got 0.9 more average score and 13.1 more average percentage in post-test than in pre-test. From the data, we can draw the conclusion that group 'A' excelled group 'B' in post-test as reveals the former got 30.8 average percentage, but the later only 13.1 average percentage in post-test. So, group 'A' progressed by 17.7 average percentage more than group 'B'. The result of this analysis shows that both groups have positive move but group 'A' has better progress than group 'B' because of language games.

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

Table 10

Scores achieved in test item Questions and Answers

Group	Total Score in pre test	Average score in pre-test	Average% in pre-test	Total score in Post-test	Average score in post-test	Average% in post-test	D in average score	D in average %
A	51	3.4	47.6	72	6.5	65.5	2.7	17.9
B	57	3.8	53.2	62	4.1	57.9	0.7	4.3

The table 10 displays the achievement of the students in pre-test and post-test. It shows that group 'A' obtained 3.4 and 6.5 average score,47.6 and 65.5 average percentage in pre-test and post-test respectively.

On the contrary, group 'B' obtained 3.8 and 4.1 average score, 53.2 and 57.9 average percentage in pre-test and post-test respectively. It reveals the fact that group 'A' achieved more progress in the area of vocabulary than group 'B' because former one got 17.9 average percentage in post-test than the later one which got only 4.3 average percentage more, marks in post-test.

Thus, this data displays that group 'A' got better achievement than group 'B' in this test item. Group 'A' increased 13.6 average percentage more than group 'B'. This shows that both group have shown positive move but group 'A' got a bit greater than group 'B' because of language games.

After analysis the collected data, either in holistic comparison or in group wise it was found that the average was increased in greater pace in all items. Group 'A' got 22.6 average percentage in linking words item, whereas group 'B' got

16.46 average percentage difference in the same category. Likewise, group 'A' increased by 24.3average percentage than that of group 'B' in single words, by 20.6% in scramble letters, by 13.9% in matching items, by 16.8% in compound word items by 7.52% in singular and plural items, by 17.7% in true or false items and by 13.6% in question and answer s items. From this analysis, it is clear that group 'A' excelled group 'B' by 11.6 average percentage in holistic comparison.

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

4.1.3 Statistical Significance

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

t = $\underline{\text{X1-X2}}$

  S1∕N1-S2∕N

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

                          X2 = mean of Control 'B' group sample

                          N1 = number of cases in Experimental group sample

                          N2 = number of cases in Control group sample

                          S1 = Variance of Experimental group sample

                          S2 = Variance of Control group sample

If t-value equals or exceeds 1.97, we may conclude that the difference between means is significant at the 0.05 level i.e. we can reject null hypothesis but it

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

Now,

Group 'A'

N1 = 15

X1 = 45.93

$$S1 = \frac{N\ X^2 - (\ X)^2}{N^2}$$

$$= \frac{15 \times 31731 - (689)^2}{15^2}$$

$$= \frac{475965 - 474721}{225}$$

$$= \frac{1244}{225}$$

S1 = 5.52

Group B

N = 15

X2 = 36.46

$$S2 = \frac{N\sum X^2 - (\sum X)^2}{N^2}$$

$$= \frac{15 \times 20341 - (547)^2}{15^2}$$

$$= \frac{305115 - 299209}{225}$$

$$= \frac{5906}{225}$$

$$S2 = 26.24$$

Now,

$$t = \frac{\overline{X1} - \overline{X2}}{S1/N1 - S2/N}$$

$$= \frac{45.93 - 36.46}{26.24/15 - 5.52/15}$$

$$= 9.47$$

Since –value 9.47 exceeds 2.58; the null hypothesis may be rejected at the 0.01 level of significance. If this experiment were replicated with random samples from the same population, the probability is that the differences between mean performances that observe result from sample error are fewer than one out of 100 replication. Thus, the researcher can claim that teaching vocabulary through games has been more effective than traditional way of teaching.

4.2 Summary of the Findings

The research is to find out the effectiveness of using language games in developing vocabulary at lower secondary level. The researcher has accumulated the data from experiment in classrooms. The researcher has listed major findings and implications of the study after the rigorous analysis of the collected data. The data have been presented both statically as well as descriptively:

After analysis and interpretation of the raw data, the researcher came to find out the words through definition the test items 'linking words, single words and scrambled words' were developed. It has been found that group 'A' got 22.6 average percentage in linking words, 42 average percentage in single words and 33.6 average percentage in matching words rather than group 'B'. In terms of these test items, the result shows that teaching vocabulary through games has been more effective than usual way of teaching. The test items 'Compound Words and Singular Plural' was aimed to evaluate the examinees competence to change the words into new words by the words as required. It has been found that group 'A' which was taught through games which secured 30.8 average percentage in compound words whereas group B got 14 average percentage, 20.56 average percentage secured by group A but group B got 13.04 average percentage in Singular/Plural. This also point out that games technique has been more effective than usual ways of teaching. Similarly, the 'Matching Items, True or False and Question Answers' were developed. It has been found that group 'A' got 23.3 average percentage in Matching Items but group 'B' secured 9.4 average percentage, like wise in True or False group A got 30.8 average percentage whereas group B secured 13.1average percentage, and in Questions and Answers Group A secured 17.9 average percentage which is more than Group B. This results shows that teaching vocabulary through games has been more effective than usual way of teaching. The t-test value 9.47 exceeds 2.58; the null hypothesis may be rejected at the 0.01 level of significance. If this experiment were replicated with random samples from the

same population, the probability is that the differences between mean performances that observe result from sample error are fewer than one out of 100 replication. This test indicates rather strong evidence that the treatment (vocabulary games) make effective different in performance .In teaching vocabulary when applied to similar population. Thus, the researcher can claim that teaching vocabulary through games has been more effective than traditional way of teaching.

Furthermore, while teaching vocabulary items indirectly or using games, students were found highly motivated so that there was active participation of all students whereas group 'B' seemed a bit passive. It was observed that the students of group 'A' had more long lasting retention than those of group 'B' because the former ones learnt by doing. Even though group 'A' was bitter nosier, it was busy in learning by doing, so that it could achieve better results in post-test. Therefore, it is transparent that if students are assigned to play games while teaching vocabulary items they can perform better than those who are not assign to. So, this research reveals that teaching vocabulary through games is more effective than usual classroom technique.

CHAPTER FIVE
CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The major conclusions of the study are as follows:

1) To examine the student's ability to identify the words through definition the test items 'linking words, single words and scrambled words' were developed. It has been found that group 'A' got 22.6 average percentage in linking words, 42 average percentage in single words and 23.3 average percentage more in matching words rather than group 'B'. In terms of these test items, the result shows that teaching vocabulary through games has been more effective than usual way of teaching.

2) The test items 'Compound Words and singular plural' was aimed to evaluate the examinees competence to change the words into new words by the words as required. . It has been found that group 'A' which was taught through games which secured 30.8 average percentage in compound words whereas group B got 14 average percentage, 20.56 average percentage secured by group A but group B got 13.04 average percentage in singular/plural. This also point out that games technique has been more effective than usual ways of teaching.

3) Similarly, the 'Matching Items, True or False and Question Answers' were developed. It has been found that group 'A' got 23.3 average percentage in Matching Items but group 'B' secured 9.4 average percentage, like wise in True or False group A got 30.8 average percentage whereas group B secured 13.1average percentage, and in Questions and Answers Group A secured 17.9 average percentage which is more than Group B. This results shows that teaching vocabulary through games has been more effective than usual way of teaching.

4) The t-test also verified that independent variables or treatment (games technique) applied to group 'A' to teach vocabulary item bring effective

difference in performance, if it is applied to similar population. Thus, the researcher can claim that teaching vocabulary through games has been more effective than traditional way of teaching.

5) Furthermore, while teaching vocabulary items indirectly or using games, students were found highly motivated so that there was active participation of all students whereas group 'B' seemed a bit passive. It was observed that the students of group 'A' had more long lasting retention than those of group 'B' because the former ones learnt by doing. Even though group 'A' was bitter nosier, it was busy in learning by doing, so that it could achieve better results in post-test. Therefore, it is transparent that if students are assigned to play games while teaching vocabulary items they can perform better than those who are not assign to. So, this research reveals that teaching vocabulary through games is more effective than usual classroom technique.

5.2 Recommendations of the Study

On the basis of the findings of the research work the researcher would like to recommend some pedagogical implications that are categorized into three major types which are presented below:

5.2.1 Policy Related

The present research is an attempt to find out the effectiveness of using language games in developing vocabulary and suggest some implication for the policy level so that vocabulary aspect can be given a good place in the school level curriculum and textbooks. The implications of this research for policy level are presented in points below:

1) Adequate rules practice exercises about the use of vocabulary aspects should be included in the text books.

2) Separate exercises focusing on vocabulary should be included in text books.

3) The teachers should be trained and provided with sufficient teaching materials.

4) The text book writers should include many games in their text book so that the teachers can present the vocabulary items by involving the students in playing games, to learn faster and to solve problems.

5) The syllabus designers and methodologists should encourage the use of games in teaching vocabulary.

5.2.2 Practice Related

The research entitled effectiveness of using language games in vocabulary in lower secondary level of Dang district is carried out with the aim to improve the punctuation in school level. Therefore, this study helps in the daily teaching learning activities of the school. The teachers and school administration can benefit a lot if the findings and recommendations followed. The implications of this research for practice level are presented in points below:

1) The teachers should use language games related to the vocabulary while teaching in the classroom.

2) The teachers should use appropriate teaching materials and techniques of teaching vocabulary as far as possible.

3) Besides text books, the teachers should collect language games for each language items on the use of vocabulary aspect to make the students practice more.

4) The teachers should correct the vocabulary mistakes immediately and should suggest the students.

5) The knowledge of the vocabulary aspects should be checked frequently through various tests and examinations.

5.2.3 Further Research Related

The research is equally important to the further research works that will be carried in future in the field of vocabulary. The implications of this research for the further research are as follows:

1. Effectiveness of Using Language Games in Developing Reading.

2. Effectiveness of Using Language Games in Developing Speaking.

3. Effectiveness of Using Language Games in Developing Writing.

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Appendix- I

Test item

Full marks-50

Name: …………………………….   Roll no: ……………

1) Link the words to each other through the options.   **5**

a) A sport played by foot in which team's attempts to get a ball into a goal defended by the other team.

b) An assistant referee.

c) A framework backed by a mesh, serving as the goal.

d) The activity of imparting and acquiring skills.

e) An area into which the players attempt to put an object.
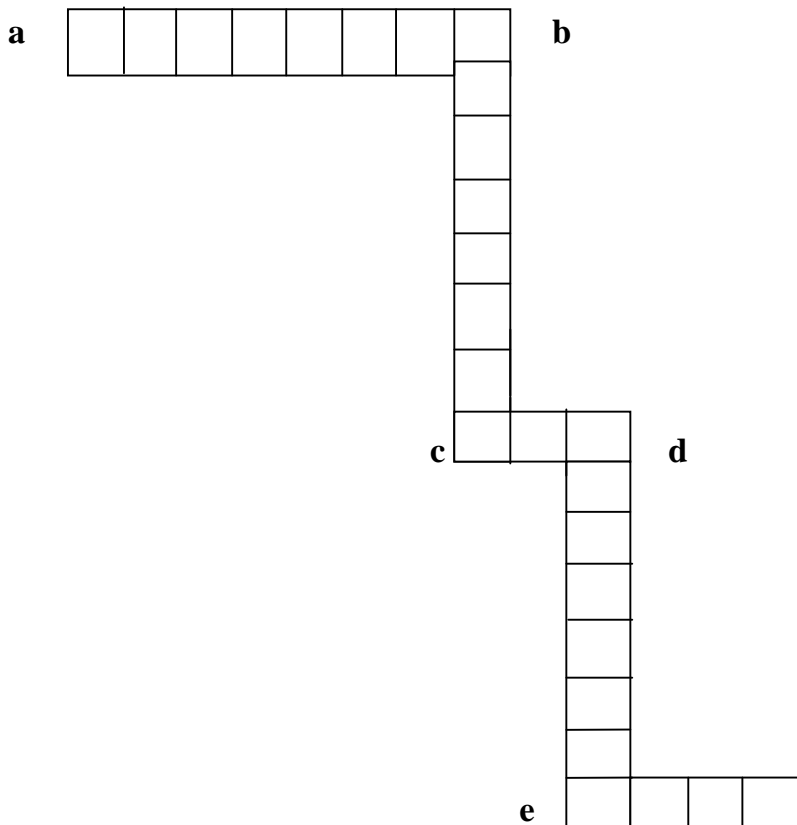
2) Find out the name of the game reading by their definitions.   **10**

a) A sport played by foot in which teams attempt to get a ball into a goal or zone defended by the other team._____

b) A game played outdoors with bats and balls between two teams of eleven._____

c) A racquet sport played indoors on a court by two opposing players._____

d) A game played on a rectangular court between two teams of two to six players. _____

e) A team sport played on a pitch on solid ground where players have to hit a ball into a net using a stick. _____

f) A team sport in which players must hold their breath while making raids into the opposing team's half of the field. _____

g) A sport in which two opposing teams of five players strive to put a ball through a hoop. _____

h) A game or physical exercise which consist of a length of rope with a handle attached to enhanced, intended to be swung over and under a person jumping in a continual rhythm. _____

i) The activity of moving oneself through water using one's arms and legs while floating by the water. _____

j) The sport or activity of firing a gun._____

3)Rearrange the given scrambled letters and form meaningful words.   **10**

Scesh   ycokeh   ticrkce   allb   uldo

……….   ………….   ………….   ……..   ……..

51

draobrormac   psikignp   ootfallb   notnimdab

……………   ………….   ………..   …………..

4) Match the following words in column A with suitable words of column B. **5**

A	B
Football	Jump
Badminton	Kick
Cricket	Service
Skipping	Run
Relay race	Batting

5) Construct five compound using the given word group. **5**

Goal + post = <u>Goalpost</u>

Foot, Polo, Ball, Keeper, Elephant, Goal, Tennis, Basket, Table, Ball

a.

b.

c.

d.

e.

6) Change the following words singular into plural and plural into singular. **5**

1) Ball:	6) Bats:
2) Card:	7) Courts:
3) Team:	8) Goals:
4) Stadiums:	9) Board:
5) Ground:	10) Dices:

7) True or False. **5**

i) Football is a type of game which is played by a bat. _____

ii) In the volleyball match the player catches the ball and runs towards the

     goalpost. _____

iii) In the basketball match the player drops the ball into the basket.

_____

iv) Umpire raises the finger when the batsman loses his wicket. _____

v) In the cricket match, an over equals to six balls. _____

8) Answer the following questions: **5**

a) What is your favorite game?

⇨

b) What is your least favorite game?

⇨

c) When do you play the game?

⇨

d) Why do you play the game?

⇨

e) Write the name of any five games.

⇨

APPENDIX - II

Lesson Plan-1

Subject - English   Date - 2073/2/8

Teaching - About sports   No. of students - 20

Vocabulary game - Linking game   Grade - 7

                                                            Time - 45 minutes

Objectives:

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

a) Link words to each other through common shared letters.

Teaching materials:

Daily used materials, Word cards.

Teaching activities:

At first the teacher will write one of the vocabulary words on the board. Then she tells the student to think of another related word that begins with the last letter of the word on the board in stair fashion. She proceeds this way each students linking a word into the end of the previous word. Those students who guess the word fast will win the game.

Lesson Plan-2

Subject- English	Date-2073/2/9
Teaching – About sport	No. of students-20
Vocabulary game – Connections	Grade- 7
	Time- 45 minutes

Objectives:

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

a) Think of connection between two vocabulary items.

Teaching materials

Daily used materials, Word cards.

Teaching Activities:

At first student teacher write the words card on separate cards and put the cards in two piles on a table or desk in front of the room. Then the students pick one card from each pile and try to make a connection between the two items. The connection may be a similarity, a differences or some relationship between the two and those who connect the words fast that students will be the winner.

Example:

Penalty – goal = both comes under football.

Kick – goalpost = player kick the ball towards the goalpost.

Lesson plan-3

Subject- English   Date-2073/2/10

Teaching – About sport   No. of students-20

Vocabulary game – What's the place   Grade- 7

                                     Time- 45 minutes

Objectives:

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

Guess vocabulary items for places by listening clues.

Teaching materials:

Daily used materials, Word cards.

Teaching activities:

At first the student teacher describes about game and let student guess which places she is talking about then she divides the class into two teams then she writes the game on a card and the team member pick a card and name the game which is described. Then the students will do this game with describing and guessing.

Example:

You go there with board and dice.   (Ludo)

You go there with bat and ball.   (Cricket)

You go there with racket and cork.   (Badminton)

Lesson plan-4

Subject- English   Date-2073/2/11

Teaching – About sport   No. of students-20

Vocabulary game – Things in common   Grade- 7

                                                              Time- 45 minutes

Objectives:

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

a) Brainstorm similarities between vocabulary items.

Teaching materials:

 Daily used materials, Word cards.

Teaching Activities:

At first the teacher divides the class into several teams. Then she tells each team to think of two games that have some things common and write down what are those similarities then each team reads the similarities without naming the games and the other teams try to guess what the two games are. Then the team that guesses the most works wins the game.

Example:

 Volleyball/football

Both games have service.

Both games use their hands.

Both stand while they play.

Both are out doors game.

Lesson plan-5

Subject- English   Date-2073/2/12

Teaching – About sport   No. of students-20

Vocabulary game – Guess the object   Grade- 7

                                                              Time- 45 minutes

Objectives:

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

Guess vocabulary items from their definition.

Teaching materials:

 Daily used materials, Word cards.

Teaching Activities:

At first the teacher gives the definition of any game and she divides the class into pairs, in small groups and then she asks, "What is it". Then the team who gives the answer in short period will be the winner.

Example:

Teacher: you use to play in ground. It is round in shape
Students: Football.

Lesson plan-6

Subject- English   Date-2073/2/13

Teaching – About sport   No. of students-20

Vocabulary game – Drawing game   Grade- 7

                                           Time- 45 minutes

Objectives:

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

Draw vocabulary items for others to guess.

Teaching materials:

 Daily used materials, Word cards.

Teaching Activities:

At first the teacher make up identical sets of cards with the name of games item written on them and have two piles on a table or desk in front of the classroom. Also, place a pad of paper and pencil next to each team's set of cards and she divides the class into two teams and have each team sit together in a different part of the room. When teacher say 'go', a student from each team comes to the front of his/her team, pick a card from pile, and draws the object then the rest of the team guesses what the object is. When a team correctly guesses an object, another team member picks a card and draws the object written on that card. She will continue the game until each team will guess the entire object in their pile. The team that guesses the objects in the shortest time wins the game.

Lesson plan-7

Subject- English   Date-2073/2/15

Teaching – About sport   No. of students-20

Vocabulary game – Match game   Grade- 7

                                                      Time- 45 minutes

Objectives:

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

Match lines of containing key.

Teaching materials:

 Daily used materials, Word cards.

Teaching Activities:

At first the teacher writes the following games and where they played on separate cards and distribute randomly to the students in the class and students memorize their games and leave the cards on their desks. Then students walk around saying their game until they find their match. When all the pairs have been matched, then they say their game in whole class with their playground. Those who match fast will win the game.

Lesson plan-8

Subject- English   Date-2073/2/16

Teaching – About sport   No. of students-20

Vocabulary game – True or false   Grade- 7

                                                            Time- 45 minutes

Objectives:

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

Answer true or false questions about the illustration.

Teaching materials:

 Daily used materials, Word cards.

Teaching Activities:

At first the teacher makes statement about the game and have students decided whether the statements are true or false. If a statement is false, the student should write false and student should correct it and if a statement is true then they should write true. Those who analyses fast will win the game.

Lesson plan-9

Subject- English   Date-2073/2/17

Teaching – About sport   No. of students-20

Vocabulary game –Letter game   Grade- 7

                                                         Time- 45 minutes

Objectives:

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

Name some vocabulary items starting with different letters.

Teaching materials:

 Daily used materials, Word cards.

Teaching Activities:

At first the teacher divides the class into two teams and she say, 'I'm thinking of a game that starts with B'. Then the first students to raise his/her hand and guess correctly wins a point for that team. She continues the game with other letters of the alphabet. And the teams that get the most correct answers win the game.

Lesson plan-10

Subject- English   Date-2073/2/18

Teaching – About sport   No. of students-20

Vocabulary game – Grab Bag   Grade- 7

                                                        Time- 45 minutes

Objectives:

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

Guess items hidden in paper bags.

Teaching materials:

 Daily used materials, Word cards.

Teaching Activities:

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

Lesson plan-11

Subject- English   Date-2073/2/19

Teaching – About sport   No. of students-20

Vocabulary game –Puzzles   Grade- 7

                                                             Time- 45 minutes

Objectives:

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

Able to put together puzzles depicting vocabulary items.

Teaching materials:

 Daily used materials, Word cards.

Teaching Activities:

At first the teacher cut out several pictures of games from magazines and she paste each picture on a piece of cardboard or other heavy paper and cut the picture into four pieces. Then she give each student a piece from one puzzles and tell students to walk around the room and find other pieces to make a complete picture. The object is not to show each other the puzzles pieces, but to offer information and gather information from others. Then she will continue the activity until the puzzle pieces are matched. The group that matches their puzzle first wins.

Lesson plan-12

Subject- English   Date-2073/2/20

Teaching – About sport   No. of students-20

Vocabulary game – Concentration   Grade- 7

                                                         Time- 45 minutes

Objectives:

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

Match vocabulary items with their definition.

Teaching materials:

 Daily used materials, Word cards.

Teaching Activities:

At first the teacher choose 9 sports and for each make a matching set of cards- one with the word written on it and the other with the area where is it played then she shuffle the cards and place them face down in 3 rows of each. Then she divides the class into two teams. The object of the game is for students to find the matching cards. Both teams will see the cards, since concentrating on sports is an important part of the game. The student from team 1 turns over two cards, and if they matched the team get a point and the students takes another turn.

Lesson plan-13

Subject- English   Date-2073/2/21

Teaching – About sport   No. of students-20

Vocabulary game – Cooperative definition   Grade- 7

                                                        Time- 45 minutes

Objectives:

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

Write definition of vocabulary items for others to guess.

Teaching materials:

Daily used materials, Word cards.

Teaching Activities:

At first the teacher divides the class into small group of three or four. Then she gives each group a piece of paper and asks each group to write about of five games. When all the groups are ready, have them pass their papers with the definition to group on their right. Group A thus passes its definition to group B, passes its definitions to group c, etc. Each group reads the definition it has received, and on a separate piece of paper writes the group letter designation and what games they think are being defined. The game will be continuing until each group has seen all the other's group's definition. She will compare the results and see which group has the most correct guesses and that group will be the winner.

Lesson plan-14

Subject- English   Date-2073/2/22

Teaching – About sport   No. of students-20

Vocabulary game –Questions and Answers   Grade- 7

                                                            Time- 45 minutes

Objectives:

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

 Create questions about vocabulary items.

Teaching materials:

 Daily used materials, Word cards.

Teaching Activities:

At first the teacher writes each word on a separate card and put the cards face down on a table or desks in front of the class. Then she divides the class into two teams. Then she calls a student from team 1 in front of the room and picks a card, and silently reads the word .This is the answer. That should think of a question which word could be the answer to. The team member questions the answer correctly, that team gets point, if the person doesn't question the answer correctly, a member from the other team has a chance to answer it. The team with the most points wins the game.

Example:

Card: Helmet: What is the thing that is wear in head by the player in the cricket?

Lesson plan-15

Subject- English   Date-2073/2/23

Teaching – About sport   No. of students-20

Vocabulary game – Hot Spot   Grade- 7

                                          Time- 45 minutes

Objectives:

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

Guess vocabulary items based on clues.

Teaching materials:

 Daily used materials, Word cards.

Teaching Activities:

At first the teacher divides the class into two teams and calls one student from each team to the front of the class room and sit facing his/her teammates in the hotspot. She writes one of the games name on a piece of paper and shows it to the team 1 without showing it to the students sitting in the front of the room. The team members give clues to their team mate who tries to guess the word then they repeat with team 2. She will continue until each team member has had a chance to sit in the hotspot and guess a word. She gives a point for each clue given before the word is guessed and low score wins the game.

Lesson plan-16

Subject- English   Date-2073/2/24

Teaching – About sport   No. of students-20

Vocabulary game – Got It   Grade- 7

                                                            Time- 45 minutes

Objectives:

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

Ask yes/no question to guess vocabulary words.

Teaching materials:

 Daily used materials, Word cards.

Teaching Activities:

At first the teachers divide the class into groups of four or five and have each group think of a games name that they want to make the other students guess. When the entire groups are ready, one student of each group goes and sits with the next group. Then the group students ask the visiting representation yes/no questions about the game until they guess it. When the students guess the word, they call out "got it". Then that group gets a point for guessing correctly. Then the representatives stay with the new group, another word is selected, a new is chosen, and the play continuous. Those who guess in short period they will win the game.

Lesson plan-17

Subject- English   Date-2073/2/25

Teaching – About sport   No. of students-20

Vocabulary game –Association game   Grade- 7

                                                               Time- 45 minutes

Objectives:

At the end of the lesson students will be able to:
 Play a game based on association

Teaching materials:

 Daily used materials, Word cards.

Teaching Activities:

At first the student teacher describes about the games and divides the class into
two teams. Then she asks one player from each team to come to the front of the
room and sit facing his/her team. Then again she gives copies of the same card
to each of the two players in front. Then the first player announces the
category: sports. That student then gives s clue for a first word. Then that
student's team mates have one try to guess the answer. If they're correct, they
get point and the team member gives a clue for the second word. If they don't
guess the first word, the play goes to the other team, and they have a chance to
guess the word based on the clues they've just heard. She will continue the
game with other teams. The team with the most points wins the game.

Example:
"You play this game on the ground".

Lesson plan-18

Subject- English   Date-2073/2/26

Teaching – About sport   No. of students-20

Vocabulary game – Bleep   Grade- 7

                                                  Time- 45 minutes

Objectives:

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

Create dialogs containing hidden vocabulary words.

Teaching materials:

 Daily used materials, Word cards.

Teaching Activities:

At first the student teacher write the numbered games on cards, mix up the cards, and put them face down in a pile on a table or desk in front of the room. Then she divides the class into pairs and each pair come to the front of the room, pick 2 cards from the pile and create a conversation in which they use those two words. Then she calls on the pairs to present their conversation to the class. However, instead of saying the 2 words when they come up in the conversation, they say 'bleep'. Other students then try to guess the bleeped words and those who find as soon as fast will be the winner.

Lesson plan-19

Subject- English   Date-2073/2/27

Teaching – About sport   No. of students-20

Vocabulary game –Mystery word conversation Grade- 7

                                                    Time- 45 minutes

Objectives:

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

Conversant about vocabulary items and others.

Teaching materials:

 Daily used materials, Word cards.

Teaching Activities:

At first the teacher divide the class into small groups and tell each groups choose one of the game and create a conversation that is about the chosen game but never names that game. The rest of the class tries to guess what the mystery game is. Those who guess fast will win.

Lesson plan-20

Subject- English   Date-2073/2/28

Teaching – About sport   No. of students-20

Vocabulary game – Pair interview   Grade- 7

                                        Time- 45 minutes

Objectives:

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

Discuss the topic

Teaching materials:

Daily used materials, Word cards.

Teaching Activities:

At first the teacher divides the class into pairs and asks the students to interview to each other about the game which they are playing in school or home and makes the pair then report back to the class about their interviews.

Example:

What is your favorite game? Why?

What is your least favorite game? Why?

When do you play game? Why?

APPENDIX- III

HOLISTIC TABLES OF PRE-TEST AND POST-TEST RESULTS

1. The Result of Pre-test and Post- test of Group 'A'(Experimental Group)

R.N	Pre-test	Post-test	X2 of post test	D	D%
1	27	45	2025	18	36
3	27	40	1600	13	26
4	28	48	2304	20	40
5	27	49	2401	22	44
7	32	47	2209	15	30
8	28	43	1849	15	30
11	30	46	2116	16	32
12	31	46	2116	15	30
13	32	47	2209	15	30
16	32	44	1936	12	24
18	28	44	1936	16	32
22	32	48	2304	16	32
26	30	46	2116	16	32
28	30	47	2209	17	34
30	32	49	2401	17	34
	443	x= 689	x^2= 31731	243	486
	29.53	45.93		16.2	32.4

2. Result of Pre-test and Post- test of Group 'B'(Control Group)

R.N	Pre-test	Post-test	X2 of post test	D	D%
2	39	45	2025	9	18
6	23	30	900	7	14
9	26	36	1296	10	20
10	23	29	841	6	12
14	24	33	1089	9	18
15	26	34	1156	8	16
17	23	33	1089	10	20
19	38	43	1849	5	10
20	39	44	1936	5	10
21	26	34	1156	8	16
23	26	36	1296	10	20
24	39	43	1849	4	8
25	36	41	1681	5	10
27	24	33	1089	9	18
29	27	33	1089	6	12
	439	x= 547	x^2= 20341	111	222
	29.26	36.46		7.4	14.8

APPENDIX-IV

ITEM WISE TABLES OF PRE AND POST TEST RESULTS

1. The result in Linking Words item
    Group 'A'

R.N	Pre-test	Post-test	D	D%
1	3	5	2	40
3	4	5	1	20
4	3	5	2	40
5	3	5	2	40
7	4	5	1	20
8	4	5	1	20
11	3	5	2	40
12	3	5	2	40
13	4	5	1	20
16	4	5	1	20
18	4	5	1	20
22	3	5	2	40
26	3	5	2	40
28	3	5	2	40
30	3	5	2	40
Total marks	53	75	24	
Average	3.53	5	1.6	

Group 'B'

R.N	Pre-test	Post-test	D	D%
R.N	Pre-test	Post-test	D	D%
2	3	4	1	20
6	2	3	1	20
9	2	4	2	40
10	2	3	1	20
14	2	3	1	20
15	3	3	0	0
17	2	4	2	40
19	4	4	0	0
20	4	4	0	0
21	2	3	1	20
23	2	4	2	40
24	3	4	1	20
25	3	4	1	20
27	3	5	2	40
29	3	4	1	20
Total marks	37	55	16	
Average marks	2.46	3.66	1.06	

1	5	9	4	80
3	3	6	3	60
4	5	10	5	100
5	5	10	5	100
7	6	8	2	40
8	5	8	3	60
11	6	8	2	40
12	5	8	3	60
13	6	8	2	40
16	6	7	1	20
18	5	7	2	40
22	6	9	3	60
26	5	8	3	60
28	6	8	2	40
30	5	10	5	100
Total marks	79	124	45	
Average	5.26	8.26	3	

2. The result in Definition item.

   Group 'A'

   Group-B

R.N	Pre-test	Post-test	D	D%
2	7	8	1	20

R.N	Pre-test	Post-test	D	D%

	Pre-test	Post-test	D	D%
6	4	5	1	20
9	4	6	2	40
10	4	5	1	20
14	3	5	2	40
15	4	6	2	40
17	4	6	2	40
19	6	7	1	20
20	6	7	1	20
21	4	5	1	20
23	6	6	0	0
24	9	9	0	0
25	6	7	1	20
27	3	4	4	80
29	6	7	1	20
Total marks	74	93	20	
Average	4.93	6.2	1.33	

1	5	7	2	40
3	6	7	1	20
4	5	8	3	60
5	6	10	4	80
7	7	9	2	40
8	5	7	2	40
11	6	9	3	60
12	7	9	2	40
13	7	10	3	60
16	6	8	2	40
18	5	8	3	60
22	6	10	4	80
26	7	9	2	40
28	6	10	4	80
30	7	10	3	60
Total marks	91	127	40	
Average	6.06	8.46	2.66	

3. The result in Scrambled items

   Group 'A'

Group-B

R.N	Pre-test	Post-test	D	D%
2	7	9	2	40
6	5	6	1	20
9	7	8	1	20
10	5	6	1	20
14	6	7	1	20
15	6	7	1	20
17	6	7	1	20
19	7	8	1	20
20	7	9	2	40
21	6	7	1	20
23	6	7	1	20
24	7	8	1	20
25	6	6	0	0
27	6	7	1	20
29	5	6	1	20
Total Marks	94	108	16	
Average Marks	6.26	7.2	1.06	

1	4	5	1	20	The result in Matching items
3	3	5	2	40	
4	3	5	2	40	
5	3	5	2	40	
7	3	5	2	40	Group 'A'
8	3	5	2	40	
11	3	5	2	40	
12	4	5	1	20	
13	4	5	1	20	
16	3	5	2	40	
18	3	5	2	40	Group-B
22	4	5	1	20	
26	3	5	2	40	
28	3	5	2	40	
30	4	5	1	20	
Total marks	50	75	25		
Average	3.33	5	1.66		

R.N	Pre-test	Post-test	D	D%
2	5	5	0	0
6	3	4	1	20
9	3	4	1	20
10	4	4	0	0
14	2	3	1	20
15	3	4	1	20
17	3	4	1	20

R.N	Pre-test	Post-test	D	D%
19	3	4	1	20
20	4	5	1	20

R.N	Pre-test	Post-test	D	D%
21	4	4	0	0
23	3	4	1	20
24	2	3	1	20
25	3	4	1	20
27	3	3	0	0
29	3	3	0	0
Total Marks	48	58	10	
Average Marks	3.2	3.86	0.66	

1	3	5	2	40
3	2	5	3	60
4	3	5	2	40
5	3	5	2	40
7	3	5	2	40
8	3	5	2	40
11	3	5	2	40
12	3	5	2	40
13	2	5	3	60
16	3	5	2	40
18	3	5	2	40
22	3	5	2	40
26	2	5	3	60
28	3	5	2	40
30	3	5	2	40
Total marks	42	75	33	
Average	2.8	5	2.2	

4. The result in Compound words item
   Group 'A'

Group 'B'

R.N	Pre-test	Post-test	D	D%
2	5	5	0	0
6	2	4	2	40
9	2	4	2	40
10	2	3	1	20
14	2	4	2	40
15	2	3	1	20
17	2	3	1	20
19	5	5	0	0
20	5	5	0	0
21	2	4	2	40
23	2	4	2	40
24	5	5	0	0
25	5	5	0	0
27	2	4	2	40
29	2	3	1	20
Total Marks	45	60	16	
Average Marks	3	4	1.06	

1	2	4	2	40
3	3	4	1	20
4	3	5	2	40
5	2	4	2	40
7	3	5	2	40
8	3	4	1	20
11	2	4	2	40
12	3	4	1	20
13	2	4	2	40
16	3	4	1	20
18	3	4	1	20
22	3	4	1	20
26	2	4	2	40
28	3	4	1	20
30	3	4	1	20
Total marks	40	62	22	
Average	2.66	4.13	1.46	

5. The result in Singular and plural item

Group 'A'

Group 'B'

R.N	Pre-test	Post-test	D	D%
2	4	5	1	20
6	1	2	1	20
9	2	3	1	20
10	1	2	1	20
14	2	3	1	20
15	2	3	1	20
17	1	2	1	20
19	4	5	1	20
20	4	5	1	20
21	2	3	1	20
23	2	3	1	20
24	4	5	1	20
25	4	5	1	20
27	1	3	2	40
29	2	3	1	20
Total Marks	39	59	16	
Average Marks	2.6	3.93	1.06	

1	2	5	3	60
3	3	5	2	40
4	2	5	3	60
5	2	5	3	60
7	3	5	2	40
8	2	5	3	60
11	3	5	2	40
12	4	5	1	20
13	3	5	2	40
16	3	5	2	40
18	2	5	3	60
22	3	5	2	40
26	3	5	2	40
28	4	5	1	20
30	3	5	2	40
Total marks	42	75	33	
Average	2.8	5	2.2	

7.The result in True or false items

Group 'A'

Group-B

R.N	Pre-test	Post-test	D	D%
2	5	5	0	0
6	2	3	1	20
9	2	3	1	20
10	2	3	1	20
14	2	3	1	20
15	2	4	2	20
17	2	4	2	20
19	5	5	0	0
20	5	5	0	0
21	2	4	2	40
23	2	4	2	40
24	5	5	0	0
25	5	5	0	0
27	2	3	1	20
29	2	3	1	20
Total Marks	45	59	14	
Average Marks	3	3.93	0.93	

8. The result in Question answer items

Group 'A'

R.N	Pre-test	Post-test	D	D%
1	3	5	2	40
3	3	3	0	0
4	4	5	1	20
5	3	5	2	40
7	3	5	2	40
8	3	4	1	20
11	4	5	1	20
12	3	5	2	40
13	3	5	2	40
16	4	5	1	20
18	4	5	1	20
22	3	5	2	40
26	4	5	1	20
28	3	5	2	40
30	4	5	1	20
Total marks	51	72	21	
Average	3.4	4.8	1.4	

Group 'B'

R.N	Pre-test	Post-test	D	D%
2	3	4	1	20
6	4	4	0	0
9	4	4	0	0
10	3	3	0	0
14	5	5	0	0
15	4	4	0	0
17	3	3	0	0
19	3	5	2	40
20	4	5	1	20
21	4	5	1	20
23	3	4	1	20
24	4	4	0	0
25	4	5	1	20
27	4	4	0	0
29	4	4	0	0
Total Marks	57	62	7	
Average Marks	3.8	4.13	0.46	