

**THE EFFECTIVENESS OF LANGUAGE GAMES IN
TEACHING WRITING SKILL**

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

**Submitted by
Bhagirath Paudyal**

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

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Kirtipur, Kathmandu, Nepal**

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Second Year Examination
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Date of Submission: 18-05-2014**

DECLARATION

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

Date: 16-05-2014

.....

Bhagirath Paudyal

RECOMMENDATION FOR ACCEPTANC

This is to certify that Mr. **Bhagirath Paudyal** has prepared this thesis entitled **The Effectiveness of Language Games in Teaching Writing Skill** under my guidance and supervision.

Date: 2014/05/18

.....

Dr. Laxmi Bahadur Maharjan

Professor

Department of English Education

Faculty of Education

T.U., Kirtipur

Kathmandu, Nepal.

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

Signature

Dr. Anjana Bhattarai

.....

Head and Reader

Chairperson

Department of English Education

T.U., Kirtipur

Dr. Laxmi Bahadur Maharjan (Supervisor)

.....

Professor

Member

Department of English Education

T.U., Kirtipur

Ms. Saraswati Dawadi

.....

Lecturer

Member

Department of English Education

T.U., Kirtipur

Date: 2014/05/18

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Evaluation and Approval Committee:**

Signature

Dr. Anjana Bhattarai

.....

Head and Reader

Chairperson

Department of English Education

T.U., Kirtipur

Dr. Chandreshwar Mishra

.....

Professor

Member

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur

Dr. Laxmi Bahadur Maharjan (Supervisor)

.....

Professor

Department of English Education

Member

T.U., Kirtipur

Date: 2014/05/24

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ABSTRACT

This research entitled **Effectiveness of Language Games in Teaching Writing Skill** aimed at finding the effectiveness of language games in teaching writing skill. I administered a set of tests to collect data for conducting the research. In order to collect data I selected a school by purposive non-random sampling procedure. I divided the class nine students of the school into two groups. After that, pre-test was administered. The Experimental group was taught through language games and the controlled group was taught without using language games. Experiment was carried out for four weeks. After that, post-test was administered. The data obtained from both the tests i.e. pre-test and post-test were analyzed and discussed to find out the effect of language games in teaching writing skill. From the analysis and discussion of the data the research findings were derived. The research findings showed that teaching writing skill with language games was more effective than teaching writing skill without using language games. Thus, the present study concludes that the use of language games can play positive role in teaching writing skill.

The study consists of five chapters. Chapter one deals with introduction. It consists of background, statement of the problems, rationale and objectives of the study, research questions, significance and delimitations of the study and operational definitions of the key terms. Similarly, chapter two consists of the review of related literature and conceptual framework. It deals with review of related theoretical and empirical literature, implication of the review for the study, and conceptual framework. Likewise, chapter three presents methods and procedures of the study. This includes design of the study, population and sample, sampling procedure, data collection tools, and data collection procedure. In the same way, chapter four consists of results and discussion of the data. Finally, chapter five incorporates summary, conclusion, and implications. On the basis of results and discussion, some important findings and implication for the policy level, practice level and further research have been made. This chapter is followed by references and appendices.

LIST OF SYMBOLS AND ABBREVIATIONS

ELT -	English Language Teaching
UN -	United Nations
NESP -	National Educational System Plan
BBA -	Bachelor in Business Administration
BHM -	Bachelor in Hotel Management
BPH -	Bachelor in Public Health
SLC -	School Leaving Certificate

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