

**EFFECTIVENESS OF GAMES IN TEACHING ACTION  
VERBS AT GRADE FIVE**

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

**Submitted by  
Roshani Parajuli**

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

**2012**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Roshani Parajuli** has worked and completed this thesis entitled '**Effectiveness of Games In Teaching Action Verbs at grade five**' under my guidance and supervision.

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## **DECLARATION**

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

Date: 2/10/2012

.....

**Roshani Parajuli**

# **DEDICATION**

Dedicated To  
My Parents, My Daughter and Husband.

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**Roshani Parajuli**

## ABSTARCT

The research entitled “**Effectiveness of Games in Teaching Action Verbs at grade five**” is an attempt to find out effectiveness of games in teaching actions verbs. In order to do so, the researcher collected the data from both primary and secondary sources. The primary sources were the students of grade five studying in “Amar English Higher Secondary School.’ The sample consisted of forty students. The students were pre-tested to determine their proficiency level in vocabulary items before starting one month of teaching. They were divided into two groups on the basis of odd-even ranking of performance of the pre-test. After dividing them into two groups, one group was taught using games but another one using usual technique. After completing the teaching, the post test was given using the same pre-test items. After that, the results of both pre and post-tests were compared. The main findings of this thesis is that teaching action verbs through the use of games at Primary level is more effective than teaching without using games.

The study consists of four chapters. The first chapter deals with the introduction, it consists of general background of the study, review of the related literature, objective of the study and significance of the study. The second chapter deals with the methodology adopted for the study. It encompasses sources of the data, population of the study, sampling procedures, tools for the data collection, process of the data collection and the limitation of the study. The third chapter deals with the analysis and interpretation of the data. The last chapter deals with the findings and recommendations. On the basis of the analysis and interpretation, some significant findings are listed. On the basis of these findings, some recommendations are made.

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## LIST OF SYMBOLS AND ABBREVIATIONS

AD	Anno Domini
Ant.	Antonyms
Av	Average
B.S	Bikram Sambat
D%	Difference between the scores of the pre-test and post-test in percentage.
D.	Difference between the scores of the pre-test and post-test.
e.g.	Exempligratia
ELT	English Language Teaching
et.al.	et al (and other people)
etc	Et cetra
FM	Full Score
i.e.	(id est)
LP. No	Lesson Plan Number
NEC	National Education Commission
NELTA	Nepal English Language Teaching Association
R.N	Roll Number
SAARC	South Asian Association for Regional Cooperation
Syn	Synonym
T.U	Tribhuvan University
UN	United Nations