

Effect of Using Word Games in Teaching English Language Vocabulary among Upper Primary Students

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Abstract

Vocabulary learning has always been a major concern for those who want to learn a second language. The present study aimed at determination of effect of games on vocabulary gain of upper primary students. For this, two groups of students were chosen as control and experimental groups. The research design used in the present study is pre-test and post-test design. The control group was start through traditional teaching where as experimental group was exposed to teaching vocabulary using word games significant difference in the post-test scores was found between control and experimental group indicating that teaching through word games as significant effect on learning vocabulary among upper primary students.

INTRODUCTION:

Among English language teaching strategies, education games are seen as appropriate and powerful for very young children because the nature of the games fits the nature of the children. Games are fun for children and they include interaction, physical and cognitive activity, socialization, competition and co-operation. Games are child-centered and can adjust according to the educational aims and the age level of the children to improve spelling. The present study concentrates on the pronunciation and the correction of the word while speaking and writing without any mistakes. Many researchers have found that the word games are very effective in teaching vocabulary for the students. Hence the researcher had concentrated in the word game to introduce new vocabulary for the students.

STATEMENT OF THE PROBLEM:

The purpose of this study is to investigate the effect of using word games in enhancing the vocabulary of upper primary students.

The research is titled as 'The Effect of using word games in teaching English language vocabulary among upper primary students'.

OBJECTIVES OF THE STUDY:

- To find out the effectiveness of language games in learning English vocabulary among upper primary students group.
- To find out the difference between the control and the experimental group through their post test score.

HYPOTHESES:

- There is no significant difference between pre and post test scores of experimental group.
- There is no significant difference control and experimental group in their post test scores.

METHOD OF STUDY:

The method used in the present investigation in an experimental method. An experiment is an investigation in which a hypothesis is scientifically tested. In an experiment, an independent variable (the cause) is manipulated and the dependent variable (the effect) is measured; any extraneous variables are controlled.

In the vocabulary there are many methods to improve vocabulary. Word games have proved to be very effective in enhancing the vocabulary of students where have been proved by many researchers in the present investigation the researcher has chosen 10 games like Missing Letter, Letter Adding, Word Search, Picture Identification, Riddles, Crossword, Fun with Code, Letter Changing and Finding the Correct word, to improve English vocabulary of upper primary students.

RESEARCH DESIGN:

The present design deals with the effect of using word games in teaching English language vocabulary among upper primary students of government, government aided and corporation schools using the pre test and post test experimental design.

	Sample	Pre-Test Measures	Treatment	Post-Test Measures
Group 1 Control	Upper primary students	Scores obtained through dictation test	Traditional Class room instruction	Scores obtained through dictation and reading test
Group 2 Experiment	Upper primary students	Scores obtained through dictation test	Teaching through Word games as Treatment	Scores obtained through dictation and reading test

SAMPLE DISTRIBUTION:

The control group comprises of 90 upper primary students selected randomly from, government ,government aided and corporation schools. similarly experimental group comprises of 90 upper primary students selected randomly from government ,government aided and corporation schools.

Treatment of the Control Group:

The control group was subjected to the achievement test. This provided the pre test scores. Then the students were exposed to teaching session of vocabulary in English. The method adopted here was the traditional teaching method of teaching English language

vocabulary. Finally, the students were again tested with the achievement test and it served as the post test score.

Treatment of the Experimental Group:

The experimental group then subjected to the achievement test. This provided the pre test scores. Then the students were exposed to teaching session of vocabulary in English. The method adopted here was teaching English language vocabulary through word games as treatment. Finally, the students were again tested with the achievement test and it served as the post test score.

Analysis and Discussion:

To find out of the effect of using word games in English language vocabulary among upper primary students of these schools critical ratio values are used.

Table – 3

Significance of mean difference between the pre test score and the post test scores of the experimental group.

Variables	N	Mean	SD	SED	CR	Level of Significance
Pre-Test Score	90	17.08	6.579	1.503	30.587	0.01
Post-Test Score	90	63.04	12.648			

It is inferred from the table that the mean difference between the pre test scores and the post test scores of experimental group is significant at 0.01 level. The mean post test score of the experimental group is greater than the pre test scores of the same group. Hence, it is clear that the word games enhance the vocabulary of upper primary students.

Table – 4

Significance of mean difference between the control group and the experimental group in their post test scores.

Variables	N	Mean	SD	SED	CR	Level of Significance
Control Group	90	54.11	12.621	1.869	4.781	0.01
Experimental Group	90	63.04	12.648			

The table above reveals that the mean difference between the control group and experimental group in their post test scores is found to be significant at 0.01 level. The mean post test score of the experimental group is greater than the post test scores of the control group. The result indicates that the treatment introduced to experimental group namely word games are effective in learning vocabulary, when compared to conventional instruction among upper primary school students.

Findings of the study

- There is significant difference between the pre-test and post test scores of the experimental group. The mean of the post test score of the experimental group is greater than the pretest scores of the same group. Hence, it is clear that the word games enhance the vocabulary of upper primary students.
- It was found that there is significant difference between the control and the experimental group in their post-test scores. The mean post test score of the experimental group is greater than the post test scores of the control group.

EDUCATIONAL IMPLICATION

The use of games may support the learning of English vocabulary when the same vocabulary is taught without using games. The activities for very young learners should be within the capabilities of young learners. They are taught vocabulary through play and movement; where as those for young learners involve a greater degree of participatory learning. An overwhelming majority of pupils find games relaxing and motivating. Games should be an integral part of the lesson, providing the possibility of intensive practice while at the same time immensely enjoyable for both students and teachers. Games are useful and more successful than other methods of vocabulary presentation and revision. Games are proven to be useful and effective in our study that they should be used for teaching vocabulary to very young learners. The enthusiasm and thirst for learning can be extended with active teaching methods that focus learning the language through games or play. Focus should also be learning the language for interaction and communication. With all these factors in place, introduction language learning at an early age can result in children's increased self-confidence, joy of learning and active participation in the larger society. Thus, such a teaching method will help the students actively involved in the process in an enjoyable way.

CONCLUSION

Games are proven to be useful and effective in our study that they should be used for teaching vocabulary to very young learners. Through this students can improve their language for interaction and communication. With this kind of innovative teaching technique of learning the language in earlier stage can improve the children's self-confidence; it invokes interest in learning and helps students to participate in the higher level competitions to achieve in their own way.

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