

Use of Language Games in English: A study of Vocabulary Achievement of VII std. students



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ABSTRACT

This study aims to analyze the impact of language games on vocabulary achievement of VII std. students in English language. This is an experimental study. The 100 students of VII std. in a Marathi medium school in Aurangabad city were selected purposively as a sample. The data was collected through teacher made vocabulary achievement tests. The data was analyzed by using mean, standard deviation and t-test.

The results revealed that the language games are very useful for vocabulary achievement of VII std. students. There is significant difference among vocabulary achievement of VII std. students from experimental and control groups.

Key Words: Language games, English, Vocabulary Achievement etc.

Introduction

In today's era, the communication in English is an important and mandatory tool/media for presenting any individuals skills and knowledge. Therefore the youngsters from developing countries are more aware about using English language as a media of day- today communication. While learning a foreign language, it is necessary to focus on its vocabulary which is an essential part for speaking, reading and writing in that particular language.

According to Piaget's theory [cited in Wadworth2003] a child at the age of 7-10 years is always interesting in recognizing and knowing new words, he stands to repeat new words repeatedly so that he will memorize them. There is no provision for vocabulary learning of a particular language but it has been taught as an integral part of listening, speaking, reading and writing during the classroom teaching. In Marathi medium schools, it is observed that so many teachers used translation method for teaching the meaning of new words in English subject.

In literature review, there is particular attention has given to the problem related to teaching and learning of vocabulary. Nation [1990& 2000] has listed basic techniques of explaining the meaning of new words those are demonstration picture, using an object or a cut-out picture, using gesture performance action, drawing on board and picture from book etc.

Decarrico [2001] mentioned that words should not be learnt separately or by memorization unless those were understood. He emphasized the learning of new words as a cumulative process.

In other words, learners just know how to use the vocabulary in an exact form and its grammatical as well as phonological aspects are emphasized. Alemi, M.[2010] has studied the educational games as vehicle

to teaching vocabulary and confirmed the positive effect of word games on expanding learners vocabulary.

The above mentioned studies were related to the students from different countries and this study was related to the students with different mother tongues from Marathi medium schools.

Objectives

1. To study the impact of language games on the vocabulary achievement of VII std. students.
2. To compare the mean scores of vocabulary achievement of VII std. students from experimental and control group.

Hypothesis

1. There is no significant difference among the vocabulary achievement of VII std. students from experimental and control group on the basis of using language games teaching.

Methods And Materials Sample

The 100 students of VII std. studying in a private Marathi medium school in Aurangabad city was selected as sample for this study. Then those are equally divided among two homogeneous groups on the basis of pre-test scores.

Tools

Considering the nature of the research, the researcher herself prepared vocabulary achievement tests which are based on taught portion in both the groups.

Procedure

Firstly the researcher has sought permission from school management for accomplishing the research work. Then by administrating pre-test for vocabulary achievement of VII std. students and considering those scores, the students were divided into two homogeneous groups. Both the groups were taught in a same way but the experimental group received language

games as a treatment at the end of general teaching. Finally, a vocabulary achievement test was administered to both the groups to determine the differences among them. The scores obtained from post-test were compared by calculating mean, standard deviation and t-test. Then the results were mentioned.

Results and Discussion

The mean, standard deviation and t-test scores

Table1: Comparison of Post-test scores of control group & experimental group

Groups	N	Mean	S.D.	't'-calculated
Control Group	50	13.7	4.30	4.9471(S*)
Experimental Group	50	17.5	3.35	

(S*- Significant at 0.05 &0.01 level of significance)

were mentioned as follows-

From table-1, it is observed that the calculated t-value is greater than the table t-value at 0.05 and 0.01 levels of significance, therefore the null hypothesis is rejected and it is concluded that there is significant difference among vocabulary achievement of VII std.

students on the basis of using language games in English teaching. The same results were obtained in the study conducted by Alemi, M. [2010]. It means using language games in teaching is an effective technique to enhance vocabulary of students.

Conclusion

Learning new language or foreign language is a different task for every individual. It requires developing proper vocabulary of that particular language. For this, language games are one of the effective techniques for developing vocabulary of students. Therefore, language teachers must know about language games and its proper use in classroom teaching.

So there should be some sort of short training for equipping the language teachers with various new teaching methodologies and techniques of language teaching. Due to this, the teachers can use those methods and techniques in their daily teaching and as a result of this, the language skills of students may be developed properly.

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