



Evolving Vocabulary Games in English for Standard VI

Kiran B. Patel
Assistant Professor
Department of Education, (S.F.)
VNSGU, Surat, Gujarat, India

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ABSTRACT

Language games are a great benefit to both English teachers and students. Instead of receiving input from teachers all the time, language games give opportunities for students to explore the language themselves. And hence, the researcher has used the games for making students learn new vocabulary and thereby feel interested and motivated in learning English.

Keywords:

Vocabulary games, Language games, pronunciation

Introduction

Language is used not only for communication but also for self-expression. When one has enough vocabulary then he or she can express his or her thoughts well. English language is one of the most ancient languages that are rich in literature and it is the second most spoken language on the earth.

In Gujarat, all the subjects are taught by using mother-tongue, it becomes very difficult to learn a new language when a child very frequently uses the mother tongue. In this study, the researcher selected English language to help the students develop their vocabulary by being active in language games. In Gujarati Medium Schools, it has been observed that English is taught through Gujarati and at times vocabulary is not given much importance. They give their meanings in mother-tongue. So, the students do not bother about spellings, pronunciation, and usage. So, their vocabulary becomes limited.

Objectives of the study

The objectives of the present study were:

1. To develop the vocabulary games for standard VI.
2. To study the effectiveness of the vocabulary games in English for the std. VI.
3. To study the opinions of the students on the developed games.

Hypothesis

1. There will be no significant difference in the mean Post- test achievement scores of the experimental group and controlled group.
2. There will be no significant difference in the mean Post- test achievement scores of the boys of the experimental group and controlled group.
3. There will be no significant difference in the mean Post- test achievement scores of the girls of the experimental group and controlled group.
4. There will be no significant difference in the mean achievement scores of the post-test and Retention test of the experimental group.
5. There will be no significant difference in the mean achievement scores of the post-test and Retention test of the boys of the experimental group.
6. There will be no significant difference in the mean achievement scores of the post-test and Retention test of the girls of the experimental group.

Delimitations of the study

The delimitations of the present study were:

1. The present study covered only English Language in std. VI.
2. The experiment was carried out in one Gujarati Medium School of Surat city.
3. The researcher developed only 10 vocabulary games for this study. The list of the games was as follows:
 - Picture Game
 - Word Square(puzzle)
 - Make Three-letter words
 - Opposite words
 - Rhyming words
 - Compound words
 - Kangaroo words
 - Make a word from the each letter of the given word.
 - Fill the Petals
 - Flowery Spiral
4. The researcher used self-made test and opinionnaire as the tools for the study.
5. Only 80 students as the sample were selected in which 40 students were for Experimental Group and 40 students for Controlled Group.
6. For comparing means, t-test was used and the students' opinions were analyzed through the percentages.

Population and Sample

For the present study, one of the objectives was to study the effectiveness of the language games for developing vocabulary in English for the std.VI students studying in Gujarati Medium Schools. And hence, all the students of std.VI from Gujarati Medium Schools were the population. Moreover, the school- Shardayatan High School, surat was selected by employing the purposive sampling technique and students were selected by random sampling.

Research Tools

For the collection of the data, two types of research tools were used as mentioned below:

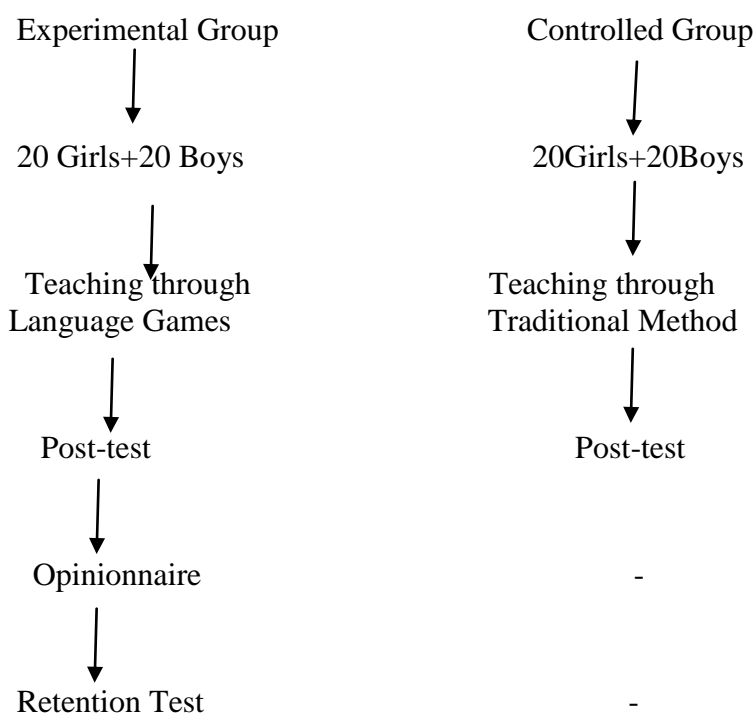
1. For conducting the experiment, following tools were developed such as:
 - A set of Language Games for developing Vocabulary
2. For measuring the effectiveness of the experiment, following tools were developed by the researcher:
 - Post-test
 - Opinionnaire

Research method and Design

The Experimental method was used for the study. The researcher selected “the Post-test only Equivalent Group Design” for evaluating the effectiveness of the language games.

Chart no.1

Research Design



In the present study, the language games prepared for teaching English vocabulary to std.VI were taken as an independent variable. The achievement scores were considered as a dependent variable.

Analysis of the data collected

For testing the hypotheses, the collected data were analyzed statistically using the selected statistical techniques i.e. correlated t-test, and independent t-test. The opinions of the students were analyzed through percentages for measuring the effectiveness of the experiment.

Findings

On the basis of the analysis and interpretation of the data, the findings are as follows:

1. There was significant difference in the mean post-test achievement scores of the Experimental group and Controlled group. It means that the developed games were effective in developing vocabulary of the students of the Experimental group.
2. There was significant difference in the mean post-test achievement scores of the boys of the Experimental group and Controlled group. It means that the developed games were effective in developing vocabulary of the boys of the Experimental group.
3. There was significant difference in the mean post-test achievement scores of the girls of the Experimental group and Controlled group. It means that the developed games were effective in developing vocabulary of the girls of the Experimental group.
4. There was no significant difference in the mean achievement scores of the post-test and retention test of the Experimental group. It indicates that there was consistency in terms of the achievement of the students with reference to the vocabulary developed through languages games. Even after 15 days, the achievement scores were equal to the previous results. It means that the developed games were effective in developing their vocabulary as well as in retaining their knowledge of the developed vocabulary.
5. There was no significant difference in the mean achievement scores of the post-test and retention test of the boys of the Experimental group. It indicates that there was consistency in terms of the achievement of the boys with reference to the vocabulary developed through languages games. Even after 15 days, the achievement scores were equal to the previous results. It means that the developed games were effective in developing their vocabulary as well as in retaining their knowledge of the developed vocabulary.
6. There was no significant difference in the mean achievement scores of the post-test and retention test of the girls of the Experimental group. It indicates that there was consistency in terms of the achievement of the girls with reference to the vocabulary developed through languages games. Even after 15 days, the achievement scores were equal to the previous results. It means that the developed games were effective in developing their vocabulary as well as in retaining their knowledge of the developed vocabulary.

7. Language games can be used for teaching English and it is equally effective for boys as well as the girls.
8. Language games can be used for teaching English and it is equally effective to all the students' i.e. High, Medium and Low achievers.
9. Learning vocabulary through language games was enjoyable and it made the students active and motivated.
10. Learning vocabulary through language games was the first experience for many of the students and they liked as well as enjoyed their learning experience.
11. Language games can increase the knowledge of English.
12. Language games should be used by the other language teachers because they help in making the classroom student-centered.
13. Language games help in developing creativity of the students.

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