

## ACHIEVEMENT OF VI CLASS STUDENTS TOWARDS VOCABULARY GAMES IN LEARNING ENGLISH LANGUAGE – A STUDY

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### ABSTRACT

*In the present paper, the researcher studied the achievement of VI class students towards vocabulary games in learning English language. A sample of 100 VI class students was selected by Random sampling technique 'Normative Survey Method' was used. The Researcher prepared Questionnaire consisting of 5 different types of vocabulary items. The finding revealed that though almost all the students are interested to play vocabulary games, it is found that the vocabulary games are being neglected in the classrooms which play an active role in learning English language.*

**Keywords: Vocabulary Games, Language Learning**

### INTRODUCTION

Teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games (Steve Sugar.1998).The national curriculum in foreign languages talks about the importance of keeping teaching methods diverse in order to light and sustain interest amongst students. Teachers can help sustain diversity in a variety of ways, for example by using activities that require students to be creative in thinking and by emphasizing individual learning and cooperative learning equally.

A more specific way that teachers can use in order to keep diversity within the classroom is to not be afraid of using games as a teaching method along with other methods. According to the national curriculum games can be a good teaching method and games, such as role playing games, imitation games, theatrical expression and problem solving activities are especially fitting for all stages of language learning. Howard Gardner, who theories that humans have eight intelligences, claims that when exploring a certain topic in school it can, and should, be approached in 6 different ways in order to maximize the chances of reaching all students in the classroom. One of these ways is "the personal way", where the ultimate goal is to

see if it is possible to approach a specific topic by using, for example, role play, or other interactions. In addition, Armstrong (2000) suggests board games as a teaching strategy that might suit students with interpersonal intelligence because they provide an excellent setting for interaction between students.

There are a number of reasons that games deserve a place in the language classroom. First of all, they are fun, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest. Keeping students active is vital because teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process.

### IMPORTANCE OF LANGUAGE GAMES

Although some teachers of English see language games as time consumers or classroom techniques for fun, games have a special role in any foreign language teaching programme because they facilitate foreign language learning especially for young learners.

With the introduction of communicative language teaching, English language teaching and learning has become much more demanding for teachers and learners just like any other innovation poses challenges for its users.

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Games have become crucially important for English language learners and teachers not only provide enjoyment and relaxation, but also as they encourage students to use their language in a creative and communicative manner. Similarly, because the definition of the term “young learners” encapsulates those children between the ages of about 5 years old to 12 years old (Rixon, 1999), it can be suggested that games are a natural part of young learners' lives.

The relationship between games in the teaching of foreign languages has been explored in various studies. As Topkaya and Küçük (2010) articulate, primary school curriculum for young learners' English lessons should incorporate more games for children. Similarly, Sungurtekin, Sezer, Bağceli-Kahraman and Sadioglu (2009) explain that “by playing games, a child makes acquaintance with his environment, learns life and gains new instructions.” Ministry of National Education's English Language Curriculum for Primary Education Grades 4,5,6,7 and 8 (2006) further claims that games should be a fundamental part of primary school education because they are motivating, contextualizing, and natural activities that make learning meaningful. It should be born in mind that language learning is a challenging task requiring constant effort especially for young learners. Games encourage learners to direct their energy towards language learning by providing them with meaningful contexts (Wright, Betteridge and Buckby, 1984).

Therefore, it is important that teachers should not see games as time fillers or tools designed for fun only, but integrate them into their foreign language teaching programmes. It is possible to come up with many descriptions proposed by various researchers about the nature of games.

Rixon (1991), for example, describes games as “form of play governed by rules”. Likewise, Hadfield (1990; Quoted in Deesri, 2002) describes games as “an activity with rules, a goal and an element of fun.” According to Haycraft (1978), “Games are an agreeable way of getting a class to use its initiative in English.” However, games are described by Gibbs (1978; Quoted in Rixon, 1991), as “games are activities carried out by cooperating or competing decision

makers, seeking to achieve, within a set of rules, their objectives.”

What is common in all these descriptions is the fact that games involve many factors such as employing rules, fostering cooperation while making learning fun. One can simply say that games are enjoyable. However, in addition to being enjoyable, games refer to rules to be followed pointing at a serious instructional planning and delivery process.

As expressed by Lee (1979) games have a very clear beginning and ending and they are governed by rules. Competition, which is associated with games, plays a crucial role as for the nature of games requires. Learners are excited by competition because the question of who will win or lose remains unanswered until the game is over. Similarly, games' making learning easier in an enjoyable way suggests that games are full of fun which leads to successful learning. In many games, learners are required to cooperate to achieve the goal and most learners enjoy cooperation and social interaction.

It is believed that when cooperation and interaction are combined with fun, successful learning becomes more possible. To conclude, no matter how differently games are described, one cannot underestimate their pedagogical value both in teaching and learning a foreign language.

### SIGNIFICANCE OF THE STUDY

The significance of vocabulary acquisition in learning another language is as “Without grammar, little can be conveyed, without vocabulary, nothing can be conveyed”- Wilkins (1972). Vocabulary games are playing a vital role in learning English language as a basic tool. To learn any language a rich vocabulary and its usage is required. As we all know most of the children from rural Telugu medium schools are at a phobia that English is a difficult language to learn. There are a lot of reasons for that. The following are the reasons affecting the school children learning from English language effectively.

Though there are many more difficulties in learning English language, there is acute need of learning English for global purposes as it is the language of library, science and technology,

administration and the link language. To overcome the language problems, one should learn a greater vocabulary for the effective learning and usage of English language. As per Discourse Oriented Pedagogy (DOP) and the evaluation tool Continuous and Comprehensive Evaluation (CCE) in the classroom, there is a significance of the present study for the active classroom transaction.

To sum up, vocabulary games have a great pedagogical value providing language teachers with many advantages when they are used in foreign language classes. The review of the studies related to language games indicates that games are crucially important in foreign language teaching and learning in a variety of areas.

#### OBJECTIVES OF THE STUDY

1. To study the achievement of the students towards the role of Crossword puzzle in facilitating English language learning.
2. To study the achievement of the students towards the role of word mazes in learning vocabulary.
3. To study the achievement of the students in framing meaningful phrases to facilitate writing sentences.
4. To study the achievement of the students about the contextual use of homophones.
5. To study the achievement of the students about the classification of words for the development of vocabulary.

#### HYPOTHESES OF THE STUDY

1. There is no significant difference in the achievement of VI class Male and Female students towards Vocabulary, Games in Learning English Language.
2. There is no significant difference in the achievement of VI class Telugu Medium and English Medium students towards Vocabulary, Games in Learning English Language.
3. There is no significant difference in the achievement of VI class Government and Private students towards Vocabulary Games in Learning English Language.

#### DELIMITATIONS OF THE STUDY

The present study was carried out with the following limitations.

1. The scope of the study is confined to the Bichkunda mandal in Nizamabad district of Telangana State.
2. Due to the time constraint, the researcher has selected 10 schools. 5-Private and 5-Government schools.
3. It is restricted only to the vocabulary games which are the part of the language games.

#### RESEARCH METHOD

Keeping in view the objectives and the nature of the present study, Descriptive Survey Method was used.

#### SAMPLE OF THE STUDY

The sample of the present study consists of 100 students of Bichkunda mandal, Nizamabad district, Telangana State and was drawn through random sampling technique.

#### DEVELOPMENT OF THE RESEARCH TOOL

The researcher prepared an achievement test consisting of 5 areas to know the performance of VI class students in Learning English Language. The items included are as follows:

- |                               |           |
|-------------------------------|-----------|
| 1. Crossword puzzle           | (6 marks) |
| 2. Word maze                  | (5 marks) |
| 3. Framing meaningful phrases | (5 marks) |
| 4. Homophones                 | (5 marks) |
| 5. Classification             | (4 marks) |

#### STATISTICAL TECHNIQUES USED

For the present study, t-ratios were calculated for the analysis and interpretation of the data

#### RESULTS AND DISCUSSION

**Hypothesis-1:** There is no significant difference in the achievement of VI class students regarding Crossword puzzle with reference to their gender, medium, management and locality.

Table No. - 1

# Achievement of VI class students towards vocabulary games in learning English language – A study

S. No.	Dimension	VARIABLES	Mean	SD	t value	LOS
1	Crossword Puzzle	Gender	Male	3.47	1.62	0.23 NS (0.05)
			Female	3.40	1.59	
2		Medium	Telugu	3.42	1.60	4.27 S (0.01)
			English	4.85	1.27	
3		Management	Govt	2.72	1.49	4.86 S (0.01)
			Private	4.12	1.39	
4		Locality	Rural	3.37	1.62	0.55 NS (0.05)
			Urban	3.54	1.61	

It is clear from above table that the obtained t-value for Gender and Locality are 0.23 and 0.55 respectively which are less than the table value (1.66) at 0.05 level. Hence the framed null hypothesis is accepted. Therefore, it is concluded that there is no significant difference in the achievement of VI class students regarding Crossword puzzle with reference to their Gender and Locality.

It is clear from above table that the obtained t-value for Medium and Management are 4.27 and 4.86 respectively which are greater than the table value (2.36) at 0.01 level. Hence the framed null hypothesis is rejected. Therefore, it is concluded that there is a significant difference in the achievement of VI class students regarding Crossword puzzle with reference to their Medium and Management.

**Hypothesis-2:** There is no significant difference in the achievement of VI class students regarding Word maze with reference to their gender, medium, management and locality.

**Table - 2**

S.No.	Dimension	VARIABLES	Mean	SD	t value	LOS
1	Word Maze	Gender	Male	3.78	1.09	1.73 NS (0.01)
			Female	3.40	1.10	
2		Medium	Telugu	3.73	1.09	5.14 S (0.01)
			English	4.65	0.59	
3		Management	Govt	3.28	1.13	4.51 S (0.01)
			Private	4.18	0.85	
4		Locality	Rural	3.70	1.12	0.66 NS (0.05)
			Urban	3.84	1.08	

It is clear from above table that the obtained t-value for Gender is 1.73 which is less than the table value (2.36) at 0.01 level and the t-value for Locality is 0.66 which is less than the table value (1.66) at 0.05 level. Hence the framed null hypothesis is accepted. Therefore, it is

concluded that there is no significant difference in the achievement of VI class students regarding Word maze with reference to their Gender and Locality.

It is clear from above table that the obtained t-value for Medium and Management are 5.14 and 4.51 respectively which are greater than the table value (1.66) at 0.05 level. Hence the framed null hypothesis is rejected. Therefore, it is concluded that there is a significant difference in the achievement of VI class students regarding Word maze with reference to their Medium and Management.

**Hypothesis-3:** There is no significant difference in the achievement of VI class students regarding Framing meaningful phrases with reference to their gender, medium, management and locality.

**Table - 3**

S.No.	Dimension	VARIABLES	Male	SD	t value	LOS
1	Framing Meaningful Phrases	Gender	Male	3.15	1.88	0.25 NS (0.05)
			Female	3.05	1.92	
2		Medium	Telugu	3.08	1.88	3.95 S (0.01)
			English	4.45	1.23	
3		Management	Govt	2.42	1.90	3.72 S (0.01)
			Private	3.74	1.64	
4		Locality	Rural	3.02	1.94	0.77 NS (0.05)
			Urban	3.31	1.80	

It is clear from above table that the obtained t-value for Gender, and Locality are 0.25 and 0.77 respectively which are less than the table value (1.66) at 0.05 level. Hence, the framed null hypothesis is accepted. Therefore, it is concluded that there is no significant difference in the achievement of VI class students regarding Framing meaningful phrases with reference to their Gender, and Locality.

It is clear from above table that the obtained t-value for Medium and Management are 3.95 and 3.72 which are greater than the table value (2.36) at 0.01 level. Hence the framed null hypothesis is rejected. Therefore, it is concluded that there is a significant difference in the achievement of VI class students regarding framing meaningful phrases with reference to their Medium and Management.



**Hypothesis-4:** There is no significant difference in the achievement of VI class students regarding Homophones with reference to their gender, medium, management and locality.

**Table - 4**

S.No.	Dimension	VARIABLES		Male	SD	t value	LOS
1	Homophones	Gender	Male	2.41	1.64	0.13	NS (0.05)
			Female	2.37	1.64		
2		Medium	Telugu	2.39	1.61	6.52	S (0.01)
			English	4.55	1.25		
3		Management	Govt	1.50	1.25	9.07	S (0.01)
			Private	3.28	0.60		
4		Locality	Rural	2.32	1.66	0.50	NS (0.05)
			Urban	2.49	1.64		

It is clear from above table that the obtained t-value for Gender and Locality are 0.13 and 0.50 respectively which are less than the table value (1.66) at 0.05 level. Hence the framed null hypothesis is accepted. Therefore, it is concluded that there is no significant difference in the achievement of VI class students regarding Homophones with reference to their Gender and Locality.

It is clear from above table that the obtained t-value for Medium and Management are 6.52 and 9.07 which are greater than the table value (2.36) at 0.01 level. Hence the framed null hypothesis is rejected. Therefore, it is concluded that there is a significant difference in the achievement of VI class students regarding Homophones with reference to their Medium and Management.

**Hypothesis-5:** There is no significant difference in the achievement of VI class students regarding Classification with reference to their gender, medium, management and locality.

**Table - 5**

S.No.	Dimension	VARIABLES		MEAN	SD	t value	LOS
1	Classification	Gender	Male	2.53	0.94	0.44	NS (0.05)
			Female	2.61	0.97		
2		Medium	Telugu	2.59	0.96	4.71	S (0.01)
			English	3.30	0.47		
3		Management	Govt	2.56	0.99	0.31	NS (0.05)
			Private	2.62	0.95		
4		Locality	Rural	2.66	0.95	0.88	NS (0.05)
			Urban	2.49	0.94		

It is clear from above table that the obtained t-value for Gender, Management and Locality are 0.44, 0.31 and 0.88 respectively which are less than the table value (1.66) at 0.05 level. Hence the framed null hypothesis is accepted. Therefore, it is concluded that there is no significant difference in the achievement of VI class students regarding Classification with reference to their Gender, Management and Locality.

It is clear from above table that the obtained t-value for Medium is 4.71 which is more than the table value (2.36) at 0.01 level. Hence the framed null hypothesis is rejected. Therefore, it is concluded that there is a significant difference in the achievement of VI class students regarding Classification with reference to their Medium.

### FINDINGS

1. Half of the students are not aware of the vocabulary games or activities.
2. Though almost all the students are interested to play vocabulary games, it is found that the vocabulary games are being neglected in the classroom which plays an active role in learning English language.
3. Majority of the students (93%) accepted that the vocabulary games help them in learning English language actively in a play way method.
4. Due to the negligence of vocabulary games in the classroom, half of the students are practicing memorization or rote method to learn vocabulary.
5. Almost all the students (95%) accepted that vocabulary games are the best strategy to learn vocabulary effectively.
6. There is a significant difference in the achievement of VI class students regarding vocabulary games with reference to their Medium of instruction and Management.
7. It is clearly found that Private management and English medium students are performing better than their counter parts.
8. Majority of the students felt that the vocabulary games help them in improving their productive skills such as speaking and writing.

9. Almost all the students accepted that there is the need and importance of English subject teacher in learning English language.
10. It is found that there is the availability of English subject teachers in all the schools where the focus is on the development of language skills.
11. In some private management schools, the English subject teachers are also teaching other subjects like Social studies and Science.
12. Most of the students (90%) felt that English is the compulsory subject at school level and for higher education.
13. Most of the teachers are giving equal importance to all the subjects but there is a significant difference in the management wise.
7. For the development of productive skills of language such as speaking and writing, the vocabulary activities such as Framing meaningful sentences, Homophones, Crossword puzzles, etc. should be taught regularly along with teaching as a part of lesson.
8. There is availability of English subject teachers in all the schools and they are playing important role in teaching learning process of English.

### CONCLUSIONS

1. English subject teachers should aware the students to play vocabulary games which are being published in the various newspapers along with their text book activities.
2. English subject teachers should take care of using vocabulary games regularly in the classroom for the active participation of the students in learning English language through vocabulary games inside and out of the classroom.
3. As children are much interested towards games, the teachers should adopt game based teaching method for teaching vocabulary.
4. As the students are interested to play vocabulary games, they should be engaged in vocabulary games to learn vocabulary meaningfully instead of memorization or rote memory.
5. English teachers of Government school especially Telugu medium should take care of using more and more vocabulary activities to make their students equally competent with their counter parts.
6. The teachers should see that there should not be the difference between the opinion and achievement of students towards vocabulary games.

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