USING GAME STRATEGY IN TEACHING ENGLISH VOCABULARY AND ITS IMPACT ON THE STUDENTS' ACADEMIC ACHIEVEMENT

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ABSTRACT

This paper aims at investigating the use of game strategy in teaching English vocabulary and its impact on the students' academic achievement. The researcher adopted descriptive and analytical methods. Two tests (pre-test and post-test) were used as a tool for gathering the data concerning this study. The sample of this study composed of (70) a second year students at Alsheikh Hamed a Sudanese secondary school for girls. The data obtained from two tests have been analysed by SSPS program to examine the correctness of the hypothesis of this study. The results from the tests have shown that game strategy has an impact on students' academic achievement.

Keywords: Game strategy, vocabulary, impact, academic achievement.

INTRODUCTION

Vocabulary is one of the four sub-skills (grammar, spelling, pronunciation and vocabulary) and it is the biggest component of any language. If you do not know enough vocabulary you will not be able to express yourself adequately. The role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is important that suitable games are chosen. Whenever the game is to be conducted the class size, learning topic, proficiency of level, timing, cultural context, class room setting and students age and interests must be taken into account. Learning language through games is useful, meaningful, worthwhile and effective that causes the motivation, relaxation and fun to leaners in class. Games provide language practice in the various skills listening speaking, reading , and writing. In addition they create a meaningful context for language use. In secondary schools there are some problems in teaching learning process. One of these problems which encounter students is that, they possess a limited store of vocabulary so this stands as an obstacle in their way to speak, listen, read and write in English. Thus, based on the above problem the researcher wants to apply game strategy in teaching English vocabulary to find out how game strategy has an impact on the students' academic achievement.

Aims and scope of the study:

This study aims to investigate the impact of using game strategy and its impact on the student's academic achievement the scape is limited to the students of the second year at Alsheikh Hamed secondary school for girls 2017-2018 with total number of (70) students.

LITERATUE REVIEW:

There are numerous techniques concerned with vocabulary presentation.

The followings are the most common techniques which teachers of English use to teach English as a foreign language with: translation, giving examples, realia, concept, description and definition, pictures and mimes. But all of them are solemn in nature contrary to games in which there is fun, hilarity and laughter. So, it is possible to learn language as well as enjoy oneself at the same time?.

(Hadfield:1998:4) says "A game is an activity with rules, goal, and element of fun", which is divided into two kinds; competitive games in which players or team race to be the first to reach the goal and cooperative games in which players or team work together towards a common goal.

(El Shamy: 2001:15) defines a game as a competitive activity played according to rules within a given context, where players meet a challenge to achieve an objective and win.

Choosing appropriate games:

There are many factors to consider while discussing games, one of which is appropriacy. Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired results, they must correspond to either the sts' level or age or to the material that is to be introduced or practised. (Not all games are appropriate for all sts irrespective of their age (Sick-Piskozub, 1994:37). Different age groups require various topies, materials and modes of games. For example, children benefit most from games which require moving around, imitating a model, competing between groups and the like.

Furthermore, structural games that practice or reinforce a certain grammatical aspect of language have to relate to students' abilities and prior knowledge. Games become difficult when the task or the topic is unsuitable or outside the sts' experience.

Types of Games:

Not all games are the same. More than one of the categories listed below may sometimes applied to a game.

Cooperative games:

In this type of game, the main action is centred in trying to reach the aim in cooperation. This type of game is excellent to encourage shy students, since it requires the participation of all members of a team, group or pair. Some typical activities may include the completion of a drawing, putting things in order, grouping things, finding a pair or finding hidden things. Students are involved in the exchange of information to complete the task and in giving following instructions.

Competitive Games:

As the name indicates, in this type of game there is an overt competition between teams or sometimes of an individual against the rest of the class (as in 20 questions). The competition may also be of individuals against other individuals. The object of this type of game is finishing or reaching the end before the other competitors, making more points, surviving elimination or avoiding penalties. The rules may require the players to produce correct language as part of the game and force students to draw conclusion more quickly.

Communication Games:

The main objective in this type of game is getting the message over to the other players and reacting appropriately to their messages.

For example when giving instructions, the player giving them must be clear, and the player following them must do exactly what he is required to. The tasks are usually practical like following instructions, drawing, persuading other players, etc. This means that players will concentrate on the task rather than on the language, besides, students can see the results of their use of language at once which will help to build students' confidence.

Code - Control Games:

This type of game requires that students produce correct language: structures, spelling, pronunciation, etc. The production of correct language will make the players of the team win points.

The teacher may be Master of ceremonies and direct the game, or give that responsibility to a good student, in case he will become the evaluator of the responses and occasionally the scorer of the game.

Also the teacher might play the role of language consultant or informat. Other roles are those of monitor corrector and referee. Klaur (1998).

When to Use Games:

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet as (Lee:1979: 3) observes, a game "should not be regarded as marginal activity filling in odd moments when the teacher and class have nothing better to do". Games ought to be at the heart of teaching foreign languages Rixon (1981) suggests that games should be used at all stages of the lesson (presentation, practice and production). Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way.

When not to Use Games:

Although it was advised to use games and fun activities as they are of great help to the whole teaching/learning process, there may be also situation, where a game may not answer its purpose and the teachers' educational aim.

Some of such situations are out lined hereby:

1. Students have not built the bases of vocabulary needed for the particular game-if the students lack the knowledge which the game requires, it them become stressful even though the game would otherwise be an enjoyable activity.

2. Too little time available-agame should be planned carefully time-wise as well as content-wise. It is of help if the teacher dedicates more time to the game than seems to be necessary. It creates anxious feeling if the game must be ended before finishing the tasks.

3. Students are over excited and misbehaving-they need to claim down, a kenetic game may not.

4. Students do not cooperate with the teacher during the lesson-in such case it is advised by (Hamer:2004:131) to stop using the enjoyable activities as restoration of discipline tool.

5. Teachers can make it clear that some of the more enjoyable activities which students like will only be used when the class is functioning properly. Otherwise, they will be forced to fall back on more formal teaching and language study.

(Wright et.al., 1983 PP8-13) we believe that the general language which can be used to organize and to comment on games is as rich in its potential for learning as the specific language of any particular game.

Language for the Organizing of games:

General commands, instructions…

Teacher's language:

Take your time, Don't be in such a hurry, look, listen.

Learner's language:

Hurry up, Be quiet, Be careful

Organization:

Things required for the lesson:

Teacher's language:

	Could you		The pencils	
John	Would you	Give out	The scissors	Please?
	Will you		The rulers	

Fetch	The tape recorder	From the store room, will you?
	The projector	

Learner's language:

Please	May	I	Give out	The	Pencils?
	Could		Fetch		Scissors?
	Can				Rulers?

Arrangement of the classroom:

Teacher's Language:

Move		Desk(s)	Over there, please
Put	The	Chair (s)	
Take	your	Thing (s)	

Move	The	desk (s)	Back	it	Came from
Put	your	Chair (s)	where	They	
Take		Thing (s)			

c/ Grouping of learners:

Teacher's Language: work with the person sitting next to you.

Work in	Twos
	Threes
	Fours
	Your groups

Split	
Go	Into your groups (now) please
Get	

John, (would you) sit	next	
	behind	Peter, please (?)
	in front of	

In groups, In your groups; on your own. By yourself

You be the group leader.

Would you be the group leader?

Who's next? Whose turn is it?

Learner's Language:

I want	
I'd like	To work with …

	let me		Turn
	Let's	Have a	Go
			Look

d/ Organization of the Game:

Teacher's Language:

first,	……….
Then	
Next,	
Finally,	

It's your turn. Is it your turn? It'll be your turn next, who hasn't had a turn yet?, You take it in turns, when he... Then you must..... If you want any help put up your hand (s).

3) Praise, blame, and evaluation:

Teacher's Language:

(I think)	This one	Is		That one
	These	are	Better than	Those

I don't think	This one	Is		That one
	These	are	As good as	Those

Good Quite good. Very good. O.K. fine Great well done. Right. Correct.

Wrong. Not right. Not very good. Not quite right

Learner's Language:

Is	It	
	this	All right?

(I think)	It's good
	This is great.
	They are rubbish

4) Interpersonal exchange:

Teacher Language:

What's wrong? Con I help you

Pleas	Mr Smith,
Excuse	Mrs Smith,
	Miss Smith,
	Dr Smith,

Would you like to ...?

Let's ......

Yes. No. O.K. all right Certainly no, of course, Wait a moment. Hurry up I've finished.

MATERIALS AND METHODS:

This study was conducted at AL Sheikh Hamed secondary school for girls, with the students in the second year from Al Sheikh Hamed secondary school.

A purposive sample was used for this study which includes (70) students.

Tools of the Study:

The researcher used two tests (pre-test and post-test) as a tool together the data of this study. The tests were distributed to (70) students as purposeful sample who sit for the two tests. The researcher used the descriptive and analytical methods as well in carrying out this study.

RESULTS AND DISCUSSION:

The researcher used two tests (pre-test and post-tests) for collecting the data related to this study. The researcher has designed the two tests to measure the students' performance when they sit for the two tests.

The analysis of the test in relation to the hypothesis:

H1: To test the hypothesis of this study which wording: using strategy in teaching English vocabulary has an impact on the students' academic achievement.

Table (1) illustrates the frequency and percentage for the traditional group

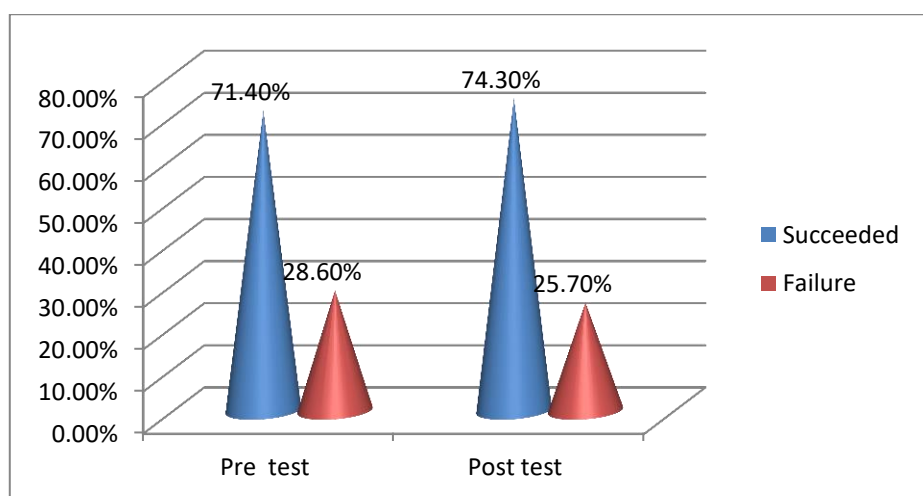| Valid	Pre test		Post test	
	Frequency	Percent	Frequency	Percent
Succeeded	25	71.4%	26	74.3%
Failure	10	28.6%	9	25.7%
Total	35	100.0%	35	100.0%

Figure (1)

Table (1) and Figure (1) above illustrate the views of the distribution of the traditional group sample Pre-test by Succeeded by (%71.4) and Failure by (%28.6) and Post-Test by Succeeded by (%74.3) and Failure by (%25.7).

Table (2) illustrates the frequency and percentage for the experimental group

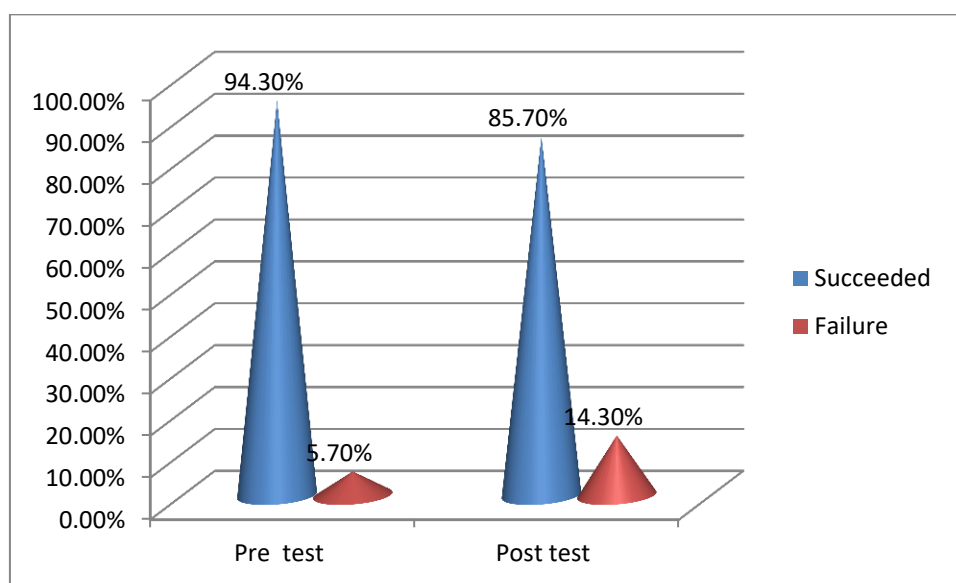| Valid	Pre test		Post test	
	Frequency	Percent	Frequency	Percent
Succeeded	33	94.3%	30	85.7%
Failure	2	5.7%	5	14.3%
Total	35	100.0%	35	100.0%

Figure (2)

Table (2) and Figure (2) above illustrate the views of the distribution of the experimental group sample Pre-test by Succeeded by (%94.3) and Failure by (%5.7) and Post-Test by Succeeded by (%85.7) and Failure by (%14.3). This means that there is an improvement in the students' achievement in the post-test compared with the pre-test.

Valid	Frequency	Percent
Succeeded	35	100.0%
Failure	0	0.0%
Total	35	100.0%

Pre test

Value	Mean	Std. Deviation	T test	Df.	Sig.	Scale
Traditional	29.17	7.314	-7.321	34	0.00	Significant
experimental	36.40	6.156				

Source: IPM SPSS 24 package

Table (3) illustrates the views of the value of t-test(-7.321) significantly value (0.000) which is less than the probability value (0.05) this means that there is the statistical significant difference between Traditional test and experimental group for the experimental group.

Table (4) illustrates the chi-square results for the secondary school teacher's attitudes towards games.

Post test

Value	Mean	Std. Deviation	T test	Df.	Sig.	Scale
Traditional	30.03	7.921	-3.250	34	0.00	Significant
experimental	32.97	5.928				

Table (4) illustrates the views of the value of t-test (-3.250) significantly value (0.000) which is less than the probability value (0.05) this means that there is the statistical significant difference between Traditional test and experimental group for the experimental group.

Report discussion

The data collected was analyzed in relation to the hypothesis of the study. The researcher used two tests (pre-test and post-test) for collecting the data related to this study. The researcher has designed the two tests to measure the students' performance when they sit for the two tests.

The two tests have been distributed to the second year students at Al sheikh Hamed secondary school for girls. After analysing and comparing the results with the main hypothesis, the students' responses in the two tests have shown that using game strategy in teaching English vocabulary has on impact on students' academic achievement.

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