Preparation and Testing of an Instructional Package on Language Games for enhancing Vocabulary in Hindi among Upper Primary School Students

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Abstract: *In India, Hindi is the official language of the administration and a subject of study in schools and colleges. Vocabulary is the knowledge of words and word meanings. Language games help learners to develop and use words in different contexts. Students studying in classes V,VI, and VII are considered as upper primary school students. The present study was done to prepare and test an instructional package on Language Games for enhancing Vocabulary in Hindi among upper primary school students. Experimental method was done and the study showed that vocabulary of upper primary school students have much more enhanced through the prepared instructional package. Therefore, the instructional package on Language Games is found to be effective for enhancing Vocabulary in Hindi among upper primary school students.*

Key Words : *Preparation and Testing, Instructional Package, Language Games, Vocabulary, Upper Primary School Students.*

1. INTRODUCTION:

Language is the most important characteristic form of human behavior and it restricts itself to expression and communication by means of speech and hearing. Language preserves the best human thoughts and achievements which enriches life. When we use language, we communicate our individual thoughts, as well as the cultural beliefs and practices of the communities of which we are a part of our families, social groups, and other association. Language holds important place in education system. Advancement in information technology and scientific knowledge had transformed our earth into a global village. In India, Hindi is the official language of the administration and a subject of study in schools and colleges. Hindi has attained the status of link language in different countries of the world. Hindi develops cultural relation with other countries. Vocabulary can be defined as words a person must know to communicate effectively. It means words in speaking and words in listening (Neuman&Dwyer, 2009). Diamond and Gutlohn (2006) states that vocabulary is the knowledge of words and word meanings. Biemiller and Boote (2006) stated that repeated reading of a storybook resulted in greater average gains in word knowledge for young children. Coyne, Mc Coach & Kapp, (2007) are of the opinion that vocabulary instruction should include teacher-student activities and interactive activities that target new words. According to Gardner (1999) there are other benefits of games in language teaching, such as games played with others involve interpersonal intelligence, games involving drawing connect with visual / spatial intelligence, and games often have a hands-on element, such as cards, spinners, or pieces, which connect with bodily / kinesthetic intelligence. Language games help learners to develop and use words in different contexts. Long-term retrieval of learned vocabularies are very important, so the delayed as well as the immediate effects are factors which were tested in this study to know whether language games can enhance long-term retrieval of vocabulary. (Yalden,2004) mentioned that learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence Language games can be implemented in language classrooms. Students will become more active in learning and they become more curious. Language games can get students to participate in their own learning process. This will build relationships, and students feel that they are equal. Playing games in the classroom can help to create a friendly and positive atmosphere. Games can be a very good way to enhance vocabulary because they can easily be used to enact various situations from real life and provide students with practice in their fluency. Happiness, excitement, amusement and suspense allow students to feel positively about their learning situation and are therefore likely to have a positive effect on language learning. Language games can keep students focused and learning for extended periods. Intellectual, mental and emotional development of a child has to be nourished at elementary school level. For Nunan (1991) game is a very appropriate teaching technique in the young learners classroom. Students can learn while play in their classroom. They will feel comfort in their classroom as in their home. Then, they can enjoy the learning. By enjoying the teaching and learning process their language skills can be improved better. Language Games is a good resource for developing vocabulary for Hindi language learners. Language games can strengthen vocabulary and language skills. Through language games students can learn new Hindi words and their meanings with word association. Many language teachers find language games to be a strong classroom tool for students. Students can enjoy learning in a language classroom with books and worksheets, games and interactive tools.

2. REVIEW OF RELATED LITERATURE AND STUDIES:

Lai & Chun (2009) conducted a study on language learning strategies used by 418 EFL learners in Taiwan and studied relationships between language use and the patterns of strategies based on language proficiency. The findings of the study showed that proficiency level had significant effect on strategy choice and use. Mubaslat (2012) attempted to determine the role of educational games on learning a foreign language, and to compare games with more traditional practices as effective learning tools on the basic educational stage students at governmental schools in Jordan, an experimental research is conducted using three groups out of six randomly. The study recommended to use games since they are very effective especially for the primary stages in teaching a second language. The study also proved that games are helpful for the teacher as a procedure for language acquisition. According to Rahman & Bakar, 2018; Thirusanku & Yunus (2014)   when games are integrated with language lessons, it supports higher-order learning and thinking skills (HOTS) which are very important for learners to develop themselves as future professionals. Godwin-Jones (2014) claims that games can offer an immersive environment in which extensive use is the made of target language. Adeng & Shah (2012) have the opinion that games are motivating and entertaining way of teaching grammar. Ferit (2010) explored on the comparative usefulness of online and traditional vocabulary test learning. The study compared the usefulness of online vocabulary teaching and the traditional methods used in upper intermediate academic English class. The control group students practiced vocabulary items in 10 reading passages. The usefulness of the two methods was evaluated by post-test. The study showed that the learners in the experimental group outperformed the learners in the control group and that the experimental students remember the words better. Talak-Kiryk (2010) conducted a study on using games in a foreign language classroom. Games encourage language production and social interaction in a playful, no- threatening way. Sajid, Fraidan (2019) conducted a study on effectiveness of reading aloud strategies for inferential reading comprehension skills and text difficulties of Saudi students at university level. The findings showed reasonable effectiveness of these strategies. These strategies were also recommended for future research on inferential reading comprehension skills and the solution of difficult text by having the present set up of strategies being used by Saudi university level students.

3. OBJECTIVES OF THE STUDY:

The present study has the following objectives:
- To prepare an instructional package on Language Games for enhancing Vocabulary in Hindi among upper primary school students
- To test the effectiveness of the instructional package on Language Games for enhancing Vocabulary in Hindi among upper primary school students
- To compare the mean scores of Vocabulary pre-test and post-test with respect to total sample
- To find out the significant difference between the mean scores of Vocabulary pre-test and post-test with respect to sub sample : Gender

3.1. HYPOTHESES OF THE STUDY:

Following are the hypotheses set for the study:
  H1. Instructional package on Language Games is effective for enhancing Vocabulary in Hindi among upper primary school students
  H2. There exists significant difference between the mean scores of Vocabulary pre-test and post-test with respect to total sample
  H3. There exists significant difference between the mean scores of Vocabulary pre-test and post-test with respect to sub sample: Gender

4. METHODOLOGY:

4.1. METHOD ADOPTED FOR THE STUDY: Quasi Experimental method was found appropriate for the study
4.2. DESIGN OF THE STUDY: Pre-test - Post-test Experimental Design was used for the study.
4.3. SAMPLE SELECTED FOR THE STUDY: Study was conducted on a sample of 108 students studying in standard VII in Kozhikode District.
4.4. TOOL USED FOR THE STUDY: Vocabulary Assessment test in Hindi was developed and standardized and used for pre-test and post-test.
4.5. STATISTICAL TECHNIQUES USED FOR THE STUDY: Preliminary analysis like mean, median, mode, standard deviation, skewness and kurtosis for examining whether the variables are normally distributed or not and test of significance of difference between means were done for the study.

5. ANALYSIS, INTERPRETATION AND FINDINGS OF THE STUDY:

Table 1: *Test of significance of the difference between the mean scores of Vocabulary pre-test and Vocabulary post-test with respect to Total Sample*

	Group	Sample (N)	Mean (M)	Standard Deviation (SD)	t	Level of Significance
	Pre-test	108	20.973	11.026	4.632	0.01
	Post-test	108	28.027	11.555		

It can be seen from the table-1 that the obtained t value is found to be significant at 0.01 level. So it can be noted that there is significant difference in the mean scores of the Vocabulary pre-test and Vocabulary post-test in the experimental group. It indicates that these two groups are almost different within the experimental group.

Table 2: *Test of significance of the difference between the mean scores of Vocabulary pre-test and Vocabulary post-test with respect to Sub sample : Boys*

Group	Sample (N)	Mean (M)	Standard Deviation (SD)	t	Level of Significance
Pre-test	52	19.702	10.469	3.395	0.01
Post-test	52	26.509	10.930		

The obtained t value is significant at 0.01 level. It can be assumed that there is significant difference in the mean scores of Vocabulary pre-test and Vocabulary   post-test scores of experimental group with respect to boys. This indicates that the two groups differ significant.

Table 3 : *Test of significance of the difference between the mean scores of Vocabulary pre-test and Vocabulary post-test with respect to Sub sample : Girls*

Group	Sample (N)	Mean (M)	Standard Deviation (SD)	t	Level of Significance
Pre-test	56	22.340	11.537	3.190	0.01
Post-test	56	29.660	12.081		

Result is found to be significant at 0.01 level. So it can be assumed that there is significant difference in the mean scores of Vocabulary pre-test and Vocabulary post-test scores of experimental group with regard to Girls. The performance of experimental group has much improved as the result of experimental treatment.

6. CONCLUSION:

Language Games are an excellent way to acquire language by making it more engaging and entertaining. Language Games have recurring themes so that certain words or phrases pop up regularly. The study found out that the vocabulary of upper primary school students have much more enhanced through the developed instructional package. Therefore, Instructional package on Language Games is effective for enhancing Vocabulary in Hindi among upper primary school students.

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