



Original Article

The Effect of Language Games on The Enrichment of Vocabulary

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Abstract

This study examines the effectiveness of language games in enriching the English vocabulary of Standard V students studying in a CBSE school. Vocabulary development is a fundamental aspect of language learning, yet many students face difficulties in acquiring and retaining new words through conventional teaching methods. To address this issue, the researcher employed an experimental research design involving a single group of 60 students selected through simple random sampling. A pre-test was conducted to assess the students' initial vocabulary level, followed by the implementation of various language games and word puzzles as instructional strategies. A post-test was then administered to measure the improvement in vocabulary acquisition. The collected data were analyzed using mean, standard deviation, and the t-test. The findings revealed a significant improvement in students' vocabulary performance, with the mean score increasing from 7.50 (37.5%) in the pre-test to 15.16 (75.8%) in the post-test. The calculated t-value (16.24) was statistically significant, leading to the rejection of the null hypothesis. The study concludes that language games are an effective, engaging, and motivating instructional strategy for enhancing vocabulary learning among primary school students.

Keywords: Language Games, Vocabulary Enrichment, English Language Teaching, Vocabulary Learning, Primary Education, CBSE Students, Experimental Research, Word Puzzles, Language Skills, English Vocabulary.

Introduction

"Loving your language means a command of its vocabulary beyond the level of the everyday".

* By John McWhorter

The English word "Language" derives from Latin Word "Lingua" that means, 'Language or Tongue'. A language, often referred as verbal behaviour, is the most important aspect in the life of all human being. It is used to express inner thoughts, emotions, and imaginations, making sense of complex and abstract thought, to learn to communicate with others, to fulfil our wants and needs, as well as to establish rules and maintain culture. Language is a means of expression. It is the rare gift that only the human beings possess. The birds and animals can also utter the sounds but they have their limitations. The wide range of expressions that the human being has, is possible because of language. It's a central network through which the components and expressed. Every language is a combination of forty different sounds. They are so systematically attaching with each other that the ultimate form of language appears very significant. Language is a purely human and non-instinctive method of communicating ideas, emotions, and desire by means of a system of voluntary produced symbols.

Place of English Language in curriculum:

English confers many advantages to the influential people who speak it which has allowed it to certain its prominence despite the strong opposition it English which rises periodically. University, Grants Commission has emphasized that "English is language which is rich in literature. Humanistic, Scientific and technical. English as a language of the court of law. Judges and Magistrates wrote occupies a very important place in the international world. Indian education commission recommends that at the secondary stage the student will study English in the curriculum. The subject of English which acquaints us with fundamental ideas of modern civilization or modern science and even growing knowledge of all the advanced countries of the world.

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The researcher had taken following language games for the research:

1. Bright

I am the word of six letters.

If you remove my first letter, I will be right, if you remove my first two letters and put T so I will be tight and instead of T if you put N so I will be night and if M so I will be might.

2. Lawyer Liar

I am the word of 5 letters starts with L and My profession is to defend truth. I am sound very close to liar but it is my enemy but I'm not wire.

3. House

I am a building where people live and mouse too. If you remove M of mouse and put H you will know, who am I?

4. Admire

When children do good deeds, they get me from elders free. Find me out without stretching wire.

5. Environment

I am the one whose bring clean is basic acquirement but in big cities it is difficult.

6. Democracy

I'm most important for a healthy society otherwise everywhere would be hypocrisy because I'm the

7. Imminent

Don't impend me because everything in the world has it's

8. Prominent

I am very famous and important if you do good works, you also will be....

9. Prestige

A very famous pressure cooker brand's name is on my name because I'm a high esteem and stage.

10. Financial Aid

I'm a money help but in economic terms I'm called the

11. Conspire

My enemies desire me when theyAgainst me.

12. Democracy

No conspiracy can demolish the

13. Temple

We go there when we demand ample

14. University

After school all students go there that is like a small city

15. Perfect

If you are the best & have no defect so you are a

16. Spectacular

I'm the particular that is better than others.

17. Use the letters in autumn to spell

1. a relative
2. a fruit
3. an insect
4. a colour
5. a fabric

18. Try to spell out at least seven words by using only letters in the word play.

- a) _____ b) _____
- c) _____ d) _____
- e) _____ f) _____

19. Can you change one letter in the words given here to spell three other objects which are asked in the school?

- 1) Plate
- 2) Pan
- 3) Bib

20. Write one or more letter over each desk to make combined letters over each desk to make the combined letters spell five words meaning to be happy.

1. _____ LA _____
2. _____ EAR _____
3. _____ YOU _____
4. _____ A _____
5. _____ HEE _____

1. Background of the Research Problem:

Generally, it is noticed that learning and memorizing the vocabularies of a foreign language is a major problem faced normally by the all groups of students.

As India is a country where different languages are used in different scripts by the people but English is the language that plays a very important role in India and over its people from official to academic fields. This is the language that is spoken, written and used more frequently rather than any other Indian language and having undeclared status of being official and governmental language used by the central & different state governments. Hence, having a proper knowledge of English language, its grammar and a good familiarity with its vocabularies of different fields is a must and vital in India. As nowadays the penetration of huge American English words has increased the number of vocabularies of India's English too where British English is in fashion for more than two hundred fifty years while thus Indian students have to balance both of the sides that must be started since the childhood of a student obviously. So, focusing the fulfilment of such a great need and knowledge of English begins from the early education level.

Grammar, sentence making and the acknowledgement with the structure of English language are the essential steps which are gained within the certain period of time using different educational techniques but memorizing the vocabulary has been always a big problem for the students of all age groups especially in India where a student has to memorize the vocabularies of British English, American English as well as Indian English at the same time. Hence, in this research, an attempt would be made to seek and find out the fact that how far or to what extent the 'Vocabulary Games' and the 'Word puzzles' are effective to enrich a student's vocabulary treasure while his/her own speaking language is very much different from the target language English having not any grammatical or structural similarities as well as having very few common words of English while he/she has no any such pro-learning social environment of a foreign language except his/her own education centre school.

1. Need & Important of the Topic:

In order to develop a good level of foreign vocabulary storage in a student that he/she can utilize in his/her regular reading, writing, listening and speaking etc. there are some educational terms and techniques to be applied. One of them is word-games. Generally, by game it is meant the activity that is done to have some fun and amusement but educational games are the ones which are meant to have the same level of amusement besides learning. The educational games make students more focus in



learning besides amusement and this is more proven and applicable in improving vocabulary as well as the usage of foreign (English) language vocabulary because during the participation in word-game, students do not feel that they are forced to learn. Games can lower anxiety. They are highly motivating and entertaining and they can give even shy students more opportunity to express their opinions and feelings. They also enable learners to acquire new experiences within foreign language which are not always possible during a typical lesson while through games some difficult vocabulary could be learnt by heart with fun. Games can be medium that will give many advantages to teacher and the students either. Word-games can attract the students to learn English because it is fun as well as there is no force of securing passing marks during games. Some experts have also figured out the characteristics of games that make vocabulary-learning more effectively. Teachers can use games to help their students practice more their skills of communication and learning foreign vocabulary by heart. Games are the ways to help students not only enjoy and amuse with the language what they learnt but also practice it incidentally. To be short, games can be considered useful and effective tools that may be applied in vocabulary classes in order to enhance the vocabulary storage of students with having stress less amusement. New vocabularies could be introduced successfully to a group of students through language games. The use of games in teaching vocabulary is a way to make the lessons more interesting, enjoyable and effective.

1.5 Research Objectives:

- To know the level of vocabulary of the Std. V students of CBSE school.
- To practice language games for the enrichment of vocabulary of Std. V students of CBSE school.
- To study the effectiveness of language games for the enrichment of vocabulary of Std. V students of CBSE school.

1.6 Hypothesis:

There is no significant effect of vocabulary or word-games to enrich the vocabulary of students.

1.7 Assumption:

- Learning or memorizing the foreign language's vocabulary is a major problem for the students of every age and class group
- Different types of vocabulary and language games are very effective in improving the vocabulary treasure of the students.
- Vocabulary games are more enjoyable and are the games for students of every age group.
- Vocabulary games can be a tool of removing tension the burden of the other studying subjects.

Objective No. 1:

- To know the level of vocabulary of the students of class 5th standard of C.B.S.E. school.

Table No. 1

Test	No.of Student	Mean	S.D.	Percentage
Pre-test	60	7.5	2.13	37.5

In the present research conducted 60 students, it was observed that in pre-test mean calculated is 7.5, S.D. 2.13 and percentage 37.5%.

This interprets that the knowledge level of English vocabulary is on very poor stage and in order to

- Vocabulary games can be played among different age group also.

1.8 Research Method:

Experimental Methods would be applied for the proposed study. The researcher has used the single-group design experimental procedure for the research.

2. Population & Sampling:

60 students will select as sample by simple random methods which will represent the whole population of the students.

1. Variable:

Dependent variable - vocabulary

Independent variable - Language games

2. Tools:

In the present study researcher has made use of closed form of questionnaire.

*Test:

Single group of design of experimental method had been used by the researcher. The researcher has prepared the objective test of 20 questions carrying 20marks for testing the knowledge of vocabulary. The test consisting puzzles, missing letters, riddles etc. on the basis of student's pronunciation, spelling knowledge and capability to solve the puzzles and riddles. Pre-test was taken on the basis of student's previous knowledge to test their pre-knowledge of vocabulary of English. And then after organizing the effective language games the same questions or words were asked in the form of the post-test. Post test was given to testify the achievements of numbers of the students. And at last, the scores were sorted out and conclusions were made on the basis of results.

3. Data Collection and Procedure:

In order to testify the research title "language games on the enrichment of vocabulary of students", a practical experiment was conducted to a group of 60 student of class 5th standard. The experiment had two phases in which a group of students of class 5th standard were experimented with and without the language games and the evaluated based on their performance. Finally, it was found that the performance of the group of students after the participation in the language games were much better than the pre-test conducted before.

4. Statistical Techniques

Researcher collected the data with the help of questionnaire and organizing pre-test and post-test. The scores obtained from the pre-test and post-test was tabulated. For this the researcher used the following statistical measures for analyzing the data, interpretation and drawing inferences and conclusions.

- Mean
- Standard Deviation
- 't' Value

develop and improve the English vocabulary level, its needs of some effective steps to be raised. In order to bring improvement of this level, there should be introduced some effective language games.



▪ **Objective No. 2:**

- i) To practice language games in order of enrichment of vocabulary of students of class 5th standard of CBSE school.

Table No. 2

Test	No.of Student	Mean	S.D.	Percentage
Pre-test	60	15.6	2.97	75.8

In the present research conducted 60 students, it was observed that in post-test mean calculated is Mean 15.16, S.D. 2.97 and percentage 75.8

It shows that their understanding and knowledge of vocabulary have improve after the adoption of effective teaching through language games.

Table value shows a highly drastic improvement in their level of understanding and grasping power of foreign words. Hence, Some effective language games. Had effective impact on their level of performance.

▪ **Objective No. 3:**

- i) To study the effectiveness of language games for the enrichment of vocabulary of Std. V students of CBSE school.

Table No. 3

Test	No.of Student	Mean	S.D.	df	`t' value	%	Comp.of effectively
Pre-test	60	7.5	2.13	58	16.24	37.5	38.3%
Post-Test		15.16	2.97			75.8	(75.8-37.5)

It was observed that the score percentage of teaching through traditional method of vocabulary of English language in pre-test is 37.5% and it went high upto 75.8% in

post-test conducted after teaching of vocabulary through language games. The difference calculated between post-test and pre-test is 38.3% and calculated its value is 16.24.

▪ **Objective No. 4:**

- i) To study the effectiveness of language games for the enrichment of vocabulary of Std. V students of CBSE school.

Table No. 3

Test	No.of Student	Mean	S.D.	df	`t' value	Level	`t' value at level	`t' value	Null Hypothesis
Pre-test	60	7.5	2.13	58	16.24	0.05	2.00	Significant	Rejected
Post-Test		15.16	2.97			0.01	2.66		

In the present research in order to testing the hypothesis the calculated its value is 16.24, d.f. 58 and in table its value at 0.05 level is 2.00 and at 0.01 level is 2.66 which means calculated `t' value is very high in comparison with table value at 0.05 and 0.01 level. It was clear from the above-

mentioned observation that language games are helpful and having effective effect on the enrichment of vocabulary of students in comparison to the traditional method of vocabulary teaching.

encouragement, academic guidance, and valuable support throughout the study.

Objectives wise conclusion:

1. It has been found that the traditional method of teaching is not effective in order to develop the vocabulary of the students. As it was observed 37.5%
2. This research reveals that the teaching of vocabulary through language game has satisfactory effect on the performance level of students as the percentage of their performance was noticed 75.80%.
3. It was observed that using language games in teaching English vocabulary had effective impact on enrichment of vocabulary. The difference between pre-test and post-test is 38.3% and calculated `t' value was 16.24.

Hypothesis wise conclusion:

By testing of the hypothesis, the calculated `t' value at 0.05 and 0.01 level is significant and hence hypothesis was rejected. Therefore, teaching of English vocabulary through language games was more effective.

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Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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