Chapter Five

Summary and Recommendations
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Vocabulary is also very important for EFL students. It would be impossible to learn a language without vocabulary, and there is general agreement that the possession of a large number of vocabulary is necessary for success in social, professional, and intellectual life; vocabulary is the vehicle for thought, self-expression, interpretation, and communication.

Learning vocabulary is a very important part of learning a language. The more words a person knows, the more he will be able to understand what he hears and reads; and the better he will be able to say what he wants to when speaking or writing.

The current research study was concerned with improving fifth year primary stage students' acquisition of English vocabulary. Hence, the purpose of the study was to investigate the effect of a computer-assisted program based on the language games on developing primary stage students' acquisition of English vocabulary.

Statement of the Problem:

The problem of this study is that students at the primary stage encounter many problems which are related to recognizing, recalling, and producing vocabulary. The students easily forget the vocabulary newly
The present study attempted to investigate the effect of the computer-assisted program based on language games to develop English vocabulary at primary stage.

The Study Questions:

The problem of this study can be tackled through answering the following main question:

What is the effect of using a computer-assisted program based on language games on developing primary stage students' acquisition of English vocabulary?

The main question can be branched into the following sub-questions:

1. What is the effect of using a computer-assisted program based on language games on recognizing English vocabulary?
2. What is the effect of using a computer-assisted program based on language games on recalling English vocabulary?
3. What is the effect of using a computer-assisted program based on language games on producing English vocabulary?

Aim of the Study:

The following study aimed at identifying the following:
1. The vocabulary English skills required for first term at the fifth primary stage.
2. The effect of using computer-assisted program based on language games to develop some English vocabulary skills [recognizing, recalling, and production] at the fifth primary stage.

**Significance of the Study:**

**The following study might help to achieve the following:**

1. Helping students at fifth primary stage to develop their acquisition of some English vocabulary.
2. Helping students at fifth primary stage to develop their recognizing of some English vocabulary.
3. Helping students at fifth primary stage to develop their recalling of some English vocabulary.
4. Helping students at fifth primary stage to develop their production of some English vocabulary.
5. Introducing some new teaching an approach that can help teachers to achieve English teaching goals and to develop their teaching styles in approaching vocabulary.
6. Taking the teachers and the learners away from any boring techniques that may have adverse effect on the learner's performance.
7. Drawing teachers' attention to their forgotten roles as facilitators and supervisors for their learners.
8. Offering teachers a wide chance for having some fun and enjoyable climate of teaching amongst such crowded period of teaching.
9. Drawing teachers' attention to the importance of incorporating computers in acquiring and developing the language skills of English using the curricula CD-ROMs.
10. Drawing attention of textbook author and program designer to the importance of using a computer-assisted program based on language games.

**Hypotheses of the Study:**

**The current study aimed at examining the following hypotheses:**

1. There is a statistically significant difference between the mean scores of the experimental group and the control group in the post-test of English vocabulary in favor of the experimental group.
2. There is a statistically significant difference between the mean scores of the experimental group and the control group on the post-test of English vocabulary recognition in favor of the experimental group.
3. There is a statistically significant difference between the mean scores of the experimental group and the control group on the post-test of English vocabulary recalling in favor of the experimental group.
4. There is a statistically significant difference between the mean scores of the experimental group and the control group on the post-test of English vocabulary production in favor of the experimental group.
5. There is a statistically significant difference between the mean scores of the experimental group in the pre and post test of English vocabulary in favor of the post test.
6. There is a statistically significant difference between the mean scores of the experimental group in the pre and post test of English vocabulary recognition in favor of the post test.

7. There is a statistically significant difference between the mean scores of the experimental group in the pre and post test of English vocabulary recalling in favor of the post test.

8. There is a statistically significant difference between the mean scores of the experimental group in the pre and post test of English vocabulary production in favor of the post test.

**Design of the study:**

The present study had control/experimental group pre/post test design. In this study classes were randomly selected to represent the experimental and control groups. The experimental group received training using the computer-assisted program based on language games on developing fifth primary stage students' acquisition of English vocabulary. On the other hand, students in the control group received traditional instruction. There was use of the control group because the same topic introduced to the experimental group through the study program.

**The patricians of the study**

A group of 74 fifth year primary stage students were randomly selected from one of Fayoum governmental experimental language schools, namely Azza Zidan experimental language school, to be the
control and experimental group. The reason this school was selected is that it is equipped with computer lab, which is a necessary requirement for the application of the program. Moreover, the researcher is teaching there. Random assignment of individual students was not possible, and so, classes were randomly selected. All the students' age ranged from ten to eleven years old.

**Delimitations of the Study:**

**The current study was delimited to:**

1. A number of fifth graders [N = 74] at Azza Zidan Experimental Language School randomly chosen to participate in the study.
2. Six units of Hello (5) chosen and rewritten to cater for developing vocabulary by using computer games in TEFL.
3. The first semester of the academic year 2012/2013 for implementing the proposed program.

**Instruments and materials of the Study:**

**The current study made use of the following an instrument and a material:**

1. A pre-post vocabulary test to measure students’ vocabulary achievement.
2. A computer-assisted program based on language games for teaching English vocabulary.
Procedures of the study:

1. Reviewing the related literature and the previous studies in relation to the computer-assisted programs, language games and English vocabulary acquisitions.

2. Examining the first term current English syllabus introduced to primary five students.

3. Designing the computer-assisted program based on language games for teaching vocabulary including some of the same topics and vocabulary prescribed in Hello Book for fifth year primary students and ensuring its validity and reliability.

4. Preparing the pre-post test of vocabulary acquisition and ensuring its validity and reliability.

5. Selecting a random sample of EFL fifth year primary students and assigning them randomly into a control group and an experimental group.

6. Applying the pre-test of English vocabulary acquisition on both groups to specify their level in vocabulary before the treatment.

7. Introducing the suggested program to the experimental group members only.

8. Applying the post-test of English vocabulary acquisition on both groups after the treatment.

9. Giving the statistical treatment and analysis of data.

10. Discussing the findings in light of previous studies.
11. Presenting recommendations and suggestions for further research.

Results of the Study:

The following results were reached:

The effect of using a computer-assisted program based on language games on developing primary stage students' acquisition of English vocabulary. The results of the study supported the eight study hypotheses as follows:

1. There is a statically significant difference between the mean scores of the experimental group and the control group on the post-test of English vocabulary at 0.05 level, in favor of the experimental group. The difference indicates the effect of the study program in developing the study sample's ability to acquire English vocabulary.

2. There is a statically significant difference between the mean scores of the experimental group and the control group on the post-test of English vocabulary recognition at 0.05 level, in favor of the experimental group. The difference indicates the effect of the study program in developing the study sample's ability to recognize English vocabulary.

3. There is a statically significant difference between the mean scores of the experimental group and the control group on the post-test of English vocabulary recalling at 0.05 level, in favor of the experimental group. The difference indicates the effect of the study program in developing the study sample's ability to recall English vocabulary.
4. There is a statically significant difference between the mean scores of the experimental group and the control group on the post-test of English vocabulary production at 0.05 level, in favor of the experimental group. The difference indicates the effect of the study program in developing the study sample's ability to produce English vocabulary.

5. There is a statically significant difference between the mean scores of the experimental group in the pre and post test of English vocabulary at 0.05 level, in favor of the post test. The difference indicates the effect of the study program in developing the study sample's ability to acquire English vocabulary after administration.

6. There is a statically significant difference between the mean scores of the experimental group in the pre and post test of English vocabulary recognition at 0.05 level, in favor of the post test. The difference indicates the effect of the study program in developing the study sample's ability to recognize English vocabulary after administration.

7. There is a statically significant difference between the mean scores of the experimental group in the pre and post test of English vocabulary recalling at 0.05 level, in favor of the post test. The difference indicates the effect of the study program in developing the study sample's ability to recall English vocabulary after administration.

8. There is a statically significant difference between the mean scores of the experimental group in the pre and post test of English vocabulary production at 0.05 level, in favor of the post test. The difference indicates the effect of the study program in developing the study sample's ability to produce English vocabulary after administration.
In light of the above results, it can be concluded that the study program proved effective in developing fifth year primary students' acquisition of English vocabulary. So, the main aim of the study was achieved providing its effect.

**Recommendations of the study:**

In light of the present study results, the researcher recommends the following:

1. The present computer-assisted program based on language games can be adopted for teaching vocabulary at the fifth primary stage. As well it can be adopted at the following primary years as revision, taking into consideration the content being taught.
2. Teachers are recommended to use integrated approaches in teaching.
3. Computer labs have to be considered in teaching English language skills. Great impact has been noted on the students by the researcher when implementing the computerized program.
4. Attention has to be paid to the development of language sub skills. This helps to develop the skill easier and in an integrated way.
5. Using the computer in teaching English can be integrated with other methods as the communicative approach when using the information gap tasks or other activities for developing other skills.
6. Students should become the centre of the learning process and share more responsibilities in their learning of vocabulary.
7. Use of individual, pair, and group work is recommended to meet the different learning styles and social needs of the students.
8. Teachers are recommended to use modern techniques for teaching vocabulary in one course.

9. Teachers should be trained on materials development, as this enables them to design useful, easy and related materials to support the used English language textbooks.

10. Curriculum designers and textbook writers should design syllabi in the light of the computer-assisted based program on language games for teaching vocabulary and other language skills.

**Suggestions for Further Research**

**In light of the present study results, the researcher suggests the following further studies:**

1. The effect of using a computer-assisted program on developing other language skills, e.g., listening, speaking, reading and writing.

2. The effect of using a computer-assisted program at other stages (preparatory, secondary, and university) on developing students' acquisition of English vocabulary.

3. Training programs for student-teachers and in-service teachers on how to use the computer-assisted program based on language games in teaching EFL are badly needed.

4. The effect of the language games techniques on developing other language skills, e.g., listening, speaking, reading and writing.

5. Conducting a study for investigating the cause of students' lack of motivation to learn English as a foreign language and introducing some solutions.

6. Addressing some CALL programs to the teachers' training program development in listening, speaking, reading and writing skills.