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Thesis Title	The Effect of Using Games on Pupils' Achievement in Pronunciation and Spelling		
Year	2005		
Abstract	<p>Language games play an important role in the teaching-learning process since they ease the situation of language learning, provide comprehensible input, and enable pupils to learn subconsciously with enjoyment and fun and in an informal atmosphere that makes pupils freely participate in using the foreign language. Moreover, language games have a significant role in increasing pupils' proficiency and ability in using language with a purpose in the situation they provide.</p> <p>Hence, the present study aims at:</p> <ol style="list-style-type: none"> 1. Empirically investigating the effect of using games on the first intermediate graders' achievement in pronunciation and spelling; and 2. Developing pupils' ability in these two areas. <p>To fulfil these aims, two null hypotheses are postulated. They are:</p> <ol style="list-style-type: none"> 1. There is no statistically significant difference between the achievement of the pupils who are taught pronunciation and spelling through using language games and that of the pupils who are taught these areas through using the conventional way. 2. There is no statistically significant difference between the experimental group pupils' achievement in the pre and posttests of pronunciation and spelling. <p>To achieve the aims of this study, an experiment was conducted using the "pretest-posttest nonequivalent groups' experimental design". Two sections of thirty six pupils each were randomly selected from Jareer Secondary School for girls. One of these sections was randomly assigned to be the experimental group (taught with the use of games) and the other to be the control one (taught without using games). The subjects of the groups were statistically matched in a number of variables. The researcher herself</p>		

taught the two groups the same material, which is six units of NECI (Book111). The experiment lasted six weeks.

Two achievement tests were constructed (a pronunciation test and a spelling test)based on a content analysis of the material taught during the experiment; thus content validity was ascertained. Then these two tests were exposes to a jury of experts to ensure there face validity. Concerning the reliability of the two tests, several methods were used; split half, Kuder-Richardson formula20, alpha Cronbach and intrascorer reliability, yielding reliability coefficient that range between 0.516 and 0.798. an item analysis was carried out for each test to determine item difficulty level and item discrimination power. Then the same tests were administered to the study subjects before and after the instruction.

Using the t-test for two independent samples, it is found out that there are statistically significant differences in the pronunciation and spelling tests at 0.05 level in favour the experimental group. The results also indicates that, using the t-test for two independent samples there is a significant development in the experimental group pupils' achievement in both pronunciation and spelling tests.

The researcher comes out to the conclusion that using language games positively affects the pupils' achievement in pronunciation and spelling and improves their learning in these two areas.

In the light of the results, a number of recommendations and suggestions for further research were made.