Game-Based Learning Strategies and the Vocabulary Performance of Selected Grade Five Pupils

April Ann M. Remo[1], **Cecilia Q. Velasco[2]**
https://orcid.org/0000-0003-4099-9958[1], https://orcid.org/00000-0027-900-6469[2]
aprilann.remo003@deped.gov.ph[1], cecilia.velasco@lspu.edu.ph[2]
Paaralang Elementarya ng Tipas, San Juan, Batangas, Philippines[1]
Laguna State Polytechnic University, San Pablo City, Laguna, Philippines[2]

Abstract

Strategies for teaching vocabulary help students understand and remember the vocabulary they have acquired through their language learning experience as vocabulary learning is one of the most important elements in the advancement of language learning and communication development. All other skills such as reading, writing, speaking and listening are vocabulary-based. Relative to this, the study aimed at determining the effectiveness of Game-Based Learning Strategies in improving the Vocabulary Performance of Selected Grade Five Pupils. A quasi-experimental design was used to establish a cause-and-effect relationship among the variables. This study involved the selected Grade Five Pupils from Paaralang Elementarya ng Tipas. Two groups from different learning modalities were tested: one group was under the Modular Distance Learning and the other group was from Online Distance Learning. The administration of pretest and posttest were vital in measuring the performance of the students before and after their exposure to Game-Based Learning Strategies. The results of the study showed that there is a significant difference between the pretest and posttest of the respondents before and after exposure to Game-Based Learning Strategies. The use of Vocabulary Wheel for Modular Distance Learning and Travel around the "words" for Online Distance Learning were found to be effective in terms of improving learners' word knowledge, word association, and word consciousness. On the other hand, no significant difference was found on posttest of the respondents from Modular and Online Distance Learning. This finding supported the notion that both game strategies can be used in improving students' vocabulary performance in the two modes of leaning delivery. This study also emphasizes the need to take into account the positive effects of game-based learning strategies in improving vocabulary performance. Choosing games and activities to help learners learn vocabulary effectively requires careful consideration.

Keywords: Game-Based Learning Strategies, Vocabulary Performance, Quasi-Experimental Design, Philippines