

Cooperating the Triangle of Triple Play Plus, Teaching words and Age: Iranian EFL Learners in Focus

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Abstract

The goals of this research were to find out the effects of triple play plus English game on learning English vocabularies by Iranian EFL learners and to specify the differences between adolescent and teenager learners. To reach these goals, 32 Iranian female intermediate EFL learners participated in the research. The ages of the participants were between 9 and 15 years old. The participants were randomly divided into two equal groups of control and experimental. Each group was again divided into two equal groups of adolescents (9 to 12 years old) and teenagers (13 to 15 years old). Before starting the study, all participants' knowledge of English words were assessed. Triple Play Plus (TPP) game was used for teaching English words to the participants in the experimental groups and the participants in the control group received traditional methods. The results claimed that the game significantly improved the participants' words knowledge because the participants in experimental group significantly outperformed on the posttest. However, there was not a significant difference between adolescent and teenager learners. The results of the research suggest practical implications for English teaching.

Keywords: Electronic Education, CALL, English Words, Learning English Words, Triple Play Pus

1. Introduction and Statement of the Problem

Words are blocks of language because it is impossible for learners to learn the other parts of the language without learning words. Most learners cannot remember the words and their meanings if they do not learn them with an effective method. The regular method, which is board and chalk, is not supported by teachers and language learners anymore and words need other productive approaches to be learned. Using multimedia especially games is one of the most productive and effective ways to use in order to memorize the vocabulary (Tabar & Khodareza, 2012).

Words are the most important parts to learn a language and communicate in second language, and also it is the main skill of language to learn the other skills such as speaking or reading (Nation, 2001). Although words are very important and necessary, a few students have a wide range of words and most students feel difficulty in memorizing words (Lee, 2007). Unfortunately, for the lack of time in class, teachers cannot use productive ways to teach the words and also learners do not use effective and new approaches to memorize them and they just use the old method which is just memorizing words and their meaning by repeating them. They should add extra methods to increase the range