

EXPLORING THE IMPACT OF DIALOGUE COMPETITIONS ON WORD SPELLING AMONG ESL LEARNERS AT SECONDARY LEVEL IN RAHIM YAR KHAN

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Abstract

This study was conducted to “Exploring the Impact of Dialogue Competitions on word spelling among ESL Learners at Secondary Level in Rahim Yar Khan”. Investigate the word spelling effect of dialogue competition in enhancing vocabulary learning among ESL learners in Rahim Yar Khan. To assess the influence of dialogue competitions on students' ability to form new words through prefixes, suffixes, and compound word-making strategies. The study was quantitative in nature. The experimental research design was used to collect data. The MCQs test was prepared to evaluate the effect of dialogue competition on word spelling. Data was gathered from two groups control and experimental groups. The population of this study was all the secondary school students of District Rahim Yar Khan. The sample size of the experimental study was 80 students by including 40 students from control group and 40 students from experimental groups. The simple random sampling technique was used to collect data. Collected data were analyzed by using statistical package of social sciences version 22 independent t- test was applied to find out the effect of dialogue competition on students vocabulary learning's. The pared sample t- test was used to find out the difference between control and experimental groups. The major finding of this study was showed that dialogue competition play an important role on student's word spelling skills. The students who participate in dialogue competition have better vocabulary skills as compare to the students who did not participate in dialogue competition in class. It was recommended that Teachers should design spelling-focused dialogue tasks to help learners improve accuracy through repeated exposure and practice. Schools should introduce incentives, such as certificates and rewards, to further encourage student participation and maintain enthusiasm for vocabulary learning.

Key Words: Dialogue Competition, Word Spelling, Secondary School, Vocabulary Skills

Research Objectives

- Investigate the word spelling effect of dialogue competition in enhancing vocabulary learning among ESL learners in Rahim Yar Khan.
- To assess the influence of dialogue competitions on students' ability to form new words through prefixes, suffixes, and compound word-making strategies.

Research Questions

- What is the impact of dialogue competitions on the word spelling abilities of ESL learners in Rahim Yar Khan?
- How do dialogue competitions influence students' ability to form new words using prefixes, suffixes, and compound word-making strategies?

Introduction

Language acquisition was a complex process that requires continuous exposure to linguistic input, meaningful interactions, and active engagement in communication. For English as Second Language (ESL) learners, vocabulary acquisition is one of the most crucial aspects of language learning, as it serves as the foundation for effective communication, reading comprehension, and writing skills. Various teaching methodologies and pedagogical strategies have been developed to enhance vocabulary acquisition, ranging from traditional rote memorization techniques to communicative language teaching (CLT) approaches. Dialogue competitions were one of these approaches that generates interest as an innovative and intriguing method to help ESL students

learn vocabulary (Gajardo and Costera Meijer 2023).

The immersive language-learning experience offered by dialogue competitions, which are often arranged as debates, role-plays, or dramatic performances, promotes vocabulary growth. Learners must use both receptive and productive vocabulary skills to participate in meaningful discourse in these competitions. In a natural and interesting way, ESL learners become acquainted to new words, phrases, and idiomatic expressions through their preparation of dialogues, pronunciation practice, and competitive discussions. Their comprehension and production of language becomes enhanced by this experience (Scull, Phillips et al. 2020).

Creating a low-anxiety, high-motivation learning environment is one of the main advantages of discussion competitions. Contrast with conventional vocabulary drills, which can grow boring and uninteresting, dialogue competitions promote inflammation, innovation, and group learning. With the goal to express them effectively and persuasively, students are inspired to acquire new vocabulary, which improves vocabulary retention. Additionally, these contests give learners the ability of using contextualized vocabulary, and this helps them acquire word meanings in context rather than in isolation (Allen and Penueel 2015).

Competitions for dialogue enhance cooperative language development and peer learning. Students collaborate in groups to create dialogues and practice performances, sharing abilities in language and helping one another improve vocabulary usage. Because peers and teachers provide rapid feedback, this collaborative approach increases knowledge and application. Dialogue competitions' competitive element encourages pupils to work for increased linguistic accuracy and fluency by fostering a sense of performance and responsibilities (Ben-Tal and Wilkins 2013).

Dialogue competitions are also in line with contemporary notions of language acquisition, such as the Output Hypothesis by Swain (1985), which emphasizes the need for language production for acquisition, and the Input Hypothesis by Krashen (1985), and these tensions the import of input that can be understood. Considering so many chances for input and output, these challenges guarantee learners actively use new vocabulary in speaking and writing while also being exposed to it from studying and being heard (Evans, Holmes et al. 2021).

Dialogue competitions help English learners cultivate their intellectual curiosity and functional abilities. Using sophisticated language is only one component of effective communication; other others include context, tone, and cultural quirks. Students' pragmatic abilities and cultural awareness are enhanced through coordinated discussions and debates, which teach them how to use language that suits a range of communicative circumstances. This component is especially important for second language learners since it makes establishing connections in reality easier and more assured (Gregor and Hevner 2013).

Along with the evident benefits, there are drawbacks to using conversations competitions in ESL classes. Some learners may find speaking in front of someone else unsettling or uncertain, which can prevent them from participating. Teachers must thus foster an atmosphere that is encouraging and helpful so that students can express themselves without fearing about getting judged. Preserving inclusion and optimizing learning outcomes also require that talks and competitions support a variety of competence levels (Dinan, Logacheva et al. 2020).

ESL learners can learn terminology in a dynamic and interesting way via dialogue competitions. Through the applications of motivation, teamwork, and contextualized learning, these contests increase ability to communicate, vocabulary retention, and fluency. Dialogue competitions are a particularly useful tool which improves vocabulary acquisition while also promoting trust and interest in language study, as English as a Second Language instructors

continue to get creative with novel instruction strategies (Marulis and Neuman 2010).

Increasing one's vocabulary in a language is sometimes referred to as vocabulary learning. It comprises intentional attempts to increase word knowledge in educational conditions in order to improve academic performance, communication, and comprehension. Beck, McKeown, and Kucan (2013) highlight the importance of vocabulary growth and the effect it has on reading comprehension and general cognitive development. It is consistently accepted in the research as an essential element of success in school that shapes language proficiency and influences a variety of results in education. Longitudinal studies offer valuable information about the long-term effects of interventions in educational research. According to a long-term study on improving one's vocabulary by Taylor et al. (2019), there are consistent improvements in understanding text along with verbal expression.

In interpersonal relationships, language was one of the most potent instruments, influencing society, culture, and communication. People could communicate their thoughts, emotions, and thoughts thanks to it, which promoted mutual understanding and teamwork. Without spoken, written, or signed language, human connection would have been restricted to simple facial expressions and gestures that would have restricted the depth and complexity of conversation.

Language may influence perceptions and thinking processes in addition to promoting communication. According to linguistic relativity, for instance, people's speech patterns may influence how they see the outside world. Languages influenced behavior and thought by emphasizing different elements of reality. Depending on their linguistic platforms, different cultures emphasized time, relationships, or emotions in different ways. Social institutions and interactions between people were also significantly impacted by language. By using storytelling, persuasion, and dispute resolution, it promoted connections that impacted political debate, interpersonal relationships, and even business dealings. While poor language usage or misinterpretations occasionally resulted in arguments and divides, good language use generally led to leadership, social stability, and communal success (Wikipedia contributors, 2023).

Literature Review

An educational utilize known as a dialogue conference allowed participants to showcase their language skills, inventiveness, and communication abilities through planned or unplanned communicates with usually in groups or couples. Participants in these contests may engage in improvised dialogues, in which they react to circumstances without having done any preparation, or scripted dialogues, in which they prepare discussions based on a selected topic. A dialogue competition's primary purpose is to give students an engaged, interesting setting in which they can improve and demonstrate their language skills (Buccino, Iossa et al. 2020). Dialogue competitions permit participants apply language in a contextualized and appropriate way by emulating actual scenarios like buying in a market, solving a problem of society, or arranging an event. They are especially helpful for ESL (English as a Second Language) students because they stimulate the collaborative application of vocabulary, grammar, and pronunciation. These contests are an all-encompassing instrument for language learning since they also encourage creativity, critical thinking, and teamwork. Conversation contests not only help participants improve their command of languages but also boost their self-worth when speaking in front of a group also the ability to express themselves in an additional language (Uttam and Roos 2015).

In order to prove their command of language, innovation, and ability to communicate, participants in an interactive competition participate in structured conversational exchanges. In these events, students usually present conversations in pairs or small groups based on either

impromptu scenarios (unscripted) or pre-assigned topics (scripted). Language learners frequently employ conversation competitions, especially ESL (English as a Second Language) learners, simply because they offer a dynamic atmosphere for meaningful and interactive learning of vocabulary, grammar, pronunciation, and fluency. Dialogue competitions allow individuals to act out actual communication scenarios, such as mediating a dispute, discussing social issues, or having casual discussions. Students' critical thinking and natural language use are nurtured by this simulation, which improves their capacity for productive interaction in real-world circumstances. For instance, in a competition, two students might pretend to be a store owner and a customer negotiating a deal or tourists organizing a trip while applying appropriate language and communicative strategies (Cucuzzella and Hazbei 2023).

Many times, dialogue challenges are well-structured, with precise recommendations, deadlines, and evaluation requirements. Usually, participants are evaluated on the way they converse effectively overall, as well as on their fluency, spelling, word use, vocabulary, and creative thinking. To guarantee a fair, interesting, and productive learning experience for all competitors, the conversation competition maintains a set pattern. Clearly established guidelines, assessment criteria, deadlines, and structured phases of performance and preparation are all part of this framework. The competition's integrity and the participants' ability to practice as well as showcase their proficiency in language in a condensed setting are both dependent upon the structure of the competition. To guarantee that every participant has a just, interesting, and successful educational experience, an argument competition follows a set pattern. Clear guidelines, criteria for evaluation, deadlines, and structured phases of accomplishment and preparations have all been provided by this framework. Maintaining the competition's integrity whilst giving participants a targeted and favorable setting for exhibiting their knowledge of a language demands this kind of organization (Chowdhury, Danieli et al. 2015).

Competitors receive a thorough explanation on the competition's concept, structure, and regulations prior to it. In order to ensure more flawless presentation, students are given time to carry out research, write, and practice their dialogues whenever they are scripted. Training in quick thinking, collecting efficient conversational techniques, and practicing situation modification are some possible preparations for impromptu or role-play dialogues. To help competitors gain confidence as well as enhance their language delivery, some events offer pre-event training. The actual competition is structured according to a set pattern and is frequently separated into not definitive, semifinal, and ultimate phases (MacWhinney 2014). Different facets of interpersonal relationships, such as fluency, creativeness, or theme relevance, are the emphasis of each round. Participants usually have a particular period of time to present their debate in order to maintain consistency and equity, which promotes succinct and clear discussions. For instance, to foster meaningful interactions, topics might be pre-assigned, picked at random, or suggested by attendees. They usually mirror actual situations or imaginative scenarios (Iocchi, Holz et al. 2015).

The standards of assessment are clearly defined to guarantee uniformity. Usually, judges judge contestants on their collaboration, inventiveness, language utilization, pronunciation, and fluency. The evaluation procedure is guided by a thorough rubric, and outcomes represent individual as well as team performance. In addition, participants' ability to coordinate with their teams are assessed to make sure that the discussions are executed effectively and flow spontaneously (Lameras, Arnab et al. 2017).

Moderators or facilitators are essential for running the event. They set the timetable, introduce subjects, and make sure attendees follow the rules. Moderators may use unplanned

rounds to determine the ability of attendees to think quickly and react effectively by presenting them with scenarios on the spot. The competition frequently involves the public because performances are presented in front of fellow learners, instructors, or invited guests. This arrangement gives individuals a chance to practice talking in public in a setting who is both motivating and demanding. Some contests also allow audience members to ask questions or offer critiques, helping to improve the educational process considerably more. Each round ends without judges delivering helpful feedback, pointing out areas of strength and making suggestion for enhancements. The winners and prize distribution at the conclusion of the competition serve as a source of inspiration and acknowledgment for the participants' hard work. By following this set pattern, dialogue contests offer a regulated, satisfying, and goal-oriented atmosphere which encourages each participant's a language and individual development (Uzzi 2018).

Research Methodology

The focus of this study was to exploring the impact of dialogue competitions on word spelling among ESL learners at Secondary Level in Rahim Yar Khan. The research was quantitative in nature and Experimental design will be used. Research design refers to the plan or strategy used to conduct a research study. It outlines the methods and procedures that will be used to collect and analyze data, and it guides the researcher in addressing the research questions or hypotheses. Research design was the blueprint or plan that outlines the systematic process through which data will be collected, analyzed, and interpreted to address a specific research question or hypothesis (Sileyew 2019). The study was quantitative in nature and Experimental Design was used to find the Impact of Dialogue Competitions on word spelling among ESL Learners at Secondary Level in Rahim Yar Khan. The population of this study was all the students of public Secondary schools of District Rahim Yar Khan.

The Sample size of this research was 80 students of Public Institution in District Rahim Yar Khan. The sample was divided into two major groups 40 students selected from control group and 40 students were selected in experimental group for the purpose of experimental study. The simple random sampling was used to select the participants. The question was developed with the help of experts. The 40 MCQs were made on English word spelling. The test was developed to check the student's vocabulary skills of English on behalf of pre test and post test was conducted. The students were divided into two groups control and experimental groups. The researcher selected school students for data collection. In first the researcher took a list of school from district education authority Rahim Yar Kahn. For this purpose a meeting was arranged with chief executive officer education department and got permission for collection of data from schools students. In second step researcher personally visited the selected school and guide the respondents to fill the test completely. During data collection the questions were verified and unfilled and uncompleted questionnaire were returned to the students to fill it properly. After that researcher personally checked the filled test and arranges them in sequence. The filled test was checked personally by researcher. Independent T- test was used to find out the relation of pre test and post test score level of control and experimental groups. The Paired sample T- test was used to find out the relationship on control and experimental groups in English vocabulary learning.

Analysis of Data

This section was arranging to describe the data analysis on Exploring the Impact of Dialogue Competitions on word spelling among ESL Learners at Secondary Level in Rahim Yar Khan. The tables, figures were used to describe the student's perception regarding the experimental data. The research data were prepared, summarize and accessible in a way that permissible the research

question to be answered and the research hypothesis to be tested. This chapter presents the findings from data analysis along with an interpretation.

Table 4.1 Anylisis the difference between the mean score of control group and experimental group on English vocabulary learning

Group	N	Mean	SD		Std. Error Mean
Control	40	16.5000	5.89654		.93233
Experimental	40	16.8750	3.85764		.60995

$p < 0.05$

Table 4.1 reflects that independent sample t -test was applied to compare the existing level of English vocabulary learning of students of control and experimental groups. The results indicate that there was no significant difference between the existing level of English vocabulary learning of students of control and experimental group. There is no significant difference between mean score of control group ($M = 16.5000$, $SD = 5.896$) and experimental group ($M = 16.8750$, $SD = 3.857$). The mean score of the pre test indicate that the mental approach of the two groups were at same level.

Pre Test Analysis

Table 4.2 Anylisis the difference between the mean score of control group and experimental group on English vocabulary learning factor Word Spelling.

Group	No	Mean	S D	Df	t	p-value
Control	40	4.425	1.583	78	1.172	.289
Experimental	40	4.050	1.259			

$p < 0.05$

Table 4.2 reflects that independent sample t- test was applied to compare the English vocabulary learning factor Word Spelling of students of control and experimental groups. The results indicate that there was no significant difference between the English vocabulary learning factor Word Spelling of prospective students of control and experimental group. There is no significant difference between mean score of control group ($M = 4.425$, $S D = 1.583$) and experimental group ($M = 4.050$, $S D = 1.259$) of prospective students $t(80) = 1.172$, $p = .289$ regarding English vocabulary learning factor Word Spelling. The statistical pre test insignificance of difference in the mean scores of experimental and control groups indicates that English vocabulary learning factor Word Spelling of both the groups is the same.

Post Test Analysis

Table 4.6 Anylisis the difference between the mean score of control group and experimental group on English vocabulary learning Word Spelling.

Group	No	Mean	S D	Df	T	p-value	d value
Control	40	4.875	1.380	78	4.823	.000	0.5
Experimental	40	6.400	1.246				

$p < 0.05$

The table 4.6 indicates that independent sample t- test was applied to compare the dialogue competition on English vocabulary learning word spelling of secondary schools students of control and experimental groups. The results indicate that there was a significant difference between the dialogue competition on English vocabulary learning word spelling of secondary schools students of control and experimental groups. There is a significant difference between mean score of experiment group (M = 6.400, S D = 1.246) and control group (M = 4.875, S D = 1.380) of prospective students $t(80) = 4.823$, $p = .000$, $d = 0.5$ regarding dialogue competition on English vocabulary learning indicator word spelling of secondary schools students. The statistical significance difference in the mean scores of experimental and control groups indicates that the achieved level of dialogue competition on English vocabulary learning indicator word spelling of secondary schools students of experimental group was better than the control group.

Paired Sample T- test on control Group

Table 4.11 Comparison of control group on vocabulary learning pre test scores and post test of indicator word spelling.

Control	N	Mean	SD	T	Df	p-value
Pre test ws	40	4.425	1.583	3.250	39	.000
Post test ws	40	4.875	1.380			

$p < 0.05$

Table 4.11 indicate that the Paired sample t- test was applied on find out the relationship between pre test and post test of control group on vocabulary learning indicator word spelling. The data in the table Pre test (M=4.425, SD=1.583) post test (M=4.875, SD= 1.380) $t=3.250$ P- value .000) showed that there is no significant difference between the pre test and post test scores of vocabulary learning indicator word spelling. So the dialogue competition was not practiced in secondary schools of district Rahim Yar Khan.

Paired Sample T- Test on Experimental Group

Table 4.16 Comparison of Experimental group on vocabulary learning pre test scores and post test indicator Word Spelling.

Experimental	N	Mean	SD	T	Df	p-value
Pre test ws	40	4.050	1.259	-9.324	39	.050
Post test ws	40	6.400	1.446			

$p < 0.05$

Table 4.16 indicate that the Paired sample t- test was applied on find out the relationship between pre test and post test of experimental group on vocabulary learning indicator word spelling. The data in the table Pre test (M=4.050, SD=1.259) post test (M=6.400, SD= 1.446) $t=-9.324$ P- value .050) showed that there is a significant difference between the pre test and post test scores of vocabulary learning indicator word spelling. It was concluded that dialogue competition made effect on students vocabulary learning's in secondary schools.

Table 4.20 Comparison of Experimental group on vocabulary learning pre test scores and post test.

Experimental	N	Mean	SD	T	Df	p-value
Pre test	40	16.875	3.857	-17.189	39	.279

Post test	40	31.500	4.489			
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$p < 0.05$

Table 4.20 indicates that the Paired sample t- test was applied on find out the relationship between pre test and post test of experimental group on vocabulary learning. The data in the table Pre test ($M=16.875$, $SD=3.857$) post test ($M=31.500$, $SD= 4.489$) $t=-17.189$, $P\text{- value}= .279$) showed that there is a significant difference between the pre test and post test scores of vocabulary learning. It was concluded that dialogue competition made effect on students vocabulary learning's in secondary schools.

Conclusions

- Dialogue competitions positively influenced students' ability to form new words using prefixes, suffixes, and compound word-making strategies. Through active engagement in discussions, learners were exposed to diverse word formations, enhancing their understanding of morphological structures. The interactive nature of the competition encouraged creativity and practical application, reinforcing word-building skills.
- Dialogue competitions proved to be an effective tool for enhancing vocabulary acquisition among secondary ESL learners. They provided an interactive and engaging environment where students actively used new words in context, improving retention and practical application. Additionally, the competitive and collaborative aspects of these events boosted motivation, confidence, and communication skills. Dialogue competitions served as a valuable strategy for vocabulary development in ESL classrooms.

Recommendations

- **Integrate Dialogue Competitions into ESL Curriculum:** Schools should incorporate dialogue competitions as a regular classroom activity to enhance vocabulary acquisition and retention.
- **Promote Word Formation Strategies:** Competitions should include activities that challenge students to form new words using prefixes, suffixes, and compound structures to strengthen their morphological skills.

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