

MINISTRY OF EDUCATION AND TRAINING  
HANOI UNIVERSITY

NGUYEN THI THUY HUYEN

**USING GAMES IN TEACHING ENGLISH  
VOCABULARY: A QUASI-EXPERIMENTAL STUDY ON  
THE 1<sup>ST</sup> YEAR NON-ENGLISH MAJOR STUDENTS AT  
HOA LU UNIVERSITY**

SUBMITTED IN PARTIAL FULFILMENT  
OF REQUIREMENTS OF THE DEGREE  
OF MASTER IN TESOL

**Hanoi  
December 2012**

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SUPERVISOR: NGUYEN VAN TRAO, Ph.D

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## **STATEMENT OF AUTHORSHIP**

I certify that the minor thesis entitled: “Using games in teaching English vocabulary: a quasi-experimental study on the 1<sup>st</sup> year non-English major students at Hoa Lu University” and submitted in partial fulfillment of the requirements for the degree of Master of Arts in TESOL is the result of my work, except where otherwise acknowledge, and that this minor thesis or any part of the same has not been submitted for higher degree to any other university or institution.

The research reported in this thesis was approved by Hanoi University.

Signed:

Dated:

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## **ABSTRACT**

It has been acknowledged that vocabulary plays an important role in language learning and teaching. Indeed, without good knowledge of vocabulary, people cannot communicate with each other successfully or get a satisfactory result in learning a foreign language.

However, the students at HLU, located in Ninh Binh city, are often unsuccessful in learning vocabulary. It is assumed that vocabulary revision technique in use, traditional practice exercises which are rather boring and ineffective, is one of the reasons for that problem. This thesis, thus, is a report of the research conducted to scrutinize reason(s) for the issue, with a focus on vocabulary practice techniques in use. Among a lot of different techniques which are recommended to use in vocabulary lessons, games are paid much attention to thanks to its useful characteristics. The study then aims at investigating the effectiveness of using games in teaching vocabulary.

To reach that aim, a quasi-experiment is carried out to compare the effectiveness of two common techniques in teaching vocabulary, namely, using games and traditional exercises for vocabulary practices. The subjects of the study are 50 1<sup>st</sup> year non-English major students from two classes at HLU. They are assigned into two classes: experimental and control ones in which games and traditional practice exercises are applied to them, respectively. The data collection instruments are questionnaires (pre-questionnaire, post questionnaire), observation, and tests (pretest, two posttests). To analyse data, SPSS version 18.0 is used.

The results obtained from the analyzed data show that the use of games motivates students in vocabulary lessons and improves their vocabulary learning.

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## **LIST OF ABBREVIATIONS**

- CC: Control Class
- CLT: Comprehensive English Language Test
- DEC: Distance Education Center
- EC: Experimental Class
- EFL: English as foreign language
- HLU: Hoa Lu University
- L2: Second language
- SPSS: Statistical Package for Social Science
- TESOL: Teaching English to Speakers of Other Languages

## CHAPTER 1: INTRODUCTION

This chapter provides background to the study and statement of the problem, aims of the study and research questions, scope of the study, and significance of the study. It also outlines the thesis.

### 1.1. Background to the study and statement of the problem

The trend of globalization in every field all over the world has given foreign languages in general and English in particular a greater role than ever before. This is the reason why English has become a compulsory subject in most of the colleges and universities in Vietnam. HLU is no exception, all of the 1<sup>st</sup> year non-English major students have to learn English during the two first terms. However, it is not easy for them to learn English well, especially vocabulary.

The importance of vocabulary is confirmed by a great number of scholars. Horwritz (1999), using her “Beliefs about Language Learning Inventory (BALLI)”, found that with respect to vocabulary learning, all groups of EFL students agreed that the important part of learning a language was learning vocabulary (agreement ranging from 42% to 79% of the subjects). The same claim has been reiterated in other widely recognized studies. For example, Wilkins (1972, p. 111) emphasized, “*Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed*”. Cook’s conclusion (1991, p.37) was consistent with Wilkins that, “Grammar provides the overall patterns, vocabulary the material to put in the patterns”. Or one cannot speak, understand, read or write a foreign language without knowing a lot of words. Vocabulary learning is at the heart of mastering a foreign language (Rubin & Thompson, 1994).

Despite the acclaimed indispensable role of vocabulary in learning English, students at HLU are reported to encounter difficulties in learning vocabulary, especially memorizing and recalling the word meaning, pronunciation and spelling. They may easily forget the words they have learnt or fail to use words in communicative situations. They cannot get words they learnt into long-term memory and retrieve them when necessary. Consequently, their lack of good vocabulary probably has negative

influences on their writing, reading, listening, and speaking proficiency. This has been the case at HLU, and lecturers have made attempts to improve this situation.

Using games in teaching vocabulary has been widely practiced around the world as a good solution to release students' stress when learning vocabulary. Byrne (1980) gave the definition to games as a form of play governed by rules. They should be enjoyable and fun. They are not just a diversion, a break from routine activities, but a way of getting the learners to use the language in the course of game (Deesri, 2002). Similarly, Hadfield (1990) defined games as an activity with rules, a goal and an element of fun. As stated by Saricoban and Metin (2000) games are organized according to rules, and they are enjoyable. Another definition came from Greenal (1990) with his saying that the term "game" is used whenever there is an element of competition between individual students or teams in a language activity.

Therefore, it can be said that games involve many factors: rules, competition, relaxation and learning, in particular. The main focus of using games in class is to help students learn and have fun. Besides, competition is very important because it can stimulate and encourage students to participate in the activity since naturally they want to beat other teams (Deesri, 2002).

Using games in language teaching brings great educational values. To illustrate one of the advantages of games, Lee (1991, p. 1) reported, "language games could banish boredom, make for willing learners who look forward to language. At the same time, language games create an enjoyable atmosphere". Games is considered to create high motivation for learners as David and Hollowell (1989, p. 3) claimed, "Because games demand and promote a high degree of student participation, they motivate to a greater extent than for conventional textbook or worksheets."

Recently, this innovative idea has been practised in the research context with the hope to help students with their learning difficulties. This study has been conducted to examine its effectiveness at HLU as well as work out implications for students' optimal learning.

## **1.2. Aims of the study and research questions**

### **1.2.1. The aims**

This study aims to explore the effectiveness of using games in the vocabulary learning of the 1<sup>st</sup> year non-English major students at HLU university, including the motivation and improvements they have brought.

### **1.2.2. The research questions**

In correspondence with the aforementioned aims, the researcher attempted to answer the following questions:

1. To what extent does the use of games motivate the students to learn vocabulary?
2. To what extent does the use of games improve the students' vocabulary learning?

## **1.3. The scope of the study**

This is a small-scale study targeting at 1<sup>st</sup> year non-English major students at HLU, Ninh Binh province. Studies pertinent to vocabulary learning may encompass different paradigms, however, due to the limit in time and capacity, only these aspects of vocabulary: meaning (lexical denotation), pronunciation and spelling are on focus.

## **1.4. The significance of the study**

This study is conducted with the expectation that its findings would help to improve HLU students' vocabulary learning and raise their motivation. Besides, the researcher hopes that this study will be useful not only for herself but also for her colleagues teaching English elsewhere in vocabulary teaching. The findings of the study will provide language teachers with helpful suggestions for the application of games in vocabulary lessons. Hopefully, it can be some considerable contribution to the teaching and learning of English at HLU. It is also expected that the study will be useful for further research and enlarge the readers' knowledge in using games as a teaching and learning vocabulary.

## **1.5. The overview of the thesis**

The thesis consists of five chapters:

Chapter 1 deals with the introduction. This chapter provides: the background to the study and the statement of the problem, the aims of the study and the research questions, the scope of the study, and the significance of the study. It also outlines the thesis.

Chapter 2 presents the literature review dealing with academic viewpoints on vocabulary learning and teaching, motivation and the use of games in language learning and teaching. Some research works related to the current study are also presented in this chapter.

Chapter 3 describes methodology. This chapter is composed of description of methodology of the study, subjects of the study and textbook, data collection instruments, variables, data collection procedure, and data analysis tools.

Chapter 4 presents data analysis and discussion. This chapter analyses and discusses the results achieved from the study.

Chapter 5 provides recommendations and conclusion. It presents suggestions for the application of games in vocabulary lessons based on the major findings after the experiment. All the issues presented and discussed in this chapter will be summed up to draw a conclusion afterwards.



## CHAPTER 2: LITERATURE REVIEW

This chapter comprises three main issues: vocabulary, motivation and the use of games in language learning and teaching.

### 2.1. Vocabulary

#### 2.1.1. Definition of vocabulary

Obviously, it is quite difficult for us to find the best and most easy-to-understand definition. For many years, the definition of vocabulary has been given by a great number of researchers. The American Heritage Dictionary (2011) defined vocabulary as follows:

- i. all the words of a language
- ii. the sum of words used by, understood by, or at the command of a particular person or group
- iii. a list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary
- iv. a supply of expressive means; a repertoire of communication, for example, a dancer's vocabulary of movement

It means that vocabulary is the total number of words of a language, which is used by a nation, by a country or a group of person. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. A person's vocabulary is the set of words they are familiar with in a language as Nandy (1994, p. 1) mentioned, "When we speak of a person's vocabulary, we mean the words he or she knows and is able to use".

Ur (1996, p. 60) gave us a clear explanation of vocabulary as follows:

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word for example, *post office* and *mother-in-law*, which are made up of two or three words but express a single idea. There are also multi-word idioms such as *call it a day*, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary 'items' rather than 'words'.

The author also suggested that teaching vocabulary means giving explanation about form, grammar, collocation, aspects of meaning and word formation.

Pyles and Algeo (1970) also gave their idea about vocabulary. They said:

When most of us think about language we think first about words. It is true that the vocabulary is the focus of language. It is in words that sounds and meanings interlock to allow us to communicate with one another, and it is words that we arrange together to make sentences, conversation and discourse of all kinds. (p. 90)

These statements indicate that vocabulary consists of more than just single words and more than this, vocabulary concerns not only simple words in all their aspects, but also complex and compound words, as well as the meaningful units of language. Moreover, vocabulary is an essential part of language as Wilkins (1972, p. 111) emphasized “Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed”, or Ta Tien Hung and Nguyen Van Do (1994, p. 23) stated that, “knowing many words does not guarantee a person will be able to speak a language, but not knowing enough words can prevent a person from effectively speaking or understanding a language”.

### **2.1.2. What is involved in knowing a word**

It can be seen that learning vocabulary is a challenge for learners, to answer to the question “What does a learner need to know in order to know a word?”, Nation (2001, p. 27) listed different things learners need to know about a word before we can say that they have learned it. These include knowing the form of a word, knowing the meaning of a word, knowing how a word is used. Table 1 gives an overall picture of what is involved in knowing a word.

**Table 1: What is involved in knowing a word (Nation 2001, p. 27)**

Form	Spoken	R	What does the word sound like ?
		P	How is the word pronounced ?
	Written	R	What does the word look like ?
		P	How is the word written and spelled ?
	Word parts	R	What parts are recognisable in this word ?
		P	What words parts are needed to express meaning ?
Meaning	Form and meaning	R	What meaning does this word form signal ?
		P	What word form can be used to express this meaning ?
	Concepts and referents	R	What is included in the concept ?
		P	What items can the concept refer to ?
	Associations	R	What others words does this word make us think of ?
		P	What other words could we use instead of this one ?
Use	Grammatical functions	R	In what patterns does the word occur ?
		P	In what patterns must we use this word ?
	Collocations	R	What words or types of word occur with this one ?
		P	What words or types of words must we use with this one ?
	Constraints on use	R	Where, when and how often would we meet this word ?
		P	Where, when and how often can we use this word ?

Note. R = receptive, P = productive

In Table 1, “R” stands for receptive knowledge whereas “P” means the productive knowledge of a word. According to Nation (2001), there is a difference between receptive and productive knowledge of a word, also referred as passive and active vocabulary. Receptive knowledge means that one understands the word when listening or reading it. Productive knowledge of a word includes the receptive knowledge and it even extends it since it also involves the pronunciation, writing and spelling of the

word, how to use it in a grammatically correct way and knowing its meaning, collocations and synonyms. Receptive vocabulary consists of words which are well-known and used frequently. In general, receptive vocabulary is larger than productive vocabulary.

Ur (1996, as cited in To Thu Huong et al, 2009, p. 81) assumed that vocabulary has eleven aspects, which are demonstrated in the Table 2 below:

**Table 2: Major aspects of vocabulary**

<b>Categories</b>	<b>Description</b>	<b>Example</b>
Pronunciation	What a word sounds like	<i>[ti:]</i>
Spelling	What a word looks like	<i>T-e-a</i>
Grammar	Change of form (especially if it is irregular)	<i>Man-men</i>
Collocation	Restrictions on how words can be used together	<i>Make trouble but Do wrong</i>
Denotation	The core meaning that refers the word to the real world	<i>Nightfall: The close of the day</i>
Connotation	The additional meaning that shows people's emotions and attitudes towards what the word refers to	<i>Excuse in She made an excuse for being late has a negative meaning.</i>
Formality	Whether a word is appropriate to use in certain contexts	<i>Thank you- Thanks</i>
Synonym	Words that mean the same or nearly the same	<i>Bright, clever, smart</i>
Antonym	Words that mean the opposite	<i>Ugly vs. Nice</i>
Hyponym	Words that serve as specific examples of a general concept	<i>Bus, car, lorry, van</i>
Word building	How a word is created	<i>Reason-reasonable-unreasonable</i>

Therefore, knowing a word means knowing at least its forms, its meaning, and its basic usage in context. Language learners do not need to know all these aspects as mentioned above. What aspects of knowing a word they should be proficient in depends upon what language skill is required; what is the main goal of their vocabulary learning; what communication situations a language learner is dealing with, and what level of a language learner's education is: beginner, intermediate, or advanced. For example, young learners do not need to deal with register, morphology, syntax, or collocation since these are too complicated for them whereas advanced learners have to do so if expecting excellence in vocabulary learning.

### **2.1.3. The importance of vocabulary in teaching and learning English**

Nunan (1995, p. 117) pointed out that, "For much of this year, the principal focus of language teaching has been on the grammar of the language". Audio-lingualism approaches to the teaching of language focused on the acquisition of the basic grammatical patterns of the language and it was believed that if learners were able to internalize these basic patterns, building a large vocabulary could come later. However, partly as a result of the development of communicative approaches to language teaching, and partly through the stimulus of comprehension-based methods such as the Natural Approach (Krashen and Terrell, 1983, as cited in Nunan 1995, p. 117), the status of vocabulary has been considerably enhanced. It is suggested that, "using a second language one is better served by vocabulary than grammar", and "one can, in effect, "bypass" grammar in going for meaning if one has a reasonable vocabulary base" (Nunan, 1995, p. 117). These days, the vital role of the development of a rich vocabulary in the acquisition of a second language seems to be agreed strongly.

Of all the language skills, it is widely acknowledged that vocabulary is a very important part in English language learning, and as mentioned earlier in above section that no one can communicate in any meaningful way without vocabulary. Bowen et al. (1985, p. 322) and McCarthy (1990, p. iix) indicated that the single, biggest component of any language course is vocabulary. This is consistent with Nation (1990, p. 2) who affirmed that learners also see vocabulary as being a very, if not the most, important element in language learning. Learners feel that many of their difficulties, in both receptive and productive language use, result from the lack of vocabulary knowledge.

However, many scholars in the fields of vocabulary learning and teaching (e.g. Allen, 1983; Carter and McCarthy, 1988; Long and Richards, 1997; Maley, 1986; Richards, 1985; Zimmerman, 1997) indicated that vocabulary has long been neglected in the language classroom. Consequently, the main purpose of this section is to study and review the importance of vocabulary in language learning so as to look at what we know about English vocabulary as well as to reflect on how this has been applied in language teaching and learning.

Words are the tools learners use to think, to express ideas and feelings, as well as to explore and analyse the world around them. A limited vocabulary keeps them from expressing their thoughts and feelings. On the other hand, a large, rich vocabulary gives them the right words to use at the right time. Kitajima (2001, p. 470) affirmed that without words that label objects, actions, and concepts, one cannot express intended meanings. “The more words one is able to use correctly, the better one will be able to express oneself easily and with self-confidence and to understand the world one lives in” as Nandy stated (1994, p. 1).

There is no question that in a good language learning classroom, both vocabulary and grammar are essential, but when compared vocabulary with grammar, vocabulary is much more important and should receive more attention than grammar. Allen (1983, p. 5) indicated that in the best classes, neither grammar nor vocabulary is neglected, but vocabulary is more essential and should be taught before grammar. Likewise, Flower (2000, p. 5) stated, “Words are the most important things students must learn. Grammar is important, but vocabulary is much more important”. This is consistent with Lewis (1993, p. 115) who also viewed the importance of vocabulary as the centre of language teaching and learning since language consists of “grammaticalised lexis, not lexicalised grammar” and “grammar, as structure, is subordinate to lexis”. That is to say, these scholars see that the words are preceded by the grammar. This confirms what we know from our own experience that one can understand others even if they pronounce words badly, and make grammatical mistakes, but without the mediation of words, any meaningful way of communication is rather impossible. To be precise, vocabulary seems to be the key to language learning, and thus, is accepted to be more important than grammar.

“Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed” (Wilkins 1972, p. 111). This is consistent with Ellis (1994) who affirmed that lexical errors tend to obstruct comprehension more than grammatical errors. Besides, Harmer (1991, p. 153) asserted that choosing words carefully in certain situations is more important than choosing grammatical structures because language learners cannot use structures correctly if they do not have enough vocabulary knowledge. This means that vocabulary is more important than grammar, and it is vital for comprehension in language skill in any situation.

Regarding vocabulary in communication, it is apparent that vocabulary is basic in learning to communicate effectively while listening, speaking, reading, and writing. This is asserted by many scholars. For example, Lewis (1993, p. iii) viewed the importance of vocabulary as being a basic for daily communication. He indicated that if language learners do not recognise the meanings of the key words used by those who address them, they will be unable to participate in the conversation, even if they know the morphology and syntax. Krashen and Terrell (2000, p. 155) indicated that if language learners wish to express some idea or ask for information, they must be able to produce lexical items to convey their meaning. Besides, Richards’ preface in Schmitt’s (2000, p. xi) book indicated that vocabulary is central to communicative competence and to the acquisition of a second language. Vocabulary and lexical items are at the core of learning and communication. No amount of grammatical or other type of linguistic knowledge can be employed in communication or discourse without the mediation of vocabulary because vocabulary is shown to focus much more than knowledge of single words.

In communication situations, Davies and Pearse (2000, p. 59) also pointed out that vocabulary is often more important than grammar. It is frustrating for language learners when they discover that they cannot communicate effectively because they do not know many of words they need. This is also affirmed by McCarthy (1990, p. iix) who pointed out the importance of vocabulary that, “No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful ways”. Since learners not only communicate in words but also they do most of their thinking in words because words are the tools they use to think, to express ideas

and feelings, as well as to explore and analyse the world around them; therefore, wrong vocabulary frequently interferes with communication, and communication breaks down when learners do not use the right words (Allen 1983, p. 5; Smith 1998, p. xv).

It is accepted that vocabulary has long been one of the main problems for language learners to develop their listening, reading, speaking, and writing. The lack of vocabulary results in the difficulties in all four language skills. To be successful in developing their language skills, language learners need to know sufficient vocabulary. It is apparent that vocabulary is vital for the improvement of the four language skills.

For listening, if language learners lack vocabulary knowledge, they would have difficulties in what they are hearing in authentic situations or from authentic texts. That is, they probably miss the points of what they are listening to.

For speaking, Nation (1990, p. 93) suggested that in order to speak English, it is necessary to have a large vocabulary. In developing learners' spoken English vocabulary, it is best to give learners practice in being able to say a lot, using a small number of words. Pikulski and Templeton (2004, p. 3) affirmed that language learners who have large speaking vocabulary generally tend to have large listening, reading, and writing vocabulary, and vice versa. Schmitt (2000, p. 157) indicated that the number of words language learners need also depend largely upon the realistic goal: around 2,000 word families should be the threshold for daily basic conversations but this will not cover every conversational topic. Nation and Waring (1997, p. 10) proposed around 2,000-3,000 word families for productive speaking and writing. Hazenberg and Hulstijn (1996) mentioned about 15,000 to 20,000 (Nation and Waring 1997, p. 10) to equal an educated native speaker of English.

Based on vocabulary and reading, Nation and Coady (1988, p. 98) pointed out that vocabulary is likely to be a predominant causal factor for reading comprehension. Laufer (1997, p. 20) emphasised that no text comprehension is possible, either in one's native language or in a foreign language, without understanding the text's vocabulary. Besides, Rubin (1993, p. 1) stresses, "A good vocabulary and good reading go hand in hand. Unless language learners know the meaning of words, they will have difficulties in understanding what is read. And the more one reads, the more words one will add to



one's vocabulary". That is to say, a rich vocabulary is essential to successful listening and reading comprehension.

Similarly, Pikulski and Templeton (2004, p. 1) indicated in their study that a large vocabulary is more specifically predictive and reflective of high levels of reading achievement. Laufer (1998, p. 256) put it about 3,000 word families, while Nation and Waring (1997, p. 10) recommended that 3,000-5,000 word families is needed to provide a basis for comprehension, or to begin reading authentic texts. Hazenberg and Hulstijn (1996) mentioned about 10,000 for challenging academic texts as in university textbooks.

Nandy (1994, p. i) highlighted the relationship between vocabulary and expression of speech and writing that:

An extensive vocabulary, besides empowering us to give expression to a wide range of thoughts, also enables us to vary our forms of expression, and so make our speech or our writing more pleasing to hear or more interesting to read. No one can ever become an effective speaker or a ready writer if he does not have at his command a wide vocabulary to which he is continually adding.

In terms of vocabulary and the written text, Schmitt (2000, p. 155) indicated that vocabulary knowledge is indispensable since the text involves the use of difficult words to convey more complicated ideas than the spoken one. This is consistent with Allen (1983, p. 105) who recommended that about 3,000 words would be necessary 'productive' items to be used in writing and speech.

To summarise, the importance of vocabulary has been confirmed, and if armed with good vocabulary knowledge, language learners are more likely to achieve a great deal of success in their study, their social life, and in their continuing acquisition of the target language. A large, rich vocabulary apparently allows learners to use the right words at the right time, and also enables them to express their real thoughts, ideas, and feelings. Based on the existing body of literature, it cannot be denied that vocabulary plays a dominant role in learning and understanding a language as well as in communication situations.

## **2.2. Games in language learning and teaching**

Conducting games in language teaching in general and in enhancing learners' vocabulary in particular is no longer an emerging idea. To serve as the theoretical underpinning for this study, below is the review of games in language teaching.

### **2.2.1. Definitions of games**

Hadfield (1999) defined:

A game is an activity with rules, a goal and an element of fun... Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term. (p. 7)

This definition highly evaluates the importance of games in teaching. It adds to teachers' techniques in teaching that games serve not only as an 'amusing activity', but as a technique to carry out tasks to learners amusingly as well.

Hadfield (1999) added:

Games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill, at the other as a chance to use the language freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for teacher, who can note areas of difficulty and take appropriate remedial action. ( p. 7)

In his study, Hadfield (1999) further emphasized the effective use of games. Students are always not excited about doing the tasks. Therefore, games are used suitably in the way in which learners are led to participate in the games so that learners can have a chance to practice or use the new language items they have just learnt eagerly and willingly instead of forcing them to do the tasks unwillingly. It is more effective in a way that students can play and learn at the same time.

Lee, on the other hand, (1991, p. 3) defined, "Games in the strict sense, which have a definite beginning and end, are governed by rules...". Similarly, Hadfield (1990) defined games as "an activity with rules, a goal and an element of fun". Games, indeed, are not carried in chaos. Games have the rules, and for it is necessary players to digest these rules before the start so that they can play the games smoothly without committing them.

Rixon (1992) had a similar definition of game to Hadfield but he added that games include two major features: competition and cooperation among players. Competition can be “one person against the rest” or each person individually, and cooperation can be “everyone together”, “cooperating within a group”, “with a team against the rest”, or “with a partner against the rest” (Rixon, 1992, p. 7). In a game, there can be either competition or cooperation, or both.

According to Greenall (1990, p. 6), “The term ‘game’ is used whenever there is an element of competition between individual students or teams in a language activity”. When appears ‘an element of competition’, all above rules are most needed. Besides, games are, in this case, emphasized to encourage students’ solidarity in teamwork in which they have to try their best to do the tasks or maybe to code any requirements given in the games for their team spirit.

Applying this to teaching, one can see that learners also play games within a set of rules, making effort to achieve some purpose in an amusing way. However, according to Rixon (1992), the feature that distinguishes language games from “ordinary games” is the use of language to achieve the purpose. Rixon (1992) explained that language games may employ some skills exercised in ‘ordinary games’ such as the physical skill in coordination of hand and eyes like in playing tennis, or the intellectual and tactical like in playing draught or chess. Yet, the focus in language games is language itself. No matter what specific purpose a game has, the general goal embedded in all language games is to develop and improve linguistic skills, for example spelling, pronunciation, listening comprehension, reading comprehension and so on.

Therefore, games comprise many factors such as rules, competition, relaxation, and learning. The main focus of using game in class is not only to help students to learn more effectively but also to have fun.

However, to use games in classrooms, it is equally important that before playing, the rules of the games are clearly explained and well understood by the students. There should be only a few, well-explained rules. Demonstrations also can be very helpful because it can help students understand the game and help them follow the rules.

There are many kinds of games designed for different levels as well as topics, so that students with different language proficiency levels can enjoy and gain the best results from them.

### **2.2.2. Classifications of games**

Classifying games into categories can be difficult because categories often overlap.

According to Rixon (1992) there are two types of language games: code-control games or linguistics games, and communicative games.

Code-control games/ Linguistics games require players to produce correct language or demonstrate that they have had a correct interpretation of a certain piece of a language such as sound, spelling vocabulary or structure.

Rixon (1992) stated that the length of utterance used in games of this kind is usually limited – often one word only and seldom longer than a sentence or two. He also added that correct repetition of a limited range of language is the important thing in these games. In this way they are similar in their function to drills.

Different from the first kind of game, the focus of communicative games is on the communicative effectiveness. The success in these games is judged by the outcome of what is said rather than by its form. Rixon (1992) also reported that the language employed by the players to solve the problems in these games can be much freer and more varied than that used in code-control games. It may not be perfect, yet, if the message is understood, the objective can still be achieved.

However, it should be noted that these two games do not conflict. Each has its own role in a teaching program reciprocates each other. The use of correct language improved in code-control games can then be promoted in a more flexible and effective way encouraged by communicative games.

Hadfield (1999, p. 7) explained two ways of classifying language games. First, language games are divided into two types which are the same as Rixon's (1992), linguistic games and communicative games.

- Linguistic games focus on accuracy, such as supplying the correct antonym.
- Communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

Second, Hadfield (1999) classified language games into many more categories. Together with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type such as: Sorting, ordering, or arranging games; Information gap games; Guessing games; Search games; Matching games; Labeling games; Board games; Role play games.

Another distinction among games is that between competitive games and cooperative ones. Research suggests that learning, as well as affective variables, are enhanced by a cooperative environment (Johnson, Johnson & Stanne, 1995). Millis (2005) outlined a number of advantages of cooperative games, such as appropriate anxiety levels and more constructive feedback.

According to Lee (2000, as cited in Luu & Nguyen, 2012, p. 69), games have been classified into ten kinds:

- ❖ Structure games which provide experience of the use of particular patterns of syntax in communication
- ❖ Vocabulary games in which the learners' attention is focused mainly on words
- ❖ Spelling games
- ❖ Pronunciation games
- ❖ Number games
- ❖ Listen-and-do games
- ❖ Games and writing
- ❖ Miming and role play
- ❖ Discussion games

Another classification of games which is suggested by McCallum (1980), consists of seven kinds:

- ❖ Structure games
- ❖ Vocabulary games
- ❖ Number games
- ❖ Spelling games
- ❖ Conversation games
- ❖ Writing games
- ❖ Role play and dramatics

It is shown that the classifications of games from the above linguists are common in a way that each kind of games focuses on a language item or a skill for the purpose and the content of the lesson. Therefore, teachers should be careful of choosing the most suitable game for each lesson so that learners and teachers can benefit the most from these games.

### **2.2.3. The advantages of using games in language teaching and learning**

According to Wright, Betteridge and Buckby (1984, p. 1), “Language learning is hard work. Effort is required at every moment and be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.” and “Games help the teacher to create contexts in which the language is useful and meaningful.”

A little different, according to Richard-Amato (1996, p. 10), even though games are often associated with fun, we should not lose sight of their pedagogical values, particularly in foreign language teaching and learning. Games are effective as they create motivation, lower students' stress, and give language learners the opportunity for real communication. Yet, there has been much prejudice that games are just for fun, not for educational purposes.

Conversely, Lee (1995) disagreed with the above prejudice. He said that there is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same

time. One of the best ways of doing this is through games.

Though difference in the viewpoints, the linguists want to emphasize the ultimate aim of using games in teaching is that teachers want a better lesson in which their students benefit much. Some of the common advantages of using games in language teaching and learning language are recapitulated as follows:

### **2.2.3.1. Games provide active learner-centered learning**

Games are learner-centered and personal, which is important because learners study in individual ways. Rixon (1992) explained that teachers should be there as ‘a source of information- perhaps on vocabulary or on new structure or with a suggestion about what they could rephrase something to make it clear to other players. In other words, games are part of a general movement away from a teacher-dominated classroom and promote active learner-centered learning.

### **2.2.3.2. Games motivate learners**

Finding an effective way to motivate learners is always the interest of teachers, researchers and linguists because “Motivation is some kind of internal drive that encourages somebody to pursue a course of action. The motivation students bring to class is the biggest factor affecting their success” Harmer (1998, p. 3).

As Hansen (1994, p. 118 as cited in Uberman ,1998) stated, “Games are highly motivating and entertaining, and they can give shy learners more opportunity to express their opinions and feelings”.

A game is a source of motivation, interest and often considered to be the first step to draw students’ attention to an English foreign language environment. Motivation and interest in play have a key role in maintaining a natural mutually respected code enjoyment of discipline of control. Discussing this, David and Hollowell (1989, p. 3) claimed, “Because games demand and promote a high degree of student participation, they motivate to a greater extent than for conventional textbooks and worksheets”.

Games are highly motivating since they are amusing, interesting and at the same time challenging. The activities in a game get all the students to move around, activate their

mental capacities and stimulate neural networks, thus motivating learners in learning and retention. At that time, students who are shy also attend the activities with fun, forgetting their shyness and feeling of fear.

In most of the games, an element of competition between individual learners or teams is a strongly motivating factor, which stimulates students to join the game. It is the most important reason to explain why students are fond of playing games.

Using language game is one of the best ways to create relaxing and interesting lesson in order to maintain students' motivation. When learners are given a chance to play a game, they are encouraged to choose their partner. This does not only create a friendly working atmosphere but also motivate them to help each other. Consequently, all learners will feel happy and more motivated in taking part in games.

Further, games add interest to what students might not find interesting. Sustaining interest can mean sustaining effort (Thiagarajan, 1998; Wright, Betteridge & Buckby, 2005).

Avedon & Sutton-Smith (1971) suggested:

The main reason why games are considered effective learning aids is that they spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses. (p. 28)

It can be clearly seen that games can capture students' attention and participation. Thus, they can motivate students to want to learn more. Moreover, they can transform a boring class into a challenging one.

As Wright, Betteridge and Buckby (1984) held:

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Thanks to games, shy language learners will have more chances to speak and show their feeling and opinions in English as much as they can. (p. 1)



### **2.2.3.3. Games promote learners' interaction**

Interaction comprises the nature of classroom pedagogy and classroom behavior. Pair or group work is one of the main ways to promote interaction.

As Jacobs & Kline Liu (1996) expressed, many games can be played in pairs or in small groups, thereby providing a venue for students to develop their skills in working with others such as the skill of disagreeing politely and the skill of asking for help.

In most games, learners have to play in groups in which everyone has a turn, encouraging everyone to take a turn, rather than letting others do all the talking and other actions, and discouraging one or two people from shutting out others.

Naturally when playing games, students are trying to win or to beat other teams for themselves or on behalf of their team. They are so competitive while playing since they want to have a turn to play, to score points and to win. In the class, learners will definitely participate in the activities. Therefore, in groups or in pairs, they are more willing to ask questions, communicate and discuss with their partners and think creatively about how to use English to achieve the goal. The competition in the games gives students a natural opportunity to work together and communicate in English with each other a lot.

In the same way, on mentioning competitive games, Rinvoluci and Davis (1995) have asserted, "competitive activities that hit pairs against pairs and threes against threes are excellent for fostering collaboration and mutual help within each team".

Games require students to interact in role-playing, arguing and debating, using language in a variety of context depending on the type of games used. Therefore, it would not be an exaggeration to say by means of games, learners interact a lot with one another.

### **2.2.3.4. Games improve learners' language acquisition**

Thanks to the motivation and interaction created by games, students can acquire their lessons better and more interestedly than other ways (Avedon & Sutton-Smith, 1971).

Games can stimulate and encourage students to participate in the activity since naturally they want to beat the other teams. Apart from having fun, students learn at the

same time. They do acquire the new language. Games create more learning opportunities for them as they can work with the language so that others can understand what they are saying (Schultz & Fisher, 1988).

Furthermore, Richard-Amato (1988, p.147) emphasized, “Games can lower anxiety, thus making the acquisition of input more likely.” Also, it is clear that in the easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus, 1994, as cited in Uberman, 1998).

According to Duong (2008), 90% of his students confided that they could remember new words faster and better owing to the relaxed atmosphere created by playing games. This is doubly reinforced by the same sentiment of Nguyen and Khuat (2003):

Students tend to learn better, when it is applied in a relaxed environment like playing games. In fact it has been proved that an interested and involved class, learning through several fun-filled English language games takes in 100% of the lesson and retains 80% of it.

The meaning of the language students listen to, read, speak and write will be more vividly experienced in a game and, therefore, then they will better remember the language they learnt.

#### **2.2.3.5. Games increase learners’ achievement**

As far as we know, games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game (Lee, 1995).

Further support comes from Zdybiewska (1994, p. 6):

...games are a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future exercises that practice and utilize the new language have been completed, games can then be introduced as yet another means for enabling greater comprehension.

As strongly emphasized above, games can motivate learners, promote learners’ interaction, and improve learners’ acquisition. As a result, games can increase learners’ achievement, which means that learners’ test scores, ability of communication, some skills, knowledge of vocabulary, or other language skills can improve.

Riedel (2008) reinforced the advantage of games in improving learners’ achievement

in his study:

We are teaching a new generation of students, which requires unconventional teaching strategies be put into practice in the classroom. And when schools use the games, the student benefits speak for themselves-a greater desire to learn and higher test scores.

In brief, games prove to be a useful tool employed regularly in language teaching. Games not only offer learners a highly motivating, relaxing class, but most importantly meaningful practice to all language skills. Consequently, games can motivate learners, promote learners' interaction, improve their acquisition and increase their achievement.

#### **2.2.4. When to use games**

Language games are often used to fill in a few minutes at the end or at the beginning of a lesson, or to occupy some of the faster students while the others catch up on an exercise. There is nothing wrong in this, but it is rather narrow view of games. According to Lee (1991, p. 3), a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do", it ought to be at the heart of teaching foreign language .

Wright, Betteridge and Buckby (1984) confirmed that, " games can provide intense and meaningful practice of language, then they must be regarded as *central* to a teacher's repertoire. They are thus not for use solely on wet days and at the end of term!" (p. 1). According to them, games can be used to give practice in all the skills: reading, writing, listening and speaking, in all the stages of the teaching/ learning sequence: presentation, repetition, recombination and free use of language, and for many types of communication such as encouraging, criticizing, agreeing, explaining.

Rixon (1992) suggested that games can be an integrated part of the teaching syllabus and can be used at any stage of language teaching process as long as they are suitable and carefully chosen: teaching new language ( presentation, controlled practice – drills and exercises, communicative practice), "little -and-often" practice, revision, diagnosis and general fluency.

### 2.2.5. Which games to use

Games can be taken from many sources but not all of them could be adapted in our class. Teachers should make wise choices about which games to use for optimal learning. In order to reach that aim, their crucial decision depends on many factors.

The first factor is learner's age. Wright, Betteridge and Buckley (1984, p. 2) stated that, "Enjoyment of games is not restricted by age". Some people, regardless of age, may be less interested in games than others. However, so much depends on the appropriateness and the role of the player. According to Uberman (1998), learners' age governs the choice of games for language teaching, because not all games are suitable for all learners irrespective of their age, different age groups require various topics, materials and modes of games. It is almost impossible to expect very young children to play the game Picture Dominoes, where the ability to cope with making the more abstruse conceptual links is demanded (Rixon, 1992). It is generally accepted that young learners are very willing to play games. To teenagers, it may be the most difficult group to use games with because they do not want to be treated like children. It is advisable to use the word "activity" instead of the word "game" (Rixon, 1992). Wright, Betteridge and Buckley (1983, p. 2) gave the same idea that teenagers tend to be self-conscious, thus teacher should 'take into account their reticence' when choosing a game for them. It may be useful in this case to use games which are played in pairs or in groups. Differing from the children and teenagers groups, adults "often accept a surprising amount of fun provided that it is not artificially and tactlessly imposed on them by some over-enthusiastic games-user" (Rixon, 1992).

General sophistication and knowledge of the world, according to Rixon (1992) are important factors to be considered when one game is chosen to apply in the class. In his opinion, "players need a vast amount of shared knowledge" to take part in the game successfully. One example of this is the famous English parlour game *Botticelli*. In this game, the challenger thinks of a famous person or work of art, literature etc., and tells the group the initial letter of his/its name, e.g. "P". Players try to guess who or what it is by thinking of possible answers which begin with the same initial and asking questions like: "Are you a famous abstract painter?" (they are possibly think of Picasso). The game will get stuck if either the challenger or the players do not know who Picasso is.

Uberman(1998) added that learners' abilities and prior knowledge is also another factor that may influence the decision on the appropriateness of a game. Structural games that practice or reinforce a certain grammatical aspect of language, for instance, have to related to learners' abilities and prior knowledge, otherwise games would become difficult for the learners.

The next factor considered by Rixon (1992) is self-reliance. He explained that a lot of students are reluctant to recognize their own success unless it is endorsed by praise from the teacher. So, it may be better to concentrate on games where the teacher is the judge and awards credit for correct answers or use of language, or to monitor and start with games in which something is written or drawn, so that there is a record of an achievement.

Besides these above factors, Rixon (1992) added another factor: students' attitudes to what a teacher should be doing in the classroom. He clarified that, " there is a difference between gradually altering attitudes by activities that are seen to have some purpose and effect, even though they may seem unusual, and a tactless introduction of new ways of teaching without sufficient explanation or consultant"(p. 49).

### **2.3. Motivation in language learning and teaching**

"Given motivation, anyone can learn a language" (Corder's phrase, as cited in Skehan, 1989) brings out the importance of motivation and the way it can overcome unfavourable circumstances in other aspects of language learning. As motivation is a key factor that strongly influences the success of learning a foreign language and that is the reason why many researchers have done research on it and the literature is, therefore, rich. This literature review will address the issue of motivation in three main areas: definitions of motivation, role of motivation in second language learning and main kinds of motivation.

#### **2.3.1. Definition of motivation**

Psychologically, motivation appears to be an abstract concept and it can be simply defined as enthusiasm for doing something. Whenever we feel a desire of need for doing something, we are in state of motivation. Motivation can depend on the event, the

time, the place, or people, etc. People are motivated by different things and in different ways. One can be motivated by work but not school, for example. From a cognitive perspective, motivation refers to the way in which people use their minds to learn things.

According to Gardner (1985), motivation is concerned with the question “Why does an organism behave as it does?” and “motivation involves four aspects, a goal, effortful behaviour, a desire to attain the goal and favourable attitudes toward the activity in question”. According to Gardner, a highly motivated individual will want to learn the language, enjoy learning the language, and strive to learn the language. The Gardnerian theory of L2 learning motivation is based on the definition of motivation as “the extent to which the individual works or strikes to learn the language because of a desire to do so and the satisfaction experienced in this activity”. However, Gardner (1985) considered that motivation consist of three elements:

The goal, although a factor involved in motivation, is not a measurable component of motivation. That is, although the goal is a stimulus which gives rise to motivation, individual differences in motivation itself are reflected in the latter three aspects listed above, effort expended to achieve the goal and attitudes toward the activity involved in achieving the goal.

The first element is “effort”. A more motivated learner will put more effort in his or her study. He will be open to do extra work in order to improve his language skills, spend more time with studying for the language and even deal with the subject on a subconscious level. The second element is “desire”. A learner desires to achieve a goal – in this case to successfully learn a second language. The last element is called “affect”. The learner enjoys learning the language. Learning the language is a fun and challenging task which may even lead to enthusiasm. Each element on its own is not enough to be called motivation. If a learner lacks one element, he will not be entirely motivated and therefore learning will be more difficult for him. For example, a learner that fulfills the elements “effort” and “desire”, but does not enjoy the language at all will maybe study hard, but will have problem to advance. His affective filter would be up.

In later research studies, Crookes and Schmidt (1991) explored for other motivational orientations: reason for learning, desire to attain the learning goal, positive attitude

toward learning situation and effortful behavior. Many theorists and researchers have found that it is important to recognize the construct of motivation not as single entity but as multi-factor one. Oxford and Shearin (1994) analyzed a total of 12 motivational theories or models, including those from socio-psychology, cognitive development, and social-cultural psychology, and identified six factors that impact motivation in language learning: attitudes, beliefs about self, goals, involvement, environmental, support and personal attributes.

As Ryan and Deci (2000) defined, “to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated”. According to the Pocket Oxford English Dictionary (2004, p. 587), motivation is the reason or reasons behind one’s actions or behaviour, or enthusiasm. Hence, the abstract term “motivation” on its own is rather difficult to define. It is easier and more useful to think in terms of the ‘motivated’ learner: one who is willing or even eager to invest effort in learning activities and to progress.

Lightbown and Spada (1999) assumed that, “motivation in second language learning is a complex phenomenon which can be defined in terms of two factors: learners’ communicative needs and their attitudes towards the second language community”. If the students have a favourable attitude toward the speakers of the language, they will be motivated to learn that language with of having more contact with them. By contrast, if learners have negative feelings about the language and its community, they will be demotivated. In addition to the attitudes towards the foreign language community, learners’ attitude towards the language teacher, the foreign language course, and their learning process may influence student motivation.

### **2.3.2. Motivation categorization**

#### **2.3.2.1. Integrative and instrumental motivation**

Motivation has been the other major area for research into individual differences. The most influential approach has been that due to Robert Gardner. Originally, Gardner (1985), Gardner and Lambert (1972) distinguished between two basic motivational orientations, integrative and instrumental. The former arises out of a desire to identify

with the culture or community that speaks the language. The latter, on the other hand, drives the learners to acquire another language for money, career, or power.

Integrative motivation has been identified as the learner's orientation with regard to the goal of learning a second language (Crookes and Schmidt, 1991). It reflects whether the student identifies with the target culture and people in some sense, or rejects them. The more that a student admires the target culture, reads its literature, visits it on holiday, looks for opportunities of practicing the language, and so on- the more successful the student will be in second classroom. When someone becomes a resident in a new community that uses the target language in its social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language. It becomes a necessity, in order to operate socially in the community and become one of its members. It is also theorized that, "integrative motivation typically underlies successful acquisition of a wide range of registers and a nativelike pronunciation" (Finegan, 1999).

Different from integrative motivation is the form of motivation referred to as instrumental motivation. This is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson, 2000). It, on the other hand, reflects whether the student is learning the language for an ulterior motive unrelated to its by native speakers – to pass an examination, to get a certain kind of job, request higher pay based on language ability, read technical material, translation work or achieving higher social status and so on. For example, someone learnt French at school because a classical language was an entry requirement for university.

With instrumental motivation the purpose of language acquisition is more utilitarian. Instrumental motivation is often characteristic of second language learning, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.

Gardner and Lambert (1972) also argued that integratively motivated learners will do better than instrumentally motivated ones. Cook (1991) suggested that, “students will find it difficult to learn a second language in the classroom if they have neither instrumental nor integrative motivation” and “both integrative and instrumental motivations may lead success, but lack of either causes problem”. Brown (2000) made



the point that both integrative and instrumental motivation are not necessarily mutually exclusive. Learners rarely select one form of motivation when learning a second language, but rather a combination of both orientations. He cited the example of international students residing in the United States, learning English for academic purposes while at the same time wishing to become integrated with the people and culture of the country.

### **2.3.2.2. Intrinsic and extrinsic motivation**

Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learners. Those who learn for their own self-perceived needs and goals are intrinsically motivated, and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated.

According to Ryan and Deci (2000):

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards.

Intrinsic motivation comes from within a person to accomplish a task or goal. Intrinsically motivated people are not influenced by external rewards or punishments for their work, such as earning money for doing a job or getting a poor grade on a school assignment. Individuals with intrinsic motivation choose to perform tasks because of the inherent pleasure or sense of accomplishment that comes from a job well done.

Ryan and Deci (2000) also defined:

Extrinsic motivation is a construct that pertains whenever an activity is done to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activities itself, rather than its instrumental value.

However, different from some views that consider extrinsically motivated behavior as invariably nonautonomous, it is proposed that extrinsic motivation can vary greatly in the degree to which it is autonomous. Both represent intentional behavior, but the two types of extrinsic motivation vary in their relative autonomy.

From the above arguments, it can be concluded that intrinsic and extrinsic motivation are not opposite side of each other, but they lie on a continuum.

### **2.3.3. Role of motivation in language learning and teaching**

Motivation is probably the most frequently used catch-all term for explaining the success of failure of virtually and complex task. It is easy to assume that success in any task is simply to the fact that someone is “motivated”. It is easy in second language learning to claim that a learner will be successful with the proper motivation, learners with higher levels of motivation will be higher achievers. Such claims are of course not erroneous, for countless studies and experiments in human learning have shown that motivation is a key to learning (Dörnyei, 1998). Ellis (1994) confirmed that motivation is an important factor, which helps to determine the level of proficiency achieved by different learners and those who have both a talent and high level of motivation for learning will be the most successful learners. There are various motivational factors which affect second language learning such as ability, interest, aptitude, etc. Numerous notions have been used to describe learners’ ability in the target language. Individual, social, socio-economic factors, family background of learners, etc, are the factors which effect to learning English as a second language to learners, all factors are concerned with main factors “motivation”. Therefore, motivation plays a vital role in learning English as a second language.

### **2.4. Previous research**

There has been research related to vocabulary teaching and learning through games. An experimental study on this field was conducted by Uberman (1998), from the English Department of Pedagogical University in Rzeszow, Poland. In her study, Uberman (1998) examined the use of language games for presentation and compared them to the traditional techniques. She chose two groups of the third form students. With one of them she used a present word game – vocabulary picture – puzzle and with other group she used one of the traditional techniques – translation activities. In order to find out which group acquired new word better, she designed a short test, for both groups containing a translation into English and a game. The games allowed learners to activate their memory with the type of activity they have been exposed to in the presentation. The test showed that the experimental group was more active and interested in

vocabulary learning. Besides, in the other group, fewer learners participated actively or enthusiastically in the lesson and most did not show great interest in the activity. From that, the effectiveness of vocabulary game in teaching languages is revealed. However, there are some unreasonable factors in her study. First, she stated that the students enjoyed the presentation game but did not show any evidence to support her opinion. Second, she conducted only one lesson in which one game was applied to word definition presentation. It is clearly seen that the sample of the survey was poor, and the time of the experiment was too short. Therefore, the result of her study may not be reliable, because one game can not estimate the effectiveness of word game in vocabulary teaching.

Vossoughi and Zargar (2009) also carried out a study to find out if engaging in word-search-puzzle game affects vocabulary development of learners or not. The subjects of the study were the intermediate female students at a language Institute in Semnan. To accomplish the purpose of the study, the researchers chose a sample of 100 subjects, which were reduced to 60 homogeneous students through the administration of a standardized Comprehensive English Language Test (CELT). Then, the subjects were divided by accident into two thirty-student groups, one experimental and the other control. In the first section, both groups were tested on a pre validated 45 multiple-choice items of vocabulary as a pretest. In the following 8 sessions, the subjects in the experimental group received word-search-puzzle game as treatment, while the subjects in the control group received traditional vocabulary practice. At the end of the term, the post test was administered to the subjects of both groups to check the effectiveness of the treatment. Then the means of the two groups were compared through a t-test. The result showed that there was a statistically significant difference between the performances of the two groups. The subjects who received word-search-puzzle game on vocabulary outperformed the control group. This means games can afford a valuable technique in language classroom for students at intermediate level and thus can be used to facilitate the process of vocabulary learning.

Alemi (2010), a faculty member of Sharif University of Technology, Tehran, Iran, did a study to investigate the role of using word games in expanding the learner's vocabulary. In her experiment, five word games, named Twenty Questions, Charades, Definition Game's, Passwords, and Crossword Puzzles respectively were used. The participants

were selected randomly from a male/female group of third-grade junior high school students studying at a private school. By doing a standardized test, 60 almost homogeneous out of 100 students were selected and randomly divided into two groups: experimental and control. Both groups were taught words using traditional methods, however, the experimental group received word games as a treatment at the end of each session. Finally, to determine the differences between the two groups, a vocabulary test was administered. The score obtained from the groups were compared through independent t-test. The calculated t exceeded the t-critical value, confirming the positive effect of word games on expanding learners' vocabulary.

In Vietnam, Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga (2003) had a study about the effectiveness of learning vocabulary through games. One of the effective activities that they applied in teaching for students at the Distance Education Center (DEC) is word games. After a period of two weeks, they conducted a small post class survey to elicit the students' feeling and their own experiences in learning vocabulary. A simple questionnaire was designed. They collected data by observing teacher's classes, interviewing teachers and students. The result of the study showed that most of the learners were willing to join the games and they tried to be winners. And most of the students, who are from 17 to 20, agreed that their use of vocabulary was becoming better. In the study, the result depended on only the interview and questionnaire, so it may not measure accurately the progress of the students in learning vocabulary. The time was two weeks and the games were simple (Hang Man, word puzzle), so the result may not be reliable, either. Both two studies were conducted with students at the age of 17- 20.

Phung Thi Bich Ngoc (2009) had an experimental study "Vocabulary retention through games for pupils at grade 8 at Marie-Curie school". The experiment was carried out in the second term for 50 students from two classes. The games were organized at the "Warm up" part (about 10 minutes) or at the end of the lesson for the experimental group. There were many kinds of revision games used: Slapping board, Hot Seat, Kim's game, Working Net, Categories, Word square, Rub out and Remember. For the control group, traditional practice excises were applied to vocabulary revision. The experiment lasted 6 weeks. After collecting data through questionnaires, weekly records and tests,

she came to the conclusion that the word games could improve the students' vocabulary retention better than traditional practice exercises.

All of the studies above have pointed out the effectiveness of applying games in teaching and learning vocabulary in various teaching contexts. In order to testify if games have similar impacts on students in HLU, this quasi-experimental study has been conducted.

## **CHAPTER 3: METHODOLOGY**

This chapter presents these issues: research method, subjects of the study and the textbook, data collection instruments, variables, data collection procedure, data analysis tools.

### **3.1. Research method**

This study has been conducted in the form of a quasi-experimental study, with the independent variable being vocabulary teaching method which varies between the traditional way (without games) and game-incorporating which is called the treatment, while the dependent variables are students' vocabulary learning motivation and their improvement in learning vocabulary. Dependent variables, as in quantitative research methods, change depending upon independent variables.

In most educational settings, random assignment of students by the researcher is rarely possible and therefore researchers often have to resort to a "quasi-experimental design". Quasi-experiments are similar to true experiments in every respect except that they do not use random assignment to create the comparisons from which treatment-caused change is inferred (Cook and Campbell, 1979).

### **3.2. Subjects of the study and the textbook**

#### **3.2.1. The students and the textbook**

The participants of the study were 1<sup>st</sup> year non-English major students at HLU from 2 classes: D4 KTA and D4 KTB.

The students in both classes were from 18 to 20 years old, and came from the countryside and towns around Ninh Binh province. There were 10 female students and 15 male ones in D4KTA class while D4KTB included 8 female students and 17 male ones. Most of them had learnt English from 3 years to 7 years at secondary schools and high schools. They had similar results of English tests in the first term at university. The male and female students in both classes also had the ability of learning English in similar average level. They study English as a general subject, however, they quite take care of learning English because they find it useful for their jobs in the future. During

the time of the experiment these two classes studied the book *Life Lines* (Pre-intermediate) by Tom Hutchinson, and they were taught by the same teacher.

In the first term, the students finished 14 units in *Life Lines* (Elementary) and two units 1 and 2 in *Life Lines* (Pre-intermediate). The extensions were assigned as homework. Each unit consists of five sections: Vocabulary, pronunciation and grammar, reading, listening and speaking, and writing. A variety of topics such as food and drink, the family, countries, languages and activities are provided to develop students' skills, knowledge and vocabulary. The vocabulary lesson is the first part to be taught so that the students can get amount of vocabulary as a background to learn next lessons, however, the vocabulary practice exercises in the textbook are designed in much a similar way; and thus, they appear rather boring to the students. The vocabulary practice exercises in the textbook *Life Lines* includes gap filling, matching, arrange the words in a spidergram or correct the mistakes etc. The English lecturers also designs other exercises to help students practice vocabulary in vocabulary periods; however, these exercises are often in common types of translation, multiple choice, odd one out, etc. The students usually sat in their own seats, looked at the textbook or received the hand-out from the lecturers, took notes the exercises written in the board and did individually. Then, the students were called in turns to give their answers or go to the board to write the answers. No games were used to practice vocabulary in vocabulary periods of both classes D4KTA and D4KTB in the first term.

In the second term, the students started to learn from unit 3 to 14 in 75 periods. An effective technique like using vocabulary games should be exploited to attract students' attention to these vocabulary lessons. The games includes Hot seat, Kim's game, Telephone game, etc. In the study, D4KTA is the CC, and D4KTB is the EC.

### **3.2.2. The observer**

One lecturer among 13 ones in the English division was invited to be the observer. She was 32 years old and has ten-year English teaching experience. She got M.A degree of TESOL from Viet Nam National University, Hanoi in 2008. She is also very interested in doing research as well as applying new methods in teaching.

### **3.3. Data collection instruments**

To answer the research questions of the study, the data were collected through questionnaires, observations, and tests. To answer the first research question, observation and questionnaires including pre questionnaire and post questionnaire were used, to address the second one, multiple choice vocabulary tests were used.

#### **3.3.1. Observations**

Nunan (1992) stated that observation is one of the instruments for collecting data in study because observation is concerned with observing some form of behavior. Therefore the observation sheet (see Appendix 1), adopted from Peacock (1997) was used in this study because they had a high degree of explicitness. In his study, Peacock (1997) used this observation sheet to measure their motivation in studying with authentic materials. However, in this study the observation sheets were completed by an observer to measure the students' motivation in learning vocabulary through games .

The observation sheet of overall class motivation consists of six items regarding components of motivation: the first statement-the level of student's involvement, the second statement-concentration, the third statement-enjoyment, the fourth statement-persistence and the fifth statement-students' activity level, the sixth statement-interest.

#### **3.3.2. Questionnaires**

Nunan (1992) pointed out that, "A questionnaire is an instrument for collecting data, usually in written form, consisting of open and/or close questions and other probes requiring a response from the subjects". One of the reasons for using questionnaires is that it can reach a large number of people in a short time. As Gillham (2000) guaranteed, "the responses to even a large-scale questionnaire can be pulled in within a matter of weeks" (p. 6). According to Seliger and Shohamy (1989), a questionnaire is a common instrument for collecting data on unobservable phenomena such as attitudes, motivation, and self-concept. They also indicated that a questionnaire can be designed and distributed to large participants at the same time so the data are more uniform and standard. A questionnaire provide an easier way to collect and analyze data than



interviews, and gives less pressure for an immediate response as respondents can complete the question when it suits them.

Dörnyei (2007, p. 101) also shared the same idea with these authors, he pointed out that: “the popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily processible”. This means that questionnaires give advantages to both of the researchers and participants in designing, responding, gathering and analyzing data. In this study, there are two types of questionnaires: Pre-questionnaire and post-questionnaire.

The pre-questionnaire includes 5 questions designed in order to get information about the students’ motivation in learning vocabulary (see Appendixes 2A, 2B). This questionnaire consists of 5 questions with a scale from 1 to 5 for students to choose a suitable one.

The post-questionnaire (see Appendixes 3A, 3B) for this present study is adapted from Nguyen Phuong Hoai’s (2006). The post-questionnaire consists of 2 parts: part I with the aim of gaining information on the students’ motivation in learning vocabulary, part II with the aim of finding out the attitudes of students in the EC towards vocabulary games. The result of part II is maybe the reason to confirm the result gained in the part I, then confirm the effects of vocabulary games on students.

The post-questionnaire has 2 parts:

Part I: The same as the pre-questionnaire

Part II: Statements here relate to the students’ attitudes towards games. This part includes 3 sections.

Section 1 consists of 3 statements. Statement 6 aims to find out students’ feeling towards games. Statements 7 and 8 are to investigate how the students feel when they take part in playing vocabulary games, cooperating and competing with classmates.

Section 2 gathers information about students’ belief in the effects of using games on their vocabulary practise as well as vocabulary learning in general.

Section 3 is designed to prompt the subjects to elaborate on their opinion about the use of games for vocabulary practice in the future.

Here, a Likert scale is used in the closed questions in order that the responses could readily be quantified and analyzed. The participants are required to rate each item on a 5-point scale by circling the response (1, 2, 3, 4 or 5) which coded for different levels of agreement or other categories.

### **3.3.3. Tests**

Tests are considered a very effective tool in the assessment of the research. According to Nation (1990), before testing, it is important to be clear about why the learners are being tested and what the information will be used for. He lists six reasons for testing:

1. To find learners' total vocabulary size.
2. To compare vocabulary knowledge before and after the course.
3. To keep a continuing check-on progress.
4. To encourage learning by setting short-term goal.
5. To see the effectiveness of your teaching.
6. To investigate learning.

In this study, in order to assess the students' ability before the treatment and their achievement after treatment, three types of tests was administered: Pretest, two posttests: an immediate posttest and a delayed posttest.

The pretest was given to the students before the experiment to check if the two classes were really of the same ability in terms of language proficiency as assumed (see Appendix 4). The level of difficulty of the pretest was elementary. The vocabulary items were taken from the textbook Life Lines (Elementary).

The immediate posttest was given to the students at the end of the experiment in order to check the students' vocabulary improvement (see Appendix 5). The level of difficulty

of the immediate posttest was pre-intermediate. The vocabulary items were taken from the textbook Life Lines (Pre-intermediate).

The delayed posttest was given to the students after they finished the immediate posttest 3 weeks. The delayed posttest was similar to the pretest and the immediate posttest in respect of format/design, kinds of questions, numbers of questions. The level of difficulty of the delayed posttest was the same as the immediate posttest to make the results more reliable and easier to compare. The vocabulary items of the delayed posttest were also taken from the textbook Life Lines (Pre-intermediate).

The immediate posttest and the delayed posttest were very similar, however they were not exactly the same, only some questions in the immediate posttest were repeated in the delayed posttest with reordered multiple choice.

### 3.4. Variables

#### 3.4.1. The independent variables

The independent variables are two types of vocabulary practice tasks which are: vocabulary games and original vocabulary practice exercises.

**Table 3: The units taught in the study**

Units	Vocabulary	Types of vocabulary practice tasks	
		Control class	Experimental class
3. Life story	Money	Exercise: Complete the sentences with cue words	Game: Telephone game
4.The future	Country adjectives	Exercise: Translating English sentences into Vietnamese and vice verse	Game: Meeting people
5.Comparisons	Clothes	Exercise: Matching words with pictures	Exercises : Matching words with pictures

6. People and places	Places and buildings	Exercise: Fill in the blanks with written words in the box.	Game: Crossword
7. In your life	Homophones and homonyms	Exercise: Correct the spelling mistakes. Give meaning of homonyms, give sentences containing homonyms.	Game: Telephone game
8. Food and drink	Food and drink	Exercise: Choose the correct word to fill in the blank	Game: Kim's game
9. Possibilities	Crimes	Exercise: Matching the word with its definition	Exercise: Matching the word with its definition
10. Activities	Gerund and activities	Exercise: Listen to some information about the activities, put them in the correct category	Game: Hot seat
11. The media	The media	Exercise: Matching the word with its definition	Game: Jobs and questions
12. Planet Earth	The natural world	Exercise: Label as many of the things as possible in the picture, using the words in the box.	Game: Kim's game

**Table 4: The games used in the study**

<b>Games</b>	<b>How to conduct</b>	<b>Pros and cons</b>
1. Telephone game	This game is played with the class divided into two groups standing in two lines. The teacher whispers a new word or a sentence containing the new words to the students at the end of the lines. S/he then whispers to the next student's ear and so on until the last student. S/he then runs quickly to the board and writes down the word. The teachers will check to see if it is the same as the original message. Which group with more correct answers is the winner.	Telephone game keeps class in an exciting atmosphere. Through the game, students can practice their listening, speaking and writing.
2. Crossword	The teacher makes a poster of the crossword. The teacher tells the students how many blanks there are and gives out the clues of the words. Students are divided into teams with two different color markers. Students read the clues, find out the words and write on the poster. In the limited time, the team with more correct words is the winner.	The games help the students not only memorize the words in the long term but also how to write them. But it sometimes makes students disappointed if they cannot find out the word, and it takes time for preparation.
3. Kim's game	The teacher divides the class into groups; then shows the students words or pictures in a short time, asks students not to write, only	This game helps students recall the meaning of the new words and how to

	<p>memorize in their minds. The teacher slaps the words on the blackboard or takes the pictures away. The students in each group rewrite those words or things in the pictures that they have seen. Which group remembers more words, that group will be the winner.</p>	<p>write it. The students are eager to look at the pictures.</p>
4. Hot seat	<p>The teacher splits the class into 2 groups; then calls 2 students of the two groups to go to the board. They seat on two empty chairs and have their backs against the board. The teacher writes the word on the blackboard. The students try to describe the word by action, or by using antonym, synonym, definition or example, etc so that their teammate can understand the word, and speak it out. If the student sitting in the hot seat guesses the word quicker, he/she will get a point for his/ her team. The other students keep the game going.</p>	<p>The game brings the exciting atmosphere to the whole class, helping the students practice pronunciation, listening, speaking and understand and remember the word's meaning, the use of word.</p>
5. Meeting people	<p>The teacher prepares handouts with pairs of words written in a disorder, or pairs of an English word and its meaning in Vietnamese, or its definition, synonym, or anonym, etc. The teacher cut the handouts into two parts. Each student takes a half of the handout by accident. Then</p>	<p>Through the game, the students can revise how to write the words, the meaning of the words, as well as the use of the words. The class is exciting,</p>

	they have to find the partners who keeps the other half of the handout to make a complete one. The quickest pair is the champion of the class.	however quite noisy.
6. Jobs and questions	Teacher divides the class into two groups. Each group has one representative, who will come to the board and take one piece of paper from the teacher. Two pieces of paper contain the same content, which is a name of a job. The students in two groups try to find out what it is by asking not more than 15 or 20 questions, yes-no questions or wh-questions. The group which has the student guessing right the name of the job first will be the winner.	The game brings the exciting atmosphere to the whole class, helping the students practice the listening, speaking, understand and remember the word's meaning.

### 3.4.2. The dependent variables

The dependent variables are the students' vocabulary improvement in the vocabulary areas that had been practiced during the experimental time and their motivation in learning vocabulary.

### 3.5. Data collection procedure

The data collection lasted one academic term at The Informatics and Foreign Languages Department (HLU), which was equivalent to ten consecutive weeks. Before the treatment, a pretest was given to both classes. A pre questionnaire was also delivered to the students in the EC. They were directed the way to complete the questionnaires as well as to be aware of the purpose of the research.

Throughout the term, the students of one class was taught vocabulary using traditional practice exercises, whereas the other class was taught with games. In each lesson, the observer worked to evaluate overall class motivation.

At the end of the course, the students in both classes had a posttest with the same level of difficulty. Then the post questionnaire was delivered right in the class to the students in the EC. The aim of the questionnaire was to find out whether the students were motivated in learning vocabulary through games.

After the immediate posttest had been completed for 3 weeks, a delayed posttest was done by the students in both classes.

To sum up, data collection procedure followed these steps:

1. A pretest (for both classes)
2. A pre questionnaire (for the EC)
3. Observation ( in both classes during the study)
4. An immediate posttest (for both classes)
5. A post questionnaire (for the EC)
6. A delay posttest (for both classes)

### **3.5.1. The experimental procedure**

#### **3.5.1.1. The teaching to the experimental class**

The experiment lasted 10 weeks with 1 vocabulary lesson per week. In the EC, games were applied to in the practice stage after the teacher presented the new words.

Whatever the type of game, the teacher had careful preparation for each game, including: time, materials, game presentation, while-playing, post-playing. Each game lasted from 12 to 15 minutes. The teacher conducted the game according to 3 steps as follows:



### Step 1: Game preparation

The teacher introduced the game to students, which was the most important stage for playing games. In order to assure the success, all the instructions in this stage must be clear, brief, precise, simple as possible. Games instructions included the following steps:

- Introducing the purpose of the game
- Explaining the rules of the game, the scoring, or the maximum amount of time.
- Providing a good model of the game for the students to imitate and helping them understand all the instructions.

During this preparation stage the teacher played an important role because a well-prepared and detailed presentation assured the high rate of responses from the students.

### Step 2: Game playing

During the game, the teacher had better interfere as little as possible to create a good atmosphere for the students to make use this opportunity to participate in the game intensively and actively and tried to carry out the game successful. The teacher went round the classroom observing, encouraging the students to get involved into games. In some types of games, the teacher even joined the students. Most of the games chosen in the treatment were played among or between groups. The reason for having the students to work in groups was to encourage better students to mediate the weaker ones and create a competitive atmosphere among the groups.

### Step 3: Post-playing

The teacher stated the winner of the game and the prize, then provided feedback and comments. The main point here was to bring out the best to students and to show them that all they do with language is interesting.

#### **3.5.1.2. The teaching to the control class**

In this class, the teacher used the types of exercises such as: completing the sentences with cue words, translating English sentences into Vietnamese and vice versa, matching

words with pictures, filling in the blanks with written words in the box, choosing the correct word to fill in the blank, etc.

This teaching procedure could be described as follows:

The teacher handed out the exercises to the students with some instructions or asked the students to do the exercises in the book.

The students did the exercises individually. These exercises consisted of the new words presented by the teacher in the pre stage of the vocabulary period. The students sat in the same place to do their exercises, and the teacher went around the class to encourage them to pay attention to doing exercises.

After 5-10 minutes, the teacher called the students to report the answers, then corrected and gave comments.

### **3.5.2. The observation procedure**

The observer was invited to the class when the teacher carried out the vocabulary lessons. Before the study, the observer was trained to understand the aim of the study, its procedure as well as way to complete the observation sheets (see Appendix 1). The data was be collected in 10 lessons. The class was not be prepared for being observed. The teacher and the students did as usual. Additionally, the teacher must not do anything which was objective to interfere with the students and activities, which was non-participating observation. The observer was required to score by circling on appreciate number on a scale of 1 (low) to 5 (high) with number 3 as an average mark for each. In order to get the reliable data, the whole class was observed during the ten weeks of the experiment. After the lesson, the observation sheets were collected by the teacher from the observer. The researcher of the study is the teacher teaching both classes in the experiment.

### **3.5.3. The questionnaire procedure**

The two questionnaires aimed to get information from the students in the EC. The prequestionnaire was delivered to the students at the beginning of the experiment and the postquestionnaire was given to them at the end. The teacher told about the study and

then explained clearly what the students did not understand before carrying out this task so that students could provide reliable responses.

### **3.5.4. The test procedure**

#### **3.5.4.1. The pretest procedure**

The 45-minute vocabulary test called pretest (see Appendix 4) was administered in the first week of the second term. Both classes were asked to do the test at the same time. The teacher explained that the test was only used for academic analysis, not for the final grading. The subjects, therefore, did the test in a relaxed atmosphere. The tests were marked; then the results of the two classes were compared to confirm the same ability between them and then kept to compare with the results of the two posttests.

#### **3.5.4.2. The posttest procedure**

After 10 weeks, the students in both classes did a 45-minute immediate posttest (see Appendix 5) at the same time. The type of the immediate posttest and its level of difficulty was the same as the pretest. It was necessary to remind the students that the result of the test would not influence their study result, so the students had to write out what they had learnt honestly. The researcher collected the tests to record.

After 3 weeks, a delayed posttest was administered by both classes at the same time. The tests, after all, were collected and marked by the lecturer.

### **3.6. Data analysis tools**

#### **3.6.1. T-test for test and observation result analysis**

The data in this study were fed directly into SPSS version 18.0 and then the computer would assist the analysis. T-test was used to analyze data. T-test is a statistical procedure for testing the difference between two or more means, to test the probability that the means have been drawn from the same or different population (Nunan, 1999; Seliger and Shohamy, 1989). T-test was used in this study with the reason that t-test is on the difference between subjects or two classes. In the current study, it was used to compare the performance between the CC and the EC in pretest and posttests. With social research, the level of significance for a t-test is conventionally set at 0.05. So, in

this study, if the probability value (p-value) obtained from the t-test on the observed difference between two classes is equal to or less than .05 ( $p \leq .05$ ), the difference is significant, if  $p > .05$  the difference is not significant. The p-value is set at .05 which means that 95% of the results is due to the independent variables, and only 5% that the results are caused by chance.

The data collected in the study were analyzed and compared in four cases:

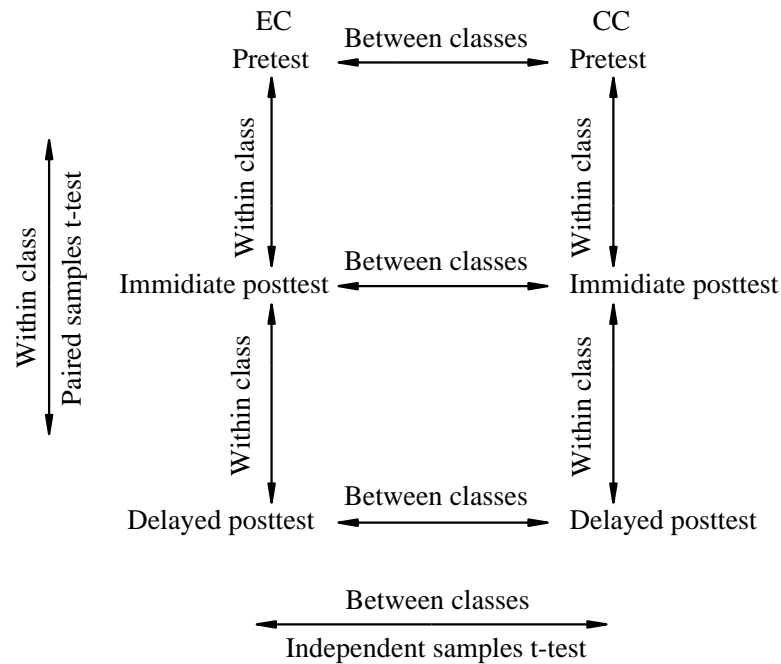
- 1) Between the pretests of the CC and the EC. This comparison was used to compare the existing vocabulary knowledge of the two classes before the treatment was applied.
- 2) Between the pretest and posttests of the CC
- 3) Between the pretest and posttests of the EC. These next two comparisons aimed to find the difference between the pretest and posttest performances within each class.
- 4) Between the posttests of the CC and EC. This last case aimed at comparing the changes in the performances that the students in the CC and the EC had made after the experiment finished so that we could see the effects of using games on teaching and learning in vocabulary lessons.

The independent samples t-test and paired samples t-test were used for the first and the last comparisons, the two middle ones respectively because the independent samples t-tests are for research designs where we are comparing the results of groups that are independent of each other (for example, control group and experimental group) while paired samples t-tests (also known as 'matched t-tests', 'matched-pairs t-tests' or 'pairs t-tests') are for research designs where we want to compare two sets of scores (i.e. two variables) obtained from the same group (for example, the learners' course grades in history and English) or when the same participants are measured more than once (for example, test scores before and after a course). That is, this procedure examines different results obtained from the same group (Dörnyei, 2007, p. 215).

In this study, t-test was also used to analyse the observation results of the two classes to compare the difference of motivation in learning vocabulary between them.

In sum, the t-test made used for test and observation results in the study were independent samples t-test and dependent sample t-test, and the significance level set for the t-test was .05.

**Diagram 1: T-test for tests of two classes**



### 3.6.2. Thematic analysis for questionnaire result analysis

Thematic analysis technique was applied to the analysis of questionnaire result in this study.

The questionnaire was designed to obtain the information about the students' motivation in learning vocabulary before and after the treatment, through which the effectiveness of vocabulary can be confirmed. Both of the pre questionnaire and post questionnaire has the part I the same, which deals with one issue, *the participants' motivation in learning vocabulary*. Part II of the post questionnaire, the participants' attitudes towards the vocabulary games, consists of three parts dealing with three issues, which are: *the participants' feelings about vocabulary games*, *the participants' belief on the effects of vocabulary games*, and *the participants' opinions about the use of vocabulary games in the future*. Those issues are considered as the themes. The themes in part II of the post questionnaire are designed with the aim of confirmation the results gained from the theme in part I of the post questionnaire or the theme in the pre questionnaire. The

responses of students in the EC to those themes are classified into three patterns: negative, neutral and positive. The response is considered to be *negative* when the student choose the level 1 or 2 in the Likert scale; The response is considered to be *neutral* when the student choose the level 3 in the Likert scale, and the last case, level 4 or 5 for *positive* responses.

In order to know which level of motivation in learning vocabulary reflected among the responses, the results of questionnaires are reported in form of percentages. The analysis of the tendency of motivation is done based on these statistics.

## CHAPTER 4: DATA ANALYSIS AND DISCUSSION

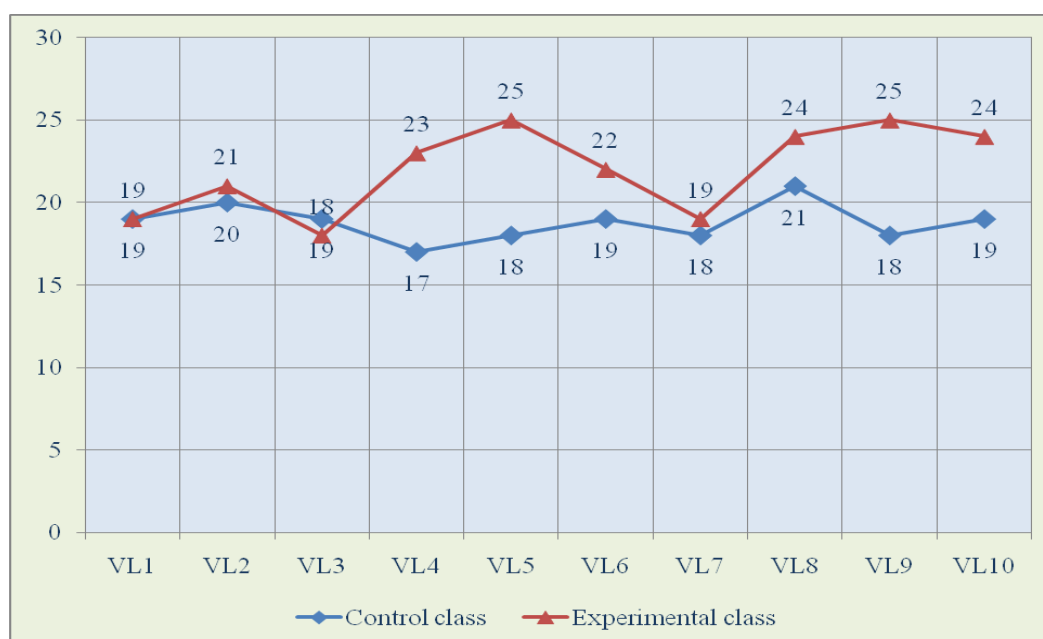
This chapter provides two issues: data analysis, major finding and discussion.

### 4.1. Data analysis

#### 4.1.1. Analysis of the observation results

As explained in chapter 3, the observation sheet of overall class motivation (adopted from Peacock, 1997) was exploited to observe the two classes. The observation sheet consists of six items which were observed and scored from low level (1) to high level (5). In each vocabulary lesson (45 minutes), the whole class was observed and marked by the observer. After being observed, the highest daily score for the whole class motivation was  $5 \times 6 = 30$ , and the lowest score was  $1 \times 6 = 6$ , in which 1 and 5 are the two levels of the scale, 6 is the number of the items in the questionnaire. A daily total score for each class was of between 6 and 30.

**Figure 1: Observation sheet's results**



VL: Vocabulary lesson

The lines with two trends in Figure 1 reveal that the students in the EC were more motivated in vocabulary practice than those in the CC. The percentages showing the level of motivation in the CC declined from 21 to 17. In contrast, those showing the

level of motivation in the EC grew from the 18 to 25. From the line of the EC, it can be seen that in the third and the seventh vocabulary lessons, when the traditional vocabulary practice exercises were applied, the levels of motivation were quite low, only 18 and 19 respectively. The results of observation sheets were also analyzed and displayed in the Table 5 below:

**Table 5: Independent sample t-test for observation’s results of two classes**

class		N	Mean	Std. Deviation	Std. Error Mean
score	CC	10	18.8000	1.13529	.35901
	EC	10	22.0000	2.62467	.82999

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	9.175	.007	-3.539	18	.002	-3.20000	.90431	-5.09989	-1.30011
	Equal variances not assumed			-3.539	12.254	.004	-3.20000	.90431	-5.16581	-1.23419

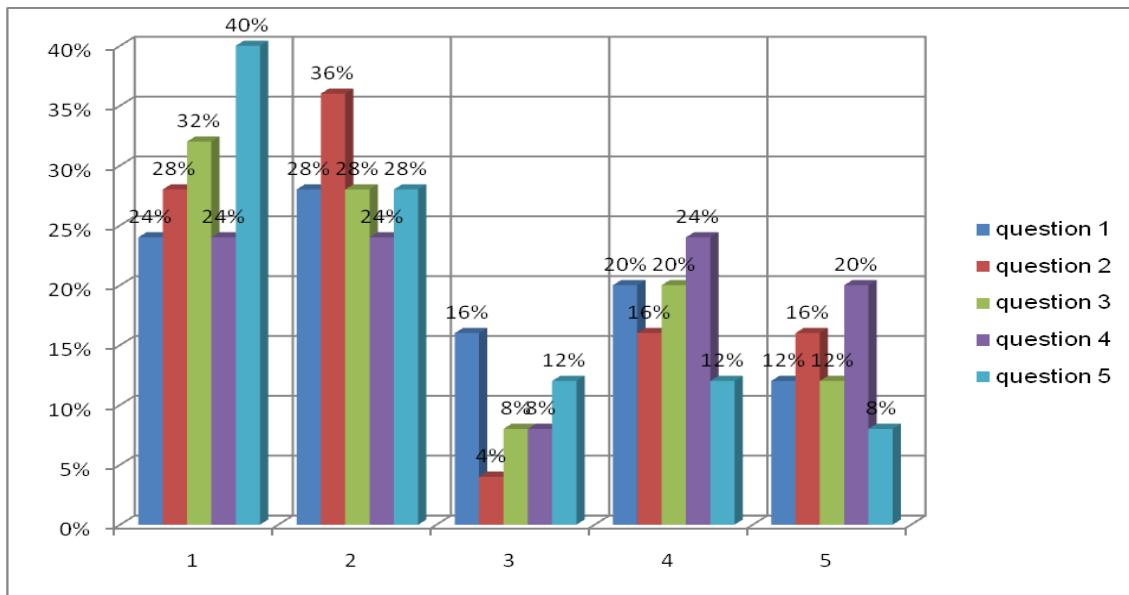
The Table 5 shows that there was a statistically significant difference between the two classes. The mean score for the CC was 18.8, while for the EC was 22. In fact, the CC scored 3.2 lower than the EC did. The difference between the data result was statistically significant and reliable because p-value is  $.002 < .05$ . This indicates that the students in the EC made more effort to study. In other words, the students in the EC as a whole were more motivated than those in the CC. Therefore, the researcher can come to a conclusion that the use of vocabulary games has improved the students’ motivation in learning vocabulary.

#### **4.1.2. Analysis of the questionnaire results**

##### **4.1.2.1. The pre-questionnaire and part I of the post-questionnaire: The participants’ motivation in learning vocabulary**

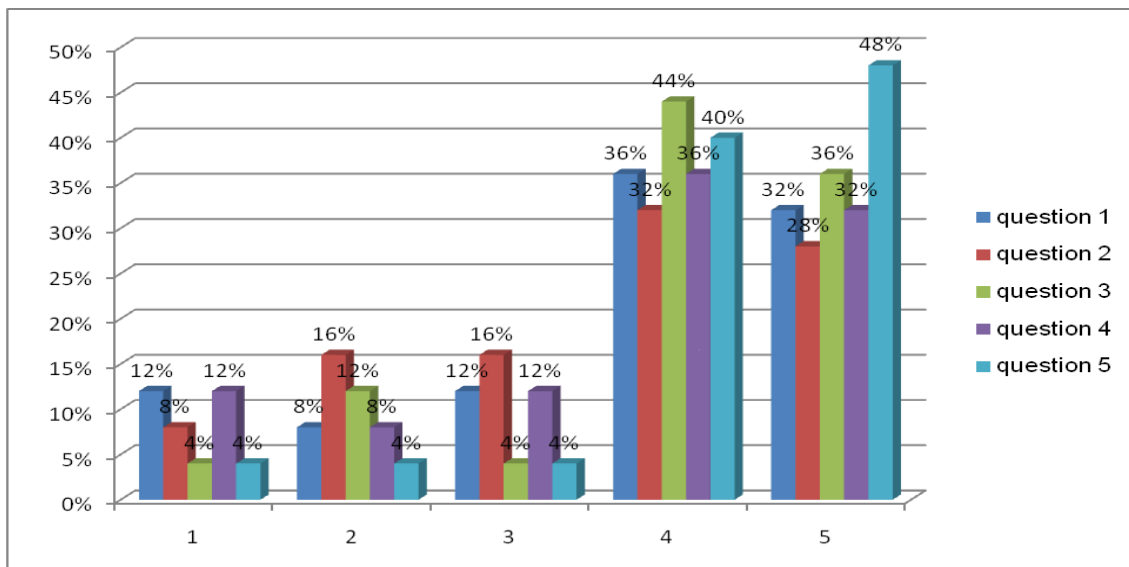


**Figure 2: The pre-questionnaire's result**



Likert scale: (low) 1 2 3 4 5 (high)

**Figure 3: The post-questionnaire's result (part I)**



Likert scale: (low) 1 2 3 4 5 (high)

question 1: How much effort do you put in the vocabulary tasks?

question 2: To what extent do you concentrate on the vocabulary tasks?

question 3: To what extent do you enjoy the vocabulary tasks?

question 4: How persistent is your attention to the vocabulary tasks?

question 5: How interesting are the vocabulary tasks in your perception?

From Figure 2 and Figure 3 above, it can be seen that the students' level of motivation has changed after they experienced the new method of teaching vocabulary. It increases sharply. Especially, with the questions 3 and 5, the number of students who chose levels 1 and 2 declined from 60% to 16%, and 68% to 8% respectively while with levels 4 and 5, the number of students increased from 32% to 80%, and 20% to 88%. This means that most of the students in the EC enjoyed the vocabulary tasks very much and found them very interesting. So, the number of students concentrated on and made effort to the vocabulary tasks also increased, 60% and 68% respectively. Moreover, the students' level of persistent attention to the vocabulary tasks was higher, 68%.

#### 4.1.2.2. Part II of the post-questionnaire: The participant's attitudes towards vocabulary games

##### 4.1.2.2.1. The participants' feelings about vocabulary games

###### Section 1

**Statement 6:** General feelings about vocabulary games

**Figure 4: General feelings about vocabulary games**

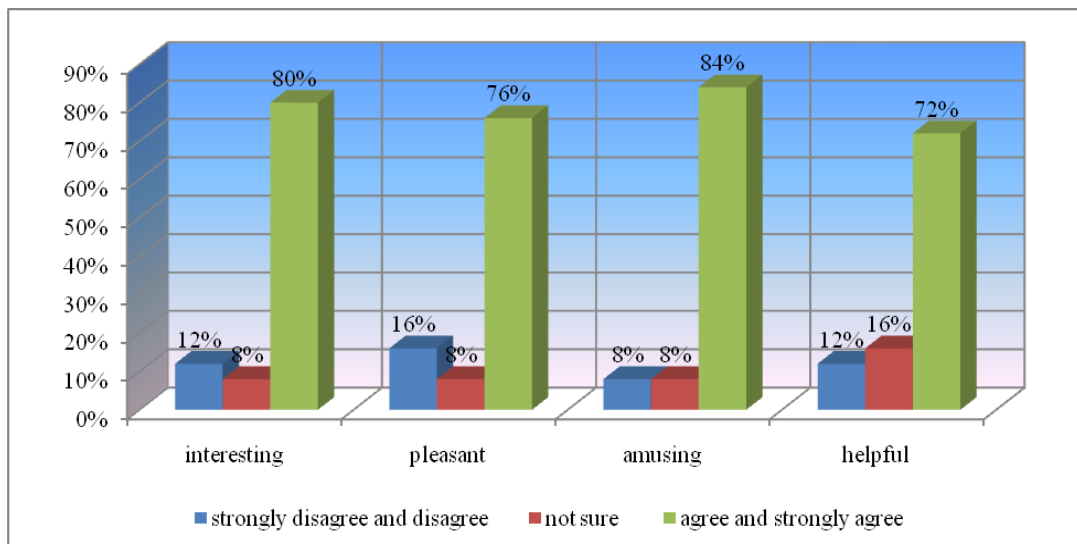
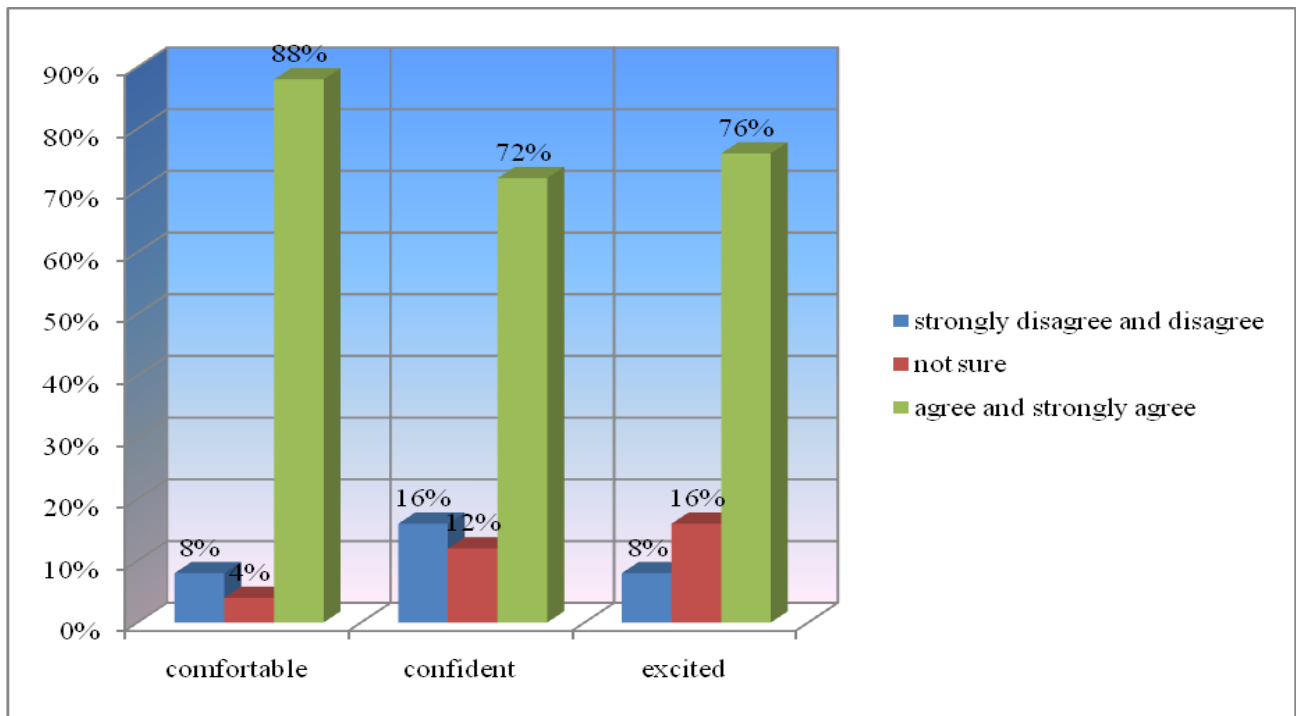


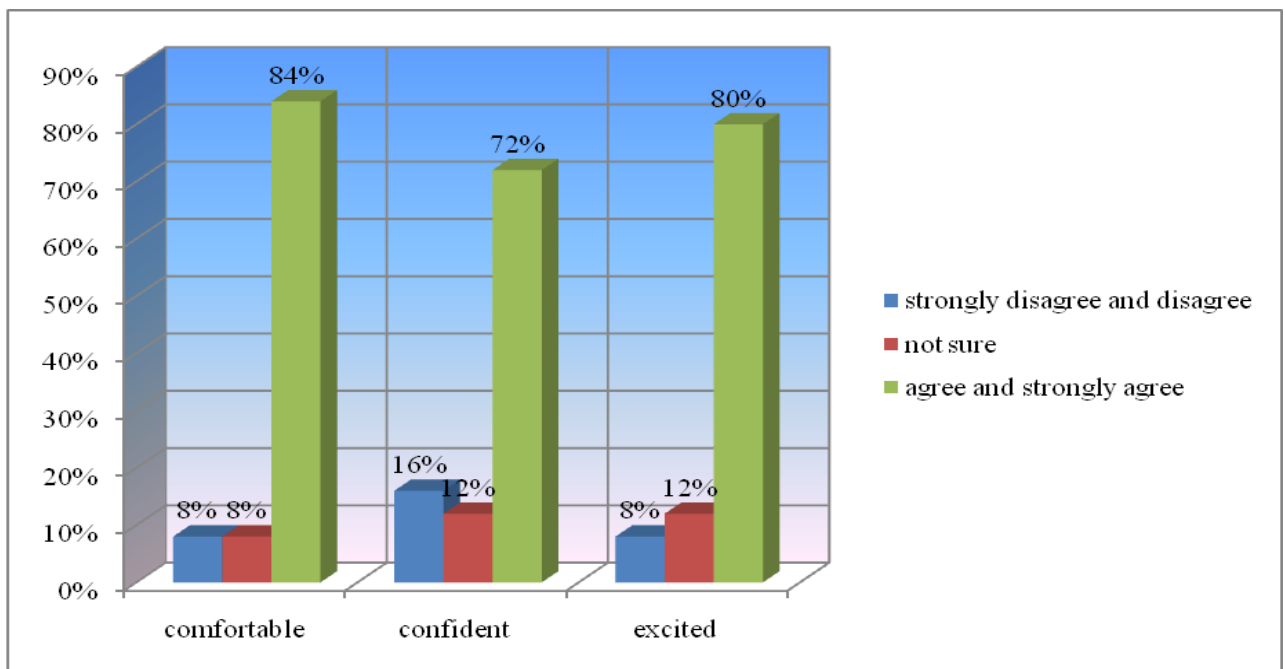
Figure 4 shows the results elicited by question 6 of the post questionnaire. It presents a relatively high level of agreement and strong agreement. The large major of the students (ranged from 72% to 84%) agreed that “In general, practicing vocabulary through games is interesting, pleasant, amusing and helpful”, while only 12% to 16% of the students had the opposite ideas and the rest had no idea.

**Statements 7 and 8:** General feelings about the interactions in vocabulary games

**Figure 5: Feelings about the operation in vocabulary games**



**Figure 6: Feelings about the competition in vocabulary games**



As can be seen in the Figure 5 and Figure 6, a large number of the students in the EC showed positive support for the interactions in vocabulary games. In detail, 72% - 88%

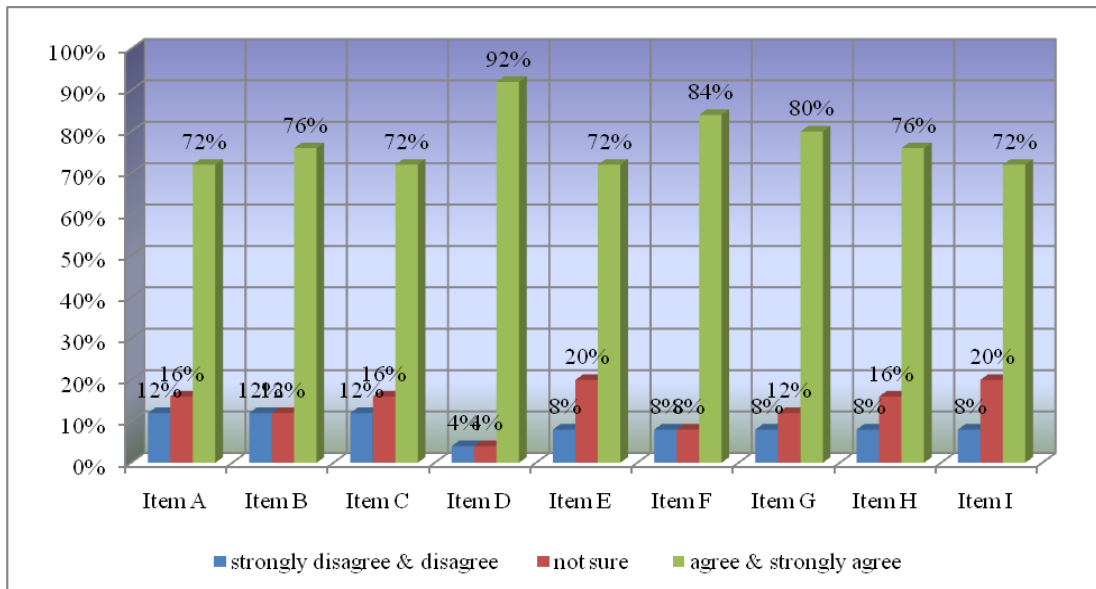
and 72% - 84% of the students had agreement that they felt comfortable, confident and excited when they engaged in vocabulary games with their classmates while only 8% - 16% of the students chose “disagree” or “strongly disagree”, the rest kept the neutral opinion.

#### 4.1.2.2.2. The participants’ belief on the effects of vocabulary games

### Section 2

**Statements from 9 to 17:** Belief on the effects of vocabulary games

**Figure 7: Belief on the effects of vocabulary games**



Item A: Vocabulary games help you remember vocabulary better.

Item B: Vocabulary games help you remember vocabulary faster.

Item C: Vocabulary games help you concentrate on the lesson.

Item D: Vocabulary games bring new learning atmosphere.

Item E: Vocabulary games encourage you to learn vocabulary.

Item F: Vocabulary games give you more energy to study.

Item G: In studying, vocabulary games help you improve cooperativeness.

Item H: In studying, vocabulary games help you improve creativeness.

Item I: In studying, vocabulary games help you improve activeness.

Figure 7 indicates that while the majority of the students believed in the positive effects of vocabulary games on vocabulary practice, only a small proportion disbelieved and was not sure. With items A and B, 72%-76% of the students marked ‘agreed and strongly agree’. Specially, 92% of the students felt that the new atmosphere the vocabulary games brought to the class (Item D). This may be the reason why most students in the class (72%-84%) were encouraged and given more energy to concentrate on the lessons (Item C, Item E and Item F). Moreover, almost of the students (75%-80%) agreed that vocabulary games helped them improve cooperativeness, creativeness and activeness (Item G, Item H and Item I). In brief, most of them agreed that vocabulary games played important role in helping them with vocabulary. In contrast, only 4%-12% did not give the same opinion and the rest, 4%-20% were uncertain.

#### 4.1.2.2.3. The participants’ opinions about the use of vocabulary games in the future

### Section 3

**Statement 18:** Participants’ opinion about the use of vocabulary games

**Figure 8: Opinions about the use of vocabulary games**

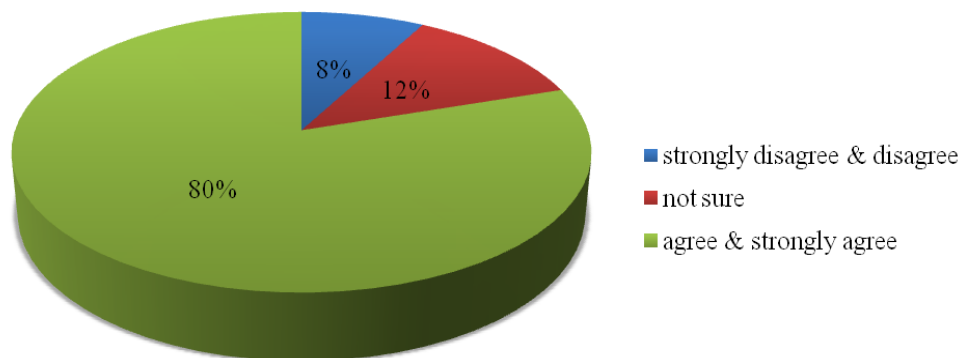


Figure 8 demonstrates that 8% of the students thought that vocabulary games should not be used in the future, and only 12% of them had no ideas, while the rest (80%) of the students did not think so. This result reveals that most of the students wanted to practice vocabulary through games in vocabulary lessons.

The result of part II of the post-questionnaire shows that the students’ attitudes towards vocabulary games were generally positive.

In short, from the analysis of the pre questionnaire and post questionnaire, it can be seen that the students' level of motivation in learning vocabulary increased after the treatment. The students' attitudes towards vocabulary games were generally positive, which is considered to be one of the reasons for the raise of motivation. Then, the effects of vocabulary can be confirmed. In other words, the use of games in vocabulary lessons have had positive effects on students, which has motivated students to learn vocabulary.

#### 4.1.3. Analysis of the test results

##### 4.1.3.1. Comparing the pretest results between the control and experimental classes

In this section, the results of pretest of the two classes were analyzed and compared using independent samples t-test in order to confirm the same ability in the performance between the two classes on the written test at the beginning of the study.

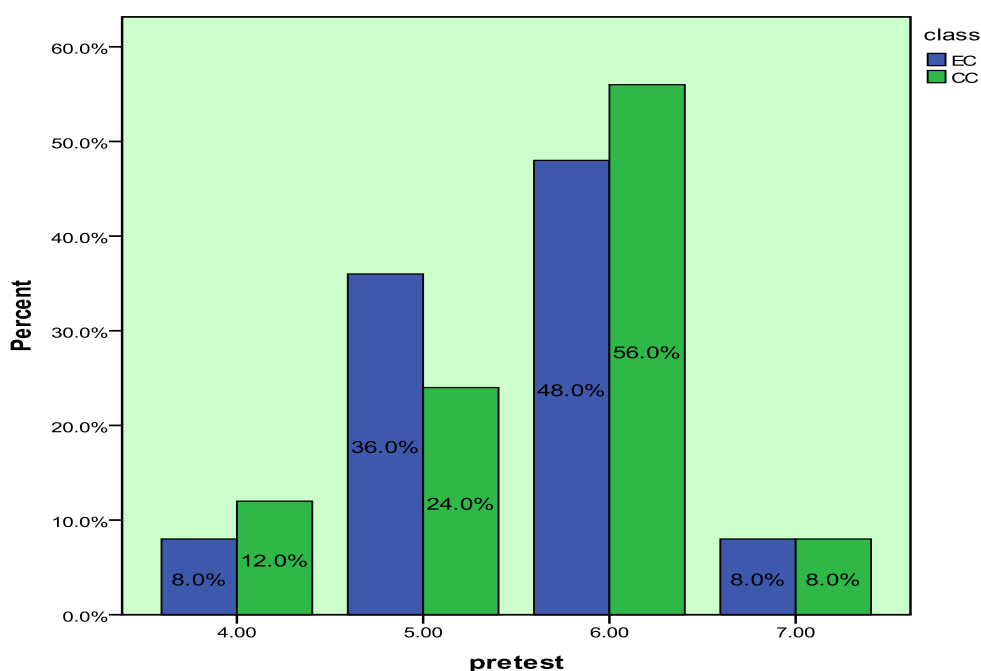
**Table 6: Independent samples t-test for pretests of two classes**

<b>Group Statistics</b>										
class		N	Mean	Std. Deviation	Std. Error Mean					
pretest	EC	25	5.5600	.76811	.15362					
	CC	25	5.6000	.81650	.16330					

<b>Independent Samples Test</b>										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pretest	Equal variances assumed	.027	.870	-.178	48	.859	-.04000	.22420	-.49079	.41079
	Equal variances not assumed			-.178	47.822	.859	-.04000	.22420	-.49083	.41083

**Figure 9: Pretest scores of two classes**



In order to confirm the homogeneity of the two classes in terms of vocabulary knowledge, an independent sample t-test was conducted to examine the difference among the performance of the two classes on the vocabulary test before the experiment. As we can see from the Table 6, the results of the pretest of the two classes were quite similar, with the Mean of 5.56 for the EC and of 5.60 for the CC. The significant value in Levene's Test (.87) is greater than 0.01, so the two classes have equal variances. The table also indicates that the difference here is not significant because  $p\text{-value} = .86 > \alpha = .05$ . In other words, there was no significant difference in the subjects' knowledge of vocabulary between two classes at the beginning of the treatment. So, if there was any difference in posttest results between the two classes after the treatment, it would not be due to their ability in lexical knowledge.

Through the analysis above, it can be assured that the two classes were not different in terms of vocabulary knowledge at the beginning of the study. In addition, the results gained from the pretest also showed the participants' low vocabulary proficiency. The means for both groups were around 6.0, the borderline mark between low marks and high marks. The number of students who got mark  $\leq 6$  was 46 accounted for 92 % of the total students of two classes.

#### 4.1.3.2. Comparing the results of pretest and posttests within class

In this section, the results of the pretest and posttests of each class were analyzed and compared within class using paired samples t-test in order to determine whether there was any improvement in learning vocabulary during the course in each class after the treatment was applied to the EC.

##### 4.1.3.2.1. Test results of the control class

**Table 7: Paired samples t-test for pretest and immediate posttest of the control class**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 CCpretest	5.6000	25	.81650	.16330
CCimmediate_posttest	5.8000	25	.95743	.19149

	N	Correlation	Sig.
Pair 1 CCpretest & CCimmediate_posttest	25	.746	.000

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	CCpretest - CCimmediate_posttest	-.20000	.64550	.12910	-.46645	.06645	-1.549	24	.134



**Table 8: Paired samples t-test for immediate posttest and delayed posttest of the control class**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	CCimmediate_posttest	5.8000	25	.95743	.19149
	CCdelayed_posttest	5.9600	25	.97809	.19562

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	CCimmediate_posttest & CCdelayed_posttest	25	.614	.001

**Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	CCimmediate_posttest-CCdelayed_posttest	-.16000	.85049	.17010	-.51107	.19107	-.941	24	.356

**Figure 10: Test scores of the control class**

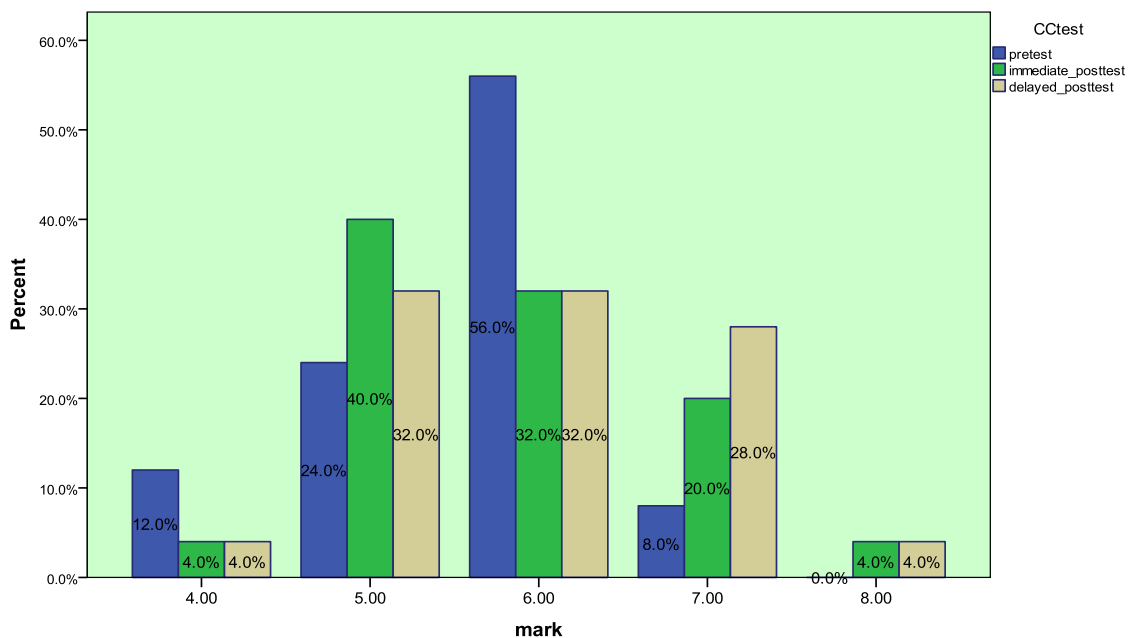


Table 7 and Table 8 present the results of pretest and posttests of the CC. As can be seen, there were some positive changes in the CC' Mean scores between the pretest and

the posttests. In the pretest, the Mean score of the CC was 5.60 (SD=0.82) against 5.80 (SD=0.96) of the immediate posttest and 5.96 (SD=0.98) of the delayed posttest. However, the paired differences of the pretest and the immediate posttest, the immediate posttest and delayed posttest were not significant due to p-value = .13 and .36 respectively ( $> .05$ ).

As discussed above, Figure 10 shows that the CC had some changes in their pretest and posttest scores; however these changes were not significant. It can be inferred that the traditional technique, practice vocabulary through exercises does not lead to better results in the vocabulary tests of the students in the CC.

#### 4.1.3.2.2. Test results of the experimental class

**Table 9: Paired samples t-test for pretest and immediate posttest of the experimental class**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 ECpretest	5.5600	25	.76811	.15362
ECimmediate_posttest	7.1600	25	.85049	.17010

	N	Correlation	Sig.
Pair 1 ECpretest & ECimmediate_posttest	25	.814	.000

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair1 ECpretest-ECimmediate_posttest	-1.60000	.50000	.10000	-1.80639	-1.39361	-16.000	24	.000

**Table 10: Paired samples t-test for immediate posttest and delayed posttest of the experimental class**

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 ECimmediate_posttest	7.1600	25	.85049	.17010
ECdelayed_posttest	7.4000	25	.64550	.12910

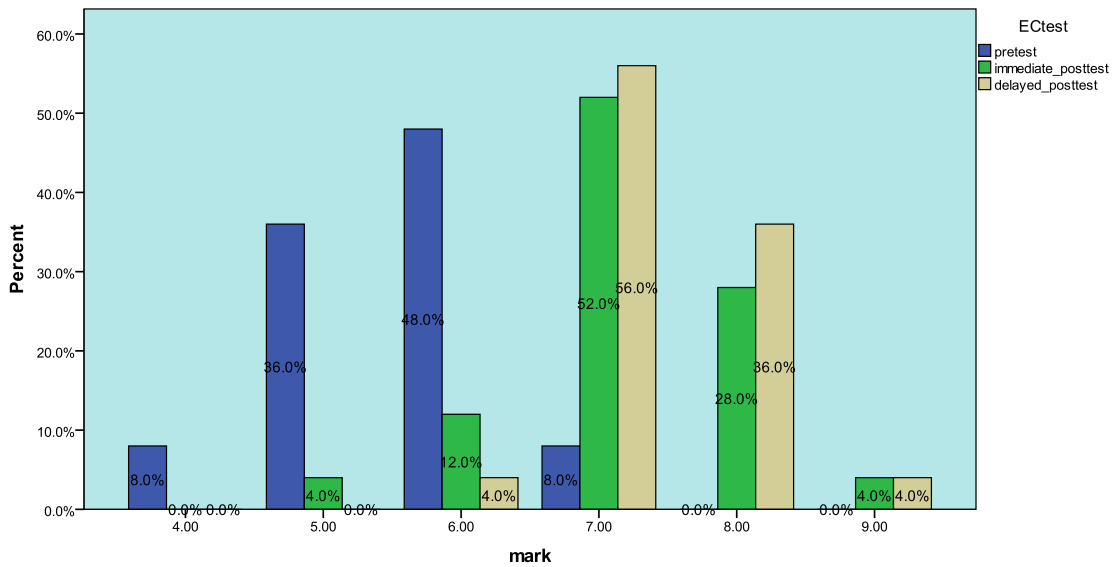
**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 ECimmediate_posttest & ECdelayed_posttest	25	.638	.001

**Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	ECimmediate_posttest - ECdelayed_posttest	-.24000	.66332	.13266	-.51381	.03381	-1.809	24	.083

**Figure 11: Test scores of the experimental class**



The results of paired samples t-test shown in Table 9 and Table 10 reveal a positive improvement in written test performance between pretest and posttests of the EC (pretest:  $M=5.56$ ,  $SD=0.77$  versus immediate posttest:  $M=7.16$ ,  $SD=0.85$  and delayed

posttest:  $M=7.4$ ,  $SD=0.65$ ). There was an increase between the pretest and the posttests' mean scores. With  $p\text{-value} = .00 (< .05)$ , the difference was statistically significant between the EC's performances in the pretest and the immediate posttest.

#### 4.1.3.3. Comparing the posttest results between the control and experimental classes

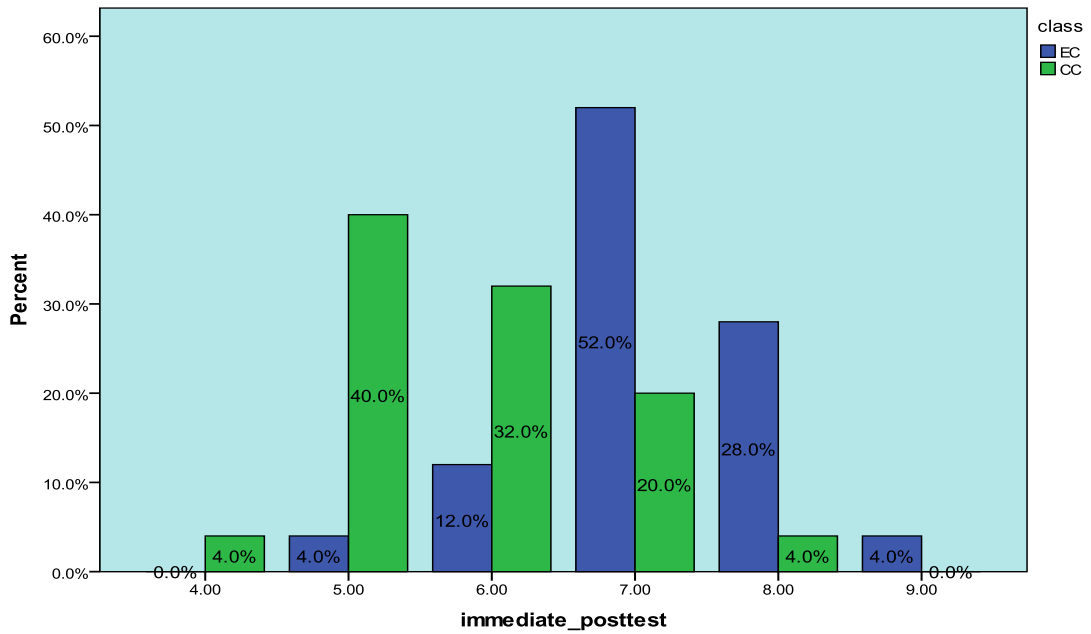
In this section, the results of posttests of the two classes were analyzed and compared using independent samples t-test in order to examine the difference in the performance between the two classes on the written test with and without the treatment; and, indirectly find the effectiveness of using games on the language performance of the EC compared with that of the counterparts in the CC.

**Table 11: Independent samples t-test for posttests of two classes**

class		N	Mean	Std. Deviation	Std. Error Mean
immediate_posttest	EC	25	7.1600	.85049	.17010
	CC	25	5.8000	.95743	.19149
delayed_posttest	EC	25	7.4000	.64550	.12910
	CC	25	5.9600	.97809	.19562

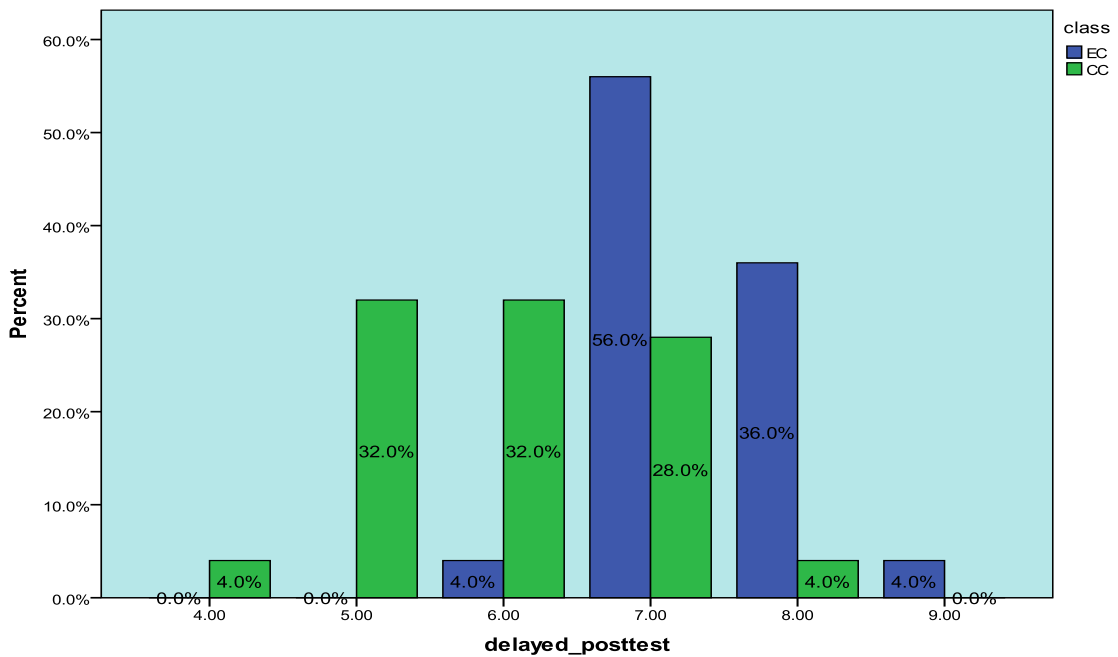
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
immediate_posttest	Equal variances assumed	1.149	.289	5.310	48	.000	1.36000	.25612	.84503	1.87497
	Equal variances not assumed			5.310	47.342	.000	1.36000	.25612	.84484	1.87516
delayed_posttest	Equal variances assumed	2.611	.113	6.144	48	.000	1.44000	.23438	.96875	1.91125
	Equal variances not assumed			6.144	41.573	.000	1.44000	.23438	.96686	1.91314

**Figure 12: Immediate posttest scores of two classes**



**Immediate-posttest:** In the Table 11, the significant value in Levene's Test (.289) is greater than .01, so the two classes have equal variances. From the results above, it is possible to say that there was a significant difference between the performances of the two classes. In other words, the students of the EC in the immediate posttest ( $M=7.16$ ) got significant higher marks than those in the CC ( $M=5.80$ ),  $t(48)=5.31$ ,  $p=.00 < .05$ .

**Figure 13: Delayed posttest scores of two classes**



**Delay posttest:** In the Table 11, the significant value in Levene's Test (.113) is greater than 0.01, so the two classes have equal variances. The result in this case is quite similar to that in the immediate posttest. The participants in the EC still got higher mean scores than those in the CC, with  $M=7.40$  and  $M= 5.96$  respectively. This difference is statistically significant with  $t(48)= 6.14$ ,  $p < .05$ .

In conclusion, from the analysis above, it can be seen that while there was not any significant difference between the CC and the EC in terms of vocabulary knowledge at the beginning of the study, the EC surpassed the CC at the end of the experiment. In addition, there was definite progress in marks between the pretest and posttests of the students in the EC after the games were applied in their vocabulary lessons. However, this was not the same as that in CC, in which the students did not seem to make any progress.

#### **4.2. Major findings and discussion**

As said in chapter 1, being aware of the fact that the 1<sup>st</sup> year non-English major students at HLU have got poor vocabulary proficiency and this situation needs to be improved through the use of games, the researcher decided to do an experiment. From the experiment, the researcher can answer the research questions and draw out some major finding as follows:

As regards the first research question, the results of the observation and questionnaires show that the use of games motivated the students in vocabulary learning. The results of the observation confirmed that the students in the EC were more motivated by vocabulary games and made more effort to study than those in the CC. They experienced more enjoyment, more concentration on vocabulary practice while the students in the CC just tried to finish their lessons. Besides, they felt not only more actively involved but also more interested in vocabulary lessons because vocabulary classes were becoming more interesting thanks to vocabulary games. Moreover, the responses of the students in the EC to the pre and post questionnaire were powerful evidence to confirm the effectiveness of vocabulary games. Most of the students' motivation level in learning vocabulary increased after the treatment, and their attitudes toward vocabulary games were positive. 80% of the students in the EC agreed that vocabulary games should be used for vocabulary practice in the future. The analysis of

observation, and questionnaires also gave the reasonable and logical results. They seemed to have agreement with each other. The students' responses were partly rechecked through the observation's result and vice versa because the items in the two questionnaires and observation sheet had the similar aspects to the same aim of answering the second research question. This result is considered to be reasonable thanks to the advantages of using games which are shown and analyzed in chapter 2. While doing exercises, students often do individually, and some students even have finished them before the class, because these exercises may be available in textbook, they are not eager to wait for new things. But when playing games, students work in groups. They have chances to compete, or operate with their classmates and learn together in the comfortable and flexible atmosphere. They are released from the pressure of studying, of right or wrong answers; instead they can play happily in the lesson and learn vocabulary naturally. However, vocabulary games are not attractive to all of the students in the EC, some of them (20%) still did not agree that the vocabulary games should be used in the future.

The results of the tests, which relate to the second research question of the study, show that the students in the EC performed better in vocabulary than those in the CC. When being compared within class, the results of tests in the both classes had some positive changes with Mean = 5.6 ; 5.8 ; 5.96 for the CC and Mean = 5.56 ; 7.16 ; 7.4 for the EC. However, the increase was only significant in the test result of the EC. When being compared between classes, the results of pretest between the two classes were similar; however, this differed significantly in posttest results. In other words, there was obvious progress of the students in terms of vocabulary after the vocabulary games were applied. These results are consistent with other studies as mentioned in chapter 2 about the effects of games in language classroom which found that games brought positive effects to language improvement.

Vocabulary games, as a new technique of vocabulary practice have shown themselves a quite effective one. Thanks to the strengths they have, vocabulary games can help the students in the EC practice vocabulary in a better way compared with the traditional vocabulary practice exercises which were applied in the CC. Most of the students in the EC show positive attitudes towards vocabulary games. They have good feelings about this new type of activity, believe in its positive effect on their vocabulary learning and

approve of the use of games for vocabulary practice in the future. Therefore, they are more motivated to the learning of vocabulary, and their results of tests have become better.

In conclusion, the results in this study give clear answers to the two research questions that the vocabulary games motivate the students to study vocabulary and improve their vocabulary learning.

Nevertheless, during the treatment, appeared some unanticipated problems that may be regarded as worth noticing in teaching vocabulary at HLU. These problems come from both teachers and students. Firstly, there was sometimes too much noise in the class because of some overexcited students. In some games, they even shouted and run around the class. Secondly, the students sometimes did not understand the rules of the games, they did not know how to do the tasks and what their roles really were, so the games were not successful. Thirdly, using games sometimes failed due to lack of cooperation among members of the class. They seemed not to get on well with each other. Last but not least, while playing games, some students did not seem to be really interested in games, they did not want to move their seats when it was their turns. They often let their group-mates do all the tasks. Thus, other students would work more than them and obviously these students did not have chance to practice the language.



## **CHAPTER 5: RECOMMENDATIONS AND CONCLUSION**

This chapter includes 3 sections. The first section presents recommendations for the application of vocabulary games. The second addresses the limitations of the study and some suggestions for further research are proposed. The last one shows the conclusion drawn from the study.

### **5.1. Recommendations**

#### **5.1.1. Recommendations on the application of vocabulary games**

Vocabulary games can be regarded as a tool for encouraging the students to improve their vocabulary as well as increase their motivation in learning vocabulary. However, in order to gain the most from vocabulary, some comments towards exploiting these games should be considered.

To appeal students' participation in the vocabulary games, the teacher must pay attention to the level of the vocabulary games. The vocabulary games should be neither too difficult nor too easy. As if the vocabulary games are too difficult, some students may become discouraged, but students will feel bored when they play too easy vocabulary games. It is advisable for the teachers to choose games or activities that place responsibility for action and progress upon each individual rather equally, hence members in groups can not "hide" or avoid completing the given tasks. Moreover, a game prepared with pictures, images cards or colourful things, etc can attract students more. Therefore, the teacher should have the careful choice of vocabulary games which are suitable for students' need and relevant to the content of the lesson before running them in class.

The classroom management can be considered the most important factor for the success of the teaching lesson. While the students were playing games, a lot of noise could be made, especially in large classes. Therefore, teachers need to do some classroom management as well as give certain rules in order to control the noise, and mess which are caused by over-excited students. More attention had better to be paid to shy and slow students so that they would get more confident or be encouraged to take part in the classroom. One of the ways to do this is to offer these students more chances of winning

by conducting more games which contain some elements of luck, for example Bingo game. To students who are not interested in playing games, teachers need explain the advantages of games, show them that games are not just entertainment activity but have high educational value, and then encourage them to try. The teacher can points some students as referees to keep the class in balance.

The teacher's giving instructions also influences the effectiveness of the games. This suggests that the instruction should be simple and short. The instructions should be presented in logical order with clear, sequential words or ordinal numerals. According to Rixon (1992, p. 57), "You can should use the native language at this stage if necessary" because "It is waste of time to throw students unprepared into an activity that they have not yet fully grasped: things will go wrong very quickly, and you will then have to spend more time trying to repair the situation".

"When to use games" and "which games to use" are also important factors, which are discussed in chapter 2.

### **5.1.2. Limitations and recommendation for the futher studies**

The study reveals some evidences of the effectiveness of vocabulary games. However, it still has some limitations.

Firstly, this study was conducted in a rather limited period of time, 10 weeks and on a small population, 50 participants, who are first year non-English major students. This might lead to the fact that the results found from the study can not be highly generalized.

Secondly, in class there may be a lot of factors influencing the subjects of the study which is out of the researcher's control, for example the students' mood, observer and lecturer's mood, learning habits, physical surroundings, and so on. In fact, a lot of other factors may have influence on the effectiveness of vocabulary learning; for instance, some students are good over time; students spend time on individual learning at home, which may vary among them; the amount of extra reading which students do themselves after the lessons, etc. Therefore, they do make some limitations of the study.

Thirdly, there was only one observer during the study. In fact, after the lesson, the teacher and researcher collected the observation sheet from the observation and had general agreement with the results, but regretly, the teacher did not act as a real observer and recorded statistics for her observation. Besides the overall motivation observation, individual observation should be focused on to gain more reliable information.

In addition, both the pre and post questionnaires did not contain open questions, so that the students could express their own ideas or explain the reason for their answers. Therefore, the researcher cannot come to deeper analysis and conclusion.

Besides, due to the limitation of time in class and the scope of the study, only some kinds of vocabulary games were applied in teaching vocabulary, so only some aspects of vocabulary were focused on.

Last but not least, because of the limit of knowledge, and experience of doing research, mistakes are clearly unavoidable, and some mistakes have not been aware of by the researcher.

In short, all the conclusion from the results of the study might be thus tentative ones.

Therefore, in further studies, a lot of factors should be taken into consideration.

A longer time experimented and a larger number of participants in different majors as well as some psychological and physical factors should be cared. More observers should be invited to take part in the study, or the researcher can record the process of the lessons and observe again, then fill in the observation sheets. Interview should also be taken into consideration to be a helpful instrument for the study.

More aspects of vocabulary should be studied through games not only in practice stage, but other stages such as: warm-up, presentation or product, and then more kinds of games should be used suitably.

Additionally, the combination of vocabulary games and traditional vocabulary practice exercises or another type of activity might be a better suggestion for futher studies because their advantages can be taken together to make the vocabulary practice more

diverse. It is obvious that a wide diversity will satisfy more students in their interest, learning styles or learning needs.

## **5.2. Conclusion**

The study aimed to investigate the effects of vocabulary games on students' vocabulary improvement and motivation. It has contributed to English teaching and learning in general and vocabulary in particular. The results reveal that vocabulary games not only improve the students' vocabulary learning but also enhance their motivation. It was also found that the students' reactions towards the vocabulary games were generally positive. The findings of the study have led to the suggestions for language teachers in exploiting vocabulary games in order to help students learn vocabulary more effectively.

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## APPENDIXES

### APPENDIX 1: OBSERVATION SHEET

(Overall class motivation)

(adapted from Peacock, 1997)

Observer: .....

Date: .....

Teacher: .....

Time of class: .....

No. of students present: .....

Level of class: .....

Type of games: .....

Brief description of game:

.....  
.....  
.....

Activity:.....

*Observation focus:* Levels of students motivation generated by the use of games in teaching vocabulary. 3 is an average mark for any one item.

#### Instructions:

1. This sheet is for observing the class as a whole, not individual students.
2. Complete this sheet when the lesson is drawing to a close.
3. Circle ONE number for each statement below.
4. Add final comment as the bottom of the sheet if you wish.

1. Mark how involved in the leaning task the students are.

not very involved 1 2 3 4 5 very involved

2. Mark the level of student concentration on the learning vocabulary.

low 1 2 3 4 5 high

3. The students are enjoying the game.

not very really 1 2 3 4 5 very much so

4. The students are paying persistent (extended) attention to the learning vocabulary.

not very really 1 2 3 4 5 very much so

5. Mark the students' activity level (effort/intensity of application)

low 1 2 3 4 5 high

6. The students find the teaching vocabulary interesting.

not very really 1 2 3 4 5 very much so

**- The end -**

## **APPENDIX 2A: PRE QUESTIONNAIRE (English)**

Dear students,

I am doing a research project on the use of games in teaching students vocabulary to find out whether it is effective or not; therefore, some data regarding students' opinions are needed. All information that you provide will be confidential and be used for research purpose only, not affecting your mark or studying result. Please take time to answer all the questions and feel free to ask if there are any questions you do not understand. There is no right or wrong answer, so do not be worried. Your help and cooperation will be highly appreciated.

**Instruction:** Please circle the number that best reflects the extent to which you agree with each of the item. 3 is an average mark for any one item.

1. How much effort do you put in the vocabulary tasks?

Not very much      1      2      3      4      5      Very much so

2. To what extent do you concentrate on the vocabulary tasks?

Not very much      1      2      3      4      5      Very much so

3. To what extent do you enjoy the vocabulary tasks?

Not very much      1      2      3      4      5      Very much so

4. How persistent is your attention to the vocabulary tasks?

Not very really      1      2      3      4      5      Very much so

5. How interesting are the vocabulary tasks in your perception?

Not very really      1      2      3      4      5      Very much so

**Thank you so much for your cooperation!**

## APPENDIX 2B: PHIẾU KHẢO SÁT Ý KIẾN SINH VIÊN 1

(Vietnamese)

Chào các bạn sinh viên, tôi đang tiến hành một cuộc nghiên cứu về việc áp dụng các trò chơi trong giờ học từ vựng, ý kiến của các bạn là cần thiết cho vấn đề này. Tất cả các thông tin các bạn cung cấp sẽ được giữ bí mật và chỉ dùng để phục vụ cho mục đích nghiên cứu, không có bất cứ ảnh hưởng nào tới điểm số hay kết quả học tập của các bạn. Xin vui lòng dành thời gian trả lời tất cả các câu hỏi và yêu cầu giúp đỡ nếu bạn không hiểu một phần nào đó. Bạn đừng lo lắng, vì không có câu trả lời nào được coi là đúng hay sai. Sự giúp đỡ và cộng tác của các bạn được đánh giá rất cao.

**Hướng dẫn :** Khoanh tròn vào 1 số ở bên dưới để thể hiện đúng nhất mức độ trả lời của bạn đối với các câu hỏi đưa ra. Số 3 trong năm nấc (1,2,3,4,5) là mức độ trung bình cho các câu trả lời.

1. Bạn có hăng hái tham gia các hoạt động từ vựng trong giờ học không?

Không thật sự hăng hái tham gia    1    2    3    4    5    Rất hăng hái tham gia

2. Bạn có tập trung trong các hoạt động từ vựng trong giờ học không?

Không thực sự tập trung    1    2    3    4    5    Tập trung cao độ

3. Bạn có hứng thú khi tham gia các hoạt động từ vựng trong giờ học không?

Không thực sự hứng thú    1    2    3    4    5    Rất hứng thú

4. Bạn có chú ý thường xuyên khi tham gia các hoạt động từ vựng trong giờ học không?

Không thực sự chú ý thường xuyên    1    2    3    4    5    Chú ý rất thường xuyên

5. Bạn có thấy hoạt động từ vựng thú vị không?

Không thực sự thú vị    1    2    3    4    5    Rất thú vị

**Cảm ơn sự hợp tác của các bạn!**

## **APPENDIX 3A: POST QUESTIONNAIRE (English)**

*(Adapted from Nguyen Phuong Hoai 2006, The effects of games in helping English non-major students retain word meaning-an experiment at National Economics University)*

Dear students,

The questionnaire is designed to gather information about your motivation on learning vocabulary after you have lessons with practicing vocabulary through games. On the following pages you will find statements and questions related to games. Please read each carefully.

Please complete the questionnaire as seriously as possible. There are no right or wrong responses to these statements. The researcher is simply interested in your opinions. I would like to thank you very much for your co-operate.

### **I. Students' motivation in vocabulary learning**

*Instruction:* Please circle the number that best reflects the extent to which you agree with each of the item. 3 is an average mark for any one item.

1. How much effort do you put in the vocabulary tasks?

Not very much      1      2      3      4      5      Very much so

2. To what extent do you concentrate on the vocabulary tasks?

Not very much      1      2      3      4      5      Very much so

3. To what extent do you enjoy the vocabulary tasks?

Not very much      1      2      3      4      5      Very much so

4. How persistent is your attention to the vocabulary tasks?

Not very really      1      2      3      4      5      Very much so

5. How interesting are the vocabulary tasks in your perception?

Not very really      1      2      3      4      5      Very much so

### **II. Students' attitudes towards vocabulary games**

*Instruction:* Please circle the number that best reflects the extent to which you agree with each of the item.

1= strongly disagree      2 = disagree      3= not sure

4= agree      5= strongly agree

**Section 1: Your feeling about vocabulary games**

6. In general, practicing vocabulary through games is

a. interesting	1	2	3	4	5
b. pleasant	1	2	3	4	5
c. amusing	1	2	3	4	5
d. helpful	1	2	3	4	5

7. When operating with your classmates in vocabulary games, you often felt

a. comfortable	1	2	3	4	5
b. confident	1	2	3	4	5
c. excited	1	2	3	4	5

8. When competing with your classmates in vocabulary games, you often felt

b. comfortable	1	2	3	4	5
b. confident	1	2	3	4	5
c. excited	1	2	3	4	5

**Section 2: Your belief on the effects of vocabulary games**

9.	A. Vocabulary games help you remember vocabulary better.	1	2	3	4	5
10.	B. Vocabulary games help you remember vocabulary faster.	1	2	3	4	5
11.	C. Vocabulary games help you concentrate on the lesson.	1	2	3	4	5
12.	D. Vocabulary games bring new learning atmosphere.	1	2	3	4	5
13.	E. Vocabulary games encourage you to learn vocabulary.	1	2	3	4	5
14.	F. Vocabulary games give you more energy to study.	1	2	3	4	5
15.	G. In studying, vocabulary games help you improve cooperativeness.	1	2	3	4	5
16.	H. creativity.	1	2	3	4	5
17.	I. activeness.	1	2	3	4	5

**Section 3: Your opinions about the use of vocabulary games in the future.**

18. Vocabulary games should be used for vocabulary practice in the future.	1	2	3	4	5
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**Thank you for your cooperation!**



## APPENDIX 3B: PHIẾU KHẢO SÁT Ý KIẾN SINH VIÊN 2

(Vietnamese)

Chào các bạn sinh viên. Phiếu điều tra này được thiết kế để thu thập thông tin về động lực học từ vựng của bạn sau khi được thực hành từ vựng thông qua các trò chơi. Tất cả các câu hỏi và vấn đề đều liên quan đến các trò chơi từ vựng. Xin hãy đọc các câu hỏi và hoàn thành các câu trả lời một cách cẩn thận. Tuy nhiên không có câu trả lời đúng hoặc sai. Kết quả của các câu trả lời chỉ dùng cho mục đích nghiên cứu. Sự giúp đỡ và cộng tác của bạn được đánh giá rất cao.

### I. Động lực học từ vựng của bạn

*Hướng dẫn* : Khoanh tròn vào 1 số ở bên dưới để thể hiện đúng nhất mức độ trả lời của bạn đối với các câu hỏi đưa ra. Số 3 trong năm nấc (1,2,3,4,5) là mức độ trung bình cho các câu trả lời.

1. Bạn có hăng hái tham gia các hoạt động từ vựng trong giờ học không?

Không thật sự hăng hái tham gia      1   2   3   4   5      Rất hăng hái tham gia

2. Bạn có tập trung trong các hoạt động từ vựng trong giờ học không?

Không thực sự tập trung      1   2   3   4   5      Tập trung cao độ

3. Bạn có hứng thú khi tham gia các hoạt động từ vựng trong giờ học không?

Không thực sự hứng thú      1   2   3   4   5      Rất hứng thú

4. Bạn có chú ý thường xuyên khi tham gia các hoạt động từ vựng trong giờ học không?

Không thực sự chú ý thường xuyên      1   2   3   4   5      Chú ý rất thường xuyên

5. Bạn có thấy hoạt động từ vựng thú vị không?

Không thực sự thú vị      1   2   3   4   5      Rất thú vị

## II. Thái độ của bạn đối với các trò chơi từ vựng

*Hướng dẫn* : Khoanh tròn vào 1 số ở bên dưới để thể hiện đúng nhất mức độ trả lời của bạn đối với các câu hỏi đưa ra.

1= Hoàn toàn không đồng ý      2 = Không đồng ý      3= Không chắc chắn

4= Đồng ý      5= Hoàn toàn đồng ý

### Mục 1. Cảm giác của bạn đối với các trò chơi từ vựng

6. Học từ vựng thông qua các trò chơi từ vựng bạn cảm thấy

a. thú vị	1	2	3	4	5
b. dễ chịu	1	2	3	4	5
c. vui	1	2	3	4	5
d. hữu ích	1	2	3	4	5

7. Khi hợp tác với các bạn trong cùng nhóm bạn cảm thấy

a. thoải mái	1	2	3	4	5
b. tự tin	1	2	3	4	5
c. hào hứng	1	2	3	4	5

8. Khi thi đua với các bạn trong lớp bạn cảm thấy

a. thoải mái	1	2	3	4	5
b. tự tin	1	2	3	4	5
c. hào hứng	1	2	3	4	5

## Mục 2. Niềm tin của bạn đối với tác dụng của trò chơi đối với việc học từ vựng

9.	A. Trò chơi từ vựng giúp bạn nhớ từ vựng tốt hơn.	1 2 3 4 5
10.	B. Trò chơi từ vựng giúp bạn nhớ từ vựng nhanh hơn.	1 2 3 4 5
11.	C. Trò chơi từ vựng giúp bạn tập trung hơn vào bài.	1 2 3 4 5
12.	D. Trò chơi từ vựng mang đến không khí học mới.	1 2 3 4 5
13.	E. Trò chơi từ vựng khuyến khích bạn học từ vựng.	1 2 3 4 5
14.	F. Trò chơi từ vựng giúp bạn có thêm năng lượng để học tiếp.	1 2 3 4 5
15.	G. Trong học tập, trò chơi từ vựng giúp bạn nâng cao tinh thần hợp tác.	1 2 3 4 5
16.	H. tính sáng tạo.	1 2 3 4 5
17.	I. sự năng động.	1 2 3 4 5

## Mục 3. Ý kiến của bạn về việc sử dụng các trò chơi khi học từ vựng

18. Trong tương lai, các trò chơi nên được sử dụng trong các giờ học từ vựng.	1	2	3	4	5
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**Cảm ơn sự hợp tác của các bạn!**

## APPENDIX 4: PRETEST

Time allowance: 45 minutes

Please write the answers in the answer sheets

Choose the correct answer a, b, c or d

1. My mother is tall, but my father is.....
  - a. beautiful
  - b. old
  - c. short
  - d. thin
2. A man with no hair is .....
  - a. bald
  - b. blue
  - c. well-built
  - d. handsome
3. John is 15 years old. He is 1.5 meters and nearly 70 kilos. He is too.....
  - a. handsome
  - b. strong
  - c. slim
  - d. fat
4. In this village, people often ..... at 8 p.m and get up at 4 a.m.
  - a. make a bed
  - b. go to bed
  - c. have breakfast in bed
  - d. buy a bed
5. After school, we often.....home immediately.
  - a. go
  - b. go to
  - c. go on
  - d. go off
6. You.....supermarket.
  - a. switch on the
  - b. catch a
  - c. make a
  - d. shop at a
7. In the .....there are fridge, cooker, cupboard, sink and washing machine.
  - a. living room
  - b. bathroom
  - c. bedroom
  - d. kitchen
8. A(n)..... is put in the bathroom.
  - a. coffee table
  - b. toilet
  - c. bed
  - d. armchair
9. There is a lot of books, magazines and newspapers in the.....?
  - a. cupboard
  - b. cooker
  - c. chest of drawer
  - d. bookcase
10. A.....is used to keep food, fruit and vegetable fresh.
  - a. washing machine
  - b. fridge
  - c. bath
  - d. mirror

11. In a year,..... comes after November.  
 a. June                                      b. May  
 c. December                                 d. October
12. - When is your birthday?  
 - It's .....  
 a. on 23 November                      b. on November 23  
 c. in 23 November                         d. both a and b
13. In Vietnam, it is very hot in.....?  
 a. October                                    b. January  
 c. May                                         d. February
14. It is late, so he .....out of the house and jumps on the bus.  
 a. talks                                        b. hurries  
 c. grabs                                        d. holds
14. As the chair lifted Fran and Luke up into the sky them..... and waved the people on the ground.  
 a. looked back                            b. looked at  
 c. looked down                            d. looked up
15. When reading the end of the story, he was so sad that he burst into tears and he.....for a long time.  
 a. cried                                        b. slipped  
 c. whispered                                 d. climbed.
17. You have to buy a.....for the train.  
 a. passport                                    b. visa  
 c. ticket                                        d. trolley
18. Your.....is all your bags and suitcases.  
 a. luggage                                    b. seat  
 c. flight                                        d. house
19. You check into and check out of a.....  
 a. station                                      b. post office  
 c. hotel                                         d. library
20. To visit some country you need a.....  
 a. visa                                         b. boarding pass  
 c. traveler's cheques                      d. journey
21. When it is cold you wear .....on your hand.  
 a. gloves                                      b. jacket  
 c. shoes                                        d. shorts

22. Men usually wear.....on their feet inside their shoes.
- |          |           |
|----------|-----------|
| a. hat   | b. tights |
| c. socks | d. boots  |
23. Things you wear on your head include.....
- |                            |                             |
|----------------------------|-----------------------------|
| a. hat, baseball cap       | b. coat, jacket, shirt, tie |
| c. trousers, jeans, shorts | d. shoes, boots, trainers   |
24. Your head is on top of your.....
- |         |         |
|---------|---------|
| a. feet | b. arms |
| c. neck | d. ears |
25. You have five.....on your feet.
- |            |            |
|------------|------------|
| a. fingers | b. toes    |
| c. eyes    | d. stomach |
26. You eat and speak with your.....
- |         |          |
|---------|----------|
| a. legs | b. head  |
| c. face | d. thumb |
27. You have two..... You see with them.
- |          |              |
|----------|--------------|
| a. hands | b. shoulders |
| c. knees | d. feet      |
28. The phrasal verb “set off” means .....
- |           |              |
|-----------|--------------|
| a. finish | b. return    |
| c. start  | d. establish |
29. When Sarah came in, she .....her coat and sat down in the living room.
- |              |              |
|--------------|--------------|
| a. went away | b. called in |
| c. got to    | d. took off  |
30. “Put on” is opposite to.....
- |              |             |
|--------------|-------------|
| a. put down  | b. put off  |
| c. put aside | d. put away |
31. He often stays up late in the evening but.....early in the morning.
- |              |            |
|--------------|------------|
| a. gets away | b. gets to |
| c. gets on   | d. gets up |
32. A(n).....has sea all around it.
- |           |           |
|-----------|-----------|
| a. valley | b. island |
| c. tree   | d. beach  |
33. A mountain is higher than a.....
- |         |          |
|---------|----------|
| a. sea  | b. sun   |
| c. hill | d. river |

34. There is a lot of trees and animals in a .....
- a. bridge
  - b. forest
  - c. road
  - d. lake
35. Africa and Europe are two .....
- a. continents
  - b. countries
  - c. lakes
  - d. fields
36. You.....a word in a dictionary.
- a. look up
  - b. look for
  - c. look after
  - d. look down
37. Your.....are shorter than your.....
- a. legs.....arms
  - b. arms.....legs
  - c. fingers.....thumbs
  - d. both b and c
38. Your.....are white.
- a. tooth
  - b. tooths
  - c. teeth
  - d. teeths
39. In the summer, boys usually wear .....
- a. T-shirt, shorts and trainers
  - b. jumper, jeans and shoes
  - c. dress, tights, and high heels
  - d. none of them
40. Trains stops at a .....
- a. airport
  - b. hotel
  - c. platform
  - d. station
41. She .....so that no one around them could heard.
- a. talked
  - b. whispered
  - c. waved
  - d. cried
42. The first month of a year is.....
- a. June
  - b. August
  - c. April
  - d. January
43. We have meals.....
- a. living room
  - b. kitchen
  - c. bedroom
  - d. dining room
44. My father told me to .....the lights before going out.
- a. switch off
  - b. put off
  - c. turn off
  - d. a, b and c
45. Before going to bed and after getting up, I always have to.....a bed.
- a. make
  - b. do
  - c. create
  - d. buy

46. Every summer, we.....holiday in Da Lat.
- a. go away    b. go to  
c. go with    d. go on
47. Although her mother hair is long and straight, her hair is.....and.....
- a. short .....curly    b. small.....slim  
c. dark.....thick    d. grey.....attractive
48. If you want to come back you need a.....ticket.
- a. single    b. double  
c. return    d. special
49. Every week, he .....the mountain to have a whole view of the town and keep himself healthy.
- a. walks into    b. climbs up  
c. jumps up    d. climbs down
50. I lifted the bag,, but it was very heavy and it .....out of my hands.
- a. slipped    b. fell  
c. grabbed    d. held

**- The end -**



## APPENDIX 5 : IMMEDIATE POSTTEST

Time allowance: 45 minutes

Please write the answers in the answer sheets

Choose the correct answer a, b, c or d

1. He's very ..... He hates spending money.
  - a. generous
  - b. mean
  - c. wealthy
  - d. poor
2. Women wear.....such as rings, necklaces, earrings, beads, etc to make themselves more beautiful.
  - a. jewellery
  - b. clothes
  - c. mortgage
  - d. tax
3. Hetty Robinson was a.....when he was only 30 because she inherited \$1 million from her wealthy father.
  - a. doctor
  - b. bank clerk
  - c. tailor
  - d. millionaire
4. She didn't own a house, because she didn't want to pay.....taxes.
  - a. property
  - b. mortgage
  - c. fortune
  - d. land
5. You can take money out, save, borrow, or exchange money at a .....

  - a. post office
  - b. school
  - c. police station
  - d. bank

6. They are from .....

  - a. Japanese
  - b. Japan
  - c. Hungarian
  - d. French

7. They speak.....

  - a. American
  - b. China
  - c. Chinese
  - d. America

8. They come from Russia. They are.....

  - a. Russian
  - b. Russish
  - c. Russianese
  - d. Russi

9. Boys often wear.....and girls often wear.....in the summer.
  - a. skirt.....shorts
  - b. dress.....shorts
  - c. shorts.....skirts
  - d. bra.....short

10. Things you wear on your head are.....
- |              |                   |
|--------------|-------------------|
| a. hat, cap  | b. hat, trousers  |
| c. cap, vest | d. trousers, vest |
11. When you go swimming, you wear.....
- |           |             |
|-----------|-------------|
| a. jacket | b. knickers |
| c. blouse | d. swimsuit |
12. Men often wear .....on their feet inside their shoes.
- |               |           |
|---------------|-----------|
| a. underpants | b. tights |
| c. tie        | d. socks  |
13. You wear.....on your feet.
- |                                   |                                    |
|-----------------------------------|------------------------------------|
| a. tie, boots, jumper             | b. boots, trainers, sandals, shoes |
| c. trainers, stockings, tracksuit | d. socks, shorts and T-shirt       |
14. If you want to get a train, you go to the .....
- |                    |                |
|--------------------|----------------|
| a. garage          | b. bus station |
| c. railway station | d. park        |
15. A large church is called a .....
- |              |              |
|--------------|--------------|
| a. town hall | b. temple    |
| c. theatre   | d. cathedral |
16. You borrow books from a.....,you don't buy them there.
- |           |            |
|-----------|------------|
| a. market | b. pub     |
| c. museum | d. library |
17. You can gets stamps and send letters and parcels from a.....
- |               |                |
|---------------|----------------|
| a. cinema     | b. post office |
| c. night club | d. theatre     |
18. My mother often goes to the.....to do her shopping.
- |                   |                |
|-------------------|----------------|
| a. clock tower    | b. supermarket |
| c. leisure center | d. car park    |
19. Do you want to see old objects, and learn about the past? Go to a.....
- |            |           |
|------------|-----------|
| a. library | b. hotel  |
| c. castle  | d. museum |
20. If you are in a town, you can go to a.....to have a break and enjoy the plants and flowers. You can have a walk, take your dog, or sit and read on a bench.
- |                   |         |
|-------------------|---------|
| a. night club     | b. park |
| c. leisure center | d. bank |

21. When the accident happened, he was to .....to be saved.
- a. police station
  - b. market
  - c. church
  - d. hospital
22. On the Valentine Day, the man gives a rose and a bar of..... to his girlfriend.
- a. ice cream
  - b. butter
  - c. chocolate
  - d. margarine
23. Fruit includes bananas, grapes and....., etc.
- a. beef
  - b. cucumber
  - c. ham
  - d. oranges
24. At the second level are fruit and vegetables, such as apples and.....
- a. carrots
  - b. eggs
  - c. prawns
  - d. cakes
25. He's got a bottle of.....
- a. wine
  - b. chicken
  - c. sausages
  - d. spaghetti
26. Three man have.....the local post office.
- a. stole
  - b. stolen
  - c. robed
  - d. robbed
27. The .....escaped after killing the woman at her flat.
- a. murder
  - b. murderer
  - c. robbery
  - d. theft
28. The woman's.....killed him.
- a. attack
  - b. attacker
  - c. assault
  - d. shoplifting
29. She's very good at.....
- a. swim
  - b. swimming
  - c. swimming
  - d. to swim
30. ....makes you burn a lot of calories in one hour.
- a. reading
  - b. eating
  - c. playing the piano
  - d. climbing stairs
31. A person who presents the weather forecast is a.....
- a. newspaper
  - b. film star
  - c. film director
  - d. weather presenter
32. Someone who threatens to make your secrets public is a.....
- a. robber
  - b. attacker
  - c. blackmailer
  - d. seller

33. Someone who smashes telephone boxes is a.....
- |            |           |
|------------|-----------|
| a. vandal  | b. mugger |
| c. burglar | d. theft  |
34. He steals a lot of clothes in the shop. He is a.....
- |               |           |
|---------------|-----------|
| a. kidnapper  | b. robber |
| c. shoplifter | d. vandal |
35. A person who directs films is a.....
- |               |                  |
|---------------|------------------|
| a. newsreader | b. film director |
| c. film star  | d. DJ            |
36. Which word is different from the others:
- |                 |                 |
|-----------------|-----------------|
| a. journalist   | b. TV programme |
| c. TV presenter | d. DJ           |
37. Our Earth is a.....
- |           |             |
|-----------|-------------|
| a. planet | b. moon     |
| c. sea    | d. mountain |
38. The.....is in orbit round the Earth.
- |              |           |
|--------------|-----------|
| a. continent | b. desert |
| c. volcano   | d. moon   |
39. Asia and America are .....
- |          |               |
|----------|---------------|
| a. lakes | b. continents |
| c. stars | d. atmosphere |
40. The .....erupted again yesterday.
- |            |                 |
|------------|-----------------|
| a. equator | b. solar system |
| c. coast   | d. volcano      |
41. A .....is higher than a.....
- |                      |                      |
|----------------------|----------------------|
| a. mountain.....sea  | b. river.....sea     |
| c. hill.....mountain | d. mountain.....hill |
42. Which words associate with space?
- |                                    |                       |
|------------------------------------|-----------------------|
| a. peninsula, island, solar system | b. orbit, comet, sun  |
| c. sun, coast, North Pole          | d. desert, lake, star |
43. Which word associates with Earth?
- |               |              |
|---------------|--------------|
| a. earthquake | b. satellite |
| c. moon       | d. star      |

44. - I need some...  
 - How much do you need?
- |             |          |
|-------------|----------|
| a. sweets   | b. cakes |
| c. potatoes | d. rice  |
45. - I need some .....
- How many do you need?
- |              |              |
|--------------|--------------|
| a. cucumbers | b. olive oil |
| c. beef      | d. ham       |
46. We do not wear.....in the summer.
- |              |            |
|--------------|------------|
| a. trousers. | b. glasses |
| c. blouse    | d. coat    |
47. This house is too.....for me to buy. I do not have enough money.
- |          |              |
|----------|--------------|
| a. cheap | b. expensive |
| c. rich  | d. small     |
48. The people in America speak.....
- |            |             |
|------------|-------------|
| a. America | b. American |
| c. England | d. English  |
49. The word French shows.....
- |             |                             |
|-------------|-----------------------------|
| a. language | b. nationality              |
| c. country  | d. nationality and language |
50. - " I think I've just seen a bare".  
 Which word is not correct in above sentence?
- |          |         |
|----------|---------|
| a. think | b. just |
| c. seen  | d. bare |

**- The end -**

**APPENDIX 6: OBSERVATION SHEET'S SCORE RESULT**

Scores of overall class motivation level in vocabulary lessons

Class \ Vocabulary lesson	Scores of overall class motivation level in vocabulary lessons										Total of scores per vocabulary lesson
	VL1	VL2	VL3	VL4	VL5	VL6	VL7	VL8	VL9	VL10	
CC	19	20	19	17	18	19	18	21	18	19	30
EC	19	21	18	23	24	22	19	24	25	24	30

## APPENDIX 7: PRE-QUESTIONNAIRE'S SCORE RESULT

		Frequencies of responses					
Question \ Scale	1	2	3	4	5	Total of responses	
1	6	7	4	5	3	25	
2	7	9	1	4	4	25	
3	8	7	2	5	3	25	
4	6	6	2	6	5	25	
5	10	7	3	3	2	25	

## APPENDIX 8: POST-QUESTIONNAIRE'S SCORE RESULT

### Part I

#### Questions from 1 to 5:

		Frequencies of responses					
Question \ Scale	1	2	3	4	5	Total of responses	
1	3	2	3	9	8	25	
2	2	4	4	8	7	25	
3	1	3	1	11	9	25	
4	3	2	3	9	8	25	
5	1	1	1	10	12	25	

### Part II

#### Section 1

#### Statement 6:

		Frequencies of responses					
Scale Answer	1 (strongly disagree)	2 (disagree)	3 (not sure)	4 (agree)	5 (strongly agree)	Total of responses	
a. interesting	1	2	2	11	19	25	
b. pleasant	2	2	2	8	11	25	
c. amusing	1	1	2	11	10	25	
d. helpful	2	1	4	9	9	25	



**Statement 7:**

		Frequencies of responses					
Answer \ Scale	1 (strongly disagree)	2 (disagree)	3 (not sure)	4 (agree)	5 (strongly agree)	Total of responses	
a. comfortable	1	1	1	12	10	25	
b. confident	2	2	3	9	9	25	
c. excited	1	1	4	9	10	25	

**Statement 8:**

		Frequencies of responses					
Answer \ Scale	1 (strongly disagree)	2 (disagree)	3 (not sure)	4 (agree)	5 (strongly agree)	Total of responses	
a. comfortable	1	1	2	11	11	25	
b. confident	2	2	3	8	10	25	
c. excited	1	1	3	9	11	25	

**Section 2**

**Statements from 9 to 17:**

		Frequencies of responses					
Item \ Scale	1 (strongly disagree)	2 (disagree)	3 (not sure)	4 (agree)	5 (strongly agree)	Total of responses	
Item A	1	2	4	8	10	25	
Item B	2	1	3	8	11	25	
Item C	2	1	4	9	9	25	
Item D	0	1	1	18	5	25	
Item E	1	1	5	11	7	25	
Item F	1	1	2	12	9	25	
Item G	1	1	3	7	13	25	
Item H	1	1	4	10	9	25	
Item I	0	2	5	10	8	25	

**Section 3**

**Statement 18:**

		Frequencies of responses					
Scale	1 (strongly disagree)	2 (disagree)	3 (not sure)	4 (agree)	5 (strongly agree)	Total of responses	
Response	1	1	3	13	7	25	

**APPENDIX 9:****PRETEST AND POSTTEST RESULTS**

Number	EC			CC		
	Pretest	Immediate -posttest	Delayed posttest	Pretest	Immediate -posttest	Delayed posttest
1.	5	7	7	5	5	5
2.	4	5	6	4	5	4
3.	5	6	7	4	5	5
4.	6	7	8	6	7	6
5.	5	7	7	6	6	7
6.	6	7	7	7	8	7
7.	6	7	8	6	6	6
8.	6	8	7	6	7	6
9.	6	7	7	6	6	6
10.	5	7	7	6	5	5
11.	5	7	7	5	5	5
12.	5	7	8	6	7	7
13.	6	8	8	6	6	6
14.	7	9	8	5	6	7
15.	6	8	7	5	5	6
16.	6	8	8	6	6	7
17.	7	8	9	6	5	7
18.	6	7	7	5	5	5
19.	4	6	7	4	4	5
20.	5	7	7	6	6	7
21.	6	8	8	6	6	5
22.	5	7	7	7	7	8
23.	6	8	8	6	7	6
24.	5	6	7	5	5	5
25.	6	7	8	6	5	6

		Kind of mark	4	5	6	7	8	9	Total of students
Frequencies/ Percentages	EC	Pre-test	2 - 8%	9 - 36%	12 - 48%	2 - 8%	0 - 0%	0 - 0%	25 - 100%
		Immediate posttest	0 - 0%	1 - 4%	3 - 12%	13 - 52%	7 - 28%	1 - 4%	25 - 100%
		Delayed posttest	0 - 0%	0 - 0%	1 - 4%	14 - 56%	9 - 36%	1 - 4%	25 - 100%
	CC	Pretest	3 - 12%	6 - 24%	14 - 56%	2 - 8%	0 - 0%	0 - 0%	25 - 100%
		Immediate posttest	1 - 4%	10 - 40%	8 - 32%	5 - 20%	1 - 4%	0 - 0%	25 - 100%
		Delayed posttest	1 - 4%	8 - 32%	8 - 32%	7 - 28%	1 - 4%	0 - 0%	25 - 100%

## APPENDIX 10 : LESSON PLAN

### Unit 7: In your life

#### Vocabulary: Homophones and homonyms

- Objectives: After the lesson, students (Ss) will be able to distinguish two definitions: homophones and homonyms, and they will be able to have a grasp of homophones and homonyms;
- What Ss have known: words of some topics and some other minimal pairs.
- Level: pre-intermediate
- Materials: textbook, workbook and colourful chalk.
- Time: 45 minutes
- Skills: integrated skills: R, W, L, S.

Lesson plan for the CC	Lesson plan for the EC
<b>Present (15 minutes)</b>	
Teacher's activities	Students' activities

<ul style="list-style-type: none"><li>- Teacher (T) asks the whole class to look at the example:</li><li>+ I &gt; &lt; eye</li><li>+ sun &gt; &lt; son</li><li>- T asks one student to pronounce the pairs of words, and then another to get examples containing the words</li><li>-T asks Ss to find the same and the difference between these pairs of words.</li><li>- T gives definition of homophones: “Homophones are words which have same sound but different spelling and meaning.”</li><li>- T asks Ss to give more examples.</li><li>- T shows the examples and asks Ss to distinguish two lefts in two sentences.<ul style="list-style-type: none"><li>- My pencil is on the left.</li><li>- He left the room at 5 p.m.</li></ul></li><li>- T gives definitions of homonyms: “Words which have same sound and spelling but a different meaning are called homonyms.”</li><li>- T asks Ss give more examples of homonyms.</li></ul>	<ul style="list-style-type: none"><li>- Look at the blackboard</li><li>- Listen to the teacher</li><li>- Do as T’s instructions</li><li>- Answer T’s questions.</li><li>- Take notes.</li></ul>
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Practice (20 minutes)		Practice (20 minutes)	
Teacher's activities	Students' activities	Teacher's activities	Students' activities
<p>-T asks Ss to do Ex 1.b.(p.58)</p> <p>Correct the spelling mistakes in this conversation</p> <p>A: I think I've just seen a <b>bare</b>.</p> <p>B: <b>Wear</b>?</p> <p>A: Over <b>their</b> in the <b>would</b>. It was <b>buy</b> that tree on the <b>write</b>.</p> <p>B: I can't <b>sea</b> anything. But <b>weight</b> a minute. I can <b>here</b> something.</p> <p>A: You're <b>write</b>. But <b>watt</b> is it?</p> <p>B: I don't <b>no</b>.</p> <p>A: Oh, look. I <b>sore</b> it that time.</p> <p>B: It's a dog. The <b>paw</b> thing has hurt itself.</p> <p>A: Yes, it's very <b>week</b>. It's hurt its poor.</p> <p>- T guides Ss to do Ex 2.a, b (p.58)</p> <p>What different meanings can you find for these</p>	<p>Listen to the T</p> <p>Do as the T's instruction and do the tasks individually</p> <p>Go to the blackboard</p> <p>Correct the answers and take notes</p>	<ul style="list-style-type: none"> <li>• Before playing (3 minutes)</li> </ul> <p>Teacher introduces the game to Ss.</p> <ul style="list-style-type: none"> <li>- The whole class, now we will play the game "telephone game".</li> <li>- You will play in 2 groups. Group 1 includes the players numbered 1, group 2 includes the players numbered 2. Group 1 will use blue chalk to write and group 2 yellow chalk.</li> <li>- 2 groups will stand in 2 lines.</li> </ul> <p>T numbers the Ss 1, 2 asks them to gather into 2 groups and stand in 2 lines.</p> <ul style="list-style-type: none"> <li>- I will whisper a sentence to the students at the first of the lines. S/he then whispers to the next student's ear and so on until</li> </ul>	<p>Listen to the T.</p> <p>Do as the T's instructions.</p> <p>Play the game in 2 groups.</p> <p>Go to the blackboard to write the answers, and translate into Vietnamese if required.</p> <p>Mark the scores with the T.</p> <p>Correct the answers and take notes.</p>

<p>words? Use a dictionary to help you.</p> <table border="1" data-bbox="255 395 864 533"> <tr> <td>left</td> <td>flat</td> <td>saw</td> <td>country</td> </tr> <tr> <td>play</td> <td>fine</td> <td>lift</td> <td>present</td> </tr> </table> <ul style="list-style-type: none"> <li>- T asks Ss to go to the blackboard to give the answers.</li> <li>- T gives feedback and keys.</li> </ul>	left	flat	saw	country	play	fine	lift	present		<p>the last student. S/he then runs quickly to the board and writes down the sentence, and translates into Vietnamese if I require. When returning from the board, s/he will stand at the first of the line.</p> <ul style="list-style-type: none"> <li>- The group which writes more correct sentences will get more scores, and become the winner. One correct sentence gets 1 point.</li> <li>- The game last 12 minutes.</li> <li>- The winner has right to ask the loser to do something.</li> <li>• While playing (13 munites)</li> </ul> <p>T whispers these sentences in turns to the Ss, two different sentences for 2 groups in one turn.</p> <p>Homophones:</p> <ol style="list-style-type: none"> <li>1. What you <b>write</b> is <b>right</b>.</li> </ol> <p style="padding-left: 40px;">It must <b>be</b> a <b>bee</b> buzzing.</p>	
left	flat	saw	country								
play	fine	lift	present								



		<p>2. The boy <b>threw</b> the cat <b>through</b> the window.</p> <p>I'm sure he <b>knows what</b> a <b>nose</b> is.</p> <p>3. He <b>ate eight</b> bananas for lunch.</p> <p>They will <b>buy</b> a house <b>by</b> the station.</p> <p>4. You're not <b>allowed</b> to play music <b>aloud</b> in your room at <b>night</b>.</p> <p>5. He couldn't <b>see</b> the <b>sea</b> over <b>there</b>.</p> <p>Look! <b>There</b> they are, in <b>their</b> new red sports car.</p> <p>6. The princess was rescued by a <b>knight</b> last <b>night</b>.</p> <p><b>No one won</b> the match.</p> <p>Homonyms: (required to translate into Vietnamese)</p>	
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		<p>1. The <b>play</b> was interesting.</p> <p>The children often <b>play</b> in the school yard.</p> <p>2. We <b>saw</b> each other last year.</p> <p>This <b>saw</b> is made in Japan.</p> <p>3. They live in a <b>flat</b>.</p> <p>They are too <b>flat</b>.</p> <p>4. My mother gave me a <b>present</b> on my birthday.</p> <p>Tom was <b>present</b> at the meeting.</p> <p>5. The <b>lift</b> is on the left over there.</p> <p>They <b>lift</b> the box at the corner.</p> <ul style="list-style-type: none"> <li>• After playing (4 minutes)</li> </ul> <p>When the game finishes, T asks Ss to come back their seats.</p> <p>T marks the scores, corrects the wrong answers, declares the winner.</p> <p>T gives feedback, and some comments.</p>	
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<b>Product (10 minutes)</b>	
<b>Teacher's activities</b>	<b>Students' activities</b>
<p>T asks Ss to work in pairs, find more examples of homophones and homonyms. Put sentences with these words.</p> <p>T asks Ss to report their work in front of class.</p> <p>T gives feedback and some comments.</p> <p>T assigns homework, ask Ss to prepare the next lesson.</p>	<p>Listen to the T.</p> <p>Do as the T's instruction and do the tasks in pairs.</p> <p>Present in front of the class.</p> <p>Correct the answers and take notes.</p>