ENHANCEMENT OF VOCABULARY THROUGH LANGUAGE GAMES AT ELEMENTARY LEVEL

Authored by

Mamoona Hanif

Abstract

English is being used all over the world as an international language. It has become a Lingua Franca and a language of greater opportunities. It also enjoys a supreme status in society. Its sound knowledge is a successful passport for any job. For learning any language, both the oral and written skills are of equal importance. In fact, learning a second language is never easy. Learners have to wrestle with new vocabulary, rules of grammar, pronunciation and more. In learning a second language, vocabulary is the most paramount part. It is the soul and essence of a language. The current study "Enhancement of Vocabulary through Language Games at Elementary Level" was designed to enhance the vocabulary of the learners skillfully. The researcher selected this area for her research as she thinks that vocabulary plays very important role in acquiring language. That is why it is very important to investigate the most effective ways to improve vocabulary acquisition. This study created an awareness among the elementary level teachers how they can develop English vocabulary of their students. The objectives of the study were to enhance English vocabulary in students by using language games and to make effective use of such games to improve vocabulary of students at elementary level. Data collected was analyzed. It was concluded that when a teacher creates a learning environment in the classroom by using interesting games then naturally the students' response is positive. Based on the findings, the researcher recommends that English language teachers should use language games for teaching English in general and for improving vocabulary in particular at elementary level. They should also motivate the students by using games through pair work and group work in the classroom. The public schools may be equipped with libraries, language labs and audio-visual materials such as tape recorder, video-player, overhead projector, multi-media and such facilities may properly be used for developing vocabulary of elementary level students in English.

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English is being used all over the world as an international language. It has become a Lingua Franca and a language of greater opportunities. It also enjoys a supreme status in society. Its sound knowledge is a successful passport for any job. For learning any language, both the oral and written skills are of equal importance. In fact, learning a second language is never easy. Learners have to wrestle with new vocabulary, rules of grammar, pronunciation and more. In learning a second language, vocabulary is the most paramount part. It is the soul and essence of a language. The current study "Enhancement of Vocabulary through Language Games at Elementary Level" was designed to enhance the vocabulary of the learners skillfully. The researcher selected this area for her research as she thinks that vocabulary plays very important role in acquiring language. That is why it is very important to investigate the most effective ways to improve vocabulary acquisition. This study created an awareness among the elementary level teachers how they can develop English vocabulary of their students. The objectives of the study were to enhance English vocabulary in students by using language games and to make effective use of such games to improve vocabulary of students at elementary level. Data collected was analyzed. It was concluded that when a teacher creates a learning environment in the classroom by using interesting games then naturally the students' response is positive. Based on the findings, the researcher recommends that English language teachers should use language games for teaching English in general and for improving vocabulary in particular at elementary level. They should also motivate the students by using games through pair work and group work in the classroom. The public schools may be equipped with libraries, language labs and audio-visual materials such as tape recorder, video-player, overhead projector, multi-media and such facilities may properly be used for developing vocabulary of elementary level students in English.

DEDICATED TO

Hazrat Muhammad (Peace Be Upon Him)

Who is forever a torch of guidance and

Knowledge for humanity as a whole!

And

Our beloved Quaid Muhammad Ali Jinnah

Who taught us unity, Faith and Discipline!

Moreover to,

My affectionate and loving Parents

And

My Worthy Supervisor: **Sir Safdar Bhatti**

Who encouraged me at each step of life

To face the challenges bravely!

Acknowledgement

In the name of Allah, the most Beneficent and the most Merciful. Billions of Darood O Salam upon the merciful Prophet (Peace Be Upon Him), the one and the only cause of creation of this beautiful world. First and foremost, I extend my thanks and gratitude to my very respectable and kind hearted supervisor: **Sir Muhammad Safdar Bhatti** for his baseline guidance about my work. His endless guidance, enthusiasm and encouragement are something to always be thankful for. His wisdom, teaching style, and positive outlook have been indispensable throughout. It's my good fortune which took me on its peak and made me meet such a kind hearted and devoted Sir. I think, I am lucky enough to have such a competent, cooperative, friendly, devoted, sincere, honest, caring, sensitive and hardworking **Supervisor**. Sometimes, I faced some problems and difficulties regarding research procedure but he encouraged and consoled me in such a beautiful way that every difficulty and hurdle was turned into happiness and found the solution of the problem. He guided and supported me on each and every step of research very skillfully and with professional approach. If I'm doing this TEFL, all this credit goes to him. Really he is a living legend. May he live long! Aameen

I am also thankful to my father who guided and supported me thoroughly. May he too be blessed ever! I would also like to thank the Department of English Language and Applied Linguistics and the Chairperson for giving me this opportunity to conduct the study and thereby to contribute to the field of English language teaching for the young learners. Also, sincere gratitude goes to my daughter who inspired me from the start with lots of moral support to embark on the present research.

TABLE OF CONTENTS

Chapter 1

INTRODUCTION

1.1 RESEARCH BACKGROUND

In the book 'Language and Phonetics" by Timurie, language is defined as "species- specific" and "species- uniform" possession of man. Allah bestowed this special gift to human beings. It exists everywhere in our thinking and minds, offerings and devotions, relations and exchanging information and storage place of knowledge, it is a tool of thinking as well as way of happiness.

Agramal (1995) states " Like food is essential to live, in the same way human being cannot exist without a language. Our thought cannot be impressively expressed if we don't have complete command on language".

''Language is a primarily human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols". (SAPIR, 1921)

The importance of language cannot be overlooked. It is not only used for routine dialogue but also used in education, research and science in spoken as well as in written form. Considering those acts, people study language formally as well as informally. The members of a social group are enabled to cooperate with one another for their own benefits by the use of language. Language has to be taught and used in social groups. Language is a weapon for man. Without it he would have remained unable to speak. Language is the only way to speak with each other and it is the way by which we can send our messages to others. Without it man is like a dumb animal. Proficiency over target knowledge of vocabulary can make our students powerful speaker, handsome listener, good reader and writer. These four basic language skills are much affected by the deficiency in vocabulary of the learners. So, certain attention from teachers and students is thirst of need to teach and understand vocabulary. That is why pre-planned and structured

method of teaching requires to be adopted for developing vocabulary of learners. This suggests pertinent methodological analysis, way of teaching and techniques by the teachers. The results these all produce whereas acquiring the mentioned aims and objectives determine the success of any methodology, material and technique. The current study inspects the role of the use of games to enhance vocabulary of elementary grade students. The word vocabulary indicates the students' understanding of spoken and written words. This knowledge refers conceptual understanding of words. And acquisition of such knowledge is a building process that occurs over time as students make connections to other words, learn examples and non-examples of the word and related words, and use the words accurately within the context of the sentence (Snow, Griffin, & Burns, 2005). Spoken vocabulary excludes those words that we recognize and use in reading and writing while written vocabulary excludes those words which we identify and use in listening and speaking. Instruction of vocabulary makes a very important feature of any target language learning and teaching process. The level of English language learner is decided and determined by the knowledge of vocabulary. There are four basic and major skills which are listening, speaking, reading and writing. Vocabulary creates key role to develop these four skills.

Oxford Advances Learner Dictionary defines the word vocabulary in these words: "A list of words usually with definitions or translations used in a language, a particular book, a special branch of study etc." Nearly all the fields of language teaching and learning, the area of vocabulary is the most complicated and hard to explain because it is wide area of language. It seems clear that to converse at all thoughtfully and appropriately through language, expertise of both grammar and vocabulary is essential. Vocabulary is way post along the path of learning a language. With the help of vocabulary, one can develop mastery over language. It widens the limit of one's knowledge and makes one's feel that we are members of this living world. It

increases our knowledge, understanding and widens our views. English language has a large number of the words in it. It is one of the richest in the world. It has almost the largest numbers of same meaning words of any language in the world. The fact of the lavishness of that language is because English language has developed over the centuries by continuously absorbing words from other languages and is still including words in the respect to maintain rapid progress.

David A (2004: P.36) is of the view,' 'English is a living language which is always changing and that a spelling, a meaning, or a pronunciation that is accepted as the correct form at one time and in a given place may be not so in another part of the world or in a different period of time."

We will come to know that English vocabulary has changed when we study the different phases of English. A large amount of latest words in English language have included. So the development of English vocabulary, its intercommunication with other languages has played a vital role. Learning of vocabulary is the very basic point to expertise it in the target language. Vocabulary acquisition, vocabulary retention and vocabulary transfer are some confused processes in learning vocabulary. No doubt, the role of vocabulary is very vital in order to language teaching and learning. Mastery in vocabulary will make the students be able to enhance other skills well. Harmer (1991) argues that " If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh". (p.135). He amplifies the importance of learning vocabulary and describes that without grammar we can express but very little but without knowing vocabulary we can express nothing even a single word. Therefore, helping students to learn widespread vocabulary by understanding books is essential for any language teaching course. That is why designing pattern and useful approach to develop students' knowledge of vocabulary thought to be the first preference. English has become an essential part of our culture while vocabulary is very wide. Developing vocabulary is key instrument in

language teaching for students of elementary grade. Therefore, the teaching of English vocabulary is playing very vital role to make Pakistani's learners to expertise in English as their target language. To get command and grasp on English vocabulary in fact has become a major issue for the majority of Pakistani's learners. No doubt that without having great amount of vocabulary, he will unable to communicate with his around positively. Developing vocabulary is a confused series of action to achieve result. It takes a long period of time to master in English vocabulary. It makes the learning process more meaningful. But in our customary classrooms, vocabulary has been ignored since the most part of the 20th century. Vocabulary has been confusing area for both the elementary level students and advanced level students. There are many causes of failure of our students. One of them which is very crucial is lack of vocabulary. It is the major hindrance in learning process especially English. It has been seemed that in most of our Government and private schools, the teachers teach the students only by one method which is so called method called traditional way of teaching English vocabulary. That is why students do not take interest in\ learning of vocabulary. They remain lazy in class all the time. Neither they focus on their studies nor they pay attention to their teachers. Therefore, they remain unsuccessful in their school assessment regarding vocabulary particularly. Teacher should search out ways of teaching to develop their students understanding of vocabulary and also helpful for students not to confused but entertain the language learning tasks. Using games is an appropriate way for the students to develop their vocabulary widely and polish their skill and become more intelligent learners. Teachers must adopt various teaching techniques, method and strategies to enhance their students' vocabulary power. In elementary grade as the majority of the students in their early ages like 12 years, teachers may enhance their vocabulary by adopting different strategies through interesting games. During her teaching experience, the

4

researcher herself as a teacher investigated that students have not enough vocabulary rather they are much weak in English vocabulary. There is great need to increase students' vocabulary. So she decided to teach students through interesting activities and games like HANGMAN activity, Role play which entertain students and away from boredom. As researcher examined that children till age of 10 learn more through creative, interesting and activity based teaching. Keeping in view "English" as an international language, 'English' is given the value of compulsory subject in our basic learning system. Requirements of modern age are leading us to adopt English language more skillfully. In our conventional education system, teaching and learning of English language is perceived as a difficult task. Difficulty aroused by the hurdles which are faced by the learners and the teachers. Having rush of students in class, within specific time, coverage of lengthy syllabus like tasks are forcefully performed. Such compulsions have compelled learners and teachers to merely focus on passing written papers. All these hurdles have made English Learning teaching process boring and troublesome. More over this, our unfamiliarity even to general words have made it a nightmare for the teachers and the learners too. The word 'vocabulary' entered the English lexicon in the 1530's and is derived from the Latin word "vocabularium" meaning "list of words'. It gained its meaning as '*body of words used in a particular language*'. It is considered the sum of all words known and used by a particular person or a group of persons. A person's vocabulary is the set of words within languages that are familiar to that person. In learning any language vocabulary is of much importance, as it helps us to express our views, ideas and thoughts like expressions in pet words. It serves as a useful and fundamental tool for communication. Now a day's trends are leading us to make English learning teaching process more practical and functional. In this context the role of language games in teaching learning vocabulary cannot be denied. The most ardent disciples

5

of Chomsky and his theory reveals that language learning requires switching on. They agree language acquisition cannot become operative until the child being in a language environment where he hears. The use of language games may help us to provide that required pleasing "environment". Games help the teacher to create context in which language is useful and meaningful. Language games are adopted to develop accuracy and fluency of language among students. Through language games students can develop vocabulary in an enjoyable way. It helps to lead the students towards new vocabulary acquisition. So the main focus of the study remained on the enhancement of vocabulary through language games. Traditionally our government schools are facing many obstacles like rush of students in a class, shortage of time, Coverage of lengthy syllabus and unfamiliarity to general words even. All these factors have affected English learning and teaching process badly that is resulting to a push towards learning or memorizing vocabulary either by rote or by heart, just in a mechanical way. Vocabulary is core and crux of a language that helps to express our views, ideas and thoughts like expressions in pet words. So unfamiliarity to general words would create hurdles in language class. If primary school teachers provide basic grounds to education, Elementary school teachers lead to strengthen those grounds and enable students to be more rationale and more practical comparatively. So teachers must be equipped with the latest techniques and useful methods. Unfamiliarity of learners to general words makes the learning process boring and hectic for them. In such a situation use of language games might help to capture the interest of students. As games are always appealing to young ones, so by using language games vocabulary of students can be enhanced in a meaningful way.

1.2 STATEMENT OF THE PROBLEM

It is observed especially in Southern Punjab that the students of this area are weak in English vocabulary. So their vocabulary can be enhanced through short games. The current study is designed to examine the role of games for learning vocabulary at elementary level. This research

6

will illuminate the significance of language games for teaching vocabulary at elementary level. This study will attract the attention of teachers to use language games to make their teaching more operative and effective. This research will be conducted in order to find out the significance of language games for teaching vocabulary at elementary level.

1.3 OBJECTIVES OF THE STUDY

This research study was based on these objectives:

1) To find out the function of language games in enhancing vocabulary for language learning.

2) To find out the difficulties encountered in teaching vocabulary through language games.

3) To highlight the significance of language games in English language teaching process, Enhancing vocabulary in a more practical way by creating life like situation.

4) To find out the ways and techniques which may enhance the teacher's skills by using language games for the vocabulary enhancement of students.

1.4 RESEARCH QUESTIONS

The current study answered the following questions:

1) What is the effect of using language games in language learning class?

2) What is the influence of language games in teaching skills?

3) What is the impact of using language games for the learning of students**?**

1.5 SINGIFICANCE OF THE STUDY

This study would be significant to create a better teaching learning process for language class. It would be apart different form conventional methods of teaching like Lecture method or Grammar Translation Method. Interaction between learners and teacher would be comparatively strong here. To conduct a successful language game activity teacher enables students to participate warmly. So it would provide more interesting environment for learning as teacher and students involve equally here. This study would be helpful for teachers to make them know how

7

they can teach English vocabulary more effectively by using language games. It would be beneficial for the learners as they will get an environment of learning by games which would help them to be more involved and focused towards their learning. Their acquisition of vocabulary would be more practical and interesting for them. This study would draw the attention of course designers to include certain language games activities concerned to new vocabulary items introduced in prescribed syllabus, which would provide sufficient grounds of pleasing experiences to learners.

1.6 DELIMITATIONS OF THE STUDY

This study was held at Govt. Girls High School Hasilpur and Govt. Boys High School, Hasilpur. Only the teachers and students were selected randomly from class 7th. Teaching English vocabulary through language games was focused only.

Chapter 2
LITERATUREREVIEW

The present study examined to enhance English vocabulary of Pakistani learners and its effects on them. So, in this chapter related literature review will be included. A thoroughly review of related literature is included to present a clear picture which strengthens the topic of this research. As grammar is the fundamental part of a language as language represents nation and assist in increasing ones particularity. Broughton (1987) defines language as " an artificial and consciously organized method of contact by use of symbols.

" Language is the process or set of processes used to ensure that there is agreement between the sender and receiver for meaning assigned to the symbols and the schema for combining them used for each communication". Rice- Johnson, W (2008).

2.1 IMPORTANCE OF ENGLISH LANGUAGE

According to Nicholas, a nation is recognized by language. There are many languages used all over the world. In which the most commonly and internationally spoken language is English. Most of the books are written in English while some are translated into English for better comprehension. It is considered to be world language. It is an international currency. Half of the world scientific literature is written in English. The Cairo Egyptian Gazette said. " English is not the property of capitalist Americans, but of the entire world". i.e British, American, Caribbean, West African, East African, Indian, South-east, Asian etc are the world varieties of English.

"We cannot make our influence without command on English language" (Mathews,1989).

English is an international language. it is used in the most part of the world and also such locality, where the land is wide, like India , where various cultures are running together and each culture differs from the other and so is their language, people coming from abroad will not be

able to understand the various language. So those who are known to English will deal the situation better. Usually all search engines like Google ask.com etc are available in English, as well as majority sites on various topics are also found in English like Wikipedia etc.

Currently another phenomenon has affirmed the system of English in the world and that is a round. India alone is earning more than 10 billion dollars in collaborate. Major source of its income is call centre, medical transcription, legal transcription etc. Now India feels proud to call it an English speaking country. But the situation is quite different in our country such type of businessmen fail in great degree due to weakness in this field.

2.2 ENGLISH IN SUBCONTINENT

The people of many areas came into subcontinent with varieties of languages. For example, Muslims were familiar with Arabic and Persian when they came in subcontinent. But the arrival of English language upset Mughal to comprehend its significance. All business, local and worldwide affairs were resolved using English as a channel of exchanging information that is why it became a worldwide language.

2.3 TEACHING CONDITION OF ENGLISH IN PAKISTAN

It is apparent that the status of English in Pakistan is very important. Pakistan is a country where more than one languages use to communicate in which English and Urdu are languages which are taught as compulsory subjects. But English used its more usefulness as an official language. So, it has much importance. It is the only way through which we can make progress by getting skills in the scientific, technological, agricultural and literary fields. It is the way which opens the door of our ever increasing storehouse of knowledge. But teaching condition of English in our country is very poor. The traditional English teaching method apply in Pakistani school. Majority of our teachers stress cramming strategy. They do not focus their attention on the importance of enhancing communication skills in their students. Their only aim is to make their students able to

10

pass the examination. English is taught in our institutions as a compulsory subject. Despite of it Pakistani learners don't know how to speak or write accurate English as they are weak in English. We can control this issue if we shall take some useful steps at school level to develop language foundation. So, it is an essential aspect to give a suitable atmosphere both for teachers and students. If any nation wants to make development their focus should be on the language in their educational system, or it would be a suicidal struggle towards knowledge (Jones Hawley, 1977).

2.4 LEARNING MOTHER TONGUE

Mother tongue is the language which child learns. It is the language which he listens from his surroundings. So he speaks the same as he listens from his around. A child begins to utter from a single word and then the words start increasing steadily. After that arrangement of words and their combination starts. The child of age over three is able to speak appropriately. There is a very detailed joint statement issued by the IRA (International Reading Association) NAEYC (National Association for the Education of Young Children) in 1998 that, "Children learn to use symbols, combining their oral language, picture, print and play into a coherent mixed medium for creating and communicating meaning in a variety of ways".

Other authors Venn and John (2004) pointed in resource book, teaching and learning in pre-school that "Oral language development is the foundation for the pre-school literacy acquisition". The period of schooling is started when a child gains skills in listening and speaking. In school all the skills are polished by various teaching methods. A large number of vocabularies must be stored to learn a language and to know how to build sentences. As major difficulty comes when we know what to say but not know about the words for those explanation. It is mentioned by Snow, Tabors and Dickinson (2001) that "The environment of young children should be language-rich, with lots of words used during interesting conversations, and should be enriched by stories and explanations".

11

In our teaching structure, mostly vocabulary is not given much focus. It is claimed that phonological acquaintance is not given much attention in our teaching domain.(Hawken, Johnston and McDonnell (2005).

Many researchers have established fact that vocabulary of a child develops every year by words that are thousands in numbers during the beginning years. There are three practices which are found to be established fact for developing literary command for example:

(i) Using story books with grown-ups and children.

(ii) Play centers with literary prescribed text and many other interesting texts.

(iii) Use of study plan that had been planned on the foundation of acquaintance to phonology. The major thing is input in language learning, as each child is believed strongly some language, and he or she is well known to its particular words in various ways which help them articulate of many words. Those children who have large numbers of vocabulary in the course of effective dialogues, they are efficient to know and familiar them later, on entire writing and reading efficient way of learning vocabulary as well as the intercommunication with adults to learn vocabulary in a good quality and quantity it is the best source. (Govt. of Pakistan 2000)

Not only specific context but a child's own capabilities are also involved in learning new words. At the age of two the source by which a child learns vocabulary is by interaction and direct sources. No other medium plays a reputable role in this manner. Nelson (1973)

Vocabulary of a school child can be developed by number of ways. Direct teaching method is one of them. In our system usually at the grade three to six only 0.4 percent to 1% time in the classroom is spent on direct vocabulary teaching (Durkin 1979). The quantity of words learnt so are only about five target language words per week which is very less than the words estimated for example 52 to 158 words every week. Due to shortage of time, it seems impossible to learn

12

lot of words in the classroom. That is why; mostly verbal context is used in this learning process. Till the age of three to eight child learns vocabulary not purposefully (Jenkins, Stein, Winsocki 1984; Nagy and Anderson 1985). Amount in average of reading and using story books make one of the three parts of growth in vocabulary of a child. And this learning can be constant and sustaining (Nagy et al, 1987 and 1985). It was found after the studies which were conducted on teaching vocabulary that twenty to twenty five percentage of meaning words were learnt with the help of interesting story books at primary grade. A child thinks about the word which is not familiar by him or her and tries to know the meaning of it by examining the context again and again. This is a technique by which many words brings in mind which means almost to same word and so a child learns two or three words along with one in level up to two the mostly vocabulary acquisition is not through reading or books. Mostly children in this age use oral source to learn vocabulary or word. Team work, group discussion, dialogue, question and answers are some oral ways. So they become confuse if words present in the text are unknown for them. The oral sources are much better for learning than any other. (Clifford, 1978; Strickland, 1971) Till the age of ten, they hear the words in the stories give positive response. (Wells, 1986).In the same aspect, it came to know that listening to stories is very effective for vocabulary development at the grade of kindergarten to level two (Feitelson, Kita and Goldstein, 1986; Eller, Pappas and Brown, 1988). Development of vocabulary is mainly linked to number of things. Students revealed to this instruction proved well progress in vocabulary. In this technique the teachers play a key role. She finds the tough and unfamiliar words from the story and exercises them in written as well as in dialogue activities such as:

(i) Missing letters   (ii) Oral sentences   (iii) Matching column etc.

(iv) Re-arrange letters and spell the word correct. (v) Focusing on the phonemes of the letters etc.

All above and various other activities like HANGMAN activity and Role play can be performed in the classroom to develop our students' vocabulary which are attractive as well as educational for them. It is stated by authors Connor, Morrison and Slominski (2006) that for vocabulary children who spent more time in meaning- focused, classroom-level, activities, exhibited greater vocabulary growth than did children who spent - more time in the code-focused activities (p.677). Vocabulary can be enhanced in every age concerning on the competency of the learner. It was denoted that activities should be arranged individually, entire class, in small groups and in large groups to get maximum vocabulary development (p.683). In early ages it is not difficult for a child to overpower his deficiency in regard of feature of language particularly vocabulary. A hypothesis given by Carey (1978) was that at the age of 2-6 years, children link the familiar words with their meanings at once. And that till the age of four as many new words, we want, can be concreted in a child's mind. If interesting sentences are composed the children can be easily learnt unfamiliar words with verbal evidence because at this stage written work could not be done with them. To teach a single word very short sentences which could be comprehensible by the child can be used to clear him/her the meaning of the word being spoken. Meanings of the words should be explained straight while stories are being read and explained to the students. Then the students link the meanings themselves to the word in regard to comprehend the story read to them. Carey (1978) said that once the words are fully recognized and practiced, the words which are new for them should be learned. One word has different meaning in respect of context to enhance vocabulary level. It is also expected that a children learn new words during the discussion of the story again and again.(Feitelson et al, 1986).When teachers teach through story books to learn new words. Very positive results seem to appear whether it is reading stories to them or any work in written form (Coyne et al, 2004; Elley, 1989; Justice and Ezell, 2002;

14

Senechal & Cornell, 1993). More research should be done on enhancing vocabulary of the students of earlier age (Coyne et al, 2004). Coyne stated in his study that a story should be read two times with counseling of the special words through discussion in which those words of the context would be used again and again to make sure that they have learned them good. This method of teaching expressed a meaningful enhance in the vocabulary (p.160). In modern era, all countries are well connected with each other. It is global world where we are living. But we are already behind at a great distant in progress. To fulfill this deficiency, we must provide our new generation good awareness of modern science and teaching. Our views towards English in our academic method and make its understanding better. Majority of our learners, who are well known to English language, but they do not practice it in oral communication. To make skillful our students in English, we must develop their vocabulary. Vocabulary is the soul and essence of a language. Allen (1983) defines vocabulary in the following ways: All the words of a language. The total words used to comprehend or mastery of a specific group of persons. A learner who recognizes what a word means can use other words instead of that specific word to communicate the sense related. Oxford Advance Learner's Dictionary defines the word vocabulary, a list of words with definition or translation used in a language, a specific book or particular branch of study.

(a) Pahuja (1995) expressed that the vocabulary is a collection of words. English language has about a half million words. In speaking and writing three thousand to five hundred words are used while for reading a vocabulary of about 7000 words is required.

(b) At WWW.wordfocus.com the word vocabulary has been defined as " a list of words and phrases usually arranged alphabetically and defined or translated as lexical and glossary.

(c) A supply of expressive means " a repertoire of communication".

(d) The American heritage dictionary defines the word vocabulary used in the following aspects:

15

(i) Knowledge of words of a language user

(ii) A list of words used in some contents

(iii) The system of techniques or symbols serving as a means of expressions.

2.5 COMPONENTS OF VOCABULARY

Allen (1983) described that there are two components of vocabulary:

- Words   Meanings

- **Words:** Bhatti (2010) supports to the definition of Allen by saying that a meaningful single spoken sound is called word e.g. book, boy, girl, old etc.

Oxford Advanced Learner Dictionary defines the word in the following way, a single unit of language which means something and can be written and spoken.

- **Meanings:** Meaning (linguistics), meaning which is conveyed through the use of language. Meaning (Semiotics) has to do with the classification of signs in sign relation.

Importance of Meaning

Haq (1989) says that the meanings have a direct link with words. A student when recognizes what a word means can use other words instead of that specific words to express the meaning related. He can exchange ideas with others as well as with himself through meaning. Meanings are used as a key source for learning a language. Language is used to examine the reflection of meanings and meanings make the vocabulary of language.

2.6 KINDS OF VOCABULARY

Verge (1990) divides vocabulary into two kinds:

(i) Active vocabulary   **(ii)** Passive vocabulary

(i) Active vocabulary: Verges (1990) defines that there are some words which are rightly employed by language uses in their speech and writing. There are common and well known words. It is students' active vocabulary (i.e the vocabulary he is expected to use in speaking and writing).

Features of Active Vocabulary

Verges (1990) classified that there are three common features of active vocabulary.

16

A. Proper use of words, e.g. he acted upon in father's advice. Here preposition of operation is incorrect and inappropriate.

B. Natural and impulsive application of words e.g. our crops failed, owing to failure of the monsoons.

C. Use of words according to rules of grammar. e.g. He is one of those who have survived. Here the real subject "who" refers to the first glance the real subject seems to be " he" (singular).

(ii) Passive vocabulary: Verges (1990) states that there are some words which are in print or in speech that look unknown. The learner has to understand these words. It passive vocabulary (i.e the vocabulary he understands when spoken to or during reading).

Features of Passive vocabulary

Verges (1990) classified that there are two features of passive vocabulary

A. The way how to infer the meaning of a word from a sentence.

B. The way how to follow the real sense of large word group.

Bright et al (1970) describes short history of vocabulary selection and control in these words:
It will guide us to recognize why the accessible reading material is what it is if we take a short look at some of the history of vocabulary selection and choice. When Thorndike composed his first Teacher's Word Book in 1921, he was interested in developing the text from which American Children attained the vocabulary easily by counting the happenings of words in 4.5 million words of text. He built up the frequency of the common 5000 words in the material he chose. It is apparently reasonable to learn read usual words before exceptional ones; they are mostly proved effective. Further, frequency is an objective gauge of judgment which can be built up by counting. This was the beginning of vocabulary choice and command. Other workers participated in 1926, Horn created a 10,000 words writing vocabulary for developing a direct frequency count of personal and business letters. In 1931 Thorndike composed the Teacher's

17

Workbook of 20,000 words and in 1944 with Lorge. The Teacher's Word Book of 30,000 words, which did not disconnect the result of his former counts. Of Thorndike's Jurenile count developed choice from the Terman Lida collection of accepted for enhance vocabulary for the students of class three to eight. Thorndike Semantic Count which identified between many sensed of recognized graphic symbols.

2.7 IMPORTANCE OF VOCABULARY

Understanding and command of second language vocabulary plays a very vital role in any target language teaching and gaining. Understanding of vocabulary makes students able to build and acquire fruitful conversation which is the principal motive of any target language teaching and understanding. Skills over vocabulary makes a learner useful speaker while deficiency of vocabulary falls him or her to failure in building and gaining fruitful conversation.

Wilkin (1972), an early spokesperson advocate of the exchanging of information technique, clearly showed that learning vocabulary has as much importance as learning of grammar. Wilkins (1972) wrote "---- while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". (pp. 111-112).

Schmitt (2010) noted, "Learners carry around dictionaries and not grammar books" (p.4).

Students can comprehend and conveyed with others in English through the help of teaching vocabulary. Voltaire purportedly said, "Language is very difficult to put into words".

"Vocabulary is one of the most important areas within comprehension and should not be neglected" (NICHD, 2000).

The role of vocabulary in students' lives and for their future planning is very important. Child's reading ability can be nearly predestining with the help of his/her vocabulary knowledge even before get admission in school (Beck & MC Keown, 2007). Experts claim that a reader can get

recommendable levels of understanding if he/she knows minimum 90 to 95 percent of the words present in text. (Pullen et al, 2010).

Majid(2000) claimed that the importance of vocabulary cannot be ignored at any level, whether the students are learning, speaking, reading or writing skills. They are permanently familiar with vocabulary and vocabulary is important in making their understanding. Words are the tools and instruments of ideas. One cannot grasp or comprehend any type of material without words.

Tylor (1990) described that the learning vocabulary is key element at elementary grade. It is reality that the learner gains the knowledge at elementary level is constant and forever. Therefore, the students must given a handsome knowledge of vocabulary.

Robinet (1988) also gives favour to the ideas of Pahuja (1995) and gives importance to teach vocabulary elements because they have culture information. This follows reasonably from the fact that meaning is nearly linked. With experience, and culture is the sum total of the experience of the people who share that experience. The method in which speakers of a language view their experience has a bearing on the way in which they classify thoughts and certain issue may increase a second lexical system because of the inclination of the speakers of the language to classify the meaning in a specific way in their L1.

Mughal (2000) stated that the written and printed data which is used in teaching and learning course comprise of words. Due to restricted capacity for gripping the true sense of words misdirects to the translation of a word in sentence. Therefore, vocabulary has great importance in teaching learning circumstance.

Verghese (1990) also thinks the teaching of vocabulary is very important and essential. According to him, the teaching of vocabulary is as important as the teaching of structure. A detail similarity with the syntax of English and an ability to use the primarily structures of the

language are a necessary, but equally important is a mastery of words. It is as language is meant for exchanging of information and it is words that ideas and concepts are held in mind. Exchange of information is impossible without the use of words.

2.8 IMPROVING LITERARY SKILLS

When vocabulary of the child is factual it guides to language learning. Even though the children learn new words from the stories but if they exercise them in the same ways it would be impossible for them to apply that vocabulary whenever needed. So it is essential to use the vocabulary learned in various ways to make it able to adopt. (Dickinson, 2001) The important instrument to make a foundation of writing and reading are well aware of language and vocabulary. It enhances his/her ability and increased confidence in oneself. Planned technique was to link the words read in the words they already knew, this would give them a vast range of words and meanings (Newman et al, 2006; p. 12-13).

Orally practice of language is very useful in learning course. Nekovei and Ermis (2006) favored this declaration in the following expression " amount of reading in and of itself does not boost vocabulary and comprehension abilities. Vocabulary increases when children actively engage in discussions and activities before, during and after the read aloud (Smallwood, 2000)" (p.94). In the class where communication between students-student and teacher- student are effective practices of oral use of language, along with it dialogue delivery is very effective also. Linguists like Bodrova and Leong (2003) agree to the said expression and described, "The play that has the most profound effect on language and literary development is dramatic play" (p. 36).

2.9 APPROACHES OF DEVELOPING VOCABULARY

Max Well Nurn Berg (1961) stated that for developing vocabulary need lot of time and it is difficult task. Whether time is developed to this task, complete command over all the words is not possible both from the side of teachers as well as from students. So it is essential for the

20

teacher to use some easy technique for increasing vocabulary in his/her learners because the teachers are the backbone of educational system. They should have the lot of skills. As expertise is the ability of the teachers so, a good teacher has the quality to overcome any situation during using different techniques and strategies to enhance vocabulary in students. Some strategies are given as under which can be effective for increasing vocabulary in students at elementary classes.

"Let's Talk'' is very first that will be discussed. As it is clear by its name, it includes communication (dialogue) among the children. In this technique groups of children are made by the teachers and the pairing is done between weak language speakers with highly efficient speaker. Five different kinds of play toys were kept on the table to assign children a topic to talk on. The children are asked to talk about them almost fifteen minutes daily. This exercise showed a difference in confidence as well as language learning of the children. This type of approach is generally applied on the kindergarteners and primary level students, for the children of such ages are very social with one another, they will carry out this work with great interesting.(Woodard, Haskins, Schaefer, and Smolen, 2004).

"Text Talk" is another approach which is linked to a story reading course. McKeown and Beck (2006) claimed that "encouraging children to talk about story's ideas, acknowledging their responses and moving on does not fulfill the prescription for engaging children in talk and in thinking about ideas" (p.284).When the learners apply hard vocabulary to understand their choice of words. The aim of this approach is to bring successful conclusion. This strategy was appropriate only the primary grade students. The third one is the direct approach to teach vocabulary. we cannot apply this technique in regular working classroom activities as it needs much time and it is impossible foe early grade students to sit for such a long time with regularity. Its demerits are that students may feel boredom and that is why they learn nothing.

Some more techniques and approaches also as under to enhance vocabulary of students of target language. One of them is incidental vocabulary learning in which the features are studied through immersion in language chore.

Use of dictionary is another technique to develop vocabulary in students. A vocabulary handout can be given their students by the teachers in which they can be asked to maintain a record of unknown or recently find words until they need to use them in original environment.

Playing word games can also be proved helpful strategy to develop vocabulary in students. Graves (2006) implied a tactic for effective vocabulary programs that make easy to teach effectively and learners' promotion of word identification. This program comprise of four parts to increase robust vocabulary:

- Firstly, giving high and various experiences.
- Secondly, teaching individual vocabulary.
- Thirdly, teaching word-learning strategies.
- Fourthly, bringing up words with fullness.

2.10 PROBLEMS INVOLVED IN VOCABULARY DEVELOPMENT

Norrish (1987) commented that the problems which implied in enhancement of vocabulary are commonly taken as follows:

(i) Carefree Attitude and lack of interest.
(ii) First language interference.
(iii) Misjudgment in translation.
(iv) Over-generalization.
(v) Incomplete application of rules.

(i) Carefree Attitude and lack of interest: Norrish (1987) claimed that it has mostly been noticed by the teachers that students do not care for the work they are helped to do in their class. They shirk their work and do not take interest whatever they are supported to attend and listen attentively. In this way their presence or absence in the class both has the dejected results.

22

Norrish (1987) argued that only useful technique can be proved better to involve students in their work. This will stimulate them to learn. The weapon for this objective is pleasure and information. The responsibility lies entirely on teachers to find methods of stimulation.

(ii) First Language Interference: B.F Skinner desired that learning a language is a fact of habit formation. The learners' discourse are thought to be shaped towards those of the language he is learning (Behaviorism). It means a change of behavior on the part of the learner. Such process is called operant conditioning. During learning a target language, a learner requires to put aside his first language. Language is a collection of habits and when we try to learn new habits the old ones may interrupt with the new ones (B.F Skinner). This process of interference is called mother tongue or L1 hindrance. Now the question goes up how a teacher should handle errors due to first language hindrance. The apparent answer is that there is not specific strategy. In this regard the good strategy, appropriate for the teacher, is to teach again a piece of vocabulary. Here is an example of the same word having different senses. The word 'wind' has been used in different sense in the following sentences.

1) The wind in July is full of water vapors.   **2)** I have to wind the clock regularly.

(iii) Misjudgment in Translation: Norrish (1987) claimed that translation word by word of idiomatic expressions in the learner's first language is another way of errors in vocabulary awareness. The distinction between interference and translation from the first language, here, seems clear case of students' errors. The term 'interference' refers to what takes place is mainly without awareness in the mind of the learner. While on the other hand, GTM is a process of conscious mind. Here the learner thinks in his mother tongue and then translates concepts in the second language. There are two causes of such type of errors which are as under:

23

a) Translate first language into target language especially when learner translates a well-known expression, he finds it tough to select suitable word. That is why he tries to find help from the language system he is well known with.

b) When the learners focus more on message than on structure of the language, they make use of pidgin. By doing this, their main objective is to express what they desire to tell. For example, 'Pakora and Samosa' are Urdu words. In plural sense their pronunciation should be pakoray and smosay. But we add 's' for pluralization. The sense is still clear.

In this regard John Norrish (1987:22) the famous linguist wrote that since there is now very little proof indeed that making errors leads to the learning of erroneous forms. Hence this type of activity may not lead to erroneous forms. Bajwa (1994) mentioned that the school life can be divided in three stages. Secondary stage from 9th to 10th, elementary stage of 6th to 8th class and primary level is class 1 to 5th. However primary level of education provides the base and works like a backbone in the whole education system. Mughal (2002) describes that primary education has it unique position and importance all over the world. Hence the role of primary school teacher is very crucial in education. Majid (2000) commented that the primary teachers can play very important role to affect literary rate in every country of the world. Primary school teachers always lay the foundation of a nation in this respect. That is why the primary teachers have to be well versed with the latest methods and techniques which are not only impart knowledge but also of grooming the young children in such a way that they become responsible citizens of tomorrow. Mughal (2002) well thought out that primary teachers are the main source for the students from where they acquire knowledge and skills. So, they should have necessary qualities for teaching English because English is a compulsory subject in all Government institutions. So, the use of games plays a vital role for teaching vocabulary at elementary level to develop vocabulary in students.

24

2.11 VOCABULARY AND ITS IMPACT

Vocabulary is actually considered a set of familiar words within a person's language, which is usually developed with age and serves as a useful tool for communicative acts. Vocabulary is a key element in language learning because a widely productive vocabulary is essential in enhancing the four language skills. While acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Without a large English vocabulary, No one can claim of having a good command of language. The more students learn high utility, the better they will be able to comprehend text that contains those words or similar ones. Vocabulary helps to improve all areas of communication: listening, speaking, reading and writing. All these skills are interacted with each other. Though each type of skill has a different purpose, but vocabulary development in one type facilitates growth in another type.

A person's knowledge of vocabulary is divided into two broad kinds of vocabulary;

Active Vocabulary is also called functional or working which a person uses in his speech and writing. He has full command and understanding of words.

Passive vocabulary is known as recognition vocabulary that a person understands but does not use.

2.12 VOCABULARY LEARNING THROUGH GAMES

Games are useful and effective in learning vocabulary. Game based learning can create a meaningful context for language learning process. After learning and practicing new vocabulary through games students have the opportunity to use language in a non-stressful way (Uberman, 1998)**.** Games provide relaxed and pleasant learning atmosphere in the class rooms, which develops students involvement and promote friendly competition. Games bring relaxation and fun for students and help them to learn new words more easily. Vocabulary games bring real world context into the classroom and motivate learners to get involved and to participate actively in the learning activities which help them to develop vocabulary use in a flexible way.

25

Activities are considered as the effective way in educating language. Activity will create the students fun in studying because they will enjoy to check out. Activities will help the students to increase their inspiration in studying English, so they will be more serious to learn. June Hadvield (1984: 4) states a sport is an activity with rules, a goal and an element of fun. There are many games in educating strategy to teach students language. Wondering game is one of some games in educating strategy. Wondering game is a sport in which the item is to think some kind of information, such as a word, a phrase, a title, or the location of a product. Guess the item is students think language items from the explanations. The experience will create the students trying to think the terms that wanted. Wondering game will boost the students' inspiration in studying English and will increase their vocabularies. Urrutia & Vega (2006) conducted analysis in order to encourage youngsters to increase discussing abilities through games in a Colombian community university. These studies shows that discussing is the most challenging expertise to build up because students presented fear of committing mistakes at the top side of their partners, suffered from anxiety, nerves, poor language and lack of confidence when they speak at the top side of their class mates. The author gave facts that games are useful techniques for improving the discussing abilities. Something similar was observed in Urrutia & Vega (2006) who led an investigation analysis which focused on examining the execution of discussing abilities through language games in a community university called "Federico Garcia Lorca" located in the Usme Zone in Bogotá, Colombia. The members were 20 girls and 20 boys from 14 to 18 years old. The analysis research was about the execution of dental games to get the discussing expertise. The tools used for collecting information were video files, teacher's journal, and surveys because they evaluated the features of kids' dental production in games. The researchers gathered the information towards maps that included some questions answered by students in which they used some percentages to evaluate the test.

26

2.13 LANGUAGE GAMES AND ITS IMPACT

Language games concept was firstly developed by *Ludwig Wittgenstein* referring to simple examples of language use and the action into which the language is woven by creating family resemblance or life like situation. Language games can involve all the basic language skills like listening, speaking, reading and writing, which are often involved in the same game. Language games help to create an environment of learning which resembles life like situation. Through which vocabulary can be enhanced in a more functional way. Language games develop interest of students and enhance their motivation level for learning. Language games help students to minimize their stress which affects their learning process negatively. If students have fun while learning vocabulary, words which they learn can be more permanent and functional as well.

According to Chen (2000), games create the learners more willing to ask questions and think successfully about how to use English to ensure it is happen. They are thus a natural self-expression for both the young and old. They have the advantage of attention in concentrating, offering a self-motivating atmosphere for students with their effective contribution. The advantages of games in the classroom make students have great willingness to practice speaking skill. Su Kim describe as follows:

Games are welcome break from the usual routine of the language class, they are motivating and challenging, games provide language practice in the various skills – speaking, writing, listening and reading… They create a meaningful context for the language use. (1995: 35)

Activities motivate the learners to active in the class room, amuse them, educate which naturally, and enhance fluency. They should be used because they help learners see the beauty in a language and not just issues of which itself. Many advantages of games can get over the discussing issues. The competition of games gives learners a natural opportunity to work

27

together and connect using English with each other. Furthermore, by developing playing and studying, they practice the learned language details in an important perspective. In accordance with the background above, the writer selects educating discussing by using games of the 8th season learners of SMP Negeri 2 Baki Sukoharjo in 2008/2009 educational season.

Chen (2005) also said in his publication that the benefits of using games to learn are enhance communicative proficiency, create an important perspective for language use, increase studying inspiration, reduce studying anxiety and motivate creative and natural use of language. And build a supportive studying environment. Hiebert (2005: 3) suggests that terms come in at least two forms: dental and create. Understanding of terms also comes in at least two types, responsive that which we can understand or recognize and effective the language we use when we create or talk. Oral language is the set of terms for which we know the definitions when we talk or study by mouth. Print language comprises of those terms for which this is is known when we create or study quietly. Productive language is the set of terms that a personal can use when composing or discussing. They are terms that are well-known, familiar, and used frequently. On the other hand, responsive, or identification, language is set of terms for which a personal can allocate definitions when hearing or studying. We use vocabularies to show our concepts, downing, inspiration and knowledge to individuals clearly. Vocabulary is each one of English topic at university that learned by learners. In this study language means the students' ability to learn any kind of terms or stock of terms such as: noun, action-word, adjective, adverb, and others to learn and educating process and the learners know how to use in a particular way and regularly in their everyday life. As we know language is foundation or a basic of a language. Rasinski (2008: 13) shows that language is details of word definitions. We cannot improve our English without perfecting language. Words expertise is not only to support the for skills

28

namely: hearing expertise, discussing expertise, studying expertise, and also composing expertise, but also the existence of terms expertise is very crucial to learn English as a language. Students with poor expertise of language cannot connect in the target language well; consequently they will not be able to infer any concepts passed on to them. To learn English as a language, language as one of the aspects of language elements is seemed to be the big problem. If the learners' vocabularies are poor, they will be a challenge in showing their concepts, feeling, opinion, and they will not be able to recognize any appearance resolved to them, and also they will be a challenge to understand terms that heard or content of reading. Rasinski (2008: 15) declares a comprehensive language helps learners study with complete confidence, talk about what they study and understand. Thornbury (2002: 13) declares that without sentence structure very little can be communicated, without language nothing can be communicated. This is how the linguist summarized the importance of language studying his perspective is echoed in this advice to learners from a recent course book. If you spend most of your time studying sentence structure, your English will not improve very much. You will see most improvement if you understand more terms and expression. You can say very little with sentence structure, but you can say almost anything with terms. Based on the truth, it can be determined that language is the most important in studying English. Perfecting language make the learners be clear and understandable this is of terms when they pay attention, talk, make and study in English. Fluency is a phrase which indicates the flow with which terms and phrases are associated when discussing. The phrase proficient is described by Compartments Brief Dictionary as being "able to talk and build a particular language effectively and with ease". In this, fluency is considered as the capability to get across communicative purpose without any disruption or many breaks that causes restriction at this time of contacting another person. As Amazingly, (1977); Bryne,

29

(1986); and Country, (1991) Protect (1993) declare fluency as the capability to plug the features of conversation easily, and without the need to endeavor hard to think on what to say when discussing, or without the needless breaks, and the unnecessary doubt. Protect (1993) also claims that non-fluency in an English language student is recognized when there is an amount of breaks, reps, and self-corrections that prevent the service of appearance. Under this perception, fluency is the way of information provided quickly and with knowledge of it. Richards (2006) mentioned that "fluency is created by creating class room actions in which learners must settle significance, use interaction strategies, correct misconception, and work to avoid interaction breakdowns" (p.14). In this, fluency can be designed in group actions as it provides significant opportunities to reveal which. According to Rich (2006) there are some actions that focus on fluency and that can be used in English sessions such as: concentrating on accomplishing interaction, demanding significant use of language, and generating language that may not be foreseeable. Cunningham & Edmonds (1999) declares that discussing is a broader idea that not only makes mention of only reality of generating words; it is more than that. The presenter should know which terms should be used and the appropriate time for using those terms in order to get the audience understanding, considering the use of actions and actions to catch the listener's attention. In addition, Cunningham (1999) "notes down that its form and significance are reliant on the perspective in which it happens, such as the members themselves, their combined encounters, the physical atmosphere, and the reasons for speaking" (p. 15). Some discussing actions are used by learners as the way of using the natural language in a real interaction, because they can use which to show their views, encounters, and concepts. Also they can make or build their own significance that they understand to talk with their family. On the other hand, Harmer (2001) indicates that instructors need to be individual, resistant, and build a very comfortable and

30

friendly atmosphere for learners to try to talk a language. Because it indicates that in the English language class room, sometimes, learners do not feel safe, when they receive wrong recommend at this time of the reviews, but the idea is that learners need to be able to handle a natural interaction, and this is possible if learners are revealed to entertaining discussing actions, in which they understand views and concepts.

Chapter 3
RESEARCH METHODOLOGY

INTRODUCTION

This chapter contains the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample and the instrumentation in the study and the research design. Moreover, it introduces the statistical treatment for the study findings.

3.1 RESEARCH DESIGN

The researcher had chosen quantitative research methodology for this research. The design of present research was descriptive in nature. Descriptive research is convincing in temperament, as divergent to exploratory. This means with the intention of descriptive study which gathers irrefutable information that is capable of worn for statistical conclusion on our intention consultation through statistics analysis. As a result the present study takes the type of close-ended questions which restricts its capability to endow with distinctive insights. The purpose of this research was to check **"Enhancement of Vocabulary through Language Games at Elementary Level".** This research was conducted at Govt. Girls High School Hasilpur and Govt. Boys High School, Hasilpur. Two questionnaires were prepared for the students and the teachers to collect information about the enrichment of vocabulary through language games at elementary level. It is a quantitative research in the field of vocabulary learning which has always been considered a difficult field of learning. In this field of learning, if the students are not able to get some accomplishment regarding vocabulary skills, their motivation level can be affected which will definitely affect the results badly. Here, it is the responsibility of the teacher to develop and maintain interest and motivation level of the students to improve their vocabulary skills. It is the

32

teacher who can get the desired results by following a proper planning. The use of gaming activities in the class will help the teacher to give the learners a linguistic atmosphere which will encourage them to speak out although, short lines, but it will add up their confidence level. The teacher will only make the efforts of the students fruitful to get advancement in learning vocabulary skills.

3.2 RESEARCH TOOLS

For conducting the study and data analysis, there are a number of data collection tools like interview, questionnaire, observation, checklist etc. and each of the research tool has its own significance and is used under specific conditions and for specific type of study.

Questionnaire is an efficient research instrument as it requires less time, is less expensive and permits collection of data from a much larger sample (Best and Khan, 1992). It is quite suitable instrument for the collection of reliable and quantifiable information from all members of a sample. It is easy to fill out, keep respondents on subject, is relatively objective and fairly easy to be tabulated an analyzed. (Dalen,1973)

In this study, questionnaire was taken as the instrument of data collection as it is easy to collect data through questionnaire and the results of the study are usually unbiased. There is no chance of dual answering so the results are more significant.

1**:** Questionnaire for teachers working at elementary level.

2: Questionnaire for students studying at elementary level.

3.2.1 Questionnaire for Teachers (Annex A)

Questionnaire was used as a tool in this research for the teachers, working at elementary level to assess teacher's opinions and estimates towards teaching English language particularly vocabulary skills. It consisted of 10 questions. All the questions were objective type questions. The main purpose of this questionnaire was to know how many teachers think that the use of language game activities is necessary in the classroom for improving vocabulary skills of the

33

elementary level students. These questionnaires were supplied to the teachers personally. After getting the views through questionnaires, the data analysis was carried out. As researcher gave these questionnaires personally to every teacher so the received data was correct. After getting data, percentage was made and described with the help of graphs.
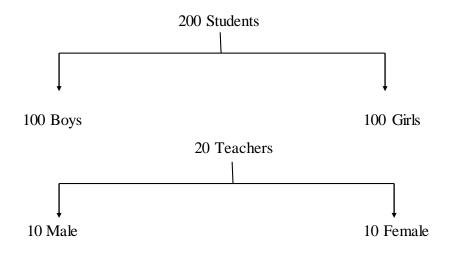
3.2.2 Questionnaire for Students (Annex-B)

A questionnaire which included 10 questions was also distributed among the students of class 7th at Govt. Girls High School Hasilpur and Govt. Boys High School, Hasilpur. The questionnaire was designed to gather the students' opinions about using language games in order to improve their vocabulary skills.

3.3 POPULATION OF THE STUDY

The population of the study consisted of all the elementary level teachers and students of two Govt. schools of Hasilpur city. The data was collected from the 7th grade learners in the academic year 2019.

3.4 SAMPLE OF THE STUDY

The sample of the study consisted of (20) teachers and (200) students of 7th class who were randomly chosen from Govt. Girls High School Hasilpur and Govt. Boys High School, Hasilpur.
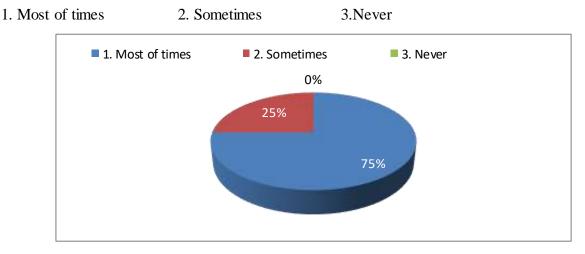
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                          200 Students
                               |
            ┌──────────────────┴──────────────────┐
            ↓                                      ↓
        100 Boys                              100 Girls
                          20 Teachers
                               |
            ┌──────────────────┴──────────────────┐
            ↓                                      ↓
        10 Male                               10 Female
```

34

Chapter 4

RESULTS AND DATA ANALYSIS

This chapter shows the results of researcher's investigation which were obtained after classroom observation. The researcher has already discussed that this study was conducted to investigate the impact of language games for enhancing vocabulary skills of the learners. After data collection, the researcher analyzed the questionnaires statistically.

4.1 ANALYSIS OF TEACHERS' QUESTIONNAIRE

The researcher gave the questionnaires to 20 teachers and they were asked to tick the option they consider right. Each questionnaire had 10 questions and these questionnaires were distributed among the selected teachers of Govt. Girls High School and Govt. Boys High School, Hasilpur.
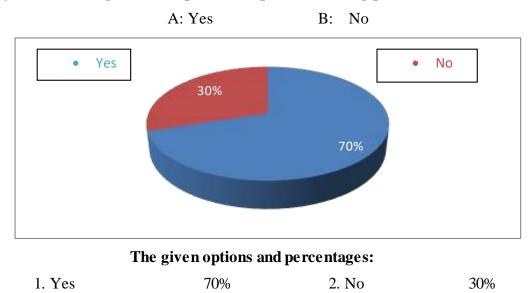
Q#1: Do you use games to teach vocabulary in the classroom?

1. Most of times   2. Sometimes   3.Never

The given option and percentages:

1. Most of times   75%   2. Sometimes   25%   3.Never   0%

As it is clear that 75% teachers used language games most of time and 25% teachers used sometimes. These activities, if carefully implemented, are important and compulsory for any language classroom. They keep the students active and also motivate them to learn. It directly enhances communicative competence.
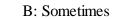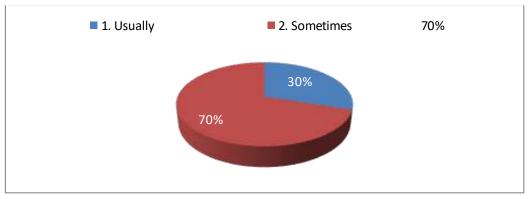
Q#2: Do you think that game has a positive impact on learning process?

A: Yes   B: No

The given options and percentages:

1. Yes   70%   2. No   30%

Here we can see that only 30% teachers think that language game doesn't have positive impact on learning process but 70% are strongly agreed that it improves their learning process and has positive results. So it is a good sign for their oral proficiency.

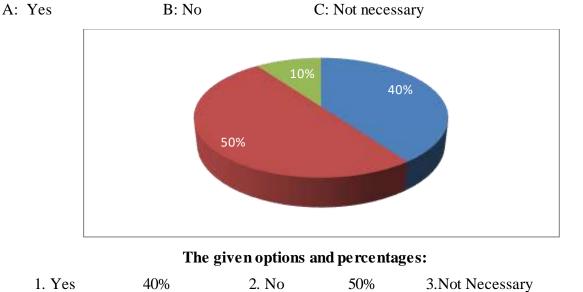**Q#3: Do you encourage your students to interact in English?**

A: Usually   B: Sometimes

The given options and percentages:
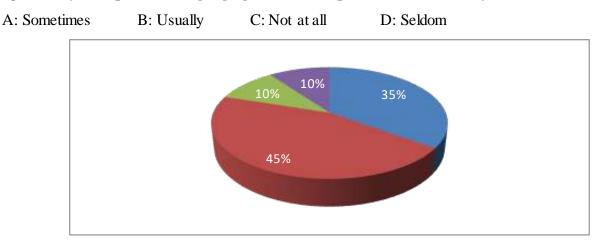
1. Usually   70%   2. Sometimes   30%

The above chart shows that only 30% teachers encouraged their students to interact in English sometimes while 70% usually encouraged them during their lecture. The reason is untrained and incompetent English teachers. It is also a big hindrance in teaching learning process.

36

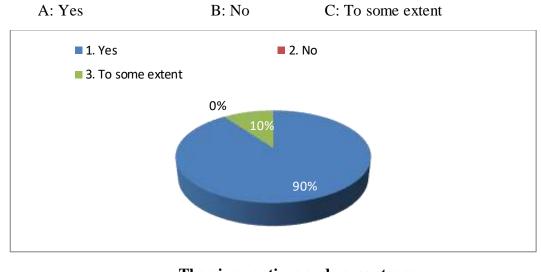**Q#4: Do you have any pre-service or in-service training in ELT?**

A: Yes   B: No   C: Not necessary

The given options and percentages:

1. Yes   40%   2. No   50%   3.Not Necessary   10%

The above chart shows that only 40% teachers got training, 50% didn't get any training and 10% thought it unnecessary. So it is also a big hindrance in teaching learning process because an ignorant and untrained teacher spreads ignorance everywhere.

Q#5: Do you implement language games for the practice of vocabulary skills?

A: Sometimes   B: Usually   C: Not at all   D: Seldom

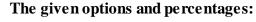**The given options and percentages:**

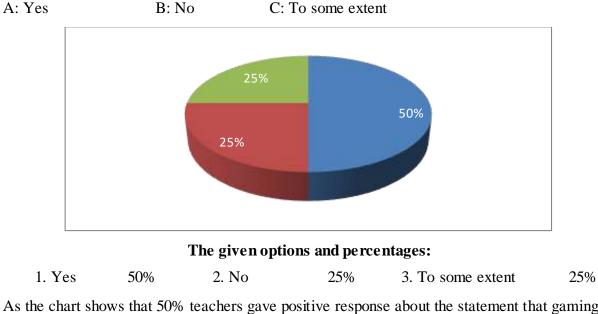1. Sometimes   35%   2. Usually   45%   3.Not at all   10%   4.Seldom10%

As the above chart shows that 35% teachers used games sometimes with students. While 45% teachers usually used it with the learners because it gave them chances to take part in such activities. Only 10% teachers seldom used this technique while 10% not at all.

37

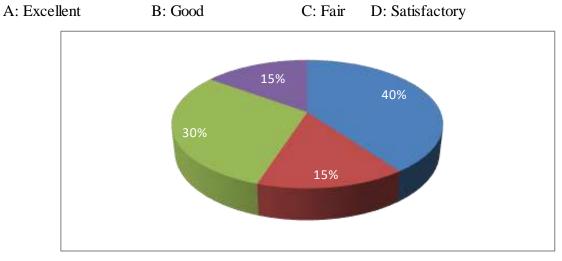**Q#6: Should language tasks be meaningful and purposeful?**

<center>A: Yes   B: No   C: To some extent</center>

The given options and percentages:

1. Yes   90%   2. No   0%   3. To some extent   10%

Mostly teachers were of the opinion that language games are extremely helpful to enable students to learn vocabulary skills in a playful manner. They all were agreed that gaming activities should be purposeful. Only 10% teachers thought it meaningless.

Q#7: Teaching vocabulary through games makes learning everlasting.

<center>A: Yes   B: No   C: To some extent</center>

The given options and percentages:

1. Yes   50%   2. No   25%   3. To some extent   25%

As the chart shows that 50% teachers gave positive response about the statement that gaming activities makes the learning everlasting while 50% were undecided.
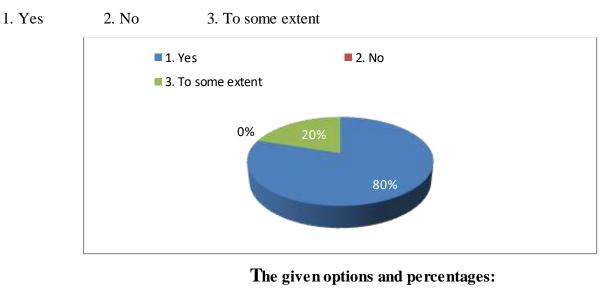
<center>38</center>

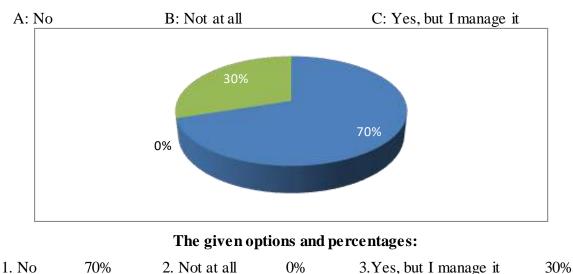**Q# 8: How would you compare games with other teaching techniques that you use?**

A: Excellent   B: Good   C: Fair   D: Satisfactory

The given options and percentages:

1. Excellent   40%   2.Satisfactory   15%   3.Good   30%   4.Fair   15%

As the chart shows that 40% teachers thought it excellent while 30% consider it good but 15%

thought it satisfactory and 15% fair. So, most of the teachers favored its impact.

Q# 9 I always use language games in my class.

1. Yes   2. No   3. To some extent

The given options and percentages:

1. Yes   80%   2. No   0%   3. To some extent   20%

 As the above chart shows that most of the teachers used games up to 80% in their classes while

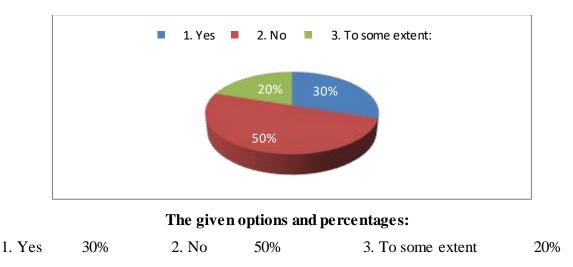20% were undecided. So all this shows that they liked gaming activities.

Q# 10: Do you find any difficulty in implementing gaming activities in the classroom?

A: No   B: Not at all   C: Yes, but I manage it

The given options and percentages:

1. No   70%   2. Not at all   0%   3.Yes, but I manage it   30%

According to the above chart, up to 70% teachers argued that they didn't find any difficulty in implementing gaming activities in the classroom while 30% teachers said that they manage this problem by themselves to utilize it in the classroom.
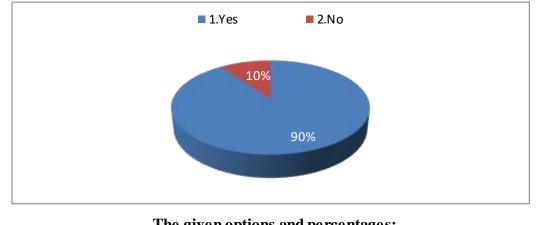
4.2 ANALYSIS OF QUESTIONNAIRE FOR STUDENTS (Annex-B)

The researcher gave the questionnaires to 200 students and they were asked to tick the option they consider right. Each questionnaire had 10 questions and these questionnaires were distributed among the selected students of Govt. Girls High School and Govt. Boys High School, Hasilpur.

Q#1: Do you speak English in the classroom?

The given options and percentages:

1. Yes   30%   2. No   50%   3. To some extent   20%
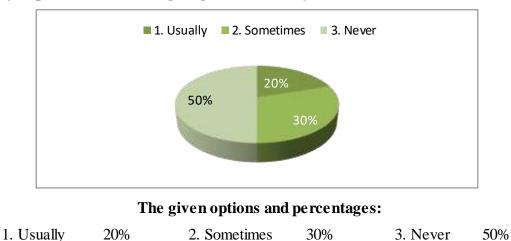
40

As the above chart shows that 50% students do not speak English inside the classroom, only 30% speak and 20% try to speak to some extent. Mostly students remain passive and do not take part in the speaking activities. The reason shows deficiency in speaking skills.

Q#2: Do you think speaking English is necessary to go in science, technology or business field?
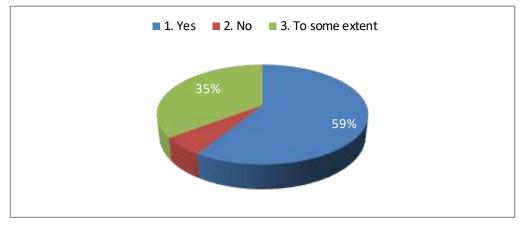

The given options and percentages:

1. Yes   90%   2. No   10%

The chart shows that 90% of the students hold the opinion that English language is very necessary to join the field of science, technology and business. As we all know, English is a global language and is spoken all around the world. So, its importance is evident. Only 10% students contradicted this view point.

Q#3: Do you practice for learning English vocabulary in the classroom?

The given options and percentages:

1. Usually   20%   2. Sometimes   30%   3. Never   50%
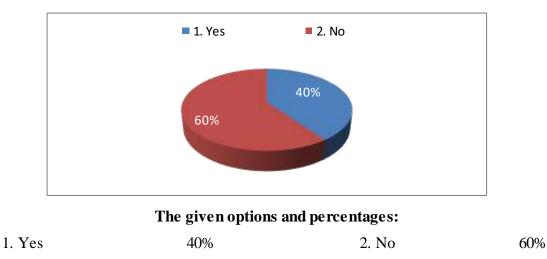
Here, it can be analyzed with the help of this chart that 20% students practice for learning vocabulary skills regularly, 30% do it sometimes and 50% do not practice at all. The students lack motivation here, which results deficiency in vocabulary skills.

Q#4: Do you find gaming activities helpful to use in daily life situations?

The given options and percentages:

1. Yes   59%   2. No   6%   3. To some extent   35%

It can be observed here that mostly students think that gaming activities are helpful for learning vocabulary skills. The teachers can use such activities to improve the learners' vocabulary skills because these are extremely helpful.

Q#5: Do you try to do some effort to improve your vocabulary skills?

The given options and percentages:

1. Yes   40%   2. No   60%
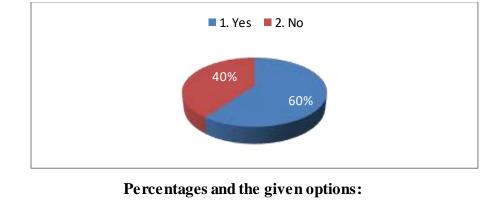
42

Here, it can be observed that only 40% students themselves tried to do some effort to improve their vocabulary skills. 60% students did nothing for their improvement of vocabulary skills. Here, the teacher should work hard to create motivation and interest among such students.

Q # 6: Do you like to play some role in the classroom?

The given options and percentages:

1. Yes   70%   2. No   30%

The above chart shows that most of the students like to play a role in the classroom. As dialogues are practiced in the classroom, the students are assigned to different roles, for example: Doctor, Engineer, painter, writer, sales-man, business-man etc. The students like to play such characters. It enhances their interest in learning vocabulary skills.
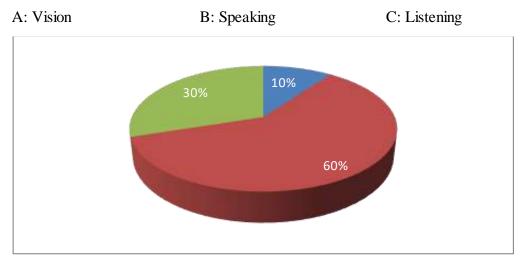
Q#7: Do you find any difficult vocabulary during such activities?

Percentages and the given options:

1. Yes   60%   2. No   40%
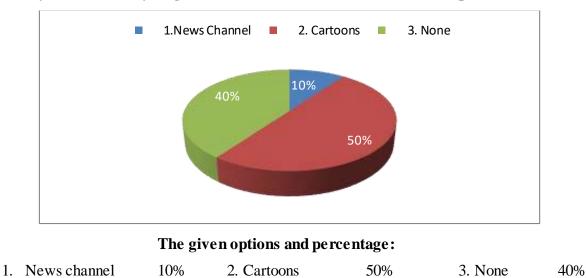
As the chart shows, 60% students find difficult vocabulary during gaming activities while 40% students find it difficult to some extent. The purpose of such activities is not only to improve fluency but also to build up strong vocabulary base. The teacher can enhance the scope of role play by careful and deliberate selection of vocabulary and proper lesson planning.

Q #8: What type of difficulties do you face when the teacher employs the gaming technique in the classroom?

A: Vision   B: Speaking   C: Listening

The given options and percentages:

1. Vision   10%   2. Speaking   60%   3. Listening   30%

The chart shows that the major difficulty which the learners face during the implementation of gaming activities is speaking difficulty. The students cannot hear the teacher properly. Many of them cannot comprehend the dialogues due to lack of vocabulary which hinder their learning process. Few of them cannot see the words written on the white/black board and charts. Here, the school management should equip the classrooms with necessary facilities.

44

Q#9: Do you listen to any English News channel or watch cartoons to speak like them?

The given options and percentage:

1. News channel   10%   2. Cartoons   50%   3. None   40%

According to the chart, only 10% students listen to the news channels while 50% students watch cartoons in English language. 40% students do not listen or watch anything in the target language. So, the teacher should arrange such activities like: a Clip of News by a native speaker, short clip of cartoon or discussions in the classroom to motive the students to increase their vocabulary.

Q#10. Do you like to learn English language?

The percentage and the given options:

1. Yes   90%   2. No   10%

As the chart shows, 90% students are eager and like to learn English language. Their number is bigger than the students who do not want to learn it. The students need proper guidance and practice to improve their vocabulary skills. The teacher should plan such lessons which should enhance and culminate students' vocabulary skills.

45

Chapter 5

FINDINGS, CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS

In this chapter the researcher presented all the findings, conclusions and recommendations of the study.

5.1 FINDINGS

From the analysis and interpretation of the information and data, the researcher has found that:

i) Language games are an interesting vehicle of teaching vocabulary.

ii) Use of conversational and activity based teaching draw attention of the students for learning. Children particularly of the age of 9 to 12 years find it very entertaining that they have something new to do every time in the class.

iii) If teacher identifies some objectives before presenting a lesson, it develops the students' attention and students focus more attention on the topic.

iv) In the method of teaching vocabulary through games some children gripped the habit of reading books which is a very effective habit to adopt.

v) It is one of the most important findings that students take interest to retell the story with fun and entertain. They feel excitement.

vi) The researcher used varieties of games to enhance vocabulary in students at elementary level.

vii) Teachers' and parents' cooperation in regard of sharing of academic performance of students is also the way to increase vocabulary level of students.

viii) Researcher chose gaming activity which proved effective activity to motivate the students to take part in interactive conversational activities. It seemed that this interaction created greater and more valuable practice for each student and that conversational activities enhance students' interest, learning and recognition of new vocabulary.

46

ix) It is also found that group work and pair work stimulate the weak students as it is a mixed ability class. Researcher found that the weak students got a chance to reveal themselves, remove their bashfulness and take part in all activities trustfully which makes students to depend on his/her self rather than teacher.

Moreover, the researcher had also found that:

- Gaming activities had the superiority over the traditional methods of teaching vocabulary skills.

- It provided the learners with a better learning environment which reflected in their performance.

- It was very effective in motivating the learners towards participation and interaction.

- It provided the learners with enjoyment and pleasure that affected their achievement positively.

- It was an excellent teaching technique because it evoked students' interest, helped students to create vivid mental images which activated their thinking process.

- It connected events and concepts which helped the students to recall information.

- Opening a lesson with a gaming activity put the students at ease and allowed them to understand something concrete before going on to the related abstract concept.

- The students were involved and even participated in the class interaction.

- Their vocabulary was expanded by new words throughout the class.

- Proper illustrations about new words brought desirable positive change among the students.

Based on the findings of the study, it was found that the elementary level students faced a big problem in learning vocabulary skills. The major findings of the present study were supported by the results of the questionnaire. The obtained comparative percentages items of the questionnaire indicated the students' positive changing attitudes and motivation in learning vocabulary skills through games. Therefore, the result of the questionnaire indicated a good finding in term of the students' responses toward the application of games in learning vocabulary skills. These findings

also indicated that most of the students showed positive attitudes and motivation as well as their active participation in teaching and learning process. These findings also indicated that teaching vocabulary skills through language games could improve the students' motivation, attitude, and interest in learning new words as it showed in the teaching and learning process.

5.2 CONCLUSIONS

The purpose of this study was to develop vocabulary of elementary students studying English through language games as the topic is concerned. Researcher selected two public schools of rural area for this research. Keeping the importance of vocabulary in mind, it was appropriate to conduct study for finding method to develop English vocabulary which will further help in developing English language. Data and results were gathered. The methodology of applying games for the enhancement of vocabulary is not new and different but has not been made as effective and activity based for developing vocabulary in students of elementary level before it. Students take pleasure learning through games because it proves fruitful and fun for them. The results are same to a great extent as of the former researchers in this area and each outcome was approved by the experts. Nihalani (1979) said that "Every child has a specific potential by birth. It is the responsibility of parents, society and teachers how they channelized that potential in proper way". It is not deniable reality that language game is a perfect mean for elementary level students to improve vocabulary. It was concluded that when a teacher creates a learning environment in the classroom by using interesting language games then naturally the students' response is positive.

5.3 SUGGESTIONS AND RECOMMENDATIONS

The success in teaching does not depend on the lesson program only and it is not confined with the teaching methodologies but more important is the teacher who presents the lesson and uses various techniques to make the lesson more lively and enjoyable. The important factor is that

learning of students must be according to the needs. Student should not be confined only to the learning of English language skills as examination point of view but the language learning should be based on the four language skills i.e. listening, reading, writing and speaking, as these are the integrated units of the language. The researcher gives some suggestions for the improvement in language learning as follow:

1. Elementary level English teachers are suggested to apply games in teaching vocabulary skills since it is one of the best techniques to improve students' language skills. Furthermore, modification or development of the technique can be more beneficial for its implementation and also to get better achievement for the students.

2. The students are expected to be able to maintain what they have already reached now. They are suggested to use the target language to communicate and interact in the classroom since it is a good way to help them to improve their vocabulary skills.

3. The other researchers are hoped to do better research to the technique which had been applied by the researcher in this present study; in addition, it is also expected that games can be applied not only for teaching vocabulary skills but also for teaching other skills.

4. The institutions are suggested to improve the quantity of teaching and learning facilities such as book and media in the classroom. Those facilities are very important for the teacher and the students in teaching and learning process.

Based on the current research findings, a number of recommendations can be derived as:

1. English is an interesting subject not mere name of rote learning so it can be taught with different activities and some motivational tools so that the students can develop their interest in it.

2. Teachers should use and adopt new and innovative learning strategies like role play in their classes.

3. Teachers should motivate their students to participate in the class on equal basis.

4. Gaming activities can reveal students hidden talents regarding vocabulary skills. It is a strategy that needs to be highly promoted in the teaching and learning process.

5. Gaming activities will motivate and encourage reluctant students to listen and speak carefully.

6. Instant instructor's feedback is very advantageous in this mode of learning. It is highly recommended. It keeps the learning process streaming throughout the day.

7. This research work is conducted on elementary level students to enhance English vocabulary by using non-traditional way of teaching through attractive and interesting language games. So it is recommended to conduct this type of research on secondary or higher secondary level to develop English vocabulary of the students. The range of area also can be increased to provincial level.

8. Students at elementary level learn more by doing something different, new and interesting rather than using by traditional way of teaching. So it should be kept in mind while teaching.

9. There must be utmost need to develop vocabulary. So, vocabulary must be given more importance in the language teaching to command them in the language being taught.

10. The researcher further recommends that English language teachers should use language games for teaching English in general and for improving vocabulary in particular at elementary level.

11. They should also motivate the students by using games through pair work and group work in the classroom.

12. The public schools may be equipped with libraries, language labs and audio-visual materials such as tape recorder, video-player, overhead projector, multi-media and such facilities may properly be used for developing vocabulary of elementary level students in the subject of English.

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Appendix-A   <u>Questionnaire for Teachers</u>

Enhancement of Vocabulary through Language Games at Elementary Level

Name: _____   Gender:

Name of Institute: _____   Age   _____

Tick the box that indicates your opinion for each statement below:

Q.1 **Do you use games to teach vocabulary in the classroom?**

	Most of times		Sometimes		Never

Q.2 **Do you think that game has a positive impact on learning process?**

	Yes		No		

Q.3 **Do you encourage your students to interact in English?**

	Usually		Some times		

Q.4 **Do you have any pre-service or in-service training in ELT?**

	Yes		No	Not Necessary

Q.5 **Do you implement language games for the practice of vocabulary skills?**

Sometimes	Usually	Not at all	Seldom

Q.6 **Should language tasks be meaningful and purposeful?**

	Yes		No	To some extent

Q.7 **Teaching vocabulary through games makes learning everlasting.**

Yes	No	To some extent

Q.8 **How would you compare games with other teaching techniques that you use?**

Excellent	Good	Fair	Satisfactory

Q.9 **I always use language games in my class**.

	Yes		No	To some extent

Q.10 **Do you find any difficulty in implementing gaming activities in the classroom?**

	No		Not at all	Yes, but I manage myself

Appendix- B **Questionnaire for Students**

Enhancement of Vocabulary through Language Games at Elementary Level

Name: _____ Gender:

Female	Male

Name of Institute:_____ Age:_____

Tick the box that indicates your opinion for each statement below:

Q.1 Do you speak English in the classroom?

	Yes		No		To some extent

Q.2 Do you think speaking English is necessary to go in science, technology or business field?

	Yes		No		

Q.3 Do you practice for learning speaking English in the classroom?

	Usually		Sometimes		Never

Q.4 Do you find gaming activities helpful to use in daily life situations?

	Yes		No		To some extent

Q.5 Do you try to do some efforts to improve vocabulary skills?

	Yes		No		

Q.6 Do you like to play some role in the classroom?

	Yes		No		

Q.7 Do you find difficult vocabulary during such activities?

	Yes		No		

Q.8 What type of difficulties do you face when the teacher employs the gaming technique in the classroom?

	Vision		Speaking		Listening

Q.9 Do you listen to any English news channel or watch cartoon to speak like them?

	New Channels		Cartoons		None

Q.10 Do you like to learn English language?

	Yes		No		