Research Article

USING WORD GAMES TO ENHANCE STUDENTS' ENGAGEMENT IN ENGLISH VOCABULARY LEARNING

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ABSTRACT

The object of the research is to point out weaknesses and strengths of an innovation implemented in the context of vocabulary learning lessons at UNETI, which is about using word games in seeking to engage the learners in English vocabulary learning. There are two areas that I wish to investigate.
1. How does using games in my English vocabulary class help my `students in their vocabulary learning?
2. What are my students' attitudes about using games in the English vocabulary class?

It is undeniable that each subject has its own specific teaching method. For the teaching foreign languages in general and English in particular, teaching method is an issue that should be considered seriously. As a result, a teacher must give out his or her own teaching approach which should be unique and attractive to bring to their students such a high-quality and interesting English lesson. Nowadays, there is a variety of teaching methods applied in many schools such as teacher-centred method, student-centred method, communicative teaching method, task-based learning approach, etc. With my over 10 year teaching experience at UNETI, I see that using word games in learning and teaching language really produces effectiveness..

Keywords: English vocabulary learning; word games; teaching methods, effectiveness.

INTRODUCTION

Initially, it is positive for both students and teachers when classes are applied with word games to learn. Using games in teaching changes the atmosphere in the class and makes the vocabulary lesson easier to understand and also reduces the tension in the class. Besides, using word games not only makes class time go faster but also increases students' rates of learning and retention. In addition, it supports the learners to acquire in-depth understanding of knowledge. Still, teaching vocabulary with the implementation of games exits some limitations. When considering word games as part of a lesson plan, teachers need to be aware of some potential pitfalls. First, not all word games will work for all pedagogical purposes. Designing a lesson of teaching vocabulary with games might take more time rather than the traditional teaching method. There are so many kinds of games that choosing the most suitable to the purposes of the lesson requires a teacher good plan and time organization. Second, word games are sometimes too complex in order for students to be distracted from the original aims of the lesson. Students will possibly be confused due to the difficult requirement of that game, which makes them hardly understand the meaning and the use of that vocabulary. Last but not least, games require resources to develop, for instance, extra creative design, printing and photocopying cost, etc. Thus, time and expenses for game design takes teacher's much effort so as to motivate students in learning vocabulary.

THE CONTEXT OF THE INNOVATION

Institution: Viet Bac, the largest high school in Lang Son province, situated in the center of the city. It was established more than 60 years. It consists of 8 departments and one school institute. There are 60 classes in the school with from 30 to 36 students in each class: 20 classes 10, 20 classes 11 and 20 classes 12.

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The dean of the school where I conducted the research is a middle-aged man. He specially concerns the education's quality of the school. He realizes the importance of English as well as other foreign languages. He was always willing to listen and agree to help with my research when I talked to him.

Class and the students:

The students are 30 non-major English students in grade 10, at the age of 16 (16 boys and 14 girls). Those students are divided into 6 groups. All of them are of the same level of proficiency. Most of them are quite good at grammar, not four skills but too passive in learning. Most of them are ethnic minority, living far from school, some are from low standard living family. They rarely have a chance to apply their foreign language knowledge in the real situations. They are not supplied with good facilities (They don't have their radio, speakers, computers, projectors or materials, etc to study).

The size of the classroom is not so big with 12 desks, a teacher table, a board and chalks. It has enough light for the students to study. It's inconvenient because it has no computer, projector and speaker. The space in each classroom is small. Therefore, it is a challenge to design various learning activities that attracts the students' attention.

A summary of relevant national or institutional policies

Vietnam Ministry of Education and Training or the institute has no private policies for teachers of English. However, it has encouraged teachers to find out appropriate teaching method with the learners. Teachers are required to plan carefully before delivering the lectures to the students. The teaching plan must follow the textbooks designed by Vietnam Ministry of Education and Training. They have no right to change the content of the textbook, even the content is not suitable or too challenging with the students. The book is claimed to adopt a theme based syllabus and this syllabus may be more appropriately described as a "multi-strand" one since there is too many things in it: themes, topics, tasks, functions, skills, grammar, vocabulary and

sounds. The methodologies the books are claimed to act on are the "learner- center approach and the communicative approach with task-based teaching being the central teaching method" (English 10, Teacher's Manual, 2006). In a period with 45 minutes, teacher can't cover all the areas required by the syllabus, but the teacher is not allowed to divide that period into 2 ones. They only can make the activities easier for students. Students, even though they are studious, they can't acquire the knowledge deeply.

A BRIEF SUMMARY OF THE INNOVATION

Background and arising problems

As mentioned in the earlier assignments, mastering vocabulary is not just important, but crucial in a foreign language environment. For a large majority of learners, the ultimate goal of studying language is to be able to communicate in a new language. Folse (2004) points out that his worst breakdowns in communications have happened when he did not know the appropriate vocabulary, which was told in his anecdotic story of buying flour in a small store in Japan. He attempted to explain the seller the word "flour" by using gestures, body languages or describing with his lack of Japanese vocabulary. The fact of not knowing the exact word "flour" in Japanese cost him much of time but received no result. Knowing several grammatically correct forms for asking did not do the job, nor did the attempt to describe flour as "pre-bread". After a long and frustrating hour, Folse (2004) left the store – without the flour. There is a reason we tend to travel with a dictionary, not a grammar book. As the British linguist, Wilkins (1972) puts it: "without grammar, very little can be conveyed; without vocabulary nothing can be conveyed". So, in order to prevent or reduce the problems, and also attract the learners to the vocabulary lessons leading to their actively expanding their vocabulary and to help them learn word meanings at a deeper level of understanding, vocabulary teaching should be studied on carefully and creatively. Having studied researches related to teaching vocabulary through games, I learned something new and useful from these researches. Dolati & Mikaili (2011), Luu (2012), Laufer (1997), Nguyen & Khuat (2013), Mukoroli (2012), Neyadi (2008), Shaw (2014) and Nam (2010) applied games to investigate if games could facilitate students' vocabulary learning. After the procedure of implementation as well as data collection and analysis, they concluded that games bring in relaxation and fun for students, thus help them learn and retain vocabulary knowledge more easily. In other words, the technique of using games is able to enhance students' motivation in classes. Besides, games also usually involve friendly competition and keep students more interested. Rather than causing some noises and disorganized setting, games were appreciated to increase students' interest along with bring real world context into the classroom which helped students to communicate in English efficiently and flexibly (Dolati & Mikali, 2011; Laufer, 1997 and Nam, 2010). Therefore, students will be able to provide themselves with "useful and meaningful" language (Neyadi, 2008). On the other hand, according to Laufer (1997), practicing regularly creates students opportunities to acquire the use of target language. Luu (2012) stood on the same view that repetition on learning also adds to the effectiveness of vocabulary acquisition. He firmly suggested that being given the opportunity to practice what the learners have learnt can activate their vocabulary. Laufer (1997) advocated that practicing can help more from short-term memory into permanent memory. The popular belief is strongly stated by Thornbury (2002) "practice makes perfect." Moreover, practicing everyday builds up students' confidence of English speaking ability, especially shy and quiet students. Through the process of using games in speaking lesson clearly occurs students' effective interaction (Shaw, 2014).

Another important component is revealed by Nguyen & Khuat (2013) and Mukoroli (2012) that games contribute to vocabulary learning because they provide learners with a chance to learn, practice and to review the language in a pleasant and welcoming atmosphere. So that games support to achieve students' communicative competence. They also reported that using game is the fastest way helping students to understand and memorize the materials. Furthermore, games bring benefit for all ages, from the youngest to the oldest, suitable for all levels to help students of all levels to feel comfortable and more confident in the processing of using a new language (Mukoroli, 2012)

Linkage

The topic of using games to foster students in speaking classes has widely been studied on. My decision to conduct an investigation on the same topic still outweighs some differently valuable features. First, the population in researches by Dolati & Mikaili (2011), Luu (2012), Laufer (1997), Nguyen & Khuat (2013), Mukoroli (2012), Neyadi (2008), Shaw (2014) and Nam (2010) focuses on the young age (at primary school) or over 18-year-old students, while my target object is for middle age (grade 10 at high school). It is said that learning vocabulary at different ages brings different results. Hence, this study aims to evaluate the effectiveness of using games to teach speaking for students at UNETI. So, it is easy to understand that the facilitates and equipment are too poor to support teaching and learning, especially English subject which is known to be almost out of idea to students there. The last dissimilar to other researches is research methods in collecting and analyzing data. Readers could easily find quantitative methods or mixed methods applied as quasi-experimental design only or itself combining with observation or interview for instance. I chose only qualitative approach with questionnaire, individual interviews, focus groups and field notes as well for my innovation. By those powerful devices, I got chances to dig deeper and deeper into students' minds, behavior or attitude towards the new teaching technique in vocabulary lesson at UNETI

The real vocabulary teaching in my school

Having experienced over 10 years of teaching English at UNETI, I have noticed that most of them are used to introducing vocabulary items by reading through the text and then listing some words, the words according to them have not ever appeared in the teaching process (called new words). Next, the teachers explain the meanings, the uses and the form of the word items. This way makes the learners passive in accumulating more vocabulary items, prevent them from applying the learned words in the real context, and the consequence is that the learners are not flexible and usually depend on the structures when using those words. Celce-Murcia and Macintosh (1979) state that "games bring classroom closer to the real world". Each game, by nature, focuses on one or more aspects of English like a grammar point, a vocabulary area, or a communicative skill". Although using games in teaching and learning language is not a new strategy, it is rarely used in my school. The learners are not used to playing games in the classroom. So, it can be said that it is new to most of the teachers of English and the students in my school. Owing to the lack of modern education equipment and limited expenses, I realized that using games in vocabulary learning and teaching is the most suitable to the context. From those issues, I tried to implement the innovation rather smoothly. When word games were introduced and then applied in my classroom, the learners had a chance to apply vocabulary knowledge that they have learnt. They were able to not only use that word properly in different context but also pronounce it correctly. When they took part in games in small groups, they had to actively cooperate, communicate with their partners if they wanted to

succeed in games. That meant they practiced what they have learnt in a meaningful ways. More importantly, the learners had to co-operate all the skills: listening, speaking, discussing, writing then presenting in front of the class. The other groups were given a chance to evaluate their friends' presentation. In teaching traditional method, students only listen and write, they are not expected to raise their voice commenting other friends, because generally, in Vietnam educational setting, they are not encouraged to or given chance to express their own opinions or ideas about each other or themselves. By this way, the learners could learn from each other and gradually improve themselves.

THE IMPLEMENTATION OF THE INNOVATION

Participants: 30 students in at UNETI.
Level: Pre-intermediate

3 kinds of word games as Bingo, Scrambled Letters, memory challenge were implemented in 4 weeks (1st June -30th June). It included 12 lessons, 3 lessons per week. Each lesson lasted 45'. Games were used from10' to 12' in each lesson (maybe in pre teaching, while teaching or post teaching

attempt to understand students' attitude, their engagement and, of course, their difficulties during the process of implementing word games in teaching and learning vocabulary. The technique of implementing words games in vocabulary lesson is rather new to my students in a specific context. And it is valuable to conduct a classroom research with the hope that word games would bring new inspiration, increase their ability of memory and enhance their interest in practicing English regularly. Carrying out this evaluation brings such benefits to both roles of researcher and teacher. The use of word games would help a teacher to introduce the best way of practice for the students to improve their English speaking, while it would be useful for a researcher to evaluate the introduction of the innovation. Additionally, from the seat of a teacher, I could make clear whether students fully understand the lesson and participate enthusiastically, produce good language as well as retain more vocabulary. When understanding the learning and teaching condition, I would be able to adjust the teaching ways to be suitable for learners. Meanwhile, this evaluation would get me a chance to distinguish the differences the expectation and the result after the innovation. Consequently, those changes would be in use to make implication for future work.

Timeline	Procedure
Before the innovation	- Have a meeting to introduce the aim and the procedure of the innovation to students
Class period 1	- Pre- task questionnaires were distributed to 30 target students to find out about their problems, expectations and needs of learning vocabulary.
During the innovation	The innovation: 3 kinds of word games were randomly implemented in teaching vocabulary process
Class period 2 - 11	Participation observation (field notes) was made every lesson to record what was going on in the classroom, especially students' involvement and experience toward games. A selective chosen group of students (3 groups, each group included 6 students) were assigned to take part in focus group (after class period 6 or 7)
During the innovation	Post-task questionnaires were delivered to 30 students to investigate more about students' attitudes and experiences when games were used.
Class period 12	Individual Interview: to find out students' thought about games Interviews were tape-recorded
After the innovation	Data analysis

THE RESEARCH

Coming up next are some concepts of evaluation research and the reasons why I chose qualitative methods to collect data for this project. And the next part will first supply readers with description and explanation as well as reflection on research methods used in this study, then present some ethical issues.

Evaluation

Evaluation is systematically defined as a process of assessment which is more distinguishable rather than traditional action research in terms of design, data collection techniques and methods of analysis (Robson, 2002; Dahlberg & McCaig, 2010). In other words, Patton (1987) claimed evaluation research is a critical process involving collecting and analyzing information about a program's activities, characteristics, and outcomes. From the view of Clarke (1991), evaluation research is put in connection with the evaluation of education institutions concluding "the making of judgment about the worth and effectiveness of educational intentions, processes and outcomes; about the relationships between these; and about the resource, planning and implementation frameworks for such ventures". Robson (2002) implied "an evaluation is a study which has a distinctive purpose: it is not a new or different research strategy". That distinctive purpose is clarified by Stufflebeam and Shinkfield (1985, in Clarke, 1999) "not to prove, but to improve". As a matter of fact, an evaluation research aims to examine the effectiveness of the existing knowledge in practice, rather than to provide new knowledge (Dahlberg & McCaig, 2010). Hence, from the meaningful definition, my evaluation is to investigate the effectiveness of using words games in teaching vocabulary for 10th grade students at Viet Bac High School. From the data analysis of this evaluation, I would

Why qualitative methods?

Serving the aims of this evaluation, I made a decision of choosing qualitative methods to investigate the effectiveness of applying word games to teach vocabulary for 10th grade students at Viet Bac High School because qualitative methods are the best suitable to develop explanation of social phenomena (Hinchey, 2008). Flick (2009) strongly stated that qualitative research as seeking "to contribute to better understanding of social realities and catch attention to process, meaning, pattern and structural features". As a matter of fact, qualitative method enables researchers to "analyze concrete cases in their temporal and local particularly and start from people's expressions and activities in their local contexts" (Flick, 2009). For my specific case, I hope that, owing to qualitative method, I would dig into students' behavior and attitude to evaluate the effectiveness of the new teaching method for my target students.

EVALUATION METHODS

Description and explanation of research methods

Pre- and post- questionnaire, individual interview, focus groups in association with field notes for classroom observation would be used to gather information for data analysis.

Questionnaires: collecting data from questionnaire is the first solution when researchers want to explore information from a large population because of its advantages as saving time and money, straightforward analysis of answers, far less pressure for an immediate response, keep respondents' anonymity and especially lack of interviewee bias (Flick, 2009). The questionnaire was designed in mother tongue for students to understand and give answers exactly. Questionnaire needed face-to-face accomplishment

so that I could explain immediately if students asked for help. They did it in about 10 minutes. Besides, these questionnaires were used to collect baseline data on students' attitudes, idea or inside thoughts before the intervention of the innovations, also to help students understand clearly the purpose of the study. On top of that, I, the researcher could get how much the learners know about the term of word games. After collecting these data, I could analyze the different activities the learners have done during the English class.

Focus group interview: data collected from individual interview and focus groups tend to be richer and more informative rather than other collecting instruments. The main purpose of interview is to gain deeper understanding on participants' attitude, behavior, experience or belief. Face to face interview enables researchers to keep on track and enhance students' engagement (Neyadi, 2008). Still, discussion in one-way direction or debate one would be able to give valuable information than expected. This can develop new thinking about a certain topic that will lead to a far more in-depth discussion. 3 random groups were chosen to take part in focus group which took about 20-30 for each. I got contact with each student one day before the interview to ensure their full attendance. Time for focus groups was like a friend-meeting in a day off at different time to create comfortable environment in order that students could raise their voice freely. All interviewees were informed to be audio recorded during the discussion for transcription later.

Individual interview: 8 students who were not in focus groups were picked at a random to join individual interviews. I made a schedule and inform each student the schedule in order that all of them didn't have to wait until his or her turn and relaxed to show opinion. Each interview lasted about 30 minutes. From the interview, I could obtain students' perspective on the use of word games in vocabulary teaching and learning. All interviews were audio recorded after getting interviewees' allowance.

Observation field note: Mukoroli (2012) stated that field note is one of the most popular tools used to record events. For educational purpose, observers write down or take notes as well as give comments or add their subjective feedbacks of what happens inside classrooms. By using field notes, researchers get the opportunity to understand the relationship between teacher and students or among students in class. I took the role of a passive observer in class but of course, all students were informed to be observed beforehand. Besides, teacher's notes, I wrote happenings in class into my notes every lessons. The data collected through participant observation improved the data collected through questionnaires and interviews. That meant these three methods helped me triangulate the data so that I could get the precise data and then gave out persuasive evidence.

REFLECTION ON RESEARCH METHODS

Questionnaires

Responses collected for questionnaires weren't in detail as much as I had expected. Students only circled items with close-ended questionnaire, while in open-ended ones they just list a few words describing their choices. On the other hand, although it was face-to-face procedure to collect pre- and post- questionnaire, I couldn't manage how well students understood the meaning and purpose of each question. Students were hesitant to ask for clear meaning, while I couldn't embrace all students. It is better if questionnaire had been designed in mother tongue so that students wouldn't have misunderstood or misinterpreted.

Focus group interview

When reviewing the transcription of focus groups, I did realize that some of group members were influenced by one or two other dominant people in the session. This fact put much negative impact of the quality of data collected from the whole discussion. It is believed that it would increase personal bias into the participants' exchange of ideas intentionally. Specifically, sensitive opinions and concerns hardly were shared reluctantly in public. That is the reason why there was at least one or more students leading other respondents to reach their own consumptions about an idea or product; while others may not disclose their true and honest opinions. It is advised that I should make strict control over the procedure of focus groups. Another way is choosing group members carefully. Students at the same level should have been grouped, for instance, low-low level, middle-middle or high-high one. This would create more equivalent responses among members.

Individual interview

It is difficult to guarantee participants' true and honest responses because they tended to say things in order to please the interviewer. Responses were sometimes contrastive to what in reality. It may not be the fact that students tried to tell lies consciously, they just reflected on what they had done or behaved with little memory for that and thought it was true. But what happens in fact were far different from what they reported. Students just made effort to Moreover, students gave answers flexibly, which lessened the reliability of data collected. It is recommended that students' gestures and body language should be recorded for later analysis and reflection.

Observation field note:

It is said that participants' attitude and behavior can be learnt from what they act and behave. Despite the fact that there were notes from teacher as well as researcher, it hardly covered all details in people's movement and actions. Therefore, it would have been better if I had used a video tape as a supplementing device to record not only students' interaction but also their facial expression which pointed out how they were feeling. It would have increased the validity and reliability of the data collected

Ethical issues and how to deal with them:

First, I asked for allowance from the Dean of UNETI to get the full support. In addition, students' agreement to participate in the innovation voluntarily as well as their parents' permission must be confirmed to ensure the confidentiality and anonymity. More specifically, students were delivered the Information Sheet and Consent Form to understand the aims, the content and the procedure of the innovation. They had rights to draw at any time during the process without any penalty. Moreover, due to the use of video and audio recorder during the interviewing and observing process, students were also confirmed beforehand. After the completion of the innovation, all participants received their transcription which were promised to use for the project only and would be kept in a secret areas with limited access. Those materials would be deleted in 3-year time after the innovation finishes.

RESEARCH DATA AND DATA ANALYSIS

This part discusses about the process of data analysis and triangulated key findings for using words games to teach vocabulary for students at UNETI. After a month of implementing games in teaching and learning vocabulary for students at UNETII, I collected

15 data sets consisting of 1 questionnaire, 8 individual interview transcription from 8 learners, 3 focus group interview transcription from 3 groups and 3 general observation records (from 3 lesson free notes)

Data analyses process

I did the cycle of four stages as Focus the analysis, Categorize the information, Identify patterns and connections among categories and Interpret to bring it together. At first, I listened to the tape carefully, watched video in details and studied the students' responses in the questionnaire seriously to understand the data collected. Then I tried to take similar information or words out by using colorful pens to differentiate information to put in groups and named those groups. When I completed this work, I wrote some notes on my own papers, containing my thoughts and ideas about what I was reading, hearing and transcribing. Those notes would help me much during the process of interpretation. Owing to the target of this research, three main themes were created as students' engagement, problems & difficulties and students' attitude.

Key findings and data triangulation

After collecting data, I analyzed the information according to categorized concepts. The following themes emerged from the data

Students' engagement

Teacher's field notes revealed that when she uses word games to enhance students' interaction in a classroom with full materials, English words, etc, it would really make effective impact on students. In one side, it brought such positive benefit to students when the atmosphere became warmer with games; more students raised their hands voluntarily. One detail for the classroom environment was written in field notes that sometimes it was very noisy because of students' involvement in the game which she hadn't got before.

"I used to be familiar with silence or just the same sounds of students' repetition but until period 5, everything seemed to explode…"

However, she also noted that some students did their own works because playing game with groups, some thought their group-mates would possibly complete the mission without their participation. Additionally, when I played back the videotape, I found that some students tended to sit far away to the corner where was so good to lounge against the walls, others wanted to hide behind their classmates in order to do whatever they wanted and for the teacher not to see them. Sometimes they played their video games or whispered with someone through the cell phone, so that they didn't take part in the lesson. The interviews conducted with students were interpreted that students got involved in interaction in English more actively. The use of word games gained students' attention in learning vocabulary. When I observed students playing games, I saw them talk to each other about the game: take turns hearing each other try to spell the words and some were asking the teacher if the words were pronounced correctly or not. One student talked in the interview that

"… joining the games made me think to spell correctly and that enables me to avoid spelling mistakes in the test… "

Those views were totally opposite to vocabulary lessons in the past. Hence, participating in games enhance students' motivation to learn vocabulary.

Students' attitude towards using word games in vocabulary class.

The position of vocabulary learning is differentiated to each student. 83.33% of students agreed that vocabulary plays an important role in learning English. Meanwhile, only a small number of students (5 students ranking at 16.67%) found it unnecessary to spend time on vocabulary learning.

Position of learning vocabulary

- Very important — 46.66%
- Important — 16.67%
- Quite important — 20%
- Not important — 16.67%
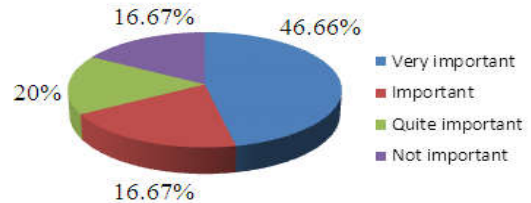
Before the implementation of the innovation, students remarked their different choices of the way they learnt vocabulary. The statistical from the pre-questionnaire showed that half of the students (50%) dedicated using dictionary is the best way to learn vocabulary, 30% preferred using pictures and flashcards. The percentage for game choice only accounted for 13.33% (4 students).

Strategy students like teacher to use in English vocabulary class
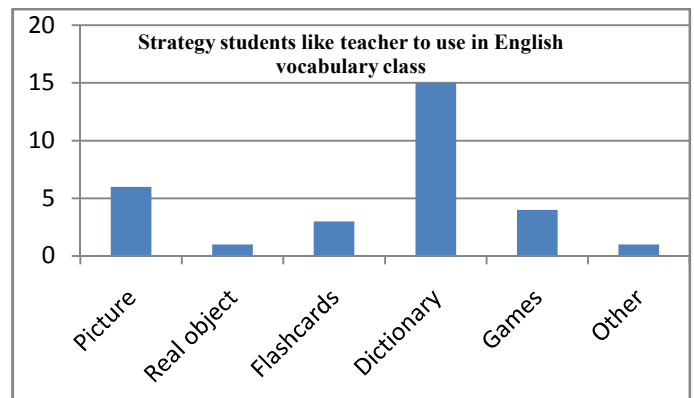
Results from both of questionnaire and interviews implied that the uses and the pronunciation is the most difficult element students had to acquire (43.33% for the pronunciation and 40% for the uses). Due to those percentages, only 13.34% voted for the form and the least percentage (3.33% for 1 student) stated that the meaning is the most complicated element. One student explained that

"… I used to learn new words with their meanings, I understand them but when making conversation or talking about something, I fail to choose the appropriate words for the context …. Anyway, pronunciation is such a hard duty for me, you know, except for the time in class. I don't use English so I always feel shy and ashamed whenever speaking something not the mother tongue…"

Teacher's notes also proved the fact that so few students felt comfortable when speaking English

"… I know it is time to change something in my class… my students really need a suitable way to learn vocabulary …"

The fact seemed rather negative with students before implementing word games in class. When seeking for the way students are used to learning vocabulary, they shared their experience by repeating after teacher (60%), writing automatically (6.67%), analyzing affixes and

roots (3.33%), association (30%). None of students got the habit of keeping word cards with pictures, photos and objects. Transcriptions from focus groups found that some students argued their own effective way of learning vocabulary. Some stated that they felt comfortable with the traditional way of teaching vocabulary because repeating words for several times made it easy to remember. Besides, some students were favorite in applying new words in their conversation. They were fond of speaking English and tried to interact as much as possible. Owing to the various strategies to enlarge vocabulary, consequently, students showed different attitude to vocabulary learning that 26.67% students had a headache with vocabulary, 56.66% found it boring, only 5 out of 30 students (16.67%) felt interested with vocabulary and none of them found it very interesting. In addition, teacher noted that when the new teaching technique was applied, students were so strange: "I could see a surprise on their faces…" A student shared his thoughts that

"I prepared to learn vocabulary in the old way, but when my teacher talked about the rules of the games, I just thought it was a normal game, not a beforehand step to learn about new words …"

When students had some experience with word games in vocabulary lesson, they pointed out their new inspiration from the interviews that "I was so happy for the first time with game. It makes me remember faster and more easily". From the numerical data of the post-questionnaire, about 17-20 students filled their questionnaire with words "interesting, exciting, eager to play games, awesome, etc". Moreover, the teacher dedicated that students seemed to memorize new words faster and knew how to use those words in right context. She commented on students' performance that

"In general, I think students have good word memorization because they get high marks in the tests and exams. Their general performance has increased over this semester."

Problems & Difficulties

Some problematic obstacles can be implied from interview that students got troubles with unclear instructions. It means that teacher sometimes gave unclear explanation for the rules of the games. So after participating in the games, students didn't feel comfortable and find it interesting but boring, that "…some games are difficult to understand. Teacher doesn't give clear instruction so after joining the game, I feel bored and stressful…". Another cons raised during the process of carrying our word games in vocabulary lessons are time-consuming. There were only forty minutes for one English period so it is such a tedious duty to not only ensure a finished lesson (both of theory and practice) but also implement a word game. It took much time to introduce and explain the rules of the game, then spent time waiting for students to think the answer and teacher to correct the answer. It is time-consuming. One student stated that "…due to long-lasting game, we can't finish a lesson in a period…". Last but not least, the limitation of using word games to teach vocabulary is making so much noise which distracts or interrupts other classes. Teacher noted that "… we are sometimes complained to be so noisy and we are asked to control ourselves otherwise will be minus the class point…"

DISCUSSION

The following part will discuss the research findings and be presented in accordance with the research questions. The results of questionnaire, individual interviews, focus groups and field notes show that most of students display more positive attitude towards the implementation of word games to teach vocabulary for students at

UNETI. According to the result, participating in the games helps students get more chances to interact. Luu (2012) declared that "interaction is the main source of language input". The theme emerged from the research is that effective interaction occurs through using word games. Consequently, students' positive engagement with games provided warmer classroom atmosphere. Playing games helps to reduce tension and anxiety encountered during the learning process. Thus, students felt free-stressed, exciting and relaxing during the class time. Those factors motivated them to enhance their vocabulary. Students really want to have opportunity to play games then provide an active and supportive environment in the classroom. Dolati & Mikaili (2011) summarized that "they exploit and develop the capacity for interaction and talk, the capacity for indirect learning, the capacity for creative use of language resources, and the capacity for playing and fun". Therefore, word games could enhance students' motivation. Nguyen & Khuat (2013) advocated that "activities must elicit and sustain pupils' attention, interest and motivation".

According to the data analysis, students were willing to take part in the games. Students showed much interest in word games which "ensure that students explore ideas at a level that build on their own prior knowledge and motivate them to learn independently" (Neyadi, 2008). Last but not least, after teaching vocabulary through word games, it seems that students' ability to memorize the words has become more efficient. Dolati & Mikaili (2011) pointed out that the way students take use of the words would make them think more cognitively, then they are able to memorize better. Students would be able to acquire new experience within a foreign language which is not always possible during a typical lesson. However, the use of word games to teach vocabulary causes some problems. Games are used to provoke the communication among students (Laufer, 1997). But in fact, it takes teacher and students such a long time, while students' fear of being evaluated and judged negatively prevents them from using the target language in front of other people. Additionally, interpreted data proves that teacher sometimes failed to manage the classroom to involve all students into the game.

Some seemed to sit in group to play games but truthfully were chasing their outside-class thoughts, etc. Besides, time-consuming and noise are different troubles in class with the implementation of word games. Last but not least, teacher should pay more attention to give clear instruction of a gaming rule or choose the most appropriate game to enhance students' ability of studying vocabulary. Students gradually change their opinion of applying word games in class. First, a few students like the teacher to use word games to learn vocabulary but when getting experience of the new teaching technique, they approved enthusiastically. Games made some materials more understandable because students really enjoy the learning. As a result, it was easier for teacher to teach the target language.

IMPLICATION FOR FUTURE WORK.

Based on the findings and the discussion, there are some factors which need taking into consideration to increase the effectiveness of using word games in teaching vocabulary for students at UNETI. It is suggested that teacher should pay more attention to classroom organization. Because some students, especially shy or lazy ones, tend to hide themselves behind their mates, teacher had better arrange tables into U-line. Therefore, teacher can get a better view to take care of every student in class. This way will make students pay more attention to class activities. Besides, teacher should encourage students to design games for themselves by providing them how to be assessed or scored. Hence, they can make scoring rubric and create the criteria of assessment.

CONCLUSION

In conclusion, my study aims to investigate the effectiveness of implement word games to teach vocabulary for students at UNETI. Word games can be used as a communicative approach to promote learner's motivation for learning a foreign language. Using word games to teach vocabulary can increase word memorization, foster students' interaction and enhance their motivation. In order to give that conclusion, data was collected and analyzed with qualitative methods. I took use of questionnaire, interview with individuals and groups as long as with field notes observation. Teaching and learning vocabulary with word games allows students to interact effectively with peers. This technique changes students' and teacher's position in class. In this case, students become the center while teacher only play a role of a facilitator. Winning a game is such a challenge, which makes players spend full concentration to accomplish the task. That process would strengthen students' mental work. Nevertheless, after conducting the innovation, it can be said that teachers are encouraged to vary their methods of teaching and be flexible in class to meet students' gaps and interest.

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APPENDIX I

Pre task questionnaire:
The purpose of this questionnaire is to investigate your feelings, attitudes about learning vocabulary. It will help me to organize some vocabulary learning activities for you. The information you give in the questionnaire is confidential and will not be shared with anyone else, unless you wish me to do so.

For some of the questions you are asked to provide brief answers and, for other questions, you are invited to give more information.

1. In your opinion, what is the position of learning vocabulary?
a. Very important
b. Important.
c. Quite important
d. Not important

2. What strategy do you like your teacher using in English vocabulary class?
a. picture
b. real object
c. flashcards
d. dictionary
e. games
Other:
....
....

2. When learning vocabulary what element do you find the most difficult to acquire?
a. the uses
b. the meanings
c. the pronunciation
d. the form
Other:
....
....

3. How do you learn vocabulary?
a. by repeating after teacher
b. by writing automatically
c. by analyzing affixes and roots
d. by association
e. by keeping word cards with pictures, photos, objects
Other:
....
....

4. How do you feel in your vocabulary lessons?
a. headache
b. boring
c. interesting
d. very interesting

5. What do you think of implementing word games in the English vocabulary class?
....
....

Thank you very much for taking time to complete this questionnaire!

APPENDIX II

Post task questionnaire:

The purpose of this questionnaire is to further investigate your feelings, attitudes about learning vocabulary through games. The information you give in the questionnaire is confidential and will not be shared with anyone else, unless you wish me to do so.

1.   What do you think about using word games in vocabulary lessons?
……………………………………………………………………
2.   To what extent do word games motivate you to learn in English class?
……………………………………………………………………
3.   How useful are word games as learning activities in English lesson?
……………………………………………………………………
4.   What are the difficulties you have when doing games?
……………………………………………………………………
5.   What do you think word games can support your vocabulary learning process?
……………………………………………………………………
Thank you very much for taking time to complete this questionnaire!

APPENDIX III

Consent Form for Participation in the project
Research Project: "Using word games to motivate the 10the form students in vocabulary lessons at UNETI

Location: UNETI Hanoi Vietnam

Dates:
Researcher: Do Thi Tieu Yen

Introduction: Thank you for agreeing to help with this research. The purpose of this study is to explore the effectiveness of using games in teaching and motivate learners in vocabulary learning.

Benefits: The most substantial benefits of the research are those gains made by the participants in better understanding how to use games in teaching vocabulary
Risks, Inconveniences, Discomforts: There are no risks associated with this study. Your responses are completely anonymous, and the questions themselves are not personally probing ones.

Cost of Participation: The only cost to you is the time you take to participate.

Confidentiality of Records: I will treat your identity with professional standards of confidentiality.

Withdrawal: Participation is voluntary. I will answer any questions you may have about the study. You are free to withdraw your consent and discontinue participation at any time. If you decide to withdraw from this study, you will still receive any credit for participating that was promised you.

Contact email: dothitieuyenUNETI@gmail.com.

Participant's Rights: If you have any questions concerning your rights as a research subject, you may contact me at my cellphone for information or assistance.

Consent Statement: I have read the above statement, understand the nature of my participation in the research, and I freely agree to participate. I recognize my right to withdraw my consent and discontinue participation in the project without fear of any prejudice, and recognize that my activities and data generated by my participation will remain strictly confidential. I also understand that at the conclusion of the study I can choose to destroy any records of my participation, and that if I desire I can request a copy of the final report describing the research's conclusions.
"I _____ (Print name) agree to participate."
_____ (Signature)
_____ Date

APPENDIX IV

Questions for both individual interviews and focus groups

1. Hi. We have learnt vocabulary in every skill during learning language, please tell me about your experiences of learning vocabulary before the games are applied? That means how did you often learn English vocabulary?
2. Can you describe word games from your perspective? What was it about?
3. What were you supposed to do while joining games?
4. Describe from your perspective, something was good about the games in the past few days?
5. Describe from your perspective something was not so good about the games in the past few days?
6. Did you encounter any difficulties when joining games for the past few days? What were they?
7. Thinking of your experience with games what would have made it better? Why? How?
8. Tell me about your favorite games? Why did you like it? Give me an example?
9. Is there anything else you would like to tell me about your experience of the games?

APPENDIX V

Samples of transcription for semi-structured interviews

Coding framework	Initial coding framework
Students' engagement	• habit of studying vocabulary • positive reaction • copying • passive situation • relationship
Students' attitude	• feeling and expression • importance of learning vocabulary • perception of word games • individual thought • expectation • motivation
Problems & difficulties	• distraction • lack of time • misunderstanding • poor English speaking • low memorization

Questions	Responses	Categories
Hi. We have learnt vocabulary in every skill during learning language, please tell me about your experiences of learning vocabulary before the games are applied? That means how did you often learn English vocabulary?	Yes. We spend most of time studying vocabulary and grammatical structures in class. Whenever we start a new lesson, the first part for us is learning new words in that lesson. It is very important for us to learn by heart new words, so that we can translate reading text into Vietnamese to understand. My teacher will write down new words on the board, while that we also write them down into our notebooks. For example, with "book", teacher will give the Vietnamese meaning as well as its pronunciation. After listing all new words on board, teacher will read aloud new words and ask us to repeat after that. When repeating all new words, teacher will call some random students to stand up and read aloud some new words to check if they can pronounce them correctly. This's terrible time for me, you know, I hate to be suddenly called. That's the way we study vocabulary. I find it boring but sometimes useful to remember how to pronounce them.	Habit of studying vocabulary Importance of learning vocabulary Habit of studying vocabulary Copying Habit of studying vocabulary Passive situation Copying Habit of studying vocabulary Feeling and expression Passive situation Feeling and expression Positive reaction
Can you describe word games from your perspective? What is it about?	Word game? What is it? I don't know…. Uhm… uhm. I think it's a game with words, isn't it? Is that game about a topic and words, of course, has similar topic meaning? (wondering)	Feeling and expression Perception of word games Feeling and expression
What were you supposed to do while joining games?	I prepared to learn vocabulary in the old way, but when my teacher talked about the rules of the games, I just thought it was a normal game, not a beforehand step to learn about new words. But everything seems to explode. Wow. Actually, in general, some is easy, some is complicated which made me review what I had learnt much.	Habit of studying vocabulary Passive situation Individual thought Feeling and expression Individual thought Positive reaction
Describe from your perspective, something was good about the games in the past few days?	Well, I find that rather good because the classroom atmosphere becomes hotter. I, myself, feel relaxed and excited when joining the game as I as well as my group want to be the winner. Hence, I try to remember as many words as I can. The feeling of being the winner is great. I love that. Moreover, the companionship among members in group makes us closer. I find one more best friend who has similar hobbies to mine.	Individual thought Positive reaction, Feeling and expression Expectation, Positive reaction, Feeling and expression Relationship Motivation
Describe from your perspective something was not so good about the games in the past few days?	Uhm… uhm. In my opinion, sometimes it is too noisy and time-consuming. Sometimes our class was complained to cause so much noise. And sometimes due to long-lasting game, we can't finish a lesson in a period. And some games are difficult to understand. Teacher doesn't give clear instruction so after joining the game, I feel bored and stressful.	Distraction Lack of time Lack of time Misunderstanding Passive situation Feeling and expression
Did you encounter any difficulties when joining games for the past few days? What were they?	Sure. First, it's hard to call out the words immediately. Second, I can't speak English all the time, I don't know how to express my ideas so I use Vietnamese. Sorry for that (smiling).	Slow memorization Poor English speaking Habit of studying vocabulary Positive reaction, Feeling and expression
Thinking of your experience with games what would have made it better? Why? How?	I just try to remember as many words as I can	Positive reaction,
Tell me about your favorite games? Why did you like it? Give me an example?	Puzzle game, well, that is… For example, we played puzzle game. Our class was divided into four groups and we had to guess words or phrases in rows. There is a centered words in column connected a letter from each row. If we got one right answer for one row, we would receive 10 points and if we guess word in column, we got 30 points and at last group with higher points would be the winner. For that game, we were just the second highest points. What's a pity. Because I knew the answer but it was too late for me to raise hands.	Passive situation Motivation Feeling and expression
Is there anything else you would like to tell me about your experience of the games?	No, that's all.	