

THE STUDY OF THE EFFECTS OF USING VOCABULARY GAMES ON THE  
LEARNING VOCABULARY OF PRATHOMSUKSA SIX STUDENTS OF  
PRARAM 9 KANJANAPISEK SCHOOL



Presented in Partial Fulfillment of the Requirements for the  
Master of Arts Degree in English  
at Srinakharinwirot University  
October 2013

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A MASTER'S PROJECT  
BY  
PISUT TUNCHALEARNPANH

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AN ABSTRACT  
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The objective of the research was to study the effects of using vocabulary games for improving vocabulary knowledge of Prathom 6 students of Praram 9 Kanjanapisek School. The pre-test and post-test examinations and self-reflection form were the instruments of the study. The sample of the study was the 40 students from a room of five rooms which were chosen by simple random sampling. The procedures began with the class orientation followed by taking pre-test examination, teaching vocabulary through game, taking post-test examination, writing self-reflection form by three most-developed students, three medium-developed students and three least-developed students and finally collecting data. The experimental period of the study is six weeks, three periods a week, of the second semester of 2012 academic year, totaling 18 periods. The findings were the post-test score of most students were higher than the pre-test score and the self-reflection forms from the nine students reflected in the same way. The games helped them to remember more words. Therefore, the students' vocabulary knowledge was improved after they studied through games. The awareness came from students and teacher's experiences such as classroom management, clear instruction and motivation could be mentioned as the tools of successful lessons.

การศึกษาผลการใช้เกมคำศัพท์เพื่อการเรียนรู้ด้านคำศัพท์ภาษาอังกฤษ  
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เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร  
ปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ

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การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาผลการใช้เกมคำศัพท์เพื่อการเรียนรู้ด้านคำศัพท์  
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การศึกษา 2556 กลุ่มตัวอย่างคือ นักเรียน 40 คนจำนวน 1 ห้อง โดยการเลือกแบบสุ่มอย่างง่าย ระยะเวลา  
ที่ใช้ในการทดลองคือ 3 คาบต่อสัปดาห์ เป็นเวลา 6 สัปดาห์ รวมทั้งหมด 18 คาบ เครื่องมือที่ใช้ในการ  
ทดลองคือ แบบทดสอบก่อนเรียน (Pre-test examination), แบบทดสอบหลังเรียน (Post-test  
examination) และ แบบประเมินตนเอง (Self-reflection form). ผู้วิจัยดำเนินการทดลองโดยเริ่มจากการ  
ปฐมนิเทศนักเรียนและให้นักเรียนทำแบบทดสอบก่อนเรียน (Pre-test examination) จากนั้นผู้วิจัยได้  
ดำเนินการทดลองจนครบทั้ง 18 คาบ หลังจากนั้นผู้วิจัยให้นักเรียนทำแบบทดสอบหลังเรียน (Post-test  
examination) และคัดเลือกนักเรียนที่มีผลต่างของคะแนนระหว่างแบบทดสอบก่อนเรียน (Pre-test  
examination) และแบบทดสอบหลังเรียน (Post-test examination) มากที่สุด 3 คน, ปานกลาง 3 คนและ  
น้อยที่สุด 3 คนรวมทั้งหมด 9 คน ทำแบบประเมินตนเอง (Self-reflection form) จากนั้นจึงนำผลการ  
ทดลองทั้งหมดมาวิเคราะห์ทางสถิติ. ผลการศึกษาพบว่าคะแนนแบบทดสอบหลังเรียน (Post-test  
examination) ของนักเรียนส่วนใหญ่สูงกว่าแบบทดสอบก่อนเรียน (Pre-test examination) ดังนั้นเกม  
คำศัพท์สามารถพัฒนาความรู้ด้านคำศัพท์แก่นักเรียนชั้นประถมศึกษาปีที่ 6 โรงเรียนพระราม ๕  
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The Master Project

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Prathomsuksa six students of Praram 9 Kanjanapisek School

By

Pisut Tunchalearnpanih

Have been approved this Master's Project as partial fulfillment of the  
requirements for the Master of Arts degree in English of Srinakharinwirot University.

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October ....., 2013

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## TABLE OF CONTENTS

| Chapter                                                      | Page |
|--------------------------------------------------------------|------|
| 1 INTRODUCTION.....                                          | 1    |
| Background.....                                              | 1    |
| The objective of the study.....                              | 2    |
| Significances of the study.....                              | 3    |
| Scope of the study.....                                      | 3    |
| Definitions of terms.....                                    | 4    |
| 2 REVIEW OF LITERATURE.....                                  | 5    |
| The advantages of using games.....                           | 5    |
| Vocabulary games in L2 learning.....                         | 6    |
| Steps of teaching vocabularies through games.....            | 9    |
| Suggestions for using games in vocabulary teaching.....      | 11   |
| The related research works of teaching vocabulary games..... | 13   |
| 3 METHODOLOGY.....                                           | 15   |
| Population and Sample.....                                   | 15   |
| The instruments.....                                         | 15   |
| The result of IOC validity.....                              | 16   |

## TABLE OF CONTENTS (CONTINUED)

| Chapter                                 | Page |
|-----------------------------------------|------|
| 3 (CONTINUED).....                      |      |
| Procedures.....                         | 16   |
| The period of the study.....            | 17   |
| Selected games.....                     | 17   |
| Data Analysis.....                      | 18   |
| 4 FINDINGS.....                         | 20   |
| 5 DISCUSSION.....                       | 27   |
| Conclusion.....                         | 27   |
| Discussion.....                         | 29   |
| REFERENCES.....                         | 42   |
| APPENDICES.....                         | 45   |
| Word list.....                          | 46   |
| Pre-test and Post-test examination..... | 48   |
| Form of IOC validity test.....          | 52   |
| Self-reflection form.....               | 55   |

## TABLE OF CONTENTS (CONTINUED)

| Chapter                              | Page |
|--------------------------------------|------|
| APPENDICES (CONTINUED).....          |      |
| The result of IOC validity test..... | 57   |
| The result of T-test test.....       | 60   |
| VITAE.....                           | 61   |



## LIST OF TABLES

| TABLES                                                                                                                                                    | Page |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1 The results of pre-test and post-test examination.....                                                                                                  | 20   |
| 2 The comparative table of pre-test and post-test scores by learning<br>vocabularies through games of P6 students of Praram 9 Kanjanapisek<br>School..... | 23   |



# CHAPTER 1

## INTRODUCTION

### Background

Vocabulary knowledge plays an important role in language learning. The overall ability of language students will be improved by vocabulary improvement (Linse, 2006). Vocabulary is more important than grammar because it can be considered as the most basic of language (Ghadessy, 1998; cited in Sripramong 2004). The more vocabulary one knows or acquires, the better and more sentences one can create, otherwise, fluency in language use won't occur.

It is generally known that language is a collection of words and that a “word” is the most common element in creating a sentence in any language. The complex materials of language are understood through vocabulary knowledge as an important factor. Sufficient English vocabulary can make students efficiently communicative and fundamentally comprehend English articles and academic essays (Dickinson, 1987; cited in Sripramong 2004).

Unfortunately, vocabulary learning is one of the most common problems in L2 learning. Limited knowledge of vocabulary and sentence structure are considered as the main problems in learning a language (Gunning, 2002; cited in Sripramong 2004). Students can be bored with learning language without activities but listening (Huyen and Nga, 2003). Students are expected to learn at least 20 words in short time (Alemi, 2010). Students cannot use words in proper context (Bogdan, 2009). Vocabulary memorisation and grammar learning are the main focus in learning language; and so motivation for use

no longer exists in classroom (Anyaeibu et al., 2012). Games are ignored by teachers as an unimportant part of teaching language in the classroom (Al-Nafisah, 2012).

According to the O-Net achievement report reference of 2011 for Praram 9 Kanjanapisek School, an elementary school of the Bangkok Metropolitan Administration, Huai Khwang District, in which this researcher works, the Prathomsuksa six students' English language achievement is lower than the school's standard, specified by the Bangkok Metropolitan Administration. After interviewing English teachers, both native and non-native speakers, the most common problem found in classroom is the lack, misuse and misunderstanding of vocabulary among the students.

Vocabulary games are proposed to solve the problem. Games bring relaxation and fun for students, and they will learn and retain new words easily. Games create a motivation for students in English learning because of competition between them. Vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way (Huyen and Nga, 2003).

The main purpose of this study is to investigate the effects of using vocabulary games for improving the vocabulary of Prathomsuksa Six students of Praram 9 Kanjanapisek School.

### **The objective of the study**

To study the effects of using vocabulary games for improving vocabulary knowledge of Prathomsuksa Six students of Praram 9 Kanjanapisek School.

## **Significance of the study**

This study can be a guideline for any interested teacher who would like to use games in class. Applying suitable games with correct classroom management and providing steps to teach the games are considered as the keys for successful classes.

The results of this study will provide students the ability to obtain more words after the experiment because the student is motivated and participates through fun games. Moreover, learning English through games can improve students' positive attitudes in learning language.

## **Scope of the study**

1. The population is the Prathomsuksa Six students of Praram 9 Kanjanapisek School, Bangkok Metropolitan Administration, Huai Khwang District, totalling 198 people in 5 classes.
2. The sample is the Prathomsuksa Six students of Praram 9 Kanjanapisek School, Bangkok Metropolitan Administration, Huai Khwang District. A class (total of 40 students) was chosen by simple random sampling from five classes.
3. The vocabulary in the study was specified using the English curriculum of Praram 9 Kanjanapisek School as the principle.
4. The experimental duration of the study was six weeks, three periods per week, totaling eighteen periods, in the second semester of the 2012 academic year.
5. The variables include:  
  
The independent variable is the vocabulary games.  
  
The dependent variable is the students' vocabulary knowledge.

## Definitions of terms

1. *Vocabulary knowledge* means knowledge, memory, and understanding in language, including spelling, meaning and usage in sentences.

2. *Vocabulary games* means activities for learning English language with the aim of improving students' vocabulary skills. The activities should be suitable for the students' ages and interest and allow all students to participate in the activities.



## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This review of literature is divided into two parts. The first part reviews the literature of teaching English vocabulary through games, including the advantages of using games, some example of vocabulary games in L2 learning, procedures for teaching vocabulary through games, and suggestions for using games in vocabulary teaching. The second part is a review of related research on teaching vocabulary through games.

#### **The advantages of using games**

Using games in language learning is considered to have many advantages for language students as many researchers state, as follows:

Games play an important part in a child's development in learning language (Anyuegbu et al., 2012, Gardner; cited in Al-Nafisah 2012). Instructional games can offer a variety of benefits to students, which range from cognitive aspects of language learning to co-operative group dynamics (Gardner; cited in Al-Nafisah 2012).

Learning language through games is useful, meaningful, worthwhile and effective and can create motivation, relaxation and fun for students in class. Students can learn languages fundamentally and easily through games (Anyuegbu et al, 2012; Alemi, 2010; Huyen & Nga, 2003; Kumar and Lightner, 2007; Obee, 2002; Piaget, 1967; Simpson, 2011; Jitmuad, 2005). Moreover, positive feedback from instructors or other students can improve learning further by students' participation within a group or class. This feedback can motivate them to succeed at a goal (Alemi, 2010; Kumar and Lightner, 2007).

In addition, word games can reflect the students themselves in their classroom and teachers can assess teaching processes through the word games as well (Alemi, 2010).

In conclusion, games as an important part of the learning and development of language can provide a variety of benefits. A game, which is useful, meaningful, worthwhile and effective as a tool, can also motivate students to achieve their goal as the result of participation in a group because of feedback. Games can help students learn language easily and fundamentally.

### **Vocabulary games in L2 learning**

Many games for teaching English can be utilized in class (Sripramong, 2004: 13-14; Obee, 1999) as the following examples show:

1. *Board game* is a game which players play on a board. For example, two or more players take turn to roll a dice and move their marker forward by the number of the dice. When the player moves their marker, that player reads and performs the instruction on the board at that point. The instruction could be to spell a word, answer a question, a challenge with the other players or to stop a turn. If the player can't perform it, that player loses a turn. The player who moves the marker to the last position on the board, wins.

2. *Card game* is a game which players play with cards. For example, three or more players receive five cards, each of which has a picture on one side. To start the game, a card will be turned up on the table. Each player takes a turn to play a card and compare the picture on the board and a picture the player plays from their hand. If the player can't speak or speaks incorrectly or inappropriately, that player must return their card and draw another card from the deck. The player who empties his or her hand, wins.

3. *Racing game* is a competitive game in which the winner is the fastest player.

As an example, the teacher gives five or six word strips to the students and the students arrange them into order to make a word. The winner is the fastest to arrange the word.

4. *Deduction game* is a problem solving game, a logic game. For example, a student tries to mime acting as an adjective and the other students try to guess that adjective. Whoever guesses the adjective correctly will get a point and the student who has the most points after a number of rounds is the winner.

5. *Puzzle solving game* is a logic game by putting pieces together. For example, a teacher will give a number of boxes with different pictures on each side. The teacher then gives a sentence strip to the students and the students must correctly order the boxes to show the given sentence.

6. *Questioning game* is a game for two players or groups, one asking questions and the other answering to find a particular word. This game can be played with a limited number of questions, time or answers. For example, a student gives a word secretly to the teacher and the other students in class must ask questions with 'yes' or 'no' answers, to a maximum of twenty questions to find the secret word. Example questions can be such as, "Is it a man?" or "Is he an actor?". The student who guesses the word correctly will win.

7. *Spelling bee game* is a competitive spelling game. The teacher says a word, with the meaning or example, to a student. The student tries to spell the word. If the student can't spell it, the student will be removed from the game. The last student will win.

8. *Scrambling game* is word building game. For example, the teacher gives some letters and a word such as 'R T P D G' or 'SCRAMBLE' to all students or a group of students. Students make as many new words as they can with the given letters.

9. *Bingo game* is a game in which the players cross a word or number on a card in a vertical, horizontal or diagonal line. For example, four or more players receive a card which has 25 words in five lines and rows. The teacher says the words in random order. The players who have the spoken word on their card mark it. The first player who has an entire vertical, horizontal or diagonal line is the winner.

10. *Whispering game* is a game in which the first player whispers a word to the next player and the next player does the same until the last one. The last player says the word they heard out loud. For example, the teacher gives two different words to the first player for each of two groups which are already in a line. The first player whispers the given word to the next person and so on until the last player. The last person will say the word out loud.

In short, there are many games which can be used in a language class. Board games, a game which players play on a board; card games, which players play with cards; racing games, in which the players race with others; deduction games, a game in which the players solve problems with logic; puzzle solving games, in which the players put pieces together to solve a problem; questioning games, a game in which players ask and answer to solve a problem; the spelling bee game, a spelling word competition game; scrambling game, a game which players build a new word from the materials; bingo, the game in which players cross a word or number on a card in the vertical, horizontal and diagonal line; and the whispering game, in which players whisper words to the next until the last one and the last one says out loud to compare with the original word.

## **Steps of teaching vocabulary through games**

There are five steps in class for teaching through games: motivation strategy, presentation strategy, skill practice, assessment and closing (Diana, 2012).

First of all, motivation strategy is used first in class. Motivation strategies are divided into two types: greeting and warm-up. First is 'greeting' in order to make students familiar with English communication and second is 'warming up' for drawing students' attention to a lesson. Successful language learning needs motivation. Students can be interested in language learning by strong motivation. Motivation may be created from a familiar culture, a relaxed atmosphere in the classroom, a good relationship between teacher and students, and interesting classroom activities, (Spratt et al., 2005). For example, when the teacher comes to the class, the teacher greets students to relax them and starts a warm-up activity such as singing a song or asking some questions about the students, about news, or the lesson, to draw the students' attention. This step shouldn't be more than ten minutes, more usually, five.

Secondly, after motivation, comes the presentation strategy. Materials are presented and explained by the teacher. The teacher can integrate students' skills, such as vocabulary, listening, speaking, reading, writing and grammar, as necessary for the task. For example, the teacher may use pictures of fruit for teaching the names of fruits. The material for teaching, such as pictures, pictures with stories, movies, songs, real situations or real objects can make a presentation more interesting and more attractive. This step takes about 10 minutes.

Third, skill practice is used after the presentation strategy. Students' memorisation and understanding can be evaluated through exercises of the skill. For example, the teacher may use a puzzle solving game to practice the students' skill. The teacher gives

vocabulary strips and pictures to the groups of students and tells the students to match the strips and pictures. Games can be applied in many ways. For example, games can change into competitions, or groups of students can be changed into pairs or individuals. This step should not be more than 20 - 25 minutes.

Fourth, assessment is used to check progress in learning the material. For example, a teacher gives students a worksheet and tells them to write the answers. The teacher can assign it as homework or schoolwork. The teacher can change the assignment into a small examination or presentation by students. This step should not be more than ten minutes.

Finally, the last step is closing. The teacher reviews the material they have learnt in order to know whether students understood the material or not. The teacher asks students about the lesson that they have just had. The teacher may let some of the students review the lesson instead of the teacher. This step should be between five to ten minutes.

In summary, there are five steps in teaching vocabulary through games. First is giving motivation by greeting and doing a warm-up activity. Strong motivation makes students interested in language learning. Next, the presentation of vocabulary is made through a variety of materials such as pictures, songs or real object and situations. The various materials can attract students to language learning. Then, skill practice is used to evaluate students' memorisation and understanding. After that, assessment is started to check the progress of students' understanding. An assignment is provided to students to check progress of understanding. The assignment can be a worksheet, examination or presentation by students. Finally, the teacher and students participate in reviewing the lesson they have learnt.

## **Suggestions for using games in vocabulary teaching**

Many researchers give some suggestions about using games in vocabulary teaching, such as choosing activities, student participation, differences between students and classroom management, as follows:

Various types of classroom activity can be used suitably such as pair work, small or large group work, collecting things around the room and finding partners. The activities should not always be the same (Obee, 1999). For example, a whispering game can be played in one large group first and then the game can be changed into two groups and finally can be applied in small groups. The teacher can also add more words or sentences while playing the game or the teacher can also make the game into a race.

Student participation is necessary. Students obtain more words and use them confidently through the participation in meaningful and different tasks based on real life contexts (Huyen & Nga, 2003; Bogdan, 2009). For example, instead of telling students to memorize the names of fruits and vegetables, teacher may assign students the task of making their own picture dictionary of fruits and vegetables from a supermarket pamphlet. These picture dictionaries enable them to participate in language learning which comes from real-life and context.

Different students take different roles in games. Each can express words or meanings differently from their perspective which other students can learn from (Alemi, 2010). Also, personality is a most important factor in teaching (Kumar and Lightner, 2007). For example, when a teacher asks students to make a sentence including the word 'useful', a student may create a sentence from their experience, such as “An electric drill is useful” from a student who lives in a factory or who has seen the use of an electric drill

before. The teacher may also give students an awareness of mistakes from an example such as “Milk is useful”.

Teaching too many words to students may not be a suitable way of teaching. Teaching many words to students by memorising at the beginning of the lesson may not be the most suitable way of teaching because students can't use the language although they may be able to memorise a lot of words. The main purpose of language learning is to use language correctly. So learning vocabulary in the form of sentences and/or pictures can be more effective (Jitmuad, 2005).

Classroom management can facilitate the environment and classroom behavior to assist learning. Clear rules from the first, setting out appropriate and inappropriate behavior in class, rewards offered and enough activities are some of the elements of classroom management which help control in the classroom (Linse, 2006). For example, when the class begins, the teacher may ask the students to rearrange their chairs into groups of four or five because the games will need to be in groups of four or five students. Then, the teacher explains and reviews the playing rules clearly before playing the game. After the game finishes, the teacher may give a reward to the winner. These can facilitate a class and game; otherwise, the game may not be as successful.

In conclusion, both different activities and different students are important factors in vocabulary learning. Different, various and meaningful activities which are based on real life contexts can make the students participate in the activities and achieve the target point. The students can obtain more words and use them with confidence. Different students will help the other students learn different words, their meaning and function from their own perspective, and classroom management can control the classroom.

### **Related research in teaching vocabulary games.**

“A Study of the Effects of Vocabulary Games on the Retention in Learning Vocabulary of Prathomsuksa Five Students of Assumption College, Rayong” (Sripramong, 2004), was to study the effect of using vocabulary games on the retention in learning vocabulary of Prathomsuksa Five students. The sample of the study was Prathomsuksa Five students in the second semester of the 2003 academic year at Assumption College, Rayong. The period of the study was 24 class periods of 50 minutes each over six weeks. The instruments of the study were lesson plans, a learning achievement test and a questionnaire of students’ opinions on learning vocabulary games. The data of the study was statistically analyzed into percentages, means, standard deviations and t-tests for Dependent Samples. The findings of the study revealed that the students’ retention in learning English through vocabulary games was at the high level of statistical significance of 0.1 and the students were highly satisfied with the vocabulary activities as well.

Furthermore, in “Learning vocabulary through games - the effectiveness of learning vocabulary through games” (Huyen & Nga, 2003), the purpose was to explore how and whether a game could help students learn vocabulary effectively. The researchers began applying games in their classes, observing others teachers’ classes and interviewing teachers and students for their reactions and attitudes. The instruments were post-game surveys and interview surveys. The findings were revealed in three parts - the students’ attitudes, students’ progress and unanticipated problems. Students’ attitudes confirmed that games could help them a lot in vocabulary learning. Students could obtain more words and could use them effectively through the relaxed and comfortable teaching environment with games activities. Unclear instructions and lack of cooperation from

other students while playing games were the found as problems in the language classes. These problems could cause unsuccessful learning outcomes, unless the learning by using games was managed in an appropriate way.

In conclusion, teaching vocabulary through games has many benefits. Games can motivate students to learn language easily and fundamentally. Many games can be used in class such as board games, card games, racing games, deduction games, puzzle solving games, questioning games, spelling bee games, scrambling games, bingo games and whispering games. Teaching vocabulary through games has five steps, which are motivation strategy, presentation strategy, skill practice strategy, assessment and closing. Thinking about teaching foreign language to young students can be considered as important. Moreover, different students, various and meaningful activities, participation in activities and classroom management are all important factors in successful teaching through games. Research, both Thai and international, state that teaching vocabulary through games can motivate students to learning language easily and fundamentally by appropriate factors.

According to this discussion, teaching vocabulary through games may have some effects for students. The researcher conducted the experiment of teaching vocabulary through games with students of Prathomsuksa six of Praram 9 kanjanapisek school. The design, methods and outcomes of the experiment are the subject of the next chapter.

## **CHAPTER 3**

### **METHODOLOGY**

The chapter consisted of population and sample, the instruments, procedures, selected games and data analysis.

#### **Population and sample**

##### **The population**

The population was the Prathomsuksa six students of Praram 9 Kanjanapisek School, Bangkok Metropolitan Administrator, Huai Khwang District, totaling 198 students from five classes.

##### **The sample**

The sample was the Prathomsuksa six students of Praram 9 Kanjanapisek School, Bangkok Metropolitan Administrator, Huai Khwang District. A class, totaling 40 students, from five classes was chosen by simple random sampling.

##### **The instruments**

Two instruments were used in this research. They consisted of the pre-test and post-test examination and self-reflection form.

1. *Pre-test and post-test examinations* were used before and after the experiment.

The vocabularies in the examinations were created by systematic random sampling every eighth of ten words of 300 words from Clever English (2012) used in Prathom 6 of

Phraram9 Kanjanapisek School. The IOC validity process was used for the validation of these testes.

2. *Self-reflection forms* were created for obtaining the feedbacks from nine students in a focus group chosen from the three most-developed students, the three medium-developed students and the three least-developed students. All of nine students were required to fill in the forms after the experiment. The self-reflection forms were designed by the researcher. According to the chapter two, the self-reflection forms were created on the basis of the range of attitude, difficulty of game, advantage and disadvantage of teaching by using games.

### **The result of IOC validity**

The pre-test and post-test examinations were examined for validation by using IOC validation method. The examinations were submitted to the three committees who were professionals in English teaching. The committees scored each items which -1 meant unclear; the committees couldn't find the answer, 0 means not sure; the committee could find the answer but slow and +1 means clear; the committee could find the answer immediately. Then, the scores of the three committees were calculated for means, the items in which the means were more than 0.5 have validity and could be used as the pre-test and post-test examinations.

All of the items were valid as the result. In part one, the items of number 1,2,4,6,7,8,9,10,11,12,13,14,15 were valid at 1 and the items of number 3 and 6 were valid at 0.6. In part two, all of the items were valid at 1. So all of the items were valid and could be used as the pre-test and post-test examinations.

## Procedures

1. Class orientation was taken place on the first day of the experiment.
2. Pre-test was administered before the experiment began.
3. The experiment was carried for 18 periods (60 minutes per each). In each period, the teacher did the following:
  - 3.1 The teacher told students to arrange tables for games.
  - 3.2 The teacher warmed up students with an activity.
  - 3.3 The teacher taught vocabulary to the students.
  - 3.4 The teacher started the vocabulary games to the students.
  - 3.5 After the game, Teacher concluded what they learnt with students.
4. Post-test was used after the experiment finished.
5. Self-reflection forms were provided after the post-test examination.
6. The data of pre-test and post-test was statistically analysed after the experiment finished.
7. The data from the self-reflection forms was coded before calculated into percentage and frequency.

## The period of the study

The experimental period of the study was 6 weeks, 3 periods a week, of the second semester of 2012 academic year, totalling 18 periods.

## Selected games

The researcher chose the games, in which could be used in the study as followed:

1. *Spelling bee game* was spelling word competition game.

2. *Bingo game* was a game which the player cross a word or number on a card in the vertical, horizontal and diagonal line. For example, four or more players would get a card which had 25 words in 5 lines and rows. A teacher would speak the words randomly. The players who had the spoken word crossed it on the card. The first player who had the cross in the vertical, horizontal and diagonal line is the winner.

3. *Card game* was a game which players played with cards. The player who empties his or her hand won.

4. *Puzzle solving game* was a logical game by putting pieces together.

5. *Questioning game* was a game which two players, one asked the question and the other answers for finding the word. This game could be applied by limited questions, time or answers.

6. *Scrambling game* was a game which the players used words or letters to make as many new words as they can.

### **Data analysis**

The collection of the pre-test and post-test scores would be calculated with a statistical analysis method for finding the following main features of the data.

1. The mean of the scores from both the pre-test and post-test.
2. The Standard Deviation ( S.D.) of scores of pre-test and post-test.
3. The Dependent T-test, which would be used for comparing the means of the scores from pre-test and post-test examinations' results.
4. The Self-reflection forms were collected from the nine students and described by three groups, high different score, medium different score and least different score.

The data were described in the range of attitude, words remembering, vocabulary usage and difficulty of games.



## CHAPTER 4

### FINDINGS

In this chapter, the data of pre-test, post-test examination were analysed statistically and self-reflection forms were described in the range of attitude, words remembering, vocabulary usage and difficulty of games.

The objective of the study was to study the effects of using vocabulary games for improving vocabulary knowledge of Prathomsuksa six students of Praram 9 Kanjanapisek School.

Table 1 the results of pre-test and post-test examination scores.

| No. | Difference | Pre-test score | Post-test score |
|-----|------------|----------------|-----------------|
| 35  | 23         | 2              | 25              |
| 2   | 21         | 4              | 25              |
| 20  | 21         | 4              | 25              |
| 24  | 20         | 5              | 25              |
| 25  | 20         | 4              | 24              |
| 5   | 19         | 6              | 25              |
| 11  | 18         | 4              | 22              |
| 21  | 18         | 3              | 21              |
| 17  | 17         | 2              | 19              |
| 10  | 16         | 4              | 20              |
| 14  | 16         | 3              | 19              |

Table1 (continued)

| No. | Difference | Pre-test score | Post-test score |
|-----|------------|----------------|-----------------|
| 30  | 16         | 6              | 22              |
| 29  | 15         | 2              | 17              |
| 34  | 15         | 2              | 17              |
| 22  | 14         | 1              | 15              |
| 33  | 14         | 8              | 22              |
| 37  | 14         | 4              | 18              |
| 39  | 14         | 9              | 23              |
| 1   | 13         | 8              | 21              |
| 7   | 13         | 4              | 17              |
| 8   | 13         | 8              | 21              |
| 12  | 13         | 4              | 17              |
| 9   | 11         | 14             | 25              |
| 13  | 11         | 1              | 12              |
| 31  | 11         | 9              | 20              |
| 36  | 11         | 6              | 17              |
| 16  | 10         | 1              | 11              |
| 32  | 10         | 4              | 14              |
| 3   | 9          | 5              | 14              |
| 4   | 9          | 14             | 23              |
| 27  | 9          | 4              | 13              |
| 28  | 9          | 7              | 16              |
| 23  | 8          | 8              | 16              |

Table1 (continued)

| No.  | Difference | Pre-test score | Post-test score |
|------|------------|----------------|-----------------|
| 15   | 6          | 7              | 13              |
| 19   | 6          | 9              | 15              |
| 40   | 5          | 2              | 7               |
| 18   | 3          | 2              | 5               |
| 38   | 3          | 1              | 4               |
| 6    | 0          | 25             | 25              |
| 26   | -1         | 19             | 18              |
| Mean |            | 5.87           | 18.2            |
| S.D. |            | 4.95           | 5.53            |

From Table 1, the mean of the pre-test score was 5.875 and the mean of the post-score was 18.2. Standard deviation (S.D.) of pre-test score was 4.957 and post-test score was 5.538. The 3 highest different scores were number 35, 2 and 20 at score of 23,21 and 21. The 3 medium different scores were number 1, 7 and 8 at score of 13. The lowest different scores were number 38, 6 and 26 (3,0 and -1). The 9 students were chosen for completing the self-reflection form afterward.

Table 2 the comparative table of pre-test and post-test scores by learning vocabularies through games of P6 students of Praram 9 Kanjanapisek School.

| The result                                          | Mean  | S.D.  | t-value | df | c.v   |
|-----------------------------------------------------|-------|-------|---------|----|-------|
| The different scores between pre-test and post-test | 12.32 | 5.770 | 13.508  | 39 | 2.023 |

\*df: Degree of Freedom

\*c.v: Critical Value

\*Significant at level 0.05

From table 2, the mean of the different score from the pre-test and post-test is 12.32 and the standard deviation or S.D. is 5.770. The Dependent T-test, which can be calculated as 13.508 and the Degree of Freedom or df is 39. Along with the critical value, which can obtain from the t-table with the Degree of freedom 39 with the significance level to an alpha of 0.05 is 2.023.

The data from the self-reflection forms of three groups of students were coded, grouped and presented in the following parts.

### The group of the highest different score

1. Students could remember more words after games and they enjoyed with them.
2. Jigsaw, bingo and crossword games could help the students remembered words most because they were challenge and fun.
3. Twenty questions and storytelling games could help the students remember the fewest words because they were too complicated and hard to understand the game's rules.

4. The students could use more words correctly.
5. Students couldn't use English words in their daily life because they used them in class only.
6. In their opinion, some games were too short, complicated. Some of them needed more words in games.

### **The group of the medium different score**

1. Students could remember some words because some games were too hard and complicated but some games were easy.
2. Jigsaw, bingo and crossword could help the students remember words most because they were funny and easy.
3. Storytelling, spelling bee and twenty questions games could help the students remembered the fewest words because they were hard to understand and too difficult.
4. The students used some English words correctly and they could do the examinations better.
5. The students could use the English words more in English special class only.
6. Some games were too hard, had unclear rules and some students used their language while playing games.

### **The group of the least different score**

1. Students could remember not many words because the games were too hard and they couldn't understand the games' rule. Another student had already known the words so he wasn't interested in games so much.

2. Jigsaw and crossword could help the students remember words most because they were funny and easy to understand. Another student could remember more words from storytelling game because it was challenging.

3. Storytelling, spelling bee and twenty questions games couldn't help the students remember the fewest words because they were hard to understand and too difficult.

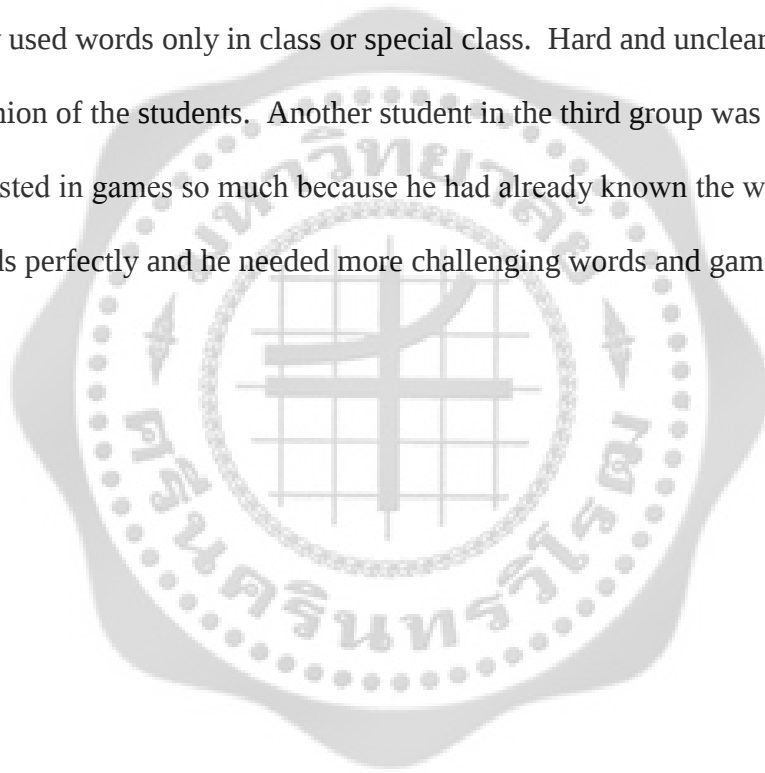
4. The students couldn't use words correctly, they couldn't spell words correctly and be confused with them. Another student used them perfectly.

5. The students used English words in daily life only a little bit. They used English words only in special class.

6. The students didn't understand games' rule and games were too difficult for them. Another student needed more challenging words.

In short, the means of the pre-test score was 5.875 and the mean of the post-test score was 18.2. Standard deviation (S.D.) of pre-test score was 4.957 and Standard deviation (S.D.) of post-test score was 5.538. The result was the score's mean of pre-test and post-test was -1.232 sent the S.D. of 5.770. The t score was -13.508, df was 39 and the P value was 0.00 which mean the result of pre-test and post-test scores by learning vocabularies through games of P6 students of Praram 9 Kanjanapisek School was statistically significant at 0.00. Some information and suggestions from the self-reflection forms were the group of the highest different score could remember more words after game. They remembered the most words through jigsaw, bingo and crossword games but the fewest words through twenty questions and storytelling games. They used more words correctly in class or special class only. They thought that some games were too short, complicated and needed more words. The group of the medium different score could remember some words. They remembered the most words through jigsaw, bingo and crossword games but the fewest words through storytelling, spelling

bee and twenty questions because they were unable to understand and the game was too hard. The students used some words correctly in class or special class only. In their opinion, some games were too hard, had unclear rules and some students used their language while playing games. The group of the least different score could remember not many words because of the hard game and unclear rules. They remembered the most words through jigsaw and crossword games but the fewest words through storytelling, spelling bee and twenty question games. The students were confused and misspelled words. They used words only in class or special class. Hard and unclear games' rules were the opinion of the students. Another student in the third group was different. He wasn't interested in games so much because he had already known the words. He used English words perfectly and he needed more challenging words and games.



## **CHAPTER 5**

### **CONCLUSIONS AND DISCUSSION**

This research aimed to study the effects of using games in the language classroom to improve the vocabulary acquisition of Prathomsuksa Six students at Praram 9 Kanchanapisek School. This chapter discloses the conclusions from the research. The important characteristics of games that can be used in learning and teaching language are discussed, along with students' attitudes toward using games, and after that some appropriate games for use in language class are revealed. Lastly, recommendations for further study are presented.

#### **Conclusions**

The acquisition of vocabulary is one of the crucial aspects of learning a language. Language proficiency cannot be achieved without sufficient lexical competences. This is of course also the case for students at Praram 9 Kanchanapisek School. There are many approaches that have been considered to implement in class. Learning vocabulary by using game activities was put in place in a class of forty students who were selected from five classes of Prathomsuksa Six by a simple random sampling method. This study was organized in an attempt to examine whether there was development between before and after learning vocabulary through using games.

As can be seen from the results, the majority of the students from the experimental class increased their performance in acquiring vocabulary knowledge through the game activities. The evidence can be observed through the mean of the data, which is defined as a mathematically computed value for representing the central tendency in a given set or

collection. The mean for the pre-test scores was 5.87 and for the post-test scores was 18.2. These figures shows that the central value or average number of the score that the students could achieve before learning language through games was 5.87 whereas after they had studied language through games, they were able to increase their scores up to a mean value of 18.2.

Similarly, the standard deviation (SD) is a statistical value that can be used to measure the distribution or variation of any given data with respect to their mean values. The results revealed that the SD of the pre-test scores was 4.95 and for the post-test was 5.53. The greater the value of the standard deviation, the more spread-out or dispersed a data set is. So, the mean pre-test score was 5.87 with a standard deviation of 4.95, which shows that before learning English through games the students' scores were concentrated about the mean, their scores not spread out widely.

On the other hand, after finishing the classes taught using games, the mean post-test score increased to 18.2 and the standard deviation was 5.53. This greater standard deviation meant that the post-test scores were spread out over a larger range of scores. This could also reflect the fact that each student has a difference in capacity of learning and acquiring new information. Thus, their scores after learning vocabulary by using games had spread out at some points.

Moving on to the dependent T-test result, which was used to compare the mean values of both pre and post test scores in order to detect whether there was any statistically significant difference between the scores obtained from the test before and after learning through games. The t-value was calculated as 13.508 at a significance level of 0.05, above the critical value. This can be interpreted as showing a significant difference between the scores the students achieved before and after learning English vocabulary by using games. It also could be claimed that the students had improved their

lexical competence after using games in their vocabulary learning. The statistical calculation also indicated the value of  $P$  was less than 0.00001, with a significance of  $P$  less than or equal to 0.05.

Now, in consideration of feedback from the Self-Reflection forms, which nine students completed, most of the students definitely enjoyed and keenly participated in the learning through games activities. More than half of them particularly expressed their preference for games that were not too complex conceptually for them, including jigsaw, bingo and crossword games, compared to their least favorite games such as twenty questions and storytelling. It could also be noticed that the students had a tendency to delight in the simpler conceptual games such as jigsaw or bingo rather than the more complicated games like twenty questions or storytelling. The students were convinced that they could remember more words after playing the games they enjoyed in class whereas the more difficult games could not help them to memorize vocabulary as much.

Finally, regarding the pre-test and post-test examinations, these were validated using the IOC validation method. All of the items resulted as valid examination tools and could be used in the pre-test and post-test examinations.

## **Discussion**

### **Vocabulary learning and teaching using games**

From the results of this present study, it can be seen that games are one of many efficient and beneficial learning aids, which can be applied to use in language learning and teaching. There are several important characteristics of games that have been acknowledged and are discussed as follows.

Firstly, it cannot be denied that children love to play and that play means fun for them. When implementing games in the language class, students are having fun by playing games. They are in enjoyable surroundings and the games are meant to be the source of a learning process. However, the students may not even realize that they are learning, instead they think they are simply playing games for fun. As a result, a game designed to serve a particular aim of a lesson can be engaged in and the goals achieved. For instance, when using a spelling bee game in the class with the aim for students to be able to remember and spell and pronounce new vocabulary correctly, the students happily joined the game and tried as much as they could to win the game. Thus, the spelling bee game encouraged the students to remember words, their meanings and how words were pronounced both more easily than a traditional memorisation method and also in a fun way. It becomes an obvious fact that games in the sense of playing with fun can be applied to be an excellent and essential part of a learning program to help language students, especially young ones, to learn with more interest and effectiveness by having “fun”.

Secondly, encouraging students to participate in class and maintain their attention throughout lessons are crucial parts of the learning process. Concisely, games can provide a way for the students to enjoy themselves and help to capture students’ attention and increase their motivation to practice the learning materials. A clear example from the students in this present research can be seen - the students eagerly took part in the class exercises because they knew that the class would be taught by playing games, so they definitely wanted to join the class. They were not absent or miss any classes and they paid full attention and partook in the games throughout every class period. The crossword game can show another picture, as students enjoyed and keenly participated in the games throughout the period of playing or until they could find all the answers. They

also tried hard to create their own cross word game for completing with their friends. They even came back and asked for more empty 8x8 grids, which were used to make the game.

The competitive nature of some games can also be considered as one of the motivational influences for students to practice using language. In general, when participating in these games, everyone wants to win. Similarly to when they are playing any games, they would try as hard as they can to win or to find answers to become the first to complete a game. They are definitely engaging in the class and trying to achieve the objective of the lesson. As the example of the crossword game just quoted, many students came back to ask for more empty 8x8 grids for making a new crossword to beat their peers. Hence, challenging for a sense of victory in the crossword game can stimulate students to succeed in finding words that they have learned and retained in their memories for putting in the empty 8x8 grids in an attempt to win against their friends.

Thirdly, in relation to opportunities for collaboration, some games in language class can be used as a tool for inspiring students to experience working as a team. When playing games as a group, the students have to work together and to share or discuss ideas among members of the group in order to win. Collaborative skills can be developed from this group activity. For example, when students were playing the twenty questions game, they had to help each other to create questions to ask the other groups. Then, within their group, they had to discuss together or ask each other to make questions for playing the game. In these ways the students could improve their cooperative skills. Again, when they were playing the twenty questions game, students may not entirely agree within their group, but they could learn to disagree politely by talking and discussing what they did not agree about with their friends and try to find a final decision in order to be able to carry on the game. This was another example of the development of collaborative skills.

Additionally, when students were playing the twenty questions game, they had to be grouped by the order of their identification numbers. As a result sometimes they were grouped with classmates they weren't particularly familiar with or even who they don't like, but they still had to accept that because it was one of the rules of the game which was required to enable play as a group. This can be given as an example of building up team spirit, which also can be an influence to improve for the students.

To a certain extent, participating in games can be used to inspire some shy or quiet students to practice using language or speaking out loud without fear of ridicule or judgment from other students. As it can be seen in some cases, students have different personalities and dissimilar learning styles. Sometimes, teachers may find it hard to stimulate those who are shy or timid to get involved actively with their classmates. Due to the fact that usually making mistakes in games is an accepted part of playing the game, games can be one way for students to speak or use language as they don't have to fear making a mistake. Neither need they be too shy to speak out as they are requested to speak as part of the rules for playing the game. The example can be found from the twenty questions games, which required students to make questions for asking their friends and to form answers for their friends' questions. It is one way to support shy students to be involved in the class activity by speaking their questions and also to give answers to their friends' questions as part of the process of playing the game. Those shy students had chances to practice and use language on their own.

Another point to discuss is the variety of learning environments. It is a challenge for teachers to find ways to sustain students' concentration over a long period of time or with their learning materials. Beside from learning with typical textbooks, playing different games therefore can offer various alternative teaching technique to suit different knowledge levels and diverse styles of learning for students. For instance, a spelling bee

game can be used to help students to spell, pronounce and translate words correctly, instead of asking students to memorize vocabulary in the typical way by writing the words in an exercise book. As the teacher taught the new vocabulary (s)he told the students that they would play a spelling bee game. As they wanted to receive a reward and win the game, the students had to remember the words, meanings and pronunciation correctly. The students wanted to play and win the game, so they tried as hard as they could to remember the new vocabulary. So, the spelling bee game helped the students to remember more words, their meanings and pronunciation, quickly and easily.

Finally, another point associated with games is as chances for practicing meaningful language. Specifically, games can be used to create situations when students can use language as in real life language communication. For instance, in the story telling game, being able to play the game, the teacher needed to explain that students were required to create sentences with the given words. Students had to understand this explanation of the rule first, so that they could play the game. The teacher's explanations of the rules of the games or instructions of how to play the games could be seen as real situations that require students' understanding in language and followed the message of language, which was in this case, how to play the story telling game.

Additionally, the story telling game is about creating sentences with a given word. Generally, being able to make a sentence involves imagination from real life experience – it as a way of using meaningful language. When the students saw the given word they usually thought of their own experience to work out how or what they could say about it. Then, they could make a sentence with the given word that had been drawn from their own experience. For example, one student received the word “eyeglasses”, and then she had to create a sentence with this word. This student thought about eyeglasses and realized that she actually owned a pair of eyeglasses and she in fact wore them every day.

She finally came up with a sentence from her own experience: “I have my eyeglasses and I use them every day”. This was an example of a chance that students could practice using language in a real context using meaningful communication.

### **Student attitudes toward using games in vocabulary learning**

It was apparent from the results and the student responses in the feedback forms that almost all of the students who participated in the study concurred that they had positive attitudes toward using games in class. Games were not only helpful for learning vocabulary but also useful for providing an enjoyable and relaxed atmosphere, which could help students to learn and remember vocabulary more effectively. Also their responses in the feedback forms clarified that playing games could help them to remember more words with their meanings and enabled correct use of those words.

In the experimental teaching, all thirty words in the word list were organized into every game used in class. However, the students who gave feedback in the self-reflection forms concluded that crossword, bingo and jigsaw were games that could help them to remember vocabulary most because those games were most fun and easy to play. Even though the students could not remember which games helped them to remember which words, they could confirm that games which were easy, fun and familiar to play were likely to help them to remember more vocabulary than games that they found too complicated, such as twenty questions and storytelling.

In the cases of the crossword game and the scrambling game, both were planned prior to the study to be used in the classes. However, when students started playing the scrambling game, they seemed not to be able to completely engage in the game. It could be assumed that they had too limited a vocabulary to play. As a result, some students

could not think of any new words from the limited number of letters that were provided for playing the game. Once someone could not perform then the others became “bored” too and the game would slow to a stop. The researcher tried to minimize the complexity of the game by adapting the model of the scrambling game to be a crossword game or a word search game, which shared similar concepts but were each easier to play.

Commonly, the teacher would teach some additional words along with all the thirty words in the word list for the students before starting the crossword game (the word search game). An empty 8x8 grid on a small piece of paper was handed out to everyone. The students were asked to think of a list of words that they wanted to put in their puzzle grid.

A maximum of eight words were used per puzzle grid, including words that students took from the word list, e.g. creature, climate, miss, step, around, twice, prefer and poor. Then, students would try to put each word into the puzzle grid by putting one letter per block. They would put the words in horizontally, vertically or diagonally. Lastly, students would fill in the leftover blocks with any random letters that they liked. This would be the trick of the game. Every block of the 8x8 grid would finally be filled with a letter. Next, they swapped their puzzle grid with another student. Once everyone had a swapped puzzle, they had to find out what words were hidden in the puzzle and circle the words. Whoever finished first would be the winner. The students have to design their puzzle to be as difficult as possible, attempting to prevent the other student from finding the words. They also had to figure out what their friend’s hidden words were, in order to win. After class, many students asked for more empty 8x8 grids, as they wanted to make a new game to compete against their friends. This might suggest that crossword (word search) was likely to be the students’ favorite game, as they enjoyed it and keenly wanted to create more puzzles to play with their friends.

Two more games that students stated in the feedback forms as their favorite activities were bingo and jigsaw. The bingo game was individual work in which each student had to play alone and this game seemed to become more challenging because students had a contest with their friends in the class. Each student received an empty 3x3 grid and they had to think of any words that they knew or could remember and put each word into the block. They would have a total of nine words in their 3x3 grids, words from the word list such as charm, mean, complete, famous, possible, idle, dark, price, and passage. When the teacher read out any word which happened to be the same as in their blocks, they would cross that word. If someone could cross all three words in any line, this person would be the winner. Most of the students agreed that bingo was fun and very easy and familiar to play as well as less complicated. Students also received some rewards after finishing this game, as they would get to keep their bingo card with the words that they had been crossed out.

In the case of the jigsaw game, which was the other students' favorite, it was a challenging contest to find the best group in the class, who could finish the race first. Each group (3-5 people) received five words cut into sound units. Every group had to try to organize each set in order to make the word. For example, one group may receive a set which were "Ja", "smi" and "ne", so this group had to arrange the word to be "Jasmine". The group that finished all five words first would be the winner. Students really enjoyed and had fun playing this game as they were racing against other groups. They could actively move around trying to arrange those words together within their group. The winning group was also rewarded with small "gold" chocolate coins. Despite students' limited vocabulary, they still enjoyed and had fun playing these games. It could be explained that these games all had straightforward rules that were easy to understand and play for most of the students. Also, the clear and familiar instructions were among the important reasons for students' admiration of these games.

In contrast, twenty questions, storytelling and the spelling bee game appeared to be problematic for the involvement of the students. Twenty questions required players to work as teams to generate questions with “Yes/No” answers in order to guess vocabulary between groups. For example, one group received the word “volcano”, and so the other group had to make questions to try to find that the word was “volcano”. The questions could total only twenty before they had to say the word that they guessed. The questions could be, for example, “Is it black?”, “Can I eat it?”, “Can I have it?”, “Is it in my house?”, “Is it in school?”. Generally, constructing questions with “Yes/No” answers requires more understanding of the elements of language and also an ability to describe characteristics of things in order to guess a word. Some students who had inadequate knowledge found it very difficult to play this game. This could be a reason why most students did not enjoy this game much.

The storytelling game and the card game were identical. Each student received four cards with a word on each. The first player started playing the game by showing one of their cards – e.g. “Fruit”. This first player then had to form a sentence including that word - “I like eating fruit”. Then, the next person also showed one of their cards and created a sentence with that word - e.g. “important”, and this second player had to form a sentence which was related to the previous sentence from the earlier player. So the second player with the word “important” could say “Fruit is very important for humans’. Each of the players did the same until the first person who could finish making sentences with all of their cards would be the winner. It can be noticed that this game and the previous one involves knowledge of syntax. In other words, the activities demanded the creation of meaningful sentences or forming a question rather than only single words. These became too difficult an activity for some students and they did not like them.

In the spelling bee game a word was given to one student at a time. This student had to spell that word as well as give the right pronunciation and tell the correct meaning in Thai within only three seconds. For example for the word “poor”, the students had to spell “P-O-O-R” and gave its meaning in Thai as “จน” and pronounce it correctly as “por or pôr”. If the student could complete this all without mistakes, then he or she could go to the next round. This contest continued until the last student who still stood in the game became the winner with a reward of a golden chocolate coin. This game was played at the very end of the experimental period, when most of students had been studying many words. In spite of that, the game was not observed as an effective activity. Most of the students could not finish without error within three seconds. There were only a few students who could achieve the given tasks. The whole class completed the game in a very short time. This game required language competences in term of not only vocabulary, but also pronunciation and translation of meaning. Thus, it appeared to be too difficult for most of students and they did not like it. These assumptions were confirmed by the students’ responses in the Self-reflection forms.

### **Recommendations for appropriate games in language learning and teaching**

There is an abundance of language games available to adjust and use for inclusion in language learning classes. It is a significant challenge for teachers to be able to choose and apply suitable games for playing in language learning and teaching. Games should reflect educational implications, proper levels of knowledge and age, along with limitations of class management. There are pedagogical considerations for selecting appropriate games for students as follows.

Firstly, the most important factor is that games should be linguistically relevant to accomplish the purpose of the learning topics. For instance, expanding students' vocabulary was the primary aim in this research. In consequence, bingo, crossword and jigsaw games were selected to help the students to recognize new words and retrieve learned vocabulary as they played these games, focusing on the game task. As could be seen in playing the jigsaw game, students had to remember how to spell each word correctly. Then they had to place each letter in the right order of each word to win the game. Therefore, choosing the jigsaw game illustrates the consideration of achieving the purpose of vocabulary acquisition. It is more important to reach a decision that is to provide the target knowledge to students rather than to simply give them fun activities.

Secondly, games should not be too difficult or complicated for student's background knowledge, if possible with familiar instructions that can make it easy for students to take part. As mentioned earlier, in the case of the scrambling game, even when fully introduced to the class, the students could not entirely play and finish the game. It could be observed that the scrambling game was too difficult for these students to play by trying to think or create words from a limited number of letters. They could not form any words at all. Also, in the case of the spelling bee, the students had to use many basic language skills to join in the game, including spelling, translating and pronouncing words, and most of them could not achieve all of the purposes of the game. This could signify the limitations of their vocabulary and grammatical structures. The games were far more difficult than the tiny amount of language that they had already learnt. Other clear proofs from the present report are in terms of unclear instructions and too complex rules. The storytelling game was one game that the students could not truly understand how to play. They did not know how they could make a sentence that had to relate precisely to the same story as a previous sentence from an earlier player or group.

Additionally, unfamiliar method was also a problem with the twenty questions game. The students had never played or familiarized themselves with this kind of game before. They seemed confused and could not think of what questions they could ask, so they did not fully participate. Thus, simple instructions with clear rules of each game must be one of many significant factors that reflect appropriate games for language learning.

Other clear proofs from the present report in terms of unclear instruction and too complex rules storytelling game was one game that the students could not truly understand how to play. They did not know how they could make a sentence to relate precisely as the same story with a previous sentence from an earlier player or group. Accordingly, unfamiliar method was problematic with such twenty questions game. The students have never played or familiarized with this kind of game before. They seemed confused what questions they could ask about, so they did not fully participate in the game. Thus, the easy instruction and understandable rules of game could be one of many factors that reflect good nature of games for language learning.

Another point to consider is games appropriate for the age group. Not every game suits all students, partly as a result of age group. Games that adult students find interesting and fun young students may not enjoy. Games with running around to match pictures or singing out loud seem fun for children, but these kinds of game may not be absolutely appropriate for older students. One example case can be illustrated from the study results. For the storytelling game, making a sentence related to other sentences to create a story was too complicated and was not entirely suitable for students of Prathomsuksa Six.

Finally, limitations of class management, including length of time needed to complete a game, and resources needing preparation for games are among aspects influencing the choice of game. The limitation of time might cause a failure to achieve

the objective of the lesson. Generally, games should be easy to prepare and complete within the appointed time in order to serve the learning aims. For example, in one particular period the teacher wanted to revise all thirty words from the word list. The game selected should serve this purpose within the period. The jigsaw game was chosen because of its playing method. The teacher could prepare strips of all thirty words beforehand and use in the game for eight groups of student in the class. Each group would receive five sets of strips in order to arrange five words. All eight groups should not use more than twenty minutes to finish their five words. After that, ten to twenty minutes could be used for students to learn other words from other groups in the class. By the end of the class, the whole class could learn a total of forty words, which were more than the required word list that all students could learn in that period of time. Thus, the teacher must prepare the necessary resources and to manage how to finish the game within the limited time in order to achieve the objective of lesson.

In a nutshell, preparation for the appreciate games should be based on many factors. Games should be equipped with educational meaning. The teaching steps should be well organized and clearly defined. Each game's procedures should be simple but strict. Suitable games should consider the ages, background knowledge of students and the limitations of time. Often, these elements might not be perfectly controlled; the unexpected could occur anytime. Experience and creative thinking are beneficial for dealing with any difficulties. The most important is to reach the decision that appropriate games to serve the objective of the lesson be chosen rather than to offer merely entertaining activities for the language class.

### **Suggestions for further study**

1. The present study was conducted with a sample group of 40 students from Prathomsuksa Six at Praram 9 Kanjanapisek School. The same or similar studies should be conducted again with a larger sample group or different classes or ages. In addition, non-probability sampling techniques, a form most common in educational research, should be utilized to choose subjects for further studies. This form of sampling is to randomly select the participants as an experimental group and a control group. More complete and accurate findings can be expected from this technique.

2. Research should be conducted with other particular basic language skills such as listening, speaking, reading, and writing or other specific structures, grammatical patterns, and vocabulary items. In the case of this study, the language skill focused on was vocabulary acquisition. In term of vocabulary learning, it could be divided further into three main steps - presenting new words, retaining existing words and retrieving previously learned words. Examining each step should be interesting and challenging for further experiments as well.

3. There are many and various kinds of games, each with purposes available for considering and selecting for serving the objective of lessons. Further studies or experiments on any of those games could be made in order to produce more comprehensive and comparable results.



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## Appendices

## APPENDICES

### Word list

The vocabularies are created by systematic random sampling every eighth of ten words of 300 words from Clever English (2012) used in Prathom 6 of Phraram9 Kanjanapisek School. Totaling 30 words.

1. Community
2. Creature
3. True
4. Passage
5. Language
6. Fruit
7. Charm
8. Mean
9. Poor
10. Famous
11. Possible
12. Idle
13. Dark
14. Price
15. Miss
16. Important
17. Around
18. Talkative
19. Eyeglasses



20. Prefer
21. Relax
22. Marry
23. Watch
24. Twice
25. Each day
26. Step
27. Jasmine
28. Complete
29. Climate
30. Volcano



## Pre-test examination

25

Name..... Class.....No.....

**Write down the appropriate answer in the blank****Word bank**

|                  |                 |                 |                 |               |                  |
|------------------|-----------------|-----------------|-----------------|---------------|------------------|
| <b>fruit</b>     | <b>charm</b>    | <b>jasmine</b>  | <b>idle</b>     | <b>around</b> | <b>dark</b>      |
| <b>important</b> | <b>price</b>    | <b>possible</b> | <b>mean</b>     | <b>true</b>   | <b>community</b> |
| <b>poor</b>      | <b>each day</b> | <b>miss</b>     | <b>language</b> | <b>famous</b> | <b>passage</b>   |

1. The ..... of cabinet is about \$80 when you buy it in cash.
2. He reads a short ..... from the Bible.
3. The ID card is very ..... It can identify you. Don't lose it.
4. Benjamin Franklin did his ..... weather experiment with the key and a kite in 1752.
5. Is it ..... to move this heavy rock by yourselves?
6. Spanish ..... is commonly used in Spain and South America.
7. What does "Patronize" .....?
8. Jed may need to know about the importance of fresh ..... and vegetables in the diet.
9. Some say I had fled, It is not ....., I never fled. I just migrated.
10. I have lived in the city and seen all its .....  
and know what it feels like to be in her arm.
11. The Bird Flu virus spread rapidly ..... the world in 2009.
12. Please, turn on the light, It's too .....
13. Her family were so ..... they couldn't buy her new clothes.
14. You will ..... the bus if you wake up late.
15. Your brother is ..... He can't get any job, sleep all day and doesn't do anything.

**Match a word with the right meaning.****Word Bank**

**Marry    Step    Volcano    Prefer    Talkative    Twice    Watch    Complete**  
**Creature    Eyeglasses    Relax    Climate**

1. To talk a lot as behavior. ....
2. Finished. ....
3. Rest. ....
4. To look at someone or something for a period of time. ....
5. Something will be worn to help you see better with that eye. ....
6. Two times.  
.....
7. to raise one foot and put it down in front of or behind the other one  
in order to walk or move.  
.....
8. A mountain with a large hole at the top, which sometimes lava is forced out.  
.....
9. To like someone or something more than someone or something else .....
10. Becoming husband or wife . ....

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## Post-test examination

|    |
|----|
|    |
| 25 |

Name..... Class.....No.....

### Write down the appropriate answer in the blank

#### Word bank

|           |          |          |          |        |           |
|-----------|----------|----------|----------|--------|-----------|
| fruit     | charm    | jasmine  | idle     | around | dark      |
| important | price    | possible | mean     | true   | community |
| poor      | each day | miss     | language | famous | passage   |

1. Benjamin Franklin did his ..... weather experiment with the key and a kite in 1752.
2. The ..... of cabinet is about \$80 when you buy it in cash.
3. Some say I had fled, It is not ....., I never fled. I just migrated.
4. The ID card is very ..... It can identify you. Don't lose it.
5. He reads a short ..... from the Bible.
6. Spanish ..... is commonly used in Spain and South America.
7. Is it ..... to move this heavy rock by yourselves?
8. Jed may need to know about the importance of fresh .....and vegetables in the diet.
9. What does "Patronize" .....?
10. Your brother is ..... He can't get any job, sleep all day and doesn't do anything.
11. I have lived in the city and seen all its .....  
and know what it feels like to be in her arm.
12. Please, turn on the light, It's too .....
13. You will ..... the bus if you wake up late.
14. The Bird Flu virus spread rapidly .....the world in 2009.
15. Her family were so ..... they couldn't buy her new clothes.

**Match a word with the right meaning.****Word Bank**

**Marry    Step    Volcano   Prefer   Talkative   Twice   Watch   Complete**  
**Creature   Eyeglasses   Relax   Climate**

16. To look at someone or something for a period of time. ....
17. Finished .....  
 18. Becoming husband or wife .....  
 19. To like someone or something more than someone or something else .....  
 20. Rest .....  
 21. Something will be worn to help you see better with that eye. ....  
 22. to raise one foot and put it down in front of or behind the other one  
 in order to walk or move. ....  
 23. Two times. ....  
 24. To talk a lot as behavior. ....
10. A mountain with a large hole at the top, which sometimes lava is forced out.  
 ....

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## Form of IOC validity test

แบบแสดงความคิดเห็นของผู้ทรงคุณวุฒิที่มีต่อแบบทดสอบ

เกี่ยวกับการใช้เกมคำศัพท์ในการเรียนรู้ด้านคำศัพท์ภาษาอังกฤษ ชั้นประถมศึกษาปีที่ 6

**คำชี้แจง** ขอให้ท่านได้กรุณาแสดงความคิดเห็นต่อแบบทดสอบ ตามระดับความคิดเห็นดังนี้

ระดับ 1 เหมาะสม ระดับ 0 ไม่แน่ใจ ระดับ -1 ปรับปรุง โดยใส่หมายเลขระดับความคิด ลง  
ในช่องรายการประเมินแต่ละข้อความคิดเห็นของท่านพร้อมเขียนข้อเสนอแนะที่เป็นประโยชน์ใน การ  
นำไปพิจารณาปรับปรุงต่อไป

| ที่      | ข้อสอบ                                                                                                  | เกณฑ์การให้คะแนน            |                                 |                                  |
|----------|---------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------|----------------------------------|
|          |                                                                                                         | ชัดเจน<br>(Clear)<br><br>+1 | ไม่แน่ใจ<br>(Not sure)<br><br>0 | ไม่ชัดเจน<br>(Unclear)<br><br>-1 |
| ตอนที่ 1 |                                                                                                         |                             |                                 |                                  |
| 1.       | The ..... of cabinet is about \$80 at the time of purchase                                              |                             |                                 |                                  |
| 2.       | He read out a short ..... from the Bible                                                                |                             |                                 |                                  |
| 3.       | Storyteller must orgaize the story and hold the .....<br>information in memory as story progress.       |                             |                                 |                                  |
| 4.       | Benjamin Franklin did his ..... weather experiment<br>with the key and a kite in 1752.                  |                             |                                 |                                  |
| 5.       | As students learn to use the studio as an instrument, It's also<br>..... for them to dream in new ways. |                             |                                 |                                  |
| 6.       | Spanish .....is commonly used in Spain and South<br>America.                                            |                             |                                 |                                  |
| 7.       | What does “Patronize” .....?                                                                            |                             |                                 |                                  |
| 8.       | Jed may need the explanation of the importance of fresh<br>.....and vegetables in the diet.             |                             |                                 |                                  |
| 9.       | Some say I had fled, It is not ....., I never fled. I just<br>migrated.                                 |                             |                                 |                                  |

| ที่      | ข้อสอบ                                                                                                            | เกณฑ์การให้คะแนน  |                        |                        |
|----------|-------------------------------------------------------------------------------------------------------------------|-------------------|------------------------|------------------------|
|          |                                                                                                                   | ชัดเจน<br>(Clear) | ไม่แน่ใจ<br>(Not sure) | ไม่ชัดเจน<br>(Unclear) |
|          |                                                                                                                   | +1                | 0                      | -1                     |
| 10.      | I have lived in the city and seen all its ..... and know what it feels like to be in her arm.                     |                   |                        |                        |
| 11.      | The Bird Flu virus spread rapidly .....the world in 2009.                                                         |                   |                        |                        |
| 12.      | I don't get a good-looking at them, because It's ..... outside when I go to work, and dark again when I get back. |                   |                        |                        |
| 13.      | Her family were so ..... they couldn't buy her new clothes                                                        |                   |                        |                        |
| 14.      | You will ..... the bus if you wake up late.                                                                       |                   |                        |                        |
| 15.      | Go and wake up that your ..... brother. He has slept for 12 hours.                                                |                   |                        |                        |
| ตอนที่ 2 |                                                                                                                   |                   |                        |                        |
| 1.       | To talk a lot as behavior                                                                                         |                   |                        |                        |
| 2.       | Finished                                                                                                          |                   |                        |                        |
| 3.       | to rest or do something that is enjoyable                                                                         |                   |                        |                        |
| 4.       | To look at someone or something for a period of time.                                                             |                   |                        |                        |
| 5.       | Something will be worn to help you see better with that eye.                                                      |                   |                        |                        |
| 6.       | Two times.                                                                                                        |                   |                        |                        |
| 7.       | To raise one foot and put it down in front of or behind the other one in order to walk or move.                   |                   |                        |                        |
| 8.       | A mountain with a large hole at the top, which sometimes lava is forced out.                                      |                   |                        |                        |
| 9.       | To like someone or something more than someone or something else                                                  |                   |                        |                        |
| 10.      | Becoming husband or wife                                                                                          |                   |                        |                        |

ข้อเสนอแนะอื่น ๆ

.....

.....

.....

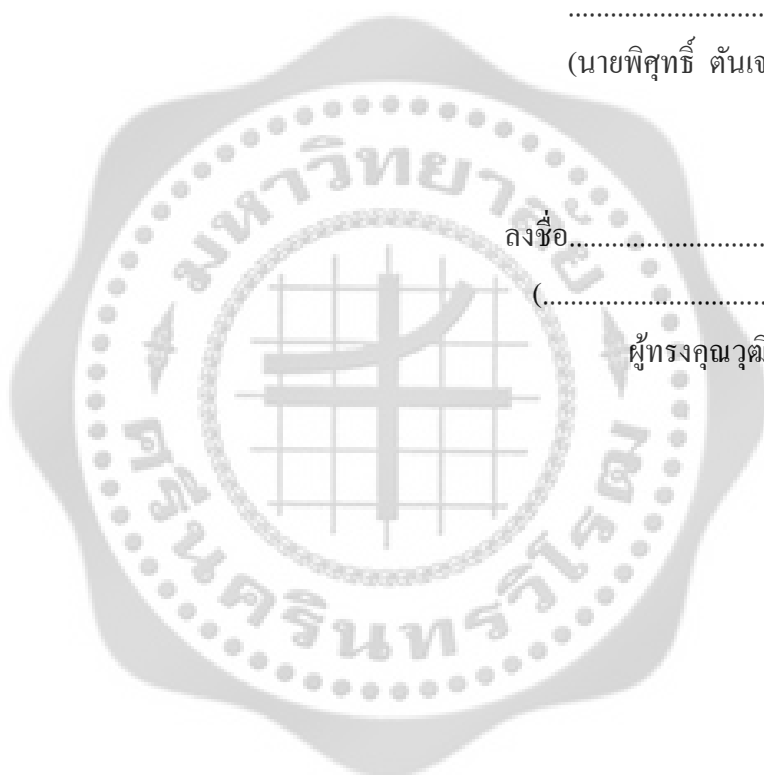
.....

ขอแสดงความขอบคุณอย่างยิ่ง

.....  
(นายพิศุทธิ์ ตันเจริญพานิช)

ลงชื่อ.....  
(.....)

ผู้ทรงคุณวุฒิ



แบบสอบถามความคิดเห็น (Self-reflection form)

1. หลังจากการเรียนรู้การสอนครั้งนี้ นักเรียนได้จำคำศัพท์ได้มากขึ้นหรือไม่? เพราะเหตุใด?

.....

.....

.....

.....

2. เกมใดที่ช่วยให้นักเรียนจำคำศัพท์ได้มากที่สุด? เพราะเหตุใด?

.....

.....

3. เกมใดที่ช่วยให้นักเรียนจำคำศัพท์ได้น้อยที่สุด? เพราะเหตุใด?

.....

.....

4. หลังจากการเรียนรู้การสอน นักเรียนใช้คำศัพท์ได้ถูกต้องมากขึ้นหรือไม่? อย่างไร?

.....

.....

.....

.....

5. หลังจากการเรียนรู้การสอน นักเรียนนำคำศัพท์ไปใช้ในชีวิตประจำวันได้หรือไม่? อย่างไร?

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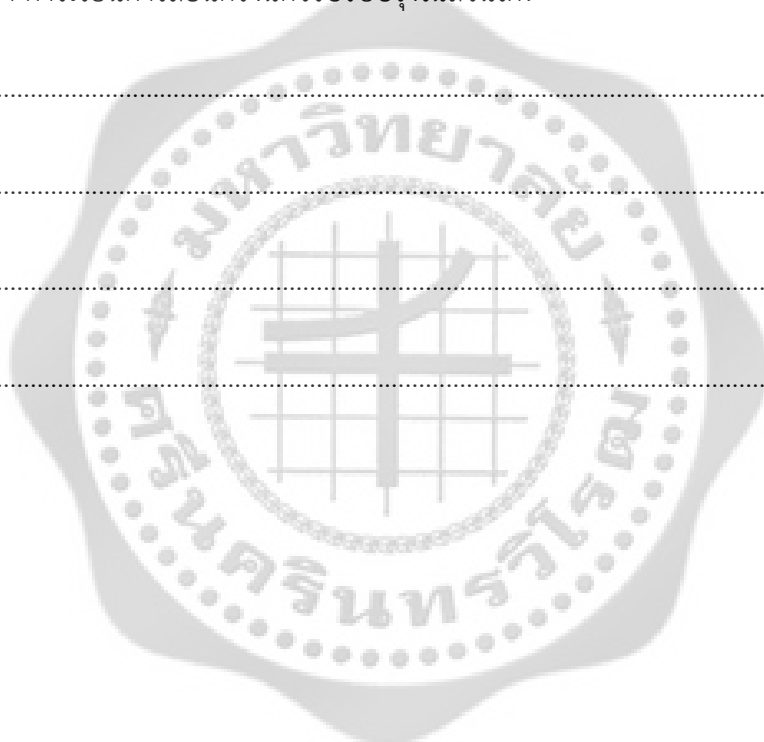
6. นักเรียนคิดว่า การเรียนการสอนครั้งนี้ควรปรับปรุงในส่วนใด?

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### The result of IOC validity test

| No.      | Content                                                                          | The first committee | The second committee | The third committee | Mean | Validation |
|----------|----------------------------------------------------------------------------------|---------------------|----------------------|---------------------|------|------------|
| Part one |                                                                                  |                     |                      |                     |      |            |
| 1.       | The ..... of cabinet is about \$80 at the time of purchase.                      | 1                   | 1                    | 1                   | 1    | Valid      |
| 2.       | He reads out a short ..... from the Bible.                                       | 1                   | 1                    | 1                   | 1    | Valid      |
| 3.       | It's ..... to read instruction before taking medicine.                           | 0                   | 1                    | 1                   | 0.6  | Valid      |
| 4.       | Michael Jackson is ..... singer. Everyone knows and wants to be like him.        | 1                   | 1                    | 1                   | 1    | Valid      |
| 5.       | Is it ..... to move this heavy rock by yourselves?                               | 0                   | 1                    | 1                   | 0.6  | Valid      |
| 6.       | Spanish.....is commonly used in Spain and South America.                         | 1                   | 1                    | 1                   | 1    | Valid      |
| 7.       | What does "Patronize" .....?                                                     | 1                   | 1                    | 1                   | 1    | Valid      |
| 8.       | Jed is explaining about the importance of fresh .....and vegetables in the diet. | 1                   | 1                    | 1                   | 1    | Valid      |
| 9.       | Some say I had fled, It is not ...., I never fled. I just migrated.              | 1                   | 1                    | 1                   | 1    | Valid      |

| No.      | Content                                                                                       | The first committee | The second committee | The third committee | Mean | Validation |
|----------|-----------------------------------------------------------------------------------------------|---------------------|----------------------|---------------------|------|------------|
| 10.      | I have lived in the city and seen all its ..... And know what it feels like to be in her arm. | 1                   | 1                    | 1                   | 1    | Valid      |
| 11.      | The Bird Flu virus spread rapidly .....the world in 2009.                                     | 1                   | 1                    | 1                   | 1    | Valid      |
| 12.      | Please, turn on the light, It's too .....                                                     | 1                   | 1                    | 1                   | 1    | Valid      |
| 13.      | Her family were so ..... they couldn't buy her new clothes.                                   | 1                   | 1                    | 1                   | 1    | Valid      |
| 14.      | You will ..... the bus if you wake up late.                                                   | 1                   | 1                    | 1                   | 1    | Valid      |
| 15.      | Your brother is ..... He can't get any job, sleep all day and doesn't do anything.            | 1                   | 1                    | 1                   | 1    | Valid      |
| Part two |                                                                                               |                     |                      |                     |      |            |
| 1.       | Talking a lot                                                                                 | 1                   | 1                    | 1                   | 1    | Valid      |
| 2.       | Finished                                                                                      | 1                   | 1                    | 1                   | 1    | Valid      |
| 3.       | to rest or do something that is enjoyable                                                     | 1                   | 1                    | 1                   | 1    | Valid      |
| 4.       | To look at someone or something for a period of time.                                         | 1                   | 1                    | 1                   | 1    | Valid      |
| 5.       | Something will be worn to help you see better with that eye.                                  | 1                   | 1                    | 1                   | 1    | Valid      |
| 6.       | Two times.                                                                                    | 1                   | 1                    | 1                   | 1    | Valid      |

| No. | Content                                                                                         | The first committee | The second committee | The third committee | Mean | Validation |
|-----|-------------------------------------------------------------------------------------------------|---------------------|----------------------|---------------------|------|------------|
| 7.  | To raise one foot and put it down in front of or behind the other one in order to walk or move. | 1                   | 1                    | 1                   | 1    | Valid      |
| 8.  | A mountain with a large hole at the top, which sometimes lava is forced out                     | 1                   | 1                    | 1                   | 1    | Valid      |
| 9.  | To like someone or something more than someone or something else                                | 1                   | 1                    | 1                   | 1    | Valid      |
| 10. | Becoming husband or wife                                                                        | 1                   | 1                    | 1                   | 1    | Valid      |

### T-test dependent's result

|            | Mean    | N  | Std. Deviation | Std. Error Mean |
|------------|---------|----|----------------|-----------------|
| Pair 1 pre | 5.8750  | 40 | 4.95719        | .78380          |
| Post       | 18.2000 | 40 | 5.53868        | .87574          |

|                      | Paired Differences |                   |                    |                                              |          |
|----------------------|--------------------|-------------------|--------------------|----------------------------------------------|----------|
|                      | Mean               | Std.<br>Deviation | Std. Error<br>Mean | 95% confidence Interval of<br>the Difference |          |
|                      |                    |                   |                    | Lower                                        | Upper    |
| Pair 1<br>pre - post | 1.23250E1          | 5.77078           | .91244             | 10.47941                                     | 14.17059 |

|                   | t      | df | Sig.<br>(2-tailed) |
|-------------------|--------|----|--------------------|
| Pair 1 pre - post | 13.508 | 39 | .000               |



## VITAE

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name                   | Mr.Pisut Tunchalearnpanih                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Date of Birth          | October 15, 1983                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Place of Birth         | Bangkok                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Educational Background | <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;">2000</div> <div>Matthyomsuksa 6 (Art-French Program)<br/>Debsirin School, Bangkok</div> </div> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;">2004</div> <div>Bachelor of Arts (English)<br/>Chandrakasem Rajabhut University</div> </div> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;">2013</div> <div>Master of Arts (Teaching English as Foreign Language)<br/>Srinakarinwirot University, Bangkok</div> </div> |