

USING LANGUAGE GAMES TO TEACH
VOCATIONAL STUDENTS' ENGLISH VOCABULARY



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Teaching English as a Foreign Language
at Srinakharinwirot University

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A THESIS
BY
CHAYAPORN THIRACHAIMONGKHONKUN

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AN ABSTRACT
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This research aimed to examine the effectiveness of language games in improving the English vocabulary learning of vocational students. The study also investigated the satisfaction among the students with the use of language games in English vocabulary learning. The sample was selected by a purposive procedure and included twenty five vocational students attending a vocational college in Bangkok. They were assigned to complete the pre-test before the language games took place and the data was collected. After the eighth week of the experiment, the participants took the post-test, and interviews were conducted to examine their satisfaction with the use of language games. Statistics were used to analyze the quantitative pre-test and post-test score data, while content analysis used for the collected qualitative data.

The results showed the vocabulary learning abilities of the sample was significantly higher at a level of .05 after learning through language games. In other words, the language games could effectively improve the students' English vocabulary. The findings also revealed that the sample was satisfied with the use of language games for English vocabulary learning.

การใช้เกมภาษาเพื่อสอนคำศัพท์ภาษาอังกฤษ
นักศึกษาระดับอาชีวศึกษา



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เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทร์วิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ
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การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาประสิทธิภาพของการใช้เกมภาษาเพื่อพัฒนาการเรียนรู้คำศัพท์ภาษาอังกฤษของนักศึกษาระดับอาชีวศึกษา การศึกษาครั้งนี้ยังศึกษาความพึงพอใจของนักศึกษาที่มีต่อการใช้เกมภาษาในการเรียนคำศัพท์ภาษาอังกฤษ กลุ่มตัวอย่างถูกเลือกโดยวิธีเจาะจงและรวมนักศึกษาอาชีวศึกษาจำนวน 25 คน กำลังศึกษาที่วิทยาลัยอาชีวศึกษาแห่งหนึ่งในจังหวัดกรุงเทพมหานคร กลุ่มตัวอย่างได้ทำแบบทดสอบก่อนเรียนก่อนที่จะได้รับการสอนโดยใช้เกมภาษาและเก็บข้อมูลไว้ หลังจาก 8 สัปดาห์ของการทดลอง กลุ่มตัวอย่างได้ทำแบบทดสอบหลังเรียน และได้มีการสัมภาษณ์นักศึกษาเพื่อตรวจสอบความพึงพอใจในการใช้เกมภาษา สถิติได้นำมาใช้ในการวิเคราะห์ข้อมูลคะแนนก่อนและหลังเรียน และการวิเคราะห์เนื้อหาใช้สำหรับข้อมูลเชิงคุณภาพ

ผลการศึกษาพบว่า ความสามารถของกลุ่มตัวอย่างหลังการทดลองสูงกว่าก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 หลังการใช้เกมภาษาในการเรียน กล่าวอีกนัยหนึ่งการใช้เกมภาษามีประสิทธิภาพในการปรับปรุงการเรียนรู้คำศัพท์ภาษาอังกฤษของนักศึกษา นอกจากนี้ผลการศึกษายังพบว่ากลุ่มตัวอย่างมีความพอใจในการใช้เกมภาษาในการเรียนคำศัพท์ภาษาอังกฤษ

The thesis titled
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CHAPTER I

INTRODUCTION

In language learning, vocabulary played a fundamental role for effective communication because vocabulary linked the four skills of listening, speaking, reading, and writing. That was, vocabulary was the starting point from which these skills developed since vocabulary was a unit of the basic language structure of language learning. Ghadessy (1998) asserted that in language learning, vocabulary played more significant roles than grammar in enhancing students to produce sentences, phrases, essays etc. In the absence of vocabulary knowledge, students were unable to understand more complicated units of language. Thornbury (2002) said that vocabulary was the fundamental area in foreign language learning as vocabulary carried the meaning through meaningful expressions and sentences so as to communicate effectively. In addition, Richards and Renandya (2002) stated that people understood a sentence by examining the meaning of the vocabulary and what vocabulary students chose in speaking related to how well the students understood what the speaker said. Moreover, Scrivener (1994) stated that vocabulary carried the meaning which students frequently managed to communicate by using the accumulative meaning of each single word. Students who spoke each word would almost get the message, completely avoiding grammar, which meant that the meaning was carried by the vocabulary alone.

According to the 2002 Curriculum for the Certificate of Vocational Education which aimed to produce and develop skilled students, students needed to have the knowledge, vocational skills and experiences in the area suitable for their careers and the needed of the labour market. One of the Vocational Education Standards of the Program

was that students could communicate using some English in real life and career. To master English learning, students had to study many aspects in order to acquire English proficiency. One of the most important aspects was vocabulary learning because students who had large vocabularies could express the exact meaning as intended because they knew how to spell, pronounce, express meaning, and were able to construct sentences. Since vocabulary learning was not easy for students, especially vocational students, many researchers (Promshoit, 2010; Phuphanpet, 2004, Kethongkum, 2005) who conducted research on vocational students had agreed that vocational students were deficient in communicating in English. The researchers had also presented the deficiencies as coming from many sources: first, students had less chance to use English outside the classroom; second, students could not apply knowledge for use in real life situations; and lastly, students had limited knowledge of vocabulary, so students could not use the appropriate vocabulary in different contexts. Therefore, teaching vocabulary was a vital to make students able to communicate effectively by using language. McCarthy and O'Dell (2001) claimed that English comprising large vocabulary allowed for the opportunity to express different styles of meaning. The teacher needed to help the students to learn vocabulary for them to feel it worth doing and to be more interesting. There were many ways to improve the students' vocabulary and the teacher also needed to create an activity that could motivate the students to be active.

Games were considered as an effective way, an amusing activity in teaching vocabulary and application. Menyam (2002) mentioned that games helped students to make abstract concepts while the students were playing games. Games were also encouraged students to sustain their interest and work, so they concentrated more in learning. Moreover, games could be used as means in giving introduction, summarizing the lessons for teachers. Aware of benefits of games, the researcher created situations in

which vocabulary could be used. However, in order to get the most from vocabulary games, it was necessary that suitable games were chosen. In addition, the teacher's ability and creativity were also needed. Therefore, the researcher had set out to investigate further the use of the language games in English vocabulary learning.

Objectives of the Study

1. To examine the effectiveness of language games on the English vocabulary learning achievement of vocational students.
2. To investigate students' satisfaction with the language games used in English vocabulary learning.

Research Questions

This study aimed to seek answers to the following questions.

1. Do the vocational students develop their English vocabulary learning ability after learning through language games?
2. What was the students' satisfaction towards the use of language games in English vocabulary learning?

Significance of the Study

The results of the study were expected to be a guideline for improving vocational students' English vocabulary learning through language games. Many language games were applicable for use with the vocational students' classroom in vocabulary learning. The outcomes of using language games improving students' English vocabulary learning were beneficial for English teachers, curriculum developers, educators, course

developers, and administrators who were attempting to help students in vocabulary learning could benefit from the findings of this study. The findings could be used as recommendations for improving vocational students' English vocabulary learning. Moreover, the results of this study could be adapted to the classroom especially in vocational colleges.

Scope of the Study

Population and Sample

The population of this study consisted of vocational students in a vocational college located in Bangkok. There were two hundred and fourteen students who enrolled in the English Listening and Speaking course. The sample was selected by a purposive procedure which was twenty-five students in a session. These students score below the half in Basic English subject. This study was conducted in the second semester of the 2015 academic year.

Variables

The independent variable was the English vocabulary learning. The dependent variable was the English vocabulary competence of vocational students, and the satisfaction.

Definition of Terms

The following terms were defined because they were frequently and repeatedly used in this study.

English Vocabulary

English vocabulary referred to the vocabulary taught to students by the researcher according to the topic learnt. Vocabulary comprised the knowledge of word meanings learnt by students at a vocational college.

Language Games

Language games referred to teaching activity used in vocabulary learning. Vocabulary learning was needed to meet with the purpose of learning, students' interest, and ages. Students were required to participate in playing games to communicate in the classroom.

English Vocabulary Learning Ability

English vocabulary learning ability referred to the students' ability to spell, pronounce and understand the meaning of vocabulary and to use the vocabulary correctly and was able to communicate properly. This ability was measured by the pre-test and post-test scores of the English vocabulary achievement test. The scores were then evaluated using SPSS Windows.

Satisfaction towards the Use of Language Games

Satisfaction towards the use of language games referred to the students' views, opinions, and pleasant feelings towards the language games in English vocabulary learning used in the classroom.

CHAPTER II

LITERATURE REVIEW

This chapter presented the theoretical foundations and previous studied on the use of language games to improve English vocabulary learning. It consisted of three parts. Firstly, it presented the vocabulary teaching including definitions, the components of vocabulary, types of English vocabulary, the importance of vocabulary, and methods of teaching vocabulary. Secondly, the use of games in teaching vocabulary included games definition, categories of games, importance of using games, games selection, and types of games. In the last section, the related research on the use of the language games was presented.

Vocabulary Teaching

Definitions of Vocabulary

Vocabulary was a main element for the students in the process of learning and using language. According to Richards (2002), vocabulary was the main component of language proficiency and provided the basis for how well students listened, spoke, read, and wrote. Hiebert (2005) mentioned that vocabulary was the knowledge of the meanings of words. In learning vocabulary, students had to know the meaning of words and used vocabulary in making sentences. Furthermore, Hornby (1995) stated that vocabulary was the amount of words in language with meaning. Also, vocabulary was the number of words that were required to express the speaker's ideas and meanings.

Based on the detailed explanation above, it could be summarized that vocabulary was the knowledge of the word meanings used to express ideas, feelings, and

information to others clearly. Also, there were two kinds of learning: active and passive learning. Bonwell (1991) stated that in active learning, students participated in the learning process actively. In contrast, passive learning was a method of learning where the students received information from the teacher.

The Components of Vocabulary

Harmer (2001) posited that vocabulary learning composed of word meanings, usage, and spelling. Meaning was classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning was the meaning attached to the words as a word. For example, the meaning of a residence for human habitation was attached to area that people could live in. Morphological meaning was the meaning attached to a morpheme. A morpheme was the smallest unit that could not be further divided and carried the meaning of function. Syntactic meaning was the meaning attached in a sentence from word arrangement.

A word's meaning was defined by its relationship to other words. One should know the denotation and connotation of the word in order to know the positive or negative meanings. There were synonyms, antonyms, denotations, and connotations. A synonym referred to the sameness in meaning. The same meaning was expressed by more than one word. An antonym meant the opposite meaning. An antonym dealt with the opposite meaning and was not differentiated for formality or dialect. Tarigan (1985) defined denotation as the dictionary meaning and conceptual meaning. In addition, Keraf (1984) said that the denotative meaning was also called cognitive meaning or conceptual meaning because the meaning concerned the knowledge or consciousness. Connotation was more complicated than denotation. Widarso (1989) mentioned that connotation

referred to the word meaning with the added emotional meaning. Tarigan (1985) stated that connotation was the emotion and feeling connected with a meaning.

Types of Vocabulary

Edgar and other (1999) mentioned that the kinds of English vocabulary were divided into two types: content words and function words. Content words referred to the vocabulary that described things which conveyed the meanings without knowledge of the structural functions. It had meaning according to the dictionary such as pen, cat, and book. Function words referred to the vocabulary that had meaning in the context and made the structure of language complete such as article, pronoun, and preposition. This type of vocabulary depended on the structure of the sentence.

According to Allen (1983), Finocchiaro (1983) and Pongtongcharuen (1983) frequently used or unused vocabulary classified as active and passive vocabulary, respectively. Active vocabulary referred to the vocabulary which students often used to practice the four skills of listening, speaking, reading, and writing that were necessary; and consistent. Passive vocabulary referred to vocabulary that rarely appeared in texts or in general speaking. This group of words had become a common one among higher level students. However, if students often reviewed passive vocabulary then passive vocabulary could develop into active vocabulary (Akkramas, Hiraanburana, & Pibulchol, 2000). Hiebert (2005) also suggested that words were composed of two forms; oral vocabulary and print vocabulary. Oral vocabulary was the set of words with known meanings when spoken or read orally. Print vocabulary consisted of words which had known meanings when written or read silently.

The Importance of Vocabulary

Sangtanoo and Pongtat (1998) and Chotipong (2009) stated that vocabulary was the total number of words which made up language with rules for combining. People used vocabulary as a tool to carry knowledge and ideas between individuals in a community. Achievement in language learning was that students needed to understand the function and meaning of each word. Many linguists such as Stewick (1972), Thornbury (2002) and Nunan (2003) had asserted that vocabulary was very important to learn a new language. Ghadessy (1979) and Zimmerman (1997) stated that learning vocabulary was more significant than learning structure because vocabulary was the basis of language learning. Achievement in learning a language was derived from the ability to understand structure, sound, and vocabulary. Vocabulary could be reviewed by a teacher encouraging students to frequently read and by gaining familiarity. In addition, Lado (1996) suggested that the teacher applied vocabulary that students were interested in and familiar with. The amount of vocabulary learnt should be suitable for students and then students were able to apply it in real life. Mcwhorter (1990) said that the teacher should choose vocabulary that benefits students. The chosen vocabulary then enabled students to study the lesson more easily.

Methods of Teaching Vocabulary

According to Celce and Murcia (2001), vocabulary learning was a major means to language acquisition, whether the language was the second or foreign. Hornby (1995) defined teaching as giving instructions to others for knowledge and skills. Based on that definition, teaching vocabulary was the teacher providing the students with vocabulary knowledge and how to apply it in real life. Harmer (2001) summarized some techniques for teaching vocabulary as: demonstration, explanation, discovery, check question, and

presentation. Demonstration referred to the teacher demonstrating the language to the students by action. Explanation referred to the teacher explained the structure of language in a layout or diagram. Discovery referred to the students were encouraged to learn the language by discovering a test or by studying grammatical evidence to work out a grammar rule. Check question referred to the teacher checking through questions to see if students understood the use or the meaning in the text. Presentation referred to the teacher did not show the words to students but showed things in order to present the words.

The Use of Games in Teaching Vocabulary

Games Definition

Dobson (1998) defined a game as “one kind of effective activity to improve students’ skills”. In addition, Deesri (2002), Kerr (1977), and Collier (1996) defined game as “a kind of competition in which players had objective such as winning or succeeding by having fun and under clear rules”. Hadfield (1990) remarked that a game was “an activity with rules, a goal and element of fun”. That was, games differed from other activities according to three main factors: concerned with rules, had a goal such as the winner of the competition, and had fun. From the definitions, it could be summarized that a game was an activity governed by rules based on meeting challenges and competitions to accomplish certain goals within an enjoyable environment. In the classroom, games were used as practicing, reinforcing and as means of motivating students to study.

Categories of Games

There were three types of games: a) spontaneous games, b) educational games, and c) language games.

Spontaneous Games

Slovnik (2001) defined games as activities which had many aspects; for example, emotional, practical, cognitive, social, physical, creative, and motivational. Most games had explicit rules and were based on social interaction. Klusak and Kucera (2010) defined a game as a “free act” played without purpose that gained students’ interest and played in specified area and time with specific rules. Bittnerova (2005) mentioned that games were a cultural occurrence used in the social communication of students. Students understood their relationships “inside a peer group” through a game. There were no intellectual problems to playing a spontaneous game for young learners and the games served as the means of organizing free time but not the means of getting attention.

Uhlirova (2003) mentioned that games were leisure activities that gave students the opportunity to gain experiences in a natural way and that games were also “the source of joy, physical activity and sensorial stimulus that enrich experience and knowledge of children”. Playing games in a group enhanced sociability, liveliness, intellectual education, aesthetic, moral and overall developments. Learning at school, in a game “movement, voluntariness, spontaneity and common interest” might be applied. The games had to be well prepared and the rules had to be accepted by all students.

Educational Games

Slovnik (2001) classified an educational game as an activity similar to a spontaneous game but with educational objective. An educational game could be played

in a gym, classroom, playground, or nature but the game had to follow the rules and evaluated at the end. It could be played in groups, in pairs, or individually. The role of the teacher varied from organizer to observer. The most important aspect of an educational game was the motivation because it stimulated interests and increased students' involvement. It also supported cooperation, creativity, and competitiveness. It forced students to use different skills and knowledge and also life experiences.

Loksa and Loksova (2003) characterized an educational game as an “activating method” that was used to develop creativity. An educational game was more interesting than common teaching methods because the teacher involved students in the teaching process intensively, created a relaxed atmosphere and humor in the classroom. Examples of educational games were problem solving tasks, quizzes, or scrabble. In addition, Portmann (2004) affirmed that educational games supported creativity because when students played the game, they were not afraid of failure assessment and they also acquired new life experiences. Therefore, educational games removed obstacles in learning and thinking and created new habits. “Games required activity, developed all mental processes, supported communication, stimulated social processes, enriched life experience, developed personality, and on the top of that, they were entertaining”. Portman also mentioned that while playing games, students did not understand that the activity involved mental effort so the students learned subconsciously. Kalhous (2009) mentioned that educational games motivated students' thinking and could be used for solving complicated educational tasks.

Language Games

Menhard (1976) described the characteristics of language games that a language game “required the least preparation, it was easy to play, contained intellectual stimulus

and activation, did not take too much time in the lesson, entertained learners but did not release discipline”. Menhard also mentioned that games should be suitable for the abilities of the students and their ages. They needed to have proper objectives and was played in particular conditions. They should be entertaining but contained the components of learning and language so that students recognized and comprehended the learning value of games. In addition, language games could be divided in accordance with the students’ age, levels of language knowledge, skills they had developed, and places where they had played.

Lewis and Bedson (1999) categorized games according to their “most outstanding features”. They distinguished the following types: movement games, board games, card games, drawing games, dice games, role-play games, guessing games, singing and chanting games, or word games. They divided games into “rousers” and “settlers”. The games that woke up the class were called “rousers”. They incited within students the elements of competition, excitement, and required movement. “Settlers” calmed the class down. They could be writing games, craft activities, or games which focused on listening.

Read (2001) divided games according to the skills they developed, no matter the productive or receptive skills. Hadfield (1998) distinguished two types of games: a) linguistic games with the main goal of language accuracy, and b) communicative games such as search games, guessing games, arranging games, or memorizing games. The teacher needed to make sure they gave clear instructions and demonstrate how the games worked, taught the students the interactive language for playing, stopped the game when students began to lose interest, and showed students they were taking on responsibility.

Shamy (2001) mentioned that games could be categorized according to the subject matter, the participants’ task, and the material used. That was, paper and pencil games and card games. Firstly, paper and pencil games required the students needed to

use paper and pencil to contact with the content of games. It was very easy to review the knowledge learned because the students could complete through certain rules and flexible to different subject matters. Secondly, card games which composed of the set of cards interacted with the subject matter. The cards contained characteristics, definitions, opposite and others. The students played with the cards to get information.

Hadfield (1998) divided games into two types: competitive games and cooperative games. Some of the games were guessing game, matching game, and search game, board game, arranging game, card game, or memorizing game. She was also emphasized the importance of repetition in vocabulary learning because students encountered the words to retrieve vocabulary knowledge. For this purpose, the teacher considered the opportunities for the students to practice what they learned. However, the teacher also considered the time used in each activity. The games that gave students the opportunities to practice and interacted with the language such as: a) 'Spelling puzzle' game where students were asked to spell an alphabet through reordering the letters. The object of this game was a picture which the students had to recall the vocabulary knowledge through relating the spelling to the representation of the picture. For example, 'occupation' used spelling puzzle game to enhance the students recalled the vocabulary learned and they could reorder the letter correctly. Wharton (1995) stated that the puzzle game used in the classroom was an easy to recall back to the previous knowledge. This game could be done in pair or group; the winner was the pair or group who could complete it first.

Moreover, Scrivener (1994) mentioned that this game could help the students to manipulate, reorganize, and remember the words. b) 'Act it out' game that required students to find the appropriate words matching the definition or the features acted out by one of the students. Hayns and Zakarian (2010) stated that the act it out game increased

students' interaction as the students used more the vocabulary and it aimed at developing speaking skill. For example, 'human activities' used act it out game to help the students improved their vocabulary by refreshing memories and introducing new words due to it was based on guessing and performing tasks. The 'act it out' game was suitable for the topic 'human activities' because the students could act the activities out to their friends and their friends could guess those activities easily. c) 'Whisper' game in which one student whispered a message to another. The message was passed through a line of students until the last student announced the message to the group. This game was suitable for the topic 'social media' because this game could assess the students' listening and transferring the word but errors might occur during the retellings, so the word announced by the last students differs significantly. Reasons for changes included erroneous corrections, anxiousness, difficulty in understanding whispering, and some students might deliberately changed what was being said to ensure a changed message by the end of the line. This game could practice the students to be careful in transferring the words including spelling, pronunciation, the meaning.

d) 'Bingo' game that could be used to review large numbers of words. For example, 'events in life' used this game by the students asked to make a bingo card that contained a number of words, however, the students wrote the words randomly and all the cards were different. The teacher read the definitions and the first student who marked all the words in a row, column, or diagonally wins (Vasquez, Hansen, & Smith, 2010; Hayns & Zakarian, 2010). Bingo was suitable for the topic 'events in life' because it aimed at building a connection between the words and meanings. In addition, Pavicic (2008) added that bingo encourages "the productive used of words" where the students used the words in an appropriate context because this game helped the students to use the words to produce sentences.

Steps in Playing Games

There were three main steps involved in playing a game: a) introducing the games was the first step in playing a game because the teacher informed students about what was going to happen. The result depended on the manner in which the game was introduced. The teacher achieved the desired objectives if the teacher introduced the game in an appropriate way. According to Shamy (2001), there were four main elements in introduction. The first element was the teacher's style which meant the teacher showed enthusiasm through the introduction. The second element was setting up the game which meant the teacher needed to encourage the students' curiosity to play the game by stating the reasons why. The third element was explaining the instructions which involved exploring the theme of the game and the rules. The final step before starting the game was managing the group. Doveston and Keenaghham (2008) suggested that "there is a great value in discussing openly with a class the best way of making group work effective, and explicitly identifying the skills necessary to corporate productively with others".

b) Managing the games. Once the teacher introduced the game, the teacher gave the students the right to start. During the game played, the teacher's role was observing what happened. As mentioned, the teacher's role was a facilitator or enthusiasm generator. For instance, if some problems occurred during the game, the teacher stopped and solved the problem, and then allowed students to continue the game. Westwood (2008) supported the assertion that the teacher observed what was happening during the game and the teacher solved and encouraged students if the teacher observed the difficulties. c) Debriefing the games was the last step in playing a game by providing a feedback because it was a kind of evaluation. During the step, the teacher discussed with the students the outcomes of playing the game. Westwood (2008) agreed that immediate

feedback while playing a game was important. He mentioned that enjoyable games made students reacted actively and got immediate feedback. Debriefing the game included the students' comments and teacher's evaluation.

Games Selection

As Tyson (2000) mentioned that a game was essential to have a balance between fun and education and involved a friendly competition. In addition, Yin and Jung (2000) mentioned that a game provided opportunity to learn, practice, and reviewed language skills. Uberman (1998) stated, games corresponded to students' levels, ages, and materials introduced in order to achieve a desire result. That was, games were motivating and enjoyable activities that encouraged students' interactions with the language easier and more useful. In addition, games allowed students to learn with supported by the teacher's guidance. However, not all games had benefits unless the games were chosen as the appropriate criteria. The teacher needed to consider the course contents and objectives, the students' levels and styles to design a suitable game.

Importance of Using Games

Rityothi (1997) mentioned that using games in learning created a friendly learning environment and also retention in vocabulary learning. Using games to teach students effectively, the teacher had to choose an appropriate game based on experience, knowledge, and ability in choosing games. The teacher knew how to motivate students and also informed them about the name of the games used, rules, procedures, and goals. Harmer (2001) mentioned that the teacher acted as an organizer of activities, a controller of the class environment, and assessor of the students' improvement. However Barnes,

Hines, and Weldon (1996) stated that the teacher could act as a facilitator, organizer, and enthusiasm generator. The teacher acted as a facilitator providing different solutions to make learning easy. For instance, when students sometimes faced some problems and they did not know how to put ideas together, the teacher could guide them the right way. Harmer (2001) agreed that the teacher helped students with limits because the teacher was encouraging students to work on their own. Moreover, Harmer (2001) declared that the teacher also acted as an organizer to help students do an activity. The teacher needed to make an introduction to the task so that students knew their responsibilities. The students needed to be in contact with the games otherwise they might lose the desire to improve their vocabulary skills. Consequently, the teacher needed to create an attractive atmosphere, provided the games which the students appreciated, and then the teacher paid attention to organizing students. Harmer (2001) emphasized that the teacher's role when designing the game played stimulates students' curiosities to acquire new knowledge through playing the games.

Satisfaction in Language Learning

In a context of language learning, Stern (1983) stated that satisfaction in language learning was the belief or attitude towards the use of language and language learning in positive way. Oller (1979) mentioned that satisfaction was the important factor to support learning. Wenden (1995) added that satisfaction composed of three things: cognitive component, evaluative component, and behavioral component. Cognitive component meant that people had knowledge about the values and then people could evaluate in either positive or negative. Evaluative component meant personal feeling towards the values which could be satisfied or unsatisfied. And behavioral

component meant people ready to do something. Moreover, in order to have positive satisfaction towards language learning, the teacher had to arrange good atmosphere such as joyful, relaxing, and had fun. In summary, in vocabulary learning, the teacher could rely on the use of language games to make the students interested, motivated, and independent in learning vocabulary through games. Using different games depended on the objectives. Moreover, games helped the teacher to teach vocabulary in an appropriate way because each game had its own characteristic which made students' interactions with the language more useful. In addition, games allowed students to learn by themselves but supported by teacher guidance. However, not all the games benefited the students as depended on students' styles and levels, objectives and the course contents. The teacher's roles were organizing the activities, facilitating the students, and generating enthusiasm.

Related Research

Since language games were used in the classroom to improve students' English vocabulary learning, the following studies were conducted to investigate the effective of using language games in many areas of vocabulary learning.

Huyen and Nga (2003) studied the effectiveness of vocabulary learning through games. The purpose was to discover how effective the use of games was in enhancing vocabulary learning. The researcher began using games in the classroom and observed students reactions and attitudes. The findings focused on the students' satisfaction, progress, and unexpected problems. Regarding the students' satisfaction, it was shown that games helped students in vocabulary learning. Students knew more new words and used new vocabulary in an effective way through games.

Dickerson (1976) conducted research to compare vocabulary memorization between using active games and passive games teaching and conventional teaching to reinforce students' vocabulary learning in Sri Langkha. The samples comprised two hundred and seventy four grade-one students. Students were taught two new words every day and used vocabulary games until forty words had been taught. The pre-test and post-test were used for each group. Students had body movement for active games but students used flash cards and blackboard for passive games. Students used exercise books for conventional teaching. The findings revealed that students in the active group had higher learning achievement scores than the other two groups and the students that were taught by conventional teaching had the lowest learning achievement.

Sripramong (2004) studied the effectiveness of using games on retention in vocabulary learning among Grade 5 students. The sample of the study comprised of Grade 5 students at Assumption College, Rayong in the second semester of the 2003 academic year. The instruments were the lesson plans, learning achievement test and questionnaire of students' opinion of learning vocabulary through games. The data was statistically analyzed by using means, standard deviations, percentage, and the t-test. The findings of the study showed that students' retention in vocabulary through games was at the high level of significance of 0.1 and students were highly satisfied with learning vocabulary through games.

Similarly, Imama and Kusumarasdyanti (2013) examined the effects of games on vocabulary teaching for the fourth grade of SDN 1 Menganti, East Java. Students were divided into two groups: one group was taught using games but the other was not. Students groups taught using games were divided into teams based on English learning ability and had a competition. Students were expected to motivate each other and shared their knowledge. Based on the data of pre-test and post-test of both groups, the researcher

concluded that students who were taught using games had better mastery of vocabulary than students who were not taught by games.

Rahmawati (2012) investigated the effect of games on young students' mastery of vocabulary. The study involved seventy students from two classes at an elementary school in Bandung, West Java. The researcher used a snake path game to help students' memorization of vocabulary and to understand the text easier. As a result, the experiment group had better vocabulary learning achievement than the control group. The researcher concluded that there was significant difference of the students' achievement in the post-test. Based on the interviews, the snake path game promoted students' interest and motivated English vocabulary learning. Medani (as cited in McCarthy, 1990) did research on good and poor Arabic students concerning vocabulary learning strategies. The research revealed that good students had better writing composition using new vocabulary than poor students. The good students were also asked questions to confirm their vocabulary knowledge and were tested through word lists.

CHAPTER III

RESEARCH METHODOLOGY

This study designed with both quantitative and qualitative approach to understand and clarify the results obtained from the research instruments. The quantitative instrument was used to examine the effectiveness of language games on the English vocabulary learning achievement of vocational students. The data were gathered from the pre-test and post-test which presented in the form of numerical results. The results were statistically analyzed to understand whether the students who had been exposed to be used the language games showed the improvement in their vocabulary learning abilities or not. The qualitative instrument, the interview, was used to investigate the students' satisfaction towards the use of language games in vocabulary learning. The responses in which the students produced their satisfaction about the use of language games were interpreted to clarify the results that support the answers that emerged from the quantitative instrument.

Population

The population of this study consisted of vocational students in a vocational college located in Bangkok. There were two hundred and fourteen students who enrolled in the English Listening and Speaking course. This study was conducted in the second semester of the 2015 academic year.

Sample

The sample was selected by a purposive procedure from the students who scores below the half in Basic English subject which was twenty-five students.

Research Instruments

The research instruments consisted of three types of tools to answer the two research questions. To examine the effectiveness of language games on the students' English vocabulary learning, the vocabulary pre-test and post-test were administered, the lesson plans with the implication of language games were used as the main teaching methodology, and the interview for the students' satisfaction towards the use of language games was also conducted.

Pre-test and Post-test

To investigate the students' vocabulary learning achievement of vocational students through the language games, the pre-test and post-test were designed. The test was constructed based on the contents and the vocabulary from the lessons. Topic 1 covered the occupations, while topic 2 addressed the human activities, topic 3 dealt with social media, and topic 4 incorporated the events in life. After the test had been created, those were checked by the experts and the advisor to see the content validity and the test were piloted with the students from the other section who were not assigned to the study to ensure reliability and to be revised in case of inappropriate content.

Teaching Materials (Lesson Plans)

To put language games into practice in the classroom, the lesson plans were designed to fit the teaching methods based on the Curriculum for the Certificate of Vocational Education. The lessons were adapted from the textbook with four topics. English lessons were provided for two periods with sixty minutes in a period for every week. There were four lesson plans involving four types of language games: spelling puzzle, act it out, whisper, and bingo. The topics for the teaching were a) occupations, b) human activities, c) social media and d) events in life.

The vocabulary learning through the language games in each topic that the students engaged in were as follows. ‘Occupation’ was taught by using the spelling puzzle game to enhance the students recall back to the previous knowledge and the students could reorder the letter correctly. ‘Human activities’ was taught by act it out game to increase the students’ interaction as the students used the vocabulary and it aimed at developing speaking skill. ‘Social media’ used whisper game because this game could assess the students’ listening and transferring the words and this game could practice the students to be careful in transferring the words including spelling, pronunciation, and the meaning. ‘Even in life’ used bingo game because this game aimed at building a connection between the words and meanings and it also encouraged the productive of words where the students used the words in an appropriate context to produce sentences.

The steps of teaching and learning the vocabulary through the use of language games were adapted from The Department of Curriculum and Instruction development (2001). There were three stages pre-stage, while-stage, and post-stage.

Pre-stage

In this stage, the students were prepared to engage in the learning activities with language games in the classroom which was composed of two steps: presentation and practice. In the step of presentation, the new content and vocabulary were presented for the students in various activities to stimulate the students' learning. The next step, the students practiced the vocabulary they learnt by engaging in activities that motivated them to learn such as spelling puzzle, act it out, whisper, and bingo games.

While stage

After the stage of presentation and practice during the pre-stage, the students learnt vocabulary through games step by step. The students pronounced vocabulary on their own, with the help from the teacher. The students prepared their end presentation for the classmates and teacher.

Post-stage

At the end of the stage, there was an evaluation for the students' learning outcomes. The evaluation was in the stage of both peer-evaluation and self-evaluation. The students had a chance to share and revised their processes in learning with their classmates. The students expressed their opinions and shared problems they faced and reflected on what they did to improve their learning process.

The Interview

The interview aimed to assess students' satisfaction towards the use of the language games to develop students' English vocabulary learning. The interview questions were constructed based on the games from the lesson plans that students

engaged in. The students were asked about their satisfaction with the learning experiences through the use of language games. The questions allowed students to freely express their feelings towards the use of language games to develop English vocabulary. There were four questions as follows:

1. Do you like the language game? Why?
2. What did you learn from the game?
3. Did you face some difficulties?
4. If you encounter these words again, will you remember them?

Data Collection

Data were collected from the scores of the pre-test and post-test comprising the test. The sample took the pre-test before the language games were used. The pre-test scores were collected. After taking the pre-test, the sample was taught using language games through four lesson plans as follows.

At pre-stage, the researcher gave the orientation about vocabulary learning through language games and the sample collaborated and then the teacher showed the vocabulary through playing games. Then, the sample practiced the vocabulary and played game followed the lesson plans. At the while-stage, the sample played game to learn new vocabulary and continued further step by step until the students fulfilled the whole vocabulary learnt in each lesson plan. At the post-stage, the sample in each group presented the new vocabulary learnt and the teacher made the correction. Then, the sample took the test at the end of the whole task.

The duration of the process was eight weeks, two periods a week with sixty minutes in a period. At the end of the experiment, the sample took the post-test and the

scores were recorded. The students' satisfaction towards the use of language games were explored through the interview and the answer were recorded and transcribed by the researcher. The interview questions consisted of four questions concerned with the lesson plans and the games used in the classroom. Each student was arranged at a different times based on their convenience when they were selected to take part in the interviews. Normally, the duration of the interview was approximately twenty minutes. Before starting the interviews, the researcher asked permission to the tape-recorder the interviews so that, when transcribing, the students would not miss any information of the interviews. Then, the researcher transcribed the data obtained through each recording interview; this interview process provided the preliminary data to help create a better understanding in vocabulary learning employed by the students studied in vocabulary. Later, the items obtained from the interviews were generated. In addition, the students could answer the questions that dealt with the students' satisfaction on the improvement in their vocabulary knowledge through the use of language games in the classroom.

Data Analysis

This study used both quantitative and qualitative data analysis. To analyze the data quantitatively, the students' pre-test and post-test scores of this study were calculated using mean, standard deviation and T-test. The scores of the pre-test and post-test were statistically analyzed by mean and standard deviation by using SPSS program. The T-test was used to examine whether the samples' English vocabulary learning from the pre-test and post-test showed the significant differences or not.

To analyze the data qualitatively, the interview questions were designed to explore the students' satisfaction towards the use of language games in English

vocabulary learning, the specific statements and content were coded for qualitative content analysis.



CHAPTER IV

FINDINGS

The main objective of this study was to examine the use of language games in improving vocational students' English vocabulary learning. It also explored students' satisfaction with the use of language games in vocabulary learning. The sample of the study comprised twenty-five vocational students at a college in Bangkok. The data was obtained through an English vocabulary test and interviews with the research sample. This chapter presented both the quantitative results of the study focusing on the difference between the students' vocabulary learning before and after the experiment, and qualitative results regarding students' satisfaction with the use of language games in English vocabulary learning.

Quantitative Results

To collect quantitative data, a vocabulary test was used as the instrument to measure the pre-test and post-test scores. The pre-test and post-test scores of the sample were analyzed by mean, standard deviation, and the T-test. This section was divided into three parts. First, since the number of the sample was not large, the researcher used a test of normality to conduct the preliminary stage to measure the variance of data. Second, the mean scores and standard deviation of the students' English vocabulary learning ability from pre-test and post-test and third, the comparison of the scores of the vocabulary pre-test and post-test of the sample.

Since the sample was small, with just twenty-five students, the researcher analyzed data in the SPSS window and a test of normality was conducted in the preliminary stage to measure the variance of the data within the sample. Normality means the equality or the balance of data variation in the sample. From Table 1, the researcher used “Shapiro-Wilk” to check the normality of the sample. Razali (2011) stated that the Shapiro-Wilk Test was originally restricted to sample sizes of less than fifty people. The following was the hypothesis of the normality.

Ho: Data = Normality

H1: Data $\neq$ Normality

Table 1 Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.15	25	.15	.92	25	.06
Post-test	.18	25	.04	.90	25	.02

a. Lilliefors Significance Correction

p-value = .05

Form the test of normality table, the significance of the pre-test was .06 and the significance of the post-test .02. The pre-test and post-test scores were not significantly different in this test which meant that the variance among the twenty-five students achieved normality. That suggested that the sample was reliable for this research.

Table 2 showed the mean scores and standard deviation of the students' English vocabulary learning ability from the pre-test and post-test.

Table 2 Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre- test	12.72	25	5.65	1.13
	Post-test	16.56	25	6.08	1.22

According to Table 2, before engaging in learning activities through language games in teaching vocabulary the average score of the pre-test was 12.72 with a standard deviation of 5.65. After the period of the experiment of the study, the mean score of the post-test was 16.56 with a standard deviation of 6.08.

Table 3 presented the comparison of the scores of the vocabulary pre-test and post-test of the sample.

Table 3 Paired Sample Test

Paired Differences								
95% Confidence Interval of the Difference								
	Mean	Std. deviation	Std. Error Mean	Lower	Upper	t	df	Sig.(2-tailed)
Pre-post	-3.84	3.74	.75	-5.38	-2.30	-5.14	24	.00

In Table 3, the results showed the significant difference between the pre-test and post-test of the students' vocabulary learning ability to be at the .05 level. The mean score of the post-test was significantly higher than the mean score of the pre-test. The results showed that the students' vocabulary learning ability improved after using language games.

In conclusion, the result of quantitative data gained from the sample indicated that using games was an effective learning method for vocational students. The sample achieved better scores in the post-test when compared to the pre-test.

Moreover, qualitative data was collected to explore the students' satisfaction with the use of language games in vocabulary learning and the results were used to support the effectiveness of language games on the English vocabulary learning achievement of vocational students

Qualitative Results

Students' satisfaction towards the use of language games

The tool used for gathering information on the effectiveness of using games was an interview, and the students were allowed to freely express their opinions. It revealed the students were aware of using games in creating a good atmosphere in the classroom. Classroom observation was also organized to discover what was going on inside the class and this could be effective because it gave real insights into situations. Generally, the majority of the students were interested to play games and the students were motivated to improve their vocabulary, they had fun, and enjoyed the classes.

For example: Student 1 *“I enjoyed playing games especially the ‘act it out’ game because I could present vocabulary to friends by acting which made me more confident to pronounce and explain. In addition, this game was attractive and encouraged me to use vocabulary without being frightened.”*

She showed her appreciation of the game and her great enjoyment during playing, especially the ‘act it out’ game. She mentioned that the game was enjoyable, pleasant, attractive and amusing. In addition, she was encouraged to use English vocabulary without being frightened. For example, she said any vocabulary came from her mind and she could pronounce as she knew during the game played.

Student 2 *“I could learn new vocabulary through games even though some vocabulary was difficult for me to remember. I sometimes knew some vocabulary but I did not remember exactly its spelling, for example “carpenter”. I benefited a lot from playing games in vocabulary learning.”*

He confirmed the usefulness of the language game. He mentioned that he learnt new vocabulary from playing games even though it was somewhat difficult. For example, there was some vocabulary he knew the meaning of but he did not know exactly its spelling, such as “carpenter”. In general, he stated that he had benefited from playing the game.

She stated that she really benefited from vocabulary learning from playing games; she could learn new vocabulary. However, she asserted that the new vocabulary needed more practice to be remembered.

Student 5 *“I liked vocabulary learning through games because I could interact with friends and moved around, not just only sat in the classroom and listened to the teacher to explain. In addition, games activated my memory and built my confidence because I could share my vocabulary knowledge to friends in a small group.”*

She said that games encouraged her to interact with her friends and moved around, and encouraged her to solve problems to finish the tasks. Games activated her memory, and built her self confidence because she had more chance to share her vocabulary knowledge in small groups.

Student 6 *“I could recall my vocabulary knowledge through games because games helped me to pull out my vocabulary knowledge and it made me understand vocabulary easily and easy to remember.”*

He stated that he could recall the vocabulary knowledge through games and that it was fun. The games helped him understand the vocabulary easily and his vocabulary knowledge increased. He had to recall as much vocabulary knowledge as possible.

However, whatever the difficulties the students faced in the games the students were still benefiting from them. For example, student 3: *“I was not familiar with the spelling puzzle game because I did not know the rules and it was new for me. I knew some vocabulary and spelling but I did not know how to pronounce the words which was difficult for me to explain to friends through playing games.”*

She claimed that she encountered some barriers during playing the game, especially the puzzle game. She did not know the games' rules because it was new to her. For instance, she did not participate because she did not play with the teacher before. Moreover, she sometimes knew the vocabulary and its spelling but she did not know how to pronounce it. Also, she found some difficult vocabulary hard to pronounce or explain to friends through playing the game.

In addition, the students motivated to play games could result in an uncontrolled situation, which led to generating noise in the classroom. This uncontrolled situation could prevent other students from participation because they did not feel comfortable in a noisy situation. The teacher could play the games with the students at the end of each topic in order to assess what the students learnt and to create a warm atmosphere, joyful, and fun in the classroom.

From the findings, it was confirmed that language games had a positive influence on the students' English vocabulary knowledge. Moreover, the teacher had to be aware how to introduce the games and needed to devote time to introduce the lessons. Furthermore, the teacher had to be sure that all the students understood the games' objectives, the rules of the games, and the tasks that the students had to complete.



CHAPTER V

CONCLUSION AND DISCUSSION

In this chapter, the results of this study were discussed in relation to the research questions. Following were the conclusions, discussion, and the limitations of the study; with recommendations for further study, and the implications of the study also presented.

Conclusions

This study was conducted a) to examine the effectiveness of language games on the English vocabulary learning achievement of vocational students, and b) to investigate students' satisfaction with the language games used in English vocabulary learning. The independent variable which was investigated through this study was English vocabulary learning. The dependent variables were English vocabulary competence of vocational students and satisfaction. Twenty-five students participated in this study, aged fifteen to seventeen years old. A purposive procedure was used to select and assign the students to the experimental group. An English vocabulary test was used as the instrument to collect the quantitative data. In addition, interviews were used to collect qualitative data.

The researcher analyzed the data in the SPSS window and a test of normality was conducted in the preliminary stage. Mean (M) and standard deviation (SD) were used to describe the scores from the sample. The T-test was utilized to analyze whether there was significant differences between the mean scores of the pre-test and post-test. Content analysis of the interviews were used to examine how the students were satisfied in using language games in English vocabulary learning in the classroom.

The analysis of the results indicated that there was significant difference between the pre-test and post-test scores. That was, the language games were effective for vocabulary learning achievement of vocational students.

As concerns the qualitative findings, the sample was interviewed and observed. The students were satisfied, had appreciation, had great enjoyment, pleasure, attraction, amusement, gain confidence, and had more vocabulary knowledge through playing games.

Discussion

Research Question 1

Do the vocational students develop their English vocabulary learning ability after learning through language games?

According to the results of this study, the sample taught using language games could develop their vocabulary over the period of the experiment. The students showed improvement in vocabulary knowledge in the post-test. This could be because language games enhanced the students' vocabulary learning so that they could develop successfully. The reasons that the students using language games to enhance their vocabulary knowledge were likely to be that the language games exposed the students to the concept of word recognition, spelling, and pronunciation, and developed their memorization, self-confidence, and team work. In the learning process, the researcher exposed them to many games. This supported the students to understand and practice their vocabulary knowledge. The findings of this research were consistent with the studies constructed by the researchers in the field of language teaching and learning. For example, Dickerson (1976) studied vocabulary memorization compared between using

active games and passive games teaching and conventional teaching to reinforce students' vocabulary learning. The students in the active group had higher learning achievement scores than the students who were taught by passive games. In the present study, the students were taught using the language games and it improved their vocabulary knowledge after the experimental period. This might be due to that fact that the language games helped the students to develop their vocabulary knowledge in order to learn vocabulary successfully.

In addition, the results of the present study were also consistent with Rahmawati (2012), whose study reported on the effect of games on students' mastery of vocabulary. Her results revealed that a game helped the students' memorization of vocabulary and to understand text easier. The results in the study also revealed that the experiment group had better vocabulary learning achievement than the control group. After the experiment, there was a significant improvement in the students' achievement in the post-test. Moreover, based on the interviews, the game promoted the students' interest and motivated vocabulary learning. Additionally, the results of the present study were also consistent with Medani (1990). Her results showed that the good students had better writing composition using new vocabulary than the poor students. The good students were also asked questions to confirm their vocabulary knowledge and were tested through word lists. The findings of the present study showed that the students developed their vocabulary knowledge; they had better scores on the post-test.

The language games had effectiveness on the English vocabulary learning achievement of vocational students, improving their vocabulary. Additionally, the students could use this knowledge to identify and distinguish the spelling, pronunciation, and meaning whenever the researcher requested. Therefore, when giving the vocabulary tests, the students' scores were higher in the post-test compared to the pre-test.

Research Question 2

What was the students' satisfaction towards the use of language games in English vocabulary learning?

The present study revealed that the students were satisfied with vocabulary learning through language games and agreed that the games should be used in the classroom because they were interesting and fun; this was noted both in interviews and from classroom observation. Moreover, the students also showed appreciation of the games and great enjoyment during play too. The games were enjoyable, pleasant, attractive, and amusing.

The results were consistent with the study of Huyen and Nga (2003), in which the students were taught vocabulary through games. They used games in the classroom and observed the students' reaction and satisfaction. The students were satisfied with vocabulary learning through games. This might be because the games were more interactive and reinforced the students' exposure to the vocabulary targeted. Similarly, the language games also enabled the students to improve their self-confidence and relationships with classmates. In the current study, the students were taught vocabulary through games and they were satisfied. Additionally, the students were encouraged to interact with their friends and move around, and solve problems to finish the tasks. The language games helped the students to activate their memories. Additionally, the results were consistent with Sripramong (2004), in which the students' expressed satisfaction with vocabulary through games. The results showed that they were satisfied with the use of language games and they also had retention in vocabulary learning.

The findings of the present study revealed that the students' satisfaction with the language games used in English vocabulary learning had a positive result. The students could learn new vocabulary from playing games. They could move around and were

encouraged to solve problems to finish the tasks. Games also activated the students' memories and built their self-confidence because they had more chance to share their vocabulary knowledge with their classmates.

Recommendations for Further Studies

There were some suggestions that the research might be expanded and improved. First, the research might be done over a longer period than just four lessons in eight weeks. The data might be gathered from more students of the same age at more vocational colleges. Some of the vocabulary used in the experiment was not new for the students. So the suggestion was to use the vocabulary that would be new for them because, after the experiment, the improvement of the students would be probably clearer.

There was another question that might be answered about how long the students remembered the vocabulary. It would be interesting to study the memorizing of vocabulary or to test the same vocabulary after the experiment. It could be possible to find out how many words the students could remember, including the spelling, meaning or pronunciation. It may also be interesting to realize the same experiment with a group of students with learning disabilities and to find out if the games could be an effective tool for English vocabulary learning.

The Limitations of the Study

It might be taken into consideration that the data which had been obtained from the research may not be widely generalized because they were influenced by some problems and limitations. First, the number of students in the experiment might be mentioned. The research realized that the number of students was only twenty-five, so the

researcher had to analyze data in the SPSS window and test for normality was conducted in the preliminary stage to measure the variance of the data within the sample.

Second, it was indicated that the students first welcomed the idea of using games with enthusiasm but as the students continued playing the games they found some of the games boring or they did not like them, and so their enthusiasm was reduced. After playing more games, the students lost interest because they got bored sometimes. Another problem was that the students sometimes wanted to win the games so that they cheated, had some arguments, and the teacher could not monitor everything intensively.

The Implications of the Study

As previously stated, vocabulary knowledge was a central factor in the English learning. Therefore, people working on teaching English and learning development, school directors, and English teachers should more concerned about students' English vocabulary learning. For example, the directors of different schools should support policies which emphasized successful vocabulary learning. English language institutes should organize seminars to train English teachers to understand the importance of vocabulary learning and also should provide them with methods, and approaches to be used in vocabulary teaching. In addition, English teachers should apply language games or other effective approaches in the teaching of vocabulary to their students.

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APPENDICES



APPENDIX A

The English Vocabulary Test

1. I work at the restaurant. I am a.....

- | | |
|----------|-----------------|
| a. cook | b. teacher |
| c. nurse | d. photographer |

2. Mary really enjoys travelling and knows about history, she could be a.....

- | | |
|------------|---------------|
| a. doctor | b. tour guide |
| c. soldier | d. farmer |

3. I work in a drug store and advice the customers about how to use medicine.

I am a.....

- | | |
|-------------------|---------------|
| a. shop assistant | b. plumber |
| c. secretary | d. pharmacist |

4. She sets up the customer's hair. She is a.....

- | | |
|-----------------|----------------|
| a. gardener | b. hairdresser |
| c. receptionist | d. soldier |

5. I walk on a catwalk. I am a.....

- | | |
|------------|--------------|
| a. teacher | b. carpenter |
| c. model | d. welder |

6. I install the new air conditioner in the office. I am a (an).....

- | | |
|-------------|----------------|
| a. operator | b. policeman |
| c. salesman | d. electrician |

7. What is your favourite hobby?

- | | |
|---------------------|--------------------------|
| a. having breakfast | b. playing football |
| c. taking medicine | d. making an appointment |

8. Those students aren't busy. They're.....newspaper.

- | | |
|------------|--------------|
| a. talking | b. sleeping |
| c. reading | d. listening |

9. She likes to.....the internet. She chats with her friend through line program every day.

- | | |
|---------|---------|
| a. find | b. surf |
| c. look | d. read |

10. Thai massage is one kind of the.....

- | | |
|-------------|-------------|
| a. relaxing | b. swimming |
| c. chatting | d. speaking |

11. He usually goes jogging in the.....

- | | |
|----------|----------|
| a. pool | b. park |
| c. river | d. canal |

12. In the Line program, there are many.....to show many kinds of emotion.

- | | |
|-------------|----------------|
| a. pictures | b. messages |
| c. stickers | d. information |

13. When you want to log in to Facebook page, you have to enter the.....

- | | |
|------------|-------------|
| a. emotion | b. username |
| c. sticker | d. profile |

14. We can edit our personal information in the.....menu if the Facebook.

- | | |
|------------|-------------|
| a. data | b. draft |
| c. setting | d. password |

15. I.....my activities through Facebook every day.

- a. play
- b. sleep
- c. post
- d. talk

16. I like your album which you.....yesterday so much.

- a. listened
- b. played
- c. parked
- d. posted

17. When someone request to be your friend on Facebook and you want to be his friend, you have to press the.....menu.

- a. Confirm
- b. Setting
- c. Add
- d. Ready

18. If you want to find some friends in the Facebook, you have to press.....friends menu.

- a. Log in
- b. Request
- c. Search
- d. Add

19. Thank you for your.....on my photo which I posted.

- a. comment
- b. share
- c. idea
- d. message

20. In Thailand, people.....from work at sixty years old.

- a. got
- b. changed
- c. retired
- d. shared

21. There was a big problem between couples. Finally they.....

- a. get divorced
- b. celebrate
- c. grow up
- d. graduate

22. We.....from Chonburi to Bangkok last year.

- | | |
|--------------|------------|
| a. married | b. moved |
| c. graduated | d. retired |

23. After my father was sick, he.....

- | | |
|-----------------|----------------|
| a. took an exam | b. got married |
| c. passed away | d. graduated |

24. He got a job as a welder once he.....in Bachelor degree.

- | | |
|------------|--------------|
| a. retired | b. moved |
| c. married | d. graduated |

25. When I met a nice girl, I.....and wanted to meet her every day.

- | | |
|-----------------|---------------|
| a. felt in love | b. retired |
| c. passed away | d. lost a job |

26. The students have to study hard to.....

- | | |
|-----------------|----------------------|
| a. take an exam | b. meet a girlfriend |
| c. move a house | d. get married |

27. My mother feels sad and lonely after my father.....

- | | |
|-------------|----------------|
| a. was born | b. celebrated |
| c. grew up | d. passed away |

28. My brother.....so, he celebrates with his friends.

- | | |
|----------------|----------------|
| a. gets sick | b. gets a job |
| c. loses a job | d. gets injury |

29. I.....two years ago, and now I have four children.

- | | |
|----------------|-------------------|
| a. moved | b. got married |
| c. passed away | d. went to school |

30. I.....in Master Degree since 2000.

a. lost the job

b. got divorced

c. retired

d. graduated



APPENDIX B

Interview Questions

1. Do you like the language games? Why?
2. What did you learn from the games?
3. Did you face some difficulties?
4. If you encounter these words again, will you remember them?





Lesson Plan

Occupations

Code 2000-1204

Subject English Listening and Speaking 2

Unit 1

Name of Unit Occupations

Occupational Standard

1. Communicate by using Thai, English and other languages in daily life and in their own occupations.
2. Develop themselves and society in according to the religions, people's duties, civilizations and economics.
3. Develop themselves and the occupations and resolve the problems by using Mathematics and Science Process and Methods.
4. Develop their personality and health by using Physical Education Process and Methods.
5. Use the perfect program and information for developing the Business Working Department.
6. Plan to have a business occupation by taking a Quality Place of Management and an including the privileges into the Institute.
7. Manage the quality environment, health's life and safety in the Institute and Community.
8. Apply the Basic Methods of business occupations to support the duty and use in the daily life.

Subject Objectives

1. To have understandings and necessary languages styles and structures.
2. To develop the pronunciation skills, the reading for comprehension skills or the things relevant into the occupations.
3. To practice a having plan, language learning methods for developing lower language ability and to make the language learning skills.

Subject Standard

1. Use the styles and structures and necessary languages expressions for writing and speaking.
2. Guess the meanings of vocabulary according from analyzing the vocabulary roots and explaining the contexts through using the dictionary for developing the reading for comprehension skills.
3. Pronounce correctly the articles according to the pronunciation rules, read for comprehension in the normal story or the things relevant into the occupations by reading methods and skills.

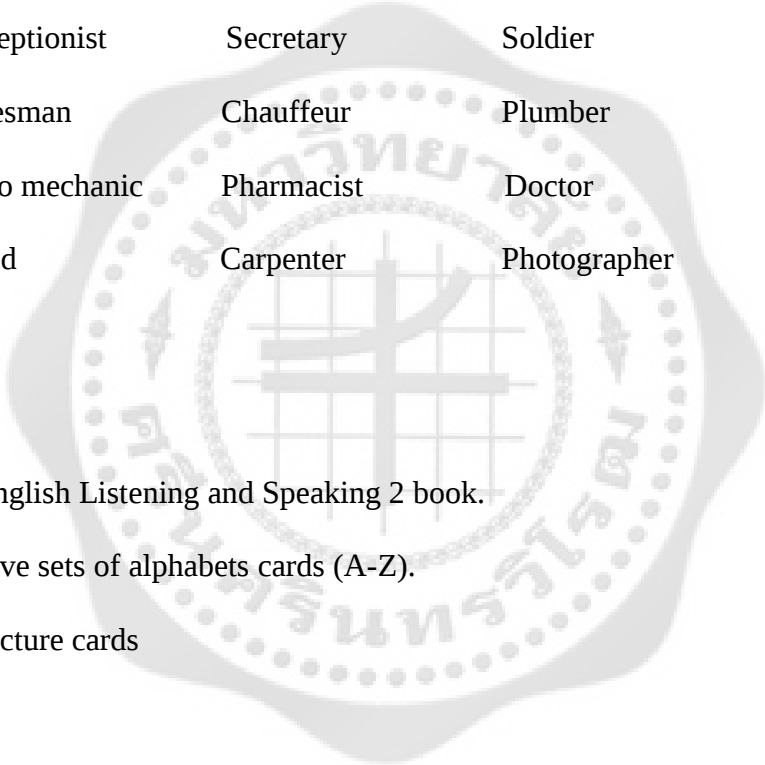
Element of Competency

1. Listening to occupations conversation situation.
2. Having conversation by using role-playing about occupations.

Performance Objectives

1. The students are able to pronounce occupation vocabulary accurately.
2. The students are able to spell occupation vocabulary accurately.
3. The students are able to tell the meaning of occupation vocabulary accurately.

Vocabulary Practice



Receptionist	Secretary	Soldier	Nurse
Salesman	Chauffeur	Plumber	Chef
Auto mechanic	Pharmacist	Doctor	Florist
Maid	Carpenter	Photographer	Electrician

Materials

1. English Listening and Speaking 2 book.
2. Five sets of alphabets cards (A-Z).
3. Picture cards

Measurement / Evaluation

1. Observing by student's behaviour in the class.
2. Observing by student's activity in a group.
3. Observing by student's presenting in front of the class.
4. 80 % of students can listen, speak, read and write vocabulary learnt and an interesting theme in the class.

Teaching and Learning Activities

Presentation

1. Teacher presents the outline and topic of learning activity to students that they will be engaged in the topic of occupations. Teacher explains what language game learning is, the steps of language game activity to students and students will be divided into groups to engage in language game activities.

2. Teacher brings out students' background knowledge about occupation vocabulary by asking students, then teacher shows picture cards and asks students to pronounce the words and translate into the meaning.

3. Teacher asks students to pronounce the words.

Practice

1. Teacher shows the picture cards to students and asks students to repeat after teacher.

2. Teacher teaches students how to spell, pronounce, and give the meaning to the words by explaining word by word.

3. Teacher asks students to repeat after teacher and try to remember how to spell, pronounce and tell the correct meaning.

Production

1. Students work in group of 5-6 to rearrange the order of alphabets to match with the picture cards that teacher shows.

2. The group that finish in rearranging the order of the alphabets and match with the picture cards correctly is the winner.

Language Game

‘Spelling Puzzle’ is a game where students are asked to spell the different objects through reordering the letters. The object of this game is opposite to the vocabulary knowledge through relating the spelling to the representation. The following is an example of spelling puzzle and clarifies how it can be played.

Figure 1 Spelling puzzle



uoat haeicmcn

1. ...auto mechanic....



ptcenarer

2.



furaehufc

3.



hfec

4.



reoilds

5.



sedrarsheri

6.



miasrtcahp



iadm

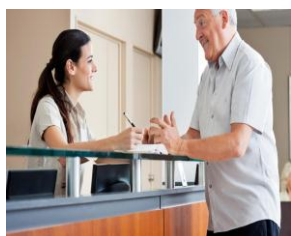


horaregopthp

7.

8.

9.



cteoitnpesir



murlebp



etyasrerc

10.

11.

12.

Lesson Plan

Human Activities

Code 2000-1204

Subject English Listening and Speaking 2

Unit 2

Name of Unit Human Activities

Occupational Standard

1. Communicate by using Thai, English and other languages in daily life and in their own occupations.
2. Develop themselves and society in according to the religions, people's duties, civilizations and economics.
3. Develop themselves and the occupations and resolve the problems by using Mathematics and Science Process and Methods.
4. Develop their personality and health by using Physical Education Process and Methods.
5. Use the perfect program and information for developing the Business Working Department.
6. Plan to have a business occupation by taking a Quality Place of Management and an including the privileges into the Institute.
7. Manage the quality environment, health's life and safety in the Institute and Community.
8. Apply the Basic Methods of business occupations to support the duty and use in the daily life.

Subject Objectives

1. To have understandings and necessary languages styles and structures.
2. To develop the pronunciation skills, the reading for comprehension skills or the things relevant into the occupations.
3. To practice a having plan, language learning methods for developing a lower language ability and to make the language learning skills.

Subject Standard

1. Use the styles and structures and necessary languages expressions for writing and speaking.
2. Guess the meanings of vocabulary according from analyzing the vocabulary roots and explaining the contexts through using the dictionary for developing the reading for comprehension skills.
3. Pronounce correctly the articles according to the pronunciation rules, read for comprehension in the normal story or the things relevant into the occupations by reading methods and skills.

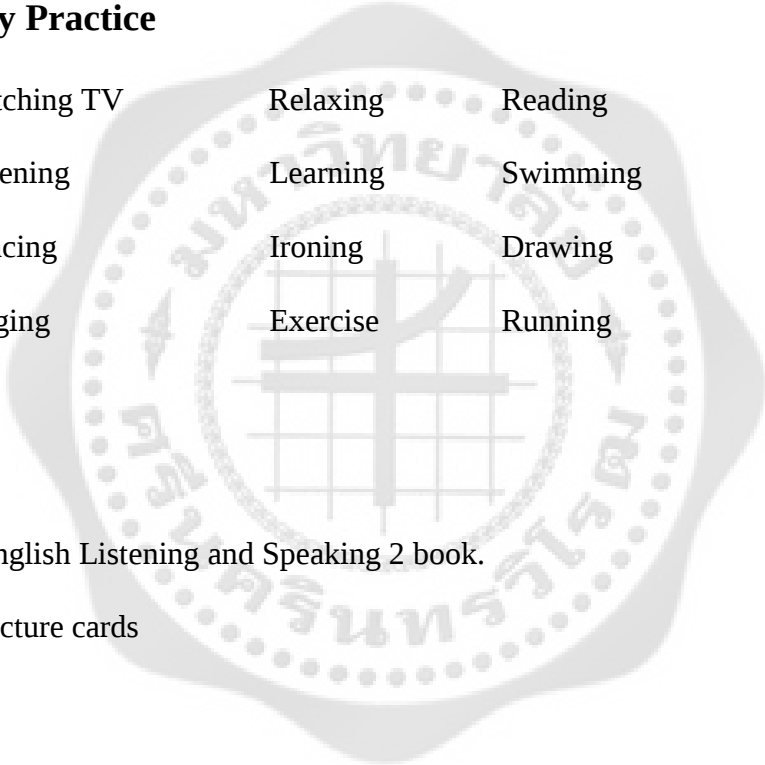
Element of Competency

1. Listening to occupations conversation situation.
2. Having conversation by using role-playing about occupations.

Performance Objectives

1. The students are able to pronounce human activities vocabulary accurately.
2. The students are able to spell human activities vocabulary accurately.
3. The students are able to tell the meaning of human activities vocabulary accurately.

Vocabulary Practice



Watching TV	Relaxing	Reading	Sleeping
Listening	Learning	Swimming	Gardening
Dancing	Ironing	Drawing	Singing
Jogging	Exercise	Running	Cleaning

Materials

1. English Listening and Speaking 2 book.
2. Picture cards

Measurement / Evaluation

1. Observing by student's behaviour in the class.
2. Observing by student's activity in a group.
3. Observing by student's presenting in front of the class.
4. 80 % of students can listen, speak, read and write vocabulary learnt and an

Teaching and Learning Activities

Presentation

1. Teacher presents the outline and topic of learning activity to students that they will be engaged in the topic of human activities. Teacher explains what language game learning is, the steps of language game activity to students and students will be divided into groups to engage in language game activities.

2. Teacher brings out students' background knowledge about human activities vocabulary by asking students, then teacher shows picture cards and asks students to pronounce the words and translate into the meaning.

3. Teacher asks students to pronounce the words.

Practice

1. Teacher shows the picture cards to students and asks students to repeat after teacher.

2. Teacher teaches students how to spell, pronounce, and give the meaning to the words by explaining word by word.

3. Teacher asks students to repeat after teacher and try to remember how to spell, pronounce and tell the correct meaning.

Production

1. Students work in group of 5-6 to act it out in order to express the meaning of the words.

2. The group that complete all the words given and match with the picture cards correctly is the winner.

Language Game

‘Act it out’ is a game that requires students to find the appropriate words that suitable with the definition or the features acted by one of the students. Act it out game increases students’ interaction where the students use more the vocabulary and aims at developing speaking skill. This game improves students’ vocabulary by refreshing memories and introducing new words because it is based on guessing and performing task.



Lesson Plan

Social Media

Code 2000-1204

Subject English Listening and Speaking 2

Unit 3

Name of Unit Social Media

Occupational Standard

1. Communicate by using Thai, English and other languages in daily life and in their own occupations.
2. Develop themselves and society in according to the religions, people's duties, civilizations and economics.
3. Develop themselves and the occupations and resolve the problems by using Mathematics and Science Process and Methods.
4. Develop their personality and health by using Physical Education Process and Methods.
5. Use the perfect program and information for developing the Business Working Department.
6. Plan to have a business occupation by taking a Quality Place of Management and an including the privileges into the Institute.
7. Manage the quality environment, health's life and safety in the Institute and Community.
8. Apply the Basic Methods of business occupations to support the duty and use in the daily life.

Subject Objectives

1. To have understandings and necessary languages styles and structures.
2. To develop the pronunciation skills, the reading for comprehension skills or the things relevant into the occupations.
3. To practice a having plan, language learning methods for developing a lower language ability and to make the language learning skills.

Subject Standard

1. Use the styles and structures and necessary languages expressions for writing and speaking.
2. Guess the meanings of vocabulary according from analyzing the vocabulary roots and explaining the contexts through using the dictionary for developing the reading for comprehension skills.
3. Pronounce correctly the articles according to the pronunciation rules, read for comprehension in the normal story or the things relevant into the occupations by reading methods and skills.

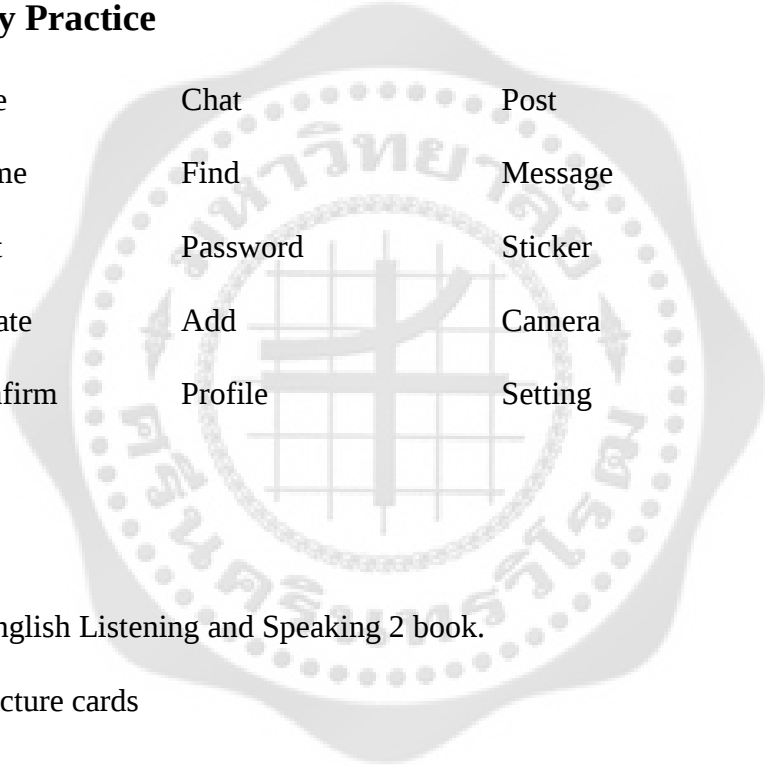
Element of Competency

1. Listening to occupations conversation situation.
2. Having conversation by using role-playing about occupations.

Performance Objectives

1. The students are able to pronounce social media vocabulary accurately.
2. The students are able to spell social media vocabulary accurately.
3. The students are able to tell the meaning of social media vocabulary accurately.

Vocabulary Practice



Line	Chat	Post	Log in
Home	Find	Message	Comment
Edit	Password	Sticker	Information
Create	Add	Camera	Change cover
Confirm	Profile	Setting	Username

Materials

1. English Listening and Speaking 2 book.
2. Picture cards

Measurement / Evaluation

1. Observing by student's behaviour in the class.
2. Observing by student's activity in a group.
3. Observing by student's presenting in front of the class.
4. 80 % of students can listen, speak, read and write vocabulary learnt and an

Teaching and Learning Activities

Presentation

1. Teacher presents the outline and topic of learning activity to students that they will be engaged in the topic of social media. Teacher explains what language game learning is, the steps of language game activity to students and students will be divided into groups to engage in language game activities.

2. Teacher brings out students' background knowledge about social media vocabulary by asking students, then teacher shows picture cards and asks students to pronounce the words and translate into the meaning.

3. Teacher asks students to pronounce the words.

Practice

1. Teacher shows the picture cards to students and asks students to repeat after teacher.

2. Teacher teaches students how to spell, pronounce, and give the meaning to the words by explaining word by word.

3. Teacher asks students to repeat after teacher and try to remember how to spell, pronounce and tell the correct meaning.

Production

1. Students work in group of 5-6 to whisper the words to friends orderly then, friends transfer the words to others until the last students in that row.

2. The group that can tell the word firstly and correctly is the winner.

Language Game

‘Whisper’ is a game in which one student whispers a message to another. The message is passed through a line of the students until the last student announces the message to the group. Errors accumulate in the retellings, so the word announced by the last students differs significantly. Reasons for changes include erroneous corrections, anxiousness, the difficult in understanding whispering mechanism, and some students may deliberately change what is being said to assure a changed message by the end of the line.



Lesson Plan

Events in Life

Code 2000-1204

Subject English Listening and Speaking 2

Unit 4

Name of Unit Events in Life

Occupational Standard

1. Communicate by using Thai, English and other languages in daily life and in their own occupations.
2. Develop themselves and society in according to the religions, people's duties, civilizations and economics.
3. Develop themselves and the occupations and resolve the problems by using Mathematics and Science Process and Methods.
4. Develop their personality and health by using Physical Education Process and Methods.
5. Use the perfect program and information for developing the Business Working Department.
6. Plan to have a business occupation by taking a Quality Place of Management and an including the privileges into the Institute.
7. Manage the quality environment, health's life and safety in the Institute and Community.
8. Apply the Basic Methods of business occupations to support the duty and use in the daily life.

Subject Objectives

1. To have understandings and necessary languages styles and structures.
2. To develop the pronunciation skills, the reading for comprehension skills or the things relevant into the occupations.
3. To practice a having plan, language learning methods for developing a lower language ability and to make the language learning skills.

Subject Standard

1. Use the styles and structures and necessary languages expressions for writing and speaking.
2. Guess the meanings of vocabulary according from analyzing the vocabulary roots and explaining the contexts through using the dictionary for developing the reading for comprehension skills.
3. Pronounce correctly the articles according to the pronunciation rules, read for comprehension in the normal story or the things relevant into the occupations by reading methods and skills.

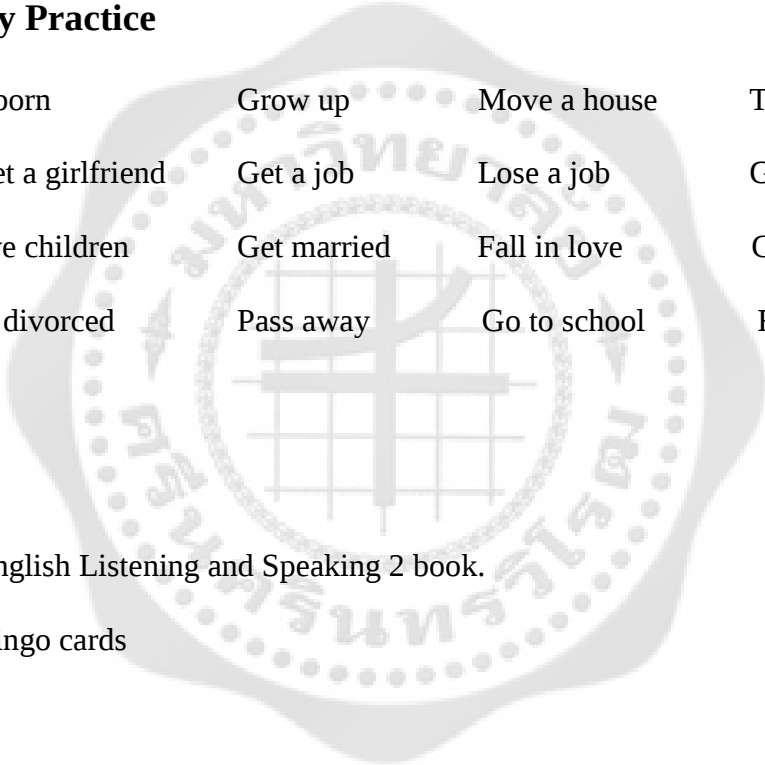
Element of Competency

1. Listening to occupations conversation situation.
2. Having conversation by using role-playing about occupations.

Performance Objectives

1. The students are able to pronounce events in life vocabulary accurately.
2. The students are able to spell events in life vocabulary accurately.
3. The students are able to tell the meaning of events in life vocabulary accurately.

Vocabulary Practice



Be born	Grow up	Move a house	Take an exam
Meet a girlfriend	Get a job	Lose a job	Graduate
Have children	Get married	Fall in love	Celebrate
Get divorced	Pass away	Go to school	Retire

Materials

1. English Listening and Speaking 2 book.
2. Bingo cards

Measurement / Evaluation

1. Observing by student's behaviour in the class.
2. Observing by student's activity in a group.
3. Observing by student's presenting in front of the class.
4. 80 % of students can listen, speak, read and write vocabulary learnt and an

Teaching and Learning Activities

Presentation

1. Teacher presents the outline and topic of learning activity to students that they will be engaged in the topic of social media. Teacher explains what language game learning is, the steps of language game activity to students and students will be divided into groups to engage in language game activities.

2. Teacher brings out students' background knowledge about events in life vocabulary by asking students, then teacher shows picture cards and asks students to pronounce the words and translate into the meaning.

3. Teacher asks students to pronounce the words.

Practice

1. Teacher shows the picture cards to students and asks students to repeat after teacher.

2. Teacher teaches students how to spell, pronounce, and give the meaning to the words by explaining word by word.

3. Teacher asks students to repeat after teacher and try to remember how to spell, pronounce and tell the correct meaning.

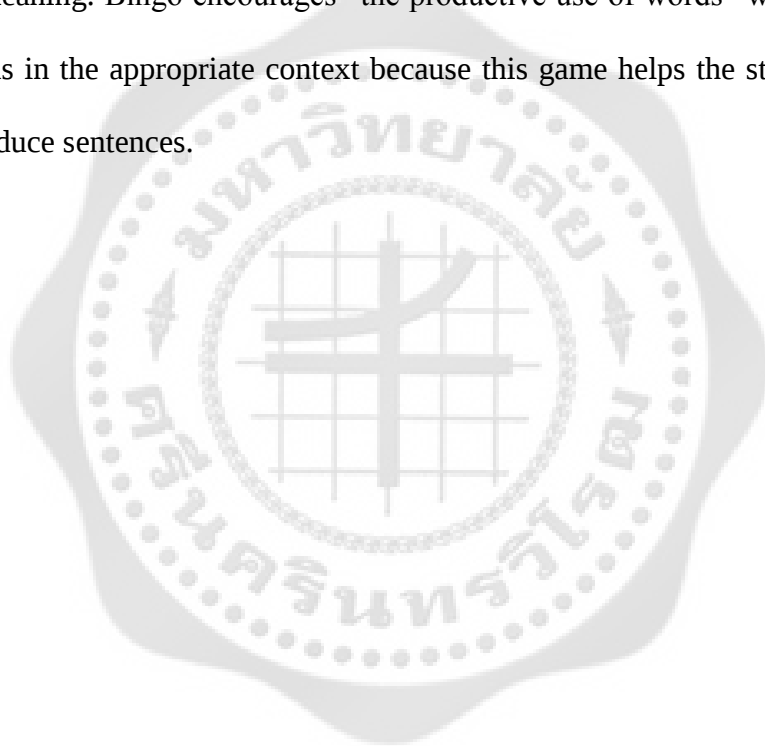
Production

1. Students work individually with bingo card then, listen to teacher reads definitions of the word.

2. The first student who marks all the words in a row, column, or diagonal is the winner.

Language Game

‘Bingo’ is a game that can be used to review large number of words. In this game, the students are asked to make a bingo card that contains a number of words, however, the students write the words randomly then, and all the cards are different. The teacher reads the definitions and the first student who marks all the words in a row, column, or diagonal win. Furthermore, bingo aims at building a connection between the words and meaning. Bingo encourages “the productive use of words” where the students use the words in the appropriate context because this game helps the students to use the words to produce sentences.





VITAE

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