

# ESTEEM

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MK7003 with Various Water Binder Ratio**

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**ESTEEM ACADEMIC JOURNAL**  
**UNIVERSITI TEKNOLOGI MARA, Pulau Pinang**

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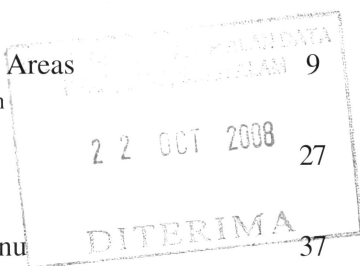
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# Foreword

Welcome to ESTEEM Volume 2. In this issue, we address a gamut of topics from the engineering disciplines to language education. We hope that ESTEEM, by publishing articles from a diverse range of disciplines, will encourage debate and exchange among researchers from assorted academic backgrounds.

I would like to thank our advisor, Prof. Madya Mohd Zaki Abdullah for his distinctive imprint on this edition. His leadership of the journal in its 2nd year of growing impact and reputation has been outstanding. His vision, commitment to excellence, and attention to detail are widely recognized by the Penang academic community as determining factors in the journal's success so far. We will do our best to continue and expand on this tradition of excellence.

Since its launch in 2003, ESTEEM is indeed fortunate to have a dynamic Editorial Team. These people have provided the journal with an outstanding service of reviewing submissions for publications. The journal follows the established policy of a blind review process consisting of at least two peer reviewers per submission. We depend upon their knowledge and judgement in advancing the scope and utility of this journal. Without their support and enthusiasm none of this would have been possible. Also, my thanks to all the contributors, both the successful and not so successful.

Our vision of the ***ESTEEM*** journal is that it should be the journal that belongs to you, the academic and research community. This includes all engineers and academicians working to unravel the mysteries of research, teaching and learning, in all its facets. We wish the journal to be responsive to your needs and your interests. Please feel free to contact any of us in the editorial board to give us your ideas and suggestions for the development of the journal. We look forward to working with you all in expanding this emerging venue for communicating high quality research on the many aspects of academia.

Finally, I would like to take this opportunity to invite all authors and readers to contact me at [esteem@ppinang.uitm.edu.my](mailto:esteem@ppinang.uitm.edu.my) to share their comments and advice on how to further enhance the journal's value to the wider research community in knowledge and how to move ESTEEM to the next level of excellence.

The Chief Editor  
May, 2005

# Motivating ESL Students Using Vocabulary Enrichment Games

Emily Jothee Mathai  
Suchithra Nair

## ABSTRACT

*The maxim goes: you can fetch the horse to the water, but you cannot make him drink. In the ESL classroom, teachers can provide all the necessary circumstances and input, but learning will only materialize if learners are motivated to share the responsibility for the outcome. In other words, motivation is the prerequisite for learning. The fuller appreciation of the importance of motivation in language learning gives rise to a number of questions concerning the way in which content should be presented for learning. Numerous explorations in ESL methodology have suggested that motivating students through games sustain interests and encourage meaningful practice of language (Hansen, 1994). Within this context, this action research project explored the possibility of teaching vocabulary through games in two classes comprising learners enrolled in the Preparatory English Course (PEC) in Mara University of Technology with the primary aim of developing vocabulary knowledge in the direction of increasing reading proficiency. To evaluate the effectiveness of this approach, unstructured interviews and a questionnaire were used. As a means of measuring proficiency, learners' performance in a vocabulary test was analysed. Overall, the informal talks with the students revealed learners' increased awareness of new vocabulary without being aware they were learning and the conscious employment of vocabulary strategies. Correspondingly, students showed a significant improvement in motivation to carry out vocabulary related tasks. Implications of the findings for vocabulary development and reading skills enhancement in a language classroom were considered.*

## **Introduction**

Increasingly in this decade, the mandate given to English language has changed from that of being a second language, to one that has practical value, which will drive the future work force. While acknowledging the problems that are inherited with this emphasis shift and the dissenting voices of cynics, there is broad consent, predominantly in the teaching circle, that English is the language of knowledge. It is crucial for acquiring knowledge and showcasing abilities.

In the present context of higher education in Malaysia language teachers are confronted by numerous challenges, the newest being the vacuum created by students' inability to cope with the demands of academic texts which are written for students with a certain level of vocabulary knowledge. With the shift in the language paradigm, the enduring effects of vocabulary limitations of students are becoming increasingly perceptible. It is widely acknowledged that any form of learning, including language learning, is primarily reliant on vocabulary knowledge. Students must have access to meanings of a wide array of vocabulary, which confronts them in their everyday learning encounter. As language teachers, we cannot be accountable for students' inadequate vocabulary but to a large extent we should be responsible for motivating and empowering our students to enrich their vocabulary knowledge in the light of comprehending the source and putting across their ideas succinctly and precisely. Vocabulary instruction, which incorporates games, should be a precursor to language teaching as it is alleged to improve motivation. The fuller appreciation of the importance of vocabulary in language learning gives rise to a number of questions concerning the way content should be presented for learning. In particular, to drive students' motivation, vocabulary lessons have to be presented in ways that appeal to them. In this perspective, teaching new vocabulary using games can, not only enhance their level of motivation but also facilitate retention of new words. Within this context, this action research project explored the possibility of teaching vocabulary through games.

## **Problem Statement**

The investigation, which initiated the study, was the researchers' collaborative efforts to brainstorm on certain instructional issues, which

surfaced in the PEC classrooms. Addressing the question of the students' low proficiency in reading and writing as revealed by students' poor performances in the assessments, the researchers conducted the study. In addition, the preponderance of teacher-centred technique as the dominant teaching approach in previous reading classrooms leads to mind-numbing sessions, which in turn, give rise to low motivation among students to carry out vocabulary tasks.

The researchers' initial interviews with the students revealed a great deal of information about students' past experiences in the reading classrooms, in general and vocabulary learning in specific. The main concern as a result of the interview was students' lack of interest in developing their vocabulary knowledge and the appropriate teaching strategy to be used to foster long-term gains in vocabulary development. Students' poor performance in the vocabulary related tasks is traced to the following:

- Most students are not interested in reading.
- Most students are not keen to learn English.
- Most students have difficulty coping with new vocabulary.
- Most students are unwilling to take the lead in attempting new vocabulary.
- Most students are dependent on teachers' explanation.
- Most students are unaware of and ill equipped to use the range of reading strategies.

This action research, in a broad sense hopes to create awareness among instructors about the jaded approaches used in RC classrooms, which are futile in increasing vocabulary knowledge. On a similar note this study aims to investigate whether language games are effective in nurturing interest and making them active participants in the teaching and learning equation.

## **Objectives**

This is an exploratory study and the primary aim of this study is to develop the students' vocabulary knowledge in the direction of increasing their reading proficiency. The study sets out to improve students' vocabulary knowledge by selecting methods that enhance their ability to retain new vocabulary learnt. More importantly, the study aims to create students' interest in developing their word knowledge, to enhance students'



motivation in learning vocabulary and to improve vocabulary instruction to counter student apathy.

## **The Research Questions**

The research questions that have guided the study are as follows:

1. Is the intervention, using vocabulary enrichment games (VEGs), effective in improving students' retention of new vocabulary?
2. Does the intervention enhance students' motivation to develop their vocabulary?

## **Literature Review**

In all the challenges posed by vocabulary instruction, nothing seems more daunting than the choice of approach and media to engage learners. It has a colossal implication because with the technologisation of learning many students have become bored with traditional methods of vocabulary instruction and favour “fresh approaches”. To state it plainly, if vocabulary learning materials are not presented in a variety of enjoyable ways, the overall learning experience for students will be marginalized.

Many researchers have focussed on projects and materials that can motivate ESL learners to increase their vocabulary. The EVENTS-English Vocabulary Enhancement of Nonnative-speaking Tertiary Students project was set up to increase the English vocabulary proficiency of tertiary students online. Hill (2001) claims that this on-line project increased vocabulary knowledge of students. Learning theorists believe that students who are unmotivated in the language-learning classroom will perform poorly. Ever since then, the issue on students' motivation in the ESL classroom has been debated. Many research findings were focused on the issue of motivation. Grave (1993) asserts that most teachers regard learners being “active, eager and involved” as a measure of motivation, and defines motivation as a “continued desire to engage in learning”.

Generally, studies on the incorporation of language games in the ESL classroom reveal that students show interest and enjoy themselves when language games are carried out in the classroom. The pleasant, relaxed and also active learning environment, motivates students, and encourages the use of English freely. The results strongly support that

students need to be engaged in order to be motivated in an ESL classroom. In that way, it permits them to express their creativity.

Uberman, Agnieszka (1998) carried out a study on the use of games for vocabulary presentation and revision to examine some traditional teaching techniques and compared them with the use of language games for vocabulary presentation and revision. In one of her experiments she tested students with a picture puzzle game. According to Uberman, students who practised vocabulary, using games were more motivated and interested in what they were doing. She recommended the usage of games as a successful means of developing vocabulary.

In another study conducted by Shand, M.A. (1993) on the role of vocabulary in developmental reading disabilities, he reveals that limited vocabulary knowledge is the principal cause of reading dysfunction for a large percentage of students. Therefore, vocabulary acquisition is increasingly viewed crucial to language acquisition. However, there is much disagreement regarding the effectiveness of different approaches for presenting vocabulary items. In order to retain new vocabulary, teachers must ensure students understand the new words, which will be committed to memory if introduced in an appealing way.

To date, many studies have been carried out to determine the effectiveness of games in motivating ESL students in the foreign language classroom. Yet, it is important to note that there is insufficient empirical evidence on the effectiveness of games as a method of developing and retaining newly acquired words. But what researchers have found seems to attest to the positive effect of games on students' motivation and that games can be an alternative approach to teaching vocabulary.

## **Methodology**

### **Research Design**

This study was modelled around the action research method because the researchers were using their own practice to improve and bring about change in their reading classrooms. The researchers investigated the students' past experiences through the use of unstructured interviews.

A pre-test comprising 30 vocabulary questions was administered before the intervention program was carried out. This test was used to measure their vocabulary level at the beginning of the program. Then, learners were exposed to thirty words through a variety of vocabulary

games. The program was conducted for two hours each week over a period of five weeks. At the end of the intervention program, a post-test was administered to students. The students were also asked to fill out a student reflection sheet and unstructured interviews were carried out to gauge the effectiveness of the intervention program.

## **The Sample**

A total number of 38 students participated in the study. The students were ESL learners enrolled in the PEC offered in Mara University of Technology. They were in Semester 1 from the Engineering faculty. The group comprised 30 male and 8 female students between the age group of 18-20. The sample consisted of mixed ability students. These learners were selected because they were incoming learners who displayed fervour in trying out novel methods.

## **Instrumentation**

The study used the following instruments to gather data:

1. Initial interview and post intervention interview.
2. Student Reflection Questionnaire.
3. Pre-test and post-test.

## **Initial Interview and Post Intervention Interview**

Unstructured interviews to investigate learners' past experience in the vocabulary classroom were carried out. It consists of seven questions. The interview questions can be found at Appendix A. Post interviews were also carried out to obtain feedback on the VEGs. Refer Appendix B for details about the student responses to the effectiveness of the intervention program. The post intervention interviews were conducted to add a qualitative perspective to the student reflections.

## **Questionnaire to Evaluate the Effectiveness of the Strategy**

A questionnaire on VEG was administered to gauge the effectiveness of the intervention program. 38 sets were distributed and collected on the same day. It consists of two sections. In the first section, the 13 items sought primarily to target students' reflections about their experience doing the intervention program. Some of the items were developed based on the research questions. A five-point Likert Scale was used in the following nature: Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A) and Strongly Disagree (SD). To facilitate discussion, the researchers collapsed the five-point Likert Scale into a three-point scale. Responses in the 'Strongly Agree' and 'Agree' were combined into one category; the 'Undecided' category remained unchanged; and responses in the 'Disagree' category were combined with those in the 'Strongly Disagree' category. The second section consists of five open-ended questions, which explored the students' thoughts on how to enrich the intervention lesson.

## **Pre-test and Post-test**

The same words were tested in the pre-test and post-test. The pre-test was administered after the initial interview. The test measured the learners' word power. At the beginners level, the words tested were selected from a corpus of academic text from which the 2000 most frequently used words in English were removed. The test comprised 30 multiple choice question items.

The post-test, which tested similar words, was carried out to gauge students' ability to retain new vocabulary. The emphasis in the post-test was on the production of the same words in different contexts, rather than simple comprehension of the one meaning tested in the pre-test. To test actual understanding of the words learnt, the post-test questions were designed to test the selected words in different context of use. The test paper was checked for face validity by ESL teachers, teaching the similar course.



## **Data Analysis**

Data from the questionnaire and interviews were analysed descriptively and extrapolated by calculating percentages. A T-test for paired samples was carried out for the collected data from the pre-and post-test scores using SPSS.

## **Implementation**

Three games were used in the program. The games were carried out interchangeably for two hours each week over a period of five weeks. In all games, students with mixed ability were placed in groups of 5 to 6. These groupings were formed from the start and maintained throughout the implementation stage.

Six words were introduced in each session. One hour was allocated for the completion of each task. In the next hour, representatives from each group presented their work. The teacher then comments on the presentation, and corrects their mistakes. In training learners to pronounce words correctly, teacher goes through the words with the learners and teaches pronunciation. Examples of real life situations are given to clarify any misconstruction and enable learners to understand the words better.

Learners are in competition in all games. The researchers felt it could boost learners' interest in vocabulary building. At the end of five weeks, the winning group wins an award. The other groups are awarded consolation prizes for their active participation.

## **VEG 1**

A handout is distributed to each student. Each group is provided with a dictionary, a mahjong paper and three marker pens in different colours. The handout contains 6 selected words, instructions on what to draw and questions to answer. In the first hour, each group refers into the dictionary and locates the meaning, draws a picture related to it and answers the given questions. Finally, after the presentation, students attempt the fill in the blanks type questions using the newly learnt words.

## VEG 2

A handout is distributed to each student. A dictionary, A4 papers and markers of different colours are provided to each group. This game is a crossword puzzle. Six fill in the blanks sentences with clues are given to help learners complete the puzzle. Later, they draw pictures in relevance to the words. The pictures drawn should be inter-related and form a meaningful story. Eventually, the work is presented.

## VEG 3

A handout with six scrambled words is distributed to each group. Each group is provided with a dictionary and five pieces of A4 papers. Learners will have to unscramble the words with the aid of the dictionary. Then, using their own creativity, learners are required to utilize the words to compose a song, poem etc. Finally, comes the presentation in the second half of the session.

## Results

Descriptive statistics such as frequency, percentage and range are used to describe the characteristics of the respondents and the data presentation.

### Demographic Variables

Table 1 displays the demographic characteristics of the respondents. The demographic variables are arranged in the following order: semester, age and gender.

Table 1: Demographic Data of Students' Semester, Age, and Gender

VARIABLES:		Frequency (N = 38)	
SEMESTER 1	38		
AGE	< 20 years: 35	20-21 : 3	
GENDER	Male: 30	Female: 8	

Data in Table 1 indicated that 38 (100%) respondents are from semester one. Out of 38 (100%) respondents, 35 (92.1%) are below 20 years of age. However, 3 (7.9%) respondents are in the age group of 20 to 21. This is because majority of the respondents are directly from school. Respondents who were 20 years old and above have worked before they enrolled into the university but the number is quite small.

Based on gender, 30 (78.9%) of the respondents were male and the rest 8 (21.1%) were female. The distribution of respondents according to gender was unequal. This is probably due to the fact that there are more male than female learners in the Engineering faculty.

## **Questionnaire**

The results in the questionnaire reveal that 70% of the respondents strongly agree that VEG improves learners' retention of new vocabulary and enhances their motivation towards vocabulary development. This is further evident when the respondents mentioned that, "This is very interesting", "It will help students to improve their vocabulary and to know more new words", "I hope it can be played again and again because it is a very successful way to learn vocabulary", "The games help me to make progress in my vocabulary". Some of them even mentioned that VEG should be incorporated into the present language program.

## **Analysis of Initial interview**

Based on the data tabulated in Appendix A(Summary of Responses – Initial Interview), we can deduce that learners are interested in acquiring vocabulary but they are not engaged and bored in the traditional teaching classroom. They are drained with ample vocabulary exercises. Most of their teachers only discussed vocabulary during a reading comprehension lesson. The majority is left on their own to increase their vocabulary through the usage of dictionary and personal vocabulary notebook.

In exception, one group mentioned that their teacher was "very serious ...and seldom explained what he/she taught". They only copied notes on vocabulary instead. Sometimes, they were punished when unable to recall the vocabulary taught. They also commented that, "Teacher only taught for examination and not for general use".

Having said this, learners resorted to memorizing words from the dictionary, getting clarification from friends and doing vocabulary exercises on their own. More often than not, they shy away from teachers for fear

of being humiliated. This resulted in the improper usage of new vocabulary in context and pronunciation. However, respondents from affluent backgrounds, who could afford to buy quick fix language programmes from the market for example lingua phone, believed they could improve their vocabulary using these programs. They said, “We can buy the set and learn new vocabularies including the pronunciation. By using this set, we can speak better”.

## **Analysis of Pre-test and Post-test Results**

Table 2: One-sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pre	38	13.97	4.801	.779
Post	38	19.76	4.744	.770

### One-sample Test

Test Value = 0						
					95% Confidence Interval of the Difference	
	t	df	Sig. (2- tailed)	Mean Difference	Lower	Upper
Pre	17.941	37	.000	13.97	12.40	15.55
Post	25.678	37	.000	19.76	18.20	21.32

A T-test for paired samples was carried out for the collected data from the pre and post-test using SPSS. The SPSS analysis output as shown in the Table 2 indicate that there is a significant difference between the students' pre and post-test total scores at the 1.00 level of significance. The mean pre-test score was 17.9 and the mean post-test score was 25.7. A matched-pairs t-test was performed to determine if the difference was significant. The t-statistic was significant at the 1.00 level,  $t(37) = 25.7$ ,  $p = 0.00$ . We can conclude that the post-test scores were significantly higher than pre-test scores.

The output of the paired samples T-test indicated that there was significant difference between the students' performance in the pre and



post test papers. Looking at the output statistics, it can be concluded the post-test mean was significantly higher than the pass score of the test, which was set at 15. It was interesting to note that most of the students who scored poorly in the pre-test had good post-test scores.

### **Analysis of Post Intervention Interview**

Learning does not occur in a vacuum, but in a context. When elements such as caring, support, creativity, and respect characterize the relational context, both among students themselves and between teachers and students, the process of learning is stimulated rather than stunned (Boyd, Cindy, 1993).

The data collected as shown in Appendix B(Summary of Responses – Post Intervention Interview) supports that generally the learners are motivated when VEGs were tried out in the classroom. The respondents had fun and were totally engaged and enthusiastic in the games. The role of the teacher also adds to the success of VEG. Respondents claimed, “The teacher was happy, energetic and not serious”. In return, “the class is not dull. It is fun and easy to understand”. They wanted more VEGs in class instead. The enjoyment they had during the implementation of VEGs helped them to be completely at ease in the classroom. In fact, it also boosted their confidence level. These prove that activity-based, learner-centred lessons pique and hold the interest of all learners.

The respondents also claimed that the program “...can solve the difficulties in learning new vocabulary with the high skills like showing pictures to understand the meaning”. Meaning and pronunciation were also grasped easily as the teacher explained very clearly including the correct pronunciation. The intervention has also proven to be effective in improving students’ retention of new vocabulary as they also mentioned, “The game always reminds us of the new words that we learnt in class”. However, the only set back was the presentation. Some respondents could not present well due to their poor competence in English.

### **Conclusion**

Evidence from the action research indicated that there was improvement in student participation when vocabulary enrichment games were integrated into the ESL classroom. Based on the results of the interviews

and the student reflection questionnaires, it can be concluded that when teaching vocabulary using games, students displayed motivation towards the learning tasks. Clearly, students enjoyed working with peers and in teams. Most students responded positively to class participation and supplementary activities that were part of the vocabulary development exercise. Learning new words takes both skill and will on the part of the students. In this project it was obvious that students displayed willingness to take on responsibility for their vocabulary development perhaps due to the fact that it was presented in ways that appealed to them. Another significant milestone in the project is the breaking away from traditional roles held by students and teachers. It can be concluded that teachers and students did not assume fixed traditional roles, instead in certain situations, some students took on the teachers' roles of giving guidance and facilitating participation among the students. This is a breakthrough in the present setting where students were over reliant on teachers to provide explanation and answers. As this study demonstrates, the students' ability to retain and use the selected words in different contexts reveal that actual learning has taken place.

As mentioned by other researchers, the noble intentions of conscientious teachers concerning traditional vocabulary instruction have often received poker face responses from students. The negative effects of drill methods have resulted in students turning off to vocabulary development and even reading. This can be reversed through the use of innovative approaches and materials that can motivate students and bring about learning without them realizing that they have mastered the content. By seeking to motivate students, we as language teachers have to display a greater level of motivation. Teachers' own level of motivation about learning and the way they relate to their language classroom combine to shape students' perception of learning. If teachers display a high level of enthusiasm, commitment and passion about the teaching content, ultimately this enthusiasm is transferred to the students and they will pursue learning for its own sake.

## **Summary of Responses**

### **Initial Interview**

1. How did you attempt vocabulary in class?
  - ‘Refer to the dictionary and sometimes ask teacher the meaning and the pronunciation.’
  - ‘With a lot of exercise.’
  - ‘Write in a book the difficult word and its meaning in Malay.’
  - ‘Memorize a lot of words.’
  - ‘Discuss with friends on the new words and refer to the dictionary.’
2. How was vocabulary taught in class?
  - ‘Teacher gives five difficult words everyday and asks students to find the meaning of words and make sentences using the words.’
  - ‘Teacher asks students to prepare a vocabulary book. We must find five new words from the dictionary everyday and make sentences using the new words.’
  - ‘Spend 5 minutes in class to look into new vocabularies from the newspaper.’
  - ‘Teacher discusses on summary, journal or story and we learn new vocabulary from it.’
  - ‘If there is any confusion in class, we discuss all together with our teacher.’
  - ‘Every student must have a new word and explain the new word to friends.’
  - ‘Teacher gives five words everyday and the meaning.’
  - ‘Not specific. Teacher only taught for examination and not for general use.’
  - ‘Very serious teacher and seldom explain what he/she taught. We only copy the notes on the board.’
3. Did your last teacher always explain new words to you?
  - ‘Yes, the teacher gave examples of sentences for the words.’

- 'Yes, the teacher gave examples and explained the new word.'
- 'Sometimes.'
- 'Never explain new words. Only explain when student asked.'
- 'Yes, only when doing the reading comprehension. The teacher will explain the meaning of the new words from the passage given.'

4. Did you enjoy your vocabulary lesson?

- 'No.'
- 'Not really.'
- 'Very boring.'
- 'Boring because we do not understand what the teacher taught.'

5. What are the difficulties you face in learning new vocabulary?

- 'Do not know how to pronounce the words.'
- 'Do not know the meaning of the new words.'
- 'Do not know how to use the vocabulary in the right way especially speaking.'
- 'Cannot understand well.'
- 'Difficult to remember the words.'
- 'Cannot concentrate because very boring.'

6. Do you think you can solve these difficulties? How?

Yes.

- 'Through Lingua phone. We can buy the set and learn new vocabularies including the pronunciation. By using this set, we can speak better.'
- 'By memorizing the words.'
- 'By writing it in the vocabulary notebook and asking the teacher.'
- 'By doing a lot of exercise. By speaking more.'
- 'By reading and write the meaning above the word.'
- 'By searching for the meaning in the dictionary and discussing with friends.'

7. What did you like/dislike about the way you were taught vocabulary?

Like

- 'Learning new words.'



- 'Always give a newspaper and storybook.'
- 'Learn new words and improve our vocabulary.'

Dislike

- 'I do not understand what my teacher teaches.'
- 'so many exercise.'
- 'Finding the new words and meanings, remembering them, standing in front of the class and telling the vocabulary.'
- 'Punished when we cannot remember the vocabulary.'
- 'Not give the meaning of the new words in the Malay language.'
- 'Sometimes so hard to remember new words.'

Appendix B

## **Summary of Responses**

### **Post Intervention Interview**

1. Did you enjoy the vocabulary games conducted in class?

Yes.

- 'We can learn new words and how to use it in the future. It is an interesting game. It teaches us how to pronounce the words in the right way.'
- 'It is interesting and I can get a new knowledge. Besides, I can be more confident.'
- 'We aren't bored to follow the vocabulary game.'
- 'The game can improve our vocabulary.'
- 'More enjoyable and not boring. We also co-operate with our friends.'
- 'I enjoyed it.'

2. Did your teacher explain new words to you?

- 'Yes, the teacher explained very clearly plus how to pronounce correctly.'
- 'Yes, she explained how to pronounce the words. She gave us examples on how to use the words.'
- 'Yes, she did.'

3. Would you like to have more vocabulary games in class?

Yes.

- 'It can enhance our vocabulary in English. We can share ideas among the group members.'
- 'Because I want to learn more vocabulary.'
- 'Because it can make us happy and not bored.'
- 'Because it is fun and very enjoyable.'

4. Do you think the vocabulary games could solve the difficulties you face in learning new vocabulary? How?

Yes.

- 'We can know how to use the words in the correct condition.'
- 'By doing the games, I can understand the meaning of new words better.'
- 'It gives an interesting view in learning vocabulary such as drawing pictures to explain the meaning of words.'
- 'The drawing of pictures makes us understand the words better.'
- 'We think from the programme we can solve the difficulties in learning new vocabulary with the high skills like showing pictures to understand the meaning.'
- 'The games make us think more about the meaning of the words. Then from the words we can use to make sentences in future.'
- 'The game makes us learn new words and pronounce them properly.'

5. What did you like/dislike about the way vocabulary games were conducted in class?

Like

- 'I like it when we did the crossword puzzle.'
- 'I like the way we presented our work'.
- 'We learn in a condition where there is no pressure'.
- 'Enjoy while learning'.
- 'The lecturer was happy, energetic and not serious'.
- 'The game is interesting and made us happy'.
- 'There is co-operation among team members'.
- 'Class not dull. It is fun and easy to understand'.
- 'The vocabulary games helps us to relax and not nervous'.

Dislike

- 'Cannot present in English very well'.
- 'We lost to other group'.
- 'Not all group members are present in each vocabulary lesson'.

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