USING GAMES IN TEACHING VOCABUARY IN EFL CLASSROOMS

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AN ABSTRACT OF THE DISSERTATION OF

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Abstract Approved _____

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The main purpose of the study was to identify how the secondary level English teachers teach vocabulary in the private schools as well as to evaluate how they use games for teaching vocabulary and to explore the how they perceive the effectiveness of teaching vocabulary through games. Adopting ethnography as research method it was carried out to investigate the teacher's understanding on teaching vocabulary through games that existed in the schools and their current practices in teaching and learning language.

Similarly, six English teachers were selected from secondary level of private schools. For this study, the data was collected through classroom observations and interviews. In order to analyze the collected data, the interpretive qualitative research paradigm was adopted. The findings of this research encompass perception of teachers who are the major stakeholders in using games in teaching vocabulary. The findings also revealed that, all the teachers had positive attitudes towards language games. Since they found that games were very fruitful to arouse students' interest and motivation. Games promote friendly environment where monotony of the learners and their anxiety were

reduced easily. However, it was found that the teachers don't use games frequently due to some challenges such as time constraint, lack of training and knowledge, lack of proper physical facilities and teaching materials and so on.

Based on the findings of my research study, I have suggested that the teachers who have been teaching English as a foreign Language should use games in teaching and learning language. Because games provide fun, relaxation and reduce anxiety and fear among the learners and encourage them to get involved in any kind of activities or task that are addressed by the teachers.

Lastly, I have also suggested to the syllabus designers and textbook writers to include more games in the English course book.

_____ 24 November, 2013

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DECLARATION

I hereby declare that this dissertation has not been submitted for candidate for any other degree.

_____ 24 November, 2013

Tika Maya Rai

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DEDICATION

I would like to dedicate this dissertation to my parents and to my husband who has always supported me in my study. I would like to dedicate it to all my teachers, who have always encouraged me to face every difficult circumstance.

Masters of Education in English Language Teaching Dissertation entitled "*Using Games in Teaching Vocabulary in EFL Classroom*" of Tika Maya Rai presented on 24 November, 2013.

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I understand that my dissertation will become part of the permanent collection of Kathmandu University Library. My signature below authorizes release of my dissertation to any reader upon request.

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_____

Tika Maya Rai, Degree Candidate

LIST OF ABBREVIATIONS

CLT	Communicative Language Teaching
EFL	English as Foreign Language
ESL	English as Second Language
ELT	English Language Teaching
TBLT	Task Based Language Teaching

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CHAPTER I

INTRODUCTION

Vocabulary items are very important aspects of language. If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh (Harmer, 2005, p.53). An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. So, learners need to learn what vocabulary means and how it is used. Communication breaks down when students do not use appropriate vocabulary. No matter, how poor students are at grammar but if they have enough vocabulary power; they can communicate with each other and express their ideas, thoughts as per their needs.

Therefore, a good store of vocabulary is crucial for understanding and communication. It also plays an essential role in expressing ideas and thoughts. As Wilkins (1976) says, “People could describe few things without grammar, but they could express nothing without vocabulary” (p.2). Wilkins confirms the importance of vocabulary in communication. Insufficient vocabulary will result in communicational barriers. Without negotiation of vocabulary, communication or discourse can’t take place. However, vocabulary learning is a hard task which can sometimes be frustrating because a particular time has not been allocated for vocabulary teaching as like listening, speaking, reading and writing but it has been taught within a lesson. So, continuous effort is required to understand, produce, and manipulate the target language. Games play a very important role in language teaching and learning. Games bring relaxation and fun for students, thus help them learn and retain new words more easily with game. Games usually involve friendly competition and they keep learners

interested. Thus, Lee (1979) as cited in Uberman, (1998, p.20) believes that "Language games make the learners use the language instead of thinking about learning the correct forms". Games can help the teachers to create contexts in which the language is useful and meaningful. In the whole process of teaching and learning through games, the students can take part open-mindedly. To win the games each student or group should competitively answer the questions or do the task addressed by the teacher or other students or groups.

Similarly, Amato (1988) believes that "Games can lower anxiety, thus making the acquisition of input more likely" (p.147). Definitely, students are very creative and problematic as well. What happens if the teachers always use the same methods and techniques to teach the lessons? Obviously students will feel bored of the monotonoy. It creates anxiety among the students and they don't get ready to learn the new things. That's why, teachers should try to do something different to motivate the learners to learn because students are curious and often seek attention of the teachers and appreciation for what they are doing. This is their attitude and characteristics. To motivate them, games play a vital role.

According to Hansen (1994) "Games are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings" as cited in Azar, (2012, p. 252-6). Thus, games can give more opportunities to the students who are very shy, to express their opinions and feelings. It also enables learners to acquire new experiences with a foreign language which are not always possible during a typical lesson.

Moreover, the games are very effective in learning vocabulary in various ways. Firstly, games provide fun and create relaxed atmosphere for the students, which help them to learn new words more easily. Secondly, games usually involve

friendly competition and they keep the learners interested. These activities motivate the learners to get involved and participate actively in the learning activities. Thirdly, the vocabulary games make the class lively and enhance students' communicative competence. Therefore, the role of games in teaching and learning vocabulary cannot be denied.

In conclusion, learning vocabulary through games is one of the effective and interesting ways that can be applied in any language classroom. Many researchers have already proved that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, hence leading towards the goal of improving the learners' communicative competence.

Scene Setting

During my schooling, my tutors used to force me to read and memorize the words which were included in the text books. It was compulsory to memorize almost each and every word without knowing its meaning. There was no other option except memorizing. Learning through memorization all the time used to create a kind of frustration, anxiety and fear inside me. So, it developed a kind of frustration and hatred towards the course of English and gradually I got attracted to other subjects such as Nepali, Population, as I thought they were easier to learn. However, I did not have clear answers to all those questions that hit my young mind. I had a fear that I would never be able to learn English language because I was bored of rote learning and memorization and my teacher never used alternative ways of teaching the language using vocabulary games. We as learners always wanted a relaxed atmosphere to learn something but such thing never happened in my English classroom. Anyhow I had to memorize the words without knowing their meanings. Such a way of learning habit made my learning process very complicated because I

used to memorize the words until I passed my Bachelor degree. This rote learning and memorization always reduced our creativity which was very important in our life to be a successful person.

Frankly speaking, when I came to Kathmandu University for my Master degree in Education I learnt many things practically. Similarly, I had an incident and that became my dissertation topic. Let me share my experience. It was a class of discourse analysis. Our teacher was giving a lecture on discourse. He used different words but I immediately noticed a word and that was 'procrastination'. At that time I was totally unknown about the meaning of that word 'procrastination'. Then I asked my neighbour in the class the meaning of that word but they were not able to tell the exact meaning. Then I asked my tutor to explain the term further. 'Procrastination' means *'volibad'* in Nepali', he replied. When I heard that Nepali word *'volibad'*, that word changed my perception that we need to have proper vocabulary knowledge. That might not be a very big issue for anybody else but for me it was really a big issue. For me not being able to find out the meaning of that word was quite frustrating. Because I was familiar with the Nepali word *'volibad'* but I didn't know the same word in English. To be a good speaker we must have good vocabulary power.

Furthermore, in the second semester our tutor Laxman Gnawali taught us ELT Methods. While teaching this course he used different techniques and methods. I learnt many techniques and methods from this course. Before that I was not familiar about language games but when he taught us vocabulary using games and different activities, I found that the using games is one of the best techniques to teach vocabulary. After that class I changed my perception. Learning and teaching vocabulary is not a difficult task but we need to have proper techniques, knowledge

and skills. As we know, learning is one of the primary activities of the students in the classroom. Successful learning is only the right way to lead the process. Good learning atmosphere and method can guide the students to learn more meaningfully. To accomplish such an aim, we as teachers must create various interesting methods for the learners.

In my view, using various games can be an alternative solution to handle such problems. Games, as a matter of fact, can help and encourage many students to sustain their interest and work. Furthermore, there is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is amusement and laughter, then it is not really learning. This is our misconception. It is possible to learn a language as well as enjoy oneself at the same time.

Issue Statement

In teaching a foreign language, vocabulary plays a vital role. Therefore we as language teachers should have effective ways of teaching vocabulary. In most cases in our context teaching vocabulary is considered monotonous and boring. Decarrico (2001) states that words should not be learnt separately or by memorization. Memorization and rote learning make students monotonous. If the learners become monotonous then there is no chance of learning any kind of language. Rote learning and memorization create anxiety and frustration among the learners and reduces the creativity of the learners. Thus, I wanted to explore games as an alternative ways of teaching vocabulary in the EFL classrooms. Because learners always want friendly/relaxed atmosphere where they can learn and remember the things faster and better.

Purpose of the Study

Following are the main objectives of this study is: to identify methods of vocabulary instructions and approaches in the EFL classroom the secondary level English teachers teach vocabulary in the EFL classroom as well as how teachers use games in teaching vocabulary and to explore their perception on the effectiveness of teaching vocabulary through games.

Research Questions

In this study, I tried to find out the answers to the following questions.

1) How do the secondary level teachers teach vocabulary in the EFL classroom?
2) How do they use games in teaching vocabulary?
3) How do Secondary level English teachers perceive the effectiveness of teaching vocabulary through games?

Significance of the Study

In the context of Nepal, English is deeply immersed in the academic curriculum. Nowadys, English is obligatory from the very beginning of schooling to the highest degree. English as an 'academic curriculum' plays the most important role in any student's development. English is demanding in each field as Cook (2003) says, "English is now taught as in the foreign language in virtually every country and used for business, education, and access information by a substantial proportion of the world's population" (p.25). English is one of the popular languages in the world and learning and using English in our day to day conversation at work has been really important in order to compete with international context.

However, teaching and learning vocabulary in EFL situation is sometimes frustrating among the EFL learners and teachers because of the various problems existing in the field of English language learning. This research, therefore deals with

how secondary level teachers teach vocabulary using games, how games are effective in teaching vocabulary in a class.

Throughout this study, I wanted to identify the problems related to the issue and adopt the suitable pedagogy and plans to bring out the improvement in the existing system. This research is significant from various points of view; it can be fruitful for me to teach and find out its significance in the present context. It also can be helpful for students, teachers, and educators, researchers who are directly and indirectly involved in the field of EFL and ESL and also provide guideline for the teachers to increase students' active involvement in developing all language skills.

Delimitation of My Research

The main focus of this study is to explore using how Secondary Level English Teachers teach vocabulary in the EFL classroom. Similarly, it also tries to identified how they use games in teaching vocabulary and their perceptions towards vocabulary teaching through games. It was also possible to study other areas like teaching reading, writing and speaking but this research is carried out to explore using games in teaching vocabulary in EFL Classrooms which is the delimitation of this study.

CHAPTER II

REVIEW OF LITERATURE

This chapter reviews the literature related to how secondary level English teachers teach vocabulary through games. This attempt is made to understand the relevant theories of vocabulary teaching suitable for the present research. Through the review of literature I want to establish what has been achieved by earlier researchers. The main purpose of this chapter is to discover the gap in research and how secondary level teachers perceive the effectiveness of games in teaching vocabulary in the context of Nepal so that, the gap can be filled with the present research. This chapter is divided into thematic review and theoretical review.

Thematic Review

The main theme which is provided by my research is effectiveness of games in teaching vocabulary in the EFL classroom. The main objective of this proposed study is to find out the different techniques applied by the secondary level teachers for improving students' vocabulary power in the private schools.

I understand that vocabulary is generally defined as the collection of words that we know and use on a daily basis. We need to have enough vocabulary in understanding oral or written communication. Without vocabulary there is no language at all. Harmer (2005) highlights the importance of vocabulary in language use "If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" (p.53).

Wilkins (1976) says "People could describe few things without grammar, but they could express nothing without vocabulary" (p.2). He further confirms the

importance of vocabulary in communication. Insufficient vocabulary will result in communicational barriers. Without the negotiation of vocabulary, communication or discourse can't take place. In learning English, there are four basic skills to be mastered such as listening, speaking, reading and writing in which most of them require vocabulary in order to have an understandable communication. Without sufficient vocabulary everyone will get trouble in his/her speaking, reading, listening and writing. In a similar way, Lewis (1992) holds the idea that vocabulary acquisition is the main task of second language acquisition and the language skills as listening, speaking, reading, writing and translating cannot go without vocabulary (as cited in Xia, 2010,p.12).

Therefore, we can say that the acquisition of vocabulary will help people in gaining, understanding, and also enhancing knowledge for a better life. Due to lack of vocabulary, it becomes rather difficult to communicate even if someone has a good knowledge of the system of language. In addition, vocabulary is an important aspect because it is like bricks to build a solid house of language which is necessary for clear and efficient communication in any situation of conversation. Words or vocabularies are tools to communicate with other as well as to explore and analyzed world around us. Uberman (1990) opines that "It stands to reason that language learners with a limited vocabulary will be handicapped in their educational progress" (p.20). Language learners who wish to own an ability of fluency in English must have a large and adequate vocabulary because learning vocabulary has its own significance, norms and values.

Listening

Listening is also called receptive skill because students learn words by hearing others use them in utterances. It means listening and speaking come together and it

determines the skill of reception of pronunciation, stress, tone etc. Like speaking skill, it also helps in mastering words and structures.

Speaking

Students master the new words (heard) by using them in their own utterances which is also known as productive skills. Speaking is necessary because one can master a good numbers of words and structures by speech practice. One who has mastered the language orally can learn to read easily and readily.

Reading

Reading means recognition of the printed symbols. It is also receptive skills as one receives message by reading something. It can be intensive and extensive and also can be read loudly and silently.

Writing

Writing is the visual representation of ideas, views and interests and so on. It is the expression of things in graphic symbol so it is also called a productive skill. It can be taught through copying, guided writing and free composition.

Besides that, Cameron (2001, p.82) has classified the vocabulary into two such as content word vs. function words. Content words are those that carry a lexical meaning, even out of context, whereas function words seem to be mainly used to carry grammatical meaning. For instance: The **little house** in the **street** was **built** when my **mother** was a **child**. In the above sentence, all the bold words are content words while others are function words. Content words are nouns (e.g. house), lexical verbs (e.g. built), adjectives (e.g. little); whereas function words are modal and auxiliary verbs (e.g. could, was), articles (e.g. a, the), and preposition. In other words, function words are the words we use to make our sentences grammatically correct. We are probably considered poor speakers of English, if we miss the function words

or if we use them incorrectly whereas, content words help us form a picture in our mind; they give us the content of our story and tell our listener where to focus his/her attention.

Similarly, Doff (2010, p.19) has divided the vocabulary into two types; active and passive. Active vocabulary is the word that learners understand and use in speaking or writing which is known as productive vocabulary. He further states that "Words which students will need to understand and also use themselves are called active vocabulary" (p.19). In teaching active vocabulary, it is usually worth spending time giving examples and asking questions, so that students can see how the word is used. Cloud and weather are the example of active vocabulary. Whereas passive vocabulary is the word that learners understand when they listen to speech and when they read but haven't used yet. This is also known as receptive vocabulary for instance, season, tempreture, etc. He further expresses that, words which we want students to understand, but which they will not need to use themselves are called passive vocabulary. To save time, it is often best to present it quite quickly. It appears as part of a text or dialogue; we can often leave students to guess the word from the context.

Techniques for Teaching Vocabulary

Richards & Rodgers (2002) define the term techniques as "…implementational that actually takes place in a classroom" (p.19). Therefore, a technique is a particular trick which is used to accomplish an immediate objective of classroom teaching. According to Ur (2003), there are some techniques for teaching vocabulary which are discussed below:

Use of Illustration

It includes charts, models, maps, sketches and graphs which are visual

illustration and also known as non-verbal or concrete illustration. It is very fruitful for the teacher while teaching abstract words. Teaching through drawing, maps and graphs make the lesson easier for the students. Teachers need not have to explain each and every thing since students themselves can understand by looking at the pictures. According to Thornbury (2006), illustration can be done either by using real objects (realia) or pictures or mime (p.78).

Giving Demonstration

Demonstration is also another technique in language teaching. It refers to the act of showing and explaining something. It includes acting and mimes which very important for the learners while learning any language.

Giving Explanation

It refers to explicit description or definition of some concept that may include a game, a process or a certain way of doing something like how to start and end a letter. This technique is used to introduce new language item or items to be taught and to give instruction on how to perform an activity. The main objective of the explanation is to enable the learners to take an intelligent interest in the lesson, to grasp the purpose insight and understanding of how to do it.

Using Realia

It refers to the use of real objects or models of real objects. Realia are effective in showing meaning. It is very important to teach the concrete words. Words like money, book, pen, ruler, ball, etc. can be easily explained by showing these to the students.

Giving Synonyms and Antonyms

Synonyms are useful to teach the similar meaning that helps the learners in simplifying the words. For example: intelligent- bright, intellectual. Antonyms are

appropriate for teaching opposite meaning of the words.For example, rich - poor.

Giving Translation

Sometimes teachers may find very difficult to explain the meaning of the words if there are abstract words in the text. To make the students understand teachers can use translation. He/she can quickly translate into the L1 and clarify the meaning. For example: love- English, Maya- Nepali

Vocabulary teaching techniques of Thornbury (2006), is also not different than the techniques of Ur (2003). There are some techniques such as using translation, real things, pictures, actions and gestures, definitions, situations (p.77). He further adds, "We can teach vocabulary by giving synonyms, antonyms, or super ordinate terms, giving full definitions, providing several example sentences, etc. (p.81).

Furthermore, Allen (1983) has mentioned some techniques for vocabulary teaching such as defining words, using dictionary, by using pictures and using games (p.46/55).

Defining Words

It is a technique which is essential for the teachers and it can be acquired by the students also. It is very much fruitful for the teachers to make the students clear by giving definition. For example, the word 'parent' can be defined by the teacher as 'A parent is a person's mother or father'.

Using Dictionary

It is a very common technique. Using dictionary makes the teachers' job easier because students themselves can search in the dictionary and find out the meaning of the difficult words as they require.

Using Pictures

It is a very fruitful technique for teaching vocabulary for all level learners. It

also makes the class lively and encourages the students to use English words while communicating information or ideas. According to Allen (1983), pictures are helpful to show human situations, for example, several young people at the scene of an accident. Through pictures we can also teach story and situation in which students will feel the need to learn English words for expressing their ideas (p.54-5).Teaching vocabulary through using pictures help the learners to improve their grammar, punctuations, and other language skills.

In addition, Doff (2010), has developed some techniques for vocabulary teaching. Showing meaning visually for example, by drawing pictures or showing readymade pictures, by miming; using actions and facial expressions, giving examples, combining different techniques, using new words and vocabulary expansion (p.13-18).

Giving Examples

It is also another way to show what words mean by giving an example or using the word in a context. Let's take the words 'building' and 'lazy'. Houses are buildings. In big cities there are many buildings such as hotels, offices and cinemas. They are all buildings so different kinds of buildings. Another example, 'lazy'. Some people work hard. Others don't work hard so they are lazy. (Doff, 2010, p.14).

Combining Different Techniques

According to Doff (2010), combination of techniques can be used to show the meaning of a word. It can be done through different ways such as drawing pictures on the board, which are interesting and students can remember easily. Through facial expression that gives meaning clearly, and through translation also we can teach and make sure everyone understands. To teach the word 'smile' for example draw a picture on the board first, then say, he/she is smiling. Then ask them to look at you,

I'm also smiling (show by facial expression). We smile when we are happy (p.16).

Games in Language Teaching and Learning

This section deals with defining games and its implications in brief. Further it also explains about uses of games in language learning / teaching. Finally, this section also presents different types of games which are used in earlier research.

What is a game?

A game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language (Richards and Platte, 1992, p.153). Game is also defined as an "activity with rules, a goal, and an element of fun" (Hadfield, 1990, p.74). According to Ur and Wright (1992) "A game or amusing item to round off the lesson with a smile" (p.1).

Why do we use games?

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce, and manipulate the target language. Thus, Lee (1979) believes that "Language games make learners use the language instead of thinking about learning the correct forms" (p.2). To win the games each student or group should competitively answer the questions or do the task addressed by the teacher or other students or groups rather than thinking about their mistakes. The games in teaching vocabularies motivate the learners, reducing the stressful situation because the games stimulate the learners and immerse them in the real learning situation.

Similarly, games make learning easier and an enjoyable activity and full of fun that leads to successful learning. In many games, learners are required to cooperate to achieve that goal and most learners enjoy cooperation and social interaction. When

cooperation and interaction are combined with fun, successful learning becomes possible I believe. The games also provide the teachers many advantages when they are used in classroom. One of the advantages of using the game is that learners are motivated to learn the language through playing. McCallum (1980) emphasizes this point by suggesting that games automatically stimulate student interest, a properly introduced games can be one of the highest motivating techniques (p.9).

In the same way, Hansen (1994) says that "Games are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings" as cited in Azar, A.S. (2012, p. 252). In addition, Richard-Amato (1988) believes that "Games can lower anxiety, thus making the acquisition of input more likely" (p. 147) .They also enable learners to acquire new vocabulary within a foreign language, which are not always possible during a typical lesson.

According to Mei & Jing (2000), games are motivating and challenging. Similar opinion has been expressed by (Thiagarajan, 1999; Wright, Betteridge, & Buckby, 2002:p.1). The games add interest to what students might not find very interesting. Sustaining interest can mean sustaining effort. In learning a language, it requires a great deal of effort. So, games help students to make and sustain effort of learning. It also provides a language practice in various skills such as listening, speaking, reading and writing and also encourages communicating and interacting with each other. In this way, games create a meaningful context for language use.

Rinvolucri (1990) also highlights the importance of the games in language learning "I use games as a central part of the students'learning process because games encourage, entertain, teach and promote fluency (p.3). According to his opinion we can say that games are teaching devices which break the monotony of drilling and they also provide fun and relaxed atmosphere. Real learning takes place and students

get opportunity to use the vocabulary and language they have been exposed to and have practiced earlier. Moreover, students remember the things faster and better.

When teaching language, games entertain, teach and promote fluency. If not for any reason it should be used just because it helps the learners to see beauty in foreign language not just problems that at times seem overwhelming. Most of the teachers often use the games as time filler or short warm up or when there is some time left at the end of a lesson. Yet, as Ur and Wright (2003) observe, games "shouldn't be regarded as' a marginal thing filling odd moments when the teacher and class have nothing better to do" (p.9). Games ought to be the heart of teaching the foreign languages.

Similarly, games are fun activities. Games are fun and students like to play them. Playing games is fundamental and natural part of growing up and learning. Through games children experiment, discover and interact with their environment as well as they also add variations to a lesson and increase motivation which is not possible through daily classroom teaching. Furthermore, Dessri (2002) says that "It is a good idea to incorporate games in the daily classroom for the purposeful teaching however teachers have to appropriately choose the games to use.The teacher has to be careful about the size of the class, students' proficiency level, cultural context and teaching topic or matter before selecting a game" (p.140). Similarly, Hilles and Murcia (2000) believe that "Games have a goal, are organized according to rules, and are meant to be enjoyable" (p. 32). A game is a form of play governed by rules and they comprise many factors: rules, competition, relaxation, and learning in particular. The main focus of using the games in class is not only to help the students to learn more interestingly and effectively but also to have fun.

However, to use the games in classrooms, it is equally important that before

playing; the rules of the games are clearly explained and well understood by the students. Similarly, only a few rules should be well-explained. Demonstration is one of the best ways of helping students understand the game and helping them to follow the rules. Otherwise, they will misunderstand the purpose of the game and they may not get the benefits they should have from the games. There are different types of games such as crossword puzzle, hangman, anagram, bingo, picture match, word scramble, vocabulary chain etc. which are designed in different levels as well as topics, so that students with different levels can enjoy and gain the best result from them. “The whole approach emphasizes learning to read and write naturally with a focus on real communication and reading and writing for pleasure” Richards & Rodgers (2001, p.108).

Thus, vocabulary plays a vital role in communication and without communication our life becomes almost incomplete. Many ELT experts have said that playing games is a good way of learning vocabulary especially in the CLT classroom. Teachers can create different situations and contexts by using games where students use language to communicate, express and exchange their information and thoughts. Games in language classroom reinforce the students to facilitate in communication, prompt to speak simultaneously using the correct vocabulary and also develop confidence of the learners. So teaching vocabulary through games is very important.

When the learners are interested to learn the things, they learn the language faster and better. So, such atmosphere can be made possible only through games. Games also help us (teachers) to create contexts in which the language is useful and meaningful. If the learners get suitable contexts they are eager to learn and they get new experience so that they remember the things easily. In teaching and learning a language, games are very fruitful for the learners to practice all the language skills.

Wright Betteridge & Buckby (2002) believe that "Games can be found to give practice in all the skills: reading, writing, listening and speaking, in all the stages of the teaching and learning sequence (presentation, repletion, recombination and free use of langue) and for many types of communication (e.g. encouraging, criticizing, agreeing, explaining: P.1/2).

Kim (1995) argues that "Learning shouldn't be always serious and that it is a misconception to think that one can't learn and enjoy themselves at the same time. But it is possible to learn a language as well as enjoy oneself at the same time. Games could be one of the best ways of teaching vocabulary. According to Kim (1995, p.35) there are many advantages of using games in the classroom:

Games are a welcome break from the usual routine of the language class.

They are motivating and challenging.

Learning a language requires a great deal of effort.

Games help students to make and sustain the effort of learning.

Games provide language practice in the various skills-speaking, writing, listening and reading.

They encourage students to interact and communicate.

They create a meaningful context for language use.

Similarly, Lengeling and Malarcher (1997, p.42), further explored and classified the benefits of games as follows:

Affective

Games lower the affective filter.

They encourage creative and spontaneous use of language.

They also promote communicative competence.

Cognitive

Games reinforce learning.

They both review and extend learning.

The games focus on grammar in a communicative manner.

The games are both motivating and fun.

They both review and extend learning.

Games focus on grammar in a communicative manner.

Class Dynamics

Games are extremely student centered.

The teacher acts only as facilitator.

Games build class cohesion.

They can foster whole class participation.

Games promote healthy competition.

Adaptability

Games can be easily adjusted for age, level and interests.

They utilize all four skills.

Games require minimum preparation after the initial development stage.

Games lend themselves will to revise, exercise and help learners recall materials in a pleasant, entertaining way. As Wierus and Wierus (1994, p.218), express "Relaxed atmosphere which is created by using games, students can remember things faster and better" as cited in Kim (1998, p.20).

When to Use Games?

In our context, games are often used as a short warm-up activities. However, Lee (1979) observes, "A game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do" (p.3). The games

ought to be at the heart of teaching. It can be used any time either at the beginning of the lesson, in the middle or at the end of the lesson. As a result, Rixon (1992, p.10) suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves a will to revise, exercise and help learners recall material in a pleasant, entertaining way.

Vocabulary games bring real world context into the classroom and enhance students' use of English in a flexible and communicative way. They are highly motivating and they give students more opportunity to express their opinions and feelings. Similarly, games are like any other activities and when planning for them the teacher needs to consider what his/her objectives are. Thus, the role of games in teaching and learning vocabulary can't be denied. However, in order to achieve the most from the vocabulary games, it is important that suitable games should be chosen. While conducting games, cultural context, timing, learning topic, and classroom settings are the factors that should be taken into account.

Types of Games used in Teaching Vocabulary

According to Wright Betteridge and Buckby (2002) there are several games that are used for language learning which are discussed below:

Picture Games

They involve: comparing and contrasting pictures; considering differences or similarities; considering possible relationships between pictures, such as narrative sequence; describing key features so that someone else may identify them or represent them in a similar way. Describe and draw a picture, arrange the picture, describe and identify the picture, etc. are the examples of picture games (p.14).

Caring and Sharing Games

These games demand and encourage trust, and create interest in others. It

means students are from different multicultural backgrounds and they may not be associated with others' cultures, so it will be difficult for the teacher to overcome with the learner's shyness or reluctance to share personal feelings and experiences with other class members. So, caring and sharing activities is relevant to 'real life' situations, i.e. situations out of school where English is used. Games like remembering names, getting to know each other, guess who it is; truth, dare and promise, questionnaires, etc. are the examples of caring and sharing games (p.69).

Sounds Games.

Sound effects can create in the listeners' mind an impression of people, places and actions. There is a demand for the listeners to contribute through imagination. This inevitably leads to individual interpretations and individual interpretations lead to a need to exchange points of view and to express opinions and ideas. Voices and objects, action by one person/two or more people, listening to sounds, using tape recorder are the examples of sounds games (p.91).

Story Games

This game provides the framework for the learners to speak and write at length instead of engaging in short exchanges. Change the story, bits and pieces, etc. are the examples of story games (p.98).

Word Games

These games mainly focus on the words rather than the sentences: spelling, meanings, words for sentence making, words as inferred from context, words as categorized according to grammatical usage. However, learners are required to go beyond the initial focus and to communicate in full sentences, sometimes, to pursue ideas and argue at some length. Bingo, hangman, the odd man out, missing words, additions, deletions, definitions etc. are the examples of word games (p.113).

Bingo

It is a guessing game and it comes under word games but it is very interesting for the learners to practice new vocabulary items. While playing this game the teacher writes the words on the board and asks the students to make table and fill up with the words. Then teacher recite the words randomly and students must cross out the words they have written if they hear them called and they call out 'Bingo'.

Hangman

This is also a very interesting game where learners can practice all language skills. According to Wright, Betteridge and Buckby (2002), hangman game is appropriate for the beginner and intermediate level students (p.115). It can be played in a group or in pairs. This game is very useful for teaching spelling. While playing this game, the teacher gives a clue letter, either the first letter of the word or the last letter and the students have to guess and fill up with correct letters in between.

True/False Games

Students will be benefited from all levels of proficiency. There might be something wrong somewhere, correct me if I'm wrong etc. (Wright, Betteridge & Buckby, 2002, p.133).

Memory Games

These games challenge the learners' ability to remember. Perhaps, this simple basic challenge can lead to many different games and variations. Pass the message; pass the picture, what's behind you, etc. are some of the examples of memory games (p.139). According to Harmer (2007, p. 235-38), there are some games for vocabulary practice and they are backs to the board, got it and snap. Among them, backs to the board is quite popular in our context too.

Backs to the Board

This is a game which focuses for explaining word meaning. While playing this student has to explain the meaning of a word or phrase to one of their team members so that he/she can guess what the word is. The teacher now writes a word or phrase on the board and all the groups members who can see this word have to explain what it means (without saying the word or phrase itself) to the team member who has his/her back to the board.

Further, Allen (1983) states that "Games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the games cannot be achieved" (p.52). Thus, he has mentioned guessing games.

Guessing Games

Guessing games create the conditions in which the use of the target language is necessary for leading the players to the correct guess. In addition, Thornbury (2006) has also mentioned some language games such as word clap, categories, naughts and crosses, coffeepot, back to board, pictionary, word snap, word race and spelling race.

Theoretical Review

In this section, I have concentrated on different theories that are related to my research topic. I have found the Communicative Language Teaching; Task-Based Language Teaching and Active Learning theories relevant to the present study and below I have presented how these different theories are relevant with the present study.

Communicative Language Teaching

(CLT) or communicative language teaching is one of the popular and effective methods of teaching learning activity at present. This method mainly focuses on

developing learners' communicative competence in the target language. Richards and Rodgers (2007) say that for some communicative language teaching means 'Little more than an integration of grammatical and functional language' as cited in G. (2012,p.61).

Similarly, Littlewood, (1983) states, "One of the most characteristic features of communicative language teaching is that it pays systematic attention of functional as well as structural aspects of language" (p.155). So therefore, CLT focuses on the both aspects of language teaching i.e. functional and structural aspects in which learners work in pairs or group to get mastery over these two aspects of the language, employing available resources in problem solving tasks.

According to Richards (2006), CLT can be understood as "A set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the role of teachers and learners in the classroom" (p.2).Thus, CLT implies new roles in the classroom for the teachers and learners. The learners get more chance to participate in classroom activities such as group work, pair work, group discussion etc. that is based on a cooperative rather than individualistic approach to learning. And the teacher's role is of a facilitator and monitor rather than being a model for correct speech and writing and one with the primary responsibility of making the students produce plenty of error-free sentences. Teachers have to develop a different view of learner's errors and of his/her own role in facilitating language learning.

Thus, both Larsen-Freeman (2008) and Richards and Rodgers (2007) say that "Errors and mistakes are tolerated and seen as a natural outcome of the development of communication skills" as cited in G. (2012). The goal of CLT is to develop the communicative competence of the learners. Competence refers to the knowledge we

have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g. parts of speech, tense, phrases, clauses, sentence patterns) and how sentences are formed.

Task Based Learning

Task based learning (TBL) is also called task-based instruction (TBI). It is an approach that aims to provide learners with a natural context for language use in real context. Larsen- Freeman (2008) opines that "As learners work to complete a task, they have abundant opportunity to interact; such interaction is thought to facilitate language acquisition, as learners have to work to understand each other and to express their own meaning" as cited in G.(2012,p.64). In task-based learning, students are given more opportunities that they are involved in completing a task in group or pair where they can talk to each other in a natural environment in the course of completing the task. Furthermore, Harmer (2007) states, "Task- based learning makes the performance of meaningful tasks central to the learning process. It is informed by a belief that if students are focused on the completion of a task, they are just as likely to learn language as they are focusing on language forms" (p.71). So therefore, engaging the learners in meaningful task is very important since it helps to motivate the learners to participate in the task and the students also learn the language in greater context. According to Willis (1996, p.52), there are three stages in teaching task-based learning (as cited in Harmer, (2007, p.71-2); pre-task, task cycle and language focus. In the pre-task teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. In this stage, students may hear the recording of other people doing the same task. In the task cycle, students perform the task in pairs or small groups while a teacher monitors and offers encouragement. Similarly,

in this stage, the learners also plan about how to present what they did and how it went, and they report the whole class either orally or in written forms, making pictures, charts etc.

Lastly in the language focus stage, the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language that the task provoked.

Active Learning

Active learning is a process where students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities. It is any type of activity that gets students involved in the learning process. Prince, (2004), "Active learning is generally defined as any instructional method that engages students in the learning process" (p.1). When the students undertake active learning they are not simply learning subject matter but they apply concepts and explore relationships between concepts, facts, and contrasting points of view. Through these activities, the students construct knowledge for themselves, rather than simply receive knowledge from the teacher or instructor. The students can actively engage with course material by writing or studying with classmates outside of the class.

However, the strength of active learning lies in the fact that it happens during class time. Most, though not all, active learning strategies involve students working with one another to discuss conflicting viewpoints, to clarify each other's points of confusion, or use teamwork to combine expertise to solve problems. Active learning includes approaches that have received a variety of labels in the pedagogy literature: discussion, cooperative learning, collaborative learning, interactive engagement,

team-based learning, etc. In other words, active learning refers to anything that students do in a classroom except passively listening to an instructor's lecture. Collaborative learning can refer to any instructional method in which students work together in small groups toward a common goal whereas cooperative learning can be defined as a structured form of group work where the students pursue common goals while being assessed individually.

Similarly, problem-based learning is a form of active learning where the students start by facing an authentic problem that needs to be solved and then determine what they need to learn and understand in order to solve the problem. It can be done individually as well as in groups. Thus, "Active learning involves providing opportunities for students to meaningfully talk and listen, write, read and reflect on the content, ideas, issues, and concerns of an academic subject" (Meyers & Jones, 1993,p.6). Many researchers have claimed that students learn best when they engage with course material and actively participate in their learning. Yet the traditional teaching model has bounded students as passive receptors into which teachers deposit concepts and information.

In addition, "Students learn what they care about and remember what they understand" (Erickson, 1984:51) as cited in Charles, C. Bonwell,p.3). Active learning is needed because it gives the learner feedback on their incomplete understandings and encourages them to fix this, for example helping each other and also gives the teacher feedback on which learners understand, and who needs help. And it develops thinking skills such as analysis problem solving, and evaluation as well as helps the learners to use their leaning in realistic and useful ways, and see its importance and relevance.

James (1997) opines that "Active learning gives students a chance to do

something that produces an immediate effect several times during a class or the school day" (p.16). He further states that there are five criteria that mark this engagement of students as mindful learners: focus activity, cooperative structure, mediation, transfer and evaluation.

Focus activity: In large group instruction, the teacher may engage all students in gathering information through several intelligence-based strategies. These strategies focus reluctant learners on the lesson. There are many observable strategies and student responses that can be indicators of this criterion. E.g. teacher may use three level questions, think –pair-share, or random checks to prompt student responses or provide a format for responding. The best activities are based on the intelligence needs for the students in each given class.

Cooperative structure: In small group instruction the teacher engages all students in collaborative, hands on task related to a single curricular goal. The teacher assigns group roles, monitors participation, checks for understanding, and assesses contributions and knowledge gained and post performance rubrics. Students learn content by working in cooperative interpersonal structures, performing assigned roles, assisting others in learning and sharing responsibility for a group task.

Mediation: The teacher mediates each student's achievement of curricular goals. For example: the teacher challenges students to change, individual instructional promotes sharing behavior seek students' responses and encourage self-regulation of behavior. The students respond to questions and visual goals, control their own behavior and make connections among the ideas, explain why when responding to questions and develop their intrapersonal intelligence.

Transfer: Teacher shows students how to understand the lesson and how to transfer content. The teacher identifies implicit thinking processes, labels, and

demonstrates the thinking, structures tasks requiring thinking processes and teaches strategies that facilitate process use. The students describe and plan thinking processes and monitor assess their own thinking processes. Very often, the teacher may rely on graphic organizers that stimulate the visual intelligence.

Evaluation: Teacher evaluates the students' learning by using a variety of assessment approaches. These approaches include teacher-made tests that determine understanding and application, rubrics for performance, products and project; student's self-assessments and reflections; and a variety of evidences, such as written and oral responses and videos. The students perform self-assessment, keep portfolios of their best work and reflect on standards of performance through journal writing and other guided activities that stimulate a variety of intelligence.

Advantages of Active Learning

Active learning has lots of advantages and effectiveness in learning vocabulary in various ways. According to (Mei & Jing, 2000), activities done through active learning bring in relaxation and fun for students, thus help them learn and retain new words more easily. It usually involves friendly competition and they keep learners interested. These create the motivation for the learners of English to get involved and participate actively in the learning activities. The vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

Similarly, Petty (2004) adds some advantages of active learning. According to him students can generate more ideas. They will have greater diversity of ideas and opinions. More students will get chance to be involved and to complete the task and such task can be done in pairs and groups. While doing work through active learning, it creates great networking and students get opportunity to socialize and also get

opportunity of sharing skills and knowledge. Once they are in a group learning context, they will get to know each other better. Not only this, the students having less confidence may feel easy and safer in a large group. Whatever, decisions they make in a group are collaborative which build ownership of issues and solutions. In this way large groups can be a fun to work with, and the students may feel good to be part of.

Previous Studies in Teaching Vocabulary

Al Zaabi, (2007) carried out an action research entitled "Use of Memory and Guessing Games in Teaching Vocabulary to Young Learners". The objective of this action research was to investigate how using the games might bring about a change or an improvement in her student's learning. The findings of the study were; active participation of students and students themselves reported that they enjoyed playing games and games helped them to learn with fun rather than memorizing.

Khatri (2009) has carried out the study entitled "Attitude of Primary English Teachers towards Using Language Games in Public School of Kathmandu District". The objectives of this research were to find out the attitudes of the English teachers towards using language games and the way they are treating, challenges and to provide recommendation for pedagogical purposes. Throughout the study he found out that the teachers felt comfortable to use only the games which are given in the text book. Sometimes they use games out of the text books too. Games are effective teaching learning device for shy inactive students. They promote healthy competition and no biasness. Most of the teachers used games as supplementary activities. They are entertaining and fun where students can practice different language skills easily, quickly and unconsciously without any effort.

Similarly, Alemi, (2010) also carried out a study entitled "Educational Games as a Vehicle to Teaching Vocabulary" for third- grade junior high school students

studying at a private school in Tehran. The objective of this study was to investigate the role of using five word games such as (word games, named Twenty Questions, Charades, Definition Games, Passwords, and Crossword Puzzles) in expanding the learner's vocabulary. The findings of the study were: the use of word games has a lot of potentialities, which can be of great use in EFL classroom settings. Students felt less nervous in playing the role because they were actively engaged in the process of acting and playing and they also got chance to observe their own behavior and to think about their classmates, too.

Further, Shrestha (2010) has also carried out a study entitled "Vocabulary Learning Strategies Adopted by Nepalese Secondary Level English as Foreign Language Learners". The purpose of this study was to find out the vocabulary learning strategies adopted by the Nepalese students of English as Foreign Language Learners especially Grade 10 students. The findings of the study were: students used cognitive strategy, meta-cognitive strategies, memory strategies, compensation strategies, social strategies and affective strategies. For example: cognitive strategies (reading newspaper, magazines, using pictures, etc.) whereas, meta-cognitive strategy (using bilingual dictionary, translating into mother tongue, etc.). Similarly, memory strategy (reciting and memorizing words), competion strategty (different related to friends name etc.) and social strategy (group work, participate in debate competition etc.). At last, affective strategy (learning by heart).

Trang, (2011) carried out a study entitled "Learning Vocabulary through Language Games of 7th - form student at Phuong Nam Private Lower Secondary School". The objective of this study was to investigate the current attitudes and main difficulties in learning English vocabulary and accessing the effectiveness of using language games in learning vocabulary of 7th -form students at Phuong Nam private

lower secondary school. The finding of the study were : at first, most of the students found learning vocabulary a dull activity because they faced many difficulties in learning strategies. and problems with their own ways of learning but after using language games, almost all students showed their enthusiasm and interest to learn English language.

Furthermore, Neyadi, (2011) carried out an action research entitled “The Effects of Using Games to Reinforce Vocabulary Learning”. The objective of the study was to see the effects of using games to practice vocabulary in the teaching of English to Young learners with 29 students in Grade 6 in the UAE. The finding of the study was; using games enhanced motivation of the students towards vocabulary learning and also encouraged the students’ interaction. Raut (2011) has carried out a study entitled “Vocabulary Teaching Strategies Followed by English Teachers” which has helped me to know the strategies that have been adopted by EFL teachers in our context. The main objective of this research was to explore the strategies followed by Nepalese English teachers while teaching vocabulary. The researcher concluded that all participants learned vocabulary by asking the teacher, consulting the dictionary, reading newspapers, magazines, textbooks, and reciting question answers.These were the secondary sources of learning vocabulary at school whereas using CDs, audio cassette, TV, movies, poster etc. were the techniques followed by the learners at home.

Ghimire (2012) has carried out research paper entitled “Effectiveness of Games in Teaching Vocabulary in the EFL Classroom” which has helped me to know the effectiveness of games in teaching vocabulary in the EFL classroom. The main objective of this study was to assess the effectiveness of games in teaching English Vocabulary. The findings of the study were: games create friendly atmosphere where

learners easily shared their feelings, thoughts and ideas with teachers. Games enhance communicative competence of the students and their active participation; shy, passive and introvert students are motivated. Games promote healthy competition among students and they also took use of games as entertaining and fun.

The Research Gap

In this chapter, I reviewed relevant recent studies conducted both in Nepal and abroad to identify the research gap in the present research. Most of the studies focused on vocabulary teaching and learning strategies in the EFL classroom and some of them have focused on games in teaching vocabulary. Al Zaabi (2007) found that games help the students to learn with fun rather than memorizing. Alemi (2010) found that games make the students participate in the learning process more actively. Neyadi's (2011) study concluded that using games enhanced motivation of the students towards vocabulary learning and also encouraged the students' interaction.

Similarly, Khatri (2009) found that the teachers felt comfortable to use games which are given only in the text book and sometimes they use out of the books. Teachers found that games are effective teaching learning device for shy inactive students where students practiced different language skills without any effort.

In addition, Shrestha (2010) found that students used cognitive strategeies, meta-cognitive strategies, compensation strategies, social strategies and affective strategies. Likewise, Ghimire's (2012) study concluded that games create friendly atmosphere where students have fun and promote healthy competition among students

However, no earlier studies have explored the different techniques of teaching vocabulary in EFL classroom in secondary level in the urban context of Nepal. Earlier studies have not made any significant contributions in using games in teaching vocabulary and the perceptions of English teachers in the effectiveness of teaching

vocabulary through games have not been explored in earlier studies.

By examined earlier research studies showed that this research is different because it focuses on using games in vocabulary teaching in EFL Classroom.

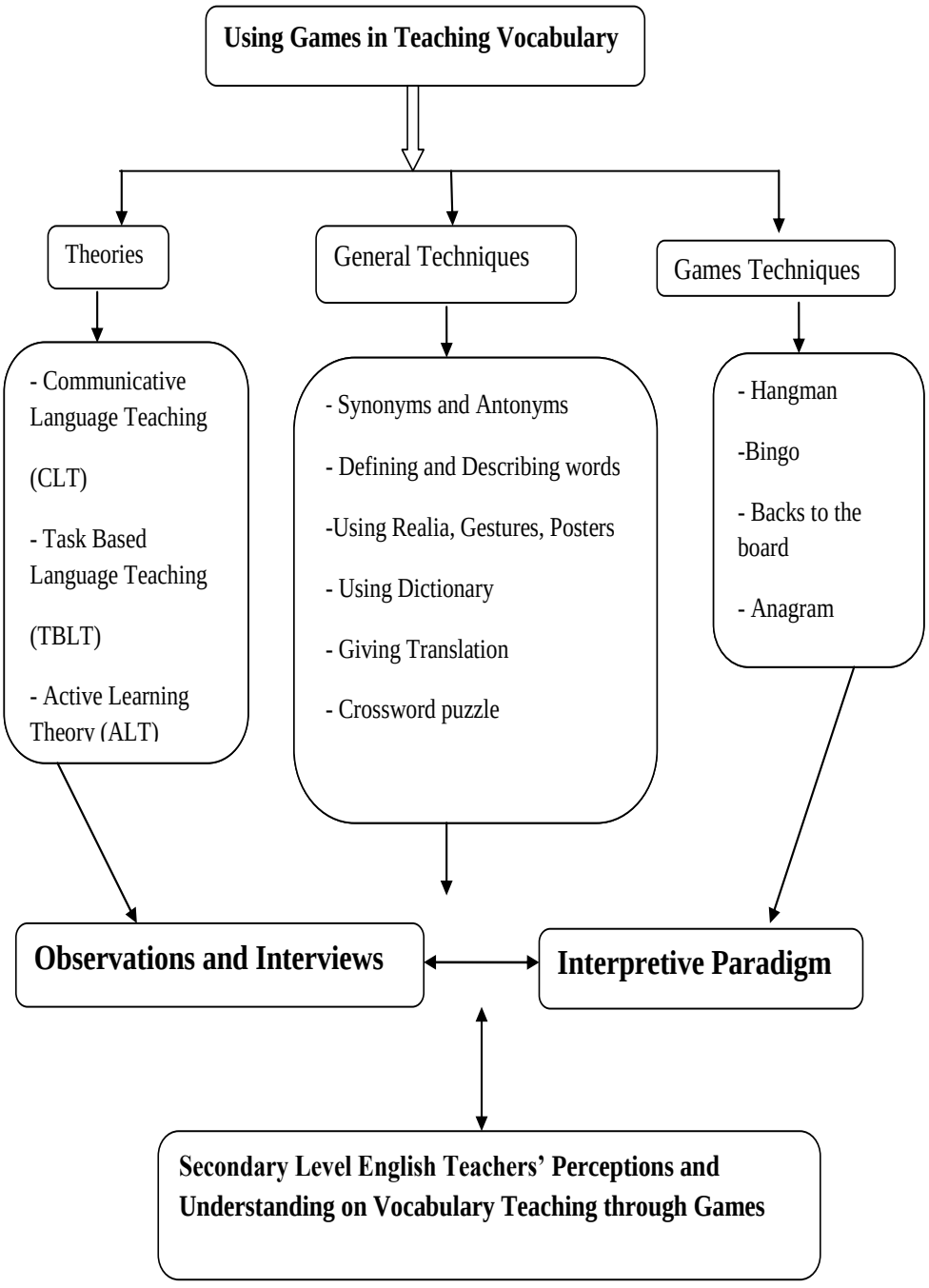
Conceptual Framework

Miles & Huerman, (1994) defines conceptual framework as " A written or visual representation that explains either graphically, or in narrative form, the main things to be studied, the key factors, concepts or variables and the presumed relationship among them" (p.18). Thus, the conceptual framework provides the concrete idea about transmission of information. Concept differs from person to person. In other words, people have different concept about the same thing. For example if someone says, "Game" we draw mental image of basketball, volleyball or swimming and so on. And we may also think about the language game as well. Generating the intended meaning of concept in relation to this study provides some tools for measuring the existence of the concept.

In research, theoretical part and methodological part emerge depending upon the qualitative approaches to carry out the findings. Literature review is for the theoretical concept. From this I developed the theory for research. To know all about what the theory says about techniques for teaching vocabulary and what is happening in real life, I have followed the qualitative approaches to collect the data. In this approach uses of games and techniques are other parts which helped me to bring the data from the field.

Whatever I collected through observations and interviews they have been interpreted by taking the support. When I interpreted the data at some points they have been divided into three parts. They are research findings, conclusion and pedagogical implications.

Fig. no. 1.Conceptual Framework



Chapter Summary

In this chapter, I have discussed about using games in teaching vocabulary in EFL classroom followed by the Secondary level teachers of some private schools. In literature review I have talked about vocabulary and its significance and effectiveness of games perceived by the teachers. Likewise, in thematic review I have mentioned about the use of language games in relation to the scholars' views. I have tried to address the use of games in my own context as well.

Similarly, in theoretical review, I have dealt about the theory that my research has carried out. And I have reviewed the literature based on various scholars' views in relation to my research. The related research studies have been shown as the current issue of vocabulary and uses of game for language teaching. The gap of research study has claimed that this research study is totally new in our context. At last, I have tried to design the conceptual framework of the whole research process with theory and research method.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the philosophical and methodological approaches that helped me answer the research questions which I have formulated in the first chapter. This chapter also contains my ontological, epistemological and axiological assumptions where I interpret the teacher's actual understanding of vocabulary teaching. Classroom observations and in-depth interviews are used as key methods of my research. Similarly, this chapter also illustrates the selection of research site and research participants. In addition, this chapter also deals with quality standards and ethical issues in relation to the research process and, finally, I have also included the brief summary of the chapter.

Philosophical Considerations

Philosophy is related to the logical analysis of knowledge in different disciplines. Thus, my study was guided by my ontology (theory of reality/ study of the nature of reality) epistemology (theory of knowledge/study of knowledge) and axiology (theory of value/study of truth and value) as philosophical considerations.

Ontology

Richards (2003) defines ontology as "nature of our beliefs about reality". Ontology concerns with reality. It means ontology is a concept concerned with the existence of and relationship between different aspects of society such as cultural norms, and structures. In other words ontology is concerned with the nature of reality and various ontological positions reflect different prescriptions of what can be real and what cannot be. It means a person can see the present reality as external,

independent, given and objectively real or instead as a socially constructed and subjectively experienced. For me, reality is what EFL teachers understand about the vocabulary teaching because they perceive reality in multiple ways. Therefore, there are multiple realities that I believe are the results of the mental state of the people and it differs as per their understanding of the society and preferences. Similarly, reality differs according to the perception and understanding of the individual secondary Level English teachers and this difference creates various realities under different circumstances. Thus, reality was guided by multiple values according to my participants. In the same way teaching also varies as the reality from mind to mind.

In my research, ontological view is subjectivism where I showed the multiple reality characters. Multicultural reality is reality in my research. Subjectivism treat the world like the world of natural fact as it is. And the subjective view reveals that the real world is flexible and individual. All the members of social world are individuals and they have individual knowledge. If we want to know the hidden truth and knowledge of the learners, subjective elaboration and interpretation are required in the study.

Thus, ontology reveals how we get the knowledge of the world. It is concerned with how we see the world. Our attitude towards the world is related to the perceived knowledge of the world and the way we interpret the world by using the angle of subjectivism or objectivism. In my research study, I showed my subjectivism that was used for finding the appropriate use of games for vocabulary teaching in Nepalese secondary school EFL teachers. I believe that there is no single reality. Therefore, what is truth for me might not be truth for others. In this sense subjectivism deals with natural phenomenon of the world as it is. In my research, subjectivism was developed conducting interviews and observations. An investigation

of time with my research participants in the field helped me to find out the reality of the teachers through the interviews and observations. The classroom observations and interviews helped me to collect the data. The data were analyzed and found out the realities of the secondary level's school teachers as findings of the study.

Epistemology

Epistemology is the branch of philosophy that deals with questions concerning the nature, scope and sources of knowledge. In my research, I tried to find out about the use of games in teaching vocabulary in EFL classroom and teachers' knowledge, especially of Secondary level English teachers of the private schools. I found out the techniques, scope and sources of games for vocabulary teaching. In this regard, Creswell (2003) says, "Theory of knowledge embedded in the theoretical perspective informs the research e.g. positivism and subjectivism (p.4).

In my research, the knowledge is constructed with the shared information, which followed the multiple forms of interpretivisim. For instance, in the classroom setting, teachers and students were the co-constructors of the knowledge. They developed the knowledge at classroom situation as their home where they created class culture at school for further discussion; interaction and collaboration, etc. In my research, epistemological theory provided me the way of knowledge generating about using games for vocabulary teaching. Series of interviews with EFL teachers and class observations during my field work helped me construct the knowledge.

Axiology

Axiology is the theory of value which differs from place to place. The term axiology shows the relation with value. In this research, the concept 'value' is subjective. Subjectivism gives the priority to the text as well as real field, too. So, whatever I collected in my research as theoretical part of using games in vocabulary

teaching, in the literature review are texts and what I found in the field is based on textuality.

In this sense knowledge is formed or constructed based texts and textuality using certain methods but knowledge is not visible as things. There is no one perfect in the world in any field so value is not constant. I explored the knowledge myself to make it valuable about using games for teaching vocabulary. From axiological view, I focused depending on my own perception and participants' answers about their uses of games. My research value was based on participants' views. What they said, and how much they said is important and they brought a shape of value in the society.

Interpretive Research Paradigm

In my research study, I have interpreted the findings with certain paradigm i.e. interpretive paradigm. According to Cohen, Manion and Morrison (2007) "Interpretative research paradigm is to understand the subjective world of human experience, to retain the integrity of the phenomena being investigated, efforts is made to get inside the person to understand from within" (p.21).

They further say that interpretive approach, focuses on action and this may be thoughts of as behavior with meaning. Interpretivism often addresses essential features of shared meaning and understanding. Basically, interpretive paradigm concerned with findings the meaning through interpretation of the event based on the situation. Therefore, interpretive research paradigm believes that there are multiple realities which differ from person to person society to society. There is no single and observable reality. Thus, interpretative paradigm focuses on multiple perspectives, subjectivity and independency of individual thought.

In this research study, I used interviews and observations as primary source of data collection techniques which helped me to explore the meaning and multiple

realities of my informants. I discovered the different techniques through interactions, observations and interviews that the secondary level teachers followed for teaching vocabulary. Through the help of interpretive paradigm, I interpreted and understood the reality of teachers' beliefs and practices on vocabulary teaching and use of games in classroom teaching in terms of their lived experiences.

Therefore, in my research study, the world of my participants lived experience and reality would represent in terms of my interpretations. This research was based on the interpretation of understanding and experiences of vocabulary teaching through games out of which real knowledge was generated. So, my research falls under interpretive research paradigms although there are several interpretive theories and paradigms.

Methodological Considerations

According to Cohen, Manion & Morrison (2007) Methodology refers to "a range of approach used in educational research to gather data which are used as a basis of inference, interpretation and prediction" (p.47). The aim of methodology is to help the researcher to understand in the broadest possible terms, not the products of scientific inquiry but the process itself. The methodological considerations that I adopted in this research are given bellow:

Qualitative Research

First of all, I would like to define what qualitative research is and why it is necessary for the researcher or for me. Qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. We as researchers, use qualitative approaches to explore the behavior, perspectives, feelings and experiences of people and what lies at the core of their lives. My research is also qualitative in nature so, I tried to find out how the

secondary level teachers teach vocabulary and how they implement games in the real classroom teaching. Besides that, I also tried to link their theoretical knowledge into practice whether they perceive the effectiveness of vocabulary teaching through games or not.

Throughout this study, I wanted to see how my participants understood and interpreted the reality of their own. So, I adopted the qualitative approach because it takes place in natural setting and site of the participants which enables the researcher to develop a level of details about the individual or place.

As Lincoln and Guba (2005,p.3) state that qualitative research is "naturalistic approach in which researchers study things in their natural settings, attempting to make sense of or interpret, phenomena in terms of the meanings people bring to them" as cited in Cresswell (2007,p. 36). In this approach subjective data implies opinion rather than fact, intuition rather than logic, impression rather than confirmation. In this sense, I was interested in understanding the meaning of my participants i.e. how they would make sense of their world and the experience they had in the world. My attempt was to explore the meaning by interpreting the understanding, values, experiences, opinions and behaviors of my informants. In order to find out what a particular phenomenon means to people it is necessary to ask and to observe what they do. Both interviews and observations were key techniques in my research.

Thus, in my research study the process of naturalistic inquiry was qualitative research that seeks in-depth understanding of phenomenon. It was open understanding in a way; it focused directly on my participant's experiences as sources in their daily lives. According to Creswell (2003), "The research takes place in the natural setting, employs multiple methods of data collection, is emergent rather than prefigured, is

based on the interpretations of the researcher, is viewed holistically, is reflective, uses both inductive and deductive reasoning process and employs a strategy of inquiry"(p.205). There are various ways to make it valid that is the process of using multiple methods.

By blending my own experience with the participants, I interpreted the data. Thus, some researchers say qualitative research is fundamentally interpretive. Denzin and Lincoln (1994) also say, "Qualitative research, as a set of interpretive practices, privileges no single methodology over any other" (p.3). This is subjectivism which means the researcher makes own interpretation of the data on the basis of philosophical tensions. Tensions include developing a description of an individual in relation to setting. I analyzed the data for themes.

Ethnographic Research Design

Ethnography is the study of others and their cultures through close observation, reading, and interpretation. Ethnography, embedded in anthropological tradition, is essentially the study of a particular cultural group or phenomenon. For this, fieldwork is a fundamental part of that study, and it involves documenting people's beliefs and practices from the people's own perspectives. I also followed an ethnographic method of inquiry. Typically, ethnographic research employs three kinds of data collection, interviews, observation and documentation. But I used observations and interviews as methods of data collection in my research. Ethnography was used as methodology of my research. For this, I selected six different schools and did my research by taking interviews and observing them.

During my research, I spent more time in the field to collect the data by being familiar with my research participants' cultures and context. In my research I tried to focus on how the secondary level teachers teach vocabulary in EFL classroom. There

is no doubt that they follow some sorts of techniques while teaching but my main focus was on uses of games. During my research study, I tried to explore the teachers' knowledge about games, and how they put this practice in their teaching. I wanted to know the teacher culture and school culture regarding the use of games in teaching vocabulary in the EFL classroom. So, in-depth interviews, classroom observations were the main methods for collecting or exploring the knowledge of my research participants. I found these were the best or appropriate methods for data collection.

The proper selection of research participants and site is the first and foremost thing in any research. It begins with the identification of research site and the participants. Before conducting my research, I had to select the site and the research participants for my research study. I wanted them to be teaching in Kathmandu District so it would be possible for me to carry out the research. I visited different private schools because many school administrators refused or didn't give positive response to conduct research in their school.

I found those schools that allowed and co-operated me to carry out my research. Regarding the selection of participants I followed the suggestion of Cohen, Manion & Morrison (2007) who believe that "there is no clear-cut answer for the sample size" and it largely depends on the "purpose of the study and nature of the population under scrutiny" (p.101).

In this regard, I wanted to identify how the secondary level teachers teach vocabulary as well as how they perceive the effectiveness of vocabulary teaching through games within the periphery of the Kathmandu. I also wanted to see the teachers' theoretical knowledge in practical situation. Therefore, first, I went with two research participants. I observed their class, took interview and later I transcribed the data but that didn't meet the objectives of my research because I just found them

using common techniques like synonyms, antonyms, crossword puzzle and so on. But I didn't find them using any other games which were not given in the textbook. So, again I went along with two more participants because my intention was to see whether these teachers implemented games or not while teaching vocabulary. Then, I decided to go with two other participants who I found using better techniques than the previous participants but that was also not much relevant for my research.

That's why, I again decided to go along with six participants. As I went up to six participants and observed their classes, and interviewed and transcribed the data, I found relevant data. Therefore, I stopped with six participants but I could have worked with more than six participants or less than six participants as per my research purpose and its nature. Throughout this study, I got a chance to know and learn the things related to teaching techniques. All the participants were experienced teachers and they used different techniques like antonyms, synonyms, crossword puzzle, defining context, realia, gestures, postures, hangman, bingo game, backs to the board, anagram and, etc. in teaching vocabulary.

In this way, I selected the research site and research participants. While transcribing and analyzing data, I have given pseudo names for each participant because I was asked not to disclose their names. Being a researcher, I should be more conscious and careful to certain ethical issues of my participants or there should no harm and risk to the participants because of me and my research. T1 is Harry, T2 is John, T3 is Anna, T4 is Priya, T5 is Rahul and T6 is Sajan. So, here is the brief introduction of the participants on the basis of preliminary interaction session which have been presented below:

Participant 1

Harry is a male of around 28 years who has done his M.A. in Humanities and

Social Sciences from T.U. He has got 4to5 years of teaching experience; 3 years in the secondary level in a private school and as part time faculty in plus 2. He has not attended any teacher training program because he is not from educational background and teaching is not his passion.

Participant 2

John is 30 years old male who has completed his Master's degree in Sociology from Trivhuwan University and has been teaching as secondary level teacher for six years in a private school.

Participant 3

Anna is a female of 34 years who has an experience of 12 years in teaching. But as a secondary level English teacher in the private school as well as higher secondary level, she has only 6 to 7 years of experience. She has completed her Master's degree in Education (M.Ed) from Mahendra Ratna Campus, Tahachal.

Participant 4

Priya is also a female of 30 years. She has completed her Master's in Education (M.Ed.) from Trivhuwan University in 2066 B.S. She has been teachingas a secondary level English teacher for 5 years.

Participant 5

Rahul is a male of 27 years who has got his Master's degree in English Literature from Trivhuwan University. He has been teaching at secondary level since 1 and half year.

Participant 6

Sajan is also a male of 37 years who has got his Master's degree in three different faculties (M. Ed, M.A. and M.B.S.) He has been teaching for 7 years as secondary level English teacher and he is the managing director of his own school

where he has been teaching.

Methods of Data Collection

For this, I used two methods i.e. classroom observations and interviews in order to collect the data. Each interview session was followed by an observation session. I interviewed each research participant at least thrice for this research. Similarly, I also observed at least two lessons delivered by the respective participants.

Classroom Observation

As we know, the distinctive feature of observation as a research process is that it offers an investigator or researcher the opportunity to gather 'live' data from the natural and social situation. So the researchers do not have to depend on the secondary data collected by others. In my research, I used observation as a primary data collection method where I as a researcher directly visited the field and collected the data through watching of the events that happened or were happening in the field. Similarly, Robson (2002) highlights the importance of observation, "What people do may differ from what they say they do and observation provides reality" (p. 310) as cited in Cohen, Manion and Morrison, (2007,p.396). Thus, I used observations as primary as well as systematic method for data collection that helped me to conduct the interview which was my second method of data collection. To draw clear understanding about the teachers' practice, I observed them twice. Through the help of classroom observations, I got the knowledge about how vocabulary is taught by the teachers and what do they think about language games. This helped me to find out some techniques adopted by the teachers and implementation of games for teaching vocabulary.

For the first time, I just sat at the back of the class and observed how teacher was teaching I jotted down the things in the notebook but the second time, I observed

with the observation format (see Appendix) and took note as well.

Interview

Interview is a process of exchanging ideas, views or perceptions between two or more than two people through the medium of questions and answers. Regarding interview, Kvale (1996) remarks as an "Interview is literally an *inter view*, an inter-change of views between two or more people on a topic of mutual interest" (p.14). Cohen, Manion and Morrison (2007) further say that an interview is 'an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data" (p.349). In my research, I used interviews as my data collection method because it is a technique for data collection that would enable me to generate the actual understanding about teachers' perspectives towards vocabulary games and their implementation in classroom teaching.

As Cohen, Manion & Morrison (2007) suggest, "Qualitative interviews can range from unstructured to highly structured but interviews are open-ended in that respondents can answer in whatever way and whatever extent they wish and in that there is some interaction with the interviewer who may probe, extend questions or raise new topics" (p.354). I asked certain questions to secondary level English teachers to explore their ideas about the understanding of vocabulary teaching and ways of implementing games in teaching vocabulary in their daily classrooms. To explore the participants' understanding of my research interest each question was checked in detail as well as piloted as suggested by my guide. And the questions were modified further to collect valid data. Before the interview, I asked the permission of my participants to sit for the interview. As per their choice, I took interview inside and outside of the school premises to protect my participants' privacy and

confidentiality.

Besides that, I gave them detailed description of my research to feel them comfortable. I took help of electronic tools such as laptop, mobile phone while recording the interviews because it was not possible to note down or write down everything that was said by my research participants. Finally, to analysis the data further, I transcribed the interviews and documented those written format of interviews.

Nature and Sources of Data

With the help of observations and interviews, I collected the data that were the sources of my data collection process in my research. So, collecting data through observations and interviews helped me to collect appropriate data. Classroom observation checklist, in-depth interviews, reflective note and classroom observations covered my research questions like "How do secondary level teachers teach vocabulary and "using games in classroom teaching" whereas observation checklist and tape script made my research authentic as well as valid. And reflective note helped me to reflect on what happened during the classroom observation and interview time.

These are the key sources of my data collection. The literature review related to the vocabulary teaching techniques, games, journals, articles, published and unpublished dissertation, net browsers, library, and my tutor etc. are the sources of knowledge to support me the ways to collect authentic data, interpret them and conduct the research regarding my research topic "Using Games in Teaching Vocabulary".

Data Collection Process

Generally, the term '*data collection'* refers to the process of collecting information from the field whether it is primary or secondary that is needed for the purposed study. In my research, I collected the data under qualitative paradigm by using observations and interviews. I visited different schools to find out the appropriate research site and participants in the process of data collection.

First of all, I talked with the school Principals and teachers about the process of data collection (observation and interview). Some school Principals and teachers didn't let me observe their classes. So, I had to find other schools where I could collect the data.

After convincing and having regular meeting with the school Principals and teachers, finally I was able to pick six schools that agreed and let me conduct the research. Before going to the real field to collect the data, I explained the reason for my visit and purpose of the classroom observations and interviews to my research participants and school administrations. I also informed them in detail about my research. Then I selected two English teachers for piloting the questioannaire in order to improve the quality and to achieve the goal of the study.

After piloting, I also modified and checked the questions to make my research more valid and reliable. Then I visited the schools regularly to establish a good rapport with the informants and also requested them to be my research participants. In this period, my research participants were introduced about the objective of the study, procedures of observations and interviews. I also requested for their consent, ethical values were clearly mentioned as well as they were requested for their full support because I had given them background information about me and my research too.

Similarly, I also managed the time for interview session. During this period, I

made effort to show the lived experiences of research participants as far as possible spending enough time with each individual. I had an informal talk with my participants make them to feel comfortable. To ensure the accuracy of data collection each interview was tape recorded and later transcribed and analyzed. Most of the interviews were conducted inside school premises except for two of them which were conducted outside of the school premises.

Furthermore, having informal conversation and regular meeting with research participants helped me to know the realities of my research participants which they had experienced in their professional life.

In this way, I tried to capture the natural setting of the field during the research study for good result. The data I collected with the help of my research participants and school administration was the worth considering.

Data Analysis Procedure

It is very important for any researcher to present collected data in a very meaningful way. Data analysis is an integral part of qualitative research which functions as an evidence. It is the fact that helps to discover and validate the truth. Throughout my research, I came to know that data analysis is more important as well as difficult than collecting data and the data I collected through observations and interviews were examined seriously and kept under different themes. The data were interpreted in terms of similarities and differences within the established theories, established facts and findings of the scholars. For my research, I followed the data analysis process of Marczyk(2005,p.213) there are “three steps: 1) preparing the data for analysis, (2) analyzing the data and (3) interpreting the data (i.e. testing the research hypothesis and drawing valid inferences” (p.213).

First of all, to analyze the collected data I transcribed the audio recording of

the interviews and also collected data from the observation sheet. Then according to the subsidiary questions, data were tabulated which I put them into proper order. I analyzed the data giving due attention to what participants were doing in the classroom and what they said throughout the interviews. The data were studied and analyzed thematically based on the transcribed interviews and description of the observation report. Similarly, the data were interpreted accordingly linking them with the theory that is already established in the second chapter.

Quality Standards

Quality standards are needed to judge the quality of anyone's work. So, this section addresses the quality standards that I used to generate and address the quality of my data. Careful consideration is needed to judge the quality of any research especially in the context of qualitative research. I had used the following criteria to judge the quality standards of my research.

Trustworthiness

In qualitative research, trustworthiness is an important factor because it allows the researchers to describe the virtues of qualitative terms outside of parameters. Trustworthiness refers to extent to which different constructions and their underlying value structures are solicited and honored (Guba, & Licoln, (1989, p.241-3).

In other words, how well have participants' values been represented in the study. The narratives and the value of the research should be truthful or fair to all. Sometime there might be case that, value given by researcher might not be honored or they might be fake and made just for the purpose of research and there might not be underlying reality in that. In my research, I put the real things that had happened in real life situation and tried to give evidences for all realities. As another way to prove my research as trustworthy I made clear distinction between interpretive and

descriptive commentary.

Transferability

The term transferability is how the research findings are applicable and similar to others across educational setting. Transferability of that text would be low if the findings of research are not applicable in the same context. I reviewed the previous research, to maintain transferability in my research and not only that I also collected the information from the field. Interpretive research paradigm is one of the paradigms so; I tried to maintain it.

It is concerned with how well readers are able to judge the extent to which this research might be applicable to their own contexts. I tried to reach the level of quality standard where upcoming researchers can use my research properly and they might find that my research findings are applicable to their context as well.

Ethical Considerations

While doing the research I didn't let my participants feel frustrated and unhappy o because of me and my activities. I was fully responsible towards my participant's emotions. Being a researcher s/he should be more conscious and careful to maintain certain ethical issues. The research which I prepared shouldn't be harmful for others.

Anderson, (1998,p.21) emphasizes that all studies which involve people should consider ethical issues. He further states that it is the ultimate responsibility of the individual researcher to see to it that any risk which may affect the community or the individual involved in the study is minimized.

While talking about ethical issues they might come from various sources, the things that the researcher is going to include in his/her ethical part would completely be related to the nature of his/her research. Not only that it can be based on the

procedures to be adopted, the methods that would be used to collect the data, the type of data to be collected, what is done with the data and how these data would be presented. Researchers should be aware that each stage of the research sequence may be a potential source of ethical problems (Cohen, Manion and Morrison, 2007, p.53).

After reading research methods I came to know that we as researchers should be aware of the ethical responsibilities. I have included certain points that I addressed while doing my research as well as dealing with ethical issue.

Informed Consent

I informed all the participants both teachers and students about everything regarding the proposed research plan. The research proceeded only after the consent of the participants.

Harm and Risk

There was no any harm and risk to my participants. I never tried to force the participants to give the answers of my questions. If they couldn't understand the question or felt difficulty I repeated it many times and I also gave supportive feedback to make them comfortable. Similarly, I never interrupted them in between teaching or interview or in the process of data collection. Instead I tried to create a friendly environment while taking interview which helped them to share their thoughts and ideas clearly.

Privacy, Confidentiality, and Anonymity

While interpreting, describing and analyzing the data that I have collected, I didn't use the real names of my research participants but I gave pseudo names in order to maintain their privacy, confidentiality and anonymity.

Chapter Summary

In this chapter, I presented the conditions under which I carried out the

research. The concept of research was defined with the help of qualitative approaches. Research approaches and philosophical considerations which helped me to find out the scientific findings. Data collection process gave me entire information of my field report and interaction with my respondents.

To maintain the quality standard in my research, I have addressed trustworthiness, and transferability. And ethical issue is another important part which is related to participants, and me. With regard to participants, ethical consideration concerns collecting information, seeking permission, providing motivations, seeking sensitive information and maintaining confidentiality.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data that I collected from six different participants through observations and interviews. I have generated the themes on the basis of research questions and in relation to the participants' responses. The collected data have been interpreted under interpretive research paradigm and established theories which I have already discussed in the second chapter.

Thematic Interpreation

I have divided the themes on the basis of my participants' responses and the first theme (a) is on the basis of first research question i.e. how do the secondary level teachers teach vocabulary in the EFL classroom? Similarly, theme b), c), and e) are based on subsidiary questions i.e. how do they perceive the effectiveness of vocabulary teaching through games. And the last theme d) is the emergent theme of my research which is the result of my personal observations of the participants' classes. All these five themes I shall be discussing in detail by integrating the responses that the participants provided during the interview and my own observation session.

Vocabulary Teaching Techniques adopted by the Secondary Level English Teachers

Before interpreting the theme I would like to define the terms techniques. It is a particular trick which is used to accomplish an immediate objective of classroom teaching. Six of my research participants tried to follow some techniques while

teaching vocabulary. They used word-meaning memorization, crossword puzzle, antonyms and synonyms, realia, model objects gestures, posters, vocabulary chain, translation, defining and describing word, conceptualizing the words, and dictionary use, etc. either knowingly or unknowingly.

They think that these are the best techniques they can use while teaching vocabulary. My first research question was: How do the secondary level teachers teach vocabulary in the EFL classroom? All the participants' views here are not only about techniques but also how important teaching vocabulary is in the process of language learning. In response to this question, Harry said,

> *I often use synonyms and antonyms as techniques for teaching vocabulary. This is a simple method that I use if there are difficult or unfamiliar words in the textbook. Because students need to know vocabularies and have reasonable grasp of vocabulary to express their views, just knowing the grammatical structures it is not going to help students. So, to express something efficiently without any communication gap, hindrances, and disturbances of conveying the ideas students need to know the vocabularies properly.*

The idea of Harry is not different from Wilkins (1976) who stated that "People could describe few things without grammar, but they could express nothing without vocabulary" (p.2). Harry believes that English has got different aspects so vocabulary is one of them and when students have enough vocabulary then they use and will be able to improve their English. That's why he uses as many synonyms and antonyms as possible to improve all language skills of the students.

According to Harry's response, I came to know that we need to have proper knowledge in vocabulary to express our ideas and opinions without any

communication gap and hindrance. Similarly, John's idea is also similar to Harry as he said,

> *I, primarily, focus on teaching vocabulary to the students and apply some techniques to make the students know the vocabulary of English language better. I use antonyms, synonyms from the text book, simplify them and use them in a very simple sentences so that* students know the exact meaning of the difficult words in the textbook.

He gives main priority for vocabulary teaching and uses techniques such as antonyms, synonyms to make the pupils capable or familiar with the new words or vocabulary items or make them capable of using them.Thus, from the above discussion I concluded that, there is no possibility of learning language without proper knowledge about vocabulary. The response of Anna is also not different than John as she said;

> *In the secondary level especially I use synonyms, antonyms and word meaning while teaching vocabulary. In exam also students are asked to write the synonyms of the given words. So I teach synonyms, antonyms and word meanings. If we use such techniques, students can understand easily, and quickly and their knowledge will be reliable*.

It indicates that, antonyms and synonyms could be one of the easiest techniques for her to teach vocabulary and it should be taught because students are asked to write the synonyms and antonyms in the examination. She also believes that, if the teacher applies certain techniques while teaching any language, then learning can be permanent. In other words, if the learners are taught through different techniques they learn easily. They can also recall the things for long period or they never forget what they have learned.

It shows that, our school curriculum or syllabus doesn't have allo**c**ated time for vocabulary practice. However, teachers have to teach vocabulary along with the lesson. So, it's quite challenging for the teachers. In relation to this Priya said,

> *There are many techniques for teaching vocabulary. However, I use some techniques such as real materials, realia or model objects, antonyms, synonyms, crossword puzzle, vocabulary chain, translation and sometimes I also use teaching materials according to the situation. But if the words are very abstract I use gestures for that and posters to make the concept clear without translation.*

Her response shows that being a teacher we need to apply different techniques to make the class effective. She believes that teaching materials play vital role to make the teaching learning lively and such materials are used to make them clear about vocabulary as well as to understand the text. Similarly, she further believes that using gestures and posters help the learners to give them clear concepts about abstract words. Translation is not needed to make the concept clear. On the basis of her opinion, it is concluded that; gestures and poster also can be an effective techniques that help to reduce translation. In the same way, Rahul said,

> *I'm not a student of Education, so I don't know new techniques for teaching vocabulary but I teach in a very traditional way, that is how I was taught. I just ask the students to read the text and find out difficult words and give more synonyms and antonyms. I also use jumbled words because it makes the learners creative and increase their memory power*.

Before going to the field for data collection, I spent around two weeks with him and he helped me to understand his language, culture, and his beliefs more closely. While having informal talk he shared a lot about his teaching. He was very

positive towards me and my research. He wanted to make his classroom very effective but due to lack of training and knowledge he was not able to use different techniques for teaching vocabulary.

So, I gave him some suggestions regarding language games and how to apply in the classroom. When I went for the second interview he said, 'I *applied the games and found that the class was very interactive and effective. Students were very happy and interested so, I loved it and I'll try to apply games each day if possible'.*

As I went to observe his third class, I was excited because he was going to use the games. As per my suggestion, he played' bingo'and students were very excited. I also found that even shy and passive students were also involved and active. All of them were having fun. Students were learning through games. It reflects that, Rahul was not aware about the new techniques or he didn't have any idea about games but as per my suggestion he applied the games and he himself found the gap between then and now. It proves that, we can bring change if we are ready to develop ourselves. Furthermore, the view of Sajan is quite different from others. '*Sometimes I use crossword puzzle and sometimes, I just define the word. I give a lot of examples to the students and then my main focus will be to make them clear without giving meaning of that word'.*

He believes that teaching vocabulary through different techniques make the class interesting because students get chance to learn new words. It shows that, applying different techniques help us to be a successful teacher and make our job effective.

All of my participants' responses show that, everyone has his or her own techniques that he/she applies while teaching. Harry, John, Anna, and Rahul used antonyms and synonyms and crossword puzzle, audio-visual techniques for teaching

vocabulary whereas Priya used gestures, posters, realia, model objects and games as techniques. Sajan used techniques like defining and describing the word, crossword puzzle, and giving more examples. All of them have positive attitudes towards using games however, there were some common challenges that they faced so, they were not able to use games in their daily classroom teaching. The challenges, according to them were time constrains and making teaching materials needed in the classroom. Further Harry said, "As a teacher I have to finish or complete the course by the given time. If I go for doing that and there will be the problems of not finishing the course in proper time. School has also provided some materials so there is no lack of materials but time constraint is the main problem".

Harry doesn't think that he has problems with teaching materials but he thinks that time constrain is the main problem. But he tried to pretend himself claiming that games are time consuming, and quite lengthy. I didn't find him using a single material even though he said that, he didn't have problems with teaching materials. Similarly, he just used crossword puzzle and other activities that were given in the textbook. So, I asked him why he didn't use games and what the challenges that he faced while using games.

The first thing, it clearly shows that the teacher himself is lazy, so he doesn't use games. Similarly he is not a student of Educationa so, he doesn't have any idea regarding games and teaching techniques. Another thing is that he has never attended a single training and hence he lacks the knowledge even though he has teaching experience. This is not his personal problem but the problem is that we as EFL teachers lack the knowledge about new techniques. Similarly, we also don't try to adopt new techniques to make our teaching effective. John's view was a bit different from Harry's view. He said,

The first thing is that we have to finish the course in time.In some cases use of games could be more time consuming which later affects in thee completion of the courses. Speaking frankly, we have very less ideas about games also because we lack releveant books that give knowledge, teaching materials, materials for playing games, and experience. Since we lack the training as well, we don't know how to apply the techniques more effectively in the class. Further, lack of proper physcal structure and lack of knowledge about the different teaching techniques also create a kind of minunderstanding between the teachers and the school administration.

The above description shows that, first games are time consuming because it takes quite a long time to prepare and second, he has got no trainings, so he doesn't know how to apply different techniques. Similarly, he also says that there are not any proper physical facilities in the school. He believes that, lack of knowledge, training and other things create misunderstanding between the teachers and the school administration.

As I went for classroom observation, I saw that the tclassroom was congested. There was no proper space for the students and teacher to move and students' number was not as per the classroom size. Because of that it was a problem for the teacher to conduct games and other activities like group work, pair work and so on.It was not only the teacher's laziness regarding preparation of games and other activities but sometimes, the physical facilities of the classroom also restricted the teacher from using games and doing other interesting activities in the class.

Thus, in conclusion, the teachers need to have proper knowledge about different teaching learning techniques and the classroom also should be managed well to conduct the games and others activities. Similarly, a school administrator also

should look into the physical setting of the classrooms to make the teaching learning effective. In response to this, all of them (Anna, Priya and Rahul) had similar opinions. They said,

> *It is very difficult for us to manage time for each lesson. The class will be very noisy and the other classes nearby are disturbed.The school administration doesn't like students moving, speaking and laughing. We get a complaint that is not good and this is not the classroom management so we have to justify also.*

Among them, two of them (Priya and Anna) are from Educational and Rahul is Faculty whereas Rahul is from Arts. All of them have common problem i.e. time constraint. Similarly, lack of training is another problem. Moreover, if the class is noisy the teacher gets complaint from the school administrator since they think that students learn better if they remain silent. They said that school administration doesn't provide the sufficient materials required for teaching.

It proves that, in some cases, both the teachers and the school administration are responsible for not adopting new techniques to make the teaching learning very effective because they don't give extra time for the teachers to prepare any kind of interesting activities. Therefore, the teachers are being very lazy and they only follow lecture method where teaching learning become monotonous. Sajan's view is also similar to others' views.

> *We have limited time and we have to cover a lot of things like all the grammatical items, paragraph writing, essay writing, dialogue writing, and letter writing and so on. If we try to use games in every lesson, it takes a long time.*

He feels that he has given limited time. If he uses games in every lesson it is

going to take a long time and he would n't be able to cover a lot of things that are given in the textbook. It shows that he wants to use the games but he has a fear of not being able to bcomplete the course in time. During my research, I found some weaknesses of the teachers. On one hand, they said that games were very effective and, on the other hand, they said that games were time consuming.

It clearly shows that, teachers are somehow lazy towards using games although they are aware of its significance in language teaching and learning. There are others problems like lack of training and knowledge, lack of teaching materials, lack of proper physical facilities of the classroom and so on.

According to my participants' responses, I have made conclusion that, in the context of Nepal, there are many challenges that the teachers have been facing while using games in the class. Time constraint is one of them as they don't have enough time to use games frequently. They feel that games take up time and they have difficulty in completing the course. All schools don't have proper physical facility to play games in the classroom. Students make noise while playing and other classes may get disturbed. It shows that, the teachers are not well trained to conduct games or to aother apply different techniques.

Games Arouse Students' Interest and Motivation

This theme is related to my subsidiary question i.e. how do secondary level teachers perceive the effectiveness of games in teaching vocabulary in the EFL classroom? In response to this question my participants (Harry, John, Anna, Priya, Rahul, and Sajan) expressed similar opinions presented below.

Harry said,

> *Obviously, games are highly motivating and entertaining because playing itself is quite important and very fascinating for any student. Games that are*

associated with teaching become quite fruitful. Because when they are engaged in it, they fully concentrate or give support. That's why they get something more to learn.

From Harry's response, I came to know that the games arouse students' interest and motivation towards learning. He also believes that, if the games are associated with teaching learning becomes fruitful. While playing games, students engage themselves in the games.They only concentrate on competing with their friends or complete the task before others. If the students are motivated, they learn faster and better. Similarly, John also said, "*Games are motivating because games are good and very interactive".*

This response shows that, games help to motivate the learners and make the class interactive. During my observation, I saw a number of students who found monotonous through traditional teaching. By nature students are very creative and curious as well and they always want something new to learn. So while playing games they were very motivated and enthusiastic and even the involvement of shy students was seen. The findings support the idea of Hansen (1994) that "Games are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings". The views of Anna are also in accordance with Hansen's idea.

Games are highly motivating and entertaining because they can give shy students more chances to express their opinions. As I let them play backs to the board game, all of them try to tell the right answer which is not possible through daily teaching but while playing games there is a sense of competition, they are always excited to win the games. Even girls also don't seem to be shy while playing games.

Anna's response shows that, girls were shy and comparatively their participation was less than boys' during her usual classes but when she let them play game they were actively involved and they shared their opinions without any hesitation. According to her response, I draw the conclusion that we can address the shy students through games only because games arouse students' interest and motivation towards learning. Learning is possible if the learners are ready to learn. The views of Priya are also not different.

> *A classroom is a mixture of different kinds of students. Some students are very shy and very reluctant to speak. If they are given some games to play they have a sense of competition to win the games, they lose their inhibitions.*

Her response shows that, classroom is the combination of mixed ability students. Some students are very brilliant while others are weak and shy. So, shy students hesitate to speak. But if we let them get involved in games they feel that they are playing games and to win or compete with their friends, they freely express their ideas. Rahul has also given a similar opinion. *Games are highly motivating because even those students who are not interested to read in the class or even some shy students actively participate in playing games. So, games are quite motivating*.

The findings that emerged from the interviews of these research participants confirm the earlier findings of Thiagarajan, (1999), and Wright, Betteridge, & Buckby, (2002, p.1). Games add interest to what students might not otherwise find very interesting. Rahul believes that students are not interested in traditional teaching i.e. lecturing or rote learning but if we provide some sort of games, they get interested and motivated to learn the language. Through games children experiment, discover and interact with their environment as well as it also adds variations to a lesson and increase motivation which is not possible through daily classroom teaching. Finally,

Sajan expressed a bit different opinion about it and he said,

> *There is no doubt that games are highly motivating and entertaining and they can give shy students more chances to express their opinions but only a few games are included for secondary level students. If we involve them in a particular game, then they don't get motivated towards the lesson or they don't get involved properly. I feel games are especially appropriate for junior level students not for senior students.*

Sajan believes that games are highly motivating and entertaining that give shy students more opportunities to express their ideas. He further said, if we involve the students in a particular games then they are not motivated towards learning. On the one hand, he has positive attitudes towards game and on the other hand, he has misconception about the uses of games in teaching.

However, he missed the point made by Dessri (2000) argued, "It is a good idea to incorporate games in the daily classroom for the purposeful teaching however teachers have to appropriately choose the games to use.Teacher has to be careful about size of the class, student's proficiency level, cultural context and teaching topic or matter before selecting a game" (p.140).

In teaching, we must apply different interesting activities or games so that we can uphold pupils' attention, interest and motivations towards learning i.e. what Kyriacou (2001) argued "…..Activities must elicit and sustain pupils' attention, interest and motivation" (p.23). With the help of my participants' responses, I concluded that language games add interest to what students might not find very interesting. We as teachers should use interesting ativities that can create students' interest and motivation towards learning.

Effective Interaction and Co-operation occurs through Games

In language learning and teaching, all students must get involved in the assigned task especially while playing games. They have to speak or contribute something to their group or pair. Without any fear and hesitation they can share their feelings, thoughts. A teacher's role should be of a facilitator and the students' roles to be active participants. In relation to this, John said. *Through games students learn lot of things like working together, co-operation among one an other. It's like a social activity in the classroom where they have to work through interaction and sometimes through group discussion.*

John's response shows that game is the key instrument for the students to learn how to co-operate with each other and effective interaction and co-operation take place through games only. He believes that social activity begins through games.

From John, I came to know that games not only provide fun for the learners but also provide the knowledge about how to co-operate with each other. It is the basic and fundamental thing for the learners because bookish knowledge only doesn't work. They should be taught moral lessons, too. Similarly, working in group also helps the learners to be more sociable as well as they become more creative. Thus, interaction is the main source of language learning and that is possible only through games. Further, Priya said; *Games make learning natural, and students may be encouraged. They will be interested to learn and their active participation obviously makes the class effective and interactive.*

Her response shows that through games students get natural environment to learn language. She also believes that games could be an effective approach to encourage, and motivate the learners. Similarly, she further believes that students' active involvement is needed to make the class very effective as well as interactive.

Her response, gave me insight that games provide natural environment for the learners and they can learn the target/foreign language like their first language. In relation to this Rahul said that, *even lazy and shy students participante in games and the classroom become more interactive and communicative, too*.

Rahul's view shows that we can address even shy and lazy students through games. He believes that using language games in teaching makes the class very communicative because there will be active participations of the students. Thus, it indicates that games make the learners very active and provide equal opportunities especially for those students who are lazy and shy. Sajan's view is also similar to Priya's view. *I use games to motivate the students and make the class interactive. Games obviously develop co-operation and interaction among the students.*

Sajan also believes that using games develop co-operation among the students and make the class interactive. When I observed his class, I found it to be quite an interactive class when he used games but in other classes, I found that his class was less interactive.

So, I sum up that using games create meaningful communication because communication takes place as students seek to understand how to play the games and as they communicate about the game before, during and after the game, it is sure that games develop co-operation among the students.

Games Create Healthy Competition and Provide Fun

In language learning and teaching feelings of competition among the students can be created through games. While playing games all the students have fun and then successful learning is possible. I have made this theme taking support of the statement Hguyen and Nga (2003) who argue that games usually involve friendly competition and they keep learners interested. When I observed my participants' classes, I found

that all of them used various games such as word meaning, hangman, bingo, anagram, and backs to the board, antonyms and synonyms.

During my observation, I found that both teachers and students seemed very excited and interested because some teachers and students were going to experience for the first time and some of them were quite familiar with few language games. While using the games in the classroom, the teachers created a sense of competition among the students. I made this theme on the basis of observation of my participants' classes. I would like to present in detail about what exactly happened in the classroom. Harry is my first participant and he conducted the game '*word meaning'*.

First of all, he asked the students to tell extremely new words with their meanings but he gave clue letter for each word. The students had to guess and tell the new words which they hadn't heard before. Clue letters for instance, p- (pursuit, pompous, passion), L- (lethal, lavish, libel, luxurious), s- (solicitor, seeking, scrutiny), e-(enthusiasm, envy, enigmatic, ecstasy, eccentric), m- (mischievous, majesty, majority, marginalized) and so on. I was amazed by the students because they were able to make those words and tell the meaning of those words. After observing his class, I found out that students had learnt better through the game rather than the daily teaching activities. Similarly, John also conducted the *game' hangman'*. At first he divided the class into two groups (A and B). He told the rules first and then he started to ask both groups to guess the missing letters. He also wrote the score on the board. I found the students' participation was active and there was healthy competition between both the groups but finally, group 'A' won the game scoring 1 mark more than group B.

It proves that, healthy competition can be created through games. Furthermore, Anna also conducted the game '*backs to the board'*. She explained the

rules before the game. All the students were very happy and excited because they were going to play games for the first time. They wrote the words like spider, performance, judge, unity, excitement and so on. I found all of them were giving clue for each word for instance, for the word 'spider' they gave the clue in this way: It is an insect and it can be found everywhere. It makes web. I found girls were quite passive and shy in their previous classes but when they got a chance to play games, they were very active and interested to play because they were trying to win. It shows that girls' participations also could be increased through games.

Likewise, Priya, my fourth participant; used '*antonyms'* and '*synonyms'* for students' vocabulary practice. She divided the class into two groups i.e. girls vs. boys and asked the students to match the synonyms of the words which were given in the text such as genuinely, excellence, rivalry, specialist, strong, fierce, fellowship and so on. And she also asked the students to tell the antonyms of the words such as restriction, unsteadily etc. She gave 20 sec. time for each group to guess the answer and also gave score to each group. The boys' groups became the winner but both groups were very happy. Similarly, Rahul is my fifth participant and he is not a student of Education. However, he has been teaching in the secondary level as a part time teacher. He conducted the game '*bingo*'. At first he explained the rules and informed that, students would get prizes if they were able to make fulhouse bingo. The students were very excited because they were going to play a game but they seemed quite serious also as they were afraid of losing the game. Rahul wrote around 40 words like see, like, master, park, zoo, hospital, cricket, hot, passage, policeman, peak, disco, hug, cold, pizza, operation, smile, affection, dark, hero, heard, accident, disease, burger etc. on the board and asked the students to make 30 boxes and fill up.

After the completion of students' writing, he started to speak out the words.

The class was noisy because students were shouting ‘bingo’. Meanwhile another teacher came and looked inside from the window. He also seemed happy through watching the studetns activities. Rahul called out the names of the winners. The students also requested him to conduct the game once more. This time a boy got the chance to conduct the game. He made sentences while selecting words like, ‘Do you love your mom? Have you ever been to disco? etc. His activeness also shows how effective games are. If students don’t get such a chance, then we can’t identify the impotential.

Thus, I made conclusion that, games are fruitful for identifying the potential of the students. Finally, Sajan conducted the game ‘*anagram*’. He divided the class into three groups and explained the rules. He wrote the word ‘comprehensibility’ on the board and students started to form the words. Group ‘A’ formed around 56, Group ‘B’ made 54 and Group ‘C’ made 60 words. All of them (students and teachers) were having fun. After visiting classes of six different schools, I found out that students and teachers both expressed their positive attitudes and satisfaction towards vocabulary teaching through games. Games create interest and motivation for learning. They said that games are fun and effective. Harry, John, Anna, Priya, Rahul and Sajan promised me that they would use the games in their teaching in the days to come. If it was not possible to use games everyday, they would do it at least twice a week. Every respondent agreed that games can make learning fun.

All of them believe that for effective learning students need to have motivation. If students are motivated, definitely teaching learning process becomes more effective. Games are such techniques that arouse fun for learning. The findings that emerged from the interviews of these research participants confirm the earlier findings of Hilles and Murcia (2000). They believe that “Games have a goal, are

organized according to rules, and are meant to be enjoyable" (p. 32).

It proves that, each game has certain rules and they are organized to make the class very entertaining which include both co-operation and competition together.

Games Enhance Different Language Skills

Games can be used to practice all language skills i.e. listening, speaking, reading and writing. All these skills are mingled so we can't separate them. The games therefore should be chosen and used to encourage all the skills of the students.

In response to this Harry said, *'While involving in a game or any kind of activity students have to listen from others, they have to share their opinions, and they have read and write too. Without listening, speaking is not possible."*

His response shows that, listening, speaking, reading and writing go hand in hand. It means that all these language skills are associated with one another. Very often, students use a combination of skills at the same time. It proves that listening and speaking take place simultaneously and so do reading and writing. In the absence of one, another can't be completed. Similarly, John said, '*Games can be a medium and this medium can be applied for various reasons and for various purposes. Games can be used to teach students reading section and listening'.*

John's view is also similar to Richards & Rodgers (2001, p.108) "The whole approach emphasizes learning to read and write naturally with a focus on real communication and reading and writing for pleasure". John believes that games are medium of instruction and can be applied in all four skills such as in listening, reading, speaking and writing.

According to his response, I came to know that, games have no boundaries. It means it can be used for teaching all language skills. As Anna said, *'Suppose, while playing 'backs to the board' they were interacting each other and sharing their ideas*

so they were learning vocabulary as well as their all language skills also developing'.

Anna's view is also positive because she also believes that classroom interaction happens through games and that also helps to develop the all the four skills of the learners. Priya's opinion is also not different from Anna. She said. *They don't only learn the vocabulary while playing games. They learn the language skills because when they get involved in a game, they have to discuss with their friends and tell the right answers to win the games.*

Her response shows that students learn the language if we let them involve in game or task that they are provided. It can be concluded that students' gain new knowledge when discussing and sharing ideas with each other. She further said. '*I use games while teaching vocabulary and I find my students understanding easily without any effort'.*

Her response shows that even shy students can learn easily if they are taught through games. On the basis of her response, I came to know that games can be one of the best ways for enhancing students' vocabulary. Because the learners can learn the language without much effort and at the same time games also make the class effective and entertaining. In relation to this Rahul said,

> *Games obiously enhance different language skills of the students. When you observed my class, I had asked a student to conduct a game and you saw that he was using or making sentences like, 'Do you love your mother?' 'Have you ever been to disco?' It shows that games definitely increase their vocabulary as well as communication and language skills.*

His response also proves that games enhance all language skills of the learners because games automatically encourage the learners and provide learners centered environment. To play a game he had just asked a boy to dictate the words written on

the board but that boy made sentence for each word himself as mentioned above. Thus, it indicates that games help learners automatically learn the language without much effort.

Similarly, Sajan also said.

Games enhance different language skills of the students because while participating a game they have to listen, share their views and opinions and sometimes they have to read and write. So, games don't only enhance students' vocabulary rather it enhances all language skills of the students. That's why games are very effective.

This response clearly informs that students gain the knowledge through listening from others, sharing their ideas with one another and such opportunity is only possible through games. Games are not only for gaining vocabulary but it also important for enhancing all language skills of the students.

After interpreting the view of all my research participants' I would like to compare the findings of the interviews of these research participants with the earlier findings of Wright Betteridge & Buckby (2002) who believe that "Games can be found to give practice in all the skills reading, writing, listening and speaking, in all the stages of the teaching and learning sequence (presentation, repletion, recombination and free use of language) and for many types of communication (e.g. encouraging, criticizing, agreeing, explaining: P.1/2). Thus, games are very effective not only for enhancing students' vocabulary but they are very effective for practicing all skills of the students.

CHAPTR V

FINDINGS AND ANALYSIS

In this section, I discuss the findings of this research. The findings of this research are presented on the basis of themes in relation with earlier research findings. For this, I compare and contrast my research findings with the previous research findings. Lastly, I conclude the findings linking with the theory that I have established in Chapter Two.

This study revealed that three of my participants were from Arts background and three of them from Education background. Teachers, who were from Education background, were aware of different techniques of vocabulary teaching whereas teachers who were from Literature background were quite unfamiliar with these techniques. However I found them using some techniques like crossword puzzle, hangman, bingo, contextualizing words, defining words, realia, gestures, posters and most frequently they used antonyms and synonyms to teach vocabulary. When they used games and other activities they found that students were motivated and there was active involvement of the students.Their students were more interactive. The findings of my study indicate that, there is positive perception and understanding of vocabulary teaching through games of English language teachers' in Nepal.

This finding of my study is substantiated with the findings of Neyadi (2011) conducted *in UAE* and found that; the students were strongly motivated and actively and equally participated while playing games.Similar to these findings, this research also revealed that, the students were strongly motivated and actively participated while playing games. But unlike in Neyadi (2011), in the context of Nepal, Secondary

level teachers are not able to use games frequently due to lack of training, knowledge and misconceptions regarding use of the games because games are taken as gap filler or warming up.

What they believe is if the students are engaged in games they try to interact with the teacher and other friends raise questions in the classroom and they try to share the answer. This makes the class quite noisy and sometimes, teachers get complaint from the school administration since the school administration doesn't like noisy or communicative class. They believe that students learn better if they remain silent.

Shrestha (2010) has also carried out a study entitled "Vocabulary Learning Strategies Adopted by Nepalese Secondary Level English as Foreign Language Learners". It concluded that, the students used cognitive strategy like, reading newspapers, magazines, using pictures, models, crafts and maps, etc. whereas, using bilingual dictionary, translating into mother tongue, reading summary written by themselves, etc. are used as meta-cognitive strategy. However the findings of this study contrasted with my research findings.

Similarly, Alemi, (2010) also carried out a study entitled *Educational Games as a Vehicle to Teaching Vocabulary* for third- grade junior high school students in Tehran. It concluded that the role of using word games in expanding the learner's vocabulary has a lot of potentialities, which can be of great use in EFL classroom settings. In such settings, students felt less anxious, less nervous in playing the role because they actively engaged in the process of acting and playing and they also got chance to observe their own behaviors and to think about their classmates, too. Similarly, the findings of my study also aligned with the findings of this study are my informants also used some games such as hangman, bingo, backs to the board,

anagram, and synonyms and antonyms to enhance students' vocabulary in the secondary level. The findings of this study concluded that, the students' participation was active as well as more interactive than previous classes where games were not used.

When I went to observe the first class, all my participants were teaching through traditional ways. I mean they didn't use a single game. I found students were very passive listeners and the class was very silent because students were not allowed to speak. The teacher himself/herself talked the whole period. There was not a single participation of the students but when they used games, all the students actively participated and the class was full of noise, but interactive. They were learning through playing. Likewise, Al Zaabi. (2007) carried out an action research entitled *Use of Memory and Guessing Games in Teaching Vocabulary to Young Learners*. It concluded with the findings that, there was active participation of students and students themselves reported that they enjoyed playing games and games helped them to learn with fun rather tha memorizing.The findings of my study also similar to these findings.

Raut (2011) carried out a study entitled *Vocabulary Teaching Strategies Followed by English Teacher*. This study concluded that the Nepalese English Teachers followed some strategies while teaching vocabulary. They are asking with teacher, consulting the dictionary, reading newspapers, magazines, textbooks, reciting question answers (secondary sources of learning vocabulary at school) whereas using CDs, audio cassette, TV, movies, poster etc. at home. However, the findings of this study contrasted with my research findings.

Similarly, Ghimire (2012) carried out a research entitled *Effectiveness of Games in Teaching Vocabulary in the EFL Classroom.* The findings of this study

concluded that games created friendly atmosphere where learners easily shared their feelings, thoughts and ideas with teachers. Games enhanced communicative competence of the students, active participation, and healthy competition among students. The findings of my study substantiated the findings of his study. However, in case of Secondary level, they used a few games or games are not used as much as required.

Khatri (2009) carried out the study entitled *Attitude of Primary English Teachers towards Using Language Games in Public Schools of Kathmandu District*. The findings of this study concluded that, the teachers felt comfortable to use games which are given only in the text book. Some times they also use games out of the textbooks. Games are effective teaching learning device for shy inactive students. Games promote healthy competition. Most of the teachers used games as supplementary activities. Games are entertaining where students can practice different language skills easily, quickly and unconsciously without any effort.

However, the findings of earlier study and my study substantiated the theory that I established in the previous chapter. As Harmer (2007) states, "Task- based learning makes the performance of meaningful tasks central to the learning process. It is informed by a belief that if students are focused on the completion of a task, they are just as likely to learn language as they are focusing on language forms" (p.71). Therefore, engaging the learners in meaningful task is very important since it helps them motivate the learners to participate in the task and students also learn the language in greater context.

Furthermore, if we relate active learning theory to this finding students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities. This type of activity that gets

students involved in the learning process. As Prince (2004), states that, “Active learning is generally defined as any instructional method that engages students in the learning process” (p.1). When the students are provided certain task, activities or games they don’t simply learn the subject matter rather they themselves get involved in and explore or construct new knowledge. Similarly, the students get more chance to participate in classroom activities such as group work, pair work, group discussion etc. that is based on a cooperative rather than individualistic approach to learning.

Thus, the earlier findings of Richards (2006), who understood CLT as “A set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the role of teachers and learners in the classroom” (p.2).Thus, CLT implies new roles in the classroom for the teachers and learners. This study concluded that, in the context of Nepal, most of the English teachers don’t implement games frequently for vocabulary teaching but they have positive attitudes toward games and their use.

It clearly indicated that, teachers are not well trained so they are not motivated themselves towards their own teaching. If they are not motivated they become lazy.So games are considered as time consuming because while conducting games it takes quite a long time. They also have fear of not finishing the course in time. On the other hand, this study concluded that, most of the schools don’t have proper physical facilities. They have congested classroom where students and teacher can hardly move forward around. In such condition, it is impossible to conduct different activities such as group work, pair work and so on.

Chapter Summary

In this chapter, I have mainly focused on the analysis and interpretation of the information that I collected from the different tools. For this I presented my analysis under different themes and interpreted the data relating with the issue/ problems that I found while collecting data.

CHAPTER VI

REFLECTIONS AND CONCLUSIONS

This chapter reveals the entire research process and presents the findings of this research questions that I formulated in Chapter One. In this chapter, I have presented how I searched for the key concepts and how I derived appropriate methodology for this research. Finally, this chapter also highlights the conclusions of my study along with pedagogical implications.

Setting out for Research

When I joined the Master's Program for English Language Teaching at Kathmandu University. I listened to my seniors and teachers talk about dissertation. I was curious as well as worried about completing my degree. At that time, I was in a dilemma how to select the topic, how to develop a proposal and so on. But our tutor suggested us to choose the topic based on our interest. Then, I decided to select the topic of my own interest rather than just taking it as obligatory.

As a student, the issue related to vocabulary learning has always frustrated me because, during my schooling, my tutor always forced me to read and memorize the words which were included in the books. It was compulsory to memorize almost every word without knowing its meaning. There was no any other option except memorizing. So, learning through memorization all the time created a kind of frustration, anxiety and fear. At that time, I had a fear that I would never be able to learn English language because I was bored of rote learning and memorization because my teacher never used alternative ways of tearning language like using games to teach new vocabulary items.

I had to memorize the words without knowing their meanings. Such a way of learning habit made my learning process very complicated and I used to memorize the words until I passed my Bachelor's. I was not only the student who faced such problems but there were many students who faced the same problems. So, to find a way out I chose my dissertation topic as 'Using Games in Teaching Vocabulary in EFL Classroom'. Therefore, I formulated three research questions and I selected the qualitative approach as well as interpretive research paradigms. I did ethnography research design as well. I used observations and interviews as data collection methods for this research.

Furthermore, it was very difficult for me to select the research site for data collection and certain schools and the informants for my research. Regarding selection of participants I followed the suggestion of Cohen, Manion & Morrison (2007) who believe that "there is no clear-cut answer for the sample size" and it largely depends on the "purpose of the study and nature of the population under scrutiny" (p.101**).** I selected Kathmandu District as my research site and I selected secondary level English teachers of private schools.

Similarly, I met the School Principals and discussed my proposal with them. It took me around a week to meet them and convince them and they allowed me to do my research. I met the subject teachers there and I urged them to participate in my research study. Finally, they agreed and allowed me to observe their classes. Throughout this study, I wanted to identify how Secondary Level Teachers teach Vocaublary through games within the periphery of the Kathmandu to see the teachers' theoretical knowledge in practical situation.

Therefore, at first, I went to two research participants. As I observed their classes, took interviews and later I transcribed the data but that couldn't meet the

objectives of my research because I just found them using common techniques like synonyms, antonyms, crossword puzzle and so on. But I didn't find them using any other games which were not given in the textbook. So, again I went with two more participants because my intention was to see whether teachers used games or not while teaching vocabulary. Then, I decided to go with two more participants where I found them using more techniques than the previous participants but that was not much relevant for my research. That's why, again I decided to go with six participants. I went up to six participants and observed their classes. I found them using games such as hangman, bingo, backs to the board, contextualizing words, describing and defining words, antonyms, synonyms and so on. Then I interviewed them and transcribed the data. Then I found relevant data.

After transcribing, the data, I divided the interview questions and participants' answers according to sub-questions and reviewed the interview questions/answers and kept them in the same matrix for similar responses. I read the participants' answers thoroughly and drew out five themes. I analyzed, interpreted and concluded the data with the help of relevant literature.

As an ethnographic researcher, I spent a lot of time with my participants while collecting the data.I met them at school during observations and sometimes I also spent the whole day in the school premises observing them. Sometimes I also met them out of the school premises for interviews and also had informal conversation. Such meetings helped me to be closer with them and that closeness built a good rapport between us. So, I got a chance to know more about their language, culture and so on.

Throughout the session what I found was all my participants both (teachers and students) were very excited to play games and teachers found the class very

interesting, motivating and full of joy. Students learnt easily and faster without much effort and they had fun. The class was full of noise but it means that they were learning through play and there was equal and active participation of the students. I myself was having fun watching the students play games. Writing this dissertation has provided me a great opportunity to learn and relate my theoretical understanding in the real world. More importantly, I got a lot of ideas on how to make the vocabulary teaching effective through games. I also learnt how to motivate and arouse interest of the learners towards the subject matter applying learner- friendly teaching approaches and appropriate strategies in the EFL classroom.

Searching For Key Concepts of Research

In learning a language, there are four basic skills to be mastered such as listening, speaking, reading and writing in which all of them require good vocabulary in order to have proper communication. To express something efficiently without any communication gap, hindrance, and disturbances, we need to have proper knowledge on vocabulary. Therefore, the term vocabulary is defined as the collection of words that we know and use on a daily basis.

As I understood, the research requires understanding the key concepts along with the technical jargons used in this type of research. For this, I went through several dissertations at KUSOED library. Further, I read relevant journal and books extensively. To be specific, Harmer (2005) and Wilkins (1976) were found to be very useful to develop my conceptual understanding for this research.

After having a good understanding of the key concepts, I started searching for appropriate theoretical models. So, I found some appropriate theoretical models such as Communicative Language Teaching (CLT), Task Based Language Teaching (TBLT) and Active Learning Theory. I have discussed all these theories in brief with

examples. First of all, (CLT) or communicative language teaching is one of the popular and effective methods of teaching learning activity at present. This method mainly focuses on developing learners' communicative competence in the target language. Anna is my third respondent and she used game i.e. backs to the board. She explained rules of the game as the students were ready to play. While playing the game 'backs to the board' in the classroom, all the students were giving clues of their own. For example, there was a word 'spider' and the students gave clues saying it is an insect that can be found everywhere. It also makes web. In this way they practiced more vocabulary in the classroom.The class was very communicative because they were trying to produce new words as well as sentences.

Thus, the ideas of Richards (2006), regarding communicative language teaching was very helpful for me to understand the goals of language teaching and learning i.e. how learners learn a language and the kinds of classroom activities that best facilitate learning in the classroom. Therefore, CLT implies new roles in the classroom for the teachers and learners. Learners get more chance to participate in classroom activities such as group work, pair work, group discussion etc. that is based on a cooperative rather than individualistic approach to learning. And the teacher's role is that of a facilitator and monitor rather than being an authoritarian whereas students are active learners and they get more opportunities to practice language in natural setting.

Furthermore, I used another appropriate theoretical model i.e. Task Based Learning (TBL) which is also called Task-Based Instruction (TBI). It is an approach that aims to provide learners with a natural context for language use in real context. In task-based learning students are given more opportunities that they are involved in completing a task in group or pair where they can talk to each other in a natural

environment in the course of completing the task. Rahul conducted the game ‘bingo’. He wrote several words on the board and asked the students to make the table and fill up with appropriate words. So, students were very excited to win the game. If they filled with wrong words then they would lose the game. It was a group task in which all students were trying to fill up the table selecting the proper words to make fullhouse bingo. All of them were very actively engaged to complete the task earlier than other groups.

Therefore, the opinion of Harmer (2007) regarding the Task Based Learning was found very efficient for this study to see the students’ performance of meaningful tasks that mainly focused the learning process. In the Task Based Learning when students are focused on the completion of a task, they are just as likely to learn language as they are focusing on language forms.

So therefore, engaging the learners in a meaningful task is very important since it helps to motivate the learners to participate in the task and students also learn language in greater context. Moreover, I have also included active learning theory. It is a process where students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities.

I found this to be very useful theory. It is any type of activity that gets students involved in the learning process. For this, some games and activities were used by all of my participants such as hangman, anagram, synonyms, crossword puzzles, defining and describing words, and so on. They were effective because students’ involvement was very active while playing the games. I found the idea of Prince (2004) very helpful to assign any type of task where students construct knowledge themselves by engaging in problems solving task and activities rather than getting knowledge from the teachers. There are several researches that have been done in the international

context and among them I have discussed a few which are presented below:

Alemi, (2010) carried out a study entitled "Educational Games as a Vehicle to Teaching Vocabulary" in the context of Tehran. Neyadi (2011) conducted action research in "The Effects of Using Games to Reinforce Vocabulary Learning to Young Learner" in the context of UAE. Similarly, Al Zaabi (2007) also did an action research entitled "Use of Memory and Guessing Games in Teaching Vocabulary to Young Learners" in the UAE context. Furthermore, Agnieszka Uberman is a teacher in the English Department of Pedagogical University in Rzeszow, Poland. She has written an article in (1998) entitled "The Use of Games for Vocabulary Presentation and Revision". All these studies provided me the relevant backgrounds in this study.

In the context of Nepal, several research studies have been carried out in this area. Shrestha (2010) carried out a study entitled "Vocabulary Learning Strategies Adopted by Nepalese Secondary Level English as Foreign Language Learners". Similarly, Raut (2011) carried out a study entitled *Vocabulary Teaching Strategies Followed by English Teachers.* Further, Ghimire (2012) has also carried out research paper entitled *Effectiveness of Games in Teaching Vocabulary in the EFL Classroom.* All these studies provided me the relevant background in this research.

However, nobody has done a research on this topic '*Using Games in Teaching Vocabulary in EFL Classroom'.* This is how my dissertation differs from earlier researches. So, in this study, I tried to explore the uses of games that used by the secondary level English teachers for improving students' vocabulary. The main concept developed based on this research was that, all the informants had adopted some techniques for vocabulary teaching such as crossword puzzle, synonyms, antonyms, describing and defining words, contextualizing words, vocabulary chain, realia, gestures, posters, and so on. The perspectives and understanding of my

informants were positive towards implications of games and they also used certain games while teaching vocabulary such as backs to the board, hangman, bingo, antonyms and synonyms and guessing words meaning and so on. It was shown that, the class was more effective as well as interactive. There was active participation of the students. Students were strongly motivated and there was healthy competition among the students and teachers also were very excited and happy after observing his/her own class.

Another concept that developed through this study was that teachers were positive towards implications of games for vocabulary teaching.However there were certain challenges and because of those challenges teachers were not able to use games frequently. The challenges were time constraint, lack of training and lack of proper physical facilities, lack of sufficient teaching materials and sources, laziness of teachers and so on.

Key Findings of the Research

This section discusses the research findings that were collected through observations and interviews. Further, it reveals that certain techniques that are adopted by Secondary Level English teachers for vocabulary teaching.

Lastly, it is concluded that, all of my informants were positive towards implications of games. However, they were unable to use games frequently due to some challenges. Whatever I found throughout this study, I have discussed under each topic.

Response to Question no 1. How do the Secondary Level Teachers teach vocabulary in EFL classroom?

In relation to the techniques for vocabulary teaching adopted by the secondary level teachers, the data showed that, all teachers used certain techniques in teaching

vocabulary. The common techniques were synonyms, antonyms, crossword puzzle, describing and defining words, contextualizing words, vocabulary chain, translation, realia, gestures, and postures, hangman, bingo, backs to the boards and so on.

Similarly, they frequently used games which were given in the textbook whereas they used fewer games out of the textbook. This research indicated that, all the teachers used synonyms, antonyms, crossword puzzle, contextualizing words and so on as strategies for teaching vocabulary whereas games are taken as gap filler or warm up activity.

Response to Question no. 2) How do teachers use games in teaching vocabulary?

In relation to the using games in teaching vocabulary the data showed that, some of my particippants were from Literature background and some of them were from Education background were aware of few games like crossword puzzle, hangman, bingo, etc. Whereas, teachers who were from Literature background, were quite unfamiliar about the relevant games. However, they used games just for warming up and they did not use games regularly due to some reseasions.

It showed that all the participants were untrained teachers, so they did not seem confidence enough to use games in their

Response to Question no. 3) How do they perceive the effectiveness of games in vocabulary teaching?

The teachers regarded use of games in vocabulary teaching as a very effective device to reduce the boring environment.

Similarly, it also indicated that, games were fun filled activities which motivated the learners. Learners got equal opportunity to take part where they shared their feelings, thoughts and opinions. They also asked more questions to their teacher and friends without any fear and hesitations. So class was more interactive.

Furthermore, it was also found that, while playing games students learnt easily, unconciously and quickly without much effort. Games also provided chance for the learners to practice different language skills such as pronunciation, spelling, grammar, vocabulary and communicative competence. Thus, games enhanced all language skills of the students.

Teachers' Challenges towards Implication of Games

Regarding the teachers challenges towards games and its implications, it was found that, English teachers who were teaching in the secondary level were positive towards games and its implications. However, they didn't use games frequently due to some challenges. It clearly showed that, there were certain challenges such as lack of training and knowledge, lack of proper physical facilities in the classroom, lack of teachers' own laziness and lack of motivation towards teaching, lack of teaching materials and resources and so on. The first problem was that teachers were untrained so they were not familiar with the relevant games for teaching vocabulary.

Similarly, the second problem was that there was a not proper physical facility in the classroom. For example the classrooms were congested where teachers and students could hardly move around the class. The other problem was, teachers themselves were not motivated towards their own profession so they seemed lazy. They were not trying to use games regularly in teaching language.

Furthermore, there were misconceptions among the teachers and the school administrations regarding uses of games in classroom teaching. It was found that, teachers had fear that they would not be able to complete the course in time if they used games regularly, it would take quite a long time to prepare and conduct. The school administration believed that students learnt better if they remained silent rather than laughing and playing. It was found that, a game made the class was noisy and the

teachers were asked to justify. It showed that, there was not mutual understanding and co-ordination and among the subject teachers and school administrations.

Pedagogical Implications

There are certain implications of this study that may enable all the secondary level EFL teachers to use language games in their teaching learning process rather force their students to memorize and rote learn. Rote learning and memorizating words all the time creates a kind of frustration, anxiety and fear in students. However, games motivate the learners, and also reduce anxiety and fear. Students learn better through playing games and can recall the things for a long time. This chapter presents the pedagogical implications drawn from the data collection along with literature review, the observations and interviews. This research is useful for the EFL teachers, students, school administrations and novice researchers, who are directly or indirectly, involved in the ELT sectors. On the basis of my key research findings and conclusions the following implications have been drawn:

1. All students get equal chance to get involved in the task assigned by the teachers. Students can learn easily and quickly without much effort if they are provided the chance to play games. So, games should be considered as heart of teaching not as a gap filler.
2. Games provide an opportunity for the students to practice different language skills which are not possible through traditional way of teaching. In addition, games provide learner- friendly environment in which students get natural setting for learning the language. Similarly, this study also allows all the teachers and stakeholders to be aware of games themselves and use the games in their teaching.
3. The syllabus designers and textbook writers need to include as many

contextual games as possible with the clear instruction to the teachers.

4. Teaching can't be effective through rote learning and memorization. So, to make the class effective, it is necessary for the teachers to adopt new techniques.
5. Training should be provided for the teachers to make their teaching lively. So, this study enables the school administration, Principals and subject teachers not to focus only on course completions but focus on all language skills development of the students.
6. Classroom is the place where students learn, study and gain new knowledge. If the classrooms are congested it will be difficult for the teachers and students to involve in group work, pair work, and so on.
7. The school administration and stakeholders need to consider maintaining the proper physical facilities rather than complaining to the teachers.

Conclusions

On the basis of this research finding, I concluded that in the context of Nepal, learning vocabulary has been considered as difficult aspects of language learning and teaching. The students may find it very boring because it has been taught for a long time through traditional way i.e. rote learning and memorization which are less effective. Secondary level English teachers use some techniques for vocabulary teaching but they don't use games continuously in their classroom teaching because they have misconceptions regarding uses of games.

Furthermore, this research concluded that, most of the English teachers were not well trained so they lacked the knowledge and skills about how to use, when to use and why to use games. Similarly, this research revealed that most of the school administration and teachers were not aware about the games as well as there was a

misconception i.e. student learn better if they remain silent rather than laugh and shout. So, to clear such misconceptions training should be provided for them.

Similarly, it also indicated that, games create friendly environment and gave equal chance for all types of learners (shy, weak, passive and active) to learn, practice and review the vocabulary in an enjoyable atmosphere which is not possible through typical lesson. Because the students always want refreshment to learn any language or vocabulary, games could be one of the best ways which provide fun, motivate the students, and develop positive attitude of the learners towards subject matter. Active participation of the students an interactive class is possible through games where learners learn the language without much effort.

It also showed that, a classroom is a mixture of different kinds of students who are weak, shy, passive, brilliant and active. So to address all these students playing game is the best way because while playing games students wouldn't feel that they are learning. Games provide healthy competition among the learners. The vocabulary games also help the learners to use the words in the appropriate context.

Moreover, this study explored that, teaching and learning vocabulary through games have a great role that can't be denied. Appropriate games have to be chosen in order to achieve the objectives. Thus, games can be one of the interesting and effective ways that can be applied in any EFL classroom. So, teachers' enthusiasum is needed for using games in teaching vocabulary.

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Appendix - 1

Interview Questions

1. How long have you been teaching as a secondary level English Teacher?
2. What is your experience of learning as well as teaching vocabulary?
3. What is your perception towards the importance of vocabulary in EFL classroom?
4. Do you teach vocabulary in your EFL classroom? If so, how?
5. What are the techniques and approaches you use to teach vocabulary?
6. Do you use games in your language classroom to teach vocabulary?
7. What sorts of games do you use to teach vocabulary? Why?
8. What is your perception towards language games?
9. How games help to improve the vocabulary of the students?
10. How do you feel while using games in teaching vocabulary?
11. How do you perceive the effectiveness of games in teaching vocabulary in the EFL classroom?

Observation Sheet

School:

Date:

Teacher's Name (optional):

Class:

Time:

Period:

Topic:

S.N.	Strategies for teaching vocabulary	Remarks
1.	Defining and describing word	
2.	Crossword puzzle	
3.	Hangman	
4.	Bingo	
5.	Backs to the board	
6.	Anagram	
7.	Word meaning	
8.	Synonyms and Antonyms	
9.	Conceptualizing the words	
10.	Translation	
11.	Gestures,	
12.	Realia	
13.	Others	

Running commentary:

_____

Observers' signature

Appendix – 5

Sample of Data Transcription

1. What is your perception towards the importance of vocabulary in EFL classroom?

Harry (P1): Vocabulary has the most important part so far I think personally. Because like as non -native speaker of English isn't it? We need to know vocabularies and the reasonable grabs of vocabulary to express our views. And just by knowing the grammatical structures and others it is not going to help students work or anyone more. So, to express something efficiently without any communication gap, hindrances, and disturbances of the conveying the ideas know, we need to know the vocabularies properly.

Priya (P 4): Vocabulary is very much important in EFL classroom because students of EFL classes are just another language and their native language is different than EFL language. So, they do not have basic knowledge of simple word also. So, we have to focus on vocabulary and if they know about the vocabulary and the meaning of words and they can use those words in their own language and they can communicate by using the vocabulary in their appropriate context and situation.

Rahul (P 5): Vocabulary is very important because without vocabulary we can't give the perfect sentence what we trying to say. We can't tell the proper sentence if the vocabulary is not clear. Vocabulary is most important in the EFL class because if we don't know the meaning of vocabulary or meaning of any words that we intend to tell to other person, if we do not know the meaning then how we can say. That's why vocabulary is the most important.

2. What are the techniques you use to teach vocabulary?

Harry (P 1): Exactly, like while teaching that students may sometimes come

up with words in Nepali and as per my knowledge if I'm able to give them solution. Sometimes they may come up with very difficult words i.e. all most impossible to change that or that may not be up to my knowledge. This is the simply method I used is like first of all I will tell them to read the passage or what so ever they get at head they have to do that. They may find some words difficult right, then I write synonyms words or antonyms at least like 3/ 4 words of that words that they find unfamiliar to them.

Priya (P4): There are many techniques for teaching vocabulary while teaching vocabulary especially I use different techniques like I use real materials, realia or model objects. I'm teaching in basic level means primary and lower secondary or secondary also sometimes I use those real materials or aids because they are very important to make concept of the words. And sometimes I use different gestures, posters for making them clear. And sometimes I give opposite words or other words it makes them clear and I sometimes play different types of games also starting of the last letter to generate another words and sometimes to measure the vocabulary power of the student as teacher. And sometime if there is very problem for abstract nouns or vocabulary at that time very difficult to make them concept and sometimes very rarely I use grammar translation method for their native language. Those materials I use in my teaching according to the situation, if the words which are very abstract I use gesture, posters to make them clear concept about not to translate in their mother tongue and try to understand and try to capture from the own language which they are reading or following. English as a medium of instruction at that time to understand the language not about the language but to teach language I use those materials, methods for them. This is the reason I think.

Sajan (P 6): Yeah, sometimes I use game and sometimes I use crossword

puzzle yeah, and sometimes, I just define the word. And most of the time I try to conceptualize the words. I give lots of examples to the students and then my main focus will be to make them clear without giving meaning of that word. Many times I have become successful. And sometimes I describe them.

3. How do you feel while using games in teaching vocabulary?

John (P2): Urm… in my point of view, game is very good in the classroom. What the teacher is always think is students have to learn better than today and then tomorrow. That's why I always want personally; the students have to more participatory in the classroom, more interactive and responsive in the classroom. And I have tried to be more inclusive. In the classroom there are some excellent students also, more moderate, and weak students also. That's why excellent tremendously is always responsive. And they always want to be active in the classroom. But for the weak one is always passive and i.e. the problem for the teacher. If the games are applied I have found active participation of the students in terms of their knowledge, interest and talent. But at least, through the games they can be brought in front or at least they can be positive and motivated towards learning. And that could be the good beginning.

I think it says while beginning….. That's why this could be at least for the weak students bring them in front so they can slowly expose what they do have as polutulating. That's why game I have found is very much effective in teaching and learning.

Priya (P 4): I use such types of games while teaching vocabulary and I find my students are getting easily their understanding without any hard effort. Know we should not tell them to read memorize / recite the words and meaning without knowing the concept blindly if they read it takes time and they don't get concept they

read only. But when I play games they will develop power of vocabulary and numbers of vocabulary is also more so I think it is very important for second language learners.

Sajan (P 6): I feel very interesting because my students they like it. They want to have experience of something new yeah. If I use games and then I can easily motivated them. They become motivated towards my subject matter. If I use games I can make them clear why because they are already motivated towards my nature. Yeah, it is very effective because I already told you it motivates the students. It makes the students' concept clear. And the main objective of this game is to make the students' concept clear and make the students to like our subject matter very much that is the main target of teaching. So, we can achieve that with the help of games. Yeah, whenever we entered into the classroom, the main objective should be how to motivate the students towards our subject matter yeah. First of all, they should be motivated. Whenever they are motivated it is not necessary that we should do lots of work. There is saying that *'Once we take the horse to the pool of water we can't make it clean unless the horse is ready to drink'*. They should be thirsty towards subject matter. They should like me and they should like the subject matter too.

4. How do games become effective in teaching vocabulary in the EFL classroom?

Harry (P1): Exactly playing itself is quite important and very fascinating thing for the student. Include that playing with associated with education or teaching that become quite fruitful so far I think. Because first of all they are engaged in they fully concentrate or support only that's why they get something more to learn. In the case of like playing games in relation to the vocabulary and other they will get to know different words and meaning of them and they re-clear vocabulary.

John (P2): Obviously, applying the games in the classroom is kind of very

effective teaching and wonderful for the students. First of all students have to be responsive and readiness has to be there amount of thinking about the learning subject matter that's why games start itself is very important for the students. So that first of all they make them positive towards learning and thoughts with the learning we can make them lots more responsive and interactive that sorts of classroom teaching would be more participatory obviously that helps students not only particular student but whole class could be well motivated towards learning. That's why teaching vocabulary through games become more effective.