HIGH SCHOOL STUDENTS' PERCEPTIONS OF LEARNING ENGLISH VOCABULARY THROUGH GAMES

PERCEPÇÕES DE ALUNOS DO ENSINO MÉDIO SOBRE O APRENDIZADO DE VOCABULÁRIO DE INGLÊS ATRAVÉS DE JOGOS

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ABSTRACT

Learning vocabulary is a crucial part of learning the English language. There are several methods that teachers might employ when teaching vocabulary to students, especially high school students. One of these methods is to teach vocabulary more efficiently by utilizing educational games. The investigation in this research focused on learning vocabulary in a high school. The research found students' perspectives towards the games used to teaching and learning vocabulary to students at Binh Hung Hoa High School in Ho Chi Minh City. The participants were 120 students in Grade 10 and 11 who were between 16 and 17 years old, and all of them were nonnative speakers, and 10 teachers who are in charge of teaching in this school. The writer conducted a case research, questionnaire was delivered to the students at the end of the course to get their perspectives towards learning English vocabulary through games. Besides, 10 teachers were interviewed about using games in teaching English vocabulary. The study found that using educational games as a learning and teaching strategy with young students boosted information acquisition and retention and offered students a chance to understand how their learning was used in the real world. This is also simple and enjoyable for students, allowing them to get familiar with a few words without having to recall them word by word or grow bored. This research advises employing educational games in a more inventive way when teaching vocabulary to students.

Keywords: Games. Teaching. Vocabulary. High school students.

RESUMO

Aprender vocabulário é uma parte crucial do aprendizado da língua inglesa. Existem vários métodos que os professores podem empregar ao ensinar vocabulário aos alunos, especialmente alunos do ensino médio. Um desses métodos é ensinar vocabulário de forma mais eficiente, utilizando jogos educativos. A investigação desta pesquisa teve como foco a aprendizagem de vocabulário em uma escola de ensino médio. A pesquisa encontrou as perspectivas dos alunos em relação aos jogos usados para ensinar e aprender vocabulário para alunos da Binh Hung Hoa High School, na cidade de Ho Chi Minh. Os participantes foram 120 alunos do 10.º e 11.º anos com idades compreendidas entre os 16 e os 17 anos, todos não nativos, e 10 professores que lecionam nesta escola. O escritor realizou uma pesquisa de caso, questionário foi entregue aos alunos no final do curso para obter suas perspectivas sobre o aprendizado do vocabulário em inglês por meio de jogos. Além disso, 10 professores foram entrevistados sobre o uso de jogos no ensino de vocabulário em inglês. O estudo constatou que o uso de jogos educativos como estratégia de ensino e aprendizagem com jovens alunos impulsionou a aquisição e retenção de informações e ofereceu aos alunos a chance de entender como seu aprendizado foi usado no mundo real. Isso também é simples e agradável para os alunos, permitindo que eles se familiarizem com algumas palavras sem ter que relembrá-las palavra por palavra ou ficar entediados. Esta pesquisa aconselha o emprego de jogos educativos de forma mais inventiva no ensino de vocabulário aos alunos.

Palavras-chave: Jogos. Ensino. Vocabulário. Alunos do ensino médio.

Introduction

According to Diamond and Gutlohn (2006), vocabulary is the knowledge of words and their meanings. This indicates that comprehension and usage of a language cannot be attained without first building a solid vocabulary basis. Moreover, talking about the importance of vocabulary, Wilkins (1972, p. 97) argued that ''*There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed''*. People do, in fact, require the use of words in order to express themselves in any language. The value of vocabulary learning is recognized by the majority of students.

It is not the same to teach English vocabulary to high school students as it is to teach English vocabulary to adults. They have distinct motivations and personalities. Adults recognize the value of studying English, but students lack self-motivation and a desire to do so. Allen (1983:33) stated that correct approaches are required while teaching English to novices. Visual aids may be used in these

approaches, especially when teaching vocabulary. Visual aids come in a variety of formats, including photos, cards, games, and puzzles. As a result, while teaching English, particularly when teaching vocabulary to high school students, a strategy that still has a link with games should be used.

According to Groh (2012, p. 39), game is "*a rule-based play with determined goals*". It is "*a set of activities involving one or more players*" (Dempsey et al., 2002, p. 159), or "*a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome*" (Salen & Zimmerman, 2004, p. 80). Learners should utilize language and repeat patterns when playing in order to improve their skills. They might utilize words, mime, body motions, and gestures to communicate, among other things, ensuring excitement and unpredictability (Rixon, 1981).

I have found that the majority of high school students had difficulty acquiring English language. As a result, the goal of this research is to increase the quality of learning English, particularly students' enthusiasm in learning English vocabulary through games.

Ishtawi (2011) conducted the research to find out the effect of game strategy on learning of English grammar for twelfth-grade students. The researcher used the experimental approach to get the purpose of the research. The researcher used educational games strategy to teach the experimental group then used the traditional method to teach the control group. The data shows that there were significant differences between the experimental group and control group, the effect of educational games strategy it particularly spotted. The result of the research is that educational games strategy was good for learning English grammar.

Putri, Sutopo, and Bharati (2017) also conducted research about the use of 20- squares: add one more word and word-clap game to teach vocabulary. The researcher wants to find out the effectiveness of that game to teach vocabulary. The result showed that there's differences between experimental group and control group. The experimental group got higher score than control group. It means 20-squares: add one more word and word-clap game are effective and can be used as the alternative way to teach vocabulary.

Yulianti and Bharati (2017) conducted research about the effectiveness of scrabble and word search games to teach vocabulary to students with different interests. The researcher applied quantitative and qualitative methods to collect the data. The last results indicated that there was no significant interaction among the teaching techniques, interest, and students' vocabulary achievement. It can be concluded that teaching using scrabble or word search is more effective to high and low students.

Research questions

This research undertaking aims to provide the answers for the following research questions:

1.What is the current situation regarding towards learning English vocabulary?

2.What are the perceptions of high school students towards learning English vocabulary through games?

The findings of this study hopefully will help the students as well as teachers realize some effective aspects of using games in learning English vocabulary. From that, they can apply to their study and their work.

Figure 1 – *Theoretical Framework*
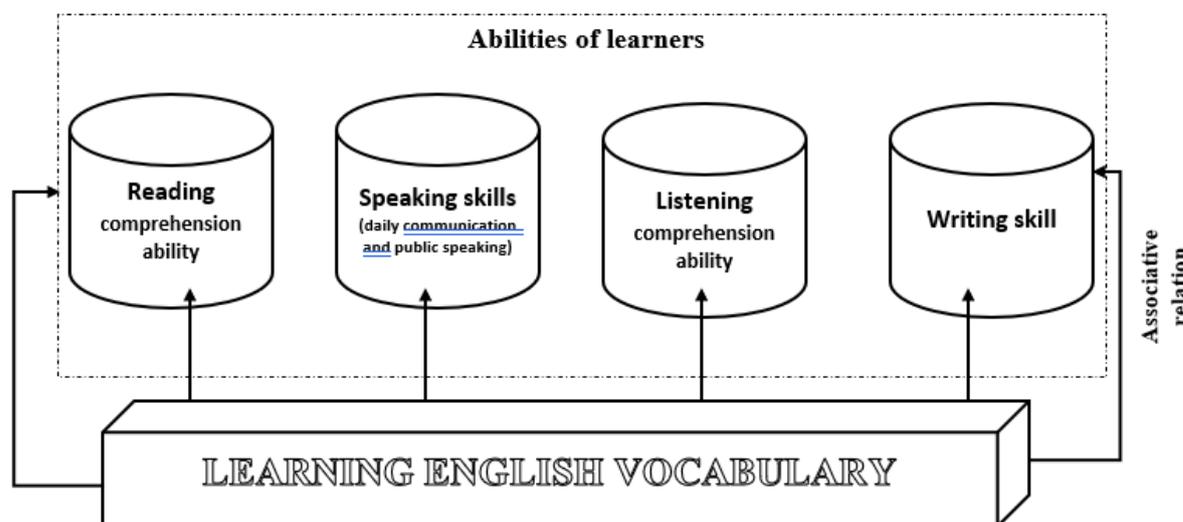
Theoretical backgrounds

Definition of vocabulary

Richards (2002:255) claims that vocabulary is the foundational skill of language competency and forms a large part of the basis for how effectively students speak, listen, read, and write. It is, therefore, the basic language aspect that must be mastered before mastering language skills. There are some experts who have proposed definitions about vocabulary. According to Nunan (1999: 101), vocabulary is a collection of terms from the target language. Additionally, the words vocabulary, lexis, and lexicon are interchangeable, according to Jackson and Amvela (2000: 11). Moreover, according to Richards and Schmidt (2002: 580), vocabulary is a collection of lexemes, which includes single words, compound words, and idioms.

The role of vocabulary in L2 development

According to Long and Richards (2007), vocabulary is "the fundamental component." Because it is one of the most important determinants of academic achievement. One of the most essential abilities for teaching and learning a foreign language is the ability to build a vocabulary because all other skills, including reading, listening, speaking, writing, are built on this foundation. Laufer &

Ravenhorst-Kalovsky (2010) demonstrate that vocabulary knowledge is a major predictor of reading success, and that a large portion of vocabulary increase is a direct outcome of reading. In addition, Hu & Nation (2000) estimate that to grasp an oral or written text, learners must know around 98 percent of the terms. Therefore, vocabulary is definitely the most important instrument in L2 development and the importance of vocabulary in English language instruction cannot be overstated. Students cannot comprehend people or express themselves if they do not have a good vocabulary.

Students should be aware of the value of vocabulary in language acquisition because a restricted vocabulary in a second language impedes successful communication, vocabulary knowledge is frequently seen as a vital skill for second language learners. According to Huckin (1995), second language readers rely substantially on vocabulary knowledge, and a lack of such information is the most significant barrier to overcome. Schmitt (2000, p. 55) highlights that "lexical knowledge is fundamental to communicative competence and the acquisition of a second language". Similarly, Nation (2001) states that vocabulary knowledge and language use are complementary: vocabulary knowledge permits language use, and language use, in turn, leads to increased vocabulary knowledge.

A general view on using games in English language teaching

Definitions of games

There are some definition of games that are stated by researchers. A game is an activity or sport that typically requires skill, knowledge, or chance where the object is to defeat an opponent or solve a problem while following to a particular set of established rules. There are several explanations of the word "*game*" (cf. Celce-Murcia & McIntosh, 1979; Hadfiled, 1998; Khan, 1991; Wright, Betteridge, & Buckby, 2005). For instance, Hadfield (1998: 4) describes a game as "*an activity having rules, a goal, and an element of pleasure*."

"*A game is an activity with rules, a goal and an element of fun…. Games should be regarded as an integral part of the language syllabus*", claims J. Haldfield.

"*A game is a sequence of fascinating and meaningful decisions made by the player in pursuit of a clear and compelling objective*," says Sid Meier is one of the most renowned descriptions of game. This definition is supported by a large number of researchers (Barwick, Dearnley, & Muir, 2011; Falstein, 2005; Juul, 2004; Kim & Lee, 2015; McGinnis, Bustard, Black, & Charles, 2008; Sullivan, Mateas, & Wardrip-Fruin, 2012).

In this article, I rely on the definition of Hadfiled because this definition places a high value on the role that games play in education. It demonstrates how games may be used to accomplish a variety of educational goals in addition to just being an "*amusing activity.*"

Types of games used in language teaching

There are several ways to categorize the language games. According to W. Lee, there are ten different types of games: structure games, which give experience using specific syntax patterns in communication; vocabulary games, where the learners' attention is primarily on words; spelling and pronunciation games; number games; listen-and-do games; games and writing; miming and role-playing; and discussion games.

Hadfiled (1998) divides language games into two categories. She separates them into communicative games and linguistic games, which emphasize correctness primarily (these are based on successful exchange of information). The second categorization by Hadfiled incorporates both linguistic and communicative elements and contains additional categories. According to Hadfiled, 1998, as referenced by Jacobs in n.d. b, these games are as follows:

Sorting, ordering, or arranging games

Students could sort a deck of cards with various goods on them into categories like those found in grocery stores and those found in department stores.

Information-gap games

In these games, one or more players have knowledge that is required by others in order to perform a task. As an illustration, one person would have a drawing, and their partner would need to copy it by listening to the details they provided.

Guessing games

These are an adaptation of games with information gaps. One of the most well-known guessing games is 20 Questions, in which each player names a well-known figure, location, or item. 20 yes/no questions can be asked by the other participants to elicit hints about the person's identity or what they are contemplating.

Search games

These games are just another type of two-way information gap game with everyone providing and seeking information. Discover Someone Who is a well-known illustration. A grid is provided to the students. Fill in the name of a student who fits each cell in the grid, such as a vegetarian, to complete the assignment. Students go around, asking and responding to questions as they fill up their own grids and assist peers with theirs.

Matching games

Participants must, as the name suggests, match a word, image, or card. For instance, have the kids arrange 30 word cards—15 pairs—in a random arrangement, face down. With the intention of turning over a matching pair of cards, each player turns over two cards at a time.

Labelling games

These include participants matching labels to images, which is a type of matching.

Exchanging games

Students trade cards, other items, or ideas during these games.

Board games

One of the most well-known board games that emphasizes language is Scrabble.

Role play games/dramas

This allows students to act out parts that they currently play in real life or would be likely to play, such as a client at a restaurant, whereas role play allows students to play roles that they do not typically play in real life, such as a dentist. While participating in role plays and simulations, students must come up with their own lines, but preparation is frequently helpful. Dramas are typically planned presentations.

Base on Hadfiled's categorization, these are some kinds of games that can be used for English teaching and learning.

Card games

Top Trumps is a card game that requires students to ask each other questions in order to win information cards. You can purchase the cards in themed sets that cover nearly every topic from cars and superheroes to plants and television shows. This is a great way to get students to learn vocabulary words related to a particular topic or to capture their attention with a set of cards related to their interests. If students particularly enjoy the game, you can also challenge them to make their own sets of Top Trumps cards.

Charades is a fun and lively game to review vocabulary. Your students will be energized and enthusiastic when their acting skills are put to the test for their classmates. It is easy to have a charade vocabulary review ready for your class at almost any time and on a moment's notice with minimal advance preparation. The easiest way to be ready at any time is to keep a collection of vocabulary cards for the

words your class has studied. When you are ready to play, divide your class into two teams. Individuals will take turns acting out one of the words from the cards that you have prepared. They will choose this card randomly on their turns and will have 2 minutes to get their team to guess the word without using books or notes. The actor cannot use any sounds but must communicate only through actions. The rest of the team should shout out any answers that come to mind. If the team is able to guess the word within the designated time, they score a point. If after two minutes the team has not guessed the word correctly, the other team gets one chance to guess the word. If they are correct, they score a point and then continue with their turn. Continue playing until you run out of time or you run out of words. The team with the higher score at the end of the game wins.

Memory game

This is another type of card games. It can be another effective way for reviewing vocabulary, but you or your class will need to do some advanced preparation before you play. You will need a set of cards for the vocabulary you want to review. For each word, one card should have the target vocabulary word and another card should have the definition of the word. The players should then shuffle the deck and lay all the cards in a grid pattern face down on a large playing surface. Each person turns over two cards each turn trying to find a match. If the cards do not match, he turns them over again and the next person takes a turn. If they do match, he keeps the cards and gets an additional turn. The player with the highest number of cards at the end of the game wins.

This game is a version of the classic game concentration. This game's purpose is to help students learn vocabulary items by matching images and words. You can also listen to the audio when you look at the images. The game is simple and fun. You click on pairs of squares and match the words to the pictures. If you reveal a matching pair of picture – word, then you get points and those squares disappear.

Guessing games

Drawing Games: Using mini whiteboards, you can have students play all sorts of drawing games with each other. In pairs, they could play Hangman, Pictionary, Battleship, and more. These games require students to use new English words to guess what words are being drawn, describe a picture, or even explain a location. You can incorporate current spelling or vocabulary words that students are learning to make the games more relevant. For example, students could play Pictionary. The rules are similar to those of charades except that instead of acting out the word, the clue giver is permitted only to draw on the white board in front of the class. He cannot use any symbols, numbers or letters in his drawing. Again, give each person two minutes to try to get his team to guess the word. If he is unsuccessful, give the other team a chance to guess. Score the game the same way that you would score charades and announce the winning team at the end of the game.

Hidden picture is brilliant for practicing vocabulary visually. It is also communicative as students take turns guessing what is under the colorful squares. Keep removing the squares until the final picture is revealed for those who made correct guesses to rejoice.

Spelling games

Scrabble is a fun board game for getting students to test their general vocabulary knowledge. Scrabble also encourages students to learn new words as they scramble to find ways to combine all their letters to form words. Before playing this game, you divide your class into groups of four, and then distribute the Scrabble game board and letter tiles to each group. Students compete against each other to create words on the board, and the first student to use all of their tiles wins the game.

Banana Grams is an excellent game for students who need to practice or improve their general spelling skills. Similar to scrabble without the board, Banana Grams requires players to use letter tiles to create their own collage of connected words. To play this game, you need to prepare and print tiles from online websites

and cut them out. You'll need to prepare several sets. If you're pressed for time, you can purchase your Banana Grams game set online instead. In the classroom, divide the class into small groups or pairs. Provide each group with their tile set, then cover the rules of the game. Basically, the game is played by having students race against each other to use all their tiles. Students use these tiles to create interconnecting words. And the group that finishes first and spells their words correctly is the winner. If even one word is misspelled, correct the spelling and instruct the class to continue playing the game. Be sure to circle around the classroom, checking your students' words as needed. If you're teaching an unmotivated group of learners, you may want to spice things up by offering prizes for the winners.

Roles of games in language teaching and learning

Games brings a number of benefits for both teachers and students. Here are some of the typical benefits of employing games in foreign language teaching and learning.

Games encourage student involvement. The nature of classroom instruction and classroom conduct are interactions. One of the most effective methods to foster collaboration is through pair or group work. Several games may be played in couples or small groups, giving participants the chance to practice interpersonal skills like politely disagreeing or asking for assistance. There is no doubt that students will participate in the activities in the classroom. As a result, when students are working in groups or couples, they are more inclined to ask questions, talk about various subjects with their companions, and come up with innovative ways to use a foreign language. Students naturally get the chance to collaborate and connect with one another a lot because of the competitiveness in the games.

Playing games helps language learners learn. Students learn more quickly and efficiently than they would through other methods because of the incentive and interaction that games foster. Students can be stimulated and encouraged to join in the activity by playing games since they are inherently competitive. Students are not only having fun, but also learning. They pick up a new tongue. Student start to

recognize that if they want people to understand what they are saying, they must utilize the language.

Games can also help people feel less anxious. Students recall information more quickly and effectively in the fun environment generated by games. Students will better recall the language they learn since playing a game will help them experience the meaning of the language more vividly. The benefit of games for raising student success is emphasized by C. Riedle: "We are teaching a new generation of students, which requires unconventional teaching strategies to be put into practice in the classroom. And when schools use games, student benefits speak for themselves – a greater desire to learn and higher test scores."

Games increase learners' achievement. The four core language abilities—listening, speaking, reading, and writing—can be used in games, and several skills are frequently used in the same game. Games can enhance learning, encourage interaction among students, and boost retention. Games can thereby promote students' accomplishment, which in turn can lead to better exam scores, communication skills, vocabulary knowledge, and other linguistic abilities.

Games are designed to help people learn by motivating them and fostering a positive environment. Games may therefore inspire learners and encourage interaction among them while also enhancing learning and accomplishment. Games offer a nice diversion from the monotonous language-class routine. Learning a language takes a lot of work. They enable students to connect and communicate; They provide a relevant context for language usage; They assist students in making and maintaining the effort of learning; Games can include all four core language abilities—listening, speaking, reading, and writing—and frequently involve several language skills in the same game. Games can also be played in small groups, which helps people improve their interpersonal skills. Games engage students in active learning; they can inspire them to use analytic, synthesis, and evaluative skills. They develop a more favorable attitude toward the classroom experience - greater attention, better attendance, and better involvement. They involve students in active

learning. They enhance memory, decision-making abilities, and understanding of fundamental ideas.

Current situation of English learning vocabulary of high school students

In fact, teachers are frequently confronted with the reality that even after years of learning English, high school students are still unable to express themselves fluently. Students typically find speaking and writing exercises tiring because they constantly repeating the same phrases and words, and their conversations are frequently interrupted by missing words. Lack of vocabulary is the primary cause of such communication breakdowns. Other students struggle with forgetting words shortly after the teacher has elicited their meaning or after looking them up in the dictionary, which contributes to a lack of vocabulary.

The form below is used to evaluate the proficiency of speaking skill of Grade 10 students, at a typical high school, in Ho Chi Minh City.

Binh Hung Hoa High School

CLASS:
ORAL TEST FORM
MARKING CRITERIA

	CRITERIA	SCORE
1.	Vocabulary & Grammar	30
2.	Fluency & Pronunciation	20
3.	Content	50
	TOTAL	100

Vocabulary & Grammar	30pts	Basic	Average	Good	Very good	TOTAL
		1 – 8 pts	9 – 19 pts	20 – 24 pts	25 – 30 pts	30
Student's score						

Fluency & Pronunciation	20pts	Basic	Average	Good	Very good	TOTAL
		1 – 4 pts	5 – 9 pts	10 – 14 pts	15 – 20 pts	20
Student's score						

Content	50pts	Basic	Average	Good	Very good	TOTAL
		1 – 9 pts	10 – 24 pts	25 – 39 pts	40 – 50 pts	50
Student's score						

Note/ Suggestion for improvement:
....
....
....
....
....

As we can see in the form, students' vocabulary is one of the important criteria in speaking test. Lacking of vocabulary makes them fail to demonstrate their ideas. They often get from 5 to 7 points for the test, as a result. To help them acquire English language, especially English vocabulary, one of the most effective ways that can be easily used is learning English vocabulary through games.

Methodology

Research design

This study will employ a convergent mixed methods design to investigate Vietnamese high school students' perceptions of using games in learning English

vocabulary. Researcher will collects both quantitative and qualitative data, analyzes them separately, and then compares the results to see if the findings confirm or disconfirm each other. (Creswell, 2018).

✓ A questionnaire will be distributed to the participants. The questionnaire aims to determine the number of students who responded positively to learning vocabulary through games.

✓ A semi-structured interview will also be conducted to further explore their perceptions on learning vocabulary through games.

Participants

The careful consideration had been given to the issue of participants who are usually taught English vocabulary through games. Consequently, 100 students of a High School in Ho Chi Minh City in the class where researcher is teaching will be involved in the research, and 20 students of them will be interviewed. Through the research, the writer can know general high school students' perceptions towards learning English vocabulary through games in the classroom.

Research instruments and procedure

A questionnaire including 14 questions was used as the main tools in this research to gather participants' perceptions towards learning English vocabulary through games in classroom.

Besides, the semi-structured interview consisted of 5 questions which was designed in English to discover participants' in-depth opinions about applying games into teaching, whether it brings benefits or drawbacks to the learners.

Data analysis method

Data from the questionnaire

After the pilot survey, the final survey was administered to a wider scope. There were several methods of distributing the survey, including postal delivery,

group management, and public distribution (Kumar, 2011). Collective control was utilized in this study since it was thought that it would speed up data collection and guarantee a high response rate. Data analysis was done using the SPSS software once the collected data were coded (Pallant, 2010). Charts, tables, and figures were used to illustrate and exhibit the data after analysis.

For this thesis, we mostly used the Creswell (2009) qualitative data analysis procedure, which involves gathering and organizing data, going through all data, encoding data, grouping data into themes, connecting topics, and evaluating the meaning of the topics. The interviews' student participants provided written replies, which were afterwards classified and sorted into categories. Descriptions and explanations are created in terms of the collected issues, and conclusions are then given in narrative paragraphs.

Data from the interview

The data is gathered by emailing participants to set up personal interviews. The interview is conducted at lunch or break time. The interviews will be recorded if permitted. Each interview lasted approximately from five to seven minutes.

Results And Discussion

Data Collection Procedures

To accomplish the aim of this study data has been collected in two ways: survey to investigate the effect of the game and open-ended questionnaire to collect participants' ideas. All the ways have been used in this study are expounded below.

Questionnaire

Testing is a crucial technique to monitor participants' growth. Students are given two assessments as part of this study to determine any differences following the implementation of the game. Students were asked 15 questions in order to get clear evidence for the survey before applying, and they were then requested to take

the same exam again after playing the game in class. The kids were required to take a multiple-choice exam before the game was applied to them. The test consisted of 15 questions, which participants had to answer. The questions were about landscape and adventure. The selections and all of the questions were written in English. Following five classes in which students learned adventure and landscape vocabulary through games for ten minutes each, the same exam was administered to them as a post-test. The selections were in a different sequence, but the questions were the same.

Open Ended Questionnaire

The participants were invited to do an interview in order to gather their opinions. Participants are requested to answer 5 questions in this interview. The interview's questions are based on participant experiences and connect to the game. Answers to all questions must be simple and clear. Below is a list of the questions that were posed to the interviewees:

Question 1: Do you learning English vocabulary through games? Which games do you play?

Question 2: Did you have fun when learning English vocabulary through games?

Question 3: What do you think about learning English vocabulary through games? Can you share your ideas?

Question 4: Were there anything that you found difficult? Can you share it?

Question 5: Do you think that you develop yourself by learning English vocabulary through games?

The questions mostly concern understanding students' experiences with gamified applications, as can be seen from the example above.

| 1. Totally agree | 2. Agree | | 3. Disagree | 4. Totally Disagree |

Questions	Level/ extent of agreement			
	1. Totally agree	2. Agree	3. Disagree	4. Totally Disagree
1. These fun games can help students improve their listening skills: *Simon says; The Whisper Game; Musical Chairs; Group Story; etc.*	84 %	13%	3%	0%
2. *Take turns reading, Word Search* are games to enhance students' ability in reading.	85%	10%	5%	0%
3. *Disappearing words, Map out the story* can be used as interesting games to develop writing skill.	82%	11%	6%	1%
4. *Comic trip descriptions, Secret words* are some games suitable for speaking lessons.	87%	11%	2%	0%
5. When learning in While-Listening, the game *Lucky number* can be used for answering the questions.	86%	14%	0%	0%
6. In post- speaking, *Group Story* can be used to present what students have done during the task.	82%	10%	8%	0%
7. English vocabulary play an important part in your L2 development.	87%	13%	0%	0%
8. I feel that those games make you interested in joining the English class.	85%	10%	5%	0%
9. I think that those games motivate you in learning English vocabulary.	84%	15%	1%	0%
10. I like both traditional and online games given by teacher when learning new words.	85%	10%	5%	0%

11. When playing games, I will understand and remember the meaning of the new words easily.	83%	10%	7%	0%
12. I have no difficulty understanding new words when learning them through games.	82%	9%	9%	0%
13. I am keen on learning English vocabulary through games.	85%	10%	5%	0%
14. I get involved in the games that are applied by my English teacher.	83%	12%	3%	0%

The table shows that responses 1-2 are the most common. As can be seen from the data collected from the participants, 97% of the participants preferred the game application for learning English vocabulary. The majority of them find the quiz game amusing. The game is only boring to one or two pupils, according to the class. 100% of students believe that the growth of your L2 depends on your ability to use English vocabulary. 97% of students believe that playing quiz games is a crucial activity. 95 percent of the pupils believe that playing games encourages them to participate in my English teacher's activities and to join the class. Ninety-nine percent believe that playing those games piques their interest in taking an English lesson. 99 percent of them believe that playing these games helps them acquire vocabulary in English. 93% of people claim that when they play games to learn new words, they do so without any trouble comprehending them and remembering their meanings. In other words, 97 percent of students believe that playing games is a crucial part of acquiring English vocabulary.

The findings of the questionnaire questions are discussed below:

Question 1: Do you learning English vocabulary through games? Which games do you play?

For the first half of the question, every participant gave a "yes" response. 15 individuals, or 75%, admitted to playing video games on their computers. Only 25% (5 students) of the students indicated that they enjoy playing cards game.

Question 2: Did you have fun when learning English vocabulary through games?

18 out of the 20 students thought the Game was fun. Just two students responded negatively to this question. The reply is, "No, I didn't have fun. But the game's images were overly attractive. This response demonstrates that even a student who dislikes the game may find something appealing about it.

Question 3: What do you think about learning English vocabulary through games? Can you share your ideas?

Some participants' responses: "It's fantastic. While playing, I pick up new words in English. I learn the right responses from my errors. "I believe it to be wonderful. It is both instructive and beneficial. "It's a good application to learn English vocabulary." 19 of the students think favorably of Game. They find it amusing, pleasurable, instructive, and exciting. The game was only evaluated as "weird" by one student.

Question 4: Were there anything that you found difficult? Can you share it?

Eighty percent of the students had no problems using the Game. 13% of the students indicated that they found the questions challenging. 7% of the students struggled with various aspects of the game, such group formation and Internet connection.

Question 5: Do you think that you develop yourself by learning English vocabulary through games?

Only one participant answered this question negatively. 97% of the participants think that they can understand and memorize the meaning of the new words as well as focus on the lessons.

In conclusion, Games "*encourage, entertain, instruct, and enhance fluency and conversational abilitie*s," according to Uberman (1998: 87). If not for any of these reasons, they need to be employed simply because they enable students to appreciate the beauty in a foreign language rather than just the difficulties that might occasionally seem impossible. The benefits of utilizing games to teach and

learn English vocabulary are indisputable. There's no denying that both teachers and students may benefit from this tool. We cannot, however, assert that it is an entirely perfect approach. Similarly to other approaches, I t offers advantages and disadvantages for teachers as well as students in regards of teaching and learning progress.

In addition to the benefits mentioned above, there are some limitations to using games to teach and learn English vocabulary. Firstly, in my school, it is common for teachers to teach new words using a system that involves practicing vocabulary using flashcards, singing songs, and playing plenty of games. The activities, which are frequently competitive, are meant to both reward and motivate students to learn. While having fun while learning new vocabulary may make this approach of teaching English to students seem beneficial, there are certain downsides that might potentially hinder the effectiveness of English education and have negative long-term impacts on the students. Occasionally teachers must deal with students who are just uninterested in learning anything unless the lesson's material is presented in the framework of a game. These students persistently ask for gaming time in class and want to play games during every lesson.

Secondly, active involvement is restricted by internet connectivity issues. Despite knowing the right answer, students are still behind because of questions that they are unable to complete because of network problems, outdated phones, or frozen processor chips. However, using games may be regarded differently depending on other aspects such occurrences involving time constraints, gender, age, and cultural orientation. Female students are around 35% more likely than male students to adapt to the game's edges, according to research by Kron et al. Another Lee and Wohn research found that different cultural orientations, such as individualism and collectivism, had an impact on people's expectations for game results and how they use various games.

Conclusion And Implications

Students' expectations and attitudes

Most of the students in our classes Grade 10 and 11 at Binh Hung Hoa High School said that they simply copied new terms offered by professors or looked up words in dictionaries when asked how they learned English vocabulary. Several of them highlighted or underlined unfamiliar terms in their textbooks while also noting their Vietnamese equivalents. Several students complained about having to spend a lot of time writing down new terms in their notebooks that they would quickly forget. "That was very monotonous. The method of learning new words was awful! ".

Students have occasionally asked a variety of concerns about acquiring vocabulary, including "Teacher, how can I remember words and their meanings fast and for a long time?" "How can I use words appropriately in diverse contexts?" "Can you give me an easy and straightforward approach to retain the vocabulary that I have learned?" etc (Khuat, Teaching journal, March, 2003). All of the students stated a desire to study vocabulary in more engaging ways than the traditional processes they were already familiar with. We were interested in finding out if vocabulary games were effective or not. The majority of the students (16 and 17 years old) were eager to participate in our group activities and made great efforts to win.

The students particularly enjoyed the word-guessing game "Hangman," the puzzle game "Animal Squares," and the poster competition for advertisements (making an advertisement for a travel tour). Even the more reserved students eagerly participated in group activities throughout the games. They praised the informal setting, friendly competition, and inspiration that games provided in the classroom. This is due to the fact that students are driven to study when they have the opportunity to "apply their imagination and creativity" in class activities like games, according to Domke (1991). One or two students would frequently appear to withdraw from the activities, though. Several students were hesitant to leave their seats when invited to join their peers in playing games with their groups, while

others simply said that they did not enjoy playing the activities. Yet, most of students indicated they were happy with the activities, and many of them wanted to play more since they were enjoyable and useful for their learning. Overall, it was gratifying to see that most of our students had favorable attitudes and pleasant thoughts about learning vocabulary through games.

We polled 100 students in a brief survey to find out how they felt about the game, asking them things like, "Do you think these entertaining activities may help students improve their listening skills: Simon Says, The Whisper Game, Musical Chairs, Group Story?"; "Do you believe that in post-speaking, Group Story may be utilized to show what students have done throughout the task?" etc. This poll revealed that all of the students felt that playing games was very helpful for their vocabulary development in language skills, speaking, reading, listening and writing.

Students' Progress

We wanted our games to be more than merely enjoyable exercises that were used in the classroom to foster a relaxed, comfortable learning environment. In addition to encouraging learning, games should also teach vocabulary to students. It was critical to identify if our students improved their vocabulary acquisition through games. Yet, because vocabulary development is a cumulative process, it was challenging to evaluate what our students had accomplished because the case study was only carried out for two weeks.

But still, students in our lessons steadily improve their knowledge of English vocabulary, and games assist them in both learning new words and phrases that appear in the games and recalling their previous knowledge. Typically, teachers can assess students' knowledge of the previous lesson or their vocabulary level during the warm-up activity that comes before a class. For instance, we used the game "Hot Seat" to test students' job-related terminology. Similarly, we choose the game "Hangman" with the landscapes theme to test students' retention of the vocabulary covered in previous lessons. Out of the fifteen job cards that were distributed, our students correctly answered 14 of them.

The advertisement poster game another illustration. This activity is designed to test students' comprehension of the reading assignment regarding adventure vacations and to see whether they can use the same vocabulary and sentence structures to write a brief advertisement for a fascinating location in Vietnam or around the world. Four groups of students all developed a great, hilarious poster with a few brief phrases utilizing vocabulary of travel and advertising. Students' discussions and selection of the class's best poster created an interesting environment in the classroom. Also, our students said that games helped them improve their vocabulary since they could pick up new words from their peers. Regarding the efficiency of games, the teachers who were questioned stated that their students appeared to acquire new vocabulary more rapidly and remember it better when it was used in a comfortable setting, such as while playing games. The majority of students agreed that since they actively participated in games, their vocabulary use had improved.

The finding of this study has contributed to the understanding of students' perspectives towards learning English vocabulary through games. The results of this study suggest that participants' values are reflected in the vocabulary they are acquiring. The results are consistent and have both theoretical and practical significance for all who works in the field of education generally, and particularly for teachers.

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