

## **A Quantitative Study of EFL Teacher's Opinion on Learning Vocabulary through Games**

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### **Abstract**

In recent years, the interest in learning and acquiring vocabulary has increased. Many aspects of vocabulary learning and acquisition have been investigated in various areas of research conducted in this field. In a Communicative Language Teaching (CLT) classroom, engaging in vocabulary games is an activity that prompts students to interact actively with their peers, employing their native language. Due to the importance of learning vocabulary, the main purpose of this study is to investigate increasing students' motivation and vocabulary learning through teachers' opinions. To reach the goal of the study, 12 female teachers were selected from five different schools in Bam. The instrument used to collect information was a questionnaire survey. The participants' responses to the questionnaire were evaluated in Microsoft Excel once they were collected. The findings of the research show that questions given by researcher will be categorized into three teachers' opinion related to the teaching vocabulary. They are: 1) Teachers' opinion about teaching vocabulary in junior high school, it showed (58.33% out of 100%, a total of strongly agree and agree answers), 2) teachers' opinion regarding the use of word games in teaching vocabulary, which showed (75% out of 100%, a total of strongly agree and agree answers) and 3) Teachers' opinion regarding the effectiveness of word games in teaching vocabulary (41.66% out of 100%, a total of strongly agree and agree answers). The results of this research showed that games play a significant role in better learning, and learners engage into friendly competition.

**Keywords:** Learning Vocabulary, CLT, Games

### **1. introduction**

English should be discovered indefinitely. It is a literature-wealthy, humanistic, technology, and technological language. We ought to reduce ourselves off from the ever-developing movement of expertise if we surrender English because of sentimentality (Ahmad Kord et al., 2021).

Understanding a language includes identifying and being familiar with its words. Therefore, a primary objective for individuals learning a foreign language is to be acquainted with, employ, and expand their repertoire of words. While various researchers and experts may interpret the notion of word knowledge differently, they typically concur that knowing a word involves grasping its form, meaning, and usage (Anuthama, 1970).

Vocabulary mastery is one of the huge components in obtaining a second or foreign language and is also required to be learned in an effort to command of 4 important capabilities that is to mention, reading, listening, writing and speaking, which reason to successful contact. In an effort to have a success conversation, having appropriate knowledge of vocabulary is an inseparable part of that communication (Atasheneh & Naeimi, 2015).

Improving the language skills of language learners requires developing, modifying or changing the approaches used in schools to teach this language. Therefore, the emergence of a new teaching style and focusing on student-centered teaching methods that lead to the graduation of students who are able to understand the language and communicate effectively is important (Shabaneh & Farrah, 2019).

The ability to communicate with other people from other countries has obsessed man's mind during the history. So, a lot of methods and approaches have been used for foreign language teaching. Until the middle of the 20th century, Grammar-Translation method was dominant. Then, due to paradigm changes in psychology and linguistics, a scientific revolution occurred in the language teaching and many different methods like Audio Lingualism, Silent Way, and Whole Approach were proposed each of which paid attention to different skills. Then, the Communicative Language Teaching (CLT) emerged in 1980 (Shabani & Ghasemi, 2014).

To teach the scholars there should be a right approach or approach to make the teaching learning hobby extra a laugh, especially in studying English. Due to the fact English isn't our mother tongue, so college students may have some problems in learning English. And occasionally, the scholars have low motivation to study the other language (Manan, 2018).

Language games are games that are utilized by the language instructors to train both the second or overseas language in efforts to inspire and motivate the freshmen to research the foreign language pleasantly with none burden (Selung et al., 2014).

### **1.1. Learning vocabulary**

In any language, having a rich vocabulary is crucial for expressing thoughts, emotions, and connecting with others effectively. Vocabulary plays a vital role in communication and is essential for conveying ideas. Studies suggest that individuals learning a second language heavily depend on their vocabulary skills, and the lack of it proves to be a significant obstacle for such learners.

Hence, a robust vocabulary is integral for mastering the English language, as it enables learners to comprehend others and articulate their own thoughts (Abuhabil et al., 2021).

### **1.1.1. Kinds of vocabulary**

Vocabulary is divided into two types: Active vocabulary and Passive vocabulary. Understanding a word entails familiarity with its spoken and written forms, grammar, common collocations, usage frequency, relevance, meanings, underlying concepts, and connections. Vocabulary is often divided into 'receptive' (passive) and 'productive' (active) categories based on whether words are used in speaking and writing or understood from reading and listening. The distinction is commonly associated with the language skills of reading, listening, speaking, and writing. An individual's active vocabulary consists of words used in speaking and writing. In contrast, a person's passive vocabulary comprises words that are understood when reading or listening (Robertson & Nunn, 2010).

## **1.2. CLT**

Communicative Language teaching (CLT), additionally known as the Idea Approach (Notional method), which is likewise commonly appeared as a sort of 2d or overseas language coaching idea, turned into put forward by means of British applied linguists inside the Nineteen Seventies based totally on reflecting at the principle of structuralism language teaching method, with the basic standards of idea, feature, and verbal exchange (Zhang & Lu, 2023).

### **1.2.1. Teqnique**

Games are used frequently in CLT. The scholars find them exciting, and if they are well designed, they supply students' valuable communicative exercise. Games that are actually communicative, according to Morrow (ibid. 1981), have the three features of communicate: information gap, choice, and feedback (Diane Larsen-Freeman and Marti Anderson, 1986).

## **1.3. The impact of game**

Lots of us have grown up playing games, and in number one schooling games have a excessive presence in nonformal and informal segments of our getting to know. Sadly, in formal education, games are nonetheless frequently visible simply as an unserious pastime, and the potentials of games for mastering frequently live undiscovered (Maja Pivec, 2007).

Games introduce friendly competition, and it encourages cooperative, group work and enhances group dynamic. Furthermore, games help students make visible auditory associations between pictures and pronunciation. Also, games in the learning process help students to retain vocabulary extra quickly and easily. Those researchers and many others clarify the benefits of using games in a language classroom (Shabaneh & Farrah, 2019).

### **1.3.1. Types of games**

Classifying games into classes may be tough because classes regularly overlap. Hadfield (1999) explains two approaches of classifying language games. First, she divides language games into

types: linguistic games and communicative games. Linguistic games attention on accuracy, inclusive of supplying the precise antonym. On the other hand, communicative games focus on the successful exchange of information and ideas, such as two people identifying the differences between their two pictures, which might be much like each other however not exactly alike(Akdogan, 2017) .

Therefore, the aim of this study is to describe a research with a quantitative method to investigate Bam teachers' opinions about teaching vocabulary using word games and the effect of word games on the motivation and enhancing learning of language learners in the foreign language classroom environment, focusing on the teachers of five junior high schools in Bam.

## **2. Research question:**

Based on the above information the following research question is proposed:

To what extent CLT approach and educational games are effective in learning vocabulary?

## **3. Research hypothesis:**

There is no relationship between language games and enhancing vocabulary learning.

## **4. Methodology**

To complete the statistics and get the answer to the speculation question, this research became conducted the usage of the quantitative manner. The objective of quantitative research is to develop and employ mathematical models, theories, and hypotheses pertaining to phenomena. Participants in this study answer questions and materials are used in data collection, which details are used for data analysis.

### **4.1. Participants**

12 female teachers in Junior High School in Bam were selected as a sample of this study. Teachers in these schools are asked to monitor the students work in professional development meetings. Its aim was to investigate teachers' opinions about the use of games in the classroom that were used in vocabulary learning.

### **4.2. Instrument**

The instrument used in this research to collect data was questionnaire that included 5-factors. The questionnaire consisted of 10 questions.

### **4.3. Data Collection**

Instruments that was used to get the data was questionnaire. An English questionnaire was prepared by the research and was administered in five different school that teachers' opinions about teaching vocabulary using word games for junior high school in Bam. The questionnaire consisted of 10 questions listed related to the teachers' opinions of using word games in teaching vocabulary. The questionnaire The questionnaire included 5-factor, with the alternatives specifically; "strongly agree", "agree", "undecided", "disagree", "strongly disagree" and noted

why say the sort of reason. The researcher selected the students who have taken coaching practicum in junior high college.

#### 4.4. Data Analysis

The participants' responses to the questionnaire were evaluated in Microsoft Excel once they were collected. There also are 3 topics associated with teachers' opinion about the teaching vocabulary in junior high school (Table 5.1), teachers' opinion regarding the use of word games in teaching vocabulary (Table 5.2), teachers' opinion regarding the effectiveness of word games in teaching vocabulary (Table 5.3) has been investigated and evaluated. The questionnaire and its findings are presented in the Results and Discussion section below.

### 5. Results

**5.1.** Teachers' opinion about teaching vocabulary in junior high school. What is the opinion of the teachers of the junior high school about teaching vocabulary? As shown in Table 5.1, when it came to teaching vocabulary in high school, it was considered important by instructors.

Table 5. 1. Teachers' opinion about teaching vocabulary in junior high school

Questions	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %
1. Do you think that vocabulary master is very important for students?	41.66%	41.66%	16.66%	0%	0%
2. What do you know about vocabulary teaching?	58.33%	25 %	16.66%	0%	0%
3. Do you think that implementing Word Games in teaching vocabulary is easy or difficult? Give your reasons	50%	50%	0%	0%	0%
4 .Can you make any Word Games by yourself to support your vocabulary teaching?	25%	33.33%	25%	16.66%	0%

Teachers' opinion about teaching vocabulary using word games for junior high school were shown (58.33% out of 100%, a total of strongly agree and agree answer). And in addition, teacher's perception toward teaching vocabulary should not be used to display word games for junior high school to showed (16.66%).There for, all participants knew that the educational value of word games was interesting.

**5.2.** Teachers' opinion regarding the use of word games in teaching vocabulary .What are the opinions of teachers regarding the use of word games in teaching vocabulary? According to instructors, word games help junior high school students remember more vocabulary, as shown in Table 5.2.

Table 5. 2. Teachers' opinion regarding the use of word games in teaching vocabulary

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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5 .Do you find any difficulties in designing Word Games? Explain!	33.33%	41.66%	25%	0%	0%
6. What do you think about Word Games?	58.33%	41.66%	0%	0%	0%
7. Do you think that Word Games is necessary for students?	25%	75%	0%	0%	0%

Teachers' opinion about teaching vocabulary using word games for junior high school were shown (75% out of 100%, a total of strongly agree and agree answer). And in addition, teacher's opinions about teaching vocabulary should not be used to display word games for junior high school showed (25% out of 100%, a total of disagree and disagree answer). Therefore, all participants knew that word games are very effective in teaching vocabulary for junior high school.

**5.3.** Teachers' opinion regarding the effectiveness of word games in teaching vocabulary. What is the opinion of the teachers of the junior high school about the effectiveness of word games in teaching vocabulary? As shown in Table 5.3, word games were readily available for English courses, as instructors had little difficulty finding them.

Table 5.3: Teachers' opinion regarding the effectiveness of word games in teaching vocabulary

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8. Do you think that teaching vocabulary using Word Games is effective and fun? Give your explanation!	41.66%	33.33%	0%	25%	0%
9. What are the advantages of teaching vocabulary using Word Games?	41.66%	41.66%	16.66%	0%	0%
10. (If it any) What are disadvantages of teaching vocabulary using Word Games?	25%	41.66%	33.33%	0%	0%

Teachers' opinion about teaching vocabulary using word games for junior high school were shown (41.66% out of 100%, a total of strongly agree and agree answer). And in addition, teachers' opinion about teaching vocabulary should not be used to display word games for junior high school showed (25% out of 100%, a total of disagree and disagree answer). Therefore, it can be concluded that teachers can use as much teaching vocabulary using word games as possible.

Based on the survey, some points should be considered:

- First of all, presenting and playing the game is definitely effective in encouraging students to learn and it plays a role in the enjoyment of learning for students.
- Secondly, Games bring joy to both educators and learners. They encourage teachers to think innovatively in how they teach and prompt students to be engaged and original in their responses. Essentially, games contribute to broadening perspectives in various ways, fostering intellectual development, skill enhancement, and effective information absorption among students (Shabaneh & Farrah, 2019) .

- Finally, among its disadvantages, which occur very rarely, we can mention the difficulty of teachers in designing effective games, as well as the fact that games are time-consuming.

## 6. Discussion & Conclusion

Learning vocabulary has long been considered as a boring subject, and the traditional way of learning vocabulary by copying and memorizing has shown to be less effective. Meanwhile, games seem to be seen as a time-consuming activity in most English classrooms. And some believe that games are only for entertainment and have very little impact on teaching and learning. However, our research shows that games help vocabulary learning if they give students the opportunity to learn, practice and review English in a pleasant environment. From the research, we found out that teachers want a new way to teach vocabulary to improve their performance (Selung et al., 2014).

In addition, before explaining the meaning or structure of words, educators must consider the nature of the words, the students' proficiency and characteristics, and the effectiveness of the learning methods for the students. Basically, factors such as students' age, educational level, and proficiency in English can influence their learning process; hence, instructors should take these variations into account when implementing teaching strategies. Additionally, they can offer students techniques for learning vocabulary by exposing them to words multiple times and in various contexts (Alqahtani, 2015).

In conclusion, learning vocabulary through games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for more fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

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