

## TEACHING VOCABULARY THROUGH BOARD GAMES AT ELEMENTARY LEVEL: AN EXPERIMENTAL STUDY

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### Abstract

The aim of the study is to examine the impact of teaching through board games on acquiring new vocabulary by the learners at elementary level. The study was carried out on 30 students of elementary level. The students were selected through convenience sampling and four weeks study was conducted. The researcher conducted 1-hour class daily and thus the students were taught for 24 hours in total. Different board games were used to teach different vocabulary items. The learners were exposed to the language in a variety of situations. Pre and post tests were used to examine the difference in the vocabulary of the learners. Paired sampling t-test was used to measure the performance. The findings of the study reveal that there is a significant impact of teaching through board games on vocabulary development. Teaching through board games also helped creating a friendly atmosphere that enhanced the participation of the learners. It also helped activate those learners who otherwise were considered to be inactive and least interested.

**Keywords:** Teaching Vocabulary, Board Games, Pre-test, Post-test, Elementary Level

## 1. INTRODUCTION

### 1.1 Background to the Study

Teaching English as an international language has come up in response to the global spread of English and succeeding needs of learners. For a long time, reading and second language (English) learning has been believed to have a common relationship. Second language growth permits learners to read in the second language and reading stimulates second language development. Coady (1997) illustrates that reading supports in language development. He explains that reading facilitates learners to obtain knowledge, widen understanding generally and increase knowledge of vocabulary particularly. Vocabulary is an essential aspect in second language learning. According to Grabe and Stoller (1997) vocabulary is an important component which is obtained through reading extensively in the target language.

Linse(2006) states that vocabulary knowledge contributes an imperative role in language learning. On the whole the language ability of students can be improved by vocabulary development. The vocabulary is highly significant as compared to grammar as the basic of language. (Ghadessy, 1998; cited in Sripramong 2004). The complex reading texts can be comprehended and interpreted through the vocabulary knowledge. Adequate information about English words can make learners proficiently correspond and primarily figure out English articles and academic essays. (Dickinson, 1987; cited in Sripramong 2004).

Unfortunately, vocabulary learning is one of the most common problems in L2 learning. Limited knowledge of vocabulary and sentence structure is measured as the major problem in learning language. (Gunning, 2002; cited in Sripramong 2004). According to Huyen and Nga (2003) learners are bored with learning language without activities In fact; learners cannot use words in contexts properly as they do not learn them in context. Furthermore Bogdan (2009) highlights that vocabulary memorization and grammar learning is primarily focused in learning language; consequently, inspiration no longer exists in classroom (Anyaegebu et al., 2012). Activities like

games particularly board games are ignored by teachers as the insignificant part of teaching language in classroom (Al-Nafisah, 2012).

Teaching Vocabulary items through board games are recommended to solve the problem. Board games bring relaxation and fun for students. Therefore they will learn and retain new vocabulary easily. Board games are the source of creating motivation for learners of English because of the competition among students. Huyen and Nga (2003) are of the view that such games bring real context into the classroom and increase learners' use of English in a flexible, communicative way. Therefore, the main propose of this study is using board games in order to teach vocabulary to the students of elementary level at Govt. Boys High School No 1 in Muzaffarabad.

### **1.2 Statement of the Problem**

Teaching vocabulary through board games is not dealt as an effective technique in our curriculum to improve vocabulary knowledge in target language. Elementary level students have studied English for many years. Although they started studying English since primary school yet their expression (written and spoken) in target language needs to be improved a lot. This may be due to the fact that they do not get opportunities to learn sufficient vocabulary in an interactive way. Most of the class time is devoted to learn about the language that is learning grammar and learning to read through translation.

Due to this fact, students have inadequate vocabulary which is a hurdle in the way of communication. In addition, students have made their habits of thinking in their native language while learning vocabulary in target language. Thus, lack of the expression in target language is due to the lack of vocabulary. If L2 learners are motivated through board games during the classroom, they can significantly improve their vocabulary skills.

### **1.3 Significance of the Study**

English is viewed as the most leading foreign language and taught as compulsory subject at all educational levels in Azad Kashmir, Pakistan. Regardless of the successful research and increasing interest in order to enhance L2 vocabulary, board games have not been given proper attention. To researcher's knowledge, there isn't any such experimental study that has been conducted with the focus of vocabulary teaching through board games at elementary level.

The present study fills an important gap in research on the utilization of some important board games to teach vocabulary at elementary level. The outcomes of this study will optimistically give confidence to elementary level students to learn new ways to increase their vocabulary. The results of the study also show them how different board games can be incorporated in learning vocabulary. The study also facilitates language teachers and researchers with a useful way to develop their students' vocabulary.

### **1.4 Objectives of the Study**

The overall aim of the study is to teach vocabulary through board games. Other objectives are:

- To introduce board games and their benefits to the learners.
- To determine how board games are used to teach vocabulary at elementary level.
- To identify the difference in terms of vocabulary enhancement with in a target group before and after using board games.

### **1.5 Research Questions**

The study focuses on three research questions related to the use of board games at elementary level in Govt. Boys High School No. 1 in Muzaffarabad.

- What are the benefits of using board games particularly at elementary level?
- How does the use of board games improve vocabulary of target language?

- How do the outcomes of pre and posttests reflect any difference in the performance of the target group?

### **1.6 Research Hypotheses**

The hypotheses relating to the foregoing questions are:

- H0: There is no significant difference in the development of vocabulary before and after using the board games..
- H1: There is a significant difference in the development of vocabulary before and after using the board games.

### **1.7 Delimitations of the Study**

The scope of this study is defined as an investigation into using the board games with the intention of developing vocabulary at elementary level in Govt. Boys High School No 1 in Muzaffarabad. Hence, the study is restricted to the context of the students at elementary level in, Govt. Boys High School No 1, Muzaffarabad. The study is also delimited only to four weeks teaching that may have been an important factor. Many other aspects as gender, speaking, spelling, pronunciation, communication, functional words and fluency are not focused in the study.

Finally, only elementary level students (boys) in Govt. Boys High School No 1, Muzaffarabad are taken into consideration since they have already an exposure in learning vocabulary of target language. Consequently, they would be ready to increase vocabulary of target language and this growth is easily quantifiable.

## **2. LITRATURE REVIEW**

### **2.1 Teaching Process**

Teacher plays a significant role in teaching learning process. In teaching English as a foreign language the teachers need to use different ways of teaching in order to get the students' interest and attention to the lesson. It further enhances learners' exposure in target language. In teaching learning process there are some factors, which can influence the successful goals in the school. They are curriculum, materials, method, teachers, students and the technique.

Richey (1912:1) stated that: "teaching may be considered to be basic to all the other professions are made possible through the work of teachers in elementary and secondary school, college, and university."

In addition Brown (1980:7) stated that: "teaching is showing or helping someone how to do something, given instruction, guiding in the study of something providing with knowledge, causing to know or to understand. Teaching is building and facilitating learning, enabling the learner to learn, setting the conditions for learning."

It signifies that teaching is a systematic way, teacher as an organizer should be creative to make learner interested in following the subject. Teaching may be said to cover not only activities of guiding students' activities but also those which aim at helping students increase themselves and be able to adapt themselves in the group to which they're belong. At the result of teaching the students should be able to interest in their group. They are learning to think, feel, and act in harmony through social groups of which they are a part.

### **2.2 Vocabulary Development**

Many SLA researchers advocate that vocabulary is an essential element of overall communicative competence. Schmitt and McCarthy (1997:5) point out that it is still an area that is frequently ignored both in and outside the classroom. Zimmerman (1997) claims that vocabulary teaching is being underestimated in the field of second language acquisition (SLA) throughout its varying stages and up to the present day.

Paribakht and Wesche (1997) mention that there still remains a massive amount of research to be carried out in the area, as it is still not very much clear how students obtain vocabulary or how it can best be instructed. Furthermore, they regard vocabulary as one of the most significant part of teaching of reading skills. Thus, a better vocabulary may guide to better consideration of a written text. Vocabulary expansion is an essential aspect in developing students' reading ability.

Vocabulary is considered as an important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in her/ his speaking, reading, listening and writing. Without a shred of doubt, it is said that the acquisition of vocabulary would help people in gaining, understanding and also enhancing the process of knowledgeable transferred for a better life. Certainly the chances for advancement or accomplishment in any kind of fields, like computers, technology, economy, politics, tourism and educational increase with the size and applications of vocabulary.

Vocabulary plays significant roles in mastering English. Rivers in Nunan(1992) said that vocabulary is essential for successful study on the second language. Wilkins in Thornbury (2002) concluded that without vocabulary nothing can be conveyed. Vocabulary refers to all words in the whole language used in a particular variety.

According to Harimukti Kridalaksana, vocabulary is an important component of a language that preserves all of information about meaning and using words in a language. Different activities and techniques can be used to teach vocabulary in order to enhance learning process particularly in target language. One of those activities and techniques is board games.

### **2.3 Board Games**

Board games are familiar game types for children. This type of games primarily engrosses moving markers along a path (Lewis and Bedson, 1999). *Monopoly*, *Snake and Ladders*, and *Ludo* are the examples of well-liked board games. Approximately all board games are the replications of situations in real life. Board games have also been used to teach learners basic fact and information about the world in which they live. (Provenzo, 1981)

### **2.4 The Benefits of Board Games in Language Teaching**

Board games can be used in language classrooms to teach vocabulary in an interactive way. One of the main goals of language teaching is to equip the students with the ability to communicate in the target language. In communication process vocabulary plays an important role. According to Chang and Cogswell (2008), using board games in the language classroom is an effective, low-anxiety, and fun way for students to learn and practice vocabulary and communication skills as well as develop their communication strategies that can be readily applied to the real world. Using board games in language learning gives a lot of benefits. One of them is that board games are flexible. Chang and Cogs well (2008) state that board games are adjustable to asset in the classroom because board games can be used as intended for native speakers, adapted to teach specific language forms and functions, adapted for various ESL/EFL contexts, age groups, proficiency levels, and content and adapted as communicative source in the classroom. The games can also be tailored as a concept for making their own educational board game.

According to Hadfield (1990), board games have particular aim, such as to be first round the board or to collect the most things. Board games may have any aims but in English lessons for children, the squares on the board are used as stimuli to aggravate a communication exchange. Board games can provide contextual and situational clues for real communication in life.

When using board games, it should be kept in mind how these characteristics are demonstrated in students' interaction. Furthermore, it is significant that lessons that implement board games should

be arranged and organized as warm-up activities, formal instruction, tasks, and wrap-up/reflection activities that integrate all language skills to provide learners with a holistic language learning experience (Chang and Cogs well, 2008).

Up till now the researcher could not find any experimental study related to the teaching process through board games at elementary level in the context of Pakistan as well as Azad Kashmir in previous literature. In this way the present study will be an important contribution in the domain of teaching particularly at elementary level. Furthermore the present study also uses a quantitative approach, which aims to enhance vocabulary of the students at elementary level in Muzaffarabad, Govt. Boys High School No 1. Although the present study does not address all of the aspects related to target language learning but it does look at teaching of vocabulary through some board games at elementary level in Govt. Boys High School No 1 Muzaffarabad, AJK.

Preceding literature gives good proof that vocabulary can be enhanced incidentally from reading, at least to some extent but gaps are still there in learning vocabulary through board game context. According to researcher's opinion, the use of board games is a very constructive and functional activity in target language that gives confidence to the students to read as much as they desire. The readers can select what they want to read according to their choice after developing their vocabulary. The reading materials must be of a level that students are able to read and comprehend the text without trouble.

### **3. Research Design**

The quantitative study aims at analyzing information about the teaching vocabulary through board games at elementary level in Govt. Boys High School No. 1, Muzaffarabad. After taking permission from the Chairperson of Education department, the researcher visited the school in order to meet the students who took part in the project. Since the study involves human beings, so their rights and privacy should be taken into consideration. In this regard, approval was taken from the Department, prior to conducting research and the approval letter was attached in Appendix A1. The students were told that their participation in this research project was completely autonomous. They were further informed that the duration of the project is 15 days and 2 hours per day class from Monday to Saturday 9.00 to 11.00 am. The selected group was given individually instructions to make use of different board games outside the classroom apart from their course books.

The participants of this research were 30 students enrolled conveniently from GOVT. Boys High School No. 1, Muzaffarabad. They all were boys. The use of comparison between pre and posttests is a regular feature of the present study demonstrating the causal force of treatment that is the exposure to use board games.

#### **3.1 Participants**

The participants were 30 elementary level students who were enrolled in four weeks project for teaching vocabulary through board games. The major focus of present study was Teaching Vocabulary through Board Games of Elementary level students from Govt. Boys High School No. 1, Muzaffarabad. The participants were all non-native speakers of English language and had studied English as a second language through formal instruction at school for at least seven years ranging from 13 to 14 years in age.

#### **3.2 Sampling**

The present study employs a non- probability convenience sampling technique. Sample of thirty respondents was selected from Boys High School No. 1, Muzaffarabad. They were the regular students of the school. Hence, they were in touch with learning vocabulary. The researcher used convenience sampling that is non-probability sampling technique where the participants of this

experimental study were selected because of their proximity and convenient accessibility to researcher. The researcher visited the school in order to select the participants of the study. She shared the detail about four weeks program such as: pre-test, post-test, use of board games according to their choice, no effect on their academic grades, benefits of board games, duration of project, timetable etc. As the students were selected from Boys High School No. 1, Muzaffarabad, so the project was conducted at the same place. In this way students were not supposed to move in unfamiliar environment. Schedule of classes was discussed in detail with students. Therefore, students joined the class according to their convenience. These four weeks teaching project was conducted from June 02, 2016 to June 18, 2016.

### **3.3 Research Tools**

Two research tools: pre-test and post-test were used to evaluate the effects of the use of board games on vocabulary development.

### **3.4 Pre-test**

Pre-test is a preliminary test administered to determine a student's previous information for a learning experience or course of study. Pre-test helps measure learning. By comparing pre and post-tests, it was aimed to observe what students actually learned from the project that was conducted. Pre-test can provide learners a preview of what will be expected from them. This facilitates students to start focusing on the key topics that will be covered. Pre-tests can support to produce ideas for potential learning. For this purpose, pre-test was used in the study. Pre-test consisted of 200 content words selected from their course books to determine the difficulty level of students. There were 50 verbs, 50 nouns, 50 adjectives and 50 adverbs in pre-test. Students were required to write the meaning and grammatical category of words in English language. Pre-test was taken at the first day of the project before giving any treatment to the group in order to measure their previous knowledge of vocabulary of English language. In pre-test, students of both groups were required to write the meaning of target words and mention their grammatical category in English language. Pre-test was administered before giving any treatment to the target group to assess their performance and difference.

### **3.5 Post-test**

Post-test was conducted after four weeks of instructions to determine what the students actually learned. In the present study, pre and post tests were used to observe the effects of teaching vocabulary of English language through board games before and after treatment. The target group received the treatment and the outcomes were collected at the end. During this research project the target group was exposed to different board games with different activities. A very conducive learning environment was provided to the participants, in which they did various activities related to board games like scrabbles, upwards, catch phrase etc. In post-test, same list of target words (given in pre-test) were given to the participants of the study to illustrate the difference as well as the effects of board games on their L2 vocabulary. Students were required to write the meaning and grammatical category of words. Simple Statistical analysis was used to determine significant effects in the performance of the students during pre and post-tests.

### **3.6 Materials**

This part of the study presents the descriptions of the activities planned for this study related to board games. Board games can be a functional and prepared asset for the ESL classroom. They require little effort to prepare and English learners add a new resource to their language studies. On top of it, board games are a fun way to learn new vocabulary and make a change from the normal routine.

### 3.7 Vocabulary Description

200 words were selected from their course books to write the meaning and grammatical category of words in list. Three criteria of difficulty level of words were considered when choosing the target words. First, the vocabulary list is from their course books to determine the level of difficulty of words in the text. Second, target words should hold informative value and bear some inferring cues in the context. Third, grammatical categories (parts of speech) of words should be explored.

### 3.8 Procedure

The participants were 30 elementary level students who were enrolled in four weeks teaching through board games. The major focus of present study was development of vocabulary through Board games of elementary level students from GOVT. Boys High School No.1 Muzaffarabad. After taking permission from the chairperson of Education Department, the researcher visited the school in order to select the required sample of present study. In this regard, the researcher met the secretary of Elementary Board and the heads of the institution. After taking their permission, she visited the target class of elementary level to discuss the whole scheme of this experimental study. Therefore, the students felt free to take part in the study. Students inquired about board games and time such as place where program was conducted and some students showed their concern about the secrecy of their real names. The researcher assured them to keep all pieces of information as strictly confidential.

Gender study was not the focus of the study. This project comprised of only male students. In few cases some students did not take much interest. Most of the time, they gave lame excuses and left class before time. They were not regular in their attendance while most of the students were regular in their attendance and showed keen interest in the program.

The venue of the project was Govt. Boys High School No.1. At the first day of program, a consent form was filled by the students and the form was attached to appendix B2. Students were already well informed about pre-test and post-test. The students signed consent form and returned to the researcher. At the first day of the project pre-test was taken from the target group. Furthermore, the students took 02 hours class per day. 10 famous board games were selected by the researcher from Andrei Zakhareuski's selections for ESL classroom. The list is attached at the end.

During this project, students spent two hours to participate in different activities of vocabulary in pairs as well as groups. Discussion and feedback on the use of different board games were the part of daily routine. At the first day of this research project, pre-test was given to the students before treatment. The requirement of pre-test was to write meaning and grammatical category of different vocabulary items. Pre-test consisted of 200 words, including 50 verbs, 50 nouns, 50 adverbs and 50 adjectives. These words were selected randomly from their recommended course books in order to determine difficulty level. The researcher was always available to facilitate them where needed. The researcher defined and explained the concept of board games to highlight the benefits of them. During the first two to three days, students did not take much interest to participate in different activities during class. In fact, they were not habitual of doing such activities. But slowly and gradually they became familiar and stimulated in tension free environment provided to them by the researcher. Main focus of this study was on vocabulary but sometime students were encouraged to discuss their views about fun and games. Therefore, they got opportunity to use different words according to context. Meaning and grammatical category of new words were discussed daily in different group discussions and the researcher facilitated them regularly. The participants also identified some prefixes and suffixes to change word category such as ness, tion, sion, ty for noun,

al, tive for adjective, ly for adverb in most of cases and en as prefix for verb apart from the use of different vocabulary items in context. They did various board game activities in groups and pairs to improve their vocabulary. The activities were downloaded from internet and modified to use in classroom. Some samples of activities were attached at the end.

This study was conducted for four weeks from June 2, 2016 to June 18, 2016. At the end of the experiment, a post-test was given to learners to differentiate the effects of teaching vocabulary through board games on the development of vocabulary knowledge. The data, obtained from pre-test and post-test, were analyzed through tables in order to measure the difference between the performance of the group before and after the treatment. The participants of the study were not affected by external influences. AS the study was conducted in June, students were not engaged in any tuition or regular classes. They were having their summer vacation at that time.

**4. Data Collection and Analysis**

The data were collected in form of scores to examine individual performance of the participants during the both tests and obtained scores were presented in the tables. Pre-test and post test results were analyzed through simple descriptive statistics to exhibit the difference of minimum and maximum range. Pre and posttests results were presented in form of tables to show the difference in the performance of the students before and after treatment.

The target words were limited to only content words: noun, verb, adjective and adverb. Separate data were collected for each content word to measure students’ performance individually. Individual students’ data were also presented in the form of tables with pre and post-tests. Abbreviations **st** was used for student and 1-30 numbers stand for students’ strength.

The main focus of the study is to examine the improvement of vocabulary of English language through board games. Therefore, the main concern was related to the development of L2 (English) vocabulary and grammatical knowledge not L1 (Urdu or any regional language). Thus in pretest and post-test their responses in English were analyzed in order to determine the difference in the performance of the group.

The data, obtained from pre-test and post-test results of the group were presented in table form. Moreover, improvement or difference of each student was also shown in shape of numbers (3, 4) during pre and post-tests.

**4.1 Pre-test and Post-test Results of the Group**

The results of the pre and post-tests associated to the teaching vocabulary through board games of the group are discussed below. Table 1 demonstrates the scores for noun obtained during pre-test and post-test. It also shows the difference or improvement in form of digit such as 1, 2, 3, 4 etc.

Table1. Scoring for Nouns

	Correct in English		Improvement
	Pre-Test	Post-Test –	
<b>st1</b>	17	30	<b>13</b>
<b>st2</b>	20	30	<b>10</b>
<b>st3</b>	15	28	<b>13</b>
<b>st4</b>	10	19	<b>9</b>

<b>st5</b>	14	22	<b>8</b>
<b>st6</b>	15	25	<b>10</b>
<b>st7</b>	13	23	<b>10</b>
<b>st8</b>	19	30	<b>11</b>
<b>st9</b>	17	30	<b>13</b>
<b>st10</b>	9	19	<b>10</b>
<b>st11</b>	17	27	<b>10</b>
<b>st12</b>	17	28	<b>11</b>
<b>st13</b>	20	30	<b>10</b>
<b>st14</b>	11	23	<b>12</b>
<b>st15</b>	0	15	<b>15</b>
<b>st16</b>	18	28	<b>10</b>
<b>st17</b>	14	26	<b>12</b>
<b>st18</b>	17	26	<b>11</b>
<b>st19</b>	14	28	<b>14</b>
<b>st20</b>	19	30	<b>11</b>
<b>st21</b>	8	19	<b>11</b>
<b>st22</b>	9	18	<b>9</b>
<b>st23</b>	18	27	<b>9</b>
<b>st24</b>	10	22	<b>12</b>
<b>st25</b>	10	20	<b>10</b>
<b>st26</b>	9	20	<b>11</b>
<b>st27</b>	20	30	<b>10</b>
<b>st28</b>	0	20	<b>20</b>
<b>st29</b>	0	19	<b>19</b>
<b>st30</b>	0	0	<b>0</b>

Table 1 exhibits the data obtained during pre-test and post-test for nouns which are 50. The table shows individual performance of students in pre-test and post-test. As it was highlighted before, that **st** stands for student of the group and 1-30 for students' number. 4 students did not attempt pre-test and from them only one student did not take post-test. 3 students from them took post-test and obtained 15, 20, 19 scores respectively. Maximum obtained scores in English are 20 during pre-test and 30 in post-test. The overall difference or improvement is of 10 points in regard with maximum scores and this is highly significant difference in post-test results. The data in table 1 also shows that the scores in posttest have increased considerably in comparison with the scores in pre-test. Moreover, in individual performance of the students, highly significant difference has been observed. The difference or improvement level is of 9 to 15 score that shows the students in posttest have shown highly significant improvement after four weeks (30 hours) teaching through board games.

Table 2 illustrates the scores for verb obtained during pre-test and post-test. It also shows the difference or improvement in form of digit such as 1, 2, 3, 4 etc.

Table2. Scoring for Verb

	Correct in English		Improvement
	Pre-Test	Post-Test	
st1	17	30	13
st2	15	31	16
st3	18	30	12
st4	17	29	12
st5	18	30	12
st6	20	30	10
st7	16	30	14
st8	18	32	14
st9	17	32	15
st10	10	21	11
st11	18	33	11
st12	13	30	17
st13	16	33	17
st14	8	20	12
st15	0	18	18
st16	10	33	23
st17	10	31	21
st18	17	29	12
st19	20	30	10
st20	19	30	11
st21	18	31	13
st22	11	26	15
st23	15	28	13
st24	19	30	11
st25	11	27	16
st26	10	20	10
st27	19	30	11
st28	0	18	18
st29	0	0	0
st30	0	0	0

Table 2 shows individual performance of students in pre-test and post-test. 4 students did not appear in pre-test and from them only two students did not take in post-test. 2 students from them took post-test and obtained 18, 18 scores respectively. Maximum obtained scores in English are 20 during pre-test and 33 in post-test. The overall difference or improvement is of 13 points in term of maximum score and this is highly important difference in post-test results during 30 hours teaching.

The data illustrates that the scores in posttest have increased considerably in comparison with pre-test scores. The difference or improvement level is of 10 - 18 scores. It means that students have shown highly significant enhancement in post-test after four weeks teaching through board games. Table 3 demonstrates the score for adjectives obtained during pre-test and post-test. The table also highlights the difference or improvement in form of number.

Table3. Scoring for Adjective

	Correct in English		Improvement
	Pre-Test	Post-Test	
st1	9	27	18
st2	10	26	11
st3	8	20	10
st4	9	21	12
st5	8	18	10
st6	8	19	11
st7	11	30	19
st8	10	25	15
st9	10	27	17
st10	11	30	19
st11	8	20	12
st12	11	29	18
st13	10	23	13
st14	12	25	13
st15	6	20	14
st16	6	21	15
st17	8	19	11
st18	8	22	14
st19	11	24	13
st20	8	18	10
st21	9	22	13
st22	12	24	12
st23	9	20	11
st24	7	19	12
st25	8	21	13
st26	6	17	11
st27	8	19	11
st28	6	19	13
st29	0	11	11
st30	0	0	0

The table states individual performance of students in pre-test and post-test. 2 students did not appear in pre-test while one student did not take post-test and the other one took post-test and scored 11 points. Maximum obtained scores in English are 12 during pre-test and 19 in post-test.

The overall difference or improvement is of 7 scores in term of maximum scores and this denotes significant difference in post-test results.

The data in table describes that the scores in posttest have increased noticeably in comparison with the scores in pre-test. During pre-test, the score consistently lower. On the contrary, in post-test, the situation is reversed; the obtaining score is constantly higher. Additionally, in individual performance of the students, very significant improvement is observed.

Table 4 describes the score for adverbs obtained during pre-test and post-test. Difference or improvement is shown in form of number.

Table4. Scoring for Adverb

	Correct in English		Improvement
	Pre-Test	Post Test –	
st1	6	15	9
st2	4	14	10
st3	6	18	12
st4	5	15	10
st5	5	15	10
st6	6	17	11
st7	8	18	10
st8	7	19	12
st9	8	23	15
st10	7	18	11
st11	9	23	14
st12	5	15	12
st13	9	19	10
st14	6	18	12
st15	5	16	11
st16	6	19	13
st17	4	15	11
st18	4	14	10
st19	7	20	13
st20	9	20	11
st21	6	16	10
st22	6	17	11
st23	5	18	13
st24	7	16	9
st25	9	19	10
st26	5	14	9
st27	8	17	9
st28	6	16	10
st29	0	12	12
st30	0	0	0

The above table exhibits individual performance of students in pre-test and post-test. 2 students did not appear in pre-test and from them only one student did not take post-test. One student from them took post-test and obtained 12 scores. Maximum obtained scores in English are 9 during pre-test and 23 in post-test. The overall difference or improvement is of 14 points in term of maximum scores and this is very prominent difference in post-test results.

Furthermore, in individual performance of the students, very significant difference is observed. It means that students have exposed exceedingly significant progress in post-test after four weeks of teaching through board games.

In current study SPSS (Statistical Package for Social Sciences) was also used to examine the data obtained during four weeks of teaching vocabulary through board games. It was used to find out the descriptive statistics and paired samples correlations to highlight the differences between two groups before and after the treatment. Paired samples T test was used to measure the difference in pre-test and post-test scores of the target group. Tables from 1.1 to 1.4 display the paired samples statistics, paired samples correlation and paired samples test interpretation for noun.

**Table1.1. Paired Samples Statistics for Noun**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre &	12.67	30	6.261	1.143
	Post	23.73	30	6.411	1.170

**Paired Samples Statistics Interpretation**

The table illustrates descriptive statistics of pre and post conditions on 30 participants. The average score was raised in the pretest and posttest, 12.67 and 23.73, respectively, which represents improvement. Standard deviations (6.261 Pre, 6.411 Post) are also similar, with the variability being constant. The standard errors of the mean include 1.143 (pre) and 1.170 (post). This test has been further tested to see whether the difference is statistically significant.

**Table1.2. Paired Samples Correlations for Noun**

		N	Correlation	Sig.
Pair 1	Pre & Post	30	.854	.000

**Paired Samples Correlations Interpretation**

There was a correlation between the pre- and post-scores of 30 participants, as represented in the table. The correlation coefficient is 0.854, which means that there is a strong positive correlation between the two conditions. The value of significance (Sig.) is 0.000, which indicates that this correlation value is statistically significant ( $p < 0.05$ ). In short, the relationship between the pretest and posttest scores is very high and significant, implying that high scores in the pretest are the ones accompanied by high posttest scores.

**Table1.3. Paired Samples Test for Noun**

		Paired Differences	t	df

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig (2-tailed)
				Lower	Upper			
Pair 1 Pre-Post	-11.067	3.423	.625	-12.345	-9.788	-17.706	29	0.000

**Paired Samples Test Interpretation**

The findings of a paired samples t-test of 30 participants comparing the results of the pretest and the posttest scores are displayed in the table. The average difference between the pretest and posttest scores is -11.067, indicating that the average posttest score is 11.067 points lower than the average pretest score. The standard deviation of the differences is 3.423, and the standard error of the mean difference is 0.625. The difference in the confidence interval lies between -12.345 and -9.788, which represents that the factual typical difference falls within the said range. The t-statistic is -17.706, df=29, and the two-tailed significance value (Sig.) is 0.000, which is a statistically significant difference (p<0.05). Concisely, it is strongly evidenced that the posttest scores are much higher than the pretest scores.

Tables from 2.1 to 2.4 demonstrate the paired samples statistics, paired samples correlation and paired samples test Interpretation for verb.

**Table2.1. Paired Samples Statistics for Verb**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre	13.33	30	6.332	1.156
Post	26.40	30	8.406	1.535

The table demonstrates descriptive statistics of pretest and posttest on 30 participants. The average score was achieved in the pretest and posttest, 13.33 and 26.40, respectively, which signifies improvement. Standard deviations (6.332 pretest, 8.406 posttest) are also similar with the variability being constant. The standard errors of the mean include 1.156 (pre) and 1.535 (post). This test has been further tested to examine whether the difference is statistically significant.

**Table2.2. Paired Samples Correlations for Verb**

	N	Correlation	Sig.
Pair 1 Pre & Post	30	.825	.000

**Paired Samples Correlations Interpretation (Verb)**

There was a correlation between the pretest and posttest scores of 30 participants, as indicated in the table. The correlation coefficient is 0.825, which means that there is a strong positive correlation between the two conditions. The value of significance (Sig.) is 0.000, which shows that this correlation value is statistically significant (p < 0.05). In brief, the relationship between the pretest and posttest scores is very high and significant, implying that high scores in the pretest are the ones accompanied by high posttest scores.

**Table2.3. Paired Samples Test for Verb**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1- Pre - Post	-13.067	4.785	.874	-14.853	-11.280	-14.958	29	.000

**Paired Samples Test Interpretation**

The findings of a paired samples t-test of 30 participants comparing the results of the pretest and the posttest scores are presented in the table. The average difference between the pretest and posttest scores is -13.067, demonstrating that the average posttest score is -13.067 points lower than the average pretest score. The standard deviation of the differences is 4.785, and the standard error of the mean difference is 0.874. The difference in the confidence interval lies between -14.853 and -11.280, which characterizes that the factual typical difference falls within the said range. The t-statistic is -14.958, df=29, and the two-tailed significance value (Sig.) is 0.000, which is a statistically significant difference (p<0.05). Therefore, it is strongly evidenced that the posttest scores are much higher than the pretest scores.

Tables 3.1 to 3.4 exhibit the paired samples statistics for adjective, paired samples correlation and paired samples test Interpretation.

**Table3.1. Paired Samples Statistics for Adjective**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	8.23	30	2.825	.516
	Post	21.20	30	5.804	1.060

**Paired Samples Statistics Interpretation**

The table elucidates descriptive statistics of pre and post conditions on 30 participants. The average score was obtained in the pretest and posttest, 8.23 and 21.20, respectively, which recommends improvement. Standard deviations (2.825 pre, 5.804 post) are also similar, with the variability being constant. The standard errors of the mean encompass 0.516 (pre) and 1.060 (post). This test has been further tested to assess whether the difference is statistically significant.

**Table3.2. Paired Samples Correlations for Adjective**

	N	Correlation	Sig.
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Pair 1	Pre & Post	30	.878	.000
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**Paired Samples Correlations Interpretation**

There was a correlation between the pre- and post-scores of 30 participants, as denoted in the table. The correlation coefficient is 0.878, which highlights that there is a strong positive correlation between the two tests. The value of significance (Sig.) is 0.000, which indicates that this correlation value is statistically significant ( $p < 0.05$ ). In short, the relationship between the pretest and posttest scores is highly significant, implying that high scores in the pretest are the ones complemented by high posttest scores.

**Table3.3. Paired Samples Test for Adjective**

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pair 1- Pre - Post	-12.967	3.586	.655	-14.306	-11.628	-19.804	29	.000

**Paired Samples Test Interpretation**

The findings of a paired samples t-test of 30 participants comparing the results of the pretest and the posttest scores are presented in the table. The average difference between the pretest and posttest scores is -12.967, demonstrating that the average posttest score is -12.967 points lower than the average pretest score. The standard deviation of the differences is 3.586, and the standard error of the mean difference is 0.655. The difference in the confidence interval lies between -14.306 and -11.628, which exemplifies that the factual typical difference falls within the said range. The t-statistic is -19.804,  $df=29$ , and the two-tailed significance value (Sig.) is 0.000, which is a statistically significant difference ( $p < 0.05$ ). Thus, it is strongly evidenced that the posttest scores are much higher than the pretest scores.

Table4.1 demonstrates the paired samples statistics for adverb, table 4.2 illustrates paired samples correlation and table 4.3 presents paired samples test Interpretation.

**Table4.1. Paired Samples Statistics for Adverb**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre	5.93	30	2.212	.404
Post	16.53	30	4.023	.735

**Paired Samples Statistics Interpretation**

The table demonstrates descriptive statistics of pre and post conditions on 30 participants. The average score was raised in the pretest and posttest, 5.93 and 16.53, respectively, which represents improvement. Standard deviations (2.212 pre, 4.023 post) are also equivalent, with the variability being constant. The standard errors of the mean include 0.404 (pre) and 0.735 (post). This test has been further verified to see whether the difference is statistically significant.

**Table4.2. Paired Samples Correlations for Adverb**

		N	Correlation	Sig.
Pair 1	Pre & Post	30	.829	.000

**Paired Samples Correlations Interpretation**

There was a correlation between the pre- and post-scores of 30 participants, as indicated in the table. The correlation coefficient is 0.829, which means that there is a strong positive correlation between the two conditions. The value of significance (Sig.) is 0.000, which displays that this correlation value is statistically significant ( $p < 0.05$ ). Hence, the relationship between the pretest and posttest scores is very high and significant, suggesting that high scores in the pretest are the ones accompanied by high posttest scores.

**Table4.3. Paired Samples Test for Adverb**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1- Pre - Post	-10.600	2.513	.459	-11.539	-9.661	-23.100	29	.000

**Paired Samples Test Interpretation**

The findings of a paired samples t-test of 30 participants comparing the results of the pretest and the posttest scores are presented in the table. The average difference between the pretest and posttest scores is -10.600, validating that the average posttest score is -10.600 points lower than the average pretest score. The standard deviation of the differences is 2.513, and the standard error of the mean difference is 0.459. The difference in the confidence interval lies between -11.539 and -9.661, this exemplifies that the factual typical difference falls within the said range. The t-statistic is -23.100,  $df=29$ , and the two-tailed significance value (Sig.) is 0.000, which is a statistically significant difference ( $p < 0.05$ ). Thus, it is strongly evidenced that the posttest scores are much higher than the pretest scores.

**5. CONCLUSION AND RECOMMENDATIONS**

The major focus of the present study was to examine the effects of teaching vocabulary through board games at elementary level in Govt. Boys High School No 1 Muzaffarabad, AJK during four weeks research project. It was proposed that there would be difference on vocabulary enrichment through board games in the performance of the group before and after treatment. This study investigated and discovered that teaching through board games is a very useful technique to develop vocabulary of students at elementary level in target language.

The present study was conducted with the group of 30 students receiving individual assistance for using board games to increase vocabulary. With regard to the hypotheses above, vocabulary tests were presented to the students at the start and at the end of the experimental period to achieve the purpose of the study.

The analysis of the data exposed that there was an enhancement in vocabulary after treatment. There are different reasons underlying such a result. First, the development of the group is due to the fact that the students of the group were given individual instructions since the beginning of the experimental period. Second, they worked in groups and pairs which promoted cooperation among students and peer tutoring. This communication allowed them to share their ideas more outside the classroom. Third, it provides support to Krashen's Input Hypothesis, signifying that comfortable situation can add considerably to the improvement of students' L2 skills particularly vocabulary. One factor which came on the surface very obviously was the significance of providing a comfortable situation in which students were able to increase their L2 vocabulary.

The rationale for this development might be that the participants were exposed to using board games with individual instructions. Therefore, they improved their vocabulary concerning with meaning and grammatical categories of target words in English language. More specifically, the results suggest that in case of verb, noun, adjective and adverb, the students exhibited highly significant improvement in posttest score as compared to pretest score.

This experimental study has been conducted with the focus of teaching vocabulary through board games at elementary level. The outcomes of the study have proved that using board games is a motivating phenomenon for learners, researchers and teachers to increase vocabulary at elementary level.

The outcomes of the present study have filled an important gap in research on the practical use of board games to teach vocabulary at elementary level. The results of the study have provided strong evidence that use of board games also facilitates language teachers and researchers with a practical technique to extend their students' vocabulary which plays a significant role in an effective oral and written communication. Furthermore, the results of this study support administrators and curriculum developers to include the use of board games in EFL\ ESL national curriculum with the focus of vocabulary enhancement. It is proved that this four weeks teaching vocabulary through board games is definitely a starting point for many other future studies to further explore and investigate different other aspects of vocabulary knowledge and communication skills for better understanding in target language.

The results of the present study have provided evidence that group work and pair work are very useful techniques to promote cooperative teaching and peer tutoring. It is proved from the results of the study that even a shy student has played a very active role during group work and pair work. In addition, the outcomes of the study have proved that the students at elementary level learn more in less instructed environment as compared to instructed environment.

This study has been the first attempt to examine the improvement of vocabulary in English language through board games at elementary level in the context of Govt. Boys High School No. 1 Muzaffarabad, AJK with the use of simple statistics for obtained data analysis. The results have a number of implications for further research as suggested below:

- It is evident that the students' vocabulary enhanced after a short period (Four Weeks) of exposure to teaching vocabulary through board games. It is recommended that further research should explore the effectiveness of using board games in classroom and out of classroom including spelling, pronunciation, writing, speaking etc.
- The present study considered only content words. Future researchers may include all parts of speech with the purpose of exploring the effects of Board Games on vocabulary at different levels.

- 200 words were included in pre and posttests in the study. However, number of words may be increased to examine the effects of using board games on spelling, pronunciation, vocabulary and writing as well in future research.
- Finally, the participants of the study were all from Govt. Boys High School No.1 Muzaffarabad, AJK with almost similar language background and the identical level of education. It kept away from introducing other variables caused by differences in language background. It would be applicable to see whether the results of research on other languages and educational backgrounds differ from the findings of this study.

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## Appendix A

### Consent Form for Control and Experimental Group (Pre- & Post-Test)

I agree to participate in a research project being conducted by Dr.Ayesha Bibi, Assistant Professor Govt. Postgraduate College, Muzaffarabad, AJK who can be reached at Tel: 0321577487 and email is mphillinguistics4@gmail.com

I understand that the underlying principle of this research project is Teaching Vocabulary through Board Games at Elementary Level Students in Govt. Boys High School No 1, city Muzaffarabad, AJK.

I understand that my participation will involve taking the pre- test of vocabulary in English at the first day of this project and the post-test at the last day of this project. Apart from pre and posttests, I will do different activities to improve my vocabulary through different board games as scrabbles, word puzzles etc.. Duration of this project is four weeks and two hours per day. I am aware that this study has been received ethical approval by the chairperson of Institute of Education at the university of Azad Jammu and Kashmir. I can contact the researcher at Tel: 03215797487 or mphillinguistics4@gmail.com. I have carefully studied the above mentioned conditions and understood this agreement.

I agree to participate in the program under the conditions described above.

Participant Name: \_\_\_\_\_  
(Please write clearly)

Participant Signature: \_\_\_\_\_  
Date: \_\_\_\_\_