

CHAPTER 2

LITERATURE REVIEW

The purpose of this chapter is to describe related theories and previous researches related to the present research under the following topics:

2.1 The Basic Education Core Curriculum B.E.2551 (A.D.2008)

2.2 Vocabulary Learning

2.3 The Use of Games in English Language Teaching

2.4 The Roles of Teachers in Teaching with Games

2.5 The Steps of Teaching with Games

2.6 Efficiency

2.7 Concepts and Theories of Satisfaction

2.8 Previous Studies Related to the Present Study

2.1 The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)

The Ministry of Education (2008) has reformed and mentioned about the Basic Education Core Curriculum B.E. 2551 as following:

2.1.1 Vision

The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) is aimed at enhancing capacity of all learners, who constitute the major force of the country, so as to attain balanced development in all respects-physical strength, knowledge and morality. They will fully realise their commitment and responsibilities as Thai citizens as well as members of the world community. Adhering to a democratic form of government under constitutional monarchy, they will be endowed with basic

knowledge and essential skills and favourable attitude towards further education, livelihood and lifelong learning. The learner-centred approach is therefore strongly advocated, based on the conviction that all are capable of learning and self-development to their highest potentiality.

2.1.2 Principles

Notable principles underlying the Basic Education Core Curriculum are as follows.

1. The ultimate aim is attainment of national unity; learning standards and goals are therefore set with a view to enabling the children and youths to acquire knowledge, skills, attitude and morality to serve as a foundation for Thai-ness and universal values.
2. The curriculum facilitates education for all, who have equal access to education of high quality.
3. The curriculum facilitates decentralisation of authority by allowing society to participate in educational provision, which suits prevailing situations and serves local needs.
4. Structure of the curriculum enjoys flexibility regarding learning contents, time allotment and learning management.
5. The learner-centred approach is strongly advocated.
6. The curriculum is intended for education of all types—formal, non-formal and informal, covering all target groups and facilitating transfer of learning outcomes and experiences.

2.1.3 Goals

The Basic Education Core Curriculum 2008 is aimed at the full development of learners in all respects- morality, wisdom, happiness, and potentiality for further education and livelihood. The following goals have consequently been set for achievement upon completing basic education:

1. Morality, ethics, desirable values, self-esteem, self-discipline, observance of Buddhist teachings or those of one's faith, and guiding principles of sufficiency economy.
2. Knowledge and skills for communication, thinking, problem solving, technological know-how, and life skills.
3. Good physical and mental health, hygiene, and preference for physical exercise.
4. Patriotism, awareness of responsibilities and commitment as Thai citizens and members of the world community, and adherence to a democratic way of life and form of government under constitutional monarchy.
5. Awareness of the need to preserve all aspects of Thai culture and Thai wisdom, protection and conservation of the environment, and public-mindedness with dedication to public service for peaceful and harmonious co-existence.

It can be said that the Basic Education Core Curriculum 2008 focuses on learners' development for being good citizens, enabling learners to have wisdoms, happiness and high potentiality for further education and career.

2.1.4 Learners' Key Competencies

The Basic Education Core Curriculum 2008 is aimed at inculcating among learners the following five key competencies:

2.1.4.1 Communication Capacity

Capacity to receive and transmit information; linguistic ability and skills in expressing one's thoughts, knowledge and understanding, feelings and opinions for exchanging information and experience, which will be beneficial to oneself and society; negotiation for solving or reducing problems and conflicts; ability to distinguish and choose whether to receive or avoid information through proper reasoning and sound judgement; and ability to choose efficient methods of communication, bearing in mind possible negative effects on oneself and society.

2.1.4.2 Thinking Capacity

Capacity is for analytical, synthetic, constructive, critical and systematic thinking, leading to creation of bodies of knowledge or information for judicious decision-making regarding oneself and society.

2.1.4.3 Problem-Solving Capacity

Capacity to properly eliminate problems and obstacles, based on sound reasoning, moral principles and accurate information; appreciation of relationships and changes in various social situations; ability to seek and apply knowledge to prevent and solve problems; and ability for judicious decision-making, bearing in mind possible negative effects on oneself, society and the environment.

2.1.4.4 Capacity for Applying Life Skills

Capacity for applying various processes in daily life; self-learning; continuous learning; working; and social harmony through strengthening of happy interpersonal relationships; elimination of problems and conflicts through proper means; ability for self-adjustment to keep pace with social and environmental changes; and capacity for avoiding undesirable behaviour with adverse effects on oneself and others.

2.1.4.5 Capacity for Technological Application

Ability to choose and apply different technologies; skills in application of technological processes for development of oneself and society in regard to learning, communication, working, and problem-solving through constructive, proper, appropriate and ethical means.

2.1.5 Desirable Characteristics

The Basic Education Core Curriculum (2008) focuses on learners' development for attainment of the following desirable characteristics, enabling learners to enjoy a life of harmony among others as Thai citizens and global citizens:

1. Love of nation, religion and king.
2. Honesty and integrity.
3. Self-discipline.
4. Avidity for learning.
5. Observance of principles of Sufficiency Economy Philosophy in one's way of life.
6. Dedication and commitment to work.
7. Cherishing Thai-ness.
8. Public-mindedness.

It can be concluded that learners' key competencies and desirable characteristics are aimed to learners' development for standard quality set, ability of elimination problems and obstacles properly based on sound reasoning, moral principles and accurate information; appreciation of relationships and changes in various social situations.

2.1.6 Learning Area of Foreign Languages

The Ministry of Education, Thailand (2008) declares learning foreign languages is very crucial and necessary to daily life in the present global society, as foreign languages are used as an important tool for communication, education, seeking knowledge, livelihood, creating understanding of cultures and visions of the world community, gaining knowledge of diversity of cultures and viewpoints in the world community, lead to friendship and cooperation with various countries. The foreign language constituting fundamental learning content prescribed for the complete basic education core curriculum is English.

The learning area for foreign languages is aimed at enabling learners to acquire a favourable attitude towards foreign languages, the ability to use foreign languages for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels. Learners will thus have knowledge and understanding of stories and cultural diversity of the world community, and will be able to creatively convey Thai concepts and culture to the global society. The main contents include:

1. Language for Communication: use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately.
2. Language and Culture: use of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application.

3. Language and Relationship with Other Learning Areas: use of foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners' world views.

4. Language and relationship with Community and the World: use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society.

2.1.7 Learning Strands and Standards for Foreign Languages

Learning strands for foreign language are divided into 4 major substances as follows:

Strand 1: Language for Communication

Standard F1.1: Understanding and capacity for interpreting what has been heard and read from various types of media, and ability to express opinions with proper reasoning.

Standard F1.2: Possessing language communication skills for effective exchange of data and information; efficient expression of feelings and opinions.

Standard F1.3: Ability to present data and information, concepts and views on various matters by speaking and writing.

Strand 2: Language and Culture

Standard F2.1: Appreciating relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places.

Standard F2.2: Appreciating similarities and differences between language and culture of native speakers and Thai speakers, and capacity for correct and appropriate use of language.

Strand 3: Language and Relationship with Other Learning Areas

Standard F3.1: Using foreign languages to link knowledge with other learning areas and as foundation for further development, to seek knowledge and widen one's world view.

Strand 4: Language and Relationship with Community and the World

Standard F4.1: Ability to use foreign languages in various situations in school, community and society.

Standard F4.2: Using foreign languages as basic tools for further education, livelihood and exchange of learning with the world community.

2.1.8 Curriculum of Foreign Languages Department for Prathomsuksa 4 at Ban Nong Chum Sang School

Ban Nong Chum Sang School has developed the curriculum according to the learning manual, Foreign Language Department that parallel with Basic Education Curriculum 2008. As for the English course, the researcher is responsible for Basic English for Prathomsuksa 4, for conducting this research. The course has details as follows:

Course Code	E14101
Learning Unit	2
Course Name	Fundamental English
Department	Foreign Language
Semester	Second
Level	Prathomsuksa 4
Status	Strict Elective
Durations	2 periods per week

Course Descriptive:

Act in compliance with orders, requests and simple instructions heard or read. Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading. Choose/ specify the pictures or symbols or signs corresponding to the meanings of sentences and short texts heard or read in the theme of themselves and families, school, environment, food and drink, free time and entertainment, health and welfare, shopping, and weather. Answer questions from listening to and reading sentences, dialogues and simple tales. Speak/write in an exchange in interpersonal communication. Use orders, requests and simple requests for permission. Speak/write to express their own needs, to ask for help in simple situations. to ask for and give data about themselves, their friends and families. Speak to express their own feelings about various matters around them and various activities by following the models heard. Speak/write to give data about themselves and matters around them. Speak/draw pictures to show relationships of various objects around them according to what they have heard or read. Speak to express simple opinions about matters around them. Speak and politely make accompanying gestures in accordance with social manners and culture of native speakers. Answer questions about festivals/important days/celebrations and simple lifestyles of native speakers. Participate in language and cultural activities appropriate to their age levels. Tell differences of the sounds of the alphabet, words, groups of words, sentences and texts in foreign languages and Thai language. Tell the similarities/differences between the festivals and celebrations in the culture of native speakers and those in Thailand. Search for and collect the terms related to other learning areas, and present them through speaking/ writing. Listen and speak in

situations in the classroom and in school. And use foreign languages to search for and collect various data.

Learning English vocabulary through games for Prathomsuksa 4 students are developed in order to solve the problem of teaching and learning based on course description of Prathomsuksa 4.

2.2 Vocabulary Learning

In order to learn vocabulary through games, we have to look into the vocabulary. This section describes vocabulary in second language acquisition in seven aspects: definitions of vocabulary, types of vocabulary, the importance of vocabulary, knowing a vocabulary item, current trends in L2 vocabulary teaching, the principle of choosing the vocabulary for teaching, and vocabulary teaching techniques.

2.2.1 Definitions of Vocabulary

Cynthia and Johnson (2002) define vocabulary as the tool we use to think, to express ideas and feelings, and to learn about the world.

Oxford Advanced Learner's Dictionary (2005) defines vocabulary as all the words that a person knows uses or all the words in particular language.

Youdee (2009) points out that vocabulary means all words, phrases, or idioms that are used in language and symbolize the meanings, ideas, and feelings of certain group of people.

In summary, vocabulary is considered as an essential element of language learning. It is a device or source utilized to think, to show ideas and feelings, match understanding and to learn about the world. In this study, English vocabulary for

Prathomsuksa 4 students, is based on the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). The vocabulary are comprised of 10 word groups: numbers 11-30, things in the classroom, colors, animals, parts of body, fruits and vegetables, occupations, places, my family, and months of the year.

2.2.2 Types of Vocabulary

Many educators and scholars classify types of vocabulary as follows:

Pongtongcharoen (1982) divides vocabulary that teachers use in teaching into two types: active vocabulary and passive vocabulary. Active vocabulary means the vocabulary that the students should use correctly in listening, speaking, reading, and writing, such as “important, necessary, consists”. For this type of the vocabulary, the teacher should emphasize by telling the students practice and apply them in their daily life. Passive vocabulary means the vocabulary that should be taught to know the meaning and expression. The students do not use now but when they study in a high level, they should know them more, such as “elaborate, fascination, contrastive, etc”.

Sangthanu (1985 ; cited in Duangsin. 2008) states that vocabulary can classify into two main groups: content words and function words. First, content words are words which have meanings in themselves. They usually convey the main information of a sentence and they have the meaning as mentioned in the dictionary. Content words are divided into four parts of speech: nouns, verbs, adjectives and adverbs such as a dog, to eat, pretty, quickly etc. Second, function words (or grammatical words) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker such as be

prepositions, pronouns, auxiliary verbs, conjunctions, grammatical articles or particles.

Moreover, Sangthanu (1985 ; cited in Duangsin. 2008) groups English words into four types:

1) Simple words are words that consist of one free morpheme such as a fish, a house, telephone, computer, etc.

2) Complex words are words that consist of one simple word and other affixes such as a lover, hopelessness, organizer, etc.

3) Compound words are words composed of two or more words or parts of words. Mostly the first word of the compound word functions as a modifier modifying the last word such as a plastic glass, a history teacher, a telephone booth, etc.

4) Compound – complex words are words whose structures are both compound and complex: hot-bloodedness, in which there are two base words, hot and blood, and two suffixes, -ed and -ness; biographical, in which there are two combining forms.

Dale (n.d ; cited in Tongpao. 2007) indicates that knowledge of word meaning can divide into four stages; 1) the learner has never seen the word before; 2) the learner has heard or seen the word, but cannot define its meaning; 3) the learner can define the meaning of the word; and 4) the learner can define the meanings of the words in clear contexts.

Lehr (n.d ; cited in Tongpao. 2007) mentions that words come in two forms: oral and print. Oral vocabulary refers to words that are recognized and used in

listening and speaking, and print vocabulary refers to words that are recognized and used in reading and writing.

Schmitt (1995 ; cited in Tongpao. 2007) states that there are two types of vocabulary: receptive word knowledge and productive word knowledge. First, receptive word knowledge refers to the ability to recognize words when heard or read. Second, productive word knowledge refers to the ability to produce the words when speaking or writing.

As we can see that vocabulary separates many types. Thus we should learn more vocabulary which is the basic unit of a language. We have to learn and practice vocabulary for these aspects to achieve effective listening, speaking, reading and writing skills.

2.2.3 The Importance of Vocabulary

Vocabulary is the important component of a language learning which the learners have to learn at the first step. The importance of vocabulary for language learning is as follows:

Zimmermann (1997) points out the importance of vocabulary over grammar that one's improvement of language can be obviously seen from the increase of his vocabulary knowledge, not grammar. Moreover, native speakers can better understand ungrammatical utterances with accurate vocabulary than those with accurate grammar but inaccurate vocabulary.

Calisle (2002) notes that vocabulary is very important which students who possess the adequate number of vocabulary items tend to be more successful in language learning. Moreover, vocabulary knowledge is much related to both productive and receptive skills which are important for language learning.

Stoel (2005) mentions that vocabulary is a must for learning as without vocabulary one cannot arrange words into sentences. Without these fundamentals, learning is impossible to achieve, both on the literary and oral levels.

Srakaew (2006) remarks that vocabulary teaching is very essential for learners to study at the beginning level. Vocabulary is the first step for learners to study a second language.

Seelakun (2008) states that knowing greater amounts of vocabulary rather than extensive grammatical knowledge is believed to better assist students to use language in real life situations.

Edwards (2009) mentions that without vocabulary there is no communication and because there are so many thousand words in a language it is vital to start early.

Sriphakdee (2009) points out that teaching vocabulary is very important for learners to study second language. Since vocabulary is a center to transfer language through four skills, it is impossible for them to achieve listening, speaking, reading, and writing skills without learning vocabulary.

In conclusion, vocabulary is a tool to communicate which related to all four skills: listening, speaking, reading, and writing. If the students lack sufficient knowledge of vocabulary, they cannot communicate effectively. Therefore, teacher should be aware of the students' need and try to find the teaching methods that are most appropriate to the students' abilities and the goal of the lessons.

2.2.4 Knowing a Vocabulary Item

Words do not exist as isolated items in a language. That is, words are interwoven in a complex system in which knowledge of various levels of a lexical item is required in order to achieve adequate understanding in listening or reading or

produce ideas successfully in speaking and writing. Richards (1976) contends that knowing a lexical item includes knowledge of word frequency, collocation, register, case relations, underlying forms, word association, and semantic structure. Nation (2001) applies the terms receptive and productive to vocabulary knowledge description covering all the aspects of what is involved in knowing a word. Form, meaning, and use are the three main parts at the most general level. Based on Nation's example "underdeveloped" (Nation. 2001 : 26-28), below his proposed receptive knowledge of a word. Take the word disadvantaged as an example, knowing a word involves:

1. Being able to recognize the word when it is heard (**form** – spoken)
2. Being familiar with its written form so that it is recognized when it is met in reading (**form**–written)
3. Recognizing that it is made up of the parts dis-, -advantage- and -(e)d and being able to relate these parts to its meaning (**form**–word parts)
4. Knowing that disadvantaged signals a particular meaning (**meaning**–form and meaning)
5. Knowing what the word means in the particular context in which it has just occurred (**meaning**–concept and referents)
6. Knowing the concept behind the word which will allow understanding in a variety of contexts (**meaning**–concept and referents)
7. Knowing that there are related words like poor, uneducated and deprived (**meaning**–associations)
8. Being able to recognize that disadvantaged has been used correctly in the sentence in which it occurs (**use**–grammatical functions)

9. Being able to recognize that words such as families, position are typical collocations (**use**–collocations)

10. Knowing that disadvantaged is not a high-frequency word (**use**–constraints on use, e.g. register, frequency)

On the other hand, the productive knowledge of a word involves:

1. Being able to say it with correct pronunciation including stress (**form**–spoken)
2. Being able to write it with correct spelling (**form**–written)
3. Being able to construct it using the right word parts in their appropriate forms (**form**–word parts)
4. Being able to produce the word to express the meaning ‘disadvantaged’ (**meaning**–form and meaning)
5. Being able to produce the word in different contexts to express the range of meanings of disadvantaged (**meaning**–concept and referents)
6. Being able to produce synonyms and opposites for disadvantaged (**meaning**– associations)
7. Being able to use the word correctly in an original sentence (**use**–grammatical functions)
8. Being able to produce words that commonly occur with it (**use**–collocations)
9. Being able to decide to use or not use the word to suit the degree of formality of the situation (**use**–constraints on use, e.g. register, frequency)

The numerous aspects of knowledge constitute the learning burden of a word, namely “the amount of effort required to learn it” (Nation. 2001 : 23). Learners from

different first language backgrounds thus experience different levels of difficulty in learning a word, depending on how the patterns and knowledge of the word are familiar to them. Generally speaking, the receptive aspects of knowledge and use are more easily to be mastered than their productive counterparts, but it is not clear why (Nation. 2001).

2.2.5 Current Trends in L2 Vocabulary Teaching

Oxford and Scarcella (1994) propose a new research-based approach to vocabulary teaching after examining relevant research concerning student motivation and need, the complexity of knowing a word, as well as factors that affect L2 vocabulary acquisition. Compared with traditional approaches, in which vocabulary is often taught unsystematically in class and teachers tend to leave their students to learn vocabulary on their own without much instruction or guidance, teachers following this new research-based approach focus on words students are expected to meet frequently, and present words systematically based on a careful consideration of needs analysis. Vocabulary instruction is personalized according to learners' different learning needs, goals, and styles. Since most vocabulary learning takes place outside of the language classroom, learners are also trained to raise their awareness of the knowledge involved in knowing a lexical item and the process of learning a new word. Substantial emphasis on vocabulary learning strategies helps students become independent language learners inside and outside class. Among the numerous vocabulary learning strategies, guessing from context is held to be the most useful one. However, some studies (e.g. Pressley, Levin & McDaniel. 1987 ; Kelly. 1990) indicate that learners seldom guess the correct meanings. In this approach, therefore, teachers guide students to use this strategy effectively and give them opportunities to

practice the skill in class. A final point to note is that teachers reduce “decontextualized” vocabulary learning activities in class (e.g. word lists, flashcards) whereas implementing more “partially contextualized” (e.g. word association, visual and aural imagery, semantic mapping) or “fully contextualized” activities (e.g. reading, listening, speaking, and writing in authentic communication activities).

The arguments mentioned above are mostly supported by Sokmen (1997), commenting that the skill of guessing/infering from context is a useful strategy in vocabulary learning and should be covered in a language classroom. Nevertheless, some potential problems arise if learners mainly acquire vocabulary in this way. For example, acquiring vocabulary through guessing in context is probably a rather slow process given the limited amount of time learners can afford in class. In addition, guessing from context does not necessarily help learners commit the guessed words into their long-term memory. For example, a study of intermediate level adult ESL students by Wesche and Paribakht (1994 ; cited in Sokmen. 1997) shows that learners who read and complete accompanying vocabulary exercises perform better in word acquisition than those who only do extensive reading. As a result, scholars come to call for a greater need of an explicit approach to vocabulary instruction, such as word unit analysis, mnemonic devices, etc. Sokmen (1997 : 239) thus states that “the pendulum has swung from direct teaching of vocabulary (the grammar translation method) to incidental (the communicative approach) and now, laudably, back to the middle: implicit and explicit learning”. In addition, considerable emphasis is put on encouraging independent learning strategies among students so that they know how to continue to learn vocabulary on their own. After experiencing what Resnick (1989) calls a “cognitive apprenticeship”, students will acquire some skills to promote the

depth of word processing and manage individual vocabulary learning through the model of their teachers (Sokmen. 1997). The time and efforts spent on developing learning strategies will reflect its value afterwards.

2.2.6 The Principle of Choosing the Vocabulary for Teaching

William (n.d ; cited in Duangsin. 2008) states that choosing vocabulary for teaching is not the real situation as a mother tongue because the student learns a foreign language from the book. So the teacher should consider vocabulary by using criteria as the following;

1. Choosing the words that the students hear with high frequency.
2. Choosing from many kinds of books and many situations.
3. Choosing some words which have low frequency but are needed for some situation, though they are not frequency needed.
4. Choosing the words that have more than one meaning.
5. Choosing the words that are easy to learn;
 - 5.1 Words that are like the mother language of the students.
 - 5.2 Words that are easy to understand.
 - 5.3 Words that are short and easy to pronounce and remember.
 - 5.4 Words that are consistent.
 - 5.5 Words that the students have been learning, they can make the student able to learn new words rapidly.

2.2.7 Vocabulary Teaching Techniques

There are various experts suggesting many techniques to teach vocabulary.

Snow (1996 ; cited in Manmart. 2007) indicates the different levels of teaching and learning vocabulary for students into three levels: beginning,

intermediate and advanced. At the beginning level, teachers may not need to devote as much attention to helping students set vocabulary acquisition goals because the choice of words to learn will be determined largely by their textbook. However, teachers should try to find ways to introduce and practice new words in class. For helping students to understand the meaning of words, the techniques for teaching vocabulary are pictures and real objects.

At the intermediate level, as students' reading and listening skills begin to move ahead of their writing and speaking skills, they must begin taking responsibility for deciding which vocabulary they need for productive use and which for receptive use. At this level text materials may also introduce large amounts of new vocabulary, so teachers will not have time to introduce and practice every new word in class. Teachers should focus on helping students understand what kind of things they need to learn about new words. In many kinds of lessons, as new vocabulary appears, teachers should raise questions of formality, connotation, and so forth in order to increase students' attention to these issues. To motivate students to work on vocabulary acquisition, it should be stressed as a part of their evaluation program, regular short quizzes being an especially effective way to get students in the habit of studying vocabulary daily rather than relying on pretest cramming. On the test, a distinction should be made between vocabulary the students are expected to have productive command over and vocabulary that they are only expected to understand in context.

At the advanced level, students need to move towards the ability to read and understand native English, hence the need for a large receptive vocabulary is pressing. They should be doing more work with real English materials and less with textbooks,

so they will naturally be encountering a wide range of new words, many of them of relatively low frequency. At this level students need to make most of their own decisions about which words to add to their vocabulary. The vocabulary test should occur indirectly through reading and listening comprehension.

Oxford (2001 ; cited in Seelakun. 2008) suggests that vocabulary strategy used should be correlated with students' language proficiency. Therefore, teachers should take into consideration the students language proficiency before training them with any vocabulary strategy.

Stahl (2005 ; cited in Tongpao. 2007) notes that words should not be taught with the emphasis on only the definition, but they should also be taught with their usage.

Masseluang (2006 ; cited in Tongpao. 2007) mentions that words should not be taught and presented in single forms, because it is hard for the students to combine these words to form utterances and sentences. Doing that may cause the students to lack fluency in speaking. Moreover, Tongpao (2007) notes that there are other ways to teach vocabulary as the procedure of vocabulary teaching are not limited. That is, it depends on levels of students and the purposes of learning. Besides, vocabulary can be learned both in direct teaching (in the classroom) and indirect teaching (outside the classroom) as follows:

1. Traditional approaches and techniques or direct teaching used in presentation of new vocabulary items refer to teaching vocabulary by using various techniques with a more teacher-centered approach. This can be divided into three techniques as follows:

- 1.1 Visual techniques involve pictures and visual demonstration.

Pictures include photographs, flashcards, wall charts, blackboard drawing, and realia. Visual demonstration contains gesture, mime, role play and total physical response (TPR). Both of them are used for conveying meanings of new words.

1.2 Verbal techniques involve explanation, including using definition or description, giving synonyms or opposites, using contexts and stories, and using situations. All of them are used for conveying new words' meanings.

1.3 Translation involves looking up the dictionary to find words' meanings or listening to teachers' explanation of words' definition. In addition, Srakaew (2006) points out that the traditional way of learning word meaning by consulting a dictionary is not effective enough for Thai students.

2. Student-centered learning refers to supporting students' learning and practicing vocabulary autonomy in pairs or small-group works. The teacher's role is to provide every opportunity for students in vocabulary development. So the activities or the tasks must involve cooperative working. Besides, the activities have to be suitable to facilitate students to frequently encounter words and their usage in real communication. That will meet the goal of vocabulary teaching and learning. Such activities include retelling, role play, ranking, interview, discussion, information gap, and solving problems.

3. Indirect teaching or incidental learning refer to every vocabulary encounter that students experience outside classrooms and incidentally, such as talking with other people, listening to the radio, watching TV, movies, cartoons, reading materials, and songs.

Holmes (2008) mentions that words are best learned through association rather than in isolation. They believed that a hands-on approach is needed as vocabulary is

part of a social process. The images of words are important as students tend to remember what they have created for themselves. Categorization of words also helps learners.

Some students are not good at memorizing, so having students memorize words can be done in pair-works. However, memorizing words can help students remember word meaning but it should be done carefully because having students memorize too many words at the start can make them forget the meaning of the vocabulary. So memorizing should be done along with giving meaning of vocabulary in sentences.

Another language learning activities, using pair and group works are a useful technique for guiding the language students towards better and easier communication. And role-playing, language games, the use of pictures and authentic materials, and information-gap and problem-solving tasks are the principal activities of the communicative language teaching (CLT) classroom (Richards & Rodgers. 1995).

Nation (2008) suggests eight ways to present vocabulary as follows:

1. using an L1 translation
2. using a known L2 synonym or a simple definition in the L2
3. showing an object or picture
4. giving quick demonstration
5. drawing a simple picture or diagram
6. breaking the word into parts and giving the meaning of the parts and the whole word (the word part strategy)
7. giving several example sentences with the word in context to show the meaning.

8. commenting on the underlying meaning of the word and other referents.

In addition, Tongpao (2007) mentions that there are other varieties of strategies and techniques to teach new vocabulary efficiently as follows:

1. Guessing meaning from context refers to helping students' learning new words through context that contains many clues for guessing the target words. This way not only promotes students' word knowledge, but also develops students' reading comprehension.

2. Using games to promote not only students' retention of vocabulary, but also students' favorable attitude in learning language.

3. Using computer-assisted learning is a language instructional system through a computer program that includes the vocabulary, pronunciation, language forms. This technique promotes and encourages students' learning, practice, and memorization of vocabulary and language.

According to Marzano's theory (2004 ; cited in Chanthiam. 2009), it also suggests a direct instruction in vocabulary that it is a critical aspect of literacy development. Marzano (2004) points out instructional activities that help students understand new vocabulary terms that are taught directly and also remember what they have learned at a later date. The instructional activities in this theory can be organized into six instructional steps. The first three steps are used to introduce a new term to students. The last three steps address different types of multiple exposures that students should experience over time to help them shape and sharpen their understanding of the terms. The six steps are as follows:

Step 1: Explain - provide a student-friendly description, explanation, or example of the new term.

First, teachers should provide students with information about the new terms. There are a number of different ways that teachers can help students build their initial understanding of the terms. Teachers can tell a story using the terms, use video or computer images as a source of information, use current events to connect the terms to something familiar, describe their own mental pictures of the terms, and find or create pictures that exemplify the terms.

Step 2: Restate - ask students to restate the description, explanation, or example in their own words.

During the second step, teachers ask students to restate the meaning of the term in their own words. It is critical that instead of simply copying what the teacher has said, the students “own” the new terms by constructing their own descriptions, explanations, or examples. Their constructions need not be comprehensive, but efforts should be made to ensure they do not contain major errors. It is very useful to have students record their descriptions, explanations, and examples in a vocabulary notebook. For each term, the notebooks should provide a space for students’ descriptions (Step 2), students’ picture or representation of the term (Step 3), and room for additional information students might add as a result of Step 4, 5 and 6.

Step 3: Show - ask students to construct a picture, symbol, or graphic representation of the term.

In this step, students are asked to construct a picture, symbol, or graphic representation of a term; this forces them to think of the term in a totally different way. Written or oral descriptions require students to process information in linguistic ways. Pictures, symbols, and graphic representations require students to process information in nonlinguistic ways.

If students are not accustomed to creating pictures and graphics for ideas, they might initially need significant guidance and modeling. Even if they have experience with nonlinguistic representations, it is likely that they will still need help with terms that are difficult, new to them, or abstract.

Step 4: Discuss - engage students periodically in structured vocabulary discussions that help them add to their knowledge of the terms in their vocabulary notebooks.

During the fourth step, students are engaged in activities designed to help them discuss and review the terms in their vocabulary notebooks. These activities include having students compare and contrast terms, classify terms, identify antonyms and synonyms, and create analogies and metaphors using the terms. During this time, students should be provided with opportunities to add to or revise the entries in their vocabulary notebooks.

Step 5: Refine and reflect- periodically ask students to return to their notebooks to discuss and refine entries.

The theory has suggested that interacting with other people about what we are learning deepens the understanding of everyone involved-particularly when we are learning new terms. During Step 5, students examine the entries in their vocabulary notebooks to make changes, deletions, and additions. The teacher might ask students to do this in pairs or small groups. Students might compare their descriptions of the term, describe their pictures to each other, explain to each other any new information they have learned or new thoughts they have had since the last time they reviewed the terms, and identify areas of disagreement or confusion and seek clarifications.

Step 6: Apply in learning games-involve students in games that allow them to play with terms.

Games might be one of the most underused instructional tools in education. Many types of games can help teachers keep new terms in the forefront of students' thinking and allow students to reexamine their understanding of terms. It is important to set aside blocks of time each week to play games in order to energize students and guide them in the review and use of important terms.

In summary, vocabulary teaching is one of the most important components of any language class. There are various effective techniques to present new vocabulary in classroom. Teachers should try to find the teaching methods that are most appropriate to teaching vocabulary. Therefore, one of the most successful techniques being used nowadays is teaching vocabulary through games. Using games are good tools to improve English vocabulary learning ability, makes more interesting class and also motivates the students.

2.3 The Use of Games in English Language Teaching

The ways teachers interact in the classroom with students have motivational influence on their learning behavior. The use of games in language learning provides a principle for varieties of classroom activities that would maintain a higher level of motivation and interest among students.

2.3.1 Definitions of Games

There are several educators defining games as follows:

Heinich, Molenda, and Russell (1990 ; cited in Chaiphar. 2002) indicate that a game is an activity in which participants follow prescribed rules that differ from those of reality as they strive to attain a challenging goal.

Hormsombut (1991) notes that games mean the funny activities, including rules for the players. There are quiet games and active games for individual and for group. Some can release the stress, others can stimulate the students to be active in studying.

Byrne (1995) give the definitions to game as an activity or a form of play governed with rules, goal and an element of fun. Students should enjoy and fun using language in the course of a game.

Kramer (2000) notes that games are objects which consist of components and rules. The components are the hardware, the rules are the software. Both can exist independently from each other, but separately are not a game.

Deesri (2002) states that games include many factors: rules, competition, relaxation, and learning in particular. The main focus of using game in class is to help students learn and have fun.

Misirli (2007) mentions that games stand as a group of tools of language learning in a natural process. It would be best to take the advantages of games as they are fun, and also motivating and relaxing tools.

Sanchez, Morfin and Campos (2007) state that a game is considered a valuable technique, which includes three principal elements: competition, rule(s), and enjoyment, which should be well established by a teaching-learning objective.

Talak-Kiryk (2010) points out that games are fun activities that promote interaction, thinking, learning, and problem solving strategies. Often, games have an

aspect that permits the players to produce information in a short time period. Some games require the players to engage in a physical activity and/or complete a mental challenge.

Youxin (2010) describes that games do not just activities mainly aims to break the ice or to kill time during a class. A well designed game is rule-governed, has specific pedagogical goals, and enhances language acquisition.

In short, game is a funny activity which games includes: rules, competition, enjoyment, and learning in particular. Using games are tools that enhance the motivation of the students and relaxation learning atmosphere.

2.3.2 Types of Games

Games can be divided into categories in many different ways. There are many scholars categorize games as follows:

Saenpanya (1993 ; cited in Chaiphar. 2002) divides games into two main types: active games and passive games. Active games refer to the games that students move all the time. Sometimes they may make a loud noise. These kind of games are different from passive games because passive games are the games that students stay still. They do not have chances to move or make a loud noise.

Toth (1995) and Hadfield (1999) mention that a game is an activity with rules, a goal and an element of fun. There are two kinds of games: competitive games and co- operative games. Competitive games in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal. The emphasis in the games is on successful communication rather than on correctness of language.

Additionally, Hadfield (1999) lists games into linguistic games and communicative games. Linguistic games focus on accuracy. Correct repetition of a limited range of language forms or contents is the important characteristics of them, such as the correct usage of each single word. Whereas, communicative games focus on fluency. Communicative games give priority to successful communication rather than correctness of language.

Amphaiphan (2002) states that there are seven varieties of game for facilities to choose and teaching language as follows:

1. Number games that increase knowledge about number.
2. Vocabulary games that test memorization of knowledge about pronouncing, spelling, meaning and part of speech.
3. Structure games that teach grammatical rules.
4. Spelling games that improve memorization of vocabulary and spelling.
5. Conversation games that help the students to practice about information and communication.
6. Writing games that practice the writing skill.
7. Miscellaneous games that encourage the student to enjoy and learn language such as role play, drama and debate.

Sanchez, Morfin and Campos (2007) explain types of games which can be classified as follows:

According to students' age, games are designed for children, teenagers, youngsters or adults. It is often very much a matter of opinion and local circumstance to place a particular game in one of these categories. In other words, the teacher chooses the game according to students' needs, and also considers their personalities.

According to students' level, there are games for elementary, intermediate and advanced. A peculiarity, which exists in games, is their flexibility of adaptation, this means that the same game can be used in an elementary level or in advance one by just adapting the complexity of the item studied or practiced.

According to the place or the space where games can be used, the classification might be outdoor games and indoor games. Outdoor games can be played outside the classroom in free space. Indoor games are developed inside the classroom by using the material available in it (chairs, table, board, etc.).

According to the number of students games can be done:

1. Individually, when each student competes alone.
2. By teams or groups, when a group of three or more students compete against other teams. The number of students each team should have depends on the objective to be achieved in the game.
3. By pairs
4. By the whole class

According to the skill wanted to practice there are:

1. Listening games, in which the aim is principally focused on the practice of the listening skill.
2. Speaking games, where oral communication is the principal objective of the task.
3. Writing games, in which the aim is principally the practice of the writing skill.
4. Reading games, where reading comprehension is the principal purpose of the task

According to the subskills wanted to practice there are:

1. Grammar games that provide experience of the use of particular patterns of syntax in communication.
2. Vocabulary games that are the ones in which the learner's attention is focused mainly on lexicon.
3. Spelling games, which mean the way the words are spelt.
4. Pronunciation games, which mean the way the words or phrases, are uttered.

The subskills games also can be considered as games for improving accuracy.

Jager (2009) mentions that games can be categorized into mental games and physical games, ranging from active to more quiet, and from basic to advanced. Mental games keep students mainly focused on speaking and producing the target language, whereas physical games keep students concentrated on their own answers.

In conclusion, it is difficult to classify games because categories of games often overlap. Games can be categorized according to different criteria, for example functions, learning styles, and student levels depending on the purpose of games.

Each game have different goals, when we play games, we should select games suitable for objective to motivate and challenge students to use of language.

2.3.3 Reasons for Using Games in the Language Classroom

Games are very useful in a class because they provide an opportunity for students to use their language in a less formal situation (Carrier. 1990 : 6), without the pressure of doing it absolutely rightly or not, but with the enthusiasm for winning the game, as well as practicing the language.

Siguridurdugg (2010) mentions that there are a number of reasons that games deserve a place in the language classroom. First of all, they are fun, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest. Keeping students active is vital because teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process. Lewis (1999) notes that games are fun and children like to play them. Through games children experiment, discover, and interact with their environment.

Second, games also play a big part in helping participants build relationships, and to feel equal. Playing games in the classroom can also help create a friendly and positive atmosphere where seat arrangement can differ from game to game, and thus cause diversity from the norm which can be extremely helpful in keeping an exciting learning environment.

Third, the reason most people want to learn a language is to be able to use it in real situations, for example when travelling. Games can be a very good way to practice this skill because they can easily be used to reenact various situations from real life and provide students with practice in their fluency. Also, by using games in the classroom the teacher is giving his students a bigger role, and he himself is stepping out of the frontline which is a positive thing because it allows students to take on more responsibility. Also that allows students to do more on their own, and that can very well result in an increase in their confidence level (Langran & Purcell. 1994 : 12-14).

Fourth, language students need to be exposed to the language in a variety of situations, which is a need games can fulfill. Language students also need to be ready

to take on the experience, keeping their minds open and being willing participants again, games make this possible.

Fifth, language students need to be emotionally involved, meaning they need to feel something while they are exposed to the language. Strong emotions, such as happiness, excitement, amusement and suspense allow students to feel positively about their learning situation and are therefore likely to have a positive effect on language learning.

Sixth, games are good for shy students and students with low confidence, and that applies specifically when playing takes place in smaller groups because then they get a chance to speak in front of fewer audience instead of having to express themselves in front of the whole class. Also it is sometimes easier to open up and forget the shyness when playing a game because the atmosphere is not as serious and more emphasis is put on fluency rather than grammatical correctness (Langran & Purcell. 1994 : 12-14).

Seventh, games can be a good strategy when teaching various subjects because they are very likely to spark interest amongst students. They can be used with students of all ages, and when they are used with other teaching methods they create diversity which is ideal for school work (Sigurgeirsson. 1999 : 80 ; cited in Siguridurdugg. 2010). A study that was undertaken in Iceland in 2006 shows clearly the need for diversity in schools. Many participants in that study complained about the lack of diversity, and that they wanted more of it in order for their learning to become more fun and progressive in their school (Lovisa, Laufey & Samúel. 2006 : 34 ; cited in Siguridurdugg. 2010).

Finally, using games in the classroom is important because many children do not get enough opportunity to play during their free time, which can be traced to the rapid changes in our society. Cities are getting bigger and traffic is getting heavier which means that more and more parents are hesitant to let their children play outside. Also passive activities such as watching television, or the computer screen are seen as being more exciting than actually physically playing, so today the sight of children playing various games in groups outside is becoming much more rare than it was 10, 15 or 20 years ago. This is not a good development, and it can have several bad consequences for our society. One possible consequence is that the lack of movement can cause health problems because even though not all games are physical some certainly are (Masheded. 1989 : 3). Another consequence this change might have is decreased social skills because, according to Piaget, children's games reflect society and that by playing games children learn many of society's rules and regulations (Cole, Cole & Lightfoot. 2005 : 536).

2.3.4 The Principles of Selecting Games in Teaching Language

There are a lot of language games which teachers have a variety of choices. Teachers should be very careful about choosing games which games to use in a specific class which game will be most appropriate and profitable with the students (Deesri. 2002). Many experts have presented the principle of selecting game as follows:

Carrier (1990) states there are many factors that can influence the effectiveness of games:

1. Teachers should consider the level of the game to fit their students' language level.

2. Teachers should choose the game that fits the purpose of that class or the content.

3. Teachers should consider students' characteristics: whether they are old or young, serious-minded or light-hearted, and highly motivated to learn or not.

4. Teacher should also consider when the game should be used because there is a big difference between using the game in the morning or in the afternoon, on Monday or Friday.

5. Teachers should also be able to play and overact sometimes to help students feel comfortable and want to join the activity.

Khongtha-worn (1996) mentions that using games is to help the students learn meaningfully. Some advice regarding effective ways to use games in classroom are as follows:

1. Games can be prepared in a short time.
2. Games should be convenient to play.
3. Games should be short enough to be part of the lesson.
4. Games should be entertaining,
5. Games should contribute physical movement..

Khan (1996) states that students may wish to play games purely for fun. Teachers, however, need more convincing reasons. Teachers need to consider which games to use, when to use them, how to link them up with the syllabus, textbook or programme and how more specifically, different games will benefit students in different ways.

The Ministry of Education (1996) suggests the following for teaching games:

1. Games should support important language learning.

2. Games should help students practice the lesson.
3. Games should save time.
4. Games should allow many students to participate in playing.
5. Games should be exciting.
6. Games should be simple and easy to play.
7. Games should be interesting for the teachers as well.
8. Games should contribute physical movement.
9. Games should be suitable for the players' age.
10. The location should be suitable for the games.
11. Materials should be safe for the players.

Suwannasri (1997) mentions the principle of selecting game as follows:

1. Games should be relevant to objectives and content.
2. The place should be suitable for games.
3. Games should be suitable for the number of players.
4. Games should be appropriate for the level.
5. Games should match the players' age.
6. Games should not be noisy nor disturb the neighbouring classes.
7. Games should be appropriate with the time.
8. Prepare the materials.
9. Does it have the present?
10. Games should have the handout.

Tyson (2000) gives some tips for teachers to choose games:

1. Games should be more than just fun.
2. Games should include friendly competition.

3. Games should keep all students interested and involved.

4. Games should encourage students to focus on the use of target language rather than on the language itself.

5. Games should keep students concentrated on meaning rather than on language forms.

Amphaiphan (2002) states that choosing games for teaching is very important, teachers should consider these things as follows:

1. Games should match the number of students; individual, in pairs, in groups, or with the whole class.

2. Games should be suitable for the place; indoor, outdoor or house.

3. Games should fit the students' age.

4. Games should appropriate for the level of students; elementary, intermediate, or advanced.

5. Games should be appropriate with the time.

6. Games should be relevant to the content.

7. Games should be careful about noise, culture, gender of the players.

Hong (2002) points out the key to a successful language game that the rules are clear, the ultimate goal is well defined and the game must be fun. Below are some questions which we might consider as we choose a game:

1. Which language does the game target?

2. Which skills does it practice? The language skill focus could be any one of the major skills of listening, speaking, reading or writing.

3. What type of game is it?

4. What's the purpose for using it?

5. Does it fit the students? How could I simplify or make it more complex if necessary? Many games require modification in use when the students' need are taken into consideration.

6. How much interaction and participation is there? Maximum involvement is something we are pursuing.

7. Do I like the game myself?

Sanchez, Morfin and Campos (2007) explain the principal factors teachers have to consider are related to the game itself, the students, the moment in which the game is applied, the time, the preparation but essentially on the objective:

1. As to the game it is necessary to know:

1.1 The main aim of having a game, in other words, to analyze perfectly the purpose of the activity.

1.2 Based on the point above, to establish the specific language skill to be achieved and the time (presentation, practice or production) in which it should be presented and applied.

1.3 Also, if the game is used for introducing a topic, for general practice or to reinforce any language skill.

2. About students, teachers should mainly take into account:

2.1 The students' level in language (beginners, intermediate or advanced).

2.2 Students' age, this is if students are children, teenagers or adults.

2.3 Students' manners, if they are serious-minded or light-hearted.

2.4 Students' situation towards the language, if they take English as a compulsory subject or are highly motivated in learning it.

2.5 The size of the class (the number of students in the course).

2.6 The students' cultural background.

3. The moment when the game is used is important too. In other words, students' motivation and interest in a game may be very different on a Monday morning from the last hour of class on Friday or, students' response to a game after a test or after a discussion lesson.

4. As to the time, teachers should consider the minimum amount of time needed to play the game with the maximum amount of time available in the lesson.

5. About the preparation of the game teacher should:

5.1 Check if there is access to get the material and/or if it is available at school.

5.2 Examine the physical space in which the game will be applied.

5.3 Realize the noise factor, if there are more classrooms (classes) around.

5.4 Anticipate, in case they are presented, possible problems in order to deal with them effectively.

Youxin (2010) suggests that general principle for using games in the classroom as follows:

1. Find out students' proficiency level.
2. Identify students' characteristics.
3. Choose or design games appropriate for students.
4. Consider how to carry out games.

Besides the above general principles, Youxin (2010) mentions that English

teachers should be especially aware that the effectiveness of game depends on how it is designed and whether it is appropriate. Some games must be adapted in order to fit students' language levels, characteristics, and learning styles. It is teachers' responsibility to choose proper games according to specific situations in order to achieve the maximum effectiveness of the games. Teachers should choose games that meet the objectives of a class, considering students' age, attitude, and motivation, and decide when to use games because timing is important.

On the whole, there are a great number of language games, so teachers have a variety of choices. It is sometimes difficult for teachers to find a perfect game that fulfils all requirements. One game might be perfect for one teacher or a particular group of students it can be terrible for another teacher or group of students. However, selecting an appropriate game which game to use in a particular class and which games will be most successful with their students, teachers need to consider which games fit students' level, students' English proficiency, students' learning styles, students' characteristics, and experience of the students. Likewise, games should be used when they can encourage students both fun and usefulness of English.

2.3.5 Advantages of Using Games

Numerous benefits come with using games in English language teaching as follows:

Carrier (1990) summarizes that the use of games in the classroom has many advantages.

1. Games give a variety of tools to facilitate the teaching-learning process. Teachers can make use of games as they are one of the complementary tasks of a syllabus and with which students can better develop their learning strategies.

2. Games are flexible that they can be used for teaching any aspect of the language. One game can even be used to teach two or three language features at the same time. It is just a matter of adaptation considering the students' level and the objective of the class.

3. Games make the lesson less monotonous as they provide a great variety of class activities which help to maintain students' attention and interest in the language without getting bored.

4. Games raise the students' motivation in such a way that students enjoy their learning so much that they might not realize they are doing so.

5. Games make students produce language subconsciously. This means that students learn and/or review any aspect or ability of the language at the same time they focus their attention on whether they succeed in playing. In other words, they concentrate on the excitement of winning. Students produce the language without worrying if they are doing right or wrong; they just produce it and achieve it.

6. Games stimulate students' participation and give them confidence.

7. Games transform the teacher's role from that of formal instructor to that of an organizer or/and moderator of the class.

8. Games can also serve as a testing mechanism because they expose the students' weaknesses and strengths. This usually comes while the teacher is observing the performance of students in a game. The teacher takes notes about students' mistakes and weak points to give an adequate feedback. Of course, as games generally focus on one language aspect to practice or improve in the class, this cannot be a tool to be used as formal evaluation.

McCallum (1980) explains that there are many advantages of games as follows:

1. Games focus students' attention on specific structures, grammatical patterns, and vocabulary items.
2. Games can function as reinforcement, review and enrichment.
3. Games involve equal participation from both slow and fast learners.
4. Games can be adjusted to suit the individual age and language levels of the students.
5. Games contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation.
6. Games can be used in any language teaching situations and with all skill areas (reading, writing, speaking or listening).
7. Games provide immediate feedback for the teacher.
8. Games ensure maximum student participation for a minimum of teacher preparation.

Kim (1995) states that there are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills; speaking, writing, listening, and reading.
5. They encourage students to interact and communicate.

6. They create a meaningful context for language use.

Uberman (1998) notes that games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.

Khaemmanee (2001) considers that games are helpful in the classroom for a great number of reasons:

1. To help the teacher create a good atmosphere for teaching and learning.
2. To support the students learning by doing.
3. To allow the teacher and the learners to cooperate in activity planning.
4. To assist the teacher in teaching.
5. To help the teacher to achieve learning objectives.
6. To contribute to the students' physical, emotional, social, and cognitive development.
7. To enhance the students' concepts of democracy.
8. To encourage the students to be good leaders and good followers as well.
9. To teach the students how to work in groups and cooperative.
10. To help the students have fun.
11. To facilitate understanding in playing rules, competitive spirit, enthusiasm and social awareness.

Huyen and Nga (2003) mention that games have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually, involve friendly competition and they keep learners interested. These create

the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

Jung (2005) also states that the benefits of using games in language learning can be summed up in nine points as follows: games are learner centered; promote communicative competence; create a meaningful context for language use; increase learning motivation; reduce learning anxiety; integrate various linguistic skills; encourage creative and spontaneous use of language; construct a cooperative learning environment; and foster participatory attitudes of the students.

Youxin (2010) points out that there are various advantages come with using games in English language teaching as follows:

1. Games can provide students with opportunities to use English for real communication. Deesri (2002) notes that playing games in the classroom can not only increase students' ability in using language, as students get more chances to use language with a purpose the situations provided, but it can also connect them to the real usage of language outside the class.

2. Games can lower students' anxiety. Stress is the major barrier for language learners especially beginners. Beginners may have to deal with various unfamiliar words and grammatical structures. Lee (1979) and Richard-Amato (1988) agree that games are a good learning tool for students who just start to learn a new language.

3. Games can arouse students' interest in learning English. Games can attract students' attention (Deesri. 2002) and also create a competitive environment that keeps them interested (Huyen & Nga. 2003).

Yolageldili and Arikan (2011) mention that games provide language teachers with many advantages when they are used in classroom.

1. Games stimulate students' interest in classroom activities and as a result, students become motivated and willing to learn.
2. Games decrease students' anxiety towards language learning.
3. Games are student-focused activities requiring active involvement of students.
4. Games bring real life situations to the confinement of the classroom.

In brief, there are numerous advantages of using games in language teaching. Games are helpful which let learners feel relaxed, fun, and can be used to improve students' language learning and also give students a chance to use English. Therefore, teachers should be able to use some games that may be benefit to their students learn in a more natural way which enhances students' proficiency.

2.4 The Role of Teachers in Teaching with Games

For the role of teachers who want to teach successfully with games. The preparation before teaching is very important.

Mei and Yu-jing (2000) mentions the role of teacher as follows:

1. Prepare the materials in sufficient quantities.
2. Explain clearly what is to be done.
3. Check answers at the end of an activity.
4. Make sure everyone participant.
5. Control the time of each game.

Watcyn-Jones (2001) states the role of teacher to teach with games:

1. Prepare the material in sufficient quantities.
2. Explain clearly what is to be done.
3. Check answers at the end of an activity.

Furthermore, Watcyn-Jones (2001) states that once an activity has started, students usually work independently of the teacher at their own pace. The teacher goes round the classroom listening and monitoring their progress and only interfering or helping if absolutely necessary.

In addition, Amphaiphan (2002) suggests the good activities for teachers as below:

1. Plan the lesson plans of teaching.
2. Choosing games appropriately for the level.
3. Prepare the materials.
4. Study the steps of teaching with games.
5. Teach along the steps of lesson plans.
6. Observe and take care of the student.

Sanchez, Morfin, and Campos (2007) point out a main feature for applying games in the class is the teacher-students relationship. This is very important because the teacher should inspire students' confidence. The role of both teacher and students in the performance of a game explain as follows:

1. Teacher should be as a model, whose main function is to give clear instructions and a little demonstration of the game itself. This should be done until the teacher can be sure that students understand the activity.

2. Teacher should be as a moderator, whose function is mainly focused on observing, analyzing, helping, taking notes, making sure that the game does not out of hand, and providing feedback until the game is over. The teacher has a minimum participation in the game since the activity is centered on students.

3. Teacher should be as judge, which is related to how to approach students to the game. This is quite a difficult task because the teacher has to judge students and at the same time, make them feel confident.

On the other hand, students' roles depend on what the interactive game demands. In addition, students have to follow the rules of the game, and even though they do not notice they are achieving a specific part of the foreign language, they certainly are doing so.

Kopeccky (2009) suggests on how to design games useful.

1. Teachers should set a clear teaching goal for a class.
2. Teachers may give a demonstration if necessary to help students understand how to play the game.
3. Teachers should understand students' interest.
4. Teachers should monitor their class time effectively to make sure everyone takes an active part in a game.
5. Teachers should keep students busy and do not give them chances to wait, sit without doing anything, or simply waste time.
6. Teachers should require students to speak English only in class time.
7. Teachers should create an English-only environment is significant for language learning.

8. Teachers should be enthusiastic in front of the class. Enthusiastic teachers generally can motivate their students.

9. Teachers and students could have a good interaction through playing games in class.

In summary, games are of great benefit to both English teachers and students. It is important for the teachers should be aware about the requirements to do for games activities to enhance language teaching.

2.5 The Steps of Teaching with Games

Amphaiphan (2002 : 7) suggests the steps of teaching games in class:

1. Tell the name of game to encourage students.
2. Explain essential rules, instruction and how to play game.
3. The teacher, student or a group of students do a demonstration of the game.
4. Writes instructions and rules on the board.
5. Let each groups try to play.
6. Erase the instructions and rules from the board when students understand
7. Play along the steps of games.
8. Finish with game for appreciation before the students feel bored.

In terms of steps of teaching with games, Hong (2002) suggests as follows:

1. When giving instructions to beginners, a few words in the mother tongue would be the quickest way to make everything clear. More English exposure is a need at a later stage.

2. Games are best set up by demonstration rather than by lengthy explanation.

3. It is very important not to play a game for too long. Students will begin to lose interest. It is best to stop a game at its peak.

Sanchez, Morfin and Campos (2007) explain the steps in which a game is developed in a class as follows:

1. The teacher should give the instructions and an example of the game.
2. Then, students play the game. They should never be interrupted to give feedback because it may reduce their motivation and they might lose their confidence in the language. The teacher should be present so as to be able to assist students if they ask for help while the game is played.
3. Afterwards, the winner(s) is decided according to the rule(s) of the game.
4. At the end, there is feedback. It is a teacher's decision if it is given individually or in general to the class.

As mentioned above, games can be a good teaching tool for most teachers and help students learn more effectively. Teachers should do those steps which are suitable in each class to enhance the students who learn language through games.

2.6 Efficiency

2.6.1 Definition

Efficiency refers to the quality of the multimedia package that is created in the instruction set. It facilitates and reinforces students' learning the content effectively (Phromwong, 1987).

2.6.2 How to Find out the Efficiency of Instructional Materials by

Empirical Approach

Instructional materials are tried out with the target groups of students. Most of instructional materials are calculated to find out the efficiency by considering from the percentage of exercise, learning process, or sub-test (Kitrakarn, 2001), as follows.

Two numeric values such as $E1/E2 = 80/80$, $E1/E2 = 85/85$, $E1/E2 = 90/90$, etc.

The criteria of calculating for the efficiency such as $E1/E2 = 80/80$ has showed that the criterion set 80/80, first criterion set 80 (efficiency of the process) is percentage of learners' total means score from exercises scores of English vocabulary lesson plan by using games. Second criterion set 80 (efficiency of the outcomes) is percentage of learners' total mean scores from achievement test (Posttest). The statistical formulas are as follows.

$$E_1 = \frac{\frac{\sum X}{N}}{A} \times 100$$

E_1 = Efficiency of the process

$\sum X$ = Total scores of exercises that the samples gained

N = Number of samples

A = Total score of the exercises in the lessons

$$E_2 = \frac{\sum F}{N} \times 100$$

E_2 = Efficiency of the outcomes

$\sum F$ = Total score of samples who pass the posttest

N = Number of samples

B = Total score of the posttest in the lessons

Standard criterion to find out the efficiency of instructional material should be 75/75, 80/80, 85/85, or 90/90 depending on the contents and characteristics of the subject. Normally, we define standard criterion 75/75 for subjects related to skill or attitude, and 80/80, 85/85, or 90/90 for the subjects related to cognition. The level of mistake is accepted at 2.5 %.

Efficiency criterion refers to the levels of efficiency of English vocabulary lesson plans by using games employed in classroom activity and helps reinforce students' learning and leads the satisfaction to those teachers who construct them. Defining efficiency criterion can be defined by assessment the two kinds of the students' behavior: efficiency of procedure (E1) assessed by noticing the students' learning activities performance continuously and efficiency of result (E2) assessed by posttest or final examination. Efficiency is expected as the criteria that satisfy the teachers with the students' learning behavior. Efficiency is defined as percentage of the students' whole score.

Srisa-ard (2003 : 153-156) mentions that the development of teaching and learning or innovation is inevitable to do the trial and find the efficiency of development to ensure that it is valuable for teaching and learning activities. Finding

the efficiency, the criterion widely used is 80/80 which comprises of two approaches are as follows:

1. Consider from the most of the students (80 %) who are able to achieve learning outcomes at a high level (80 %). In this case the innovation used take less time in teaching only one content. The criterion 80/80 refers to the number of students no less than 80% of students who scores at least 80% of the total score.

2. Consider the result during and at the end of the procedure which is average in high level (80 %). In the case of teaching several times with lots of contents such as three chapters and the measurement during the study (formative) take several times, the criterion 80/80 have the following meanings, namely, the first criterion set 80 is the efficiency of the process (E1), and the second criterion set 80 is the efficiency of the overall effect (E2).

Srisa-ard (2003 : 156) also indicates the concepts of determining the criterion as follows:

1. The efficiency criterion can be set variously depending on the researcher himself. If he wants high efficiency, the criterion may be set at 90/90, but in this case it may have problems that the efficiency can not be achieved the goal. It is not easy to get most of the students scored an average of almost 90 %. Therefore, the criterion set 90/90 is not determined in most research. It is likely to set lower than 80 in both the process and the overall effect as the criterion set 70/70 that means the teaching material developed is effective and can be used to develop most students to achieve their learning at high levels. The criterion set 50/50 or 60/ 60 indicates that the students can be developed average score on one half or slightly more than half (60%), which is unlikely to be enough, it should be developed to be at a more higher level.

2. The criterion set 80/80 is not defined as the ratio between the two parts.

Generally, it is not interpreted by the comparison. Therefore, the researchers can not only write in the form 80/80 but also 80,80 or even a criterion 80% of the overall process and results. The 80/80 separates the efficiency of the process, the first 80 and the overall effect, the second 80.

3. The researcher may set the two parts which does not equal as the criterion set 70/80 which means that the efficiency of process is 70% and the overall efficiency is 80%. However, it is not commonly defined in such a manner.

2.7 Concepts and Theories of Satisfaction

Satisfaction is an abstract attitude which can not be seen as shapes. To know that the people were satisfied or not, they can be observed from the expression quitting complex. People's satisfaction is difficult to measure directly. It can be measured by their opinions they perform. Nevertheless, the expression of their comments or opinions must match their real feeling.

2.7.1 Definitions of Satisfaction

One of the most important factors is the students' satisfaction. Satisfaction can be defined in many ways by the academics as follows:

Applewhite (1965 : 5) defines the satisfaction as gratification or happiness derived from physical environment and resulting from participating in activities.

Chai-anan (1997 : 17) indicates that satisfaction is a feeling that a person expresses his happiness or willing to meet the needs of what is missing or what is causing of the imbalance. In other words, satisfaction is what determines the behavior of individuals those impacts on their performance.

Sritragul (1998 : 55 ; cited in Narmratch. 2011) defines the satisfaction as an individual feeling toward things positively that can change over time and situations. Thus, satisfaction of learning refers to satisfaction of taking participation in learning activities to achieve the goals of learning.

Puntevee (1998) mentions that satisfaction is a feeling within the soul of human which is not expressed the same. It depends on the expectation of each person that whether he can meet a lot of satisfaction. Individuals feel satisfied when outcomes match expectations or desires, and feel dissatisfied when outcomes are less than expectations or desires.

The Royal Institute Dictionary (1999 : 775) defines the satisfaction as a human's satisfied feeling on behavior attempted to get rid of tension, anxiety or the unequilibrium condition in the body. For example, when a man can get rid of things, he would be satisfied with what he needs.

Chanprecharat (2000 : 52) indicates that satisfaction is person's feeling toward positive performance such as favor, love, satisfy, and good attitude to work which occur from need response.

Saengchai (2000 : 11) points out that satisfaction of performance is a feeling that performers have attitude toward performance. This feeling will motivate them to love to work on their duty. They want to do and find out the effective performance process. It leads them to effective performances which achieve organization purpose.

Muri (2001: 35 ; cited in Narmratch. 2011) states that the satisfaction refers to the emotion filled with joy or positive attitude toward work, organizations and individuals that affects the imposed performance objectives in positive way.

Arunornsri (2003) states that human's satisfaction is behavioral performance abstract of a human that can not be seen as shapes. To know that the people were satisfied or not can be observed from the expression which is quite complex and it needs to be stimulated to fulfill their expectations.

Khinna (2003 : 29) states that satisfaction to performance is the performers' thinking or attitude toward their performance. It concludes process, components, and factors of work. If it is positive, it provides good satisfaction toward performance. They will devote labor, spirit, money and wisdom to work a lot. In contrast, if it is negative, it provides bad satisfaction which leads them lack of enthusiasm and bad performance. Satisfactions of performance are supported by administrator to motivate the performers to want to act with happy and achieve the performance efficiency based on the purposes of the organization.

In summary, satisfaction is one's feeling toward something which occurs in mind and affects a display of behaviour. Student's performance is an important measure of the success. Therefore, it is important to know students feeling about learning vocabulary through games.

2.7.2 Principle of Enhancing Motivation

Issarapreeda (2003 : 310) states that principles of enhancing motivation in learning are as follows:

1. Praise and blame, both of them influence the students' learning.
2. Many examinations, scores of tests are students' motivations. They are significant to students and motivate them to pay attention in learning.
3. Self-learning provides students to always want to learn.
4. New methods enhance students' desire to learn.

5. Setting the prize for assignment enhances students' aspiration to learn.
6. Giving examples which the students are familiar is simple to comprehend for students.
7. Connection the new lessons with the knowledge that they have learned supports the students' learning.
8. Games and drama, learning by doing or real situation is more understandable.
9. Reducing and avoiding stressful situations are crucial factors helping students learn effectively.
10. Motivation is a significant element of learning. Motivated students develop into active and curious learning. Learners will have a positive effect on their performance.

2.7.3 Theories Related to Satisfaction

There are a variety of studies and theories about the motivations that will lead to satisfaction in the work.

Issarapreeda (2003 : 310) considers Maslow's the human needs theory; human always needs which never end when he achieves some needs he will need another.

The followings are 5 needs according to Maslow's human needs theory.

1. Basic physiological needs are the most basic and instinctive needs in the hierarchy, such as, the needs for food, air, water, temperature, sleep, defecation, residence, clothes, medicine, relaxation, and sex needs, etc.

2. Safety and security needs are the needs about shelter and removal from danger in work including security in economic status. Security needs are important for survival, but they are not as demanding as the physiological needs which include a

desire for steady employment, health insurance, safe neighborhoods and shelter from the environment.

3. Love and belonging needs are the needs about love, acceptance, and being a part of groups. There are various groups such as family, and social group. These needs are less basic than physiological and security needs.

4. Self esteem needs are the esteem from others. They are the needs that influence display behavior of human in firstly.

5. Self-actualization is the highest level of human needs, such as, need to be a leader of organization and famous people.

In conclusion, stimulating and assisting learners' necessary satisfaction of the learning experience, and offering external satisfying cause their achievements. In addition, creating an awareness of just treatment is also important, and the strength of learning by affording useful and fair feedback are main factors in learning.

2.8 Previous Studies Related to the Present Study

This section focuses on major findings of the previous studies on the use of games in teaching done by some Thai and foreign researchers. These studies are summarized and presented as follows:

Srirat (2000) investigated the development of instructional multimedia computer on English vocabulary games for Prathom V students. The purposes of this study were to develop the instructional multimedia computer on English vocabulary games for Prathom V students and find out its efficiency based on the 90/90 standard criteria. The results revealed that the instructional multimedia computer on English

vocabulary games for Prathom V students had efficiency 96.70 / 99.30 and had quality as evaluated by the experts in good level.

Chaiphar (2002) improved students' vocabulary through games. The purpose of the research was to improve Mathayomsuksa 4 students' knowledge of vocabulary. The research instruments comprised of 1) eight sets of vocabulary games which consisted of five types; crossword, puzzle, bingo, hangman and scramble, 2) a vocabulary test with 50 items used as the pretest and the posttest, and 3) vocabulary quizzes for checking students' knowledge before and after playing games. The results showed that vocabulary games had the efficiency of 88.33/85.08 and the effectiveness index of 0.71 which was above the standard criteria. The samples who played games got higher scores from the posttest than before studying them. There was a significant difference between the pretest and the posttest at 0.01 level of significance. The result could be interpreted that vocabulary games could help the students learn English vocabulary.

Chansri (2002) examined the effects of using games in English vocabulary teaching on learning vocabulary ability and retention of Mathayomsuksa 2 students. The purposes of this research were to compare learning English vocabulary ability and to study learning retention of Mathayomsuksa 2 students taught by using games with those taught by conventional methods. The collected data were analyzed by t-test for independent and t-test for dependent samples. The results of this research revealed that the learning English vocabulary ability of the students after being taught by using games was significantly higher than that of the student taught by conventional method at the .05 level. There was significant difference at the .05 level

in retention of the students between those taught by using games and those taught by conventional method.

Huyen and Nga (2003) studied the effectiveness of learning vocabulary through games with Vietnamese students. The objective of the research was to help students find language classes, especially vocabulary lessons more interesting, and to achieve more from games. The findings show that games are effective in helping students to improve their vocabulary building skills. That is, students collaborated quite actively in games that required group work, even the quiet students. They said that they liked the relaxed atmosphere, the competitiveness and the motivation that games brought to the classroom. This is because students have a chance to use their imagination and creativity during activities like games in the classroom. 17 of the 20 students expressed their satisfaction after the games and many of them wanted to play more as they said those games were fun and they found games helpful for their learning. Students in the classes were gradually progressing in English vocabulary and games helped them to learn new words and phrases that appeared in the games and to recall their existing vocabulary at the same time.

Phanyachawat (2004) examined the effect of teaching by using games towards communicative speaking abilities and attitudes in English subject for Mathayomsuksa 3 students. The goal of this research was to compare communicative speaking abilities and attitudes towards English subject of Mathayomsuksa 3 students who were taught by using games and those taught by the teacher's manual. The instruments were English speaking lesson plans, games, and the teacher's manual, communicative English speaking abilities test and questionnaires on attitudes towards English subject. The results of this research revealed that the communicative English

speaking abilities of the students taught by games was significantly higher than that of the students taught by the teacher's manual at the 0.5 level. The attitudes towards English subject of the students taught by games was significantly higher than that of the students taught by the teacher's manual at the 0.5 level. Furthermore, the students' communicative English speaking abilities and the attitudes towards English subject through instruction using games were higher in the posttest than in the pretest, significantly at the 0.5 level. And the students' communicative English speaking abilities and the attitudes towards English subject through the teacher's manual were higher in the posttest than in the pretest, significantly at the 0.5 level.

Sripramong (2004) studied the effect of using vocabulary games on the retention in learning vocabulary of Prathomsuksa five students. The purpose of this experiment was to study the effect to using vocabulary games on the retention in learning vocabulary of Prathomsuksa five students. The findings revealed that the students' retention in learning English vocabulary games were at high level. In addition, the students of Prathomuksa 5 were satisfied with the vocabulary activities.

Phumilak (2005) studied enhancement of sentence structuring ability using word sequencing games. The aims of the study were to evaluate the effectiveness of the constructed word sequencing games and the students' attitudes towards the games. The research instruments were 1) achievement tests through the effectiveness of the games was found and analyzed using the t-test statistical method; 2) students' feedback questionnaires through students' attitudes were explored and analysed using percentage; 3) researcher's observation checklist which were analysed in percentage and used to strengthen the students' feedback questionnaires; and 4) interviewed were analysed in percentage and used to confirm the results from both achievement test and

students' feedback questionnaires. The results were that the participants' sentence structuring ability was substantially improved and that all of them had positive attitudes towards the game.

Rungrojnimitchai (2005) constructed a study on retention in learning English vocabulary using vocabulary games for children with hearing impairment in Prathomsuksa VI. The purpose of this study was to investigate the retention in learning English vocabulary through vocabulary games for students with hearing impairment in Prathomsuksa VI. The instruments were vocabulary games, lesson plans and English learning achievement test. The finding indicated that retention in learning English vocabulary of students with hearing impairment after teaching by vocabulary games was seventy percent.

Amornrit (2006) studied the development of computer multimedia instruction on Language Games in English substance for level 2 students. The purposes of this study were to develop the instructional multimedia computer on Language Games in English substance for level 2 students and to find out efficiency according to the set of 85/85 criterion. The study instruments were the computer multimedia instruction on Language Games, achievement tests, and rating scale questionnaires. The study result revealed that a quality of the computer multimedia instruction on Language Games in English substance for level 2 students as valuated by content experts reached a good level and by educational technology experts reached a very good level, and had the efficiency of 87.44/86.17, corresponding with provided criteria.

Jamjanta (2006) studied a comparison of learning achievement and retention in English vocabulary of Prathomsuksa 6 students when using games in contrast to not using games. The research was aimed at comparing the learning achievement and

retention over meaning of English vocabulary of Grade 6 students treated with pedagogical plans containing games with that of students not using games, and investigating the students' satisfaction over the English pedagogical plans containing games. The findings can be summarized as follows: 1) Learning achievement regarding English vocabulary recognition of the treatment group after being treated with pedagogical plans containing games was significantly higher than that of the control group being treated with pedagogical plans containing no games ($P > .05$). 2) The retention of those in the treatment group after being treated with pedagogical plans containing games was not significantly higher than that of the control group being treated with pedagogical plans containing no games ($P > .05$). 3) The students' satisfaction with the English pedagogical plans containing games was at a high level.

Supakaew (2007) developed using games as a supplementary activity to enhance English vocabulary learning of grade 4 hill tribe students in Suksanaree Anusorn 1 Baan Muang Noi School, Mae Ai district, Chiang Mai province. The purposes of the study were to examine the results of using games as a supplementary activity to enhance English vocabulary learning of Thai students, and to investigate the level of students' satisfaction towards the activity. The results showed that there was a significant improvement in the students' vocabulary learning through vocabulary games exercises. In addition, the results of the study indicated that the students' satisfaction was at a high level.

Na-Udom (2008) studied development of activities for practicing English skills through Total Physical Response method, songs and games for Prathomsuksa 5 students with learning disabilities in Sakon Nakhon Welfare School. This study aimed to; 1) develop activities for practicing English skills through Total Physical

Response method, songs and games; 2) compare learning achievement of students with learning disabilities before and after practicing English skills on the developed activities through Total Physical Response method, songs and games; and 3) study the satisfaction of students with learning disabilities after practicing English skills on the developed activities through Total Physical Response method, songs and games. The findings showed that the activities for practicing English skills through Total Physical Response method, songs and games corresponded to the Basic Education Curriculum B.E. 2544, strands and learning standards of foreign language in Prathomsuksa 5. The students' English learning achievement after practicing English on the developed activities through Total Physical Response method, songs and games was higher than before practicing at the .01 level of significance. Moreover, the students with learning disabilities were satisfied with the developed activities through Total Physical Response method, songs and games, at the high level.

Kullaya (2009) constructed the development of teaching and learning activity English vocabulary for Prathomsuksa 3 students using games. The objective of this research was to develop instructional activities of English vocabulary for Prathomsuksa 3 students using games. The instruments consisted of; 1) nine English lesson plans by using games, 2) the teacher's observation record form, 3) the record form of instructional management and the end cycle test, and 4) the learning achievement test of English vocabulary using games. This study found that the students had their learning achievement scores of learning achievement of English vocabulary higher than the specified criterion as percentage of full score 73.33%.

Alemi (2010) developed educational games as a vehicle to teaching vocabulary. This study attempted to investigate the role of using word games in

expanding the learner's vocabulary. The participants were selected randomly from a male/female group of third grade junior high school students studying at a private school. First, a standardized test was administered to 100 students out of which 60 almost homogeneous students were selected and randomly divided into two groups: experimental and control. Both groups were taught words using traditional methods, however, the experimental group received word games as a treatment at the end of each session. Finally, a vocabulary test was administered to both groups to determine the differences between them. The score obtained from the groups were compared through independent t-test. The calculated t exceeded the t-critical value, confirming the positive effect of word games on expanding learners' vocabulary.

Youxin (2010) examined using games to motivate Chinese college students' interest in learning English. This paper explored the use of games as a teaching strategy or motivating Chinese college students' interest in learning English. the paper argued that it was feasible to use games to motivate Chinese college students. Both teachers and students can benefit from ESL games in that they can lower students' anxiety, sustain students' interest in learning English, and help them learn the language.

In summary, the finding from the study of various researches on using games to enhance the students' language proficiency. Researchers agree that language games are effective in improving learning achievement in all language skills: listening, speaking, reading, writing and also numerous benefits for both of teachers and students.

2.9 Summary of the Chapter

This chapter has presented the details of Basic Education Core Curriculum B.E.2551 (A.D.2008), vocabulary learning, the use of games in English language teaching, the role of teachers in teaching with games, the steps of teaching with games, and satisfaction toward language learning. This chapter ends with previous studies related to present investigation both in Thailand and abroad about using language games to enhance students' learning achievement in English language. The next chapter, Chapter Three, the methodological approach and the instruments used in this study are discussed in details.