

**IMPACT OF PICTONARY BASED INSTRUCTIONAL TECHNIQUES ON LEXICAL PROFICIENCY OF ESL LEARNERS AT PRIMARY LEVEL****Nadia Rasheed<sup>1</sup>, Maria Jabbar<sup>2</sup>, Dr. Muhammad Arfan Lodhi<sup>3</sup>**<sup>1,2</sup>M.Phil ScholarDepartment of English  
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**Abstract**

*The current study was designed to investigate the effectiveness of teaching English vocabulary through Pictionary logs at primary level. The aim to explore whether integrating Pictionary logs as a supplementary tool in vocabulary instruction could enhance vocabulary acquisition, student engagement and learning outcomes. The research study was descriptive in nature with quantitative design involving both questionnaire survey for teachers and experimental study for students. Pre-tests and post-tests measured vocabulary gains while questionnaires gathered insights into student engagement and teacher perceptions. The sample included 40 students and 60 teachers randomly selected from primary schools located in district Bahawalpur. The findings revealed that students exposed to Pictionary-based instruction demonstrated significant improvements in vocabulary recognition, usage and retention compared to the control group. Both teachers and students provided positive feedback on the engagement and effectiveness of the Pictionary logs. The challenges such as the time required for preparation and the varying drawing skills of students were identified. Teacher responses also highlight the positive potential of Pictionary logs as a creative, engaging tool for enhancing vocabulary learning, although challenges such as time management and resource availability. It was recommended that Pictionary logs be adapted more carefully for a broader range of vocabulary themes. The method worked well for concrete nouns and familiar words, teachers may have needed additional training or resources to effectively use Pictionary logs for technical vocabulary. This adaptation could have included providing teachers with examples or templates for illustrating words that are more complex.*

**Keywords:** Pictionary logs; Vocabulary retention; Lexical competence; Pictionary based instructional technique

**1. Introduction**

Teaching English vocabulary through Pictionary is an engaging and effective method, especially at the primary level. Pictionary is a game-based instruction that involves drawing pictures to represent words or phrases and it can be adapted for language learning purposes. This approach not only makes learning fun but also helps students' associate words with visual representations, which can enhance their retention and comprehension of vocabulary. In the realm of primary education, fostering language acquisition is a paramount goal. Language is the key to communication, comprehension and expression and one of its vital components is vocabulary. Teaching English vocabulary to young learners can be a challenging task, as it requires methods that are engaging, interactive and memorable. Pictionary, a popular word-guessing game, offers a dynamic and entertaining way to achieve these objectives (Harahap, 2021). The concept behind teaching English vocabulary through Pictionary is simple yet highly effective. Instead of traditional rote memorization or repetitive drills, students are encouraged to draw pictures that represent specific words or phrases. These visual representations serve as memory aids, enabling students to associate the word with an image. This association not only enhances their retention but also helps them understand the meaning and context of the vocabulary in a more profound way. Moreover, Pictionary fosters active participation and collaboration among students. When

playing the game, students work in teams, taking turns drawing and guessing words. This collaborative approach not only promotes communication in English but also develops teamwork and social skills. Research has shown that incorporating Pictionary into primary-level English language lessons can lead to improved vocabulary acquisition, increased engagement and a positive attitude towards learning. As a result, this method can be a valuable addition to the pedagogical toolkit for educators working with young learners (Hamer & Lely, 2019).

### **1.1 Background of the Study**

For Indonesians, studying English as a foreign language is akin to building a traditional structure. A well-designed plan by a skilled engineer is typically intended for construction workers to follow. It is comparable to a proficient language student who tends to plan and follow through on those goals. Steel and grammar are comparable in that grammar appears tedious and uninteresting to most English as a foreign language (EFL) learners, who experience anxiety when confronted with it. Nonetheless, it is widely acknowledged that EFL students cannot possess a strong command of English without a thorough understanding of the language's structure. Words, phrases, collocations and idioms are like gravel and sand; they are essential to the development of both productive and receptive language learning abilities. Sentence construction and patterns are like cement and water; they have the magical ability to build a variety of verses that will draw in readers. In terms of learning a foreign language, it is important to pay attention to all of the language's characteristics. Learners quickly find that their capacity to understand and communicate effectively is restricted if they lack language knowledge (Decarrico, 2001; Nation, 2001). Language acquisition and vocabulary development are crucial aspects of early education. In today's globalized world, proficiency in English has become a valuable skill, making it essential to explore innovative and effective methods of teaching English vocabulary to young learners. This study delves into the use of Pictionary logs as a pedagogical tool to enhance vocabulary acquisition among primary-level students. Pictionary logs combine the visual appeal of drawings with the cognitive process of word association, fostering active engagement and meaningful learning experiences. Vocabulary development in primary education lays the foundation for effective communication, comprehension and academic success. Research has consistently demonstrated the significance of vocabulary knowledge in reading comprehension (Nagy & Anderson, 1984), writing proficiency (Graves, 2006) and overall academic achievement (Biemiller, 2005). Therefore, the methods employed to teach vocabulary to young learners play a critical role in shaping their linguistic competence and cognitive development. Traditional vocabulary teaching methods often rely on rote memorization and isolated word lists which can lead to shallow understanding and retention (Nation, 2001). In contrast, interactive and multimodal approaches that engage students in hands-on activities have shown promise in promoting deeper vocabulary acquisition (Bower & Rincker, 2001). Pictionary logs align with this pedagogical philosophy, providing students with an immersive and enjoyable learning experience.

According to Marzulina and Pitaloka (2018), to teach is to show or help someone to learn to do something, to give instructions, to guide the learning of something, to provide knowledge, to cause to know or understand. Teaching also provides some information about the subject to the students in the classroom. Thornbury (2002) without grammar, very little vocabulary can be expressed, nothing can be conveyed. Vocabulary is very important for language learning. Students' vocabulary can be developed incidentally through reading, listening and speaking. A learner's background information and previous experiences significantly influence vocabulary

development. As students make connections between familiar and unfamiliar words, they understand what they are reading better. Consequently, the more experienced youth are with homework or reading before entering school, the more information they need to acquire to help them understand what they are reading (Hall, 2006). Digital instructional games have been found to be an effective tool for imparting knowledge. When analyzing learning and achievement, researchers advise concentrating on motivation, game load and interaction. Particularly for non-native English speakers, gaming experience and English proficiency seem to be extra significant factors in learning achievement. The information demonstrates that two mediating factors in educational game learning performance are the game and English language competency. Research indicates that proficiency in video games and English understanding lowers cognitive load, freeing up students' time for more meaningful learning (Stiller & Schworm, 2019).

An English language learning dictionary is a comprehensive reference tool designed to assist individuals in acquiring and improving their proficiency in the English language. It typically includes a wide range of words, their meanings, pronunciations, usage examples and often additional information such as synonyms, antonyms and idiomatic expressions. English learners often use dictionaries as essential resources to enhance their vocabulary, understand nuanced meanings and improve language skills. It is a general description of the purpose and features of English language learning dictionaries. However, you can refer to prominent English language dictionaries commonly used by learners, such as the Oxford English Learner's Dictionary, Cambridge English Dictionary, or Merriam-Webster Learner's Dictionary (Hornby, 2010).

Rauschenberg (2009) as cited in Darmawan and Fatmawati (2019) explains that Pictionary is a word game used to improve students' vocabulary by guessing words from pictures. Pictionary game is a simple game that does not require much preparation. Materials used to play the game of Pictionary, such as a list of vocabulary items cards, a blackboard, chalkboard or smart board and markers or chalk. The list of words used in this study is about animals, things around us and occupation. However, students who are responsible as artists should not draw a complete drawing as it would be too difficult and difficult for students to make guesses about the occupation, but only use the keywords related to the occupation vocabulary provided by the teacher. In the game Pictionary, Efiza (2017), students make word or sentence guesses based on visuals. Each player gets a turn acting as an illustrator in this group game. The use of visual aids in language learning was the subject of a prior study by Halimah *et al.*, 2020. The study examined students' learning outcomes both before and after employing audio-visual methods to use picture and picture learning models. A sample of 38 students in class VII was obtained using a straightforward random sampling technique. The image and picture learning paradigm is successfully implemented through audio-visual media. Drawing influence from the works of Piaget (1952) and Vygotsky (1978), who highlight the significance of cognitive growth and social interaction in learning, this study expands on previous research on vocabulary acquisition. Through the promotion of peer interaction and collaborative learning, choice journals help students to create shared meaning.

## 1.2 Statement of the Problem

Vocabulary is an essential component of almost all standardized examinations, such as reading achievement tests, college entrance exams and armed forces and occupational placement assessments (Nist & Mohr, 2002). Traditional methods of teaching English vocabulary may not always effectively engage young learners. Exploring innovative and interactive approaches like Pictionary is essential to adapt to changing educational needs and preferences. Visual aids, such

as drawings in Pictionary, have been shown to aid in memory retention. This study aims to capitalize on this principle to improve vocabulary retention among primary-level students. Primary-level education is a crucial period for language development. An effective vocabulary teaching method during this stage can lay a strong foundation for students' language skills as they progress through their educational journey. Vocabulary is a fundamental component of language proficiency. Proficient vocabulary skills are essential for reading comprehension, effective communication and academic success. Keeping young learners engaged is a challenge in language education. Pictionary offers an interactive and enjoyable learning experience that can enhance student engagement and motivation. Intrinsic motivation is critical for long-term language learning. If students find Pictionary-based lessons enjoyable and motivating, they may be more inclined to continue learning English.

Pictionary is a readily accessible and low-cost teaching tool that can be easily integrated into primary-level English language classrooms. Investigating its effectiveness in this context has practical implications for educators. Understanding the challenges and advantages of using Pictionary as perceived by teachers and students can provide valuable insights into the practical implementation of this teaching method. While Pictionary is often used informally in language education, there is a lack of empirical research on its effectiveness. This study aims to fill this gap by providing evidence-based insights into its impact on vocabulary acquisition and retention. Educational practices need to evolve to meet the needs of diverse learners. Research in innovative teaching methods, like Pictionary, contributes to ongoing efforts to improve language education. This study lies in the need for innovative and effective methods to teach English vocabulary to primary-level students, the potential benefits of visual learning and intrinsic motivation and the practical applicability of Pictionary in the classroom. This research seeks to bridge the gap between theory and practice by investigating the impact of Pictionary-based instruction on vocabulary learning outcomes and student engagement.

### **1.2 Research Questions**

1. What is the effectiveness of using Pictionary as a teaching tool for primary-level English vocabulary acquisition?
2. What is the improvement in students' vocabulary comprehension and usage after participating in Pictionary-based lessons compared to traditional methods?
3. What are the vocabulary retention rates of students who received Pictionary-based instruction with those taught using conventional methods?
4. What are the teachers' perceptions of the effectiveness of Pictionary-based instruction in enhancing vocabulary learning?

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

The study on teaching English vocabulary through Pictionary at the primary level is multifaceted and extends to various stakeholders, including educators, students, parents and the broader educational community. Discovering that Pictionary-based lessons can boost students' intrinsic motivation can have far-reaching implications for language education. Motivated students are more likely to continue their language learning journey and develop proficiency. Educators and curriculum developers can use the findings to enhance curriculum design and teaching methodologies. This may lead to the integration of more interactive and student-centered activities in language education programs. Teachers can benefit from insights into the challenges



and advantages of implementing Pictionary in the classroom. This knowledge can guide professional development efforts and help educators adapt their teaching methods to better serve their students. Parents can gain an understanding of the educational methods used in their children's language learning. This knowledge can facilitate communication between parents and teachers and support students' learning at home. The study contributes to the broader educational community's understanding of effective pedagogical approaches. It may inspire similar research initiatives and encourage the exploration of innovative teaching methods in other subject areas. Policymakers in education can use the study's insights to inform decisions about curriculum standards and the adoption of teaching tools that improve language education outcomes. Given the global nature of English language learning, the study's findings can be relevant not only within a specific region but also in the context of international English language education. This study lies in its potential to positively influence language education by providing evidence of the effectiveness of Pictionary as a vocabulary teaching tool, promoting active and engaging learning and informing educational practices at various levels. It has the capacity to benefit students, educators, parents and the broader educational community by contributing to more effective and enjoyable language learning experiences.

## **2. Literature Review**

### **2.1 Types of Dictionaries**

Dictionaries have been very helpful in the learning and communication processes as they provide meanings, examples, guide the pronunciation among other linguistic facts. They are important in schooling, research and the day-to-day activities of the people since it enhances the proper use of words. The improvement of technology in dictionaries has resulted in the new categories of dictionaries, which serve different purposes. There is further modernization of the dictionary because of the continuous growth in digital technology (Atkins & Rundell, 2020).

#### **2.1.1 Monolingual Dictionaries**

Monolingual dictionaries give out a definition and explanation in one language. They are mostly utilized by native speakers or advanced learners with an aim to enhancing their appreciation, meaning, application, and subtle differences of words. Such dictionaries also contain a lot of additional information such as origin and usage of the word in different contexts. Monolingual dictionaries are always seen as useful tools, which help to achieve a greater scope of comprehension of the language (Stein, 2021).

#### **2.1.2 Bilingual Dictionaries**

A bilingual dictionary or even a digital translator facilitates a person by translating mouthing and emotions over two languages from the cause country to that of tertiary educational disseminators as well as of vice versa s vice versa. These usually provide word definitions, pronunciation aids and illustrative sentences in both languages appearing in various bilingual dictionaries. Due to the availability of bilingual dictionaries, users are able to look up equivalents easily and comprehend foreign words, as a result learning the language and facilitating communication between different cultures. Recent research places great importance on the amount of words and understanding levels of pupils learning a foreign language as a second language (Chen, 2022).

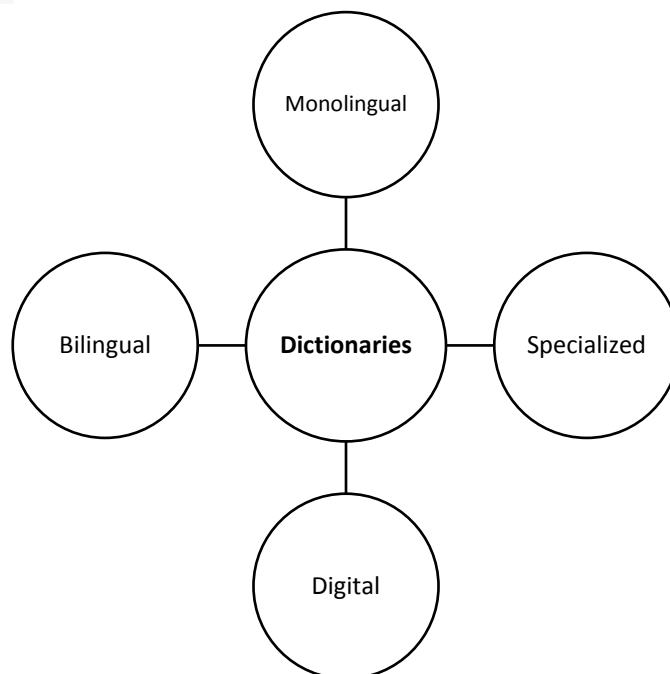


Figure 1. Types of Dictionaries

### 2.1.3 Specialized Dictionaries

Subject-specific language dictionaries include technical, medical, scientific, legal, business and other disciplines. Such elaborations include the definitions and the explanations of relevant terminologies in that field, with illustrations of how they are applied in practice. Specialized dictionaries are extremely useful in professional, scientific and academic environments, where specific and correct words and word combinations are required. Their employment improves the comprehension and exchange of ideas within specialized fields, facilitating better communication of and use of ideas (Williams, 2023).

### 2.1.4 Digital Dictionaries

The advancement in technology has resulted in the development of digital lexicons, which are more superior to the traditional ones. Since, electronic dictionaries are also available on computers, notebooks and cells, users have access to these giant dictionaries any time and in any place. Often, resources such as audio files of words, videos and other entertaining interactive features are incorporated into such resources to make the teaching and learning process more interesting. Furthermore, the information contained in the digital types of dictionaries can be improved and revisited due to potential changes or developments in modern languages (Harper, 2023).

## 2.2. Types of Pictionary Logs for Teaching Vocabulary

Pictionary logs are an innovative educational tool that combines visual learning and vocabulary acquisition, particularly effective at the primary education level. This method involves students creating drawings that represent vocabulary words, essentially forming a visual dictionary.

Research supports the efficacy of visual aids in improving memory retention and recall, making Pictionary logs a valuable strategy for vocabulary instruction (Sousa, 2020).

### **2.2.1 Individual Pictionary Logs**

The individual Pictionary log is one of the most common types, where each student maintains a personal notebook or digital file. This approach allows students to work at their own pace and tailor their learning experience to their personal preferences and understanding. Individual Pictionary logs encourage self-reflection and independent learning, as students are responsible for creating their own visual representations and connecting them with the corresponding words. This type of log also serves as a personalized resource that students can refer to for reinforcement and review (Smith & Lowry, 2021).

### **2.2.2 Collaborative Pictionary Logs**

Another effective type is the collaborative Pictionary log which involves group activities where students work together to create a collective log. This approach fosters teamwork, communication and peer learning, as students discuss and decide on the best visual representations for vocabulary words. Collaborative Pictionary logs also help to build a sense of community in the classroom and can enhance students' social skills. The process of negotiating meanings and visual representations with peers provides deeper cognitive engagement and reinforces learning (Johnson et al., 2022).

### **2.2.3 Thematic Pictionary Logs**

Thematic Pictionary logs focus on specific themes or subjects, such as animals, food, or seasons, providing contextual learning that is particularly engaging for young learners. This type of log helps to organize vocabulary around common themes, making it easier for students to understand and remember related words. Thematic logs can be especially useful for reinforcing content from other subjects, creating an interdisciplinary learning experience that enhances overall educational development. By linking vocabulary to familiar themes, students can build stronger connections and a more integrated understanding of language (Dale & O'Rourke, 2023).

### **2.2.4 Digital Pictionary Logs**

With the increasing integration of technology in education, digital Pictionary logs have become a modern and flexible option. Using tablets or computers, students can create and store their visual vocabulary logs digitally which allows for easy editing and sharing. Digital logs can include multimedia elements such as animations and audio pronunciations, providing a richer learning experience. Additionally, digital platforms often offer tools for collaboration, enabling students to work together even when they are not physically in the same space. The use of digital Pictionary logs can also support remote learning, making vocabulary instruction more accessible and interactive (Chen et al., 2023).

## **2.3. Pictionary as a Pedagogical Tool**

The word guessing and drawing game Pictionary has moved beyond a form of amusement to acquire its particular standing among various educational activities. It has an interactivity factor, which has led it to be utilized by teachers who want to make the learning process more interesting, encourage students' imagination and expressiveness and facilitate interactions. This

Pictionary introduction provides an objective critique of the game as a pedagogical tool while drawing on research and expert opinions. Pictionary is useful in the education sector since it incorporates the aspects of active learning with real-world scenarios. It helps learners to engage in the drawing and guessing of words or phrases stimulating abstract ideas into real visual images. This means of instruction is consistent with the principles of constructivist learning theory, which posits that learning takes place when the mind is actively at work to construct the required mental images (Piaget 1964). Pictionary, the drawing and guessing the word game, is finding a place in primary education where it assists in learning in an exciting and interactive way. Pictionary is evident in primary education due to its usefulness in vocabulary enhancement, promotion of creativity and Teamwork. This intro will look at the advantages of Pictionary in primary education buttressed by some of the relevant literature. Pictionary also facilitates vocabulary development on young children. Pictionary also promotes acquisition of difficult vocabulary on young learners. Vocabulary development is one of the aspects that should be addresses in the initial years of education since this would pave way for development of skills like reading, writing and other academic pursuits. Development by Anderson and Freebody in 1981 emphasizes the place of vocabulary in the process of learning to read and states that ‘a reader who lacks the necessary reading vocabulary will be unable to read well’. Pictionary motivates children to actively engage in word meaning activities such that they try to relate particular words to pictorial images and other concepts bust increasing their vocabulary. It is important therefore that effective professional development on how to perform Pictionary based vocabulary instruction is made so as bridge the gap of knowledge and skills from educator’s level in using the engaging tool to fullest. These strategies can empower teachers to design and implement effective Pictionary-based lessons, which will lead to improved vocabulary high quality.

Table 1. Previous researches about vocabulary learning

Study	Results	Findings	Conclusion	Research Methodology	Scales
<b>Allen, V. F. (2003)</b>	Effective vocabulary teaching techniques	Various techniques for teaching vocabulary effectively	Teaching vocabulary with diverse techniques enhances learning	Review of vocabulary teaching methods	None
<b>Anderson &amp; Freebody (1981)</b>	Vocabulary knowledge impact on comprehension	Vocabulary knowledge is crucial for reading comprehension	Emphasizes the importance of vocabulary in comprehension	Review of research on vocabulary knowledge	None
<b>Angel, R. (2021)</b>	History and impact of Pictionary	Pictionary's development and educational impact	Pictionary aids in vocabulary acquisition and engagement	Descriptive narrative	None



<b>Bates, A. W. (2019)</b>	Digital age teaching guidelines	Effective digital teaching practices	Digital tools can enhance vocabulary learning	Review of digital teaching practices	None
<b>Beck, McKeown, &amp; Kucan (2013)</b>	Robust vocabulary instruction methods	Effective strategies for teaching vocabulary	Robust vocabulary instruction improves word knowledge	Literature review and instructional guide	None
<b>Beed &amp; Hawkins (2001)</b>	Pictionary and vocabulary acquisition	Pictionary improves children's vocabulary acquisition	Pictionary is an effective tool for vocabulary learning	Experimental study	Custom vocabulary test
<b>Besser, Knott, &amp; Kristensen (2019)</b>	Vocabulary learning from games	Games enhance vocabulary learning	Games are effective for vocabulary acquisition in business education	Case studies and literature review	Various game-based learning metrics
<b>Biemiller (2001)</b>	Vocabulary teaching in early childhood	Early vocabulary instruction methods	Early vocabulary teaching is crucial	Review of early childhood vocabulary research	None
<b>Biemiller (2005)</b>	Word selection for vocabulary instruction	Effective word selection strategies	Proper word selection enhances vocabulary learning	Review of vocabulary instruction strategies	None
<b>Biemiller (2010)</b>	Closing the vocabulary gap	Strategies to teach essential words	Teaching essential words can close vocabulary gaps	Review of effective vocabulary teaching methods	None
<b>Bloom, B. S. (1956)</b>	Taxonomy of educational objectives	Cognitive domain classification	Taxonomy helps in structured vocabulary teaching	Theoretical framework	Bloom's taxonomy
<b>Bower &amp; Rincker (2001)</b>	Vocabulary instruction effects	Comparing different vocabulary teaching methods	Different methods impact language processing	Comparative experimental study	Custom vocabulary and language processing

			differently		tests
<b>Burgstahler &amp; Cory (2008)</b>	Universal design in higher education	Principles for inclusive education	Universal design improves accessibility in vocabulary learning	Review of universal design principles	None
<b>Cunningham &amp; Stanovich (1998)</b>	Reading's impact on the mind	Reading enhances cognitive development	Reading is crucial for vocabulary development	Review of reading research	None
<b>Darling-Hammond (2017)</b>	Teacher education worldwide	Effective international teaching practices	Learning from global teaching practices improves vocabulary teaching	Comparative analysis	None
<b>Darling-Hammond &amp; Richardson (2009)</b>	Teacher learning impact	Effective professional development strategies	Teacher learning enhances instructional quality	Review of teacher learning research	None
<b>Deterding et al. (2011)</b>	Defining gamification	Gamification elements in education	Gamification enhances learning motivation	Theoretical framework	None
<b>Dickinson &amp; Tabors (2001)</b>	Beginning literacy with language	Early language learning methods	Early language learning is critical for vocabulary development	Review of early literacy research	None
<b>Elias et al. (1997)</b>	Social and emotional learning guidelines	Effective social and emotional learning strategies	Social and emotional learning supports vocabulary acquisition	Review of SEL guidelines	None
<b>Ertmer (2005)</b>	Teacher beliefs and technology integration	Pedagogical beliefs impact technology use	Teacher beliefs are crucial for successful technology integration	Review of technology integration research	None
<b>Fleerackers et al. (2018)</b>	Multilingual games in	Impact of multilingual	Multilingual games enhance	Research note	Custom multilingual

	education	games on learning	vocabulary learning	game-based learning metrics	
<b>Fullan &amp; Quinn (2016)</b>	Coherence in education systems	Strategies for coherent educational systems	Coherence in education improves vocabulary instruction	Review of educational system coherence	None
<b>Gay (2000)</b>	Culturally responsive teaching	Effective strategies for cultural inclusivity	Culturally responsive teaching improves vocabulary acquisition	Review of culturally responsive teaching	None
<b>Graves (2006)</b>	Vocabulary learning and instruction	Effective vocabulary teaching methods	Structured vocabulary instruction enhances learning	Review of vocabulary instruction research	None

### 3. Research Methodology

#### 3.1 Research Design

The study was descriptive in nature and data was gathered quantitatively. The independent variable is the use of Pictionary logs as an instructional method. This variable represents the educational intervention implemented to enhance vocabulary acquisition among young learners. The Pictionary method involves students drawing pictures that represent vocabulary words, which can foster engagement, creativity and visual learning. The dependent variable is the students' vocabulary recognition and usage, which reflects the effectiveness of the Pictionary logs in promoting vocabulary development. This variable measures the students' ability to understand, recognize and correctly use the vocabulary words introduced through the Pictionary activity. The impact of the independent variable on the dependent variable, the study aims to determine how effectively Pictionary logs can improve vocabulary-learning outcomes in primary education. The interplay between these variables can provide insights into how innovative teaching methods can enhance traditional language learning approaches. There were two types of respondents i.e. teachers and students. Keeping in view all the important aspects of the topic of study a questionnaire was prepared. Statements of questionnaire was developed on five- point Likert Scale. Table 2 presents detail about the structure of questionnaire and indicate number of items with reference to their relation with the teaching English vocabulary through Pictionary logs at primary level.

Table 2. Structure of questionnaire regarding content of items

Sr. No.	Content	Item Number	Part	Type of Item
1	Demographic Information	1 to 10	Part 1	MCQs
2	Effectiveness of Pictionary Logs	1 to 5	Part 2	Likert Scale

3	Student Engagement	6 to 10	Part 2	Likert Scale
4	Practical Implementation	11 to 15	Part 2	Likert Scale
5	Assessment and Feedback	16 to 20	Part 2	Likert Scale
6	Classroom Management	21 to 25	Part 2	Likert Scale
7	Teacher Experience and Perception	26 to 30	Part 2	Likert Scale
8	Student Learning Outcomes	31 to 35	Part2	Likert Scale
9	Adaptability and Flexibility	36 to 40	Part2	Likert Scale
10	Student Feedback and Reactions	41 to 45	Part2	Likert Scale

The pre-test and post-test are designed to evaluate the effectiveness of Pictionary-based instruction on students' English vocabulary skills at the primary level. The tests aim to measure students' vocabulary recognition, usage and improvement by comparing their performance before and after the intervention. The pre-test is administered before the Pictionary-based instruction begins, establishing a baseline for students' existing vocabulary knowledge. Students are asked to circle the correct definition for each given word. This section assesses their ability to identify and understand basic vocabulary. Students fill in blanks within sentences using a list of provided vocabulary words. This evaluates their ability to apply words correctly in context. Students match each vocabulary word to the correct picture by drawing lines. This visual task assesses their ability to connect words with their representations. Students write a sentence using each of the given vocabulary words. This assesses their sentence construction and application of vocabulary in writing. Students complete additional tasks to test their vocabulary skills further. The post-test was administered after the Pictionary-based instruction to assess any improvements in students' vocabulary skills. Students circle the correct definition for each new vocabulary word. This section determines any enhancement in their ability to recognize and understand vocabulary after the intervention. Students fill in blanks using vocabulary words from a new list. This measures their ability to apply learned vocabulary in context after the instruction. Students match the new vocabulary words to corresponding pictures. This visual exercise assesses their ability to connect words with images after the intervention. Students write a short story or paragraph using the provided vocabulary words. Students complete tasks similar to the pre-test to measure improvement. This tool enables educators to evaluate the impact of Pictionary-based instruction on vocabulary acquisition and usage, providing a clear comparison of students' performance before and after the intervention.

Table 3. Structure of pre-test and post test

Sr.No	Content of Pre test	Total Marks	Content of Post test	Total Marks
1	Vocabulary Recognition	3	Vocabulary Recognition	3
2	Vocabulary Usage	3	Vocabulary Usage	3
3	Matching Exercise	3	Matching Exercise	3
4	Simple Writing Prompt	2	Simple Writing Prompt	6
5	Vocabulary Improvement	4	Vocabulary Improvement	4
6	Picture description.	3	Picture description.	3
7	Composition	12	Composition	8
Total		30		30

#### 4. Data Analysis

Table 4. Mean Scores for Pictionary Logs in Vocabulary Learning by Gender

No.	Statement	Mean Score for Male	Mean Score for Female	Total Mean Score
1.	Pictionary logs help students improve their English vocabulary.	3.8	4.0	3.9
2.	The use of Pictionary logs enhances students' ability to remember new words.	3.5	3.9	3.7
3.	Students are able to use the vocabulary learned from Pictionary logs in their writing assignments.	3.7	4.0	3.85
4.	Pictionary logs make learning new vocabulary more enjoyable for students.	3.6	3.8	3.7
5.	The visual nature of Pictionary logs aids in students' understanding of new words.	3.8	3.9	3.85
6.	Students are engaged when learning vocabulary through Pictionary logs.	3.7	4.1	3.9
7.	Pictionary logs stimulate students' interest in learning new words.	3.4	3.8	3.6
8.	Students are motivated to participate actively in vocabulary lessons that use Pictionary logs.	3.9	4.2	4.05
9.	The use of Pictionary logs encourages students to collaborate with their peers.	3.6	3.7	3.65
10.	Pictionary logs make vocabulary lessons more interactive for students.	3.8	4.0	3.9
11.	Pictionary logs are easy to integrate into the existing curriculum.	3.4	3.6	3.5
12.	Preparing Pictionary logs for vocabulary lessons is time-efficient.	3.5	3.8	3.65
13.	The resources needed for Pictionary logs are readily available in the classroom.	3.9	4.0	3.95
14.	Implementing Pictionary logs in vocabulary lessons requires minimal additional training.	3.7	3.9	3.8
15.	Pictionary logs can be adapted for different vocabulary themes and topics.	3.8	4.1	3.95
16.	Pictionary logs allow for effective assessment of students' vocabulary acquisition.	3.5	3.8	3.65
17.	The use of Pictionary logs provides clear feedback on students' understanding of vocabulary.	3.6	3.9	3.75
18.	Students' performance with Pictionary logs can be easily tracked over time.	3.4	3.7	3.55
19.	The effectiveness of Pictionary logs can be measured through student evaluations.	3.8	4.0	3.9
20.	Feedback from students on Pictionary logs helps improve vocabulary teaching strategies.	3.7	3.9	3.8



21.	Pictionary logs help manage classroom activities more efficiently.	3.5	3.8	3.65
22.	The use of Pictionary logs reduces classroom distractions during vocabulary lessons.	3.6	4.0	3.8
23.	Pictionary logs facilitate smooth transitions between different vocabulary activities.	3.8	4.1	3.95
24.	Students follow instructions more easily when using Pictionary logs.	3.7	3.9	3.8
25.	The classroom environment becomes more organized when using Pictionary logs.	3.9	4.2	4.05
26.	I feel confident using Pictionary logs to teach vocabulary.	3.6	4.0	3.8
27.	Pictionary logs have improved my own teaching strategies for vocabulary.	3.5	3.8	3.65
28.	I have observed a positive change in students' attitudes towards vocabulary lessons using Pictionary logs.	3.9	4.1	4.0
29.	Pictionary logs are a valuable tool in my teaching repertoire.	3.6	4.0	3.8
30.	I would recommend using Pictionary logs to other teachers for vocabulary instruction.	3.8	4.0	3.9
31.	Students' vocabulary test scores have improved with the use of Pictionary logs.	3.4	3.7	3.55
32.	Students demonstrate better comprehension of vocabulary terms learned through Pictionary logs.	3.8	4.0	3.9
33.	Pictionary logs help students in applying vocabulary knowledge to real-life situations.	3.6	3.9	3.75
34.	Students are able to retain vocabulary learned through Pictionary logs for longer periods.	3.5	3.8	3.65
35.	Pictionary logs contribute to the overall improvement of students' language skills.	3.8	4.1	3.95
36.	Pictionary logs can be easily modified to suit different learning styles.	3.6	4.0	3.8
37.	The activity level of Pictionary logs can be adjusted based on students' needs.	3.5	3.9	3.7
38.	Pictionary logs are versatile and can be used for various vocabulary themes.	3.8	4.0	3.9
39.	I can adapt Pictionary logs to accommodate different proficiency levels of students.	3.7	3.9	3.8
40.	The format of Pictionary logs can be changed to fit different classroom settings.	3.6	4.0	3.8
41.	Students express positive feedback about learning vocabulary through Pictionary logs.	3.9	4.1	4.0
42.	Pictionary logs encourage students to take more responsibility for their learning.	3.6	3.8	3.7

43.	Students feel more confident in their vocabulary skills after using Pictionary logs.	3.7	4.0	3.85
44.	Pictionary logs help students connect vocabulary to their personal experiences.	3.9	4.2	4.05
45.	Students enjoy the competitive aspect of using Pictionary logs in vocabulary games.	3.8	4.1	3.95

Data mentioned in table **Error! No text of specified style in document.** summarizes the mean scores for Pictionary logs in vocabulary learning by gender. The results indicated that Pictionary logs helped students improve their English vocabulary with a total mean score of 3.9. Both male (3.8) and female (4.0) students acknowledged the positive impact of these logs. Students noted that the use of Pictionary logs enhanced their ability to remember new words reflected in a total mean score of 3.7 with females scoring higher (3.9) than males (3.5). Respondents believed that Pictionary logs facilitated the use of vocabulary learned in writing assignments achieving a total mean score of 3.85 with females scoring notably higher (4.0) compared to males (3.7). The logs contributed to making learning new vocabulary more enjoyable as shown by a total mean score of 3.7 with females again expressing a greater enjoyment (3.8) than males (3.6). The visual nature of Pictionary logs was acknowledged to aid in understanding new words yielding a total mean score of 3.85 with both genders showing similar appreciation (males 3.8, females 3.9). Students felt more engaged when learning vocabulary through Pictionary logs reflected in a total mean score of 3.9 with females showing slightly higher engagement (4.1) compared to males (3.7). The logs were seen to stimulate interest in learning new words resulting in a total mean score of 3.6. The logs motivated students to participate actively in vocabulary lessons, achieving a total mean score of 4.05 with females scoring higher (4.2) than males (3.9). Pictionary logs encouraged collaboration among students which was reflected in a total mean score of 3.65 with male students (3.6) and female students (3.7) showing similar views. The logs were perceived to make vocabulary lessons more interactive with a total mean score of 3.9. Integration into the existing curriculum was rated as easy (mean score 3.5) but varied slightly between genders. Preparing Pictionary logs for lessons was viewed as time-efficient, leading to a total mean score of 3.65 with female teachers (3.8) finding it easier compared to male teachers (3.5). The resources required for Pictionary logs were deemed readily available in classrooms, achieving a total mean score of 3.95 with both genders expressing similar opinions. The training needed for implementation was considered minimal with a total mean score of 3.8. Participants believed Pictionary logs could be adapted for various vocabulary themes and topics reflected in a total mean score of 3.95. This adaptability was further acknowledged in terms of assessment effectiveness (mean score 3.65). The logs provided clear feedback on students' understanding of vocabulary, achieving a total mean score of 3.75. Students' performance was seen to be easily tracked over time though the total mean score was lower at 3.55. The use of Pictionary logs was considered valuable for teaching strategies as indicated by a total mean score of 3.8. Respondents noted a positive change in students' attitudes towards vocabulary lessons achieving a total mean score of 4.0. Teachers felt confident using Pictionary logs (mean score 3.8) while students expressed increased confidence in their vocabulary skills post-usage (mean score 3.85).

Table 5. Pre and Post test results about Teaching English Vocabulary through Pictionary Logs

Variable	Group	N	Mean% Pre&Post	t-value	df	Sig. (2-tailed)
Pre-test Scores	Control Group	20	65.20	-3.45	58	0.001

	Experimental Group	20	68.50		
	Control Group	20	69.10	58	
Post-test Scores	Experimental Group	20	78.40	-5.22	0.000

Table 5 presents the independent sample t-test for teaching English vocabulary through Pictionary logs at the primary level compare the pre-test and post-test scores. The interpretation follows the format of comparing the obtained marks of the two groups to see if there was a statistically significant improvement in vocabulary. The pre-test score for the control group was 65.20% and for the experimental group (who were taught using Pictionary logs); it was 68.50%. The t-value of -3.45 with a p-value of 0.001 indicated a statistically significant difference between the groups at the pre-test stage, showing a slight advantage for the experimental group. The mean post-test score for the control group increased to 69.10% while the experimental group's mean significantly increased to 78.40%. The t-value of -5.22 with a p-value of 0.000 indicated a highly significant difference between the control and experimental groups' post-test scores. Students in the experimental group (using Pictionary logs) performed better in the post-test compared to the control group, confirming the effectiveness of teaching English vocabulary through Pictionary logs. Pictionary log teaching method significantly improved the vocabulary performance of the experimental group compared to the traditional method used in the control group.

### 5. Findings of the Study

Findings of the study substantially indicate that clear guidelines and focused tasks can help minimize distractions and ensure that students remain on task. Additionally, grouping students strategically for collaborative activities can maximize the educational benefits of Pictionary logs. By promoting peer learning, Pictionary logs not only enhance vocabulary acquisition but also help students develop important social skills, such as communication, teamwork and problem-solving. While the overall response to Pictionary logs was positive, some teachers raised concerns about practical implementation, particularly regarding the availability of classroom resources and the adaptability of Pictionary logs for different vocabulary themes. Although most teachers agreed that Pictionary logs could be easily integrated into the curriculum, there was notable variability in responses regarding resource availability and preparation time. Teachers pointed out that while Pictionary logs are an effective teaching tool, their use may require additional time and resources, and especially in classrooms with limited access to materials such as drawing tools or interactive whiteboards. Additionally, adapting Pictionary logs for a wide range of vocabulary themes may require creative planning on the part of the teacher. For example, abstract or technical vocabulary may be more challenging to represent visually which could limit the effectiveness of this method in certain subjects. Teachers can overcome resource limitations by incorporating digital tools, such as tablet apps or online drawing platforms that allow students to create and share their Pictionary logs digitally. This can also reduce the time required for preparation and make the activity more adaptable to different vocabulary themes.

The use of Pictionary logs in teaching English vocabulary at the primary level offers numerous benefits, particularly in terms of enhancing vocabulary acquisition, retention, engagement and application in writing tasks. Teachers generally support this method, noting its ability to make learning more enjoyable and interactive for students. However, challenges such as resource availability, theme adaptability and long-term assessment must be addressed to maximize the effectiveness of Pictionary logs. Future research should explore the long-term impact of

Pictionary logs on vocabulary retention and language proficiency, particularly in comparison to other visual and interactive methods. Additionally, further studies could investigate how Pictionary logs can be adapted for diverse vocabulary themes and integrated with digital tools to enhance their practicality and accessibility in classrooms with limited resources. Pictionary logs represent a valuable tool for teaching English vocabulary at the primary level. Creative expression and interactive engagement, this method provides a dynamic approach to language instruction that aligns with the developmental needs of young learners. With thoughtful implementation and ongoing refinement, Pictionary logs have the potential to become a staple in vocabulary teaching, helping students build a strong foundation in language that will support their academic growth and success.

## 6. Conclusion

It was concluded that the teaching vocabulary is one of the most critical elements of language learning, especially at the primary level when students are in the initial stages of language acquisition. Traditional methods of vocabulary teaching, such as rote memorization, can often be disengaging and fail to promote long-term retention. In contrast, innovative and visual approaches like Pictionary logs have gained attention as an effective alternative to conventional techniques. Visual representation with word learning, Pictionary logs provide students with an interactive and enjoyable experience that not only enhances vocabulary acquisition but also contributes to improved retention, application and classroom engagement. The effectiveness of Pictionary logs in teaching English vocabulary at the primary level. The results indicated that teachers generally support the use of Pictionary logs, particularly for enhancing vocabulary retention, making learning enjoyable and promoting active student engagement. Despite some challenges, such as variability in opinions on theme adaptability and classroom management, the overall response from teachers highlights the positive impact of this method on student learning. This conclusion elaborates on the key findings, implications for practice and potential future directions for research.

The primary goal of any vocabulary instruction is to enhance students' ability to understand and retain new words. According to the study's findings, a majority of teachers strongly agree that Pictionary logs significantly improve vocabulary acquisition among primary-level students. The mean scores in the survey showed general agreement that Pictionary logs facilitate better learning outcomes, especially when compared to traditional vocabulary teaching methods. Teachers highlighted the usefulness of visual aids in helping students comprehend and retain new vocabulary. Research in cognitive psychology supports these findings, emphasizing the role of dual coding theory, which posits that learners retain information more effectively when it is presented both verbally and visually. Pictionary logs capitalize on this principle by combining words with images, thereby strengthening the association between a word and its meaning. This visual association becomes particularly useful for young learners, who may struggle with abstract word definitions but can more easily grasp the meaning through pictures. The success of this method was evident in the strong positive feedback from teachers, who noted that students were able to recall vocabulary more accurately and apply it in various contexts, particularly in writing tasks. The enjoyment students derive from learning plays a crucial role in shaping their overall academic success, particularly in language acquisition. The study's findings indicated strong teacher agreement that Pictionary logs make learning vocabulary enjoyable. A large portion of teachers noted that students were more motivated to participate in lessons that involved Pictionary logs, as opposed to more conventional methods. Enjoyment in learning is



essential because it leads to increased intrinsic motivation—students are more likely to engage with the material if they find it fun and rewarding. Pictionary logs provide an avenue for creative expression, allowing students to draw and visualize words in ways that resonate with their experiences and interests. This creative element, combined with the interactive nature of the activity, helps reduce the stress often associated with learning new vocabulary and promotes a positive attitude towards language learning. As a result, students are not only willing to participate in vocabulary lessons but are also more likely to retain what they have learned.

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