AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Social Sciences

The Effectiveness of Leaning Vocabulary through Games

A thesis submitted in

partial fulfillment of the requirements for the degree

Master of Arts in Teaching English as a Foreign Language

By

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The Effectiveness of Leaning Vocabulary through Games

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DEDICATION

To my Family and my Dedo (Granddad) Gevorg Simonyan

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Finally, I owe my deepest gratitude to my beloved Dedo (granddad) Gevorg Simonyan who had his direct participation in the whole process of my education both as a student and as a human being. So, I dedicated my thesis to him and my family.

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ABSTRACT

The purpose of the current paper was to investigate the effectiveness of games in vocabulary learning and to what extent they influenced the EFL learners' vocabulary enhancement. The paper also investigated the students' attitudes towards using games for vocabulary learning. The study was carried out in the Experimental English Classes (EEC) at the American University of Armenia (AUA). Two groups, experimental and control were involved in the current study. The experimental group learnt vocabulary with the help of games, whereas the control group practiced vocabulary through traditional text book exercises. The research was quasi-experimental. Both quantitative and qualitative data were used for data collection in the current research study. The instruments were pre and post tests, a questionnaire for students, and semi-structured interview with students on using games in the vocabulary learning process. The results of the tests revealed that there was no significant difference between the students' performance of control and experimental groups. The findings of the questionnaire showed that the majority of the experimental group students found games helpful for acquiring and remembering new words and phrases easier, pointed out the fact of learning while playing and interest towards learning vocabulary. The results of the attitudinal questionnaire revealed that the experimental group students had positive attitudes towards using games in the classroom environment.

CHAPTER ONE: INTRODUCTION

Vocabulary acquisition is one of the most complicated aspects of learning a foreign language. Its learning plays a significant role in English language learners' success and is considered to be the element of combining the four skills- reading, listening, speaking, and writing together (Gresten and Baker, 2000).

Traditionally, vocabulary has not been considered as a particular subject for students to learn, but has been taught within lessons of speaking, listening, reading, and writing (Gnoinsinka, 1998, p. 12). In the last decades, the position of vocabulary acquisition has shifted from being a rather secondary aspect to an extremely important area in FL training. Recent studies "postulate the relevance of an adequate lexical command as a prerequisite to carry out communicative tasks in an efficient way" (McCarthy, 1990; Cook, 1996; Schmitt, 1997; Nunan, 1999 or Meara, 2002).

Many aspects of foreign word learning and teaching have been discussed and studied with increased interest. Some studies have focused on word types, meanings, and forms (Laufer 1990, 2006; de Groot and Keijzer 2000; van Hell and Mahn 1997; Nissen and Henriksen 2006), others have concentrated on vocabulary learning and teaching strategies, testing, assessment, and methods (Meara 1992, 1997; Meara and Fitzpatrick 2000; Hulstijn and Laufer 2001; McCarthy 1990; Nation 2001; Schmitt 2000), as well as educational technologies, computers or various kinds of software that could aid FL learning (e.g. Groot 2000; de Freitas and Griffiths 2008; Ranalli 2008; Yip and Kwan 2006; Grace 2000). However, few studies have actually concentrated particularly on word acquisition through games.

Many experts of language teaching find games playing a good way to learn and increase exposure to vocabulary. Since, games create a warm atmosphere where education is generally learner-centered providing learners with the opportunity to solve problems without the teachers' intervention (Freierrmuth, 2002) and are claimed to provide contextualized learning and increase learners' motivation towards language learning (Schwienhorst, 2002; Purushotma; 2005). Researchers believe that these advantages of games can change learners' attitudes towards their learning and promote successful learning process (Bakar, Tuzun, & Cagiltay; 2008; Sahhuseyinoglu; 2007; Bayirtepe & Tuzun; 2007; Tuzun; 2006).

Despite the fact that much has written on the use of language games (Deesri; 2002; Gaudart; 1991; Hong; 2002; Macedonia; 2005; Schweckendiek; 2001; Shie; 2003), there are few research studies of games' impact on vocabulary learning and empirical evidence is still needed to investigate the effectiveness of games on learners' vocabulary achievement. Weather the use of games can be applicable to Armenian learners is a matter of investigation since there is no empirical studies conducted in this area showing the Armenian learners' vocabulary enrichment through games.

Thus, this research paper aimed at investigating whether games can influence Armenian EFL learners' vocabulary learning, as well as learners' attitudes towards the use of games in the vocabulary internalization.

In the first part, historical overview of the vocabulary will be introduced. Then two variables- the role of games and vocabulary learning will be defined theoretically in order to justify the topic. Afterwards, the research question will be defined on the basis of which hypothesis will be formed.

In the second part, the methodology section will be introduced in terms of the setting and participants, the materials used during the research, the procedure of the research, and the analysis of the data obtained from the pre and post tests' scores, and also instrumentation used during the research. In the third part, the results will be introduced and discussed. Finally, the paper will be completed by the conclusion part.

1.1 Significance of the study

The present study is considered to be significant for some major reasons. First, it is intended to find the effectiveness of games on Armenian EFL students' vocabulary learning.

Second, the study aims to compare the effectiveness of games based practice and traditional exercises in vocabulary learning.

Third, the study seeks to find out Armenian EFL learners' attitude towards the utilization of games in vocabulary learning process.

Forth, the research findings might be of great help to shed light on the extent to which games can engage Armenian EFL learners in their vocabulary learning.

And finally, the results of the study will be a great help for Armenian EFL instructors to have a better understanding of using games for vocabulary learning purposes and rejects some teachers' opinions regarding the impracticality of the application of games in Armenian schools.

The current topic is worth researching as the use of games for vocabulary learning purposes needs some further research. This study aims at examining the above mentioned issues with reference to the Armenian EFL setting, participants at Experimental English Classes (EEC) at the American University of Armenia (AUA).

1.2 Research Questions

The research questions addressed in the current research are the following:

1. Does the use of vocabulary games affect students' vocabulary enhancement?

2. What are the students' attitudes towards using games in the classrooms for vocabulary enhancement?

1.3 The structure of the thesis

The present study comprises the following chapters:

Chapter 1 introduces related background to the current study, research questions, as well as its significance.

Chapter 2 presents the relevant literature on teaching and learning vocabulary, the macro and micro skills of vocabulary, stages of teaching vocabulary, the theoretical background of games and their use in EFL vocabulary enhancement.

Chapter 3 presents an overview of intended participants and the setting of the study, the instruments of data collection, the procedures employed, as well as the analyses of collected data.

Chapter 4 introduces the results of quantitative and qualitative data collection

Chapter 5 summarizes the findings and research questions, presents the limitations as well as implications and provides recommendations for further research.

CHAPTER TWO: LITERATURE REVIEW

2.1 Historical Overview of Teaching and Learning Vocabulary

Vocabulary has always been one of the most significant and difficult aspects of

learning a foreign language (Gersten and Baker, 2000) and has been treated differently

throughout the periods of different approaches. In spite of the fact that vocabulary

teaching and learning has always been one of the most important issues in teaching and

learning processes, it was almost neglected (Celce-Murcia, 2001) and undervalued

(Richards, 1976, p.77).

Charles Fries (1945, cited in Celce-Murcia, 2001) was among those who considered

grammar as "the starting point" of language learning and learning was a matter of habit

formation; i.e. language was acquired by intensive drills of basic sentence patterns and

pronunciation. Since the emphasis was on phonological and grammatical structures, the

vocabulary was only needed for making the drills possible (Larsen-Freeman 2000b;

Zimmerman 1997). Later, Chomsky (1957) rejected Fries' behaviorist notion of habit

formation and replaced it with the theory of rule-governed behavior. According to

Chomsky, learning was seen as a rule acquisition and not habit formation. Later, Hymes

(1972) extended Chomsky's model by stressing more the sociolinguistic and pragmatic

factors of language learning; i.e. communicative competence- using language for

meaningful communication. This approach to language learning promoted fluency over

accuracy and accordingly moved the focus from sentence level forms to discourse level

functions. Laufer (1986, cited in Farhady, 2006) states "without sufficient vocabulary

knowledge speakers cannot convey meaning and communicate with each other in a

particular language." Other linguists, among them Coady and Huckin (1997), claim that

the success of communication is the good command of vocabulary. Vocabulary learning

is a crucial part of second language acquisition (Nation, 2001; Schmitt, 2000; Schmitt & Mcarthy, 1997). Consequently, 'without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Thornbury 2002 cites David Wilkins).

Thus, the concept of vocabulary is generally defined as "the knowledge of words and word meanings" (Diamond and Gutlohn; 2006). Stahl (2005) gives more expanded explanation of vocabulary knowledge. According to him "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world" (Stahl; 2005). According to Stahl, vocabulary knowledge is not something that can be entirely mastered; it is something that develops and deepens over the course of a lifetime.

2.2 A Focus on Vocabulary Recollection (macro and micro skills)

As it is mentioned above, the vocabulary acquisition is a long lasting process and as lexico-semantic theory proposes learners have to develop a system in their minds with a web-like structure of interconnected links with the help of which learners will be able to keep words well organized for retrieval (Aitchison, 1987) and teachers should take the responsibility of helping their students in establishing those links to store the vocabulary effectively (Sokmen, 2002 p.241). These links lie in word knowledge, which according to Richards (1976), comprises of a word's orthographical and phonological form, meanings, grammatical behavior, collocations, associations, register and frequency. Thus, these links connect words with each other promoting word's learning and remembering (Richards et al., 2002, p.150) which can be increased through

1. Word form association

   a. Association of word family members

b. Association of word beginning

    c. Association of word ending

    d. Association of derivative antonyms

2. Semantic association

    a. Antonym association

    b. Synonym association

    c. Super ordinates and hyponyms

    d. Brainstorming association

3. Association be teacher talk

4. Association by writing

5. Association by doing exercises (Katz, 1993).

As an example of a 'Brainstorming association' or 'semantic mapping' called by Sokmen

(1992), the teacher may simply give students one word, for instance, 'utterance' (Hudson

2000, p. 110) and ask them to say words related to it.

General: speaking, talking
Manner: saying, shouting, whispering
Flow of information: agreeing, announcing, asking, discussing, explaining,
ordering,
                     reminding, reporting, suggesting, telling
Source: acting, reading, reciting, mimicking
Speaker evaluation: apologizing, boasting, complaining, criticizing, grumbling,
                     joking, thanking
Hearer evaluation: flattering, promising, testing, threatening, warming
Effect on hearer: cajoling, discussing, persuading.

This kind of brainstorming is similar to 'cluster approach' (Marzano and Marzano, 1988),

were words are taught in semantically related groups like with the word 'light.'

Classification: lamplight, sunlight, daylight, moonlight, starlight, candlelight
Actions: shine, sparkle, flash, glow, glitter, flare, twinkle, radiate, illuminate
Effects: radiant, dark, bright, brilliant, luminous, dim, faint, gloomy

Producers: torch, candle, lamp, light, lantern, bulb, beam, fluorescent light

As it is mentioned above, teachers take the responsibility of helping their students in establishing links to store the vocabulary effectively (Sokmen, 2002 p.241) which can be done through revisions and repetitions of vocabulary (O'Dell, 1997, p.276). Rubin (1987, p. 29) claims that "learning is the process by which information is obtained, stored, retrieved, and used." The word "use" can mean "interactional communication" and "vocabulary practice" (Schmitt, 1997, p.203). Consequently, teachers should provide the initial encoding of new words and afterwards, "subsequent retrieved experiences" (Rubin, 1987, 203).

Thus, repetition is considered to be one of the most effective ways of acquiring new vocabulary (Laufer, 1997, pp. 140-142). Carter and McCarthy advocate (1988, p.67) that the recycling of new words make them into learners' long-term memory. Systematic recycling give opportunities to revise the same vocabulary embedded in different contexts. Consequently, this not only improves and develops memory processes, but also extends words' understanding, its association, as well as expands the network of meanings and use (Sockmen, 1997, p.237). Coming to Thornbury (2002, p.18) point of view, the process of meaning acquisition is realized through three big stages: 1.labeling (attaching a label to a concept), 2.categorization (grouping a number of objects under a particular label) and 3.network building (connections between related words). The aim of the current study is to investigate opportunities for promoting these stages of vocabulary knowledge.

2.3 Stages of teaching vocabulary

Doff (1988, p.98) identifies four stages in teaching vocabulary, namely presentation, practice, production, and review.

Presentation

This stage is one of the most important preliminary stages in vocabulary teaching. Thornbury (2002, pp.75-76) claims that in this stage learners need to learn the meaning as well as the form of a new word which can be presented through three techniques (Gairns and Redman 1986, pp. 73-75). The first one is visual technique including-gestures, flashcards, mime, blackboard drawings, photographs, wall charts, and realia. The second is verbal techniques incorporating – illustrative situations, synonymy and definition, contrasts and opposites, scales and examples of the type. The last technique is translation which is considered a rapid, simple and effective way of conveying the vocabulary meaning. Doff (1988, p.96) categorizes these techniques in the following way: showing the meaning of words visually, showing the meaning of words in context, using synonyms and/or antonyms, and translation.

Practice

After presenting the new words meanings and forms, they become students' passive vocabulary and for its activating and transforming from short-term memory into permanent memory, teachers should give learners opportunity to practice them through vocabulary activities or exercises. Thornbury (2002, p. 93) states the accepted belief that "practice makes perfect." The activating process can be realized through matching pictures to words, matching parts of words to other parts, using prefixes and suffixes to make new words, filling in crosswords, grids or diagrams, filling in gaps in sentences, memory games (Scivener, 1994, p. 127). Thornbury (2002, pp. 93-94) supports

usefulness of variety tasks for moving words from short-term memory into long and categorizes them into the following types: identifying, selecting, matching, sorting, ranking, and sequencing.

Production

After moving words from short-term memory to long-term memory, the production stage comes. Thornbury (2002, p.100) suggests two major types of fluency building activities for this stage: completion and creation. According to Hunt and Beglar (2002, p.261), such activities recycle already familiar words in recognizable grammatical and organizational patterns through information exchange, student talk elicitation, games and role plays motivating and encouraging students actively involved in the speaking activities and produce the words they are familiar with (Doff, 1988).

Review

This process aims at refreshing learners' memories. According to Davies and Pearse (2000, p.103), reviewing is "new work on old language", "a challenge, requiring ingenuity and creativity" which can be done through communicative activities and games.

2.4 Games in Vocabulary Teaching and Learning

Based on the above mentioned theory, vocabulary expansion is an ongoing process during which students come across with words many times in their learning to increase and enhance their knowledge of vocabulary as well as its use in the foreign language (Cameron, 2001). As it was stated, the process of word memorization and recycling is carried out through meaningful activities which facilitate the process of word

memorization effectively. As Thornbury (2002) claims "To ensure long-term and retention, new language should be integrated to old/existing knowledge, i.e. they need to be placed into working memory e.g. being compared, combined, matched, sorted, visualized and re-shuffled, as well as being repeatedly filed away and recalled" (p.45). Vygotsky (cited in Linhtbown and Spada, 1999) claims that language can be developed by interacting with others, it cannot be expanded alone. Linhtbown and Spada (1999) consider motivation as the very tool for language learning. According to them "the principal way that teachers can influence learners' motivation is by making the classroom a supportive environment in which students are stimulated and engaged in the activities" (p. 163). Motivated learners have a better chance of learning vocabulary compared with unmotivated learners (Moon, 2000). The existing connection between motivation and students' language proficiency are widely recognized (Krashen, as cited in Richards & Rodgers, 2001, p. 183). According to numerous scholars (Can and Lin, 2000, Jiang, 2008; Kuo, 2008; Robinson, 1960; Zheng, 2008), games are the very tools for motivating students and creating warm environment for improving learners' language. Based on Skinner's theory, playing can be seen as a kind of a prize for learners which will increase students' motivation as well as confidence which afterwards, can promote higher levels of English learning (Can and Lin, 2000, Pound, 2005, Robinson, 1960; Zheng, 2008).

Games create an environment where education is mostly learner-centered, well organized, and awake the will to win and competitive desire inside people. Freiermuth (2002) stated that games are learner-centered since they give students the opportunity to resolve problems without the intervention of a teacher. Schwienhorst (2002) has noted that games provide realistic socio cultural context for language learning. Purushotma

(2005) suggests that games can be so highly motivating that they can even cause addictive behavior. These advantages of games can help teachers create a willing, ready to learn, active and energetic atmosphere in their classes. Lee (1995:35) lists several main advantages of games such as "a welcome break from the usual routine of the language class", "motivating and challenging" "effort of learning", and "language practice in the various skills." Ersoz (2000) believes that games are highly appreciated thanks to their amusement and interest. Chen (2007) claims that games are workable because they can without any difficulty gain learners' attention, thus influencing their motivation as well as developing students' language ability. Deesri (2002), another linguist, is of the same opinion that games create environment for real communication meantime decreasing students' stress level.

In addition to learners' motivation and self-confidence, game playing can promote easy and rapid way of vocabulary acquisition (Angelova & Lekova, 1995; Atake, 2003: Deng, 2006). As Dewey states "learning by doing" help students realize what the object is and easily get its meaning (Pound, 2005); moreover, memorize and utilize new vocabulary efficiently (Richards & Rodgers, 2001) and get pleasure while acquiring vocabulary, but also "practice it incidentally" (Uberman; 1998).

2.5 What is a Game?

Defining Games

Researchers proposed different descriptions about the nature of games and just a single definition of the word "game" is very difficult to find.

In The Longman Dictionary of Language Teaching and Applied Linguistics (Richards, Platt, & Platt; 1995), games are defined as "an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken and written language" (p. 89), Likewise, Bernard and Olivia (as cited from Deng, 2006, p. 3) stated that "games are different kinds of activities. They are highly structured and include specific rules to be followed." Furthermore, Flexner and Hauk (as cited from Deng, 2006, p. 3) claimed that "a game is a competitive activity involving skills, chance, or endurance on the part of two or more persons who play according to a set of rules, usually for their own amusement or for spectators."

In the Macquarie Dictionary (1997), a game is defined as "amusement or pastime, diversion, contest with rules, the result being determined by skill, strength, or chance" (p. 871). According to Griffiths and Clyne (1995) a game is defined as an enjoyable diversion in which our skill, strength or chance are tested through a set of rules. Alley (2004) claimed that a game is "a competitive activity with a prescribed setting, constrained by rules and procedures. The learning results from playing the game (for example, interactions and behaviors exhibited) and not from the academic content or specialist subject matter' (p. 504).

According to Hadfield (1999), "Games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill, at the other as a chance to use the language freely and as a means to an end rather than an end in itself. They can only be used as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action." In this definition Hadfield stresses the effectiveness of using games in teaching. He believes that games are the very tools for students to practice, internalize and use the new language items since; learning is combined with playing fostering students to learn willingly and eagerly (p.3).

Rixon (1993), describes games as "an activity with rules, a goal, and an element of fun" (p.3). Similarly, Hadfield (1990, Quated in Deesri, 2002) defines games as "an activity with rules, a goal, and an element of fun" (p. 1).

Summing up all descriptions given above, the main factors of games are:

- A game is interesting and fun

- It is rule-governed

- It is goal defined

- A game is engaging

- It is competitive and fostering cooperation

- And it has a closure.

Vocabulary games are frequently used to raise learners' curiosity in practicing formerly learned words. For instance, Allen (1983) recommends using game-like activities and crossword puzzles for practicing words students have learned. Gairns &

Redman (1986) suggest seven diverse vocabulary practice activities for students of different proficient levels to practice and review vocabulary (pp. 163-170). Huyen & Nga (2003) claim that vocabulary games are interesting and effective tools for practicing and reviewing vocabulary. In order to increase learners' curiosity and facilitate learners memorize learned words, You et al. (2000) employed vocabulary games like Bingo, Crossword puzzles and Dissembled words to help learners review previous learned words. In addition, Sokmen (1997) offers that some fascinating and competitive word games such as Scramble and bingo can be used in classroom to recycle vocabulary.

2.6 Types of Games

It is very complex to group language games as its classification may vary due to its function, language skills, techniques, and organization.
In this study, two main types of games: competitive and co-operative were used provided by Hadfield (2004), Rinvolucri and Davis (1995).

They defined competitive game as a type of a game in which players or teams compete to be the first to reach the goal. According to Levinson (2009), this type of a game is used to change the classroom atmosphere when the students get tired or it is just time for a game.

Co-operative games are those games, in which players or teams work together towards a common goal. The significance of this type of a game is collaboration among students. Since it requires participation of all the members of a group or pair, the relationship among students become effective, less tense and students learn to work collaboratively promoting effective group working.

In the current study, both competitive and co-operative types of games were employed for students' vocabulary learning.

2.7 Empirical Research on Using Games in Vocabulary Learning

"Games and game like activities have always been a popular tool in an English class in order to interest and 'wake up' uninterested students" (Kuo, 2008). Moreover, it is also considered as a useful tool for children's vocabulary acquisition (Angelova & Lekova, 1995; Atake, 2003; Deng, 2006). A research study conducted by Sukkrong and Teo (2010) indicated the usefulness of games in vocabulary learning process. The research was conducted with 60 freshmen in Nakhon Si Thammarat Rajabhat University. After the seven-week teaching, the test results showed significant difference between the experimental and control groups in favor of the experimental group. Wang, Shang and Briody (2011) investigated 50 six-grade EFL students' experience of English vocabulary learning. The study investigated the impact games/game like activities have on learners' anxiety, vocabulary, and motivation. The results of the findings showed that learners evidenced significant improvements in their learning motivation and vocabulary acquisition. Furthermore, the anxiety level was reduced when learning included games.

Similar research was conducted by Tuan (2012) in Ngoi Nha Thong Thai Elementary School. The research sought to examine the effectiveness of games in vocabulary learning. Two classes were randomly selected as experimental group and control group. The experimental group learnt and practiced the vocabulary via games, whereas, the control group via exercises. The findings of the pre and post tests revealed that the experimental surpassed the control group in vocabulary learning.

Another researcher, Osha Saeed (2007), conducted study with twenty-nine students in a primary girls' school in the United Arab Emirates (UAE). His classroom research suggests that utilizing games to practice vocabulary improves learners' ability to memorize the words effectively. It also enhanced students' motivation to learn vocabulary.

In accordance with the above discussed studies, it is concluded that EFL learners are very interested in playing games. Playing games are considered as an effective tool for enhancing learners' vocabulary learning. They also increase students' motivation as well as engagement in its learning.

Taking into account the results of the above mentioned studies and linguists' viewpoints from the literature, the research seeks to find answers for the following question:

1. Does the use of vocabulary games affect students' vocabulary enhancement?

2. What are the students' attitudes towards using games in the classrooms for vocabulary enhancement?

The fact that many experts and linguists claim that the use of games can enrich students' knowledge of vocabulary, leads us to go with directional hypothesis:

There is a relationship between using games and vocabulary enhancement of EFL learners.

CHAPTER THREE: METHODOLOGY

The current study was carried out to investigate whether games could influence the EFL learners' vocabulary achievement. The methodology part presents an overview of intended participants and the setting of the study, the instruments of data collection, the procedures employed, as well as the analyses of collected data.

3.1 Research Design

The research questions addressed in the current research were the following:

1. Does the use of vocabulary games affect students' vocabulary enhancement?
2. What are the students' attitudes towards using games in the classrooms for vocabulary enhancement?

Quasi-experimental research methods were implemented to answer the above mentioned questions. The data were collected through three instruments: pre and posttests on vocabulary checking, closed-ended questionnaire and semi-structured interview.

3.2 Setting and Participants

The current study was conducted in the Experimental English Classes (EEC), Department of English Programs (DEP) at the American University of Armenia (AUA). This program offers communicative student-centered English classes for children and young learners. It consists of 4 terms, winter, spring, summer, and fall, each lasting 10 weeks with two one-hour sessions a week. Before the start of the term, new students take a placement test, and only afterwards, they are directed into appropriate instructional classes. There were also continuing students in the groups who transferred from C4 to C5 level.

The sample population of the current study consisted of 23 students of elementary level in English (EEC Construction level 5). 23 students participated in the current study.

There were 10 students in the control group (10 students, 7 boys and 3 girls) and 13 students in the experimental group (7 girls and 6 boys), age varying from 7-12. Students from both groups experimental and control had two one-hour sessions of English per week. The students' from the experimental group practiced the vocabulary with the help of games, whereas, students from the control group practiced the vocabulary with the help of traditional book exercises and activities (gap filling, true/false, multiple-choice, etc). Table 3.1 presents the research participants as well as the treatment.

Table 3.1 Research Participants and Treatment

Groups	Level	Age	Number	Class hours	Course book	Treatment
Experimental	Elementary	7-12	13	2 hours per week	English Adventure 3	Vocabulary practice with games
Control	Elementary	7-12	10	2 hours per week	English Adventure 3	Vocabulary practice with traditional exercises and activities

3.3 Materials used in the Research

The students of both experimental and control groups used the same textbook for the current research. The textbook was "English Adventure 3" by Isabella Hearn (2005). English Adventure is a six-level, communicative language program incorporating songs, rhymes, Disney© stories and characters, real-life situations, and a variety of activities. Each level of "English Adventure" consists of the following components: An activity book, Pupil's Book plus Reader, Teacher's Book, Posters, audio CD, Interactive Whiteboard Software, Class Cassettes, Class CD, DVD. The book is designed to develop both students' productive (speaking and writing) and receptive (listening and reading) skills. The book consists of 8 units and each unit covers a particular topic. For the current research, the first four units were covered. The topics of the units are as follows:

- What are you good at?

- There is a town

- We have Maths on Monday

- I'm better today

The textbook itself was not used as the main source of treatment, i.e. a great number of additional materials were utilized in both groups (experimental and control), in order to practice and reinforce vocabulary. All supplementary materials were chosen taking into account the textbook units with its vocabulary. Games and activities were taken and adopted from different sources (books and Internet sites, see Appendix E) which are easily accessible and actively used by teachers throughout the world. The descriptions of games and game-like activities are presented in Appendix F. Some materials were

modified aiming at adjusting them to the level of the students. All materials were examined and analyzed by the thesis advisers before they were used in class.

3.4 Instrumentation

Both quantitative and qualitative instrumentation was used for data collection in the current research study. For quantitative data collection, pre and post vocabulary tests were administrated to both groups before and after the course. The content of both tests was based on the content of the materials the students covered. In addition to the tests, a Likert scale closed- ended questionnaire was administered to the students of experimental group at the end of the treatment for quantitative data collection. For qualitative data collection, a semi-structured interview was conducted with the EEC experimental group students to find out their attitudes towards using games for vocabulary learning.

3.4.1 Tests

At the beginning of the course, both groups took a pre-test. Before administering the pre-test to students, the test was piloted with students at the same level of proficiency to identify the test applicability. The test piloting revealed that some modifications were necessary in terms of the tasks, and item formulations, i.e. if items were difficult, they were simplified or changed and those which were too easy were modified to challenge the students. After the required changes, the test was administered to the students (see Appendix A).

At the end of the course, both groups took a post test or achievement test (see Appendix B). Like the pre test, post test was also piloted and changes were made. Both pre and post tests were designed by the researcher/teacher and aimed at measuring students' knowledge of English vocabulary. The content of the pre and post tests was

based on the words found in the games selected for the study as well as in the textbook students covered during their English classes.

The two tests consisted of one section testing vocabulary incorporating 3 parts each covering the vocabulary of the first four units of English Adventure 3. Each part measured a particular set of vocabulary. The time allocation for each test was 40 minutes and the total score for both tests was 40.

Part A was a matching activity with 13 items. Each correct answer was worth 1 point and incorrect answers were worth 0 (total 13 points). This part of the test aimed at measuring the test-takers' knowledge or understanding of action words (verbs) with word combination.

Part B measured test takers' knowledge of vocabulary related to health matters. The test takers had to write the correct symptoms for each picture. It enclosed 6 items and for each correct answer the test taker got 1 point (Total 6 points).

Part C had two parts: C1 and C2. Both parts aimed at measuring test takers' vocabulary knowledge through information transfer and picture naming. The first part consisted of 15 items and the second part 6 items - 1 point for each correct answer (total 21 points). The first part tested students' knowledge of vocabulary related to time, subjects, sport, and action words, and the vocabulary in the second part related to locations and places. For the first task, students were given a text with different pictures. They had to read the text and fill in the missing words by looking at the pictures. For the second part, students had to look at pictures of various places and write the right word for the place.

3.4.2 Questionnaire

For the current research study a Likert scale, closed- ended questionnaire was chosen to collect information about the students' attitudes towards using games to develop vocabulary skills. The questionnaire involved 10 closed-ended items aiming at collecting quantitative data. The reason for choosing a Likert scale closed- ended questionnaire allows for the items of the questionnaires to be presented in statement form,

which is easy for participants to complete and for the researcher to analyze (Mackey and

Gass, 2005). The respondents were asked to indicate the extent to which they strongly

agreed, agreed, were indecisive, disagreed, or strongly disagreed. Each response option

was assigned a number for scoring purposes:

| 'Strongly agree '= 5 |
| 'Agree'= 4 |
| Indecisive = 3 |
| 'Disagree' = 2 |
| 'Strongly disagree' = 1 |

'

The questionnaire was presented bilingually (in Armenian and English) in order to

avoid the possibility of misunderstanding. The questionnaire was administrated to the

respondents at the end of the last lesson.

3.4.3 Interview

A semi-structured interview was conducted to gather information about the

effectiveness of learning vocabulary through games from EEC experimental students.

The questions of the interview were based on the questionnaire items (see Appendix

D).The purpose for interviewing students was to gather further information about the

effectiveness of games in learning vocabulary. All 13 students from the experimental

group participated in the interview. The interview was conducted in a group and in the

students' mother tongue, Armenian. Beforehand, the aim of the interview was clarified to

the participants and during the interview their answers were written down.

3.5 Procedures

3.5.1 Experiment

At the beginning of the course, the participants of the current research were informed about the study and the objectives and the procedures were presented to them as well. Two groups participated in the current experiment for 10 weeks with two one-hour sessions a week. The main textbook for the experiment was "English Adventure 3" by Isabella Hearn (2005). At the beginning of the term both groups took a pre-test which aimed at testing students' vocabulary proficiency level, and at the end of the course both groups took a post-test to test students' vocabulary achievement. The experimental group received treatment with the help of games (Appendix F). In contrast to experimental group, the control group learnt and practiced vocabulary through traditional exercises.

3.5.2 Questionnaire

The questionnaire of the current study was designed for the students of Construction level 5 at EEC and targeted revealing students' attitudes towards the use of games in vocabulary learning. This questionnaire was administrated to the students after the course. Before administrating the questionnaire to the participants, the researcher/teacher introduced and explained the purpose of the questionnaire and afterwards, distributed the hard copies. Students had enough time to read the items and give their responses. During its completion the teacher/researcher helped the students who had some misunderstandings concerning the questionnaire items.

3.5.3 Interview

For qualitative data collection, a semi-structured interview was carried out. The interview was conducted with the 13 students from the experimental group. The purpose and objective of the interview were introduced beforehand.

The interview was carried out in a group in Armenian and all responses were recorded by the teacher. The students were encouraged to give honest answers to the questions. Each of them had enough time to express his/her view points and opinions. Overall, the interview lasted 20 minutes.

3.6 Data Analysis

As it was mentioned above, the present study included both quantitative and qualitative instrumentation for the data collection. For the quantitative data collection, the results of pre and post tests were compared as well as analyzed with the help of SPSS package and the attitudinal questionnaires were analyzed through frequency analysis. For the qualitative data collection, the content of semi-structured interview was analyzed.

CHAPTER FOUR: RESULTS

The current study was conducted to investigate whether games influenced the EFL learners' vocabulary achievement, as well as to find out students' attitudes towards using games in the vocabulary learning process. Both quantitative and qualitative data were used for the current study. The quantitative data were obtained with the help of the pre and post tests' results, as well as the attitudinal questionnaire. The qualitative data were collected through semi-structured interview. Consequently, this section presents the results and also the discussions of the data both quantitatively and qualitatively.

The results of both quantitative and qualitative data aimed at answering the following research questions guiding the study.

1. Does the use of vocabulary games affect students' vocabulary enhancement?
2. What are the students' attitudes towards using games in the classrooms for vocabulary enhancement?

4.1 Analysis of the Quantitative Data

The quantitative data of the present study included the results of the pre and post achievement tests, as well as the attitudinal questionnaire. Both pre and post tests' results were analyzed quantitatively utilizing SPSS (statistical package for social sciences). Two types of tests-Mann Whitney and Wilcoxon- were applied to compare the scores obtained from the tests of both experimental and control groups. For the attitudinal questionnaire, frequency analyses were implemented.

4.1.1 Pre and Post Tests' Analyses

To answer to the first research question, the first data set of the study was collected via pre and post test results. Since the number of sample population was small

(10 in control group and 13 in experimental group), non- parametric Mann-Whitney and Wilcoxon tests were used for between and within comparison of the two sets of rank scores, as well as Effect Size for both Wilcoxon and Mann- Whitney U Tests.

To compare pre test results for between groups, a Mann-Whitney non-parametric U test was used. The same method was used to compare post test results between groups. To compare pre test results with post test results within groups, a Wilcoxon Test was used.

Comparison1. Was there any significant difference between the performance of the control and the experimental groups' pre tests before the experiment? To answer the question, Mann-Whitney non-parametrical U test was employed (see Table 4.1).

Table 4.1 Mann-Whitney U Test Between Group Comparisons: Significance Statistics

	Pre-test
Mean rank of control group	9.80
Mean rank of experimental group	13.69
Mann-Whitney U	43.000
Z	-1.367
r	0.285
Asymp. Sig. (2-tailed)	.172
Exact Sig. [2*(1-tailed Sig.)]	.186[a]

In Table 4.1, when comparing the pre test of the control group with the pre test of the experimental group for vocabulary performance the Z value is -1,367 with a p-value

of 0.186. Since, p-value is greater than 0.05, there is no significant difference between pre-test results. Accordingly, before the treatment the two groups were at the same level and had similar vocabulary performance.

Comparison 2.Did the control group students improve significantly their vocabulary due to the instruction and vocabulary practice?

For within group comparison, Wilcoxon Signed Ranks non parametrical test was applied. First, pre and post tests' results of the control group (comparison 2) and second, pre and post tests' results of the experimental group (comparison 3) were analyzed to understand whether games influenced the EFL learners' vocabulary achievement in both groups.

Table 4.2 displays the results of the comparison of the pre test with the post test for the control group. This calculation is done to see whether the control group improved vocabulary from the pre to post test significantly.

Table 4.2

Wilcoxon Test Statistics for Comparison of Pre and Post Tests' Results in the Control Group

	Post test – pre test
Negative Ranks	0
Positive Ranks	10
r	0.628
Z	-2.807[a]
Asymp. Sig. (2-tailed)	.005

Table 4.2 shows that the Z value is -2.807 with a p-value of 0.005.

Since p-value is less than 0.05, it means that there is a significant difference between pre and post test results in favor of the post test. According to Pallant (2007), r=0.628, which is more than the large effect size of 0.5; consequently, it represents large effect size and positive progress in vocabulary acquisition.

Comparison 3.Did the experimental group students improve significantly their vocabulary due to the instruction and vocabulary practice?

Table 4.3 illustrates the results of the comparison of the pre test with the post test within the experimental group. This calculation is done to see whether the experimental group improved vocabulary from the pre to post test.

Table 4.3

Wilcoxon Test Statistics for Comparison of Pre and Post Tests' Results in the Experimental Group

	Post test – pre test
Negative Ranks	0
Positive Ranks	13
r	0.624
Z	-3.180[a]
Asymp. Sig. (2-tailed)	.001

Table 4.3 shows that the Z value is -3.180 with a p-value of 0.001.

Since p-value is less than 0.05, it means that there is a significant difference between pre and post test results in favor of the post test. According to Pallant (2007), r=0.624, which is more than the large effect size of 0.5, consequently, it represents large effect size and positive progress in vocabulary acquisition.

Hence, due to the results, we can understand that there was a significant improvement in the vocabulary acquisition of both groups.

Comparison 4.Was there a significant difference between the performance of the experimental and control groups after the experiment?

Table 4.4 Mann-Whitney Test of post-test scores

	Post-test
Mann-Whitney U	51.500
Mean Rank of control Group	10.65
Mean Rank of experimental Group	13.04
r	0.175
Z	-.841
Asymp. Sig. (2-tailed)	.401
Exact Sig. [2*(1-tailed Sig.)]	.410[a]

Table 4.4 displays the comparison of the post test of the experimental group with the post test of the control group to indicate the difference of the two groups after the treatment. From the results it becomes clear that the Z value is 0.841 with a significant

level of p=0.410. The probability value is not less than 0.05. Moreover, r=0.175 which

falls between the small effect size of 0.1 and the medium effect size of 0.3

So, it means that after the treatment there wasn't significant difference between

post tests of both groups. Thus, we may conclude that the use of games in the

experimental group and traditional exercises in the control group were almost equally

efficient.

4.1.2   Analysis of the Students' Questionnaire

The student questionnaire consists of 10 closed-ended questions (See Appendix C). The

questionnaire was distributed to the students of the experimental group after the post test.

Tables 4.5 and 4.6 show students' attitudes towards using games in the classrooms for

vocabulary enhancement.

Table 4.5 The Results of Student Questionnaire in Percentages

		Strongly Agree	Agree	Indecisive	Disagree	Strongly Disagree
Q 1	I learn while playing games	84,6%	7,7%	7,7%	0%	0%
Q 2	Games used during EEC classes help me acquire and remember new words and phrases easier.	100%	0%	0%	0%	0%
Q 3	Games used during EEC classes increased my learning motivation.	84.6%	15,4%	0%	0%	0%
Q 4	Games used during EEC classes increased my interest in vocabulary learning.	92,3%	7,7%	0%	0%	0%
Q 5	Games used during EEC classes are more interesting and more productive than activities or exercises.	69,2%	15,4%	7,7%	0%	7,7%
Q 6	I learn new vocabulary through games faster and better than through activities or exercises.	53,8%	23,1%	7,7%	15,4%	0%

Q 7	I learned new words and phrases from my classmates and partners who joined in the games.	69,2%	15,4%	7,7%	7,7%	0%
Q 8	Playing games developed my listening skills as well as visual memory.	61,5%	0%	23,1%	15,4%	0%
Q 9	Visuals in games help me to memorize and build new vocabulary.	69,2%	15,4%	7,7%	7,7%	0%
Q 10	I would like to continue learning vocabulary through playing games in the classroom.	69,2%	15,4%	0%	15,4%	0%

Table 4.6 Descriptive Statistics Table

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	13	3	5	4.77	.599
Q2	13	5	5	5.00	.000
Q3	13	4	5	4.92	.494
Q4	13	4	5	4.92	.277
Q5	13	1	5	4.38	1.193
Q6	13	2	5	4.15	1.144
Q7	13	2	5	4.46	.967
Q8	13	2	5	4.08	1.256
Q9	13	2	5	4.46	.967
Q10	13	2	5	4.38	1.121
Valid N (listwise)	13				

Student questionnaire responses show that 100% of the students considered games helpful for acquiring and remembering new words and phrases (Q 2). 92.3% of students in Q 4 believed that games did increase their interest in vocabulary learning. Moreover, 84.6% of students considered that games increased their learning motivation and pointed out the fact that they learnt while playing games (Q3 and Q1).

In Table 4.6, the results show that in terms of "Likert scores," the group average answers to all questions is not less than four points, which means that the students'

attitudes towards using games in the classrooms for vocabulary enhancement were positive.

4.2   Qualitative Data Analysis

A semi-structured group interview was conducted for qualitative data collection. The interview was conducted in Armenian with 13 students of the experimental group after the treatment. The interview consisted of 7 closed-ended items (see appendix D).

The first and the second questions of the questionnaire aimed at revealing the types of games the students liked and which games helped them learn and memorize new words and phrases easier and faster. 8 students out of 13 expressed positive attitudes towards all games, reasoning that all games were helpful for learning and remembering new words easier; they were funny and fascinating; moreover, they developed speech. Others liked clap and don't clap, tic-tac-toe, bingo and row games saying they were more interesting and "cool" than other games. The students also mentioned that using those games made learning and memorizing process of the new vocabulary more productive.

The third and forth questions aimed at revealing whether students learn faster and better via exercises or via games and if they were given the opportunity to choose between games and exercises, which one they would choose. 10 students out of 13 thought that they learnt vocabulary faster and easier via games than via traditional exercises. They found games engaging and easy to follow. Moreover, they would like to continue learning words with the help of games.

However, three students thought that exercises would be more beneficial for vocabulary acquisition. They mentioned that writing down words helped them remember words easier and faster than when playing games.

The next two questions aimed at finding out whether there was any game that was uninteresting for them and not helpful for learning vocabulary. Bingo, crossword, and clap and don't clap games were among the most uninteresting games and some students were just playing them for fun and not for learning vocabulary.

To the last question would they like to continue learning vocabulary through playing games in the classroom, the students' answers were definitely "yes" reasoning they are motivating and exciting.

Hence, the results obtained from the interview on the use of games in EFL vocabulary learning demonstrated that the majority of the students had positive attitudes towards the implementation of games.

CHAPTER FIVE: DISCUSSION AND CONCLUSION

This chapter presents the discussions and the summary of findings of the pre and post tests, attitudinal questionnaire, and interview, as well as suggests a number of pedagogical implications. Finally, it presents some limitations of the study as well as proposes recommendations for further research.

5.1 Discussion of Findings

One of the main purposes of the current study was to compare language games with exercises and also determine whether games or game like activities have a beneficial effect on the vocabulary acquisition.

Research question: Does the use of vocabulary games affect students' vocabulary enhancement?

Both control and experimental groups demonstrated improvement in the post test. This means that both groups showed significant progress not only practicing vocabulary with games but also with traditional exercises. The results of the studies showed that the use of games in the experimental group and traditional exercises in the control group were almost equally efficient. On balance, we may conclude that games had positive effect on the vocabulary acquisition. Meanwhile, traditional types of activities also enabled students to learn.

Research question 2: What are the students' attitudes towards using games in the classrooms for vocabulary enhancement?

The questionnaire results showed that the majority of students' expressed positive attitudes towards using games for vocabulary learning. Students believed that they learnt vocabulary better and faster compared to exercises, as well as they felt that games

increased their learning motivation and interest in vocabulary learning. Moreover, students showed high willingness to continue learning vocabulary through playing games in the classroom.

5.2 Limitations of the study

The limitations of the current study are as follows:

1. Limitation is the restricted amount of time (overall 10 weeks).

2. The participants were not selected and assigned to the two groups randomly.

3. The teacher and the researcher were the same person. Thus, the teacher's awareness of the research objectives may have affected on students' vocabulary performance.

5.3 Pedagogical Implications

Taking into account the students' positive attitudes towards using games in the classrooms and the results of the study it is recommended for Armenian teachers to use games as a tool for vocabulary learning to keep students' interest high in vocabulary learning, as well as to increase their motivation to acquire vocabulary easier, faster, and effectively. Teachers are also advised to choose games with great care. Games should be interesting and appealing for the students. They should correspond to the level of students so they are not too challenging. Giving instructions in the mother tongue might be a good idea: it would be quicker and limit the amount of time spent on the instruction explanation. Moreover, games that can be shown instead of described in long explanation should be demonstrated. In addition, the game should not be played for too long, as it might lose students' interest.

5.4 Implications for Further Research

This research study was conducted with elementary level students; a similar study could be carried out with students of higher proficiency levels.

Second, the focus of this study was only on vocabulary performance, it would be interesting to use games for other skills-reading, listening, speaking, as well as writing.

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Appendix A: Pre-test

American University of Armenia

Department of English Program

Experimental English Classes

Class: C5

Time: 40 min.

Name: …………………………………

Date: ………………………………..

A. Match the two parts. Write A - N in the boxes. Each item can only be chosen once (13 points).

1. They're drawing	☐	A. orange juice
2. She's reading	☐	B. table tennis
3. He's drinking	☐	C. a tree
4. They're playing	☐	D. a picture
5. I'm riding	☐	E. music
6. She's wearing	☐	F. a comic
7. He's combing	☐	G. under water
8. He's driving	☐	H. an exercise
9. We're eating	☐	I. a dress
10. You're climbing	☐	J. bread
11. You're listening to	☐	K. a bike
12. You're snorkeling	☐	L. a car
13. I'm doing	☐	M. his hair

B. Write the symptoms from the box below each picture (6 points).

headache	stomach ache	sore throat
ear ache	cough	fever

1. _____

2. _____

3. _____

4. _____
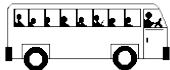
5. _____

6. _____
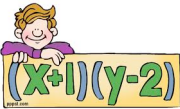
C. **1. Look at the pictures and write the words or numbers missing in the sentences (15 points)**.

Hello, I'm William. I usually get up at (1) _____ in the

morning. I get dressed at (2) _____ and have breakfast at (3)

_____. After breakfast, I go to school. I don't walk. I go by (4)

_____. I have 5 lessons each day. Today is Monday. I have (5)

_____, English, History, Sport and (6)

_____. My favorite subject is sport. I'm good at playing (7).

_____ and (8) _____ . After the lessons,

I come home at (9) _____ and do my (10)

_____. In the evening I have dinner with my family at (11)

_____ and (12). _____ TV. Before going to

bed I (13) _____ computer games and listen to (14)

_____. I go to bed at (15). _____.

C. 2. Write the name of the place under the picture (6 points).
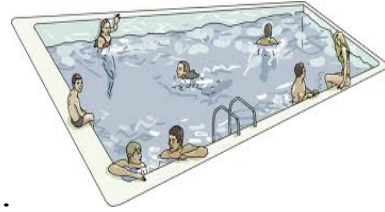
1.

2.

3.

4.

5.

6.

Total _____/40

American University of Armenia

Department of English Program

Experimental English Classes

Class: C5

Time: 40 min.

Name: …………………………….

Date: …………………………….

A. Complete the sentences with the words given in the box. Each item can only be chosen once (13 points).

1. She is combing	☐	A. a shower
2. I go to school by	☐	B. orange juice in the mornings
3. The clown doctors tell	☐	C. the vet
4. My brother is talking	☐	D. her teeth
5. The footballer is kicking	☐	E. her hair
6. A boy is flying	☐	F. a cake
7. She is cleaning	☐	G. stories and jokes
8. Rex drinks	☐	H. on the phone
9. We take the bird to the	☐	I. bus
10. I am taking	☐	J. a kite
11. I am eating	☐	K. the ball
12. I am playing	☐	L. the guitar
13. A girl is cooking	☐	M. ice cream in the café.

B. Write the symptoms from the box below each picture (6 points).

broken leg	runny nose	toothache
cramp	black eye	sunburn

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

C. 1. Look at the pictures and write the words or numbers missing in the sentences (15 points).

It's Friday morning. I usually get up at (1) _____ in the morning.

My lessons start at (2) _____ on Friday. I have 5 lessons- (3)
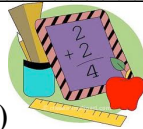
_____, English, (4) _____, History, and

Sport. My favorite subject is Sport. I am good at playing (5) _____

and (6) _____. I come home at (7)

_____. I watch (8) _____ and do my (9)

_____. Then, I play (10)

_____ with my friends in the park. I come home and have dinner

with my family at (11) _____ in the evening. I listen to (12)

_____ and play (13) _____. Before going to

bed I read a (14) _____ and go to bed at (15)

_____.

D. **2. Write the name of the place under the picture (6 points).**

1.

2.

3

4.

5.

6.

Total _____/40

Appendix C: Student Questionnaire

Dear students

This questionnaire is designed for students of Construction level 5 at EEC (Experimental English Classes). This questionnaire aims at finding out your opinion about the effectiveness of learning vocabulary through games.

(   )   5

:

;

Please read the following statements and indicate how much you agree with them.

:

Use the following scale/

1. **A-** Strongly agree/   =5

2. **A-** Agree/   =4

3. **ID-**Indecisive/   =3

4. **D-** Disagree/   =2

5. **SD-** Strongly disagree/   =1

	SA/	A/	ID/	D/	SD/
	5	4	3	2	1
1. IearnWhilePlayingGames :					

2. Games used during EEC classes help me acquire and remember new words and phrases easier. :					
3. Games used during EEC classes increased my learning motivation. :					
4. Games used during EEC classes increased my interest in vocabulary learning. :					
5. Games used during EEC classes are more interesting and more productive than activities or exercises. - :					
6. I learn new vocabulary through games faster and better than through activities or exercises. :					
7. I learned new words and phrases from my classmates and partners who joined in the games. :					
8. Playing games developed my listening skills as well as visual memory. :					
9. Visuals in games help me to memorize and build new vocabulary. :					
10. I would like to continue learning vocabulary through playing games in the classroom. :					

Thank you for your participation

Appendix D: Interview Questions

Interview Questions

1. Which games did you like most? Why?

2. Which games used during EEC classes helped you learn and memorize new words and phrases easier and faster? Why?

3. Do you think you learn new vocabulary faster and better through exercises than through games? Why?

4. If you were given the opportunity to choose between games and exercises, which one would you choose? Why?

5. Which games did you find uninteresting? Why?

6. Which games were not helpful for learning vocabulary? Why do you think this happened?

7. Would you like to continue learning vocabulary through playing games in the classroom? Why?

Appendix E

Game and Activity Links and books

1. **www.mes-english.com**

2. **www.english-4kids.com**

3. **www.englishexercises.org**

4. **www.eslprintables.org**

5. **www.esltower.com**

6. **www.eslkidsworld.com**

7. **www.esl-galaxy.com**

8. **www.eslkidslab.com**

9. **http://www.teachenglishinasia.net/efl-esl-games/middle-school-efl-esl-games**

10. **http://www.teachenglishinasia.net/efl-esl-games/efl-esl-vocabulary-games**

11. Peter Watcyn-Jones "Vocabulary 1-Games and activities. 10.

12. Peter Watcyn-Jones "Vocabulary Games and Activities for Teachers"

Appendix F

The Descriptions of Games used in the Study

1. **<u>Picture Bingo</u>**

   Method

   1. Copy and cut out the bingo cards.

   2. Give the students a card each. Allow a few minutes for them to look through them before beginning.

   3. Put the squares face down on the desk. Draw them out one at a time, saying each word. If the students have the word (a picture on their cards), they cross it out.

   4. Play proceeds until a student has crossed out every picture, in which case he/she shouts Bingo!

2. **<u>Domino</u>**

   Method

   1. Create domino cards (each card consists of two parts- a word and a picture).

   2. Give each pair/group a set of dominoes.

   3. One student should start by putting down one card containing a word (amusement park) and a picture (playground).

   4. The students should look at the cards and find either the picture of the "Amusement park" or the word of the "Playground"

   5. The students who finishes earlier and answers correctly wins.

3. Board Game

I have used 3 types of board games
     Method 1

1. Each pair is given a copy of a board and a die. The first part of the copy contains pictures and the second part-words with numbers (under each number there are a set of words).

2. Player 1 throws the die, e.g. (s)he throws 5. (S)he looks at the words in Box 5, choose one word and writes it down under the appropriate drawing. At the same time (s)he crosses out the word from the list.

3. Then play passes on to Player 2 who does the same.

4. Play continues in this way. Should a player throw a number where all the words have been used up, (s)he misses a turn. Likewise, should a player be unable to place a word (because (s)he doesn't know it), (s)he "passes" and play moves to his/her partner.

5. Read out the answers for students to check.

     Method 2

1. Each group (maximum 3 students in each) is given a copy of a board, a dice, and chips.

2. Students take turns rolling the dice. Every time they roll the dice they count the numbers of spaces in the game and wherever they land, they use the pictures to say two sentences about it.

3. The board contains signs and id the students land on these signs they will need to go to START, GO BACK, GO FORWAD or MOVE AHEAD (1, 2 or even more steps), and LOSE A TURN.

4. The student who reaches the "Finish" first, wins.

Method 3

This type of board game can be played in two ways; one has just the pictures and a second has just the words.

1. Teacher again prepares a board either with pictures or with words and a dice.

2. Besides, the teacher gives cards (if the boards have pictures, the cards contain the words of these pictures and vice versa).

3. It can be done in pairs or in small groups (maximum 3 students in each).

4. Player 1 throws the dice, e.g. 2 and lands on a picture/word (If it's a picture the students should find the words and put on it, if it's a word put the picture).

5. Play continues until one students reaches to the "FINISH" and cries finish

4. Matching Game

Method

1. Make small groups (3 or 4 students in each) or just pairs (it depends on the number of Ss in the classroom).

2. Give the students two sets of cards – one with pictures and one with words or sentences (or written times and clocks).

3. Give Ss time to match them together.

4. The group/pair finishes the first and has the correct answers, wins.

5. "Kabura-Nice" Game

Method

1. Split the class into two groups.

2. Give Ss a topic, e.g. "Places". Each students is to write down (without the others seeing) an example of the topic, e.g. fire station

3. Count till 10. Once the 10 seconds are up, ask Ss to one by one reveal their answers.

4. All \students should have different answers if everyone in the group has a different answer they get 1 point

6. **Spelling Game**

   Method

1. Put the class into teams

2. Show a team a photograph or drawing and the team must each write down one letter of that word (without showing their teammates), depending on their position. The leftmost student writes down the first letter, the next student the second letter, etc.
   e.g. the teacher shows a group of five students a picture of "headache".
   The leftmost student writes down "h", the next student "e", the next student "a" and so on.

3. Give them a short time limit (ten to twenty seconds depending on their English level) and then have them all reveal the letters they wrote. Award one point if the word is correctly spelled, then move on to the next group.

7. **Clap/Don't clap Game**

   Method

1. Choose a category such as "Action Words"

2. Call out a vocabulary word that fits the theme (i.e. "riding" for action words)

3. Ss clap if the teacher calls out a word a word that fits the category.

4. Once they are in a comfortable rhythm say a word that is not in the category.

5. The winner is the student who stays till the end of the game.

8. **Picture Game (changed by the teacher)**

   Method

1. Divide class into two equal teams.

2. Give each team a sheet of paper with the words/word expressions the Ss covered in the lessons

3. Show a picture and Ss should find the word and cross it out

4. The group who will have the most correct answers will win.

9. **Write Now Game**

    Method

1. Break Ss into teams

2. Each team will select a student to be the writer

3. The teacher writes a sentence on the board with a blank in it, e.g. I like…, I have…, I go..

4. Each team must fill in the blank with as many English words as possible in 1 minute.

5. The team with the most correct answers wins.

10. **Word Search Game**

    Method

1. Split Ss in pairs or in small groups

2. Give them handouts with mixed letters and pictures below.

3. Ss should find the word by combining the letters.

4. The group/pair with the most correct answers wins.

11. **Flashcard Game**

    Method

1. Students split into two equal groups and make two rows

2. Teacher shows the flashcard The students who guess the name take the picture and move to the back of the row.

3. It continues until all pictures are guessed. The row which has more pictures wins.

12. I Have….Who has…. Reading Games

Method

1. Distribute the cards randomly to your students. Some students may get more than one
   card.
2. Select a student to begin by reading their card aloud.(example: I have 8:15. Who has 10:45?)
3. The student who has the card with the clock face picturing the previous student's "Who Has..." question reads their card aloud.(example: I have 10:45. Who has 1:19?) And so on.
4. Students must listen for their turn and try not to break the chain.
5. When the chain is circles around to the first student, the game is over.

13. Crossword

Method

1. Distribute handouts to pairs or small groups.
2. Give time to think over the questions, missing words and fill in the crosswords
3. The group with most correct answers wins.

14. Word formation Game

Method

1. Split students into small groups
2. Write letters on the board.
3. Give them the topic "Health" and ask to write as many words as they can
4. The group with more and correct answers wins.

15. Throwing Box Game

Method

1. Make a row
2. Throw the box to Ss on by one and say words, e.g. "play" the students should continue "play football" and throw back to the teacher, then "ride" a horse, etc.
3. Ss are not allowed to give the same answer.
4. If so, he/she gets out off the game.
5. The winner is the student who stays till the end of the game.