UNIVERSITETI I EVROPËS JUGLINDORE
УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА
SOUTH EAST EUROPEAN UNIVERSITY

Faculty of Languages, Cultures and Communications

POST GRADUATE STUDIES – SECOND CYCLE

"**The effectiveness of games in reinforcing vocabulary learning
(Case study – primary school students in Gostivar)"**

Candidate   **Mentor:**

Vlora Ajdini   PhD. Agim Poshka

Tetovo, June 2020

Working title of the thesis:

"**The effectiveness of games in reinforcing vocabulary learning**
(Case study – primary school students in Gostivar)"

Translation of the working title in Albanian:

"Efektiviteti i lojërave në përforcimin e mësimit të fjalorit
(Rast studimi - nxënësit e shkollave fillore në Gostivar)"

Translation of the working title in Macedonian:

"Ефикасноста на игрите во зајакнување на вокабуларното учење
(Студија на случај - ученици од основно училиште во Гостивар)"

In Memory of My Father (Mesut Ajdini) Whom I Owe Everything I Am Today...

Acknowledgement

First and foremost, I offer my sincerest gratitude to my supervisor, Prof. Agim Poshka, who has supported me throughout my thesis with his patience and knowledge. I attribute the level of my Master's degree to his encouragement and effort and without him this thesis, too, would not have been completed or written.

Where would I be without my family? I dedicate this thesis to my parents, sisters and brother who unremittingly supported me during my years of study.

*My very special thanks to the one person whom I owe everything I am today, my father [**Mesut Ajdini**].   His unwavering faith and confidence in my abilities and in me is what has shaped me to be the person I am today. Thank you for everything!*

Last but not the least the one above all of us, the almighty Allah, for answering my prayers and giving me the strength to not give up.

Finally, I would like to thank everybody who was important to the successful realization of thesis, as well as expressing my apology that I could not mention personally one by one.

ABSTRACT

Ludwig van Wittgenstein, the 20th-century Austrian-British philosopher, tells us, "The limits of my language mean the limits of my world." Language helps us understand the world around us. The more terms we can use to define the details of the universe, the better we can manipulate those elements in our mind. In learning a foreign language, Vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. Learning vocabulary is not an easy task at all, which very often presents a problem to deal with, for students who study English as a foreign language.

Although sometimes students find difficult and bored in studying vocabulary, however, vocabulary presents a very important element in mastering English language, or even the most important field of language study, so it is up to the teacher to find other alternative techniques to make students interested in the lesson. To help students find language classes, especially vocabulary lessons more interesting we conducted research to find the answer to the question, "Do games help students learn vocabulary effectively, and if so, how? Games are considered as fun, interactive, which can help students study vocabulary easily, and in a more interesting and exciting way.

The aim of this research shows the effectiveness of vocabulary learning through games, to primary students in the elementary school "Sali Lisi" in Dobridoll - Gostivar.

The research focused on the difference between traditional methods of vocabulary learning and the incorporation of games into the learning environment, as means of educational benefits.

The research was done with fifty (50) students and the research instruments consisted of a game play, and a questionnaire.

The results of the research show that students learn vocabulary more quickly and effectively when introduced to different games, than through the books or the teacher. Therefore, the research part of my thesis is dealing with getting as much information as possible to provide data that prove these assumptions right or wrong.

Keywords: teaching vocabulary; games; foreign language; fun; young learners.

PARATHËNIE

Ludwig van Wittgenstein, filozofi austro-britanik i shekullit të 20-të, thotë: "Kufijtë e gjuhës sime janë kufijtë e botës time". Gjuha na ndihmon të kuptojmë botën rreth nesh. Më shumë terme që mund t'i përdorim për të përcaktuar detajet e universit, aq më mirë mund t'i manipulojmë ato elemente në mendjen tonë. Në të mësuarit e një gjuhe të huaj, fjalori luan një rol të rëndësishëm. Është një element që lidh katër aftësitë e të folurit, të dëgjuarit, të lexuarit dhe të shkruarit të gjithë së bashku. Të mësuarit e fjalorit nuk është aspak një detyrë e lehtë, e cila në shumicën e rasteve paraqet vështirësi për studentët të cilët e studiojnë gjuhën angleze si gjuhë të huaj.

Edhe pse, shpesh here studentët ndjejnë vështirësi dhe nuk janë të interesuar në mësimin e fjalorit, sidoqoftë, të mësuarit e fjalorit paraqet një element shumë të rëndësishëm në nxënien e gjuhës angleze, bile edhe një ndër lëmit më të rëndësishme në mësimin e gjuhës, kështu që është detyrë e mësuesit të gjej mënyrat tjera adekuate që studentët të shprehin interesim për lëndën. Për të ndihmuar nxënësit të gjejnë mësime gjuhësore, sidomos mësimet e fjalorit më interesante, kemi bërë hulumtim për të gjetur përgjigjen në pyetjen: "A ndihmojnë lojërat në mësimin e fjalorit në mënyrë efektive, dhe nëse po, si?" Lojërat llogariten si argëtuese, interaktive, të cilat u ndihmojnë nxënësve të mësojnë fjalorin më lehtë, dhe në një mënyrë më interesante dhe më emocionuese.

Qëllimi i këtij hulumtimi tregon efikasitetin e mësimit të fjalorit nëpërmjet lojrave, me nxënës të shkollës fillore "Sali Lisi" në Gostivar. Hulumtimi është fokusuar në dallimet ndërmjet të mësuarit e fjalorit nëpërmjet metodave më tradicionale, dhe përfshirja e lojrave në ambientet mësimore, si mjete për dobi arsimore.

Hulumtimi është bërë me pesëdhjete (50) nxënës dhe mjetet hulumtuese kanë përfshirë një lojë dhe një pyetësor. Rezultatet e hulumtimit tregojnë se nxënësit mësojnë fjalorin më shpejt dhe me më efikasitet kur janë të përfshirë lojëra të ndryshme, se sa nëpër mjet librave ose mësuesit. Andaj, pjesa e hulumtimit të tezës u fokusua në marrjen e sa më shumë informacioneve që të jetë e mundur për të siguruar të dhëna që vërtetojnë këto supozime të drejta apo të gabuara.

Fjalët kyçe: të mësuarit e fjalorit; lojërat; gjuhë e huaj; argëtuese; nxënës të rinj.

List of abbreviations

EFL – English foreign language

L2– Second language

LIST OF TABLES AND FIGURES

Tables:

Figures:

Graphs:

Contents

1. Introduction

One of the difficult parts of learning the target language for English language learners is the acquisition of vocabulary. Using educational games for teaching vocabulary has been very popular for several decades. It is suggested that teachers should seek for methods that engage their students in a creative language use. By using vocabulary games, students can use the language more communicatively.

Learning vocabulary through games had attained a lot of attention. Wright, Betteridge and Buck (as cited in Rohani & Pourgharib, 2013, p. 3541) believe that "With the use of games, the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions". Donmus (2010) believed that "The value of educational games has been increasing in language education since they help to make language education entertaining "(p.1497). According to Kuzu and Ural findings (as cited in Donmus, 2010, p.1499) "when games and education are combined, it can be educative and education environments can be entertaining. The learners who learned with the use of games, gain positive attitudes and can be more motivated while learning". This is a study of the effects of using games to practice vocabulary in the teaching of English to young learners. "Brown (2001,p.7) states teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand" (as cited in Nuari, 2011).

This makes very clear the role and importance of the teacher in both learning and teaching process, so, this is one of the main reasons why the teacher should be very careful in the techniques and methods that he uses during the teaching process.

According to Harmer (2002, p.57) "the teacher is not only the giver of knowledge or the classroom authority, but, rather a facilitator and a resource for the students to draw on" (as cited in Meizaliana, 2009). Vocabulary is one of the fields of language learning which every learner must acquire in order to be able to communicate and learn how to use certain words properly.

According to Thornbury (2002) "without grammar very little can be conveyed, without vocabulary nothing, can be conveyed" (p.13).

Learning a foreign language is a hard work, which requires a lot of attention, especially with young learners, because their attention is not so easy to catch or to sustain.

In order for teachers to be successful in proving a communicative approach in the classroom, they should first of all, familiarize with it, know how to apply it, and most importantly become aware of young learner's characteristics. The idea of using games to learn English is to provide students with learning opportunities in a more relaxed and pleasant atmosphere based on real life situation, without the anxiety and stress of the traditional methods.

The school where the research was conducted, unfortunately, still makes use of the more traditional methods of vocabulary learning including: word translation, dictionaries or memorizing words by heart, without any interactive teaching, which makes it difficult learning and retaining new vocabulary. This was the main aim that prompted this research to be carried out, so that students have opportunities to find out the distinction between being restricted to learn vocabulary only inside the classroom, and using interactive games to help them being more exposed to English language.

2. Purpose of the study

The main purpose of this study was to find out how games help students in reinforcing vocabulary learning with special purpose in primary stage students (pupils) in elementary school Sali Lisi – Dobridoll.

Many researchers have discussed the importance of games into the classroom and considered that games should be included as part of the syllabi because of their effectiveness upon learners. In this research the aims were to analyze:

Research question 1: Do games have more the role of "playing" rather than "learning" or both of them?

Research question 2: Are there any statistically significant differences in the primary stage students' achievement in English Language vocabulary due to the gender?

Research question 3: Does learning vocabulary through games, is more effective than through traditional methods?

3. Definition of hypotheses

A hypothesis is an idea which is suggested as a possible explanation for a particular situation or condition, but which has not yet been proved to be correct. The hypothesis is a clear statement of what is intended to be investigated. It should be specified before research is conducted and openly stated in reporting the result.

Hypotheses that I will certify at the end of my study are four:

1. Main hypothesis:

Games play important role in reinforcing vocabulary learning in the primary stage students' achievement.

2. Auxiliary hypothesis 1:

Teachers play an important role in reinforcing vocabulary learning in the primary stage students' achievement.

3. Auxiliary hypothesis 2:

Learning vocabulary through games is more effective than learning vocabulary through traditional methods.

4. Auxiliary hypothesis 3:

Students' motivation, self-confidence, interaction, sense of friendly competence, vocabulary mastery, etc. are improved within games.

CHAPTER 1: THE EFFECTIVENESS OF GAMES IN REINFORCING VOCABULARY LEARNING - LITERATURE REVIEW

1.1. Definition of Vocabulary

> *"The limits of my language mean the limits of my world".*
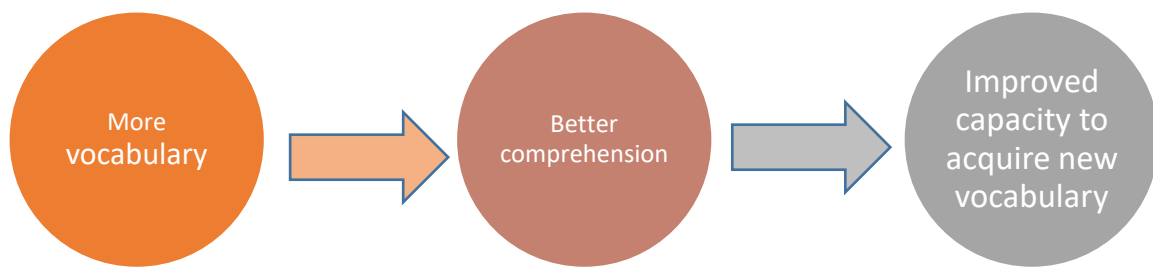> *Ludwig van Wittgenstein*

Ludwig van Wittgenstein, the 20th-century Austrian-British philosopher, tells us, "The limits of my language mean the limits of my world." Vocabulary plays an important role in learning a foreign language; it is one element that links the four skills of speaking, listening, reading and writing all together. Vocabulary can be defined as ''words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)'' (Neuman & Dwyer, 2009, p. 385).

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research (Berne & Blachowicz, 2008) indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning (as cited in ALQAHTANI:2015).

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Vocabulary is the total number of words in a language (Hornby, 1995). The Oxford dictionary defines vocabulary as the body of words used in a sphere and as the total number of words that make up a language (2007). In Longman Dictionary (1995), vocabulary is defined as all the words that someone knows, learns, or uses.

Todd (1987) argues that there are four aspects of the word; the orthographic word has a space on both sides of it. A morphological word considers the form only. A lexical word considers all the forms a word can take, and which are clearly related by meaning. A semantic word considers the distinction between items that may be morphologically identical but differ in meaning.

Figure 1. The importance of vocabulary

Figure 2. Four types of vocabulary

LISTENING - words we understand when other talk to us

READING - words we know when we see them in print

FOUR TYPES OF VOCABULARY

SPEAKING - words we use when we talk to others

WRITING - words we use when we write

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000, p.55) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language".

Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

From the definitions above, it can be concluded that vocabulary is the total number of words used in a particular language that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

Vocabulary is something new and different in student's native language so the teachers should be concerned about that especially when we have to do with young learners. They more over need to prepare good techniques and suitable material in order to gain the target of language teaching.

1.2. Vocabulary in EFL Classes

EFL (English as foreign language) is the teaching of English to people whose first language is not English. Our purpose is to explain how English language as foreign language can be better learned and understood from students and on the other hand the teacher focus must be how to simplify the techniques to get better results. Teaching vocabulary is a key factor when learning a foreign language and it includes giving instructions about the form of words, the pronunciation and the meaning they convey. At the same time, this process involves three fundamental steps such as *Presenting, Practicing* and *Producing* to have an effective vocabulary learning process. (Cerra et al :2010).

Presenting vocabulary refers to pre-planned lessons stages in which learners are taught pre-selected vocabulary items (Thornbury, 2000 as cited in Cerra et al: 2010). To present new items it is important to show the meaning of the word as well as the form in which it is used. There are several ways to present new items, such as using translation, which is the most direct route to a word's meaning, illustrate meaning using pictures, mime or realia, appropriate to teach beginners; contextualizing, defining, giving synonyms, opposites and giving detailed descriptions which are suitable for advance learners. After presenting the word, *practice* and consolidation of the word are necessary. To do that, many different kinds of tasks could be implemented in order to move the words into long term memory, the one

a learner has to activate in order to retrieve the word when necessary (Thornbury, 2000Cerra et al:2010). Among these classroom activities teachers can use some decision-making ones like identifying, selecting, matching, sorting, ranking, and sequencing. And, some production tasks, for instance, completion of sentences and texts and creation of sentences and texts. The last stage is related to the *production* stage with the aim of helping students to incorporate the new item into the lexicon. This can be done using communicative activities in which the learners have to retrieve the vocabulary already learnt and practiced.

Games are one of the most important components in EFL classrooms. They include activities which have goals and rules at the same time fun.

Foreign language learning games can be considered as a framework to provide a meaningful context for language acquisition. Constantinescu (2012) claims that learners can improve their understanding of written and spoken English via games. Games help learners learn words and structures in a context using correct pronunciation and spelling.

In Macedonia English language is still dominated by the view that knowledge is a set of facts that must be memorized. Teaching learning process as focuses on the teacher as a prominent source of knowledge and students may have problems to understand academic concepts or many students can serve a good level of memorization of teaching material but in the end of teaching learning process, they actually do not understand it at all.

In conclusion, teaching vocabulary is a key factor in the learning of a foreign language, and it includes teaching and conveying the meaning and the form of words.

1.3. Steps for Learning Vocabulary

According to Marzano (2004), six instructional steps in brief, that help students understand new vocabulary terms that are taught directly and remember what they have learned later are as follows:

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

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

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

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

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

Step 6: Apply in Learning Games—Involve students periodically in games that allow them to play with terms. Following is a brief description of each of the steps.

Figure 3. Six instructional steps for Learning Vocabulary
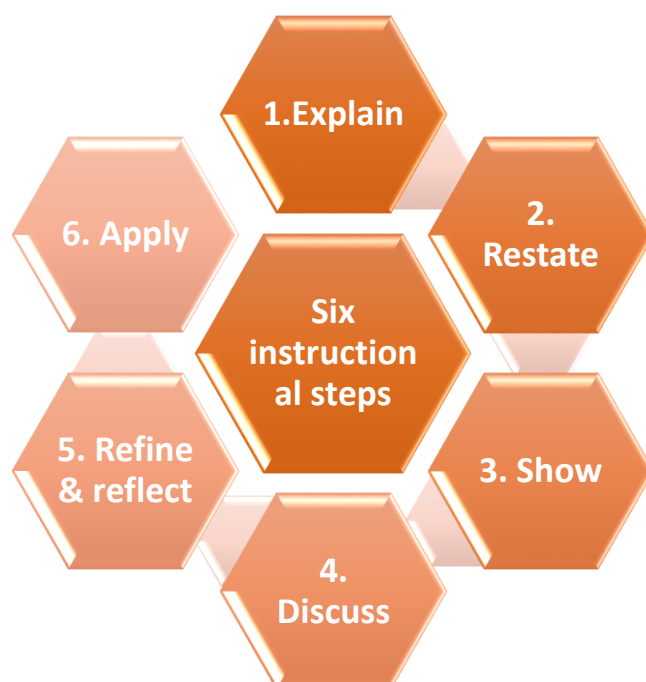
Source: Compiled by the author according Marzano, R.J. (2004). Building Background Knowledge for Academic Achievement. Alexandria, VA: Association for Supervision and Curriculum Development
https://forms.hmhco.com/assets/pdf/literacy-by-design/a_six-step_process_for_teaching_vocabulary.pdf

Step 1: Explain—provide a description, explanation, or example of the new term. First, a teacher should provide students with information about the new term. There are several different ways that teachers can help students build their initial understanding of the term. Teachers can:

• tell a story using the term;

• use video or computer images as a source of information;

• use current events to connect the term to something familiar;

• describe their own mental pictures of the term;

• find or create pictures that exemplify the term;

Notice that some of these suggestions include providing images. Using both linguistic and non-linguistic explanations of a new term will help students develop an initial understanding of the term, as well as help prepare them to create their own pictures or graphic representations in Step 3 of the process.

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

Step 3: Show—Ask students to construct a picture, symbol, or graphic representation of the term. In Step 3, students are asked to construct a picture, symbol, or graphic representation of a term; this forces them to think of the term in a totally different way. Written or oral descriptions require students to process information in linguistic ways. Pictures, symbols, and graphic representations require students to process information in non-linguistic ways.

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

Step 4: Discuss—Engage students in discussion activities that help them add to their knowledge of the terms in their vocabulary notebooks. During the fourth step, students are engaged in activities designed to help them discuss and review the terms in their vocabulary notebooks. These activities include having students compare and contrast terms, classify

terms, identify antonyms and synonyms, and create analogies and metaphors using the terms. During this time, students should be provided with opportunities to add to or revise the entries in their vocabulary notebooks.

Step 5: **Refine and reflect**—Ask students to return to their notebooks to discuss and refine entries. Both research and common sense suggest that interacting with other people about what we are learning deepens the understanding of everyone involved—particularly when we are learning new terms. During Step 5, students examine the entries in their vocabulary notebooks to make changes, deletions, and additions. The teacher might ask students to do this in pairs or small groups.

Students might:

• compare their descriptions of the term.

• describe their pictures to each other.

• explain to each other any new information they have learned or new thoughts they have had since the last time they reviewed the terms.

• identify areas of disagreement or confusion and seek clarification.

Step 6: Apply in Learning Games—Involve students in games that allow them to play with terms. Games might be one of the most underused instructional tools in education. Many types of games can help teachers keep new terms in the forefront of students' thinking and allow students to re-examine their understanding of terms. It is important to set aside blocks of time each week to play games in order to energize students and guide them in the review and use of important terms. Direct instruction in vocabulary is a critical aspect of literacy development. Synthesizing research and theory on direct vocabulary instruction into an innovative six-step instructional process enables classroom teachers to teach and reinforce selected vocabulary terms with success.

1.4. What is a Language Game?

Games are thought as fun, interactive, and exciting methods of learning vocabulary which help create a relaxing and interesting atmosphere in the classroom.

Why games? Because they are fun, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest, helping participants build relationships, and to feel equal because language students need to be emotionally involved, meaning they need to feel something while they are exposed to the language. Strong emotions, such as happiness, excitement, amusement and suspense allow students to feel positively about their learning situation and are therefore likely to have a positive effect on language learning, games are good for shy students and students with low confidence, and that applies specifically when playing takes place in smaller groups because then they get a chance to speak in front of fewer audience instead of having to express themselves in front of the whole class. Finally, using games in the classroom is important because many children do not get enough opportunity to play during their free time, which can be traced to the rapid changes in our society. (Sigurðardóttir, 2010).

Teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games (Sugar:1998).

"Nicolson & Williams (1975, p.1) define games as "a form of teaching which may be used in circumstances where ordinary approaches are not well tolerated, when attention is hard to get and harder to keep"(as cited in Alemi, 2010, p. 427).

Games are effective tools in learning vocabulary since they offer the students pleasant and relaxed environment where they can learn more effectively and in a short period. Howard Gardner, who theories that humans have eight intelligences, claims that when exploring a certain topic in school it can, and should, be approached in 6 different ways in order to maximize the chances of reaching all students in the classroom. One of these ways is "the personal way", where the goal is to see if it is possible to approach a specific topic by using, for example, role play, or other interactions (Gardner, 2006).

With the use of games students build upon their previous knowledge, learn from their mistakes and from the others, by becoming able to use the new words they have learned from these activities in separate situations.

Games leave space for creativity, independence, and personal expression, and are very good tools for simulation of interactivity.

1.5. Types of Language games and their effectiveness

According to Thornbury (2002:102) there are many games that can be used in different situations to help both teaching and learning vocabulary including: "word clap, word search, categories, coffeepot, back to board, Pictionary, word snap, word race, spelling race etc".

Games are activities associated with fun, goals, and rules. There are numerous of games that can be used to facilitate the teaching process and provide the learners with both knowledge and fun.
Games are more likely to be associated with pair or group work in order to have interaction between students. Even though games have more positive sides than negative ones, in some cases they can be misunderstood.

It is obvious that in every game there should be a winner and a loser, but we cannot make all our students' winners. In these cases, the teacher should create two bigger groups of students to compete among them so, that the winners should be more in group, but, however, games bring friendly competition in the classroom so, the students are motivated to participate in these activities. It is very important for the teacher to choose appropriate games that are not ambiguous, discriminating or not teachable.

The main goal of incorporating games in the classroom is due to the relaxing atmosphere that they bring in the classroom, and the effectiveness they have on learning vocabulary. Within games learners are free to be themselves, they do not act, they express their wishes, when interacting with their friends they use various words to express themselves, and they enjoy learning vocabulary because they enjoy playing games.

During these activities young learners do not even pay attention to the difficulty of words because they are distracted by the game and think only on the reward they are going to get on the end. Games are enjoyable for both the teacher and the learners; they break the classroom monotony and they are very entertaining and stimulating. Even after the game is finished, the teacher can use it as a topic for further debate between learners.

"Agoestyowaty (2007, p.xiii) says "that using games in a learning environment will not only change the dynamic of the class, but, it will also rejuvenate students and help the brain to learn more effectively, since the brain needs to be tested and put into competitive situations" (as cited in Meizaliana, 2009, p.xxi).

One way of dividing educational games is by categorizing them into groups depending on their model. Ingvar Sigurgeirsson (1995) has divided games into the following categories:

- games for dividing larger groups into smaller groups,

- introduction-games,

- group games,

- physical games,

- scavenger hunt games,

- educational games,

- theoretical expression games, drawing- and colouring games,

- Educational card games, word games, story games and question games. (As cited in Sigurðardóttir, 2010:10).

It is difficult to classify games into categories because such categories often overlap. Hadfield (1984) explained two ways of classifying language games: First, the author divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy; on the other hand, communicative games focus on the exchange of information.

Jacobs (n.d.) further classified games into more detailed forms which are composed of both the elements defining linguistic and communicative games.

- ❖ *Sorting, ordering or arranging games*. For example, students have a set of cards with months, and they have to arrange those cards in order.

- ❖ *Information gap games*. In such games, one or more people have information that other people do not, and they have to exchange their information to complete a task.

- ❖ *Guessing games*. These are a variation on information gap games. For instance, one student who has a flash card cannot show it to others but must instead mime it to others, and then other students have to guess the word from his or her performance.

- ❖ *Searching games.* These games are another version of two-way information games, with everyone seeking and giving information. For example, everyone is given a clue to find out who the criminal is. They have to ask and then reply to their partners to solve the problem.

- ❖ *Matching games*. As the name implies, participants need to find a match for a word, picture, or card.

❖ *Labelling games*. These are a form of matching game. The only difference is that the participants match labels and pictures.

❖ *Exchanging games*. Many card games fall into this category. In these games, students barter cards, objectives, or ideas.

❖ *Board games*. "Scrabble" is one of the most popular games in this category.

❖ *Role playing games*. Such games involve students in playing roles that they might not play in real life. They might also be employed to get students to practice set dialogues

1.6. Language Games versus traditional methods of vocabulary learning

One of the strongest points of this research was to determine the importance and effectiveness of games in vocabulary learning, but it relayed on the traditional methods so that the learners could understand the difference between the two. Traditional methods include learning vocabulary more theoretically putting the entire accent on translation from the textbooks. Traditional teaching methodologies are teacher-centred, where the teacher is viewed as the main source of knowledge and is responsible for transmitting new information to the students, who are passive receivers of information.

Scrivener (2005) described traditional teaching methodology as the "jug and mug" (p.17); the teacher is the jug full of knowledge who pours information into the empty mugs, filling students with new knowledge. Many negative factors arise from this way of teaching like for example: learners become bored; they only transfer second language into first language and vice versa; they are not able to use the language in real context and they learn mostly by heart. Incorporating games into the teaching process can be very motivating and make the students become actively involved in the classroom. When learning vocabulary through traditional methods, usually, the questions asked by the teacher allow for only one response, without allowing for creativity or personal expression.

With these methods the students are not given space for interaction, they are somehow obliged to learn by heart and individually, whereas with games they are given the opportunity to participate with their classmates and create more real- life learning situations.

Traditional teaching and learning methods focus on the written language, rather than incorporating the vocabulary in all four language domains: listening, reading, writing, and speaking. Traditional methods of learning academic vocabulary involve a vocabulary list,

looking up words in the dictionary, copy in down the definition, and using the new vocabulary words in a sentence (Bromley, 2007).
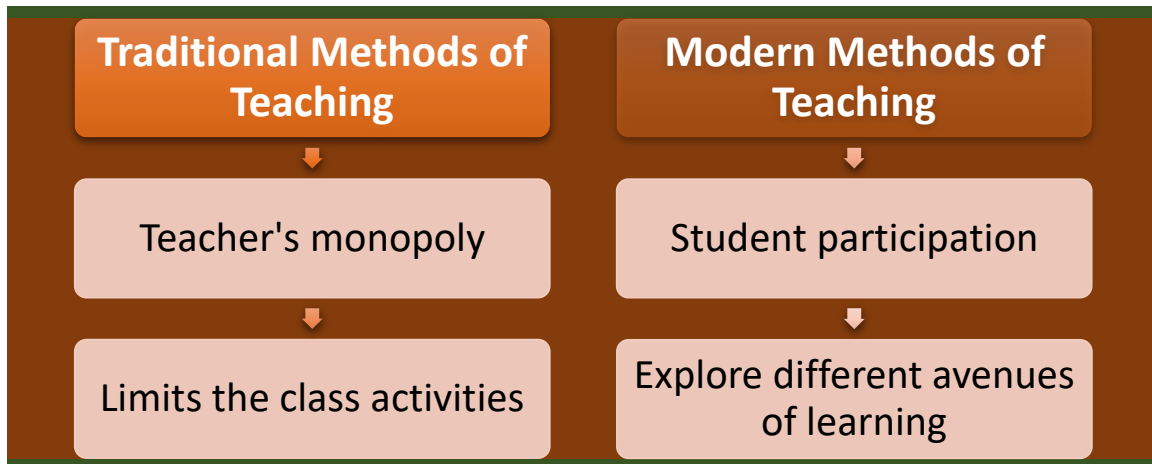
Not all traditional teaching methods for academic vocabulary acquisition are outdated; an example would be using text to introduce and develop meaning of new words. Kelley et al. (2010) used current scholastic magazines to give students experience with new words in context with familiar and relevant topics. The researchers specified this approach is not the only instructional method they employ, as students require experiences from multiple modalities (Kelley et al., 2010). There is plenty of research supporting the use of text to teach academic vocabulary in context, yet by limiting the teaching strategies to these age-old methods, teachers may not be as effective in reaching the adolescents of today. "Language learning, especially academic language, must be meaningful and relevant and promote both receptive and productive communication" (as cited Jeanette Benoit 2017:37).

Unlike traditional methodology, modern methodology is much more student-centred. According to Jim Scrivener, the teacher's main role is to "help learning to happen," which includes "involving" students in what is going on "by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, do things, etc." (Scrivener: 18, 19).

The most popular or the most common methods in modern teaching areas suggested by Jim Scrivener are:

- Match the words with the pictures.
- Check the meaning of these words in the dictionary.
- Match the words with the definitions.
- Brainstorm words on a set topic (i.e. collect as many as you can).
- Divide these words into two groups (e.g. food words and hobby words).
- Label the items in a picture with the right names.
- Complete gapped sentences with words from a list.
- Discuss a topic (that will feature in the text).
- Say which words (from a list) you expect to be in a text about. (Scrivener: 231).

Figure 4. Traditional vs modern methods of teaching

Traditional Methods of Teaching	Modern Methods of Teaching
Teacher's monopoly	Student participation
Limits the class activities	Explore different avenues of learning

Source: Developed by the author

Teaching methods are best articulated by answering the questions "What is the purpose of education?" and "What are the best ways of achieving these purposes?" Traditional method (Essays, UK:2013). In traditional method, presentation of materials starts with the parts, then moves on to the whole while in the modern approach, presentation of materials starts with the whole, then moves to the parts. Traditional method emphasizes on basis skills while modern method emphasizes on big ideas. With traditional method of teaching, assessment is seen as a separate activity and occurs through testing while with modern method of teaching, assessment is seen as an activity integrated with teaching and learning and occurs through portfolios and observation.

Chapter 2: Effectiveness of gaming in the classroom according to numerous authors and studies

The idea of using games to engage students in the process of active learning is not new. Learning vocabulary through games has been the topic of research for many researchers in the past few years, and it is very interesting to notice that in the majority of cases, if not in all of them, the results were similar. "Numerous scholars (Deng, 2006; Robinson, 1960; Kuo, 2008; Jiang, 2008; Wu, 2002; Zheng, 2008) have concluded that games are very useful for children involved in the learning of English since they can strengthen students' motivation and self-confidence" (as cited in Wang, Shang, & Briody, 2011, p. 129).

That quote summarizes my beliefs about using games to teach, practice and reinforce a foreign language. Games are workable because they can easily attract the attention of students, thus influencing student motivation and enhancing English ability. Games provide a constructivist classroom environment where students and their learning are central. It is up to the teacher how stimulating his/her techniques will be in order for students to be eager and enthusiastic in participating in vocabulary learning activities and try to apply those words they have learned earlier in the game they play.

"Deng (2006) observed 45 students carrying an experiment by teaching subjects in a traditional way during the first two months, and then teaching students through games the last two months. He picked ten words from whom the first five he taught in a traditional way and the other five he taught through games. The results showed that students understood better the material that was taught through games, than, the one taught in a regular way" (as cited in Wang, et al, 2011, p.130).

"In Jiang's study (2008) from 360 respondents investigated, 38% preferred using games as teaching aids expressing a negative attitude when games were not used in the classroom" (as cited in Wang, et al, 2011, p. 129).

"The same conclusion was brought by Kuo's research (2008) that compared two teaching approaches- regular teaching and game teaching. He divided students into experimental group (giving game teaching) and control group (giving regular teaching). Results showed that the experimental group was superior to the control group both in students' English oral ability and in confidence" (as cited in Wang, et al, 2011, p.130).

According to previous studies, using games to teach young learners can enhance students' motivation, confidence and vocabulary acquisition, because of the advantages of challenging content it is easier to capture their attention than with traditional teaching.

2.1. Perspectives

One of the important things that the study of philosophy teaches us is how to examine the world from a variety of different perspectives. When we read and study the writings of classic and contemporary philosophers, we are given new ways of looking at the world that broaden our own perspectives on reality. Every perception a person has is based upon their own personal experience. People perceive the world differently because no two people have the same experiences. Nowadays here are many explanations as to what an "educational game" is, however it helps students in their educational way in the future.

Games are competitive in nature and when we have competition between groups in the classroom the students engage between each other and this normally brings them learning new words and gaining knowledge. These positive approaches to educational games are not left uncontested by educators and scholars alike.

In "This Is Jeopardy!," Audrey Amrein-Beardsley states that, "Methods of gaming tests, (may) result in spurious test score gains unrelated to true gains in student learning" (p. 14). She explains that many teachers are simply "teaching to the test" with games and this causes students to "become experts at answering (the) test questions without entirely understanding the concepts justifying their answers" (p.16). Kebritchi (2010) poses the concern that games are becoming such innovative learning tools that teachers may conclude that they don't need to lecture, and instead they may "rely on the game and use it as a teaching replacement and not as a supplement" (p. 263). If teachers want to be effective in teaching, they must remember that games are supplement teaching tools that help students in their everyday lessons.

2.2. Pedagogy

There are a variety of teaching methods that coincide with an active learning pedagogy. According (Van De Bogart, 2009) active learning can be defined is, "an effort to make learning authentic where students are doing something including discovering,

processing and applying new information" which means that refers to techniques where students do more than simply listen to a lecture. Although some may think board games are outdated with the advent of new technologies, in "Meet the New School Board," Harris (2009) speaks of new and emerging simulation style "designer board games" (p. 25). These board games are typically aligned by theme or mechanics (p. 25.) Themed games tend to introduce contextual information and serve as an anchor for future learning. These appear as though they would work best as an introductory game for a unit as they introduce vocabulary, ideas and concepts. Mechanical games require players to "apply their knowledge to determine the path they will follow" (p. 25). Additionally, Rotter (2004) suggests several other pre-game preparations. One way is by encouraging the "student to predict questions that will be asked on the test" and then providing the teams whose questions are chosen with bonus points on the game (p. 59).

However, no matter what kind of game is used in the classroom we must have on mind that every student is part of the game and we must use games that can be understand or learned from all students.

2.3. Assessment

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

The assessment process is a systematic approach for gathering data about the different variables in the EFL teaching program. "These data are yielded from multiple sources, some of which are formal, like tests and others of which are informal, such as a student's participation and his/her performance in the different EFL class activities. The validity of these data depends on the effectiveness and the validity of the assessment tools used in assessment". (Abbas, 1994:1).

Marzano (2010) explains that of the 60 studies he has been involved in regarding the effects of games on student achievement, "on average, using academic games in the classroom is associated with a 20 percentile point gain in student achievement" (p. 71). Although quantitative evidence is quite scarce regarding the use of board games and television based review games, there is evidence that shows positive results from computer

based games and other cooperative learning techniques, such as the Team-Games-Tournament (TGT) method and the knowledge net framework.

Ke and Grabowski (2007) conducted a case study where one hundred twenty-five fifth graders participated in a cooperative Team-Games Tournament (TGT). The TGT has three basic elements. Students are assigned to "three member teams randomized on equivalent achievement levels whose membership remains intact throughout the cooperative learning process" (p. 251). Games consist of "skill exercises (which are) played during weekly tournaments" (p. 251). Students compete individually against other students and their winnings are brought back to their teams. (p. 251). This cooperative technique has been widely investigated and "research indicates that TGT enhances students' academic achievement and attitudes towards the subject matter" (p.251). These cooperative learning gaming methods tend to be successful because they "provide both group rewards and individual accountability" (p. 256).

Another teaching methodology that incorporates active and cooperative learning pedagogies is the knowledge net framework (Williamson, Lee, Butler, Ndahi, 2004). A sampling of this method was applied to a group of fifth grade students using the rules of baseball. Students were divided into two teams where they were allowed to choose the teams and questions were provided beforehand. For the game, each student takes a turn "at bat" to score a "hit" by answering the question correctly. Players advance one base at a time. As in baseball, if a student gets a question wrong, he/she is "out" and after three outs, the other team takes a turn "batting" (p. 18).

Teachers use assessment to obtain feedback on "what, how much and how well their students are learning" and to make decisions about how to "refocus their teaching to help students make their learning more efficient and more effective". (Angelo & Cross, p.3).

2.4. Five Teaching Strategies for Reinforcing Vocabulary - *Cumulative Vocabulary*

The Five Teaching Strategies for Reinforcing Vocabulary presented below are based on Jordan Catapano a high school English teacher in a Chicago suburb. Jordan Catapano

2.4.1. Cross-Curricular Vocabulary

Just like holding students accountable for vocabulary from unit to unit is important, reinforcing vocabulary across the curriculum ("Horizontally") is important as well. What if students heard new terms not just in your class, but in others' as well?

As teachers work to build effective units of instruction, they can help students recognize that vocabulary is relevant not just because there's a test on it next week, but because those terms are relevant elements in the world around us. Work with other teachers to identify which terms they're learning, and actively incorporate those elements into your lessons and curriculum as well. When students see that their new vocabulary extends beyond just one classroom's walls, they're more likely to see its relevance and have those terms reinforced.

2.4.2. Play Games

We all love games, and games are especially helpful when it comes to learning and reinforcing vocabulary. Educational researcher Robert Marzano recommends that games, among five other important steps for teaching vocabulary, are included periodically to teach and reinforce new vocabulary terminology.

Games are excellent additions to other tried-and-true vocabulary instruction methods because they combine play with learning, helping to students to do with words what hands do with tools: Learn to manipulate them. When we give rote sentences and memorization tasks, those definitely contribute to vocabulary learning. But words are meant to be creatively adapted, and effectively designed games help students to consider words in new ways. And, if you make vocabulary cumulative and cross-curricular, students are more likely to learn words for the long-term.

2.4.3. Word Wall

What we surround students within our classroom is what will sink in. While we work to create engaging learning tasks, we also need to consider what students will absorb from the environment itself. And so, when it comes to vocabulary, I recommend a simple "Word Wall" that posts the words and definitions your class has studied.

A Word Wall is a simple display of the words you have asked your students to learn to date. As you learn more words throughout the year, those words are similarly posted on the wall as well. By the end of the year, it is likely that you'll have dozens or hundreds of words occupying the space on your wall. Include definitions, pictures, and examples on the displays too!

The reason why this is helpful is because as students daily look around the classroom, they are passively exposed to terms they have already received direct instruction on. This passive reinforcement helps to reiterate meaning and encourage application for students as time goes on. It tells students that just because the unit goes away, the concept still exists!

2.4.4. World Journal

In addition to the other forms of reinforcement listed above, students can keep some form of a "Word journal" to help them personalize their developing vocabulary. A word journal begins with students writing their own paraphrase of word definitions, their own sentences that apply new terms, and their own pictographs or illustrations. But word journals can extend into much more, where students compare new words to former and familiar ones and attempt to apply these new meanings into appropriate contexts.

Research suggests that writing and personalizing definitions are good for the brain and memory. Plus, when students record their own paraphrased definitions and applications, they are achieving more unique ownership over the terms. Students can continually use these journals as a place to record new ideas as well as review and consider older terms from earlier in the year.

2.4.5. Use the Words Yourself

Finally, it is important for students to see that vocabulary terms don't just exist on a test. Life is the true test, and these new words play a role in the way we naturally communicate. We, as teachers, can intentionally use these new words ourselves in relevant contexts. Students then discover that educated adults actually use these terms for relevant purposes in their own lives. Teachers who use these terms themselves will encourage students to likewise find opportunity for employing these terms on their own as well.

So whether you're holding students academically accountable for building a cumulative vocabulary, modeling vocabulary usage itself, or showing students that the terms they're learning are relevant beyond the four walls of your classroom, make sure that you're taking time to reinforce vocabulary words that students may otherwise forget. Our brains are designed to get rid of unused information, and too often our important vocabulary terms are memorized and then forgotten. But when we strategically apply any of the simple techniques listed above, we're much more likely to help students embrace new words for the long term.
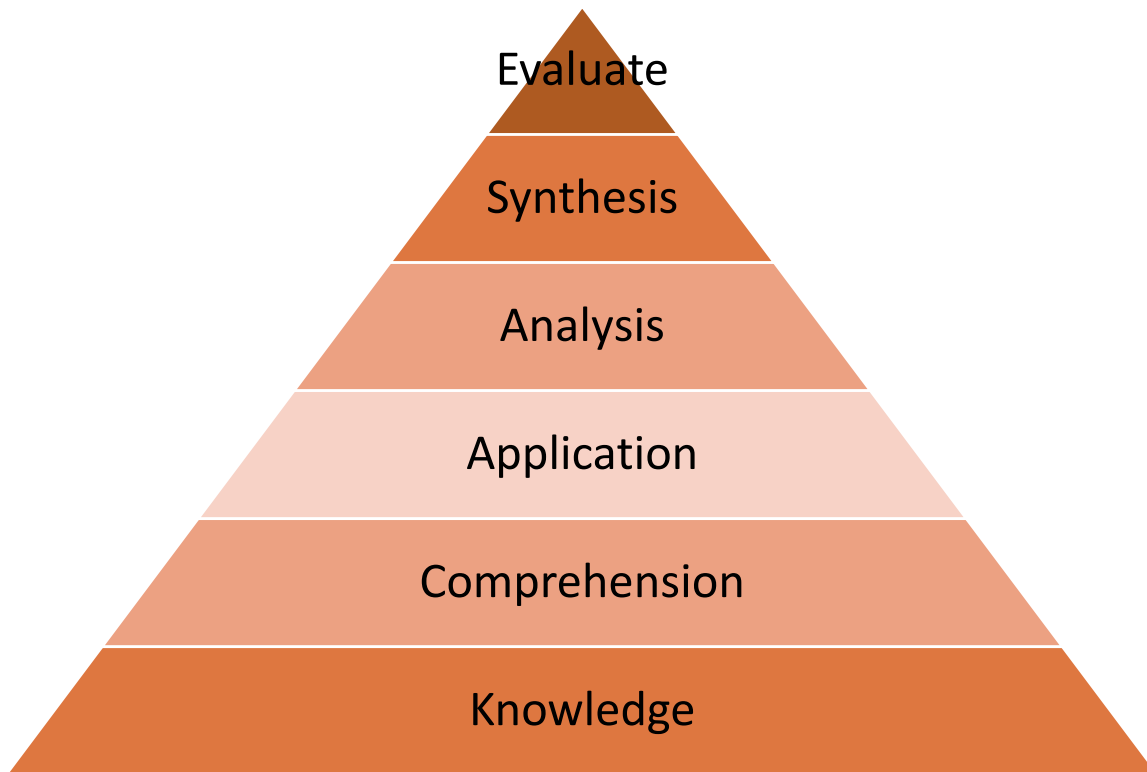
Figure 5. Five Teaching Strategies for Reinforcing Vocabulary - Cumulative Vocabulary
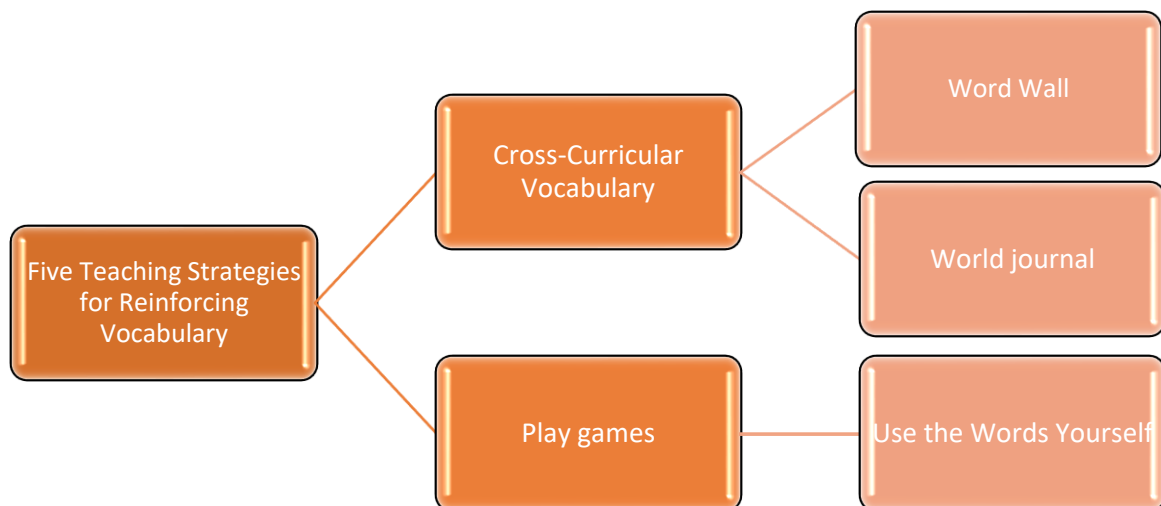
Source: Compiled by the author according *Jordan Catapano*

Another strategy used for reinforcing vogabulary is the Bloom's six step vocabulary process with a Kinesthetic Twist! Based on Bloom's Taxonomy, this strategy will help your students learn vocabulary words in no time! (Benjamin Bloom:1956) Retrieved from http://lorijsager.weebly.com/reinforcing-vocabulary-strategy.html

Figure 6. Bloom's Taxonomy pyramid of six levels

Source: Compiled by the author
https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

The reinforcing vocabulary strategy is based on Bloom's Taxonomy framework with the six main categories, knowledge, comprehension, application, analysis, synthesis, and evaluation.

- **Knowledge** - I Know - Which uses the core understanding of the vocabulary terms definition (basic knowledge).

- **Comprehension** - I Understand - Use figurative or sensory language using your senses. How does it sound, smell, taste, look, or feel?

- **Application** - I Can Use It - Illustrate the word (draw a small picture)

- **Analysis** - Think About it - Compare and contrast your word to another word, including synonyms and antonyms.
- **Synthesis** - Act it Out - Motion and gestures to make you think of your word.
- **Evaluate** - Decide when you can use the word and create dialogue bubbles.

This is another style of organization to gather and store information around the knowledge gained from creating and defining vocabulary and then putting that vocabulary into action.

The Original Taxonomy (1956) here is the authors' brief explanations of these main categories in from the appendix of Taxonomy of Educational Objectives (Handbook One, pp. 201-207):

Knowledge "involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting."

Comprehension "refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications."

Application refers to the "use of abstractions in particular and concrete situations."

Analysis represents the "breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit."

Synthesis involves the "putting together of elements and parts so as to form a whole."

Evaluation engenders "judgments about the value of material and methods for given purposes."

Bloom identified four principles that guided the development of the taxonomy. Categories should: (Cecelia Munzenmaier:2013) be based on student behaviours, show logical relationships among the categories, reflect the best current understanding of psychological processes, and describe rather than impose value judgments.

Benjamin Bloom did not intend to invent educational dogma. When he began developing his taxonomy of educational objectives (grouping educational objectives into ordered categories), his main goal was to find a common language that educational measurement experts could use to share findings and exchange test items.

Today, Bloom's Taxonomy is the most widely used method of creating learning objectives. Researchers use its levels to measure outcomes and compare everything from programs to methods of learning. While several modifications have been proposed, Bloom's description of learning domains and levels of complexity is still widely used.

Chapter 3. Research Methodology

Action research is a process that aims to investigate issues in a variety of context by developing ideas to improve or overcome the issues, that is, it seeks to analyse teachers' classroom investigation regarding both teaching and learning process and the changes that may or possibly occur. In this chapter the main aims of the research were presented using research questions; hypothesis, the participants; instruments and research procedure.

3.1. The Research Design

Polit et. al. (2001) defines research design as "the researcher's overall for answering the research question or testing the research hypothesis". The function of a research design was to ensure that the evidence obtained enables you to effectively address the research problem as unambiguously as possible. Research design entails a process of finding a definitive answer to research questions. This research was an attempt to study the effectiveness of vocabulary learning through games, to primary students in the elementary school "Sali Lisi" in Dobridoll - Gostivar. The research focused on the difference between traditional methods of vocabulary learning and the incorporation of games into the learning environment, as means of educational benefits.

3.2. Research Questions

This research had to answer certain questions, including:

1. Does learning vocabulary through games, is more effective than through traditional methods?
2. Do games have more the role of "playing" rather than "learning" or both?
3. What impact games have on younger learners, regarding on their motivation, interaction, and learning abilities?

3.3. The Method Used

This study has been experimented with two groups of students: experimental group (teaching by games) and control group (teaching in a traditional way). The methods of the research were concerned with discovering the effectiveness of incorporating games into teaching vocabulary process. These groups were formed with the assistance of their regular teacher since it was highly important to ensure that both groups included students with different proficiency levels.

The two groups had to learn certain words which were presented by the teacher in two different ways, by an interactive game play, to the experimental group, and by traditional methods, which included learning the particular vocabulary only by instructions or by what they were able to remember during the lessons. Afterward both groups of students had to respond to the same questions taught in different methods.

3.4. The Sample Population

Polit et al, (2001) state that "sampling involves selecting a group of people, events, behaviours or other elements with which to conduct a study".

Our study was conducted with fifty (50) students and the research instruments consisted of a game play, and a questionnaire. As cited above, this research was an attempt to study the effectiveness of vocabulary learning through games, to primary students in the elementary school "Sali Lisi" in Dobridoll - Gostivar.

3.5. Research tools

This part aimed at describing the tools and instruments used to collect data. The type of this research has been both qualitative and quantitative. Quantitative methods involve the collection and analysis of objective data, often in numerical form. Qualitative research is generally used to explore values, attitudes, opinions, feelings, and behaviours of individuals and understand how these affect the individuals in question.

An interview is a conversation where questions are asked, and answers are given. An interview is a formal consultation usually to evaluate qualifications. Our interview was done with a teacher that teaches in the primary school "Sali Lisi" in Dobridoll. From the interview we concluded the following results:

- Teachers frequently use games in classroom in order to provoke the communication among students but they still use traditional ways of learning because many pupils do not participate because of the fear of negative evaluation and the concern of being negatively judged in public which was one of the main factors inhibiting language learners from using the target language in front of others;

- Nowadays pupils are more prepared and have richer vocabulary in English because of the use of technology and internet game playing in smart phones;

- They think that in recent years things will change and we will have even more pupils that are excellent in English;

- Chen (2005) states that while playing games, the learners' attention was on the message, not on the language. Rather than paying attention to the correctness of linguistic forms, most participants would do all they could to win, and this fact was confirmed also from the teacher we interviewed;

- Girls pay more attention in the classroom and are more prepared and quiet during the duration of the classroom;

- We do not prefer using games, as a result of the fact that we don't have the necessary conditions and have difficulties in finding suitable materials for games;

- The classroom duration is only 40 minutes and we don't have enough time to finish the game;

- It was also found that students faced some problems when playing games. Most of students refer to the lack of the vocabulary as a barrier in playing games. Students thought that vocabulary was used a lot when they had to play games;

According to Dörnyei & Taguchi (2010), questionnaires are one of the most common methods of data collection in L2 research. Questionnaires are very popular since they are easy to construct, extremely versatile, capable of gathering a large amount of information quickly in such a way that is readily process able. The student's questionnaire was distributed to fifty students in 3 different classes from third to fifth grade. The participants were all young students aged nine or ten, with mixed abilities. They were divided into two groups of twenty students from which one was the experimental group and the other was the control group.

During this action research, a game, questionnaire, and observation schemes were used as means of measuring the data collection. The questionnaire aimed to lead to the results of students' preferences on games and their effectiveness on teaching vocabulary.

The observation served to elaborate the information gathered from the questionnaire and perceive the results from the implemented game. This study has been experimented with two groups of students: experimental group (teaching by games) and control group (teaching in a traditional way).

The methods of the research were concerned with discovering the effectiveness of incorporating games into the teaching vocabulary process. The two groups had to learn certain words which were presented by the teacher in two different ways, by an interactive game play, to the experimental group, and by traditional methods, which included learning by the book or by what they were capable to observe and take in during classes. Afterward both groups of students had to respond to the same questions taught in different methods in order to conclude which method is most effective.

Chapter 4. Data Analysis

This chapter focuses on the analysis gathered from the used instruments which consisted of: a pre-test, observation schemes, a game play and a questionnaire.
The main aim of the used instruments was to show the effectiveness of games in reinforcing vocabulary and the distinction between the traditional ways of learning vocabulary.

4.1. Analysis of the results from the pre- test in vocabulary

During the action research, all the fifty students were collected to fulfil the pre- test in vocabulary knowledge and observed while they were fulfilling it. The results are presented with the following table.

Table 1. *The results of the pre- test in vocabulary knowledge*

Questions	*Total No. of Students*	*Correct Answers*	*Wrong Answers*
1. How much do these tomatoes _____? a) *cost* b) price	50	40 (75%)	10 (25%)
2. I'm tired. I'm going to _____. a) bath b) *bed*	50	28 (56%)	22 (44%)
3. Bill loves repairing cars and he wants to be a_____. a) doctor b) *mechanic*	50	27 (54%)	23 (46%)
4. Mike's not well. I think we should call an _____. a) accident b) *ambulance*	50	13 (26%)	37 (74%)
5. I'm_____, I'm late, my car broke down. a) wrong b) *sorry*	50	19 (62%)	31 (38%)
6. Come to my desk and _____ your book, please. a) get b) *bring*	50	39 (78%)	11 (22%)

Source: Compiled by the author from the results gained from the questionnaire
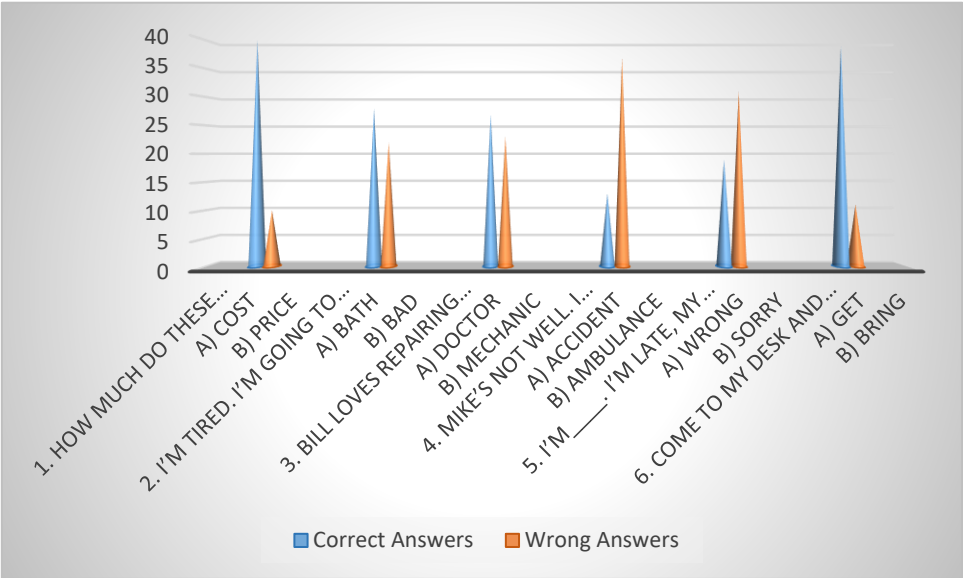
The first part of the questionnaire was compiled with 6 (six) questions, so the students had to put the correct verb in order the sentence to be formed in the correct form. From the results of the Table 1 we can conclude:

❖ The correct form of the first question was: ***How much do these tomatoes cost?*** We had the following results from the pupils: 75% choose the correct answer and 25% choose the wrong one;

❖ The correct form of the second question was: ***I'm tired. I'm going to bed.*** We had the following results from the pupils: 56% choose the correct answer and 44% choose the wrong one;

❖ The correct form of the third question was: ***Bill loves repairing cars, and he wants to train to be a mechanic.*** We had the following results from the pupils: 54% choose the correct answer and 46% choose the wrong one;

❖ The correct form of the fourth question was: ***Mike's not well. I think we should call an ambulance.*** We had the following results from the pupils: 26% choose the correct answer and 74% choose the wrong one;

❖ The correct form of the fifth question was: ***I'm sorry. I'm late, my car broke down.*** We had the following results from the pupils: 26% choose the correct answer and 74% choose the wrong one;

❖ The correct form of the third question was: ***Come to my desk and bring your book, please.*** We had the following results from the pupils: 78% choose the correct answer and 22% choose the wrong one;

In the first Graph, once more we compiled a figure that represents the overall results of the first part of the questionnaire. The blue pyramids represent the correct answers and the orange ones represent the wrong answers of pupils.

The overall results show that the biggest percent of the pupils answered correctly.

Graph 1. Overall data from the first results of the pre- test in vocabulary knowledge

Source: Compiled by the author from the results gained from the questionnaire

The following table (2) represents the results from the second part of the questionnaire that was done to check the student's knowledge of English words. We selected 5 of the multiple-choice questions and before we started the second part of the questionnaire we explained to the students what they should do, providing assistance to them with the words they were not familiar with.

Graph 2. The overall results from the second part of the questionnaire
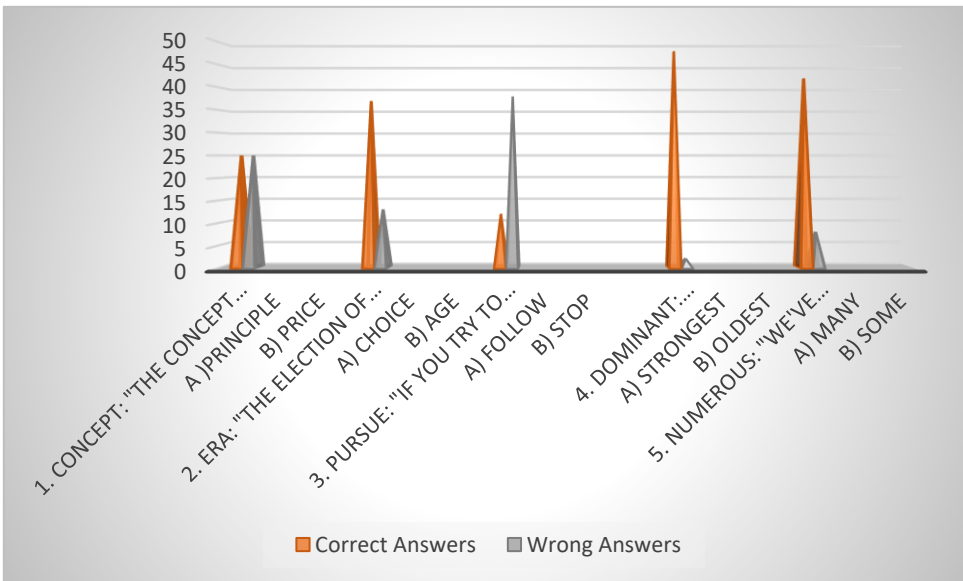
Source: Compiled by the author from the results gained from the questionnaire

Table 2. Improve your vocabulary

Questions	Total No. of Students	Correct Answers	Wrong Answers
1. Concept: "The concept of freedom is important to American culture a) **principle** b) price	50	25 (50%)	25 (50%)
2. **Era**: "The election of the new President marked a new era in US politics. a) choice b) **age**	50	37(74%)	13(26%)
3. **Pursue**: "If you try to run away, we will pursue you. **a) follow** **b)** stop	50	12(24%)	38(76%)
4. **Dominant:** "Manchester United are the dominant team in British football. **a) strongest** b) oldest	50	48(96%)	2(4%)
5. **Numerous:** "We've talked about this issue numerous times a) **many** b) some	50	42(84%)	8(16%)

Source: Compiled by the author from the results gained from the questionnaire

In the Graph 2 we represent the overall results from the second part of the questionnaire. From the overall data (Table 2 & Graph 2) we can conclude that the correct answers are represented with orange cones and most of the pupils answered the questions correctly, meanwhile the grey cones represent the wrong answers from the pupils.
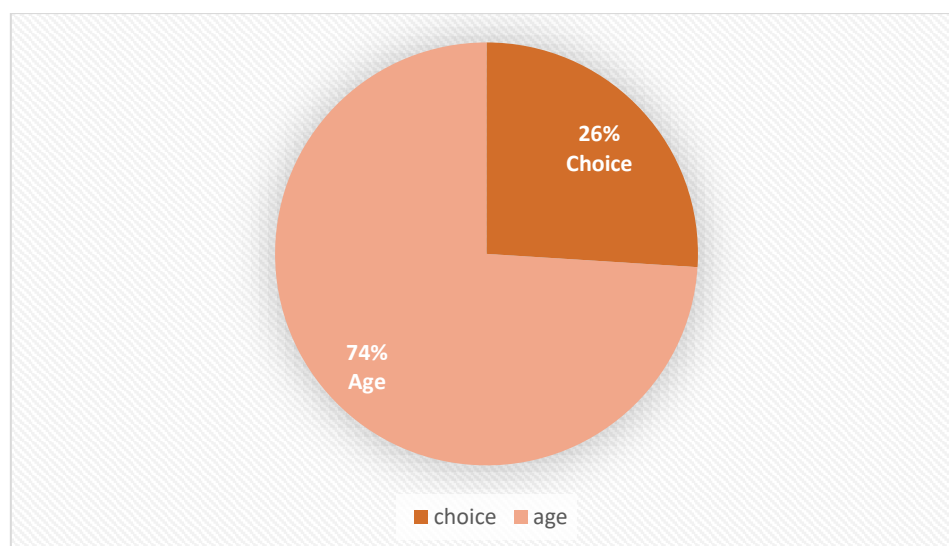
Graph 3. Concept: "The concept of freedom is important to Albanian culture
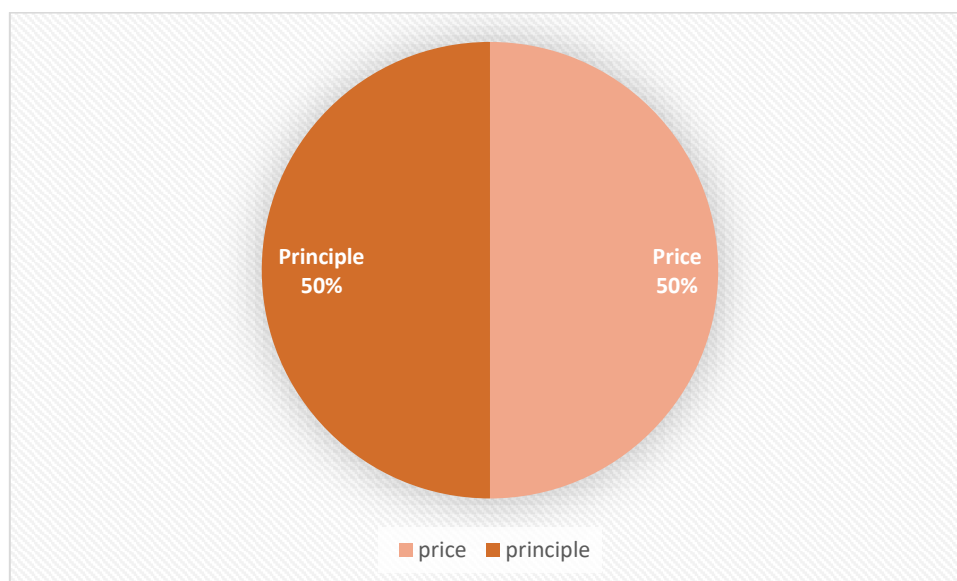
Source: Compiled by the author from the results gained from the questionnaire

From the results we can conclude that 50% of pupils chose the correct answer and 50% chose the wrong one.
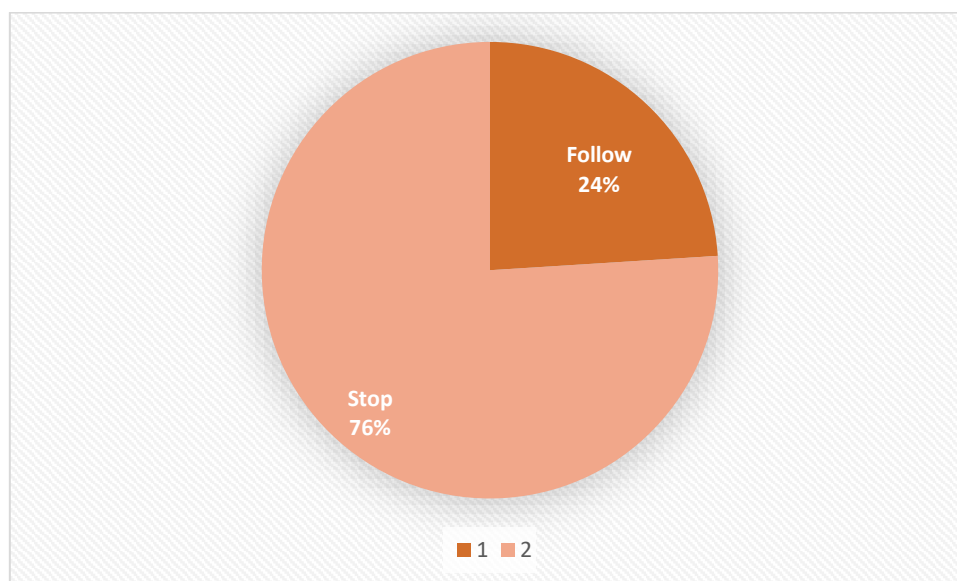
Graph 4. Era: "The election of the new President marked a new era in US politics.

Source: Compiled by the author from the results gained from the questionnaire

In the second question we have 74 % or 37 students that answered correctly that means that choose the word *age* and 26 % or 13 pupils chose the wrong one – choice.

Graph 5. <u>Pursue</u>: "If you try to run away, we will <u>pursue</u> you

In the third question, we asked from students to choose between the word follow and stop instead the word pursue and the results are as follows: 76% or 38 pupils chose the wrong word STOP and 24 % or 12 pupils chose the correct one FOLLOW.

Graph 6. <u>Dominant</u>: "Manchester United are the <u>dominant</u> team in British football.
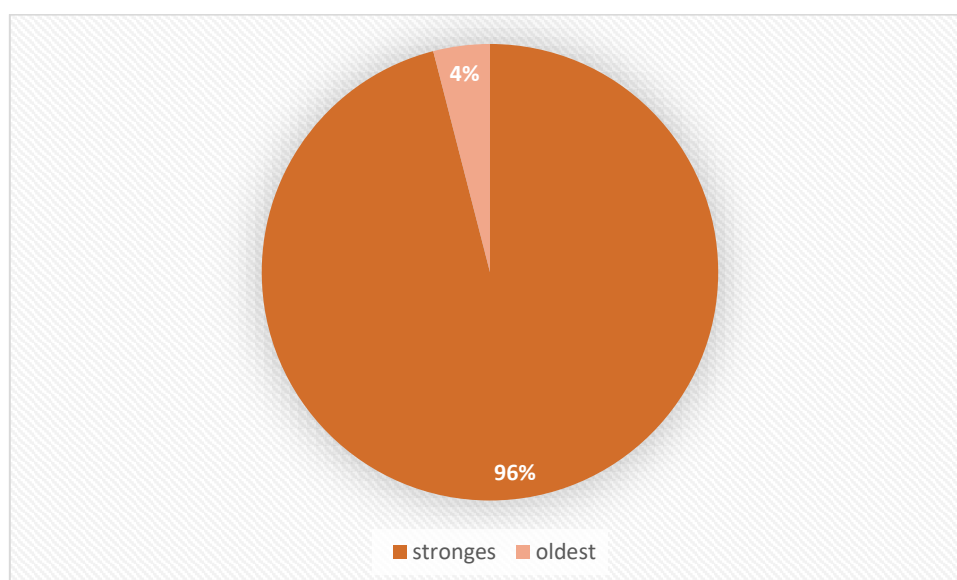
The fourth questions was interesting because every time we talk about football everything gets easier and all the class with one voice choose the correct answer equally to 96 % or 48 pupils and only 4 % or two pupils choose the wrong answer.

Graph 7. <u>Numerous</u>: "We've talked about this issue <u>numerous</u> times
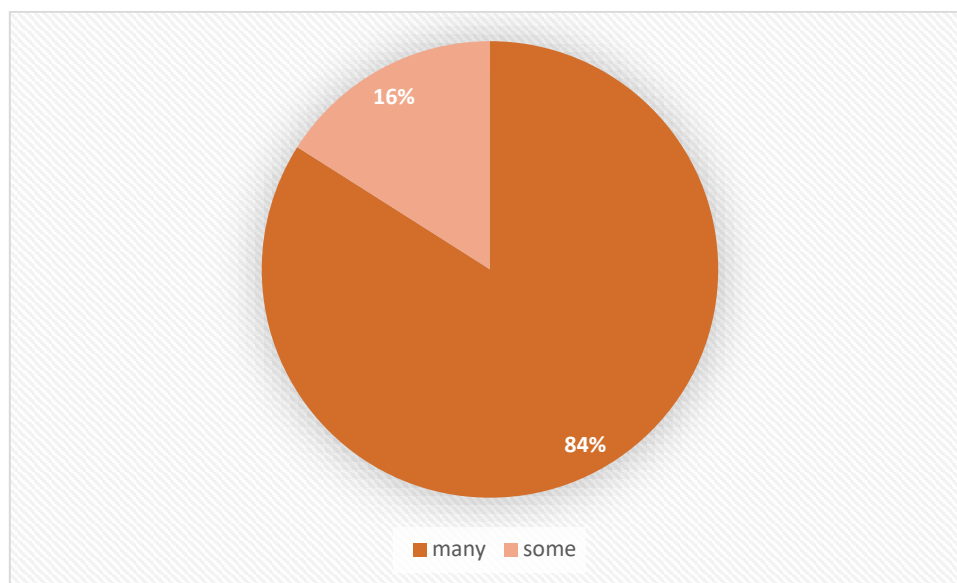

Source: Compiled by the author from the results gained from the questionnaire

In the last question we have 84 % or 42 of pupils that answered correctly and 16% or 8 pupils that choose the wrong answer.

4.2. Analysis of the results from the experimental group and the control group

During the action research a game was conducted with twenty-five students in order to define the effectiveness of games in vocabulary learning. The results showed that eighteen out of twenty-five students learned efficiently more vocabulary than they used to learn in their everyday classes as shown in Graph 8.

The other 25 participants were given the same words to learn through traditional methods and the students were being observed at all the time. The results showed that only nine out of twenty-five students were able to learn the given words through memory or other traditional means as shown in Graph 9.

37

Table 3. Experimental vs. control group

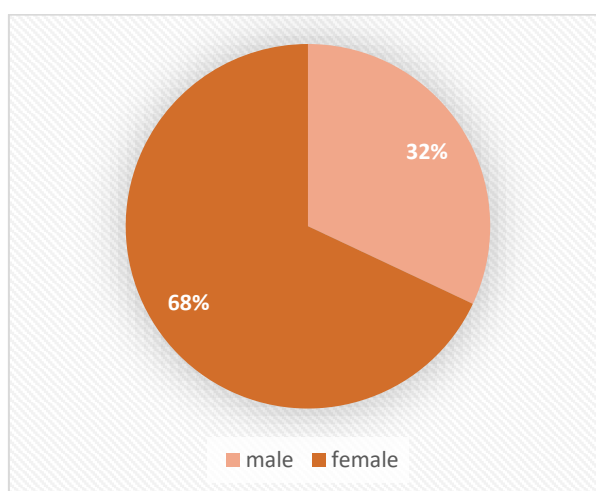| EXPERIMENTAL GROUP	CONTROL GROUP
25 PUPILS	25 PUPILS
13 (52%) MALE	8 (32%) MALE
12 (48%) FEMALE	17 (68%) FEMALE

Source: Compiled by the author from the results gained from the questionnaire

Graph 8. Experimental group
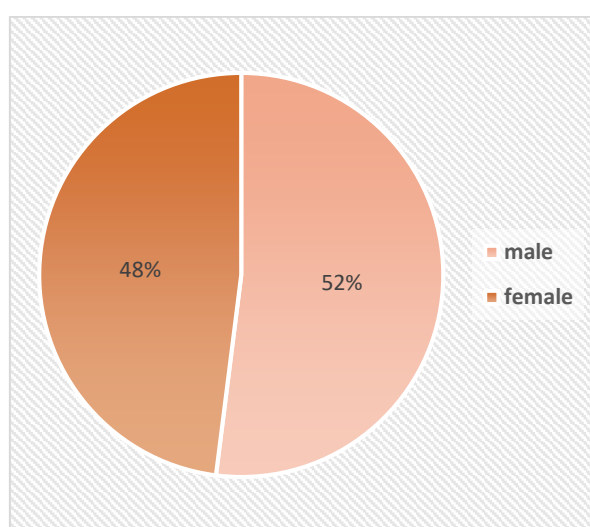
Source: Compiled by the author from the results gained from the questionnaire

Graph 9. Control group

Source: Compiled by the author from the results gained from the questionnaire

In this section we present the design of the study, the participants' characteristics, the instruments and procedure. As mentioned above our study was done to the primary school "Sali Lisi" in Dobridoll - Gostivar. The study included 50 randomly chosen students (42% males and 58% females) as presented in Graph 10. After the distribution of the game, our purpose was to determine how students react and are able to learn. According to the class teacher students often play games in order to enhance the effectiveness of learning, create an interesting and fun learning atmosphere, increasing motivation and to reinforce the relationship between student – teacher.

Graph 10. Gender of the students
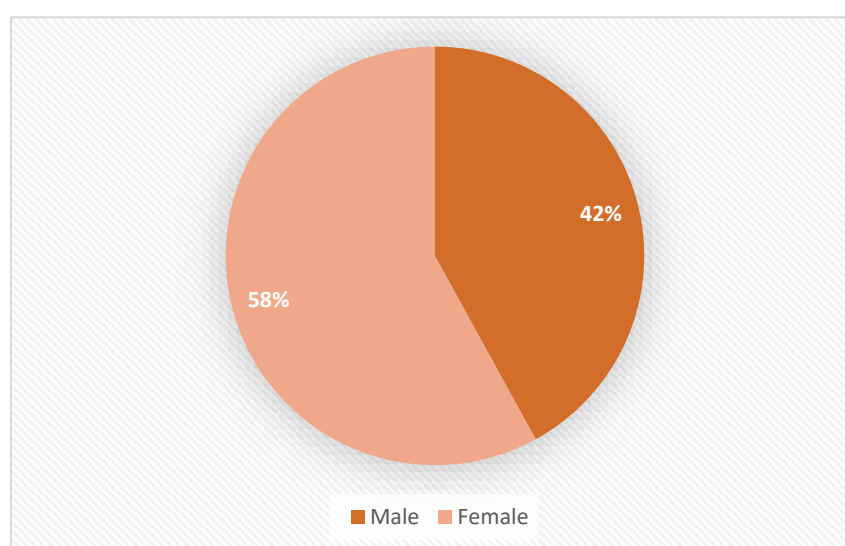
The progress of the first game

+ *First of all, we asked the students to cut out and colour selected picture. We gave them seven cut cards and asked from the students to write their names behind the cards. Students then colour the figures in the cards; the pictures that were used in the cards were: train, policeman, boat, astronaut, ball, car and flying kite. Most of the colours that students use in the cards were: orange, blue, pink, brown, green, etc.*

+ *The second step was that after colouring all the seven figures as shown in Figure 4 students had to remember which colour they used in which picture;*

In the third part of the game the pupils arranged their cards in front of them. Pupil 1 describes the picture in the card, meanwhile the second pupil guesses the picture. For example, in our observation made in "Sali Lisi" school:

Pupil 1: *It's blue…*

Pupil 2: *Car;*

Pupil 1: *No, It's a circle;*

Pupil 2: *Ball?*

Pupil 1: *Yes, it's a ball.*

This game was played with all the pupils and they were arranged into groups of four, using the same cards but colouring them with their favourite colour. If the pupil answered correctly, they took the cards and whoever had the most cards in the end, won the game.

From this game I conclude that all of the 50 students were very concentrated and had fun in this game. It is interesting that almost 92% or 46 of students answered correctly and their memory was fantastic. I realized that students beyond that had fun they learn very fast and linked fast the figure with the colour.

Table 4. The students involved in the first game

Students	Answered correctly	Answered Incorrectly
Percent %	*92% (46)*	*8% (4)*

Source: Compiled by the author from the results gained from the questionnaire

Figure 7. Cards distributed to children
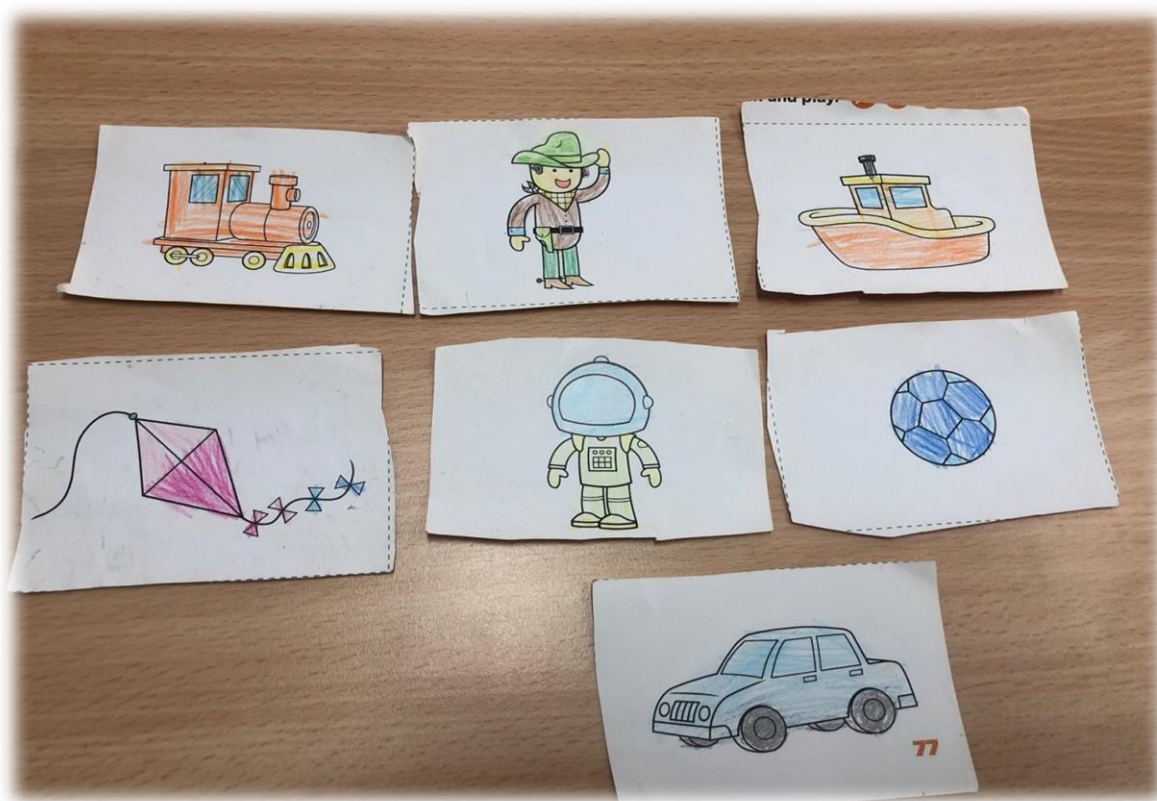
Source: Compiled by the author from the game held on the primary school "Sali Lisi" - Dobridoll

The progress of the second game

- The second game was also done with the same pupils. Pupil 1 was selected and turned to the wall and Pupil 2 drew a number in the back of Pupil 1 and he had to say the number in English.

- The pupils showed better results in this game and they mastered the numbers very well. One pair of students had the right to guess thrice.

  For example, guess nr.1:

  Pupil 2: Draws the number on the back of Pupil 1;

  Pupil 1: Guesses the number two;

  Pupil 2: Confirms that it was correct.

  Guess nr.2:

  Pupil 2: Draws the number on the back of Pupil 1;

  Pupil 1: Guesses the number three;

Pupil 2: Confirms that it was correct.

Guess nr.3:

Pupil 2: Draws the number on the back of Pupil 1;

*Pupil 1: Guesses the number **four**;*

*Pupil 2: He tells him it was incorrect, because the correct answer was **seven**.*

The interview with randomly selected students

The main aim of this part of the study was to interview two students who speak English very good but they are just 9-year-old. We wanted to identify the reason behind their English skills. Our purpose was to determine and understand the opinion of them about learning English language through games. The questions asked to the students were overall questions about the games in general and their effect on mastering the English language. I was very surprised how good the students were in English. They speak the language so fluently and freely so I conclude that definitively games, YouTube and English activities on the Internet help students and children in mastering a language that in our case is the English language. Below I will present some of the questions asked to the students:

- **First Interview**
  Student 1

Vlora Ajdini: Can you please tell me your opinion on learning English vocabulary by playing games in classroom?

Student 1: I think that every subject into my school becomes very interesting by learning through games. I would love to learn vocabulary by playing games especially some games that we share with my friends. It is so much easier to learn through entertainment.

Vlora Ajdini: Have you ever used games in learning vocabulary during these years of English class?

Student 1: In the last year we have used more games than previously, and sincerely I think

that has improved our English vocabulary, the same way that we spend home by watching English cartoons or English student shows.

🞣 Second Interview

Student 2 - "1st place in ELTAM compete Gostivar"

Vlora Ajdini: *Do you play vocabulary games in school, and what is your opinion about learning new English words through different games?*

Student 2: *I think is better with games because for example you learn it from cartoons and then at school you can like repeat it, for example you learn a new word from TV and then you can ask your teacher what it is and then she/he can teach you with cards, you know, with games so you can learn new words from both and games also. I think is better with games because it is fun and children can learn as well.*

Interview Analysis:

Most of my interviewed students are very interested into learning English vocabulary using games because they are positive without exception. Also, regarding their good experience in other subjects they think that learning through games makes the learning more entertain, thus making the learning much faster than standard methods of learning. Regarding the results from conducted interview, we can conclude that most of the students had the opportunity to learn the vocabulary by playing games. From the students that I have interviewed I noticed a clear speaking improvement into the group of the ones that have learned vocabulary through games. I think that games entertain the students, in that way it gives them a freedom into speaking freely and developing a better speaking skill.

Another very important fact to mention is that with the high improvements in technology, students nowadays have become immense fans of video games or other online games which can be very stimulating and engaging for students, so, it is up to the school to provide with the necessary technology, but, this issue will present a problem to deal with in the majority of our schools in Macedonia.

Chapter 5. Conclusions and recommendations

5.1. Summary

Teaching vocabulary is a very important element of a language which requires a lot of effort and preparation from the teacher, since very often learners feel difficulty and boredom in learning vocabulary. To solve this problem, there is an alternative technique of teaching vocabulary, through games.

Using games in teaching vocabulary, rather than instructional or traditional methods can be very effective and productive in learning vocabulary. Despite of their advantages or disadvantages, games are preferable among young learners. They promote learning, motivation, vocabulary acquisition, and create a pleasant and entertaining atmosphere in the classroom.

If the teacher is able to present the rules of the games correctly, choose appropriate games depending on the level of students, incorporate all the students in the game, create friendly competitive atmosphere, provoke further discussions between students, there is no possible chance that the game will result in failure. Games are successful ways of involving all the students on discussions even those who are shy or unwilling to learn.

However, even though games sometimes do not work because of certain reasons like: students' preferences or learning styles, classroom management or discipline, time limitations or curriculum design, the nature of the games, or even the nature of the teachers themselves, it is still worth trying, because they are very effective and supportive activities in contributing to learners' language skills and proficiency.

This study was conducted in the primary school "Sali Lisi" in Dobridoll – Gostivar, with two groups of students; experimental group (teaching by games) and control group (teaching in a traditional way). The methods of the research were concerned with discovering the effectiveness of incorporating games into teaching vocabulary process. These groups were formed with the assistance of their regular teacher, since it was highly important to ensure that both groups included students with different proficiency levels.

The two groups had to learn certain words which were presented by the teacher in two different ways, by an interactive game play - to the experimental group, and by traditional methods, which included learning the particular vocabulary only by instructions or by what

they were able to remember during the lessons. Afterward both groups of students had to respond to the same questions taught in different methods.

Our study deals with fifty (50) students and the research instruments consisted of a game play and a questionnaire. As cited above, this research is an attempt to study the effectiveness of vocabulary learning through games, to primary students in the primary school "Sali Lisi" in Dobridoll – Gostivar.

The type of this research has been both qualitative and quantitative. Quantitative methods involve the collection and analysis of objective data, often in numerical form. Qualitative research is generally used to explore values, attitudes, opinions, feelings and behaviours of individuals and understand how these affect the individuals in question.

From the conducted interview with the teacher we concluded the following results:

- Teachers frequently use games in classroom in order to provoke the communication among students but they still use traditional ways of learning because many pupils do not participate because of the fear of negative evaluation and the concern of being negatively judged in public which was one of the main factors inhibiting language learners from using the target language in front of others;

- Nowadays pupils are more prepared and have richer vocabulary in English because of the use of technology and internet game playing in smart phones;

- They think that in recent years things will change and we will have even more pupils that are excellent in English;

- Rather than paying attention to the correctness of linguistic forms, most participants would do all they could to win, and this fact was confirmed also from the teacher we interviewed;

- Girls pay more attention in the classroom and are more prepared and quieter during the duration of the classroom;

- We do not prefer using games, as a result of the fact that we don't have the necessary conditions and have difficulties in finding suitable materials for games;

- The classroom duration is only 40 minutes and we don't have enough time to finish the game;

- It was also found that students faced some problems when playing games. Most of students refer to the lack of vocabulary as a barrier in playing games. Students thought that vocabulary was used a lot when they had to play games;

During this action research, a game, questionnaire and observation schemes were used as means of measuring the data collection. The questionnaire aimed to lead to the results of students' preferences on games and their effectiveness on teaching vocabulary. The observation served to elaborate the information gathered from the questionnaire and perceive the results from the implemented game. The methods of the research were concerned with discovering the effectiveness of incorporating games into the teaching vocabulary process. The two groups had to learn certain words which were presented by the teacher in two different ways, by an interactive game play, to the experimental group, and by traditional methods, which included learning by the book or by what they were capable to observe and take in during classes. Afterward both groups of students had to respond to the same questions taught in different methods in order to conclude which method is most effective.

The game was conducted with twenty-five students in order to define the effectiveness of games in vocabulary learning. The results showed that eighteen out of twenty-five students learned efficiently more vocabulary than they used to learn in their everyday classes. The other twenty-five participants were given the same words to learn through traditional methods and the students were being observed at all the time. The results showed that only nine out of twenty-five students were able to learn the given words through memory or other traditional means.

We also conducted an interview with two students aged 9. We concluded that students were very interested into learning English vocabulary using games because they were positive without exception. Also, regarding their good experience in other subjects they think that learning through games makes the learning more entertain, thus making the learning much faster than standard methods of learning.

Regarding the results we also conclude that most of the students had the opportunity to learn the vocabulary by playing games and from the students I noticed a clear speaking improvement into the group of the ones that have learned vocabulary through games. I think that games entertain the students, in that way it gives them a freedom into speaking freely and developing a better speaking skill.

5.2. Limitations of the study

No study is completely flawless or inclusive of all possible aspects. The main limitation of this master study was the limited sample size. Our research was done just in one school and with 50 pupils that it means furthers research may be done in other regions or North Macedonia.

We selected just two games so the results are presented just for those games that mean that we have limited number of games and it may not be able to generalize the finding.

The results of this study are expected to give contributions to all the teachers to use games into the vocabulary learning process, especially with young learners. The idea behind incorporating games into the language classroom is very simple, it provides both knowledge and fun for students and develops interactivity, group work and fun and interesting classes. Therefore, this research having proven the importance of games into the language classroom its suggestions are that the teacher should chose effective games; the school needs to provide with the needed material, the textbooks should include different games and the students should be willing to incorporate and learn vocabulary effectively.

5.3. Suggestions for further research

There are some aspects that need to be taken into consideration based on the findings and the discussions for the improvement of the use of games in teaching English at primary school.

First, it is suggested for the teachers to give more attention toward the students who lack of motivation. The teachers also should make a well-arranged lesson plan that covers games so the problem such as material and time management could be reduced as much as possible.

Secondly, we must be aware that the interview and the research were made just in one school that means that the study is very limited. We had just 50 students divided in two groups as mentioned above. In the future we might expand the study in more regions and schools.

Third, there are varieties of games that can be used in order to determine the importance of games in learning English language as second language while in our study we used just one game.

References

- Abdelshafy A. Abbas. Evaluating the Assessment Process in the EFL Teaching Programs and the General Secondary Education Certificate English Exams for 1989-1993. Master's Capstone Projects. 118. Retrieved from https://scholarworks.umass.edu/cie_capstones/118.

- Angelo, T.A & Cross P. (1993). Classroom assessment techniques: A handbook for college teachers. San Francisco. CA: Jossey-Bass.

- Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. Journal of Adolescent & Adult Literacy, 50(7), 528-529, 531-537. doi:10.1598/JAAL.50.7.2.

- Benjamin Bloom Max Englehart, Edward Furst, Walter Hill, and David Krathwohl. (1956). Taxonomy of Educational Objectives. Retrieved from http://lorijsager.weebly.com/reinforcing-vocabulary-strategy.html

- Cameron, L. (2001). Teaching languages to young learners. Cambridge: Cambridge University Press;

- Constantinescu, R. S. (2012). Learning by playing: Using computer games in teaching English grammar to high school students. Education Source. 110-115.

- Cecelia Munzenmaier, MS, with Nancy Rubin.PhD. (2013). PERSPECTIVES BLOOM'S TAXONOMY: What's Old Is New Again. The eLearning Guild. http://educationalelearningresources.yolasite.com/resources/guildresearch_blooms 2013%20%281%29.pdf

- Chen, I. J. 2005. Using Games to Promote Communicative Skills in Language Learning. The Internet TESL Journal. (online) XI(2), 8 (http://iteslj.org/Techniques/Chen-Games.html) accessed on March 30,2012.

- Donmus,V.(2010). The use of social networks in educational computer-game based foreign language learning. Social and Behavioral Sciences, 9, 1497–1503.

- Dörnyei, Z. & Taguchi, T. (2010). Questionnaires in Second Language Research: Construction, Administration, and Processing. 2nd Edition. UK: Routledge.

- Gardner, Howard (2006). The Development and Education of the Mind: The selected works ofHoward Gardner. New York: Routledge.

- Hadfield, J. (1984). Elementary communication games. London: Nelson

- Harris, C. (2009). Meet the New School Board: Board games are back – and they're exactly what your curriculum needs. School Library Journal, 55, 24-26.

- Ingvar Sigurgeirsson í samvinnuviðnemendur í Kennaraháskóla Íslands (1995).Leikjabankinn. Reykjavík: Bóksalanemendafélags Kennaraháskóla Íslands.

- Jacobs, G. M. (n.d.). Using games in language teaching. Retrieved October 20, 2010, fromhttp://www.georgejacobs.net/MIArticles/Games%20for%20Language%20teaching.doc.

- Ke, F., & Grabowski, B. (2007). Gameplay for maths learning: cooperative or not?. British Journal of Educational Technology, 37, 249-259.

- Kebritchi, M. (2010). Factors affecting teachers' adoption of educational computer games: A case study. British Journal of Educational Technology, 41, 256-270.

- Marzano, R. J. (2010). Using Games to Enhance Student Achievement. Meeting Students Where They Are, 67, 71-72.

- Marzano, R.J. (2004). Building Background Knowledge for Academic Achievement. Alexandria, VA: Association for Supervision and Curriculum Development https://forms.hmhco.com/assets/pdf/literacy-by-design/a_six step_process_for_teaching_vocabulary.pdf

- MOFAREH ALQAHTANI. THE IMPORTANCE OF VOCABULARY IN LANGUAGE LEARNING AND HOW TO BE TAUGHT International Journal of Teaching and Education Vol. III, No. 3 / 2015 DOI: 10.20472/TE.2015.3.3.002

- Nation, I. S. P. (2001).Learning vocabulary in another language. Cambridge: Cambridge University Press.

- Neuman, S. B., & Dwyer, J. (2009).Missing in action: Vocabulary instruction in pre-k. The Reading Teacher, 62(5), 384-392.

- Parra Cera et al .Teaching vocabulary in EFL classrooms. Revista Ciencias Básicas Bolivarianas Universidad Simón Bolívar 2010, No. 11, 60 – 64 ISSN 1657-7450.

- Poli et al (2001) as cited in Adebiyi, J.Abosede1 Abayomi,T. Onanuga2 . Research Design: A Review of Features and Emerging Developments. European Journal of Business and Management www.iiste.orgISSN 2222-1905 (Paper) ISSN 2222-2839 (Online) nVol.8, No.11, 2016;

- Rotter, K. (2004). Modifying "Jeopardy!" Games to Benefit All Students, Teaching Exceptional Children, 36, 58-62.

- Rohani, M., & Pourgharib, B. (2013).The effect of games on learning vocabulary. International Research Journal of Applied and Basic Sciences, 4 (11), 3540-3543.

- Schmitt, N. (2000). Vocabulary in language teaching. Cambridge: Cambridge University Press.

- Scrivener, J. (2005). Learning teaching. Oxford: Macmillian.

- Scrivener, Jim. Learning Teaching. Oxford: Macmillan, 2005. as cited on VieraBoumová Traditional vs. Modern Teaching Methods: Advantages and Disadvantages of Each Master's Diploma Thesis. Masaryk University Faculty of Arts Department of English and American Studies.

- Sigríður Dögg Sigurðardóttir . The use of games in the language classroom. Háskóli Íslands Menntavísindasvið Kennaradeild, grunnskólakennarafræðiApríl 2010.

- Steve Sugar (1998). Games That Teach. San Francisco: Jossey-Bass Pfeiffer.

- The Effect Of Game-Based Learning On Vocabulary Acquisition For Middle School English Language Learners by Jeanette Marie Benoit Liberty University A Dissertation Presented in Partial Fulfillment Of the Requirements for the Degree Doctor of Education Liberty University 2017.

- Van De Bogart, W. (2009). Developing a Pedagogy for Active Learning (PAL) Part I. Retrievedfromhttp://www.earthportals.com/Portal_Messenger/ActiveLearning.html

- Williamson, K. M., Land, L., Butler, B., & Ndahi, H. B. (2004). A structured framework for using games to teach mathematics and science in K-12 classrooms. The Technology Teacher, 64, 15-18.

- Essays, UK. (November 2013). TRADITIONAL VERSUS MODERN METHODS OF EFFECTIVE TEACHING. Retrieved from https://www.ukessays.com/essays/education/traditional-versus-modern-methods-of-effective-teaching-education-essay.php?vref=1

- Jordan Catapano. Retrieved from http://www.teachhub.com/5-teaching-strategies-reinforcing-vocabulary.

- Article: *Words Will Get You Far: Why Is Vocabulary Acquisition So Important in Second and Foreign Language Learning*? February 25, 2013 https://www.worddive.com/blog/words-will-get-you-far-why-is-vocabulary-acquisition-so-important-in-second-and-foreign-language-learning/

APPENDICES

Questionnaire for Pupils

Dear pupils, I'm writing my master thesis and doing some research about the effectiveness of vocabulary learning through games. Please answer the questions below as fully as you can. Remember, this is not a test! I guarantee that your answers will be confidential and only used for the purposes of my research.

School Self-Evaluation Questionnaire for Pupils

I am in   3rd ☐   4th ☐   5th ☐   6th ☐

I am a: Boy ☐   Girl ☐

A. Read and fill the correct verb.

QUESTIONS	ANSWER	
1. How much do these tomatoes _____?	a) cost	b) price
2. I'm tired. I'm going to _____.	a) bath	b) bed
3. Bill loves repairing cars and he wants to be a_____.	a) doctor	b) mechanic
4. Mike's not well. I think we should call an _____.	a) accident	b) ambulance
5. I'm_____, I'm late, my car broke down.	a) wrong	b) sorry
6. Come to my desk and _____ your book, please.	a) get	b) bring

B.   Read the following exercise and choose the word with a similar meaning.

QUESTIONS	ANSWER	
1. Concept: **"The concept of freedom is important to American culture**	a) principle	b) price
2. Era: **"The election of the new President marked a new era in US politics.**	a) choice	b) age
3. Pursue: **"If you try to run away, we will pursue you.**	a) follow	b) stop
4. Dominant: **"Manchester United are the dominant team in British football.**	a) strongest	b) oldest
5. Numerous: **"We've talked about this issue numerous times**	a) many	b) some

The Cards that were distributed to students

First game process

Second game process

Source: Photography by the author from the game held on the primary school "Sali Lisi" – Dobridoll