Abstract

While second language vocabulary can be acquired by using numerous strategies, starting from the traditional ones such as repetition and translation, to the modern ones such as: integration of technology, games and blended learning. This paper explored some of the effective ways that would be useful to teach English vocabulary to 9th grade students of primary school "Mulla Idrizi" in Gjilan, Kosovo. This school was also used to conduct an observational study on the effectiveness of using game-based platform "Kahoot" to teach new English vocabulary. This observational study was the reflection of the different strategies that were researched on this paper.

This observational study shows the effectiveness of using modern strategies in teaching new vocabulary. In the study case, this platform was used to teach new English vocabulary through context clues. There were two activities of context clues, one was with general vocabulary from everyday life and the second activity was with some phrasal verbs which were illustrated through images based on their actions, again it was an activity to find word meaning. Students in total were 30 and they were divided into three groups of 10 students. The first group consisted only boys, the second group consisted only girls and the third group consisted boys and girls.

The results were positive about the effectiveness of using Kahoot and blended learning in teaching new English vocabulary to students of primary school "Mulla Idrizi" in Gjilan, Kosovo. The observational study showed that the use of games and technology increased by 90% attention and productivity among students. Games made them very competitive and fully engaged. Study shows that games promote competition effect among students by making them very focused in the instruction. A follow up questionnaire showed that 95% of the students would like to have more often games in the instruction. This study shows that the use of technology and games in the classroom improves learning. Also the use of technology in the classroom makes students more independent from the teacher.

Keywords: *strategies, technology, games, Kahoot, attention*

Parathënie

Ndonëse leksiku i gjuhës së dytë mund të përvetësohet duke përdorur strategji të shumta, duke filluar nga ato tradicionale, siç janë përsëritja dhe përkthimi, tek ato moderne, siç janë: integrimi i teknologjisë, lojërave dhe të mësuarit të përzier. Ky punim eksploron disa nga mënyrat efektive që do të jenë të dobishme për ti mësuar leksikun në gjuhën angleze nxënësve të klasës së nëntë të shkollës fillore "Mulla Idrizi" në Gjilan, Kosovë. Në këtë shkollë u përdor edhe një studim vëzhgimor mbi dobinë e përdorimit të platformës së bazuar në lojë që quhet "Kahoot" për ti mësuar nxënësve fjalët e reja në gjuhën angleze. Ky studim vëzhgimor ishte reflektim i strategjive të ndryshme që u hulumtuan në këtë punim.

Ky studim vëzhgimor demonstron dobinë e përdorimit të strategjive moderne në mësimin e leksikut. Në rastin e studimit, kjo platformë u përdor për ti mësuar nxënësve fjalët e reja përmes kontekstit. Në këtë platformë u përdorën dy aktivitete të bazuara në të mësuarit përmes kontekstit. Njëri aktivitet përfshinte fjalorin e përgjithshëm nga jeta e përditshme ndërsa aktiviteti i dytë përmbante folje frazore të cilat u ilustruan përmes imazheve bazuar në kuptimin e tyre, edhe ky ishte një aktivitet për të gjetur kuptimin e fjalëve. Nxënësit në total ishin 30 dhe u ndanë në tri grupe prej 10 nxënësve. Grupi i parë përbëhej vetëm nga djemtë, grupi i dytë përbëhej vetëm nga vajzat dhe grupi i tretë përbëhej nga djemtë dhe vajzat.

Rezultatet ishin pozitive në lidhje me efektivitetin e përdorimit të "Kahoot" dhe të mësuarit e përzier në mësimin leksikut tek nxënësit e klasës së nëntë të shkollës fillore "Mulla Idrizi" në Gjilan, Kosovë. Studimi vëzhgimor demonstroi se përdorimi i lojërave dhe teknologjisë rritë vëmendjen dhe produktivitetin në 90% në mesin e studentëve. Përdorimi i lojërave i bëri nxënësit më konkurues dhe plotësisht të angazhuar. Studimi demonstron se lojrat nxisin efektin e konkurrencës në mesin e studentëve duke i bërë ata shumë të përqendruar në mësim. Një pyetësor përfundimtar demonstroi se 95% e nxënësve do të preferonin më shumë lojëra në procesin e mësimnxënies. Ky studim tregon se përdorimi i teknologjisë dhe lojrave në klasë përmirëson mësimnxënien. Gjithashtu përdorimi i teknologjisë në klasë i bën studentët më të pavarur nga mësimdhënësi.

Fjalët kyçe: strategjitë, teknologjia, lojërat, Kahoot, vëmendja

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Chapter I: Introduction

Vocabulary acquisition starts since childhood when we learn first mother tongue words through repetition and later on knowing their meaning. After knowing their meaning, we start to put them in practice. So, from being the receptive, we become productive. Words are the meaningful elements that develop one's vocabulary. The more we are exposed to the new vocabulary, the richer our vocabulary becomes. A rich vocabulary has so many benefits. Having a rich vocabulary may contribute to better communicative skills, creative expression and selection of the words. People who habitually read a wide variety of texts have a much richer vocabulary than people who do not read often.

Having a rich vocabulary makes it easier to read challenging texts (Alldrin, 2010). While vocabulary acquisition sounds good and easier, vocabulary teaching may be challenging based on many factors such as exposure to the language, meaning of words, context, pronunciation, spelling and idiomatic meaning. These factors affect the process of world learning. Students are limited and dependent on the teacher during the world learning process because new words may have different features such as their use in context or idiomatic meaning. Based on these factors, teachers are responsible to find better strategies which promote learning words from context, learning words from images and learning idiomatic meaning of the new words. Being exposed to these strategies, they will develop some independence from the teacher and they will expand their vocabulary by finding the meaning themselves of the new words. In this case technology would be a great source for them to search and learn new words.

This thesis presents different strategies that are known to increase vocabulary acquisition to primary school students. These strategies are contemporary and fit student needs. They are designed to promote learning from context. Part of these strategies is the use of technology and games in the classroom. Technology has shown to be beneficial in making instruction and learning easier compared to traditional methods that were used in the past. While games are being used to increase activity and attention in the classroom. The first chapters are theoretical chapters where all the processes of word learning are mentioned and literary is also reviewed. Whereas the next chapters are practical chapters which explore the effectiveness of different strategies in teaching vocabulary. Last chapters will reflect an observational study conducted with primary school students through using some effective strategies to teach English vocabulary by using Kahoot.

1.1   Traditional teaching and contemporary teaching

Common practices in teaching new words include traditional methods such as: looking up words in the dictionary, writing definitions and writing sentences using them. When teaching new words, teachers often require their students to memorize a long list of words from various lexical set and the number of words raises up to 100 words per week. In most cases, students seem to learn these words and perform good in a short term duration such as in tests but they fail to demonstrate what words have they learned in a long term duration.

One of the main features of traditional teaching is the teacher-centered instruction, which means that the teacher delivers instruction while students are passive listeners. According to (Emaliana, 2017) In teacher-centered learning, teachers are information providers or evaluators in order to monitor students' progress or to get the right answers, yet students are viewed as passive receivers.

An online article (Which is Best: Teacher-Centered or Student-Centered Education?, 2012) *lists the Advantages and Disadvantages* of teacher-centered instruction:

Advantages of teacher-centered instruction

- Teacher is the authority, giving the rules, routines and activities

- Students learn on their own and become immune to learn themselves and make decisions

- Teacher directs all activities and doesn't care if something important isn't mentioned.

Disadvantages of teacher-centered instruction:

- Lack of development of communicative skills because of working alone

- Teacher-centered instruction may become boring and their attention will drop eventually

- This type of instruction doesn't allow students to give ideas, express themselves and collaborate with other students.

In case of vocabulary teaching, the teacher-instruction would be as follows:

- Students are asked to read a passage individually and underline the unknown words
- Teacher asks students which words have they underlined and writes them in the blackboard. Along with the new words on the blackboard, there is the simple definition of each word along with the pronunciation alphabet.

- Students have to write these new words on their notebooks. Then they are asked to read once again the reading passage and when they encounter new words they look into the blackboard to get their meaning.
- A follow up activity would be the questions arising from the reading part, which are actually used to deduce the meaning of the above passage. Here, students through answering questions about the reading passage are supposed to learn the meaning of these new words by being exposed several times in the new words.
- The assessment of students in teacher-centered instruction is done in the end of the semester. In this case, they usually have to write an essay with a title chosen by the teacher. The organization of words and the meaning processed in the text is usually the tool to assess vocabulary throughout the semester.

While the student-centered instruction in teaching vocabulary would be as follows:

- First of all, the teacher doesn't depend only in the books for the instruction. Teacher prepares the instruction at home by choosing activities that would contribute in learning through context.
- Teacher looks up for the new words that have to be encountered in the next classroom sessions and choose creative ways to illustrate their meaning. For example, by presenting the meaning of a new word through an image or video, or different sentences used in different contexts.
- In the classroom, before asking students to read a passage. Teacher opens a discussion that is similar to the upcoming reading. Students start sharing their ideas about the topic and teacher keeps making them active by making questions.
- Students are asked to read the passage on the book and after reading, they have to discuss about that reading part with their classmate sitting next to.
- Teacher opens a discussion about the reading part by asking some questions. After a small discussion, there is time to present the new words to the students. The new words meaning is presented in various ways. Starting from the meaning on the context. Each words written in alternative contexts.
- Students are welcome to the discussion of each new word
- A follow up activity is to choose 10 new words and write a small essay using them. Once finished, they have to exchange the essays with their classroom mates. In this way the repetition and activities that keep students active contribute to the new word acquisition.

- Assessment of vocabulary learning in this type of instruction is like monitoring, teacher uses formative assessment throughout the semester by evaluating each activity and each work done by students. In this way teacher is closer to finding issues in the instruction.

While in the teacher-centered instruction, students are passive learners, in the student-centered instruction, they are the active learners. This means that they don't just listen their teacher giving the instruction, on the contrary, they are the ones who collaborate, give ideas and develop the instruction. Teacher may start the instruction but students would be the ones who will continue and finish it with activities that promote interaction and more freedom in the classroom.

According to (Glova & Godell, 2016)*, "Student-centered learning models personalize learning with the use of competency-based approaches such as blended and online learning modalities and environments, as well as extended learning options and resources. Here the focus is on student ownership of learning. Teachers use technology to analyze and differentiate instruction, customize learning and engage students in deeper learning"*

An online article (Which is Best: Teacher-Centered or Student-Centered Education?, 2012) lists advantages and disadvantages of student-centered instruction:

Advantages of student-centered instruction:

- Students improve their communication skills by working in groups
- Students are more independent and they are more expressive
- Students' interest in learning increases when they interact with one another and participate in groups.

Disadvantages of student-centered instruction:

- While students interact with one another, the classroom may become noisy
- It may be hard for the teacher to manage all of students' activities at once, because they may be at different stages
- Sometimes teacher doesn't deliver instruction to all students at once. Some students may miss important parts of instruction.
- Some students prefer to work more alone, so working in groups may become difficult.

A study on comparative effectiveness of traditional and modern strategies of teaching vocabulary conducted by (Costică, 2015) with primary school students of 7th grade, gives a conclusion that the students performances of memorizing the intermediate-level vocabularies were different before and

after applying student-centered interactive approaches. According to this study, traditional strategies involve a lot of passive teaching and student spend a lot of time listening to the teacher or reading. They also like to listen when their teacher is speaking or feel very relaxed but when the lesson tends to be too much passive, the student's benefit from the lesson diminishes. The author further adds that students retain more when they are actively involved in the learning process and based on the study, if the students learn passively, most of the classroom information is forgotten within a short period of time, while information acquired from active learning usually is retained for long term duration.

"It is important that vocabulary instructional practices immerse students in language-rich activities that teach words as part of meaningful reading experiences. Vocabulary instruction that never allows students the opportunity to fully own new words, such as copying a list of words' definitions from a dictionary and flashcard activities provides no active or actual learning of the new concept associated with the word. Vocabulary instruction, whether it is focused on narrative or informational text, is most effective when it relates new words or derivations of words to students' existing vocabulary and background knowledge". (Nichols & Rupley, 2004)

Contemporary strategies of teaching vocabulary have shown to be effective also for disabled students by using the means of technology to ease the word acquisition process. A study on Video-Assisted vocabulary instruction for elementary school students with learning disabilities conducted by (Xin & Rieth, 2001) demonstrated that students in video-assisted instruction performed better than students in traditional instruction with a dictionary and printed texts on word meaning acquisition. Both groups increased their vocabulary learning after instruction and the difference was obtained on the post definition test scores during the six week of instruction. Furthermore, this study showed that video-assisted instruction increased knowledge of word meanings. Although both groups scored less than 60% on word definition knowledge, a significant difference was found between groups.

1.2   Teaching new words

When we try to learn new words, we should bear in mind two processes; the receptive process which means the definition of those words and the productive process, which means if we can put those new words in the use by making statements or writing materials. According to (Sydow, 2015) "Receptive and productive vocabulary are two terms important for a more global understanding of vocabulary learning. Receptive vocabulary, in broad terms, implies the understanding of the meaning of a word encountered in speech or writing. A productive vocabulary, in the same broad strokes, is the portfolio of words available within a learner's interlanguage for production"

Learning new words starts from encountering new words until understanding its meaning, spelling, pronunciation, form and context. These are some of the main features of the new words. Failing to integrate these features in our word learning style and it will result in short term retention. We can't suppose that we have learned a word and its meaning but we don't know its grammatical form, its pronunciation or other uses in different contexts.

In Balkan countries, especially in Kosovo, teachers still use translation and the use of L1 instruction while teaching English. Often, they use this strategy to teach new words in English until students attend University. Using translation to teach new words to primary school students whose level of English is beginner, has many benefits but it can also create dependency on L1 instruction. Studies have shown that L2 instruction should be maximized in the classroom. (Ellis, N.D) notes "If learners do not receive exposure to the target language they cannot acquire it. In general, the more exposure they receive, the more and the faster they will learn".

One of the proper ways to use translation would be when teaching younger ages whose foreign language vocabulary is very limited. Usually, when students of primary school start to learn elementary words of a foreign language such as English, they expect every new word to be presented by the teacher with all features. Since their vocabulary is very limited, teachers use the alternative way to teach the meaning by translating new words to student's native language. The meaning of elementary words is usually translated to L1 for better understanding.

Translation is best used when teachers want their students to learn the meaning of words that students can't understand in L2. These words include abstract meaning that requires more explanation and the meaning of these words can't be expressed in other ways through illustration, technology or games.

While translation is one of the ways to teach new words for students of primary school at their very beginner level of English as a Foreign Language, other strategies are very useful for those students that have passed the beginner level of English language. This research explores some strategies that are considered best for teaching English as a Foreign Language to primary school students in Gjilan, Kosovo. While their level of English is intermediate, traditional methods of teaching such as grammar-translation are excluded in a purpose to find more productive strategies.

Usually new words are learned as a result of reading. Reading is considered one of the strongest factors to enrich one's vocabulary. It is true that reading improves our vocabulary, but not everyone is able to read comprehensibly in the foreign language because learning through reading requires some background knowledge of words. This threshold can be further explained by comparing students of 4th grade and 9th grade who learn English as a foreign language. Students of 4th grade are in the basic level of English and they have learned up to approximately up to four hundred of new words. While students of 9th grade are in the pre-intermediate level of English and they have learned approximately up to one thousands of new words. If we give a book from English authors to students of 4th grade and ask them to read in a purpose to learn new words, we will likely fail because they don't have enough words in their lexicon to process most of the reading. They will read it without understanding the meaning. Whereas the students of the 9th grade would have less difficulties in reading and processing the meaning because they have acquired more vocabulary previously and this helps them in deducing the meaning. Learning from reading also depends in the nature of the reading source. If the reading source has themes from everyday life, it will be easier to understand, whereas if the reading source has themes of scientific nature or fiction, then it will be more difficult to extract the meaning and understand unknown words within the text.

Learning new words also depends on how much of interest are the new words to the learner. If a primary school student encounters a list of new words, he/she would put attention to those words that he/she finds practical to the everyday use, instead of trying to remember those words that are more scientific or from unfamiliar topics. (Nation, 2001) indicates some of the low frequency words that students encounter and don't integrate in their high-frequency words. According to this author, many low-frequency words are proper names that we find in the novels or literature but we don't care about their meaning. According to this author, another case of using these low-frequency words is the use of technical words which are more specific and learned depending in one's interest.

1.3   Sources to learn new words

Teacher may be considered one of primary sources to learn new words for the beginners but for the ones who are already familiar with some English vocabulary, there are different alternatives. Students that want to learn new words in English should constantly be exposed to different sources. These sources consist new words in different aspects of language. Some of the useful sources to build up vocabulary would be: Movies, online materials, books, music, dictionary and games. Teachers may use these sources to engage students more in vocabulary learning. Learning new words from these sources makes students more independent from the teacher. (Benson, 1997) notes that "autonomous learners are capable of self-directing their learning, i.e. planning, monitoring and evaluating; that a key characteristic for settings that promote autonomy is the absence of a teacher; and that the best method for promoting autonomy is experiential learning"

While most of the schools in Kosovo are limited in the use of technology, teachers may give students homework to practice and learn vocabulary on these sources. Common practices to learn new words in schools around Kosovo include homework from the books by answering questions, but the learning style is not the same for everyone. Some students learn by reading, some others learn by seeing, while the others by interacting, etc… Addressing all learning styles is beneficial because the learning style of each student is taken into consideration, thereby increasing their productivity and skills. "Identifying students' learning styles enables teachers to organize their instruction according to their students' individual needs. Moreover, identifying learners' learning styles facilitates their learning. Also, learners become more self-confident (Bhat, 2014).

A good practice to teach new words to students is to engage them in learning outside classroom and the book used in the classroom. This is achieved by giving them homework that require them to do through different sources where they can encounter new words.

According to one study by (Tonoian, 2014) a Russian teacher who had experienced teaching and learning in Russia and Portugal notes that learning depends much from the country because in some countries English language learning starts from the first grade but in the end of the studies there is no proficient use of English, whereas some countries show greater proficiency of English language even if English is being taught from the 5th grade. The author further adds that in Portugal, the language of English is being taught from the 5th grade but compared to the proficiency level of Russia, the state of

Portugal wins because people there are more exposed to the English language use and the study results show that students in Portugal are more exposed to English outside the classroom and the preferred sources are: computer and video games, media, internet, foreign music and travelling. Some views on the same study but from other countries such as Netherland, Sweden and Norway show mixed opinions on "movies" as the outside source to learn new English words. Some of them consider movies as a source to learn bad English whereas the others considered movies as a helpful source of learning new words.

Another study by (Kurghinyan & Sargsyan, 2016) shows how Armenian EFL students use their English language knowledge outside the classroom. Data were collected using surveys and interviews. Using Experimental English Classes during 10 weeks duration, study findings show that nearly of the half of students from these experimental classes use English outside the classroom very often with:

-Social media (more than half of students and very often)

-Listening to songs, watching movies (more than half of students)

-Travelling (47% of students)

-Searching (71% of students)

1.4   Significance of the research and observational study

This thesis is a reflection of the importance of researching better ways to teach vocabulary. There will be always a better way to teach vocabulary and teachers shouldn't stick to traditional methods of teaching. Educational system in Kosovo is still implementing traditional methods of teaching especially in teaching foreign languages. Most of the schools in this country still don't have projectors or technology. One of the aims of the study was to move from traditional ways of teaching English vocabulary to the modern ways of teaching English vocabulary. In order to evaluate the use of these modern strategies for teaching vocabulary, there is the observational study conducted with primary school students of 9th grade of primary school "Mulla Idrizi" in Gjilan, Kosovo. Modern strategies have shown to be very effective in language instruction by making students more productive and independent learners. So another purpose of the study is to use this advantage in teaching to promote productivity and making students more independent.

Attention during the instruction is another feature of the study which is very important in learning process because in order to fully transmit knowledge to students, they should be focused. So this research explores strategies that ensure full attention among learning. So in order to gain student's attention during the instruction attention, we must mix studying with entertainment which means we should integrate vocabulary teaching with activities that get their attention and that will result in active and incidental learning.

Teaching through context is also very important feature of the study because it makes students independent learners that learn just by analyzing the text where the new vocabulary is used and making word associations until reaching the meaning. Being able to learn by context would serve in many areas not just in vocabulary learning. The meaning of words sometimes can't be expressed through illustration or any visualized form. Sometimes we need the context to find the meaning that can't be explained. Learning through the context is analyzed, researched and evaluated in the observational study using "Kahoot".

The use of technology and games is another feature of the research and study. Technology has proven to improve learning process while games have shown to increase attention in the classroom.

The observational study using Kahoot evaluates these modern strategies by showing how student of the 9th grade experience the exposure to these different strategies in the classroom. The observational results on this study represent teacher's view on these strategies, whereas the questionnaire results represent the student's view on these strategies.

1.5   Research Questions and Hypotheses

Research questions in this research reflect the aim of the research in finding better ways to teach English vocabulary for primary school students. These questions are related to general research on the topic and the observational study on the effectiveness of the game-based platform called "Kahoot" in teaching new English vocabulary is used to answer these questions.

- Question 1: Can students be less dependent on the teacher if the teacher uses effective strategies to teach vocabulary?
- Question 2: Should we use more technology in the classroom?
- Question 3: Can we achieve the complete attention of students during instruction?

- Question 4: Do games promote interesting and better learning environment?

- Hypothesis 1: The first successful steps for students are when they become independent learners, which means they will be able to obtain new information without a direct assistance from the teacher. In the case of vocabulary learning, when new words appear students expect their teacher to show the definition or the meaning but this habit creates a dependency on the teacher. In this case teachers should use alternative ways by which students will be able to find the meaning independently. So as soon as the new words appear teachers write an alternative phrase that has the same meaning of that specific word but explained in context. The study will show whether students will be able to use these contextual skills to find the meaning or not.

- Hypothesis 2: Most of strategies to learn new vocabulary nowadays are applied through the use of technology. Technology is one of the best sources for those who want to learn new words, make practice and test themselves. Apart from using technology to learn new words, we can use technology to teach new words and to make it more attractive we can use devices such as projector, phones, laptops etc… Using technology in the classroom has many benefits. The research study will show whether technology is always beneficial in the classroom instruction.

- Hypothesis 3: This is about achieving full engagement and active participation of students in the classroom, that means that a lot of work has to be done in order to grab the complete attention of students in the classroom. The research study will show if there is any instruction strategy that students would like and apply.

-Hypothesis 4: This is about playing games during the instruction, whether this is effective or not in teaching vocabulary. We know that younger students like games and they are effective in terms of joy but we need more research to show the effectiveness of applying games into the instruction and how students experience them. The research study will show students experience in learning through games.

Chapter II: Literature Review

2.1   Vocabulary importance

"No text comprehension is possible, either in one's native language or in a foreign language, without understanding the text's vocabulary" (Coady & Huckin, 1998, p. 20)

(Pan & Xu, 2011, p. 1586) note that human beings' language is based on the vocabulary. According to authors, language consists three basic language units that are pronunciation, vocabulary and grammar. They further indicate the relationship between grammar and vocabulary by considering grammar as the provider of the overall patterns whereas vocabulary as the basic material to put into these patterns. They chose vocabulary over grammar since there will be no sentence, no essay and no language without vocabulary knowledge.

(Pikulski & Templeton, 2004, p. 1) see language skills and word knowledge as a key to function in today's complex social and economic world. "In addition to the vital importance of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement".

Vocabulary knowledge has a leading role in reading comprehension. In the other side, we benefit from reading since it enriches our vocabulary and improves our ability to learn from context. Words in English language may have several meanings although they may be written the same. So in order to understand the meaning of these words, students analyze sentences using background vocabulary to find these words used in different contexts. Here we find the relationship between vocabulary, reading and context.

"Lack of vocabulary might lead students to difficulty in understanding reading passages because vocabulary plays an important role in order to comprehend reading texts" (Djuarsa, 2017, p. 42) .

(Sedita, 2005) mentions the relationship between vocabulary knowledge and reading comprehension:

> "Word knowledge is crucial to reading comprehension and determines how well students will be able to comprehend the texts they read in middle and high school. Comprehension is far more than recognizing words and remembering their meanings" (Sedita, 2005, p. 1)

This concludes that if a student does not know the meanings of a sufficient proportion of the words in the text, comprehension is impossible.

Having a rich vocabulary background also means the productivity in speaking and writing. More vocabulary background brings better speech and better writing. (Schmitt, 2000) notes the receptive and productive knowledge of vocabulary acquisition "*We have all had the experience of being able to recognize and understand a word when we see it in a text or hear it in a conversation, but not being able to use it ourselves*" (Schmitt, 2000, p. 4). This means that learning words is not just learning their meaning. Words have other features that we need in order to be productive such as: grammatical form, collocations, written form, spoken form and pronunciation. Once these features are learned, we can use the new words to express meaning not just understand the meaning. Words are the limitless source of expression!

Grammar is very important unit of language and it serves as a tool to construct sentences and give further details of sentences such as tenses or voice. Without grammar we would understand the meaning through words but we would not know when the action happened or who was the doer and the receiver of the action.

(Wilkins, 1972, pp. 110-111) a famous linguist notes the importance of vocabulary by comparing vocabulary knowledge with grammatical knowledge:

> "*There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say … While without grammar very little can be conveyed, without vocabulary nothing can be conveyed*" (as cited in Clouston, 1994, p. 69).

This stands to the fact that vocabulary enables us to express messages whereas grammar polishes and gives clear communication. Grammar is acquired incidentally along with vocabulary because people learn some grammar unconsciously by being exposed to extensive vocabulary and the need to express actions in specific time. For example, when children are able to use their native language to communicate, they already have acquired some grammar in unconscious form because they are able to construct sentences in different tenses or to report an action that happened before. This means that a simple grammar can be acquired incidentally just by learning and using vocabulary.

Learners progress along a natural order by understanding input that contains vocabulary and structures

slightly above their current level of understanding. They are able to understand language that contains unacquired grammar and vocabulary through the help of contextual clues such as extralinguistic information, knowledge of the world, and previously acquired competence (Browne, 2003, p. 4).

2.2   Critical period Hypothesis

Many authors have written about critical period hypothesis which is a limited period where language is acquired. There is no specific time when language acquisition starts to slow down but it is believed to be around early teens. Critical period hypothesis can be explained through the comparison of mother tongue language acquisition and foreign language acquisition. Mother tongue is acquired in a very short period and with no efforts at all. It is imposed as a need to transmit and receive messages. Whereas the foreign language acquisition starts when people are aware that they need another language. Foreign language is acquired for a much longer period of time compared to the mother tongue and the age is one of the main factors that affects the language acquisition.

The relationship between Critical Period Hypothesis and this paper stands on the idea that teachers should use effective strategies to teach vocabulary within critical period. As the brain is supposed to process information faster at younger ages, we should use this fact as a benefit to teach more words to the children. Teaching vocabulary at early teens would be much more useful rather than teaching vocabulary at late teens. By using different strategies students would learn more words without being aware of the quantity of words and this would result in better achievement in their late teens.

One of the famous authors who tried to express the language study as a biological subject was Eric Lenneberg.

> "I'm concerned with the development of the child's knowledge of how language works. This is not the same as the acquisition of "the first word." The best test for the presence and development of this knowledge is the manner in which discourse is understood" (Lenneberg E. H., 1969, p. 639).

> (Lenneberg E. H., 1967) hypothesized that human language acquisition was an example of biologically constrained learning, and that it was normally acquired during a critical period, beginning early in life and ending at puberty. Outside of this period, language

could be acquired only with difficulty or by different learning process. Author also suggested a neural mechanism for this developmental change: he hypothesized that the critical period for language acquisition ended with the establishment of cortical lateralization of function, as the brain reached its mature organization in late puberty (as cited in Newport, 2006, p. 737).

(Krashen, 1973) notes that developmental course of lateralization is not associated with Lenneberg's proposed critical period, since lateralization is complete far earlier than puberty. The evidence does not preclude the possibility that limitations of interhemispheric transfer are associated with the critical period.

"First language learning is definitely possible after puberty, although this language learning may not be as rapid or efficient as normal first language acquisition and may depend on cortical mechanisms outside the left hemisphere. Completion of lateralization doesn't mean the establishment of an absolute barrier to language acquisition (Krashen, 1973, p. 72).

(Lenneberg E. H., 1969) marks critical period as transitional between early teens and late teens. At early teens, children have a different propensity for acquiring languages compared to the late teens. Author further notes that young adults experience the second language learning as an academic exercise and it rapidly becomes more and more difficult to overcome the accent and the influence of the mother tongue. Based on the neurological material, brain chemistry changes during early teens, which affects the language acquisition.

"We do not know the factors involved, but it is interesting that the critical period coincides with the time at which the human brain attains its final state of maturity in terms of structure, function, and biochemistry. Apparently the maturation of the brain marks the end of regulation and locks certain functions into place" (Lenneberg E. H., 1969, pp. 635-643).

(Singleton, 2006, p. 49) compares study findings of (Lenneberg E. H., 1967), (Scovel, 1988) and (Dunkel & Roger, 1957) on the language capacities affected by the critical period. Author mentions (Lenneberg E. H., 1967) as the one who considered that Critical Period affects language acquisition across the board, whereas (Scovel, 1988) as the one who saw Critical Period as an impact to the phonological competence. Whereas findings of (Dunkel & Roger, 1957) showed that L2 beginners performed better

than elementary level students but they failed to perform better in terms of pronunciation (as cited in Singleton, 2006, pp. 49-50). "Among the most rewarding aspects of early L2 acquisition, pronunciation is considered the most rewarding one" (Singleton, 2006, pp. 49-50).

(Hiebert & Kamil, 2005) note that attention to vocabulary growth should be given starting from preschool and throughout the school years. Authors see vocabulary instruction as a sustaining component of schooling. They further note "Effective instruction must also be multifaceted, encompassing: teaching individual words; extensive expo- sure to rich language, both oral and written; and building generative word knowledge" (p.28).

The best example of Critical Period is the case of Genie Wiley (Rolls, 2010, p. 58), (Krashen, 1973, p. 72) (Cherry, 2019). Genie is a pseudonym for a girl who was being isolated and abused by her father for 13 years and with no language competence at all. She was abused and isolated by her father since she was born. In such conditions, Genie wasn't developed mentally neither physically. She was forbidden to cry or make any noise. Along with her mother who got blind after being ill, were abused constantly to the point that no neighborhood knew that this family had a child. Genie was discovered by a social worker when her mother sought out for services. Genie was a feral child, with little or no language competence. Researchers saw Genie as a subject to verify the critical period hypothesis. After being discovered, she was put in care in children's hospital in California, where she was treated for food deficiencies and physical problems. The examinations showed that she couldn't walk properly, she could barely talk except some few words that she understood and was able to reply such as "mother, walk, stop it, no more".

James Kent, a psychologist that began assessment of Genie's cognitive and emotional abilities, noted that it was difficult to assess Genie's intellect do to the consequences of isolation. He further stated that Genie was able to express only a few emotions such as anger, fear and laughter. The psychologist noted that she made a rapid progress in a period of few months, she developed friendship and she developed a sense of self (as cited in Rolls, 2010, p. 61)

> "Regarding language acquisition, Genie initially scored the same as one-year-old child but further on she started developing her vocabulary because she showed a great interest in discovering the world around her. She soon progressed to put two words together in ways she would not have heard, such as 'want milk' or 'Curtiss come'. she sometimes put three words together, such as 'small two cup' or 'white clear box'. Genie used language to describe past events" (Rolls, 2010, p. 67).

It is believed that children in this phase of putting two or three words together, start developing their speech faster but unfortunately Genie's speech didn't progress beyond simple phrases.

(Krashen, 1973) showed interest in Genie's case in her first steps towards learning the language. The author noted that Genie had shown some steady progress in language learning. "At the time of the writing, Genie can understand and produce three and four word sentences expressing negotiation, locative relations, SVO relations, possessives and modification" (Krashen, 1973, pp. 71-73) . Based on deeper neurological research on Genie's case, author concludes that completion of lateralization doesn't mean the establishment of an absolute barrier to language acquisition

2.3   Grammar-translation method

Grammar translation method is one of the traditional method of teaching a language. This method came as a need to teach classical languages such as Greek and Latin during 16th century and still being used in 21st century in some countries. Initially this method was used only for the purpose of reading literature in classical languages and translating texts but as it progressed and gained popularity world-wide, it started being used as an effective teaching method with the focus on translation, grammar and vocabulary. This method is still being used on the textbooks that use "translation" as the teaching model. This method was used to teach a language through translating texts from native language to target language, mastering grammar rules and learning vocabulary sets of the target language. Regarding vocabulary knowledge, translation was the main tool to acquire vocabulary. Translation may be very useful in specific cases and time saving but it has disadvantages such as: the lack of interaction among students, dependence on the mother tongue during instruction, passive participation of students and the lack of perfect translation.

Grammar translation method may be outdated but in specific cases may be very useful in terms of grammar and vocabulary teaching. Grammar and vocabulary are very connected to each other. We make sentences by connecting words we learn and the flow of these words is directed through grammar. This method is very direct and should be used when other methods fail to give instruction of the specific unit of language learning. The advantages and disadvantages of this method are reviewed and commented through years even though many generations have acquired new languages using this

methodology and expanded vocabulary knowledge.

According to (Freeman, 2000) the purpose of the grammar translation method was to help students read and understand foreign language literature. It was an efficient way of learning vocabulary and grammatical structures. Through focusing on the rules of the grammar of the target language students would recognize the features of two languages that would make language learning easier" (as cited in Mart, 2013, pp. 103-104).

"A significant role of this method is translating one language into the other. In this method mastery of the grammatical rules and vocabulary knowledge are emphasized; therefore. It has been hoped that learning is facilitated" (Mart, 2013, p. 103)

Although the Grammar-Translation Method often creates frustration for students, it makes few demands on teachers. It is still used in situations where understanding literary texts is the primary focus of foreign language study and there is little need for a speaking knowledge of the language (Richards & Rodgers, 2001, p. 4).

Although Grammar-translation method is old, it has some advantages because teachers and students sometimes need this method. Translation as the main feature is often needed in special cases when teachers need to teach new vocabulary. Depending on the level of students, translation is needed in cases when teachers can't explain the meaning of the new words due to the complexity of them. It is believed that translation is the fastest way to teach the meaning of the new words. Other methods that are used to explain the meaning of vocabulary items are time-consuming. These kind of words have idiomatic meaning or they have abstract meaning. Modern approaches tend to integrate practice, illustration and interaction when teaching new words but some of the words due to their abstract or idiomatic nature can't be explained through modern and indirect practices. In this case we need a more direct way or deductive instruction. For example, some words that would need translation to illustrate the meaning are like these, "charity", "harmony", "feelings", "victory", "democracy". When dealing with students at elementary levels, these abstract words would be best taught by finding their equivalent in their mother tongue. Then taking examples and practicing in the target language. Another example of good use of grammar translation method is when teaching idioms. Grammar translation method is very effective for application of grammar and sentence structure.

The procedure of learning new words is based on memorization of translated words with their equivalents. Students are given list of target language vocabulary words and their native language equivalents and are asked to memorize them. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugations (Freeman, 2000, p. 20).

Grammar-translation method has some disadvantages. In this method, speaking that is a language is skill is very neglected. So students fail to put on use the words they learn. Students develop a habit of being dependent on their mother tongue because most of the time translation is used to learn the new words and because of the lack of communication on the target language. Students fail to learn language on the use because the grammar translation method delivers instruction through rules and translation of literary texts. So new vocabulary is based and limited on the nature of reading texts rather than on the communication purposes.

(Brown, 2007, p. 19) notes that GTM Method is one-way interaction. "This method is teacher-centered, meaning that most of activities are performed by the teacher, In other words, in this method the teacher is the main resource for teaching and learning and teacher demonstrates the material with one-way." (as cited in Natsir, 2014, p. 60). Students here are limited to only making questions when they don't know the meaning of the words or if they do not understand any form of the sentence given. So, the teacher then gives further explanation directly or deductively to make the students understand the lesson. (Natsir, 2014, p. 60)

Direct or deductive instruction in the case of teaching grammar rules, means that teachers do not use student's productive skills to explain new things. Instead they just throw the information needed. It would be more preferable if the teacher would use any example related to the issue related. In this way students through giving answers would find the correct answer. Direct instruction was one of the known features of grammar translation method.

2.4   Direct Method

Direct method is another popular methodology of teaching new language. This method came in 90's as opposition to the grammar translation. This method used demonstration and action as tools to deliver language instruction. New vocabulary was offered only in target language and mother tongue was

almost never used. Vocabulary instruction was delivered inductively through activities or demonstration.

This method is a shift from traditional teaching models because it incorporates more efficient ways of teaching and learning. Studies have shown that student were more productive by being exposed to modern approaches such as Direct Method. Students were the main subject on the classroom and the teacher's role was to promote various activities based on the students' needs. Unknown words were taught by using known words and making associations until achieving understanding. This method also promoted pronunciation which was not promoted during the grammar translation method. Compared to grammar translation method, this method is not dependent on the L1 or mother tongue through translation.

Direct method was considered as a natural method which means foreign language is acquired in the same form as the first language. (Richards & Rodgers, 2001, p. 9) mention Lambert Sauveur (1826-1907) as one of the believers in natural principles of language teaching. Sauver was also a believer that language could be acquired in the Natural Method without using translation or learner's native language if meaning was conveyed directly through demonstration and action.

> "Lambert Sauveur used intensive oral interaction in the target language, employing questions as a way of presenting and eliciting language. He opened a language school in Boston in the late 1860s, and his method soon became referred to as the Natural Method" (as cited in Richards & Rodgers, 2001, p. 9)

(LIU Qing-xue, SHI Jin-fang, 2007, pp. 70-80) consider this method as an attempt to integrate language learning situation into language use. This method led to the development of new techniques of language such as demonstration of pictures and objects, the emphasis on questions and answer, spoken narratives, dictation and imitation. Furthermore, authors put in question the effectiveness of this method without the need for translation (abstract ideas), without reference to the first language.

Figure 1: Basic principles of Direct Method of Language Teaching (Bashir, 2013, sl. 9)

This figure shows the basic principles of Direct Method and the association with vocabulary learning. Since mother tongue is excluded and we have no translation, so the meaning is directly related to the target language by using variety of techniques such as demonstration, realia, pictures and miming. Since classroom is limited space to demonstrate every object in the target language, teacher uses pictures as an alternative. Meaning is reached by using known words. The table of pictures shows some pictures that are used to teach new vocabulary. These pictures are selected from everyday vocabulary and are essential for everyone. Pictures will be chosen according to the level of students as they progress.

(Mahapatra, 2014, p. 111) mentions the principles of Direct Method as following:

1. Oral teaching - The direct method follows the principle that foreign language is primarily spoken and writing and reading comes as a product of speech.
2. Inhibition of the mother tongue – Restriction of the mother tongue because the use of mother

tongue prevents students thinking direct in target language. Although there are times when the teachers should use the mother tongue when meaning of the words is not conveyed by the techniques of Direct Method.

3. The speech unit – Students are taught to recognize sentences in a group of words and not in isolated words.

4. Inductive teaching of grammar – Teaching grammar inductively through practice

5. Value of phonetics added - Since English is learnt mostly through speech, direct method emphasizes pronunciation.

6. Creation of direct bond – Words of the target language are directly associated with ideas or objects.

In the following, a web publication by (Alkhateeb, The Direct Method, n.d.) shows how the new words are introduced in Direct Method.

 "Introduction of new word, number, alphabet character, sentence or concept (referred to as an element)"

• Show: by showing students any visual aid of that specific word or making gestures (in case of verbs)

• Say: teacher pronounces new word or element with care.

• Try: students make attempts to pronounce new element.

• Mold: teacher acts as a corrector by assisting students when they have problems in pronunciation.

• Repeat: student exercise by repeating each element.

2.5   The use of technology in the classroom (Computer Assisted Language Learning)

Nowadays we live surrounded by technology and we mostly use it for communication purposes. Technology has developed so fast that it is not only used for communication purposes but for other aspects of life as well. Education is one of the fields that benefited from technology development. Technology provides limitless sources of learning both for teachers and students. If we look back in traditional teaching methods, we can see that the book and teacher were the only sources to learn from. In technology era, there are thousands sources to learn from, such as: blogs, videos, forums, podcasts, etc… Technology is a preferred source to learn new languages as well. The use of technology for language learning brought Computer Assisted Language learning (CALL).

A new discipline that present computers or the use of technology as an assistance towards

language learning. Regarding the history of Computer Assisted Language Learning, there is no specific date when it started being applied but it is believed that it started around 1950s and technology of that time that was used to assist learning consisted large main frames that were only available at university campus facilities (Beatty, 2003, p. 18). Nowadays, technology is very accessible and language learning is available on various technology devices that we carry on every day. As a notion, computer assisted language learning is the same concept as the use of technology in classroom for learning purposes but the difference is that CALL is a discipline dedicated only to language learning through technology whereas the use of technology in classroom is a broad term.

Advantages of using technology in the classroom

- Limitless sources for teaching and learning
- Time saving for classroom management
- Accessible to various technological devices
- Increased motivation and interest among students
- Online learning services (Blogs, Dictionaries, Translation)

Disadvantages of using technology in the classroom

- Application of technology in the classroom does cost
- Increased cheating on assignments
- Technology may affect student's time management; long exposure (eye strain)

2.6   Electronic content

This type of content is delivered by using technology devices such as mobile phones, laptops, tablets and projectors. By using electronic content, classroom instruction is more clear because of multimedia interpretation. Electronic content also offers better time management in general. This is because the content is prepared by the teacher in electronic form before coming into classroom. Electronic content has many benefits in terms of vocabulary teaching. Presenting new words to students through electronic content has become easier and more practical. By using technology, the role of the teacher is more like a corrector since the electronic delivers most of the instruction.

"An advantage of having computer-assisted instruction in the classroom is that the computer can serve as a tutor. Teachers can only aid students in the learning process so far. Computers can assist teachers and act as a tutor for the students who are falling

behind" (Gulley, 2003, p. 1).

Regarding vocabulary teaching, electronic instruction delivers enough information in a limited time available. There is no waste of time writing words' definitions, pronunciation and grammatical functions. All this is now available online or by projector presentation. Meaning of the new words are explained by using images or videos. Videos also help to get familiar with pronunciation of the words. Images and videos are one of the best sources to teach new words because they simulate natural way of learning and unconscious learning. In the same time the meaning of the words and pronunciation are learned by illustration of actions together with pronunciation. Also, the meaning is shown in different contexts. Electronic content is a shift from passive learning like it was in traditional methodology. Traditional teaching methodologies in teaching languages reflected teacher centered classroom and a routine of teaching that rarely changed while students were passive listeners and they gradually lost motivation and interest to learn new words. Electronic content offers different activities and different approaches to the instruction by changing the everyday classroom routine, thus by increasing student's interest in being active participants in the classroom.

(Parvin & Salam, 2015) gathered data from a pilot project called ICT (Information communication technology) performed by "Save the children" in Bangladeshi' schools. This pilot project was used to improve classroom pedagogy in English classes for government primary school students. It was also used to prepare students for national public examination. It was expected that using electronic learning content with those students would have a positive impact on the performance of students during examination.

> Supplementary classroom teaching and learning tools were provided by introducing teaching classroom software and electronic content. The pilot project covered 810 students from 18 government schools. By using e- content teachers took the advantage of using technology to enhance student learning. Audio visual materials were included in the project and were designed carefully in order to practice language skills through different activities. The activities promoted the use of reading and vocabulary development in the context of reading and a range of tools to develop listening, matching images, oral descriptions and the use of transcripts. Study results were based on final school examination by comparing schools that used ICT and those non-ICT. According to authors, findings show that schools that applied e-content had better

results. By applying ICT in classroom, students were more attentive and focused in English class, performed better in vocabulary building, achieved better pronunciation and learned faster the concepts of English language (Parvin & Salam, 2015, pp. 50-56).

Blogs are another treasure of new vocabulary. Users will find a lot of blogs based on their needs. Blogs and online forums are also presentation of incidental word learning because once the users begin reading their preferred blogs, they will probably encounter unknown words. Some of these unknown words are connected to the context they are reading on and the meaning of these words can be guessed. In most of cases, readers will show interest on these unknown and search for the meaning and functions of these words. There are numerous online dictionaries that provide detailed information about words that we search, including meaning, function, context, pronunciation, spelling, synonyms and different examples of usage. Being exposed to these sites, students will be more independent from the teacher and will extend vocabulary competence.

A study on "student's perceptions of integrating Wiki technology and peer feedback into English writing courses" carried out by (WEN-CHUAN LIN, 2011, pp. 91-95) shows how some students from Taiwan experienced writing online on a Wiki blog, followed by a peer review of their work. Initially students were told about the Wiki online platform in order to be familiar with the website. Then they were asked to write a word composition of their reflection about a topic they had read previously on the book. After finishing their work, students did a peer review and comment one another's work.

> "Survey responses, student interviews, and focus group interviews demonstrated that students perceived both benefits and challenges from the Wiki writing projects. Perceived benefits included immediate online responses from the instructor, lessons learned from the grammatical mistakes of others, and various learning opportunities, demonstrating the significant social meaning embedded in the Wiki writing practice" (WEN-CHUAN LIN, 2011, p. 94)

One of students reported:

> "when I write my writing, I don't know if it is correct grammar or correct writing structure...but if my classmates comment on my writing, I will see it....So I feel it is good" (WEN-CHUAN LIN, 2011, p. 94)

2.7   Dictionaries

As the main source of word's meaning are also a subject to the influence of technology. Compared to traditional dictionaries, the dictionaries influenced by technology or online dictionaries have many advantages. A web publication "What are the advantages of an Online Dictionary" by (Hassan, 2014) shows how online dictionaries have facilitated the process of finding new words on dictionary. According to (Hassan, 2014) people in the past had to use printed dictionaries on which the users should go under long list of entries to find the meaning in particular content. This process required a lot of time and these dictionaries were in different sizes. So if readers couldn't find a word they looked for bigger dictionaries. (Hassan, 2014) further compares online dictionaries with printed dictionaries by pointing out the advantages that online dictionaries have.

"Print dictionaries have limited space so they cannot go into extra detail for every word. Online dictionaries, on the other hand, have the ability of providing a wealth of information that's related with the word such as its synonyms, antonyms, sentences, slang words etc." (Hassan, 2014, p. 1)

Printed dictionaries are categorized into subject dictionaries, which means users have to buy a dictionary based on the subject they are interested in. For example, "Cambridge Business English Dictionary", "Computer Science English Dictionary", "English Medical dictionary", etc… It is known that dictionaries carry the meaning of the words, but they also consist the spelling of the words. The spelling of each word in dictionary is written in International Phonetic Alphabet or shortly IPA. Finding the unknown words and their spelling in dictionary may be an issue for students that are not familiar with International Phonetic Alphabet, so they have to ask their teacher for the spelling of unknown words. In the other hand, online dictionaries provide the spelling in two forms, a) in phonetic alphabet and b) in sound form. Student have the option to listen to the audio how these unknown words are spelled. This feature is preferred for younger students since they are not familiar with International Phonetic Alphabet. The order of the words listed in printed dictionary is different compared to online dictionaries. Printed dictionaries have the order A-Z that means, users have to find words based on alphabetical order. This feature is time consuming when users have to find the meaning of several words because they have to surf words based on their alphabetical order. Whereas in online dictionaries, users type the word they need and the search result is in seconds, showing detailed

information of the meaning, spelling, different cases of use, sentences in which that word is used, synonyms and antonyms. One search result may give users a page of information. Online dictionaries also are set up with an algorithm that analyzes the searching of the words to show other words that are related. If the meaning isn't achieved in target language, there are alternatives such as translation services. Online translation services are very useful to find the meaning of majority of the words, although they can't replace human translation. Online translation services are based on contribution of data from different users globally. These services are set up with an Algorithm that allows users to translate even sentences from target language to mother tongue. Online translation services are multilingual and students can benefit from these services to learn other languages too. These services are more reliable if users translate only single words by avoiding translation of sentences or large texts. The following table shows some of well-known sites of online dictionaries and online translation:

Online dictionaries	Online translation sites
https://dictionary.cambridge.org/	https://translate.google.com/
https://www.merriam-webster.com/	https://www.translate.com/
https://www.dictionary.com/	https://www.collinsdictionary.com/translator

Chapter III: Vocabulary learning strategies

3.1 Introduction to vocabulary learning strategies

Vocabulary learning is constantly improving by using new strategies that help students to understand new vocabulary faster and meaningfully. The word "strategies" in this chapter means the new methods used globally to teach new vocabulary which ensure that new vocabulary can be learned in different approaches that ensure long term recall of new words and improvement in communication skills. These strategies also represent activities that are used and have shown increased performance among the students learning new vocabulary. These strategies show a shift from traditional methodology of vocabulary instruction such as memorization and repetition of words to contemporary strategies that provide independent learning, learning from context, learning from interaction, learning from activities and technology. The classroom instruction in Kosovo is mainly teacher-centered which makes students more dependent on the teacher no matter of student's level of education. There are some schools around Kosovo that started applying modern strategies of instruction but they are still in testing phase. The shift from teacher-centered classroom instruction to student-centered instruction makes students more productive. In this way, students would be more creative and critical thinkers. The inclusion of technology is also considered as a good strategy for vocabulary learning. Through technology, students can learn new words outside the classroom through browsing content on the internet browser, participating in online learning activities, chatting, watching movies, etc... Technology is one of the best strategies to learn vocabulary outside classroom especially English language because we are living in a world surrounded by technology which means students will be browsing online content during their free time and that results in incidental learning. Another good strategy to learn vocabulary is through visualization. Images and videos are very useful to present the meaning of specific words and they express the context in which that word is used. Images and videos are also activities that grab student's attention and students show interest on them. Videos and audio recordings are also a good source to understand the spelling of the new words.

3.2 Semantic Mapping

Semantic mapping is a good way to use for vocabulary instruction because the instruction starts with one key word and continues by finding the other words that have the relationship or similar meaning. The key word is put on the center and the words that are related with the key word are put around the key word making it look like a graphic presentation or a web of words. Semantic mapping improves interaction and discussion among students and teacher.

Semantic mapping is a kind of map or graphic representation of categories of information and has relationship to each other; it really helps the students to remember the words and their connection easily. (LAMPUNG, 2016).
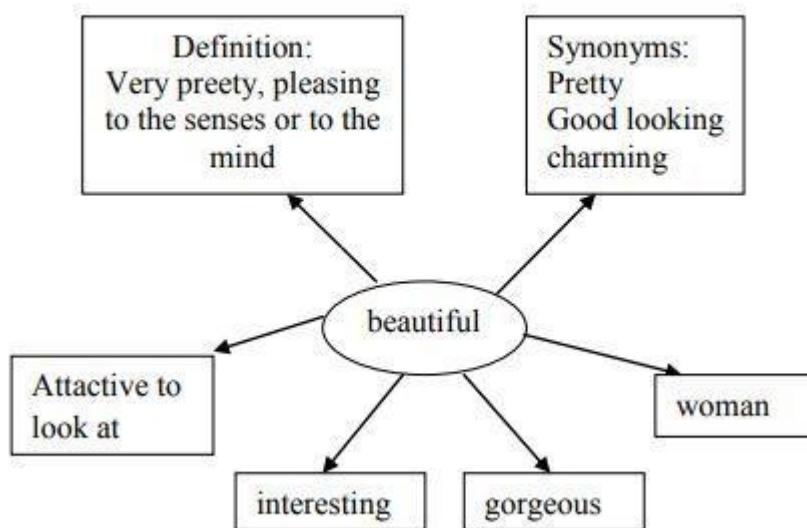

Figure 2: An example of semantic mapping by (LAMPUNG, 2016. P. 23)

Before starting with semantic mapping, teacher should consider:
- A keyword that is related to the context of what will be introduced to students
- Definition of the keyword by explaining the meaning through examples, images or alternative words.
- Activities that correspond with student's level of vocabulary competence.
-

Procedure:

Pre-reading activity:

Teacher	Students
Teacher presents to the students the topic of the day and makes some questions related to the topic (warm-up activity)	Students listen to the introduction of the topic and share their opinions or experiences related to the topic.
Teacher writes the key word on the board and gives students printed material to read.	

While-reading activity:

Teacher	Students
Teacher asks students to read the printed material and to underline words that are related to the key word that is written on the board.	Students start reading and underlining words that they think are related to the key word.

Post-reading activity:

Teacher	Students
Teacher asks students to come to the board and write the related words next to the key word and to explain the meaning in their own way. *Note: Teacher acts here more like a corrector rather than instructor.*	Students go to the board one by one to write their underlined words.
Teacher introduces the meaning of each of the words written next to the key word on the board	
Teacher writes some other words that are related to the key word and presents their meaning through image or videos by using projector on the class room	After analyzing the new words presented by the teacher. Student have to create several sentences using the words that teacher put next to the key word.
Following writing activity, teacher asks students to do a peer-review of their work.	Students start exchanging their written sentences and read one another's work and ask teacher if they find any unknown words or if they have any

	misunderstanding.

- Reflection from writing activity

Sentences written by students based on the words that are put on the semantic mapping reflect how well students have understood the new words and how they related these words to the background vocabulary knowledge. Semantic mapping is like a puzzle that adds the information for the keyword by putting other words next to the keyword. These words may not have only the exact meaning, they may be also antonyms, synonyms, adjectives, etc…

The use of technology is a good source to find new words while using semantic mapping. Teacher would introduce a keyword and students without having a reading activity would search on the internet for other alternative words. This requires a computer lab on which every student has access to computer or any communication device through which they can browse online content. The use of technology for semantic mapping of the new words is very useful and helps students to see new words in different contexts.

3.3 Word sorts

Word sorts is another useful world learning strategy that promotes interaction and critical thinking while students try to find words. It is suitable for all level of students. For beginners, teacher may start with easier vocabulary and can shift vocabulary instruction based on students' level. Word sorts can be used with reading activity, brain storming or through the use of technology. Word sorts can also be used to enhance students' grammar knowledge through categorizing words according to the parts of speech or their function.

(Vacca & Vacca J., 1995) as cited on a web publication (Word Sorts, n.d.) describe two forms of Word Sorts:

- Closed Word Sort–The teacher provides the categories (and the specific features of each) to the students. The students then match the words with the features to create the word collections.
- Open Word Sort–The teacher provides only the list of words. Students work together to discern the common features and to describe the categories for collecting the word groups.

There are many types of word sorts; typically, during small group instruction students complete a closed sort.

> This means that category key words or pictures provide a blueprint for the sort; the key words offer students clues as to how to group the words and what the chief characteristic of each category might be, but students still must figure out what those categories are. In other words, no labels are used to reveal what the categories are, and you do not specifically tell students before they begin, except in special situations where learners need extensive support. (Ganske, 2018, p. 26)

Closed Word Sort or Open Word Sort

myth	dazzling	tapestries	competition	loom
yarn	competition	Arachne	awe	skillful
boast	Athena	Mount Olympus	revealed	preen
shuttle	irreverence	transform	smug	woven

Mythical Concepts

Descriptors

Behaviors or Actions

Tools of Weaving

Prediction

28

Figure 3: Word sorts taken from slide show on a website publication by (Adams, 2010)

Teaching vocabulary also means teaching other word features other than just meaning. Students

should know the function of the word. They should know when they should be using "beauty" and when "beautiful". Word sorts can be used to categorize words according to their function. Teacher may give a reading activity followed by a word sorting activity. This activity is used to extract the words from the reading text according to their functions. If teacher is using closed word sorts, we would have some word categories according to their function such as:

-Nouns

-Verbs

-Adjectives

-Adverbs

Pre-reading activity includes teacher opening a short discussion about parts of speech and how to detect them based on word functions. This would help students recall previous knowledge about word functions. Teacher decides how many categories of part speech to include based on student's level.

While-reading activity includes students analyzing the reading part and putting words into categories. If they don't understand a word, they may underline these unknown words and open a discussion later on.

Post-reading activity includes students exchanging the written word sorts between students and in the end teacher giving a detailed definition about every word written and if possible showing their meaning through gestures, pictures and different examples.

3.4 Key idea, Information and Memory clue Strategy (K.I.M)

One of the best strategies that are used to teach and memorize new words is called Key idea, Information and Memory clue Strategy, or shortly "K.I.M". This strategy is focused on learning new words by connecting new word information to the background vocabulary knowledge. The process of linking old vocabulary knowledge to the new vocabulary knowledge is improved by using drawings or images that represent the meaning of the new words.

In K.I.M vocabulary strategy, the students are asked to make a chart which there is three columns. First column functioned as key word or a vocabulary. The vocabulary is gotten by reading a text or determined by a teacher. Second column is for information, the meaning of vocabulary itself. They can guess the meaning from context of a text to fill this column or they can look up a dictionary. And third column is memory clues contained pictures to ease students in memorizing the vocabulary. Finally, a teacher

requires students to make their own sentence about the word. (Hariadi & Amir, 2014, p. 112)

Images can express meaning more than thousand words. Most of the time the meaning of new words is realized just by analyzing the image but also images should be well selected to not create ambiguity of the meaning. Images can be shown to the classroom in the printed form, as a drawing on the board but also through projector by using technology. Technology would be very useful to show the meaning of the new words through the images that take only couple of seconds to load. Technology is very useful to show fast results for alternative meaning of the same new word. For example, if we want to have some images that represent the meaning of "rapid", we just have to search on the internet and various meanings of the word "rapid" will be appeared. This improves learning through context because students will be able to understand how is the meaning of the new words in different context.
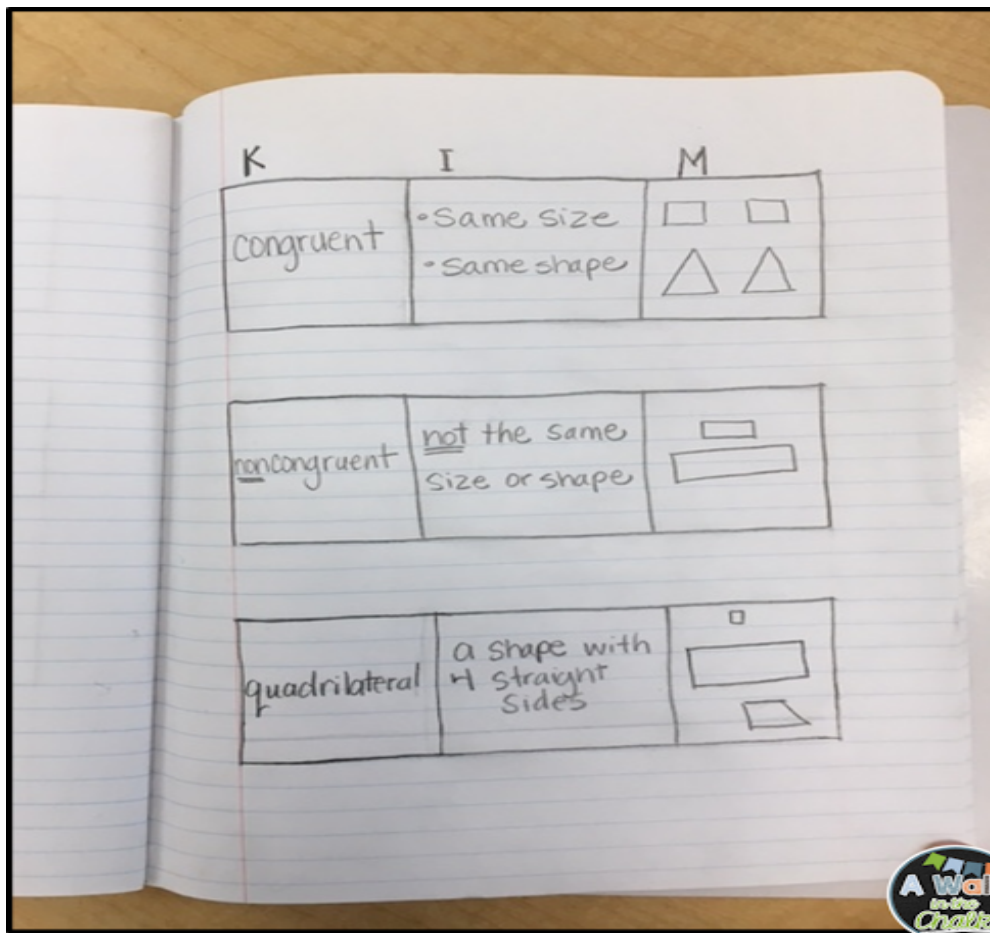

Figure 4: An example of KIM application on Math vocabulary by (Vibans, n.d.)

K Key Idea	I Information	M Memory Clue
democracy	a system of government by the whole population or all the eligible members of a state, typically through elected representatives	
republic	a state in which supreme power is held by elected representatives of the people and which has president rather than a monarch	

Figure 5: Application of K.I.M strategy on teaching vocabulary (Wiebe, 2009).

3.5 Use of images in teaching new words

The use of technology devices to teach vocabulary has improved class organization. Teaching new words, exercises that put the new words into the practice, learning outside the classroom and evaluation are improved by using technology for vocabulary learning. Technology devices such as: classroom projector, laptops, tablets and phones are very useful to integrate into classroom when dealing with new words. These technological devices represent limitless source of information and they offer numerous activities related to the vocabulary teaching and learning which are very useful and preferred by students. It is known that students prefer learning new words through images rather than just explaining to them definitions. Teachers can use also printed images to teach words based on the actual topic but that would be a limited activity because we don't know how many words would be unknown for the students to prepare their meaning on printed papers. Instead we use technology which can provide numerous alternative results for every search. The use of images is another good way of grabbing student's attention thus resulting in better performance and retention of new words. Images ensure long term retention of new words and learning through context because students find the meaning by analyzing the image and describing the new word and through using background vocabulary. One of the easiest ways to teach new words through images is by using google search. After

a reading activity or activities that result on new words, teacher may go and search image content for each new word, show the image through projector and open discussion for the meaning. This process is very simple and requires only teacher to be equipped with laptop that has connection to the internet and a classroom projector. This process doesn't require creativity to be applied in the classroom but creative teachers that want to try the effectiveness of new strategies that are posted online, they may apply new strategies to see how much progress student would make. Even though we have numerous activities that have a teaching purpose through the images, again they have differences on how they engage students into activities. Some of them may be competitive and be like games to increase the engagement of students or they may be interacting by making students work together. Teaching through images can be delivered simply through a projector and laptop that has internet access. Internet has numerous activities that are built to teach new words based on categories for example once you visit webpage such as: www.learnenglish.de/vocabulary , a long list of vocabulary categories appears allowing users to choose between categories. Once you chose for example jobs and works, it will show different jobs illustrated in pictures with some features that describe each job as in the following:

Figure 6: Illustrated vocabulary related to the different jobs *(Learn English Vocabulary, n.d.)*

Teachers can use this website based on specific topics to present new vocabulary in the illustrated form and follow illustrated vocabulary with activities that make students cooperative and expressive by allowing them to search for words and their meaning on the internet. Another good activity that may follow picture observations is called picture dictionary four square. This activity provides four features of the new words. Starting from the written definition to the image description, then the use of the new word in different sentences based on the context and finally the synonyms which can replace the new word. This activity can be used in brain storming and group works. Searching in the internet may be added to brain storming part. If we would have to teach the word "plumber", first students would give their ideas based on the image description or background knowledge but better result would be achieved for the word "plumber" if students make a quick search on the internet about this word. Search for this key word would give possible results such as "fixing pipes, water leaks, sanitation, heating system, etc..". Words that are found to be related to the key word will be presented by students during brain storming. Teacher will ensure that students have the meaning of the key word from internet searching. Following the brainstorming activity, students would be asked to make sentences using the key word and new words found on the internet search. After this activity, students do a peer review to learn more about the key word selected by the teacher. Activities like this are preferred also to be used as homework in order to make students use technology for learning purposes.
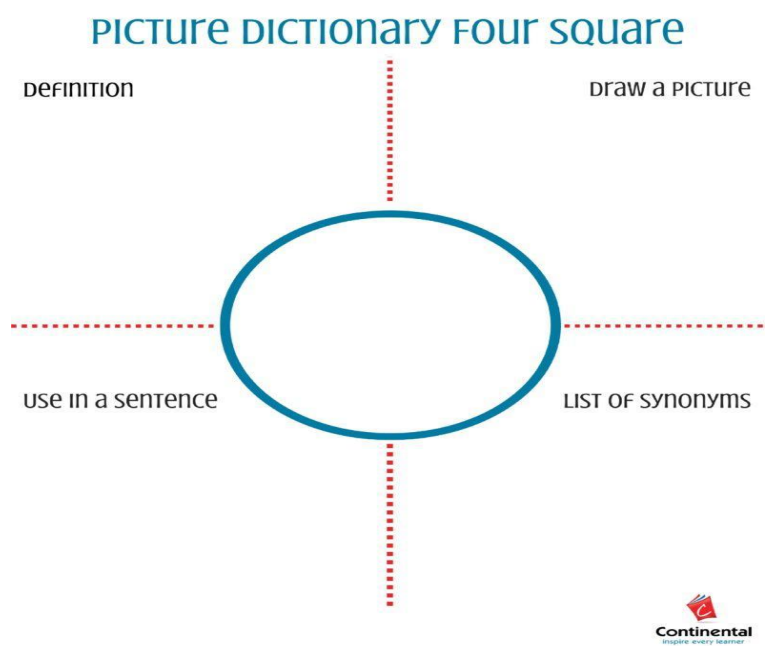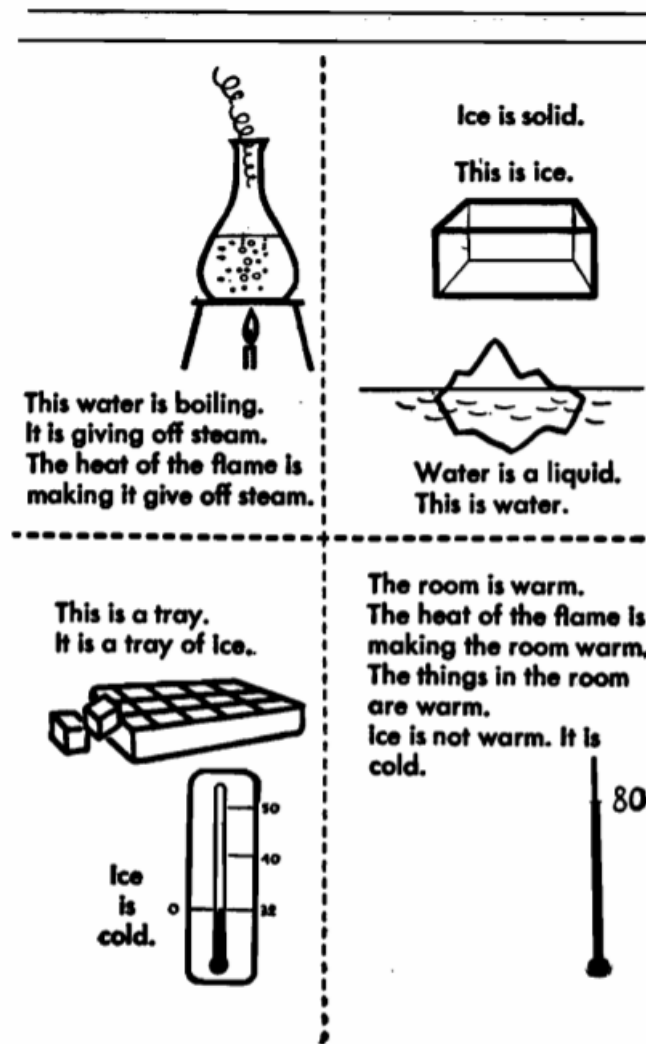

Figure 7: Picture dictionary four square derived from (Continental Inspire Every Learner, n.d.)

Figure 8: Teaching words from illustrations derived from (Richards & Gibson, 2005, p. 94)

3.6 Games

Games are another good strategy to teach and practice vocabulary. Games are part of contemporary instruction and are used not only for language teaching but also in other subjects. They are very useful practicing vocabulary but can be used also for teaching new words through context. The advantage of games stands on making students more interactive and making classroom more attractive for students. Games are very motivating in teaching new words because the learning of new words happens quickly and in entertainment way. Games make students more interactive because the nature of games is competitive and get all the attention of the students in the classroom.

Vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way. The role of games in teaching and learning vocabulary cannot be denied (Derakhshan & Khatir, 2015, p. 40).

There are lot of traditional games that can be used to teach new words and that require little to no extra material and they are very efficient and useful. One of them is called "Letter Scramble" and is very efficient to be applied in the classroom. Lately, games for teaching purposes are being used along with technology. This means that games can be applied to the classroom through using technology devices in the classroom and students can participate in these games by using their own technological devices in the classroom. The use of games through technology in the classroom is time saving and suitable for participation of every student in the classroom. The disadvantage of using technology and games is that it is costly and students should know how to use the technology devices and how to be connected in game with other participants because every game is different and has different rules. This could be avoided during the introduction of games through technological devices.

3.6.1 Letter scramble

Letter scramble is a game that can be used to practice new words learned from any topic. It is very attractive game because it requires a lot of attention of students to find the right words in the scrambled letters. These letters will be selected from the teacher based on the last topic. These scrambled words will be offered in printed material to each student. Game starts by separating students in groups and setting a timer countdown. During the time left, students in each group will have to communicate and interact with each other in order to find these words. To make even more interesting, teacher may start a power point slide show with images that describe some of the scrambled words. In this way one or two students from each group will analyze the images on presentation and help their groups. When countdown ends, each group shows how many words thy found and teacher checks them, the group that has found more words will be the winner. This activity is mostly used to practice vocabulary but during the practice there is also learning of new vocabulary because during the interaction in groups students learn more by giving ideas about words.

Yum-Yum!

Unscramble the names of these foods that are compound words.

1. c e n a k p a   _____

2. r o o p n c p   _____

3. g l e n t a g p   _____

4. a e e i l n p p p   _____

5. a e i h k k l m s   _____

6. p r e t i f u g a r   _____

7. d r i s k e b a c t   _____

8. w r a r y b s e r t   _____

9. k r a b w a r e j e   _____

10. s n a c k l o f e r   _____

11. r o w m a t e l e n   _____

12. m i p e n p r e t p   _____

13. a d e s o f o   _____

14. p h a c i e c k   _____

15. s a r d e h i s o r h _____

Figure 9: Letter scramble activity taken from a website publication (Spelling-Words-Well, n.d.)

The above example shows an activity of letter scramble based on the food related vocabulary. This activity can be used to practice vocabulary and learn new vocabulary. Students that don't know any of the words in the above example will learn these words while interacting in groups. This interesting activity improves incidental learning of new words. Similar activities are found on internet too. Teacher may ask students to do some letter scramble as homework and to underline words that they had issues understanding them.

3.6.2 Dictionary game

This game is mostly student-centered game because the instruction is performed mostly by students.

This game starts with a volunteer student who has access to printed dictionary or online dictionary. This student choses a word from dictionary that is possibly unknown by other students in the classroom. The chooser of the word spells the word and gives the part of speech of that word to the rest of the classroom and they start writing guessed definitions about that word. Students are not allowed to look for definitions. If any of students know the definition of the word, the chooser gets disqualified (Guion, 2018)

Everyone then writes a definition for the word. The chooser, of course, copies one of the definitions from the dictionary, but otherwise, everyone guesses. Then they give their definitions to the chooser. The chooser reads all the definitions, and the group votes on which is the real one. (Guion, 2018)

To make even more interesting teacher may present clues about that word by using projector. This may include synonyms, any image, video or any feature that describes the chosen word. After receiving the definitions on the piece of papers. The chooser of the word reveals the right definition and reads all definitions that students wrote on the paper. Students then vote about which of their definitions corresponds with the real definition. As a following activity, teacher may introduce to students some of online dictionaries that are very useful to search new words. Teacher will give explanations how these dictionaries present data for the new words and encourage students to use these online dictionaries inside and outside the classroom. Some of these dictionaries are:

- https://dictionary.cambridge.org/
- https://www.dictionary.com/browse/online-dictionary
- https://www.merriam-webster.com/
- https://www.thesaurus.com/

Chapter IV: Research Study on "Effectiveness of using quiz game Kahoot and technology to teach new English words to 9th grade primary school students in Gjilan, Kosovo"

4.1: Study overview

This research study is focused on applying one of the online games called "Kahoot" as one of the effective strategies to teach vocabulary to 9th grade primary school students in Gjilan, Kosovo. "Kahoot" is a multiple-choice quiz game that is used world-wide for teaching purposes. "Kahoots" or multiple-choice quizzes are prepared in advance by the teacher based on the upcoming topic and it is presented later to students to practice and learn. Participation to "Kahoot" requires online interaction between teacher and students. Students participate in Kahoot through smartphone access using a pin code provided by the teacher or whoever created "Kahoots" previously. "Kahoot" quizzes and multiple choices as an answer are presented through projector, whereas only geometrical symbols such as: square, circle, triangle and diamond are presented as an answer choice in a participant's smartphone. These choices shaped in geometrical symbols correspond with choices that are presented via projector. When answering questions, students choose the geometrical symbol that corresponds with the correct answer. "Kahoot" immediately responds to the students by showing if they answered correctly or incorrectly.
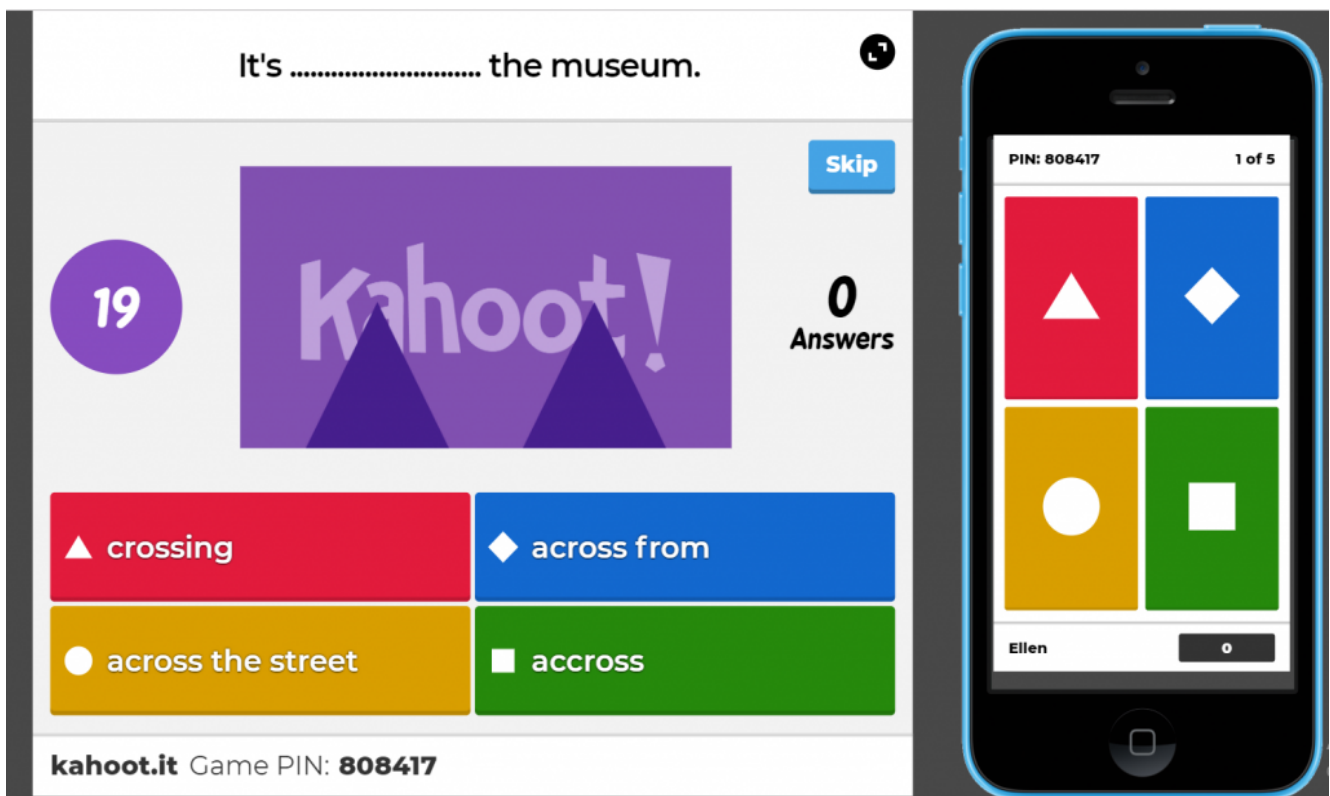

Figure 10: An example showing how "Kahoot" quiz looks like in projector in the left side, whereas the right side shows how students answer through their phones. (Amany, n.d.)

Students can participate individually or as a group in Kahoot. After they put pin code provided by the teacher, they are required to put a username. The username is needed for the results in the end of the quiz. By username and correct answers Kahoot will announce the winner in the end of quiz. This game is also used with groups and when groups are requested to put a username, they put usernames such as: group 1, group 2, group 3, etc…

In this study students participated in three major groups of 10 students. The first group consisted only boys, the second group consisted only girls and the third group consisted both boys and girls. The school had only one projector to use for teaching purposes, so students had to move to that classroom with projector. "Kahoot" quizzes were presented using projector. Student's level of English proficiency was intermediate and quizzes were selected according to their level of English proficiency. The main purpose of quiz was to teach some new words in English language by using context clues, images, interaction and technology. During the game, students encountered unknown words which were illustrated with images that presented the meaning. Along with general vocabulary, phrasal verbs were included too. Students participated in three groups using three smartphones, each smartphone for each group. Each group had its leader who held the smartphone and answered the quiz after cooperating in group. Observational data were recorded as students were participating in this study and a follow-up questionnaire was filled by students to rate the game "Kahoot" and use of technology for learning new words in English language.

4.2: Research Methodology

4.2.1 Aims and objectives

This research study aims to show the benefits of using games and technology in teaching vocabulary. Since games are very effective to promote active participation and interaction among students, this research will also focus on the effects that games have in teaching vocabulary. This study reflects a shift from traditional teaching to contemporary teaching. Since most schools in Kosovo are still practicing traditional teaching methodology, this study aims also to reflect how students experience this change to teaching methodology. Aims and objectives of this study are:

Aims:

- To introduce students with contemporary games in teaching new words
- To apply student-centered classroom environment
- To apply teaching through technology
- To increase cooperation among students

- To promote independent learning and learning from context clues
- To promote learning of new words from analyzing images

Objectives:

- Students participate in games for teaching new words and see games as alternative option of learning new words.
- Classroom becomes more student-centered and teacher acts like a corrector rather than an instructor
- New words are presented through technology devices such as projector and the meaning is explained using images or internet search.
- Students are involved in games and activities that require group work. Student cooperate with each other in groups.
- Students find the meaning of the new words by analyzing the context in which the new words are used. Students try to find meaning without the help of the teacher.
- Students find images useful as the source of meaning for the new words.

4.2.2 Research questions and hypothesis

Research questions in this thesis reflect the general purpose of the study that means finding better ways to teach English vocabulary for primary school students. Whereas answers to these questions are found in the section 4.3 on this chapter.

- Question 1: Can students be less dependent on the teacher if the teacher uses effective strategies to teach vocabulary?
- Question 2: Should we use more technology in the classroom?
- Question 3: Can we achieve the complete attention of students during instruction?
- Question 4: Do games promote interesting and better learning environment?

- Hypothesis 1: The first successful steps for students are when they become independent learners, which means they will be able to obtain new information without a direct assistance from the teacher.

In the case of vocabulary learning, when new words appear students expect their teacher to show the definition or the meaning but this habit creates a dependency on the teacher. In this case, teachers should use alternative ways by which students will be able to find the meaning independently. So as soon as the new words appear, teachers write an alternative phrase that has the same meaning of that specific word but explained in the context. The study will show whether students will be able to use these contextual skills to find the meaning or not.

- Hypothesis 2: Most of strategies to learn new vocabulary nowadays are applied through the use of technology. Technology is one of the best sources for those who want to learn new words, make practice and test themselves. Apart from using technology to learn new words, we can use technology to teach new words and to make it more attractive we can use devices such as projector, phones, laptops etc… Using technology in the classroom has many benefits. The research study will show whether technology is always beneficial in the classroom instruction.

- Hypothesis 3: This is about achieving full engagement and active participation of students in the classroom, that means that a lot of work has to be done in order to grab the complete attention of students in the classroom. The research study will show if there is any instruction strategy that students would like and apply.

-Hypothesis 4: This is about integrating games during the instruction, whether this is effective or not in teaching vocabulary. We know that younger students like games and games are attractive way of learning but we need more research to show the effectiveness of applying games into the instruction and how students experience them. The research study will show how students experience learning new words through games.

4.2.3 Research instruments

This research study used two instruments to gather data on how students experienced "Kahoot" and the use of technology in a classroom to learn the new words in English language. Another role of research instruments was to show whether students learned new words by applying game and technology in classroom. Classroom observation was the first instrument used to collect data on students' attitude to use "Kahoot" and technology in classroom. Observation was used because it

offers better data accuracy and the author is part to the study details and gathers data at real time. Through this instrument, students were observed for:

- Reaction to the shift from traditional instruction to contemporary instruction

- Their interest towards using games and technology in classroom

- Participation and focus in classroom

- Cooperation in groups in a competition mode

- Learning outcomes from teaching new words through context

Research observation was main data collector but to have more promising results, a questionnaire was used as the second research experiment. Questionnaire was used after the observational study. Since the observational study was focused more in general data, the questionnaire was used to give individual feedback to student's experience on using "Kahoot" as a game for teaching and practicing new words.

4.2.4 Participants

This study was conducted with 30 students of 9th grade of primary school "Mulla Idrizi", located in Gjilan, Kosovo. The total number of students was 30. Students were divided into three groups of 10 students. First group consisted 10 boys. Second group consisted 10 girls and the third group consisted 4 boys and 6 girls which represented the group as a mixed group. According to their teacher, girls had higher grades in general, so the mixed group with boys and girls was made to have some balancing on the performance of students. The level of English language of these students was intermediate. Their participation on this study reflected on background level of English language, learning new words in English language through images, learning through game and technology and learning new words from context clues. Each group had a leader who was responsible to answer questions on the smartphone. The leader of each group was chosen by the group members. Students were familiar with the use of technology. All of them were users of internet outside the classroom and they found no issue participating in the study. Students knew the purpose and the value of the study because they participated in different studies in different subjects in the past.

4.2.5 Procedure

The study took place as a replacement of one of the English language lessons which had 45 minutes available in total. 5 minutes were dedicated to present the author of the study and the purpose of the study. 15 minutes were dedicated to divide students in groups and present the multiple- choice quiz game "Kahoot" along with the use of smartphones as part of the quiz. 5 minutes were dedicated to participate in example quiz to get familiar with "Kahoot". Next 10 minutes were dedicated to "Kahoot"

game quiz. The last 10 minutes were used to explain the questionnaire to the students including the time when they filled the questionnaire.

Procedure starts with the author of the study making a short introduction about the study and about the purpose of the study. Following this, author divided students in three groups and introduced the game and its rules to students. Then each group was given a smartphone to participate. During the quiz introduction, students were introduced with nature of questions and the multiple-choice answers. They had to choose an alternative synonym of a highlighted word on each sentence. Sentences were designed in context so students would be able to understand the meaning of the highlighted words just by reading the sentences. In this way they would learn new words through context. After being divided in groups, a leader from each group put a nickname on the game "Kahoot" depending on group structure. If they were all boys, they put a nickname "boys". If they were only girls, they put "girls" and if they were a mixed group, they put "mixed". After putting the nick names, a sample quiz of "Kahoot" was shown to them in order just to get familiar with the game and was not counted for data collection. When they got ready for the quiz, the author launched "Kahoot" quizzes and students started participating in groups to find the answer. Questions with pictures representing the answer were shown on the white board whereas students had to answer through their phones in 30 seconds countdown for each question. Due to competitive nature of "Kahoot", they seemed very focused and great participants on the game. Students were analyzing sentences before answering and were looking for hints, in our case "pictures" shown on the projector as a hint for each question. Group leaders were very communicative with their team members and listened group opinions. After each answer, each group received a score result from "Kahoot" and the current score from each group was shown in projector on the white board. While participating in the game, the author observed the behavior of the students, their attention to the instruction, cooperation, effectiveness of technology and games in the instruction and learning from context. In the end of quiz, "Kahoot" presented the winner group. Following the end of quiz, students were asked by author to fill a questionnaire anonymously based on their experience on games and technology for that day. The filling of questionnaire marked the end of the study and the end of available time for the study.
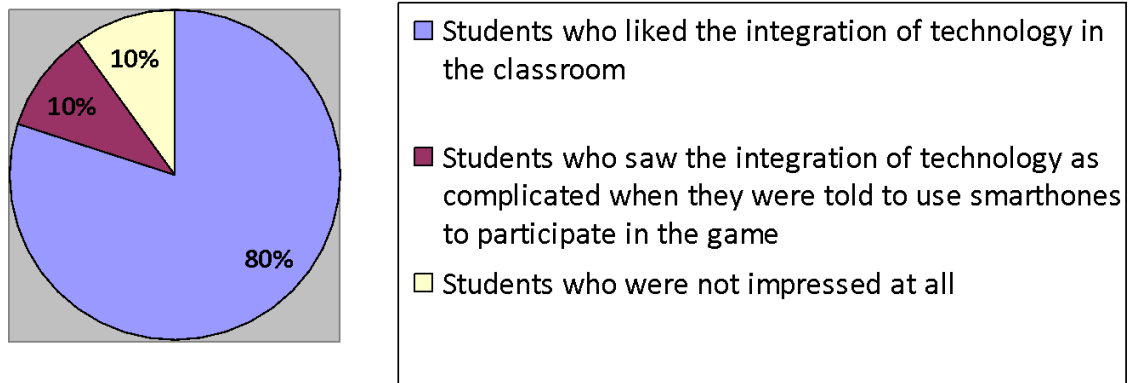
4.3 Data Analysis
4.3.1 Observational data analysis

Observational was used to record how students experienced the use of technology and the game "Kahoot" in classroom in learning and practicing new words in English language. Observational data reflected the total number of the study participants that was 30. These data were recorded by the

author while students participated on the study. Since the classroom was more student-centered, there was enough time for the author to observe students and their activity. Observational data were recorded based on the following conclusions:

1. Reaction to the shift from traditional instruction to contemporary instruction

Legend:
- Students who liked the integration of technology in the classroom
- Students who saw the integration of technology as complicated when they were told to use smarthones to participate in the game
- Students who were not impressed at all

Pie chart values: 80%, 10%, 10%

The first chart shows how the students experienced the shift from traditional instruction to contemporary instruction. The school that study took place, had been applying mostly traditional instruction such as: learning through listening, instruction based on the books, teacher-centered instruction, learning through memorization, limited sources of learning and individual participation of students in activities. Whereas this study put contemporary instruction in use and students were presented with alternate approaches of instruction such as: learning through technology and games, group works, student-centered instruction, learning through activities and extended sources of learning. The chart applies for the total number of students which was 30. As it is presented, around 26 students had good perception of having different classroom equipped with activities, games and technology. These students enjoyed learning new words from playing games and analyzing images shown on the projector. Students liked the integration of technology and games in learning new words, but when they were told to use smartphones to participate in the game quiz, 2 students felt insecure and wanted more explanation because it seemed a little bit complicated to them. Instructions to participate in the game were not difficult but these 2 students needed more practice on the game in order to fully understand the details. Two other students were not impressed by the technology in the classroom and they seemed to have no interest during the game quiz. These two students preferred more the traditional approach of teaching. These two students found easier to be passive listeners and a possible factor might have been their learning style. The rest 26 students wanted more lessons with

integration of technology and games. They asked the author several times to have more classes like these in the future. The best part was that these students wanted the author as their teacher. It was clear that they wanted the change on the instruction methodology. The performance was not affected by their regular teacher but by the traditional methodology.

2. Students' interest towards using games and technology in classroom
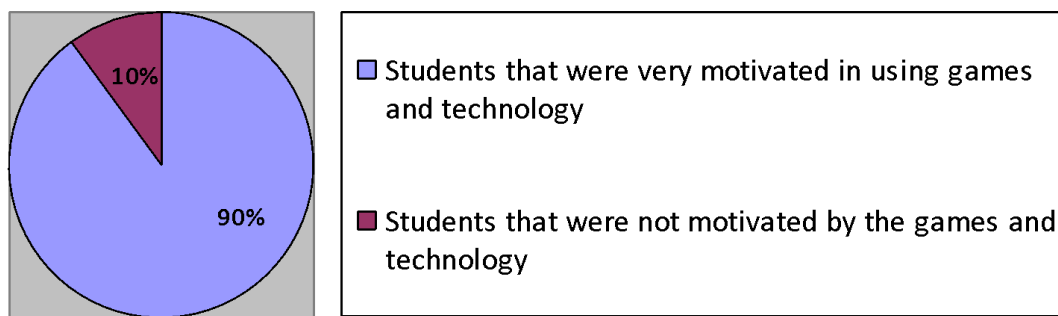
The second chart shows that the use of technology and games in teaching new words is very motivating for most of students. Around 27 students out of 30 were highly motivated during the lesson. They were enjoying the "Kahoot" game and they were very interested on the game presented by the projector on the whiteboard. Students were interested in using games and technology in the classroom because it changed the classroom routine. Having a classroom without books and students being independent learners, made them to show more interest. The nature of the classroom with games and technology made them see classroom as an entertainment way of learning new words. The illustration of the sentences with pictures and the competitive nature of the game had a great impact on their motivation. When quiz ended, almost all students were asking for more quizzes. They didn't care how long they will be in the classroom since they were motivated to continue in that way. Although the technology and games were preferred as the way of teaching new words, a small number of students saw them complicated and preferred to stick to traditional methodology. Around 3 students (two girls and a boy) showed lack of interest on the games and technology. These 3 students still participated on the game but they didn't like the participation method on the game due to some network issues. They saw the registration and answering through the smartphone as a more complicated detail and they were interested more in games that don't include smartphones. They agreed that technology and games contribute to learning of new words in English language, but the setup of technology and games in classroom would be complicated and unstable. "Complicated" stands for the game details that need to be practiced more in order to fully understand and this can affect the time management and performance on the classroom, whereas the "unstable" means that the use of technology has some requirements such as stable internet connection, up to date technological devices and classroom

conditions to implement technology.

3. Attention and productivity during the use of games and technology in learning new words in English language
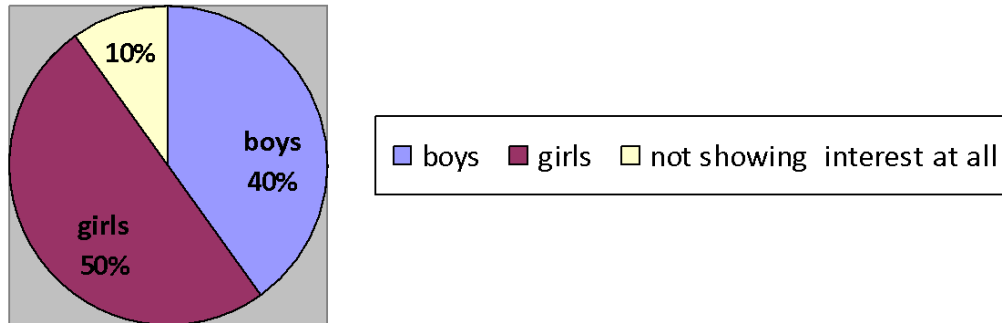
The third chart shows attention and productivity level between boys and girls. Both boys and girls were very active in Kahoot quizzes but girls were more focused on the game. Greater focus was given to the images shown on the board via projector. Boys were focused more on the sentences and were paying attention to the sentences and answer choices whereas girls scored better because they showed great focus on finding the meaning through illustrative images and quick analyzing on the options given. Girls were very competitive compared to boys. Boys on the other hand scored well but had lover focus on the game. Trying to find the answers, boys often got distracted on the group work and took much more time to answer. Productivity was seen on both groups. They were constantly trying to find the answer by putting the unknown word on the practice. They were productive while cooperating with group members trying to find other uses of the unknown word in different context. After answering on some "Kahoot" questions, students from both of the groups were heard being productive by adding more examples to the previous unknown words but in different context. For example, mentioning another synonym or telling the grammar function. The percentage showing the focus was based on the general performance of both boys and girls observed during the game. Although most of students were focused and productive during the game, a small number of students (around 3) were not interested and often distracting for other students during group work.

4. Cooperation in groups
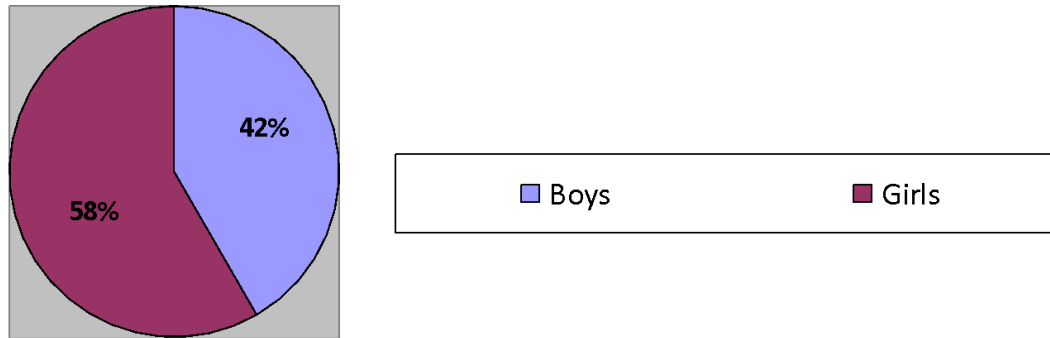
The fourth chart shows the level of cooperation between boys and girls. Both boys and girls were cooperative during group work. Observational data show that they scored almost the same but girls were a little bit more cooperative in group work. The level of cooperation was measured based on how much group participants were exchanging information to get the right answer. In general boys seemed to be less cooperative in group work. Boys preferred to analyze sentences and give individual answers and this resulted in small number of boys that were not contributing in group work. Another issue was with boy's group was that in questions that seemed easy, group leaders played a dominant role by answering without cooperation with the team. Although this happened once during the questions, it still showed not a good sign of cooperation because other group members felt unequal. Girls in another hand, were more cooperative. The leader from the girl's group cooperated with their group in each question of quiz and signs of dominations in this group were less common. Equal participation helped girls to be more cooperative as a group and to score better than boys.

Benefits of the group work were that each student had his/her own ideas and while listening to these ideas, the rest of students learned something new. This way of learning increases productivity among students. The final outcome will always be higher working as the group rather than working individually.

5. Learning new word through context
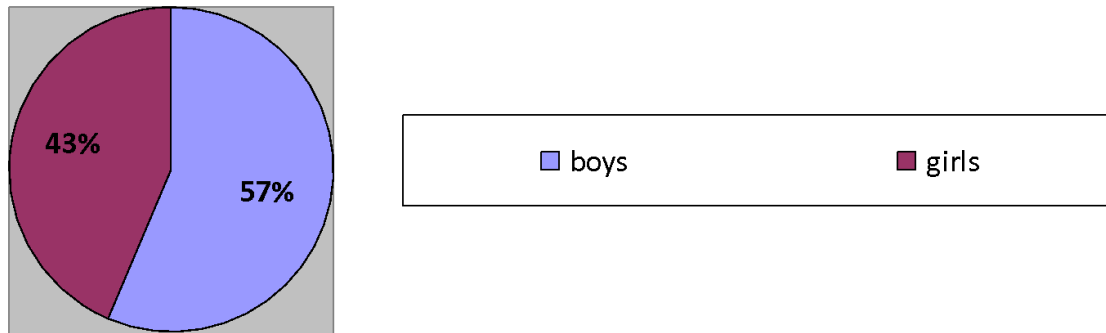
Each question consisted a sentence with one highlighted word in bold, so students had to choose between 4 given synonyms that corresponded to that highlighted word in bold. These sentences were designed to provide context clues with enough information just by reading and analyzing them. The fifth chart marks the boys' higher score because they scored better in analyzing sentences and extracting the meaning based on the context. Both of groups analyzed the sentences to find the answer from the context clues but the group of girls was more focused on finding the meaning through images rather than through context. Whereas boys were heard analyzing the context of the sentence and making connections of information between parts of the sentence. Sentences based on context clues helped both groups to understand the meaning of the highlighted unknown word. Finding the meaning of the words through context is considered a skill and those students who practice learning new words from the context tend to comprehend more advanced texts in the future. Using context clues students were able to achieve the meaning of unknown words without having specific definitions about the unknown words. One good sign for the boys was that they were focused more on finding the meaning from the context clues within the sentence. In this way they were trying to be independent learners. Learning new words without having definitions and just by reading sentences is one of the fastest way to learn new words. Cooperation in groups after analyzing sentences in context helped all students. By exchanging information, they were actually part of active learning so they learned from each other's ideas.

Her mother said: "I **forbid** you to go to the store – it is raining outside"

20	STOP NO!	Skip / 0 Answers

▲ don't allow	◆ hope
● run	■ allow

Figure 11 One example of quiz questions of the game "Kahoot" taken from the study on this thesis

This image is taken from the study on this thesis. This image shows one of the questions on the quiz game "Kahoot". On the top is presented the sentence which has the unknown word highlighted in bold. Then there are four options to choose as the synonym of the highlighted word. Each sentence has an image attached to provide more information to the highlighted word and to help students find the meaning faster. On the left it is shown the number 20 which shows how many seconds are left for students to answer. Each sentence was designed on the context like this one to promote practice and learning of new words in English language.

4.3.2 Kahoot data analysis

Kahoot as the game has the statistical part which shows the scores from the players during each quiz. The score is affected by the response time and correct answers. The score from each group is shown and the higher score means that particular group answered the first and the answer was correct, whereas the score showing 0 tells that group had answered incorrectly at particular question. The response time needs to be lower in order to get more points and it is shown for each group on the right side in seconds ranging 0-30 seconds. Each question consists sentences which have a word highlighted. Students will have to choose the right synonym of this word from the "Kahoot" options. Most of the sentences are designed to provide enough information to find the answer. Students in group will have 4 options to choose for their answers. Accuracy and response time will reflect the final score for each answer.

Question 1

Nelson Mandela finally received his freedom after spending several years in **captivity**	Answer	Score (also affected by the response time)	Average time taken to answer (seconds)
Group 3 – Mixed: boys and girls	Prison (correct)	956	2.623
Group 1 – Only boys	Prison (correct)	967	1.978
Group 2 – Only girls	Prison (correct)	970	1.814

Question 2

At the restaurant we were offered a variety of **beverages**, like milk and ice tea.	Answer	Score (also affected by the response time)	Average time taken to answer (seconds)
Group 3 – Mixed: boys and girls	Drinks	927	10.399
Group 1 – Only boys	Drinks	620	28.792
Group 2 – Only girls	Drinks	968	7.949

Question 3

If your plan fails, we need to **devise** a better one	Answer	Score (also affected by the response time)	Average time taken to answer (seconds)
Group 3 – Mixed: boys and girls	Design	1116	5.021
Group 1 – Only boys	Appliance	0	29.33
Group 2 – Only girls	Design	1077	7.38

Question 4

No matter what	Answer	Score	Average time taken to

happens, I **assure** you that I will not forget.		(also affected by the response time)	answer (seconds)
Group 3 – Mixed: boys and girls	Promise	1177	7.371
Group 1 – Only boys	Promise	810	11.41
Group 2 – Only girls	Promise	1245	3.324

Question 5

Author insisted that his work is **authentic** and not taken from other sources.	Answer	Score (also affected by the response time)	Average time taken to answer (seconds)
Group 3 – Mixed: boys and girls	Geniune, or real	999	24.054
Group 1 – Only boys	Geniune, or real	631	28.123
Group 2 – Only girls	Geniune, or real	1346	3.251

Question 6

Precipitation, such as rain and snow, falls from the sky.	Answer	Score (also affected by the response time)	Average time taken to answer (seconds)
Group 3 – Mixed: boys and girls	Water that falls from the sky	1366	8.032
Group 1 – Only boys	-	0	30
Group 2 – Only girls	Water that falls from the sky	1428	4.302

Question 7

Her mother said: "I **forbid** you to go to the store – it is raining outside"	Answer	Score (also affected by the response time)	Average time taken to answer (seconds)

Group 3 – Mixed: boys and girls	Don't allow	1443	3.404
Group 1 – Only boys	Don't allow	644	21.351
Group 2 – Only girls	Don't allow	1440	3.605

Question 8 – Phrasal verbs

If a country is losing a war, it's common to **give up**	Answer	Score (also affected by the response time)	Average time taken to answer (seconds)
Group 3 – Mixed: boys and girls	Fight better	0	3.569
Group 1 – Only boys	Fight better	0	28.335
Group 2 – Only girls	Surrender	939	3.685

Question 9 – Phrasal verbs

We walked a long way because the car **broke down** miles behind	Answer	Score (also affected by the response time)	Average time taken to answer (seconds)
Group 3 – Mixed: boys and girls	Crash	1042	5.573
Group 1 – Only boys	Repair	0	27.469
Group 2 – Only girls	Crash	1107	3.496

Question 10 – Phrasal verbs

I have to **look for** my keys.	Answer	Score (also affected by the response time)	Average time taken to answer (seconds)
Group 3 – Mixed: boys and girls	Search	1134	4.149
Group 1 – Only boys	Search	831	10.142
Group 2 – Only girls	Search	1231	3.969

Final results

Rank	Players	Total points	Average response time
Winner	Group 2 – Only girls	11751	4.2775
2nd place	Group 3 – Mixed: boys and girls	10160	7.4195
3rd place	Group 1 – Only boys	4503	21.693

Based on the response time and the game score, the group number 2 consisting only girls is the winner of the game. Statistical data put the group 2 as one with the lowest response time which means this group was very quick in choosing answers for every question. Group 3 – consisting boys and girls was close to the winner group in total points but not in response time. Both group 2 and group 3 scored very well. Group 2 – consisting only girls had all the answers correct. Group 3- consisting boys and girls had almost all answers correct resulting in only one incorrect answer but the response time was higher than group 2 which led them to lower game points. In the other hand, group 1 – consisting only boys scored the last and had significantly lower game points and higher response time. This group had two answers incorrect and a timeout in question 6 from which they got they highest negative response time as a result. This group consisting only boys was noisiest than the rest of groups during the game although they seemed to be interested in the game. This may have been one of the reasons that they scored lower than two other groups. Other reasons may include: background English knowledge, the need to practice more "Kahoot", analyzing each sentence longer than the other groups, etc… In the end of quiz, every group was satisfied with the score.

4.3.3 Questionnaire data analysis

After finishing the game "Kahoot", students were asked to complete an anonymous questionnaire to rate some statements related to their experience with the use of technology and games in classroom. For each statement they had to rate with numbers from 1 to 5. They had the rating numbers presented as in the following:

Please rate every statement with the rating numbers:

- write 1 if you strongly disagree
- write 2 if you somewhat disagree
- write 3 if you neither agree or disagree

- write 4 if you somewhat agree and

- write 5 if you strongly agree

Students had 8 minutes to finish this statement. In the end, each questionnaire paper was filled. Some of them contained extra notes such as "best teacher" or "I love games". The following represents questionnaire statements with results. For every rating it shows how many students selected that specific rating.

| Statements | Rate 1-5 | | | | |
| | 1 | 2 | 3 | 4 | 5 |
	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The use of technology in classroom is very useful in teaching new words in English language		2 students	1 students	2 students	25 students
The use of games in classroom increases attention and motivation		1 student	2 students		27 students
The game "Kahoot" helps students to learn and practice new words in English?		2 students		3 students	25 students
Teacher should use more often games and technology to teach new words in English				2 students	28 students
Student's cooperation in groups should be applied more often	1 student	2 students	3 students	1 students	23 students
Smartphones should be part of learning in the classroom			3 students	6 students	21 students
The use of illustrative images helped me to find the meaning of the unknown words faster			2 students	3 students	25 students
Analyzing of sentences helped me to find the meaning of the unknown words faster	2 students	1 student	1 student	4 students	22 students

Main percentage of agreement is collected from the last column of rating "strongly agree". Whereas

the number of students that disagreed is collected from the first column of rating "strongly disagree" The questionnaire results show that more than 80 % of students agree that the use of technology in the classroom is useful in teaching the new words in English language. Around 90 % of students think that the use of games and technology in classroom increases attention and motivation. Around 80 % agreed that "Kahoot" is helpful to learn new words in English language. Regarding "cooperation in groups that should be applied more often", around 76% of them agreed from which 1 student strongly disagreed. In the statement whether teachers should use more often games and technology to teach new words in English, most of students agreed resulting in around 95 %. The percentage of agreement dropped in the statement "Analyzing of sentences helped me to find the meaning of the unknown words faster". In this statement, 73% agreed and 2 students strongly disagreed. Based on this questionnaire, most of students liked the "Kahoot" and the use of technology in the classroom because games and technology affected their motivation and their attention making them learning new words, being more cooperative and learning from context. Based on the questionnaire, images are one of useful resources to learn new words in English language. More than 83% of students agreed that images helped them while trying to find the meaning of the unknown words. Based on the questionnaire, technology and games can be considered as a great source to teach and learn new words in English language and teacher should always search for new teaching approaches in order to achieve greatest performance from their students.

Chapter V: Conclusion

Integration of new strategies for teaching purposes is happening every day in educational systems worldwide, therefore it has shown that there is no "best" strategy to teach new words in English or in whatever language and there is always a better one to use. Teachers should always search and try the new strategies for teaching purposes. Study findings of using the game "Kahoot" and technology to teach new words in English for students of primary school showed that students experience very well the shift from the traditional teaching classroom to the modern teaching classroom. Based on the observational data, there is no doubt that students want the presence of technology in the classroom. The use of technology increased the attention and motivation level to the students. Students enjoyed the classroom equipped with technological devices such as projector and smartphones. The use of illustrative images for each word presented through projector in the classroom assisted students in learning and practicing new words. In the other hand, the use of quiz game "Kahoot" changed completely the environment. This game made them even more focused due to competitive nature of the game. In order to be the winners, students took the lesson very seriously. During the game, they were cooperating in groups and analyzing sentences illustrated with images in order to find the answer. During this study, classroom turned to student-centered and students were independent from the teacher, they preceded game quiz until the end, while author assisted them only when they needed. Observational and game data found that girls were more responsive and more focused during the game quiz, but when girls and boys represented a mixed group, there was an increase of performance and almost reaching the points of the winner group that had only girls. Study findings showed that students liked the game and technology in teaching new words and they wish to have more classes with the game and technology. Observational and questionnaire data showed that students learned new words during the use of technology and the games in the classroom. Based on the observation, learning of new words happened mostly from analyzing illustrative pictures presented through the projector, then, analyzing the sentences in context. Students from the group that answered wrong, learned the correct answer (in our case the new word) from other groups that answered correctly. The use of images lowered the chances to have questions about the meaning of the new words and the contextual design of the questions increased the likelihood to find the meaning of the new words in the sentence just by reading and analyzing other parts of the sentence. Context clues present the most efficient way to teach vocabulary without having word definitions and they promote learning new words without memorization of vocabulary list. Learning new words from context is a skill that every student needs on their future since it promotes independent learning and helps them to comprehend more advanced

texts on the future. In the end of the study, some students wanted the author of the study to be their regular teacher. This also another sign that they enjoyed teaching and practicing word knowledge through the use of technology in the classroom. Study findings show that students from primary school in Gjilan, Kosovo would like to be part of new strategies for teaching new words and they can quickly adapt to new strategies. According to the study, the use of games and technology in the classroom is one of the effective strategies to tech new words to 9th grade primary school students in Gjilan, Kosovo.

5.1. Limitations

The study on effectiveness of using quiz game "Kahoot" and technology to teach new English words to primary school students went well in general but there were some minor issues. After setting the classroom and introducing to the game "Kahoot", there were issues with internet connectivity. Since Kahoot uses internet to connect participants with the author of quiz, it was very necessary to have a stable and reachable internet. One of the groups had issues connecting due to low wireless coverage but finally that group was connected as well. Another issue while applying this study, was the limited time of 45 minutes because this study took place in one of the scheduled lesson of English language for that day. Students were new to Kahoot and they needed more introduction and explanation. So this affected the time management. Time was affected also by setting up the projector. Classroom was very bright, affected directly by the sun light and the presentation was barely noticeable on the beginning. So the author needed to adjust curtains of the classroom in order to lower brightness coming from the outside. Light conditions were met although not fully but students agreed that they can see and read what was on the board without any issue. The final limitation was the lack of the number of the smartphones to participate in the game "Kahoot". Due to environment conditions, it was more preferable to use less phones and divide the students into groups in order to have less issues with the phones, the application or the connectivity. Due to this limitation, it was not available to gather game data for each student rather than having data in groups. In order to overcome this limitation, a questionnaire was placed to gather data for each student.

5.2. Recommendations

Since this study took place in a primary school that had been applying more traditional teaching strategies rather than modern teaching strategies, it is recommended that this study should take place in different school as well. This is because not all the schools over the state apply the same teaching methodology. Some schools apply more modern strategies whereas some other stick to the traditional ones. If this study would take in schools that apply modern teaching strategies, then supposedly we will have a difference on the study results because the performance would be higher and the game

introduction would be less needed. Another recommendation of similar studies is to have a study conducted with more students. The larger the number of students it is, the more reliable the study findings will be. In teaching new words through technology and games, I would recommend to include a pre-test and a post-test. In our case, pre-tests would determine which words students don't know and post-tests would determine if the use of games and technology assisted them in learning the new words. In using research studies that use games to gather data, I recommend practicing more often games that we want to incorporate in the study research because there is less space for confusion during the game and there will be more reliable study findings.

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