Learning Achievement, Retention, and Attitude towards English Vocabulary Learning of Students Taught Through Games and Conventional Method

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Abstract

The purposes of this quasi-experimental research were to examine the English vocabulary learning achievement and retention of the students treated with and without games and their attitude towards games teaching method.

The samples were 60 freshmen of Nakhon Si Thammarat Rajabhat University in the first semester of 2009. They were divided into an experimental group of 30 students treated with games, and the other 30 students in a controlled group were treated with conventional teaching method.

After the seven-week teaching by the researcher, the samples of both groups were immediately assigned to do the achievement test, which was done again two weeks later in order to compare the learning retention of both groups. Before the learning retention test, the students from the experimental group completed the attitude questionnaire and were interviewed about vocabulary learning through games. Statistics and t-test were used to analyze the achievement and retention data, while statistics and data grouping were chosen for the analysis of the students’ attitude.

The study discovered that the achievement and retention of the experimental group students were higher than those of the controlled group students at significant levels of .01 and .05 respectively. The games-treated students also had positive attitude toward this kind of learning.
1. Statement of Problems

Vocabulary knowledge was related to listening, speaking, reading and writing skill development and practice. Russell (1961) mentioned that vocabulary comprehension led to the improvement in the four skills. Ghadessy (1998) suggested that as a language learning basis, vocabulary plays more important roles than grammar in enhancing learners to produce phrases, sentences, essay etc. Without vocabulary knowledge, learners were unable to comprehend more complicated units of the language.

Wallace (1984) and Nation (1990) added that knowledge of vocabulary spelling, its meaning and application are vital to learn vocabularies of foreign languages. According to Educational Technique Department (2002), the lack of vocabulary comprehension blocked learners from the communicative application. The incompetency resulted from the learners’ inattention in learning as they felt bored with conventional style of teaching like memorizing words. Teacher-center method caused negative attitude toward vocabulary learning and ended the learners with the inability in using vocabulary for communication. The creation of enjoyable class atmosphere assisted in learning achievement. Learners were able to effectively apply the knowledge in class in their daily life. Therefore, to motivate learners, activities should be included in language instruction so as to create both playing and learning atmosphere.

Games were an amusing class activity which could be applied in teaching vocabulary spelling, its meaning and application. In her research, Parichart Menyam (2002) mentioned that games helped to make abstract concepts more concrete through different senses as listening, speaking, seeing and touching the learners used while playing games. Games were also beneficial in calling learners’ concentration and enthusiasm in following lessons as well as creating vivid and enjoyable learning atmosphere. Moreover, games could be a useful means for teachers in giving introduction, teaching contents, summarizing or reviewing lessons. These would increase fast and accurate comprehension, better memorization and effective perception of learners.

Aware of the importance and benefits of games, the researcher was interested in doing this comparative study with the freshmen from Nakhon Si Thammarat Rajabhat University. Most of them were from schools with a low level of English learning quality as evaluated by the Ministry of Education. Their vocabulary learning was obstructed by misspelling, the lack of vocabulary meaning knowledge, vocabulary misuse and negative attitude towards English
learning. The use of games with this group also supported student-center method and allowed them to participate and have more roles in class, to think and solve the problems by themselves as well as to increase learning enjoyment, which probably affected achievement, retention and positive attitude in vocabulary learning.

2. Objectives

2.1) To study English vocabulary learning achievement of the students treated with and without games.

2.2) To study English vocabulary learning retention of the students treated with and without games.

2.3) To study English vocabulary learning attitude of the students treated with games.

3. Definitions of Terms

3.1) **English vocabulary learning** means English vocabulary learning of the students in spelling, telling meanings and using vocabularies in a sentence.

3.2) **Vocabulary learning achievement** means the students’ ability in spelling, telling meanings and using vocabularies in a sentence accurately after the treatment.

3.3) **Vocabulary learning retention** means the students’ ability in recalling English vocabulary knowledge they had learned two weeks after the end of the treatment.

3.4) **Vocabulary learning through games** means the use of games created by the researcher in English vocabulary learning following 3Ps process, which included presentation, practice and production respectively.

3.5) **Conventional vocabulary learning** means the instruction of English vocabulary in accordance with 3Ps process: presentation, practice and production respectively.

4. Limitations

4.1) The study of vocabulary learning achievement and retention in this research covered the following three aspects: spelling, vocabulary meaning knowledge and vocabulary application in a sentence.

4.2) English vocabularies in this research referred to 74 vocabularies in daily life in unit 1 to unit 14 of New Headway Elementary, a Fundamental English course textbook for the freshmen of Nakhon Si Thammarat Rajabhat University. The 74 vocabularies were new to the students; however, they were going to use them in the next lessons afterwards.
5. Research Samples

The research population in this research was 332 freshmen from the Faculty of Education and the Faculty of Humanities and Social Sciences at Nakhon Si Thammarat Rajabhat University, who enrolled in English I course, taught by the researcher, in the first semester of 2009.

To select the research samples, the population was assigned to complete a vocabulary knowledge questionnaire so as to find out the students who did not know the same vocabularies. With this method, sixty samples, whose vocabulary knowledge was similar, were selected. They were divided into an experimental group of 30 students treated with games-teaching method, and the other 30 students were in a controlled group treated with conventional teaching method.

6. Research Instruments

1) Vocabulary knowledge questionnaire

This questionnaire aimed at exploring vocabularies which were new to the population and selecting research samples whose level of vocabulary knowledge was equal. The questionnaire contained 200 vocabularies. The students indicated their vocabulary knowledge by choosing known, uncertain or unknown. With this method, the new vocabularies in this research were the 74 words that most students have not known before.

2) English Vocabulary Teaching Plan

The teaching plans used with the two groups of samples were similar in contents and teaching steps. The contents covered 74 vocabularies. Three principal teaching steps included presentation, practice and production. However, there was the only difference between both teaching plans. Games were used in every teaching step for the experimental group (Index A), while no games were employed with the controlled group (Index B).

Based on games selection criteria of many academics (Byre and Rixon, 1982; Hadfield, 1990; Kerr, 1997; Lee, 1979; Richards et al., 1985; Rodgers, 1981; Wright et al., 1983) the games used in this research needed 1) regulations 2) participation and competition 3) apparent objectives 4) winners and losers 5) attractive, interesting, challenging and amusing features that could captivate the students and 6) relevance to the three learning objectives: spelling, vocabulary meaning knowledge and vocabulary application in a sentence.

3) Test on vocabulary learning achievement and retention
This 185-item objective test included 3 sections: 1) 74-item test on spelling 2) 74-item test on vocabulary meaning and 3) 37-item test on vocabulary application in a sentence.

4) Attitude questionnaire
The purpose of this questionnaire was to gather the attitude of the experimental group students towards vocabulary learning through games. The questionnaire included 15-item rating scale questions.

5) Semi-structured interview form
In order to gather profound attitude information, the form covered 4 crucial aspects including problems occurred during the learning, pros and cons of games to vocabulary learning and additional suggestions concerning English vocabulary learning through games.

7. Research Methodology
This quasi-experimental research was conducted in the first semester of 2009. The samples were 60 freshmen, divided into an experimental group of 30 students treated with games-teaching method, and the other 30 students were in a controlled group treated with conventional teaching method.

After the seven-week teaching by the researcher, the samples of both groups were immediately assigned to do the achievement test, which was done again two weeks later in order to compare the learning retention of both groups. Before doing the learning retention test, the students from the experimental group completed the attitude questionnaire and were interviewed about vocabulary learning through games. Statistics and t-test were used to analyze the achievement and retention data. The average total score of the three sections in vocabulary learning achievement test was 100. Statistics and data grouping were chosen for the analysis of the students’ attitude.

8. Findings and Discussions
8.1 Vocabulary learning achievement of the experimental and controlled
Groups

Table 1 English vocabulary learning achievement of the experimental and controlled groups

<table>
<thead>
<tr>
<th>Samples</th>
<th>N</th>
<th>Experimental Group</th>
<th>Controlled Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td>S.D.</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td>64.32</td>
<td>4.92</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meaning</td>
<td></td>
<td>62.78</td>
<td>4.93*</td>
</tr>
<tr>
<td>Knowledge</td>
<td></td>
<td>54.32</td>
<td>5.00</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td>62.70</td>
<td>2.56</td>
</tr>
<tr>
<td>Application in a sentence</td>
<td></td>
<td>4.90*</td>
<td></td>
</tr>
<tr>
<td>Total Scores</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*a significant level of .05  ** a significant level of .01

From Table 1, the average learning achievement scores of the experimental group and the controlled group were 55.13 and 46.64 respectively. The score of the experimental group was higher than that of the controlled group. The average scores of both groups were different at a significant level of .01.

The profound examination discovered that the experimental group received higher scores of the three aspects at a significant level of .05. The average spelling scores of the experimental group and the controlled group were 64.32 and 56.76 respectively. For vocabulary meaning knowledge, the experimental group’s score was 62.78, and 54.32 was the score of the controlled group. In relation to vocabulary application in a sentence, 62.70 and 48.65 were the average scores of the experimental group and the controlled group orderly. It could be noticed that both groups received the highest learning achievement in spelling, followed by vocabulary meaning knowledge and vocabulary application in a sentence respectively.

These findings were related to those of many researchers examining the results of games-teaching method and conventional teaching method comparatively. They discovered that vocabulary learning achievement of learners treated with games was higher than that of the learners treated with conventional teaching method or teacher’s book (Natcha Ruangkase, 2004; Pensiri Sansilp, 2002; Mongkon Mumak, 2005; Dickerson, 1976 and Pinter, 1977).
Games application in this study increased challenge, enjoyment and motivation of the experimental group students, who also felt that learning to spell and memorize new vocabularies was not too difficult, as they had learned a new technique through games materials and rules, which were more concrete. Moreover, the opportunity to use the English language while playing games also made the students familiar with vocabularies and confident to use them. Additionally, as organizers of games playing, the students were so enthusiastic about planning or solving problems that they did not worry about what they were studying. Enjoyment they received helped to decrease class tension and pressure, and they automatically learned new vocabularies. Krashen (1981) mentioned that negative attitude, lack of motivation and self-confidence, tension and anxiety probably were obstacles in effective language learning. On the other hand, relaxing class atmosphere produced positive attitude in learning the second language. Without anxiety, learning new things would be faster and more successful as Waewwadee Panyaruang (2005) stated that interest increased learning ability, and enjoyable learning atmosphere was crucial in maintaining the learners’ interest.

These games application benefits were mentioned by many academics (Karuna Ditchareon, 2005; Yupin Chansri, 2003; Byrne, 1995; Dobson, 1972 and Rixon, 1981). They all agreed that games assisted the learners in vocabulary learning, as the learners could use their direct experiences, which positively affected their learning achievement. In contrast, conventional teaching method which emphasized memorizing words and doing exercises might cause boredom, as they were not motivated to study. The lack of interest, therefore, probably affected the lower achievement of the controlled group students.

8.2 Vocabulary learning retention of the experimental and controlled groups

Table 2 English vocabulary learning retention of the experimental and controlled groups

<table>
<thead>
<tr>
<th>Samples</th>
<th>N</th>
<th>Spelling</th>
<th>Vocabulary Meaning Knowledge</th>
<th>Vocabulary Application in a sentence</th>
<th>Total Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td>S.D.</td>
<td>t</td>
<td>X</td>
</tr>
<tr>
<td>Experimental</td>
<td>30</td>
<td>60.89</td>
<td>4.69</td>
<td>5.01*</td>
<td>58.86</td>
</tr>
</tbody>
</table>
From Table 2, the average learning retention scores of the experimental group and the controlled group were 50.19 and 34.86 respectively. Two weeks after the experiment completion, the experimental group had higher scores than the controlled group. The average scores of both groups were different at a significant level of .05.

The profound examination discovered that the average scores of spelling retention of the experimental group and the controlled group were 60.89 and 52.11 respectively. Concerning vocabulary meaning knowledge retention, the experimental group’s average score was 58.86, while the controlled group received 49.32. In relation to retention of vocabulary application in a sentence, 58.37 and 42.97 were the average scores of the experimental group and the controlled group orderly. It was obvious that the experimental group had higher scores of the three aspects than the controlled group. The difference in the average score was at a significant level of .05. It was also interesting that both groups got the highest score in spelling retention, followed by vocabulary meaning knowledge and vocabulary application in a sentence.

Theses findings were related to many comparative studies on vocabulary learning retention through games and conventional teaching (Parichat Menyan, 2003; Jarinya Sonsut, 2007; Dickerson, 1976 and Pinter, 1977) which discovered that vocabulary learning retention of the experimental group treated with games was higher than that of the controlled group at a significant statistics.

However, the retention scores, in comparison to learning achievement, decreased. This probably caused by nature of memorization. According to Deese et al (1978), memorization meant the rested amount of things a person had previously learned, while forgetfulness meant the lost amount. To summarize, the amount learned subtracted from the amount forgotten equaled the amount retained. The theory indicated that time affected the retention of human memorization as Wichai Saikhamin (1998) stated that the amount forgotten increased when the length of time extended. Learning activities also influenced memorization retention. For example, students learning through games could better retain their memorization.

Stevick (1982) stated that recentness, frequency and intensity were three crucial elements assisting in memorization. Both experimental and controlled groups in this research
showed no different recentness, since vocabulary revision was done before the beginning of new lessons. However, the two groups had differences in frequency and intensity. The two important variables enhanced the experimental group to have higher retention than the controlled group. While playing games, the interpersonal communication either as senders or receivers in class allowed the students to repeatedly see the vocabularies they had learned in various situations. Additionally, games also encouraged the students to learn how to solve unexpected problems as well as to work in team in order to compete with other teams. Participation strengthened learning experience of the experimental group.

8.3 English vocabulary learning attitude of the experimental group

8.3.1 Questionnaire analysis

The experimental group’s attitude information presentation in this research was divided into two parts. The first part was the data obtained from the questionnaire, which included the students’ attitude towards vocabulary learning through games (items 1-14) and the students’ liking for each game (item 15).

Of all 14 points, the study discovered that the average level of agreement was high (4.07). The first four points with the highest level of agreement were as follows: 1) Games improved the students’ spelling ability (4.46), 2) Games assisted in the learning of English vocabulary meaning (4.23), 3) Games encouraged the students to use the English language (4.30) and 4) Pair work or group work made the students familiar with team working (4.36).

Concerning the students’ liking for 14 games, the samples’ average level of agreement was 3.83 or high. Examined separately, the evaluation result of all items was at a high level of agreement. The first three games with the highest average level of liking were Ordering (4.13), Shopping (4.06) and Whispering (4.03).

8.3.2 Semi-structured interview analysis

The findings were as follows.

1) Regarding problems, time limitation was the major problem found during the playing process (frequency = 70%), which caused the unclear understanding of some unfinished activities. This problem was probably because the teacher had to spend time in revision before starting the new lesson.

2) For the pro of games, an interesting opinion pointed out by the students was that games allowed them to learn how to work in team as both followers and leaders (frequency =
As games had regulations and losers and winners, it was important for the students to participate and be cooperative in leading the team to success.

3) Concerning the con of games, the only disadvantage stated by the students was the loud noise (frequency = 80%) owing to the competition and discussion. This might annoy some students and lessen their concentration.

4) In relation to other suggestions, the students’ opinions were presented in accordance with the frequency level as follows.

- 4.1) The students needed much time in playing games (83.33%).
- 4.2) The students suggested using games in a real class (80.00%)
- 4.3) The students should be allowed to take part in creating games to be used in classroom teaching (70.00%).

The suggestions above indicated the students’ interest in and eagerness to participate in games creation as well as their agreement to the use of games in English vocabulary learning.

The findings in this study were similar to those of many researchers (Jarinya Sonsut, 2007; Rangsima Jamjantha, 2006 and Huyen & Nga, 2000), who studied learners’ attitude towards games and discovered only positive sides. Although some studies found that games did not assist in increasing learning achievement and retention with a significance, primary and secondary students’ attitude towards games remained positive. According to Krashen (1981), attitude and language competency were related to learning achievement, but did not affect each other because learners with low competency might have positive attitude. In contrast, those with high competency were probably had negative attitude.

To Amato (1996) and Avedon (1971), games were motivating and helped to increase effective learning. Learners were willing to take part in every step and accept the regulations. They put the effort in playing games, as they expected to win. Therefore, it was easy for teachers to add the knowledge of grammar, vocabulary as well as new ideas while they were playing games. Moreover, learners had abilities to express their opinions and feelings, and did not fear for misspelling and vocabulary misuse. On the other hand, they were ready to learn from mistakes while doing activities. Attitude was vital to second language learning, as positive attitude led to success (Klien, 1990; Oller and others, 1977).

9. Suggestions

9.1 Teaching and learning suggestions
1. The increase in learning achievement of the students treated with games signified the possibility of using games in vocabulary teaching and learning in tertiary education in order to provide students with basic knowledge before they studied other English skills.

2. Attitude was an important variable in language learning. The findings signified the students’ positive attitudes towards games. Therefore, the use of games in class might help to make students happy and enjoyable to study, which resulted in effective learning.

3. For the most effective use of games, teaching plan and playing steps should be designed. At the end of class, teachers should summarize what the students learned in relation to course objectives.

4. Teachers might allow students to use their creative and innovative ideas in designing games. Not only could they express their abilities, they would also feel as a part of making suitable tools they were going to use in order to develop their language ability. These would help to prepare the students as well as explore their interest and provide them with better understanding of language learning process.

9.2 Research suggestions

1. Tertiary students had different characteristics. Some studies should be done in order to figure out suitable games for each type of students.

2. Test on vocabulary learning retention could be extended for 3 or 4 weeks so as to examine effectiveness of learning through games when longer time passed.

3. Experiments should be done on samples from real educational sites so as to prove effectiveness of games.

4. Studies of using games in teaching other English skills such as grammar or speaking for communication should be done in order to develop knowledge of roles and potential of games in English teaching and learning improvement.

5. As English vocabularies were varied, more studies should be done to figure out compatible pair of games and vocabulary types for the utmost effectiveness of learning.

References

Printed in Thai


Printed in English


Index A

A Sample of Games-Teaching Plan

2 hours 100 minutes

Objectives

1. The students were able to tell the vocabulary meanings accurately.
2. The students were able to spell the vocabularies accurately.
3. The students were able to apply the vocabularies in a sentence accurately.

Contents

Vocabularies

1. expensive  2. horrible  3. difficult
4. cheap  5. dangerous  6. noisy  7. exciting

Sentences

A: How do you describe picture A/B?
B: It’s (adj.).

Learning Activities

1. Introduction (20 minutes)

1.1 The teacher reviewed the vocabularies in the first teaching plan by showing the students the word cards and doing pronunciation and translation practice, and afterwards the teacher asked the random students to question and answer the sentence they had learned.

1.2 The students were divided into two groups to play matching game. The first group was given 7-colored word cards. Both groups received the same colored cardboards. The teacher told the students to match the similar-colored word cards. The pair who had finished matching sat down. The slowest pair was punished as the loser. After matching, the students turned over the word cards to see the vocabulary of the unit on each card. The words were opposite adjectives. Fourteen students were chosen to write the fourteen words on the board. All students repeated the words after the teacher.

2. Practice (50 minutes)

2.1 Word guessing game was used to teach the vocabulary meanings. The students were divided into 6 groups of 5 members each, and assigned to discuss before writing down the meanings of all vocabularies they had learned through the matching game on a piece of
paper. The teacher collected the pieces of paper. Each group corrected the answers of a different group. The group with the highest score was the winner. Afterwards, the teacher did the vocabulary meaning and pronunciation revision by using word cards.

2.2 Word construction game was employed to teach spelling. The students were given work cards to do word writing practice. Some letters were written on the cards. The students had to figure out the missing parts to form a word. The first group with correct answers won. The teacher wrote the answers on the board for the students to practice spelling.

2.3 Partner searching game was chosen for vocabulary application in a sentence instruction. The students were divided into 2 groups. The teacher gave each group 7 cards containing opposite pairs of pictures (A and B). The student in one group called the member in another group to answer the question by using the appropriate adjective. The group with the highest score won.

3. Application (30 minutes)

3.1 Sentence construction from pictures was used in this step. The teacher handed out 8 picture cards to the students who were divided into 2 groups. Each group wrote down the questions and answers in accordance with the cards they received on a piece of paper. For example, card A had a picture of a big elephant, the sentences could be:

A: How do you describe picture A/B?
B: It’s big.

The teacher corrected their answers. The first group with the most correct answers was the winner. Afterwards, the representative of each group read the sentences to their classmates.

Learning materials

1. Colored word cards
2. Work cards
3. Picture cards

Evaluation

1. Observe the students’ interest.
2. Observe the students’ participation.
3. Correct their tasks.
Index B
A Sample of Conventional Teaching Plan
2 hours 100 minutes

Objectives
1. The students were able to tell the vocabulary meanings accurately.
2. The students were able to spell the vocabularies accurately.
3. The students were able to apply the vocabularies in a sentence accurately.

Contents

Vocabularies
1. expensive  2. horrible  3. difficult
4. cheap      5. dangerous  6. noisy  7. exciting

Sentences
A: How do you describe picture A/B?
B: It’s (adj.).

Learning Activities
1. Introduction (20 minutes)
   1.1 The teacher reviewed the vocabularies in the first teaching plan by showing the students the word cards and doing pronunciation and translation practice, and afterwards the teacher asked the random students to question and answer the sentence they had learned.
   1.2 The students looked at the first picture card containing picture A and picture B, prepared by the teacher. After discussing among each other to figure out the difference between both pictures in Thai language, the students afterwards tried to explain in English.
   1.3 The students looked at the picture vocabulary cards which included vocabularies, pronunciation and meanings they were going to learn in this unit.

2. Practice (50 minutes)
   2.1 Picture vocabulary cards with pictures A and B inside were used to teach word meanings. The students repeated the word under the picture after the teacher, who closed the meaning of each word. The students wrote down the words and their meanings. After that they exchanged their notebooks with the student sitting next to them in order to check the answers. The teacher showed the cards and the meanings. The students practiced.
pronunciation, checked the answers and corrected mistakes before returning the notebooks to their friends.

2.2 For spelling instruction, the teacher showed picture vocabulary cards to the students. All of them spelt the words at the same time. After that the teacher wrote some letters of the words on the board. The students filled in the missing parts and wrote the words on their paper.

2.3 Regarding vocabulary application in a sentence instruction, the teacher put sentence stripes of both questions and answers on the wall and pronounced the sentences. The students repeated after the teacher. This introduced the students to the sentence patterns to be used with the vocabularies of the unit. After that, the teacher put 7 pairs of stripes and 7 word cards on the table, and divided the students into 2 groups. The students used the stripes and cards to compose sentences, and put their answers on the wall. The teacher corrected their sentences and did pronunciation practice.

3. Application (30 minutes)

3.1 The students did the dictation and helped to correct each other’s answers.

3.2 The students made a dialogue in pair and presented to their classmates. The teacher corrected the mistakes and gave suggestions.

Learning materials

1. Picture vocabulary cards
2. Sentence stripes
3. Vocabulary cards

Evaluation

1. Observe the students’ interest.
2. Observe the students’ participation.
3. Correct their tasks.
Index C

Vocabulary Teaching Games for the Experimental Group

1. Word Card Sending Game

Objective: Introduction

How to play: The students sat in a circle. The teacher handed out an envelope of a word card. The students passed the envelope to other students in the circle, and stopped when the teacher gave a signal. The student having the envelope brought out the word card, memorized the word and wrote it on the board. The game was repeated again until all words of each unit were used. The student who could memorize and write most words was the winner.

Materials / equipments 1) Word cards 2. Envelopes

2. Vocabulary Guessing Game

Objective: Word meaning knowledge

How to play: The students were divided into groups in accordance with the number of vocabularies. The teacher showed the picture vocabulary cards, pronounced the words and wrote them on the board. When there were 2-3 words, the teacher did the revision by asking the meanings from the students. The student who could answer correctly got 1 point. The game was repeated. The group with the highest score was the winner.

Materials / equipments Picture vocabulary cards

3. Shopping Game

Objective: Word spelling

How to play: The students were divided into groups depending on place and the number of students. The teacher gave them a paper bag to play within their group. A table of each group was supposed to be a market. The members of each group helped to rearrange the scrambled words written on the bag and wrote the correct answers on the paper, and afterwards ran back to the front of the classroom. The group which could finish writing and have the highest score was the winner.
Materials / equipments  1) Paper bags  2) Pieces of paper

4. Whispering Game

Objective: Word application in a sentence

How to play: The students were divided into groups depending on place and the number of students. The teacher gave one sentence stripe to the first student of the row. After memorizing the sentence, the student whispered the sentence to the next student. The last student of each group whispered the sentence to the teacher, who would write down the answer. Afterwards, the group representatives spoke out their sentences. The winner was the representative who could memorize the sentence correctly.

Materials / equipments  Sentence stripes

5. Chair Game

Objective: Application

How to play: The students sat in a circle on the chairs. They were given a stripe of answer sentence and their own number from 1-30. The student receiving number 1 was the leader in asking questions to other members. The agreement was that if the leader said the word “Number” before which number, the student with that number had to answer the question. But if the word “Number” was not mentioned, the member did not answer the questions; otherwise, that student had to quit the game. The last three students would be the winners.

Materials / equipments  1) Chairs  2) Sentence stripes

6. Ordering Game

Objective: Application

How to play: The teacher put the scrambled sentence stripes on the board. The students tried to rearrange the sentences and wrote the correct sentences on the paper. The group which finished first and had correct answers was the winner.

Materials / equipments  1) Sentence stripes  2) Pieces of paper

7. Matching Game

Objective: Introduction / Word meaning knowledge
**How to play:** The students were divided into two groups. The teacher handed out colored word cards, the colors of which were equal to the number of the group members. The students were assigned to match the same color word cards. The pair who finished matching sat down. The slowest pair was punished. After that, the teacher told each pair to look at the word at the back of each card. Both words were opposite adjectives. Each pair wrote the words on the board for the pronunciation practice.

**Materials / equipments** Colored word cards

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**8. Word Construction Game**

**Objective:** Word spelling

**How to play:** The teacher handed out writing practice work cards in which some letters of a vocabulary were written. The students in each group helped to fill in the missing parts. The first group with the correct answers was the winner. After the teacher wrote the answers on the board, the students did the spelling practice.

**Materials / equipments** Work cards

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**9. Sentence Construction from Picture Game**

**Objective:** Application

**How to play:** The teacher handed out the same amount of vocabulary picture cards of the unit to both groups. The students used the cards to compose questions and answers, and write their sentences on the paper. The fastest group with correct answers won the game.

**Materials / equipments** Picture cards

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**10. Word Card Searching Game**

**Objective:** Introduction

**How to play:** The teachers handed out all word cards and assigned the students to search for the new vocabularies. The representative of each group wrote the new words they had found on the board. The first group which could find all new words was the winner.

**Materials / equipments** Word cards

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**11. Partner Searching Game**

**Objective:** Word application in a sentence

**How to play:** The students were divided into two groups of 15 students each. Each member of the first group wrote a question and a vocabulary he/she thought that the partner
he/she was going to search for would answer on the paper. The members of the other group chose a vocabulary to compose an answer. Signaled by the teacher, the students searched for their partner. The pair who could correctly finish matching in time got 1 point. The pair, afterwards, read their sentences in front of class.

**Materials / equipments**
- Pieces of paper

### 12. “1 Letter” Game

**Objective:** Application

**How to play:** The students were divided into two groups. The rest of them played the roles of referees. Both groups formed a row with around two meters far from the board. Signaled by the teacher, the first student of each row wrote 1 letter on the board and ran back to let the rest of the group write the next letters. The first row students wrote the first half of vocabularies, while those of the second row wrote the rest. The first group with correct answers was the winner.

**Materials / equipments**
- Whiteboard Pens

### 13. Picture Game

**Objective:** Introduction

**How to play:** The students were grouped in accordance with the number of vocabularies of the unit. Each group received a set of jigsaw with a vocabulary underneath. The students helped each other to do the jigsaw. The group which finished first raised their hands. The teacher corrected their task. The fastest group which did their job correctly won the game.

**Materials / equipments**
- Vocabulary jigsaws

### 14. Date Prediction Game

**Objective:** Application

**How to play:** The students were divided into two groups of 15 students each. The teacher asked “What’s the date today?”. The students of both groups did not know the correct answer, as it was on the sentence stripes at the teacher. The first students of both groups, therefore, had to predict what the date on the stripe was by writing their answers on the paper and spoke them out. When the game finished, the teacher gave the correct answers. The group with the highest score was the winner.

**Materials / equipments**
- 1) Sentence stripes
- 2) Pieces of paper