



| Research Article/ Araştırma Makalesi |

Development of Productive (Active) Vocabulary in the First Language: Let's Play "Guess Who?"¹

Birinci Dilde Üretici (Aktif) Kelime Bilgisinin Gelişimi: "Bil Bakalım Kim?" Oynayalım

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Abstract

Purpose: The aim of this study is to examine how 2nd graders use their vocabulary knowledge in word games. We investigated how students used vocabulary knowledge in games. For this purpose, a word game which is designed for listening and speaking skills has been chosen.

Design/Methodology/Approach: The case study method, which is one of the qualitative research methods, was used in the study, as an attempt was made to examine how primary school students use their productive vocabulary knowledge in word games. In the analysis stage of the study, the data obtained by the students and their answers to the questions asked during the game were analyzed by the two researchers, the codes were determined, and the data were interpreted by creating the themes appropriate to these codes. Percentage and frequency calculations of the words were grouped under the themes. The research findings were supported by direct quotations where necessary. In the analysis of the interview data, students' answers were subjected to content analysis and they were shared under certain themes and with direct quotations.

Findings: At the end of this study, it was concluded that the students use their vocabulary knowledge through the visuals by producing questions related to the physical characteristics of the character and the profession, and trying to ask questions by using clue words that bring themselves closer to the result in order to win the game. As a result of the interviews, the students expressed that they were very excited about the game. They stated that they gained the skills of asking the appropriate questions and using the correct words to be the winners of the game. In the game process, they experienced difficulties in finding the appropriate words for inquiring about the depth of the word information.

Highlights: During the questioning process, students can express their current understanding of a subject, connect with other ideas and become aware of the points they do not know. In this direction, finding the appropriate word and asking questions is important to win the game and for using productive vocabulary in the first language.

Öz

Çalışmanın amacı: Bu araştırmanın amacı, ilkokul 2. sınıf öğrencilerinin kelime oyunlarında üretici kelime bilgilerini nasıl kullandıklarını incelemektir. Bu doğrultuda çalışmada "öğrenciler kelime bilgilerini oyunlarda nasıl kullanıyor?" sorusuna cevap aranmıştır. Bu amaç doğrultusunda dinleme ve konuşma becerilerine yönelik olarak tasarlanan bir kelime oyunu seçilmiştir.

Materyal ve Yöntem: Araştırmada ilkokul öğrencilerinin kelime oyunlarında üretici kelime bilgilerini nasıl kullandıkları incelenmeye çalışıldığından nitel araştırma yöntemlerinden biri olan durum çalışması yöntemi kullanılmıştır. Araştırma verilerinin analizinde öğrencilerin oyun esnasında sordukları sorular/ kullandıkları kelimeler ile elde edilen veriler iki araştırmacı tarafından analiz edilerek kodlar belirlenmiş ve bu kodlara uygun temaları oluşturularak veriler yorumlanmıştır. Temalar altında gruplandırılan kelimelere ait yüzde ve frekans hesapları yapılmıştır. Araştırma bulguları tanımlanırken gerekli yerlerde doğrudan alıntılarla desteklenmiştir. Görüşme verilerinin analizinde ise öğrencilerin verdikleri cevaplar içerik analizine tabi tutularak belli temalar altında ve doğrudan alıntılara yer verilecek şekilde paylaşılmıştır.

Bulgular: Araştırma sonucunda öğrencilerin kelime bilgilerini, görseller aracılığıyla genellikle karakterin fiziksel özelliklerine ve ardından mesleğine yönelik sorular üretirek kullandığı ve oyunu kazanmak için kendilerini sonuca yaklaştıran ipucu kelimeler kullanarak sorular sormaya çalıştıkları sonuçlarına ulaşılmıştır. Yapılan görüşmeler sonucunda öğrenciler oyunla ilgili hislerinde büyük oranda heyecanlı olduklarını ifade etmişlerdir. Oyunun kazandırdıklarına yönelik olarak ise uygun soru sorma ve doğru kelimeleri kullanma becerilerini kazandıklarını belirtmişlerdir. Oyun sürecinde uygun kelime bulmakta zorlandıklarını ifade etmeleri kelime bilgilerinin derinliğini sorgulamaları açısından yararlıdır.

Önemli Vurgular: Soru sorma sürecinde öğrenciler bir konuyla ilgili mevcut anlayışlarını ifade edebilir, diğer fikirlerle bağlantı kurabilir ve bilmediği noktaların farkına varabilirler. Bu doğrultuda uygun kelimeyi bulup soru sorabilmek oyunu kazanmak ve birinci dilde üretici kelime bilgisinin kullanımı açısından önemlidir.

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INTRODUCTION

"Lexical problems often hinder the communication process, and when the correct words are not used, communication breaks down." Allen (1983, p.5).

Words are meaningful sound associations and the labels of the thoughts to be expressed. The basis of comprehension and expression skills consists of higher mental skills such as creativity, problem solving, critical thinking, learning and teaching (Güney and Aytan, 2014). According to May (1994), "vocabulary constitutes 50% of comprehension" (p.105). The incorrect recognition of the words in the texts read or listened to affects comprehension negatively. Haris and Sipay (1990) state that the relationship between vocabulary and comprehension is around .80 as a result of their study of students in the first, second and third grades (as it cited Akyol, 2008, p.202).

Students who start school with more vocabulary knowledge increase their ability to understand the texts they read and explain what they have read, and their vocabulary knowledge expands accordingly. On the contrary, students who start school with limited vocabulary struggle with reading comprehension problems, which limits their vocabulary. Research suggests that "students should be provided with rich vocabulary instruction which includes such things as questioning, clarifying, repeating, pointing to words, supplying examples, and providing 'child friendly' definitions in words that a young child can understand" (Jalongo and Sobolak, 2011, p.424).

Beck, McKeown and Kucan (2005, p.211-225) conceptualized words in three different levels. The first level words are common labels that are widely understood and can be quickly understood with an example, such as door, table, computer, and hippopotamus. Because these words are either already known or can be illustrated, the word teaching takes minimum time. Second-level words are highly beneficial for the listening, speaking, reading and writing skills of mature language users. Examples of this level are words such as "courage", "mixed" or "deliberate", and such words often focus on more abstract or complex ideas. Vocabulary researchers agree that level-two words should be the main focus when teaching time is limited (Nagy and Scott, 2000). Third-level words are words that are specific to certain subject areas and are not valid outside these areas. These include words found in mathematics (e.g., triangles), science (e.g., chlorophyll) and social fields (multiculturalism). Although these words require some teaching periods in the content area, they are not suitable for long teaching periods as they do not provide high benefits.

Word learning is a multidimensional and gradual process. The development of vocabulary in children goes through various stages. For example, the child may not see the word at all; he/she may hear the word but have no knowledge of what the word means, recognize the word in the text environment, and finally, know the word completely and correctly (Akyol, 2008, p.199). Vocabulary has been classified in different ways by many researchers. The most general of these definitions is: "the size of the vocabulary, the depth of the vocabulary, the organization of the words in the sentence, and the classifications for the receptive (passive) and productive (active) vocabulary" (Qian, 2002, p.156). Receptive vocabulary is the knowledge of understanding a word while listening and reading. Productive vocabulary can also be defined as word production knowledge while speaking and writing. Güney and Aytan (2014) defined these concepts as "active (productive) vocabulary of words used by students in the process of verbal and written expression" (p.619). Vocabulary knowledge has a decisive role in a child's language skills throughout his life. Receptive language is based on the language of interpreting what is heard or read. Expressive (productive) language means "producing language through speaking or writing" (Jalongo and Sobolak, 2011, p.422).

Vocabulary has been the main focus of receptive and productive vocabulary research, because "how to transform the receptive word information into producer word information is generally a curious subject, and the basic question at this point is why some words (receptive) are known but are not used within the productive vocabulary" (Zhong, 2018, p.358).

Nation (1993) states that "the most frequently used 2000 passive (receptive) word types allow participants to understand 90% of the words in verbal discourse" (cited in Webb, 2008, p.79-80). Jalongo and Sobolak (2011), state that "passive vocabulary is about four times the active vocabulary" (p.422). According to Beck, McKeown and Kucan (2002), studies show that approximately 100 unknown words are encountered during reading and 5-15 of them are learned.

Webb (2008) stated that "Researchers and teachers have long been interested in measuring vocabulary size" (p.79). This study demonstrated that knowing the receptive word dimensions of students, and knowing the productive vocabulary as a criterion / measure of whether a student understands the task of reading or listening to a text provides some indicators of students' speaking and writing skills. Studies have also shown that students' difficulties in both receptive and productive vocabulary are due to insufficient vocabulary, and that students need vocabulary even when they are at a higher level of language proficiency and performance (Laufer, 1986).

Games

Among the reasons for the difference between the child's receptive and productive vocabulary, vocabulary teaching is based on receptive (passive) vocabulary knowledge. Therefore, the aim of vocabulary teaching is to help students acquire productive vocabulary knowledge. Studies show that there are few vocabulary teaching activities based on speaking and writing (Okur, 2013, p.22). For this reason, especially "activities for listening and speaking skills" should be included in the teaching process (Shen,

2003; Güney and Aytan, 2014). Jalongo and Sobolak (2011) also state that in this case, expression-based vocabulary teaching strategies should be applied in the development of students' vocabulary knowledge. In this process, games have an important place in the development of productive vocabulary knowledge, especially in pre-school and primary school students. Hadfield (1990, p.5) defined the game as "an activity whose main element is to have fun together with its rules and purpose" (as cited in Gülsoy, 2013, p.14). The game types are exemplified as gaining points based on knowledge, guessing, matching and sequencing (Hadfield, 1990, p.8; as cited in Tuan, 2012). In this direction, games can be considered as an activity that requires compliance with the rules and cooperation, provides competition among the players, and requires communication with speech or written language (Gülsoy, 2013, p.14).

Rixon (1988) states that "vocabulary games are assumed to be at the center of teaching the target language. They can be applied at all stages of the class, which consist of three stages: presentation, controlled practice and communicative practice, but they are assumed to be educational and appropriate for the teacher's purpose" (as cited in Gülsoy, 2013, p.15). These games provide students with the opportunity to use their vocabulary knowledge. In other words, students can have the opportunity to use the words they have learned appropriately and in accordance with their meaning.

Gülsoy (2013) used games in vocabulary teaching and found that vocabulary teaching lessons taught through games reveal students' creativity and help them develop a positive attitude towards the lesson. Tuan (2012) examined the effect of using games on students' vocabulary in a quasi-experimental study with sixth grade students. The results of the research showed that the experimental group was superior to the control group in remembering words for concrete objects in the retention phase and in the delayed storage phase. According to the results of the study conducted by Webb (2008), it was seen that the total volume of the receptive words was higher than that of the productive words. According to the findings, it was stated that the students' receptive word level could be an indicator of their productive word skill. It was stated that students with greater receptive vocabulary know how to use most of these words more efficiently than students with smaller receptive vocabulary.

Vocabulary has a decisive role in a child's language skills throughout their life. While children are listening to adults, talking, and communicating with their friends, they can learn words through direct instruction. Until now, in studies on language learning, it has not been clearly explained how students make their receptive vocabulary knowledge productive and how they use these words in the next stage. In other words, it is not enough for a student to know the meaning of a word. It is necessary to demonstrate the productive vocabulary by using the word in daily life, at the appropriate place and time. In this direction, the curriculum aims to help students to improve their vocabulary by using visuals and to use word types in accordance with their functions, "to pronounce words correctly in their speech, ask questions about a reading text they listen to/watch, oral presentation or media content, and answer questions ..." (Meb, 2019). The aim of this study is to examine how primary school 2nd grade students use their productive vocabulary knowledge in word games. In this direction, in this study the following question was investigated: "How do students use their vocabulary knowledge in games?".

METHOD/MATERIALS

The case study method, which is one of the qualitative research methods, was used in the study, as an attempt was made to examine how primary school students use their productive vocabulary knowledge in word games. This method is suitable for seeking answers to the question of how students use their vocabulary knowledge in games, as it allows for the search for answers to *what*, *how* and *why* questions in order to describe or evaluate a particular situation or event in detail (Büyüköztürk et al., 2014; Gürbüz and Şahin, 2015). Since the situation that was examined in the research process was how second grade primary school students used their vocabulary knowledge in word games, an attempt was made to examine what happened in a game environment created under the supervision of the researcher. However, the researchers had no control / influence on the situation / students other than introducing the game to the students at the beginning of the game process.

Study group

The study group of this research consists of 32 second grade students studying in a state primary school in Giresun in the 2017-2018 academic year. In the determination of the study group, a convenience sampling method was used, since it can provide convenience in terms of time and workforce due to playing games with students in pairs. Information about the students in the study group is presented in Table 1.

Table 1. Information about the students in the study group

Variable	Group	(f)	%
Gender	Female	14	44
	Male	18	56
	Total	32	100

Data Collection Process and Tool

The researchers first started the data collection process by obtaining the necessary permission from a primary school in Giresun city center through the Directorate of National Education. In the school where the research permission was obtained, the classroom teachers were interviewed and the activity to be held with the students, namely a word game and its purpose, was introduced. Then, the first author of this research took the students from the voluntary classes to a suitable and quiet environment for the game in pairs and introduced the “Guess who?” game. This game, which is claimed to support the development of students’ speaking and listening skills, is designed to help them identify the cards in the hands of their competitors through their current receptive and productive vocabulary knowledge. The game is for two players. It is necessary to determine the similarities and differences between the two characters chosen by the opponent. For example, questions such as "Do both have glasses?" or "Does one of the characters you are holding have black hair?" In the meantime, to eliminate characters, the questions asked and the answers received should not be forgotten. The students were given the following instructions about the game:

“The purpose of the game is to find the secret character of your choice before your opponent finds hers/his. During the process of the game, it is necessary to ask your opponent questions that can only be answered as "Yes" or "No". Depending on the answers received, the windows on the eliminated characters should be closed. For example, you asked, "Does your secret character have a hat?". If the answer is "No", close the windows above all characters with hats. Now you are one step closer to finding the hidden character your opponent has chosen. After closing the windows, it is the other player's turn to ask questions. Remember, you can only ask one question each time it's your turn. If you want to guess your opponent's hidden character, wait for your turn first. Then instead of asking questions, state your guess. If you guess the hidden character on your opponent's card correctly, you will win the game, but if you guess wrong, your opponent wins the game!”

After the students were matched in pairs, they were observed by the first researcher without any intervention in the game process, and the words used by their opponents to guess the cards and the questions they asked were recorded (in the form of paired group dialogues) with instant notes (Table 2). During the game, the first author of this study explained to the students, "Now I want to sit at the side table and observe who won the game, I am very excited like you and I wonder who will be the winner". During the game process, a professions card with the same characters was used for all the students. These cards were chosen because they could make predictions about the professions, ask questions about the physical characteristics of the characters and express the profession names in Turkish.

Table 2. Note-taking form for students' dialogues during the game process

1. Player (gender, name)	2. Player (gender, name)
Q1:.....?	A1:Yes/No
A1: Yes/No	Q1:?
Q2:?	A2: Yes/No
A2: Yes/No	Q2:?
Q3:?	A3: Yes/No
A3: Yes/No	Q3:?
S4:?	A4: Yes/No
Q4: Yes/No	Q4:?
Q5:?	A5: Yes/No
A5: Yes/No	Q5: Is your character's job XXX?

After the game was completed in voluntary classes, a focus group meeting was held with 13 volunteer students to learn about the students' thoughts about the game process and to obtain qualitative information about their feelings and experiences. First, the students were asked to introduce themselves and to write their names on their name badges. Then, they were made to sit in a circle so that they could hear each other's answers to previously prepared open-ended questions. In order to freely express the students' thoughts and to trigger the feelings and experiences in each other's minds about the game, their answers were recorded. The students who remained passive were encouraged, and attention was paid to obtain answers from each student. These questions were asked in the following order:

1. What did you feel while playing "Guess Who?"
2. What did the "Guess Who?" game bring you?
3. What did you pay attention to most while playing "Guess Who?"
4. What subject / subjects did you have difficulties with while playing "Guess Who?"
5. Would you recommend to your friends to play "Guess Who?"
6. Did you like "Guess Who?"
7. Would you like to play "Guess Who?" with your friends later in your spare time?

Data Analysis

Content analysis, one of the qualitative data analysis methods, was used in the analysis of the research data. The main purpose of content analysis is to create concepts and relationships that can explain the data collected. In other words, similar data should be brought together within the framework of certain concepts and themes and interpreted in a way that the reader can understand (Yıldırım and Şimşek, 2013). In the content analysis, four steps were included. First of all, the researchers examined the data they obtained and decided how to encode meaningful wholes. Then, they created the themes by bringing together these codes that explained the data at a general level. In the third step, the data were organized and defined according to the codes and themes. Finally, the findings were interpreted and conclusions were reached. In the analysis of the research data, the data were analyzed by the two researchers. Working together, the two researchers identified the codes and interpreted the data by creating themes suitable for these codes. Percentage and frequency calculations of the words grouped under the themes were made. While describing the research findings, they were supported with direct quotations where necessary. In the analysis of the interview data, the answers given by the students were subjected to content analysis and presented under certain themes in the findings section in such a way as to include direct quotations.

FINDINGS

In this section, the findings obtained as a result of the analysis of the research data are presented. The questions asked by the students to each other during the game by using their productive vocabulary knowledge in word games were divided into themes and codes and are shared in Table 3.

Table 3. Questions produced by the students during the game

Theme	Code	Students	Frequency (f)	Percentage (%)
Gender of the chosen character	Female	E1, E4, E6, E12,	4	2.9
	Male	K1, K12,	2	1.4
	Total		6	4.3
Job of the chosen character	Likes to sing	E3, K6, K11,	3	2.1
	Wears an apron	E3, E5, E7, E10, E11, K9, K12, E17, E18,	9	6.4
	Uses a pen	K3,	1	0.7
	Treats animals	K4,	1	0.7
	Uses a mallet	E5,	1	0.7
	Has a book read	E5, K14,	2	1.4
	Treats patients	K6,	1	0.7
	Likes to fly	E6,	1	0.7
	Does exercises	E14,	1	0.7
	Dives	K11,	1	0.7
	Paints	K13,	1	0.7
	Wears a helmet	E17, E18,	2	1.4
	Likes to swim	E17,	1	0.7
Total		25	17.6	
Physical characteristics of the chosen character	Whether he has hair or not	K7, E7, K8, E11, E12, E13, E14,	7	5
	Hair color	K1, K1, K2, K2, E2, K3, K4, K4, K4, K5, K5, E4, E4, K6, E6, K7, E7, E7, K8, E8, E9, E9, E10, E11, E11, K9, K9, K10, E15, E16, E16, K11, K11, K12, K14, E17, E18, E18, E18,	40	28.6
	Hair style	E1, E2, K5, K6, K7,	5	3.6
	Hair length	K3, K3,	2	1.4
	Whether he has a beard or not	E1, K1, E3, E10, E14, E18,	6	4.3

	The color of his beard	K6, E12,	2	1.4
	Whether he has a moustache or not	K8, E13,	2	1.4
	Whether he / she has a uniform	E1,	1	0.7
	Whether he wears glasses or not	E1, K2, E2, E3, E4, K5, K7, E8, E10, E12, E13, K9, E15, K12, K13, E17,	16	11.4
	Skin color	E2, K3, K4, E4, E7, E8, E11, K10,	8	5.7
	Color of clothes	E2, K2, E2, K7, E9, E13, E16, K14, K13,	9	6.4
	Eye color	E3, K3, K4, E6, K10,	5	3.6
	Whether he wears a hat or not	K6, K7, E9, E15,	4	2.9
		Total	108	77.1
Age of the chosen character	Old/Young	E16	1	0.7
		Total	140	100

When Table 3 is examined, it is seen that the majority of the students (77.1%) asked questions about the physical characteristics of the character chosen during the game. This was followed by the profession (17.6%), gender (4.3%) and age (0.7%) of the selected character. In order to predict the character chosen during the game, students mostly generated questions related to the physical characteristics of the character. The questions about the hair color of the character (28.6%) came in first place. When asking these questions, it was seen that they saw the colors of hair as a main factor to determine the physical characteristics. The second category, which was produced the most in terms of physical characteristics, consisted of questions (11.4%) about the character’s glasses. This was followed by the character’s clothing color (6.4%). Color was a distinctive feature in the students’ questions from the pictures of the characters and from answering the questions. Thus, in guessing the characters on the cards of their opponents through the questions they asked, they made acquisitions such as connecting the questions to each other, speaking with an audible tone by making eye contact, pronouncing words correctly, and extracting meaning from pictures. In the second place, in order to guess the character chosen during the game, the students produced questions about the character's profession; the questions about the character wearing an apron (6.4%) came in first place. This situation can be interpreted as the distinctiveness of their teachers wearing aprons during lessons and some occupational groups (such as doctor, veterinarian) wearing aprons while performing their profession. The age and gender of the chosen character was a distinctive situation for students. An example dialogue between 2 players as an example of the questions asked by the students is shared in Table 4.

Table 4. Students' dialogues during the game process

1st Player (Male): P1, 2nd Player (Male): P2

P1Q1: Does your character have white hair? O2A1: Yes, white. P2Q1: Does your character have a hat? P1A1: No, it doesn't. P1Q2: With glasses? P2A2: No, not wearing glasses. P2Q2: Is his hair color black? 1A2: No, it's not black. P1Q3: Do they have a beard? P2A3: No, they don't have a beard. P2Q3: Are their clothes in blue? P1A3: Yes, in blue. P1Q4: Does he wear an apron? P2A4: Yes, he does. P2Q4: Is the hair color yellow? P1A4: Yes, yellow. P1Q5: Is your character a scientist? P2A5: Yes 😊 P2Q5: Is your character a policeman? P1A5: Yes 😊
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The opinions of primary school students about the game process were received by conducting a focus group meeting, and the data obtained were divided into themes and codes and are shared in Table 5.

Table 5. Students' opinions about the game

Theme	Code	Frequency (f)	Percentage (%)	
Feelings about the game	Happy	2	15.4	
	Excited	7	53.8	
	Enjoyable	3	23.1	
	Fear	1	7.7	
	Total	13	100	
Benefits of the game	Asking appropriate questions and using the right words	5	38.5	
	Problem solving skills	1	7.7	
	Prediction skill	4	30.7	
	Friendship	1	7.7	
	Being careful	1	7.7	
	Being closely acquainted	1	7.7	
	Total	13	100	
Considerations in the game	Asking the right question	3	23.1	
	Paying attention to the answers given by the opponent	3	23.1	
	Not giving a clue to the opponent	4	30.7	
	Getting to know the opponent well	1	7.7	
	Paying attention to the chosen character	2	15.4	
	Total	13	100	
Difficult points in the game process	Finding the right question / word	10	76.9	
	Not knowing the characteristics of the character	1	7.7	
	Guessing	2	15.4	
	Total	13	100	
Liking The game	Yes	Total	13	100
Intention to play the game again	Yes	Total	13	100

When Table 5 is examined, it is seen that the students mostly (53.8%) expressed that they were excited about the game. They expressed this situation as "I felt so excited that the game would fall from my shaking hands (M)", "I felt good emotions, I was excited while playing the game (F)", "I was very excited (M)". Regarding the gains of the game, it was observed that the students mostly (38.5%) expressed their opinions in the form of gaining the skills of asking appropriate questions and using the right words. They generally expressed this situation as "I learned to be smart by asking the right questions, to remove obstacles in our way (M)", "I learned to beat my opponent by choosing the right words (F)", "He taught me to win the game by asking good questions (F)". The students stated that they mostly (30.7%) took care not to give hints to their opponents. During the game process, it is understood from the statements that they mostly (76.9%) had difficulty in finding the appropriate word / question, such as "I had trouble asking good questions (F)", "I had difficulty choosing the appropriate words for guessing the character (F)". The students mostly (53.8%) suggested that it was necessary to pay attention when asking questions about the game, listen well, pay attention to the characteristics of the character, and choose difficult characters. They expressed this situation as "They should listen to the answers of their friends and choose difficult professions (M)", "I recommend paying attention to the questions (M)". All of the students who were interviewed in the focus group stated that they liked the game: "I also liked it very much, I hope we will play it again (M)", "I loved it; because I learned to play games with my friends (M)", "I loved it; because it was a very fun game (F)", "I liked it very much, I want to buy it for myself (M)". All of the interviewed students stated that they wanted to play the game later in their spare time. "Yes, I want to play with the whole school (E)", "I want to, because it is a fun game but we also need to use our mind (F)", "I would like to, because it is important not to win but to have fun (F)".

CONCLUSION, DISCUSSION AND SUGGESTIONS

As a result of this study, which examined how primary school students use their productive vocabulary knowledge in word games, it was concluded that the majority of students produced questions about the physical characteristics of the character, followed by their profession, gender and age, and tried to ask questions using clue words to win the game. However, all of the students interviewed realized that they liked the game and realized the importance of choosing the right word, and learned how to ask appropriate questions about the game. Considering that games are an activity whose main element is having fun, together with the rules and purpose, it was observed that students tried to use their vocabulary knowledge in a receptive and expressive way while having fun. In the interviews about the game, the students stated that they were mostly excited and gained the skills of asking appropriate questions and using the correct words. The students had difficulty finding suitable words during the game process and they questioned the depth of their own vocabulary knowledge. However, the fact that all the characters in the game

are on the profession cards caused the students to focus largely on the professional and physical characteristics of the characters in the questions they produced during the game, and on the necessity of asking appropriate questions and using the correct words in the game process, which are considered difficult. The character's gender, age, occupational characteristics and physical characteristics caused students to realize and emphasize the importance of prediction skills in their thinking about the game.

In the interviews about the game, the students stated that they were mostly excited and gained the skills of asking appropriate questions and using the correct words. They stated that they had difficulty finding suitable words during the game process, which shows that they questioned the depth of their vocabulary knowledge. However, the fact that all the characters in the game are on the profession cards caused the students to focus largely on the professional and physical characteristics of the characters in the questions they produced during the game. It supported their thoughts on the necessity of asking appropriate questions and using the right words in the points that were considered, recommended, and challenging during the game process. Since the aim of the game is to guess the card in the hand of the opponent by asking appropriate questions, the gathering of the questions asked by the students about the professions under the themes of the character's gender, age, occupational characteristics and physical characteristics, caused the students to realize and emphasize the importance of guessing skills in their thinking about the game.

In the study conducted by Gülsoy (2013), the effect of games on word teaching was examined and as a result, it was stated that games reveal the creativity of students and develop a positive attitude towards the lesson. In this study, it was observed that students asked key questions to predict the characters they chose and tried to be more creative than their opponents. According to the results of the study conducted by Webb (2008), it was stated that the total volume of the recipient words was greater than that of the productive words, and it was observed that the students with more recipient vocabulary could use the words more efficiently than the students with less receptive word knowledge. In this study, it was seen that the students tried to find more correct questions that brought them closer to the result in order to win the game and took examples from each other with the questions they produced. Allen (1983) states that "... the teacher's task is to prepare good lessons that improve vocabulary in the classroom, and a well-chosen game can help students use words correctly and feel that certain words are important and necessary, because without these words, the aim of the game cannot be realized" (p.10).

In the study conducted by Özaslan (2006) with middle school seventh graders, the students who were determined as the experimental group played "Tabu" and word derivation games for eight weeks, while no intervention was made to the control group students. At the end of the eight weeks, a reading comprehension posttest was applied to the groups. As a result of this process, it was determined that while there was no significant difference in the word dimension of the experimental and control group students in their knowledge and comprehension tests, the students in the experimental group had higher levels of reading comprehension than the control group students. According to Yolageldili and Arıkan (2011), games are "Not only for entertainment, but also for making language lessons beneficial and thus closer to the goal of improving students' communication skills" (p.226). In this direction, the importance of games in terms of students' communication skills cannot be denied and it can be thought that they may attract students' interest more.

In this study, primary school students revealed their knowledge of receptive and productive vocabulary through the questions they asked their opponents during the game. In the process of asking questions, students can express their current understanding of a topic, connect with other ideas, and become aware of unknown points (Chin & Osborne, 2008). In this direction, it is important to find the appropriate word and ask questions to win the game. At the same time, the students who were rivals with each other during the game, as they were also friends, guessed by asking questions about the professions they liked or wanted to do when they grew up, and had the chance to get to know each other better. In this study, which was conducted to examine how primary school 2nd grade students use their productive vocabulary knowledge in word games, students asked questions about the physical characteristics and profession of the character on the profession cards, and this improved their awareness of the use of prediction, attention and listening skills depending on the breadth and depth of their vocabulary knowledge. It is known that following the *yes* and *no* cues given by the opponent requires attention and memory skills in the listening process. Since the game is about guessing the card in the hand of the opponent by asking the correct questions, the students used their productive vocabulary knowledge to win the game by trying to pinpoint the character through correct questions and listening well. However, obtaining the students' opinions and feelings about the game reflected their productive vocabulary knowledge and strategies from their perspective.

This research is limited to 32 students in total in the second grade of primary school, and as data collection tools, the data obtained from focus group interviews in order to learn the students' thoughts about the game and the note-taking form regarding the dialogues of the students during the game. The game used in the research is for the age of 6 and above. It was difficult for second year primary school students to have foreign names for cards other than professions. In this direction, adaptation studies to Turkish should be conducted more carefully. In future studies, the effect of games on sentence order and the depth of vocabulary can be investigated.

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Statements of publication ethics

We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Researchers' contribution rate

The study was conducted and reported with equal collaboration of the researchers.

Ethics Committee Approval Information

Research data were collected in 2018. Research permission was obtained from Giresun Provincial Directorate of National Education on 19.03.2018 (Number: 29409993-605.01- E.5696382). Therefore, there is no ethics committee approval document.

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