The effects of using games and visual aids in learning foreign language vocabulary

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Abstract

This study aims to find out and compare the effectiveness of two ways of teaching vocabulary to learners of English as a foreign language; through visual aids and using games, and through traditional methods; that is, giving dictionary definitions and studying through worksheets. In order to reach the aim, two groups were formed; one control group who were taught the target vocabulary via traditional activities such as giving definitions, translations and studying worksheets, and one experimental group in which flashcards and games were used to teach the target vocabulary. The participants of this study include 40 students in A1 level from a private high-school in Turkey. The level of proficiency was determined by the Oxford Online Placement Test. One vocabulary-in-isolation test was given to the students both before and after the study as a pre-test and a post-test. The results indicated that the experimental group scored higher eventually. The results of this study provide useful insights for practising English language teachers about effective ways of teaching vocabulary.

Keywords: vocabulary retention, teaching vocabulary, games and visual aids in teaching vocabulary

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Introduction

There are three uses for language tests: for research, making decisions about learners and making decisions about language problems (Bachman, 1990; Hughes, 2005; Fulcher & Davidson, 2007; Douglas, 2010).Particular to vocabulary teaching, for instance, researchers have developed assessment instruments for studies on the breadth and depth of learners' vocabulary knowledge (Greidanus, Bogaards, van der Linden, Nienhuis, & de Wolf, 2005), and studied the effectiveness of different methods for systematic vocabulary learning (Oxford &Crookall, 1990; Hatch & Brown, 1995) how incidental learning occurs through reading and listening activities,whether and how learners can infer the meanings of unknown words encountered in a text and how learners deal with gaps in their vocabulary knowledge (Chang & Ma, 2018). In a similar perspective, As Read (2000) points out, language teachers and testers have different foci in designing tests that measure vocabulary. Vocabulary tests might be used to make decisions about learners for the aims ofplacing them in groups and levels, diagnosing their needs, measuring their progress or how well they have achieved, and determiningtheir overall proficiency level. As Öztürk (2012) states, "the vocabulary section of a placement test can be designed to estimate how many high-frequency words the learners already know" (p. 126).Additionally, test scores obtained from a vocabulary test may help language teachers to decide which material to use in the class to teach vocabulary or the kind of vocabulary instruction the students would need(Read, 2000).

In foreign/second language learning, vocabulary plays an important role (Carter & McCarthy, 2013; Cook, 2016).AsHuyen & Nga (2003) state, vocabulary "is one element that links the four skills of speaking, listening, reading and writing. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them" (para. 2). According to Huyen and Nga (2003), vocabulary has traditionally been taught alongside speaking, listening, reading and writing, not as separate lessons. In these lessons, students use either the vocabulary existing on their repertoire the ones introduced to them by the teacher and classmates. However, for many learners studying English as a foreign or second language, vocabulary learning is considered to be boring as they are expected to memorize unfamiliar words or study the spelling and pronunciation of words in isolation. Learners are generally asked to complete lots of exercises which they find it hard to relate to their studies. However, there are many other vocabulary teaching techniques that motivate students to learn new words in an enjoyable and pleasant way such as using games and pictures which is the method addressed in this paper.

Literature Review

Defining vocabulary

In vocabulary tests, it is taken for granted that knowledge of *words* is being assessed (Read, 2000). However, defining the *knowledge* of words seems like a difficult task. According to Cameron (2001), there are different components of a word:

> knowing about a word involves knowing about its form (how it sounds, how it is spelt, the grammatical changes that can be made to it), its meaning (its conceptual content and how it relates to other concepts and words), and its use (its patterns of occurrence with other words, and in particular types of language use) (Cameron, 2001, p. 78).

Similarly, Hatch and Brown (1995) describe five essential steps in vocabulary learning, adding that "if learners or teachers can do anything to move more words through any of the steps, the overall result should be more vocabulary learned" (p. 373). These steps are:"encountering new words, getting the word form, getting the word meaning, consolidating word form and meaning in memory, and using the word" (p. 374). Likewise, according to Richards (1976), knowing a word means knowing the degree of probability of encountering that word, the limitations imposed on the use, the syntactic behaviour associated with it, the network associations between the word and others in the language, the underlying form and derivations, the semantic value, and many other different meanings associated (p. 83).

The importance of vocabulary in language teaching

Vocabulary and lexical units are of great significance in learning a language and communicating it. As Schmitt (2000) indicates, 'without the mediation of vocabulary, it is not possible to employ grammatical or other types of linguistic knowledge in communication or discourse' (p. xi). As Allen (1983) states, "lexical problems frequently interfere with communication; communication breaks down when people do not use the right words" (p. 5). Öztürk (2012) states that "vocabulary plays an important role in language teaching since it is needed for every language skill and grammar. It can be regarded as the core of the four skills; speaking, listening, writing and reading" (p. 128).As he further states, the learners need to know a sufficient amount of word to express themselves. In situations where there is a lack of vocabulary knowledge, their motivation level to learn the language decreases (Öztürk, 2012).

Use of visual aids in teaching vocabulary

Visual aids are available in many forms such as pictures, photographs, drawings, flashcards, wall charts, pictures stories, maps, and movies – even readily accessible objects

brought to the classroom ranging from a bottle opener to small toys (Allen, 1983). She further suggests that pictures for vocabulary teaching come from many sources. They can be drawn by the teacher or the students themselves, downloaded from the internet and brought to the class etc. A picture may show a situation or a scene in which there are several different things or persons or just one. They are extensively used for conveying meaning and are particularly useful for teaching concrete items (even though they can also be used to teach abstract vocabulary such as important, simple, holiday etc. as in the example of this study).Previous studies have shown that it does not matter which item you choose to teach through pictures as long as they pertain to learners' visual memory. Learners remember the words that have been presented to them via visual aids better (Çakır, 2006; Kim & Gilman, 2008; Carpenter & Olson, 2012; Phillips, 2016). Therefore, visual aids help the learners associate the presented material in a meaningful way with the target word(s) aimed to be taught.

Use of games in teaching vocabulary

In most of the language classrooms, games are regarded as short warm-up activities as a transition the actual lesson or time-fillers; when there is some time left, games come to the stage and the teacher lets the students play a language game to pass the time. In some cases, games can be awards given to the students if they behave all through the lesson. However, as Lee (1979) suggests, games should not be regarded as marginal activities filling in odd moments when the teacher and the students have nothing better to do. In contrast with what many language teachers think, games are not only used for pleasure or passing time. With the use of games, as Huyen and Nga (2003) suggest, "the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions" (p. 5). In most of the cases, learners of English as a second or foreign language have to deal with unfamiliar vocabulary during their language learning processes. As Huyen and Nga (2003) points out, "in order to learn and retain new words, learners should participate in different task-based activities in their classroom whether it is a guessing task, a describing exercise or conversation making" (para. 6).They further suggest activities that include vocabulary games thatspecifically focus on helping new learners develop and make use of words in different contexts by making the lessons more enjoyable (Huyen & Nga, 2003). Some researchers also emphasize the importance of using games by pointing out its advantages. Lee (1995 as cited in Huyen & Nga, 2003) lists some main advantages when games are used in the classroom, including; 'a welcome break from the usual routine of the language classroom', 'motivation and challenging', 'effort of learning', and 'language

practice in various skills'. Yuliani (2017) also report that when a guessing game is used when teaching vocabulary, students tend to learn the words more effectively and eventually score better compared to the traditional ways of teaching vocabulary. Other studies have also reported the effectiveness of using games in teaching vocabulary. Kalaycıoğlu (2011) investigated the effect of vocabulary games in children's vocabulary learning performances and concluded that when presented vocabulary through pictures and games, the learners performed remarkably better. Similarly, Silsüpür (2017) reported that learners performed better in a vocabulary test after being thought through a vocabulary game, rather than a traditional way of teaching vocabulary in isolation. She further suggested that use of games and visual aids reduced the stress level of learners, thus providing better and effective learning outcomes. Briefly, it might be stated that games are a good means of teaching vocabulary as well as other components and skills of a language. By the help of games, one can make the lesson more enjoyable and provide the learners with a more effective language learning environment.

Method

This study aims to find out and compare the effectiveness of two ways of teaching vocabulary to learners of English as a foreign language; through visual aids and using games, and through traditional methods; that is, giving dictionary definitions and studying through worksheets. In order to reach the aim, two groups were formed; one control group, who were taught the target vocabulary via traditional activities such as giving definitions, translations and studying worksheets, and one experimental group, in which flashcards and games were used to teach the target vocabulary. In the light of the purpose of the study; the following research questions were studied;1) Do using visual aids and games in vocabulary teaching provide vocabulary retention?2) Is there a difference between the effects of vocabulary teaching via games/visual aids and traditional method in learners' vocabulary retention level?

Participants

The participants of this study include 40 students from a private highschool in Istanbul. All the students are 9th-grade students with equal language proficiency levels; basic speaker (A1 according to the CEFR for languages). The level of proficiency was determined by the Oxford Online Placement Test supported by the school and carried out by the students themselves as a requirement for placing the students in homogeneous classes at the beginning of the term. The participants have been learning English for 5 years and receive 10 hours of

English language instruction per week along with other courses. Most of the students come from state schools which is one of the reasons why their level of language proficiency is low.

The participants were divided into two groups as a requirement of the study; one control group consisting of 20 students and one experimental group consisting of 20 students. The participants were selected and the groups were formed with a convenience sampling method since not all the students were reachable during the time of the study.

Instrument

One vocabulary-in-isolation test was given to the students both before and after the study as a pre-test and a post-test. The test consists of 40 words and meant to measure only the recognition level of students' vocabulary knowledge. The 40 words were selected randomly from the wordlist of the unstudied units at the back side of the course book the teachers use in the classroom. The fact that the words were selected from unstudied units suggested that the students did not know the meaning of the words at the beginning of the study. The vocabulary test was prepared by the researcher and the teacher of the classroom who had comprehensive knowledge about the background of the learners. The test included open-ended questions of 40 isolated words without definitions and a space corresponding each word for the learners to write the meanings. The vocabulary items were chosen in cooperation with the teacher of the classroom from the unstudied units of the course book *New Inside Out for Beginners* (MacMillan) to ensure that the students have not previously seen them. Besides, since the learners have previous taken the Oxford Placement Test to determine their language proficiency, the teacher had knowledge about which unstudied words the learners knew and did not know. Since the vocabulary test was designed specifically for the participants, it was not piloted with other learners.

Data Collection and Analysis Procedures

Before the study, a pre-test was administered to the participants consisting of 40 target vocabulary chosen randomly from the unstudied units of the course book the teacher uses for the lesson. The students were given a list of 40 words and were asked to write the meanings of the words if they knew, or leave it blank if they did not. With the pre-test, students' knowledge of the target words was learned. After the pre-test results, the treatment process began. The teaching process began one week after the pre-test was administered to the participants. Since the time was limited and the population to be given treatment was not available all the time, only two lesson hours of instruction were given. A total 80 minutes of

instruction (40 + 40) for both the control and the experimental group was given according to the lesson plans prepared by the researcher. Due to lack of time and the busy schedule of the teacher and the school, it was not possible for the teacher to spare more time. Besides, the two-hour class time was decided with the teacher of the class to be sufficient for the learners to practice the vocabulary.

In the control group, the target vocabulary was taught using traditional methods like giving the definitions of the words, translating it to the native language, doing exercises such as filling in the blanks and matching the words with their definitions. On the other hand, in the experimental group, the same target vocabulary was taught by the help of flashcards about the words and some games relating to it. One week after the teaching, the post-test consisting of the same words as in the pre-test was administered to see the retention levels of the participant. The students were again asked to write the meanings of the words if they remembered it, or leave it blank if they did not.

The data collected from the participants was analysed using the Statistical Package for Social Sciences (SPSS). The mean scores for both the control and experimental group were calculated and analysed by means of T-test to see whether there was a significant difference within the same group (pre and post test results, using Paired Samples Test) and across groups (Control and Experimental, using Independent Samples Test).Firstly, an independent samples test was run on the pre-test scores to demonstrate that the control group and the experimental group were similar in terms of their vocabulary capacities for the vocabulary test to be administered. Later, paired samples tests were run on both groups to check whether the treatment was effective or not. Lastly, another independent samples test was run on the post-test results to see whether the extend of learning through treatment was statistically significant between the control group and the experimental group.

Results

In the light of the two research questions, first of all, the pre-test results of the two groups were compared to ascertain that two groups were of the same level and there was not a difference between the answers coming from the groups in order for the study to give more reliable results. Initially, the participants were given a vocabulary list of 40 words and were asked to mark the ones they knew to check their prior knowledge about these words and to identify those that they did not know. The results show that the mean score for the Control Group is 18.8 and for the Experimental Group, it is 19.1 (as shown in Table 1). Since the

mean scores for both groups are similar, it is ensured that differences related to the vocabulary items given to the participants are not expected.

Table 1

Pre-test Results for the Groups

	N	Mean	Std. Deviation	t	df	Sig. (2 tailed)	Mean Diff.	95% Conf. Interval	
								Upper	Lower
Control Gr.	20	18.80	1.54	-.500	38	.620	-.300	-1.51	.91
Exp. Gr.	20	19.10	2.19						

An important point to consider before the analysis is to ensure that both groups have similar proficiency levels. An independent-samples t-test was conducted to compare the test scores for the control group and the experimental group. There was no significant difference in scores for the control group (*M* = 18.80, *SD* = 1.54) and the experimental group (*M* = 19.10, *SD* = 2.19; *t* (38) = -.500, p = .62, two-tailed). The magnitude of the differences in the means (mean difference = -.300, 95% CI: −1.51 to .91) was very small (eta squared= -.006).In other words, there was not a statistically significant difference between the proficiency levels of the participants before the study was conducted. This was an important result since the reliability of the study depended on the equal and homogenous participants. In other words, before the treatment, both groups had the same opportunities in terms of language proficiency levels.

The descriptive statistics in Table 2for the post test results of the groups show us that there is a huge gap between the mean scores of the two groups. While Control Group had a score of 22.1 out of 40, the Experimental Group had a score of 36.6 which proves around 14-point differences. This means that the participants in the experimental group, who were taught new vocabulary through games and visual aids eventually scored higher in the vocabulary test then the participants in the control group, who were taught the same vocabulary in traditional methods, using dictionary definitions. Thus, in line with the first research question of this study, it might be stated that using visual aids and games in vocabulary teaching provide vocabulary retention.

Table 2

Post-Test Results for the Groups

	N	Mean	Std. Dev.	t	df	Sig. (2 tailed)	Mean Diff.	95% Conf. Interval	
								Upper	Lower
Control Gr.	20	22.15	1.63	-17.91	38	.000	-14.50	-16.14	-12.86
Exp. Gr.	20	36.65	3.23						

After the Independent Samples Test results, Paired Samples Statistics were also calculated in order to see the correlation of the pre and post-tests within the same group. Since the two tests were taken by the same participants in each group, this allowed to see the consistency rate of the pre-test and the post-test results.

Table 3

Paired samplestest for pre and post-test results of the control group

	N	Mean	Std. Dev.	t	df	Std. Deviation	Sig. (2 tailed	Mean Diff.	95% Conf. Interval of the Difference	
									Upper	Lower
Pre-test	20	18.80	1.54	-9.18	19	1.63	.000	-3.35	-2.59	-4.11
Post-test	20	22.15	1.63							

As seen in Table 3, a paired-samples t-test was conducted to evaluate the impact of the intervention on students' scores on the vocabulary test. There was a statistically significant difference between the scores the participants in the control group gained in pre-test (M = 18.80, SD = 1.54 to post-test (M = 22.15, SD = 1.63), t (19) = -9.18, p < .0005 (two-tailed). The mean difference in test scores was -3.35 with a 95% confidence interval ranging from -4.11 to -2.58. The eta squared statistic (1.29) indicated a large effect size. This result was expected since they received a treatment before taking the post test. However, when the mean scores are compared, it is seen that the difference is not so high with 18.8 mean score for the pre-test and 22.1 for the post-test,

The same test was also run on the experimental group to see the pre and post treatment difference. As presented in Table 4, it is seen that there is a statistically significant difference between the results of the pre and post-tests of the experimental group. This result was also expected since they received a treatment during the study before the post test was administered.

Table 4

Paired samples test for pre and post-test results of the experimental group

	N	Mean	Std. Dev.	t	df	Std. Deviation	Sig. (2 tailed)	Mean Diff.	95% Conf. Interval of the Difference	
									Upper	Lower
Pre-test	20	19.10	2.20	-26.80	19	2.93	.000	-17.55	-16.18	-18.92
Post-test	20	36.65	3.23							

A paired-samples t-test was conducted to evaluate the impact of the intervention on students' scores on the vocabulary test, as seen in Table 4. There was a statistically significant difference between the scores the participants in the experimental group gained in pre-test (*M* = 19.10, *SD* = 2.19 to post-test (*M* = 36.65, *SD* = 3.23), t (19) = -26.80, p < .0005 (two-tailed). The mean decrease in test scores was -17.55 with a 95% confidence interval ranging from -18.92 to -16.17. The eta squared statistic (1.02) indicated a large effect size. A further look into the mean scores of the participants in the experimental group show that this difference is a relatively high one with 19.1 in the Pre-test result and 36.6 in the Post-test result. When compared with the Control Group, they both had significant differences between the two tests but the Experimental Group had more change in terms of vocabulary retention due to the approach the treatment was given with. In other words, the Experimental Group was proven to be superior to the Control Group in terms of vocabulary retention level.

An additional independent-samples t-test was also conducted to compare the test scores for the control group and the experimental group after the treatment, as seen in Table 5. It is seen in the paired samples post-test comparison that the treatment was effective in favour of the experimental group (*M* = 36.65). Even though the mean differences obtained through paired samples comparison provide the effectiveness of the treatment, another independent samples test was necessary to see the treatment creates a significant difference between the two groups. As the analysis show, there is a statistically significant difference in scores for the control group (*M* = 22.15, *SD* = 1.63 and the experimental group (*M* = 36.65, *SD* = 3.23; *t* (38) = -17.909, p = .00, two-tailed). The magnitude of the differences in the means (mean difference = -14.50, 95% CI: –16.13 to 12.86) was high (eta squared = 1.13). In other words, the treatment given to the experimental group worked well and the desired changes in the retention level of target vocabulary taught by using games and pictures were provided. However, the treatment was not as effective as it was in the control group.

Table 5

Independent Samples Test for Post-test Results of the Control and Experimental Groups

F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	%95 Confidence Interval of the Difference	
						Upper	Lower
7.925	.008	-17.91	38	.000	-14.50	-16.14	-12.86

Thus, in line with the second research question of this study, it might be concluded that there is a difference between the effects of vocabulary teaching via games/visual aids and traditional method in learners' vocabulary retention level. It is seen in the analyses that the former method proved more useful in helping learners to remember the vocabulary better and eventually score higher in the vocabulary test administered afterwards.

Discussion and Conclusion

This study aimed at finding answers to two research questions: a) does using visual aids in teaching vocabulary lead to a better retention? and b) is there a difference between the effects of using games and visual aids and the traditional way in teaching vocabulary? For the first question, an experiment group was formed along with the control group who were taught the target vocabulary through games and flashcards. The target vocabulary consisted of 40 words in isolation selected randomly from the students' course book. After the treatment, a post-test was administered. The results obtained from the participants showed that use of games and visual aids led to vocabulary retention. For the second question, the two groups' pre and post test results were compared and the results showed that, although the control group who were taught the target vocabulary via traditional methods such as giving definitions, translations etc. had some positive changes in the retention levels, this change was not as effective as it was in the experimental group who were taught the same vocabulary via games and visual aids. Moreover, when the groups were pair tested, the efficiency of the tests was revealed. Since the two groups were at the same level at the beginning of the study, they had equal opportunities in terms of starting the treatment, thought treatments were different.

The results of this study show that the effect of teaching vocabulary in an interactive way involving the students in their own learning process needs to be considered by the teachers of EFL or ESL. Similar results have previously been obtained by different researchers (Bakhsh, 2016; Yuliani, 2007) on the effectiveness of using games and visual aids as a tool in teaching

vocabulary effectively. In this study, it was found out that learners retain vocabulary in a more efficient way when vocabulary is presented with visual aids/games. From this perspective, it might be stated that learners need to participate in task-based activities using visual aids and games in the classroom when learning vocabulary (Şenol, 2007). As Yuliani (2017) report, students tend to learn the new words more effectively through games and eventually score better in tests when compared to the traditional ways of presenting vocabulary, which was also the case in this study. Likewise, the results of this study also confirm those conducted by Kalaycıoğlu (2011) and Silsüpür (2017) in the sense that when the learners are engaged in games and visual aids in learning vocabulary, they perform remarkably better. In her study investigating picture word pairing and semantic mapping strategies on the vocabulary understanding of second grade students, Phillips (2016) concluded that instruction through such visual aids improved the participants scores up to 15% compared to the instruction that excluded any such aids. This study also showed that the participants scored on the vocabulary test better after teaching words with visual aids and games.

Teaching vocabulary has traditionally been integrated into reading or speaking, and grammar or writing. Therefore, English language learners have long been having difficulties in learning the target vocabulary. In cases where vocabulary teaching was given more attention, it was taught with similar and traditional methods; usually making students memorize words, chunks or collocations; doing translation studies, using dictionary definitions, simply filling in the blanks in a multiple choice or cloze test format etc. Also, there has been many ways of teaching vocabulary to learners of English as a foreign or second language; some preferred vocabulary in isolation, some preferred to provide the learners with a context to create better learning. However, vocabulary teaching needs to be given more and more importance since all the other four basic skills of English are pretty much dependent on the vocabulary knowledge one has. Without sufficient vocabulary, one can write but not write all that s/he wants to write; one can speak but communication breakdowns occur; one can read but some things would always be missing; and one can speak but sometimes misuse or cannot express. This study, thus, took the above-mentioned points as a start and tried to reach a solution to the problem by providing a little contribution to the big issue of teaching and learning vocabulary.

Though this study investigated the issue of vocabulary teaching at the retention levels of limited number of words, it provides implications for teaching vocabulary. This study provides insights for practicing English language teachers about the methods they use when teaching vocabulary, especially to young learners. It is suggested that teachers include games,

visual aids, flashcards, etc. to help raise the vocabulary retention level of learners, rather than employing traditional methods.

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Appendices

Appendix A. List of vocabulary and their definitions (adopted from www.ldoceonline.com, the Longman Dictionary of Contemporary English Online)

- *cycling:* the activity of riding a bicycle
- *important:* an event, decision, problem etc has a big effect or influence on people's lives or onevents in the future
- *operation:* the process of cutting into someone's body to repair or remove a part that is damaged
- *relationship:* the way in which two people or two groups feel about each other and behave towards each other
- *explorer:* someone who travels through an unknown area to find out about it
- *voyage:* a long journey in a ship or spacecraft
- *expedition:* a long and carefully organized journey, especially to a dangerous or unfamiliar place
- *route:* a way between two places that buses, planes, ships etc regularly travel
- *leader:* the person who directs or controls a group, organization, country etc
- *wonderful:* making you feel very happy
- *simple:* not difficult or complicated to do or understand, easy
- *poor:* having very little money and not many possessions
- *trip:* a visit to a place that involves a journey, for pleasure or a particular purpose
- *shark:* a large sea fish with several rows of very sharp teeth that is considered to be dangerous to humans
- *sightseeing:* when you visit famous or interesting places, especially as tourists
- *sunbathing:* to sit or lie outside in the sun, especially in order to become brown
- *tent:* a shelter consisting of a sheet of cloth supported by poles and ropes, used especially for camping
- *information:* facts or details that tell you something about a situation, person, event etc
- *similar:* almost the same
- *circus:* a group of people and animals who travel to different places performing skilful tricks as entertainment
- *language:* communication by written or spoken words, which is used by the people of a particular country or area
- *traditional:* following ideas and methods that have existed for a long time, rather than doing anything new or different
- *village:* a very small town in the countryside
- *city:* a large important town
- *owner:* someone who owns something
- *international:* relating to or involving more than one nation
- *horse:* a large strong animal that people ride and use for pulling heavy things
- *holiday:* a period of time when you travel to another place for pleasure
- *clown:* someone who wears funny clothes, a red nose, bright make-up on their face etc, and does silly things to make people laugh, especially at a circus

- *literature:* books, plays, poems etc that people think are important and good
- *trick:* something you do in order to deceive someone
- *distance:* the amount of space between two places or things
- *nobody:* no one, no person
- *everybody:* every person
- *headache:* a pain in your head
- *spontaneous:* not been planned or organized, but happens by itself, or because you suddenly feel you want to do it
- *toothache:* a pain in a tooth
- *stomach:* the organ inside your body where food begins to be digested
- *ear:* one of the organs on either side of your head that you hear with
- *cherry:* a small round red or black fruit with a long thin stem and a stone in the middle

Appendix B. Lesson Plan for the Control Group

I. PREPARATION

Lesson	**:** English (Vocabulary)
Time	**:** 40 + 40 minutes
Class	**:** 9B (Control Group)
Level	**:** A1 (Basic Speaker)
Techniques	**:** Grammar-translation, brainstorming
Materials	**:** Worksheets

Overall Objective of the Lesson
- Teaching discrete vocabulary using definitions and related worksheets

Behavioral Objectives
By the end of the lesson, the students will (be able to);
- Learn 40 unknown words
- Match the words with the definitions shown to them

II. PROCEDURE
In the first part of the lesson, the teacher starts the lesson by introducing the students what they are going to work on. He tells them that they are going to learn new words. He gives them a list of vocabulary they are going to learn and gives the dictionary definitions of the words one by one. He asks them to write down the Turkish correspondences of the words in the blank provided.

In the second part of the lesson, two worksheets; one on filling in the blanks (See Appendix) and one on matching the definitions are studied.

III. PRODUCTION
At the end of the lesson, the teacher chooses random words out of the 40 words and asks the students their meanings to ensure that they have learned the vocabulary.

REFERENCE
- The definitions of the words are retrieved from http://www.ldoceonline.com/
- Other materials are created by the teacher.

Appendix C. Lesson Plan for the Experimental Group

I. PREPARATION

Lesson	**:** English (Vocabulary)
Time	**:** 40 + 40 minutes
Class	**:** 9A (Experimental Group)
Level	**:** A1 (Basic Speaker)
Techniques	**:** Using games, brainstorming
Materials	**:** Colorful flashcards, a box with definitions of the words, worksheets

Overall Objective of the Lesson

▪ Teaching discrete vocabulary using games and pictures

Behavioral Objectives

By the end of the lesson, the students will (be able to);

▪ Learn 40 unknown words

▪ Match the words with the pictures shown to them

II. PROCEDURE

In the first part of the lesson, the teacher starts the lesson by introducing the students what they are going to work on. He tells them that they are going to play a vocabulary game by picking a paper on which the definitions of the words are written and match them with the pictures.

The teacher sticks the colorful flashcards on the board and asks for a volunteer student to come and pick one paper from the box. A student comes and picks up a paper, looks at the dictionary definition of the word, (i.e. **cherry**: a small round red or black fruit with a long thin stem and a stone in the middle) and sticks it on the correct picture showing the "cherry". If it is a wrong match, the teacher tells the student to think again. This goes on until all the twenty words are practiced.

In the second part of the lesson, the teacher tells the students that they'll play "hangman" with 10 words. He draws blanks on the board for each letter of the word and asks the students to guess the letters one by one. After one letter is found by the students,

the teacher shows a picture to help them find the vocabulary. If the photo does not help, he gives the definition of the word.

After the "hangman" game, the students are given a puzzle worksheet in which the students are asked to find 10 words placed randomly and in horizontal, vertical, upwards and downwards positions. One the students complete the puzzle; the teacher asks the students the meanings of the words. If they do not know the meaning, the teacher gives the dictionary definitions.

III. PRODUCTION

At the end of the lesson, the teacher chooses random words out of the 40 words and asks the students their meanings to ensure that they have learned the vocabulary.

REFERENCE

- The flashcards are retrieved from http://images.google.com.tr/
- The definitions of the words are retrieved from http://www.ldoceonline.com/
- Other materials and games are created by the teacher.