



DEVELOPING VOCABULARY IN GAME ACTIVITIES AND GAME MATERIALS

Esra Akdogan

Presidency University, Bangladesh

The main aim of this study is specifically designed to find out how to develop game materials and hopefully come out with results providing insight to the question “How can we easily memorize vocabulary items and how can we promote effective ways to learn English vocabulary in a relaxed manner. The findings suggest that the use of games in foreign language learning may benefit the process in many aspects such as memory of vocabulary. The results proved that the occurrence of memorize is improved with games, and therefore may be a more efficient way to encourage language acquisition.

Keywords: Vocabulary, English language, Game activities.

1. Introduction

“Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed.”

– David A. Wilkins (1972)

For a large majority of learners, the ultimate goal of studying is to be able to communicate in a new language. People try to learn at least one foreign language for either study or business purposes or so on. This statement showed the importance of learning vocabulary. Additionally, Deller and Hocking also stated that if you spend most of your time studying grammar, your English would not improve very much. You will see more improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. Then, understanding English is much influenced by vocabulary.

Vocabulary teaching and learning is a continuous challenge for teachers as well as students because generally there has been minimal focus on vocabulary teaching in the ESL classroom. Some institutions realize that using game is one of the methods that can help students when students are engaged in playing with other students. Therefore, this technique will help in developing their interpersonal skills and their vocabulary. They will be encouraged to speak confidently in the target language. One way to improve students learning ability is that to make students see pictures or action. This will enable to develop their vocabulary as well as they will enjoy the use games, game activities, and materials. It is as well as useful for teachers. These will prove to be beneficial for teachers too.

In this paper, I would like to share some fun tips so that learning new vocabulary becomes easier and more enjoyable. I would like to explore the views of Bangladesh and Turkish teachers and students about their opinions about games in ELT in general, and about how to develop Game Materials and hopefully

come out with results providing insight to the question “How can we easily memorize vocabulary items and how can we promote effective ways to learn English Vocabulary in a relaxed manner.

1.2 Background to the Study

Games are fun activities that promote interaction, thinking, learning, and problem solving strategies.

“Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly.” (Martinson and Chu 2008: 478)

Games have a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about learning the correct formulas. Games encourage learners to interact, cooperate, to be creative in using the language in a meaningful way. Learners want to take part in activities; to play games and are generally ambitious. In order for them to take part, they must be able to understand and communicate in the target language. Games also encourage learners to keep interested in the work and a teacher can use them to create contexts in which the language is useful.

Games are used as methods or techniques to involve students in learning. Well-chosen and designed games are invaluable as they give students a break and at the same time allow learners to practice language skills. Huyen (2003) identifies the advantages of using games to learn vocabulary in the classroom: a) Games add relaxation and fun, so the learners retain words more easily. b) Games involve friendly competition, so it keeps learners interested and motivated. c) Vocabulary games bring real world context to the classroom. Mei (2000) emphasizes similar points by saying that it encourages active learning, as well as collaboration and interactivity. Interactive learning techniques also hold memory, performance, and social benefits. According to I-Jung (2005), the benefits of using games in language learning include that games are learner centered, encourages creative and spontaneous use of language, and foster participatory attitudes of the learners.

On the other hand, teaching vocabulary is one of the most important parts of English language classes because through vocabulary, second language learners will be able to understand and express language. Accordingly, besides knowing the word, vocabulary learning includes using the word automatically in a context right method. The technique can improve their intention in vocabulary acquisition, motivate, enjoyable learning of learner. The students also do not need longer time than opening dictionary, can be useful for them to memorize meanings of new words by relating them to their contexts, as well as improve their learning second language ability by using the method.

In conducting this research, the researcher wants to know the best result in second language teaching and learning of vocabulary using in a game activities and game materials. There are two techniques that will be explored in this research; developing vocabulary in game activities onto English language learning with the viewpoint of primary school students and their teachers and easily memorize vocabulary items and how can we promote effective ways to learn English Vocabulary in a relaxed manner.

1.3. Statement of the Problem

The main research problems are to in learning vocabulary; there is many teaching vocabulary problems that actually teachers faced or wrong techniques. Learners have to memorize the word. As foreign language students, students have to know the meaning of the word. They also have to know the part of speech of each word whether it is noun, verb, adjective or adverb as so on. There are many significances or influences that probably arise when they do not know the meaning of word, for example, students misunderstand the meaning of the message and the students tend to lack motivation in learning English.

Additionally, Vocabulary is one of the most important components of English. Nevertheless, there are some students when they hear some teachers’ explanation on English teaching process, they do not pay any attention. Therefore; learner does not learn well, they just have used memorization method in

their proficiency or education time. Students have been to forget a short time later, to be fed up with learning vocabulary or given up easily. These entire problems have effective the second language learning. Thus, researcher explores the way “how can we easily memorize vocabulary items also how can promote effective ways to learn English Vocabulary”.

1.4. Rationale for Conducting the Research

Vocabulary is the important part of English language teaching and learning because without enough vocabulary students cannot understand others or communicate their own ideas. It is repeatedly understood that learning many words is only useful for writers and speakers, but the reality is that everyone benefits from it, both personally and professionally. Substantially developing a great vocabulary is one of the most unnoticed ways to improve our lives. There is the relationship between an English vocabulary and the teaching of it to students learning English as a second language.

During my educational life as well as I have been learning English they used to use memorization method so unfortunately, I may have followed in the ways language learning in Turkey. Memorization method needs to be reduced especially in vocabulary learning.

I also consider that, if effectively used Games, Games activities and Game Materials for learning new vocabulary approach is a great opportunity for English language learners and primary and learn in fun manner. Therefore, these motives lead the researcher decided to explore this area.

1.5. Significance of the Study

This research gives benefits to the English learner to manner learning vocabulary. There are many learning and teaching techniques to learn a vocabulary. Vocabulary is one of the most important parts of English. It is considered as the most important one for students in learning English as a foreign language. Because of their limited vocabulary, they cannot communicate their ideas transmitted to them (Kufaishi, 1988).

The English teacher is suggested to be more active and the lesson to be more interesting and enjoyable. It is because teaching vocabulary needs the best way to make student interested in learning vocabulary. The teacher technique's and fun tips they applied in the classroom have the important role in teaching or learning a vocabulary. It helps learners not only learn words but also know how to use them in context. Developing vocabulary in-game activities onto English language learning it makes learners aware of one important feature of vocabulary, namely, that context determines the meaning of words. This research allows the learners to make intelligent, meaningful and enjoyable develops. This will make the learning activities much more active and challenging than direct memorize of words. Because the context of a new word may be drawn from a group of sentences, a paragraph, or even the entire text, they learn to direct their attention to language items larger than the sentence while they are looking for context hints. It has a problem-solving, thinking characteristic that appeals to most people and challenges them to make use of their intelligence to an extent that is not always common in language classes. It helps learners develop a holistic approach toward learning the second language.

1.6. Limitations and Delimitations of the Study

Certain limitations were imposed in this study including geography, sample size, lack of game resources with simple, and the lack of different level language learners from varied schools. This study should be replicated with a larger sample size, more than one language course level as soon.

A higher level of proficiency would make it more unlikely that subjects encounter unfamiliar patterns in the game materials. If students more fully comprehend the game's content, less of their efforts would be expended in trying to understand specific vocabulary. Instead, students might be more focused on contextual meaning and thus experience the game topic emotionally. It would follow naturally, that the

more intense and unrestricted the focus on the game, the better the results in the performance test. Because of the boundaries imposed by limitations on this study, certain recommendations for future research are made. Different results may have occurred if the study was conducted over a longer period.

1.7. Research Questions

I aim to find answers to the following questions;

1. What is vocabulary?
2. How do we learn new vocabulary or remember new words?
3. Definitions of vocabulary learning strategies
4. Classifications of vocabulary learning strategies
5. How institutions facilitate vocabulary learning in the English for Academic Purposes, in ESL the classroom
6. Suggestions for improvement

2. Literature Review

2.1. Vocabulary

What is vocabulary?

“Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary „items “rather than „words”. (Ur, 2003, p 60)

The word is the smallest meaningful unit of language used for making phrases and sentences that usually represents an object, idea, action, idiom etc. The vocabulary is viewed as a complex of form and meaning. Vocabulary is not mentioned, but it is implicit that vocabulary is needed to communicate. Vocabulary is more importance than grammar because of we can speak without correct grammar structure but we cannot speak without the vocabulary. Words are the root of communication and a strong vocabulary improves all areas of communication such as, listening, speaking, writing, and reading. Vocabulary is the most important skill to learn any language. All languages involve of words.

We can see, based on some scholars' viewpoints about vocabulary. Rubin and Thompson (1994, p. 79) point out, “One cannot speak, understand, read or write a foreign language without knowing a lot of words. Therefore, vocabulary learning is at the heart of mastering a foreign language.” Furthermore, Taylor (1992, p.30) states, “Vocabulary permeates everything language learners or language teachers do in an English language class, whichever skill or language point is being practiced. Vocabulary is a very important part in English language learning and teaching.

2.2. Vocabulary Knowledge

Vocabulary is one of the most important factors of English. It is considered as the most important one for learners in learning English as a foreign language. Because of their limited vocabulary, they cannot communicate their ideas transmitted to them (Kufaishi, 1988). Students must acquire vocabulary skill in order to get other abilities like listening, speaking, reading, and writing. In other words, vocabulary skill takes an important role in understanding the four basic skills of English. In relation to the teaching learning of the four skills of English, vocabulary is an inseparable part of any language learning, for

example: in spoken. It should be described, taught, included in all kinds of language learning activities and must be learnt by students. It would be impossible to learn a language without vocabulary. Vocabulary proficiency would be very helpful for the students in learning English, especially in spoken skill.

Hatch and Brown (1995:370, in Daasvand, 2001:10) state the importance for teachers to be aware of the different aspects of word knowledge in their planning of the language courses. They also underscore the salience of thinking about what kind of knowledge is the aim for the language learners. If the aim of the course is to make the students better readers, orthography is important, but the most central aspect to work on is the words' meanings. When writing, correct orthography may be crucial for the message to be successful, and if the aim of a course is to improve the speaking skills, pronunciation is crucial, but also meaning is necessary to work on to be able to communicate. What is considered sufficient knowledge under one circumstance might not be sufficient under others.

Word knowledge is also very rich. This is because many words have multiple meanings and serve different functions in different sentences, texts, and conversations. The English language is very rich in words, but there are many impediments to pass for the learner of English. Especially idioms are difficult for foreigners to understand. Take the word break for example. How many meanings can possibly be found of the term? Break down, break up, break away, take a break, spring break... It is possible to know some of these uses of the word but not all, and the English language being so full of words, is it possible to say you know a word even if not all the features of the word are familiar to you?

For second language learners, words with more than one meaning and idioms are may be more of a problem than the fuzziness of some words. Vocabulary knowledge is kind of unknown treasure. We do not understand how is it important for us. Suppose, we need to explain our problem, feelings, convert, as soon. That time we need more vocabulary for understandable to each other or feeling. For example, meanwhile, for my feeling, I describe using that words "sad, bad, unhappy, blue, dejected, depressed..." We explained very classic vocabulary knowledge if we know more vocabulary than which explain more sensitively and people feel our really feeling. Through vocabulary, knowledge learner does not get wrong way do not be distrustful of oneself. It is the just very simple example of how vocabulary knowledge is important in our daily life.

2.3. Vocabulary Learning

Vocabulary is central to English language teaching, learning because without enough vocabulary learners cannot understand others or express their own ideas. Particularly as learners develop greater fluency and expression in English; it is significant for them to acquire more creative vocabulary knowledge and to develop their own personal vocabulary learning tips. Learners often instinctively recognize the importance of vocabulary to their language learning. There are different facts influencing language learning both individually and more generally. Motivation, aptitude, and learning strategies are important individual factors influencing on a learner's language acquisition.

Another salient factor in language learning is aptitude. It is an inherent ability, or a talent, in this case, to learn a language. It is part of a person's character, and high ability quickens the learning and understanding. Learning style is also important when it comes to language learning. It concerns the ways learners prefer to get and represent language. Language learners have their own preferences for how they like to learn new material. Learning style also seen as a personality characteristic because it is relatively fixed and hard to change.

I will explain learning methods on the next title, so I am not going into details in here. In just here, let look some of scholar's views of vocabulary learning and that how elucidate us about it. Reid (1995, in Lightbown & Spada, 1999:58) has found it beneficial to divide language learners into four categories, according to their preference for approaching language learning:

- (1) Visual learners like to see what they are supposed to learn, for example by reading books, looking at charts, and looking ads.

- (2) Aural learners learn best by listening to new material, for example lectures, audiotapes or listening radio.
- (3) Kinesthetic learners like strong elements of physical response in the learning process, for example gesturing or mime.
- (4) Tactile learners prefer to 'do' what they have to learn, for example by using building models in mathematics or playing games. Reid's dividing of learners into these four categories is of great importance for the teacher in preparing methods for use in teaching programs.

Nation (1994:97) for example sees direct vocabulary study as a way of speeding up the learning process. According to him 'direct vocabulary learning is a way of trying to bridge the gap between second language learners' present proficiency level and the proficiency level needed to learn from simplified input.' According to Beck et al (2002:2), the best approach to vocabulary learning is that it should be robust – vigorous, strong and powerful in effect. A strong tactic to vocabulary involves directly explaining the meaning of words along with thought-provoking interactive follow-up. Sökmen (in Schmitt & McCarthy, 1997:239) suggests that the best way to learn vocabulary is to add explicit vocabulary to the usual inferring activities in the L2 classroom. Nation (1982, in Schmitt & McCarthy, 1997:245) argues that those students who were most successful in vocabulary learning used several vocabulary learning strategies. Schmitt (2000:14) claims that the best practice to ensure the acquisition of an adequate vocabulary includes a principled selection of vocabulary and an instruction methodology that encourages meaningful engagement with words over a number of recycling.

Simensen (2007:220-228) states that vocabulary acquisition has two aspects. First, the students have to learn new words and understand their meaning, and then the words must remember. In order to remember words repetition is salient. Simensen sees consolidation activities as an important way to ensure that students recall the meaning of the new words in listening and reading as well as to ensure the retrieval of the words from memory in speaking and 26 writing. Many different program have been made for language-learning courses, and Nation's (1994: v) complete language-learning program is one of them. This program consists of a five major components of a language-learning course, which show the different levels of the acquisition process:

- (1) Meeting new vocabulary for the first time
- (2) Establishing previously met vocabulary
- (3) Enriching previously met vocabulary
- (4) Developing vocabulary strategies
- (5) Developing fluency with known vocabulary

(1) In the language, learning process meeting new vocabulary for the first time takes place in formal presentation, reading, and listening. The learner is active in communicative activities and in other activities where s/he works individually, in pairs or groups. (2) When the new word noticed it has to be established. Additional meetings with a new word needed to create the new word. (3) Later, in the process enriching earlier met vocabulary is important. It is essential to know different aspects of the word, how many meanings it has, suffixes and prefixes and grammatical patterns among other things. (4) Developing vocabulary strategies to cope with unknown vocabulary must also be part of a language-learning program according to Nation, and finally (5) developing fluency with known vocabulary is essential to be a successful language learner.

On the other hand, second language learner uses similarly stage of first language acquisition because mind creates the new language. The learners' language background is of importance and the aspects of what it means to know a word. This rules and knowledge can be from the learner's first language or from other languages. The knowledge can also come from previous knowledge of the second language. This is the first language to be linked to the language being learned. For language learners with a first language that were not linked to the second language, the learning responsibility is heavy. This knowledge is about the different responsibilities of the word as fundamental for the trainer to take into consideration in the teaching and learning of new words. By drawing attention to systematic patterns and similarity within the

second language, teachers can help reducing the learning responsibility of words or learner must find alternative paths for learning. Suppose there are many kinds of option influencing on the learner's language learning and recently the Internet, computer games, films, and music have taken a commanding role in affecting on young people's language. Learner learns without study that they learn unknowingly word with heard. Much of the music and movies are English and might be an important input for the learning of vocabulary. In my opinion, people can speak at least 500 words the second language but unprofessionally.

However A number of techniques can be adapted to present new vocabulary items. Some techniques are popular, fun and more often used than others are. Because in that own techniques pupillary learns automatically numerous words without study, maybe cannot use correctly, but can express own affair. Thereupon next title we will investigate the vocabulary strategies.

2.4. Vocabulary Learning Strategies

Vocabulary learning strategies are a part of language learning strategies, which a comprehensive issue. I analyzed two different articles about vocabulary learning strategies and based on the knowledge gained by simplifying two articles gave information about it. These are A Study of L2 Vocabulary Learning Strategies by Ying He Kristianstad, University the School of Teacher Education, and The process of vocabulary learning: Vocabulary learning strategies and beliefs about language and language learning by Robert Michael Easterbrook.

Language learning strategies is another important non-linguistic factor in second language acquisition. The question what successful learners do as opposed to less successful learners is what is focused on in learning strategies. Different learners have different methods when attempting to learn a second language, different techniques, different ways and different methods. Two different definitions will give a brief understanding of what learning strategies refer to-Oxford (2004) defines language-learning strategies as 'behaviors or actions which learners use to make language learning more successful, self-directed, and enjoyable.' O'Malley & Chamot (1990) define language-learning strategies as 'the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information.'

The choice of strategy influences two aspects of learning: the rate of acquisition and the ultimate level of achievement (Ellis, 1994:529). There are many different strategies, learners can use in the process of learning a second language, and Wharton (2000) has divided them into six groups.

- (1) Memory strategies help learners to store information in long-term memory and bring it back when needing it. They include using imagery, sounds, or both to remember new words.
- (2) Cognitive strategies usually involve identification, retention, storage, and revision of internal mental models. These include, for example, reasoning, analyzing, guessing, dictionary, and summarizing strategies.
- (3) Metacognitive strategies help learners to manage their learning. These are strategies for dealing with the learning process and allow learners to control their own cognition. The learners plan, organize, and later evaluate their own learning process, for example, self-initiation.
- (4) Compensation strategies are used to overcome lack of knowledge of the target language. If a learner, does not know a word for example, the learner can use circumlocution, find other ways of saying it, or just pretend knowing it. If the learner for example laughs at a joke she does not understand, that is a compensation strategy.
- (5) Affective strategies are used to try to control emotions and attitudes related to language learning. For example high anxiety is, shown to have a negative effect on language learning, so techniques to reducing anxiety might be an effective strategy.
- (6) Social strategies are strategies to facilitate interaction with others. These are strategies to cooperating with others, asking questions, and involving in other cultures.

By identifying the strategies used by good language learners, it might be expected that if less successful learners were taught these, learning that is more successful would result (Rubin, 1975 in Gass & Selinker, 2001:366). This is, according to Gass & Selinker, unfortunately shown not always to be the result. There is no guarantee that poorer language-learners benefit from the same learning strategies as more successful learners. Good learners may have other abilities than poorer learners, and this may affect the use of strategy. If poorer learners try these strategies, they may not be able to use them, and might have to improve their language skills before those strategies can be of any use.

An interesting claim is then that language-learning success causes the use of the strategy, in the sense that successful learning allows for the use of the strategy (Gass & Selinker, 2001:368). Ellis (1994:545) states that there now is evidence to suggest that a number of individual learner differences and situational factors are related to strategy use. The success of the different strategies depends on situational and social factors like the language being learnt, the learning setting, the type of learning tasks and the learner's gender. The fact that learning strategies vary according to learning task suggests that it might be possible to change learner's strategic behavior through training. Ellis concludes in this optimistic way in suggesting that language learners have possibilities to learn how to learn.

2.5. Game, Games Activities, and Game Materials for Learning New Vocabulary

Games are fun activities that promote interaction, thinking, learning, and problem solving strategies either a game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantify able outcome.

“Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly.” (Martinson and Chu 2008: 478)

Games have a long and rich history. In concisely, I would like to explain about the history of games. They divided into two main periods: before and after the 19th century. According to El Shamy (2001), in the beginning, games are mainly based on physical activities. They are related to special occasions such as religious rituals, celebrations, and festivals. However, after the 19th century, the European people tried to modify some of their games principles to fit with American tastes because they perceived them as a waste of time. From that, time games started to construct their “educational instruction.” The first educational game was The “Mansion of Happiness” that aimed to teach children the difference between good and bad. Whereupon, games have been started to improving by new games materials, games techniques, games approaches for best learning and education life.

Classifying games into categories can be difficult because categories often overlap. Hadfield (1999), explains two ways of classifying language games. First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on the successful exchange of information and ideas, such as two people identifying the differences between their two pictures, which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

According to Gardner, there are other benefits of games in language teaching, such as:

- a. Games played with others involve interpersonal intelligence
- b. Games involving drawing connect with visual/spatial intelligence
- c. Games often have a hands-on element, such as cards, spinners, or pieces, which connect with bodily/kinesthetic intelligence.

According to I-Jung (2005), the benefits of using games in language learning include that games are learner-focused, encourages the creative and natural use of language, and foster participatory attitudes of the learners. Otherwise, games also encourage learners to keep interested in the work and a teacher can use them to create contexts in which the language is used. Games encourage learners to interrelate,

cooperate, to be creative in using the language in a meaningful way. Learners want to take part in activities; to play games and are generally ambitious. In addition, they become rejecting all other functions of the words.

Games are the activity in the form of doing something joyful to solve a problem given in it to compete with someone else or another group to be a winner. There are many games suitable to be applied in vocabulary class of English lesson. Therefore, the instructor must be changed their teaching method to be enjoying learning. Games use as methods or techniques to involve learners in learning. Well-chosen and intended games are helpful as they give students a break and at the same time allow learners to practice language skills. Those games are able to attract students' interest and increase their motivation to learn English. There are many kinds of games in language teaching to increase the student's mastery of vocabulary that is able to choose by the teacher based on their language class condition. Sometimes, teachers in language class need to use games as the variety of teaching and learning process.

In teaching and learning a foreign language, vocabulary usually plays an important role. Some learners think that language games are a waste of time and choose not to use them in learning place since games sometimes consider for its one part that is fun. In fact, games can provide EFL students more than that. Games have a great educational value and it could use in the classroom to make learners use the language instead of just thinking about learning the correct formulas. Vocabulary had not been taught in an exact subject for students to learn, but it has been taught within lessons of speaking, listening, reading, and writing. During the lesson, students' use their own vocabulary and they are set up to new words that given firstly by the teacher and classmates, which they implement to classroom activities. If the teacher explains for meaning or definition, pronunciation, translation, spelling and grammatical functions every day it may be boring classroom activity. Students only think of vocabulary learning is to know the basic meaning of new words. Students learn through the duration of playing the game. By playing a game, students may be able to understand a new concept or idea, see from a different perspective, or experiment with different options.

Using games in language learning are able to give much contribution or benefits in the teaching and learning process. The main purpose of vocabulary games is giving many inputs of vocabulary to the students through learning by playing. They do not need to work hard to memorize some vocabularies without any tactics. The students are able to comprehend many vocabularies in a time of a game and in an enjoyable atmosphere without any force or under enforcement situation. Generally, games also can be related to a kind of intelligence.

In English vocabulary plays an important role because of its relations to the four skills of listening, speaking, reading, and writing. Nevertheless, English as a second language in Turkey seems very difficult for the learners to master the vocabulary of English. It makes them not easy to memorized directly and speak fluently. The students, sometimes, get difficulties in understanding, memorizing the meaning of the vocabulary, and getting confused in using the new words in the sentences. There must be an effective strategy to attract students' interest, break the boredom, and make the class livelier.

On the other hand, teaching vocabulary is one of the most important parts of English language classes because, through vocabulary, second language learners will be able to understand and express language. Accordingly, besides knowing the word, vocabulary learning includes using the word automatically in a context right method. The technique can improve their intention in vocabulary acquisition, motivate, enjoyable learning of learner. The students also do not need longer time than the opening dictionary, can be useful for them to memorize meanings of new words by relating them to their contexts, as well as improve their learning second language ability by using the method.

2.6. The Advantages and Disadvantages of Fun Game

- Games create various contexts.
- Make the lessons more interesting, enjoyable, and effective.

Encourage students to interact and communicate. In teaching and learning a foreign language, vocabulary usually plays an important role. Some learners think that language games are a waste of time and choose not to use them in the learning place since games sometimes consider for its one part that is fun. In this section, I will mention just some of the advantages and disadvantages of the fun game that can be used for learning new vocabulary. Why should the learner be used games in the learning new vocabulary or why should not learner be used games in the learning new vocabulary. In fact, games can provide EFL students more than that. Games have a great educational value and it could use in the classroom to make learners use the language instead of just thinking about learning the correct formulas.

Sometimes the teacher's explanation is boring or through of vocabulary learning as knowing the primary meaning of new words. Otherwise, learners learn vocabulary passively and do not want to take risks in applying what they have learned. Learning vocabulary has problems that focus on the pupils. Games are an effective solution to solve the problems in the learning vocabulary. It is enjoyable, fun, and appropriate to be used in learning vocabulary class. It promotes and motivates the students to increase their ability in learning vocabulary. Students draw their own meaning from these experiences while learning from their mistakes and from each other. The students also build upon their previous knowledge and use their new knowledge in a situation. They improve participation, self-esteem, and vocabulary usage and allow the learners to see that there are many ways to solve the same problem.

Games stimulate interactivity. The students are actively processing and working with the material as well as with classmates. Games involve friendly competition, so it keeps learners interested and motivated. Vocabulary games bring real-world context to the classroom. It also builds a good relationship between teacher and students and friends within the group. Through games, students can learn a variety of important skills. There are countless skills that students can develop through game playing such as critical thinking skills, creativity, teamwork, and good sportsmanship. For example, with my Turkish students, circumlocution is a very important skill. By playing word guessing games and whisper games, I have seen my students' ability to use circumlocution improve dramatically.

Games as the alternative teaching technique also have the disadvantages or limitations. In addition, some of the teachers are not interested to integrate games in the lesson because they want to avoid problems as much as possible such as making noise. Teachers avoid using games to be safe from some pedagogical problems. In more details, the teacher should follow to lesson syllabus and materials, on one hand, the lesson period is forty minutes, and it is not enough to finish the game. On the other hand, each class has one hour -twenty minutes per week so that if teachers use games, they will not finish the syllabus on time. Therefore, they do not prefer to use a game in the classroom, they think, the fun game is the waste time of teaching ESL classroom. Even, to play a game can result in uncontrolled participation; instructors do not prefer to work in a noisy situation in the classroom.

If the teacher used to be uncomfortable when teaching new vocabulary by fun game, teacher's behaviors can effect on pupils learning, either they can encourage or discourage the student. Student properly does not learn vocabulary either they just had been playing the game in the lesson time. Moreover, each group plays their own game, they're likely to encounter a completely different experience from someone playing the same game but making different decisions two seats down. This difference in experience also mucks up the traditional teaching method of each student learning from the same material with the same experiences. Therefore, it also leads to another problem, if each learner is learning and experiencing something different, teachers would have a much more difficult time keeping an eye on who has learned what. These are disadvantages of using games in the classroom either learning period.

If we summarize and revise shortly, again the advantages and disadvantages of the fun game that for learning new vocabulary. Such a thing; The Advantages of Fun Game in learning new vocabulary:

Most games make learners motivated in using vocabulary instead of thinking about learning the correct form.

- Most of the learners do not like to memorize techniques because is boring but a game is fun and learners are the break from the usual routine of vocabulary session.
- Games are motivating to learners.

- Games are challenging. They can challenge students to be responsible for their learning and knowledge in a new way.
- Games are interactive. They inherently create situations in which students interact with each other.
- A game creates a better understanding for the learners in regards to information, tools, materials, and even the other learners.

The Disadvantages of Fun Game in learning new vocabulary:

- Sometimes a game structure may be too difficult and time-consuming.
- Maybe too expensive
- Learning outcomes may be “lost” in winning the game.
- Students get tired over time when they find out that games do not match their assessment test.
- Keep under control is difficult in the classroom.
- Game culture and play could be a disadvantage to the learner if not designed correctly.
- Some learners, especially teenagers, may find games unnecessary and childish.
- Straying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning
- Usually, a game is difficult to apply in a big class.

As a final point, when the students were interested in learning the material, they would give more attention to the lesson given. That condition gave a good chance for both the teacher and the students. On the time, the teacher could deliver the material very well and the students could understand what they had learned on that day. The first disadvantage of applying games in teaching learning process was by attracting student’s interest to games, all of them were active and made noisy. Sometimes they too much moved and spoke. That condition made the teacher difficult to control them.

Children always love games. Games are related to fun, movement, and competition. Children can get bored easily if there is the same activity. Likewise, their concentration is shorter than adult’s concentration. Therefore, the teacher must use a good and creative technique to keep the student’s concentration in learning the material. The use of games in teaching English vocabulary not only gave advantage both to the teacher and to the students but also gave difficulty to them.

2.7. Efficiency of Fun Game in Learning New Vocabulary

In this research asserts the importance and the effectiveness of fun games in teaching and learning; In more details, through this, it is established that language games have a positive influence on learners’ vocabulary knowledge; however, it shows some weaknesses in its use. For example, teachers more or less use the games, which in both circumstances can affect negatively on their learners’ learning. For example, even though using games can break the routine in the class, its overuse also can create another type of routine. Also, the lack of using them can lead to serious and sometimes-boring learning atmosphere where learners would not learn as it is expected. As a result, teachers need to be aware of why, how and when to use games. However, it is a choice for teachers to strategy a specific and fixed time for applying games. Such as, they can play a game with their pupils’ at the end of each chapter, either to practice what has been taught or to measure what they have learned.

Although it is, evident those young learners learn through play much easier and they enjoy it more. This is quite a natural way for them to learn. They play and love to play. In playing together, we can see materials of communication and during communicating; to the learners improve language skills. Learning can be absorbed really well. Pretty often, the learners could not realize they are learning. Fun and games should have an important role in the children’s education. The language learned by heart can often be a part of the activities. For example, commands for the games can be remembered quite easily. Many games can be looked at as drill exercises but they have an added fun and competition section.

Nevertheless, my research exposes that games contribute to vocabulary learning if they give students a chance to learn, practice and to review the English language in a pleasant atmosphere. From the research, I found that students are demanding a new way of teaching vocabulary, and they themselves are in search of a new way of learning this subject as well. In Turkey, learning vocabulary has considered a boring subject for a long time and the traditional way of learning vocabulary by mere copying and remembering has shown to be less than effective. Temporarily, games are also seen as a time-filling activity in most English classrooms. It believes that games are just for fun and they have very little effect on teaching and learning. Under such situations, games show to have advantages and effectiveness in learning vocabulary in various techniques. Earliest, games get in relaxation and fun for students, thus help them learn and remember new words more easily. Other games usually include friendly competition and they keep learners interested. These build the motivation for learners of English to get involved and participate energetically in the learning activities. Finally, vocabulary games bring real world context into the classroom and improve students' use of English in a flexible, communicative way. Then, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games be chosen. Whenever a game is to be behavior, the number of students, proficiency level, cultural context, timing, learning topic and the classroom settings are factors that should be taken into account. In conclusion, learning vocabulary through games is one effective and interesting way that can be useful in any classrooms.

The results of this research suggest that games are used not only for mere fun but more importantly, for the useful practice and review of language lessons, thus important toward the goal of improving learners' communicative capability.

2.8. How Institutions Facilitate vocabulary learning in the English for Academic Purposes, in ESL the classroom

In this chapter, I am going to mention and analyze just some of different study and I share my views of on how institutions facilitate vocabulary learning in the English for Academic Purposes, in ESL the classroom in this chapter. First, I would analyze of studies "Effective Vocabulary Teaching Strategies for The English for Academic Purposes ESL Classroom by Joseph Mukoroli"

For the purpose of this study, Joseph Mukoroli had been visited three well-established educational institutions across the U.S.A. The aim was to investigate and observe effective and current methods and strategies used by the respective professors in the English for Academic Purpose, ESL classroom.

The following methods and strategies were successfully employed by the Professors at Riverside language Program (New York), Ohio University (Ohio) and Loyola University (Chicago) the facts in this research.

Brendell, a teacher at Riverside Language Program (New York), focuses on form, meaning, and use of words when teaching vocabulary in his ESL classroom. A form such as pronunciation, spelling, inflections, and derivations of the word. Meaning such as; basic and literal meaning, figurative meanings, semantic relation, and the connotation of the word. Use such as sub-categorization, collocation, the socio-linguistic and stylistic meaning of the word. Brendell mainly uses the Presentation, Practice, and lexical and semantic development teaching strategy on ESL classroom.

Aaron Hill uses vocabulary-teaching strategies in Ohio University (Ohio). Hill uses the criteria some to select vocabulary items: Range is the extent to which a word occurs in different types of texts. Coverage is a capacity of a word to replace other words. Frequency is a number of occurrences of a word in the target language. Learnability is an extent to which a word can learn without difficulty. Language needs are the extent to which a word regards as essential for the specific outcomes of the course or communication purposes.

However, Hill uses a master academic word list to teach specific lexical items. Hill recommends a vocabulary journal in which students write word pairs and semantic maps, which help students to understand the relationship between words. The main idea here is input flooding, he states. He discovered

that teaching vocabulary in context is more meaningful than just teaching with wordlists because students have a better understanding of a word when they see and hear how the word is used in daily life or how its meaning is related to their own reality. Hill has used the following methods for scaffolding academic vocabulary learning: Graphic organizers are used to explaining concepts and related words. New vocabulary posts on a word wall and revises daily. Drawings and pictures are stickered to help students make the connection between oral and written English. He constantly refers to the visuals to clarify meaning when he uses the target lexical items soon.

Michael Brown a teacher at Loyola University (Chicago), Brown puts the target vocabulary on posters on the wall and constantly refers to the vocabulary for reinforcement. He asks students to create a weekly vocabulary poster as the lesson progresses. Brown puts the target vocabulary on posters on the wall and constantly refers to the vocabulary for reinforcement. He asks students to create a weekly vocabulary poster as the lesson progresses. Brown suggests that a corpus and concordance use in the English classroom. Such as, compile exercises and student activities, analyze usage, and compare language use. It is evident that there are many vocabulary-teaching strategies.

It is evident that there are many vocabulary-teaching strategies. Nevertheless, Joseph Mukoroli studies` showed these three teachers teaching strategies and methods. It is the teacher's responsibility to employ the most effective strategies that will enhance and expedite the vocabulary learning process of the English language learner.

In my opinion, as an ESL learner learning vocabulary, first, he, /she should make it clear what should be taught. Some basic elements of a word such as spelling, pronunciation, meaning, grammar aspects, and word family should be covered when learning vocabulary. Then, most Learners make lists in second language vocabulary and teachers have a limited time for direct teaching. In that esteem, it is important for teachers to develop creative techniques to expose English Language Learners to vocabulary in many ways that develop and reinforce word meaning throughout the school day as well as in and out of school settings. This can be done by using technology, additional reading texts, and games for students that provide incentives for students to listen for new words or previously taught words outside the vocabulary lesson; one can also use word walls to display the target vocabulary.

As an alternative, English Second Language teachers should focus on defining the main concepts and practices in the English for Academic Purposes syllabus that students must know. When teachers help students to focus on the most important vocabulary, the content in the English for Academic Purposes classroom becomes controllable and the assignment less overwhelming. As well I agree with Joseph's opinion because of some English Foreign Language teachers have a difficulty in choosing whether to concentrate on developing vocabulary or encouraging extensive reading. Learners need sufficient vocabulary to read effectively, while at the same time extensive reading is a necessary component for acquiring a sufficient vocabulary. One should support and complement the other rather than contrast each other and learner should use again same word different sentence inside like similar the text.

In conclusion, I realized the importance for English language learners to have a general knowledge of the range and depth of words in this study. When learners have comprehended and a basis of both, they would able to use different lists, as conditions necessitate. This would also greatly increase their vocabulary competence. For English Second Language teachers, it is important to use multiple methods for creating comprehensible input and output. English Second Language teachers should always remember that their students have not yet improved their English language proficiency to a level where they can understand all the oral and written information they encounter in English for academic purposes classroom, hereafter the importance of effective vocabulary teaching strategies for academic purposes classroom.

2.9. Ways to Develop Vocabulary

This section describes on research results aimed at investigating the techniques used by a teacher of English in presenting the meaning and form of vocabulary. Commonly, there are several techniques

concerning the teaching and learning of vocabulary. I mean all those activities that we loosely think of as involving play and enjoyment. By singing, clapping hands, chanting rhymes, solving puzzles, drawing, coloring, model-making, games.” (Rixon, 1995, p 33) It is evident that young learners learn through play much easier and they enjoy it more. This is quite a natural way for them to learn. They play and love to play. Quite often, the learners do not realize they are learning. Fun and games should have an important role in the children’s education. The language learned by heart can often be a part of the activities. For that reason, I am going to describe and show some of the fun games, games activities within game materials in this section.

1. Matching Game

Level: Grade 1 to 5

Skills Reinforced: To describing or defining words; Vocabulary Development

Materials: pictures, large piece of paper, pencil.

Procedure: Prepare a set of flashcards for each target vocabulary a large piece of paper on the wall for each group to tick their work later. Ask the groups to match the flashcards. Give the key to each group so they can peer-check the other group’s work.

2. Guess Game

Level: Grade 3 to 5

Skills Reinforced: To finding new vocabulary within quick thinking, remembering new vocabulary

Materials: board, pencil.

Procedure: Ask a student to write a newly learnt word in the middle of the board. Think of a word, which shares a letter with the word on board, and give students a clue to your word. If somebody guesses the word, she/he writes the word so it crosses the word and shares a letter.

3. Crossword Puzzle

Level: Grade 2 to 5

Skills Reinforced: To finding new vocabulary with remembering

Material: None

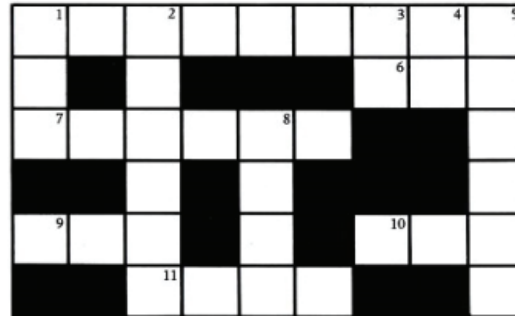
Procedure: It contains a number of arranged squares. The goal of this game is to fill the white squares with letters. These words are the response of a number of provided clues. It can be helpful in vocabulary practice, level, and the course objectives. Even, vocabulary is extension. The following is an example of a crossword puzzle.

ACROSS

1. Tuesday is between Monday and _____.
6. I have two ears but only _____ nose.
7. The number after 89 is _____.
9. We hear with each ear, and we see with each _____.
10. This tea is _____ hot to drink.
11. Did she ring that bell? No. He _____ it.

DOWN

1. They were happy when their team _____ the game.
2. What did you eat for _____?
3. You don't like coffee, _____ you?
4. Come back in _____ hour, please.
5. To make green, we mix blue and _____.
8. France is larger _____ England.



4. **Pirámide de Palabras (Word Pyramid) Game**

Level: Grade 2 to 8

Skills Reinforced: vocabulary development

Materials: triangles to match together and eventually make a pyramid

Procedures: The teacher should take the triangle template and add synonyms in various locations. Duplicate as needed and cut the pyramid into its individual components. Break the class into groups. Give each group a packet of triangles. The students should match the synonyms to make the pyramid.

Variations: Turn it into a competitive game. Turn the pieces upside down. Have the students pick five triangles each. Pick one to be the center of the triangle. Each student will take a turn trying to match their words as a synonym to the pieces already played. At the start of each turn, he or she should pick up another triangle so that they always have five triangles in their hand. Use other word pairs like antonyms, rhyming words, countries and cities, occupations and what they do, etc.

5. **Ball Toss Game**

Level: Grade 4 to 8

Skills reinforced: Listening, memory, pattern development and community development Materials: a soft ball (like a stress ball, or even wadded up paper)

Procedures: Have all the students stand in a circle. Have the first person with the ball say their name and then toss it to someone else in the circle. Repeat until either everyone has gone, or until it might become too difficult to remember all the names. Now, the person with the ball throws it to the person who threw it to them saying the other person's name instead of their own. If the ball is missed, or the information is wrong, just go back to the last person who did catch the ball, or solicit help from others in the circle.

Variations: Use other information instead of just names, i.e. birthdays, favorite colors, places they have visited, etc.

Suggestions: Do not allow them to throw the ball to the same person more than once during the game. Make sure you have enough space in your learning environment to play this game. Remove any items in the vicinity that could be broken or damaged easily. Have two circles if there are many students.

6. Getting to Know You Game

Level: Grade 1 to 8

Skills Reinforced: To answering questions, team building, using new vocabulary

Materials: Cards with questions on them

Procedures: Have all the students sit in a circle. Give each student a card with a question on it. Have each student read his or her card and each person around the circle will answer it. After each student has read their question, go back around soliciting information about each person from the other students.

Variations: Have the students write their own question.

Suggestions: If you have a lot of students, then just have a few questions or perhaps select five or so students answer each question.

Example questions: What is your favorite movie (color, food, dessert, etc.)?

What is your ideal job? / What would your best friend say about you?

7. Memory Game

Level: Grade 3 to 8

Skills Reinforced: vocabulary identification and memory recall

Materials: index cards

Procedure: Have the students create matching pairs. The most common set up would be to have a word on one card, and its corresponding picture on the other. Turn the cards face down, and rearrange them so that no pairs are near each other. Each student takes a turn attempting to find the match. When a match is made, then he or she gets to go again. The student with the most pairs wins.

Variations: Have the students match questions and answers. The pairs could also be of opposites.

Other suggestions: The cards can be used for many other things besides just memory. For example: The students could form a chain of the words based on something they have in common. The words could be used as flashcards. The students could chose the cards randomly and have to use them in a logical sentence or short story. Use the cards to play the card game “Go Fish,” where the students ask someone else in the group if they have a certain card to make a pair.

8. Pyramid Game

Level: Grade 1 to 8

Skills reinforced: Describing or defining words; Vocabulary Development or recall

Materials: Either pictures or words for the describer to use as prompts

Procedure: The class divides into pairs, facing each other. One student gives the prompts and describes them to his partner. For each correct answer, the team gives one point. If the native language or the name of the item uses to describe it, no points are awarded. Time should monitor.

Suggestion: Two words per thirty seconds

Variations: to the words can be group into categories, gestures can be permitted.







9. Spelling Puzzle

Level: Grade 1 to 4

Skills reinforced: Describing words, spelling, revising new vocabulary etc.

Materials: objective of pictures for the describer to use as correct name

Procedure: It is a game where students are asked to spell the different objects through reordering the letters. The objective of this game is to consolidate the word knowledge through relating its spelling to its visual representation. The following is an example of spelling puzzle and it clarifies how it can be played.

 OTBLET 1. <u>BOTTLE</u>	 RUTCAINS 2.	 VIKSEN 3.
 ZAEGMINAS 4.	 HOSEWR 5.	 YAJPAMS 6.

10. Parrot Game

Level: Grade 1 to 8

Skills reinforced: To listening, memory, pattern development and quick thinking

Materials: none

Procedure: One student says a sentence. Students say the same sentence and then one new word. Once someone forgets what was said or cannot add something, he or she is out of the game.

Like as; Student 1: I eat

Student 2: I eat ice cream

student3: I eat ice cream with my friends...

11. Word Association

Level: Grade 1 to 8

Skills reinforced: To listening, memory, pattern development and quick thinking within new vocabulary

Materials: board and marker.

Procedure: Start by putting a word in the center of a cluster on the board: artistic, for example. The First group sends a representative to write a related word on one of the branches. If it is related, circle the given word. If is not, cross it out. The other group takes turn doing the same.

12. Read Aloud Game

Level Grade 1 to 8

Skills reinforced: listening, pronunciation, reading, understand and remembering new vocabulary

Materials: textbook, marker

Procedure: teacher uses to introduce vocabulary words like as, herd, graze, migrate, and prey. Students listen as teacher read textbook. They will stop and talk about these words as they read.

Read and stop to point out words in context .A herd is a group of animals of one kind that live together. Can you say that word, herd? The book says that herds of animals move about the savannah looking for food. Can you see the herd of animals in this picture? What kind of animal is this herd made of? (Show the page from book then similarly review other target words when you get to them.) Then continuous again word games: Have children thought critically about words in various contexts. Teacher will ask you a question and if students think the answer is yes, show teacher thumbs up or if students think the answer is no, show teacher a thumbs down. If an animal is drinking water, is that grazing? If an animal is eating grass, is that grazing? (Continue to ask questions related to the target words.)

13. Taboo Game

Level: Grade 4 to 8

Skills reinforced: guessing new vocabulary, vocabulary development

Materials: board, pencil etc.

Procedure: Divide the class into Teams A and B. Team A sits in a group on one side of the classroom, Team B sits on the other side. Bring two chairs to the front of the room so that when seated, a student is facing his or her respective team and their back is to the board. One member from each team sits in their team's chair. The teacher writes a word, phrase, or sentence on the board. The students in the chairs must not see what's written on the board. Once the teacher yells, "go" the teams have one minute, using only verbal clues, to get their seated teammate to say the item written on the board. The only rule is that they must not say the item written on the board, in full or part. The first student in the hot seat to utter the word scores a point for their team. When the round is over, two new team players are rotated into the hot seat and a new item is written up. The first team to score X number of points wins.

14. Scrambled Game

Level: Grade 3 to 8

Skills reinforced: guessing new vocabulary, vocabulary development

Materials: none

Procedure: Write up eight words with their letters shuffled on the board. When the teacher says, "go," the students, individually or in pairs, endeavor to untangle the words as quickly as they can. The first student or pair, to do so wins. The teacher can then quickly run through each of the scrambled letter groups on board, eliciting information about each word or concept. Tip: Do not make them too difficult.

3. Methodology

3.1 Research Design

The study uses predominantly quantitative methods of research. Descriptive research methodology has been selected for the study because it can provide systematically, this research study estimated the conditions of a true experiment; however, "The more important reason is that the research itself provides an important long-run perspective on the issues that we face on a day-to-day basis." -Ben Bernanke.

To provide accuracy of information (validity of the data) and consistency of findings (reliability of research) it is necessary to employ triangulation, which entails collecting information from a variety of sources. When information is collected in different learning situations, at different times, and with different methods, it increases the trustworthiness of the findings. In the present study, quantitative data were collected with the help of online self-report questionnaires twice over the period of one semester, and these data were triangulated with qualitative data, which consisted of open-ended questions in the surveys and interviews with teachers.

In order to obtain the opinions of the learners, a questionnaire (Appendix A) is also conducted over 50 participants. Besides, 14 teachers interview questions consist of related issues, was designed for the educators with the purpose of presenting the issue from the angle of instructors, too.

3.2 Subjects

Subjects for this study were 50 students from both a private English medium school and English Course center that participated in fill out the questionnaire. And 14 instructors who are presently working in English medium primary school and Turkish medium primary school they have given their own views

and attitudes on the “how can we easily memorize vocabulary items and how can we promote effective ways to learn English Vocabulary in a relaxed manner.” The interviewees nine female and five male teachers, who have either English Literature or English Language background, are from different high schools with a varied number of years of work experiences. In this study were different kinds of articles and different thesis’s about vocabulary learning for more information, consulting, reading, analysing so on in this study.

3.3 Procedures

In total 50 students and teachers were first asked to fill out the questionnaire which aims to evaluate their approach to the impact of How can we easily memorize vocabulary items and how can we promote effective ways to learn English Vocabulary in a relaxed manner. With the purpose of describing the language learners and teachers ` approach to the matter of benefiting from a game in L2, 7 Bangladeshi and 7 Turkish teachers which total 14 language teachers instructing in different schools were interviewed. The interviews had completed over a month period. The interviews took between 15-30 minutes. I also informed the teachers that their answers would be anonymous and the files destroyed after the essay was completed. The interview questions were formulated based on theoretical background knowledge. The interviews were all taken face-to-face in the different time and places. Participants of the questionnaire had divided into two groups; one group will be learners, while the other will be teachers.

4. RESULTS and Discussion

4.1. Results of Interviews

The British linguist David Wilkins once wrote “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” (Wilkins, 1972, cit. in Shejbalová, 2006:1),

The aim of this research is to conduct interviews with English language teachers from different English courses and primary schools to find out their perceptions towards the use of Games, Games activities and Game Materials for learning new vocabulary in the target language. Moreover, the topic of developing vocabulary in a game activities and game materials, which is not included in the focus of this study, was highlighted by some of the teacher’s responses and the topic is therefore discussed.

On the other hand, in this study is to compare teachers’ opinions about vocabulary teaching to methods described in research and to investigate if there is a connection between the methods the teachers says they use and their work experience. The teachers also share the same opinions about vocabulary teaching regarding wide reading and learning words in context.

It is important to consider that I interviewed teachers who volunteered to be a part of my study after they had learned about the topic. This might have influenced my results; possibly the teachers I interviewed were more interested in vocabulary. And this being so, another focus of this interview is on how teachers reflect on vocabulary teaching. For this seven to seven both Turkish and Bengali teachers have been interviewed.

During the interviews the teachers were asked to describe their vocabulary teaching, which they did as they answered the questions presented in interview, we discussed to the following questions;

Questions of Interview

- How do teachers teach new vocabulary?
- How do they decide which words to teach? Or what words should they teach?
- Which method do they use for teaching new vocabulary?
- How do they understand students were able to learn new words?
- Do they take the help of vocabulary games for teaching in the classroom?

Nowadays, acquisition of vocabulary is, according to Sökmen (1997:237), considered to play an important role in second language learning, and some even find it the most important part of learning a new language. Therefore, it is not surprising that there are many theories trying to explain processes involved in vocabulary acquisition. Researcher made the first seven interviews report was Turkish teachers and last seven interviews report was Bangladeshi.

4.1.1 Esma Altinsoy separates language teaching into six different components: speaking, listening, reading, writing, grammar, and vocabulary. Vocabulary is equally important compared to the other aspects. However, she believes that working with vocabulary is more important when students start with English, as advanced students soak up words everywhere. Esma is not a native speaker and her vocabulary teaching is highly systematic. Her students are given twenty words per week. Fifteen minutes each week are spent on word-building. This approach is used during the first two lessons in primary school. She believes that context is important as it helps students get a better understanding of words. Their books give valuable support to her vocabulary teaching. After that she gave answer to the question one by one.

1. She answered; while reading new text students underline the new, unknown words, after finishing the reading session students question about the new words, and try to guess its meaning, after that with help of teacher students find out the meaning of it in dictionary.
2. The words might be taught from easier to harder, from common to rare.

The beginning of teaching new words starts with teaching new letters. Which letter is taught, a related word might be taught. As an example if the student is taught about “a” letter ,after “a” s sound, a word related with “a” might come like “ant”, or “ Apple” . The main point is the words may be common and easy to understand for the pupils.

3. Mentioned in 1. Another way is to take help from the visuals. Showing the picture of the word makes it easier to get the meaning and also permanent. The games are also helpful to widen the words’ worlds of children.
4. During the teaching different materials and methods may be used. Different methods address different child, some can be taught by story, some can be taught by game, and some can understand easily, some can understand slowly. So if we want them all learn permanently, the different methods must be used.
5. Yes, games are helpful for so many part of learning. Learning manners, physical education and learning new words too. Matching games, which students match the word and the meaning or the picture and the word, are the most common games for teaching new words. This game can be taken advantage of teaching not only about language, but also science, math, geography etc.

4.1.2 Esma Bilgin, Esma says that “if you don’t have the words, the other components don’t matter”. Vocabulary is the foundation of reading and listening comprehension. Every teacher has special teaching manner, however Esma’s students learn thirty words weekly. She told her teaching experience with giving answer to the question one by one.

1. She teaches new vocabulary through the context using authentic materials, objects, flash cards, songs and crafts.
2. It depends on the contexts of the unit module. If she thinks, should learn some vocabulary other than the given ones on the book, she comes up with new vocabulary exercises, games or just add those words into the same context.
3. There is no one specific method that her uses. She tries to involve the methods that her needs for that lesson. However, she mostly uses communicative approach so that practice that language (English) through the context in a natural way.
4. First of all, there should be many activities, exercises, games to practice and acquire vocabulary. We should be learning them in different ways; thus, we as teachers can check their knowledge or acquisition on the topic.

5. We frequently play games such as board, games, flash card, memory games, or games played with object like a ball or other toys. So the answer is yes.

4.1.3 Brian Lancaster is Americans English teacher who gives extra English course in the private school. Here are his answers to those questions:

1. His classes are usually four hours long, so I have to use every activity imaginable: textbook exercises, reading, writing, conversation, games, videos, music. If you only do one thing it will be boring.
2. Natural conversation is the best. Let the students talk about whatever they want to talk about and write better alternatives on the board. Of course, I also use other materials.
3. I use all methods.
4. Asking yes / no questions to the class is a good easy way to check that the concept is understood. Also, have students make their own sentences using the word.
5. Yes, I get game ideas from board games and TV game shows mostly.

4.1.4 Ali Koc, he is so hyperactive teacher so that even he spends whole his time for his students. So who directly started answered to questions because he has not free time.

1. He only speaks English in class, and whenever someone uses a difficult word, he writes it in English on the board. They define the word, and students write down the word and its translation or explanation. Ali's vocabulary teaching differs depending on the course. The fourth grade students need to learn to take responsibility, so they work with texts and words, whereas the fifth grade are given a text and are expected to learn unfamiliar words. He does not use dictionaries in his teaching because his students do writing homework at home; the time in school is valuable, and students can do individual tasks at home.
2. Ali told his students that the words in the text book are not enough for the higher grades and that vocabulary "is the most important part because if you're good at grammar but don't have much of a vocabulary, you cannot say anything, but if you have a good vocabulary but some problems with grammar, you can still express yourself and be understood". Vocabulary learning takes place automatically, but students need to be active learners.
3. Ali works with study techniques to learn vocabulary, especially with his fourth grade students. With fiction he wants his students to learn words so his 24 students bring in 10 words each and he makes together a list. During English classes, Ali works with "active word learning outside schoolbook", for this, students select words to learn. They choose words from conversations with English-speakers or various media to activate their word learning personally. Furthermore, he uses all method but mostly Grammar –Translation and Communicative Language Method in his classes.
4. Ali finds vocabulary so important that he puts all the words from the word lists on the first quizzes. The vocabulary part of the quiz can be to explain words, but often there can also be a translation section. The fourth grade students work with paragraphs and word lists as homework, although fifth grades students take own responsibility for words they do not know. He hardly quizzes the homework in fifth grade, compared to the fourth years. He often uses a written test or a dialogue. They do this as a group activity also. Herewith he able to analyzed /understand student's level and knowledge.
5. Yes, he takes to help of vocabulary games in teaching time nonetheless he prefers to use context clues game which this means you should read around the word to try and figure out what it means like that.

4.1.5 Harika Hancer, Vocabulary is an integrated part of teaching, and she explains words before, during, and after a text read. Context and culture are also important, since the English-speaking world is our framework as English teachers. Students learn and practice English in the classroom because after the

school there is not practice ambient. Therefore, students and teacher work hard. However, let see the questions answers:

1. If vocabulary learning looked upon as a dynamical method, students do not only learn words from word lists but from studying with texts. Harika tries to “step away from what it was like before, when it was words and grammar and texts”, instead of her students read nonfiction and work with projects, watching videos, vocabulary games.
2. She decides vocabulary with students prefer. Vocabulary learning is an on-going process, and she follows certain principles. Her fourth grade students, and usually her fifth grade students, study with the textbook during the first semester from which they get 20 words every week. During the spring semester, her students choose their own words from movies, projects, books or cross-curricular projects. Combined with this, she works with self-assessment. Students make decision how difficult their chosen words are and whether their knowledge is active or passive.
3. Harika uses all teaching method in the classroom.
4. She tests students’ vocabulary all the time, in both regular and unprepared tests. Usually, vocabulary quizzes in a separate part. During the fall, Harika tests her students’ weekly vocabulary homework in different ways. In the spring, they get more responsibility to learn their own words and she works with “individual vocabulary lists”, where students choose and learn 10-20 words each week here by she analyzed student’s vocabulary learning knowledge.
5. Yes, she takes the help of vocabulary games for teaching in the classroom. Because of she said her student’s age is as same as game age so teaching and learning getting easier with game, game material.

4.1.6 Numan Aydogdu Vocabulary is an important part of Numan ‘s teaching since the syllabus states that the language should be different and clear. Additionally, he says difference and vocabulary is more important for the higher grades. Numan works at two different level grades in the school, and his vocabulary teaching differs depending on grades because one of them uses textbooks. After that, he gave answer to the question one by one. He answered first question and second question together.

1. Numan says students’ knowledge of vocabulary shows in their writings and reading and listening comprehension. The words from the movie reviews tested with gap sentences and in an exercise in which students combined words with correct definitions in English. Last year when he had a textbook, students sometimes used word lists. Working with word lists can be helpful because students need to be able to sit down and study. He teaches an intermediate level course without a textbook this semester. He recently let his students read two movie reviews where words were underlined. The students looked up what these words meant in the exact context and learned the words as homework. In that, he can choose vocabulary easily and he learnt student’s capacity.
3. He tries to use all method but mostly he uses Audio-lingual method, Communicative Language Method as so on.
4. He thinks it is creative to work with monolingual exercises and not translate words, because when you define words in English, you develop your vocabulary. Recently they watched an online video, and earlier to watching it, Numan gave the students a few words to look up. His vocabulary teaching always related to what they are studying with it. He also finds reading very effective to increase vocabulary. It is a part of the syllabus for intermediate to work with books, so his students read one book, but they did not study with vocabulary. Numan recommends students to do intensive reading. At one of Numan’s grades they often teach with cross-curricular activities, which regularly include new vocabulary for the students.
5. Yes, he does. In his concern, many people build their English vocabulary through a blend of methods by taking English classes, reading books, watching movies in English, and studying English with English language games. Playing word and vocabulary games is a valuable part of learning English.

4.1.7 Ziya Murat Arınık His teacher of a sixth and seventh grade. He is so active who trying to make training fun. Let see what answers he gave us.

1. He teaches by flashcards, videos, games etc.
2. According to unite text and show the words that are important for them to improve their English.
3. He uses all method like as includes the following Grammar –Translation, Total Physical Response Method, Community Language Learning, and Task-Based Language Teaching.
4. Furthermore, he would want to students to write the words in a notebook with their definitions, the students use the word in example sentences. In that approach, he would check the students copy then he realizes who understand or not.
5. Yes, he uses vocabulary games when he teaches new vocabulary.

In here, researcher made the last seven interviews report was Bangladeshi teachers.

4.1.8 Sharita Alam finds vocabulary important when the language used at an intermediate level. She explains her teaching experience with giving an answer to the question one by one.

1. Vocabulary teaching is an integrated part of Sharita’s teaching and she uses a textbook, from which the students read texts and work with word lists. On time, they also work with newspaper articles and watch movies in class sometimes she takes to help powerpoint slide, a picture for to understanding to meaning. Moreover, Sharita has a word game, which is good to use in the beginning of the semester when students are shy.
2. My students find everyday language easy but when it comes to more intermediate texts, they have problems because they do not want to read literature willingly. Students learn most words from reading texts and literature of a certain category, personally. Moreover, sometimes I do after the reading text I choose some difficult words and by asking them whether they know the meaning or not.
3. I prefer CLT (Communicative language teaching) method for teaching new vocabulary.
4. Vocabulary is included as a separate part of her tests. Additionally, I always start every course with a diagnostic vocabulary test to get an idea of my student’s level. The students get word lists from the textbook as homework. My tests the homework in different ways, for example in writing or as a competition between teams.
5. Vocabulary games are very effective so I choose vocabulary games when learning hard vocabulary.

4.1.9 Farzana Dalia

1. Dalia, is not a native speaker of English, describes vocabulary as “one of the most important things, obviously”, but also “the most difficult one to actually find time to carry out in the classroom.” She adapts her vocabulary teaching to the program she teaches and to the students aim. Dalia teaches with vocabulary in context at a sentence or text level. She believes it is helpful to introduce new vocabulary at all parts of the learning process and vocabulary is included during every class.
2. One way to work with vocabulary before the school tests is by using five reading comprehension activities and teaching students’ strategies, which they can use when they encounter unknown words. When they read texts, I usually write a few difficult words on the board and goes through them after they have finished reading. I say that “context is pretty much everything” because of the variety of meanings words can have. I also work with extensive reading, as it is required in the syllabus.
3. Grammar –Translation, Communicative Language Method, Task -Based Language Learning etc.
4. Moreover, I must be careful with hard words as some students may incorporate the outdated language in their everyday vocabulary. I also do not want students to look up every unfamiliar

word because then it will be difficult to finish the book. Students have to be active, and in terms of reading I believe that they “soak up words” if they see them repeatedly. I find reading the best way to improve student’s vocabulary. I suggest to students who want to improve their vocabulary to look at news stories online. My students’ vocabulary tested in a mid-term structured similarly to the school tests. I consider vocabulary to be a part of the writing test. My students get vocabulary exercises as homework sometimes. Whenever I check student’s homework or classwork, I am able to understand students were able to learn new words.

5. Yes, I always take to help of vocabulary games in the classroom.

4.1.10 Hulya Makam is Turkish citizen English teacher who gives English class in the private school in Bangladesh. Here are her answers to those questions:

1. When I teach new vocabulary, by given real examples, repeating the new vocabulary word throughout the day. In addition, I prefer to using flashcards, showing related videos, playing making related craft etc.
2. I am following the lesson plan after that; I decided which words necessary for learning student in this lesson.
3. I prefer to use all method for teaching new vocabulary.
4. I make basic vocabulary quizzes at the ending of class for checking students were able to learn new vocabulary or not. I take quizzes like that, if they can say the word just by looking at its picture etc.
5. Yes, I take the help of language of vocabulary games for teaching in the classroom. Games just make more attention than explaining, therefore, when I use game materials in the classroom, the student getting more active and interesting to a lesson. I think, game is part of the teaching approach.

4.1.11 Farisa Chowdhury She was very amused by teaching so that even she spends completely her times for her students. Therefore, who directly started answered to questions because she has not timed off.

1. I use flashcards, repetition, explaining daily words, related pictures, and objects, storytelling when teaches a new vocabulary.
2. I decide to teach daily life vocabulary with related topics words. Moreover, I teach phrases words to linked topics.
3. I try using all method in the classroom but I mostly use Grammar –Translation, CLL (Community Language Learning).
4. I make class test after the completed topics and I ask about new vocabulary next class like revising.
5. Yes, I take the help of vocabulary games and materials for teaching in the classroom. According to their age (young learner), they have to play and learn new vocabulary, most of the words they are learning by play, by rhymes, by watching...

4.1.12 Antara Basak she is English Language lecturer also English course trainer. She helps so kindly my interviewed within answering to interviewer’s questions. Let see her answers.

1. I said, teacher teach vocabulary with standard lesson plan; moving from easy to hard words and by letting the students learn while using the words in context.
2. Teachers decide what words they should teach by doing the need assessment of the students. They teach the vocabulary accruing the requirement of the students in their social and academic life.
3. They use the communicative language teaching method to teach new vocabulary so that students learn them by communication.
4. When the teachers observe that students are speaking flawlessly as required and can implement their vocabulary stock, then teachers understand students were able to learn new words. Sometimes teachers assess them through the summative assessment that is through exams.

5. Yes, they take the help of different vocabulary games for teaching new words in the classroom. For example, puzzle, word matching, storytelling, and so on.

4.1.13 Luna Ansary She is the English teacher of grade fourth and fifth. She always tries to the best way for teaching in the classroom. Luna positions that it is important to work with student's vocabulary because there is a development of the three courses. A good vocabulary is important to be able to express your thoughts. She had given very practice and vibrant answers for interviews questions.

1. Teaching vocabulary is an assimilated part of I's lessons, and students work in different ways. Sometimes they use a textbook but often they use computers instead. Prior to the monthly exams, they do activities, which focus on reading comprehension and one-word gaps. After these activities, they discuss why certain words are appropriate in the given context. They discuss definitions when they encounter new words.
2. I have been followed the lesson plan after that; I decided which words needed for learning student in this lesson. In my view, I never liked working with word lists in school, but preferred learning vocabulary through books, course book. Extensive reading is a good way to develop vocabulary even though not all students look up unfamiliar words; they still encountered many words and see them in circumstance. My students read one novel each course.
3. I favor using all method, chiefly Grammar –Translation, Communicative Language Method in the classroom soon.
4. I frequently have been observed to classroom's level. In that case, I can able to do correct my student's pronunciations and vocabulary. When I notice that, a student has problems with the basic vocabulary, I often recommend the student to read books and look up words. They always talk English in class, and my students allow talking quietly in English to another while they are working. I do not mention if I test vocabulary. I do not refer to any specific vocabulary homework. I fear that if you work with word lists students only learn words in that specific context.
5. Yes, I take to help with vocabulary games for teaching in the classroom even also homework. My student's most active computer games so almost all my students are proficient English speakers because of playing computer games and having online friends. Their playing has improved their vocabulary but not always their grammar. We are modern era so students do not like memorization method so we should take to help games and games materials teaching in the classroom.

4.1.14 Imam Hussain

1. Visual techniques for the presentation of new lexical items pertain to visual memory, which considers helpful especially with vocabulary remembering. Learners can remember the presented material far more effectively if it present-day by means of visual aids. They help students associate presented material in a meaningful way and join it into their existing system of language. Anyway, I teach by flashcards, photographs, and pictures, blackboard drawings word pictures, information on culture, mime and gesture, music soon.
2. I should follow the lesson plan and curriculum after that who decides what words they should teach by doing the need assessment of the students. I teach the vocabulary increasing the necessity of the students in their social and educational life.
3. There are many different methods and approaches how to teach a foreign language, including vocabulary, therefore, I have not been used exactly fixes method. I will mention just some of them that could be useful for teaching young learners. To help the learners understand it is important to visualize the item and get the pupils to repeat or use the item actively. One good way of doing this is to let them see or perhaps touch the vocabulary item. We need to let them repeat it in different ways and they should give a chance to listen to the teacher talking about it. A little bit of shocking method is the direct method or the direct approach. The mother tongue is never used

there are no translations. Only target language use in the classrooms and only complete sentences are used. Suggest audio-lingual is a very successful method in helping learners to memorize words. This method stimulates the learner's brain by music while learning but nowadays teachers seem to be leaving this method. What really works especially for young learners is the Total Physical Response method - TPR.

4. I make basic quizzes like that; vocabulary oral, dictation test, or worksheets at the ending of class for checking students were able to learn new vocabulary or not.
5. Yes, I take help of the vocabulary games during the teaching new vocabulary in the classroom. Very many children are nowadays very hyperactive and physically active and to concentrate for a long time can be very difficult for them. Using this method, games, changing topics and using a variety of activities is very appreciated by them.

In the field of education, including English (from personal experience), education in Turkey is still dominated by the view that knowledge is a set of facts that have to be memorized. Teaching learning process as focuses on the teacher as a prominent source of knowledge. As a result, students may have problems to understand academic concepts, as what they usually get is something abstract. Many students can help a good level of memorization of teaching material but in the end of the teaching-learning process," they actually do not understand it at all. Humans build knowledge as they attempt to bring meaning to their experience. Everything that we know, we have made. Based on this belief, a learning process that focuses on the teacher is no longer suitable. It is because our brain is continuously finding meaning and saving meaningful cases, and learning processes have to involve students in finding meaning.

Teaching and learning processes have to make it possible for the students to understand the meaning of their learning material. Students at the learning subject are the starting point in teaching and learning, which measure the success of the teaching-learning process. Teaching and learning can be successful when the students can directly feel the advantages of learning materials by experiencing and learning it.

Going back to English in the Turkey educational system, children are eligible to go school consisting of pre-school, six years of primary school starting at the age of seven, and three years of intermediate (aged 13-15) and high (secondary) school (aged 16-18). English as a foreign language has been added to the syllabus starting from the 4th grade of primary school (age 9). Students receive four 40-minutes lessons of English per week and they have to pass examinations in all subjects, including English, to move from one level to another. From my personal experience over the many years, I have been learning in Turkey, I have become more and more aware that some of the most basic principles of vocabulary learning forgotten or ignored. In other words, I found that although learning still focuses more on grammar than on vocabulary, students majoring in English rely hardest on their knowledge of vocabulary rather than on their knowledge of grammar in learning English. The more vocabulary students have at their disposal, the better they learn, regardless of their grammatical knowledge, although this is not to say that they should neglect grammar completely.

Nowadays, in Turkey, teacher try to use game, game activities and game materials in the teaching time, therefore, students would get interesting the English even, most of the teachers use flashcards, textbook, song craft, project about vocabulary etc. for teaching new vocabulary in that students enjoy when they learn new vocabulary in the new approach. These days, In Turkey, a teacher would like to avoid the memorization method but system and student's background habited the memorization method thus teacher have been created new techniques and easy ways for liking students learning new vocabulary.

In the field of education, including English, education in Bangladesh has still controlled by the view that knowledge is a set of facts that have to be memorized and game activities. As a result, in Bangladesh, English language teaching and learning has followed the traditional grammar-translation method in all levels of general education. In language classrooms, the focus was on grammatical rules, memorization of vocabulary, translation of texts and doing written exercises.

In this country, learning the English language means learning grammar, reading, and translation. Students may have problems to understand academic concepts, as what they usually get is something abstract students do not like to become engaged in conversation or play communication games. They refuse to speak English to each other. The syllabus is fixed but the teachers have the freedom to choose the teaching material.

In fact, students are given marks on class-performance, which is on speaking, reading, writing, an activity even also students have examinations on speaking.

The students usually have a small English vocabulary for speaking time. They do better in reading and writing skills but do very poorly in speaking. They feel shy and do not want to speak in front of the class. Therefore, teachers have been forced more active to the student with teachers use flashcards, words puzzle, flashcards, pictures, blackboard drawings, word pictures, in the classroom. One participant mentioned a very important factor that inhibits students from practicing speaking in the English Foreign Language context. Since people are bilingual in Bangladesh, students need to use English outside the class thus; Bangladeshi students are more active than Turkish students are.

4.2. Results of Questionnaires

This section deals with how learners and teachers at a number of English primary schools and English courses indicated that they worked with English vocabulary and how they evaluated different aspects with the learning of English in class. To find out details about this study, one questionnaire was made in total 50 students and teachers were they were asked about How can we easily memorize vocabulary items and how can we promote effective ways to learn English Vocabulary in a relaxed manner.

This refers to the high tendency to expose to learning new vocabulary with the fun game, which is widespread especially among the students of English Second Language class. The questionnaire results as, to whether there is any significant difference in learning outcomes between the students who learn vocabulary through different techniques and the students who learn the same set of vocabulary in an isolated way. However, in the research questionnaire are two questions, each question is out of 13/14 sub-question on this questionnaire.

The following graphs demonstrated the results of the question 1 (items of 14 sub-questions) in terms of specification of the skills and focus that the participants display while How can we easily memorize vocabulary items and how can we promote effective ways to learn English Vocabulary in a relaxed manner:

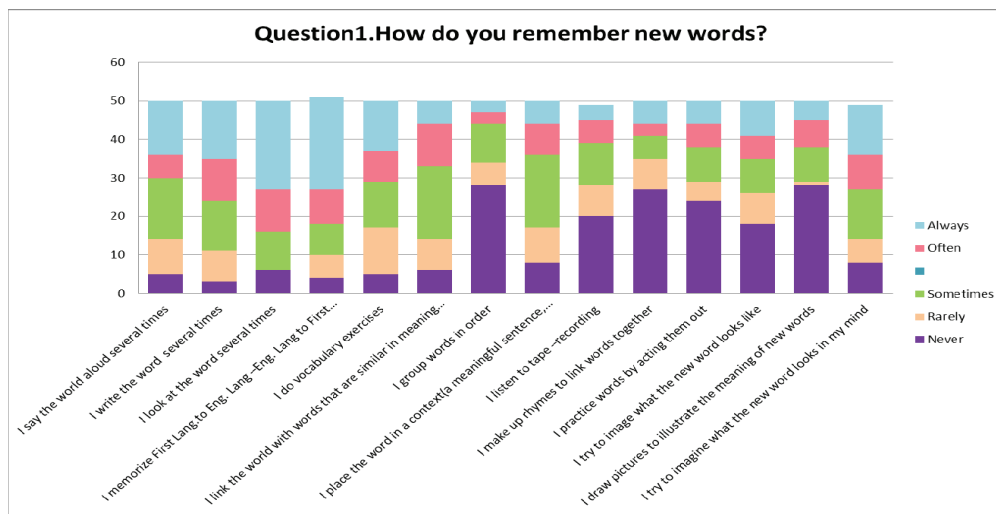


Figure 1.

As can be seen in the graph (figure1) Memorize First Lang. to Eng. Lang. 46% “Always” of the learners stated that they use less than 4% “Always” on to imagine what the new word looks in his/her mind. Most of all learner 56% “Never” have not been used to group words in order methods or 54% “Never” they have not been used on the make- up rhymes to link words together. Nevertheless, 22% “Sometimes” learners have been preferred to use on listening to tape-recording so on. Generally, learners’ have been selected to the memorization methods techniques for remember, learning new vocabulary. Learners rarely have been selected to visual, enjoyable techniques for remember, learning new vocabulary.

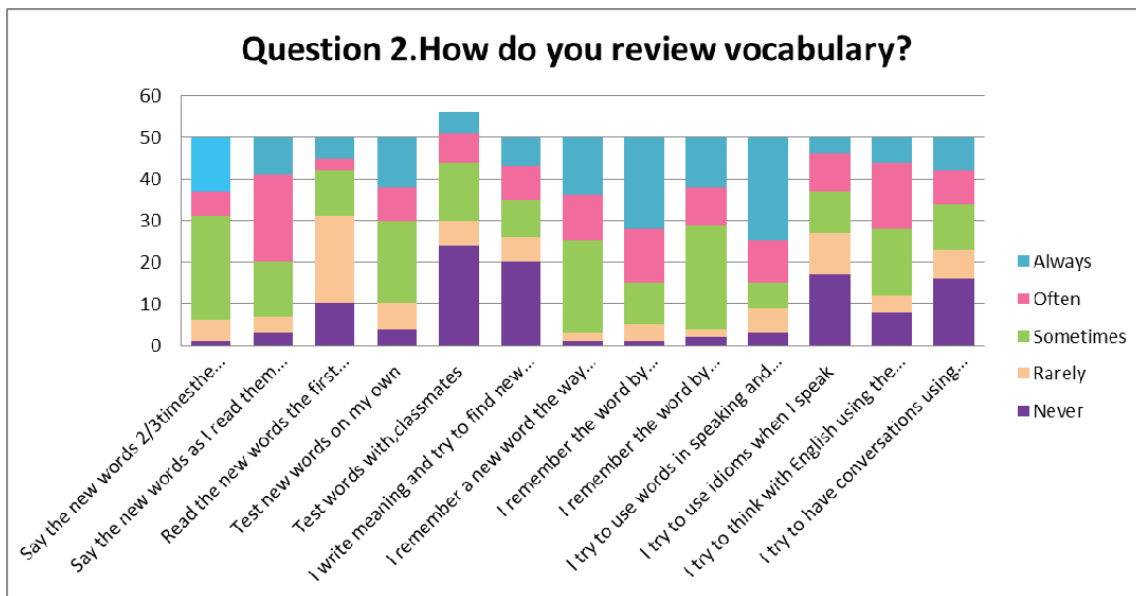


Figure 2.

As it is seen in Figure 1 and Figure 2, more than 46 % of the participants’ shows awareness while memorizing, remember the word in English with the effort to figure out the first lang.to Eng. lang. or look at the word several times and use words in speaking and writing. However, figure 2, 46 % “Never” learners have not been chosen on test words with, classmates used for review vocabulary. It is seen 50 % “Sometimes” had been select to on say the new words 2/3 times the first day.

These results indicate those memorization methods, using spoken, and writing has the potential that bears the great impact on language acquisition within itself. Therefore, these figures answer the very question of this study that Bangladeshi and Turkish students studying in English medium school make use of memorization in order to enhance language proficiency and language skills.

As to which skills are basically addressed to be learning new vocabulary by fun games activities (Research Questions 1), the table below signifies that the variety and diversity of the purposes and the methods followed by the students. Yet, learning vocabulary patterns and structures along with the skills of writing are found out by the participants as the least contributed skills of learning new vocabulary by fun games.

In here are results of questionnaires:

Table 1.

1.How do you remember new words?	Never	Rarely	Sometimes	Often	Always
I say the word aloud several times	5	9	16	6	14
I write the word several times	3	8	13	11	15
I look at the word several times	6	-	10	11	23
I memorize First Lang.to Eng. Lang –Eng. Lang to First lang.	4	6	8	9	24
I do vocabulary exercises	5	12	12	8	13
I link the word with words that are similar in meaning and study them together	6	8	19	11	6
I group words in order	28	6	10	3	3
I place the word in a context(a meaningful sentence, story to remember)	8	9	19	8	6
I listen to tape –recording	20	8	11	6	4
I make up rhymes to link words together	27	8	6	3	6
I practice words by acting them out	24	5	9	6	6
I try to image what the new word looks like	18	8	9	6	9
I draw pictures to illustrate the meaning of new words	28	1	9	7	5
I try to imagine what the new word looks in my mind	8	6	13	9	2

Pupils have memorized or remembered a vocabulary and study with second language words in different exercises. As can be seen in table 1 the difference is considerably methods. The number of pupils on the techniques, when the pupils had been working with different exercises where the target words were dealt with showed that studying consciously with words gives a very good learning effect. Extensive memorize without studying consciously with the target words also gives a learning effect, but at least in this study, not to the same extent.

Table 2.

2.How do you review vocabulary?	Never	Rarely	Sometimes	Often	Always
Say the new words 2/3times the first day	1	5	25	6	13
Say the new words as I read them the next day, and after	3	4	13	21	9
Read the new words the first day, but not after that	10	21	11	3	5
Test new words on my own	4	6	20	8	12
Test words with, class mates	24	6	14	7	5
I write meaning and try to find new words	20	6	9	8	7
I remember a new word the way that I learned it.	1	2	22	11	14
I remember the word by meaning(when I hear it again)	1	4	10	13	22
I remember the word by meaning(when I read it again)	2	2	25	9	12
I try to use words in speaking and writing	3	6	6	10	25
I try to use Idioms when I speak	17	10	10	9	4
I try to think with English using the new vocabulary	8	4	16	16	6
I try to have conversations using the new words, with people who speak English	16	7	11	8	8

The aim of their study was to show whether remembering only was as effective in vocabulary development as memorize First Lang.to Eng. Lang word with exercises. Their conclusion was that both treatments resulted in increased vocabulary knowledge, but that the look at the word several times with exercises as well as memorizing learned more words and learned them better. The findings in my two questions suggest the same: only memorize and using spoken and writing gives a learning effect even better learning.

As a final point, difficulties when it comes to comparing studies must be noted. There are always different variables that may influence on the results, which the researcher cannot control. Developing new vocabulary were the same and the study the same procedures with the same ways, but factors such as e.g. motivation and time spent on studying, understanding are difficult variables to control. Even learners character or ability is also important part. Therefore, learners are not always very persevering, and their motivation to work with the same techniques could have dropped after the first study was completed. Another important factor that might influence the results is the different degree of difficulty of the words. The kind of words used in the techniques is probably responsible for at least some of the divergence (see table 1 and 2 for details on the learning ways). More learners did not know the words at all before studying with them on the second study, and unfamiliar words need more time to be learnt so learner cannot use same methods for studying all vocabulary. Despite possible difficulties with a comparison, it seems reasonable to conclude that just use new words on speaking and writing, which gives vocabulary growth; however, explicit studying with vocabulary provides even better learning outcomes.

5. Conclusions

In this study, I deal with the subject of developing vocabulary in Game activities and game materials. Using an experimental method, this study studied the relative effectiveness of the use of a fun game, games activities, game materials on developing new vocabulary acquisition, and the other abilities for primary school students or English Course learners in Bangladesh and Turkey. Both teachers and students agree that use of fun games should have a place in learning and developing English vocabulary for primary schools or English Courses of Bangladesh and Turkey.

During my teacher's training, I learned that it is important to learn about their characters and to get to know them. Every learner is different and we need to view each person individually, we cannot use all the time memorization method in the classroom. They moreover need to prepare good techniques and suitable material in order to gain the second language learning. Therefore, I tried to show how some methods and approaches could be used in the lessons while learning new vocabulary. I also mentioned about vocabulary – what it is, how it can be taught, what is learning strategies and ways that vocabulary can be offered.

Games create good learning situation where there is no stress and anxiety, Language learners can benefit a lot from its use, as a result, improve the learning outcomes. We can realize that the two suggested hypotheses are confirmed. The found results assert that games are really helpful and effective in learning vocabulary; however, they should be used as a complementary instrument besides others.

At the same time, they emphasize that improving language through games could play a significant role in vocabulary growth in the target language. They suggest that using games in learning process could be a motivating factor for students in their learning experiences, but the non-existence of materials in English courses and teachers' deficiencies in game education make using games difficult in primary schools. Although, some school curriculums try to use various and up-to-date techniques to use game education aimed at on the current practices in ELT are meaningful and innovative.

References

1. A Study of L2 Vocabulary Learning Strategies by Ying He Kristianstad, University the School of Teacher Education

2. The process of vocabulary learning: Vocabulary learning strategies and beliefs about language and language learning by Robert Michael Easterbrook.
3. Thi Thanh Huyen, Nguyen, & Thi Thu Nga, Kwat. 2003. Learning Vocabulary Through Games, The Effectiveness of Learning Vocabulary Through Games. Asian EFL Journal. Retrieved on October 20, 2014 from <http://Games in Teaching English>.
4. El- Shamy, S. (2001). Training games: Everything you need to know about using games to reinforce learning. Virginia: Stylus Publishing, LLC.
5. BRUMFIT, Christopher; MOON, Jayne; TONGUE, Ray: Teaching English to Children. From Practice to Principle. Longman Group Essex, 1995. 309 s. ISBN- 0-17-556889-8.
6. DOFF, Adrian. Teach English: A training course for teachers. Cambridge University Press, 1988. 345 s. ISBN 0- 18-34232-9.
7. REDMAN, Stuart: A Way with Words. Vocabulary Development Activities for Learners of English. Book 2. Cambridge University Press, 1991. 124 s. ISBN-0- 521-35919-8.
8. Effective Vocabulary Teaching Strategies For The English For Academic Purposes Esl Classroom Joseph Mukoroli, 1-1-2011
9. Vocabulary Development During Read-Alouds: Primary Practices By: Karen J. Kindle
10. Claerr, T., & Gargan, R. (1984). The role of songs in the foreign language classroom. OMLTA Journal, 28-32. Also in Snyder, B. (Ed.), Look Out World, Here We Come! (Eric Document Reproduction No. ED 254 104)
11. Krashen, S. (1982). Principles and practice in second language acquisition. Oxford: Pergamon Press.
12. Little, J. (1983). Pop and rock music in the ESL classroom. TESL Talk, 14 (4), 40-44.
<https://magoosh.com/toefl/2014/12-fun-ways-to-learn-and-remember-new-english-vocabulary/>
<http://www.fluentu.com/english/blog/learn-english-vocabulary/>
13. Nation, Paul (1990). Teaching and Learning Vocabulary. Newbury House, New York.
14. Sánchez, Aquilino & Manchón, Rosa M. (2007). Research on Second Language Vocabulary Acquisition and Learning: An Introduction. International Journal Of English Studies 7(2), vii-xvi.
15. Thornbury, S. 2002. How to Teach Vocabulary, Pearson ESL.
16. REDMAN, Stuart: A Way with Words. Vocabulary Development Activities for Learners of English. Book 3. Cambridge University Press, 1991. 124 s. ISBN-0- 521-35921-X.
17. Nation, I.S.P. 1990. Teaching, and Learning Vocabulary. New York: Newbury House
18. Coughlan, Neil. "Board Game Materials." ESL-Lounge (May 5, 2010), www.esllounge.com/board-gamesindex.shtml (accessed June 21, 2010).
19. El-Shamy, Susan. Training Games: Everything You Need to Know About Using Games to Reinforce Learning. Virginia: Stylus, 2001.
20. Cameron, L. (2001). Teaching languages to young learners. Cambridge: Cambridge University Press.
21. Nation, I. S. P. (1990). Teaching and learning vocabulary. Boston, Mass.: Heinle & Heinle Pub
22. Pinter, A. (2006). Teaching young language learners. Oxford: Oxford University Press
23. General Perspectives on EFL Vocabulary Acquisition and Teaching Lin, Yuh-chang Instructor, Division of Languages College of Liberal & General Education Aletheia University
24. Anderson, R. C., & Freebody, P. (1981). Vocabulary knowledge. In J. T. Guthrie (Ed.), Comprehension and teaching: Research reviews. Newark, DE: International Reading Association.
25. Umstatter, Jack. Brain Games: Ready-to-use Activities That Make Thinking Fun, Grades 6 -12. San Francisco, CA: Jossey-Bass, 1996.
26. Annisa, A., (2013) Techniques in presenting vocabulary to young EFL learners. Journal of English and Education, 1(1), 11-20
27. Halliwell, Susan: Teaching English in the Primary Classrooms. UK: Longman Group Essex, 1992. 169 s. ISBN-0-582-07109-7. 4. HARMER, Jeremy.
28. DOFF, Adrian. Teach English: A training course for teachers. Cambridge University Press, 1988. 345 s. ISBN 0- 18-34232-9.
29. Halliwell, Susan: Teaching English in the Primary Classrooms. UK: Longman Group Essex, 1992. 169 s. ISBN-0-582-07109-7.

30. Harmer, Jeremy. *The Practice of English Language Teaching*. UK: Longman, 2005, 370 s. ISBN 0-582-40385-5.
31. Coyne, M. D., Simmons, D. C., Kame'enui, E. J., & Stoolmiller, M., (2004). Teaching vocabulary during shared storybook readings: An examination of differential effects. *Exceptionality*, 12(3), 145-162.
32. Justice, L. M., Meier, J., & Walpole, S. (2005). Learning new words from storybooks: An efficacy study with at-risk kindergartners. *Language, Speech, and Hearing Services in Schools*, 36, 17-32.
33. Stahl, S. A. (1999). *Vocabulary development*. Cambridge, MA: Brookline Books.
34. Doff, Adrian. *Teach English: A training course for teachers*. Cambridge University Press, 1988. 345 s. ISBN 0-18-34232-9. 3.
35. Khan, Julia: Using games in teaching English to young learners. In: BRUMFIT, Christopher; MOON, Jayne; TONGUE, Ray (edd.). *Teaching English to Children*. Longman Group Essex, 1995, s. 142-157.
36. Ahmed, M. O. (1989). Vocabulary learning strategies. In P. Meara (Ed.), *Beyond Words* (pp. 3-14). London: CILT.
37. Cohen, A. D. (1987). Studying Learner Strategies: How We Get the Information. In A. L. Wenden and J. Rubin (Eds), *Learner Strategies in Language Learning* (pp. 31-40). London: Prentice/Hall International.
38. Cohen, A. D. and Chi, J.C. (2003). *Language Strategy Use Inventory and Index*. Retrieved from http://www.carla.umn.edu/maxsa/samples/SG_LanguageSurvey.pdf
39. Cohen, A. D. (2010). *Strategies in learning and using a second language* (2nd Ed.). Harlow: Longman.
40. Cohen, A.D., and Aphek, E. (1981). Easifying second language learning. *Studies in Second Language Acquisition*, 3(2), 221-236.
41. Aitchison, J. (2003). *Words in the Mind: An Introduction to the Mental Lexicon*. Oxford, New York: Basil Blackwell.
42. Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., and Wittrock, M. C. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Objectives* (Abridged Ed.). New York: Longman.
43. Anderson, N. J. (1991). Individual differences in strategy use in second language reading and resting. *Modern Language Journal*, (75), 460-472.
44. Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.
45. Taylor, L (1990). *Teaching and Learning Vocabulary*. Prentice Hal New York.
46. Thornbury, S.(2002).*How to teach vocabulary*. Essex: Longman.
47. Wenden, A & Rubin J (1987). *Learner Strategies in Language Learning*. Prentice Hall International: United Kingdom.
48. *Music and Language Learning By: Kristina Robertson*

Appendix

1.How do you remember new words?	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
I say the word aloud several times					
I write the word several times					
I look at the word several times					
I memorize First Lang.to Eng. Lang – Eng. Lang to First lang.					

I do vocabulary exercises					
I link the word with words that are similar in meaning and study them together					
I group words in order					
I place the word in a context(a meaningful sentence, story to remember)					
I listen to tape –recording					
I make up rhymes to link words together					
I practice words by acting them out					
I try to image what the new word looks like					
I draw pictures to illustrate the meaning of new words					
I try to imagine what the new word looks in my mind					
2.How do you review vocabulary?	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
Say the new words 2/3times the first day					
Say the new words as I read them the next day, and after that					
Read the new words the first day,but not after that					
Test new words on my own					
Test words with,classmates					
I write meaning and try to find new					

words					
I remember a new word the way that I learned it.					
I remember the word by meaning(when I hear it again)					
I remember the word by meaning(when I read it again)					
I try to use words in speaking and writing					
I try to use idioms when I speak					
I try to think with English using the new vocabulary					
I try to have conversations using the new words, with people who speak English					
3.Give 3 suggestions for helping students develops their vocabulary?					

Source: *The process of vocabulary learning: Vocabulary learning strategies and beliefs about language and language learning* by Robert Michael Easterbrook