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Effects of Vocabulary Games on Primary School Students Eng Vocabulary Learning

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Bahir Dar University

Faculty of Humanities

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Manendante Mulugeta Seyoum

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in Teaching English as a Foreign Language**

Approved by Board of Examiners

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Abstract

This study investigated the effects of vocabulary games on primary school students' English vocabulary learning particularly examining their effects on vocabulary learning motivation, peer-interaction, and achievement. Guided by the Socio-cultural Theory and the Social Constructivist Model, an experiment was conducted to see the differences in students' vocabulary learning with and without games between randomly selected experimental ($N=49$) and control ($N=48$) groups. The experimental group learned vocabulary lessons through four games; namely: *Memory Game*, *Outburst*, *Chain Game*, and *At the Zoo* whereas the control group followed the conventional methods. A pretest posttest comparison group quasi-experimental design and a convergent parallel design type of mixed methods design were employed. The participants of the study were grade six students at Atse Sertse Dingil Primary School, Bahir Dar. For data collection purposes, tests, questionnaires, interviews, and observations were used. While quantitative data were computed using One-way MANOVA after several assumptions were checked qualitative data were analyzed descriptively and thematically. The findings of the study showed that after the intervention the experimental group significantly excelled the control group in overall vocabulary learning (Wilks' $\lambda = 0.840$, $p < 0.05$). Nevertheless, with respect to the univariate tests, this comparison was found to be significant on vocabulary learning motivation ($p < 0.05$) and achievement ($p < 0.05$) while peer-interaction remained non-significant ($p < 0.05$). The qualitative evidence associated with these variations was also explained. Based on the findings, it was concluded that vocabulary games are worth-considering for teaching English vocabulary to students in the primary school, especially to improve learners' vocabulary learning motivation and achievement.

Key words: *Vocabulary games, motivation, peer-interaction, achievement, Bahir Dar*

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List of Acronyms

ALM	Audio-lingual Method
ANRS	Amhara National Regional State
ANRSEB	Amhara National Regional State Education Bureau
ANRSVERA	Amhara National Regional State Vital Events Registration Agency
CLT	Communicative Language Teaching
DM	Direct Method
EFL	English as a Foreign Language
ELT	English Language Teaching
GBL	Game-based Learning
GTM	Grammar Translation Method
LA	Lexical Approach
L1	First Language
L2	Second Language
MANOVA	Multivariate Analysis of Variance
SIP	Stories and Illustrated Pictures
SIPS	Stories Illustrated by Pictures and Songs
SPSS	Statistical Package for Social Sciences
SW	The Silent Way
TBI	Task-based Instruction
TBLT	Task-based Language Teaching
TPR	Total Physical Response
ZPD	Zone of Proximal Development

Chapter One: Introduction

This chapter provides general introduction to the background, rationales, objectives, significance, and scope of this study.

1.1. Background of the Study

As far as vocabulary learning is concerned, such approaches to language teaching as Grammar Translation Method (GTM), the Direct Method (DM), Audio-lingual Method (ALM), the Silent Way (SW), and Total Physical Response (TPR) lay emphases on the use of memorization of long lists of vocabulary with their equivalents in the students' native language, commenting and explaining about the meanings of words in students' L1, and introducing items through imperatives. In terms of tasks, these approaches advocate the use of texts, passages and dialogues that are often tailored less naturally (Nunan, 2004). Nevertheless, this is anachronistic which inhibits effective communicative practices in general and vocabulary learning in particular because meaning is taught directly and vocabulary is recycled by means of word charts wherein a direct relationship between form and meaning is needed (Celce-Murcia, 1991). Instead, the communicative and task-oriented essence of vocabulary learning is vitalized in two of the language teaching approaches that are being highly used today: Communicative Language Teaching (CLT) and Task-based Language Teaching (TBLT). In the eyes of these approaches, vocabulary learning is exalted because meaning is principally overemphasized as a creator of effective communication conveyed through task-embedded practices (Nunan, 2004; Richards, 2006; Richards & Rodgers, 2001).

CLT and TBLT view vocabulary learning as a means of developing communicative competence maintained within a context through tasks - activities which are designed to help achieve a particular learning goal (Richards, 2006). For these approaches, tasks are believed to

facilitate and endorse students' language learning (Larsen-Freeman, 1993). Unlike exercises which have a limited focus on a particular language item and a clear linguistic outcome, tasks emphasize acts of communication manifesting real life activities without a specific linguistic outcome (Motlagh, Jafari & Yazdani, 2014).

According to Richards (2006), a task is an activity which learners carry out using their existing language resources, has an outcome which is not simply linked to learning language though language acquisition may occur as the learner carries out the task, involves a focus on meaning, and calls upon the learners' use of communication strategies and interactional skills. In particular, a vocabulary task involves authentic activities which are used to promote students' communication and involvement in classes, and provides opportunities for learners to focus not only on knowing words but also on the learning process itself (Nunan, 2004). Through tasks which encapsulate games, role play and other problem solving activities, learners can create an atmosphere of real-life situations, use the language for communicative purposes, form social interaction using the target language, and untangle their problems through communication (Gray & Klapper, 2009; Hossen, 2008; Richards, 2006). Many recent studies have concomitantly embarked on the use of games as interactive tasks in improving students' vocabulary learning (Chou, 2014; Motlagh, Jafari, & Yazdani, 2014; Sarani & Sahebi, 2012; Thanh & Huan, 20112; Ziyaeemehr, 2013).

Finding an agreeable definition of games is not easy as scholars forward various definitions based on diversified contexts and characteristics. In many studies, games are loosely defined as tools or activities setting up clearly presented goals to create a situation governed by rules (Aldabbus, 2008; Brumfit, Moon & Tongue, 1991; Hornby, 1995; Rixon, Flavell & Vincent, 1991). However, this definition is quite slack as it does not make any logical distinction

between games and other classroom activities and exercises. By comparison, Prensky (2006) gave an ambitious definition of games as interactive plays that teach learners goals, rules, adaptation, problem solving, and interaction by providing enjoyment, passionate involvement, structure, motivation, ego gratification, creativity, social interaction and emotion. This definition is heavily loaded with manifestations of the virtues of learning implying that all these could be found in a game which seems unrealistic in practical terms.

As a go-between for the above mollifying extremes, Richards, Platt and Platt (1992) gave a relatively systematic definition of games. They view a game as “an organized activity that usually has three properties of a particular task: a set of rules, competition between players, and communication between players (p. 153).” This definition asserts that a game is a specific task in the form of structured and well thought-out activities. In it, rules are designated for learners to adhere to; sense of peaceful competition is induced to arouse learners’ motivation to arrive at a certain goal, and there is a room for learners to work cooperatively and interactively.

Wright, Betteridge and Buckby (1994) explained the linkage between games and language learning as a context in which learners want to take part and the target language is used meaningfully and at ease. In order to do this, learners engage in trying to understand what others are saying or have written, and speaking or writing to express their own point of view. As for Yolageldili and Arikan (2011), language games are regarded as real life situations brought to the confinement of the classroom to provide learners with an opportunity to use the language. This seems to agree with Langran and Purcell’s (1994) view of language games in which a language game is conceptualized as a tool used in the classroom to set an instigating context for learners to use the target language in a stress-free environment with the maximum possible free expression in order to carry out a simple task, solve a problem or communicate a piece of

information. It encourages language learners to experiment with and explore the target language offering plenty of opportunity for unrehearsed use of the language.

Gredler (1992) mentions four general purposes of using games in the language classroom. The first purpose is to practice and/or refine already learned skills. This helps to review and revisit an already established knowledge. Secondly, they are used to identify gaps or weaknesses by assessing existing predicaments in students' language learning. Thirdly, they serve as a summation for recapping daily lessons in order for students to stress on subjects of discussion during summarization. Fourthly, they are used to develop new relationships among concepts and principles. These different purposes make language games important for both language learners and teachers. They foster cooperation and emphasize planning and delivery through enjoyment and relaxation which makes learning by playing entertaining in which language is used in a creative and communicative manner.

Language games not only bring fun to the class but also encourage learners to direct their energy toward language learning by giving them meaningful contexts. They further help students learn the language while they are engaged in the game and enjoy it without noticing that they are learning the language, and teachers enjoy presenting the language in a playful atmosphere (Aldabbus, 2008; Brumfit et al., 1991; Hornby, 1995; Ojeda, 2004). In line with these views, Sorayaie (2012) and Bekiri (2003) suggest that games should be included in students' vocabulary learning because children learn words best when learning is accompanied with performance and action and the teacher gets the chance to help students acquire new forms and lexis in an effective way.

Language games that facilitate the learning of vocabulary are termed to be vocabulary games which include pictures, gestures, drawings on the board as well as analytical definitions

(Nation, 1990; 2000). Vocabulary games bring real world context into the classroom, and enhance students' use of words in a flexible, communicative way. These games give learners of English as a Foreign Language (EFL) a practical instant need to utilize words and linguistic items for communicative purposes and encourage them to sustain their interest and work by removing affective filters from their mind which is not usually possible in a traditional vocabulary lesson. Additionally, vocabulary games give shy students more opportunity to express their opinions and feelings as well as enable learners to acquire new experiences within a foreign language (Aslanabadi & Rasouli, 2013; Hansen, 1994; Huyen & Nga, 2003; Sorayaie, 2012). In a nutshell, lexical meaning of words, the concentration effect and maintenance of attention span, association with different skills, review and reinforcement of learning goals, rapid rectification of errors, getting feedback as well as improving self-esteem are some of the various gains of vocabulary games which make them pedagogically valuable for foreign language classes (Jafari, Madani & Maghsoudi, 2013).

Despite the prevailing assertion that games should be a part of students' vocabulary learning, in mainstream education in general and in language teaching in particular, the debate about the advantages of games in improving students' learning has remained contentious and unsettled as studies show inconsistent findings. For instance, Dalton (2005) found through the use of Bingo, Concentration, Memory Chain, and Jigsaw games that games are highly useful not only for learning isolated vocabulary but also for expanding into the domains of sentences and discourse. Similarly, Chou (2014) indicated that games, songs, and stories positively affect learning by increasing students' English vocabulary. In favor of these findings, Blunt (2007) and Chen and Michael (2005) reiterate the growing impact of vocabulary learning games on supporting students' language use and maintaining improved general learning and performance.

On the contrary, Cook (2000), Paul (2003), and Wood and Attfield (1996) indicated that because they are designed with specific curriculum objectives in mind and educational outcomes take precedence over game play, games provide only superficial learning opportunities that do not satisfy students' educational needs.

Games are a natural part of the lives of young learners who are enrolled in primary schools aged between seven and fourteen (NAFSA, 2012). Young children learn languages as naturally as they learn to run and jump, paint and play (Dalton, 2005; Squire & Jenkins, 2003). Normally, children love to play games in classes, in their off-hours, and even as part of their private contemplation. Because children have a natural companionship with games, they could maintain language learning through games without being stressed or inhibited which is not often the case in more customary modes of learning. They do not develop social attitudes towards the use of one language as opposed to another and hence are more cognitively open to another language (Ellis, 1985c). At this stage, young learners can learn a foreign language more easily. One theory that supports this is the critical period hypothesis which remarks that people's age between six and thirteen years is a biologically specific period of life after which certain abilities of acquiring a language decrease (Lenneberg, 1967). Nedomová (2007: 28) argues that:

Young learners are not able to pay their attention for more than 10-20 minutes[,] and after that they start to be bored and tired. Especially when teaching is too dependent on rules and memorization, they start to lose their interest and motivation. Young learners like being physically active as they learn by doing. Moreover, they are imaginative and creative and they learn without being aware of it. Besides, young learners use their previous experience, knowledge, several skills, and abilities. Therefore, the best way to direct this capacity in teaching is using games.

This issue is important because through the use of interesting activities and tasks it is possible to capture young learners' attention for relatively lengthy time, engage them in the teaching and learning process as the focus is on the learning process, and they construct meaning

by themselves. Furthermore, providing young learners with bodily-kinesthetic activities such as carrying out hands-on activities is a great help for them to understand the target language due to the fact that they eagerly explore the language to understand through the physical activities. As such, games could be one of the best ways to direct young learners' energy toward the different skills and areas of a language (Cakir, 2004).

In Ethiopia, English is given as a subject to young learners starting from primary level because students are assumed to encounter significant communicative problems in later grades unless they learn the language beginning from earlier stages. In the subject, vocabulary occupies a central place to lay the foundation for students' language use. Sorayaie (2012) indicates that vocabulary learning is prioritized in students' language learning in early years because the acquisition of most of the vocabulary characteristics of an educated adult occur during the years of schooling. Piaget's (1970) theory of Cognitive and Affective Development affirms that young learners are always interested in recognizing and knowing new words; they stand to repeat new words over and over again so that they will memorize them.

Ethiopian primary school English textbooks focus on ways of organizing, practicing, and presenting new vocabulary to make words accessible and memorable to students. As a result, the importance of games for students' vocabulary learning has perhaps been paid little attention in the language classroom, and students in primary schools seem to be denied of the potential advantages of games. This was partially confirmed by a preliminary assessment one of my advisors and I conducted. The assessment showed that although the textbooks incorporated only a few games ranging between none and three, most primary school English teachers felt favorably towards the importance of language games to students' learning of English, collaborative work, critical thinking, and problem solving skills (Boersma & Manendante, 2016).

However, most of the teachers had no idea as to how games could support language use in general and vocabulary learning in particular. In this respect, the present experimental study investigated the effects of vocabulary games as language learning tasks on primary school students' English vocabulary learning.

1.2. Statement of the Problem

Proponents of CLT and Task-based Instruction (TBI) argue that as a dimension of communicative competence, foreign language vocabulary can be developed as a by-product of engaging learners in interactive tasks (Nunan, 2004; Richards, 2006). In classrooms where interactive tasks are used, the focus is on students as well as the classroom process, and effective vocabulary learning results from using the right kinds of interactional methods. Contrarily, research findings reveal that this has not been realized in Ethiopian English classrooms principally due to the domination of traditional approaches of language teaching (Anto, Coenders & Voogt, 2012; Baynesagn, 2009; Lakachew, 2003). The overarching traditional approaches in this regard include reading literary texts to develop students' mind through tedious experience of memorizing endless lists of vocabulary, giving extensive oral instructions with very little opportunity for them to participate in class interactions, and repeating words and lexical items individually or in chorus (Bikila, 2016; Gebreegzabhar, 2016).

A feature of the pervasiveness of these traditional approaches in Ethiopian English classrooms is that students are denied of tasks which involve real language communication for carrying out meaningful activities and are essential for language learning by supporting the learning process. Learning in such classes demotivates learners because they are not the focus of the educational process and have a limited room to construct meaning based on what they know, decreases their opportunities to interact with their peers constructing meaning by experimenting

the target language as they learn unnaturally, and ultimately glitches their learning achievement (Brown, 2000; Ellis, 2003; Richards & Rodgers, 2001). This seems to deter students' acquisition of the required level of vocabulary knowledge, use of the target language for communicative purposes, and improvement of academic achievement per sé.

Many researchers and stakeholders of the education sector reiteratively complain that Ethiopian students' English language performance in general and vocabulary knowledge in particular are significantly deteriorating showing no sign of improvement over the years (Bikila, 2016; Gebreegzabhar, 2016; Getnet, 2008; Miressa, 2014). The aforementioned researchers found that many students at different levels of education lack the vocabulary needed not only for real-life situations such as informal interpersonal communications, job interviews, and showing directions but also for academic purposes like introducing oneself, explaining concepts, and describing objects. One reason for this could be that students' are not learning vocabulary in a motivating and interactive manner beginning from primary school.

Further research findings revealed that Ethiopian students' English language learning motivation is low (Berhanu, 2010; Temesgen, 2013). According to Bikila (2016), the tasks used to teach vocabulary are predominantly traditional and teacher-based including questioning and answering, giving instruction and explanation, teaching the meaning of words in isolation, and translating. Similarly, the vocabulary tasks teachers use lack authenticity and discourage meaningful language use (Gebreegzabhar, 2016). Richards and Rodgers (2001) argue that such tasks demotivate learners and discourage classroom interaction by repudiating both the input and output processing necessary for language acquisition whereas "it is easy in L2 learning to claim that a learner will be successful with the proper motivation" (Brown, 2000:160). "A motivated learner wants to achieve a particular goal, devotes considerable effort to achieve this goal and

experiences in activities associated with achieving this goal” (Gardner & McIntyre, 1993: 02) whereas a demotivated learner practices language in the classroom poorly, interacts with peers diminutively, and strives and achieves low (Darfilal, 2015). Thus, a call for motivating vocabulary tasks seems imperative in order that students can enthusiastically engage in the teaching learning process, construct meaning based on their knowledge, and use the language for communicative purposes by practicing with their peers.

While this can be chosen from a range of options language games have recently been advocated as most stimulating and effective, especially for English language learners at primary level (Aldabbus, 2008; Aslanabadi & Rasouli, 2013; Chou, 2014; Yolageldili & Arikan, 2011; Yu, 2005). Despite the unsettled argument as to how they support students’ language learning, language games are believed to integrate learners’ psychology, reality, learning, language use, and natural environment together by offering a stress-free and motivating learning environment. Games have a great pedagogical value providing young learners and teachers with many advantages when they are used in foreign language classes and can be considered useful and effective tools that may be applied in vocabulary classes (Sorayaie, 2012).

Yolageldili and Arikan (2011:220) note that “games are full of fun which lead to successful learning; learners are required to cooperate to achieve the goal[,] and most learners enjoy cooperation and social interaction...when cooperation and interaction are combined with fun, successful learning becomes more possible.” This assertion relates to the following research findings. Huyen and Nga (2003) observed the differences between language learning game use in selected classrooms and attitudes toward learning in control classes. In the classes which used games, the students found the atmosphere more relaxed and conducive to learning. They were learning vocabulary more quickly in the game environment than by using more ‘traditional’

methods such as mere copying and remembering, and looking up new words in a bilingual dictionary to find their meanings. Additionally, a study conducted by Aldabbus (2008) dealt with the impact of language games on classroom interaction and pupils' learning in EFL primary classrooms. The study employed a multi-method research design combining quantitative and qualitative research methods. The researcher concluded that significant differences were found in the nature of classroom interaction between traditional and language games-based classes. It also emerged that students who used language games were more successful than their counterparts in the traditional classes in producing more and longer utterances containing English.

The current 'digital-native' (Prensky, 2001) generation is fond of playing and favors *edutainment*. Thanks to the invention of mobile phones and tablets, children are having access to learn while playing. Children are often observed playing and manipulating games and simulations easily on their parents' mobile phones. While the digital world, the state-of-the-art, seems more exhilarating and appealing to these children it would be too imprudent and ambitious to jump onto using them for classroom purposes ahead of educational games. The use of educational games, let alone very modern digital games, in Ethiopian English classrooms is rare, and the area, by and large, seems overlooked.

In Ethiopia, empirical studies on the use of games in general and vocabulary games in particular are scant, if they exist at all. The latest and well organized studies conducted in such a way date back to the late 1980s and the early 1990s. Ogbay (1989) conducted an experimental study on the use of language teaching games and activities in Ethiopian government primary schools with a focus on developing communicative abilities in speaking skills of grade 5 students. In her research, Ogbay (1989) found that the group which used games achieved improved communicative speaking abilities and significantly better results than the one that did

not use any games. Similarly, Zewdu (1992) investigated the use of language games to ease learners' vocabulary learning with a focus on 10th grade students in which he came up with findings favoring the use of the games. Moreover, as opposed to the suggestion forwarded by researchers (Bekiri, 2003; Sorayaie, 2012), there are only a few games included in the textbooks of grades 1 to 8. This further implies that language games are given less attention to support learning, let alone to be used as a stand-alone technique. Hence, based on the abovementioned premises, the present study investigated effects of vocabulary games on students' vocabulary learning with a specific focus on Ethiopian primary school students.

1.3. Research Questions and Hypotheses

Creswell (2009) recommends that in studies like this that employ mixed methods approach devising both research questions and research hypotheses helps to set a balance between quantitative and qualitative explanations. Based on this and in line with the specific objectives of this study, the following research questions and hypotheses were formulated.

1.3.1. Research Questions

1. How does the use of vocabulary games affect students' vocabulary learning motivation?
2. How does the use of vocabulary games affect students' peer-interaction during vocabulary learning sessions?
3. How does the use of vocabulary games affect students' vocabulary learning achievement?

1.3.2. Research Hypotheses

1. **H₀**: There is no significant difference between the control group and the experimental group with regard to the overall effect of vocabulary games on students' vocabulary learning motivation, peer-interaction, and achievement.

2. **H0:** There is no significant difference between the control group and the experimental group with regard to the univariate main effect of vocabulary games on students' vocabulary learning motivation.
3. **H0:** There is no significant difference between the control group and the experimental group with regard to the univariate main effect of vocabulary games on students' peer-interaction during vocabulary learning sessions.
4. **H0:** There is no significant difference between the control group and the experimental group with regard to the univariate main effect of vocabulary games on students' vocabulary learning achievement.

1.4. Objectives of the Study

This study attempted to address the following general and specific objectives.

1.4.1. General Objective

The general objective of this study was to investigate the effects of selected vocabulary games on Ethiopian primary school students' English vocabulary learning with a focus on grade six students at Atse Sertse Dingil Primary School, Bahir Dar.

1.4.2. Specific Objectives

Pertaining to the above general objective, this study aimed to:

- 1.4.2.1. examine the effects of vocabulary games on students' vocabulary learning motivation.
- 1.4.2.2. investigate the effects of vocabulary games on students' peer-interactions during vocabulary learning sessions.
- 1.4.2.3. examine the effects of vocabulary games on students' vocabulary learning achievement.

1.5. Significance of the Study

Studies on language games in Ethiopia are rare. The roles of games in supporting students' vocabulary learning have remained understudied. To my knowledge, this study is the first attempt to link vocabulary games and vocabulary learning motivation, peer-interaction, and achievement, to say the least in Ethiopia. Mainly intended to bridge the research gap, this study is hoped to be important in different ways.

Firstly, it may contribute to the array of research on the pedagogical use and implications of vocabulary games to primary school students' vocabulary learning. Although motivation is the key to foreign language learning, it is often paid little attention in discussions of several approaches to language teaching and learning. Even most studies that emphasize the importance of motivation to language learning are tied up with ostensibly evidence-based suggestions of games as motivational tools in the language classroom. Hence, this study attempted to make a truly evidence-based contribution to the internationally proliferating literature on the use of games in primary schools.

Secondly, the results of this study are believed to help primary school students. Although the focus of this study is on grade six, the findings of the study may also be applied to other grade levels in the primary school due to the characteristics students in these grade levels share as young learners. Most young students are naturally fond of playing. And framing the language classroom in a way that they learn naturally by playing could enhance their achievement as well as language use. Learning through playing vocabulary games brings a relaxing atmosphere by clearing students' anxiety and stressful moments, and helps them meet the required word knowledge in their respective grade levels. Therefore, the results of this study could contribute to make vocabulary lessons motivational and interesting for students.

Thirdly, teachers may benefit from the results of this study. They could gain alternative techniques of vocabulary teaching to make their English classroom motivational, interactive and effective. The use of the traditional approaches seems to detach teachers from students. However, interactive tasks such as games could be used to create a generally cooperative classroom atmosphere by placing the teacher alongside his/her students.

Fourthly, this research could be beneficial to curriculum designers and material developers. It may give them an insight into what vocabulary games are about as far as their effect on primary school learners' English vocabulary learning motivation, peer-interaction, and achievement is concerned. This helps to prepare different game-embedded materials which could reinforce learners' knowledge of words. Finally, the findings may inspire other researchers to conduct studies on the different aspects of the variables deemed in this study. They may initiate future researchers' inquisitiveness with regard to the use of vocabulary games and instigate arguments and critical assessments.

1.6. Scope of the Study

This work focused on effects of vocabulary games on primary school students' English vocabulary learning. It dealt with only vocabulary learning as this skill lays foundation for effective language learning by interconnecting the other fundamental language skills. Alderson (2005) and Schmitt (2010) note that a learner's vocabulary is an indispensable part of mastering a foreign language which in turn expedites language performance by staging the platform for learners to bear their own stake in a series of communications. And vocabulary is usually considered more suitable to teach to primary school students via games (Chou, 2014).

Four non-digital educational vocabulary games namely *Memory Game*, *Outburst*, *Chain Game*, and *at the Market* were used. Non-digital games were used mainly because they are easier

for classrooms that do not usually employ game-based learning whereas digital games are complex for beginner game users as they correlate even with learners' overall life styles (Huyen & Nga, 2003; Jafari, Madani, & Maghsoudi, 2013). A combination of quasi-experimental design and convergent parallel design was used by taking two intact classes and randomly assigning them as control and experimental groups. The study was also delimited to a randomly selected primary school in Bahir Dar City, Ethiopia named Atse Sertse Dingil and focused on grade six, the last grade level at which primary school students learn all the subjects except English in their mother tongue. Hence, the students are not exposed to the knowledge of English words in the other subjects.

1.7. Definitions of Key Terms

For the sake of keeping consistency throughout this research, a list of key terms and their definitions used for the purposes of this study are presented below.

Peer-interaction: means the social phenomenon and cohesion of vocabulary learners' relation with other people of similar attributes aiming to work closely and interdependently for achieving the expected goals of a task (Hancock, 2004).

Vocabulary achievement: is an outcome of learning manifested by students' results along with their understanding of a vocabulary lesson (Sutrison, 2007).

Vocabulary game: is a procedure and rule-governed play involving means of knowing a word through manageable challenges, competition, and interaction among learners. It is presented through pictures, gestures, drawings on the board as well as analytical definitions aimed at facilitating vocabulary learning (Nation, 1990, 2000; Yahoui, 2012).

Vocabulary learning motivation: is a combination of effort, desire and positive attitudes towards the learning of foreign language vocabulary (Gardner, 1985).

Chapter Two: Review of Related Literature

This chapter discusses the nature of vocabulary learning and its relationship with games along with the associations between vocabulary games and language learning, motivation, peer-interaction, and achievement.

2.1. The Nature of Vocabulary Learning

This sub-chapter deals with the general body of knowledge about vocabulary learning, its importance, and its nature through the use of games.

2.1.1. Vocabulary Learning in a Nutshell

The realm of vocabulary teaching and learning has been vastly probed and reanimated over the past years, and its reputation is being more widely realized in the field of English Language Teaching (ELT). Scholars (Chomsky, 1995, 2000; Harmer, 1991; Schmitt, 2010) discuss that for students to learn a foreign language better vocabulary should take unprecedented primacy over the other language skills as it nurtures and directs the academic success of language learners. Indeed, not only foreign language but also mother tongue competencies of a learner highly depend on manipulating the word-domain of a language.

Needless to say, vocabulary learning is intensely associated with the other language skills, and it intersects with speaking, listening, reading, and writing. Alderson (2005) and Schmitt (2010) note that a learner's vocabulary is an indispensable part of learning a foreign language. For effective communication to occur in a foreign language, a learner should retain adequate number of words and use them accurately (Huyen & Nga, 2003; Richards & Renandya, 2002; Sorayaie, 2012). This, in turn, expedites language performance by staging the platform for learners to bear their own stake in a series of communications.

The multidimensionality of vocabulary learning was brought into light after it had been largely ignored in the early 1980s (Shen, 2003). During that time, the ELT classroom offered vocabulary limited room by soothing notional and functional aspects of language. Deprived of sectional autonomy, vocabulary learning was rather considered pooled with the overall framework of ELT (Ostyn & Godin, 1985). As a result, the materials dedicated to the skill were very few. However, from the 1980s on, thanks to the loyalty of the language pedagogy, vocabulary overstepped all the hurdles and appeared as equivalently important as grammar (Nation, 1997). Ever since the place of the skill in ELT was redirected, that discrimination and avoidance vanished seemingly no longer to occur. This, consequently, gave rise to research into its theoretical stances and classroom practices. Researchers also began to realize that the difficulties learners encounter, both in reception and production, often result due to lack of adequate vocabulary which even extends in situations where people possess higher language competence and performance (Nation, 1997). Since, for various reasons, the unlikely mastery of the skill demands a lot of effort, systematic learning enables users to develop it.

It is generally taken for granted that vocabulary is an essential tool for using a language for communication whereas a lack of adequate vocabulary could break down effective communication. This skill is a core component of language proficiency providing the basis for how well learners speak, listen, read, and write (Richards & Renandya, 2002). A simple definition of vocabulary is put by Hornby (1995) as the total number of words in a language. Emphasized in this definition are words which Todd (1987) comprehensively explains with four elements: *orthographic* - having a space on both sides, *morphological* - the form, *lexical* - all the forms a word can take which are clearly related by meaning, and *semantic* - the distinction between items that may be morphologically identical but different in meaning. Since having the

knowledge of words in a language is a life-long endeavor, the eminence of vocabulary learning, not only in L2 but also in L1, has rarely been argumentative in educational academia. However, it is noteworthy that the size of the potential lexicon in a language as well as the manifold characteristics of word knowledge make vocabulary learning substantially complex.

Scholars seem to have diverse worldviews toward the essence of foreign language vocabulary learning. Nation (2000) describes vocabulary learning as an array of word understanding involving a merger of both receptive knowledge and productive knowledge. This underlines having the knowledge of word form, word meaning, and word use as foundations. The word form consists of knowing the spoken and written representations of a vocabulary item as well as its word parts. The word meaning, on the other hand, refers to three specific aspects: the relationship between form and meaning, its concept and referents, and associations. Again, the third component, word use, marks familiarity with a word's grammatical functioning, collocations, and constraints on use.

Different from Nation (2000), the explanation given by Rivers (1981) summarizes the need for six fundamental points if a word is meant to be known. These are committing vocabulary to long-term memory, discriminating variations in distribution and new boundary of meaning, detecting morphemes which recur in number of words, penetrating disguises that cognate or borrowed words have adopted in becoming assimilated within another language, discovering new words, and knowing the elastic quality of vocabulary. In relation to Nation's (2000) and Rivers' (1981) conceptualizations, Hatch and Brown (1995) stated that vocabulary learning necessitates gaining sources for encountering new words, acquiring the word form, getting the word meaning, consolidating the word form and meaning as well as using the word.

According to Takać (2008), vocabulary learning entails the acquisition of memorized sequences of lexical items that serve as a pattern on the basis of which the learner creates new sequences. The main task is to discover the patterns in the language, starting from phonological categories, phonotactic sequences, and morphemes to collocations and lexical phrases, and their analysis into meaningful units. This indicates that language production is based on assembling ready-made chunks suitable for particular situations, and that language comprehension relies on the ability to predict the pattern that appears in a given situation. This does not mean, however, that L2 vocabulary learning maintains a mere collection of individual words in the mind with an item-to-item substitution of L1 words since it goes beyond knowing the sole meaning of a word.

The above explanations indicate that knowing a word is not simply knowing its meaning. It further consists of having the knowledge of its spoken and written forms, different meanings, part of speech, proper pronunciation, and correct use in different contexts. Knowing a word is at the heart of vocabulary learning. It involves knowing a great deal about its general frequency of use, syntactic and situational limitations on its use, its underlying form and the forms that can be derived from it, the network of its semantic features, and the various meanings associated with the item. Nonetheless, it is inevitable that this process of particularly knowing a word and generally maintaining vocabulary learning is affected by several factors as many scholars argue.

In light of most frequently mentioned issues in the literature, Takać (2008) discusses the most common and general factors that affect students' foreign language vocabulary learning. Students' vocabulary learning is primarily affected by the linguistic features of lexical items. This occurs due to the difficulty of defining a word. Takać (2008) notes that the general view of considering vocabulary as a dictionary or set of words belongs to the traditional approach of lexicography. Rather a word in vocabulary should be regarded as a formalistic, inconsistent and

incomplete segment. Further explaining this factor, Laufer (1997) cited in Takać (2008:7) stated that the linguistic features of lexical items engross specifically intralexical factors that affect vocabulary learning which are further divided into facilitating factors, difficulty-inducing factors and factors with no clear effect.

The second factor outlined by Takać (2008) is the influence of first and other languages. In this regard, since an L2 learner has already developed conceptual and semantic systems linked to the L1, L2 vocabulary learning and acquisition is found different from L1 vocabulary learning and acquisition. This is why L2 acquisition, at least in its initial stages, often involves a mapping of the new lexical form onto an already existing conceptual meaning or translational equivalent in L1. The function of L1 in this process differs depending on the degree of equivalency between languages. Although in some cases it may facilitate the acquisition or use of L2 lexical items, in others it will create an obstacle.

The incremental nature of vocabulary acquisition is the other major factor affecting vocabulary learning. Due to the fact that vocabulary knowledge embraces various elements including phonological and orthographic, morphological, syntactic and semantic awareness, the productive use found through efficient retrieval of the lexical item might be affected as explained by Takać (2008). Together with this, the organization and development of the L2 mental lexicon is taken as another affecting factor of vocabulary learning. In this context, the mental lexicon refers to an organized and structured memory system in which a vast number of words, accumulated in the course of time, have been stored. Unless the system is characterized in such a way, it is difficult to collect the data on the organization and functioning of the mental lexicon.

Source of vocabulary or exposure to linguistic input is also a factor that influences vocabulary learning according to Takać (2008). This means getting the source of vocabulary in

L2 learning. It involves the availability of comprehensible inputs which the learner is able to accommodate. Carter (1992), cited in Takać (2008), asserts that native speakers of a language have a wide range of sources and contexts to experiment and utilize vocabulary items. This is naturally attributed by more incidental learning than explicit formal instruction. However, in case of an L2, the sources which learners are exposed to are limited.

Finally, Takać (2008) forwarded individual learner differences as an additional factor affecting vocabulary learning. The distinctions learners manifest during vocabulary learning account for the differences manifested in their language performance. This is the role of vocabulary learning strategies. These strategies entail explicit learning in relation to other factors that account for individual learner differences such as the affective ones (motivation, attitudes towards vocabulary learning, fear of failure) or the language learning aptitude.

2.1.2. Importance of Vocabulary Learning

Vocabulary learning juxtaposes importance and difficulty. It is important in that the more words a student knows, the more s/he can communicate effectively. This can be best expressed by a commonly quoted statement that “without grammar, there are few things we can express; while without vocabulary, there is nothing we can express (Wilkins, 1976:111).” Without learning vocabulary, one cannot learn a language. Vocabulary provides a student with the basic component to master a target language. Since it makes up the basic ingredient for effective communication, it is generally believed that improved vocabulary learning is an indicator of communicative competence.

Vocabulary learning is also a major part of second language learning which allows learners to effectively integrate and use the four language skills: listening, speaking, reading, and writing (Richards & Renandya, 2002). Harmer (1992:14) remarks that, “words are the building

blocks of language and having a good supply of them is very important for students right from the beginning of their learning.” Vocabulary is basic to communication because when learners are unable to know key words during communication they decline participating in the conversation.

Nowadays, the long ignored issue of vocabulary learning is reviving in L2 pedagogy. Research findings that indicate the importance of vocabulary learning are blooming overtime (Heidari, Karimi & Imani, 2012). These studies show the centrality of vocabulary to foreign language learning by emphasizing its role as an integral part of a students’ communicative competence (Pillai, 2013). Vocabulary learning has a hand in real life communication. To try to express or comprehend any idea, a learner should first have knowledge of some words which is relatively uneasy in L2 learning due to their flexible nature. In line with this, Nation (1990) classifies the sets of vocabulary students learn as receptive vocabulary and productive vocabulary. The former type is the recognition of a word a student develops when it is heard or seen whereas the later signifies the ability to pronounce a word, write and spell it as well as use it in collocations.

Whatever the classification may look like, the importance of vocabulary learning is an ascertained field of study, yet it has remained the most challenging and difficult skill in foreign language learning (Darfilal, 2015). As for Ojeda (2004), it is not only one of the language learning elements many students find problematic to learn but also a boring part of language learning. Such traditional ways of vocabulary learning as memorizing unfamiliar words and spelling are often perceived by learners as uninteresting (Maria & Othman, 2013). Thus, learners find it hard to become engaged in these kinds of lessons which calls for an attractive approach to vocabulary learning.

2.1.3. Learning Vocabulary through Games

Many scholars agree that students' vocabulary learning through traditional approaches, which Maria and Othman (2013) call conventional approaches, has remained a globally widespread reality (Darfilal, 2015; Gersten & Baker, 2000; Pillai, 2013; Wang, 2010). This is mainly because the teaching of vocabulary has not significantly evolved methodically and learning new words is dominated by behavioristic studying of word lists. The ascendancy of the traditional vocabulary learning means in the language classroom takes various forms.

According to Wang (2010), traditional vocabulary learning approaches are typically form-based and text-based presented through Grammar Translation and Audio-lingual methods of language teaching. In such contexts, vocabulary is taught by repetition and memorization along with lots of systematic and intensive drills on sentence patterns and grammar rules with no room for real communication. Additional characteristics of these approaches include exam-oriented learning, copying down new words and trying to remember their meaning, learning passively through the teacher's explanation, looking up words in a bilingual dictionary to find their meanings or definitions, and learning by heart lists of words and their meanings in L1 (Huyen & Nga, 2003; Pillai, 2013). There is also excessive correction by the teacher which has the effect of preventing rather than helping students to learn well (Ara, 2009).

Darfilal (2015) criticizes these overarching traditional approaches claiming that they use the teacher-centered instruction in which students are only passive receivers of knowledge. Darfilal (2015) instead stresses the need for vocabulary to be learnt in context, practiced and revised with students' active involvement. Maria and Othman (2013) agree that vocabulary learning through the traditional approaches further diverges the controversy over language learning in which language specialists are squared off against memorization technique that

denies students understanding by reasoning and making relationships. Therefore, these approaches seem not effective to amalgamate students' learning desires, academic success, and communicative competence.

In relation to the growing interest to liberate vocabulary teaching and learning from traditional and anachronistic presentations, researchers and language experts have been working on and introducing various approaches and techniques. Recently, the orientation of this quest has been considerably tied up with task-based language learning. In this approach, learners concentrate more on meaning than on form unlike the traditional procedures. In so doing, students perform different communicative tasks which happen to be more meaningful because they are close to their reality instead of doing form-based discrete exercises which are usually decontextualized and meaningless (Nunan,2004; Richards, 2006). Learners have the greatest role in the learning process, and cooperate activity by speaking in groups while performing tasks. One of the most hovering techniques in this regard is the use of games.

In an examination of the role of games in language learning, Pietarinen (2003) presents that games are models of human actions which are exemplified by language, speech and communication. Pietarinen (2003) further distinguishes two levels: games as a theoretical framework for studying the nature and the origins of linguistic meaning, and games as models of large classes of rational human behavior in actual communicative situations. In the sense of considering games as classroom activities for language learning, the second level apparently looks to fit well. Concomitantly, researchers found distinctive results regarding vocabulary learning through the use of games. For example, Chou (2014) and Yahoui (2012) revealed that games, songs and stories can be beneficial to pupils' learning of English vocabulary when they are integrated with clear teaching and learning objectives. In contrast, Cook (2000), Paul (2003)

and Wood and Attfield (1996) cited in Chou (2014) regarded games as subsidiary in language teaching, as they are normally used simply as physical activities to enhance learner motivation in class rather than as primary teaching tools. Furthermore, in an experimental study which involved 30 participants aged fifteen, Rohani and Pourgharib (2013) found that the language-embedded training program provided to students in the experimental group significantly boosted their vocabulary knowledge, even more than twice. However, no significant difference was found between use of textbooks and games to boost the vocabulary gain as both programs made significant progress in the subjects.

Ellis (2003) points out that at the heart of vocabulary learning in the classroom rests learners' opportunity to use what they learn in a communicative context. This can be maintained by using games as a learning scheme as they help students learn the skill engaged in the game and without noticing that they are in the process of learning (Aslanabadi & Rasouli, 2013; Sorayaie, 2012). Maria and Othman (2013) affirmed that vocabulary learning through games for L2 learners helps motivate students with less vocabulary input. They further indicated that L2 learners find it rather boring to keep practicing vocabulary through exercises and reading. Therefore, by introducing games, L2 learners could be more interested and successful in learning vocabulary.

2.2. Games and Language Learning: A Broad Spectrum Insight

The associations between games and language learning are highlighted under the following sub-headings.

2.2.1. An Overview of the Historical Relationship between Games and Education

Games were initially considered as physical activities related mainly to such occasions as religious rituals and festivals until they were modified to fit to modern educational instructions in

the 19th century (El Shamy, 2001). Mansion Happiness, a game aimed to teach children the differences between good and bad, is believed to be the first game of this kind. The place games have been given in education ranges from simple use to being a core element.

As far as their role in education is concerned, games enjoy a strong association with teaching and learning that predates the current system of education by thousands of years. The annotated bibliography of Huang and Plass (2009) entitled *History of Play in Education* states that world's elite philosophers and scholars including Plato, Locke, Kant, Freud, Vygotsky, Piaget, Bruner and Dewey all noted over the years the interpenetrated nature of not only games and education but also games and human development. According to Vankus (2005), Plato advised that game is the main educational method for children at the age from three to seven indicating as an example that working with puzzles complies with being a part of future architects' education. An examination of the historical place of games in education traced by the Institute of Play (2015) depicts that the methods of dialogue and learning Plato ascribed to Socrates functioned through a kind of verbal play.

Evolving over many years, the Hellenic tradition of considering games as an educational tool continued in Ancient Roman Empire (Vankus, 2005). In the Empire, the first schools were called "ludi" which means games. In fact, games used in these institutions were mostly related to students' physical development (El Shamy, 2001; Vankus, 2005). The end of the Roman Empire marked a focus of education from principally physical development to students' development of submission and obedience as a result of which hard discipline took place along with the use of corporal punishments. During that time, learning by heart was the main method of teaching; there was limited room for the use of games (Vankus, 2005). This does not mean, however, that

games were totally ignored. The game of chess, for example, was still used in the Middle Ages to teach noblemen the strategies of war (The Institute of Play, 2015).

During the Renaissance, the use of games in education blossomed. This period made a weight shift from submission and obedience to fostering both the physical and mental development of human beings thus requiring education to be more clear and practical (Vankus, 2005). Storied scholars of the time such as Comenius (1592–1670), Lock (1632–1704), and Rousseau (1712–1778) asserted that game is a very important part of bringing up the child, and the whole education should be playful and joyful. Therefore, cultivating pupils' interest in learning and explaining teaching stuff in the game-like ways was needed (Vankus, 2005). Apart from this, during the 1600s, one of the main educational purposes of games was to improve the strategic planning of armies and navies (The Institute of Play, 2015).

Since the 1800s, games played a big role in the military planning of major world powers (Gredler, 1992). And Friedrich Froebel's pioneering work, which led to the creation of kindergarten in Germany in the early nineteenth century, was premised on the integration of learning through games and play. Not until the mid-twentieth century did the association between games and education begin to capture the public imagination though. The Dutch historian, Johan Huizinga, published his landmark study *Homo Ludens* or *Playing Man*, which posited play as a primary, necessary activity in the generation of cultures.

In the 20th century, many notable scholars showed their interest on the roles of games in education (Vankus, 2005). For instance, Jean Piaget (1896–1980) connected the development of moral judgment in children to their ability to understand rules in a game. Piaget categorized games into four as *exercise games* which a child does with his/her skills only for fun, *symbolic games* which children play assimilating real conditions, *game with rules* which a child plays

considering some external rules with the assistance of an adult and are important for socialization and development of ability to cooperate, and *constructive games* which are transitional from symbolic games to more serious activities. Also, Lev Vygotsky (1896–1934) studied links between thinking and language in which he pointed out that games are suitable activities for development of cognitive skills and thinking in the frame of social institutions of culture.

The 1980s saw the evolution and commercialization of a new kind of learning game. These games drew from video arcade and console game methods, incorporating narrative and visual elements from popular culture, and they targeted primarily elementary-aged children (The Institute of Play, 2015). The 1990s made public the emergence of a mass market for family-oriented software. And, in general, the research-oriented ethos of early “edutainment” gave way to a more strictly business orientation. Also, multi-media games began to emerge showcasing popular licensed characters.

In the 21st century, the rapid dispersion of sophisticated technologies into every facet of society is causing significant shifts in where, when, and how things are carried out and how educational systems should be structured. As a result, digital games, as opposed to classroom games, are increasingly penetrating the educational systems of almost every country of the world, especially the developed ones. A research report revealed by McClarty et. al. (2012) predicted that the coming generations will be characterized by increased technology use, extensive problem solving, and complex communication that go beyond typical reading, writing etc. As many students of today are growing up with laptops, tablets and cell phones, they expect to use this technology and games involved in their daily interaction including in their learning.

Strengthening this prognostication, Moursund (2007) notes that many of the features of games that have lived on to date fit well with our living demands. Hence, the contemporary

world has given rise to the technological and new dimensions of games through which their multi-faceted benefits can be extracted. These dimensions are also making games possible to contribute to the educational arena by providing opportunities to improve educational systems. Moursund (2007) further claims that the role of games in education has been getting an increased legitimacy in the past few years. Nevertheless, despite the rich history of the link between games and education, some scholars argue that the association is not yet well verbalized in the educational academia. As for Darfilal (2015) and Palanova (2010), due to the misconception that all learning should be serious in nature, the idea of using games in teaching and learning does not seem to be widely accepted and implemented although its importance has been proposed and justified for many years.

2.2.2. Games Defined: Language Games in Focus

The term game is one of the fuzziest concepts to find an agreeable definition about. The available meaning outlines of the word incorporate quite a range of uncommonness in terms of describing characteristics. A simple search for the definition of games in the internet comes up with a torrent of meanings dominated by computer-games. One of the reasons why it is not easy to find a working definition of games is their molten nature depending on the context. As such, the consideration of games in education ranges from simple activities for fun (Celce-Murcia & Macintosh, 1979) to a stand out paradigm in the form of Game-based Learning (GBL) (Perrotta, Featherstone, Aston & Houghton, 2013) and Gamification (Palanova, 2010). An older and simple definition of games by Celce-Murcia and Macintosh (1979) indicates that games are fun activities which almost everyone would enjoy to play. This definition which stresses the amusing nature of games is very general in that it could also refer to anything enjoyable during education. Contrariwise, GBL and Gamification respectively refer to the use of video games to support

teaching and learning (Perrotta et.al, 2013), and the application of game elements in non-gaming situations to convert useful activities into games (Palanova, 2010). Both GBL and Gamification are paradigms of educational computer and video-oriented games the latter being a much newer concept than the former.

In illustrating non-digital classroom games which have long been the norm in language classrooms where digital and computer games are uncommon, scholars principally signify three dimensions. The first one is the broader context of play. According to Wood and Attfield (1996), the term play refers a variety of activities including games that are related to both children and adults not all of which are conducive to learning. The idea that a game is a form of play seems to be one point of intersection among most definitions (Aldabbus, 2008; Rixon et.al., 1991; Wright et. al., 1994).

The second dimension is considering games as classroom activities and/or exercises. El Shamy (2001) and Hadfield (1990) define games as competitive activities played according to rules within a given context while Gredler (1992) presents them as competitive exercises in which the objective is to win. These exercises range from simple tasks such as matching fractions to their decimal equivalents to more complex contests such as classroom tournaments involving several teams. Dalton (2005) does not seem to agree with the idea of considering games as activities. She identifies two points of distinction between games and activities: communication purpose and competition. Activities involve using language for a specific communication purpose whereas games add the competitive element; non-game language activities tend to be more cooperative.

Lastly, many scholars, in their definitions, point out a list of characteristics representing what a game is (Hogle, 1996; Rixon et.al., 1991). Sauv   et.al., (2007) outlined five

characteristics of educational games, games the purpose of which is only implicitly centered on learning hidden from the player and the notion of pleasure which it engenders is rather extrinsic as opposed to didactic games which clearly focus on the task of learning and that is explicitly identified, appealing to the intrinsic pleasure of performance. These characteristics are player(s), conflict, rules, predetermined goal of the game, and its artificial nature. An individual player or a group of players engage in the process of playing a game. Conflict is represented in games by dynamic obstacles which prevent a player or players from easily reaching their goal. A challenge occurs when a player's action provokes an opponent's reaction, thus creating a competition, and cooperation emerges when players associate themselves against other players in order to reach a common goal. Rules, as another characteristic, refer to a set of guidelines describing the relationships between players and the game environment. In addition, the predetermined goal of a game indicates the end of the game and the notion of victory. Finally, the artificial character of games refers to two rather different notions: a fictitious activity without reference to reality or that applies to reality.

Based on the abovedimensions and presumptions, the definition of games given by Richards, Platt and Platt (1992) looks relatively systematic and comprehensive. The definition states that, "a game is an organized activity that usually has the following properties of a particular task or objective: a set of rules, competition between players, and communication between players by spoken or written language (p. 153)." This definition seems to agree with Hays' (2005) conceptualization of games. As for Hays (2005:15), "a game is an artificially constructed, competitive activity with a specific goal, a set of rules and constraints that is located in a specific context." From these various definitions, it can be drawn that a game is a rule

governed and entertaining classroom activity performed cooperatively and/or competitively to attain a certain educational objective.

In language learning, games are understood as conceptual models that can be used across formal and informal contexts of learning (Sorenson & Meyer, 2007). More than being considered as the 'fun factor' in language learning contexts, they have been understood as serious and pervasive elements in instructional settings. These games that are intentionally used to support students' language learning are called language games.

Dalton (2005) mentioned that games and game-like activities have a long history of use in the language classroom. This tradition of using games in English language teaching extends particularly in CLT, TBLT and other related approaches in which language learning environments can benefit from the use of games because games offer real life activities to learn through and an opportunity to practice the realistic use of language to communicate.

Wittgenstein (1967) is believed to introduce the idea of language games in order to show that the words of a text derive their meaning from the role that they have in certain non-linguistic activities. For Wittgenstein, games are the activities and practices from which language derives its meaning. The purpose of the players in Wittgenstein's language games is to show or tell what one sees. What the players try to achieve is to bring to the fore what they see to be the case in the context of an assertion. Wittgenstein remarks that language games have to be actively played for a meaning of expressions to emerge, which in turn is a prerequisite for conversational meaning and speech acts. This relates to the four elements language games can offer that are found while 'thinking outside the box', as Moursund (2007) suggests. These are learning about oneself, interacting with other people and developing certain types of social skills, developing a variety

of thinking and problem-solving skills that are useful in both non-game and game environments as well as gaining in mental maturity.

Even though scholars forward the definition of language games varyingly, it can be put in a nutshell as activities or games provided to students while they learn a language in class (Aldabbus, 2008; Brumfit et al., 1991; Hornby, 1995). For Langran and Purcell (1994), a language game means a tool used to create a situation in the classroom by providing learners with opportunities for using the target language they have already learnt in a stress-free environment, with the maximum possible free expression in order to carry out a simple task, solve a problem or communicate a piece of information. Yolageldili and Arikan (2011) also consider language games as situations brought to the confinement of the classroom to provide learners with an opportunity to use the language. Similarly, Ojeda (2004) pointed out that these situations emphasize using elements of a given language in order to arrive at a particular solution, or to win a competition. In an extensive presentation, language games are tasks designed to help achieve a particular language learning goal (Richards, Platt & Platt, 1992).

2.2.3. Advantages and Disadvantages of Language Games

Depending on various factors affecting successful language learning, the use of language games in the classroom brings about different results. These inconsistent results opened up debates over whether games benefit students' language learning. Stojkovic and Jerotijevic (2011) put the pros and cons of language games as advantages, disadvantages and less favorable results. The use of language games to the language classroom being the proposition, two sides, one against and the other in favor, argue over placating dissipations. The opposing side include scholars such as Atkin (1991), Bennett (1997), Nicholson and Williams (1975), and Wilson et.al. (2009). These scholars claim that because games provide merely superficial learning they should

be used only as time fillers when it is difficult to get students' attention through conventional approaches. They say games distract students from learning, and the competitive nature creates a hostile learning environment.

In light of the disadvantages of language games, Stojkovic and Jerotijevic (2011) listed that language games are disadvantageous with regard to discipline issues and excessive noise, keeping students away from the basic purpose of the game, and resulting in playing too much without meaningful learning which is assumed to have a debilitating effect. These scholars further pointed out that if games are already familiar or boring, students might not get equally involved and some learners may find games unnecessary and childish.

Most language researchers and scholars are on the pro side of employing games in the language classroom (Dalton, 2005; Hadfield, 1996; Wright et. al., 1994). According to these scholars, some games are helpful in practicing individual vocabulary words while others involve students in complex discourse. They further claim that due to their immense advantages to students' learning, language games are pedagogically valuable. One of the advantages is that language games play a significant role in motivating students (Ara, 2009; Dalton, 2005; Hansen, 1994; Hogle, 1996; Stojkovic & Jerotijevic, 2011; Wright et. al., 1994; Yolageldili & Arikan, 2011). These scholars explain that games add interest to what students might not find very interesting. Through fun and less demanding practice, games increase language learners' motivation and promote learning.

By playing games, a learner makes acquaintance with his environment, learns life and gains new instructions. This helps learners create a bond between the teacher and their colleagues (Ara, 2009; Fotovatina & Namjoo, 2013; Yolageldili & Arikan, 2011). In other words, games bring real-life situations to the interior of the classroom which provides learners with

an opportunity to use the language. Language games are amusing, challenging and encourage and increase cooperation among learners. Thus, they not only inspire learners but also help teachers provide a context in which language is used meaningfully (Fotovatina & Namjoo, 2013; Wright et. al., 1994). This means games help the teacher to create contexts in which the language is useful and meaningful.

Another advantage of language games is that they induce group and peer work by fostering teamwork as well as enabling successful interaction (Aslanabadi & Rasouli, 2013; Stojkovic & Jerotijevic, 2011). Many games can be played in small groups, thereby providing a venue for students to develop their skills in working with others, such as the skill of disagreeing politely and the skill of asking for help. The team aspect of many games can encourage cooperation and build team spirit.

Language games can also be used involving all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game (Aslanabadi & Rasouli, 2013; Lee, 1995 cited in Stojkovic & Jerotijevic, 2011; Wright et. al., 1994). Furthermore, games are student-focused activities requiring active involvement of learners (Yolageldili & Arikan, 2011) and encourage learners to direct their energy towards language learning by providing them with meaningful contexts and intense and meaningful practice of the language (Wright et. al., 1994). Last, not least, is that games can provide a means for students to use the language outside of class time (Ellis, 2003), increase retention of subject material (Dempsey et al., 1994 in Hogle, 1996), improve reasoning skills and higher order thinking (Mayland, 1990 in Hogle, 1996) and provide a comprehensible input to learners by lowering the affective filter, especially for shy students (Hadfield, 1996; Krashen, 1985).

2.2.4. Taxonomies of Language Games

Like the definitions, there is no clear agreement over how language games are categorized. Due to this, the literature on the typology of language games can be explained by two interrelated features. The first one is that the classifications show overlapping categories. The second feature is, on the other hand, due to several classifications of language games forwarded by scholars, a game could belong to more than one type. These said, despite the unsettled debate over grouping games, Dalton (2005) reminds us that categorizing games and activities appropriately is important for the purpose of creating a proper emphasis on all communicative levels.

A broader categorization of language games distinguishes between educational or classroom games and digital/video or computerized games. For the purpose of this study, the focus will be on the former type. Wright et. al., (1994) divide educational language games broadly based on their general characters and spirits as picture games, psychology games, caring and sharing games, sound games, story games, word games, true and false games, memory games, question and answer games as well as guessing and speculating games. This general classification refers not only to games inside the classroom but also outside. Similarly, Delage's (1989) classification presents that language games can be grouped into eight general types as pictures, card games, drawing, painting and coloring games, props, magic games, dolls, cardboard men, puppets and masks, stories and illustrated pictures (SIP) and stories illustrated by pictures and songs (SIPS), and audio-video materials.

According to Littlewood (1981) and Hadfield (1996), classroom games are of two types: communicative and pre-communicative. Communicative games deal with effective communication with open-ended and unpredictable outputs providing contexts for real life

situations such as greeting, invitation, and request. In contrast, pre-communicative games emphasize accuracy of language use with closed-ended and predictable outputs. A typical example of pre-communicative games is vocabulary game in which learners play the game looked after their correctness of language use.

Hadfield (1996) also used another taxonomy of language games as cooperative games and competitive games. This typology is commonly used in most empirical studies (Fotovatina & Namjoo, 2013; Yolageldili & Arikan, 2011). Cooperative games refer to games in which groups of players may enforce cooperative behavior whereas the competitive ones are games in which different individual players participate in a contest. Yolageldili and Arikan (2011) noted that in cooperative games, learners are required to cooperate to achieve the goal and most learners enjoy cooperation and social interaction. It is believed that when cooperation and interaction are combined with fun, successful learning becomes more possible, and students work towards a common goal. This type of games includes the completion of drawings, putting things in order, grouping things, finding a pair, finding hidden things, contact game and Jotto. Alternatively, in competitive games, competition plays a crucial role as for the nature of games required. The competition may be with another student, against time, against one's own previous performance and record, or against a certain predefined goal. Learners are excited by competition because the question of who will win or lose remains unanswered until the game is over. Examples of this type of games include crossword and matching.

Pham (2007) cited in Stojkovic and Jerotijevic (2011) suggests the following classification of games in EFL: structure games which provide experience of the use of particular patterns of syntax in communication, vocabulary games in which the learners' attention is focused mainly on words, spelling games, pronunciation games, number games, listen-and-do

games, games and writing, miming and role play, and discussion games. This classification emphasizes language skills. With a similar spirit, Darfilal (2015) and Palanova (2010) both used in their studies four types of language games: listening games, speaking games under which vocabulary games are included, kinetic games which are used to provide refreshment in the class, and experiential games the main objective of which is not to win or complete a language task but to experience the process and learn from it.

Vocabulary games are a type of language games used to reinforce students' word acquisitions. They are procedures and rule-governed plays involving means of knowing a word through manageable challenges, competition, and interaction among learners. While it is difficult to find a material exclusively devoted to illuminate vocabulary games many scholars consider them as one type of language games. For instance, a vocabulary game refers to a language game in the form of pictures, gestures, drawings on the board as well as analytical definitions aimed at facilitating vocabulary learning (Nation, 1990, 2000; Yahoui, 2012). A common example of vocabulary games is crossword puzzle which is played on a square or rectangular grid to fill squares with letters looking for answers in the form of words and phrases.

Yahoui (2012) discussed three common examples of vocabulary games. By playing Bingo game, learners can practice English vocabulary. In the game, learners prepare a bingo card containing a number of words written randomly. Then, the teacher reads definitions and the first learner who marks all the words in a row, column, or diagonal wins. Act-it-out is another vocabulary game in which learners are required to find the appropriate word that fits with the definition or the features performed by one of the learners or the teacher. Another example of vocabulary game is Spelling Puzzle. This game is played by spelling different objects through reordering letters.

2.2.5. Characteristics of Vocabulary Games

Gaining a clear picture of the most common characteristics of language games is important to comprehend the essence of vocabulary games as well as their roles in the language classroom. Provided that the previous sub-chapter partially touched up on these characteristics, a brief discussion is again made in this separate section. Although there are some common perspectives scholars share on the characteristics of language games in general and vocabulary games in particular, they also considerably differ in some attributes.

Bradley, Lindstrm, and Rystedt (2010) suggest three characteristics of language games: engaging every student in the learning process, providing an opportunity for collaboration and/or cooperation, and giving an enjoyable learning experience by motivating students. Similarly, Juul (2003) indicated that games consist of six elements: rules, variable quantifiable outcome, player effort, valorization of the outcome, attachment of the player to the outcome, and negotiable consequences. These lists of characteristics do not look unique to both the language classroom and vocabulary games; they rather seem applicable to other disciplines too.

Tyson's (2000) list of characteristics of language games looks logical with this respect as it directly relates to the language classroom. These characteristics are: a game must be more than just fun; a game should involve friendly competition in which students also learn how to loss; a game should keep all of the students involved and interested; a game should encourage students to focus on the use of language rather than on the language itself, and a game should give students a chance to learn, practice, or review specific language material. It is possible to elicit from these characteristics that a vocabulary game as a type of language game provides valuable practice of language because students do not think that they are studying. It can also be used many times with different parts of a lesson. Additionally, it needs to have some ingredient of

motivation to students along with involving students of teams competing to get points or complete a task most quickly.

Another set of characteristics of language games was forwarded by Khan (1991). These are rules, goals, a contest, fun and play. These various characteristics seem to agree with Nunan's (1989) conceptualization of tasks in which a task is presented as a piece of meaning-focused work analyzed or categorized based on goals, input data, activities, settings and roles. Overall, it can be concluded that vocabulary games can be typified in several ways based on the characteristics of language games, yet the most common characteristics include the following. Vocabulary games are played by students based on a ready-made learning objective in a way that learners are entertained and motivated to learn a lesson. This gives students the opportunity to control their own learning. Most vocabulary games also create interactive situations for learners to use the target language unconsciously. Through healthy competitions, they exert collaborative effort towards attaining a learning goal. Moreover, the rules of the game should be simple that students can adhere to without any inhibition.

2.2.6. Game Management in Vocabulary Classes

The above sub-section showed that scholars view of the importance of language games falls between treating games as gap fillers and using them as a central part of the foreign language teaching program since, besides being fun, they also comprise a goal. As such, reconciling the pros and cons of game use in the language classroom is made by systematically managing the games. As for Larsen-Freeman (2000), properly designed and chosen language games offer priceless communicative practices for students. This indicates that for games to be effective for language learning, careful decisions should be made on the following aspects of game management.

2.2.6.1. Game selection

Appropriate selection of games is considered as an intermediary between their purported advantages and disadvantages. Yahoui (2012) suggests that games should be easy and simple to suit learners' levels and abilities. This can be made by using such techniques as using various games that could address learners' diversified learning styles and strategies, adapting games to learning objectives, and considering learners' game preferences. These techniques are particularly important to regulate the extent of education and entertainment in the language classroom. According to Tyson (2000), an appropriately selected game fosters balance between language learning and amusement by motivating learners to use the target language instead of just focusing on the language itself.

Yolageldili and Arikan (2011) emphasize educational purpose, level of complexity, time, and enforcement of social interaction and participation as parameters of selecting appropriate games. In relation, Sugar and Sugar (2002) pointed out that game selection should consider the target audience which means students' grade levels, level of play i.e. language level required, number of players, class size, classroom organization, learning outcomes, playing time and game variations. Generally, scholars' recommendations with regard to game selection criteria can be summarized as students' proficiency level, class size, clear rules, attainable objectives, classroom setting, manageable complexity, relaxing learning purposes, manageable time, and inclusiveness.

2.2.6.2. When to use or not to use vocabulary games

Every classroom has its own unique characteristics. Thus, it would be too imprudent to definitively suggest that games should be used all the time. One attribute of managing a language classroom is making a well-versed decision as to whether tasks fit well into a given situation in general and a lesson is best delivered through games in particular. Games serve various purposes

to the language classroom as has been pointed out; however, there are also situations they may not answer a learning purpose. Based on this presumption, scholars and researchers make a range of explanations distinguishing between the right and wrong time to use games in the classroom.

Rixon et.al. (1991) underscore that games are more than marginal classroom activities to be used for the purpose of warming up or winding up a daily lesson. In fact, they can function these two purposes. They can be used even as alternative activities to freshen bored students. More than this, given a very central role in students' language learning, games can suit to be used at all stages of a lesson. Especially in vocabulary learning, games can be used when the purpose is to help learners gain new words more easily, to activate lively classroom interaction and friendly competition regarding word knowledge, and to bring real world context into the classroom from which students can derive new vocabulary items.

Darfilal (2015) and Palanova (2010) pinpointed that operative vocabulary learning can result from using games for four language classroom purposes. Firstly, games are most effective when learners are demotivated and lack interest toward serious learning. The second purpose is when tiredness takes place in learners' repertoire. Lack of cooperation and peer-interaction among students, and availability of spare time at the end of a lesson are the other two purposes vocabulary learning games can be used effectively. In the sense of the fourth purpose, the time is used for language practice and revision.

Although these four purposes refer to considerable situations for the use of games during vocabulary lessons, two points can be drawn concurrently. The primary point is that there is no reason that makes these purposes characteristically peculiar to vocabulary lessons. They can also be applied in the contexts of the other language skills. Secondly, much of these purposes treat games as peripheral activities of a vocabulary lesson. In what looks a possible answer to these

two points, Rinvoluceri (1990) presented denoting grammar games that they can be used before, while, and after a main lesson. Before a given lesson, they can be used for warming up purposes. During the lesson, they can help to present an activity in a motivating and easier way. And, after a lesson, they can be employed to clinch and revise a point of learning.

In contrast to the abovementioned favorable conditions of vocabulary learning through games, there are times a vocabulary game may not lead to presupposed learning objectives. Darfilal (2015) and Palanova (2010) indicated that game use for vocabulary learning is hindered when learners have low language proficiency and inadequate word knowledge required for playing the game. Again, when there is little time available and effective communication fails between students and the teacher game play may not reinforce learning. In addition, games are not recommended tools to control students' misbehaving in the classroom, especially where the class size is large.

2.2.6.3. How to play games in vocabulary classes

Another noteworthy aspect of game management in a vocabulary learning classroom is the knowledge of how to play language games commendably. Game use in vocabulary classes necessitates material preparation, time allocation, game-syllabus integration, and finally classroom execution. Provided that all these have to be carried out centering learners' communicative gain and real-life language practice opportunities, the use of games could be disastrous unless a well-informed acquaintance is maintained as to how the games are played.

Preceded by the teacher's familiarity with the selected game, a vocabulary lesson is presented through games of defined and clear rules. The teacher's and students' roles should be noted clearly, and rules should be explained until students are ready to play. In fact, the explanation itself may not work well if it is overly done. Hadfield (1996) favors the use of

demonstration more than the use of lengthy explanation for a vocabulary lesson to be best delivered. Especially when explanations are duly required for teaching vocabulary to young learners, using some mother tongue might be necessary. Because one of the objectives is to motivate learners the intended learning could occur once the learners are into playing.

With clear instructions and game rules, learners could begin to work cooperatively and/or competitively. And the games will have more positive impact when they mix-up multiple linguistic levels and give learners the chance to create their own game components (Dalton, 2005). Interruptions should be made rarely and only in key occasions since game play gives the opportunity for students to learn from the errors they make (Celce-Murcia, 1991). Overall, vocabulary learning through game play incorporates three steps: introduction, managing, and debriefing (El Shamy, 2001). In the introduction, the teacher creates a context by integrating the purposes of the game with the daily lesson. This involves the teacher's motivational presentation through beginning explanations, elaboration about the game set-up, description of instructional demands, and techniques of controlling running groups. The second step, managing the game, emphasizes properly undertaking and monitoring predefined teacher's and students' roles. Finally, in the debriefing stage, feedback and evaluative comments are forwarded.

2.3. Games and Vocabulary Learning Motivation

In this sub-chapter, the essence of vocabulary learning motivation and its association with vocabulary games are explained.

2.3.1. An Overview of Motivation in Vocabulary Learning

Educational psychologists agree that motivation, an agreeable definition of which has remained distant, is an important construct for learning. Arising from scholars' massive interest to embark on it, the literature on motivation attests a range of definitions which mostly depends

on the philosophical grounds of the different schools of psychology. For behaviorists such as Skinner and Pavlov, motivation refers to human behavior explained by performance in tasks and external forces. In cognitive psychology, motivation takes a different form to mean the degree of effort a person exerts and the choices that person makes to arrive at a certain goal. From the constructivist perspective, motivation refers to a social construct in which individuals' choices are placed central.

An example definition of the constructivist theory, which is the guiding paradigm of this study, was given by Williams and Burden (1997). This definition states that “motivation is a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals) (p. 120).” Another constructivist definition by Macintyre, MacMaster and Baker (2001: 462) presents that “motivation is a characteristic of a learner’s psychological underpinnings basing behavior in relation to a certain activity.” These definitions indicate that motivation is a principal drive for one’s actions manifested through various forms of engagement, for it maintains a goal-oriented character. It is a pushing force to take actions with interest and mindful will determining the desire to do something.

Scholars categorize motivation differently based on altered parameters. The most common classification is found in Gardner’s (1985) socio-educational model. The classification distinguishes between integrative and instrumental motivation types. According to Gardner (1985), integrative motivation refers to learners’ desire to at least communicate or at most integrate (or even assimilate) with the members of the target language. On the other hand, instrumental motivation refers to more functional reasons for learning the language such as getting a better job, a higher salary or passing an examination.

Another widely held typology of motivation was given by Deci and Ryan (2000) as intrinsic and extrinsic types. Intrinsic motivation is motivation for involving in an enjoyable activity developed based on innate needs for competence and self-determination whereas extrinsic motivation refers to external causality based on the perceived locus of causality. In relation to the second type, external rewards offer the individual satisfaction more than performing and accomplishing a task. The rewards might include money, grade, a wry of smile etc. This does not, however, mean that an extrinsically motivated learner does not get any intrinsic satisfaction. By implication, these two types of motivation are not assumed to be mutually exclusive, but rather inclusive (Borich & Tombari, 1995; Zimbardo & Weber, 1997).

Again, Zimbardo and Weber (1997) and Shie (2003) suggest additional types of motivation. Zimbardo and Weber's (1997) achievement motivation is determined by reaching goals and arriving at certain desired objectives and measured in terms of higher (optimal) level of performing an activity, rate of learning, attainment of set objectives, and resistance to extinction and disrupted efforts in other activities. An achievement motivation is characterized by a thorough competition against some standards such as grades (Feldman, 1993). Additional type of motivation is called methodological motivation (Shie, 2003). This type of motivation deals with learners' interest to learn a language because of the nicety of the teaching methodology which might result from the materials and activities used, the teacher's ability to motivate learners, and the provision of reward for learning.

Motivation is an important component of language learning. It increases the likelihood that learners would love to pay attention to do language learning activities in the classroom. Metallidou and Vlachou (2007) explained language learning motivation in consideration of three interrelated components: self-efficacy (the quantity and the quality of students' effort

expenditure), interest (usefulness of a task in relation to future personal goals), and emotional reaction (anxiety as a significant predictor of performance). Language learning is most effective if learners are interested in the learning process which is contextualized to their real life situations so that they understand how and when to apply it.

The favorable relationship between motivation and L2 learning has been pointed out in numerous studies (Bernaus & Gardner, 2008; Guilloteaux & Dörnyei, 2008; Schmidt & Watanabe, 2001). In L2 learning, motivation is conceptualized as “the extent to which an individual works or strives to learn the language because of desire to do so and the satisfaction experience in this activity and combination of effort and desire to achieve the goal of learning the language (Gardner, 1985:10).” This definition implies that L2 motivation is the effort a learner exerts or strives to learn the target language. Similarly, Dörnyei (1994) defines L2 motivation as the attempt and desire to learn a language and positive attitudes toward learning it. According to Dörnyei (2000), this has two dimensions: quantitative and qualitative. The quantitative dimension refers to the intensity of a learner’s attempt toward achieving a certain goal whereas the qualitative dimension deals with the goal itself. A motivated learner expands effort, is persistent and attentive to the task at hand, has goals, desires and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and or failure, is aroused and makes use of strategies to aid in achieving goals (Dörnyei, 2001).

In line with L2 learning motivation, vocabulary learning motivation can be understood as a combination of effort, desire and positive attitudes towards the objectives of knowing the meaning of words (Gardner, 1985). Central to vocabulary learning motivation are active engagement in and response to vocabulary instructions, and meeting vocabulary learning

standards to pursue required accomplishment. Studies conducted to determine the role of motivation in vocabulary learning provided evidences that there is a strong correlation between motivation and effective vocabulary learning (Gardner, Lalonde & Moorcroft, 1985; Gardner &MacIntyre, 1991). For instance, Gardner, Lalonde and Moorcroft (1985) found that learners with high motivation were more effective on vocabulary learning than those with low motivation.

2.3.2. The Interplay between Vocabulary Games and Vocabulary Learning Motivation

As far as motivation to effective vocabulary learning is concerned, Woolfolk's (2004) summarized alternative approaches look to provide a logical framework for motivating vocabulary learners. As for Woolfolk (2004), there are four approaches to motivate learners depending on the paradigm directing the procedures of a classroom. From behaviorism point of view, extrinsic motivation is emphasized which could be maintained by reinforcements, rewards, and incentives. In humanistic terms, this motivation is chiefly intrinsic, and such sources of motivation as need for self-esteem, self-fulfillment, and self-determination are essential. The cognitive perspective calls for different mechanisms of arousing learners' intrinsic motivation including their beliefs, expectations, and attributions for success and failure. The last approach is viewed from the socio-cultural viewpoint in which intrinsic motivation is stressed in consideration of engaged participation in learning communities, maintaining identity through participation in and interacting during collaborative activities. These approaches are in line with Ushioda's (1996a) four motivational strategies. These are focusing on the incentives or pressures, focusing on the L2 study itself, seeking temporary relief from the L2 learning in the form of taking a break to avoid disliked tasks and activities, and to talk over motivational problems.

One of the motivating strategies in vocabulary classes, especially for young learners, is the use of vocabulary games. Shameem and Tickoo (1999) cited in Dalton (2005) suggest that effective vocabulary learning takes place when students are engaged in a self-motivating activity, and game-based learning can improve this engagement and motivation. Classroom activities prepared as games can provide learners with solid application of lessons and lessen the frustration and intimidation students often face during their learning. In this sense, the use of vocabulary games as motivational strategies for vocabulary learning directly relates to Woolfolk's (2004) socio-cultural view of motivational approaches which underscores intrinsic motivation through learners' engagement and interaction, and to one of Ushioda's (1996a) motivational strategies i.e, seeking temporary relief from L2 learning in the form of taking a break to avoid disliked tasks and activities.

Increasing students' interest and motivation is one of the advantages of using vocabulary games. Personal attachment to the purposes of a game increases learners' initiation toward achieving specific vocabulary learning goals. McClarty et. al. (2012) claim that games maintain learners' motivation either externally or internally. Externally, students receive particular rewards for playing the game to attract them to continue practicing learning, and internally, meaning when the goals of the game and the learning outcomes are closely tied together, students tend to be more intrinsically motivated, and the rewards are solving the game challenge and learning. Additionally, Garris and Ahlers (2001) speculated that motivational characteristics of games encourage participation.

Vocabulary games motivate learners to play and complete a learning task, and vocabulary learning occurs on the way smoothly and incidentally (Moon, 2000). Driskell and Dwyer (1984) indicated that such characteristics of games as goals, challenge, fantasy, and mystery influence

motivational and learning properties. These scholars found that an increase in motivation leads to better retention, recall of learned information (i.e., declarative knowledge), and focalization of attention (i.e., cognitive strategies). Classroom activities such as games that interest learners allow more time spent playing resulting in resilient practice, sustained desire for further learning instructions, and finally effective learning. Vocabulary games can capture students' motivation to want to learn more by lowering students' vocabulary learning stress and transforming a boring classroom into an interesting one (Schultz & Fisher, 1988). Finally, Gardner (1985) pointed out that a relaxed classroom atmosphere motivates learners. On the contrary, a tense classroom creates anxious students, and thus their motivation decreases which in turn affects their vocabulary learning process and their classroom participation.

2.4. Vocabulary Games and Peer-interaction during Vocabulary Learning

In its broader sense, interaction refers to the communicative interconnection that occurs between and among different parties of a system. In the context of L2 learning, interaction means the process through which learners are exposed to the target language and therefore different language samples become available for them to use in the classroom in an interactive way (Ellis, 1990). This is often an explicit behavior determining to a certain extent students' learning opportunities and use of the target language. Classroom interaction which is "the main source of language input" (Moon, 2000:73) might take place between the teacher and learners and among learners themselves (Aldabbus, 2008).

Language learners' classroom interaction is embraced under the broader concept of collaborative learning in the social-constructivist paradigm. As an aspect of collaborative learning, interaction is described as a process in which learners practice and work together depending on one another (Bruffee, 1993). Based on this conceptualization, peer-interaction in

vocabulary learning indicates the social phenomenon and cohesion of vocabulary learners' relation with other people of similar attributes aiming to work interdependently for achieving the expected goals of a task (Hancock, 2004). Dörnyei (2001) views peer-interaction as a technique of sustaining group interaction along with using ice-breakers, employing small-group tasks, encouraging outings and extra-curricular activities, avoiding fixed sitting patterns, and involving tasks that provide small-group completion games. This seems to indicate that interaction is an important element of collaborative work in L2 learning situations. In language classrooms with positive peer-interaction, teachers and students work toward a common goal whereas in classrooms with negative peer-interaction, the energy of teachers and students may be channeled into conflict rather than into learning.

Krashen's (1985) Input Hypothesis and Vygotsky's (1978) Socio-cultural theory assert, respectively, that interactive language practice facilitates L2 acquisition, and interaction creates Zones of Proximal Development (ZPD) by providing a context for exerting collaborative effort towards achieving a predefined learning goal. Especially, the Social-cultural theory claims that students' interaction and constructive activity shape their learning, in turn, augmenting their ability to maintain peer-scaffolding, cooperation, consultation, and teamwork. This plays a great role in the vocabulary classroom by instigating support among learners of similar age, purpose, knowledge and interest. In line with this, Williams and Burden (1997) pointed out that students' mutual interaction, let alone the interaction they make with more knowledgeable people such as their teachers, promotes learning.

According to Vygotsky (1978), play and game like activities are important tools to maintain classroom interaction. In a qualitative study on the role of board-games in improving primary school students' peer-interaction, Smith (2006) found that students scaffold and mediate

each other's learning not only with but also without the presence of the English teacher. Smith (2006) video recorded students playing the game, and observed that they were actively participating in the playing process providing each other feedbacks. In addition, Bailey (1985) measured different types of qualitative and quantitative interaction patterns in a game-based L2 learning context. The findings of the study showed that due to the presence of the games, students were able to maintain lively peer-interactions and produce a greater amount as well as quality of English, the target language, compared to the conventional teacher-centered teaching technique.

In other studies, Yu (2005) found that the cooperative and competitive nature of most vocabulary games entails peer-interaction. Moreover, games improve classroom interaction by offering authentic language use through which classroom participation and cooperative work maximize (Cook, 2001), and in interactive tasks such as role play, game, and story-telling, learners can have control over the classroom talk (Cathcard, 1986). In this sense, vocabulary games can be considered as a glue for keeping peers' cooperative functioning in which learners gain the opportunities to practice language as monitors, risk-takers and innovators, and negotiators and interactors in the form of group participants (Richards & Rodgers, 2001).

2.5. Vocabulary Games and Vocabulary Achievement

Hornby (1995) defines achievement as succeeding in arriving at a specific purpose through effort, skill, courage etc. Similarly, Sutrison (2007) refers to achievement as an accomplishment of a task that comes as a result of a study or training. It can denote both the quantitative and qualitative dimensions of a students' work. In tandem with these definitions, learning achievement is often associated with students' level of understanding of a given topic and their grades. Explaining learning achievement in a broader context to indicate academic

success is relevant to examine recent shifts in instructional paradigms from cognitivist theories to constructivist theories, in which learners are required to acquire knowledge and skills by interacting within a social network or with their environment, and update their internal schema through self-regulation or peer-mediation.

Learning achievement is measured by tests which show the academic success or failure of a student. These tests are prepared aimed at inspecting how much a learner knows about a given lesson and have the objective of investigating students' learning in a set of activities (McNamara, 2000). Their purpose is often to check learners' progress against the objectives of learning. Based on this, vocabulary achievement means an outcome of vocabulary learning manifested by students' results along with their understanding of a given vocabulary lesson (Sutrison, 2007).

Vocabulary games seem to enhance learning achievement. Research has shown that students' vocabulary achievement can be improved through the use of vocabulary games. Sorayaie (2012) found that vocabulary games help EFL students learn new words and expressions, recall existing vocabulary, and make progress in their vocabulary achievement. They set a classroom situation where students gain motivation to play, compete, explore, learn, win or lose and finally evolve in their learning. When vocabulary games are employed to supplement vocabulary learning learners' fear of failure is relieved by the mentality to compete, learn and win in the game. Consequently, this increases their achievement by making learning fun, contrary to the traditional classroom.

Vocabulary games support many of the components of flow such as clear goals, direct and immediate feedback, balance between ability level and challenge, and sense of control. These components can increase student engagement which directly reinforces learning

achievement (Shute et.al, 2009 in McClarty et. al., 2012). They further provide unique learning opportunities to meet students' needs while engaging in an active learning process, and allow the students to have active control of the learning process and also promote prompt feedback from their peers (Allery, 2004).

Not all games directly increase students' vocabulary achievement. Some games only improve self-efficacy, confidence, perseverance, engagement, and motivation. For example, in a study conducted by Ketelhut (2007) incorporating a game-based environment that promotes collaborative and inquiry-based learning experiences, it was revealed that students' self-efficacy improved, and students were found to have high self-efficacy and be more perseverant and engaged while their learning achievement did not show any change.

2.6. Theoretical and Conceptual Frameworks of the Study

This sub-chapter looks into the theoretical foundations and conceptual explanations of this study.

2.6.1. Theoretical Framework of the Study

The associations of the use of games in the classroom and the broader context of theories of L2 learning are explained below. These explanations emphasize on the potential advantages of games in enhancing students' learning motivation, peer-interaction, and achievement.

2.6.1.1. Introduction

The array of inconsistent theories forwarded by several scholars in the fields of L2 learning and linguistics indicates that young learners' L2 learning has remained contentious over the years. For instance, Skinner (1957) supposes that children learn both L1 and L2 in a similar fashion whereas McLaughlin (1984) and Cameron (2001) argue that the learning is different. Despite the tense sustenance of this argument, Bley-Vorman (1989) sees many of the theories as

harmonized, rather than conflictual. On the other hand, Harley (1995) leaves the question open. Chomsky's (1976) universal grammar hypothesis which is one of the most famous theories in history views L2 learning in light of a human innate endowment claiming that language is a mirror of the mind.

Influenced by Chomsky's assumptions of language as an innate faculty, Krashen (1978) developed an influential proposal to explain L2 learning named the Comprehension Hypothesis which he first named as monitor model. Krashen (1978 & 1985) explains this model as the subconscious acquisition, not conscious learning. Connectionism is another popular theory of young students' language learning. According to Mitchell and Myles (2004), connectionism seeks to explain L2 learning in terms of mental representations and information processing while rejecting the innate endowment hypothesis. Any learning is understood as a matter of neural networks, and language learning is taken as the processing of experience and the repetition of experiences causing the strengthening of the connections.

Overall, despite the availability of different theories relating to the present study, two well-articulated theories in the area of L2 learning are discussed hereunder. These theories are Vygotsky's (1978) Socio-cultural theory and Williams and Burden's (1997) Social-constructivist model. These theories lay their roots in the post-positivist paradigm and complement each other in many ways.

2.6.1.2. Vygotsky's Socio-cultural Theory

Vygotsky's (1978) Socio-cultural theory which has regained prominence in recent years basically claims that the human mind is mediated. Collaborative assistance between an expert and a novice or among peers can create opportunities for L2 learning by providing the analysis of the process of physical actions in the human brain from the viewpoint of their cultural

variables. According to Vygotsky (1978), social and linguistic influences may have priority over individual cognition and that the former may influence or determine the latter. This theory recognizes the interdependence of the individual and society, as each creates and is created by the other. In other words, language development takes place through participation in social and linguistic settings such as family life and peer-interaction, and in institutional contexts like schooling. The Socio-cultural theory views motivation as the central element of learning. It sees motivation as both extrinsic and intrinsic. Because learning is essentially a social phenomenon, learners are partially motivated by rewards provided by the knowledge community. However, because knowledge is actively constructed by the learner, learning also depends to a significant extent on the learner's internal drive to understand and promote the learning process.

Vygotsky argues that young learners' language learning development occurs when speech and practical activity converge. This implies that when learners are engaged in practical in-class activities like by playing games L2 learning opportunities increase and their use of the target language develops (Mitchell & Myles, 2004). Vygotsky also emphasizes the role of children's interactions with the people around them such as teachers and peers in the classroom or parents at home to L2 learning. With the help of more knowledgeable people children can do and understand much more than they can on their own. With this come two of the basic concepts of Vygotsky's Socio-cultural theory: the Zone of Proximal Development (ZPD) and Scaffolding.

2.6.1.2.1. The Zone of Proximal Development (ZPD)

According to the Socio-cultural theory, learning creates the Zone of Proximal Development (ZPD). Vygotsky (1978: 86) defines the ZPD as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration

with more capable peers.” This concept underlines interpsychological relationships in the form of a learners’ performance assisted by a more knowledgeable person, and intrapsychological relationship denoting a learners’ ability to perform an activity without the help of another person. This is the domain of knowledge or skill where the learner is not yet capable of independent functioning, but can achieve the desired outcome given relevant scaffolded help.

In learning an L2, when learners are provided with working instructions they are assisted to reach beyond their actual level of language functioning, and their mental development level toward learning the target language can be expanded. Vygotsky (1978) stresses that there is a fundamental linkage between social and cognitive factors. Cognitive development takes place first at the social level through interaction and discourse with others, before being internalized to feed into a learner’s language development and the explicit scaffolding role of the teacher is shifted (Aldabbus, 2008). While the role of appropriate tasks to a certain learning objective is central to comprehend Vygotsky’s notion of the ZPD, Lantolf and Appel (1994) mention that beyond merely creating a scaffolding relationship between an expert and the novice for the purpose of completing an activity, well-tailored tasks lead the latter to the highest possible cognitive levels through interaction with others. Mitchell and Myles (2004) support the idea that peer-interaction within the ZPD gives learners the chance to collaborate enhancing not only speaking and listening but also grammar and vocabulary skills.

With this respect, vocabulary learning through games could induce learner participation in activities whereby they engage in socio-culturally organized language practices. In this sense, the ZPD comparatively marks students’ initial level of vocabulary knowledge and their new acquisitions with the use of vocabulary games in which they practice the target language in collaboration with the teacher as well as with their peers. This indicates that the use of games

could transform students' vocabulary learning from interpsychological functions to intrapsychological ones. In other words, the ZPD could show the possible shift incurred by vocabulary games from learners' independent achievement which is the actual developmental level to their achievement with help from a more competent partner, i.e. their potential level.

2.6.1.2.2. Scaffolding

Another underlying concept of Vygotsky's (1978) Socio-cultural theory is scaffolding, a mechanism that takes place within the scope of the ZPD. Mitchell and Myles (2004: 195) define scaffolding as "the process of supportive dialogue which directs the attention of the learner to key features of the environment, and which prompts them through successive steps of a problem." Scaffolding fundamentally relates to the interpsychological dimension of learning referring to the notion of providing appropriate assistance to a learner to his/her micro-genetic development and withdrawing once the learner shows signs of being able to carry on with the task independently. Donato (1994: 41) notes that "scaffolded performance is a dialogically constituted interpsychological mechanism that promotes the novice's internalization of knowledge co-constructed in shared activity".

The Socio-cultural theory points out the concept of regulation in relation to scaffolding. Regulation is a form of mediation which could be explained in three possible stages: object regulation, other-regulation, and self-regulation (Lantolf & Appel, 1994). In the first stage, object regulation, a learner often uses surrounding objects in order to think. Other-regulation is the stage where scaffolding takes place. In this stage, a learner gains the assistance of another person to develop cognitively. Finally in self-regulation, a learner accomplishes activities with minimal or no external support. This is further explained in Ellis' (2000) conceptualization of the Socio-cultural Theory. Referring to this theory, Ellis (2000) indicated that language learning

arises not through interaction but in interaction. With the help of a more knowledgeable person, learners first perform a new task and then internalize it and do it on their own.

As far as scaffolding in the language classroom is concerned, Larsen-Freeman (1997) agrees that language learning is the interaction and/or participation of language learners with help and support from more able ones to enhance their mastery of the target language. Mitchell and Myles (2004) mentioned that a child learns an L2 by performing tasks and activities under the guidance of teachers initially through a process of other-regulation, typically mediated through language. The learner is inducted into comprehending a language skill by doing and develops the mentality of self-handling tasks. So, at this stage successful learning shifts from collaborative inter-mental activity to autonomous intra-mental activity.

However, it is noteworthy that scaffolding does not simply mean the transmission of knowledge from a more capable language learner to a less able one, and that every form of scaffolding is helpful to students' learning. For scaffolding to be effective, scaffolders should help learners build up applicable systems and strategies for different problems by framing proper supporting schemes that will sustain learners to productive mechanisms of managing similar problems. In a situation where learners are scaffolded either more than they require or less than they require, effective language development may not occur due to its low tendency to stimulate development in the ZPD (Cameron, 2001). Maybin (1993) suggests that successful scaffolding can be determined on the basis of two criteria: evidence of a learner's successful completion of a given task and confirmation of the learner having achieved a greater level of independent competence as a result of the experience.

In view of Vygotsky's notion of scaffolding, students' vocabulary learning through vocabulary games can be explained as follows. First, in the stage of other-regulation students

could learn vocabulary in the classroom by playing games together with their peers supported by their teacher. The context of learning with peers brings up the opportunity of language use and collaborative meaning construction. While engaged in the game and hunting for solutions to given problems, competing with their peers, and trying to finish the game students interact unconsciously, scaffold each other, ask their teacher for clarification and help each other using the target language. Later, in the self-regulation stage, learners can maintain independent vocabulary learning through their own effort. In so doing, they can both play by themselves and develop the interest to try to manipulate the target language in their own. This is in line with Turuk's (2008) claim that TBLT in which social and collaborative aspects of language learning are emphasized calls for the application of the principles of Socio-cultural theory in L2 classroom. Furthermore, Shayer (2002) indicated that collaboration and peer-interaction create a collective ZPD which each learner can draw from as a collective pool.

2.6.1.3. Williams and Burden's Social Constructivist Model

The Social Constructivist model of L2 learning claims that individuals learn in an interaction with others and by actively engaging in the construction of personal meaning. This model is often dubbed as "cognitive and constructivist, socially contextualized and dynamically interactive" (Williams & Burden, 1997:137). According to this model, resulting from both social contexts and individual personal choices, motivation plays a pivotal role for language learning. The core of motivation is making the decision to act. It stresses that a person has reasons for doing something does not mean he/she really does that. Decisions over how much time and effort to exert are demanded. However, these decisions might be affected by both the person's internal make up such as age, gender, attitude and interest and the wider external surrounding like family, friends, teachers and culture. In this model, motivation is regarded both as intrinsic and extrinsic,

like in Vygotsky's Socio-cultural theory. Intrinsic motivation is described in the form of enjoying an activity whereas extrinsic motivation is designated mainly through achievement.

In the eyes of the Social Constructivist model, L2 learning stems out of the interaction between three interdependent elements that function within the social context. These elements are the teacher, the learner and the task. In this sense, vocabulary learning occurs in the language classroom, the context that sets the language learning situation, when vocabulary games make up the classroom procedure in the form of tasks in which learners interact with their teacher and peers. In such a way, they know the meaning of words in particular and practice the target language in general cooperatively. This can be seen in the following figure.

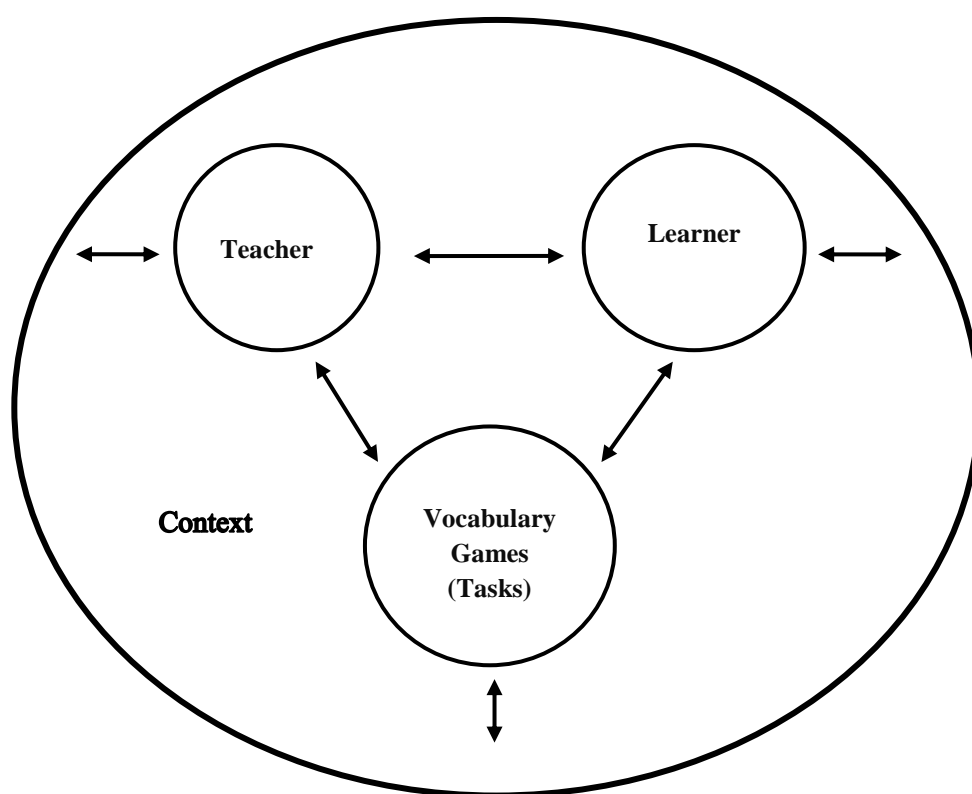


Figure 2.1. The Social Constructivist Model (Adapted from Williams & Burden, 1997:43)

The Social Constructivist model provides a framework of vocabulary learning emphasizing interaction among students, the teacher, and the task. While these different parties

collaboratively make up vocabulary learning in the classroom, the task processing at individual level embraces the process shown in the following figure as Garris, Ahlers and Driskell (2002) explain. The figure illustrates that a learner processes an L2 after receiving the required instructional content from the teacher attributed with a specification by the game features. In the process, the individual learner maintains simultaneous judgment along with system feedback depending on personal characteristics. Through debriefing, finally, the language learning outcomes of the learner are attained.

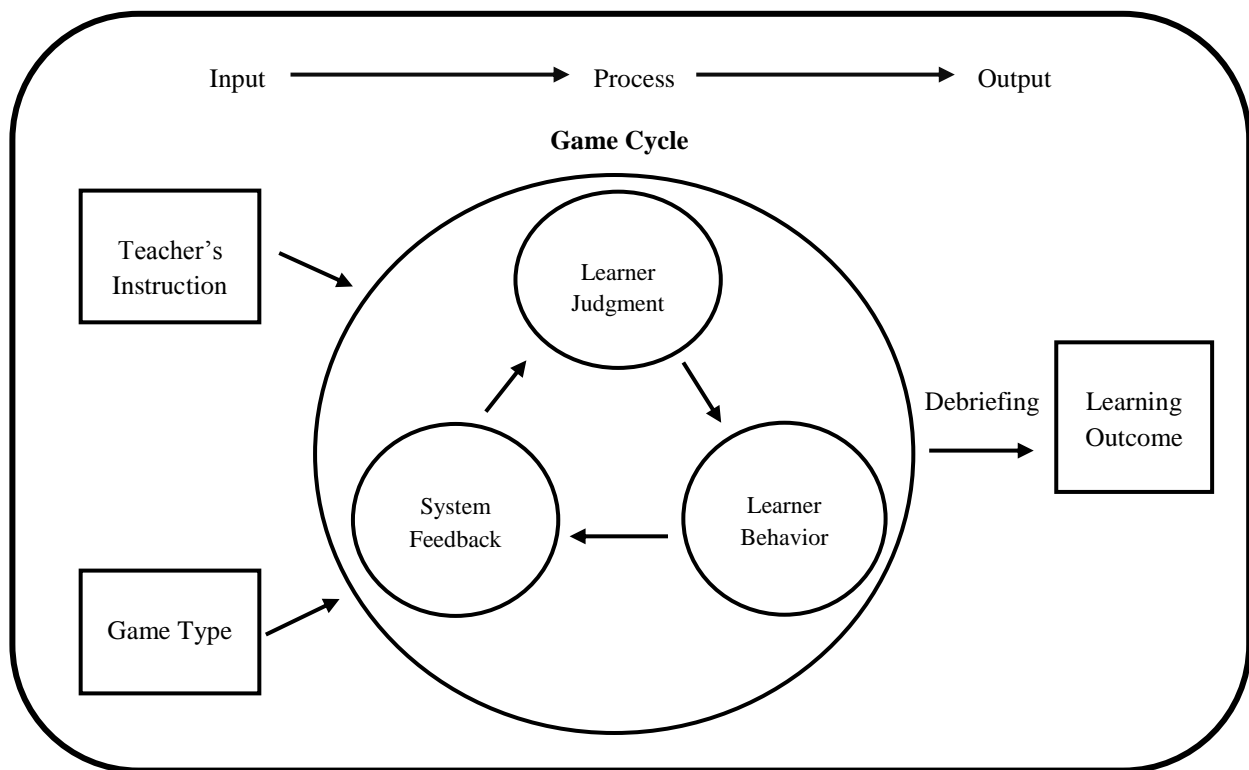


Figure 2.2. Individual Level Processing of Game-based Tasks (Adapted from Garris et. al., 2002)

As the language classroom practices of the cognitive theory imply, teachers should carefully assess the current stage of a learner's cognitive development and only assign tasks for which the learner is prepared. This is related to Vygotsky's (1978) notion of ZPD. The learners can then be given tasks that are tailored to their developmental level and are motivating as

Williams and Burden (1997) suggest. Teachers must provide learners with learning opportunities that enable them to advance through each developmental stage. Teachers should uphold a proper balance between actively guiding their students and allowing opportunities for them to explore things on their own to learn through discovery. Again, this responds to the other aspect of Vygotsky's (1978) Socio-cultural theory, i.e. scaffolding. Moreover, teachers should be concerned with the process of learning rather than the end product. For example, the teacher should observe the way a learner manipulates a game instead of concentrating on winning or losing. Children should be encouraged to learn from each other. It is important for teachers to provide multiple opportunities for small group activities.

2.6.2. Conceptual Framework of the Study

The advent of CLT and its subdivision TBLT has brought a paradigm shift from the mechanistic aspects of language learning and language use through pattern drills, rote memorization and repetitive practice to the pedagogical emphasis on engaging learners in communicative interaction, meaning negotiation, and language use in social contexts (Richards & Rodgers, 2001). These teaching approaches have given rise to the role of tasks in the language classroom. In these approaches, tasks are viewed as essential and central tools for effective instructional processes and language practices (Nunan, 2004; Richards & Rodgers, 2001).

Nunan (2004) defines a task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness being able to stand alone as a communicative act in its own right with a beginning, middle and end. Ellis (2003) lists five features of tasks. First, a task in teaching and learning a language is an activity that requires learners to use the target language to achieve a

particular purpose. Second, a task focuses on meaningful activities or on the language form. Third, a task involves language use in terms of communication and learners' meaningful interactions to complete a specific assignment. Fourth, a task uses one or more language skills. Fifth, a task involves learners in understanding the use of the target language.

According to Richards and Rodgers (2001), tasks can be classified as real-world tasks and pedagogical tasks. Real-world tasks refer to tasks that demand the use of language in the world beyond the classroom whereas pedagogical tasks are activities that occur in the classroom. For Littlewood (1990), these tasks are activities classified into functional communicative activities and social interaction activities. By functional communicative activities, Littlewood (1990) means activities devised for a classroom emphasizing the functional aspect of communication. This might include a problem learners must solve or information learners must exchange with whatever language they have at their disposal. On the other hand, social interaction activities refer to communicative activities devised to enhance learners' social relationships such as games, simulations and role plays. These activities foster interaction and language use for communication purposes.

CLT and TBLT specialists claim that students' learning motivation (Doughty & Long, 2003; Gardner, 1985; Gardner & McIntyre, 1993), peer-interaction (Doughty & Long, 2003; Li, 2000 in Ellis, 2003; Richards & Rodgers, 1986; Richards & Rodgers, 2006), and achievement (Doughty & Long, 2003; Horwitz & Young, 1991) are essential features of students' improved language learning. These scholars emphasize the importance of learners' motivation and interactive engagement in tasks for achieving successful language learning. For example, Li (2000) in Ellis (2003) presents that CLT is an interactive, communicative and task-based teaching approach that emphasizes meaning-based interaction and student involvement.

Ellis (2003) and Richards and Rodgers (2001) consider motivation and peer-interaction as two of a variety of benefits of CLT and TBLT. In these approaches, meaningful interaction among learners is required by drawing their attention towards an interactive task. Tavakoli (2009) indicated that learners' motivation and attempt to construct meaning with their peers facilitate learning achievement in CLT and TBLT oriented language classrooms. In such a way, interaction and negotiation of meaning play a vital role. Motivated interaction occurs when learners engage in clarification requests, confirmation and comprehension checks, and self-repetitions while carrying out tasks (Seedhouse, 1999). Nevertheless, it is noted that unless carefully managed classroom peer-interaction could lead to unintended negative learning outcomes such as mineralization which refers to students' resorting to minimizing their utterances to get their message across (Motlagh, Jafari & Yazdani, 2014).

Showing the importance of tasks to activate learners' motivation and peer-interaction, Ur (1996) stated that tasks make the learning process more efficient by inducing more participation, more motivation and more enjoyment on the part of the learners. Moreover, in the context of task-based pedagogy, the learning outcome grows out of a fairly unpredictable interaction between the learner, the task and the task situation (Kumaravadivelu, 1991). The student can have a range of exposures to language practice while working in pairs and groups through tasks.

The notion of communicative tasks and activities in CLT and TBLT includes vocabulary games which could enable learners to gain vocabulary learning opportunities and attain communicative objectives. In line with Richards and Rodgers' (2001) and Littlewood's (1990) conceptualizations of communicative tasks and activities, vocabulary games provide students with interactive situations to practice a language purpose through their own instigation as well as

in collaboration with others. In so doing, they could arrive at retaining the meaning of more words of the target language and using them in a stress-free and relaxing learning environment.

Littlewood (1990) pinpoints that communicative activities such as vocabulary games could offer four general essential elements to the language learner. These are ‘whole-task’ practice, motivation, natural learning, and a learning-supportive context. This was affirmed by Huyen and Nga (2003) who found that playing vocabulary games requires students’ motivation and active communication with their classmates. L2 learners encounter new words in their learning. In order to achieve better, their active involvement and practice is required. Thus, vocabulary games could support the learning process by bringing an interactive learning context.

The association between vocabulary learning motivation, peer-interaction, and achievement through the use of vocabulary games can be elicited from Spolsky’s (1989), cited in Mitchell and Myles (2004:08), general model of L2 learning which synergizes social context, motivation, and learning opportunities to lead to effective learning outcomes.

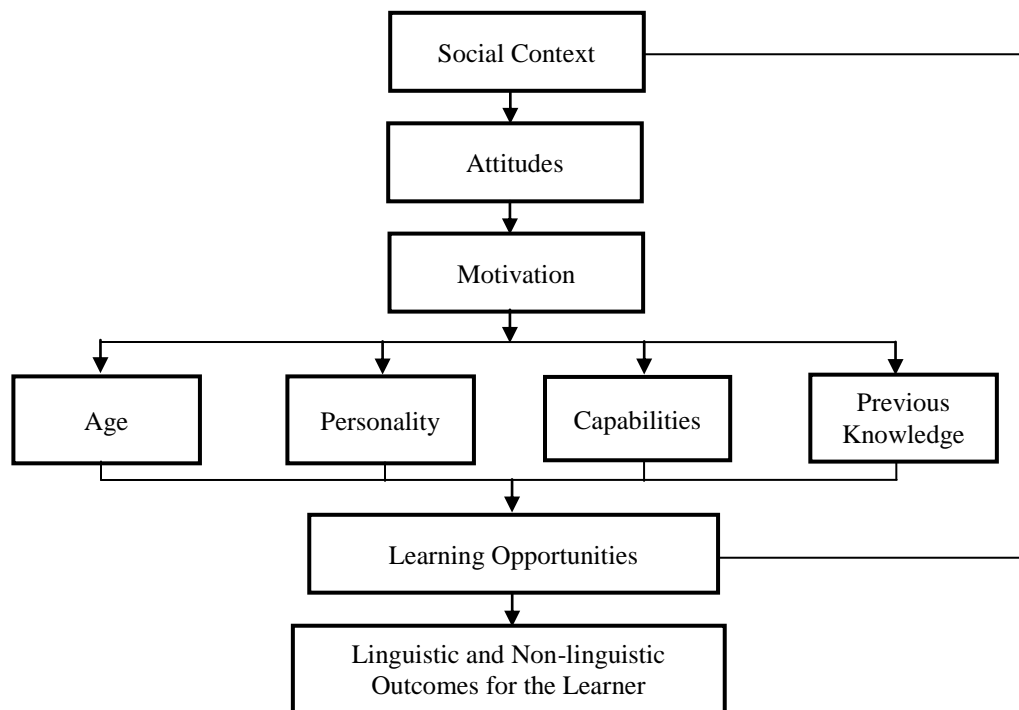


Figure 2.3. Spolsky’s (1989) General Model of L2 Learning (Mitchell & Myles, 2004: 08)

Although this model is criticized for having “relatively little say about the social relationships in which [learners] engage” (Mitchell & Myles, 2004:09), it has hugely influenced scholars’ views of L2 learning. It presents the link between contextual factors, individual learner differences, learning opportunities, and learning outcomes. According to this model, the wider social context provides attitudes of different kinds which the learner holds in the form of motivation. Then, this motivation joins with other personal characteristics such as age, personality, capabilities and previous knowledge. All these features consolidate the learners’ use of the available opportunities to bring about learning outcomes.

This model illustrates that the social context is the leading scenario in which different situations to L2 learning occur. This context refers, among other things, to the classroom where learners undertake activities with their teacher and peers. One of the activities in this case may be vocabulary games. These games create a learning situation and offer students a chance to practice the required language task. Depending on the use and effect of the task in the social context, in this case the vocabulary games used, learners develop attitude. This attitude towards the required language learning either prompts or discourages learners appearing in them in the form of motivation. While the favorability of this attitude is determined by the game type and the way it is handled in the classroom, the positive effects of the attitude lead to students’ vocabulary learning motivation whereby they persist learning the target language.

In addition, combined with other factors such as age, personality, capabilities and previous knowledge, this motivation leads learners to maintain learning. These factors ascertain students’ engagement in the learning process. For instance, as far as learners’ age is concerned, young learners love playing and tend to see the world close to their real life scenarios. When vocabulary games are tailored to fit their age young learners’ motivational engagement in

playing the games which in turn results in their unconscious learning augments. Learners' personality is another important factor contributing to their vocabulary learning motivation. This indicates that the use of vocabulary games which suit young learners' psychology can positively drive the motivational force. Learners' capabilities and playing skills as well as their previous knowledge of the language are also vital in this regard.

Spolsky (1989) asserts that learners' age, personality, capabilities, and previous knowledge of the target language altogether explain the learners' ability to make use of the available activity for gaining various learning opportunities. By way of being exposed to the benefits of vocabulary games as learning opportunities, students can ultimately improve their vocabulary learning achievement and enhance both linguistic and non-linguistic learning outcomes. This underlines the interplay between the language activity made available to the learners and the learners' use of the available resource.

Generally, in the context of Spolsky's (1989) general L2 learning model, improved vocabulary learning motivation, peer-interaction, and achievement can be taken as a unified set of premises towards successful L2 learning. Perceptibly, it would be too impetuous to suggest that this model is a perfect fit to explain the synergy between the variables deemed in this study, yet the model's consideration of social context, learners' motivation, and procedurally rationalized learning outcomes could make it a vital model for conceptualizing the relationships.

In line with the discussions made above about the place of vocabulary games, motivation, peer-interaction, and achievement in CLT and TBLT and Spolsky's (1989) general L2 learning model, the conceptual frame work of this study is presented as follows.

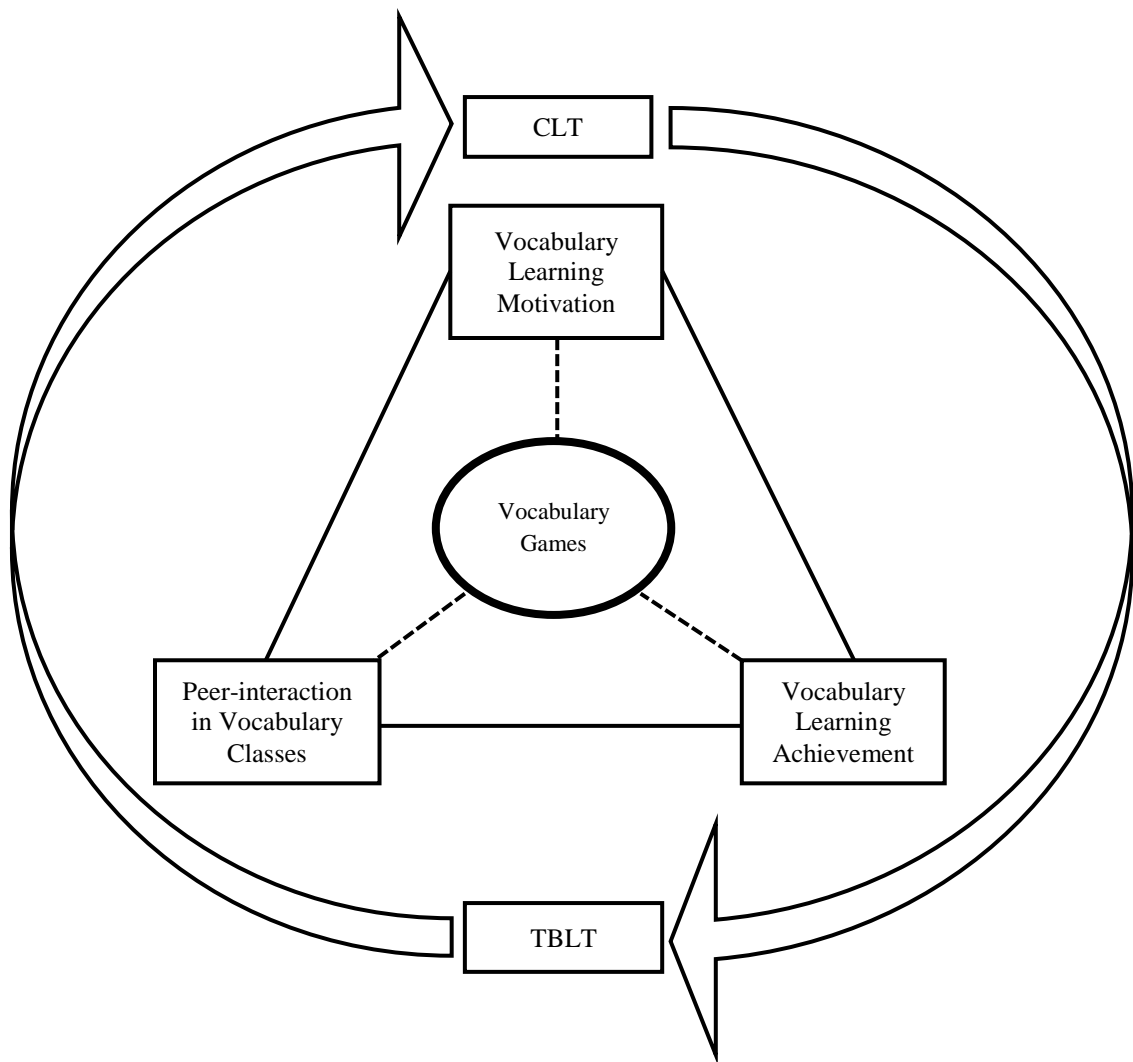


Figure 2.4. The Nexus between Vocabulary Games and Vocabulary Learning Motivation, Peer-interaction and Achievement

This conceptual framework depicts a vocabulary learning classroom oriented by a merger of CLT and TBLT approaches. The broader circle made by the two solid, half arrows represents the classroom context which is comparable to the notion of social context in Spolsky's (1989) general model of L2 learning. The three rectangles inside the circle show the dependent variables this study embarked on. These are vocabulary learning motivation, peer-interaction, and achievement. The presence of these variables inside the classroom context indicates their centrality in the two teaching approaches. The three solid lines that make a triangular connection between the three dependent variables designate the long established relationships between and

among each other. The smaller circle with a weighty outline is placed at the heart of this conceptual framework denoting vocabulary games, the independent variable. The three broken lines connecting this circle to the dependent variables show the research gap this study intended to address by investigating the effects of vocabulary games on vocabulary learning motivation, peer-interaction, and achievement.

Chapter Three: Research Methodology

This study investigated effects of vocabulary games on sixth grade students' vocabulary learning motivation, peer-interaction and achievement. In the study, activities based on vocabulary games replaced some activities which originally existed in the textbook. This chapter explains the methodology employed in this study. The chapter begins by elucidating the designs of the study, the research setting and participants followed by a brief explanation about the data collection instruments along with their reliability and validity. It also provides details of the experimentation process and procedures of data collection. This chapter also includes description of the data analysis techniques and ethical issues. Finally, the chapter closes by discussing the pilot study emphasizing the lessons obtained in the route.

3.1. Designs of the Study

This study followed a merger of two mutually inclusive research designs: an experimental type 'between-group' quasi-experimental design in which a pre-test and post-test comparison was conducted (Creswell, 2012: 309), and a convergent parallel design type of mixed-methods design (Creswell, 2012: 540). Quasi-experimental design, a type of experimental design which emphasizes explaining the experimentation process, is used when one independent variable is manipulated and its effect is measured by some dependent variables (Seliger & Shohamy, 1989). Hence, in this study, this research design was selected since the effects of vocabulary games were operated and measured by students' vocabulary learning motivation, peer-interaction, and achievement.

As opposed to the other types of 'between-group' experimental design (true experiment and factorial design), quasi-experiments consider non-random assignments of participants to groups (Creswell, 2012). As such, the present study included two comparable intact classes of

grade six students. This non-random assignment was made not to disrupt the actual classroom learning. The two intact classes were initially given pre-intervention vocabulary achievement test, vocabulary learning motivation and peer-interaction questionnaires as well as a semi-structured interview. Then, based on their equivalent pre-intervention results of the quantitative instruments (i.e., the test and the questionnaires), the two intact classes were randomly designated as control and experimental groups. This was followed by the experimental group receiving experimental treatment activities as an intervention in the form of vocabulary games whereas the control group followed the conventional method of vocabulary learning. As Creswell (2012) advises, to avoid external and internal validity setbacks, I taught these vocabulary items to both groups. Finally in the post-intervention phase, a vocabulary learning achievement test, vocabulary learning motivation and peer-interaction questionnaires as well as semi-structured interview were administered to both groups. The purpose of collecting the post-intervention data was to assess possible disparities that might have resulted due to the game-based vocabulary lessons that were given only to the experimental group. This can be seen summarized in the following table.

Table 3.1. Summary of the Use of ‘Between-group’ Quasi-experimental Design in This Study

Pre-intervention					Intervention	Post-intervention		
Non-random assignment (Intact classes)	VAT	Question naire	SSI	Random assignment	Game-based vocabulary lessons	VAT	Question naire	SSI
Section A	X	Q ₁	I ₁	CG	No	Y	Q ₁	I ₂
Section B	X	Q ₁	I ₁	EG	Yes	Y	Q ₁	I ₂

X: Pre-test

Y: Post-test

Q₁: Questionnaire1

I₁: Interview1

I₂: Interview2

SSI: Semi-structured Interview

CG: Control Group

EG: Experimental Group

VAT: Vocabulary Achievement Test

In tandem with the quasi-experimental design, a convergent parallel design type of mixed-methods design was employed in this study. This design (also called *concurrent*, *triangulation*, or simply *parallel* design) emphasizes explaining the collection, use, analysis, and interpretation of research data. Unlike in the other major types of mixed-methods design (explanatory sequential design, exploratory sequential design, embedded design, transformative design, and multiphase design), in convergent parallel design, both quantitative and qualitative data are collected simultaneously, and their results are used concurrently (Creswell, 2012: 540). This is important to develop a more comprehensive understanding of a research problem through different but complementary data.

In this study, both the quantitative and the qualitative data were considered as interactive strands with concurrent timing and equal relative priority. Collected through classroom observation and two-time interview, before and after the intervention, the qualitative data were analyzed separated from the quantitative data. Later on, the results of the analysis were merged for interpretation. For the purpose of determining whether the two databases yielded convergent or divergent results, the data interpretation was made by comparing and contrasting both the quantitative and qualitative data as can be seen in the following figure.

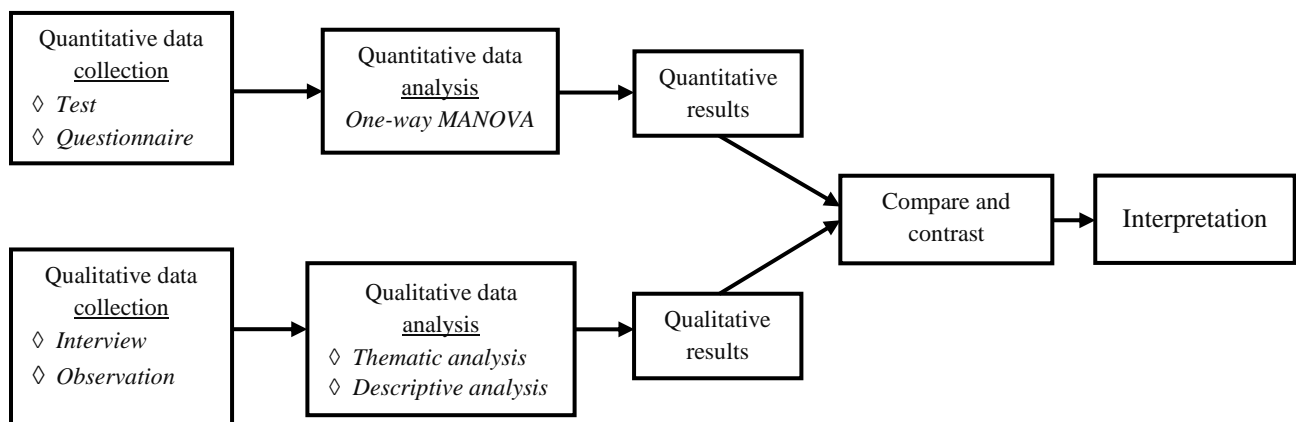


Figure 3.1. Convergent Parallel Design (Creswell, 2012: 541) as Used in This Study

3.2. Research Setting and Participants

In this sub-chapter, the selection procedures of the school and the research participants as well as the grade level are explained.

3.2.1. Selection of the School and the Participants

This study was conducted in Bahir Dar City Administration due to its convenience. Bahir Dar, the capital of Amhara National Regional State (ANRS) of Ethiopia, is found 558 kms north of Addis Ababa. The information obtained from Amhara National Regional State Vital Events Registration Agency (ANRSVERA) shows that the total number of population of the city in 2017 was 341,606 (Male = 161,757; Female = 179,849). According to Amhara National Regional State Education Bureau (ANRSEB), in the year 2016, there were 64 primary schools in the city with a total student population of 54,286 (Male = 26,864; Female = 27,422).

Table 3.2. Bahir Dar City Administration Primary School Student Population Data

	School ownership						Location			
	Government		Private		Others		Urban		Rural	
Number of schools	38		14		12		45		19	
Total number of schools	64						64			
Number of students	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	21,258	21,882	3,292	3,404	2,314	2,136	20,104	20,933	6,760	6,489
	Total = 43,140		Total = 6,696		Total = 4,450		Total = 41,037		Total = 13,249	
Total number of students	54,286 (Male = 26,864; Female = 27,422)						54,286 (Male = 26,864; Female = 27,422)			

Table 3.2. indicates that from the total of 64 schools available in Bahir Dar City Administration, 38 were government owned, and on another parameter, 45 of the 64 schools were located in the urban part of the city. The school selection of this study was made through multistage cluster sampling technique based on a series of inclusion criteria. From an initial cluster of 64 primary schools in the city, school ownership was used as the first inclusion

criterion in which 38 schools were chosen. The second criterion was location of the school in the urban part of the city which, together with the first criteria, was met by 22 of the schools. As can be elicited from Table 3.2 above, these two criteria were used to yield a larger representation of the entire student population in the study setting a significantly majority of whom were enrolled in government (43,140 out of 54,286) and urban (41,037 out of 54,286) primary schools. Again, out of the 22 schools, another cluster of 12 primary schools (Addis Amba, Atse Sertse Dingil, Ayer Tena, Dil Chibo, Dona Berber, Ewket Fana, Kulkual Meda, Meskerem 16, Shimbit, Tsehay Gibat, Teyima, and Yekatit 23) was specified based on a third inclusion criteria, i.e. availability of at least two grade six sections in the schools.

Before the next stage, the cluster was reduced into a total of 10 schools by purposefully dropping Dil Chibo and Dona Berber primary schools. The former school is where the pilot study of this research was conducted whereas the latter school was used for undertaking a preliminary study for this work. In the fourth stage of the school selection, a mix of two inclusion criteria was used: proportional number of students who could be assigned into control and experimental groups, and suitability of the regular vocabulary lessons depending on the school teacher's timetable. In this stage, a closing cluster of eight schools (Atse Sertse Dingil, Ayer Tena, Ewket Fana, Kulkual Meda, Meskerem 16, Shimbit, Tseyima, and Yekatit 23) was found out of which Atse Sertse Dingil Primary school was finally chosen through simple random sampling technique, by lot.

Atse Sertse Dingil Primary school, the oldest of all the 64 schools in Bahir Dar City Administration, was established in 1946. Found in Kebele 03, the school enrolled a total of 1,514 students (Male = 787; Female = 727) in grades one to eight. This number marked the fourteenth highest number of enrollment from the entire cluster of schools in the city. Out of these students,

195 (Male = 109; Female = 86) were enrolled in grade six under four comparable sections dubbed as A, B, C, and D. These sections comprised of 49, 48, 48 and 50 students respectively.

Since quasi-experimental design considers intact classes, two sections of grade six were randomly chosen. Similar to the pilot study, the selection of the two sections was conducted with a lottery method drawn together with the school teacher. In doing the draw, the names of the four sections (A, B, C and D) were written on four equal sized pieces of paper and begirded. Finally, the papers were mixed-up and laid down on a flat sheet. The school English teacher drew two of the papers written on which were Section A and Section B. As mentioned above, these two sections comprised of 49 (Female=25; Male=24) and 48 (Female=25; Male=23) students respectively, and they were considered for this study as they were.

3.2.2. Grade Level Selection

This study was conducted with grade six students. In most schools in Ethiopia, English is taught as a foreign language starting from grade one and continues serving as a medium of instruction from grade seven to higher education. For the purpose of this study, grade six was purposefully selected because of four factors that could affect the solicitation of vocabulary games in the English language classroom. The first factor is that games and play are a natural part of young learners' lives (Dalton, 2005; Squire & Jenkins, 2003; Yolageldili & Arikan, 2011). Technically, young learners are students whose ages fall between five and fourteen (Phillips, 1993; Hughes, 2003; McKay, 2006; Scott & Ytreberg, 2001). Normally, most Ethiopian grade six students also belong to this category (NAFSA, 2012).

The second factor was the assumption that grade six students may have a relatively better exposure to the English language in their earlier grades as compared to their counterparts in the lower classes. In other words, most students in Ethiopian government primary schools start

learning English at grade one. Thus, at grade six, they are presumed to have at least little background of the language and familiarity with the features of the English classroom. In fact, in the sense of the above two factors, the other grade levels below six could also be considered in this study which leads to the consideration of the third factor.

In Atse Sertse Dingil Primary School, grade six was the last grade level for students to learn the English language only in the English subject. From grade seven onwards, English is used to teach not only the subject itself but also other subjects. This could give students the opportunity to know the meaning of new words while also learning subjects other than English. Hence, examining the effects of vocabulary games on grade six students' vocabulary learning motivation, peer-interaction, and achievement was believed to contribute to controlling an intervening variable, i.e. students' exposure to intended vocabulary items in the other subjects.

The last but not least factor is participants' responsiveness to data collection instruments. Students in lower grades have pragmatically relative deterrence to respond expressively: in the context of this study, especially to the semi-structured interview. In addition to using participants' mother tongue during the interview, the selection of the higher grade level in consort with the aforementioned three factors was believed to provide comparatively matured reflections.

3.3. Data Collection Instruments

Designed to address both the research questions and hypotheses, instruments of both quantitative and qualitative data collection were used in this study. Quantitative data were collected through vocabulary tests and questionnaires whereas semi-structured interviews and observation were used to collect qualitative data.

3.3.1. Vocabulary Tests

According to Seliger and Shohamy (1989), tests are used when the purpose is to collect data about participants' ability and knowledge of a language skill, vocabulary in this case. Meanwhile, two similar teacher-made vocabulary achievement tests were given to all participants of this study before and after the intervention. With a norm-referenced nature, the tests assessed test scores as a measure of how well a student did in comparison with a large group of test takers. Both tests were prepared in line with the test formulation schemes of Cambridge Young Learners English Tests similar to the work of Chou (2014) and in consultation with my supervisors and the school teacher. The face validity and content validity of both tests were ensured through the constructive comments received from the school English teacher before the tests were administered. The school English teacher assessed and checked five aspects of the tests: time allotted to complete the test, item value, clarity of instructions, appropriateness of question types, and language complexity.

First, a vocabulary achievement pre-test was administered with the main objective of inspecting homogeneity of study participants who belonged to the two different sections (A and B). This was also used to check whether assigning those intact classes into control and experimental groups would later implicate no prior differences. As such, the test was devised from students' previous vocabulary lessons about *Cloths and Jewelry* (pages 5 and 6), and *Geography and Places* (pages 18 to 20) found in the textbook.

The test consisted of 20 items under four sections (*True or False*, *Matching*, *Anagrams*, and *Multiple Choice*), each section having five items of equal value, i.e. one (See Appendix A). Based on the lessons gained from the pilot study, the instructions on the test were minimally revised through rewording to be relatively simple for the participants to understand. Especially, a

moderate oral explanation of the third instruction, *Anagrams*, was given in Amharic, the participants' mother tongue. Participants of the pilot study had repeatedly asked how they could work out the *Anagrams* which seemed an uncommon mode of devising test questions for them although it was still found on the different parts of the textbook. While this was intended to be replaced by another form of questioning, it was possible to understand from my informal talk with the students that they liked working the *Anagrams* once they comprehended the instructions. The *Anagrams* consisted of five items of word-level jumbled letters which required the students to reorder the letters to form meaningful words and choose that correct word, the meaning of which was put in a phrase, from four options.

The post-test was prepared in the same way as the pre-test and administered after the two sections were assigned as control and experimental groups for the intervention (See Appendix G). Given to all participants of the study (97) in the two intact sections, the pre-test and the post-test were similar in organization, time allotted (30 minutes), number of sections (4), content of instructions, questions (20) and value (20) (Compare appendices A and G). However, unlike the pre-test questions that were drawn from students' vocabulary lessons about *Cloths and Jewelry*, and *Geography and Places*, the post-test questions were prepared from the vocabulary lessons students had learned during the experimentation: *Jobs* (page 37), *Food Items* (pages 59 - 62, and 72), and *Animals* (75 and 89) (See Appendix G). The purpose of the post-test was to examine any differences between the experimental and the control group students' vocabulary learning achievement after the course of the intervention.

3.3.2. Questionnaire

Questionnaire was used as the other quantitative data collection instrument. According to Dornyei (2007), questionnaires are relatively easy to construct, quick and versatile, and

appropriate for collecting a large amount of data at a time. In this study, a questionnaire consisting of two sections (Vocabulary Learning Motivation and Peer-interaction during Vocabulary Learning) was prepared in a five-point Likert-type scale, ranging from 5 to 1 (5 = Strongly Agree; 4 = Agree; 3 = Undecided; 2 = Disagree; 1 = Strongly Disagree), and administered to all study participants twice, before and after the intervention (See Appendix B). During the administration, elaborations about instructions were made both in English and Amharic. The students were also encouraged to ask for clarification whenever they needed. The items in the questionnaire were designed consulting the works of Chou (2014), Gardner (1985) and Schmidt, Boraie, and Kassabgy (1996) on vocabulary learning motivation, and Aldabbus (2008) on peer-interaction and commented by my supervisors and a Psychology teacher from Jigjiga University. Initially, the items were formulated in English and later translated into Amharic (Compare appendices B and C).

In the questionnaire, a total of 32 items (20 vocabulary learning motivation measuring items and 12 peer-interaction measuring items) were included (See Appendix B). The number of the vocabulary learning motivation measuring items was reduced from 24 to 20 based on the results of the pilot study (See Appendices K &R). In this section of the questionnaire, 8 items (3, 4, 5, 8, 12, 15, 18 and 20) were written negatively as destructors to prevent students' random answering. In the data encoding phase, these items were reverse coded. On the other hand, the number of peer-interaction measuring items was kept without any alteration. In this section, items number 11 and 12 were written as destructors. All the participants of the study filled up the questionnaire by rating how strongly they agreed and disagreed with items that inferred vocabulary learning motivation and peer-interaction.

To check the internal consistency of the questionnaire items, Cronbach's Alpha Coefficient was computed separately to the two sections of the questionnaire before and after the deletion of the items from the original version. Before the deletion of the four items, reliability tests showed 68.6 Cronbach's Alpha for vocabulary learning motivation measuring items and 84.6 Cronbach's Alpha for peer-interaction measuring items. In contrast, after the deletion, 72.6 Cronbach's Alpha for vocabulary learning motivation measuring items and the same 84.6 Cronbach's Alpha for peer-interaction measuring items were found (See Appendix R). In the main study, the computed Cronbach's alpha coefficient for pre-intervention vocabulary learning motivation responses was found 86.3 and for peer-interaction responses 72.6. In the post-intervention, Cronbach's Alpha Coefficient for the two sets of items was found to be 71.3 and 80.3 respectively. These results indicated that the questionnaire items formed a scale that has sensible internal consistency (DeVellis, 2012).

3.3.3. Interviews

Interview is one of the two qualitative data collection instruments used in this study. This instrument is important for collecting a multiple, quick and in-depth interpretation of an issue through interviewees' personal clarifications (Seliger & Shohamy, 1989). In this study, interviews were held with students to find their reflections mainly about classroom peer-interaction during vocabulary learning. In particular, the employment of this data collection instrument had three purposes: to explore students' peer-interaction during vocabulary lessons, to find out comparative qualitative examinations of the conventional and the game-based vocabulary lessons as was understood by the interviewees, and to complement the data collected by both questionnaire and observation.

Of the three types of interview: structured, unstructured, and semi-structured (Dyer, 1995), the last type was employed in this study. While structured and unstructured interview types respectively follow a strictly readymade and highly flexible questioning the semi-structured type allows mixing the merits of the other two types by offering consistency across interviews and using probes whenever necessary (Dornyei, 2007). In such a way, a one-on-one face-to-face type of semi-structured interview in which interviewees were asked separately was used (Creswell, 2012). Using this type of interview, I asked questions to and tape-recorded answers from only one participant at a time via face-to-face interaction. I was engaged with participants by posing questions in a neutral manner, listening attentively to their responses, and asking follow-up questions and probes based on those responses.

The interviews were held in Amharic aided by open-ended interview guides (See Appendices D & H) each comprising of general questions framed based on the aims of this study pertinent to the literature. Later on, the data collected in Amharic were transcribed (See Appendices CC & EE) and then translated into English (See Appendices BB & DD). The interview guides helped to keep the interviewing focused and to allow the emergence of informants' reflections in a directly related manner to the research objectives (Patton, 2002).

A two-time interview, i.e. before and after the intervention, was held with six randomly selected students from each of the control and experimental groups. The main focus of the pre-intervention interview questions was to explore the nature of students' peer-interaction in the conventional vocabulary learning sessions. In contrast, the post-intervention interview questions discovered the qualitatively expressed disparities with regard to students' peer-interaction in the game-based vocabulary sessions as compared to the conventional one. In total, 24 interviews were held with 12 students between 21 December, 2016 and 27 January, 2017. Conducted both

inside the students' classrooms and inside the school premises, the interview sessions lasted between a maximum 14 and a minimum 6 minutes. The profiles of interview participants are summarized in the following table.

Table 3.3. Profiles of Interview Participants

Section A (Experimental Group)					Section B (Control Group)				
Pseudonym	Sex	Age	Duration of Interview in Minutes		Pseudonym	Sex	Age	Duration of Interview in Minutes	
Temesgen	M	15	Pre-I	08:37	Biruktawit	F	13	Pre-I	13:14
			Post-I	08:02				Post-I	10:07
Mekdes	F	14	Pre-I	10:03	Dagim	M	14	Pre-I	08:39
			Post-I	08:02				Post-I	07:14
Masresha	F	14	Pre-I	05:33	Tigist	F	14	Pre-I	04:31
			Post-I	07:02				Post-I	05:55
Betelhem	F	12	Pre-I	05:24	Nahom	M	12	Pre-I	08:59
			Post-I	06:44				Post-I	07:21
Michael	M	13	Pre-I	04:38	Selam	F	15	Pre-I	06:59
			Post-I	05:31				Post-I	06:00
Surafel	M	12	Pre-I	05:56	Miftah	M	14	Pre-I	06:29
			Post-I	06:14				Post-I	05:17

Pre-I: Pre-intervention

Post-I: Post-intervention

As can be understood from Table 3.3., a total of 12 students participated in the interview, six from each section/group. There was a fifty-fifty representation of the two sexes in each class. In terms of age, except Temesgen and Selam, 15, the others were between 12 and 14. The longest interview was held with Biruktawit (13:14). In contrast, the shortest one was held with Tigist (04:31).

3.3.4. Observations

The second qualitative data collection instrument used in this study is classroom observation. This instrument enables to capture unanticipated and interesting data by uncovering the observed reality as people may not always reflect well during interviews what they actually do (Bell, 1999). In this study, observation was used for three purposes: to gain a picture of

students' peer-interaction while learning vocabulary, to supplement and triangulate questionnaire and observation data by filling the possible limitations of those instruments, and to compare and contrast the control and experimental groups in terms of peer-interaction.

Video recording which was done with two cameras placed in two corners of the classrooms was used to collect the observation data. According to Breakwell, Hammond, and Fife-Schaw (2000), using video cameras to capture students' classroom behaviors offers a relatively cheap and semi-permanent record which can be played back repeatedly allowing for in-depth analysis. Based on this rationale, a total of 14 classroom observations, seven in the control and seven in the experimental groups, were video recorded between 26 December, 2016 and 20 January, 2017. This was so mainly because over the week six sessions of 40 minutes running in all five school days, i.e. Monday through to Friday and a double session in one of these five days were allocated for the English subject. The school teacher taught the subject based on the textbook aided by the teacher's guide. The textbook incorporated all the four basic language skills along with vocabulary and grammar. While it normally took two to three weeks to finish a unit depending on the length of the unit and the teacher's focus of interest, the vocabulary part often covered two or three periods.

To ensure students' familiarity with the presence of the cameras in the classroom, the first two regular sessions (on 26 and 27 December, 2016) were recorded before the required vocabulary lessons. The observations needed for this study ranged from 28 to 37 minutes. Apart from this, in order to utilize the collected data for the purpose of this study, through repetitive observations of the recorded videos, descriptions of students' classroom peer-interaction (See Appendix AA) were made against eight criteria: objectives, sequence of acts, physical setting, objects, actors, actions, activities (events), and feelings (Chou, 2014) (See Appendix F).

3.4. The Experiment

This study was conducted in an eight weeks period. During the experimentation, distinctive vocabulary lesson plans were prepared for the control and experimental groups which were randomly assigned based on their comparable pre-intervention results. The vocabulary lessons taught to the two groups based on the lesson plans were drawn from the vocabulary practice parts of Grade six students' English textbook. Moreover, the words taught to the students were taken from the list of vocabulary items they were supposed to know at the end of the year. This list was found at the end of the student's English textbook (page 236) or the teacher's guide (page 150) (See Appendix M).

Students in the control group were taught through the conventional vocabulary teaching method consulting Grade 6 Students' English Textbook (pages 37, 59-61 & 72, and 75 & 89) (See Appendix O) and Grade 6 English Teacher's Guide (pages 27, 37 & 44-45, and 49-50 & 56). On the other hand, students in the experimental group were taught about those parts of the vocabulary lesson through games. As such, three vocabulary practice lessons found in students' English textbook: *Jobs*, *Food Items and Attributes*, and *Animals* were considered.

3.4.1. The Conventional Vocabulary Lessons and Their Implementations

Grade six student's English textbook comprised of thirteen Units. Each Unit covered the different language skills in a minimum of 14 and a maximum of 20 pages. All the Units, except Unit thirteen which contained only six lessons, were made up of thirteen lessons each. The vocabulary lessons found in the textbook include Clothes, Geography and Places, Jobs, Food Items and Attributes, Animals, Activities and Pastimes, Prepositions of Places etc. This study considered the vocabulary lessons found in Unit three (Vocabulary of Jobs), Unit four

(Vocabulary of Food Items and Attributes), and Unit five (Vocabulary of Animals). These lessons were framed to be taught purportedly through activities.

3.4.1.1. Lesson one

The first vocabulary lesson about Jobs (page 37) (See Appendix N1) asked students to (a) work with a partner to form correct words from given jumbled letters and write them in their exercise books, and (b) study a given list of words and use them to complete sentences. In this study, this lesson was conventionally implemented in two consecutive days (27 and 28 December, 2016) through three activities (See Appendix N1).

The first activity was conducted on day one, and the remaining two activities on day two. In the first activity of the lesson, I introduced a list of 12 words (*Athlete, Carpenter, Driver, Medical doctor, Merchant, Painter, Police, Priest, Scientist, Shoeshine girl, Teacher, and Waiter*) to the class. I asked students which words they knew from the list. Then, I wrote all the words disorderedly on the blackboard by jumbling the letters of each word, and students copied that. Afterwards, students sat in pairs and began trying to form the correct and meaningful versions of the given jumbled words. On the second day, the other two activities were undertaken by (1) giving 12 incomplete sentences to the students to fill the words in for making complete sentences, and (2) asking them to compare their answers with their colleagues' works.

3.4.1.2. Lessons two and three

The second and third vocabulary lessons students learned dealt with Food Items and Attributes which were found on Grade six students' textbook (pages 59-61 and 72) (See Appendix N2). These vocabulary lessons required students to (a) use a given list of words to construct meaningful sentences, (b) match foodstuffs with various adjectives that could describe them, (c) write down two sentences in their exercisebooks describing other foods, (d) find

missing words according to a given example, and (e) use words to complete sentences. In their conventional implementation in the control group, these lessons were conducted in three days (09-11 January, 2017) (See Appendix N2).

On the first day, I wrote on the blackboard and introduced a list of 24 words (*Bunch, Cheese, Chopped, Delicious, Fresh, Fried, Garlic, Hard, Honey, Hot, Juicy, Oily, Pepper, Pineapple, Porridge, Rice, Roasted, Soft, Spicy, Sweet, Tasty, Traditional, Watery, Wheat flour*). This was followed by a brief explanation about the meaning of each word. Then students were asked to copy the words on their exercise books and to choose six words to construct meaningful sentences about.

On the second day, I revised the vocabulary items students had learned on the previous day. Then I introduced and explained three categories (*Food items, Attributes, and Adjectives*) to which the vocabulary items could belong. Next, students were asked to group the 24 vocabulary items into the three categories. In the final activity of the day, students were asked to write two sentences that involved descriptions of food items.

On the third day, I introduced another list of 20 words of food items (*Butter, Cabbage, Chicken, Coffee, Cooking oil, Guava, Juice, Lemon, Mango, Meat, Milk, Onion, Orange, Potato, Salt, Strawberry, Sugar, Tea, Tomato, and Water*). In the activities, students were asked to do two things. The first was finding missing words based on a given example. In the second activity, they chose words from the list to complete incomplete sentences.

3.4.1.3. Lesson four

The fourth lesson considered in this study was vocabulary of Animals (pages 75 and 89) (See Appendix N3). The conventional implementation of this lesson supposed students (a) to write down a list of animals, (b) show what animals eat and where they live, (c) imagine

themselves being some animals and write messages, (d) select animals from a table and categorize them into different groups, (e) discuss whether there were animals which could do a list of activities, and (f) write correct words in their exercise books using jumbled letters. Hence, in this study, students in the control group were asked to do the following activities that were undertaken in two days (19 and 20 January, 2017) (See Appendix N3).

On the first day, I began the session by asking students to form groups of four and five and write on their exercise books as many animals as they could. Then I introduced a list of 18 animals (*Camel, Chameleon, Crocodile, Donkey, Elephant, Giraffe, Goose, Gorilla, Hippopotamus, Hyena, Horse, Jackal, Lion, Monkey, Mule, Ostrich, Rhinoceros, and Zebra*) and explained where each animal lives and what it eats. Finally, I gave a classroom activity to those groups in which students had to categorize the animals that belonged to the same category based on what they eat (*meat, grass, fruit, and leaves*) and where they live (*with people, in the desert, in the jungle, in the water, on the field, or on the tree*). On the second day, students did two activities. Firstly, I asked them to imagine themselves being some of the animals and write such messages as ‘*I am a lion, and I am the king of the jungle.*’ Secondly, they wrote in their exercise books correct words about the names of animals using given jumbled letters.

3.4.2. The Game-based Vocabulary Lessons and Their Implementations

3.4.2.1. Selection of the vocabulary games used in this study

Selecting games that are appropriate to a certain context requires paying due attention to the types and purposes of the games needed as well as the language skills they improve (Brewster, Ellis & Girard, 2004). In this study, four vocabulary games namely: *Memory Game, Outburst, Chain Game, and At the Zoo* were employed each game, except Chain Game, played twice to teach a set of vocabulary items. These games were selected from a list of language

games and activities prepared to teach English to young learners (Copland, Garton & Davis, 2012). All these games and activities had been tested in and taken from different language teaching contexts worldwide. Also, they were presented in the book with their explicit objectives, procedures, skill orientations, and criteria of selection for language teaching purposes. Thus, the four vocabulary games considered in this study were selected based on the following criteria: suitability of the games to teach vocabulary, appropriateness to students' age and grade level, adequacy of time to use the games, deliberation of large classes, possibility to engage learners of mixed-level language use, and suitability to classroom organization (See Table 3.4.).

In favor of the abovementioned criteria, Aldabbus (2008) advises that selecting games for teaching a particular lesson should consider the suitability of the games to the learners' age and level, ease of implementation, availability of materials, and time allowed as well as their capacity to serve the learning purpose. All the four games deemed in this study allowed teaching vocabulary to grade six EFL learners whose normative age fell between twelve and fourteen. The games were also suitable to be managed within 40 minutes, the time allotted for a period in the primary school this study was conducted in. Moreover, the games were inclusive of students with mixed levels of English language use and appropriate to organizing classes and managing large classes which was a typical feature of the four grade six sections at Atse Sertse Dingil primary school. To sum up, the selection of the four vocabulary games used in this study can be seen summarized in the following table.

Table 3.4. Summary of Vocabulary Games Selection Criteria

Criteria	Memory Game	Outburst	Chain Game	At The Zoo
Suitability to teach vocabulary	Yes	Yes	Yes	Yes
Appropriateness to students' age and grade level	Yes	Yes	Yes	Yes
Time needed	30 minutes	10-20 minutes	20-30 minutes	5-20 minutes
Engaging mixed levels	Yes	Yes	Yes	Yes
Class organization	Group work/Whole class	Whole class	Whole class	Whole class
Deliberation of large classes	Yes	Yes	Yes	Yes

3.4.2.2. The games

3.4.2.2.1. Memory Game

Memory Game is both a competitive and cooperative vocabulary game which is used to introduce and practice vocabulary and to exercise pronunciation if needed. This game is suitable to teach vocabulary to young learners with mixed levels of second language use and in large classes often covering half an hour to complete. It allows group as well as whole class work. To play this vocabulary game, the materials required are sets of cards with words and pictures of a vocabulary group. These sets of cards, at least 14 cards in each set, are given to students.

The game is played mainly to find picture-word combinations by memorizing fitting matches. First, the teacher shows the picture cards to students and they repeat the words all together. Secondly, the word cards are shown to them similar to the picture cards and they repeat again. Then, the teacher divides the class into groups of four or five and gives each group a set of cards. One student in each group shuffles the cards and lays them down on the desk. Lastly, the students take turns to turn over two cards and to try to find a picture-word pair. A successful student combines a picture card with its correct name on a word card. When a student fails to do so, the cards are turned face down again and another student in the group takes a turn. In the group, the child with the most picture-word combinations is declared as the winner. The process

of playing this game involves working together and helping each other when a student is unable to match the required pairs.

Because this is a competitive game played in groups, it is advised to assign a student in each group as a group leader and give him/her the responsibility to orchestrating and monitoring the playing. Memory game can be used for teaching various sets of vocabulary. Alternatively, when there are no adequate resources, a single set of cards can be used to teach a vocabulary set to the entire class either by playing as a whole class or by bringing a group of students to the front to play the game.

3.4.2.2.2. *Outburst*

Outburst is another vocabulary game which allows students to work both competitively and cooperatively. This game activates students' vocabulary and aids them to learn new words. Young students of any age in the primary school with mixed language levels can play this game whether the size of the class is large or not. The game covers a maximum of 20 minutes when organized as a whole class activity. Pieces of paper and a clock are required to play Outburst. Using three pieces of paper, the teacher prepares word lists beforehand with eight words on each.

In playing Outburst, students have to guess the words from the different categories that are on the teacher's list. The teacher asks students to form groups of four or five and gives three pieces of paper to each group. After each group receives the papers, the teacher begins the game by saying the following statements: 'You are going to guess the words I have on my list. You have three minutes to guess as many words as you can and to write them down on your papers.' The students write down as many words of the given category as they can. Next, a representative from each group reads out the items on the group's list. If the word is on the teacher's list, the group gets a point.

In situations where all students can get a chance to speak, the teacher may give extra points for spelling and correct pronunciation. After the first category of words is done this way, the same procedures are followed with the second and third categories, and the sums of each group's scores are calculated to declare the winning group. When many students of a classroom are found to have lower levels of English, Outburst can be played by asking students to draw pictures of words they know in their mother tongue but in English.

3.4.2.2.3. Chain Game

This cooperative vocabulary game is mostly used to practice or revise a new vocabulary set within 20 to 30 minutes. It is suitable to students' mixed levels of English at all ages and for large classes. Organized as a whole class activity, Chain Game is played using flashcards which contain the words students are needed to learn.

At the beginning of this game, the teacher introduces a set of words through flashcards. After the students altogether practice pronunciation by saying the names of the words, the teacher sticks the cards on the board writing the word under each card. The teacher introduces a phrase like *'My sister went to the market, and she bought an apple.'* Then the first volunteer adds to the list using another word from the flashcards in the following way: *'My sister went to the market, and she bought an apple and some carrots.'* The game goes on with each student adding to the list after having repeated all the items mentioned before. Finally, the game is repeated by taking the flashcards off the board and erasing any writing.

In this game, it may not be necessary to teach a set of vocabulary first. The students can add whatever they like to the list from words they know or remember. Optionally, this game can be played by starting the next word in the list with the last letter of the previous word. For example, *'My sister went to the market and bought an apple, some eggs, a slipper, and raw*

meat.’ If it is difficult to get flashcards, this game might be played by writing down words or drawing pictures on the board.

3.4.2.2.4. At the Zoo

At the Zoo, both a competitive and cooperative vocabulary game, is used to practice new vocabulary of animals and to produce simple descriptions. This game is also suitable to large classes and mixed level young learners requiring up to 20 minutes to play. It is played using pictures of animals and dice. Pictures of animals in the zoo which are big enough for all students in the class to see are put on the board numbered from one to six. Then students take in turns to throw a dice. The number corresponds to an animal on the board, and the student must make a sentence about the animal.

Before playing the game, the teacher revises the names of the pictures of the animals on the board as well as some adjectives to describe them. Once the pictures are hung on the board, volunteer students are asked to throw the dice which lands on a number from one to six. The child must say which animal corresponds to that number. The student writes the name of the animal on the board under the picture like ‘*It is a lion.*’ Another student throws the dice and does the same. If the dice lands on the same number, the student must say something different about the animal; for example, ‘*It is big*’. The game continues until all the animals on the board are named and described.

3.4.2.3. Implementations of the game-based vocabulary lessons

3.4.2.3.1. Memory Game

Memory Game was used to introduce and practice vocabulary of *Jobs* which was found on Page 37 of Students’ English textbook. One round Memory Game takes some 30 minutes to play. In this study, this game was played two times in two consecutive sessions. In order to play

this game, two sets of word cards on one hand were prepared, each card containing a word signifying a job (Set One: *Athlete, Carpenter, Driver, Medical doctor, Merchant, Painter*; Set Two: *Police, Priest, Scientist, Shoeshine girl, Teacher, Waiter*). On the other hand, two sets of six cards which contained pictures of the aforementioned *jobs* were prepared (See Appendix P1).

On the first day, playing the game began when I showed the first set of word cards to the whole class and students recited the name of each word altogether. Then I showed the picture cards to all students and they read aloud each word. Following these two steps, I divided the class into groups of five and gave each group the first set of both word cards and picture cards. In each group, a student was assigned to monitor the game as well as face down on the desk and shuffle first the picture cards and then the word cards. The students took turns to turn over two cards and try to find a picture-word pair; for example, the word *Athlete* and the picture of an athlete. The group representatives were also assigned to register each student's scores and give turns to the next student when one failed to make correct combinations. While students were playing the game I was moving across the class and ensuring that every student was engaged in playing the games. After the students finished playing the game, I wrote all the six words disorderedly on the blackboard by jumbling the letters of each word, and students copied that. Afterwards, students sat in groups and began trying to form the correct and meaningful versions of the given jumbled words.

On the second day, the game was played in the same procedure and groups as the first day but with the second set of word cards and picture cards (Set Two: *Police, Priest, Scientist, Shoeshine girl, Teacher, Waiter*). After all the groups finished playing the games, the group representatives named the winners in their groups. At the end of the session, students were asked to complete six sentences using the words they had learned.

3.4.2.3.2. *Outburst*

Aimed at activating students' vocabulary and helping them to learn new words of *Food Items and Food Attributes*, *Outburst* was played in two days (09 and 10 January, 2017). Twenty-four words taken from pages 59 to 61 of students' textbook were taught through this game. In those days, I took to class three word set lists printed on three pieces of paper (See Appendix P2). On the first list were eight words of food items: *Cheese, Garlic, Honey, Pepper, Pineapple, Porridge, Rice, and Wheat flour*. The second list consisted of eight attributes of food items: *Bunch, Delicious, Juicy, Oily, Spicy, Sweet, Tasty, and Watery*. Eight adjectives which were similar to the second set were written in the third list. The words were *Chopped, Fresh, Fried, Hard, Hot, Roasted, Soft, and Traditional*.

In implementing *Outburst* to teach vocabulary of food items and attributes on both days, students were made to form groups of four, five, and six. On the first day, I gave a clean piece of paper to each group and began playing the first round of the game by telling the class that I had a list of eight words about *Food Items* with me, and they had to guess the words on my list by writing down as many food items as they could on the given piece of paper. A representative from each group read out the words in his/her group's list. For the words they got from my list, I gave points. Giving ten minutes to finish the first round, I was rounding the class to make sure that all students were participating in the group work. After the first round was finished, we did the second round about *Food Attributes* with the same procedures but with new set of words (*Bunch, Delicious, Juicy, Oily, Spicy, Sweet, Tasty, and Watery*). Finally, I declared the group which found many words from my list the winner of the game. The concluding activity students did was copying all the 16 words on their exercise books and choosing some six words to construct meaningful sentences about.

On the second day, we played the game like the first day but with a new set of words i.e. *Adjectives* that describe food items (*Chopped, Fresh, Fried, Hard, Hot, Roasted, Soft, and Traditional*). The accompanying activity of the game-based vocabulary lesson of the day was writing as many sentences as possible that involved descriptions of food items.

3.4.2.3.3. Chain Game

Like Outburst, Chain Game was used in this study to teach new vocabulary set about *Food Items*, but this time two new sets of ten words each were prepared from page 72 of the textbook (See Appendix P3). First, students sat in groups of four, five, and six. Then the first set of ten words (*Butter, Cabbage, Chicken, Coffee, Cooking oil, Guava, Juice, Lemon, Mango, and Meat*) was introduced to them by showing flashcards and telling the name of each picture. Next, I hung the flashcards on the blackboard jotting down their names and wrote the sentence *Almaz bought a kilo of **butter** from the market*. Following this, I asked a volunteer student to add one food item on the sentence made. We continued playing the game each new student mentioning all the food items already stated and adding one more from the list shown in the flashcards. Next, the game was played by taking the flashcards off the blackboard. Once the first round was finished, we began playing with the second list of words (*Milk, Onion, Orange, Potato, Salt, Strawberry, Sugar, Tea, Tomato, and Water*). Finally, an activity was given to students to find missing words based on a given example.

3.4.2.3.4. At the Zoo

Through this game, 18 words about *Animals* were taught to students taken from their textbook, pages 75 and 89 (See Appendix P4). Before the commencement of the lesson, I prepared the pictures of all the animals students were about to learn (*Camel, Chameleon, Crocodile, Donkey, Elephant, Giraffe, Goose, Gorilla, Hippopotamus, Hyena, Horse, Jackal,*

Lion, Monkey, Mule, Ostrich, Rhinoceros, and Zebra). Then at the beginning of the lesson on the first day, I revised the names of all the animals and began playing the game by putting the pictures of the first six animals (*Camel, Chameleon, Crocodile, Donkey, Elephant, and Giraffe*) on the board and numbered them from one to six. After that, I called upon a volunteer to throw a dice I brought to the class with me. The student had to say which picture of animal on the board corresponded to the number on the dice and make a sentence about that animal. I wrote the sentence the student made and called for another student to throw the dice. We continued playing the first round of the game until sentences were made about all the animals on the board. At the end of the session, they wrote in their exercise books correct words about the names of animals using given jumbled letters.

On the second day, we played the same game in two rounds with the remaining two sets of words (Set One: *Goose, Gorilla, Hippopotamus, Hyena, Horse, Jackal*, and Set Two: *Lion, Monkey, Mule, Ostrich, Rhinoceros, and Zebra*). This session took a relatively less time than the previous one since the students internalized the rules of the game. The final activity students did on this day was categorizing the animals that belonged to the same category based on what they eat (*meat, grass, fruit, and leaves*) and where they live (*with people, in the desert, in the jungle, in the water, on the field, or on the tree*).

3.5. Procedures of Data Collection

Similar to the procedures followed in the pilot study, the first step in collecting data for the main study was getting engaged with the school English teacher via the authorization of the school principal based on a request letter of cooperation I took from Bahir Dar University. This was the stage when I explained the purpose of the study, learned where the teacher was, and framed the experimentation period together with the school teacher. Before commencing the data

collection and taking on the two sections as a subject teacher, I spent five days of six class sessions as an observer in each section, i.e. from 12 to 16 December, 2016. In the observation, I focused, among other things, on the teacher's major instructional procedures, students' grouping and classroom behavior, student-teacher interaction, the teacher's time allocation for tasks, and classroom participation and turn taking.

My first independent contact with students came on 19 December, 2016 when I myself gave the pre-intervention test. Aimed at measuring students' vocabulary achievement, this pre-test was given to all students in both sections (A and B). Then, I collected students' test sheets and marked it based on which the two sections were later randomly assigned for the treatment comparison as control (section B) and experimental (section A) groups. On the next day, the pre-intervention questionnaire was administered to all the students who had taken the pre-test. Following the pre-intervention questionnaire, semi-structured interviews were held with eight randomly selected students from each section on the next day.

Provided that one of the aims of this study was to investigate students' classroom peer-interaction in vocabulary learning sessions, a series of classroom observations was conducted in tandem with the intervention. In other words, unlike the other data collection instruments, the observation was conducted while the treatment was underway between 26 December, 2016 and 20 January, 2017. Since the observation was carried out after assigning the two sections as control and experimental groups, seven conventional classes of the former group and seven game-based vocabulary lessons of the latter were video recorded by two cameras. The recording was aimed at investigating the extent to which students' self-reported peer-interaction during their vocabulary learning matched with actual classroom practices, and to observe the classroom activities repeatedly as needed.

The procedures used to gather pre-intervention data were also similarly followed in collecting post-intervention data which was undertaken between 25 and 27 January, 2017. Analogous to the case in the pre-intervention, three instruments: vocabulary post-test, post-intervention questionnaire, and semi-structured interview were used during the post-intervention data collection. The post-test was administered at the end of the experiment on 25 January, 2017 to all students in the two groups who had taken the pre-test. The objective of the post-test was to see if there were any differences between the experimental and the control group students' vocabulary learning achievement. Similarly, the post-intervention questionnaire was administered to both groups on 26 January, 2017. The purpose of the post-intervention questionnaire was to investigate the possible differences in students' vocabulary learning motivation and peer-interaction after learning the skill with and without vocabulary games.

The post-intervention semi-structured interview was held on 26 January, 2017. The same six students from both the experimental and the control groups who had taken part in the pre-intervention interview were cross-examined in the post-intervention interview. Finally, the data collection process ended by expressing gratitude to the school administrators and the school English teacher who supported me immensely during my stay in the school. A summary of the data collection procedures can be seen from the following figure.

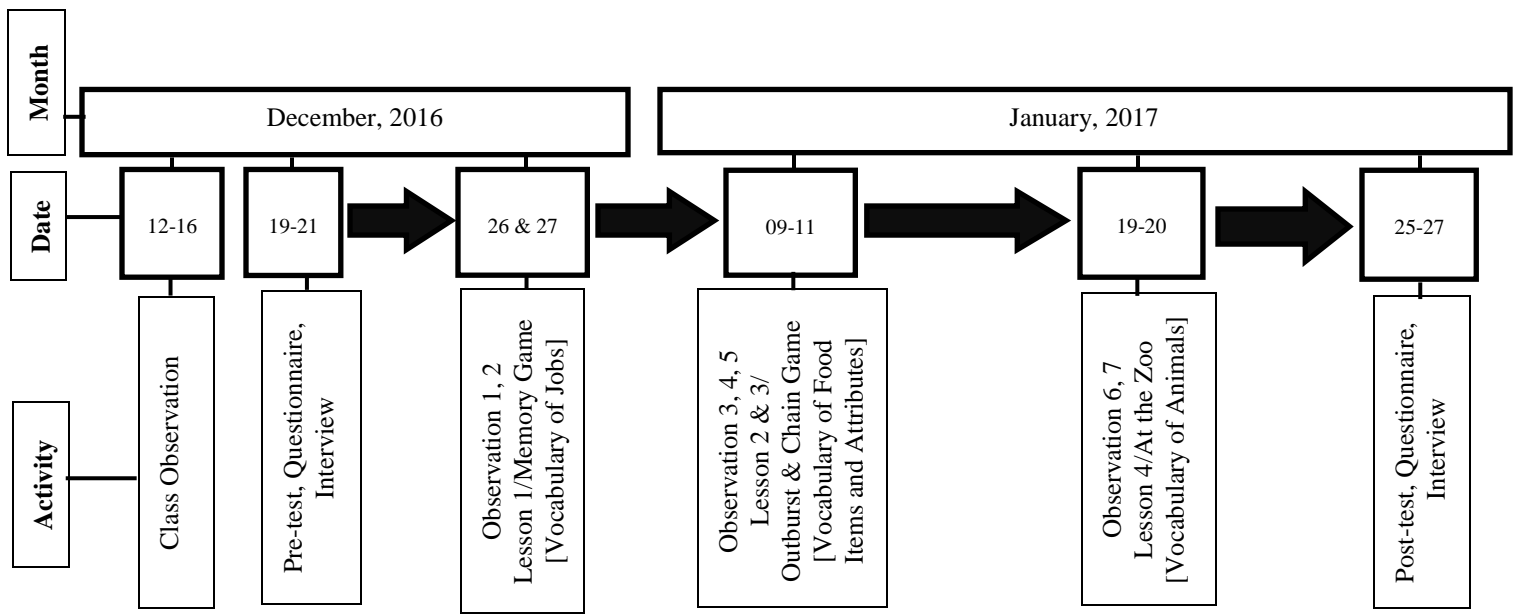


Figure 3.2. Data Collection Procedures Storyline

3.6. Data Analysis Techniques

Pertinent to one of the study designs followed to attain the specific objectives, i.e. convergent parallel design, both quantitative and qualitative data analysis techniques were utilized in this study. As far as data analysis is concerned, one of the characteristics of convergent parallel design is that both quantitative and qualitative data are merged for analysis after collected simultaneously. According to Creswell (2012:540), “a basic rationale for this design is that one data collection form supplies strengths to offset the weaknesses of the other form, and that a more complete understanding of a research problem results from both quantitative and qualitative data.”

Appositely, in this study, data collected through tests and questionnaires were analyzed quantitatively after several assumptions were checked using One-way Multivariate Analysis of Variance(One-way MANOVA) on the Statistical Package for the Social Sciences (SPSS) for Windows, Version 21.0. This statistical analysis was used to make both multivariate and univariate comparisons between the control group and the experimental group in terms of their

means on the three dependent variables: vocabulary learning motivation, peer-interaction, and achievement. As opposed to using a largenumber of separate t-tests and/or ANOVAs that could ignore correlations among dependent variables, MANOVA may detect combined differences.

On the other hand, the data collected through observation and interview were analyzed qualitatively using a combination of descriptive and thematic analyses. These methods of qualitative data analysis respectively dictate that a researcher's goals are describing what individuals do and explaining how they make sense of their experiences. The descriptive analysis was done based on Chou's (2014) eight parameters of assessing peer-interaction in game-based classrooms (objectives, sequence of acts, physical setting, objects, actors, actions, activities (events), and feelings) (See Appendix F).

Then again, the thematic analysis was conducted in line with Braun and Clarke's (2006) six steps of doing a thematic analysis. In the first step, I established familiarity and closeness with the collected interview data. In so doing, I attempted to institute immersion and active engagement with the data by transcribing, translating, reading, and rereading. At this stage, the translated interview data, technically called cases, were segmented respective to each respondent and imported into a software called QDA Miner Lite, a free computer assisted qualitative analysis software which can be used for the analysis of textual data such as interview and news scripts, open-ended responses, and for the analysis of still images. Using QDA Miner Lite, the translated interview data were coded by locating text segments and assigning a code label. The codes were later arranged for themes.

In the second step, I identified specific preliminary codes that were directly related to the specific objectives of this study by focusing on the most interesting and meaningful ones. Thirdly, I sortedout codes and relevant data extracts according to overreaching themes. I

reviewed these themes in the fourth step in which themes that related to the quantitative data were refined and categorized in a way that they cohered together meaningfully whereas unrelated ones were discarded. Defining and naming the themes was the fifth step. In the sixth step, a qualitative report was produced in a form of interpretable piece of writing.

Based on these procedures, both quantitative and qualitative techniques were used concurrently by identifying content areas represented in both data sets and then by comparing, contrasting, and synthesizing the results in discussions. Finally, the merged results of the analysis were interpreted through summarization and analysis of convergence and divergence.

3.7. Ethical Issues

Experimental research is an attractive nuisance. Unless it is managed ethically, it devastates the research outcome. In favor of this, Lewis (2003) underlines the essential of obedience to ethical issues in conducting a research. Likewise, Cohen, Manion, and Morrison (2007) pointed out that conducting a research takes into account three main areas of ethical issues: obtaining consent, confidentiality, and consequences. In this study, the school where the study was conducted was approached via a written letter approved by the Department of English Language and Literature, Bahir Dar University. At that juncture, study participants were approached with the permission of both the school director and the school English teacher. Then, participants' assent was received verbally after their roles as study participants and the purposes of the research were explained to them. Additionally, in order to preserve confidentiality and anonymity, pseudonyms were used by omitting the names and personal identifiers of participants. Study participants were granted with the right not to participate in the study or to withdraw at any time. There was no benefit, nor any risk, the study participants received from participating in the research.

3.8. The Pilot Study

In this section, objectives, setting, experimentation procedures, and lessons obtained from the pilot study are reported.

3.8.1. Objectives of the Pilot Study

Based on the understanding that “piloting [data collection] instruments will help to identify their weaknesses, inconsistencies, and redundancies” (Kayrooz & Trevitt, 2006: 228), all data collection instruments employed in the main study were piloted ahead on groups of students comparable to the sample population in the main study. The pilot study was conducted between 05 October, 2016 and 04 November, 2016. This was during the first semester of the 2016/17 academic year.

The main objective of the pilot study was to appraise the viability of the intended main study by assessing its microcosm. Concomitantly, the specific objectives of the pilot study were threefold. One was to check the validity and reliability of data collection instruments i.e. tests, questionnaires, interview guides, and observation checklist in terms of time, item value, clarity of instruction, appropriateness of question types, and language complexity. The second purpose was to evaluate the designated games against a set of criteria which comprised of suitability for vocabulary teaching in the target grade level, time, class size and classroom organization, mixed-level enclosure, requisite materials such as pictures and dice, preparation, and possible alternatives. The last, but not least, purpose was to test the operation and potential flaws of data collection equipment like video camera and voice recorder. All these three purposes deemed to upgrade the quality of the work, the pilot study helped to deliberate some relevant revisions and alterations.

3.8.2. Setting of the Pilot Study

The pilot study for this work was conducted at Dil Chibo Primary School which is found in Bahir Dar City Administration, Kebele 10. The school was chosen by convenience sampling technique after Yekatit 23 Primary School, one found in Kebele 15, failed to be included as a prime selection due to absence of English teacher for Grade six at the time. Convenience sampling was used because it primarily relies on easily accessible resources (Berg, 2001) as was the case with Dil Chibo Primary School which is close to Bahir Dar University and to me as well.

Since the target grade level for the main study was six, the pilot study too considered students of the same grade level. There were four sections of Grade six in Dil Chibo Primary School taught by a teacher. Of these sections, two intact classes (Section 6C and 6D) were randomly selected drawn together with the school teacher using lottery method. The total number of students in the two sections was comparable i.e. 49 in 6C (23 girls) and 50 in 6D (24 girls). Out of these students, 30 from each section were considered for the purpose of the pilot study. Similar to the culture in most other Ethiopian primary schools, a session lasted for forty minutes whereas English was the only subject given in six sessions over the five class days of the week, meaning Monday through to Friday.

3.8.3. Experimentation Procedures of the Pilot Study

Data for the pilot study were collected between October, 2016 and November, 2016. Before beginning my role as a subject teacher, I had spent three days of four class sessions as an observer in each section. Following, the intervention was conducted in nearly three weeks. Pertinent to the results found from the pre-test (See Appendices T & X), the two intact classes were assigned randomly; section C as control and section D as experimental groups. Students in

the control group were taught through the conventional vocabulary teaching method whereas their opposite numbers were taught the same vocabulary lessons through games.

The vocabulary lessons considered in the pilot study were found on students' English textbook, pages 5 and 6 (*Cloths and Shoes*) and pages 18 to 20 (*Places and Geography*). The activities about *Cloths and Shoes* were four that required students to (a) choose suitable adjectives from a given list for the clothes shown in pictures, (b) complete sentences using given words and phrases, (c) match phrases with given pictures of cloths, and (d) use adjectives to complete phrases meaningfully. By the same token, the activities on *Places and Geography* asked students to (a) work with a partner and find the correct words to complete sentences, (b) to complete sentences using given words, and (c) form groups of three and talk about the weather conditions of their areas.

As far as the vocabulary games are concerned, all the four games intended for the consumption of the main study (*At the Market*, *Outburst*, *Chain Game*, and *Memory Game*) were piloted. The first two games, *At the Market*, an adapted version of the game *At the Zoo*, and *Outburst* were used in teaching the vocabulary of *Cloths and Shoes* whereas the last two, *Chain Game* and *Memory Game*, were used for teaching the vocabulary of *Places and Geography*. The assignment of the games to the lessons was made based on the appropriateness and suitability of the games for five criteria: time, materials required, organization, preparation, and procedures.

While playing *At the Market* students took turns to throw a dice. The number thrown corresponded to a picture of a cloth or a pair of shoes on the board, and students had to make a sentence about it. I wrote students' sentences on the blackboard. Once sentences were made about all the words, the key vocabulary was erased to create a gap fill. The second game, *Outburst*, was played by forming groups of five students and giving a piece of paper to each

group. Then, providing brief explanations about three categories of vocabulary of clothes and shoes: *cloths and shoes*, *jewelry*, and *accessories*, students guessed the words that were on my list by jotting them down on their piece of paper. Finally, the group which found many words from my list was declared to win the competition.

In playing *Chain Game*, students were introduced to a list of vocabulary of *Places and Geography*. Then flashcards were fixed on the board, and the students were introduced with the sentence ‘*My father visited several places*’. Using the sentence, the students in groups of five made sentences referring to the word on the flashcard. Finally, all the flashcards were taken off the board and students had to speak out as many sentences as they could. Students were taught vocabulary of *Places and Geography* also via *Memory Game*. In the game, separate sets of cards with words and pictures were prepared, and students had to find picture-word combinations. Before the game began, first the picture cards and then the word cards were shown to students and they repeated them all together with me. Then the class was divided into groups of five and sets of cards were given to each group. One student in each group shuffled the cards and laid them face down on the desk. The students took it in turns to turn over two cards to try and find a picture-word pair. Students proceeded until they made mistakes in matching the pairs, and the one with most correct matches at the end was declared winner.

3.8.4. Lessons Obtained from the Pilot Study

Pertinent to its intended objectives, the preliminary findings (See Appendix R) as well as the procedures of the pilot study provided some relevant insights with their implications to the main study. Based on this, a list of core lessons gained from the pilot study and considered in the final investigation is presented as follows.

Regarding the validity and reliability of data collection instruments, some modifications were made in which 8 and 6 items on the pre and post intervention questionnaires respectively were reduced based on the comments gained from research supervisors and a psychology teacher. Also, the instructions of the tests as well as the complexity level of the Amharic language used in the questionnaires were revised. Other than these, all the instruments were found to be appropriate in terms of time given for students to complete a task, test values, and appropriateness of question types.

The other important lesson gained from the pilot study was about the vocabulary games used. Clarifying the instructions to the students in English was found to be difficult which forced unintended code-switching. The students asked repeatedly for clarifications on how the games were played. Thus, in the main study, much simplicity was required. Nonetheless, the fact that the games were adapted with their many characteristics helped in many ways. All the games were found to be suitable for the target grade level and for teaching vocabulary, and appropriate in terms of time, class size and classroom organization, mixed-level enclosure, and preparation.

As far as such data collection equipment as video camera and voice recorder are concerned, recognizable flaws were not detected except that in classrooms where the cameras could not be placed properly situations would go unrecorded. A case in point is what I came across when I was teaching Section C students wherein one of the cameras was recording the roof for a full class session because of an improper positioning.

It is also noteworthy that spending the first three days of the experimentation as an observer in the regular classrooms helped me obtain a glimpses of understanding about the method of teaching practiced by the regular class teacher. Although it is hardly possible to assert that observations within such a short period of time could enable me to gain the full picture of

the teacher's approaches, it acquainted me with the fundamentals of teaching in that grade level and reduced students' unfamiliarity. Finally, this pilot study found that some of the items on the questionnaires were not easier to be rated in a Likert-type scale whereas some of the interview questions were not clear to students. And, there was much noise in the game classroom which should be thought over.

Chapter Four: Data Analyses, Findings, and Discussions

This study investigated the effects of vocabulary games on primary school students' vocabulary learning motivation, peer-interaction, and achievement. In the study, questionnaires, tests, observations, and interviews were used as data collection instruments. This chapter presents the results of the study found through these instruments pertinent to the research questions and hypotheses stated in chapter one. Encapsulated in this chapter are the convergent analyses and findings of both the quantitative and qualitative data of the study followed by literature-oriented discussions.

4.1. Analyses and Findings of Multivariate and Univariate Effects of Vocabulary Games on Students' Vocabulary Learning Motivation, Peer-interaction, and Achievement

Except for the observations which were conducted while the vocabulary teaching and learning processes were underway all the data collection instruments employed in this study (questionnaires, tests, and interviews) were administered before and after the two intact classes took different treatments; i.e. the experimental group learned vocabulary through vocabulary games and the control group through the conventional methods. Of the three instruments administered twice, questionnaires and tests were used to quantitatively compare students' vocabulary learning motivation, peer-interaction, and achievement before and after the intervention. The questionnaires measured students' vocabulary learning motivation and peer-interaction. Particularly, the vocabulary learning motivation questionnaire consisted of 20 items whereas the peer-interaction measuring questionnaire was made up of 12 items. Both questionnaires were prepared in a five-point Likert-type scale, ranging from 5 to 1 (5 = Strongly Agree; 4 = Agree; 3 = Undecided; 2 = Disagree; 1 = Strongly Disagree). On the other hand, both vocabulary achievement tests that were administered before and after the intervention consisted of 20 items under four sections each (*True or False, Matching, Anagrams, and Multiple*

Choice). Prepared comparably, but not exactly in the same way, both tests were valued out of a total of 20 points each, one point given to each item.

As was shown in the Hypotheses of the Study section in chapter one, this study sought to investigate whether vocabulary games have both multivariate and univariate effects on primary school students' vocabulary learning motivation, peer-interaction, and achievement. This also indicates that the effect of an independent variable (vocabulary games) on three dependent variables (vocabulary learning motivation, peer-interaction, and achievement) was examined which called for the use of One-way Multivariate Analysis of Variance (MANOVA) as explained in the Data Analysis section in chapter three. Used on Version 21.0 Statistical Package for the Social Sciences (SPSS) for Windows, One-way MANOVA was performed to make multivariate and univariate comparisons between the experimental group and the control group before and after the intervention. These are delineated as follows.

4.1.1. Analyses and Findings of Pre-intervention Comparisons

This sub-section presents the analyses and findings of the multivariate and univariate comparisons made between Section A and Section B regarding students' vocabulary learning motivation, peer-interaction, and achievement before the two sections were taught with and without the use of vocabulary games. In order to make a quantitative comparison, One-way MANOVA was performed. The main objective of performing the pre-intervention One-way MANOVA test was to make sure that the two randomly selected intact classes were homogeneous without significant multivariate and univariate differences in terms of levels of students' vocabulary learning motivation, peer-interaction, and achievement before they were assigned as experimental and control groups. However, prior to directly running the One-way MANOVA, a set of assumptions of this statistical analysis was checked (See Appendix JJ).

4.1.1.1. Pre-intervention multivariate comparisons

After the assumptions were checked, a One-way MANOVA test was performed to compare the two randomly selected intact classes by checking if statistically significant multivariate and univariate differences could occur between them. This is illustrated in the following subsequent tables.

Table 4.1. Pre-intervention descriptive statistics

Descriptive Statistics				
	Sections A and B	Mean	Std. Deviation	N
Pre-intervention Motivation	SectionA	67.43	13.660	49
	SectionB	65.00	14.651	48
	Total	66.23	14.137	97
Pre-intervention Peer-interaction	SectionA	42.14	8.000	49
	SectionB	44.42	6.457	48
	Total	43.27	7.329	97
Pre-intervention Achievement	SectionA	11.14	3.260	49
	SectionB	11.54	3.358	48
	Total	11.34	3.297	97

Shown in Table 4.1 above is the pre-intervention comparison between Section A and Section B on students' vocabulary learning motivation, peer-interaction, and achievement. The descriptive statistics results indicated that the two sections registered comparable vocabulary learning motivation scores with a mean score of 67.43 in Section A and 65.00 in Section B. The standard deviations are 13.660 and 14.651, respectively. Concerning peer-interaction, Section A scored a relatively lower mean ($M=42.14$; $SD=8.000$) than that of Section B ($M=44.44$; $SD=6.457$). This indicated a slight mathematical difference between the pre-intervention peer-interaction results of the two sections. The table also reveals that Section A was associated with a numerically lower mean score ($M=11.14$; $SD=3.260$) of vocabulary learning achievement than Section B ($M=11.54$; $SD=3.358$). In relation to these results of the descriptive statistics, multivariate tests were checked to examine if statistically significant multivariate

differences could occur between the two sections before they were assigned as experimental and control groups.

Table 4.2. Pre-intervention multivariate tests

Multivariate Tests ^a									
Effect		Value	F	df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^c
Sections	Pillai's Trace	0.034	1.092 ^b	3	93	0.356	0.034	3.050	0.287
	Wilks' Lambda	0.966	1.092 ^b	3	93	0.356	0.034	3.050	0.287
	Hotelling's Trace	0.035	1.092 ^b	3	93	0.356	0.034	3.050	0.287
	Roy's Largest Root	0.035	1.092 ^b	3	93	0.356	0.034	3.050	0.287

a. Design: Intercept + Sections

b. Exact statistic

c. Computed using alpha = 0.05

The results of multivariate tests in the above table revealed a non-significant multivariate difference between the two sections, Wilks' $\lambda = 0.966$, $F(3, 93) = 1.092$, $p = 0.356$, multivariate $\eta^2 = 0.034$. Power to detect the effect was 0.287. These results indicated that there were no significant differences between Section A and Section B on students' vocabulary learning on a linear combination of their motivation, peer-interaction, and achievement.

4.1.1.2. Pre-intervention univariate comparisons

In order to see whether the two sections recorded significant differences across each dependent variable, univariate tests were checked from Tests of Between-Subjects Effects using the One-way MANOVA results as can be read below.

Table 4.3. Pre-intervention univariate tests

Tests of Between-Subjects Effects									
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power
Sections	Pre-intervention Motivation	143.010	1	143.010	0.713	0.400	0.007	0.713	0.133
	Pre-intervention Peer-interaction	125.364	1	125.364	2.367	0.127	0.024	2.367	0.331
	Pre-intervention Achievement	3.857	1	3.857	0.352	0.554	0.004	0.352	0.090

Computed using alpha = 0.05

As can be seen from Table 4.3, significant univariate main differences were not found between the two sections for all the three dependent variables, i.e. students' vocabulary learning motivation ($F(1, 95) = 0.713, p < 0.400, \eta^2 = 0.007$), peer-interaction, ($F(1, 95) = 2.367, p < 0.127, \eta^2 = 0.024$), and achievement ($F(1, 95) = 0.352, p < 0.554, \eta^2 = 0.004$). Thus, the hypothesis that the two sections are homogeneous in terms of vocabulary learning motivation, peer-interaction, and achievement was accepted.

As was elaborated in the Data Collection Instruments section in Chapter Three, interviews were held with six students from each section in order to cross-examine the above pre-intervention quantitative results and find students' reflections on their vocabulary learning motivation, peer-interaction, and achievement. The interviews were held in Amharic, students' native language, and audio-taped. The questions posed in the interview inquired about students' overall interest to learn English words, the nature of peer-interaction during vocabulary learning sessions, and students' experience of game-based vocabulary lessons. Students' reflections were then thematized to cohere with the specific objectives of this study.

The pre-intervention interviews held with Section A students revealed that many of the students liked learning the meaning of English words. However, the reasons they forwarded were diverse the most common ones being the importance of vocabulary to improve academic achievement (Temesgen and Betelhem) and maintain communication with foreigners (Mekdes, Masresha, Michael, and Surafel). Masresha, 14, liked to know new English vocabulary because it could help her describe her environment and even meet people in other places [የእንግሊዝኛ ቃላትን ማወቅ ያስደስተኛል...ለምሳሌ ከውጭ አገር ከሚመጡ ሰዎች ጋር ለማውራትና የሚጠይቁኝን ለመመለስ ፣ አካባቢያን ለመግለጽ ወይም ደግሞ ወደ ሌሎች ቦታዎች ሄጄ ከሰዎች ጋር ለመገናኘት አዳዲስ የእንግሊዝኛ ቃላትን ማወቅ ጠቃሚ ነው ብዬ አስባለሁ፡፡]. Masresha further explained this in the following way.

አንድን አዲስ የእንግሊዝኛ ቃል እንዳውቅ ሳውቅ ደስ ይለኛል። ጓደኞቼን መርዳት እንደምችልና [መምህሩ የሚያስተምረውን] መቀበል እንደምችል ይሰማኛል... የአንድን አዲስ የእንግሊዝኛ ቃል ትርጉም ማወቅ አጠቃላይ የቋንቋ ክህሎቴን ለማዳበር ይጠቅመኛል ብዬ አስባለሁ። በሚቀጥለው አመት ወደ ሰባተኛ ክፍል ስናልፍ ሒሳብና ባዮሎጂ የመሳሰሉትን ትምህርቶች በእንግሊዝኛ ነው የምንማር። ስለዚህ ቃላቶቼን ማወቅ በነዚያ ትምህርቶች ላይ ችግር እንዳይገጥመኝ ያግዘኛል። ለምሳሌ የክፍል ስራ ስንሰራ የአንድን አዲስ ቃል ትርጉም ያወኩት መስሎ ከተሰማኝ ለመምህራችን ለማሳየት እጓጓለሁ።

When I recognize that I have known the meaning of a new English word I feel happy. I feel that I can help my friends and receive [what the teacher teaches]... I think knowing the meaning of a new English vocabulary helps me develop my overall language skills. When we pass to grade seven next year we will learn such subjects as Mathematics and Biology in English. So, knowing the words will help me not to get troubled with those subjects. For instance, when I feel that I have known the meaning of a new word in a classroom activity I feel so eager to show to our teacher.

Like Masresha, Temesgen indicated that he loved to learn English vocabulary because when he knew the meaning of a new word he felt like he was different from the rest of the students in his class. “For example, I can answer if somebody asks me a question. I cannot be ashamed [ለምሳሌ አንድ ሰው ጥያቄ ቢጠይቀኝ መመለስ እችላለሁ። አላፍርም።],” said he. On the other hand, Betelhem claimed that knowing many English words would boost her confidence. She noted that “instead of fearing, it motivates me to answer the question freely and learn more words. This is also important to sustain my interest of participation in the class [ከመፍራት ይልቅ ጥያቄውን በነጻነት እንድመልስና ብዙ ቃላትን እንድማር ያነሳሳኛል። በተጨማሪ ክፍል ውስጥ ለመሳተፍ ያለኝ ፍላጎት እንዲጠነክር ይጠቅማል።].”

Asked if they liked to learn vocabulary because of the method of teaching, the majority of the students responded favorably. The students liked such methods of teaching vocabulary the teacher used as listing down English words and telling their meaning (Temesgen), writing some words on the blackboard and translating them into Amharic (Mekdes, Betelhem, and Surafel), and giving class works and home take assignments (Masresha and Michael). Nevertheless, despite their interest to learning vocabulary with the established method of teaching, Temesgen

and Surafel both remarked that they would love to have easier methods of learning vocabulary in particular and English in general. Temesgen presented the following:

መምህራችን የሚያስተምርበትን መንገድ እወደዋለሁ... ነገር ግን እንግሊዘኛን ይበልጥ በቀላሉ እንድንማርበት የሚያግዝን መንገድ ቢኖር አሪፍ ነው። ምክንያቱም አሁን በምንማርበት መንገድ ሁሉም ተማሪዎች አይደለንም እንግሊዘኛ መማርን የምንወድ። ቋንቋውን ሊያቀሉልን የሚችሉ መጻሕፍት ቢኖሩ ኖሮ ሁሉም ተማሪ እንግሊዘኛ ትምህርትን የመማር ፍላጎት ሊኖረው ይችላል።

I like the way our teacher teaches us...but I would also like if there was another way to help us learn English more easily because with this method not all of us like learning English. If there were books that could ease the language, every student would have the interest to learn this subject.

With a similar spirit, Surafel noted “I like the way we learn English now but would be happier if there was another easier method for us to learn it [እንግሊዘኛ የምንማርበትን መንገድ እወደዋለሁ ነገር ግን እንግሊዘኛን ለመማር ከዚህ ቀላል ያለ ሌላ መንገድ ቢኖር ይበልጥ ደስተኛ እሆናለሁ።].”

Regarding students’ interest to learn vocabulary, the pre-intervention interview results of Section B were compared to that of Section A in which similar reflections were found. Akin to Betelhem and Temesgen in Section A, Dagim, Miftah, Biruktawit, and Selam in Section B liked learning English vocabulary because they believed it would improve their academic achievement and English. Dagim said,

ስለአዳዲስ ቃላት ትርጉም መማር ያስደስተኛል... ዳዳዲስ ቃላትን ትርጉም ማወቅ ሃሳቤን እንድንልጽፍ አስተማሪዎችን ጥያቄ ሲጠይቅ እንድንመልስ ይጠቅመኛል... ቀላል የሆኑ ቃላትን ብቻ ሳይሆን ከባድ የሆኑትንም ማወቅ ያስደስተኛል ምክንያቱም የእንግሊዘኛ ቋንቋ ከህሎታችንን እንድናዳብር ያግዘናል።

I like to learn the meaning of new words...Knowing the meaning of new words helps me express my ideas and answer when our teacher asks a question...I like to know not only simple words but also difficult ones because it is important to improve our English skills.

Unlike Dagim who saw the importance of vocabulary mainly in relation to classroom use, Nahom mentioned the following reasons why he was interested in learning English vocabulary.

ዳዳዲስ ቃላትን ትርጉም መማር እወዳለሁ። ሰፈራችን ከሚመጡ ፈረንጆች ጋር እንዳወራ ይጠቅመኛል። ዓለም አቀፍ ቋንቋ ስለሆነም ሳድግ ይጠቅመኛል። (ከእንግሊዘኛ የተለያዩ ክህሎቶች መካከል) የቃላትን

ትርጉምና መናገርን መማር ያስደስተኛል... የእንግሊዝኛ ክህሎቴ የሚሻሻለው ብዙ ቃላትን ሳውቅ ነው ብዬ አምናለሁ። አንድ ቃል ካወቅኩ ቢያንስ ስፔሊንግን (the spelling) መጻፍ እችላለሁ። ቃሉንም መጻፍ ትርጉሙን ለማወቅ ይጠቅማል።

I like learning the meaning of new words. It helps me talk to foreigners who come to our village. And because English is an international language it will help me when I grow up. I like learning vocabulary and speaking [among the different aspects of English]... I believe that my English skills improve when I know more words. If I know a word, at least I can spell it. And writing the word helps to know its meaning.

In Nahom’s reflection above, the reason that knowledge of English words is vital to talk to foreigners relates to the rationales given by Mekdes, Masresha, Michael, and Surafel in Section A. Asked to explain what he meant by the above statement, Nahom said the following.

ዛሬ ያወኩት አዲስ ቃል በሌላ ትምህርት ላይ ለምሳሌ ህብረተሰብ ላይ ሊመጣ ይችላል። ስለዚህ ትርጉሙን ማወቅ ትምህርቱ እንዲገባኝ ያግዘኛል። አሁን ላይ የምንማራቸውን ቃላት ደግሞ በሚቀጥለው አመት ሰባተኛ ክፍል ፊዚክስና ኬሚስትሪ ትምህርቶች ላይ እናገኛቸዋለን... አዳዲስ ቃላትን ማወቅ የምፈልገው ፈተና ለማለፍ ብቻ አይደለም...

A new word that I have known today might appear in another subject like Geography. So, knowing its meaning will help me understand the lesson. We will also find the words we learn these days in Physics and Chemistry subjects in grade seven next year...I want to know new words not just to pass tests...

This was supported by Biruktawit who pointed out the following.

ፈተና ለማለፍ ስለሚጠቅመኝ ብቻ ሳይሆን ሌሎች ትምህርቶችን ለመረዳት ስለሚያግዙኝ አዳዲስ የእንግሊዝኛ ቃላትን ማወቅ እወዳለሁ። ለሚቀጥለው ዓመት ወደ ሰባተኛ ክፍል ሳልፍ እነዚህን ቃላት እንደ ሂሳብ ባሉ ሌሎች ትምህርቶች ላይ ልጠቀምባቸው እችላለሁ። ስለዚህ ፈተናን ለማለፍ ብቻ አይደለም።

I like to know new English words because they are important for me not only to pass examinations but also to help me understand other subjects. When I pass to grade seven next year I could use these words also in other subjects such as Mathematics.

The above responses by Nahom and Biruktawit correspond to Temesgen’s in the other section. These students understood the importance of learning vocabulary in relation to how it eases learning other subjects. Additionally, Tigist, who seemed undecided whether she had the interest to learn English, expressed that she would be nervous when the teacher called upon her

to come out in front of students and read something. She considered the importance of learning vocabulary as a response to that mishap. She said, “knowing the meaning of a new word gives me the chance to practice it ahead. When I do that I can read [a text] without mumbling, and that boosts my confidence [የአንድን አዲስ ቃል ትርጉም ማወቅ ቀድሞ እንድለማመደው እድል ይሰጠኛል::ያንን ሳደርግ ሳልንተባተብ ማንበብ ስለምችል በራስ መተማመኔ ይጨምራል].

As far as the method of teaching as a factor for inducing their interest to learn vocabulary is concerned, all the six interviewees of Section B reflected that they liked the teacher’s method of teaching. For example, Tigist and Nahom liked it because the teacher would write sentences on the blackboard and insert new words in the sentences. Then he would ask if they could answer or guess the meaning of the word. Tigist added, “if we know it, he writes another sentence. If we do not, he tells us the meaning...he first tells us the meaning in Amharic and writes its English meaning on the blackboard [ካወቅነው ሌላ አረፍተ ነገር ይጽፋል ፤ ካወቅነው ትርጉሙን ይነግረናል... መጀመሪያ ትርጉሙን በአማርኛ ይነግረንና የእንግሊዝኛ ትርጉሙን blackboard (ሰሌዳ) ላይ ይጽፈዋል].

Apart from this, a response given by Selam was found to be analogous to Temesgen’s and Surafel’s idea that an easier method of presenting the English subject could help them be more interested to learn the language. According to Selam, “we have a nice teacher who wants us to try to say words and read texts...But to help some of us who are not that good at English, I would suggest more focus on a simpler way of teaching English [ምርጥ መምህር አለን ቃላትን እንድንናገርና እንድንናኑብ ይፈልጋል.... ነገር ግን እንደኔ አይነት በእንግሊዝኛ ብዙም ያልሆን ልጆችን ለመርዳት ቀለል ባሉ እንግሊዝኛን የማስተማሪያ ዘዴ ላይ ትኩረት ቢደረግ ብዬ አስባለሁ].”

With regard to the nature of peer-interaction during vocabulary learning sessions, the pre-intervention interview results indicated similarity between the two sections. As such, one of the findings was that both sections had already established one-to-five groups for students to work

together. These were permanent groups assigned by the homeroom teacher by mixing up students of varying academic levels. Although the groups were formed in the format of the so-called one-to-five group the number of members in each group could vary between four and six. In each group, three students were given responsibilities. One of the students had to orchestrate working procedures by mentoring group members whenever necessary. The second one had to monitor whether the group members were discharging their respective responsibilities. The third student served the ambassador role to the group by going out to other groups and receiving correct answers to bring to the group on which they could hold discussions. The groups operated on the bases of these individual responsibilities.

Most of the interviewees' perceptions about the nature of peer-interaction during vocabulary learning sessions looked like the reflections of how their respective groups operated. Except Temesgen, the remaining interviewees from Section A agreed that they worked vocabulary activities by supporting each other through questioning and answering. In light of this, Masresha forwarded the following.

ክፍል ውስጥ በቡድን እንሰራለን። የቤት ስራየን በደንብ ወይም በትክክል ሳላሰራ ወደክፍል ከመጣሁ የሰራሁትን ከቡድን ጓደኞቼ ጋር አመሳክርና ትክክል መሆን አለመሆኔን አነጻጽራለሁ። ይህም እርስ በእርስ እንድንረዳዳ ይጠቅመናል... አንዳችን dictionary (መዘገበ ቃላት) ሊኖረን ስለሚችል አንዳንዴ ስለተለያዩ ቃላት ትርጉም እንጠያየቃለን።

In the class, we do activities in groups. If I come here without doing my homework properly or correctly, I crosscheck my work with my group mates and compare how right or wrong I am, and this is important for us to support each other... One of us may have a dictionary, and we ask each other for the meaning of different words sometimes.

Betlehem, whose role in her group was helping other members of the group who would often struggle to get good results by assessing the subjects they could be good at, supported Masresha's idea while Michael further explained that "we work together by supporting each other. I ask them whenever I find difficult questions. They do the same when they find difficult

questions. If I know the meaning of the word, I tell them what it is [በመረዳዳት አብረን እንሰራለን። ከባድ ጥያቄዎች ሲያጋጥሙኝ እጠይቃቸዋለሁ። እነሱም ከባድ ጥያቄዎች ሲያገኙ ይጠይቁኛል። የቃሉን ትርጉም የማውቀው ከሆነ ምን እንደሆነ እነግራቸዋለሁ።].” Another feature of peer-interaction during students’ vocabulary learning was pointed out by Surafel. He said,

የአንድን ከባድ ቃል ትርጉም ከቡድናቸን አባላት አንዱ ሊያውቀው ስለሚችል ያንን እንወስዳለን። ይህንን ስል ምን ማለቴ ነው ያ ልጅ መልሱን ይነግረንና ሁላችንም እናውቀዋለን። በዚህ መልኩ በመረዳዳት አብረን እንሰራለን። ሁላችንም የቤት ስራችንን ጨርሰን ወደክፍል ከመጣን በኋላ የሰራነውን እናመሳክራለን።

Because one of the students in our group may know the meaning of a difficult word, we share that. By this, I mean the student tells the answer and everyone knows the meaning. We learn by helping each other in such a way. We all come to class finishing our assignments and crosscheck our works.

It could be elicited from Surafel’s reflection above that the students maintained peer-interaction through and by sharing the meaning of a word a student from the group knew. In contrast to what the majority of the interviewees agreed on, Temesgen did not seem to agree with the way the students were working in their groups. He reasoned that out as follows.

እኔ የቡድን ስምንት አባል ነኝ። ቡድኖች አሉን ነገር ግን በትብብር መስራት አልለመድንም... የክፍል ስራ ወይም የቤት ስራ ሲሰጥ አብሮ ከመስራት ይልቅ መልሱን የማውቀውን ጥያቄ በራሴ መመለስ ይቀለኛል... ብንረዳዳና አብረን ብንሰራ ይበልጥ ውጤታማ እንሆናለን ብየ አስባለሁ።

I am a member of Group Eight. We have groups but it is unusual to work cooperatively... When a classwork or a homework is given, instead of working together, I feel at ease to answer the question I know the answer of which... I feel that if we supported each other and worked together, we would be more productive.

In section B, all the interviewees reflected that they maintained favorable peer-interactions in their respective groups. They expressed this in terms of discussing to find the answers to questions, posing questions to each other, and crosschecking their works with the works of other groups via their ambassadors. These students worked with their classmates to know the meaning of a new word. Through discussion, for example, they shared new vocabulary in different ways. Concerning this, Biruktawit stated the following.

መልመጃ ሲሰጡን ለመወያየትና የጥያቄዎችን መልስ ለማግኘት እንሞክራለን። በእርግጥ የቡድን ስራ ሲሰጡን የሚረብሹና የሚያወሩ አንዳንድ ልጆች አሉ... ለምሳሌ እኔ ቅድስት አዳዲስ ቃላትን እንድታውቅ አግዛታለሁ። ቃላትን ማወቅ ላይ ጎበዝ ናት ስለዚህ እኔንም ታግዘኛለች። ለመናገር ግን ትፈራላች ያንን ለማሻሻል አብረን እንሰራለን እኔ ከአሷ ጋር መስራትን እመርጣለሁ። አብረን እምንሰራው ነገር እስካለ ድረስ ከሌሎችም ጋር ብሰራ ግድ የለኝም።

We try to discuss and find the answers to questions when exercises are given. In fact, there are some students who disturb and make noise during group activities... For example, I help Kidist [*Pseudonym*] know new words. She is good at vocabulary, so she also helps me. But she fears to express it out. We work together to improve that. I personally prefer to work with her. I do not mind if I work with others too as long as we have something to share.

On her part, Tigist noted that to maintain effective peer-interaction through discussion, the “clever student” in their group would wait up until the other students could guess the meaning of a word. Then, after every student had a say, they would agree up on a meaning. Also, through asking each other different questions the students worked to maintain peer-interaction. This could be inferred from the following remark by Dagim.

እኔ የቡድን ሰባት አባል ነኝ ... በመተጋገዝ አብረን እንሰራለን። የቃላትን ትርጉም እርስ በርስ እንጠያየቃለን። ከዚያ የቃሉን ትርጉም የሚያውቅ ተማሪ ለቡድኑ አባላት ይናገራል። የሚያውቅ ማንም ከሌለ ደም አስተማሪዎችን እንዲነግረን እንጠይቃለን ... ይህንን የምናደርግ የክፍል ስራዎች ሲሰጡን ነው እያስተማረን እያለ አይደለም ... በቡድን ውስጥ ያለን ተሳትፎ ከተማሪ ተማሪ ይለያያል።

I am a member of Group Seven...we work together cooperatively. We ask each other for the meaning of words, and a student who knows the meaning tells to everyone in the group. When there is nobody to know the meaning we ask the teacher to tell us...we do this when classroom activities are given, not while he is teaching...our participation in our group varies from student to student.

In addition to this, students compared and contrasted their works with the works of students in other groups. They did this through their representatives who served the ambassador role. Selam discussed that she would ask her group mates for the words she could not understand, and they would do the same. When they all could not be sure about the answer, their Ambassador would go to other groups in search of the right answer.

The third theme of the pre-intervention interview inquiry was students' experience of learning English vocabulary through games. In what seemed to be a collective voice, all the interviewees in both sections underlined that they had never played any classroom games while learning not only English vocabulary but also all the subjects they were taking. The idea of playing games in the classroom was new to most of the students whereas a few of them considered some game-like situations as educational games.

Mekdes, a student in Section A whom Temesgen shared the idea with, forwarded that, “we have never played any game. I do not think it has been even thought of [ምንም አይነት ጨዋታ ተጫውተን አናውቅም። ታስቦም የሚያውቅ አይመስለኝም].” This was similarly reflected in Section B by Biruktawit, Nahom, Selam, and Miftah. For instance, Selam said, “I do not know...I have never experienced such a thing [እኔ እንጂ...እንደዚህ ያለ ነገር አጋጥሞኝ አያውቅም።].” Students of Section A (Masresha, Betelhem, Surafel, and Michael) wrongly considered such things as dialogues, learning via the radio, teaching aids, and pictures as games. “I do not know if it is considered as a game but wesometimes do dialogues. I do not remember a time we played games that involved further cooperation and competitions [እንደጨዋታ ይቆጠር አይቆጠር አላውቅም ግን አንዳንድ ጊዜ ዲያሎጎችን (dialogues) እንሰራለን...አብረን እንድንሰራና እንድንተባበር የሚያደርጉ ጨዋታዎችን የተጫወትንበትን ጊዜ ግን አላስታውስም።],” said Masresha. In the same vein, Dagim and Tigist from Section B stated that they only did classroom activities among themselves when the teacher was not in the class. In light of this Dagim presented the following.

ክፍል ውስጥ ጨዋታ ስንጫወት አላስታውስም። ክፍል ውስጥ አስተማሪ ሳይኖር ሲቀር በቡድናችን ጥያቄ እንጠያየቃለን። ያንን የምናደርገው እንደ ፍክክር አድርገን ሲሆን ትክክለኛ መልስ ያገኘ አንድ ነጥብ ይሰጠዋል። አስተማሪው ግን ክፍል ውስጥ ካለ እሱ የሚለንን ነው የምንከተል።

I do not remember us playing games in the classroom. We ask questions in our group when there is no teacher in the classroom. We organize that in a kind of competition by giving a point for a student who gets a right answer. But when the teacher is in the classroom, we just follow his instructions.

Despite the fact that the students had no experience of playing games for educational purposes in the classroom, some students from both sections expressed that learning English through games would interest them. Temesgen believed that English would be easier for him if given in a relaxing situation. “If we learned English by games, it would be comforting and helpful to know more about the language [እንግሊዝኛ ዘና ባለ መልኩ ቢሰጥ ቀለል ይላል ብዩ አስባለሁ። እንግሊዝኛን በጨዋታ ብንማር የሚመችና ስለቋንቋው ብዙ ለማወቅ ጠቃሚ ይሆናል።],” said he. This sentiment was similarly reflected by Temesgen’s classmates Mekdes, Masresha, and Betelhem. Also in Section B, Biruktawit noted that as long as games are properly managed they would be helpful to most students. She explained,

[በጨዋታ መልኩ መማራችንን አሪፍ ይሆናል ብዩ አስባለሁ ምክንያቱም ብዙዎቻችን የሚያስደስቱ ነገሮችን እንወዳለን። ግን ምናልባት ብዙ ጨዋታ ከተጫወትን ለትምህርቱ ቦታ ላንሰጠው እንችላለን ። ለምሳሌ ያህል እኔ በጣም መጫወት የምወድ ቢሆን ሙሉ ትኩረቴ የሚሆነው ጨዋታዎቹ ላይ ነው [እንጂ ትምህርቱ ላይ አይደለም]።

I think that [learning via games] could be nice because most of us like funny things...My fear is that if we play too much games, we may become inattentive to the actual learning. If, for example, I love playing so much, my full attention will be on the games, [not on the learning].

Generally, the above pre-intervention interview results showed that the two sections were similar in terms of students’ overall interest to learn English vocabulary, the nature of peer-interaction during vocabulary lessons, and experience of game-based vocabulary lessons. Hence, based on both the quantitative and qualitative results, the two sections were randomly assigned as experimental (Section A) and control (Section B) groups.

4.1.2. Analyses and Findings of Post-intervention Comparisons

All the three data collection instruments that had been used during the pre-intervention phase (test, questionnaire, and interview) were also employed in collecting post-intervention data. During the intervention phase, the two sections were randomly assigned as experimental

(Section A) and control (Section B) groups since the pre-intervention comparisons showed non-significant differences on students' vocabulary learning motivation, peer-interaction, and achievement implying the existence of homogeneity between the two sections. The students in the experimental group ($N=49$) learned vocabulary lessons via vocabulary games whereas their counterparts in the control group ($N=48$) learned the same vocabulary lessons without the use of vocabulary games, through the conventional methods. This sub-section deals with the post-intervention analyses and findings of the multivariate and univariate comparisons between the experimental group and the control group regarding students' vocabulary learning motivation, peer-interaction, and achievement. Like the pre-intervention comparison, this post-intervention comparison was made using One-way MANOVA after the assumptions were checked (See Appendix KK).

4.1.2.1. Post-intervention multivariate comparisons

Based on the results of the assumptions, the experimental group and the control group were compared by running One-way MANOVA. First compared was the multivariate effect of vocabulary games on the two group students' vocabulary learning motivation, peer-interaction, and achievement. The results of this can be seen in the following subsequent tables.

Table 4.4. Post-intervention descriptive statistics

Descriptive Statistics				
	Groups Experimental and Control	Mean	Std. Deviation	N
Post-intervention Motivation	Experimental Group	73.69	9.788	49
	Control Group	67.02	9.355	48
	Total	70.39	10.099	97
Post-intervention Peer-interaction	Experimental Group	40.49	9.161	49
	Control Group	39.15	8.602	48
	Total	39.82	8.868	97
Post-intervention Achievement	Experimental Group	12.98	3.152	49
	Control Group	11.19	3.671	48
	Total	12.09	3.518	97

The post-intervention comparison between the Experimental group ($N = 49$) and the Control group ($N = 48$) in the above Descriptive Statistics table indicates that the former group registered mathematically better results than the later in all of the three dependent variables: vocabulary learning motivation, peer-interaction, and achievement. According to the results, the post-intervention motivation was associated with a mean score of 73.69 ($SD = 9.788$) in the experimental group and 67.02 ($SD = 9.355$) in the control group. In terms of the post-intervention peer-interaction results, the experimental group ($M = 40.49$, $SD = 9.161$) was again relatively better than the control group ($M = 39.15$, $SD = 8.602$). Furthermore, concerning the post-intervention achievement, the experimental group ($M = 12.98$, $SD = 3.152$) scored a fairly higher result as compared to the mean score of the control group ($M = 11.19$, $SD = 3.671$). In order to check whether these mathematical disparities of scores between the two groups mean statistically significant differences, multivariate and univariate tests were examined by performing One-way MANOVA. Discussed in this sub-section are the results of the multivariate tests.

Table 4.5. Post-intervention multivariate tests

Multivariate Tests ^a									
Effect		Value	F	df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^c
Groups	Pillai's Trace	0.160	5.906 ^b	3	93	0.001	0.160	17.719	0.948
	Wilks' Lambda	0.840	5.906 ^b	3	93	0.001	0.160	17.719	0.948
	Hotelling's Trace	0.191	5.906 ^b	3	93	0.001	0.160	17.719	0.948
	Roy's Largest Root	0.191	5.906 ^b	3	93	0.001	0.160	17.719	0.948

a. Design: Intercept + Groups

b. Exact statistic

c. Computed using alpha = .05

As can be seen from the above table of multivariate tests, the multivariate differences between the experimental and the control group were found to be significant with Wilks' $\lambda = 0.840$, $F(3, 93) = 5.906$, $p = 0.001$, multivariate $\eta^2 = 0.160$. Power to detect the effect was

0.948. These results showed that vocabulary games, the independent variable, brought about significant multivariate differences between the experimental group and the control group on students' vocabulary learning motivation, peer-interaction, and achievement when these three dependent variables are considered collectively. Nonetheless, the results of the multivariate tests in the above table do not show the levels of differences across each dependent variable. This was inspected rather by looking into the Tests of Between-Subjects Effects table from the One-way MANOVA outputs. The following sub-section discusses the univariate differences across each dependent variable.

4.1.2.2. Post-intervention univariate comparisons

The results of the multivariate tests in the preceding sub-section indicated that the use of vocabulary games brought a multivariate significant difference between the experimental group and the control group students' vocabulary learning motivation, peer-interaction, and achievements all in all, favoring the former group (See Table 4.5). Appositely, the results of the univariate differences of vocabulary learning motivation, peer-interaction, and achievement between the two groups were found to be dissimilar as can be understood from the following table.

Table 4.6. Post-intervention univariate tests

Tests of Between-Subjects Effects									
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power
Groups	Post-intervention Motivation	1079.726	1	1079.726	11.775	0.001	0.110	11.775	0.925
	Post-intervention Peer-interaction	43.797	1	43.797	0.554	0.458	0.006	0.554	0.114
	Post-intervention Achievement	77.873	1	77.873	6.663	0.011	0.066	6.663	0.724

a. R Squared = .110 (Adjusted R Squared = .101)

c. R Squared = .066 (Adjusted R Squared = .056)

b. R Squared = .006 (Adjusted R Squared = -.005)

d. Computed using alpha = .05

The findings of the univariate differences seen in Table 4.6 above are discussed below.

4.1.2.2.1. Post-intervention univariate comparisons on students' vocabulary learning motivation

The results of Tests of Between-Subjects Effects revealed the values of each dependent variable in contributing to the multivariate differences. As to the univariate tests of students' vocabulary learning motivation, the following outputs were found.

Table 4.7. Post-intervention univariate test for vocabulary learning motivation

Dependent Variable	Descriptive Statistics				Tests of Between-Subjects Effects				
	Groups	Mean	Std. Deviation	N	df	F	Sig.	Partial Eta Squared	Observed Power
Post-intervention Motivation	Experimental	73.69	9.788	49	1	11.775	0.001	0.110	0.925
	Control	67.02	9.355	48					
	Total	70.39	10.099	97					

With regard to students' vocabulary learning motivation, mean scores of 73.69 ($SD = 9.788$) in the experimental group ($N = 49$) and 67.02 ($SD = 9.355$) in the control group ($N = 48$) were found. Accordingly, the univariate differences between the two groups were found to be significant, $F(1, 95) = 11.775$, $p = 0.001$, $\eta^2 = 0.110$, Power = 0.925. Table 4.7 showed that, as far as the effects of vocabulary games are concerned, the difference brought to the two groups by students' vocabulary learning motivation was the highest compared to the other two variables: vocabulary learning peer-interaction ($p = 0.458$) and achievement ($p = 0.011$). This seemed to take the highest share in the multivariate tests.

Analogous to the above quantitative findings, the while-intervention observation and the post-intervention interviews revealed positively corroborative qualitative results. The two groups were again compared and contrasted on the bases of the eight characteristics (*objectives, sequence of acts, physical setting, objects, actors, actions, activities (events), and feelings*) considered to analyze the observation data. The groups were similar in terms of three of those eight characteristics: *objectives, physical settings, and actors* as can be drawn from the following table (See Appendix AA).

Table 4.8. Observational comparisons between the experimental and control groups

Day	Lessons	Objectives	Physical Setting	Actors
One	Vocabulary of Jobs	<ul style="list-style-type: none"> Introducing the meanings of words about jobs Encouraging students to guess the meanings of new words from their experience 	<ul style="list-style-type: none"> Students sat with their exercise books and English textbooks placed on the desk open. The seats were ordered looking comfortable for working in groups. There is a fairly wide and cleaned blackboard. Spaces between students were natural. The mix of the two sexes was random. 	Teacher and Students
Two		<ul style="list-style-type: none"> Completing sentences using vocabulary of jobs 		
Three	Vocabulary of Food Items and Attributes 1 & 2	<ul style="list-style-type: none"> Introducing <i>Vocabulary of Food items and Attributes</i> Writing sentences using words about food items and attributes 		
Four		<ul style="list-style-type: none"> Revising the lesson about <i>Vocabulary of Food Items and Attributes</i> Categorizing vocabulary items into three categories: <i>Food items, Attributes, and Adjectives</i> 		
Five		<ul style="list-style-type: none"> Introducing a list of 20 words of <i>Food Items</i> Identifying the meanings of words of food items and attributes 		
Six	Vocabulary of Animals	<ul style="list-style-type: none"> Introducing a list of animals and explaining where each animal lives and what it eats Categorizing the animals that belong to the same category 		
Seven		<ul style="list-style-type: none"> Identifying and naming different animals 		

In both the experimental and the control groups, there were no *actors* other than the teacher and the students. In both groups, students were learning in dim classrooms sitting in their regular seats with their exercise books and notebooks usually placed on the desk open. Except the walls on which the blackboards were hanged placed close to the door, the rest three walls in each of the two classrooms had two rows of seats attached. Ordered in a U shape, the seats looked to have relatively equal distance from both the teacher and the blackboard which was often fairly wide and clean. Without unusual closeness nor distance between students, spaces seemed to be natural, and in each group, the mix of the two sexes looked random.

In addition to the *actors* and *physical settings*, the two groups were also similar in all the *objectives* of the vocabulary lessons they learned. In learning Vocabulary of Jobs, students in both groups were introduced to the meanings of different words, encouraged to guess meanings from their experiences, and completed unfinished sentences using words. In the second lesson

about Food Items and Attributes, the students were introduced to a list of words, constructed different sentences, categorized words into three groups (food items, attributes, and adjectives), and identified additional meanings. Finally, the lessons about Vocabulary of Animals were intended to enable students to explain where different animals live and what they eat, sort the animals that belong to the same category, and identify and name them.

In contrast, the two groups were different in terms of the remaining five of the eight characteristics: *sequence of acts, objects, activities, actions, and feelings*. Of these five, *activities (events), actions, and feelings* indicated the effect of the vocabulary games used to teach the experimental group on students' vocabulary learning motivation. For example, students in both groups took the lesson about Vocabulary of Jobs in two consecutive days. The two objectives of the first day lesson were getting students introduced to the meanings of different words about jobs, and helping them guess meanings from their experiences. Although the modes of delivering the entire lesson were predominantly distinctive, at the beginning, it was introduced to both groups in the same way. At this stage, the two groups were doing similar *activities*.

Excerpt One: Day 1, Lesson 1 – Vocabulary of Jobs [Experimental Group] (See Appendix AA)

<T writes the topic of the day on the blackboard: *Vocabulary of Jobs*>

T - Today and tomorrow, we will know about different English words about jobs {T introduces the lesson of the day}. But before we begin that, let's see what jobs are. What do you think are jobs? Can anybody tell me?.....For example, I am a teacher.

S1 – ስራ ማለት ነው? [Does that mean *job*?]

T – That is it. Jobs are different occupations people are engaged in or work. ስዎች የሚሰሩቸው የተለያዩ ስራዎች *jobs* ይባላሉ [The different activities people do are called jobs]. Do you know the jobs of your parents or family members?

S2 – My father is teacher. “My father is a teacher.”

T - Oh...like me. So, teaching is a job. Any other?

S3 – Engineer.....

Excerpt Two: Day 1, Lesson 1 – Vocabulary of Jobs [Control Group] (See Appendix AA)

T – As you can see from the blackboard, today, we will learn about Vocabulary of Jobs.

Ss – <Ss keep silent.>

T – Does anyone know what *jobs* are? *Job ምን እንደሆነ የሚያውቅ አለ?* [Does anyone know what *job* means?]

S1 - እኔ አላውቅም [I don't know.]

S2 – እኔም አላውቅም [Me neither.]

T – Let me give you a clue ፍንጭ [hint] and you will guess. I don't have money because I don't have a job.

Ss – <Ss keep silent.>

T – *Job ስለሌለኝ ገንዘብ የለኝም* <Showing a sad face> ብል ምን ለማለት የፈለኩ ይመስላችኋል? [What do you think I mean if I say, I don't have money because I have no job.]

<S3 Raised her hand and answered.> ስራ [job].

T – You are right. Different activities people do are called jobs...

The *activities* in the above two excerpts of the two groups show similar beginnings of the lessons. In both cases, the teacher introduced the lesson of the day after writing the topic on the blackboard. The introduction was made through questioning and answering in which students reflected their understanding of the topic *Jobs*, and later the teacher explained it. Following the introduction, the activities given were presented differently. Memory Game was used in the experimental group while the control group followed the conventional procedures (See Appendix AA).

Excerpt Three: Day 1, Lesson 1 – Vocabulary of Jobs [Experimental Group] (See Appendix AA)

<Moving across the class, T shows six word cards, one by one, to all Ss.>

T – What does this say? <T shows the word *Athlete*>

Ss –<Most Ss struggle to read. >

T – It says *Athlete*. What about this one? <T shows *Carpenter*.>

Ss – Car...penter.

T – You are right. It says *carpenter*.....

<Ss finish reciting the six words.>

T – አሁን ያየችኋቸው ቃላት ናቸው አይደል? [What you have been looking at are words, right?]. Now, I

will show you six pictures. አሁን ደግሞ ስዕሎችን አሳይቻልሁ [Let me show you pictures.] <T shows six picture cards, one by one, to all Ss.>What do you see on this picture? <T shows the picture of an athlete.>

Ss - ሯጭ [A runner]

S2 – Athlete

T –You are correct. Let me show you another.<T shows the picture of a carpenter.>

S5 - አናጺ. [A carpenter]

T – All of you, can you say carpenter?

Ss – Carpenter.....

< Group leaders shuffle the cards and place them face down on the desk.>

< Most Ss are standing while matching the cards.>

S6 - ጋሼ ይኔ ወረቀታችንን ቀደደው [Sir, this guy has torn our paper.]

T – ለምንድን ነው የቀደደው? [Why does he do that?]

S6 - ተራ ሳይደርሰው እኔ ካልሰራሁ እያለ ነው እንጂ [He wanted to do the matching before his turn.]

T – It’s ok. Just drop it. Let me give you another.....

T - Now, tell us the winners in your group.

S7 – I am winner. “I am the winner.”

Excerpt Four: Day 1, Lesson 1 – Vocabulary of Jobs [Control Group] (See Appendix AA)

T – Here on my hand, I have a list of words about jobs. I will read them one by one and we will see if you know what they are...Alright! The first one is *athlete*. Do you know what an *athlete* is?

Ss - ሯጭ...ሯጭ ማለት ነው [A runner...it means a runner.]

T – So, you know it. An athlete is a sportsperson. What about *carpenter*? A person who makes chairs and tables?

Ss - አናጺ. [Carpenter].....

<Ss answer that they know only few of the words.>

<T writes the twelve words on the blackboard by jumbling each word: *ielocp, septir, neehsioshrilg, hertcae, ahemcnrt, lcdemiaocordt, ehattel, tmscsieti, rtawei, vrredi, rpacernet, renapit.*>

<T asks Ss to sit in pairs.>

<Most of the Ss sit in pairs while some remain in their seats, forming groups of three. Ss copy the words from the blackboard.>

<Ss works in pairs to order the jumbled letters and form meaningful words.>

<Both T and Ss discuss on the answers of the activity, T asking and explaining the meaning of each word.>

T – If you have finished ordering the letters, let’s now see which of the answers you have gotten right. What is the first word?

S5 – Police.

T – Fantastic! What does a police do? Can you tell us? ፖሊስቸ ምንድን ነው የሚሰሩ? [What do police do?]

S5 - ሰላም ማስጠበቅ [Keeping peace.]

T – You are right. Can you say it in English?

S5 - Peace.....ማስጠበቅ [Keeping peace.]

T – Yes! They keep our peace and safety. They protect us from thieves. Ok. Let’s see the second word. Who can answer this?.....

S6 – Priest.

T – Tell me the spelling. Can you?

The excerpts above show different *activities* used in the two groups for students to learn Vocabulary of Jobs. In the experimental group where *Memory Game* was used as a procedure, the teacher began the lesson by initiating students’ interest showing sets of word cards first, and then sets of picture cards. Once students finished reciting the words and discussing their meanings, they were given sets of both word cards and picture cards in groups. At this stage, every student had a chance to try to match words and pictures, for every correct matching a point given and recorded by the group leader. It looked that this stage grabbed students’ interest as they were actively participating in the given group work competing with the other members of their group. On the other hand, in the control group, the teacher and students talked about the meaning of each word written on the blackboard. Students guessed meanings from their experiences by having only the orthographic presentations of the words explained by the teacher. There were no pictures, nor students’ physical activities in the control group. Instead, students sat in pairs to do the anagrams. This followed their understanding of the words only through the discussions they had with the teacher. This could be further explained by the *actions* observed during the lesson.

Excerpt Five: Day 1, Lesson 1 – Vocabulary of Jobs [Experimental Group] (See Appendix AA)

- (G) T moves across the room (x2) (1) to show the word cards, and (2) the picture cards to all Ss.
- (G) Group leaders shuffle the two sets of cards.
- (G) Each student attempts to find picture-word combinations by turning over the cards.
- (G) Group leaders write the scores of their members.
- (G) Ss raise hands to volunteer answers.
- (G) Ss raise hands to call the teacher for help.
- (G) While students are doing the class work in groups, T moves around the classroom checking Ss' participation.

Excerpt Six: Day 1, Lesson 1 – Vocabulary of Jobs [Control Group] (See Appendix AA)

- (G) Ss raise hands to volunteer answers.
- (G) Ss raise hands to call the teacher for help.
- (G) While students are doing the class work in pairs, T moves around the classroom checking Ss' participation in the pair work.

It can be elicited from the above two excerpts showing students' *actions* that students in the two groups were working differently. Students in the experimental group were engaged in shuffling two sets of cards, attempting to find picture-word combinations by turning over those cards, keeping records of each student, raising hands to participate in class activities, and calling the teacher for help. The evaluation of the control group in this regard showed students' involvement only in two major actions: raising hands to volunteer answers, and calling the teacher for help. Apart from *activities* and *actions*, students in the two groups were also noticeably different in terms of *feelings*.

Excerpt Seven: Day 1, Lesson 1 – Vocabulary of Jobs [Experimental Group] (See Appendix AA)

- (G) Ss look eager to receive the papers and begin playing
- (G) There are disagreements over taking turns in matching the cards.
- (G) Ss look eager to announce how many right matches they got.
- (G) Ss look desperate to get their works checked.

Excerpt Eight: Day 1, Lesson 1 – Vocabulary of Jobs [Control Group] (See Appendix AA)

- (G) Most students are talking to their partners and look happy to work the Anagrams, ordering the letters.

Students in the control group were interested in working the anagrams which in fact has some characteristics of a game. In pairs, they attempted reordering jumbled letters whereas students in the experimental group felt interested in beginning to play after receiving the cards. These students showed disagreements (which is explained later in the interview analysis), looked absorbed in knowing their scores, and eager to show to the teacher that they were able to match the word cards and the picture cards correctly.

Another example depicting differences in students' vocabulary learning motivation could be seen from the lesson on Vocabulary of Animals (See Appendix AA). The game used to teach this lesson to the experimental group was *At the Zoo*. In both groups, the first day of this lesson was aimed at enabling students to explain where each animal lives and what it eats, and categorize the animals that belong to the same category. As far as this lesson is concerned, the two groups were different in terms of *objects* used in the classroom, *actions*, *feelings*, and *activities*. Pictures and dice were the *objects* used in the experimental group to play the game, but not in the control group. Again, different from the control group, four major *actions* were observed in the experimental group. The teacher was posting the pictures of animals on the blackboard, students were raising their hands to volunteer coming in front of the class, they were throwing the dice, and they were writing sentences on the blackboard. These actions seemed to make students *feel* excited especially when they were told that they were about to play a game, threw the dice, and saw the number on which the dice rested. Furthermore, observation results of the *activities* indicated that many students were interested in the game volunteering to try throwing the dice and make sentences whereas their counterparts in the control group were engaged in responding to the teacher's questions without their direct involvement in the lesson. This could be inferred from the following excerpts.

Excerpt Nine: Day 6, Lesson 1 – Vocabulary of Animals [Experimental Group] (See Appendix AA)

- (5) <T posts the pictures of six animals on the blackboard (*camel, chameleon, crocodile, donkey, elephant, giraffe*) and numbers them from 1 to 6.>
- T** – Can you see these pictures?
- Ss** – Yes.
- T** – What are they? Are they pet animals like cat and dog, or wild animals like lion and tiger?
- Ss** – Like lion and tiger.
- (6) **T** – Yes, they are wild animals. Ok. Now, we will play a game. Are you ready?
- Ss** – **Yes!**
- T** – Do you see what is on my hand? ይኔ ምን ይመስላችኋል? [What do you think is this?] <T shows a dice.>
- Ss** -<Ss keep silent.>
- T** –This is called dice. <T writes the word *dice* on the blackboard.>This dice has how many sides? <T shows the number in each side.>
- Ss** - Six.
- T** – How many pictures do you see on the blackboard here?
- Ss** - Six.
- T** – Now, to play the game, one of you comes out here and throws the dice. Then, you write two sentences using the animal the picture of which corresponds to the number on the dice. ያልኳችሁ ነብቷችኋል? ይህንን dice ስትወረውሩት በሚወጣላችሁ ቁጥር መሰረት እዚህ ጋር ካሉት animals ጋር አዛምዳችሁ አረፍተ ነገሮች ትጽፋላችሁ [Have you understood what I said? Matching the number you find when you throw the dice with the animals on these pictures, you will write sentences].
- S5** – አረፍተ ነገሮችን የምንጽፍ በደብተራችን ነው? [Do we write the sentences on our exercise book?].
- T**- No. It is here on the blackboard, not on your exercise books. You write two sentences in the following way. If the number is one...what is the animal that corresponds with one?
- Ss** – Camel.
- T** – You are right. So, your sentences will be<T writes two sentences on the blackboard - *Camels live in the desert. Camels eat leaves.*>In your two sentences, you should tell us where that animal lives and what it eats.....
- S6** - <S6 throws the dice, and it rests on number 3.>
- T** – What does number 3 refer to?
- Ss** – Donkey.
- T** – Nice one. Now, Dawit will write two sentences about donkeys, where donkeys live and what they eat.
- S6** -<S6 writes two sentences – *Donky live in house. And Donky eat grass.*> “*Donkeys live in the house. And, Donkeys eat grass.*”

Excerpt Ten: Day 6, Lesson 1 – Vocabulary of Animals [Control Group] (See Appendix AA)

(4) <T writes 10 words of animals on the blackboard (*camel, chameleon, crocodile, donkey, elephant, giraffe, goose, gorilla, hippopotamus, hyena*).> Here, I have written the names of animals. {T introduces Vocabulary of Animals.} How many names of animals do you see here?

Ss –Ten.

T – And how many of these animals do you know? [ከነዚህ ቃላት መካከል ስንቶቹን ታውቋቸዋለችሁ?]

S4 – Five.

S5 – Six.

S6 – Eight.

T – Nice one! Do you know where these different animals live and what they eat? We will see this today...What is a camel?

S7 –ግመል [camel].

T – You are right? Have you ever seen a camel?

S7 – በtelevision [through television].

T – What does a camel look like?

S8 – Horse.

T – Yes, both camel and horse have four legs. Where do camels live?

Ss –<Ss keep silent.>

T – ግመሎች የሚኖሩ የት ነው? [Where do camels live?]

S2 – ቆላ አካባቢ. [Around desert areas].

T – Absolutely. So, camels live in the desert. <T writes the sentence *Camels live in the desert* on the blackboard.> What do they eat? ምን ይበላሉ? [What do they eat?]

S9 –ቅጠላ ቅጠል [Leaves]

<T writes the sentence *Camels eat leaves* on the blackboard.>

T – Write these two sentences on your exercise books and you will write similar sentences for each animal after we finish discussing.....

During the post-intervention interviews, the majority of the respondents from the control group described the way they were learning vocabulary through the conventional method, i.e. during the intervention period, in a similar way. For example, Tigist compared it with how they had been learning previously and said, “we learned the words in English...by writing sentences on the blackboard and by choosing similar words from a list [ቃላቶቹን የተማርን በእንግሊዝኛ ነው... ዓረፍተ ነገሮችን blackboard (ጥቁር ሰሌዳ) ላይ በመጻፍ ከተዘረዘሩት ውስጥ ተመሳሳይ ቃላትን በመምረጥ]..”Getting the chance

to write sentences on the blackboard and identifying words of similar characteristics from a list were pointed out as two of the learning methods students used in the conventional class. In doing so, students were engaged in using words to frame sentences and receive feedback from the teacher after they wrote their sentences on the blackboard. Again, the students grouped words based on given parameters. These methods were highlighted by interviewees from both the control and the experimental groups during the pre-intervention interviewing.

Concomitant to Tigist’s reflection, Selam discussed that they were learning many words by writing sentences, reading to others, and reordering jumbled letters to form meaningful words. In writing sentences using given words and reading to others, students involved themselves, respectively, in sentence construction similar to the one mentioned above by Tigist and in reading words aloud to students using either the textbook or what the teacher wrote on the blackboard. “This was nice because we can learn English easily when we know words and write and speak. [ይሄ አሪፍ ነበር ምክንያቱም ቃላትን ስናውቅ፣ ስናወራ፣ ስንጽፍ በቀላሉ እንግሊዝኛን መማር እንችላለን],” added Selam. Yet again, Selam’s remark above resembled the results found during the pre-intervention interviewing.

When asked about any alterations in their vocabulary learning motivation, the majority of the control group interviewees looked to reflect that they did not recognize that. For instance, Biruktawit mentioned that as long as what she learned was important for her, she would love to learn anything. Also, Miftah forwarded the following.

ባለፈው እንደነገርኩህ የቃላትን ትርጉም መማር አወዳለሁ። ከፍል ውስጥ አዳዲስ ቃላትን ስንማር ደስ ብሎኝ ነው ስማር የነበረ። የቤት ስራዎቼንም ቶሎ ነበር የምሰራ.....dictionary (መዝገበ ቃላት) በመጠቀምና ጓደኞቼን በመጠየቅ ለምሳሌ በደብተራችን ላይ ዓረፍተ ነገሮችን ለመጻፍ ቃላትን ስንጠቀም ነበር። ከዚያ ያንን ለቡድናችን አነብብን።

As I told you last time, I like learning vocabulary. I was learning happily when we learned new words in the class...I worked my assignments quickly...by using

dictionary and asking my friends...For example, we were using words to write sentences on our exercise books. We then read that to our group.

Both Biruktawit's and Miftah's responses seemed to relate to their pre-intervention reflections. They indicated that such classroom activities they often do as using a bi-lingual dictionary to translate English words into Amharic, using words to write sentences on their exercise books, and reading words aloud to group members were interesting. These results indicated that the control group students' post-intervention vocabulary learning motivation remained comparable to that of the pre-intervention.

As opposed to most of the interviewees in the control group who seemed to sustain the reflections they had forwarded during the pre-intervention interviewing, all the interviewees in the experimental group mentioned that they were more motivated to learn English vocabulary during the game-based lessons. Mekdes, Masresha, Betelhem, and Michael all discussed that learning English vocabulary through the conventional method was not as motivating as learning through the games. Contrasting the two, they described the conventional method of teaching varyingly. As for Mekdes, the conventional method of teaching was less motivating because it was monotonous. "In the former mode of teaching, the teacher introduced a lesson, and we began to do different exercises from the textbook. Then he gave home take activities, and on the next day again we did the same thing [በበሬቱ ማስተማሪያ መንገድ አስተማሪያችን ስለ አንድ ትምህርት ያስተዋውቀንና ከመፅሀፍ ላይ ያሉ የተለያዩ መልመጃዎችን መስራት እንጀምራለን። ከዚያ ቤታችን የምንሰራቸውን ይሰጠንና እንደገና በሚቀጥለው ቀን ያንኑ እናደርጋለን]" said Mekdes. This was also expressed differently by Betelhem who underlined that in terms of inducing motivation, the conventional methods were recognizably different from the game-based method. She put this as follows.

ልዩነቶችን አስተውያለሁ። ጌሞች (games/ጨዋታዎች) ባልተካተቱበት ሁኔታ ሌሎች ስራዎችን በመስራት ስለምንጠመድ እንግሊዘኛን ለመማር ፍላጎት አልነበረንም። አሁን ላይ ግን ብዙዎቻችን ጨዋታ መጫወት እንፈልጋለን ምክንያቱም ደስ ስልሚልና ስለሚያዘናና ነው ትኩረታችንንም ይጨምርልናል። ስለዚህ የአዳዲስ

ቃላትን ትርጉም ለማወቅ ጨዋታ መጫወታችን የበለጠ አስደሳች ነበረ...ጌሞች (games/ጨዋታዎች) ባልተካተቱበት አዳዲስ ቃላትን ለማወቅ የምናደርገው ጥረት አነስተኛ ነበር። ጨዋታዎቹ ግን የአዳዲስ ቃላትን ትርጉም ለማወቅ እንድንጓዝ አድርገውናል።

I have recognized differences. In the non-game situations, we were engaged in doing other activities and had no interest to learn English. These days, most of us want to play games because it is relaxing and entertaining. It also increases our attention. So, the fact that we played games in learning the meaning of new words was more interesting...In non-game situations, the effort we exerted to know the meaning of new words was low. But the games made me eager to discover the meaning of new words.

It can be understood from the above statements that the experimental group students seemed to be less motivated while learning vocabulary through the conventional methods which they expressed as monotonous and less motivating compared to the game-based vocabulary lessons. The game-based vocabulary lessons engaged students in carrying out the required vocabulary tasks by inducing interest and excitement towards learning. In contrast, when the students had learned vocabulary through the conventional method they were not able to utilize their potentials by exerting their maximum effort due to lack of motivation. In other words, in the game-based lessons, the students felt more motivated to learn English vocabulary as was confirmed by all the interviewees of the experimental group.

According to Temesgen, the presentation of the vocabulary lessons through games was entertaining because it helped him understand the meaning of English words more easily. Especially, he liked most the vocabulary game *At the Zoo* which they played to learn about animals. “For example, I liked the one we played about animals. There were some animals we had not known at all and some we knew only by name. So, the pictures helped us know the names of those new animals [ለምሳሌ ስለ animals (እንስሳት) ስንማር ክፍል ውስጥ የተጠቀምናቸው ስእሎች የእንስሳቱን ስም አንድናስታውስ በጣም ጠቃሚ ነበሩ። ምን እንደሚሰሩና የት እንደሚኖሩ ማወቅ ብቻ ሳይሆን በስእል ማየትና መለየት ችለናል],” Temesgen elaborated. Delivering the vocabulary lesson with pictures, one of the

elements of the games considered in this study, helped students to relate the meanings of words to their pictorial essence which would be easier to remember. Like Temesgen, Masresha delineated why learning vocabulary through games was more motivating to her in the following way.

በጣም የወደድኩት በጨዋታ የተማርነውን ነው ምክንያቱም ክፍለ ጊዜው ሳናውቀው እየሄደ ነበር። ደሞ የአንድን ከባድ ቃል ትርጉም አንዳችን ለቡድናችን ወይም ለጓደኛችን እየነገርን መስራት ችለናል...በበጎቶቹ ክፍለ ጊዜዎች ጊዜው እስኪያልፍ ብቻ ነበር የምንጠብቅ። ጨዋታዎችን ስንጫወት ግን እስኪያልቅ አንጠብቅም ነበር ምክንያቱም በጨዋታዎቹ ተስቦን ነበር። እንደገና ደግሞ በቀላሉ መማር ችለናል... [በፊት] የቡድን ስራዎች ሲሰጡን ዝም ብለን አብረን እንሆንና አስተማሪዎችን የሆነ ነገር እንድናደርግ እስኪነግረን ድረስ እንጠብቅ ነበር። በጨዋታዎቹ ግን የምንሰራው ከተነገረን በኋላ በቶሉ ለመጨረስ አብረን ስንሰራ ነበር። በተጨማሪም እኔ በበኩሉ አስተማሪዎችን ለመጠየቅ አልፈልግም ነበር ጨዋታ ስንጫወት ግን ነፃ ሆኜ መጠየቅ ችያለሁ ምክንያቱም ጨዋታዎቹን እንዴት መጫወት እንዳለብኝ የማላውቅ ከሆነ ምንም ነገር ማድረግ ስለማልችል ማለት ነው።

What I liked most is the one we learned through games because the class time was just passing unnoticed. Also, we were interested and able to work together one explaining the meaning of a difficult word to the group or a friend...In the former classes, we used to wait only until the class ended, but when we played the games we did not want it to end because we were both excited by the games and able to learn easily...[Previously] when group activities were given we only got together and waited for the teacher to tell us to do something. But with the games, we were working together to finish tasks quickly once the instructions were explained. Additionally, I, personally, was not interested to ask the teacher any question but while playing the games I could ask freely because unless I understood how the games were played I could not do anything.

In the above quotation, Masresha’s explanation about the effects of vocabulary games on her vocabulary learning motivation indicated that the game-based lessons helped her learn unconsciously the time passing without her noticing it, work together with her group mates more actively, engage in competitions with other students to finalize a given task ahead, and ask the teacher for help and clarification avoiding fear. Concerning the importance of the games in creating a competitive classroom atmosphere, Mekdes seemed to agree with Masresha. “The lessons we learned through games were nice...we were working to get more answers and win students in other groups....It was really fun to play games in the classroom [በጨዋታ አማካይነት

የተማርናቸው ትምህርቶች አሪፍ ነበሩ...ብዙ መልሶችን ለመመለስና ሌሎች ቡድኖች ውስጥ ያሉትን ተማሪዎች ለማሸነፍ ስንሰራ ነበር...ክፍል ውስጥ ጨዋታዎችን መጫወት በጣም ደስ ይል ነበር],” Mekdes remarked. She also pointed out that from all the games she played “the one in which we threw a dice and made sentences using words [dice (ዳይስ) እየወረወርን በቃላት አረፍተ ነገሮችን የሰራንበት],” meaning *At the Zoo*, was most interesting. Asked why, Mekdes responded that, “to write sentences using a word from the list, we had to know the meaning of the word first. I think the game helped us both know the meaning of the word and then construct a sentence using it [ከተዘረዘሩት ቃላት መካከል ባንዱ ዓረፍተ ነገሮችን ለመጻፍ የቃሉን ትርጉም በመጀመሪያ ማወቅ ነበረብን:: ጨዋታው የቃሉን ትርጉም እንድናውቅና ከዚያም እሱን ተጠቅመን ዓረፍተ ነገር እንድንሰራ ጠቅሞናል ብየ አሰባለሁ::].”

Another reflection to agree with one of Masresha’s points above was mentioned by Michael. Both Michael and Masresha stated that the games helped them ask their teacher by avoiding fear. Michael said, “when we played games we had freedom, and we could ask as we wanted. . .also, I was eager to know the results of our group [ጨዋታ ስንጫወት በነፃነት ነበር እንደፈለግንም እንጠይቅ ነበር...የቡድኖችንንም ውጤት ለማወቅ ጉጉት ነበረኝ].” Again, asked how the games might have helped him Michael added that, “I especially liked the game in which pictures were posted on the board because that helped me relate the meaning of words with the pictures [በተለይ ደግሞ ስለሎች board (ሰሌዳ) ላይ ተለጥፈው የነበረበትን ጨዋታ ወድጅዋለሁ ምክንያቱም የቃላትን ትርጉም ከስእሉ ጋር እንዳዛምድ ረድቶኛል]. For Betelhem and Surafel, the other interviewees from the experimental group, learning vocabulary through games was motivating for a couple of different reasons. Betelhem responded that the games were ‘interesting’ for her because they made learning look easy even if it was difficult. “I like to learn English, but the games made me love it more [እንግሊዝኛ መማር ደስ ይለኛል ጨዋታዎቹ ደሞ ይበልጥ እንደወደው አድርገውኛል],” she added. On the other hand, Surafel noted the following.

[ጨዋታዎቹ] አዝናኝና ጠቃሚ ናቸው... የቤት ስራ ሲሰጠን እራሱ ደስ ብሎኝ ነበር መስራት የምፈልግ ምክንያቱም ብዙዎችን ቃላት ማወቅ ችዮ ነበር። ትምህርቱን መረዳት ስለቻልኩ የቤት ስራዎችን መስራት ብዙም አይከብድም ነበር።

[The games] are entertaining and helpful...even when home work was given I wanted to do it happily because I could know most of the words. As I could understand the lessons, it was not that difficult to do the assignments.

Overall, unlike most students of the control group whose reflections concerning vocabulary learning motivation remained similar before and after the intervention, students of the experimental group highlighted that their vocabulary learning motivation increased because of learning through games. Pertinent to the quantitative results shown by the post-intervention univariate test for vocabulary learning motivation in which significant differences were found between the control group and the experimental group (See Table 4.8), interview results also corroborated that students in the experimental group were again associated with better vocabulary learning motivation. These were expressed, among other things, in terms of exerting maximum effort to know the meanings of words, being interested to accomplish tasks quickly and ahead of others, maintaining learning unconsciously and implicitly, working together collaboratively, and getting rid of fear to ask questions and communicate with others.

4.1.2.2.2. Post-intervention univariate comparisons on students' peer-interaction

Students' peer-interaction in vocabulary learning classrooms was considered as one of the three dependent variables. This dependent variable showed relative equivalence of mathematical scores in the experimental group ($M = 40.49$, $SD = 9.161$, $N = 49$) and in the control group ($M = 39.15$, $SD = 8.602$, $N = 48$). On this, more information can be elicited from the following table.

Table 4.9. Post-intervention univariate test for vocabulary learning peer-interaction

Dependent Variable	Descriptive Statistics				Tests of Between-Subjects Effects				
	Groups	Mean	Std. Deviation	N	df	F	Sig.	Partial Eta Squared	Observed Power
Post-intervention Peer-interaction	Experimental	40.49	9.161	49	1	0.554	0.458	0.006	0.114
	Control	39.15	8.602	48					
	Total	39.82	8.868	97					

The univariate Tests of Between-Subjects Effects in the above table show that, with regard to peer-interaction in the vocabulary classrooms, the univariate main differences between the experimental group and the control group were not significant, $F(1, 95) = 0.554, p=0.458, \eta^2 = 0.006, \text{Power} = 0.114$. Of the three dependent variables, this one was taken as the exception.

In contrast to the findings of the post-intervention questionnaire on students' peer-interaction, the results of which are presented in the above table, the while-intervention observations and the post-intervention interviews revealed noticeable differences between the two groups. It was described under 4.1.2.2.1 that the experimental and the control groups were similar in terms of *objectives, physical settings, and actors*, but different concerning *sequence of acts, objects, actions, activities (events), and feelings*. Among these five characteristics, *objects, actions, and activities* showed the effect of vocabulary games on students' peer-interaction.

For instance, the first day lesson about Vocabulary of Food Items and Attributes had two objectives: introducing the meaning of a list of words about food items and their attributes, and writing sentences using those words. The game *Outburst* was used as a procedure in the experimental group as opposed to the conventional procedures followed in the control group. Pieces of paper and clock were used in the experimental group as additional *objects* to the ones used in the control group. Again, the two groups were different in terms of one of students' *actions* in that, in the experimental group, a representative student from each one-to-five group was compiling words on the given piece of paper. In addition, the *activities* students did were

different in the two groups as can be seen below.

Excerpt Eleven: Day 3, Lesson 1 – Vocabulary of Food Items and Attributes 1 [Experimental Group] (See Appendix AA)

- (4) **T** – So, today, to know about food items and attributes, we will do a very interesting activity in our groups. All of you, please be in your groups, and I will tell you what we do. Your number should not be less than four and more than six.
- (5) **T** – Now, I will give you a piece of paper in your groups, and on it you write as many food items, NOT ATTRIBUTES, as possible. ምንድን ነው የምትጽፉ? [What do you write?] {T explains how to do the activity.}
- Ss** - የምግብ ዓይነቶችን [Food items].
- T** – In English?
- Ss** – Food items.
- T** – Very good. This is a competition. I have my own food items here <T shows the back of a piece of paper.> and the group that gets most of the words on my list will be declared the winner after we play another round. You are given five minutes to finish this activity.
- (6) <T distributes a piece of paper to each group.>
- (7) <Ss work in groups to write down words about *food items* on the given piece of paper.>
< T moves around the classroom checking Ss’ participation in the group work.>.....
- (8) **T** - Ok. Time is up. Now, your attention please...now if you have finished, let’s see how many of your guesses match with what I have here. አንድ ትክክለኛ መልስ ስታገኙ አንድ ነጥብ ታገኛላችሁ [You will get a point for a right match]. Let’s begin from group one. Who reads the list?
- S3** - <S3 stands up from his seat.>
- T** – How many food items did you write?
- S3** - አስራ አምስት [Fifteen].
- T** – Tell us. Read them aloud. ጭክ ብለህ አንብብል? [Read them aloud].
- S3** – Banana, orange, apple, bread, sugarcane, milk,...
- (9) **T** – Excellent! You have written so many food items. But, unfortunately, all your food items are not on my list. So, your team gets no points. < T writes the scores on the blackboard.> Group two. Tell us the food items on your list.
- S4** – We have Enjera, honey, potato, vegetable, carrot, cabbage, onion, ...
- T** – Wow! You have gotten onion and honey from my list. So, your score is 2, more than the first group. Let’s move on to group three.....
- (10) **T** – The words on my list are the following. <T reads the words without writing them on the blackboard.> {T and Ss discuss on the meaning of each word.} Something very sweet. Guess what?
- S11** – Cake.

T – Good attempt. Another. Sweet and yellow.

Ss - ማር... honey... ማር... honey

T – And the other, a product of a cow. Not milk, not yoghurt...

Excerpt Twelve: Day 3, Lesson 1 – Vocabulary of Food Items and Attributes [Control Group] (See Appendix AA)

(4) T - To know more about food items and attributes, I will write a list of words here on the blackboard, and we will talk about them one by one. Do not copy them on your exercise books now. You will do that later after we finish discussing. በደብተራችሁ በኋላ ትገለብጣላችሁ...አሁን እዚህ ጋር እጽፍና በነሱ ላይ እንጋገራለን [You will copy them on your exercise books later. I will write them on the blackboard and we will discuss]. First, I will write twelve words about food Items, not attributes. What do I write first, food items or food attributes?

Ss – Food items.

T – Very good. <T writes eight food items on the blackboard (*cheese, garlic, honey, pepper, pineapple, porridge, rice, wheat flour*).>

(5) {T and Ss begin discussing on each word.}

T – Let's now see the meaning of each of these eight words. But first, look, are all these words food items or food attributes?

Ss – Food items.

T - Does anyone know cheese? Have you ever eaten cheese? Cheese በልቶ የሚያውቅ አለ? [Has anyone ever eaten cheese?]

Ss - <Ss keep silent.>

T – Look. Cheese is something white like milk and is found from a cow.

S4 - እርጎ [Yoghurt.]

T – You are close. እርጎ [Yoghurt] in English is yoghurt. <T writes the word *yoghurt* on the blackboard.> Like milk and yoghurt, cheese is also white and found from cows. So, cheese is...

S5 - አይብ [Cheese.]

T – Absolutely!.....

(6) T - So far, we have been talking about food items. Now, I will write eight food attributes, and after we discuss on each word we will write sentences using the words we have learned today. <T writes eight food items on the blackboard (*bunch, chopped, fried, roasted, juicy, oily, watery, and traditional*).>...

The activities students did in the two groups show that students in the experimental group were maintaining more interactive situations with their peers compared to students in the control group. While playing the game *Outburst*, students had the chance to work with their peers

cooperatively to write as many food items as they could. As such, interacting with their peers helped them write many words everyone adding a food item he/she knows on the list and students discussing to decide on two things. The first one was whether an item suggested to be included in the list is a food item or not, and the second one was agreeing on the English meaning of the word. Even though most of the words students outlined on their list were not found on the teacher's list, students generated many words which would have been unattainable had they written them independently. Moreover, because the students were competing with their peers in other groups, they were interacting to produce more words than their friends within the time given. In contrast, in the control group, where the traditional procedures were followed, the students gained limited room to work with their peers. They guessed the meanings of food items and attributes before the teacher explained the meaning using different techniques. Their peer interaction came in the later stages of the lesson when they worked together to write sentences using the words they had learned (See Appendix AA).

The differences in peer-interaction between the two groups could also be viewed in another example. *Chain Game* was used to teach the experimental group the lesson Vocabulary of Food Items and Attributes 2. In the game, students participated in a group work that involved competition to make a long chain of words about food items in a sentence (See Appendix AA).

Excerpt Thirteen: Day 5, Lesson 1 – Vocabulary of Food Items and Attributes 2 [Experimental Group]

(See Appendix AA)

(4) **T** – Now, to begin playing the game, I will first hang pictures here on the blackboard.

<T hangs ten flashcards on the blackboard (*butter, cabbage, chicken, coffee, cooking oil, guava, juice, lemon, mango, meat*).>

(5) **T** – How many food items do you see on the blackboard?

Ss – Ten.

T – Is there anyone you don't know?

Ss – <Ss keep silent.>

T – Let's check that one by one...what does this picture show?

S2 – Cheese.

T – Excellent! That is what we learned yesterday. This one is not actually cheese but something similar.

S3 – Beter. “Butter”

T – Bravo! Tell me the spelling.

S3 – B – e – t – e – r.

T – Okay. Let’s correct it like this. <T writes the word butter beneath the flashcard.> And the second one is.....

(6) T – Look at the following sentence. <T writes the sentence *Almaz bought a killo of butter from the market.*> Now, to play the game, you should use the beginning of this sentence *Almaz bought...* and add a food item from this flashcards. And later I will remove some of the flashcards, and if you cannot remember the food item, you will be out of the game and another student takes the turn. ምን መሰላችሁ የምታደርጉ? *Almaz bought...* የሚለውን ሐረግ በመጠቀም እነዚህን ቃላት በተከታታይ ለመጥራት ትሞክራላችሁ [This is what you do. Using the phrase *Almaz bought....*you try to list down these words successively]. For example, you may say *Almaz bought cabbage, chicken, coffee...* ከዝርዝሩ መሐል ከረሳችሁ ፎርሻችሁ ማለት ነው [If you miss one from the list, you just stop.] Before you do this in your groups, let’s do it with someone...

(7) <S4 comes to the stage.>

T – Say *Almaz bought...* and add the food items by reading the flashcards.

S4 – *Almaz bought butter, cabbage...* <S4 lists all the words.>

<T removed the last two words.>

T – Now repeat the sentence listing all the words.

S4 – *Almaz bought butter, cabbage...* <S4 reads could not remember the last two words – *mango* and *meat.*>

T – She cannot remember the two words. What are they?

Ss – *Mango* and *meat.*

T – You also play like this. Let’s start...

Excerpt Fourteen: Day 5, Lesson 1 – Vocabulary of Food Items and Attributes 2 [Control Group] (See Appendix AA)

(4) <T writes ten words on the blackboard (*butter, cabbage, chicken, coffee, cooking oil, guava, juice, lemon, mango, meat.*)>

(5) T – These are food items, aren’t they? How many of these food items do you know?

S2 – Seven.

S3 – Six.

T – Which of these food items are new to you?

S4 – *Guava.*

T – Alright! Let’s see them one by one, and we will have a classroom activity. What is butter? {T begins explanation. }

S5 – ቅቤ [Butter].

T – Can you tell the class its color and where we get it from? እስኪ ምን ዓይነት ቀለም እንዳለውና ከየት እንደምናገኘው ንገረን? [Tell us what color it is and where we can get it from?]

S5 – White.

Ss – Yellow.

T – It can be both. Which animal gives us butter?

Ss – Cow...

(6) <T writes an example and six phrases on the blackboard each giving a clue to a food item.>

T – Copy these onto your exercise books and in your groups you will try to find the right answers.

<Students finish copying the activity.>

T – Before you begin working together, let’s do the example. Here the example says...*pepper*:

_____ (3 letters). What do you think is the answer?

Ss - <Ss keep silent.>

T – Pepper is *hot*. Look hot is a word of how many letters?

Ss – Three.....

In the above excerpts, the case with the experimental group shows that during playing *Chain Game*, students competed with their group mates to list down as many food items from a list they had seen as possible. In the game, students tried not to miss a word because they had to give the turn to someone else when they did so. Their group mates told them the beginning letters of the words they were struggling to remember as clues. This looked to strengthen students’ peer-interaction because each student was engaged in doing the activity both as a player and as a referee. In contrast, the role of the students in the control group, especially during the group work, was writing sentences together with their peers. They saw the given example about *pepper*, and worked together to find the word that was described by the preceding phrase.

The post-intervention interview questions inquired how students of both the experimental and the control groups felt about interacting with their peers during vocabulary learning sessions. The post-intervention interview findings did not seem to considerably agree with the quantitative

results in which, as far as peer-interaction is concerned, the univariate main differences between the experimental group and the control group were found to be non-significant (See Table 4.9). All of the interviewees from both groups reflected that during their vocabulary learning they used the one-to-five groups they had always been working in. In those groups, they were given individual responsibilities and established closeness and familiarity with each other. That seemed to give them free interactions with their fellows both in helping each other to undertake their responsibilities as members of the groups and in learning cooperatively not only English but also the other subjects. According to Tigist, a student from the control group, in learning English vocabulary, her friends and she were interacting with each other by doing what they normally did in other subjects too. "...the group leader was monitoring the participation of every group member and the Ambassador was asking the other groups for what they knew... the rest of us were participating in answering the questions [...የቡድኖችን መሪ የቡድኖችንን አባላት ተሳትፎ ስትቆጣጠር አምባሳደራችን ደሞ ሌሎችን ቡድኖች ምን እንዳሉ ሲጠይቅ ነበር...ሌሎቻችን ደሞ ጥያቄዎችን በመመለስ ስንሳተፍ ነበር],” said Tigist. This was also highlighted by Temesgen, a student from the experimental group, in the following way.

...በሁሉም የትምህርት አይነት የምንጠቀምበት ቡድን አለን። እኔ ደሞ የአኛ ቡድን መሪ ነኝ። ይኸም በመካከላችን መቀራረብን ፈጥሯል። ጨዋታዎቹ ሳይኖሩ እራሱ እነዚህ ቡድኖች ነው ለሁሉም ትምህርቶች የምንጠቀም...ምንም እንኳ እንደየግል ችሎታችን የተለያየ ቢሆንም ብዙዎች ተማሪዎች ለቡድኖቻቸው አስተዋጽኦ ለማድረግ ይሞክራሉ። ጨዋታዎቹንም ስንጫወት እያንዳንዱ ተማሪ የተሻለ ለማድረግ እየጣረ ነበር።

... we have groups that work to all subjects, and I am the leader of our group. This had already created closeness between us. Even without the games, we use those groups in all subjects... Most students try to contribute to their group although this depends on our respective ability. During playing the games too, every student was trying to be a better contributor.

Both Tigist and Temesgen mentioned above that the nature of students’ peer-interaction in both groups was framed based on the individual roles each student was given. A student who

took the leading role in the group could initiate collaborative functioning and oversee that each member is doing classroom activities based on the instructions given or within the given time frame by commenting and advising whenever necessary. Also, the Ambassador could maintain both intra and inter-group communications. These could be so when, for instance, the student identifies the demands of his/her own group and asks help from other neighboring groups, respectively. Moreover, the other members of the group could participate in explaining instructions, answering questions, posing concerns, and volunteering answers by representing the group. Despite the similarities in the responses given above, Temesgen added that learning by playing was more engaging as it eased the lesson and helped some students to participate more actively. He forwarded the following.

ከበፊቱ ጋር ሲነፃፀር ይኸኛው የተሻለ ነበር። ለምሳሌ እኔ ቡድን ውስጥ ያሉ ተማሪዎች አስተናጋጅ ምን እንደሆነ ያውቃሉ። ጨዋታውን ስንጫወት ስለ አስተናጋጆች እያወራን ነበር በጨዋታውም የአስተናጋጅ ስእልና waiter የሚለው ቃል መዛመዳቸው የቃሉን ትርጉም እንዳንረሳው ጠቅሞናል።

This was relatively better than the former one. For example, students in my group know what አስተናጋጅ (waiter) is. By playing the game, we were talking about አስተናጋጆች (waiters), and in the game, the combination of the picture of the አስተናጋጅ (waiter) and the word 'waiter' helped us not to forget the meaning of the word.

The above point by Temesgen indicates that playing the vocabulary games seemed to create a context for students to hold discussions. The fact that most of the students had a clue about the word, at least in their mother tongue, could be taken as one of the contributing factors. However, this does not look unique to the experimental group. Biruktawit indicated that in situations where there were no games, they were engaged in selecting one of the members of their group to write on the blackboard a sentence they wrote about jobs. “We also crosschecked our answers of the words we formed by ordering different letters [ፊደላትን በማገጣጠም የመሰረትናቸውን ቃላትም አመሳክረናል],” she continued. This was further confirmed by Biruktawit’s classmate Dagim

who noted that they were helping each other like they always did. After working out questions together, they crosschecked their answers with each other. However, Selam, another student from the control group, did not seem to agree with her classmates. She discussed that although she worked with her peers in groups she did not believe it was productive “because everyone wants to raise hands, they finish their task and want to answer a question first [ሁሉም እጁን ማውጣት ስለሚፈልግ ስራቸውን ይጨርሱና ቀድመው ለመመለስ ይፈልጋሉ].”

The above reflections of students from the control group look inconsistent in that students’ work in the long established one-to-five groups during vocabulary learning sessions showed the signs of effective peer-interaction coupled with limitations. In contrast to this, some features of peer-interaction were emphasized by interviewees of the experimental group. These features seemed to befall due to the vocabulary games. Mekdes, the leader of one of the groups, pointed out that as a result of playing the vocabulary games, members of her group were engaged in cooperating, competing, and actively participating. They worked together to win group games by finishing an activity ahead of students in other groups. Mekdes explained this as follows.

ለምሳሌ ስለስራ የነበረውን ጨዋታ በምንጫወት ጊዜ...አስራ ሁለቱንም ሁሉ ስእሎች ከቃላቶቻቸው ጋር ማዛመድ ችለናል። ካሸነፉት ውስጥ አንዱ የእኛ ነበር። የጨዋታውን ያሸነፍነው በጋራ ስለሰራን ነው...ደከም ያሉትን ጨምሮ ሁሉም የቡድናችን ተማሪዎች የስእሎችንና የቃላቱን ዝምድና በቀላሉ ማግኘት ችለዋል...በበፊቱ የማስተማሪያ መንገድ እነዚህ ተማሪዎች በቡድን ስራዎች ላይ ተሳትፎ የማድረግ ብዙም ፍላጎት አልነበራቸውም።

For example, when we played the game about jobs [we] were able to match the whole twelve pictures with their respective words. We were one of the winning groups. We won the game because we worked together...all students in our group, including those who often struggle for good results, could easily find the picture-word combinations...in the former mode of teaching, these students did not have much interest to contribute to group work activities.

It can be understood from the above statement that students were able to interact and cooperate with their fellow students while doing a matching activity given in groups through vocabulary games. In addition, the game created a competitive situation in which students were

actively participating to win the students in other groups. This was similarly experienced by Masresha's group. In her group, they made playing the games “pure competition [ግልፅ ፉክክር]” in which every member was interested to participate. These results corresponded to the reflections of the remaining interviewees from the experimental group. For instance, Betelhem asserted that “all the time [ሁሉም]” they did such things as a student asking the group if there was someone who knew the meaning of a new word. However, she remarked, “during playing the games, every member of the group was doing this with interest unlike the previous times [ጨዋታዎችን ስንጫወት ግን ሁሉም የቡድኖችን አባል ከሌላው ጊዜ በተለየ ይህንን በፍላጎት ሲያደረግ ነበር::]”. Apart from this, Surafel stated that there was a time while working in group with his peers he got quarreled with his fellow. “...we were in hurry and did not want to lose. That has a nice feeling [ምክንያቱም እየፈጠንና ለመሸነፍ አልፈለግንም ነበር:: ያ ደስ የሚል ነገር አለው],” he explained.

Generally, the fact that students in both the experimental and control groups worked in their established one-to-five groups looked to get them noticeable peer-interaction. The students were accustomed to working in groups while learning the other subjects too. This was organized with each student given roles and responsibilities during group work. On the contrary, the interview results showed that in the game-based vocabulary lessons, students' peer-interaction enhanced compared to how they used to work together in their conventional vocabulary lessons. These were characterized, among other things, by students' competition, cooperation, and active participation while working in groups. Nevertheless, these qualitative findings seemed not to match the quantitative results in which the experimental and the control groups showed statistically non-significant differences.

4.1.2.2.3. Post-intervention univariate comparisons on students' vocabulary learning achievement

Students' vocabulary learning achievement is the third dependent variable the univariate effect of which on the experimental and control groups was examined. This variable was associated with a mean score of 12.98 ($SD=3.152$) in the former group ($N=49$), and 11.19 ($SD=3.671$) in the later ($N=48$).

Table 4.10. Post-intervention univariate test for vocabulary learning achievement

Dependent Variable	Descriptive Statistics				Tests of Between-Subjects Effects				
	Groups	Mean	Std. Deviation	N	df	F	Sig.	Partial Eta Squared	Observed Power
Post-intervention Achievement	Experimental	12.98	3.152	49	1	6.663	0.011	0.066	0.724
	Control	11.19	3.671	48					
	Total	12.09	3.518	97					

Table 4.10 above shows a significant univariate main difference between the two groups for students' vocabulary learning achievement, $F(1, 95) = 6.663, p = 0.011, \eta^2 = 0.066$. Pertinent to these quantitative results, post-intervention interview results of the control group showed that the majority of the students expected their vocabulary learning achievement to increase sizably. This could be seen from Betelhem's reaction to the post-test. She thought that her result of the test she took after learning through the games would be better because she had learned the meanings of words through the games more easily. She explained that,

እንደምደፍን እርግጠኛ ነኝ... ለምሳሌ ስለ food item and attributes ጥያቄዎችን ስንሰራ ክፍል ውስጥ የተጫወትናውን ጨዋታ ትዝ ይለኝ ነበር። ወደ ጭንቅላቴ እየመጣ ነበር... ስለዚህ በጨዋታ የተማርናቸው ትምርቶች አንደኛ አዝናንተውናል ሁለተኛ ደሞ የቃላትን ትርጉም በቀላሉ እንድናስታውስ ረድተውናል።

I am sure that I will get full marks... For example, in working out the questions about Food Items and Attributes, I was remembering the game we played in the classroom. That was coming to my mind... So, the lessons we learned through games, first, made us excited, and second helped us remember the meaning of words easily.

Mekdes, another student from the experimental group, also stated that she was sure to score better in the post-test than in the pre-test. She said that she was able to remember most of the words in the post-test because they were presented with pictures and that she could relate the two. Like Mekdes, Masresha pondered achieving a better result. “In the previous test, there were some questions I tried to answer just by guessing but in the test we took yesterday I answered most of the questions knowing their exact answers [በበፊቱ ፈተና ዝም ብዩ በግምት ለመመለስ የሞከርኳቸው አንዳንድ ጥያቄዎች ነበሩ። ትናንት በተፈተንነው ፈተና ግን የብዙዎችን ጥያቄዎች መልስ በትክክል እያወቅኩ ነው የሰራሁ],” said she.

The post-intervention interviews held with students of the control group showed that most of the interviewees expected to score similarly in both the pre-test and the post-test reasoning that they found the later as easy as the earlier. For example, Dagim indicated that he worked out both tests well and anticipated to score more than ten in both. Likewise, Miftah remarked, “I think I have got most of the questions right...from the questions [on the test], I liked the one which asks about ordering letters and forming words. I also liked the true or false questions [ብዙዎቹን ጥያቄዎች በትክክል የመለስኩኝ ይመስለኛል...ከተፈተንናቸው ጥያቄዎች መካከል ፊደላትን ደርድሮ ቃላትን ስለመመስረት የተጠየቅነውን ወድጀዋለሁ። True/False (እውነት ሀሰት) [ጥያቄውም] ደስ ይላል።]. All these said, it was found from the qualitative results that the experimental group was associated with improved vocabulary learning achievement compared to the control group.

4.2. Discussions of Results

In Ethiopia, research into teaching EFL to young learners in primary schools is scant compared to the multifarious problems widely observed in the context. Despite the extensiveness of the problems, this study looked into the effects of vocabulary games on primary school students' vocabulary learning motivation, peer-interaction, and achievement by taking grade six

as a point of focus. In this sub-section, the key findings emerging from the data analyses under 4.1 are discussed in relation to the research questions and hypotheses posed in the study. In so doing, possible explanations are provided in light of recent literature in the area.

The first research hypothesis of this study presented that there would not be a significant difference between the control and experimental groups with regard to the multivariate main effect of vocabulary games on students' vocabulary learning motivation, peer-interaction, and achievement. This hypothesis was rejected since the results of the post-intervention multivariate tests (See Table 4.5) showed a significant difference ($p=0.001$) between the two groups. This implies that the use of vocabulary games had an overall effect on students' vocabulary learning. Even though this showed the positive multivariate effect of vocabulary games on students' vocabulary learning, it would be misleading to assert that the multivariate effect showed significant differences between the two groups across the three dependent variables considered in this study: vocabulary learning motivation, peer-interaction, and achievement.

The results of the post-intervention univariate tests for vocabulary learning motivation showed a significant difference between the experimental and the control groups confirming that the use of vocabulary games improved students' vocabulary learning motivation. This addresses the first specific objective of this study by answering the first research question and rejecting the second research hypothesis. Findings of the questionnaire on vocabulary learning motivation (See Table 4.7) indicated that the experimental group significantly excelled the control group in what was found to be the highest difference between the two groups ($p=0.001$) compared to peer-interaction during vocabulary learning ($p=0.458$), and vocabulary learning achievement ($p=0.011$). In other words, signified by the tests of between subjects effects (See Table 4.6), the two groups were different in the post-intervention phase in vocabulary learning motivation more

than in peer-interaction during vocabulary learning and vocabulary learning achievement.

Similarly, the observation results indicated that the two groups were different in terms of the sequence of acts in learning vocabulary, objects used, activities performed, actions taken, and students' feelings the last three indicating students' motivational disparities across the different lessons favoring the experimental group. Students in the experimental group looked fascinated while playing the games as they were engaged in such hands-on activities as competing with their classmates, writing sentences on the blackboard, keeping records of scores, attempting to find combinations, and competing for a chance to try doing something like shuffling sets of cards and throwing the dice. In contrast, students in the control group were mostly expecting the teacher's feedback and guessing meanings from orthographic sources only.

Moreover, interviews held with sample students from both the experimental and the control groups revealed that students' vocabulary learning motivation improved as a result of learning through the games. Unlike the majority of students of the control group whose motivation persisted similar before and after the intervention, their counterparts expressed that they recognized themselves applying extreme determination to know the meanings of words, being captivated to complete tasks quickly and ahead of others, maintaining learning insentiently, working together collaboratively, and getting rid of fear to ask questions and communicate with others.

These findings are consistent with most scholars' experiences (Dalton, 2005; Hadfield, 1996; Wright et. al, 1994) and research results conducted on the use of games in the classroom (Ara, 2009; Chou, 2014; Maria & Othman, 2013; Stojkovic & Jerotijevic, 2011). For many years, the importance of motivation for effective L2 learning has been recognized and reiterated mainly by researchers in the fields of language, linguistics, and psychology. For instance,

Bernaus and Gardner (2008), Gardner (1985), and Schmidt and Watanabe (2001) all discussed the positive correlations between motivation and successful L2 learning. These scholars noted that the extent to which a learner strives to learn a language is determined by personal desires to achieve the goal of learning the language. Dörnyei (2001) explained that expanding effort, being persistent in and attentive to the task at hand, having goals, desires, aspirations, and making attributions concerning success and/or failure are some of the typical characteristics of a motivated language learner.

Primary school EFL students could develop interest in their learning due to different factors. According to Cohen and Dörnyei (2002), learners' motivation can be deliberately incited by employing certain methods such as games to positively influence learning. Through fun and less demanding practice, games add interest to what students might not find very interesting and promote learning by increasing language learners' motivation (Ara, 2009). Games bring real-life situations into the classroom and provide learners with an opportunity to explore the world they know using the target language. Therefore, games not only motivate learners but also create contexts in which the language is useful and meaningful. McClarty et. al. (2012) viewed this from two perspectives: external in which the learner receives particular rewards for playing the game and continuing practicing learning, and internal in which the goals of the game and the learning outcomes are closely tied together by which students tend to be more intrinsically motivated, and the rewards are solving the game challenge and learning.

Given the above arguments, the improvement in vocabulary learning motivation of students' in the experimental group directs to the use of vocabulary games. This is in agreement with the research findings of Chou (2014) and Maria and Othman (2013). Chou (2014) reported that primary school students find learning through games, songs, and stories fun and motivating

in which they show active attitudes towards participating in class. Furthermore, during playing games, children take risks and make mistakes without feeling overwhelmed. Also Maria and Othman's (2013) study confirmed that learning L2 vocabulary through games improves learners' motivation even with less vocabulary input. These researchers further indicated that L2 learners find it rather boring to keep practicing vocabulary through exercises and reading. Therefore, by introducing games, L2 learners could be more interested and successful in learning vocabulary.

Generally, as far as the effect of game-driven motivation on language learners is concerned, effective L2 vocabulary learning takes place when students are engaged in thought provoking, engaging and likeable activities. Such activities provide learners with the solicitation of lessons by reducing frustration and woefulness which they often face in learning vocabulary through conventional methods. Thus, it is noteworthy that entertaining classroom situations induce motivation as opposed to tense classroom situations that leave students anxious by decreasing their learning interest.

The issues of whether vocabulary games affect students' peer-interaction during vocabulary learning sessions and bring about significant differences between the control group and the experimental group were pointed out as main concerns of this study by the second specific research objective, the second research question, and the third research hypothesis. With respect to the findings of the post-intervention peer-interaction questionnaire, the univariate tests of between-subjects effects indicated a statistically non-significant difference ($p=0.458$) between the two groups (See Table 4.8). Appositely, the result was found to be an exception since the others, vocabulary learning motivation and achievement, were statistically significant (See Table 4.6). Nonetheless, the qualitative results found through observation and interview showed sizable differences between the two groups.

The observation results revealed that the two groups differed in students' peer-interaction as a result of the objects used in the classroom that set students in the experimental group interact with each other more than their counterparts, the actions students were taking, and the activities students were performing during their learning of the vocabulary lessons. It was observed in the experimental group that students were highly involved in playing the games, working together with their peers to win students in the other groups, and communicating to increase productivity such as the one they did while playing *Outburst*. In contrast, students in the control group manifested more interaction with the teacher than with their peers. These students showed collaborative effort more in producing than in constructing as they were using their groups mainly when answering questions and completing given activities.

The above observation results were corroborated by the post-intervention interview results which came up with some features of peer-interaction in the experimental group that seemed to occur due to the use of the vocabulary games. These features which students of only the experimental group reflected include gaining a sense of competition that called for students' active participation in peer-work, exerting cooperative effort to reach common goals, and attempting to contribute to group activities. Comparatively, although manifestations of peer-interaction similar to the case in the experimental group were expressed by students in the control group, they looked inconsistent in that they were tied up with some limitations such as domination by some members of a group and unequal chance to practice when classroom activities were given.

Overall, the quantitative results indicated the hypothesis that there was no significant difference between the control group and the experimental group with regard to the univariate main effect of vocabulary games on students' peer-interaction during vocabulary learning

sessions was accepted. However, this was not positively verified by the observation and interview results. Most research findings conducted on the effect of games on students' peer-interaction (Aldabbus, 2008; Cook, 2001; Smith, 2006; Yu, 2005) agreed more with the qualitative results of this study than the quantitative one.

For example, Smith (2006) reported that games improve students' peer-interaction during vocabulary learning sessions even without the presence of the teacher in the classroom. The game context enables students to unconsciously scaffold and mediate each other's learning. Also, Yu (2005) found that due to the cooperative and competitive facets of games, students' peer-interaction improves because they gain a full control of the activities they are engaged in. These arguments about the roles of games in enhancing students' peer-interaction are in line with the claims of Vygotsky's (1997) Socio-cultural theory, Williams's and Burden's (1997) Social-constructivist theory, and Long's (1983) Interaction Hypothesis. Vygotsky's (1997) Socio-cultural theory states that games create peer-interaction by creating the ZPD and providing contexts for peer-scaffolding. Aldabbus (2008) explained this in terms of gaining assistance from peers in three levels: more capable peers, equally capable peers and less capable peers. The qualitative results of this study also support this view of Vygotsky's Socio-cultural theory that scaffolding does not necessarily come from the teacher as it can also be maintained to achieve a learning goal when students' peer-interaction works well with the presence of interactive activities such as games. The observation results of this study also presented evidence that students of the experimental group were playing the games by their own, without requiring the help of the teacher, once the instructions were explained to them.

In the context of Williams and Burden's (1997) Social-constructivist theory, the effect of games on peer-interaction was explained as it impacts peer-scaffolding, cooperation, consultation,

and teamwork. This is important in the vocabulary classroom since games activate support among learners of similar age, purpose, knowledge and interest. Additionally, Long's (1983) Interaction Hypothesis asserts that classroom interaction and oral communication induce L2 learning by expediting linguistic forms learners find difficult during the interactional process. Learners' peer-interaction and collaborative effort lead to effective L2 learning which, in turn, result in learners' improved language learning achievement and comprehension of the new vocabulary input.

In response to the third research question and the fourth research hypothesis, the effect of vocabulary games on students' vocabulary learning achievement was examined. The post-intervention univariate test for vocabulary learning achievement showed a statistically significant difference between the control group and the experimental group ($p=0.011$) (See Table 4.9) based on which the hypothesis was rejected. And, the tests of between-subjects effects, implying the multivariate effect, indicated that the difference found between the two groups in this regard fell between the highest difference marked by vocabulary learning motivation and the non-significant vocabulary learning peer-interaction. Aimed at corroborating these quantitative results, the post-intervention interview results revealed relative differences between the two groups favoring the experimental group. The majority of interviewees from the experimental group reflected that they worked out the post-test more knowledgeably than the pre-test. In contrast, most of the control group students felt that they did both the pre-test and the post-test likewise.

These results coincide with the research findings of Chou (2014), Gunn and McCallum (2005), Lawrence and Lawrence (2013), and Sorayaie (2012). All these scholars found that games improve students' learning achievement. In fact, Gunn and McCallum (2005) and Lawrence and Lawrence (2013) made generalizations on the effects of games on students'

grammar learning achievement, yet the rationales they explicated could also work for the vocabulary classrooms. These scholars indicated that games help students learn, review, and internalize intended features of a language by prompting learning achievement in turn. As young learners play a game, they pay attention to the activity and absorb the language unconsciously. Particularly, Lawrence and Lawrence (2013) noted that through the conventional method of teaching, meaning where there is no room for games, the process of students' language learning glitches because of their lack of interest, and this severely affects students' learning achievement.

On the other hand, Sorayaie's (2012) study showed that vocabulary games enhance students' vocabulary learning achievement by helping them recall existing vocabulary, gain motivation to play, compete, explore, win or lose and finally evolve in their learning. Sorayaie (2012) also reported that the study subjects were gradually making progress in learning vocabulary subjected to the exciting nature of the classroom atmosphere brought about by the games used. Like Sorayaie (2012), Chou (2014) found that games, songs, and stories improved primary school students' vocabulary learning achievement. In the study, students from grade two to grade five were considered. The students at all grade levels achieved better vocabulary results after learning through games, songs, and stories.

Chapter Five: Conclusions, Recommendations, and Limitations of the Study

This chapter deals with three sub-sections. Firstly, conclusions drawn from the findings and discussions of this study are stated. Afterwards, recommendations for further investigations are forwarded. Finally, the chapter closes by presenting the limitations of this study.

5.1. Conclusions

Collected through a vocabulary achievement test, vocabulary learning motivation and peer-interaction questionnaires, and interview, both the quantitative and qualitative pre-intervention results of this study showed that the experimental and the control groups were more or less similar. The quantitative results, analyzed by One-way MANOVA, indicated that the multivariate difference between the two groups was statistically non-significant ($p=0.356$). Similarly, as was revealed by the univariate tests, the two groups were comparable in terms of vocabulary learning motivation ($p=0.400$), peer-interaction ($p=0.127$), and achievement ($p=0.554$). Additionally, the qualitative results of interviews, analyzed by interpretative thematic analysis technique, uncovered that the majority of students from both groups were similar in that they liked learning vocabulary, had favorable attitudes toward the existing methods of teaching their teacher employed as well as corresponding views of their peer-interaction during vocabulary lessons, and naivety to game-based vocabulary lessons. Contrary to the pre-intervention findings, the post-intervention results, which were collected using the same three data collection instruments as the pre-intervention, revealed statistically significant differences between the two groups in most of the areas this study aimed to investigate.

To begin with, the post-intervention multivariate tests showed that the experimental group and the control group were significantly different ($p = 0.001$) in their overall vocabulary learning, favoring the former group. Since both groups received similar treatments during the

intervention phase with the exception that the experimental group learned the same contents of vocabulary through game-based procedures, the multivariate differences found between the two groups can be attributed to the effects of the vocabulary games employed during the intervention. Based on this, pertinent to the first research hypothesis, it can be concluded that the vocabulary games used in this study had an effect on students' overall vocabulary learning.

In examination of the post-intervention univariate tests, the findings of this study showed statistically significant differences between the two groups with respect to vocabulary learning motivation ($p=0.001$) and achievement ($p=0.011$), but peer-interaction ($p=0.458$). Hence, like the first hypothesis, the second and the fourth hypotheses of this study were rejected while the third one was accepted. As a possible answer to the first research question, qualitative data found from the while-intervention observation and the post intervention interview validated the effect of vocabulary games on students' motivation indicating that students of the experimental group were excited in playing the games, engaged in performance-oriented activities, exerted maximum potential in handling activities by being captivated to finish a given task, and avoided fear of failure as opposed to their counterparts whose learning was found to be predominantly teacher-focused and based on orthographic sources signaling the characteristics of a traditional classroom.

Set incongruent with the quantitative results of the post-intervention questionnaire data on peer-interaction, qualitative results corroborated negatively. This addresses the second research question through the explanations obtained from both the observation and interview data. The qualitative data showed differences between the two groups on students' peer-communication, cooperation, competition, participation and engagement, and contributions to group activities. These features of peer-interaction were more noticeable in the experimental

group than in the control group. The experimental group exhibited more interaction with the teacher than among students mainly due to the nature of the activities used to teach vocabulary. The activities included, among other things, questions and answers with the teacher, sentence completion, and ordering jumbled letters to form meaningful words.

In relation to the third research question, the qualitative data corroborating the effect of vocabulary games on students' vocabulary learning achievement were collected through post-intervention interviews. The results of these data were commensurable with that of the quantitative one. Interviewees from the experimental group reflected that they anticipated better results in the post-test than in the pre-test attributing the reason mainly to the vocabulary games used which, they felt, eased their learning of the meanings of words. These reflections differed from what the same students had forwarded during the pre-intervention interviews. On the other hand, students of the control group insisted that they found both the pre-test and the post-test relatively alike in terms of difficulty. Hence, they anticipated their results of the two tests with no recognitions of the procedures used during their vocabulary learning process.

Based on these results, it was concluded that the vocabulary games used in this study had positive impact on students' vocabulary learning motivation and achievement whereas their effect on peer-interaction during vocabulary learning sessions remained inconclusive. Signified by the inconsistent implications found through the quantitative and qualitative results, the existence of a non-significant difference between the two groups may be attributed to the fact that students had always been working in their one-to-five groups as a result of which they might have responded to the questionnaire keeping that in mind. Nevertheless, the qualitative data of post-intervention interviews corroborated by the while-intervention observations showed

language expediting features of peer-interaction in the experimental group more than in the control group.

5.2. Recommendations

It is noteworthy that despite the positive collective effect of vocabulary games on students' vocabulary learning shown by the results of the multivariate tests, the fact that a non-significant difference was found between the experimental and the control groups with respect to the univariate effect of vocabulary games on students' peer-interaction made it challenging to conclusively recommend the multifaceted importance of vocabulary games to the language classroom. Yet, based on the conclusions drawn in light of the research findings, the following recommendations are forwarded.

- As a whole, the results of this study revealed that vocabulary games have a significant positive effect on grade six students' vocabulary learning. Therefore, instead of mostly dwelling on the conventional methods of presenting vocabulary to young learners in primary schools, employing game-based procedures or, at least, adding some elements of game in different lessons would be worth-considering. In other words, the improvement of students' vocabulary learning motivation and achievement, as well as peer-interaction as was partially verified by the qualitative results, due to the use of vocabulary games implies and calls for the necessity to integrate games into the primary school curricula.
- In particular, it was found in this study that the role of vocabulary games in enhancing students' vocabulary learning motivation was considerable. In the language classroom where motivation is regarded as one of the key factors, the quest for motivating activities has remained ongoing. However, the use of games, especially because they relate to the nature of young learners' lives, could set a relieving ground. It is often claimed that the language

classroom is tied up with ineffective outcomes due to students' demotivation to learn English through the traditional approaches. As a response to this, several techniques have been devised in different times. The findings of this study, fittingly, highlighted that the problem could be curbed if students are put together with their world: the world of play. It seems that, in this regard, the games provide students' with experiential and unconscious language learning. Therefore, it is recommended that English language teachers in primary schools use games in the classroom.

- It should not be mistaken that using games in the classroom requires simple requisites and can come as a surprise. Unless language teachers receive well thought-out trainings directed to the respective grade level the games teachers may use by their own creativity or from their experiences could end up more in destruction than in construction. Also, if teachers use games overly, the games could have debilitating effect leaving students disinterested and overwhelmed. Hence, trainings that enable teachers to master some games, balance fun and seriousness, regulate classroom management, and enhance creativity should be given.
- Furthermore, this study focused on students' vocabulary learning. However, as far as the need for the English language improvement of Ethiopian primary school students is concerned, not only the development of vocabulary skills but also the other skills should be viewed in light of the roles of games in the language classroom. In this regard, further studies could be worked on the other language skills; how and to what extent games associate with students' receptions and productions, for instance.
- Lastly, this study sought to investigate the effects of using vocabulary games on students' learning at primary level. However, since games are not exclusively used to young learners, this study might be replicated in higher grade levels too.

5.3. Limitations of the Study

Despite the attempts made to ensure reliability and validity of data and to make this research comprehensive, the following points might be considered as limitations of this study. This study used quasi-experimental design as a result of which unintended possible selection effects of the control and experimental groups might have biased the study results. Moreover, the responses of study participants to both the questionnaire items and interview questions might not have exactly reflected their thoughts due to their age. Still, important steps were taken to systematically handle this possible limitation. Apart from this, since the study considered EFL learners at primary school level, it might not represent higher class settings. Moreover, the study focused on vocabulary skills; hence, the findings may not be generalizable and applicable to the other skills. Because different skills possess distinctive features, they require respective investigations. What is more, this study was conducted in seven weeks period. In order to obtain further validations of the effects of games on students' language learning, other studies might embark on longitudinal investigations. Finally, in their quest to improved methods of language teaching, many countries are exploring new techniques including technological innovations such as digital games. Although this is the growing global reality our world is heading to, it is in a very sluggish pace in Ethiopia. This study rather employed non-digital educational games as many of government primary schools in the country are short of technological equipment.

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Appendices

Appendix A

Vocabulary Achievement Pre-test (Main Study) + (Pilot Study Post-test)

Name: _____

Section: _____

Time Allotted: 30 minutes

Total Mark: 20%

Date: _____

General Direction:

This is a vocabulary test consisting of four parts. Read the instructions given to each part carefully, and attempt to answer all the questions that follow. Write the letters of your answers in CAPITAL LETTERS on the spaces provided.

Part One: True/False (5 Points)

Read the following sentences and write **TRUE** for correct statements and **FALSE** for incorrect ones.

- _____ 1. **Nomadic** people live in a fixed environment without moving from place to place.
- _____ 2. A cloth similar to a shirt and reaches from the neck to the waist is called a **blouse**.
- _____ 3. When you **climb** you go upwards, not down wards.
- _____ 4. A **tie** is made of metal and worn around the waist.
- _____ 5. A **continent** refers to a large landmass placed on the surface of the earth.

Part Two: Matching (5 Points)

Match the words given under column **A** with their meaning under column **B**.

A

- _____ 1. Fertile
- _____ 2. Shore
- _____ 3. Hat
- _____ 4. Earring
- _____ 5. Climate

B

- A. Feature of weather conditions
- B. Covering for the head
- C. Productive
- D. Piece of jewelry worn on the ear
- E. Land that connects with lakes and oceans

Part Three: Anagrams (5 points)

The letters of the words in the boxes are disordered. When they are ordered properly they form a word the meaning of which is stated in the phrase presented aside. From the alternatives given, choose the letter of the word that has the correct meaning.

1.

srsed

 An item of clothing which covers a part of the body.
_____ A. dessr B. dress C. sedrs D. redss

2.

gelnju

 A large forest which is home to many wild plants and animals.
_____ A. gunjle B. nugjile C. lunjeg D. jungle

3.

utsi

 A clothing that covers the whole body.
_____ A. tusi B. suti C. suit D. tisu

4.

verir

 A large stream of water which drains a landmass.
_____ A. river B. virer C. rierv D. vierr

5.

cskos

 A pair of knitted or woven covering for the foot.
_____ A. scoks B. socks C. kocss D. skocs

Part Four: Multiple Choice

Choose the letter of the word that meaningfully completes the blank spaces of each sentence.

- _____ 1. I always wear _____ before I go to bed.
A. a pair of trousers B. a pair of shorts C. a shirt D. Pajamas

- _____ 2. _____ is important for plants to grow.
A. lightening B. soil C. rift D. wave

- _____ 3. That _____ just above her chest makes her pretty.
A. bracelet B. earring C. necklace D. ring

- _____ 4. A river usually flows through a _____.
A. savanna B. lowland C. valley D. mountain

- _____ 5. I'd love to wear a _____ when I feel cold.
A. pair of socks B. pair of shorts C. T-shirt D. sweater

Appendix B

Vocabulary Learning Motivation and Peer-interaction Questionnaire (Main Study)

[English Version]

Dear Student,

The objective of this questionnaire is to gather data for a study titled *Effects of Vocabulary Games on Primary School EFL Students' Vocabulary Learning: Grade Six in Focus*. This questionnaire has included two main parts: *Vocabulary Learning Motivation* and *Peer-interaction during Vocabulary Learning*. The responses you give have much importance to the success of the study. Therefore, please read the following statements carefully and circle the number of your choice to show the degree of your agreement or disagreement to the given items.

Note: (1) **SD** = *Strongly Disagree*; (2) **D** = *Disagree*; (3) **N** = *Neutral*; (4) **A** = *Agree*; (5) **SA** = *Strongly Agree*

Background Information

Date: _____ Time: _____ Sex: Male Female

Items

No.	Item	Options				
		SD 1	D 2	N 3	A 4	SA 5
Part One – Vocabulary Learning Motivation						
1	I enjoy learning new words.	1	2	3	4	5
2	I feel happy when I figure out a new word.	1	2	3	4	5
3	I learn vocabulary because I have to.	1	2	3	4	5
4	I don't like vocabulary questions.	1	2	3	4	5
5	I don't enjoy learning vocabulary, but I know that learning English is important for me.	1	2	3	4	5
6	I love telling others about new words that I have learned.	1	2	3	4	5
7	I ask someone to explain the meaning of a new word to me.	1	2	3	4	5
8	While learning vocabulary I usually find myself thinking of other things and do not really follow what is being said.	1	2	3	4	5
9	I keep on working on the meaning of new words even outside the classroom.	1	2	3	4	5
10	My friends sometimes tell me I am good at knowing the meaning of words.	1	2	3	4	5
11	I look forward to finding out my results of vocabulary activities.	1	2	3	4	5
12	I don't like reading something when the words are too difficult.	1	2	3	4	5

		SD	D	N	A	SA
		1	2	3	4	5
13	I always try to finish my vocabulary assignments on time.	1	2	3	4	5
14	I like to finish my vocabulary assignments before other students.	1	2	3	4	5
15	The main reason I need to learn English is to pass examinations.	1	2	3	4	5
16	The main reason I am learning vocabulary is that my parents and teachers want me to improve my English.	1	2	3	4	5
17	I want to do well on vocabulary because it is important to show my ability to my family, friends and teachers.	1	2	3	4	5
18	I wish I could learn vocabulary in an easier way, without going to class.	1	2	3	4	5
19	English class is most useful when the emphasis is put on vocabulary.	1	2	3	4	5
20	Vocabulary learning activities are a waste of time in this class because I only need to learn what is necessary to pass English examinations.	1	2	3	4	5

Part Two – Peer-interaction during Vocabulary Learning

1	Working with my colleagues when we learn vocabulary makes my learning successful.	1	2	3	4	5
2	My friends and I help each other to know the meaning of new words.	1	2	3	4	5
3	I ask my friends when I get difficulties with new words.	1	2	3	4	5
4	My friends ask me for help when they face difficulties with the meaning of new words.	1	2	3	4	5
5	I talk to my classmates about the meaning of new English words.	1	2	3	4	5
6	I like to help my classmates with their schoolwork in vocabulary.	1	2	3	4	5
7	I try to get more answers right than my classmates.	1	2	3	4	5
8	One of the most important things in this class is getting along with the other students.	1	2	3	4	5
9	This class is important to me because if I learn vocabulary well, I will be able to help my classmates.	1	2	3	4	5
10	I like vocabulary learning activities in which we work together in pairs or small groups.	1	2	3	4	5
11	I prefer to work by myself in English class, not with other students.	1	2	3	4	5
12	Group activities and pair work in learning vocabulary are a waste of time.	1	2	3	4	5

Appendix C

Vocabulary Learning Motivation and Peer-interaction Questionnaire (Main Study)

[Amharic Version]

ውድ ተማሪ:-

የዚህ መጠይቅ ዓላማ የእንግሊዝኛ ቃላትን ትርጉም የሚመለከቱ ጨዋታዎች በመጀመሪያ ደረጃ የእንግሊዝኛ ተማሪዎች የቃላት ትርጉም ትምህርት ላይ ሊኖራቸው የሚችለው ተጽዕኖ:- በስድስተኛ ክፍል ተማሪዎች ተተኳሪነት (Effects of Vocabulary Games on Primary School EFL Students' Vocabulary Learning: Grade Six in Focus) በሚል ርዕስ ለሚካሄድ ጥናት መረጃ መስብስብ ነው። ይህ መጠይቅ የቃላትን ትርጉም የመማር ተነሳሽነት እና የቃላትን ትርጉም በመማር ወቅት ያለ የአፈ ለአፈ ግንኙነት የሚሉ ሁለት ዋና ዋና ክፍሎች አሉት። ይህንን መጠይቅ በመሙላት የምትሰጠው/ጩው መልስም ለጥናቱ መሳካት ከፍተኛ ጥቅም አለው። ስለሆነም የሚከተሉትን ዓረፍተ ነገሮች በጥንቃቄ በማንበብ መስማማት ወይም አለመስማማትህን/ሽን ከአማራጮቹ ላይ (1-በጣም አልስማማም፣ 2-አልስማማም፣ 3-ገለልተኛ ነኝ፣ 4-እስማማለሁ፣ 5-በጣም እስማማለሁ) የክብ ምልክት በማድረግ መልስ/ሽ።

አጠቃላይ መረጃ

ቀን:- _____ ሰዓት:- _____ ጾታ:- ወንድ ሴት

ነጥቦች

ተ.ቁ.	ጥያቄ	ምርጫዎች				
		በጣም አልስማማም	አልስማማም	ገለልተኛ ነኝ	እስማማለሁ	በጣም እስማማለሁ
		1	2	3	4	5
ክፍል አንድ - የቃላትን ትርጉም የመማር ተነሳሽነት						
1	ስለአዳዲስ የእንግሊዝኛ ቃላት ትርጉም መማር ያስደስተኛል።	1	2	3	4	5
2	የአንድን አዲስ ቃል ትርጉም ባወቅኩ ጊዜ ደስታ ይሰማኛል።	1	2	3	4	5
3	ስለእንግሊዝኛ ቃላት ትርጉም የምማረው መማር ስላለብኝ ብቻ ነው።	1	2	3	4	5
4	የቃላት ትርጉምን የተመለከቱ ጥያቄዎች አልወድም።	1	2	3	4	5
5	ስለአዳዲስ የእንግሊዝኛ ቃላት ትርጉም መማር አያስደስተኝም ነገር ግን እንግሊዝኛን መማር ለኔ አስፈላጊ እንደሆነ አውቃለሁ።	1	2	3	4	5
6	ስለተማርኳቸው አዳዲስ የእንግሊዝኛ ቃላት ለሌሎች ሰዎች ማውራት ያስደስተኛል።	1	2	3	4	5
7	ስለአዳዲስ የእንግሊዝኛ ቃላት ትርጉም እንዲያብራሩልኝ ሌሎች ሰዎችን አጠይቃለሁ።	1	2	3	4	5
8	ስለቃላት ትርጉም በምንማርበት ወቅት እራሴን ሌሎች ሀሳቦች ውስጥ አገኘዋለሁ፤ ምን እየተባለ እንደሆነም ለመከታተል እቸገራለሁ።	1	2	3	4	5
9	ስለቃላት ትርጉም ለማወቅ ከትምህርት ክፍል ውጪ ጭምር አጠናለሁ።	1	2	3	4	5
10	ጥሩ የእንግሊዝኛ ቃላት ዕውቀት እንዳለኝ ኃደኞቼ አንዳንድ ጊዜ ይነግሩኛል።	1	2	3	4	5
11	የቃላትን ትርጉም በተመለከተ የሚሰጡንን የክፍልና የቤት ስራዎች ውጤት ለማወቅ እጋጋለሁ።	1	2	3	4	5
12	ከበባድ የእንግሊዝኛ ቃላት ያሉባቸውን ምንባቦች ማንበብ አያስደስተኝም።	1	2	3	4	5
13	ሁልጊዜም የቃላትን ትርጉም የተመለከቱ የክፍልና የቤት ስራዎችን በቶሎ መጨረስ ያስደስተኛል።	1	2	3	4	5

	በጣም አልሰማም	አልሰማም	ገለልተኛ ሃሻ	አሰማም ለሁ	በጣም አሰማምለሁ
	1	2	3	4	5
14 የቃላትን ትርጉም የተመለከቱ የክፍል ስራዎችን ከሌሎች ተማሪዎች ቀድሞ መጨረስ ያስደስተኛል።	1	2	3	4	5
15 ስለእንግሊዝኛ ቃላት ትርጉም የምናገኘውን ዋና ምክንያት ፈተናዎችን ለማለፍ ነው።	1	2	3	4	5
16 ስለእንግሊዝኛ ቃላት ትርጉም የምናገኘውን ዋና ምክንያት ወላጆቼና መምህሮቼ የእንግሊዝኛ ቋንቋ እውቀቴን እንዳሻሽል ስለሚፈልጉ ነው።	1	2	3	4	5
17 ቃላትን በተመለከተ ጥሩ መሰራት የምፈልገው ለቤተሰቦቼ፣ ለጋራዎቼና ለመምህራኖቼ ያለኝን ክህሎት ማሳየት ስለምፈልግ ነው።	1	2	3	4	5
18 የእንግሊዝኛ ቃላትን ትርጉም ወደ ትምህርት ቤት ሳልመጣ በቀላሉ መማር የምችልበት መንገድ ቢኖር ደስ ይለኝ ነበር።	1	2	3	4	5
19 ትኩረት በቃላትና ትርጉማቸው ላይ ሲሆን የእንግሊዝኛ ትምህርት ክፍለ ጊዜ ይበልጥ ጠቃሚ ይሆናል።	1	2	3	4	5
20 የምፈልገው ፈተናዎችን ለማለፍ የሚያስችለኝን ብቻ ለመማር ስለሆነ በእንግሊዝኛ ትምህርት ክፍለ ጊዜ ቃላትን ለመማር የምንማርባቸው ክንውኖች ጊዜ ገዳይና አላስፈላጊ ናቸው።	1	2	3	4	5

ክፍል ሁለት – የቃላትን ትርጉም በመማር ወቅት ያለ የአቻ ለአቻ ግንኙነት

1 የቃላትን ትርጉም ክፍል ውስጥ በምንማርበት ወቅት ከክፍል ጋር በጋራ መሰራት በትምህርቴ ውጤታማ እንደሆነ ይረዳኛል።	1	2	3	4	5
2 የእንግሊዝኛ ቃላትን ትርጉም ክፍል ውስጥ በምንማርበት ወቅት እኔና የክፍል ጋራዎቼ እንረዳዳለን።	1	2	3	4	5
3 አዳዲስ የእንግሊዝኛ ቃላትን ትርጉም በተመለከተ ችግር በሚያጋጥመኝ ወቅት ጋራዎቼ እንዲረዱኝ እጠይቃቸዋለሁ።	1	2	3	4	5
4 አዳዲስ የእንግሊዝኛ ቃላትን ትርጉም በተመለከተ ችግር ሲያጋጥማቸው ጋራዎቼ የእኔን እርዳታ ይጠይቁኛል።	1	2	3	4	5
5 አዳዲስ የእንግሊዝኛ ቃላትን ትርጉም በተመለከተ ከክፍል ጋር እንጋገራለን።	1	2	3	4	5
6 ስለ ቃላት ትርጉም ጥያቄዎች በሚሰጡን ወቅት የክፍል ጋራዎቼን መርዳት ያስደስተኛል።	1	2	3	4	5
7 ከክፍል ጋራዎቼ በተሻለ ትኩረት መስጠትን ለማግኘት እሞክራለሁ።	1	2	3	4	5
8 በእንግሊዝኛ ትምህርት ክፍል ጊዜ ውስጥ ጠቃሚ ከሆኑት ነገሮች መካከል አንደኛው ከሌሎች ተማሪዎች ጋር አብራ መሰራት መቻሌ ነው።	1	2	3	4	5
9 በእንግሊዝኛ ትምህርት ክፍል ጊዜ ስለ ቃላት ትርጉም መማሪያ ለኔ ጠቃሚ ነው ምክንያቱም የቃላትን ትርጉም በደንብ ካወቅኩ የክፍል ጋራዎቼን መርዳት እችላለሁ።	1	2	3	4	5
10 በጋራና በቡድን መሰራት እንደገና የሚያደርጉንን የቃላት ትርጉም መማሪያ የክፍል ስራዎች እወዳለሁ።	1	2	3	4	5
11 በእንግሊዝኛ ትምህርት ክፍል ጊዜ ከሌሎች ተማሪዎች ጋር ሳይሆን ብቻዬን መሰራት እመርጣለሁ።	1	2	3	4	5
12 ስለ ቃላት ትርጉም ስንማር የጋራና የቡድን ስራዎች ጊዜ አጥፊዎች ናቸው።	1	2	3	4	5

Appendix D

Pre-intervention Interview Guide (Main Study + Pilot Study) [English Version]

General Information

Date of Interview: _____

Time of Interview: _____

Duration of Interview: _____

Interviewee's Pseudonym: _____

Interviewee's Sex: M F

Interview Guide Questions

1. Do you love to learn English **vocabulary** – *the meaning of words*?
2. Does it make you happy when you know that you have known the meaning of a new word?
3. How does your teacher teach you the meaning of new words?
4. Do you like the way you learn the meaning of new words?
5. Do you work with your classmates to learn the meaning of words? If yes, how?
6. Have you ever played games in the classroom when you learned about the meaning of words? If yes, how often? And to what extent were they helpful?

Thank you!

Appendix E

Pre-intervention Interview Guide (Main Study + Pilot Study) [Amharic Version]

አጠቃላይ መረጃ

ቃለ-መጠይቁ የተካሄደበት ቀን: _____

ቃለ-መጠይቁ የተካሄደበት ሰዓት: _____

ቃለ-መጠይቁ የቆየበት ጊዜ: _____

ቃለ-መጠይቁን የሰጠው ተማሪ ወካይ ስም: _____

የተማሪው/ዋ ጾታ: ወንድ ሴት

የመጠይቅ መምሪያ ጥያቄዎች

1. የእንግሊዝኛ ቃላትን ትርጉም መማር ትወዳለህ/ትወጃለሽ?
2. የአንድን አዲስ እንግሊዝኛ ቃል ትርጉም ባወክ/ባወቅሽ ጊዜ ደስ ይልህል/ይልሻል?
3. የአዳዲስ እንግሊዝኛ ቃላትን ትርጉም አስተማሪያችሁ እንዴት ያስተምራችኋል?
4. የአዳዲስ እንግሊዝኛ ቃላትን ትርጉም የምትማሩበትን መንገድ ትወደዋለህ/ትወጅዋለሽ?
5. የአዳዲስ እንግሊዝኛ ቃላትን ትርጉም ስትማሩ ከክፍል ኃደኞችህ/ሽ ጋር በጋራ ትሰራላህ/ሪያለሽ? መልስህ/ሽ አዎ ከሆነ በምን መልኩ?
6. ስለአዳዲስ የእንግሊዝኛ ቃላት ትርጉም በምትማሩበት ወቅት ክፍል ውስጥ ጨዋታዎችን ተጫውታችሁ ታውቃላችሁ? መልስህ/ሽ አዎ ከሆነ ምን ያህል ጊዜ? እንዲሁም ምን ያህል ጠቅመውህል/ሻል?

አመሰግናለሁ!

Appendix F

Observation Checklist (Main Study + Pilot Study)

Field Notes

Observation date: _____ *Observation time:* _____ *Duration of observation in minutes:* _____

No.	Point of Focus	Description
1	Objectives	•
2	Sequence of Acts	•
3	Physical Setting	•
4	Objects	•
5	Actors	•
6	Actions	•
7	Activities (Events)	•
8	Feelings	•

Appendix G

Vocabulary Achievement Post-test (Main Study)

Name: _____

Section: _____

Time Allotted: 30 minutes

Total Mark: 20%

Date: _____

General Direction:

This is a vocabulary test consisting of four parts. Read the instructions given to each part carefully, and attempt to answer all the questions that follow. Write the letters of your answers in CAPITAL LETTERS on the spaces provided.

Part One: True/False (5 Points)

Read the following sentences and write **TRUE** for correct statements and **FALSE** for incorrect ones.

_____ 1. **Guava** is a red-colored vegetable eaten cooked.

_____ 2. A big animal having a horn around its mouth is a **rhinoceros**.

_____ 3. A **chameleon** lives in the water and eats fruits.

_____ 4. A **waiter** works in the bank and gives money to people.

_____ 5. A food item white in color similar to an onion is called **garlic**.

Part Two: Matching (5 Points)

Match the words given under column **A** with their attributes and living places under column **B**.

A

_____ 1. Pepper

_____ 2. Mule

_____ 3. Lemon

_____ 4. Gorilla

_____ 5. Cabbage

B

A. Jungle

B. Field

C. Fresh

D. Hot

E. Bitter

Part Three: Anagrams (5 points)

The letters of the word in the box are disordered. When they are ordered properly they form a word the meaning of which is stated in the phrase presented aside. From the alternatives given, choose the letter of the word that has the correct meaning.

1. **etahlet** A person who is engaged in running, throwing, or jumping.
_____ A. tathele B. athlete C. atlethe D. letateh
2. **prorigde** A food item made of wheat flour.
_____ A. porridge B. goprriide C. ridepogr D. droprire
3. **rawberstry** A red-colored fruit.
_____ A. warsterryb B. tawerbrrys C. brawsterry D. strawberry
4. **colideco** An animal which eats meat and lives in the water.
_____ A. corlideoc B. crocodile C. decoroile D. roliccode
5. **licouside** An attribute of a food which shows good taste.
_____ A. coidelius B. silidecou C. delicious D. diclisoue

Part Four: Multiple Choice

Choose the letter of the word that completes or answers the given questions/sentences.

- _____ 1. Of the following, one is not a fruit.
A. Pineapple B. Papaya C. Mango D. Cheese
- _____ 2. An animal with no long neck is:
A. goose B. giraffe C. hippopotamus D. ostrich
- _____ 3. One of the following is not an ingredient in making shiro.
A. Chopped onion B. Wheat flour C. Salt D. Cooking oil
- _____ 4. Where do we go to get medicines when we feel sick?
A. To a medical doctor B. To a priest C. To the police D. To a carpenter
- _____ 5. Which of the next pairs is a wrong match?
A. Oily chicken B. Hard potato C. Juicy meat D. Watery orange

Appendix H

Post-intervention Interview Guide (Main Study + Pilot Study) [English Version]

General Information

Date of Interview: _____

Time of Interview: _____

Duration of Interview: _____

Interviewee's Pseudonym: _____

Interviewee's Sex: M F

Interview Guide Questions

1. What differences have you recognized between the game-based vocabulary lesson and the former one?/ Can you describe how you have been learning vocabulary for the last couple of weeks?
2. Which one have you liked most? And why?/ When have you been more interested to learn, now or before? How?
3. Is there any difference in your academic achievement before and after you learned vocabulary using games? / Do you think that the way you have been learning vocabulary for the last couple of weeks brings about any difference in your academic achievement compared to the former one?
4. Was the game-based vocabulary lesson funny and interesting? How and why?/How much interested were you to learn vocabulary?
5. From the two approaches, which one gave you more time to work with your friends?/ When have you got more time to work with your friends, now or before?
6. Can you explain the interaction you have maintained with your friends after you began learning vocabulary via games?/Can you explain the interaction you have maintained with your friends in those days?
7. What are the problems you have noticed in the game-based vocabulary lesson?/What are the problems you have noticed during those vocabulary lessons?

Thank you!

Appendix I

Post-intervention Interview Guide (Main Study + Pilot Study) [Amharic Version]

አጠቃላይ መረጃ

ቃለ-መጠይቁ የተካሄደበት ቀን: _____

ቃለ-መጠይቁ የተካሄደበት ሰዓት: _____

ቃለ-መጠይቁ የቆየበት ጊዜ: _____

ቃለ-መጠይቁን የሰጠው ተማሪ ወካይ ስም: _____

የተማሪው/ዋ ጾታ: ወንድ ሴት

የመጠይቅ መምሪያ ጥያቄዎች

1. ጨዋታ በተካተተበትና ጨዋታ ባልተካተተበት የእንግሊዝኛ ቃላትን ትርጉም የመማር ሂደት መካከል ምን ምን ልዩነቶችን አስተውለሃል/ሻል? / ባለፉት ሳምንታት የቃላትን ትርጉም በምን መልኩ ስትማሩ እንደነበር ልትገልጹ/ጭልኝ ትችላላህ/ትችያለሽ?
2. ከበፊቱና ካሁኑ በይበልጥ የወደድከ/ሺው የትኛውን ነው? ለምን? መቼ ነው የበለጠ የመማር ፍላጎት የነበረህ/ሽ ፤ አሁን ወይስ በፊት? እንዴት?
3. የእንግሊዝኛ ቃላትን ትርጉም ጨዋታ በተካተተበት መንገድ ከመማርህ/ሽ በፊትና በኋላ በውጤትህ/ሽ ላይ ያሳየሽ/ሽው ለውጥ አለ?/ከበፊቱ አንጻር ባለፉት ሳምንታት የቃላትን ትርጉም የተማርክበት መንገድ በትምህርት ውጤቱ ላይ ለውጥ ያመጣል ብለህ/ሽ ታስባለህ/ቢያለሽ?
4. ጨዋታ የተካተተበት የእንግሊዝኛ ቃላትን ትርጉም የመማር ሂደት አዝናኝና አስደሳች ነበር? እንዴትና ለምን? /የቃላትን ትርጉም ለመማር ያለህ/ሽ ፍላጎት ምን ይመስል ነበር?
5. ከሁለቱ የመማሪያ መንገዶች መካከል የትኛው ከክፍል ጎደኞችህ/ሽ ጋር በትብብር እንድትሰራ/ሪ ይበልጥ እድሉን ሰጠህ/ሽ?/ ከአሁንና ከበፊቱ ከክፍል ጎደኞችህ/ሽ ጋር በትብብር ለመስራት የቻልከው መቼ ነው?
6. የእንግሊዝኛ ቃላትን ትርጉም ጨዋታ በተካተተበት መንገድ በመማርህ/ሽ ምክንያት ከክፍል ጎደኞችህ/ሽ ጋር ያዳበርክ/ሽውን ግንኙነት ማብራራት ትችላላህ/ያለሽ? / በነዚህ ቀናት ውስጥ ከጎደኞችህ ጋር ያዳበርክ/ሽውን ግንኙነት ማብራራት ትችላላህ/ያለሽ?
7. የእንግሊዝኛ ቃላትን ትርጉም ጨዋታ በተካተተበት መንገድ በምትማርበት/ሪበት ወቅት ያጋጠሙህ/ሽ ችግሮች ምን ምን ናቸው? / የቃላትን ትርጉም በምትማርበት/ሪበት ወቅት ያጋጠሙህ/ሽ ችግሮች ምን ምን ናቸው?

አመሰግናለሁ!

Appendix J

Vocabulary Achievement Pre-test (Pilot Study)

Name: _____

Section: _____

Time Allotted: 30 minutes

Total Mark: 20%

Date: _____

General Direction:

This is a vocabulary test consisting of four parts. Read the instructions given to each part carefully, and attempt to answer all the questions that follow. Write the letter of your answer in a CAPITAL LETTER on the spaces provided.

Part One: True/False (5 Points)

Read the following sentences and write **True** for correct statements and **False** for incorrect ones.

- _____ 1. A **clerk** is one who repairs cars in a garage.
- _____ 2. People form a **crowd** when they are many in number.
- _____ 3. Olympic participants were swimming on the **pitch**.
- _____ 4. Malaria is transmitted from a person to another by a **mosquito**.
- _____ 5. **Sofa** is a form of furniture on which people sleep.

Part Two: Matching (5 Points)

Match the words given under column **A** with their meaning under column **B**.

- | <u>A</u> | <u>B</u> |
|---------------------|---|
| _____ 1. Shaking | A. A place where people eat food |
| _____ 2. Dropping | B. Interesting |
| _____ 3. Exciting | C. A place where people do sports and exercises |
| _____ 4. Restaurant | D. To fall to the ground |
| _____ 5. Gym | E. To move from side to side |

Part Three: Anagrams (5 points)

The letters of the word in the box are disordered. When they are ordered properly they form a word the meaning of which is stated in the phrase. From the alternatives given, choose the letter of the word that has the correct meaning. [*You may see the following example first.*]

1.

ldco

 Having a low temperature and heat.
_____ A. dolc B. cold C. docl D. odcl
2.

scniet

 Small living things.
_____ A. setinc B. tsienc C. cintes D. insect
3.

anhkt

 An expression of appreciation.
_____ A. anhkt B. nakht C. kanth D. thank
4.

rthwo

 To make something to move through the air.
_____ A. throw B. towrh C. hrtwo D. whort
5.

fctfiar

 The movement of passengers or people.
_____ A. riftafc B. fraticf C. traffic D. cirafft

Part Four: Multiple Choice

Choose the letter of the word that meaningfully completes the blank spaces of each sentence.

- _____ 1. Children should not play around fire because it _____ them.
A. pours B. protects C. burns D. bites
- _____ 2. I feel protected and _____ when I am at home.
A. nervous B. safe C. sleepy D. relaxed
- _____ 3. The people in our village _____ each other during holidays.
A. press B. invite C. prefer D. keep
- _____ 4. Aster was _____ that she won the competition.
A. pleased B. tired C. hurt D. thankful
- _____ 5. What my friend told me is unnecessary and _____.
A. useful B. exciting C. nice D. rubbish

Appendix K

Vocabulary Learning Motivation and Peer-interaction Questionnaire (Pilot Study) [English Version]

Dear Student,

The objective of this questionnaire is to gather data for a study titled *Effects of Vocabulary Games on Primary School EFL Students' Vocabulary Learning: Grade Six in Focus*. This questionnaire has included two main parts: *Vocabulary Learning Motivation* and *Peer-interaction during Vocabulary Learning*. The responses you give have much importance to the success of the study. Therefore, please read the following statements carefully and circle the number of your choice to show the degree of your agreement or disagreement to the given items.

Note: (1)**SD** = *Strongly Disagree*; (2)**D** = *Disagree*; (3)**N** = *Neutral*; (4)**A** = *Agree*; (5)**SA** = *Strongly Agree*

Background Information

Date: _____ Time: _____

Sex: Male

Female

Items

No.	Item	Options				
		SD	D	N	SD	SA
		1	2	3	4	5
Part One – Vocabulary Learning Motivation						
1	Learning the meaning of new words is enjoyable.	1	2	3	4	5
2	Figuring out the meaning of a new word makes me happy.	1	2	3	4	5
3	I learn vocabulary because I have to.	1	2	3	4	5
4	Vocabulary questions are not interesting.	1	2	3	4	5
5	It is interesting to tell others about new words that I have learned.	1	2	3	4	5
6	I ask someone to explain the meaning of a new word for me.	1	2	3	4	5
7	While learning vocabulary I usually find myself thinking of other things and do not really follow what is being said.	1	2	3	4	5
8	I keep on working on the meaning of new words even outside the classroom.	1	2	3	4	5
9	I like being the best at vocabulary.	1	2	3	4	5
10	I like being the only one in the classroom who knows the meaning of a strange word.	1	2	3	4	5
11	My friends sometimes tell me I am good at knowing the meaning of words.	1	2	3	4	5
12	I look forward to finding out my results of vocabulary activities.	1	2	3	4	5

		SD	D	N	SD	SA
		1	2	3	4	5
13	I love to share the meaning of new English words with my mother or father.	1	2	3	4	5
14	I don't like reading something when the words are too difficult.	1	2	3	4	5
15	I always try to finish my vocabulary assignments on time.	1	2	3	4	5
16	I like to finish my vocabulary assignments before other students.	1	2	3	4	5
17	It embarrasses me to volunteer answers when we learn vocabulary in the classroom.	1	2	3	4	5
18	Learning vocabulary is important to me because it will broaden my ability to communicate in English.	1	2	3	4	5
19	The main reason I need to learn English is to pass examinations.	1	2	3	4	5
20	The main reason I am learning vocabulary is that my parents and teachers want me to improve my English.	1	2	3	4	5
21	I want to do well on vocabulary because it is important to show my ability to my family, friends and teachers.	1	2	3	4	5
22	Everybody should be able to learn vocabulary.	1	2	3	4	5
23	English class is most useful when the emphasis is put on vocabulary.	1	2	3	4	5
24	Vocabulary learning activities are a waste of time in this class, because I only need to learn what is necessary to pass English examinations.	1	2	3	4	5

Part Two – Peer-interaction during Vocabulary Learning

1	Working with my colleagues when we learn vocabulary makes my learning successful.	1	2	3	4	5
2	My friends and I help each other to know the meaning of new words.	1	2	3	4	5
3	I ask my friends when I get difficulties with new words.	1	2	3	4	5
4	My friends ask me for help when they face difficulties with the meaning of new words.	1	2	3	4	5
5	I talk to my classmates about the meaning of new English words.	1	2	3	4	5
6	I like to help my classmates with their schoolwork in vocabulary.	1	2	3	4	5
7	I try to get more answers right than my classmates.	1	2	3	4	5
8	One of the most important things in this class is getting along with the other students.	1	2	3	4	5
9	This class is important to me because if I learn vocabulary well, I will be able to help my classmates.	1	2	3	4	5
10	I like vocabulary learning activities in which we work together in pairs or small groups.	1	2	3	4	5
11	I prefer to work by myself in English class, not with other students.	1	2	3	4	5
12	Group activities and pair work in learning vocabulary are a waste of time.	1	2	3	4	5

Appendix L

Vocabulary Learning Motivation and Peer-interaction Questionnaire (Pilot Study)

[Amharic Version]

ውድ ተማሪ:-

የዚህ መጠይቅ ዓላማ የእንግሊዝኛ ቃላትን ትርጉም የሚመለከቱ ጨዋታዎች በመጀመሪያ ደረጃ የእንግሊዝኛ ተማሪዎች የቃላት ትርጉም ትምህርት ላይ ሊኖራቸው የሚችለው ተጽዕኖ:- በስድስተኛ ክፍል ተማሪዎች ተተካሪነት (Effects of Vocabulary Games on Primary School EFL Students' Vocabulary Learning: Grade Six in Focus) በሚል ርዕስ ለሚካሄድ ጥናት መረጃ መስጠት ነው። ይህ መጠይቅ የቃላትን ትርጉም የመማር ተነሳሽነት እና የቃላትን ትርጉም በመማር ወቅት ያለ የእኛ ለአቻ ግንኙነት የሚሉ ሁለት ዋና ዋና ክፍሎች አሉት። ይህንን መጠይቅ በመሙላት የምትሰጠው/ጪው መልስም ለጥናቱ መሳካት ከፍተኛ ጥቅም አለው። ስለሆነም የሚከተሉትን ዓረፍተ ነገሮች በጥንቃቄ በማንበብ መስማማት ወይም አለመስማማትህን/ሽን ከአማራጮቹ ላይ (1-በጣም አልሰማማም፣ 2-አልሰማማም፣ 3-ገለልተኛ ነኝ፣ 4-አስማማለሁ፣ 5-በጣም አስማማለሁ) የኩብ ምልክት በማድረግ መልስ/ሽ።

አጠቃላይ መረጃ

ቀን:- _____ ሰዓት:- _____ ጾታ:- ወንድ ሴት

ነጥቦች

ተ.ቁ.	ጥያቄ	ምርጫዎች				
		በጣም አልሰማማም	አልሰማማም	ገለልተኛ ነኝ	በጣም አልሰማማም	በጣም አስማማለሁ
		1	2	3	4	5
ክፍል አንድ - የቃላትን ትርጉም የመማር ተነሳሽነት						
1	ስለአዳዲስ የእንግሊዝኛ ቃላት ትርጉም መማር ያስደስተኛል።	1	2	3	4	5
2	የአንድን አዲስ ቃል ትርጉም ባወቅኩ ጊዜ ደስታ ይሰማኛል።	1	2	3	4	5
3	ስለእንግሊዝኛ ቃላት ትርጉም የምማረው መማር ስለሌለኝ ብቻ ነው።	1	2	3	4	5
4	የቃላት ትርጉምን የተመለከቱ ጥያቄዎች አልወድም።	1	2	3	4	5
5	ስለተማርኳቸው አዳዲስ የእንግሊዝኛ ቃላት ለሌሎች ሰዎች ማውራት ያስደስተኛል።	1	2	3	4	5
6	ስለአዳዲስ የእንግሊዝኛ ቃላት ትርጉም እንዲያብራሩልኝ ሌሎች ሰዎችን አጠይቃለሁ።	1	2	3	4	5
7	ስለቃላት ትርጉም በምንማርበት ወቅት እራሴን ሌሎች ሀሳቦች ውስጥ አገኘዋለሁ፤ ምን እየተባለ እንደሆነም ለመከታተል እቸገራለሁ።	1	2	3	4	5
8	ስለቃላት ትርጉም ለማወቅ ከትምህርት ክፍል ውጪ ጭምር አጠናለሁ።	1	2	3	4	5
9	በእንግሊዝኛ ቃላት ዕውቀቴ ምርጥ መሆን አፈልጋለሁ።	1	2	3	4	5
10	በክፍላችን ውስጥ ካሉ ተማሪዎች የአዳዲስ ቃላትን ትርጉም የሚያውቅ ብቸኛው ተማሪ መሆን ያስደስተኛል።	1	2	3	4	5
11	ጥሩ የእንግሊዝኛ ቃላት ዕውቀት እንዳለኝ ጎደኞቼ አንዳንድ ጊዜ ይነግሩኛል።	1	2	3	4	5
12	የቃላትን ትርጉም በተመለከተ የሚሰጡንን የክፍልና የቤት ስራዎች ውጤት ለማወቅ እጎጋለሁ።	1	2	3	4	5

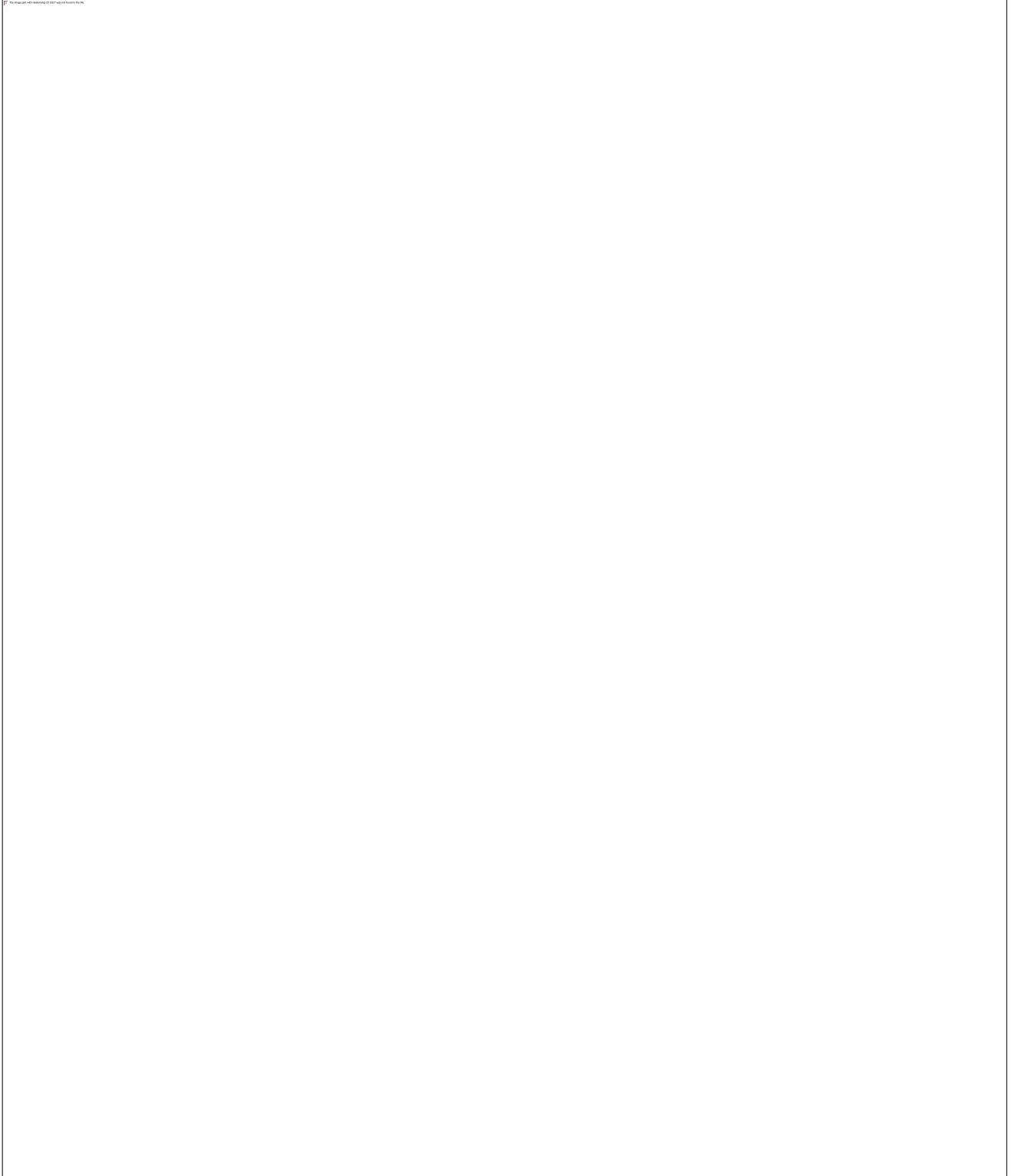
		በጣም አልሰማ ማም	አልሰ ማማ ም	ገለልተኛ ነኝ	በጣም አልሰማ ማም	በጣም አሰማማ ሲሁ
13	ስለእንግሊዝኛ ቃላት ትርጉም ከእናቴና ከአባቴ ጋር መወያየት ያስደስተኛል።	1	2	3	4	5
14	ከበባድ የእንግሊዝኛ ቃላት ያሉባቸውን ምንባቦች ማንበብ አያስደስተኝም።	1	2	3	4	5
15	ሁልጊዜም የቃላትን ትርጉም የተመለከቱ የክፍልና የቤት ስራዎችን በቶሎ መጨረስ ያስደስተኛል።	1	2	3	4	5
16	የቃላትን ትርጉም የተመለከቱ የክፍል ስራዎችን ከሌሎች ተማሪዎች ቀድሜ መጨረስ ያስደስተኛል።	1	2	3	4	5
17	ስለቃላት ትርጉም ክፍል ውስጥ በምንማርበት ወቅት በራሴ ተነሳሽነት መልስ መመለስ አያስደስተኝም።	1	2	3	4	5
18	ስለቃላት ትርጉም መማር ለኔ አስፈላጊ ነው ምክንያቱም በእንግሊዝኛ መግባባት የምቸልበትን ክህሎት ያሰፋልኛል።	1	2	3	4	5
19	ስለእንግሊዝኛ ቃላት ትርጉም የምማርበት ዋና ምክንያት ፈተናዎችን ለማለፍ ነው።	1	2	3	4	5
20	ስለእንግሊዝኛ ቃላት ትርጉም የምማርበት ዋና ምክንያት ወላጆቼና መምህሮቼ የእንግሊዝኛ ቋንቋ እውቀቴን እንዳሻሽል ስለሚፈልጉ ነው።	1	2	3	4	5
21	ቃላትን በተመለከተ ጥሩ መሰራት የምፈልገው ለቤተሰቦቼ፣ ለጋራዎቼና ለመምህራኖቼ ያለኝን ክህሎት ማሳየት ስለምፈልግ ነው።	1	2	3	4	5
22	ሁሉም ሰው የቃላትን ትርጉም መማር መቻል አለበት ብዬ አምናለሁ።	1	2	3	4	5
23	ትኩርት በቃላትና ትርጉማቸው ላይ ሲሆን የእንግሊዝኛ ትምህርት ክፍለ ጊዜ ይበልጥ ጠቃሚ ይሆናል።	1	2	3	4	5
24	የምፈልገው ፈተናዎችን ለማለፍ የሚያስችለኝን ብቻ ለመማር ስለሆነ በእንግሊዝኛ ትምህርት ክፍለ ጊዜ ቃላትን ለመማር የምንማርባቸው ክንውኖች ጊዜ ገዳይና አላስፈላጊ ናቸው።	1	2	3	4	5

ክፍል ሁለት – የቃላትን ትርጉም በመማር ወቅት ያለ የአቻ ለአቻ ግንኙነት

1	የቃላትን ትርጉም ክፍል ውስጥ በምንማርበት ወቅት ከክፍል ጋራዎቼ ጋር በጋራ መሰራት በትምህርቴ ውጤታማ እንድሆን ይረዳኛል።	1	2	3	4	5
2	የእንግሊዝኛ ቃላትን ትርጉም ክፍል ውስጥ በምንማርበት ወቅት እኔና የክፍል ጋራዎቼ እንረዳዳለን።	1	2	3	4	5
3	አዳዲስ የእንግሊዝኛ ቃላትን ትርጉም በተመለከተ ችግር በሚያጋጥመኝ ወቅት ጋራዎቼ እንዲረዱኝ እጠይቃቸዋለሁ።	1	2	3	4	5
4	አዳዲስ የእንግሊዝኛ ቃላትን ትርጉም በተመለከተ ችግር ሲያጋጥማቸው ጋራዎቼ የእኔን እርዳታ ይጠይቁኛል።	1	2	3	4	5
5	አዳዲስ የእንግሊዝኛ ቃላትን ትርጉም በተመለከተ ከክፍል ጋራዎቼ ጋር እንነጋገራለን።	1	2	3	4	5
6	ስለ ቃላት ትርጉም ጥያቄዎች በሚሰጡኝ ወቅት የክፍል ጋራዎቼን መርዳት ያስደስተኛል።	1	2	3	4	5
7	ከክፍል ጋራዎቼ በተሻለ ትክክለኛ መልሶችን ለማግኘት እሞክራለሁ።	1	2	3	4	5
8	በእንግሊዝኛ ትምህርት ክፍል ጊዜ ውስጥ ጠቃሚ ከሆኑት ነገሮች መካከል አንደኛው ከሌሎች ተማሪዎች ጋር አብሬ መሰራት መቻሌ ነው።	1	2	3	4	5
9	በእንግሊዝኛ ትምህርት ክፍል ጊዜ ስለ ቃላት ትርጉም መማሪ ለኔ ጠቃሚ ነው ምክንያቱም ምክንያቱም የቃላትን ትርጉም በደንብ ካወቅኩ የክፍል ጋራዎቼን መርዳት አችላለሁ።	1	2	3	4	5
10	በጋራና በቡድን መሰራት እንድንችል የሚያደርጉንን የቃላት ትርጉም መማሪያ የክፍል ስራዎች እወዳለሁ።	1	2	3	4	5
11	በእንግሊዝኛ ትምህርት ክፍል ጊዜ ከሌሎች ተማሪዎች ጋር ሳይሆን ብቻየን መሰራት እመርጣለሁ።	1	2	3	4	5
12	ስለ ቃላት ትርጉም ስንማር የጋራና የቡድን ስራዎች ጊዜ አጥፊዎች ናቸው።	1	2	3	4	5

Appendix M

Vocabulary Items Students Are Expected to Know at the End of the Year (*Grade Six English Textbook, Page 236*)



Appendix N

Implementation Procedures of the Conventional Vocabulary Lessons

Appendix N1: Lesson One - Vocabulary of Jobs [Taken from students' English textbook, page 37]

Day One

Activity One

Step 1 – Introduce the following words to the class orally.

Athlete	Merchant	Scientist
Carpenter	Painter	Shoeshine girl
Driver	Police	Teacher
Medical doctor	Priest	Waiter

Step 2 – Ask students which of the words in the list they are familiar with.

Step 3 – Write all the words on the blackboard by jumbling the letters of each word in the following way and ask students to be in pairs to find the correct and meaningful versions of each word.

ielocp	ahemcnrt	rtawei
septir	lcdemia ocordt	vrredi
neehsiosh rilg	ehattel	rpacernet
hertcae	tnscsieti	renapit

Day Two

Activity One

Step 1 – Write the following incomplete sentences on the blackboard and ask students to complete them using the words given in the list used under Activity One.

-
- | | |
|----------------------------------|-----------------------------------|
| 1. _____ works in the hotel. | 7. _____ works in the school. |
| 2. _____ works in the church. | 8. _____ works in the laboratory. |
| 3. _____ works with cars. | 9. _____ works in the shop. |
| 4. _____ works with sick people. | 10. _____ works on the field. |
| 5. _____ works with thieves. | 11. _____ works houses. |
| 6. _____ cleans shoes. | 12. _____ works with colors. |
-

Activity Two

Step1 - Ask students to compare their answers with their colleague's work.

Appendix N2: Lessons Two and Three - Vocabulary of Food Items and Attributes 1 and 2 [Taken from students' English textbook, pages 59 – 62 & 72]

Day One

Activity One

Step 1 – Write on the blackboard and introduce a list of 24 words about *Food Items and Attributes*.

Bunch	Honey	Roasted
Cheese	Hot	Soft
Chopped	Juicy	Spicy
Delicious	Oily	Sweet
Fresh	Pepper	Tasty
Fried	Pineapple	Traditional
Garlic	Porridge	Watery
Hard	Rice	Wheat flour

Step 2 – Briefly explain about the meaning of each word.

Step 3 – Ask students to copy the words on their exercise books and to choose six words to construct meaningful sentences about. Depending on the time left, ask students to write additional sentences with other words.

Day Two

Activity One

Step 1 – Revise the vocabulary items students learned on the previous day.

Step 2 – Introduce the categories *Food items, Attributes, and Adjectives* to the class.

Step 3 – Ask students to group the whole vocabulary items into the three categories: *Food items, Attributes, and Adjectives*

Activity Two

Step 1 – Ask students to write two sentences that involved descriptions of food items.

Day Three

Activity One

Step 1 – Introduce a list of 20 words of *Food Items*.

Butter	Guava	Milk	Strawberry
Cabbage	Juice	Onion	Sugar
Chicken	Lemon	Orange	Tea
Coffee	Mango	Potato	Tomato
Cooking oil	Meat	Salt	Water

Step 2 – Ask students to find missing words based on the following example.

Example: Question - pepper; _____ (3 letters)

Answer - hot

1. White and makes strong; _____ (4 letters) – Milk
2. Used to make a cup of tea tasty; _____ (5 letters) - Sugar
3. A pink fruit; _____ (5 letters) – Guava
4. A product of a cow; _____ (6 letters) – Butter
5. A yellowish vegetable; _____ (7 letters) - Cabbage
6. Grows underground; _____ (6 letters) – Potato

Depending on the time left, add more questions of this kind.

Activity Two

Step 1 – Ask students to choose words from the list they learned in the above activity to complete the following sentences.

1. Unboiled _____ can easily become sour. (*milk*)
 2. _____, _____, _____, _____ and _____ are fruits. (*guava, lemon, mango, orange, strawberry*)
 3. _____, _____, _____ and _____ are vegetables. (*cabbage, onion, potato, tomato*)
 4. _____, _____ and _____ are white. (*milk, salt, sugar*)
 5. _____, _____, _____, _____, _____, and _____ are liquid. (*coffee, cooking oil, juice, milk, tea, water*)
-

Appendix N3: Lesson Four - Vocabulary of Animals [Taken from students' English textbook, pages 75 & 89]

Day One

Activity One

Step 1 – Ask students to form groups of four and five.

Step 2 – Ask students to write on their exercise books as many animals as they could.

Step 3 – Introduce the following list of animals and explain where each animal lives and what it eats.

Camel	Goose	Lion
Chameleon	Gorilla	Monkey
Crocodile	Hippopotamus	Mule
Donkey	Hyena	Ostrich
Elephant	Horse	Rhinoceros
Giraffe	Jackal	Zebra

Step 4 – In their groups, ask students to categorize the animals that belong to the same category.

- | | |
|---|---|
| 1. Which of the animals eat meat? | 1. Which of the animals live in the desert? |
| 2. Which of the animals eat grass? | 2. Which of the animals live in the jungle? |
| 3. Which of the animals eat fruits? | 3. Which of the animals live in the water? |
| 4. Which of the animals eat leaves? | 4. Which of the animals live on the field? |
| 5. Which of the animals live with people? | 5. Which of the animals live on the tree? |
-

Day Two

Activity One

Step 1 – Ask students to imagine themselves being some of the animals and to write messages.

Example: *'I am a lion, and I am the king of the jungle.'*

Activity Two

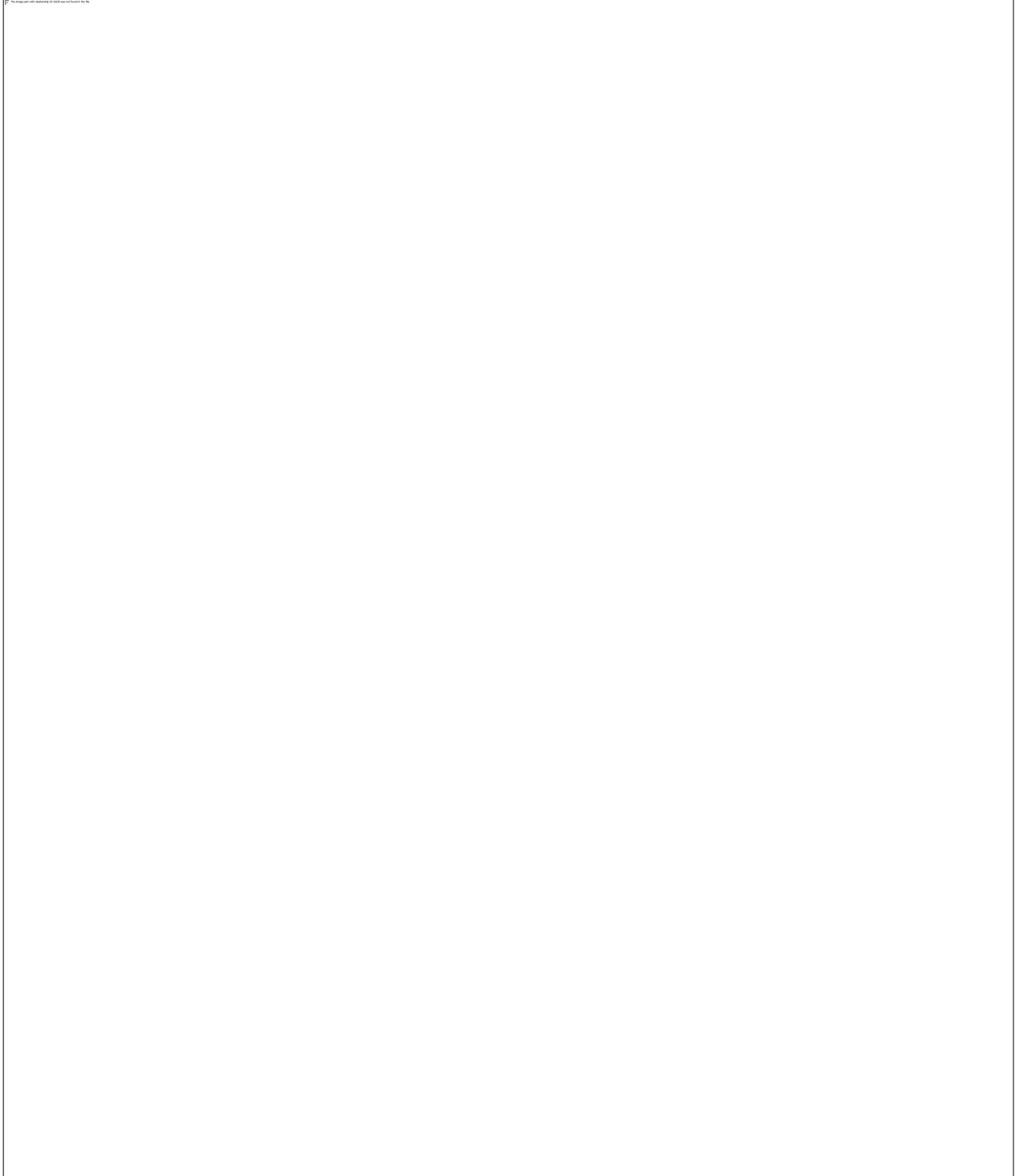
Step 1 – Ask students to copy the following list of jumbled letters of words on their exercise books and to try to make meaningful words.

isocthr	aiefgrf
erosh	reabz
rshiorocne	leonahmec
lcjkaa	oilerccd
lolraig	piptmshuopoa

Appendix O

Textbook Presentations of the Conventional Lessons

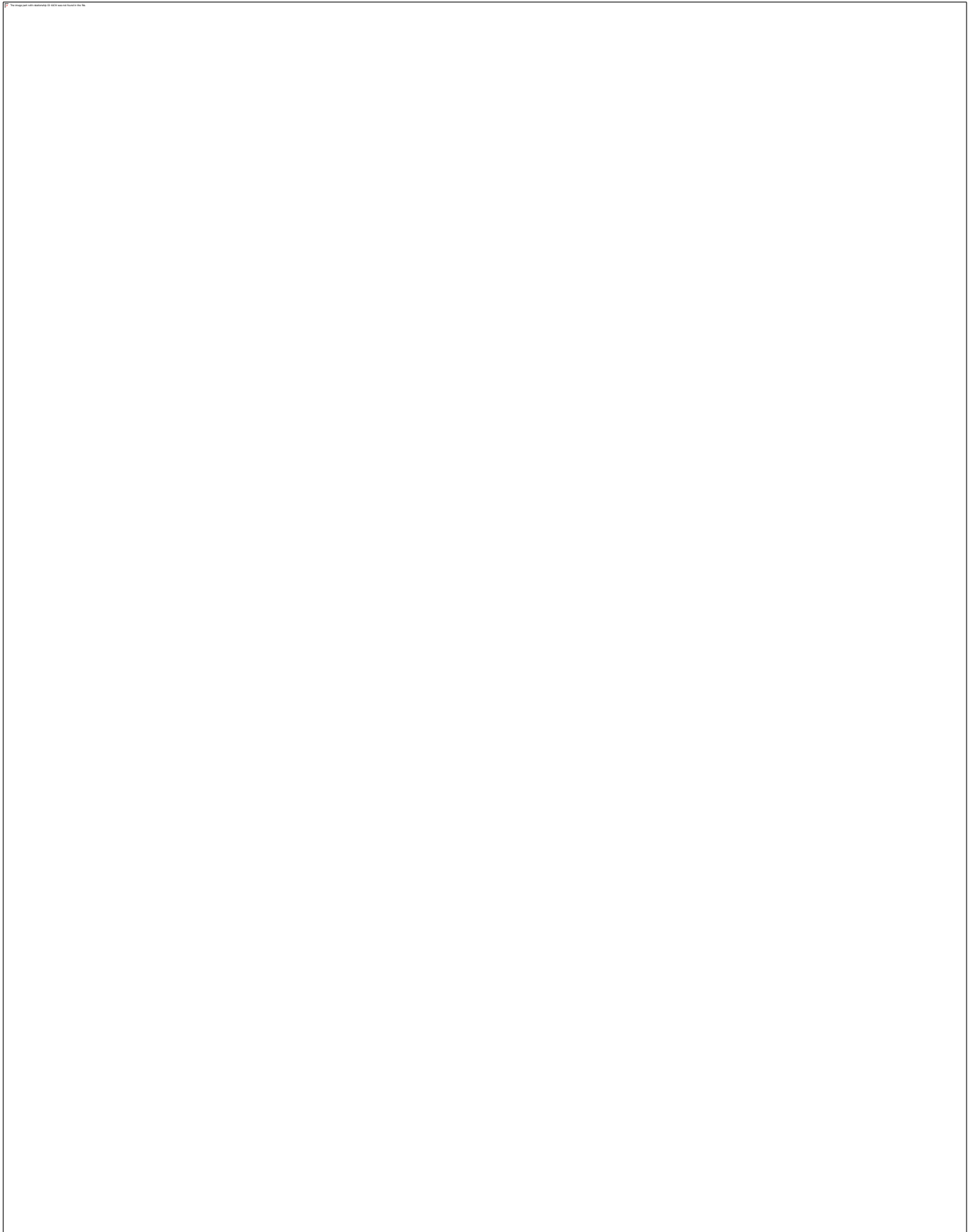
Appendix O1: Lesson One - Vocabulary of Jobs [*Students' English textbook, page 37*]



Appendix O2: Lessons Two and Three - Vocabulary of Food Items and Attributes 1 and 2
[Students' English textbook, pages 59 – 62 & 72]



Appendix O3: Lesson Four - Vocabulary of Animals [*Students' English textbook, pages 75 & 89*]



Appendix P

Implementation Procedures of the Game-based Vocabulary Lessons

Appendix P1: Lesson One - Memory Game [Vocabulary of Jobs, *Taken from the students' English textbook, page 37*]

Day One

Activity One

Step 1 - Show a set of word cards to the whole class and ask students to recite the name of each word altogether.

Athlete
Carpenter

Driver
Medical doctor

Merchant
Painter

Step 2 - Show a set of picture cards to all students and ask them to read aloud each word.

Step 3 - Divide the class into groups of five and give each group the first set of both word cards and picture cards. In each group, assign a student to monitor the game as well as face down on the desk and shuffle first the picture cards and then the word cards.

Let students take turns to turn over two cards and try to find a picture-word pair.

The group representatives register each student's scores and give turns to the next student when one failed to make correct combinations.

Activity Two

Step 1 – Write all the six words disorderedly on the blackboard by jumbling the letters of each word, and ask students to copy them.

ahemcnrt
renapit

lcedemia ocoardt
ehattel

vrredi
rpacernet

Step 2 – Ask students to work in their groups to form the correct and meaningful versions of the given jumbled words.

Day Two

Activity One

Step 1 - Show a set of word cards to the whole class and students and ask students to recite the name of each word altogether.

Police
Priest

Scientist
Shoeshine girl

Teacher
Waiter

Step 2 - Show a set of picture cards to all students and ask them to read aloud each word.

Step 3 - Divide the class into groups of five and give each group the first set of both word cards and picture cards. In each group, assign a student to monitor the game as well as face down on the desk and shuffle first the picture cards and then the word cards.

Let students take turns to turn over two cards and try to find a picture-word pair.

The group representatives register each student's scores and give turns to the next student when one failed to make correct combinations.

Ask the group representatives to name the winners in their groups.

Activity Two

Step 1 - Write the following incomplete sentences on the blackboard and ask students to complete them using the six words.

1. _____ works in the hotel.
 2. _____ works in the church.
 3. _____ works with school.
 4. _____ works with laboratory.
 5. _____ works with thieves.
 6. _____ cleans shoes.
-

Appendix P2: Lesson Two - Outburst [Vocabulary of Food Items and Attributes 1, taken from students' English textbook, pages 59 – 62 & 72]

Day One

Activity One

Step 1 – Ask students to form groups of four, five or six.

Step 2 – Give a clean piece of paper to each group and begin playing the first round of the game by telling the class that I have a list of eight words about *Food Items* with me, and they have to guess the words on my list by writing down as many food items as they could on the given piece of paper.

Honey	Pepper	Porridge	Garlic
Cheese	Pineapple	Rice	Onion

Step 3 - A representative from each group read out the words in his/her group's list.
For the words they got from the list, give points.

Activity Two

Step 1 – Give another clean piece of paper to each group and begin playing the second round of the game the same way as the first one, but this time with a new set of words about *Food Attributes*.

Bunch	Juicy	Chopped	Fresh
Hot	Oily	Delicious	Fried

Step 2 – Declare the group which found many words from the list the winner of the game.

Activity Three

Step 1 – Ask students to copy all the 16 words on their exercise books and choose some six words to construct meaningful sentences about.

Day Two

Activity One

Step 1 – Ask students to form groups of four, five or six.

Step 2 – Give a clean piece of paper to each group and begin playing Outburst by telling the class that I have a list of eight words about *Adjectives* that describe food items, and they have to guess the words on my list by writing down as many adjectives as they could on the given piece of paper.

Chopped	Fried	Hot	Soft
Fresh	Hard	Roasted	Traditional

Step 3 – Declare the group which found many words from the list the winner of the game.

Activity Two

Step 1 - Ask students to write sentences involving descriptions of food items.

Appendix P3: Lesson Three – Chain Game [Vocabulary of Food Items and Attributes 2, taken from students’ English textbook, pages 59 – 62 & 72]

Day One

Activity One

Step 1 – Ask students to form groups of four, five or six.

Step 2 – Introduce a new list of 10 words of *Food Items* using flashcards.

Step 3 – Hang the flashcards on the blackboard and jot down their names beneath.

Butter
Cabbage
Chicken

Coffee
Cooking oil
Guava
Juice

Lemon
Mango
Meat

Step 4 - Write the following sentence on the blackboard: ‘*Almaz bought a kilo of butter from the market.*’

Step 5 – Ask a volunteer student to add one food item on the sentence made like ‘*Almaz bought a kilo of butter and some cabbages from the market.*’

Continue playing the game each new student mentioning all the food items already stated and adding one more from the list shown in the flashcards.

Step 6 - Take the flashcards off the blackboard and proceed with the game.

Activity Two

Step 1 – Introduce a second set of words about *Food Items* using flashcards.

Step 2 – Hang the flashcards on the blackboard; jot down their names beneath, and start playing Chain Game in the same way as the first activity.

Milk	Potato	Tea
Onion	Salt	Tomato
Orange	Strawberry	Water
	Sugar	

Step 3 – Ask students to find missing words based on the following example.

Example: *Question* - pepper; _____ (3 letters) *Answer* - hot

1. It is white and makes strong; _____ (4 letters) – *Milk*
2. Used to make a cup of tea tasty; _____ (5 letters) – *Sugar*
3. A pink fruit; _____ (5 letters) – *Guava*
4. A product of a cow; _____ (6 letters) – *Butter*
5. A yellowish vegetable; _____ (7 letters) – *Cabbage*
6. Grows underground; _____ (6 letters) – *Potato*

Depending on the time left, add more questions of this kind.

Appendix P4: Lesson Four – At the Zoo [Vocabulary of Animals, taken from students’ English textbook, pages 75 & 89]

Day One

Activity One

Step 1 – Introduce and explain a list of animals in the zoo.

Camel	Goose	Lion
Chameleon	Gorilla	Monkey
Crocodile	Hippopotamus	Mule
Donkey	Hyena	Ostrich
Elephant	Horse	Rhinoceros
Giraffe	Jackal	Zebra

Step 2 - Put the pictures of the first set of six animals (*Camel, Chameleon, Crocodile, Donkey, Elephant, and Giraffe*) on the board and number them from one to six.

Step 3 – Call upon a volunteer to throw the dice.

The student has to say which picture of animal on the board corresponds to the number on the dice and make a sentence about that animal.

Write the sentence the student makes and call for another student to throw the dice.

Continue playing the first round of the game until sentences are made about all the animals on the board.

Activity Two

Step 1 – Ask students to copy the following list of jumbled letters of words on their exercise books and to try to make meaningful words.

melca

knyedo

leonahmec

htleaenp

oilerccd

aiefgrf

Day Two

Activity One

Step 1 - Put the pictures of the second set of six animals (*Goose, Gorilla, Hippopotamus, Hyena, Horse, Jackal*) on the board and number them from one to six.

Step 2 – Call upon a volunteer to throw a dice.

The student has to say which picture of animal on the board corresponds to the number on the dice and make a sentence about that animal.

Write the sentence the student makes and call for another student to throw the dice.

Continue playing the first round of the game until sentences are made about all the animals on the board.

Activity Two

Step 1 - Put the pictures of the third set of six animals (*Lion, Monkey, Mule, Ostrich, Rhinoceros, and Zebra*) on the board and number them from one to six.

Step 2 – Call upon a volunteer to throw a dice.

The student has to say which picture of animal on the board corresponds to the number on the dice and make a sentence about that animal.

Write the sentence the student makes and call for another student to throw the dice.

Continue playing the first round of the game until sentences are made about all the animals on the board.

Activity Three

Step 1 – Ask students to form groups of four or five and categorize the animals that belong to the same category.

-
- | | |
|-------------------------------------|---|
| 1. Which of the animals eat meat? | 1. Which of the animals live with people? |
| 2. Which of the animals eat grass? | 2. Which of the animals live in the desert? |
| 3. Which of the animals eat fruits? | 3. Which of the animals live in the jungle? |
| 4. Which of the animals eat leaves? | 4. Which of the animals live in the water? |
| | 5. Which of the animals live on the field? |
| | 6. Which of the animals live on the tree? |
-

Appendix Q

The Games Used in This Study (*Adapted from Copland, Garton & Davis, 2012*)

Appendix Q1: Memory Game (*Page 52*)

Memory Game	
Time	30 minutes
Large classes	Yes
Mixed level	Yes
Materials	Sets of cards with words and pictures/drawings of a vocabulary group; one set for each group of five.
Organization	Group work, whole class
Aim	To introduce and practice vocabulary; to practice pronunciation
Description	In this vocabulary game, students have to find picture-word combinations.
Preparation	Create sets of cards. On six cards, draw/stick pictures and on the other six, write the names of the pictures.
Procedure	<ol style="list-style-type: none">1. Show the picture cards to the students and repeat the words all together.2. Show the students the word cards with the picture cards and repeat again.3. Divide the class into groups of five and give each group a set of cards. One student in each group shuffles the cards and lays them face down on the desk.4. The students take it in turns to turn over two cards to try and find a picture-word pair. If the student is successful, he/she says the name of the picture and takes the card and turns over two more cards. If he/she is not successful, the cards are turned face down again and the next student has a turn. The student with the most cards at the end is the winner.

Appendix Q2: Outburst (Page 60)

Outburst	
Time	10-20 minutes
Large classes	Yes
Mixed level	Yes
Materials	Pieces of paper, clock
Organization	Whole class
Aim	To activate vocabulary and to learn new words.
Description	In this game, students have to guess the words from different categories that are on the teacher's list.
Preparation	Some word set lists are made with eight items on each list in the following way.

<u>Food Items</u>	<u>Attributes</u>	<u>Adjectives</u>
Cheese	Bunch	Chopped
Garlic	Delicious	Fresh
Honey	Juicy	Fried
Pepper	Oily	Hard
Pineapple	Spicy	Hot
Porridge	Sweet	Roasted
Rice	Tasty	Soft

Procedure	<ol style="list-style-type: none">1. Ask students to make groups of five.2. Give each group a piece of paper. Explain the activity as follows: <i>'You are going to guess the words I have on my list. You have five minutes to guess as many words as you can and to write them down on your paper.'</i>3. Give the first category. The students, in their respective groups, write down as many words as they can in five minutes.4. A representative from each group reads out the words on their list in turn. If the word is on your list, the group gets a point.5. Make sure that all students are participating in the group work.6. Give the other word categories and start again.7. The group which finds many words from the teacher's list is declared to win the competition.
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Appendix Q3: Chain Game (Page 50)

Chain Game	
Time	20–30 minutes
Large classes	Yes
Mixed level	Yes
Materials	Flashcards
Organization	Whole class.
Aim	To practice or revise a new vocabulary set.
Description	In this vocabulary game, students sit in a circle. They learn a new vocabulary set. They then take turns to repeat a given list and add new words of similar group to it.
Preparation	Prepare flashcards of the words students are required to learn.
Procedure	<ol style="list-style-type: none">1. Introduce the words through flashcards. After that, stick the card on to the board.2. Ask the students to sit in a circle. Explain they will have to use the flashcards to try to remember a list of words3. Introduce the phrase, '<i>Almaz bought a kilo of butter from the market</i>'. The first student should add to the list, using another word from the flashcards, in the following way: '<i>She also bought a cabbage</i>'. The activity goes on with each student adding to the list after having repeated all the items before.4. Repeat the activity, but this time take the flashcards off the board and erase any writing.

Appendix Q4: At the Zoo (Page 14)

At the Zoo	
Time	5–20 minutes
Large classes	Yes
Mixed level	Yes
Materials	Pictures and dice
Organization	Whole class.
Aim	To practise or revise animal vocabulary and to produce simple descriptions.
Description	Pictures of animals from the zoo are put on the board and numbered 1– 6. Students take it in turns to throw a dice. The number thrown corresponds to an animal on the board, and the students must make a sentence about the animal.
Preparation	Pictures of animals to put on the board are needed, ensuring they are big enough for the whole class to see.
Procedure	<ol style="list-style-type: none">1. Before playing the game, revise the names of some animals and some describing adjectives.2. Put the pictures of the animals on the board and give each item a number from 1– 6.3. Ask for a volunteer to throw the dice. When the dice lands on a number the student must say which item corresponds to that number. Then, the student writes the name of the animal on the board under the picture.4. Another volunteer throws the dice. If the number lands on the same number, the volunteer must say something about the animal (for example, ‘<i>Camels eat grass.</i>’). The teacher writes this on the board. If the number is different, the volunteer names a different animal.5. The game continues until all the animals on the board are named and described. The number and type of sentences the teacher writes for each item depends on the level of the students.

Appendix R – Preliminary Findings of the Pilot Study

Appendix R1 - Preliminary Findings of the Quantitative Data

In order to quantitatively examine the effects of vocabulary games on students' vocabulary learning motivation, peer-interaction and achievement, vocabulary achievement tests, vocabulary learning motivation measuring questionnaires, and peer-interaction measuring questionnaires were administered both before and after the intervention. The data collected through the aforementioned instruments were analyzed using one-way MANOVA (Multivariate Analysis of Variance). This statistical package was used to compare the experimental and control groups in terms of mean scores, standard deviation, margins of improvement, and significant differences before and after the intervention i.e. game-based vocabulary lesson. Based on this, the following preliminary findings were found in the pilot study.

Pre-test Results: Effects of Vocabulary Games on Students' Vocabulary Learning Motivation, Peer-interaction, and Achievement

The pre-tests were intended to check the homogeneity of the two randomly selected groups in terms of test, motivation and interaction scores as can be seen from the following table.

Pre-test Group Statistics

	Pre-test	N	Mean	Std. Deviation
Motivation Pre-test Score	Section C	30	79.86	10.32
	Section D	30	81.86	10.07
Peer-interaction Pre-test Score	Section C	30	42.46	8.79
	Section D	30	40.86	9.71
Achievement Pre-test Score	Section C	30	9.27	2.06
	Section D	30	9.10	1.90

The table above shows the pre-test data comparison between the two considered sections on students' vocabulary learning achievement, peer-interaction, and motivation. The results of the test indicated that the two sections registered similar vocabulary learning achievement scores with a mean score of 9.27 in Section C and 9.10 in Section D. The standard deviations are 2.067 and 1.900

respectively. Similarly, regarding students' vocabulary learning motivation, the mean score of Section D ($M=81.86$; $SD=10.07$) was found to be mathematically bigger than that of Section C ($M=79.86$; $SD=10.32$). This shows a slight difference in students' vocabulary learning motivation. The above table also shows that Section C ($N=30$) was associated with peer-interaction $M=42.46$ ($SD=8.79$). By comparison, Section D ($N=30$) was associated with a numerically smaller peer-interaction score $M=40.86$ ($SD=9.71$). In relation to the results shown in the above table, a One-way MANOVA test was performed to see the homogeneity of the two randomly selected groups by checking if statistically significant multivariate and univariate differences could occur between the groups. This is shown in the tables below.

Pre-test One-way MANOVA Test Results

Multivariate Tests^a

Effect		Value	F	Hypothesis df	Error df	Sig.	Noncent. Parameter	Observed Power ^c
Sections	Pillai's Trace	.016	.297 ^b	3.000	56.000	.827	.891	.104
	Wilks' Lambda	.984	.297 ^b	3.000	56.000	.827	.891	.104
	Hotelling's Trace	.016	.297 ^b	3.000	56.000	.827	.891	.104
	Roy's Largest Root	.016	.297 ^b	3.000	56.000	.827	.891	.104

a. Design: Sections

b. Exact statistic

c. Computed using alpha = .05

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Noncent. Parameter	Observed Power ^d
Sections	Motivation Pre-test	60.000	1	60.000	.577	.451	.577	.116
	Peer-interaction Pre-test	25.350	1	25.350	.295	.589	.295	.083
	Achievement Pre-test	.417	1	.417	.106	.746	.106	.062

a. R Squared = .002 (Adjusted R Squared = -.015)

b. R Squared = .010 (Adjusted R Squared = -.007)

c. R Squared = .005 (Adjusted R Squared = -.012)

d. Computed using alpha = .05

As can be seen in the table above, a One-way MANOVA revealed a non-significant multivariate main effect for students' conventional vocabulary classes, Wilks' $\lambda = .984$, $F(3, 56.000) = 0.29$, $p < .017$

(i.e. 0.05/3). Power to detect the effect was .104. Based on this, non-significant univariate main differences were found for percentage of students' vocabulary learning achievement, $F(3, 56) = .106$, $p < .746$, power = .062; students' vocabulary learning motivation, $F(3, 56) = .577$, $p < .451$, power = .116, and peer-interaction, $F(3, 56) = .295$, $p < .589$, power = .083. Thus the hypothesis that the two sections are homogeneous in terms of vocabulary learning achievement, motivation, and peer-interaction was accepted. These results suggested that the two sections could be randomly assigned into control and experimental groups.

Post-test Results: Effects of Vocabulary Games on Students' Vocabulary Learning Achievement, Motivation, and Peer-interaction

The post-tests of the pilot study were used to investigate if a statistically significant difference occurred between the groups' learning achievement, motivation, and peer-interaction only because of the change in mode of teaching from the conventional approach to the game-based one. This is explained in the following tables.

Post-test Group Statistics

	Pre-test	N	Mean	Std. Deviation
Motivation Post-test Score	Control G.	30	62.10	9.841
	Experimental G.	30	69.33	7.439
Peer-interaction Post-test Score	Control G.	30	42.76	7.57
	Experimental G.	30	44.60	7.33
Achievement Post-test Score	Control G.	30	9.13	2.193
	Experimental G.	30	11.17	2.214

Depicted in the above table are the post-test results of students' vocabulary learning achievement, motivation, and peer-interaction in the control and experimental groups. The table shows that the mean score for vocabulary learning achievement of the control group is 9.13 ($SD=2.193$) and that of the experimental group is 11.17 ($SD=2.214$). Likewise, the table indicates that the mean score of students' vocabulary learning motivation in the control group is 62.10 ($SD=9.841$) whereas the mean score of the experimental group is 69.33 ($SD=7.439$). Moreover, regarding students' peer-interaction, the mean score of the experimental group ($M = 44.60$; $SD = 7.33$) yet again is bigger than that of the control group ($M =$

42.76; $SD = 7.57$). The group statistics implied that there existed a mathematical difference between the control and the experimental groups. Assuming that the difference in the scores might have occurred due to the game-based vocabulary lessons given for the experimental group, a One-way MANOVA test was once more conducted to detect any statistically significant variance as is presented in the tables below.

Post-test One-way MANOVA Test

Multivariate Tests^a

Effect		Value	F	Hypothesis df	Error df	Sig.	Noncent. Parameter	Observed Power ^c
Vocabulary Games	Pillai's Trace	.302	8.080 ^b	3.000	56.000	.000	24.241	.987
	Wilks' Lambda	.698	8.080 ^b	3.000	56.000	.000	24.241	.987
	Hotelling's Trace	.433	8.080 ^b	3.000	56.000	.000	24.241	.987
	Roy's Largest Root	.433	8.080 ^b	3.000	56.000	.000	24.241	.987

- a. Design: Intercept + Groups
- b. Exact statistic
- c. Computed using alpha = .05

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Noncent. Parameter	Observed Power ^d
Vocabulary Games	Motivation Post-test	784.817	1	784.817	10.314	.002	10.314	.885
	Peer-interaction Post-test	50.417	1	50.417	.907	.345	.907	.155
	Achievement Post-test	62.017	1	62.017	12.772	.001	12.772	.940

- a. R Squared = .180 (Adjusted R Squared = .166)
- b. R Squared = .151 (Adjusted R Squared = .136)
- c. R Squared = .015 (Adjusted R Squared = -.002)
- d. Computed using alpha = .05

The above one-way MANOVA test revealed a significant multivariate main effect of vocabulary games, Wilks' $\lambda = .698$, $F(3, 56.000) = 8.08$, $p < .017$ (i.e. 0.05/3). Power to detect the effect was .987.

Given the significance of the overall test, the univariate main effects were examined. Significant univariate main effects for game-based vocabulary lessons were obtained for percentage of students' vocabulary learning achievement, $F(3, 56) = 12.772$, $p < .001$, power = .940; and students' vocabulary learning motivation, $F(3, 56) = 10.314$, $p < .002$, power = .885.

Appendix R2 - Preliminary Findings of the Qualitative Data

The main purpose of the qualitative data which were collected using semi-structured interview and observation was to corroborate the quantitative results of the effect of game-based vocabulary lessons on students' peer-interaction in the classroom. Semi-structured interviews were held with two randomly selected students from each section two times i.e. before and after the intervention. The questions in both interview sessions focused on how students learn vocabulary together with their colleagues and classmates. From the qualitative data, it was possible to elicit the following tentative results.

Before the treatment, all the respondents from both sections explained that they belonged to groups formed to work for all the subjects they were learning. As far as vocabulary learning is concerned, they used that same group. In the same way, the observation data revealed that students' movements and active participation were relatively limited.

In the post-test interview, the interviewees in the experimental group expressed that their participation in the group activities increased as the games gave them the chance to talk and move freely. The observation data also showed students moving around, engaging in asking their friends, cooperating with their group mates to win games, acting out in the games, and using game objects like the dice and picture cards.

Appendix R3 - Reliability and Validity of Data Collection Instruments

Even though all the data gathering instruments used in this study were either adapted from the previous works of scholars or tailored based on findings in the literature, it was deemed essential to test their validity and reliability as applied to this study.

Vocabulary Achievement Tests

The two tests used in this study were structurally adapted from Chou (2014) designed based on the test formulation schemes of CYLET. Each test contained 20 items under four directions. The face validity and content validity of the tests were ensured through the constructive comments received from the school English teacher before the tests were administered. The school English teacher assessed and

checked five aspects of the tests: time allotted to complete the test, item value, clarity of instructions, appropriateness of question types, and language complexity.

Motivation and Peer-interaction Questionnaire

Students' vocabulary learning motivation and peer-interaction were measured using a questionnaire that was administered before and after the intervention. The validity of the questionnaires was ensured through the careful evaluation of the researcher's supervisors and a psychology teacher working at Jigjiga University. Based on the comments received, corrections and modifications were made. The questionnaire initially consisted of 36 items. But after repetitive evaluations, it was reduced to 24. The reliability of the questionnaire was calculated as can be seen in the following tables.

Vocabulary Learning Motivation and Peer-interaction questionnaire reliability test

Vocabulary Learning Motivation Questionnaire	Case Processing Summary			Reliability Statistics		
		N	%	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of items
Cases	Valid	60	100.0			
	Excluded ^a	0	.0			
	Total	60	100.0			

Peer-interaction Questionnaire	Case Processing Summary			Reliability Statistics		
		N	%	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of items
Cases	Valid	60	100.0			
	Excluded ^a	0	.0			
	Total	60	100.0			

a. Listwise deletion based on all variables in the procedure

Vocabulary Learning Motivation and Peer-interaction questionnaire reliability test after deletion of four items

Vocabulary Learning Motivation Questionnaire	Case Processing Summary			Reliability Statistics		
		N	%	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of items
Cases	Valid	60	100.0			
	Excluded ^a	0	.0			
	Total	60	100.0			

Peer-interaction Questionnaire	Case Processing Summary			Reliability Statistics		
		N	%	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of items
Cases	Valid	60	100.0			
	Excluded ^a	0	.0			
	Total	60	100.0			

a. Listwise deletion based on all variables in the procedure.

As the second table above indicates, the questionnaire was moderately reliable with a Cronbach's Alpha value of .726 for the Vocabulary Learning Motivation questionnaire and .846 for the Peer-interaction questionnaire. The Cronbach's Alpha reliability score of the two categories together was .721. Comparatively, the first table shows that the Cronbach's alpha value of the Vocabulary Learning Motivation questionnaire before the deletion of four items was .686 and that of the Peer-interaction questionnaire was the same .846, and in total 81.9 Cronbach's Alpha was found.

Appendix S

Vocabulary Achievement *Pretest-Posttest* Results of Both the Experimental and Control Groups (Main Study)

Experimental Group						Control Group					
Student	Pretest (20%)	Posttest (20%)	Student	Pretest (20%)	Posttest (20%)	Student	Pretest (20%)	Posttest (20%)	Student	Pretest (20%)	Posttest (20%)
1	16	17	26	14	13	1	12	8	26	13	7
2	14	18	27	13	15	2	10	11	27	14	18
3	15	17	28	10	14	3	11	10	28	15	14
4	13	11	29	6	10	4	7	8	29	10	12
5	9	12	30	3	7	5	17	14	30	17	18
6	7	7	31	8	11	6	13	13	31	13	15
7	6	7	32	11	10	7	13	16	32	17	12
8	12	13	33	9	13	8	16	14	33	8	6
9	10	10	34	4	9	9	7	8	34	15	7
10	11	13	35	13	12	10	4	6	35	10	8
11	14	15	36	13	13	11	10	10	36	15	11
12	15	16	37	18	19	12	11	15	37	14	13
13	11	14	38	15	17	13	7	5	38	5	6
14	11	14	39	10	9	14	8	10	39	6	5
15	11	11	40	15	17	15	9	9	40	9	10
16	9	11	41	13	14	16	9	19	41	14	13
17	13	15	42	15	18	17	12	11	42	16	11
18	5	8	43	15	17	18	15	10	43	8	8
19	13	16	44	10	14	19	11	8	44	11	16
20	8	7	45	9	12	20	11	13	45	13	18
21	10	12	46	10	15	21	8	11	46	9	9
22	12	11	47	9	11	22	15	13	47	12	8
23	11	12	48	9	14	23	15	15	48	11	8
24	15	16	49	10	14	24	16	14			
25	13	15				25	12	13			

Appendix T

Vocabulary Achievement *Pretest-Posttest* Results of Both the Experimental and Control Groups (Pilot Study)

Experimental Group						Control Group					
Student	Pretest (20%)	Posttest (20%)	Student	Pretest (20%)	Posttest (20%)	Student	Pretest (20%)	Posttest (20%)	Student	Pretest (20%)	Posttest (20%)
1	8	14	26	11	14	1	10	9	26	8	11
2	13	11	27	7	10	2	7	3	27	13	13
3	7	12	28	11	14	3	8	7	28	7	11
4	9	13	29	10	11	4	7	6	29	9	8
5	9	10	30	8	12	5	7	6	30	9	9
6	10	7				6	12	12			
7	8	13				7	9	8			
8	9	8				8	6	9			
9	6	9				9	13	7			
10	8	14				10	9	11			
11	8	15				11	11	8			
12	12	8				12	11	11			
13	9	12				13	7	8			
14	6	7				14	12	11			
15	12	12				15	9	9			
16	13	11				16	8	7			
17	9	12				17	10	11			
18	11	9				18	7	10			
19	9	10				19	13	11			
20	9	9				20	8	8			
21	11	13				21	10	11			
22	8	12				22	11	8			
23	9	11				23	7	12			
24	6	9				24	11	9			
25	10	13				25	9	10			

Appendix U

Vocabulary Learning Motivation Pre-intervention Results of Both the Experimental and Control Groups (Main Study)

Experimental Group																					Control Group																						
Student	Item																				Total	Student	Item																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	4	5	4	5	4	5	4	5	5	4	4	4	4	5	4	5	5	5	5	5	91	1	2	4	1	4	2	5	2	4	1	4	1	3	1	3	1	4	2	3	1	3	51
2	2	4	3	4	1	4	4	5	2	4	4	4	4	4	3	4	1	4	4	4	69	2	3	5	3	5	2	4	2	5	1	4	1	5	2	5	3	4	2	4	2	5	67
3	1	2	1	1	1	3	1	2	3	2	1	3	1	3	1	4	1	3	1	2	37	3	1	2	1	1	3	5	5	4	5	4	5	4	1	2	1	1	3	5	5	4	62
4	5	5	4	5	5	5	5	3	5	4	5	4	2	4	2	4	1	5	2	4	79	4	2	5	1	4	2	4	1	4	2	5	2	5	4	5	1	3	2	4	1	4	61
5	1	4	2	4	1	3	4	3	5	4	2	4	1	4	2	4	2	5	2	4	61	5	3	5	4	4	2	5	2	5	1	4	1	5	2	4	2	5	3	4	2	3	66
6	1	4	2	5	1	5	2	5	1	4	1	5	1	4	3	4	2	5	2	5	62	6	2	4	2	5	1	5	2	4	2	3	2	4	1	4	4	5	2	5	3	5	65
7	1	2	1	1	2	5	3	4	1	2	1	5	1	2	1	3	2	4	1	3	45	7	3	5	3	5	3	4	3	3	1	5	4	5	3	1	3	5	3	4	5	3	71
8	1	4	1	4	2	4	3	5	2	5	4	5	5	5	4	4	3	5	4	4	74	8	5	5	4	5	5	4	4	5	5	3	5	5	5	5	4	5	5	4	4	5	92
9	2	5	2	4	1	5	2	5	2	5	5	5	5	5	2	5	4	5	1	5	75	9	2	4	2	5	3	5	3	4	2	4	2	4	3	4	4	5	3	5	2	3	69
10	4	5	5	5	5	5	2	4	2	5	1	5	1	5	2	5	1	4	2	4	72	10	3	5	2	5	2	5	2	4	3	5	1	4	2	4	5	5	2	5	3	3	70
11	2	3	1	4	2	5	3	4	3	5	2	5	2	4	1	4	2	4	3	5	64	11	1	2	1	1	1	2	1	2	2	4	2	3	1	2	1	4	1	2	1	4	38
12	1	4	1	4	4	4	4	5	1	5	1	5	4	5	4	4	4	5	1	4	70	12	3	5	3	5	2	4	2	5	1	4	1	5	2	5	3	4	2	4	2	5	67
13	1	4	1	5	4	4	1	5	2	4	2	5	4	5	2	5	2	4	2	4	66	13	1	2	1	1	3	5	5	4	5	4	5	4	1	2	1	1	3	5	5	4	62
14	2	5	2	4	2	4	1	4	1	4	1	4	1	4	1	2	1	2	1	4	50	14	2	5	1	4	2	4	1	4	2	5	2	5	4	5	1	3	2	4	1	4	61
15	2	4	2	5	1	5	2	4	2	5	2	4	1	5	2	4	2	4	2	5	63	15	3	5	4	4	2	5	2	5	1	4	1	5	2	4	2	5	3	4	2	3	66
16	2	5	2	5	3	5	2	5	3	4	2	5	2	5	2	5	4	5	4	5	75	16	2	4	2	5	1	5	2	4	2	3	2	4	1	4	4	5	2	5	3	5	65
17	2	4	1	4	1	5	1	4	2	5	2	5	2	5	4	5	2	5	3	5	67	17	3	5	3	5	3	4	3	3	1	5	4	5	3	1	3	5	3	4	5	3	71
18	4	5	4	5	3	4	5	5	3	5	5	5	3	5	2	5	4	5	4	5	86	18	5	5	4	5	5	4	4	5	5	3	5	5	5	5	4	5	5	4	4	5	92
19	5	5	1	4	4	1	5	5	1	1	5	4	4	4	5	4	1	2	2	5	68	19	2	4	2	5	3	5	3	4	2	4	2	4	3	4	4	5	3	5	2	3	69
20	5	4	5	5	5	1	4	5	4	5	5	3	5	4	4	5	2	1	4	5	81	20	3	5	2	5	2	5	2	4	3	5	1	4	2	4	5	5	2	5	3	3	70
21	1	4	1	2	2	4	3	5	1	3	2	4	1	4	1	5	2	4	3	5	57	21	1	2	1	1	1	2	1	2	2	4	2	3	1	2	1	4	1	2	1	4	38

Student	Item																				Total	Student	Item																				Total		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
22	4	5	2	5	1	4	1	4	2	5	1	5	3	5	4	5	4	4	5	5	74	22	5	4	4	5	5	5	5	4	5	5	4	5	5	4	5	5	5	4	93				
23	2	3	2	4	1	4	2	4	2	4	1	4	2	4	2	4	1	3	2	4	55	23	1	2	1	1	1	5	2	3	2	1	4	1	1	2	1	1	1	4	2	3	39		
24	1	1	1	1	1	2	3	5	1	1	4	2	1	1	1	1	1	2	3	5	38	24	4	4	4	5	3	3	5	5	4	4	4	1	4	4	4	5	3	3	5	5	79		
25	3	4	2	4	4	5	1	5	3	5	3	5	2	5	1	5	4	5	3	5	74	25	2	1	1	3	2	4	4	3	4	4	4	4	2	3	1	3	2	4	4	3	58		
26	3	5	2	5	2	5	2	5	2	4	2	5	3	5	3	5	4	5	2	4	73	26	4	5	4	5	4	5	5	5	5	5	4	3	4	5	4	5	4	5	5	5	91		
27	1	1	1	1	2	4	2	3	1	3	2	4	1	4	1	2	1	4	3	5	46	27	1	3	2	2	1	5	2	3	2	4	2	5	2	4	2	4	2	4	2	5	3	3	57
28	1	4	1	4	1	5	2	5	1	5	1	4	2	4	1	4	1	3	1	4	54	28	1	1	1	5	1	5	3	5	2	2	3	1	1	1	1	5	1	5	3	5	52		
29	2	4	2	5	2	5	2	5	3	4	3	5	4	4	5	5	5	5	5	5	80	29	1	1	1	1	5	5	3	2	3	3	5	4	1	1	1	1	5	5	3	2	53		
30	4	5	3	5	3	5	3	5	2	5	2	4	2	3	5	3	5	5	3	5	77	30	2	3	1	1	1	5	1	2	3	1	4	3	2	3	1	1	1	5	1	2	43		
31	1	4	1	2	2	4	3	5	1	3	2	4	1	4	1	5	2	4	3	5	57	31	3	4	3	5	2	3	2	4	1	4	2	5	3	4	3	5	3	4	5	5	70		
32	4	5	2	5	1	4	1	4	2	5	1	5	3	5	4	5	4	4	5	5	74	32	1	2	1	2	1	5	4	5	5	1	5	5	1	2	1	2	1	5	5	5	5	59	
33	2	3	2	4	1	4	2	4	2	4	1	4	2	4	2	4	1	3	2	4	55	33	5	5	5	4	1	5	5	1	5	5	5	5	5	5	5	4	1	5	5	1	82		
34	1	1	1	1	1	2	3	5	1	1	4	2	1	1	1	1	1	2	3	5	38	34	5	5	5	5	2	5	5	3	5	2	5	4	5	5	5	5	2	5	3	4	85		
35	3	4	2	4	4	5	1	5	3	5	3	5	2	5	1	5	4	5	3	5	74	35	2	1	2	2	5	2	4	2	3	3	1	2	2	1	2	2	5	2	4	2	49		
36	3	5	2	5	2	5	2	5	2	4	2	5	3	5	3	5	4	5	2	4	73	36	2	4	1	5	3	5	2	3	4	2	4	1	5	2	5	5	5	5	5	4	3	70	
37	4	5	2	5	4	5	4	5	5	5	5	5	5	5	5	5	4	4	5	5	92	37	4	5	5	5	3	5	2	5	2	4	2	4	2	4	2	4	2	4	3	5	2	5	73
38	1	2	1	3	1	3	1	4	1	4	2	4	1	4	1	2	1	2	1	4	43	38	4	1	5	4	2	5	5	5	5	1	5	5	4	1	5	4	2	5	5	5	5	78	
39	2	5	3	5	2	5	2	5	2	5	2	4	2	5	2	5	2	4	2	5	69	39	1	2	1	1	5	5	5	4	5	2	5	4	1	2	1	1	5	5	5	4	64		
40	2	4	1	4	2	5	2	4	2	4	2	5	3	4	2	4	3	5	2	5	65	40	3	5	3	4	2	4	1	3	5	4	5	3	5	3	5	4	4	4	5	2	5	75	
41	2	5	2	4	2	4	1	4	2	5	2	5	3	5	1	5	1	5	2	5	65	41	4	4	2	5	4	5	3	4	2	5	1	4	2	5	3	5	4	5	3	4	74		
42	1	4	1	4	2	5	2	5	3	4	3	4	2	5	2	5	3	5	3	5	68	42	3	5	4	4	2	4	2	4	2	5	1	5	5	5	5	4	3	4	3	5	55		
43	2	5	2	2	1	1	3	5	3	3	3	1	2	5	2	2	1	1	3	5	52	43	3	2	1	3	3	2	5	5	1	1	2	2	3	2	1	1	5	2	5	5	54		
44	2	4	3	5	2	5	3	4	2	5	1	4	2	1	3	5	2	4	3	3	63	44	5	4	5	4	5	5	4	4	3	3	3	4	1	3	2	4	2	3	2	4	70		
45	2	5	2	4	2	4	1	4	2	5	2	5	3	5	1	5	1	5	2	5	65	45	3	5	4	4	2	4	2	4	2	5	1	5	5	5	5	4	3	4	3	5	75		
46	1	4	1	4	2	5	2	5	3	4	3	4	2	5	2	5	3	5	3	5	68	46	3	2	1	3	3	2	5	5	1	1	2	2	3	2	1	1	5	2	5	5	54		

Student	Item																				Total	Student	Item																				Total				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					
47	2	5	2	2	1	1	3	5	3	3	3	1	2	5	2	2	1	1	3	5	52	47	5	4	5	4	5	5	4	4	3	3	3	4	1	3	2	4	2	3	2	4	2	3	2	4	70
48	2	4	3	5	2	5	3	4	2	5	1	4	2	1	3	5	2	4	3	3	63	48	3	4	1	3	2	4	2	3	2	3	5	4	5	4	5	5	4	4	4	4	3	3	69		
49	5	5	2	5	1	4	2	5	3	4	3	4	3	4	2	4	1	4	2	4	67																										

Appendix V

Vocabulary Learning Motivation Post-intervention Results of Both the Experimental and Control Groups (Main Study)

Experimental Group																					Control Group																						
Studen t	Item																				Total	Studen t	Item																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	5	5	5	5	4	5	2	5	5	5	5	5	5	4	4	5	2	5	5	5	91	1	3	2	4	3	3	3	2	2	1	4	5	4	3	3	5	2	2	5	4	5	65
2	5	5	5	5	5	4	2	4	5	5	5	5	5	5	3	4	1	3	5	5	86	2	1	4	4	4	1	3	4	5	3	4	3	4	5	1	1	4	5	3	4	5	68
3	4	3	5	4	5	4	5	2	4	2	4	5	4	5	4	5	2	4	2	4	77	3	2	5	2	1	2	2	1	5	1	2	4	4	2	2	2	5	5	1	2	2	52
4	1	4	4	4	4	4	1	1	1	2	4	4	4	4	2	1	1	5	2	4	57	4	2	5	5	4	5	2	4	4	1	5	4	5	1	5	2	4	4	1	5	1	69
5	3	5	5	4	3	4	3	5	3	5	2	5	2	5	2	4	1	4	1	5	71	5	1	3	2	1	4	4	1	1	5	1	2	2	5	3	4	5	5	5	2	5	61
6	2	4	2	5	2	4	2	4	2	5	3	5	2	5	3	5	3	5	4	5	72	6	2	5	4	5	3	5	5	3	5	4	5	5	4	1	5	1	3	5	5	4	79
7	3	4	5	1	4	4	4	3	3	4	5	5	1	4	1	4	3	3	4	5	70	7	1	4	4	4	5	2	4	4	4	1	4	2	4	2	2	4	4	1	2	4	62
8	1	5	2	5	2	5	5	4	4	4	5	5	5	5	2	4	4	4	4	5	80	8	2	5	3	3	4	1	3	5	3	4	2	3	2	4	1	3	5	3	3	2	61
9	1	4	2	5	5	5	1	4	2	5	2	5	5	5	1	4	2	5	3	5	71	9	3	3	1	2	2	1	4	4	1	1	5	5	2	2	5	3	4	5	5	5	63
10	4	4	4	3	5	3	4	2	4	5	1	4	3	5	2	4	2	4	5	1	69	10	2	5	4	3	5	1	4	2	3	5	4	4	3	5	1	4	2	3	4	3	67
11	5	5	5	5	5	1	4	3	5	5	5	5	5	5	3	4	3	1	5	5	84	11	2	2	4	4	4	5	3	3	4	4	2	2	4	4	5	3	3	4	4	5	71
12	4	4	5	4	5	5	2	5	4	4	5	5	4	4	5	5	2	5	5	5	87	12	1	4	4	4	1	3	4	5	3	4	3	4	5	1	1	4	5	3	4	5	68
13	4	3	4	4	4	5	4	2	4	3	4	5	5	5	1	4	2	5	3	4	75	13	2	5	2	1	2	2	1	5	1	2	4	4	2	2	2	5	5	1	2	2	52
14	1	4	4	4	4	4	1	4	1	4	2	4	1	4	1	4	1	5	2	4	59	14	2	5	5	4	5	2	4	4	1	5	4	5	1	5	2	4	4	1	5	1	69
15	3	4	3	5	2	5	2	5	2	5	1	4	3	5	2	4	2	4	1	4	66	15	1	3	2	1	4	4	1	1	5	1	2	2	5	3	4	5	5	5	2	5	61
16	2	4	1	4	1	4	1	3	2	4	2	4	2	4	2	4	1	5	2	5	57	16	2	5	4	5	3	5	5	3	5	4	5	5	4	1	5	1	3	5	5	4	79
17	4	4	4	4	5	4	4	2	4	3	5	4	4	5	5	4	2	1	3	5	76	17	1	4	4	4	5	2	4	4	4	1	4	2	4	2	2	4	4	1	2	4	62
18	4	3	5	4	5	4	5	2	4	2	4	5	4	5	4	5	2	4	2	4	77	18	2	5	3	3	4	1	3	5	3	4	2	3	2	4	1	3	5	3	3	2	61
19	4	1	3	5	4	3	4	3	4	2	5	3	5	4	4	4	3	1	2	5	69	19	3	3	1	2	2	1	4	4	1	1	5	5	2	2	5	3	4	5	5	5	63
20	4	5	5	5	4	5	5	2	4	3	5	5	5	4	3	5	2	4	3	5	83	20	2	5	4	3	5	1	4	2	3	5	4	4	3	5	1	4	2	3	4	3	67
21	2	3	2	4	2	5	1	3	2	4	2	4	3	4	2	4	2	5	2	5	61	21	2	2	4	4	4	5	3	3	4	4	2	2	4	4	5	3	3	4	4	5	71
22	2	5	1	3	2	4	2	4	3	4	2	4	2	5	3	5	2	5	3	2	63	22	3	3	5	4	1	4	4	2	4	5	5	5	4	1	3	4	2	4	5	5	73
23	5	4	5	4	5	4	2	4	5	4	5	5	4	5	3	2	4	4	4	5	83	23	2	3	2	1	1	2	1	2	5	4	1	1	1	3	1	5	2	5	4	3	49

Appendix W

Peer-interaction Pre and Post-intervention Results of Both the Experimental and Control Groups (Main Study)

Experimental Group														Control Group																																							
Student	Pre-intervention													Post-intervention													Student	Pre-intervention													Post-intervention												
	Item													Item														Item													Item												
	1	2	3	4	5	6	7	8	9	10	11	12	Tot	1	2	3	4	5	6	7	8	9	10	11	12	Tot		1	2	3	4	5	6	7	8	9	10	11	12	Tot	1	2	3	4	5	6	7	8	9	10	11	12	Tot
1	5	5	5	5	4	5	4	5	5	5	4	5	57	4	5	5	1	5	2	4	5	1	2	5	4	43	1	4	5	5	4	4	4	2	4	5	2	3	4	46	4	3	2	1	3	1	2	3	1	1	3	4	28
2	3	4	5	4	2	5	2	4	2	5	4	4	44	4	4	5	5	4	4	4	5	4	4	4	5	52	2	5	5	4	4	4	2	1	3	3	3	3	5	42	4	5	5	1	4	2	5	5	2	1	4	4	42
3	2	5	4	5	1	3	2	3	2	4	4	5	40	5	4	5	5	4	5	5	5	2	2	5	4	51	3	4	4	5	4	2	4	2	5	4	2	1	3	40	3	2	2	2	5	1	3	4	2	2	3	4	33
4	5	5	5	5	4	4	3	5	5	2	1	3	47	5	4	5	2	4	1	4	5	1	2	5	4	42	4	5	5	3	3	1	4	2	4	3	2	1	2	35	4	4	3	2	5	2	4	4	1	1	2	1	33
5	5	5	4	5	1	4	3	4	5	1	1	5	43	4	1	1	4	5	3	2	4	4	1	2	1	32	5	4	5	5	4	5	4	5	5	4	5	5	56	4	5	4	1	5	1	5	5	4	4	5	5	48	
6	3	4	4	2	2	4	4	1	2	4	3	1	34	5	4	5	5	4	5	5	5	3	5	4	5	52	6	4	4	5	4	4	5	4	4	5	2	2	3	46	5	3	4	5	4	3	5	4	2	2	5	4	46
7	5	4	3	4	4	4	3	2	4	4	5	4	46	5	5	5	2	4	1	4	4	4	5	5	5	46	7	5	4	3	3	1	5	2	2	2	2	1	5	35	5	5	5	1	5	1	3	3	1	1	5	4	39
8	5	2	2	1	2	1	5	2	1	1	1	5	28	5	4	4	2	4	2	4	4	1	5	4	4	39	8	5	3	4	2	2	2	1	2	3	1	1	4	30	4	5	4	2	4	3	3	4	2	1	3	3	38
9	4	4	5	4	4	4	2	4	5	2	3	4	45	5	4	4	2	5	4	5	4	1	5	4	4	46	9	5	4	5	2	3	4	3	1	2	4	2	1	36	4	5	2	1	4	1	4	4	2	2	4	3	36
10	4	2	4	4	1	2	5	1	5	3	3	1	35	2	1	2	1	2	3	1	1	2	2	1	2	22	10	5	4	4	4	3	4	5	2	5	4	4	3	47	5	5	4	2	5	3	5	4	2	1	5	5	46
11	3	4	3	4	4	3	3	4	5	4	5	2	44	5	4	5	5	2	1	4	1	1	5	4	4	41	11	4	5	5	5	3	3	2	2	4	2	5	2	42	2	1	1	1	3	2	2	3	1	2	4	4	26
12	4	5	5	4	4	4	5	1	4	4	4	4	48	5	5	5	5	4	4	4	4	3	2	5	4	50	12	4	5	5	5	2	4	2	3	5	3	1	5	44	3	5	5	2	3	2	5	5	3	3	4	3	43
13	4	5	4	4	4	5	3	4	4	3	4	4	48	5	4	4	2	5	1	4	4	4	5	5	4	47	13	5	2	4	4	2	4	1	4	3	1	1	3	34	1	2	1	1	1	1	1	1	1	2	4	4	20
14	4	4	5	4	2	4	1	5	5	4	4	5	47	5	5	5	3	3	1	5	5	3	4	4	4	47	14	5	5	5	4	4	5	3	4	3	2	1	3	44	1	1	5	2	2	4	4	5	5	1	4	2	36
15	5	4	4	4	5	3	1	5	4	5	4	5	49	3	5	5	3	3	2	5	3	2	2	4	4	41	15	1	5	5	4	3	5	3	5	5	3	2	4	45	2	3	5	5	1	5	5	1	5	1	1	1	35
16	3	4	4	2	2	4	4	1	2	4	3	1	34	5	4	5	5	4	5	5	5	3	2	4	5	52	16	5	5	5	5	3	4	3	5	5	4	4	5	53	5	5	5	4	4	5	4	5	3	2	5	5	52
17	5	4	3	4	4	4	3	2	4	4	5	4	46	5	5	5	2	4	1	4	4	4	4	4	4	46	17	5	4	3	3	1	5	2	2	2	2	1	5	35	5	5	5	1	5	1	3	3	1	1	5	4	39
18	5	2	2	1	2	1	5	2	1	1	1	5	28	5	4	4	2	4	2	4	4	1	1	4	4	39	18	5	3	4	2	2	2	1	2	3	1	1	4	30	4	5	4	2	4	3	3	4	2	1	3	3	38
19	4	4	5	4	4	4	2	4	5	2	3	4	45	5	4	4	2	5	4	5	4	1	2	5	5	46	19	5	4	5	2	3	4	3	1	2	4	2	1	36	4	5	2	1	4	1	4	4	2	2	4	3	36
20	4	2	4	4	1	2	5	1	5	3	3	1	35	2	1	2	1	2	3	1	1	2	1	3	3	22	20	5	4	4	4	3	4	5	2	5	4	4	3	47	5	5	4	2	5	3	5	4	2	1	5	5	46

Appendix X

Vocabulary Learning Motivation Pre-intervention Results of Both the Experimental and Control Groups (Pilot Study)

Experimental Group																										Control Group																										
Student	Item																								Total	Student	Item																								Total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		
1	4	4	4	1	5	5	5	2	5	2	3	5	5	3	5	5	3	4	5	5	5	5	4	4	2	95	1	5	5	4	1	5	4	5	1	5	5	4	4	4	4	5	5	4	2	5	5	4	5	4	3	98
2	5	5	5	2	5	5	5	2	3	3	4	1	3	4	2	2	2	5	3	3	2	2	4	4	81	2	5	5	5	1	5	5	5	1	5	4	3	4	4	4	4	5	2	5	4	4	4	3	3	2	92	
3	5	5	5	1	4	4	3	2	5	5	3	4	3	1	5	5	2	5	3	4	3	2	4	3	86	3	5	5	4	2	4	5	5	2	4	5	2	4	2	2	4	3	4	5	2	2	5	4	3	1	84	
4	5	5	5	1	3	5	4	3	5	1	2	3	2	2	5	3	4	5	4	3	5	2	5	5	87	4	4	5	4	2	1	5	5	2	1	2	1	2	1	4	4	2	4	4	5	3	4	2	4	3	74	
5	5	1	5	1	4	4	4	4	4	4	1	5	2	2	5	5	4	5	5	2	5	3	3	2	85	5	5	5	5	1	4	4	4	2	4	3	3	2	5	3	3	5	1	5	4	4	3	4	4	2	85	
6	4	1	3	5	3	3	1	5	4	3	4	2	4	2	4	4	4	4	4	4	4	3	2	3	80	6	4	1	1	1	2	2	3	3	5	5	4	5	3	4	4	4	2	4	4	1	4	2	5	4	77	
7	1	1	2	4	2	1	1	2	5	3	4	2	4	3	4	3	2	1	2	4	4	4	4	2	2	63	7	1	5	1	2	4	5	1	2	4	4	4	3	3	3	2	3	3	1	3	3	4	2	4	5	72
8	5	5	4	4	5	4	4	4	4	5	5	5	5	4	5	4	4	4	4	4	5	4	2	1	100	8	4	5	4	2	5	5	4	5	3	2	3	1	1	2	5	4	2	4	2	2	5	3	5	4	82	
9	4	5	4	5	5	5	5	1	2	4	2	3	1	3	2	5	1	4	3	2	3	3	3	1	76	9	5	3	4	3	2	1	2	5	3	4	4	1	3	2	3	4	3	5	3	2	2	2	5	3	74	
10	5	5	4	5	5	5	5	5	5	3	3	5	1	4	5	3	1	5	5	1	5	4	5	2	96	10	1	3	2	4	1	1	2	5	4	3	2	2	5	1	5	3	3	1	5	3	4	3	2	4	69	
11	5	4	5	5	4	4	4	3	4	4	1	4	3	3	4	4	3	5	2	3	3	4	3	4	88	11	5	4	4	4	4	4	5	2	4	3	2	3	2	4	4	2	4	5	2	3	3	4	2	4	83	
12	5	4	5	4	5	5	4	3	4	4	2	2	2	2	4	3	2	5	3	3	4	2	3	4	84	12	4	4	5	4	5	5	5	1	5	5	2	3	2	2	3	2	3	4	1	4	5	3	3	3	83	
13	4	1	4	1	3	1	1	2	2	2	4	4	2	2	2	1	3	4	4	4	3	2	2	5	63	13	5	4	4	5	4	3	5	1	2	5	3	3	2	2	4	3	2	5	2	4	4	3	4	2	81	
14	1	5	3	1	2	2	1	2	3	3	3	2	4	4	5	2	2	1	5	3	4	3	2	3	66	14	4	1	2	2	1	1	2	1	3	3	2	2	1	5	2	2	3	4	4	2	2	4	4	2	59	
15	5	3	4	4	4	4	5	3	2	3	4	4	3	1	5	2	2	5	2	2	5	4	5	4	85	15	3	1	1	1	2	1	1	2	4	4	2	1	3	1	2	4	3	3	3	3	3	4	3	3	58	
16	1	1	1	2	1	1	2	2	4	4	5	1	3	3	3	4	3	1	2	3	5	2	4	3	61	16	5	5	5	5	5	5	5	3	5	5	5	2	4	3	3	4	2	5	4	3	4	5	4	5	101	
17	4	1	3	4	4	5	5	1	5	4	2	2	2	2	4	5	2	4	2	4	5	2	3	4	79	17	5	4	4	2	4	5	5	2	4	5	2	2	4	3	5	3	3	5	2	2	4	4	3	4	86	
18	5	5	5	4	4	5	4	2	3	3	4	3	2	4	5	5	3	5	3	2	5	3	4	2	90	18	5	4	5	3	1	4	4	3	4	1	3	4	2	4	3	4	2	5	3	3	3	4	5	4	83	
19	1	3	2	2	2	2	4	3	5	4	4	2	1	4	3	4	2	1	3	2	3	4	4	3	68	19	2	5	2	2	2	1	3	2	5	3	2	5	2	4	4	3	3	2	4	4	4	5	3	3	75	
20	4	3	4	4	1	1	5	2	5	4	3	3	4	2	4	3	4	4	5	3	4	2	3	3	80	20	4	3	3	4	1	1	2	2	5	3	2	4	3	4	4	5	2	4	5	5	4	3	2	2	77	

Student	Item																								Total	Student	Item																								Total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		
21	4	4	5	5	4	4	4	3	4	2	4	2	2	4	5	5	2	4	5	3	3	4	4	4	90	21	5	4	4	5	4	4	4	2	4	4	3	3	2	2	4	4	3	5	4	4	3	5	4	2	4	89
22	2	1	2	5	1	1	3	4	2	4	2	2	3	3	5	4	3	2	4	4	4	5	3	4	73	22	1	1	2	1	3	1	1	1	4	3	4	4	3	3	5	2	3	1	4	5	5	3	3	5	68	
23	4	5	5	5	5	5	5	4	4	5	4	4	3	2	4	5	2	4	1	3	4	3	3	3	92	23	4	5	4	1	5	5	5	2	3	4	2	3	2	2	3	3	3	4	3	2	4	2	3	3	77	
24	5	4	4	5	1	4	4	2	3	4	3	2	2	3	5	3	4	5	2	3	5	4	5	5	87	24	5	2	3	3	2	2	2	3	1	4	2	4	4	3	4	3	4	5	3	3	3	3	2	3	73	
25	5	4	5	5	4	1	5	2	3	5	4	3	4	5	5	5	3	5	4	4	2	2	4	2	91	25	5	5	4	4	1	5	5	2	5	4	3	5	5	4	3	4	1	5	4	2	4	2	3	4	89	
26	3	5	4	4	3	4	4	1	2	3	3	3	4	4	5	3	4	3	4	3	2	3	3	3	80	26	1	1	1	5	1	2	2	3	3	3	2	4	2	2	5	3	2	1	2	3	5	4	4	3	64	
27	5	5	5	1	5	5	4	3	4	3	2	2	2	2	3	4	3	5	5	4	3	3	5	3	86	27	4	1	3	5	4	5	5	2	4	4	3	2	2	3	3	4	3	4	5	4	3	4	3	3	83	
28	1	4	3	4	5	5	5	3	2	4	5	2	5	2	2	3	2	1	4	3	4	2	4	4	79	28	4	1	2	5	2	5	5	3	4	5	2	2	3	4	4	2	2	4	3	3	3	3	4	4	79	
29	5	1	5	3	4	5	5	1	4	2	1	4	3	3	3	4	4	5	5	1	2	3	3	2	78	29	5	4	4	1	5	4	5	2	5	5	3	3	2	3	4	4	2	5	4	4	5	3	3	5	90	
30	4	5	5	1	5	5	5	2	4	5	3	2	1	2	5	3	2	4	5	1	5	4	4	5	87	30	5	5	5	1	5	5	5	2	5	3	2	4	4	2	5	4	3	5	4	3	4	4	3	3	91	

Appendix Y

Vocabulary Learning Motivation Post-intervention Results of Both the Experimental and Control Groups (Pilot Study)

Experimental Group																										Control Group																										
Student	Item																								Total	Student	Item																								Total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		
1	4	5	4	5	5	2	5	5	5	4	5	4	1	5	2	3	5	5	4	5	4	5	5	2	99	1	5	4	4	3	5	4	5	5	5	1	4	1	1	2	4	5	5	3	5	4	4	91				
2	5	5	5	5	4	2	4	3	4	5	5	5	1	4	2	5	3	4	5	5	5	5	5	4	97	2	5	3	4	3	4	4	5	5	4	5	2	4	3	4	2	4	3	4	5	3	4	3	4	4	91	
3	5	5	4	5	5	2	5	5	5	5	5	4	4	5	2	5	5	5	5	5	4	5	5	2	107	3	2	1	1	2	1	2	5	4	5	3	1	3	1	5	2	5	4	3	2	1	1	2	1	2	59	
4	5	5	5	1	4	3	5	5	5	5	5	5	3	4	3	1	5	5	5	5	5	1	4	3	97	4	1	2	2	1	4	4	1	1	5	1	2	2	5	3	4	5	5	5	1	2	2	1	4	4	67	
5	5	5	5	1	4	4	4	4	5	5	5	5	2	4	4	4	4	5	5	5	5	1	4	4	99	5	5	4	4	4	5	2	4	4	4	1	4	2	4	2	2	4	4	1	5	4	4	4	5	2	84	
6	5	4	4	4	2	5	4	4	5	5	4	4	5	2	5	4	4	5	5	4	4	4	2	5	99	6	4	5	4	4	1	3	4	5	3	4	3	4	5	1	1	4	5	3	4	5	4	4	1	3	84	
7	4	3	5	3	4	2	4	5	1	4	3	5	2	4	2	4	5	1	4	3	5	3	4	2	82	7	3	2	2	2	3	2	2	4	1	5	2	5	4	3	2	4	4	3	3	2	2	2	3	2	67	
8	5	4	5	4	2	4	5	4	5	5	4	5	3	2	4	4	4	5	5	4	5	4	2	4	98	8	5	4	2	3	1	5	4	3	4	5	1	2	4	1	3	5	2	4	5	4	2	3	1	5	78	
9	4	4	4	4	1	1	1	2	4	4	4	4	2	1	1	5	2	4	4	4	4	4	1	1	70	9	5	5	4	5	3	5	5	3	5	4	5	5	4	1	5	1	3	5	5	5	4	5	3	5	100	
10	5	4	5	4	3	5	3	5	3	5	4	5	5	3	5	1	5	3	5	4	5	4	3	5	99	10	2	2	2	1	2	5	1	4	5	2	2	2	1	2	5	3	4	5	2	2	2	1	2	5	64	
11	5	4	5	4	4	3	4	4	5	5	4	5	4	4	3	4	4	5	5	4	5	4	4	3	101	11	5	4	5	4	5	2	4	4	1	5	4	5	1	5	2	4	4	1	5	4	5	4	5	2	90	
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Student	Item																								Total	Student	Item																								Total									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24										
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Appendix Z

Peer-interaction Pre and Post-intervention Results of Both the Experimental and Control Groups (Pilot Study)

Experimental Group														Control Group																																							
Student	Pre-intervention													Post-intervention													Student	Pre-intervention													Post-intervention												
	Item													Item														Item													Item												
	1	2	3	4	5	6	7	8	9	10	11	12	Total	1	2	3	4	5	6	7	8	9	10	11	12	Total		1	2	3	4	5	6	7	8	9	10	11	12	Total	1	2	3	4	5	6	7	8	9	10	11	12	Total
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16	4	3	4	4	3	3	4	5	4	5	2	2	43	5	1	2	1	5	3	4	5	4	5	2	2	39	16	5	4	4	4	4	4	1	4	4	5	4	4	47	5	3	4	3	5	4	1	4	4	2	4	4	43

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18	5	5	5	4	5	5	4	2	5	5	4	1	50	3	5	5	4	2	5	5	2	5	5	4	1	46	18	5	4	4	3	3	2	2	2	3	3	2	1	34	4	3	4	4	4	2	2	2	3	3	2	1	34
19	2	2	2	1	1	2	2	1	1	1	1	1	17	5	2	3	3	5	5	2	1	1	1	1	1	30	19	5	5	5	4	4	3	5	5	5	4	5	5	55	5	3	4	4	5	3	4	4	5	4	5	5	51
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24	5	4	4	4	2	1	3	3	3	3	5	4	41	5	4	5	5	5	1	3	3	3	3	5	4	46	24	5	5	5	5	4	3	5	1	4	4	4	5	50	5	5	4	4	1	3	5	1	4	4	4	5	45
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26	4	4	4	3	4	5	2	5	4	4	3	1	43	5	5	4	5	5	5	2	5	4	4	3	5	52	26	4	4	5	4	5	4	4	4	4	4	5	2	49	5	5	4	5	5	4	4	4	4	4	5	2	51
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28	4	5	4	4	3	4	5	4	4	4	3	1	45	4	5	4	4	5	4	5	4	4	4	3	4	50	28	5	4	4	3	4	2	1	4	4	3	1	1	36	5	3	4	4	5	2	1	4	4	3	1	1	37
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30	5	5	5	4	4	5	5	5	4	5	5	5	57	5	5	5	4	4	5	5	5	4	5	5	5	57	30	4	4	5	4	3	4	4	5	4	5	4	4	50	5	5	5	5	5	4	4	5	4	5	4	4	55

Appendix AA

Sample Transcriptions of Observations

Observation Results of the Experimental Group (Main Study)

Key:

T: Teacher	S: Student	Ss: Students	
{...} Purpose	[...] Translation	<...> Actions	/.../Remark
“...” Error	G: General description	(x): Sequence of observation	

Lesson One: Vocabulary of Jobs (*Memory Game*)

Day One

Observation date: 26 Dec, 2016 *Observation time:* 11:35 a.m. *Duration of observation in minutes:* 34:21

No.	Points of Focus	Description
1	Objectives	<ul style="list-style-type: none"> • Introducing the meanings of six English words through the lesson <i>Vocabulary of Jobs</i> using Memory Game • Encouraging students to guess the meanings of new words from their experience
2	Sequence of Acts	<ol style="list-style-type: none"> (1) T greets Ss, and Ss stand up in response. (2) T writes the topic of the day on the blackboard. (3) T introduces the lesson of the day. (4) T shows six word cards, one by one, to all Ss and asks them to recite each word altogether: <i>athlete, carpenter, driver, medicaldoctor, merchant, painter.</i> (5) Ss recite each word. (6) T shows six picture cards, one by one, to all Ss and asks them to name aloud each picture. (7) T asks students to form groups of four or five. (8) Ss form groups of four or five. (9) In each group, T assigns a group leader to monitor the game and take each student’s score out of six. (10) Asking the group leaders to shuffle and face down all the papers, T provides each group with sets of both word cards and picture cards. (11) T asks Ss to turn over a paper from each set and try to find a picture-word pair. (12) Each student does this, and group leaders register their members’ scores. (13) T asks Ss to name the winners of their respective group. (14) T collects back the cards. (15) T writes the six words on the blackboard by jumbling the letters of each word: <i>ahemcnrt,renapit, lcdemiaocordt, ehattel, vrredi, rpacernet</i>, and Ss copy the jumbled words. (16) T asks Ss to work in their groups to rearrange the jumbled letters and form meaningful words.

	<p>(17) Ss use the same group to do the activity.</p> <p>(18) T and Ss discuss the answers of the activity.</p> <p>(19) The class ends after T revises the six words.</p>
3 Physical Setting	<p>(G) In a dim classroom, Ss are sitting in their regular seats with their exercise books and English textbooks placed on the desk open.</p> <p>(G) Except the wall on which the blackboard is hanged placed close to the door, the rest three walls of the room have two rows of seats attached. Ordered in a U shape, the seats look to have relatively equal distance from both the T and the blackboard.</p> <p>(G) The blackboard is fairly wide and cleaned.</p> <p>(G) T stands between the blackboard and Ss.</p> <p>(G) Spaces between Ss look natural, without unusual closeness nor distance.</p> <p>(G) In each seat, the mix of the two sexes looks random.</p>
4 Objects	<p>(G) T has pieces of paper in his right hand.</p> <p>(G) T has a piece of chalk and the English textbook put on the T's desk.</p> <p>(G) Ss have their exercise books and English textbooks open in front of them.</p> <p>(G) Sets of cards with words and pictures of <i>vocabulary of jobs</i>; one set for each group of five.</p>
5 Actors	<p>(G) T and Ss.</p>
6 Actions	<p>(G) Ss stand up from their seats to greet the T.</p> <p>(G) Ss get back on their seats.</p> <p>(G) T moves across the room to show the word cards to all Ss.</p> <p>(G) T moves across the room to show the picture cards to all Ss.</p> <p>(G) Ss move to join their groups.</p> <p>(G) Group leaders shuffle the two sets of cards.</p> <p>(G) Each student tries to find picture-word combinations by turning over papers.</p> <p>(G) Group leaders write the scores of their members.</p> <p>(G) Ss raise hands to volunteer answers.</p> <p>(G) Ss raise hands to call the teacher for help.</p> <p>(G) While students are doing the classwork in groups, T moves around the classroom checking Ss' participation.</p>
7 Activities (Events)	<p>(1) T – Good morning class! {Greeting} Ss – Good morning teacher! {Ss reply} < Ss standing from their seats > T – Sit down please. Ss – Thank you teacher. < Ss getting back to their seats ></p> <p>(2) <T writes the topic of the day on the blackboard: <i>Vocabulary of Jobs</i> ></p> <p>(3) T - Today and tomorrow, we will know about different English words about jobs {T introduces the lesson of the day}. But before we begin that, let's see what jobs are. What do you think are jobs?</p>

Can anybody tell me?.....For example, I am a teacher.

S1 – ስራ ማለት ነው?[Does that mean *job*?]

T –That is it. Jobs are different occupations people are engaged in or work. ሰዎች የሚሰሩቸው የተለያዩ ስራዎች *jobs* ይባላሉ. [The different activities people do are called jobs]. Do you know the jobs of your parents or family members?

S2 – My father is teacher.“Article missing”

T -Oh...like me. So, teaching is a job. Any other?

S3 –Engineer.

T – You are right. Look, there are different types of jobs. Let’s now know about more jobs. To know about more words, we will be playing games. Do you love playing games?... ጨዋታ መጫወት ትወዳላችሁ? [Do you love playing games?]

Ss -አዎ[Yes.]

S4 - ጋሼ ወደ ሜዳ ልንወጣ ነው? [Sir, are we to go out to the field?]

T –No...no...no. We will stay here. አንወጣም [We don’t go out.] Here is how we play the game. First, I will show you words and then pictures of people doing different things. {T explains instruction} ...Alright! Let’s begin.

(4) <Moving across the class, T shows six word cards, one by one, to all Ss.>

T –What does this say? <T shows the word *Athlete*>

Ss –<Most Ss struggle to read. >

T – It says *Athlete*. What about this one? <T shows carpenter>

Ss – Car...penter.

T – You are right. It says *carpenter*.

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(5) <Ss finish reciting all the six words.>

(6) **T** – አሁን የያዙትን ቃላት ናቸው አይደሉ? [What you have been looking at are words, right?]. Now, I will show you six pictures. አሁን ደግሞ ስዕሎችን አሳያችኋለሁ [Let me show you pictures.] <T shows six picture cards, one by one, to all Ss.>What do you see on this picture? <T shows the picture of an athlete.>

Ss -ሯጭ [A runner]

S2 – Athlete

T –You are correct.Let me show you another.<T shows the picture of a carpenter.>

S5 - አናጺ. [A carpenter]

T –All of you, can you say carpenter?

Ss – Carpenter.

T -And this one is? < T shows the picture of a driver>

Ss –Driver...ሾፌር [Driver]...ሾፌር... Driver...ሾፌር... Driver...ሾፌር...

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(7) T - Now, I want you all to be in groups of maximum five and minimum four. You may be in the groups you often use...ያልኳችሁ ገብቷችኋል?...አሁን በቡድናችሁ ሁኑና ከዚያ እንዴት እንደምንጫወት አነግራችኋለሁ [Have you understood what I said? Be in your groups and I will tell you how we play.]

(8) Ss form groups of four or five. /it took a few minutes until Ss settle in their groups and T checks the number of members of each group/

(9) T -Ok. Let me now randomly assign a leader from each group. ሁላችሁም የቡድን መሪ እንዳላችሁ አውቃለሁ...ይህንን ጨዋታ ለመጫወት ግን እኔ እመርጥላችኋለሁ:: [I know that all of you have group leaders...but for the purpose of playing this game, I will assign one for each of you.]

(10)T assigns group leaders.

(11) T –Look. Now, I am going to give you sets of word cards and picture cards, and your group leaders will shuffle and face down all the papers on the desk. ቅድም ያሳየኋችሁ ቃላትና ስዕሎች አሉ አይደል? እነሱን በየቡድናችሁ እሰጣችሁና ምስሎቹን ከትክክለኛው ቃል ጋር ለማዛመድ ትሞክራችሁ...በመጀመሪያ የቡድን መሪዎቻችሁ ወረቀቶቹን አዘበራርቀውና ገልብጠው desk ላይ ያስቀምጧቸዋል [I showed you words and pictures earlier, right? I will give them in your groups, and you will try to match the pictures with the right word...First of all, your group leaders will shuffle and face down all the papers on the desk.]የቡድን መሪዎች እያንዳንዱ በቡድናችሁ ውስጥ ያለ ተማሪ ስንቶቹን በትክክል ማዛመድ እንደቻለ በወረቀት ላይ ትመዘግባላችሁ [The group leaders – you write on a piece of paper how many correct matches each student could make]

(12)<T provides each group with sets of both word cards and picture cards. >

(13) < Group leaders shuffle the cards and place them face down on the desk >

(14) < Most Ss are standing while matching the cards>

S6 - ጋሼ ይኔ ወረቀታችንን ቀደደው [Sir, this guy has torn our paper.]

T – ለምንድን ነው የቀደደው?[Why does he do that?]

S6 - ተራ ሳይደርሰው እኔ ካለሰራሁ እያለ ነው እንጂ [He wanted to do the matching before his turn.]

T – It’s ok. Just drop it. Let me give you another.

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(15) T - Now, tell us the winners in your group.

S7 – I am winner. “I am the winner”

T – How much did you get?

S7 – Six.

T – Bravo. Who else got six? Show me your hands.

<Many studentsraise their hands>

T – Who got four or three?

<Few students raise their hands>

T – Was it fun playing the game?...Are you happy that you played the game?

Ss – Yes.

(16) **T** - Well. Those of you who have not got good marks now will improve next time. Now, give me the cards back, and let's do an activity based on what you have been doing. <T collects the cards back >

T - Copy what I write on the blackboard. ደብተራችሁ ላይ ገልብጡት [Copy it on your exercise book.]

(17) <T writes the six words on the blackboard by jumbling the letters of each word [*ahemcnrt*, *renapit*, *lcdemiaocordt*, *ehattel*, *vrredi*, *rpacernet*], and Ss copy the words>

(18) **T** – As you can see the words here, they are jumbled. In your groups, work together to rearrange the letters and find any of the six words you saw earlier.

<Ss work the activity in their groups.>

S8 –Teacher ጨርሻለሁ [I have finished.]

<T checks the works of some Ss>

(19) **T** –Ok. Let's now see what you did. Your attention please. እስኪሆኑ ሁላችሁም አንዴ ወደዚህ ዙፋና አብረን እንሰራ [All of you, turn your face and let's do the activity together.]... What is the first word<all Ss raise their hands>, and I also want you to tell me the spelling and its meaning<some of the Ss put their hands down>

S5 – Merchant - ነጋዴ

T –Tell me the spelling.

S5 – M-e-r-c-h-a-n-t

T – Very good. What does a merchant do? Can you tell us?

S5 –Sale “Sales”

T – Merchants sell different things.

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(20) {The class ends after T revises the six words.}

T – Today, we learned about vocabulary of what?

Ss – (Keep silent)

T – Different things people do. Jo...

Ss – Jobs.

T – Can you tell me the jobs you have known today...እስኪሆኑ የተማራችሁት ምንምን ናቸው [What are those you learned today?]

<Ss say the words>

T –Excellent! When I come tomorrow we will continue our today’s lesson.

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| 8 | Feelings | <p>(G) Ss look eager to receive the papers and begin playing.</p> <p>(G) There are disagreements over taking turns in matching the cards.</p> <p>(G) Ss look eager to announce how many right matches they got.</p> <p>(G) Ss look desperate to get their works checked.</p> |
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Day Two

Observation date: 27 Dec, 2016 Observation time: 08:40 a.m. Duration of observation in minutes: 35:06

No. Points of Focus

Description

- | No. | Points of Focus | Description |
|-----|------------------|--|
| 1 | Objectives | <ul style="list-style-type: none"> • Introducing the meanings of six English words through the lesson <i>Vocabulary of Jobs</i> using Memory Game • Completing sentences using vocabulary of jobs. |
| 2 | Sequence of Acts | <p>(1) T greets Ss, and Ss stand up in response.</p> <p>(2) T writes the topic of the day on the blackboard: <i>Vocabulary of Jobs</i></p> <p>(3) T asks students to be in the groups they used the previous day and assigns new leaders.</p> <p>(4) T introduces the lesson of the day.</p> <p>(5) On the blackboard, T writes the six words Ss learned on the previous day.</p> <p>(6) T revises the lesson Ss learned on the previous day.</p> <p>(7) T erases the words from the blackboard.</p> <p>(8) T shows six new word cards, one by one, to all Ss and asks them to recite each word altogether [<i>police, priest, scientist, shoeshine girl, teacher, waiter</i>].</p> <p>(9) Ss recite each word.</p> <p>(10) T shows six picture cards, one by one, to all Ss and asks them to read aloud each word.</p> <p>(11) Asking the new group leaders to shuffle and face down all the papers, T provides each group with sets of both word cards and picture cards.</p> <p>(12) T asks Ss to turn over a paper from each set and try to find a picture-word pair.</p> <p>(13) Each student does this, and group leaders register their members’ scores.</p> <p>(14) T asks the group leaders to name the winners of their respective groups.</p> <p>(15) T writes six incomplete sentences on the blackboard and Ss copy them on to their exercise books.</p> <p>(16) T asks Ss to work in their groups to complete the sentences using the six words.</p> <p>(17) Ss use the same group to do the activity.</p> <p>(18) T and Ss discuss the answers of the activity.</p> <p>(19) The class ends after T revises all the twelve words Ss learned in the two days.</p> |
| 3 | Physical Setting | <p>(G) In a dim classroom, Ss are sitting in their regular seats with their exercise books and English textbooks placed on the desk open.</p> <p>(G) Except the wall on which the blackboard is hanged placed close to the door, the rest three walls of the room have two rows of seats attached. Ordered in a U shape, the seats look to give Ss relatively</p> |

	<p>equal distance from both the T and the blackboard.</p> <p>(G) The blackboard is fairly wide and cleaned.</p> <p>(G) T stands between the blackboard and Ss.</p> <p>(G) Spaces between Ss look natural, without unusual closeness nor distance.</p> <p>(G) In each seat, the mix of the two sexes looks random.</p>
4	<p>Objects</p> <p>(G) T has pieces of paper in his right hand.</p> <p>(G) T has a piece of chalk and the English textbook put on the T's desk.</p> <p>(G) Ss have their exercise books and English textbooks open in front of them.</p> <p>(G) Sets of cards with words and pictures of <i>vocabulary of jobs</i>; one set for each group of five.</p>
5	<p>Actors</p> <p>(G) T and Ss.</p>
6	<p>Actions</p> <p>(G) Ss stand up from their seats to greet the T.</p> <p>(G) Ss get back on their seats.</p> <p>(G) T moves across the room to show the word cards to all Ss.</p> <p>(G) T moves across the room to show the picture cards to all Ss.</p> <p>(G) Ss move to join their groups.</p> <p>(G) Group leaders shuffle the two sets of cards.</p> <p>(G) Each student tries to find picture-word combinations by turning over papers.</p> <p>(G) Group leaders write the scores of their members.</p> <p>(G) Ss raise hands to volunteer answers.</p> <p>(G) Ss raise hands to call the teacher for help.</p> <p>(G) T moves around the classroom checking Ss' participation in the group work.</p>
7	<p>Activities (Events)</p> <p>(1) <T greets Ss, and Ss stand up in response. > /Similar to Day One/ (2) <T writes the topic of the day on the blackboard: <i>Vocabulary of Jobs.</i>>/Similar to Day One/ (3) T – Before we begin our today's lesson, I want you all to be in your groups. በትናንትናው ማለት ነው [The one you had yesterday]. <Ss take their seats in few minutes> T- Today, we will have new group leaders to do exactly the same thing the group leaders did yesterday. ዛሬ የቡድን መሪ የምትሆኑ ልጆች የትናንትና ቡድን መሪዎች የደረገትን ነው የምታደረጉ [Those of you who will be group leaders will do what the other groups did yesterday.] You shuffle the cards, face them down on the desk, and take the scores of your members. How many things do you do? Three. ወረቀቶቹን ታመሰቃቅላላችሁ ፣ desk ላይ ገልብጣችሁ ታስቀምጣላችሁ እና ደም የጓደኞቻችሁን ውጤት ትመዘግባላችሁ [Shuffling the cards, facing them down on the desk, and writing the scores of your friends.] < T assigns new group leaders > (4) T – Yesterday, we learned about vocabulary of jobs. We talked about different things people do such as athlete... {T introduces the lesson of the day.} <Ss mentioned the remaining five words: merchant, medical doctor, carpenter, painter, driver></p>

<T writes the words on the blackboard as Ss say each word >

(5) **T** – What are these? {T revises the lesson Ss learned on the previous day. }

Ss – Jobs.

T – Very good. Again today, we will know more about jobs by playing the game we played yesterday. ትናንትና የተጫወትነውን ጨዋታ ታስታውሱታላችሁ አይደል? ዛሬም እሱን እንጫወታለን [You remember the game we played yesterday, right? We will play that same game today.]

<T erases the words from the blackboard. >

(6) **T** – Let’s begin playing the game.

<T shows six new word cards, one by one, to all Ss: *police, priest, scientist, shoeshine girl, teacher, waiter*>

< Ss recite each word. > /Similar to Day One/

< T shows six picture cards, one by one, to all Ss.>. /Similar to Day One/

< Ss say the name of each picture. > /Similar to Day One/

(7) <Asking the new group leaders to shuffle and face down all the papers, T provides each group with sets of both word cards and picture cards.>

(8) <All Ss turn over a paper from each set and try to find a picture-word pair.>

< Group leaders register their members’ scores. >

(9) **T** – Now, tell us who has won in your groups. ማን አሸነፈ? [Who is the winner?] {T asks the group leaders to name the winners of their respective groups. }

<Group leaders name the winners of their respective groups.>

< T collects the cards back. >

T –Like yesterday we will have an activity to do now. I will write six incomplete sentences on the blackboard, and in your groups, you will complete them by using the words you learned today.

<**T** writes six incomplete sentences on the blackboard, and Ss copy them on to their exercise books.>

(10) <Ss show their work to the teacher.>

(11) **T** – Alright! Now, let’s work out the questions together. Who can answer the first question?

Who works in the hotel? {T and Ss discuss the answers of the activity }

S1 – Waiter.

T – Absolutely! Tell me the spelling.

S1 – W-a-i-t-e-r.

T – A boy or a man who works in the hotel or restaurant is called a waiter. ወንድ የhotel ወይም የrestaurant አስተናጋጅ waiter ሲባል ሴት ከሆነች ደሞ ምን ትባላለች... waitress. [A male person who waits tables in the hotel or restaurant is called a waiter, and a female one is called a waitress] What is a restaurant, by the way? Restaurant ምንድን ነው? [What is a restaurant?]

Ss - ምግብ ቤት [Amharic for restaurant]

T – That is correct. A place where people eat food. It is similar to a hotel.

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(12) {The class ends after T revises all the twelve words Ss learned in the two days.} /Like Day One/

8 Feelings

(G) Ss look eager to receive the papers and begin playing.

(G) There are disagreements over taking turns in matching the cards.

(G) Ss look eager to announce how many right matches they got.

(G) Ss look desperate to get their works checked.

Lesson Two and Three: Vocabulary of Food Items and Attributes 1 & 2 (*Outburst Game and Chain Game*)

Day One

Observation date: 09 Jan, 2017

Observation time: 11:35 a.m. Duration of observation in minutes: 29:58

No.	Points of Focus	Description
1	Objectives	<ul style="list-style-type: none"> • Introducing <i>Vocabulary of Food items and Attributes</i> • Writing sentences using words about food items and attributes
2	Sequence of Acts	<ol style="list-style-type: none"> (1) T greets Ss, and Ss stand up in response. (2) T writes the topic of the day on the blackboard: <i>Vocabulary of Food Items and Attributes</i> (3) T introduces the topic of the day. (4) T asks students to stay in their groups noting on the number of each group to be between four and six. (5) Some Ss move around in search of their group mates. (6) T explains how to do the upcoming activity. (7) T gives a piece of paper to each group. (8) Ss work in groups to write down words about <i>food items</i> on the given piece of paper. (9) Representative Ss from each group read out the words on their lists. (10) T gives points for the words Ss found from his list. (11) T and Ss discuss on the meaning of each word. (12) T gives another piece of paper to each group. (13) Ss work in groups to write down words about <i>food attributes</i> on the given piece of paper. (14) T gives points for the words Ss found from his list. (15) T declares the winning groups. (16) T and Ss discuss on the meaning of each word. (17) Ss copied the words on to their exercise books (18) T gives homework for Ss.
3	Physical Setting	<p>(G) In a dim classroom, Ss are sitting in their regular seats with their exercise books and English textbooks placed on the desk open.</p> <p>(G) Except the wall on which the blackboard is hanged placed close to the door, the rest three walls of the room have two rows of seats attached. Ordered in a U shape, the seats look to give Ss relatively equal distance from both the T and the blackboard.</p> <p>(G) The blackboard is fairly wide and cleaned.</p> <p>(G) T stands between the blackboard and Ss.</p> <p>(G) Spaces between Ss look natural, without unusual closeness nor distance.</p> <p>(G) In each seat, the mix of the two sexes looks random.</p>
4	Objects	<p>(G) T has pieces of paper in his right hand.</p>

		<p>(G) T has a piece of chalk and the English textbook put on the T’s desk.</p> <p>(G) Ss have their exercise books and English textbooks open in front of them.</p> <p>(G) Pieces of paper, clock</p>
5	Actors	(G) T and Ss.
6	Actions	<p>(G) Ss stand up from their seats to greet the T.</p> <p>(G) Ss get back on their seats.</p> <p>(G) Ss move across the room in search of their group mates.</p> <p>(G) T moves across the room to deliver a piece of paper to each group (x2).</p> <p>(G) A student from each group compiles words on the given piece of paper (x2).</p> <p>(G) Ss raise hands to volunteer answers.</p> <p>(G) T moves around the classroom checking Ss’ participation in the group work.</p>
7	Activities (Events)	<p>(1) T – Good morning class! {Greeting}</p> <p>Ss – Good morning teacher! {Ss reply} < Ss standing from their seats></p> <p>T –Sit down please.</p> <p>Ss – Thank you teacher. < Ss getting back to their seats ></p> <p>(2) <T writes the topic of the day on the blackboard: <i>Vocabulary of Food Items and Attributes</i>></p> <p>(3) T – In our today’s vocabulary lesson, we will learn about food items and their attributes {T introduces the lesson of the day}. ያው መጽሐፍ ሁላችሁም <i>food</i> ምን እንደሆነ ታውቃላችሁ አይደል?</p> <p>[Obviously, you all know what food is, right? But what are food attributes? Have you ever heard of the word attribute? Yohannis? Do you know what an attribute is?]</p> <p>S1 – No. I don’t. Food ማለት ግን ምንግብ...የሚበላ ማለት ነው:: [But food means food, something we eat.]</p> <p>T – You are right. Does anyone know the meaning of attribute?...Ok. Let me give you an example and you will guess...Sifrash, what did you eat this morning?</p> <p>S2 – Bread and tea.</p> <p>T – Was the bread soft or hard?</p> <p>S2 – Soft.</p> <p>T – So, you ate a soft bread. Bread is a food item. ዳቦ የምግብ ዓይነት ነው አይደል? [Bread is a food item, right?]. And the bread was soft. Soft is an attribute, an adjective. What about the tea, hot or cold?</p> <p>S2 – Hot.</p> <p>T – So, that is...</p> <p>S2 – Attribit “Attribute”</p> <p>T – All of you repeat after me. Att_ribute.</p> <p>Ss – Att_ribute.</p> <p>T – Attribute.</p> <p>Ss – Attribute.</p>

T – Attribute is a characteristic of something. It can be the type, color, or form of something. .
ስለዚህ ያንድ ነገር መገለጫ ምን ይባላል ማለት ነው? [So, the characteristic of something is called what?]

Ss – Attribute.

(4) **T** – So, today, to know about food items and attributes, we will do a very interesting activity in our groups. All of you, please be in your groups, and I will tell you what we do. Your number should not be less than four and more than six.

(5) < Some Ss move around in search of their group mates while most remain in their seats.>

T – Now, I will give you a piece of paper in your groups, and on it you write as many food items, NOT ATTRIBUTES, as possible. ምንድን ነው የምትጽፉ? [What do you write?] {T explains how to do the activity.}

Ss - የምግብ ዓይነቶችን [Food items].

T – In English?

Ss –Food items.

T – Very good. This is a competition. I have my own food items here <Teacher shows the back of a piece of paper> and the group that gets most of the words on my list will be declared the winner after we play another round. You are given five minutes to finish this activity.

(6) <T distributes a piece of paper to each group.>

(7) <Ss work in groups to write down words about *food items* on the given piece of paper.>

< T moves around the classroom checking Ss’ participation in the group work.>

(8) **T** - Ok. Time is up. Now, your attention please...now if you have finished, let’s see how many of your guesses match with what I have here. አንድ ትክክለኛ መልስ ስታገኙ አንድ ነጥብ ታገኛላችሁ [You will get a point for a right match]. Let’s begin from group one. Who reads the list?

S3 -<S3 Stand up from his seat.>

T – How many food items did you write?

S3 -አስራ አምስት [Fifteen].

T – Tell us.Read them aloud.ጭክ ብለህ አንብብልን [Read them aloud].

S3 – Banana, orange, apple, bread, sugarcane, milk,...

(9) **T** – Excellent! You have written so many food items. But, unfortunately, all your food items are not on my list. So, your team gets no points. < T writes the scores on the blackboard.> Group two. Tell us the food items on your list.

S4 – We have Enjera, potato, vegetable, carrot, cabbage, onion, ...

T – Wow! You have gotten onion and honey from my list. So, your score is 2, more than the first group. Let’s move to group three.

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(10) **T** – The words on my list are the following. <T reads the words without writing them on the

blackboard.> {T and Ss discuss on the meaning of each word.} Something very sweet. Guess what?

S11 – Cake.

T – Good attempt. Another.Sweet and yellow.

Ss - ማር... honey...ማር... honey

T – And the other, a product of a cow. Not milk, not yoghurt.

S5 –አይብ:: [Cheese]

T- You are right. Can anybody tell him thee meaning of አይብ [Cheese] in English?

S6 – It is cheese.

T – The next word is paper.

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- (11) **T** –Look! So far, we have been talking about food items. This time, I will give you another piece of paper and you try to write as many food attributes as possible. አሁን ደግሞ ምንድን ነው የምትጽፉ?
[What are you going to write?]

Ss - Attributes.

T -< T distributes another piece of paper to each group.> Hurry up.

- (12)<Ss work in groups to write down words about *food items* on the given piece of paper.>

< T moves around the classroom checking Ss’ participation in the group work.>

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- (13) <T gives points for the words Ss found from his list.>

- (14) <T declares the winning groups.>

- (15) <T and Ss discuss on the meaning of each word.>

- (16) <T writes all the words about Food Items (*honey, cheese, pepper, pineapple, porridge, rice, garlic, and onion*) and Food Attributes (*bunch, hot, juicy, oily, chopped, delicious, fresh, and fried*) on the blackboard.

<Students copy the words onto their exercise books.>

- (17) **T** -Alright! Now, we have only few minutes remaining. I will give you a homework. From the words you have written on your exercise books, choose five food items and five food attributes to construct sentences. ዛሬ የተማራችኋቸውን ቃላት ተጠቅማችሁ ነገ አምስት አረፍተ ነገሮች ጽፋችሁ ትመጣላችሁ::
[Using the words you have learned today, come up with five sentences for tomorrow.] {T gives homework for Ss.}

8 Feelings

(G) Ss look eager to receive the papers and begin playing.

(G) Representative Ss look eager to announce how many right matches they got.

Observation Results of the Control Group (Main Study)

Lesson One: Vocabulary of Jobs

Day One		
<i>Observation date:</i> 26 Dec, 2016	<i>Observation time:</i> 08:00 a.m.	<i>Duration of observation in minutes:</i> 31:56
No.	Points of Focus	Description
1	Objectives	<ul style="list-style-type: none"> • Introducing the meanings of twelve English words through the lesson <i>Vocabulary of Jobs</i> • Encouraging students to guess the meanings of new words from their experience
2	Sequence of Acts	<ol style="list-style-type: none"> (1) T greets Ss, and Ss stand up in response. (2) T writes the topic of the day on the blackboard: <i>Vocabulary of Jobs</i>. (3) T introduces the lesson of the day. (4) T asks Ss which of the words from the list they know. (5) Ss answer that they know only few of the words. (6) T writes the twelve words on the blackboard by jumbling each word: <i>ielocp, septir, neehsioshrilg, hertcae, ahemcnrt, lcdemiaocordt, ehattel, tnscsieti, rtawei, vrredi, rpacernet, renapit</i>. (7) T asks Ss to sit in pairs. (8) Ss sit in pairs, and copy the words from the blackboard. (9) Ss work in pairs to order the jumbled letters and form meaningful words. (10) T and Ss discuss on the answers of the activity, T asking and explaining the meaning of each word. (11) The class ends after T revises the twelve words.
3	Physical Setting	<p>(G) In a dim classroom, Ss are sitting in their regular seats with their exercise books and English textbooks placed on the desk open.</p> <p>(G) The seats are ordered in four columns three of which have five rows, and the other six.</p> <p>(G) There is a fairly wide and cleaned blackboard hanged on one of the four walls of the classroom, in front of Ss.</p> <p>(G) T stands between the blackboard and Ss.</p> <p>(G) Spaces between Ss look natural, without unusual closeness nor distance.</p> <p>(G) In each seat, the mix of the two sexes looks random.</p>
4	Objects	<p>(G) T has the textbook in his left hand and a piece of chalk in his right hand.</p> <p>(G) There is a piece of paper inside the textbook.</p> <p>(G) Ss have their exercise books and English textbooks open in front of them.</p>
5	Actors	(G) T and Ss.
6	Actions	<p>(G) Ss stand up from their seats to greet the T.</p> <p>(G) Ss get back on their seats.</p> <p>(G) Some Ss move around in search of better places.</p> <p>(G) Ss raise hands to answer questions.</p>

(G) Ss raise hands to call the teacher for help.
 (G) While students are doing the classwork in pairs, T moves around the classroom checking Ss' participation in the pair work.

7 Activities
 (Events)

(1) **T** - Good morning class. {Greeting}
Ss - Good morning teacher. <Standing up in response to the greeting.>

(2) <T writes the topic of the day on the blackboard.> *Vocabulary of Jobs*

(3) **T** - As you can see from the blackboard, today, we will learn about Vocabulary of Jobs.
Ss - <Ss keep silent.>
T - Does anyone know what *jobs* are? *Jobምን እንደሆነ የሚያውቅ አለ?* [Does anyone know what *jobs* mean?]
S1 - *እኔ አላውቅም* [I don't know.]
S2 - *እኔም አላውቅም* [Me neither.]
T - Let me give you a clue *ፍንጭ*[hint] and you will guess. I don't have money because I don't have a job.
Ss - <Ss keep silent.>
T - *Jobስለሌለኝ ገንዘብ የለኝም* <Showing a sad face>*ብል ምን ለማለት የፈለኩ ይመስላችኋል?* [What do you think I mean if I say, I don't have money because I have no job.]
S3 - <Raised her hand and answered>*ስራ*[job].
T - You are right. Different activities people do are called jobs.

(4) {T introduce the lesson of the day:Vocabulary of Jobs.}<T reads from a piece of paper inside a book and orally presents a list of twelve words: *Athlete, Carpenter, Driver, Medical doctor, Merchant, Painter, Police, Priest,Scientist, Shoeshine girl, Teacher, Waiter* and tells Ss that they will learn about these words in the session.>
T - So, today we will know different English words about jobs. {T introduces the lesson of the day.}
 Can you tell me what your parents, uncles, or aunts do? What are their jobs? *እስኪ ወላጆቻችሁ ፣ ዘመዶቻችሁ ምናምን የሚሰሩትን ስራ ንገሩኝ* [Tell me what your relatives and others do.]
S4 - Shopkeeper.
T- Can you say it in a sentence?
S4 - <S3 keeps silent.>
T - You can say *My mother is a shopkeeper*. Any other?
S2 - All family farmer. "All my family are farmers."
T - Excellent. Farming is a job. Anymore?
S5 - My mother is job wife house. "My mother is a housewife."
Ss - Housewife.
T - Excellent. For example, what do you want to be in the future?*ስታድግ ምን መሆን ትፈልጋለህ?* [What do you want to be when you get older?]

S6 – Pilot.

T – Yes! So, that isa job. Look, different people do different activities. And these activities are called what?

Ss – Jobs.

T –Here on my hand, I have a list of words about jobs. I will read them one by one and we will see if you know what they are...Alright! The first one is *athlete*. Do you know what an *athlete* is?

Ss - ሯጭ...ሯጭ ማለት ነው[A runner...it means a runner.]

T – So, you know it. What about *carpenter*? A person who makes chairs and tables?

Ss - አናጺ. [Carpenter]

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- (5) <Ss answer that they know only few of the English words.>
- (6) <T writes the twelve words on the blackboard by jumbling each word: *ielocp, septir, neehsioshrilg, hertcae, ahemcnrt, lcdemiaocordt, ehattel, tnscciet, rtawei, vrredi, rpacernet, renapit.*>
- (7) <T asks Ss to sit in pairs.>
- (8) <Most of the Ss sit in pairs while some remain in their seats, forming groups of three. Ss copy the words from the blackboard.>
- (9) <Ss works in pairs to order the jumbled letters and form meaningful words.>
- (10) <Both T and Ss discussed on the answers of the activity, T asking and explaining the meaning of each word.>

T – If you have finished ordering the letters, let’s now see which of the answers you have gotten right. What is the first word?

S5 – Police.

T – Fantastic! What does a police do? Can you tell us? ፖሊሲች ምንድን ነው የሚሰሩ? [What do police do?]

S5 - ሰላም ማስጠበቅ [Keeping peace.]

T – You are right. Can you say it in English?

S5 - Peace.....ማስጠበቅ[Keeping peace.]

T – Yes! They keep our peace and safety. They protect us from thieves. Ok. Let’s see the second word. Who can answer this?

S6 – Priest.

T – Tell me the spelling. Can you?

S6 – P – r – e – i – s – t. “P-r-i-e-s-t”

T – Ok. Let’s correct the spelling like this. <T writes the word *Priest* spelling on the blackboard.>Where do we see priests? In the office, in the school or where?

S6 – <S6 keeps silent.>

T – Priests የት ነው የምናገኛቸው? [Where do we meet priests?] In the office, in the school or where?

S7 - ቤተ-ክርስቲያን[Church]

T – In the church. <T writes the word *Church* on the blackboard.>

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(11) <T revises the lesson of the day.>

T - Okey! Today, we have been talking about vocabulary of jobs. We learned different words about what people do. You may have these jobs when you finish your education. How many words did we talk about, ten or eleven?

Ss – Twelve.

T – Very good! What were they?

Ss –<Most Ss look onto their exercise books and keep on reading the list of words.>

T – Nice one! When I come tomorrow we will talk about these words and make sentences using them.

8 Feelings

(G) Four Ss look unsettled; they are moving to sit somewhere.

(G) Most students are talking to their partners and look happy to work the Anagrams, ordering the letters.

Day Two

Observation date: 27 Dec, 2016

Observation time: 08:40 a.m.

Duration of observation in minutes: 33:19

No.	Points of Focus	Description
1	Objective	• Completing sentences using vocabulary of jobs.
2	Sequence of Acts	(1) T greets Ss, and Ss stand up in response. (2) T writes the topic of the day on the blackboard: <i>Vocabulary of Jobs</i> . (3) T introduces the objective of the lesson of the day. (4) On the blackboard, T writes the twelve words Ss learned on the previous day. (5) T revises the lesson Ss learned on the previous day. (6) T erases the words from the blackboard. (7) T writes twelve incomplete sentences on the blackboard, and Ss copy that. (8) T gives time for Ss to do the activity by completing the unfinished sentences using the twelve words. (9) Ss do the activity independently. (10) T checks the works of some Ss. (11) T asks Ss to compare their work with their colleagues' (12) T and Ss discuss on the answers of the activity. (13) The class ends after T revises the twelve words.
3	Physical Setting	(G) Ss are sitting in their regular seats with their exercise books and English textbooks placed on the desk open. (G) The seats are ordered in four columns three of which have five rows, and the other six. (G) There is a fairly wide and cleaned blackboard hanged on one of the four walls of the classroom, in front of Ss.

	<p>(G) T stands between the blackboard and Ss.</p> <p>(G) Spaces between Ss look natural, without unusual closeness nor distance.</p> <p>(G) In each seat, the mix of the two sexes looks random.</p>
4 Objects	<p>(G) T has a piece of chalk in his right hand.</p> <p>(G) Ss have their exercise books and English textbooks open in front of them.</p> <p>(G) T's book is on the T's desk.</p>
5 Actors	<p>(G) T and Ss.</p>
6 Actions	<p>(G) T makes a clap calling for Ss attention.</p> <p>(G) Ss stand up from their seats to greet the T.</p> <p>(G) Ss get back on their seats.</p> <p>(G) Ss raise hands to answer questions.</p> <p>(G) Ss raise hands to call the teacher for help.</p> <p>(G) Ss talk to a person next to them to compare their work.</p>
7 Activities (Events)	<p>(1) T - Hello everyone. {T greets Ss}</p> <p>Ss - Hello teacher. <Ss reply standing from their seats.></p> <p>T - How are you all?</p> <p>Ss - I am fine, thank you. And you?</p> <p>T - Sit down please.</p> <p>Ss - Thank you teacher. <Ss get back on their seats.></p> <p>(2) <T writes the topic of the day on the blackboard: <i>Vocabulary of Jobs</i>.></p> <p>(3) T - Today, we will continue learning about vocabulary of jobs. Do you remember the words we learned about yesterday? {T introduces the objective of the lesson of the day.}</p> <p>Ss - Yes!</p> <p>T - What are they?</p> <p>Ss - All Ss read all the words loudly without given turns.</p> <p>(4) T - Well. Let me write them down on the blackboard.<T finishes writing the words on the blackboard.> These are words about what?</p> <p>Ss - Jobs.</p> <p>(5) T - Let's see if you haven't forgotten them.<T revises the lesson Ss learned on the previous day.>What does an athlete do? Please raise your hands.</p> <p>S8 - Run.</p> <p>T - You are right. An athlete runs. Or?</p> <p>S9 - Jump.</p> <p>T - Jumps or ...throws. And who makes tables and chairs?</p> <p>S3 -Car...penter.</p> <p>T - That is right.Someone who makes money by selling different things is called...?</p>

S10 – Driver.

Ss – Merchant.

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(6) **T** – <አሁን ይኑንን አጠፋውና የክፍል ስራ እንሰራለን?> [Let me erase this one and us do a classwork.]

(7) <T writes twelve incomplete sentences on the blackboard, and Ss copy that.>

(8) **T** – Well, now, if you all have finished copying the sentences, let me tell you what you are going to do. How many sentences do you see here on the blackboard?

Ss – Twelve.

T – Are they complete? ተሟልተው የተጻፉ ናቸው ወይስ አይደሉም? [Are they complete or not?]

Ss - አይደሉም [No.]

T – So, now, you will make these sentences completed by using the twelve words you learned about jobs. Is that clear?

Ss – Yes.

T – I will give you ten minutes to finish this. አስር ደቂቃ [Ten minutes.] If you finish, you can show me your answers. <T gives time for Ss to do the activity by completing the unfinished sentences using the twelve words.>

(9) Ss do the activity independently.

(10) <T goes to Ss whenever they need help or want their work marked.> {T checks the works of some Ss.}

(11) **T** – It is so great that most of you have completed the sentences correctly. Now, compare your answers with a student next to you... አስኪ አሁን ደም የሰራችሁትን አብሯችሁ ከተቀመጠ ጓደኛችሁ ጋር አመሳክሩ. [T asks Ss to compare their work with their colleagues']

(12) **T**- Alright! Your attention everyone. Let's have some time to work out the activity together. [T and Ss discuss on the answers of the activity].

T –The first question says dash works in the hotel. Who works in the hotel? Is it a scientist, a teacher or what?

S6 – Waiter.

T – Absolutely! A waiter works in the hotel or restaurant. Do you know this word? <T writes the word *restaurant* on the blackboard.>

Ss -ምግብ ቤት [Restaurant]

T –Can you say *restaurant*?

Ss –Restaurant.

T – Hotel.

Ss - Hotel.

T –So, restaurant and hotel have a similar meaning. And someone who works in the hotel or restaurant is called...?

Ss – Waiter.

T – A female waiter is called waitress. <T writes the word *waitress* on the board.>ወንድ አስተናጋጅ waiter ሲባል ሴት አስተናጋጅ ደግሞ waitress ትባላለች [While a man who waits tables is called a waiter a woman is called a waitress.]

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(13) **T** - Very good! አሁን እየጨረሰን ስለሆነ ምን እንደተማርን እንከልስ <As we are finishing, let’s now revise what we have learned.>Yesterday and today... ትናንትናና ዛሬ <Yesterday and today.> we learned about vocabulary of jobs. Jobs are what people do to get money or help others. ስራ የምንለው ገንዘብ የሚያስገኝ ነገር ብቻ ሳይሆን ሰዎችንም መርዳት ሊሆን ይችላል አይደል? [What we call a job is not only something we earn money from. It could also be helping people, right?] <Theclass ends after T revises all the twelve words.>

Ss –አዎ [Yes.]

Ts –Yeah... when we talked about jobs we knew how many English words?

Ss - አስራ ሁለት [Twelve.]

Ts – These are very important words we should know. We learned about what a driver is, and also about a priest, a scientist, a medical doctor etc. In the next class, we will learn about past simple tense which is found on page 38. እሱን አይታችሁት ለመምጣት ሞክሩ እስኪ. <Try to come to class having a look at it.>

8 Feelings

Students look active and motivated in volunteering answers and doing with their colleagues more than doing the classwork independently.

Appendix BB

Translations of Pre-intervention Interviews (Main Study)

Appendix BB1 - Translation of Experimental Group Students' Pre-intervention Interview (Main Study)

Q#1 - Do you love to learn English vocabulary – *the meaning of words?*

Temesgen – Yes! I like the language. When we learn English in the classroom I like to know the meaning of words as well as speak the language.

Mekdes – Yes! I like to learn English especially speaking; I mean explaining something. For example, if I find a foreigner or be a doctor when I finish school, I want to speak English nicely.

Masresha – Yes, very much. I like all the skills but prefer reading... I also like knowing new vocabulary because it helps me speak English and interact with others. For example, to talk to foreigners and answer anything they may ask me, describe my environment, or even to meet people in other places, I think knowing new vocabulary is important.

Betlehem – Yes, I like not only learning about new words but also English in general. This is because English is an international language and knowing English helps to be a clever student... I like knowing the meaning of new words and also work hard for that. For example, when we know the meanings of new English words it helps us to score good in the English subject.

Michael – Yes, I like to learn English, and knowing the meaning of words helps me to know and use the language. I think that I can communicate with people who can speak English when I learn the language well.

Surafel – Because it is important to my future, I like learning English. I want to be good at English because it will help me if I go to another country or want to finish my education... Among the different aspects of English I chose to know the meaning of words and to speak too. One who does not know the meanings of words cannot communicate with foreigners or pass exams.

Q#2 - Does it make you happy when you know that you have known the meaning of a new word?

Temesgen – Yes. I think knowing the meaning of new words helps me improve my English... I feel like I am different from the rest of the students. For example, I can answer if somebody asks me a

question. I cannot be ashamed...That makes me happy...I do not actually strive to know the meaning of a new English word but once I know the meaning I try to remember it...I try not to forget it because it could help me one day...In fact, I believe that I should know the meaning of a new word more than just to pass an exam. I want to acquire better knowledge...I would also suggest others know the meaning of new words.

Mekdes – Yes.Finding what you have been searching for gives some pleasure. In the future I want to be a doctor and when I gain something I was working for I feel like that dream of mine is approaching. To speak English nicely and know more words, I use the mobile phones of my parents or use books...In fact, my parents do not help me. My father can neither write nor read. I am the first to my parents, so I should study by myself. When I know the meaning of more words I can collect them and make sentences. I can also speak English as well as understand while watching movies...if I know a new word in the class, I try to use them with my friends...Once I learn a new word, I do not want to forget it. I rather try to learn more difficult words.

Masresha – When I recognize thatI have known the meaning of a new word I feel happy. I also feel that I can help my friends and am good at receiving [what the teacher teaches]...I think knowing the meaning of a new vocabulary helps me to develop my overall language skills. When we pass to Grade Seven next year, we will learn such subjects as Mathematics and Biology in English. So, knowing those words will help me not to get troubled with those subjects. For instance, when I feel that I have known the meaning of a new word in a classroom activity I feel so eager to show to my teacher.

Betlehem – In such a context, it makes me feel confident.Instead of fearing, it motivates me to answer the question freely and learn more words. This is also important to sustain my interest of participation in the class.

Michael – It makes me happy and increases my interest to know more words.

Surafel – I feel very happy becauseif I did not know that word, I would make misstates and be exposed to frustration.

Q#3 - How does your teacher teach you the meaning of new words?

Temesgen – We learn in two ways.The teacher either lists down English words and tells us their meaning or helps us create new words by giving us home take assignments.

Mekdes – He teaches by writing some words on the blackboard and we copy them. If we do not know the meanings of those words, he translates them into Amharic.

Masresha – He teaches us in different ways. For example, if there are new words in a reading passage, he writes them down and explains each word, translates them, or gives us in the form of a homework. This helps us know different new words.

Betlehem – He teaches us in a way that everyone has understood the lesson. For example, he asks us simple words that we know from Grade Five. Also, he writes new words on the blackboard, asks us to read paragraphs and match lists of words.

Michael – He gives us class works in which we do matching and other activities.

Surafel – He often writes the words on the blackboard and we copy them onto our exercise book.

Q#4 - Do you like the way you learn the meaning of new words?

Temesgen – Yes, I do. I like the way our teacher teaches us...but I would also like if there was another way to help us learn English more easily because with this method not most students like learning English. If there were books that could ease the language, every student would have the interest to learn this subject.

Mekdes – The teacher's way of teaching is very nice...When a homework is given I often try to finish it earlier. But sometimes, I may bring and finish it here.

Masresha – Yes, I like his method of teaching.

Betlehem – I like the way we learn English because working class works as well as home works is helping us learn English better.

Michael – Yes, I do.

Surafel – I like the way we learn English now but would be happier if there were any other easier method for us to learn English.

Q#5 - Do you work with your classmates to learn the meaning of words? If yes, how?

Temesgen – I am a member of Group Eight. We have groups but it is unusual to work cooperatively...most of the teachers do not give us activities that induce working together. When a

classwork or a homework is given, instead of working together, I feel at ease to answer the question I know the answer of which...I feel that if we supported each other and worked together, we would be more productive.

Mekdes – When activities are given we work both individually and in groups. The teacher has given responsibilities to each of us and based on that we try to support each other...the activities the teacher gives us are mostly suitable for working cooperatively. Even if they are not, it is one's personal effort that matters. For those who appreciate working together, doing activities cooperatively is entertaining. And for those who do not need that, working together does not matter since the goal is to know something.

Masresha – In the class, we work in groups. If I come here without working my homework properly or correctly, I crosscheck my work with my group mates and compare how right or wrong I am, and this is important for us to support each other...One of us may have a dictionary, and we ask for the meaning of different words sometimes.

Betlehem – I work with my classmates. Since we are organized in one to five groups, we are supposed to work together. And again, unless you shared what you know with others, it is meaningless. So, you should share what you know with other students of your group. Otherwise, it makes no change...For example, my role in our group is helping other students who usually achieve low gain good results by assessing the subjects they are good at and not good at.

Michael – With my friends, we work together by supporting each other. I ask them whenever I find difficult questions. They do the same when they find difficult questions. If I know the meaning of the word, I tell them what it is. They do the same too.

Surafel – Because one of the students in our group may know the meaning of a difficult word, we share that. By this, I mean the student tells the answer and everyone knows the meaning. We learn by helping each other in such a way. We all come to class finishing our assignments and crosscheck our works.

Q#6 - Have you ever played games in the classroom when you learned about the meaning of words? If yes, how often? And to what extent were they helpful?

Temesgen – We have never played games in the classroom. That is new to us...I feel that English will be easier if given in a relaxing situation. If we learned English by games, it would be comforting and helpful to know more about the language.

Mekdes – No. We have never played any game. I do not think it has been even thought of...Had it been used, I think it would have been nice. This is what I feel. I do not know what others might think.

Masresha – I do not know if it is considered as a game but we sometimes do dialogues... I do not remember a time we played games that involved further cooperation and competitions...I do not know how, but I feel learning by playing games could be nice to learn English.

Betlehem – No. We are yet to begin learning via radio, let alone playing games in the classroom...I think that we cannot score good academic results by using only the textbook or our notebooks. But if we learn through games, because most students love playing, that will be good.

Michael – In other subjects such as Geography, our teachers bring teaching aids to class to show us different things by pictures. But our English teacher has never used pictures or games.

Surafel – I do not remember the time we played games in the classroom. He showed us the pictures of famous people only once during Nations, Nationalities, and Peoples' Day.

Appendix BB2 - Translation of Control Group Students' Pre-intervention Interview (Main Study)

Q#1 - Do you love to learn English vocabulary – *the meaning of words*?

Biruktawit – I like learning English as a whole and especially speaking. I don't mean that I do not like learning the others (skills) but I want to enhance my speaking ability first...I also like learning the meaning of words because I speak using them...and to know the meaning new words I may refer to dictionary or ask my teacher or other people...Also, my family, especially my mother, help me.

Dagim – I like learning English because it is important for us to know new things, and it is given by a very nice teacher...[From the different aspects of English,] I like to learn about the meaning of new words...Knowing the meaning of new words helps me express my ideas and answer when our teacher asks a question...I like to know not only simple words but also difficult ones because it is important to improve our English skills.

Tigist – I do not know. Ineither love nor hate learning English...I like to know new words, but I fear when the teachers calls upon me to come out in front of students and asks me to read something...To know the meaning of more English words, I study what we have learned in class as soon as I go home. If it is not clear for me, I ask a sister of my friend for help.

Nahom – Yes, I like learning the meaning of new words.It helps me talk to foreigners who come to our village. And because English is an international language it will help me when I grow up. I like learning vocabulary and speaking [among the different aspects of English]... I believe that my English skills improve when I know more words. If I know a word, at least I can spell it. And writing the word helps to know its meaning.

Selam – Yes, I like learning English very much especially vocabulary and grammar...I learn English for my general knowledge. I also try to finish my assignments in time and make active participation in the class. I usually participate voluntarily.

Miftah – Yes! I like to learn English because I want to speak the language nicely.

Q#2 - Does it make you happy when you know that you have known the meaning of a new word?

Biruktawit – I feel so happy because it helps me improve my speaking ability...I believe that knowing the meaning of new vocabulary helps me improve my academic achievement too. If I know more [English] words, I can talk about my environment or communicate with people... Because I want my parents to know what I have learned, I tell them new English words when I am at home...but when

there are many difficult words, I have no interest to learn vocabulary. I try to know their meanings as much as I can but do not make repetitive trials.

Dagim – I feel happy and want to share with my classmates. I also write that down on my exercise book so that I do not forget it.

Tigist – Yes! Knowing the meaning of a new word gives me the chance to practice it ahead. When I do that I can read [a text] without mumbling, and that boosts my confidence...In fact, I do not feel resented when I do not get an answer right. I ask the teacher to help me understand.

Nahom – That makes me happy. I also try to use that word for different things. A new word that I have known today might appear in another subject like Geography. So, knowing its meaning will help me understand the lesson. We will also find the words we learn these days in Physics and Chemistry subjects in grade seven next year...I want to know new words not just to pass tests...I prefer to know a word and miss a question in a test than not knowing the word and getting the answer of a question right. I learn for my own sake.

Selam – I feel so happy and become eager to know more words.

Miftah – I feel happy and think that I have the knowledge of the language.

Q#3 - How does your teacher teach you the meaning of new words?

Biruktawit – First of all, he asks us for the Amharic meaning of the word. If we are not able to know that, he tells us the meaning of the word.

Dagim – We are mostly given some kind of passage in which new words are included, and the teacher asks if we know the meaning of each word. We tell him if we know the meanings. If we do not, he tells us the answers...I like his way of teaching.

Tigist – He writes sentences on the blackboard and inserts words we do not know. Then he asks if we could answer or guess the meaning of the word. If we know it, he writes another sentence. If we do not, he tells us the meaning...he first tells us the meaning in Amharic and writes its English meaning on the blackboard...And when I find the meaning of a word new for me I jot that down on my exercise book.

Nahom – He inserts different difficult words in sentences and writes them on the blackboard. Then, he tells us the meanings of those words and asks us during tests...he tells us the meaning both in English and Amharic.

Selam – Most of the time,he writesan English word on the blackboard and asks us to find its meaning from dictionary or from the library. We go to the library, see the meaning of the word from the dictionary, or ask people and bring it to the classroom.

Miftah – Hetells a new word and asks us to repeat it with him. He does this because when we repeat the word with him we do not forget it. But mostly, he teaches us about verb one and verb two.

Q#4 - Do you like the way you learn the meaning of new words?

Biruktawit – I do not know about other students but for me the way the teacher teaches us is nice...when tests are given I cannot wait until the teacher shows us our results...In the classroom, I try to follow what the teacher says and do activities accordingly. But at home, I use dictionary to refer to the meaning of words and do assignments calmly. I like to know new English words because they are important for me not only to pass examinations but also to help me understand other subjects. When I pass to grade seven next year I could use these words also in other subjects such as Mathematics. So, it is not just to pass tests.

Dagim – Yes, I do.Our teacher gives us both class works and home works which help us exercise activities and learn from our classmates.

Tigist – Yes, I like it because he first asks us to try to answer, and he tells us the meaning of a word after making sure that we cannot answer it.

Nahom – Yes. He gives activities for us to do both in the classroom and at home. He also checks our work. But, because I want my work get marked I try to finish doing activities quickly. That often leaves my work with missing even very simple questions.

Selam – I thinkweare learning in a very good way. We have a nice teacher who wants us to try to say words and read texts...But to help some of us who are not that good at English, I would suggest more focus on a simpler way of teaching English.

Miftah – The way the teacher teaches has enabled me to read words and improve spelling. I also try to write sentences by combining different words.

Q#5 - Do you work with your classmates to learn the meaning of words? If yes, how?

Biruktawit – To know the meaning of a new word, I work with my classmates especially with one of them. If there is a word I know but she does not, I tell her the meaning. She does the same when she knows a word that I do not...we have freedom to talk to each other when a group work is given...We try to discuss and find the answers of questions when exercises are given. In fact, there are some students who disturb and make noise during group activities...For example, I help *Kidist* know new words. She is good at vocabulary, so she also helps me. But she fears to express it out. We work together to improve that. I personally prefer to work with her. I do not mind if I work with others too as long as we have something to share.

Dagim – I am a member of group seven...we work together cooperatively. We ask each other for the meaning of words, and a student who knows the meaning tells to everyone in the group. When there is nobody to know the meaning we ask the teacher to tell us...we do this when classroom activities are given, not while he is teaching...our participation in our group varies from student to student.

Tigist – Definitely, we do! The clever student in our group waits up until the other students guess the meaning of a word. Then, every student has their say, and finally we all agree up on a meaning. To check if we get the right answer, first we ask a representative of another group and then the teacher.

Nahom – We work together by helping each other...we pose questions to each other. We crosscheck our works before the teacher starts teaching. If there is something we all do not know, we refer to a dictionary. Out of lack of interest for English, some students do not like to work in groups or make destructions. We identify them and report to our teacher.

Selam – Yes, my group mates and I work together. I ask them when I find a difficult word, and they too ask me likewise. When we all cannot be sure about the answer our Ambassador goes to another group and asks what they answered...The Ambassador's role is asking answers from another group. Similarly, the Ambassadors of the other groups could come to our group when they face difficulties.

Miftah – When a classwork is given for us to work together we help each other. There is a student in our group named Eyob who is a low achiever compared to us. Our group leader tries her best to help him work with us. She also helps us help Eyob...I am the Ambassador of our group. I go to another group looking for the meaning of a word we could not know.

**Q#6 - Have you ever played games in the classroom when you learned about the meaning of words?
If yes, how often? And to what extent were they helpful?**

Biruktawit – No, we have not. But I think that could be nice because most of us like funny things... My fear is that if we play too much games, we may become inattentive to the actual learning. If, for example, I love playing so much, my full attention will be on the games, [not on the learning].

Dagim – I do not remember us playing games in the classroom. We ask questions in our group when there is no teacher in the classroom. We organize that in a kind of competition by giving a point for a student who gets a right answer. But when the teacher is in the classroom, we just follow his instructions.

Tigist – We play games among ourselves only when there is no teacher... I do not know how it would be like if we learned by games.

Nahom – No! We have never played any game.

Selam – I do not know... I have never experienced such a thing. If we played not too much games in the class, I feel we would be more interested to learn English.

Miftah – No! But I would be happy if there were games.

Appendix CC

Transcriptions of Pre-intervention Interviews (Main Study)

Appendix CC1 - Transcription of Experimental Group Students' Pre-intervention Interview (Main Study)

Q#1 - የእንግሊዝኛ ቃላትን ትርጉም መማር ትወዳለህ/ትወጃለሽ?

ተመስገን - አዎ። ቋንቋውን እወደዋለሁ። እንግሊዝኛን ክፍል ውስጥ በምንማርበት ጊዜ የቃላትን ትርጉም ማወቅ እንዲሁም መናገር ያስደስተኛል።

መቅደስ - አዎ። እንግሊዝኛን በተለይም መናገርን መማር እወዳለሁ ማለትም ነገሮችን መግለጽ። ለምሳሌ አንድ ፈረንጅ ባገኝ ወይም ትምህርቴን ስጨርስ ዶክተር ብሆን ብዬ እንግሊዝኛ በደንብ መናገር እፈልጋለሁ።

ማስረሻ - አዎ። በጣም እወዳለሁ። ሁሉንም ክህሎቶች እወዳለሁ በተለይ ደግሞ ማንበብን... አዳዲስ የእንግሊዝኛ ቃላትን ማወቅም ያስደስተኛል ምክንያቱም እንግሊዝኛ እንድናገርና ከሌሎች ጋር መግባባት እንድንችል ያግዘኛል። ለምሳሌ ከውጭ አገር ከሚመጡ ሰዎች ጋር ለማውራትና የሚጠይቁኝን ለመመለስ ፣ አካባቢዬን ለመግለጽ ወይም ደግሞ ወደ ሌሎች ቦታዎች ሄጄ ከሰዎች ጋር ለመገናኘት አዳዲስ የእንግሊዝኛ ቃላትን ማወቅ ጠቃሚ ነው ብዬ አስባለሁ።

ቤተሰብም - አዎ። እኔ መማር የሚያስደስተኝ ስለአዳዲስ ቃላት ብቻ ሳይሆን እንግሊዝኛን በአጠቃላይ ነው ምክንያቱም እንግሊዝኛ አለም አቀፍ ቋንቋ ስለሆነና ጎበዝ ተማሪ እንድሆን ስለሚያግዘኝ ነው።... አዳዲስ የእንግሊዝኛ ቃላትን ትርጉም መማር ያስደስተኛል ለዚያም ደግሞ ጠንክራ አሰራሪሁ። ለምሳሌ አዳዲስ የእንግሊዝኛ ቃላትን ትርጉም ስናውቅ በእንግሊዝኛ ትምህርት ጥሩ ውጤት እንድናመጣ ያግዘናል።

ሚካኤል - አዎ ፤ እንግሊዝኛ መማር እወዳለሁ። የቃላትን ትርጉም ማወቅም ቋንቋውን እንዳውቀውና እንድጠቀመው ያግዘኛል። እንግሊዝኛን በደንብ ስማር ቋንቋውን መናገር ከሚችሉ ሰዎች ጋር በደንብ መግባባት እችላለሁ ብዬ አስባለሁ።

ሱራፊል - ለወደፊት ስለሚጠቅመኝ እንግሊዝኛ መማር ያስደስተኛል። ወደሌላ አገር ብሄድ ወይም ትምህርቴን ለመጨረስ ከፈለኩ ስለሚጠቅመኝ በእንግሊዝኛ ትምህርት ጎበዝ መሆን እፈልጋለሁ... ከእንግሊዝኛ ትምህርት ነገሮች መካከል የቃላትን ትርጉም ማወቅ እንዲሁም መናገርን እመርጣለሁ። የቃላትን ትርጉም የማያውቅ አንድ ሰው ከፈረንጆች ጋር ምግባባትም ፈተና ማለፍም አይችልም።

Q#2 - የአንድን አዲስ እንግሊዝኛ ቃል ትርጉም ባወክ/ባወቅሽ ጊዜ ደስ ይልህል/ይልሻል?

ተመስገን - አዎ። የአዳዲስ የእንግሊዝኛ ቃላትን ትርጉም ማወቅ እንግሊዝኛን እንዳሻሽል ይረዳኛል ብዬ አስባለሁ... ከሌሎች ተማሪዎች ለየት ያልኩ ያህል ይሰማኛል። ለምሳሌ አንድ ሰው ጥያቄ ቢጠይቀኝ መመለስ እችላለሁ። ላፍር አልችልም... ያስደስተኛል... በእርግጥ አንድን የእንግሊዝኛ ቃል ለማወቅ ጥረት አላደርግም። ግን አንዴ ትርጉሙን ካወኩት ለማስታወስ ጥረት አደርጋለሁ... አንድ ቀን ሊጠቅመኝ ስለሚችል ላለመርገት እምክራለሁ። በእርግጥ የአንድን ቃል ትርጉም ማወቅ ያለብኝ ፈተነ

ለማለፍ ብቻ አይደለም ብዙ አምናለሁ። የተሻለ እውቅት ለመያዝ እፈልጋለሁ...ሌሎችም የአዳዲስ ቃላትን ትርጉም እንዲያውቁ እመክራለሁ።

መቅደስ – አዎ። ስትፈልገው የነበረውን ነገር መግኘት የሚያስደስት ነገር አለው። ወደፊት ዶክተር መሆን እፈልጋለሁ እና ስሰራው የነበረውን ነገር ሳገኘው ያ ህልሜ እየቀረበ የመጣ ያመስለኛል። እንግሊዝኛ በአሪፍ ለመናገርና ብዙ ቃላትን ለማወቅ የወላጆቼን ስልክ ወይ ደሞ መጽሐፍትን እጠቀማለሁ...በእርግጥ ወላጆቼ አይረዱኝም። አባቴ መጣፍም ሆነ ማንበብ አይችልም። የቤተሰባችን የመጀመሪያ ልጅ እኔ ነኝ ስለዚህ እራሴ ማጥናት አለብኝ። የብዙ ቃላትን ትርጉም ሳውቅ እነሱን መሰብሰብና ግረፍተ ነገር መስራት እችላለሁ። እንግሊዝኛ መናገርና ፊልሞችን ሳይ ደሞ መረዳትም እችላለሁ...ክፍል ውስጥ አንድ አዲስ ቃል ካወኩ ከጓደኞቼ ጋር ስሆን ለመጠቀም እሞክራለሁ...አንድ አዲስ ቃል ካወኩ መርሳት እፈልጋለሁ። ይልቁንስ ሌሎች ከቦድ ያሉ ተጨማሪ ቃላትን ለመማር እሞክራለሁ።

ማስረሻ – አንድን አዲስ የእንግሊዝኛ ቃል እንዳወኩት ሳውቅ ደስ ይለኛል። ጓደኞቼን መርዳት እንደምችልና (መምህሩ የሚያስተምረውን) መቀበል እንደምችል ይሰማል...የአንድን አዲስ የእንግሊዝኛ ቃል ትርጉም ማወቅ አጠቃላይ የቋንቋ ክህሎቴን ለማዳበር ይጠቅመኛል ብዬ አስባለሁ። በሚቀጥለው አመት ወደ ሰባታ ክፍል ስናልፍ ሒሳብና ባዮሎጂ የመሳሰሉትን ትምህርቶች በእንግሊዝኛ ነው የምንማር። ስለዚህ ቃላቶቼን ማወቅ በነዚያ ትምህርቶች ላይ ችግር እንዳይገጥመኝ ያግዘኛል። ለምሳሌ የክፍል ስራ ስንሰራ የአንድን አዲስ ቃል ትርጉም ያወኩት መስሎ ከተሰማኝ ለመምህራችን ለማሳየት እጓጓለሁ።

ቤተሰብ – እንደዚያ ሲሆን በራስ የመተማመን ስሜት ይሰማኛል። ከመፍራት ይልቅ ጥያቄውን በነጻነት እንድመልስና ብዙ ቃላትን እንድማር ያነሳሳኛል። በተጨማሪ ክፍል ውስጥ ለመሳተፍ ያለኝ ፍላጎት እንዲጠነከር ይጠቅማል።

ሚካኤል – ደስተኛ ያደርገኛል እንዲሁም ተጨማሪ ቃላትን ለማወቅ ፍላጎቴን ያቸምረዋል።

ሱራፌል – ከፍተኛ ደስታ ይሰማኛል ምክንያቱም ያንን ቃል ባላውቀው ኖሮ ስህተቶችን ልሰራና ልሸማቀቅ እችል ነበር።

Q#3 - የአዳዲስ እንግሊዝኛ ቃላትን ትርጉም አስተማሪያችሁ እንዴት ያስተምራችኋል?

ተመስገን – (የእንግሊዝኛ ቃላትን ትርጉም) በሁለት መልክ እንማራለን። መምህሩ የእንግሊዝኛ ቃላቶችን በመጻፍ ትርጉማቸውን ይነግረናል ወይም ደግሞ የቤት ስራ በመስጠት አዳዲስ ቃላቶችን እኛ እንድንፈጥር ይረዳናል።

መቅደስ – የሚያስተምረን አንዳንድ ቃላትን blackboard (ሰሌዳ) ላይ በመጻፍና እኛ እንድንገለብጣቸው በማድረግ ነው። የቃላቶቹን ትርጉም የማናውቅ ከሆነ ደግሞ በአማርኛ ይተረጎምልናል።

ማስረሻ – በተለያዩ መንገድ ነው የሚያስተምረን። ለምሳሌ በአንድ ምንባብ ውስጥ አዳዲስ ቃላት ካሉ ይጽፋቸውና እያንዳንዱን ቃል ያብራራልና ፣ ይተረጎምልናል ወይም የቤት ስራ አድርጎ ይሰጠናል። ይህም የተለያዩ ቃላትን እንድናውቅ ያደርገናል።

ቤተሰብ – የሚያስተምረን እያንዳንዱ ተማሪ ሊገባው በሚችለው መልኩ ነው። ለምሳሌ አምስተኛ ክፍል የተማርናቸውን ቀላል ቃላት ይጠይቀናል። አዳዲስ ቃላትንም blackboard (ሰሌዳ) ላይ ይጽፍልናል ፣ ፓራግራፎችን (paragraphs) እንድናነብ ይጠይቀናል እንዲሁም የተለያዩ ቃላትን እንድናዛምድ ያደርገናል።

ሚካኤል – አዛምድና ሌሎች ስራዎችን የምንሰራባቸውን የክፍል ስራዎች ይሰጠናል።

ሱራፌል – ብዙውን ጊዜ ቃላቶቹን blackboard (ሰሌዳ) ላይ ይጽፍና እኛ ደግሞ ደብተራችን ላይ እንገለብጣቸዋለን።

Q#4 - የአዳዲስ እንግሊዝኛ ቃላትን ትርጉም የምትማሩበትን መንገድ ትወደዋለህ/ትወጅዋለሽ?

ተመስገን – አዎ። እወደዋለሁ። መምህራችን የሚያስተምርበትን መንገድ እወደዋለሁ... ነገር ግን እንግሊዝኛን ይበልጥ በቀላሉ እንድንማርበት የሚያግዘን መንገድ ቢኖር አራፍ ነው ምክንያቱም አሁን በምንማርበት መንገድ ሁሉም ተማሪዎች አይደሉም እንግሊዝኛ መማርን የምንወድ። ቋንቋውን ሊያቀሉልን የሚችሉ መጻሕፍት ቡኖሩ ኖሮ ሁሉም ተማሪ እንግሊዝኛ ትምህርትን የመማር ፍላጎት ሊኖረው ይችላል።

መቅደስ – መምህሩ የሚያስተምርበት መንገድ አራፍ ነው... የቤት ስራ ሲሰጥ ብዙውን ጊዜ በቶሎ ለመጨረስ እሞክራለሁ። አንዳንድ ጊዜ ገግን አዘህ አምጥቼ ልጨርሰው እችላለሁ።

ማስረሻ – አዎ። የሚያስተምርበትን መንገድ እወደዋለሁ።

ቤተሰብ – እንግሊዝኛ የምንማርበትን መንገድ እወደዋለሁ ምክንያቱም የክፍል ስራም ይሁን የቤት ስራ መስራት እንግሊዝኛ በደንብ እንድንማር እየጠቀመን ነው።

ሚካኤል – አዎ። እወደዋለሁ።

ሱራፌል – እንግሊዝኛ የምንማርበትን መንገድ እወደዋለሁ ነገር ግን እንግሊዝኛን ለመማር ከዚህ ቀለል ያለ ሌላ መንገድ ቢኖር ይበልጥ ደስተኛ እሆናለሁ።

Q#5 - የአዳዲስ እንግሊዝኛ ቃላትን ትርጉም ስትማሩ ከክፍል ጋር ታደጁት/ሽ ጋር በጋራ ትሰራላህ/ሪያለሽ? መልስህ/ሽ አዎ ከሆነ በምን መልኩ?

ተመስገን – አኔ የቡድን ስምንት አባል ነኝ። ቡድኖች አሉን ነገር ግን በትብብር መስራት አልለመድንም... በዙዎቹ መምህሮቻችንም አብረን እንድንሰራ የሚያደርጉ ስራዎችን አይሰጡንም። የክፍል ስራ ወይም የቤት ስራ ሲሰጥ አብሮ ከመስራት ይልቅ መልሱን የማውቀውን ጥያቄ በራሴ መመለስ ይቀለኛል... በንጋዳዳና አብረን ብንሰራ ይበልጥ ውጤታማ እንሆናለን ብየ አስባለሁ።

መቅደስ – የምሰራው ነገር ሲሰጠን በራሳችንም በቡድንም አንሰራለን። መምህራችን ለእያንዳንዳችን ላፊነት ሰጥቶናል በዘም መሰረት ለመረዳዳት እንሞክረራለን... መምህሩ የሚሰጠን ስራዎች ብዙውን ጊዜ ተባብረን ለመስራት ይመቻሉ። ባይመቻቸውም እንኳ ሞኑ ነገር የግል ጥረት ነው። አበሮ መስረት ለሚወዱ በመተባበር መስራት ደስ ይላል። ያንን ለማይፈልጉ ደግሞ በጋራ መስራት ምንም ያደርግም ምክንያቱም ዓላማው የሆነ ነገር ማወቅ ነው።

ማስረሻ – ክፍል ውስጥ በቡድን እንሰራለን። የቤት ስራን በደንብ ወይም በትክክል ሳለሰራ ወደክፍል ከመጣሁ የሰራሁትን ከቡድን ጓደኞቼ ጋር አመሳክርና ትክክል መሆን አለመሆኔን አነጻጽራለሁ ይህም እርስ በእርስ እንድንረዳዳ ይጠቅመናል... አንዳችን dictionary (መዘገበ ቃላት) ሊኖረን ስለሚችል አንዳንዴ ስለተለያዩ ቃላት ትርጉም እንጠያየቃለን።

ቤተሰብ – ከክፍል ጓደኞቼ ጋር እሰራለሁ። በአንድ ለአምስት ቡድኖች ስለተደራጀን አብረን መስራት አለብን። በተጨማሪም የምታወቀውን ነገር ለሌሎች ካላጋራህ ትርጉም የለውም። ስለዚህ የምታወቀውን ነገር ለሌሎች የቡድን አባላት ማጋራት

አሉብህ። ካለበለዚያ ምንም ለውጥ የለውም...ለምሳሌ በእያ ቡድን ውስጥ የእኔ ድርሻ ደክም ያሉ ተማሪዎች ጎበዝ የሆኑባቸውና ያልሆኑባቸውን የትምህርት አይነቶች በመለየት ጥሩ ውጤት እንዲያመጡ መርዳት ነው።

ሚካኤል – ከጻፍኛ ጋር በመረዳት አብረን እንሰራለን። ከባድ ጥያቄዎች ሲያጋጥሙኝ እጠይቃቸዋለሁ። እነሱም ከባድ ጥያቄዎች ሲያገኙ ይጠይቁኛል። የቃሉን ትርጉም የማውቀው ከሆነ ምን እንደሆነ እነግራቸዋለሁ። እነሱም ይነግሩኛል።

ሱራፌል – የአንድን ከባድ ቃል ትርጉም ከቡድናቸው አባላት አንዱ ሊየውቀው ስለሚችል ያንን እንወስዳለን። ይህንን ስል ምን ማለቴ ነው ያ ልጅ መልሱን ይነግረንና ሁላችንም እናውቀዋለን። በዚህ መልኩ በመረዳት አብረን እንሰራለን። ሁላችንም የቤት ስራችንን ጨርሰን ወደክፍል ከመጣን በኋላ የሰራነውን እናመሳክራለን።

Q#6 - ስለአዳዲስ የእንግሊዝኛ ቃላት ትርጉም በምትማሩበት ወቅት ክፍል ውስጥ ጨዋታዎችን ተጫውታችሁ ታውቃላችሁ? መልስህ/ሽ አዎ ከሆነ ምን ያህል ጊዜ? እንዲሁም ምን ያህል ጠቅመውህል/ሻል?

ተመስገን – ክፍል ውስጥ ጨዋታዎችን ተጫውተን አናውቅም። ይህ ለእኛ አዲስ ነው...እንግሊዝኛ ዘና ባለ መልኩ ቢሰጥ ቀለል ይላል ብዩ አስባለሁ። እንግሊዝኛን በጨዋታ ብንማር የሚመችና ስለቋንቋው ብዙ ለማወቅ ጠቃሚ ይሆናል።

መቅደስ – የለም። ምንም አይነት ጨዋታ ተጫውተን አናውቅም። ታስቦም የሚያውቅ አይመስለኝም...ቢሆን ኖሮ ግን አሪፍ የሚሆን ይመስለኛል። ይህ እኔ የሚሰማኝ ነው። ሌሎች ምን እንሚያስቡ ግን አላውቅም።

ማሰረሻ – እንደጨዋታ ይቆጠር አይቆጠር አላውቅም ግን አንዳንድ ጊዜ ዲያሎጎችን (dialogues) እንሰራለን...አብረን እንድንሰራና እንድንተባበር የሚያደርጉ ጨዋታዎችን የተጫወትንበትን ጊዜ ግን አላስታውስም...እንዴት እንሆን እንጂ እንጂ ጨዋታዎችን በመጫወት መማር እንግሊዝኛን ለመማር አሪፍ ይመስለኛል።

ቤተልሔም – የለም። እንኳን ክፍል ውስጥ በጨዋታ ልንማር ይቅርና በሬድዮ መማር እንኳን ገና ልንጀምር ነው...ደብተራችንን ወይም መጽሐፋችን ብቻ በመጠቀም በትምህርታችን ጥሩ ውጤት እናመጣለን ብዩ አላስብም። በጨዋታ አማካይነት ብንማር ግን ብዙው ተማሪ መጫወት ስለሚወድ ጥሩ ይሆናል።

ሚካኤል – እንደህብረሰብ ባሉ ሌሎች ትምህርቶች የተለያዩ ነገሮችን በስዕል ለማሳየት መምህሮቻችን የማስተማሪያ መርጃ መሳሪያዎችን ወደክፍል ያዘው ይመጣሉ። የእንግሊዝኛ መምህራችን ግን ስዕሎችን ወይም ጨዋታዎችን ተጠቅሞ አይውቅም።

ሱራፌል – ክፍል ውስጥ ጨዋታዎችን የተጫወትንበትን ጊዜ አላስታውስም። አንዴ የብሔር ብሔረሰቦች ቀን ብቻ የታወቁ ሰዎችን ስዕል አሳይቶናል።

Appendix CC2 -Transcription of Control Group Students' Pre-intervention Interview (Main Study)

Q#1 - የእንግሊዝኛ ቃላትን ትርጉም መማር ትወዳለህ/ትወጃለሽ?

ብሩክታዊት – በአጠቃላይ እንግሊዝኛን በተለይ ደሞ መናገር መማር ያስደስተኛል። ሌሎችን (ከህሎቶች) መማማ አያስደስተኝም ማለቴ ሳይሆን በመጀመሪያ መናገር መቻሉን ማሻሻል አፈልጋለሁ...የቃላትን ትርጉም መማርም ያስደስተኛል ምክንያቱ እነሱን ተጠቅሜ ነው የምናገር...የአዳዲስ ቃላትን ትርጉም ለማወቅም dictionary (መዝገብ-ቃላት) ልጠቀም ወይም መምህራችንን ወይም ሌሎች ሰዎችን ልጠይቅ እችላለሁ...ደሞ ቤተሰቦቼ በተለይም እናቴ ትረዳኛለች።

ዳግም – እንግሊዝኛ መማር ያስደስተኛል ምክንያቱም አዳዲስ ነገሮችን እንድናውቅ ስለሚጠቅመንና በምርጥ መምህር ስለምንማር ነው...(ከእንግሊዝኛ የተለያዩ ክህሎቶች መካከል) ስለአዳዲስ ቃላት ትርጉም መማር ያስደስተኛል...የአዳዲስ ቃላትን ትርጉም ማወቅ ሃሳቤን እንድንገልጽ አስተማሪያችን ጥያቄ ሲጠይቅ እንድንመልስ ይጠቅመኛል...ቀላል የሆኑ ቃላትን ብቻ ሳይሆን ከባድ የሆኑትንም ማወቅ ያስደስተኛል ምክንያቱም የእንግሊዝኛ ቋንቋ ክህሎታችንን እንድናዳብር ያግዘናል።

ትዕግስት– እኔ አንጃ። አንግሊዝኛ መማር አልወድምም አልጠላም...አዳዲስ ቃላትን ማወቅ ያስደስተኛል ነገር ግን መምህሩ መምህሩ ከተማሪዎች ፊት ውጣና የሆነ ነገር አንብቢ ሲለኝ አፈራለሁ...የብዙ እንግሊዝኛ ቃላትን ትርጉም ለማወቅ ክፍል ውስጥ የተማርነውን ቤት እንደሄድኩ አጠናለሁ። ግልጽ ካልሆነልኝ ደሞ የጓደኛዬ አህት እንድትረዳኝ አጠይቃለሁ።

ናሆም – አዎ። ያዳዲስ ቃላትን ትርጉም መማር እወዳለሁ። ሰፊራችን ከሚመጡ ፈረንጆች ጋር እንዳወራ ይጠቅመኛል። ዓለም አቀፍ ቋንቋ ስለሆነም ሳድግ ይጠቅመኛል። (ከእንግሊዝኛ የተለያዩ ክህሎቶች መካከል) የቃላትን ትርጉምና መናገርን መማር ያስደስተኛል...የእንግሊዝኛ ክህሎቴ የሚሻሻለው ብዙ ቃላትን ሳውቅ ነው ብዬ አምናለሁ። አንድ ቃል ካወቅኩ ቢያንስ ስፔሊንግን (the spelling) መጻፍ እችላለሁ። ቃሉንም መጻፍ ትርጉሙን ለማወቅ ይጠቅማል።

ሰላም – አዎ። እንግሊዝኛን በተለይም የቃላትን ትርጉምና grammar (ሰዋሰው) መማር ደስ ይለኛል...እንግሊዝኛ እምማር ለጠቅላላ እውቀቴ ነው። የቤት ስራዎቼንም በጊዜ ለመጨረስና ክፍል ውስጥ በንቃት ለመሳተፍ እሞክራለሁ። ብዙውን ጊዜ የምሳተፍ በፍቃደኝነት ነው።

ሚፍታህ – አዎ። እንግሊዝኛ መማር እወዳለሁ ምክንያቱም ቋንቋውን አሪፍ አድርጌ መናገር አፈልጋለሁ።

Q#2 - የአንድን አዲስ እንግሊዝኛ ቃል ትርጉም ባወክ/ባወቅሽ ጊዜ ደስ ይልህል/ይልሻል?

ብሩክታዊት – የመናገር ችሎታዬን እንዳሻሽል ስለሚጠቅመኝ ደስ ይለኛል ...የአንድን አዲስ ቃል ትርጉም ማወቅ የትምህርት ውጤት እንዲሻሻልም ያግዘኛል ብዬ አምናለሁ። ብዙ [የእንግሊዝኛ] ቃላትን ካወቅኩ ስለአካባቢ የመናገር ወይም ከሰዎች ጋር መግባባት እችላለሁ... ቤተሰቦቼ የተማርኩትን ነገር እንያውቁልኝ ስለምፈልግ ቤት ቤት ስሆን አዳዲስ የእንግሊዝኛ ቃላትን እነግራቸዋለሁ... ነገር ግን ብዙ ከባድ ቃላት ሲኖሩ የቃላትን ትርጉም የመማር ፍላጎት የለኝም የቻልኩትን ያህል ትርጉማቸውን ለማወቅ ጥረት አደርጋለሁ ነገር ግን ደጋግሜ አልሞክርም።

ዳግም – ደስታ ይሰማኝና ለጓደኞቼ ለመንገር አፈልጋለሁ። እንዳረሳውም በደብተራ ላይ እጽፈዋለሁ።

ትዕግስት – አዎ። የአንድን አዲስ ቃል ትርጉም ማወቅ ቀድሜ እንድለማመደው እድል ይሰጠኛል። ያንን ሳይርግ ሳልንተባተብ ማንበብ ስለምችል በራስ መተማመኔ ይጨምራል። በእርግጥ ትክክለኛ መልስ ሳልመልስ ስቀር አይከፋኝም አስተማሪያችን እንዲያስረዳኝ አጠይቀዋለሁ።

ናሆም – ያስደስተኛል። ቃሉንም ለተለያዩ ነገሮች ለመጠቀም እሞክራለሁ። ዛሬ ያወኩት አዲስ ቃል በሌላ ትምህርት ላይ ለምሳሌ ህብረተሰብ ላይ ሊመጣ ይችላል። ስለዚህ ትርጉሙን ማወቅ ትምህርቱ እንዲገባኝ ያግዘኛል። አሁን ላይ የምንማራቸውን ቃላት ደግሞ በሚቀጥለው አመት ሰባተኛ ክፍል ፊዚክስና ኬሚስትሪ ትምህርቶች ላይ እናገኛቸዋለን... አዳዲስ ቃላትን ማወቅ የምፈልገው ፈተና ለማለፍ ብቻ አይደለም... የቃሉን ትርጉም ሳላውቀው አንድ ጥያቄ ከምመልስ ይልቅ ጥያቄውን ስቼው ቃሉን ባውቀው እመርጣለሁ። እምማረው ለራሴ ነው።

ሰላም – ደስ ይለኝና ሌሎች ቃላትን ለማወቅ እጓጓለሁ።

ሚፍታህ – ደስ ይለኝና የቋንቋው አውቀት ያለኝ መስሉ ይሰማኛል።

Q#3 - የአዳዲስ እንግሊዝኛ ቃላትን ትርጉም አስተማሪያችሁ እንዴት ያስተምራችኋል?

ብሩክታዊት – በመጀመሪያ የቃሉን የአማርኛ ትርጉም ይጠይቀናል። ያንን ካላወቅነው የቃሉን ትርጉም ይነግረናል።

ዳግም – ብዙውን ጊዜ አዳዲስ ቃላት ያሉበት ምንባብ ነገር ይሰጠንና የእያንዳንድን ቃል ትርጉም እንደምናውቅና እንደማናውቅ መምህራችን ይጠይቀናል። ትርጉማቸውን ካወቅን እንነግረዋለን ካላወቅን ደሞ እሱ መልሳቸውን ይነግረናል... የሚያስተምርበትን መንገድ አወደዋለሁ።

ትዕግስት – በ blackboard (ሰሌዳ) ላይ አረፍተ ነገሮችን ይጽፍና የማናውቃቸውን ቃላት ያስገባቸዋል። ከዚያ የቃሉን ትርጉም እንደምናውቀውና እንድንገምት ይጠይቀናል። ካወቅነው ሌላ አረፍተ ነገር ይጽፋል ፤ ካላወቅነው ትርጉሙን ይነግረናል... መጀመሪያ ትርጉሙን በአማርኛ ይነግረንና የእንግሊዝኛ ትርጉሙን blackboard (ሰሌዳ) ላይ ይጽፈዋል እኔ የአንድ ቃል ትርጉም አዲስ ከሆነብኝ ያንን በደብተራ ላይ እጽፈዋለሁ።

ናሆም – የተለያዩ ከባድ ቃላትን በሳረፍተ ነገሮች ውስጥ ያስገባና blackboard (ሰሌዳ) ላይ ይጽፋቸዋል። ከዚያ የቃላቱን ትርጉም ይነግረንና ፈተና ላይ ይጠይቀናል። ትርጉሙን በእንግሊዝኛም በአማርኛም ነው የሚነግረን።

ሰላም – ብዙውን ጊዜ የእንግሊዝኛ ቃል blackboard (ሰሌዳ) ላይ ይጽፍና ትርጉሙን ከ dictionary (መዝገበ ቃላት) ወይም ከ library (ቤተ-መጽሀፍት) እንድንፈልግ ይጠይቀናል። library (ቤተ-መጽሀፍት) ሄደን dictionary (መዝገበ ቃላት) ላይ የቃሉን ትርጉም አይተን ወይም ሰው ጠይቀን ወደ ክፍል እናመጣለን።

ሚፍታህ – አዲስ ቃል ይነግረንና አብረነው እንድንል ይጠይቀናል። ይህንን የሚያደርገው ከሱ ጋር አብረን ስንል ስለማንረሳው ነው። ብዙውን ጊዜ ግን ስለ verb one እና verb two ነው የሚያስተምረን።

Q#4 - የአዳዲስ እንግሊዝኛ ቃላትን ትርጉም የምትማሩበትን መንገድ ትወደዋለህ/ትወጅዋለሽ?

ብሩክታዊት – ስለሌሎች ተማሪዎች አላውቅም። ለእኔ ግን አስተማሪያችን እኛን የሚያስተምርበት መንገድ አሪፍ ነው... ፈተና ስንፈተን አስተማሪያችን ውጤታችንን እስከሚያሳየን ድረስ እጓጓለሁ... ክፍል ውስጥ አስተማሪያችን የሚለውን ነገር ለመከታተልና

ለመስራትም እምክራለሁ። ቤት ስሆን ግን የቃላትን ትርጉም ለማወቅ dictionary (መዝገበ ቃላት) በመጠቀም የቤት ስራዎችን ተረጋግጦ እሰራለሁ። ፈተና ለማለፍ ስለሚጠቅመኝ ብቻ ሳይሆን ሌሎች ትምህርቶችን ለመረዳት ስለሚያግዙኝ አዳዲስ የእንግሊዝኛ ቃላትን ማወቅ እወዳለሁ ለሚቀጥለው ዓመት ወደ ሰባተኛ ክፍል ሳልፍ እነዚህን ቃላት እንደ ሂሳብ ባሉ ሌሎች ትምህርት ላይ ልጠቀምባቸው እችላለሁ ስለዚህ ፈተናን ለማለፍ ብቻ አይደለም።

ዳግም – አዎ እወዳለሁ። መምህራችን መልመጃዎችን እንድንሰራና ከክፍል ጓደኞቻችን እንድንማር የሚያደርጉ የክፍል ስራዎችንና የቤት ስራዎችን ይሰጠናል።

ትዕግስት – አዎ እወደዋለሁ። ምክንያቱም መጀመሪያ ላይ ለመመለስ እንድንሞክር ጥያቄ ይጠይቀናል። ከዚያ በኋላ ሁላችንም መመለስ እንደማንችል ሲያውቅ የቃሉን ትርጉም ይነግረናል።

ናሆም – አዎ። ክፍል ውስጥም ቤትም የምንሰራቸውን ስራዎች ይሰጠናል የሰራነውንም ያርምልናል። እኔ ግን የሰራሁት እንዲታረመልኝ ስለምፈልግ በቶሎ ለመጨረስ እምክራለሁ። እንደዚህ ሳይሆን ደግሞ ብዙውን ጊዜ ቀላል የሆኑ ጥያቄዎችን ሳይቀር አሳሳታለሁ።

ሰላም – በጣም በጥሩ ሁኔታ እየተማርን ያለን ነው የሚመስለኝ። ምርጥ መምህር አለን ቃላትን እንድንናገርና እንድንናነብ ይፈልጋል... ነገር ግን እንደኔ አይነት በእንግሊዝኛ ብዙም ያልሆነ ልጆችን ለመርዳት ቀለል ባሉ እንግሊዝኛን የማስተማሪያ ዘዴ ላይ ትኩረት ቢደረግ ብዬ አስባለሁ።

ሚፍታህ – ሚፍታህ፡- መምህሩ የሚያስተምረበት መንገድ ቃላትን እንዳነብና ስፔሊንግ(Spelling) እንደሻሻል አግዘኛል። የተለያዩ ቃላትንም አያይገፎ አረፍተ ነገሮችን መስራትም እምክራለሁ።

Q#5 - የአዳዲስ እንግሊዝኛ ቃላትን ትርጉም ስትማሩ ከክፍል ጎደኞችህ/ሽ ጋር በጋራ ትሰራለህ/ሪያለሽ? መልስህ/ሽ አዎ ከሆነ በምን መልኩ?

ብሩክታዊት – የእንድን አዲስ ቃል ትርጉም ለማወቅ ከክፍል ጓደኞቼ ጋር በተለይም ካንዲ ጋር እሰራለሁ። እኔ የማውቀውና እሷ የማታውቀው ቃል ካለ ትርጉሙን እነግራታለሁ። እሷም እኔ የማላውቀውንና እሷ የምታውቀውን ቃል ትነግረኛለች...የቡድን ስራ ሲሰጠን እርስ በእርስ የማውራት ነፃነት አለን...መልመጃ ሲሰጠን ለመወያየትና የጥያቄዎችን መልስ ለማግኘት እንምክራለን። በእርግጥ የቡድን ስራ ሲሰጠን የሚረብሹና የሚያወሩ አንዳንድ ልጆች አሉ... ለምሳሌ እኔ ቅድስት አዳዲስ ቃላትን እንድታውቅ አግዟታለሁ። ቃላትን ማወቅ ላይ ጎበዝ ናት ስለዚህ እኔንም ታግዘኛለች። ለመናገር ግን ትፈራለች ያንን ለማሻሻል አብረን እንሰራለን እኔ ከእሷ ጋር መስራትን እመርጣለሁ። አብረን እምንሰራው ነገር አስካለ ድረስ ከሌሎችም ጋር ብሰራ ግድ የለኝም።

ዳግም – እኔ ቡድን ሰባት አባል ነኝ ...በመተጋገዝ አብረን እንሰራለን የቃላትን ትርጉም እርስ በርስ እንጠያየቃለን ከዚያ የቃሉን ትርጉም የሚያውቅ ተማሪ ለቡድኑ አባላት ይናገራል። የሚያውቅ ማንም ከሌለ ደግሞ አስተማሪዎችን እንዲነግረን እንጠይቃለን ...ይህንን የምናደርግ የክፍል ስራዎች ሲሰጡን ነው እያስተማረን እያለ አይደለም ...በቡድን ውስጥ ያለን ተሳትፎ ከተማሪ ተራማ ይለያያል።

ትዕግስት – እየተረዳዳን ነው እንጂ። እኛ ቡድን ውስጥ ያለው ጎበዝ ተማሪ ሌሎች ተማሪዎች የቃሉን ትርጉም እስኪገምቱ ይጠብቃል። ከዚያ ሁሉም ተማሪ የሚለውን ይልና ሁላችንም ባንድ ላይ እንስማማለን። ትክክል መሆናችንን ለማረጋገጥ መጀመሪያ የሌለ ቡድን ተወካይ እንጠይቃለን። ከዚያ ደግሞ አስተማሪዎችን እንጠይቀዋለን።

ናሆም – በመተጋገዝ አብረን እንሰራለን...ጥያቄዎችን እንጠያየቃለን አስተማሪዎችን ማስተማር ከመጀመሩ በፊትም መልሳችንን እናመሳክራለን ሁላችንም የማናውቀው ነገር ካለ ከዲክሽነሪ (dictionary) እንፈልጋለን። እንግሊዝኛ ለመማር ፍላጎት ስለሌላቸው አንዳንድ ተማሪዎች በቡድን መስራት አይፈልጉም ወይም ደሞ ይረብሻሉ። እነሱን ለይተን ለአስተማሪዎችን እንግሊዝኛን።

ሰላም – አዎ እኔና የቡድን ጓደኞቼ አብረን እንሰራለን። ከባድ ቃል ሲያጋጥመኝ እጠይቃቸዋለሁ እነሱም እንደዚያው ይጠይቁኛል መልሱን እርግጠኛ ሳንሆን ስንቀር ደሞ አምባሳደራችን ወደ ሌላ ቡድን ይሄድና ምን እንደመለሱ ይጠይቃል...የአምባሳደሩ ድርሻ ከሌሎች ቡድኖች መልስ መጠየቅ ነው። በተመሳሳይ የሌሎች ቡድኖች አምባሳደሮች ችግር ሲገጥማቸው ወደኛ ሊመጡ ይችላሉ።

ሚፍታህ– አብረን የምንሰራው የክፍል ስራ ሲሰጠን እንረዳዳለን። እኛ ቡድን ውስጥ ደከም ያለ እየብ የሚባል ልጅ አለ። የቡድን መሪዎችን ከእኛ ጋር አብሮ እንዲሰራ የቻሉትን ሁሉ ታደርጋለች ። እኛም እየብን እንድንረዳው ታግዘናለች...እኔ የእኛ ቡድን አምባሳደር (Ambassador) ነኝ። ማወቅ ያልቻልነው ቃል ካለ ትርጉሙን ለመጠየቅ ወደሌላ ቡድን እሔዳለው።

Q#6 - ስለአዳዲስ የእንግሊዝኛ ቃላት ትርጉም በምትማሩበት ወቅት ክፍል ውስጥ ጨዋታዎችን ተጫውታችሁ ታውቃላችሁ? መልስህ/ሽ አዎ ከሆነ ምን ያህል ጊዜ? እንዲሁም ምን ያህል ጠቅመውሁል/ሻል?

ብሩክታዊት – አይ ተጫውተን አናውቅም ግን አሪፍ ይሆናል ብዬ አስባለሁ ምክንያቱም ብዙዎቻችን የሚያስደስቱ ነገሮችን እንወደለን። ግን ምናልባት ብዙ ጨዋታ ከተጫወትን ለትምህርቱ ቦታ ላንሰጠው እንችላለን ። ለምሳሌ ያህል እኔ መጫወት በጣም የምወደው ቢሆን ሙሉ ትኩረቴ የሚሆነው ጨዋታዎቹ ላይ ነው [እንጂ ትምህርቱ ላይ አይደለም]።

ዳግም – ክፍል ውስጥ ጨዋታ ስንጫወት አላስታውስም። ክፍል ውስጥ አስተማሪ ሳይኖር ሲቀር በቡድኖችን ጥያቄ እንጠያየቃለን። ያንን የምናደርገው እንደ ፍክክር አድርገን ሲሆን ትክክለኛ መልስ ያገኘ አንድ ነጥብ ይሰጠዋል። አስተማሪው ግን ክፍል ውስጥ ካለ እሱ የሚለንን ነው የምንከተል።

ትዕግስት – ጨዋታ የምንጫወት እርስ በርሳችን አስተማሪዎችን በማይኖርበት ጊዜ ነው...በጨዋታ ብንማር ግን እንዴት ሊሆን እንደሚችል እኔ እንጃ።

ናሆም – አይ ምንም ጨዋታ ተጫውተን አናውቅም።

ሰላም – እኔ እንጃ...እንደዚህ ያለ ነገር አጋጥሞኝ አያውቅም። ክፍል ውስጥ በጣም ብዙ ያልሆኑ ጨዋታዎችን ብንጫወት እንግሊዝኛ ለመማር የበለጠ ፍላጎት የሚኖረን ይመስለኛል።

ሚፍታህ – አናውቅም። ጨዋታዎች ቢኖሩ ኖሮ ግን ደስ ይለኝ ነበር።

Appendix DD

Translations of Post-intervention Interviews (Main Study)

Appendix DD1 - Translation of Experimental Group Students' Post-intervention Interview (Main Study)

Q#1 - What differences have you recognized between the game-based vocabulary lesson and the former one?

Temesgen – I feel that compared to the former one the presentation of the vocabulary lessons through games is more entertaining. I mean that one was also good, but this one is better. Because this one was presented in the form of games it helped us understand easily...The main difference I could see is that the former one was not that interesting.

Mekdes – I think that learning through playing is better. We have never been taught through playing. As for me, this is my first time to play games in the classroom...In the former mode of teaching, the teacher introduced a lesson and we began to do different exercises from the textbook. Then he gave home take activities, and on the next day again we did the same thing.

Masresha – The one we learned by playing games helped us to learn and understand the meaning of different words simply. Although it took some extra time compared to that of the former class, learning by games was better and more entertaining. In the former classes, we used to wait only until the class ended, but when we played the games we did not want it to end because we were both excited by the games and able to learn easily...the other difference I noticed is that playing the games helped us to work in our groups well. Previously, when group activities were given we only got together and waited until the teacher told us to do something. But with the games, we were working together to finish tasks quickly once the instructions were explained. Additionally, I, personally, was not interested to ask the teacher any question but while playing the games I could ask freely because unless I understood how the games were played I could not do anything.

Betlehem – Yes, I have recognized differences. In the non-game situations, we used to be engaged in doing other activities and had no interest to learn English. These days, most of us want to play games because it is relaxing and entertaining. It also increases our attention. So, the fact that we played games in learning the meaning of new words was more interesting...In non-game situations, the effort we exerted to know the meaning of new words was low. But the games made me eager to discover the meaning of new words.

Michael – For me, learning vocabulary through games was better. I especially liked the game in which pictures were posted on the board because that helped me relate the meaning of words with the pictures.

Surafel – Formerly, I did not have much interest for the English subject. I did not have the knowledge of English too. But playing the games is more attractive and has made me clever.

Q#2 - Which one have you liked most? And why?

Temesgen – Learning not only English but also any other subject through games is a new experience for us. I can say that I had more interest to learn about the meaning of new words through the game-based lessons. I do not know what others might feel, but for me, I would prefer if the lessons were presented through play the way we were taught. I still feel that other students too prefer the game-based lessons.

Mekdes – For me, the lessons we learned through games were nice... we were working to get more answers and win students in other groups.

Masresha – What I liked most is the one we learned through games because the class time was just passing unnoticed. Also, we were interested and able to work together one explaining the meaning of a difficult word to the group or a friend.

Betlehem – Learning through games was more interesting for me. I think the games make learning look easy even if it is difficult. We now knew words through playing. I like to learn English, but the games made me love it more.

Michael – I liked learning by playing games.

Surafel – I have liked learning by playing very much because the games are new for me. I have never played the games before. They are entertaining and helpful... even when a home work was given I wanted to do it happily because I could know most of the words. As I could understand the lessons, it was not that bothering to do the assignments.

Q#3 – Do you think that the way you have been learning vocabulary for the last couple of weeks brings about any difference in your academic achievement?

Temesgen – Yes! In fact, I have not yet seen my results of the tests you gave us, but I think I will have a better result after we were taught through games. To score well in both the former and the game-

based methods of teaching, personal effort and hard work are very crucial. There is no reason I cannot achieve higher if I study hard. But for me, I think I will achieve more this time because I can remember more words now than before. For example, when we were learning about animals the pictures used in the classroom were more helpful for us to remember the names of the animals. We not only knew what they do or where they live but also saw and identified them in pictures.

Mekdes – I think so. I feel that I will score well in the test you gave us. The words in the test were easier to remember. I was able to relate their meanings with the pictures we used during the games...More than anything else, I can remember the game we played about animals. I do not think I will miss even a question.

Masresha – I definitely think that I will score a better result in the test than before. In the previous test, there were some questions I tried to answer just by guessing but in the test we took yesterday I answered most of the questions knowing their exact answers. In fact, I may not answer some of the questions, yet I knew the meaning of most of the words in the test. When I was working out the questions in the test the pictures used as well as the classroom situations were coming to my mind. During the test, I was relating the picture of words with their meaning in such a way. I could remember the new words about jobs, food items and animals. That was easier for me.

Betlehem – I think my result of the test I took after the game will be better because I had learned vocabulary more easily through the games. I knew the meaning of most of the words in the test, and I was able to easily answer the given questions. Had the questions on the test been given to us before we learned them through games, they would have been difficult to answer. So, I am sure that I will get full marks...For example, in working out the questions about Food Items and Attributes, I was remembering the game we played in the classroom. That was coming to my mind. If a lesson is easier, you can easily remember it even after so many years. In contrast, if it is difficult, you just forget it overnight. So, the lessons we learned through games, first, made us excited, and second helped us remember the meaning of words easily.

Michael – The test I took after we learned by playing games was easier for me. In the test, I found ordering letters to form meaningful words and matching names of things with their meanings easier to answer.

Surafel – The test that I took last Thursday was easier than the one we took when you gave us first.

Q#4 - Was the game-based vocabulary lesson funny and interesting? How and why?

Temesgen – It was good. Actually, some students might think that learning through games is just a joke.

But I feel it is nice. For example, I liked the one we played about animals. There were some animals we had not known at all and some we knew only by name. So, the pictures helped us know the names of those new animals.

Mekdes – It was really fun to play games in the classroom. From all the games we played, I liked the one in which we threw a dice and made sentences using words. To write sentences using a word from the list, we had to know the meaning of the word first. I think the game helped us both know the meaning of the word and then construct a sentence using it. This tells me that learning by playing games helps me know more words.

Michael – When we played games we had freedom, and we could ask as we wanted.

Surafel – Learning through playing games was fun and more interesting.

Q#5 - From the two approaches, which one gave you more time to work with your friends?

Temesgen – Learning by playing was more participatory. As you saw it, we have groups that work to all subjects, and I am the leader of my group. This had already created closeness between us. Even without the games, we use those groups in all subjects. Therefore, the addition of the games to the groups helped some students to participate in group work activities more actively. This was relatively better than the former one. For example, students in my group know what አስተናጋጅ is. By playing the game, we were talking about አስተናጋጅ, and in the game, the combination of the picture of the አስተናጋጅ and the word ‘waiter’ helped us not to forget the meaning of the word.

Mekdes – The games gave me a chance to play and work together with my colleagues because to win group games we had to work together and finish an activity before students in other groups did. For example, when we played the game about jobs four groups, including ours, were able to match the whole twelve pictures with their respective words. We were one of the winning groups. We won the game because we worked together... I am the leader of my group. When we played the game [Memory Game] all students in our group, including those who are often low achievers, could easily find the picture-word combinations...in the former mode of teaching, these students did not have much interest to contribute to group work activities.

Masresha – Learning through playing games was more comfortable for me to work with my fellows. And as I told you earlier, the time was just passing unnoticed because we were focused on playing the games. We were not bored, so we tried to help each other.

Betlehem – When we worked in groups most of us did not know the meaning of many words. But during the games, we could differentiate adjectives, attributes etc easily. Members of my group were more active in their participation than before. We were talking about the games after class and I could understand from that that the games made students interested to learn vocabulary.

Michael – Previously, I had low interest to do classroom activities. But when we were playing games we all had the interest to work cooperatively.

Surafel – I as well as my friends love playing. And the presentation of the lessons with games was entertaining for us. We were doing activities by asking each other different questions. Like me, my friends were also working happily.

Q#6 - Can you explain the interaction you have maintained with your friends after you began learning vocabulary via games?

Temesgen – As I told you, my classmates and I often work classroom activities in groups. Most students try to contribute to their group although this depends on our respective ability. During playing the games too, every student was trying to be a better contributor. One thing I should tell you is that the focus of most students was on doing the game activities, not recognizing the meaning of the words.

Mekdes – I am usually in charge of monitoring our group work activities. We were playing the games freely and nobody looked worried about what else to do but play the games. Even at home, I was showing the games we played in the classroom to my parents and siblings...as a student, I could improve my skill of writing sentences...I was trying to use the words we learned to construct sentences.

Masresha – [With regard to the interest of other students in my group,] we just made playing the games pure competition in which every student was interested to participate. Even some of the group activities in the games required competitions. Students in my group were trying to win the competitions as much as they could.

Betlehem – In my group, my responsibility is ensuring the active participation of group members and overseeing whether they really follow what the teacher teaches. For example, when we learned

vocabulary there were many new words. A student asks the group if there is someone who knows the meaning of a new word and gets the answer from a friend in such a way. We do these things all the time, but during playing the games every member of the group was doing this with interest unlike the previous times.

Michael – In the first game, my group mates and I were working together to finish and be ranked first. We were ranked third at the end...I do not know what my friends may feel, but I personally liked playing the games and working cooperatively with my friends...I was eager to know both the results of our group and the test we have been taking.

Surafel – Because playing the games gave us freedom, we were fearless to talk to each other and also pose questions to each other...From the games we played, I liked the last game we played...the one we were throwing numbers [dice]...to play the game and make sentences using a word, we had to first know the meaning of all the six words on the blackboard. That made us know the meaning of the words well. When we were working in our group there was a time my fellow and I got quarreled because we were in hurry and did not want to lose. That has a nice feeling.

Q#7 - What are the problems you have noticed in the game-based vocabulary lesson?

Temesgen – When we were playing the games one of the problems I noticed is the noise because some students consider it as a joke. There were times students were laughing beyond limit. That gave some students the chance to disturb the class.

Mekdes – Compared to the benefits it gave us, I did not notice much of the problems with playing the games. But for some students who do not care whether they learn or not, the game situations were opportunities to disturb in the class.

Masresha – What I noticed as a problem is that because playing the games gives freedom some students could create noise...They may be careless and unfocused as a result destructing others' learning.

Betelhem – I did not notice a problem with playing the games. With this regard, a problem befalls when playing games is seen as a destruction of learning. But what is important about games is that they make students engaged and self-confident...there was a high sense of competition among ourselves, and I liked that. We were trying to finish ahead of students in other groups.

Michael – When we were working matching pictures and words there was no much noise in the classroom. But when it was time to know the final scores at the end of the game students were shouting and making noise.

Surafel – There are some problems with students’ classroom behaviors. There were also students disturbing. But the game was exciting that they stopped disturbing after a while. Only some of them were disquieting...I would love if games were also included in other subjects. That could help us gain more knowledge without downing the lessons.

Appendix DD2 -Translation of Control Group Students’ Post-intervention Interview (Main Study)

Q#1 – Can you describe how you have been learning vocabulary for the last couple of weeks?

Biruktawit – We were learning about the meaning of words, speaking, grammar etc...we learned about the things different people do. We also learned about food types...[Our former teacher] also taught us different words...He used to tell us the meaning of words in Amharic...For example, we learned about what animals do and where they live.

Dagim – We learned different things. We were given tests...We learned about ordering letters and forming words. That was interesting...it helped us know the meaning of words easily...I mean, for example, I ordered the letters and finished quickly. That helped me know the spellings of words, and their meanings too...after we finished the ordering, in our group, we were talking about the meanings of words.

Tigist – We were learning happily... mostly [our former teacher] used to translate the meaning of words into Amharic, but this time we learned the words in English...by writing sentences on the blackboard, by choosing similar words from a list.

Nahom – We learned many English words. In fact, [our former teacher] also taught us different words and also gave us class works. We learned in the same way...the difference I saw is that students were disturbing when you taught us because they fear [our former teacher]...when class works were given many students were working actively...we were comparing what we did after we finished ordering the letters.

Selam – We were learning vocabulary of jobs, animals, and foods. We knew many words...yes, I wrote sentences on the blackboard. That was about fruits. I also tried to read that to the class.

Miftah – As I told you last time, I like learning vocabulary. I was learning happily when we learned new words in the class...I worked my assignments quickly...by using dictionary and asking my friends...For example, we were using words to write sentences on our exercise books. We then read that to our group.

Q#2 – When have you been more interested to learn, now or before? How?

Biruktawit – Both now and before. It has no difference. As long as what we learn is important for us, both are the same...[Our former teacher] was very understanding...we could ask him whatever we wanted to...Likewise, we asked you things that we could not easily understand.

Dagim – Both are the same. The only difference is the teacher. Actually, you used more English than our former teacher. But I liked that. I like when people talk in English...With regard to words, we learned in the same way. We were given class works, home works, and group works.They helped us to know different words.

Tigist – I think I liked the way you taught us more...I was trying to answer freely. So, I did not fear...I mean I could fear formerly.

Nahom – I felt the same thing.

Selam – I liked the way we have been learning now. I do not like to learn about grammar and passages. When you taught us we were learning many words. We were writing sentences, reading to others, and also collecting letters and forming words. This was nice because we can learn English easily when we know words and write and speak. But learning about grammar and passages does not make me happy.

Miftah – I was interested when both of you taught us.I like knowing new words so I was learning in the same way.

Q#3 - Do you think that the way you have been learning vocabulary for the last couple of weeks brings about any difference in your academic achievement compared to the former one?

Biruktawit – What matters most is the time I spend on my education. Whether the teacher teaches me or not, unless I study hard, I cannot have a good result. Not only when we learn English but also the other subjects what is so decisive is our personal effort. [When I say this] I do not mean I can be a clever student all by myself...I ask my parents and my teachers when I face a difficult question.

Dagim – I think I worked out the tests you gave us well. I guess I will score more than ten in both tests... Also previously, I usually scored good results.

Tigist – I don't know. I have not yet seen my results of the tests we took. [Our former teacher] always wanted us to score good in English. He gave us tests out of five or ten points after he taught us something. He also gave us group assignments. When group assignments are given we score good results because we work together and help each other. But you gave us tests out of 20. We did that independently. I think I will answer many of the questions.

Nahom – I don't know. I answered the questions I know. The tests were neither difficult nor easy.

Selam – I think so. The questions are about words. I like knowing words and I knew the Amharic meaning of most of the words you taught us. I think I have answered many of the questions.

Miftah – Our former teacher gave us tests frequently. He teaches us something and asks us questions when he thinks that most of us have understood that well. Because the tests did not have many questions we could answer most of them. But the test you gave us has many questions. In fact, they are what we learned. If it is not because of the number of questions on the test, I think I have got most of the questions right... from the questions [on the test], I liked the one which asks about ordering letters and forming words. I also liked the true or false questions.

Q#4 – How much interested were you to learn vocabulary?

Biruktawit – I always have a very high interest to learn vocabulary.

Dagim – I had a high interest.

Tigist – I like to learn English... I mean not only words but also others.

Nahom – I have interest to know new English words but when their meaning is asked I may not answer them. I think I prefer learning words when we write sentences... my friends also tell me the meaning of words.

Selam – I don't know about others. But I had a high interest to learn vocabulary.

Miftah – I was very interested.

Q#5 – When have you got more time to work with your friends, now or before?

Biruktawit – We usually work in our groups. Although most of the students do not properly work in groups we always work in groups...there are some students who would like to disturb. These students disturb and talk instead of helping others... When you taught us we were working in our group. For example, we selected one of the members of our group to write on the blackboard a sentence we wrote about the things people do. We also crosschecked our answers of the words we formed by ordering different letters.

Dagim – We do the activities our teacher gives us in groups. Sometimes, we also do privately. When you taught us too we worked together.

Tigist – We have one to five groups...we use the same group for all subjects. A student from each group is assigned as a leader by the teacher... Since we use that group to work together, we worked in groups similarly both now and before.

Nahom – We work with other students together... It is the same. But now we are more relaxed because we can ask any question with no fear.

Selam – I think it is now. Although we have one to five groups we did not use that properly. But when you gave us group works we were doing happily... we talked about animals... we also worked the one you gave us about categorizing similar animals by helping other.

Miftah – I think it is the second one... but I don't know how.

Q#6 – Can you explain the interaction you have maintained with your friends in those days?

Biruktawit – As I told you, we often work together, yet there are some students who misbehave. Other than that, we were working by helping each other.

Dagim – We were helping each other. After working out questions together, we crosscheck our answers with each other. Again, if there is an answer we are not sure of, we ask our classmates in other groups. And if they do not know it, we ask the teacher.

Tigist – In working together, all of us were doing what we usually do... I mean the group leader was monitoring the participation of every group member and the Ambassador was asking the other groups for what they knew. And the rest of us were participating in answering the questions. But our participation was not equal. Mostly, the low achievers keep silent and we push them to participate.

Nahom – I do not think the way we were working in our groups was different from the former one.

Selam – Working in groups is very good to everyone. But mostly, instead of helping each other we were working by ourselves. Because everyone wants to raise hands, they finish their task and want to answer a question first. If that was not the case and if we helped each other, it would be good.

Miftah – It was very good. Because you were encouraging us to work in groups and giving us enough time we were working together.

Q#7 - What are the problems you have noticed during those vocabulary lessons?

Biruktawit – The main problem I noticed is that many students were disturbing. Most of us like learning English, but some students do not. They do not do their homework properly.

Dagim – Although there are no many problems some students do not come to class finishing their homeworks. They come to class and copy what we do. This does not help them. But if they come to class finishing their homework, it is good. And the other one is some students disturb in the class. When [our former teacher] was teaching there was no much noise because they know they get punished. But they were disturbing when you were teaching.

Tigist – There were some students disturbing. They were not following the lesson. Other than that, there was no problem.

Nahom – I did not see any problem. It was nice.

Selam – When a class work or a home work is given some students do not like to work together. They do not want to help us.

Miftah – I have not noticed many problems. All of us liked the way we were taught.

Appendix EE

Transcriptions of Post-intervention Interviews (Main Study)

Appendix EE1 - Transcription of Experimental Group Students' Post-intervention Interview (Main Study)

Q#1 - ጨዋታ በተካተተበትና ጨዋታ ባልተካተተበት የእንግሊዘኛ ቃላትን ትርጉም የመማር ሂደት መካከል ምን ምን ልዩነቶችን አስተውለሃል/ሻል?

ተመስገን - ከበፊቱ ጋር ሲነፃፀር ስለ ቃላት ትምህርት በጨዋታ መልኩ መቅረቡ ይበልጥ የሚያስደስት ነው ብዬ አስባለሁ። ማለቱ ያኛውም ጥፋ ነበረ ይኸኛው ግን የተሻለ ነው። ይኸኛው በጨዋታ መልኩ ስለቀረበ በቀላሉ እንዲገባን ረድቶናል...ያየሁት ዋና ዋና ልዩነት ምንድን ነው የበፊቱ ያን ያህል ደስ አይልም ነበር።

መቅደስ - በጨዋታ አማካይነት መማር የተሻለ ነው ብዬ አስባለሁ። በጨዋታ አማካይነት ተምረን አናውቅም። እንደኔ ክፍል ውስጥ ጨዋታ ስጫወት ይህ የመጀመሪያዬ ነው። በበፊቱ ማስተማሪያ መንገድ አስተማሪዎችን ስለ አንድ ትምህርት ያስተዋውቀንና ከመፅሀፍ ላይ ያሉ የተለያዩ መልመጃዎችን መስራት እንጀምራለን። ከዚያ በታችን የምንሰራቸውን የሰጠንና እንደገና በሚቀጥለው ቀን ያንኑ እናደርጋለን።

ማሰረሻ - ጨዋታ እየተጫወትን የተማርንበት የተለያዩ ቃላትን ትርጉም በቀላሉ እንድንማርና እንዲገባን ረድቶናል። ከተፈቱ ክፍለ ጊዜ ጋር ሲነፃፀር ተጨማሪ ሰአት ቢወሰድም በጨዋታ መማር የተሻለና ይበልጥ አዝናኝ ነበር። በበፊቱ ክፍለ ጊዜዎች ጊዜው እስኪያልፍ ብቻ ነበር የምንጠብቀው ጨዋታዎችን ስንጫወት ግን እስኪያልቅ አንጠብቅም ነበር ምክንያቱም በጨዋታዎቹ ተሰበን ነበር እንደገና ደግሞ በቀላሉ መማር ችለናል...ሌላ ያስተዋልኩት ልዩነት ጨዋታዎቹን መጫወት በቡድናችን ውስጥ በደንብ እንድንሰራ አግዘናል። በፊት የቡድን ስራዎች ሲሰጡን ዝም ብለን አብረን እንሆንና አስተማሪዎችን የሆነ ነገር እስኪነግረን ድረስ እንጠብቅ ነበር። በጨዋታዎቹ ግን የምንሰራው ከተነገረን በኋላ በቶሎ ለመጨረስ አብረን ስንሰራ ነበር። በተጨማሪም እኔ በበኩሌ አስተማሪዎችን ለመጠየቅ አልፈልግም ነበር ጨዋታ ስንጫወት ግን ነፃ ሆኜ መጠየቅ ችያለሁ ምክንያቱም ጨዋታዎቹን እንዴት መጫወት እንዳለብኝ የማላውቅ ከሆነ ምንም ነገር ማድረግ ስለማልችል ነው።

ቤተሰሌም - አዎ ልዩነታችንን አስተውያለሁ። ጌሞች (games/ጨዋታዎች) ባልተካተቱበት ሁኔታ ሌሎች ስራዎችን በመስራት ስለምንጠመድ እንግሊዘኛን ለመማር ፍላጎት አልነበረንም። አሁን ላይ ግን ብዙዎቻችን ጨዋታ መጫወት እንፈልጋለን ምክንያቱም ደስ ስልሚልና ስለሚያዝናና ነው ትኩረታችንንም የጨምርልናል። ስለዚህ የአዳዲስ ቃላትን ትርጉም ለማወቅ ጨዋታ መጫወታችን የበለጠ አስደሳች ነበረ...ጌሞች (games/ጨዋታዎች) ባልተካተቱበት አዳዲስ ቃላትን ለማወቅ የምናደርገው ጥረት አነስተኛ ነበር። ጨዋታዎቹ ግን የአዳዲስ ቃላትን ትርጉም ለማወቅ እንድንጓዝ አድርገውኛል።

ሚካኤል - ለእኔ የቃላትን ትርጉም በጨዋታ መማር የተሻለ ነበር። በተለይ ደግሞ ስእሎችን board (ሰሌዳ) ላይ ተለጥፈው የነበረበትን ጨዋታ ወድጅቀለሁ ምክንያቱም የቃላትን ትርጉም ከስእሉ ጋር እንዳዛምድ ረድቶኛል።

ሱራፊል - በፊት ለእንግሊዘኛ ትምህርት ብዙም ፍላጎት አልነበረኝም። የእንግሊዘኛ እውቀትም አልነበረኝም። ጨዋታዎችን መጫወት ግን ደስ የሚል ሲሆን ኅብዝ እንድሆነ አድርጎኛል።

Q#2 - ከበሬቱና ካህኑ በይበልጥ የወደድከ/ሺው የትኛውን ነው? ለምን?

ተመስገን – እንግሊዘኛ ብቻ ሳይሆን ሌላ ማንኛውንም ትምህርት በጨዋታ አማካይነት መማር ለእኛ አዲስ ነገር ነው። ጨዋታ ባለበት መንገድ ስንማር ነው የአዲስ ቃላትን ትርጉም የማወቅ የተሻለ ፍላጎት ያደረገንን ማለት እችላለሁ። ሌሎች ምን እንደሚሰማቸው እኔ እንጂ ለእኔ ግን ልክ እንደተማርነው ትምህርቶቹ በጨዋታ አማካይነት ቢቀርቡ እመርጣለሁ። ሌሎችም ተማሪዎች ጨዋታ የተካተተበትን ትምህርት ይመርጣሉ የሚል ስሜት አለኝ።

መቅደስ – ለእኔ በጨዋታ አማካይነት የተማርናቸው ትምህርቶች አሪፍ ነበሩ ብዙ መልሶችን ለመመለስና ሌሎች ቡድኖች ውስጥ ያሉትን ተማሪዎች ለማሻኘት ስንስራ ነበር።

ማስረሻ – በጣም የወደድኩት በጨዋታ የተማርነውን ነው ምክንያቱም ክፍለ ጊዜው ሳናውቀው እየሄደ ነበር። ደግሞ የአንድን ከባድ ቃል ትርጉም አንዳችን ለቡድኖቻችን ወይም ለጓደኛቻችን እየነርን ፍላጎት ነበረን መስራት ችለናል።

ቤተሰብ – ለእኔ በጨዋታ አማካይነት መማር ይበልጥ ደስ ይል ነበር። ጨዋታዎቹ ከባድ ቢሆንም እራሱ ትምህርት ቀላል እንዲመስል ያደርጋሉ አሁን በጨዋታ ቃላትን አውቀናል። እንግሊዘኛ መማር ደስ ይለኛል። ጨዋታዎቹ ደግሞ ይበልጥ እንደወደው አድርገውኛል።

ሚካኤል – ጨዋታ እየተጫወትን መማሩን ወድጀዋለሁ።

ሱራፌል – ጨዋታ እየተጫወትን መማራችንን በጣም ወድጀዋለሁ ምክንያቱም ጨዋታዎች ለእኔ አዲስ ናቸው ከዚህ በፊት ተጫውቻቸው አላውቅም አዝናኝና ጠቃሚ ናቸው የቤት ስራ ሲሰጠን እራሱ ደስ ብሎኝ ነበር መስራት የምፈልግ ምክንያቱም ብዙዎችን ቃላት ማወቅ ችየ ነበር ትምህርቱን መረዳት ስለቻልኩ የቤት ስራዎችን መስራት ብዙም አይከብድም ነበር።

Q#3 – የእንግሊዘኛ ቃላትን ትርጉም ጨዋታ በተካተተበት መንገድ ከመማር/ሽ በፊትና በኋላ በውጤት/ሽ ላይ ያሳየኸ/ሽው ለውጥ አለ?

ተመስገን – አዎ በእርግጥ የሰጠኸንን ፈተናዎች ውጤት ገና አሳየሁም ግን በጨዋታ ከተማርን በኋላ የተሻለ ውጤት አመጣለሁ ብዬ አስባለሁ። በበሬቱም ሆነ አሁን በጨዋታ ከተማርን በኋላ ጥሩ ውጤት ለማምጣት የግል ጥረትና ጠንክር መስራት በጣም ወሳኝ ናቸው ጠንካራ ካጠናሁ ከፍተኛ ውጤት የማላመጣበት ምንም ምክንያት የለም። እኔ ግን በአሁኑ የተሻለ የምሰራ ይመስለኛል ምክንያቱም ከበሬቱ ይልቅ አሁን ላይ ብዙ ቃላትን ማስታወስ እችላለሁ። ለምሳሌ ስለ animals (እንስሳት) ስንማር ክፍል ውስጥ የተጠቀምናቸው ስእሎች የእንስሳቱን ስም አንድናስታውስ በጣም ጠቃሚ ነበሩ። ምን እንደሚሰሩና የት እንደሚኖሩ ማወቅ ብቻ ሳይሆን በስእል ማየትና መለየት ችለናል።

መቅደስ – ይመስለኛል በሰጠኸንን ፈተና ጥሩ ውጤት የማመጣ ይመስለኛል ፈተና ውስጥ ያሉት ቃላት ለማስታወስ ቀለል ይሉ ነበር። ትርጉማቸውን ጨዋታዎቹ ላይ ከተጠቀምንባቸው ምስሎች ጋር ማገናኘት ችየ ነበር ከሌላው ከተለየ ስለ animals (እንስሳት) የተጫወትነውን ጨዋታ አስታውሳለሁ። አንድም ጥያቄ እንኳ የምሳሳት አይመስለኝም።

ማስረሻ – ከበሬቱ ይልቅ በአሁኑ ፈተና የተሻለ ውጤት አመጣለሁ ብዬ በደንብ አስባለሁ። በበሬቱ ፈተና ዝም ብዬ በግምት ለመመለስ የሞከርኳቸው አንዳንድ ጥያቄዎች ነበሩ ትናንት በተፈተነው ፈተና ግን የብዙዎችን ጥያቄዎች መልስ በትክክል አያወቅኩ ነው የሰራሁ። አንዳንዶችን ጥያቄዎች ላልመልሳቸው እችላለሁ ግን ፈተና ላይ የመጡትን ብዙዎችን ቃላት አውቃቸው ነበር ፈተና

ላይ ያሉትን ጥያቄዎች ስሰራ ስእሎችንና ክፍል ውስጥ የነበረውን ሁኔታ በአይምሮዩ እያሰታወስኩ ነበር። በፈተና ጊዜ የቃላቶችን ስእሎች ከነትርጉማቸው ጋር በዚህ መልኩ እያያዝኩኝ ነበር። ስለ ስራዎች፣ የምግብ አይነትና እንስሳት [የተማርናቸውን] አዳዲስ ቃላት ማስታወስ ችያለሁ ያ ቀለል ብሉኛል።

ቤተሰብም – ከጨዋታ በኋላ የተፈተንነው ፈተና ውጤቱ የተሻለ የሚሆን ይመስለኛል ምክንያቱም በጨዋታዎቹ የቃላትን ትርጉም በቀላሉ መማር ችያለሁ ፈተና ላይ የወጡትን ብዙዎች ቃላት ስለማውቃቸው የቀረቡልንን ጥያቄዎች በቀላሉ መማር ችያለሁ። ፈተና ላይ የመጡትን ብዙዎች ቃላት ስለማውቃቸው የቀረቡልንን ጥያቄዎች በቀላሉ ለመመለስ ችያለሁ ፈተና ላይ የመጡት ጥያቄዎች በጨዋታ ከመማራችን በፊት ተሰጥተውን ቢሆን ኖሮ ለመመለስ ሊከብድን ይችሉ ነበር። ስለዚህ እንደምደፍን እርግጠኛ ነኝ... ለምሳሌ ስለ food item and attributes ጥያቄዎችን ስንሰራ ክፍል ውስጥ የተጫወትናውን ጨዋታ ትዝ ይለኝ ነበር። ወደ ጭንቅላቴ እየመጣ ነበር ትምህርቱ ቀላል ከሆነ ግን በአንድ ቀን ትረሳለሁ። ስለዚህ በጨዋታ የተማርናቸው ትምርቶች አንደኛ አዝናንተውናል ሁለተኛ ደሞ የቃላትን ትርጉም በቀላሉ እንድናስታውስ ረድተውናል።

ሚካኤል – ለእኔ በጨዋታ ከተማርን በኋላ የተፈተንኩት ፈተና ቀላል ነበር ከፈተናው ፊደላትን እየደረደርን ቃላት መመስረት ን እና የነገሮችን ስም ከትርጉማቸው ጋር ማዛመድን ለመመለስ ቀላል ሆነው አግኝቻቸዋለሁ።

ሱራፊል – ባለፈው ሀምስ የተፈተንኩት ፈተና መጀመሪያ ላይ ከሰጠኸን ፈተና ቀለል ይላል።

Q#4 - ጨዋታ የተካተተበት የእንግሊዝኛ ቃላትን ትርጉም የመማር ሂደት አዝናኝና አስደሳች ነበር? እንዴት ነው ለምን?

ተመስገን – ጥሩ ነበር በእርግጥ አንዳንድ ተማሪዎች በጨዋታ መማር ቀልድ ሊመስላቸው ይችላል እኔ ግን ጥሩ ይመስለኛል ለምሳሌ ስለ እንስሳት የተጫወትነው ደስ ብሉኛል። ምንም የማናውቃቸው አንዳንድ እንስሳት ነበሩ አንዳንዶችን ደሞ በስም ብቻ ነበር ስለዚህ ስእሎቹ የእነዚያን አዳዲስ እንስሳቶች ስም እንድናውቅ ጠቅመውናል።

መቅደስ – ክፍል ውስጥ ጨዋታዎችን መጫወት በጣም ደስ ይል ነበር ከተጫወትናቸው ጨዋታዎች ሁሉ dice (ዳይስ) እየወረወርን በቃላት አረፍተ ነገሮችን የሰራንበትን ወድጀታለሁ ከተዘረዘሩት ቃላት መካከል ባንድ ዓረፍተ ነገሮችን የሰራንበትን ወድጀታለሁ ከተዘረዘሁት ቃላት መካከል ባንድ ዓረፍተ ለመጻፍ የቃሉን ትርጉም በመጀመሪያ ማወቅ ነበረብን ጨዋታው የቃሉን ትርጉም እንድናውቅና ከዚያም እሱን ተጠቅመን ዓረፍተ ነገር እንድንሰራ ጠቅሞናል ብዬ አስባለሁ ከዚህ ደሞ የምረዳው ጨዋታዎችን በመጫወት መማር ብዙ ቃላትን እንዳውቅ እንደረዳኝ ነው።

ሚካኤል – ጨዋታ ስንጫወት በነፃነት ነበር እንደፈለግንም እንጠይቅ ነበር።

ሱራፊል – ጨዋታ በመጫወት መማር አስደሳችና የበለጠ አዝናኝ ነበር።

Q#5 - ከሁለቱ የመማሪያ መንገዶች መካከል የትኛው ከክፍል ጎደኞችህ/ሽ ጋር በትብብር እንድትሰራ/ሪ ይበልጥ እድሉን ሰጠህ/ሽ?

ተመስገን – በጨዋታ መማር ይበልጥ አሳታፊ ነበር እንዳየኸው በሁሉም የትምህርት አይነት የምንጠቀምበት ቡድን አለን እኔ ደሞ የእኛ ቡድን መሪ ነን ይኸም በመካከላችን መቀራራብ እንዲፈጥር አድርጓል ። ጨዋታዎቹ ሳይኖሩ እራሱ እነዚህ ቡድኖች ነው ለሁሉም ትምህርቶች የምንጠቀመው ስለዚህ የጨዋታዎቹ መጨመር አንዳንድ ተማሪዎች በቡድን ስራዎች ላይ በይበልጥ በንቃት እንዲሳተፍ ጠቅሟል ከተፈቱ ጋር ሲነፃፀር ይኸኛው የተሻለ ነበር ለምሳሌ እኔ ቡድን ውስጥ ያሉ ተማሪዎች አስተናጋጅ ምን እንደሆነ ያውቃሉ ጨዋታውን ስንጫወት ስለ አስተናጋጅ ምን እንደሆነ ያውቃሉ ጨዋታውን ስንጫወት ስለ አስተናጋጆች

እያውራን ነበር በጨዋታውም የአስተናጋጅ ስእልና waiter የሚለው ቃል መዛመዳቸው የቃሉን ትርጉም እንዳንረገጠው ጠቅሞናል።

መቅደስ – ጨዋታዎቹ ከጓደኞቹ ጋር እንድንጫወትና አብሬ እንድንሰራ እድል ሰጥተውኛል ምክንያቱም የቡድን ጨዋታዎችን ለማሸነፍ በጋራ ማሰራትና ሌሎች ቡድኖች ውስጥ ያሉ ተማሪዎች ከመጨረሻቸው በፊት መጨረሱ ነብረብን። ለምሳሌ ስለሰራ የነበረውን ጨዋታ በምንጫወት ጊዜ የእኛን ቡድን ጨምሮ አራት ቡድኖች አስራ ሁለት ስእሎችን ከቃላቶቻቸው ጋር ማዛመድ ችለናል ካሸነፍት ውስጥ አንድ የእኛ ነበር የጨዋታውን ያሸነፍነው በጋራ ስለሰራን ነው... እኔ የቡድኖችን መሪ ነኝ ጨዋታውን ስንጫወት(Memory cam) ደግሞ ያሉትንም ጨምሮ ሁሉም የቡድኖችን ተማሪዎች የስእሎችንና የቃላቱን ዝምድና በቀላሉ ማግኘት ችለዋል... በበሬቱ የማስተማሪያ መንገድ እንዚህ ተማሪዎች በቡድን ስራዎች ላይ ተሳትፎ የማድረግ ብዙም ፍላጎት አልነበራቸውም።

ማሰረሻ – ለኔ ከጓደኞቹ ጋር ለመሰራት ጨዋታ በመጫወት መማር ይበልጥ ምቹ ነበር ቅድም እንደነገርኩህ ጊዜው ሳናውቀው እያለፈ ነበር ምክንያቱም ትኩረታችን ጨዋታዎቹን መጫወት ላይ ነበር አልደበረንም ስለዚህ ለመረዳዳት ሞክረናል።

ቤተሰብም – በቡድን ስንሰራ ብዙዎቻችን የብዙ ቃላትን ትርጉም አናውቅም ነበር በጨዋታ ስንማር adjectives (ቅጽሎችን)፣attributes (መገለጫዎችን) ምናምን በቀላሉ መለየት ችለናል የእኔ ቡድን አባላት ከበሬቱ ይልቅ በተሳትፏቸው የተሻሉ ነበሩ። ከክፍል በኋላ ስለጨዋታዎቹ ስራው ነበር እና ጨዋታዎቹ ተማሪዎች ፍላጎት እንዲያድርባቸው እንዳደረጉ መረዳት ችያለሁ።

ሚካኤል – በፊት ላይ የክፍል ስራዎችን ለመሰራት ብዙም አልፈልግም ነበር ጨዋታዎቹን ስንማር ግን ሁላችንም በጋራ ለመሰራት ፍላጎት ነበረን።

ሱራፌል – እኔም ሆነኩ ጓደኞቹ መጫወት እንወዳለን የትምህርቶቹ በጨዋታ መቅረብ ለእኛ የሚያዝናና ነበር ስንሰራ የነበረ እርስ በርስ የተለያዩ ጥያቄዎችን በመጠያየቅ ነው እንደእኔ ጓደኞቼም ደስ ብሏቸው ነው ሲሰሩ የነበር።

Q#6 - የእንግሊዝኛ ቃላትን ትርጉም ጨዋታ በተካተተበት መንገድ በመማር/ሽ ምክንያት ከክፍል ኃደኞች/ሽ ጋር ያዳበርክ/ሽውን ግንኙነት ማብራራት ትችላለህ/ያለሽ?

ተመስገን – እንደነገርኩህ እኔና የክፍል ጓደኞቹ የክፍል ስራዎችን ብዙውን ጊዜ በቡድን ነው የምንሰራ ብዙዎች ተማሪዎች ለቡድናቸው አስተዋጽኦ ለማድረግ ይሞክራሉ ምንም እንኳ ይህ እንደየ ግል ችሎታችን ቢለያይም ጨዋታዎቹንም ስንጫወት እያንዳንድ ተማሪ የተሻለ ለማድረግ እየጣረ ነበር አንድ እምነግርህ ነገር ምንድን ነው የብዙዎቹ ተማሪዎች ትኩረት የጨዋታዎቹን ስራዎች መሰራት ላይ እንጂ የቃላቱን ትርጉም ላይ አልነበረም።

መቅደስ – በዙውን ጊዜ የእኔ ኅላፊነት ስራዎችንን መቆጣጠር ነው ጨዋታዎቹን በነፃነት ስንጫወት ነበር እናም ጨዋታዎቹን ከመጨወት በቀር ሌላ ነገር ለማድረግ ማንም የሚጨነቅ አልነበረም ቤት ውስጥ እራሱ ክፍል ውስጥ የተጫወትናቸውን ጨዋታዎች ለወላጆቻችን ለእህት ወንድሞቼ ሳሳያቸው ነበር እንደተማሪ የመጻፍ ችሎታን ማሻሻል ችያለሁ የተማርናቸውን ቃላት በመጠቀም ዓረፍተ ነገሮችን ለመሰራት እየሞከርኩ ነበር።

ማስረሻ – [ከእኔ ቡድን ስር ያሉ ሌሎች ተማሪዎችን ፍሉግ በተመለከተ] ጨዋታዎቹን መጫወታችንን ሁሉም ተማሪ በፍላጎት ሊሳተፉ በሚችሉበት መልኩ ግልፅ ፍክክር አድርገነው ነበር አንዳንዶቹ ጨዋታዎቹ ውስጥ የነበሩ የቡድን ስራዎች ይፈልጉ ነበር እኔ ቡድን ውስጥ ያሉ ተማሪዎቻችን በቻሉት መጠን ፍክክሮቹን ለማሸነፍ እየጣሩ ነበር።

ቤተሰብ – በእኔ ቡድን የእኔ ሀላፊነት የቡድኑ አባላት በንቃት መሳተፋቸውን ማረጋገጥና መምህሩ የሚያስተምረውን በስርዓት መከታተል አለመከታተላቸውን መቆጣጠር ነው ለምሳሌ ስለ ቃላት ትርጉም ስንማር ብዙ አዳዲስ ቃላት ነበሩ ያልገባው ካለ የአንድን አዲስ ቃል ትርጉም የሚያውቅ ተማሪ ካለ ይጠይቅና በዚያ መልኩ ከጓደኛው መልሱን ያገኛል ይህንን ሁሉም አናደርጋለን ጨዋታዎችን ስንጫወት ግን ሁሉም የቡድኖቻችን አባል ከሌላው ጊዜ በተለየ ይህንን በፍላጎት ሲደረግ ነበር።

ሚካኤል – በመጀመሪያው ጨዋታ እኔና የቡድኔ ልጆች ቶሎ ለመጨረስና አንደኛ ለመውጣት በጋራ ስንሰራ ነበር መጨረሻ ላይ ግን ሶስተኛ ወጣን ... ጓደኞቼ ምን እንደሚያስቡ እኔ እንጂ እኔ በግሌ ጨዋታዎችን መጫወቱንም ሆነ ከጓደኞቼ ጋር አብሮ መስራቱ ደስ ብሎኛል... የቡድኖቻችንም ውጤት ለማወቅ ጉጉት ነበረኝ።

ሱራፊል – ጨዋታ መጫወቱ ነፃነት ስለሰጠን እርስ በእርስ ለማውራትና ለመጠየቅ አንፈራም ነበር ከተጫወትናቸው ጨዋታዎች ውስጥ መጨረሻ ላይ የተጫወትነው ጨዋታ ደስ ብሎኛል ቁጥሮችን [ዳይስ] ስንወረውር የነበረበትን ... ጨዋታውን ለመጫወትና አንድን ቃል ተጠቅመን ዓረፍተ ነገሮችን ለመስራት blackboard (ጥቁር ሰሌዳ) ላይ የነበሩትን ሁሉንም ስድስት ቃላት ትርጉም በቅድሚያ ማወቅ ነበረብን ያ ደም የቃላቶቹን ትርጉም በደንብ እንድናውቅ አድርጎናል በቡድኖቻችን ስንሰራ እኔና ጓደኞቼ የተጣላንበት ጊዜ አለ ምክንያቱም አየፈጠንና ለመሸነፍ አልፎልግንም ነበር ያ ደስ የሚል ነገር አለው።

Q#7 - የእንግሊዝኛ ቃላትን ትርጉም ጨዋታ በተካተተበት መንገድ በምትማርብት/ሪበት ወቅት ያጋጠመህ/ሽ ችግሮች ምን ምን ናቸው?

ተመስገን – ጨዋታዎችን በምንጫወትበት ጊዜ ያስታወልኩት አንድ ችግር ምንድን ነው ጫጫተው ምክንያቱም አንዳንድ ተማሪዎች እንደቀልድ ይቆጥሩታል ተማሪዎች ከልክ በላይ ሲሰቱ የነበረበት ጊዜ አለ ያ ደም ላንዳንድ ልጆች ክፍሉን እንዲረብሹ እድል ሰጥቷቸዋል።

መቅደስ – ከሰጠን ጥቅም አነፃር ጨዋታዎቹን በመጫወታችን ምክንያት ያስተዋልኩት ብዙም ችግር የለም ላንዳንድ ቢማሩም ባይማሩም ግድ ለሌላቸው ተማሪዎች ግን የጨዋታዎቹ ሁኔታዎች ክፍል ውስጥ የመረበሻ አጋጣሚዎች ሆነውላቸዋል።

ማስረሻ – እንደችግር ያስተዋልኩት ምንድን ነው ጨዋታዎቹን መጫወት ነፃነት ስለሚሰጥ አንዳንድ ተማሪዎች ሊረብሹ ይችላሉ... ግድየለሽና ትኩረት የማይሰጡ ስለሚሆኑ የሌሎችን ትምህርት ይረብሻሉ።

ቤተሰብ – ጨዋታዎችን ስንጫወት ችግር አላስተዋልኩም። ይህንን በተመለከተ ጨዋታ መጫወት ትምህርትን እንደሚረብሽ ነገር ከታየ ነው ችግር የሚመጣ ነገር ግን ጨዋታዎችን በተመለከተ ያለው ጥሩ ነገር ምንድን ነው ተማሪዎች ተሳታፊና በራሳቸው የሚተማሙ እንዲሆኑ ያደርጋል... በመካከላችን ከፍተኛ የፋክክር ስሜት ነበር ያንን ወድጀዋለሁ ሌሎች ቡድኖች ውስጥ ካሉ ተማሪዎች ቀድመን ለመጨረስ እየሞከርን ነበር።

ሚካኤል – ስለሌሎችን ከቃላት ጋር ማዛመድ ስንሰራ ክፍል ውስጥ ብዙም ጫጫታ አልነበረም በጨዋታዎቹ መጨረሻ ላይ ውጤታችን ልናውቅ ስንል ግን ተማሪዎቹ እየጮሽና እየተንጫጩ ነበር።

ሱራፌል – ከተማሪዎቹ የክፍል ውስጥ ባህሪ ጋር በተያያዘ አንዳንድ ችግሮች አሉ የሚረብሹ ተማሪዎችም ነበሩ ጨዋታው የሚሰብ ስለነበረ ከትንሽ ጊዜ በኋላ መረበሻቸውን አቆመዋል አንዳንዶች ብቻ ናቸው ዝም ማለት ያልቻሉት ጨዋታዎች በሌሎች የትምህርት አይነቶችም ውስጥ ቢካተቱ ደስ ይለኛል ያ ደግሞ ሳይደብረን ብዙ እውቀት እንዲኖረን አግዘናል።

Appendix EE2 - Transcription of Control Group Students' Post-intervention Interview (Main Study)

Q#1 – ባለፉት ሳምንታት የቃላትን ትርጉም በምን መልኩ ስትማሩ እንደነበር ልትገልጽ/ጭልኝ ትችላላሁ/ትችያለሽ?

ብሩክታዊት - ስለ ቃላት ትርጉም መናገር grammar (ስዋሰው) ምናምን ስንማር ነበር.... የተለያዩ ሰዎች ስለሚሰሯቸው ነገሮች ተምረናል:: ስለ ምግብ አይነቶችም ተምረናል... [የበፊት መምህራችን] የተለያዩ ቃላትን አስተምሮናል... የቃላትን ትርጉም በአማርኛ ይነግረን ነበር.... ለምሳሌ እንስሳት ስለሚያደርጓቸው ነገሮችና ስለሚኖሩበት ቦታ ተምረናል::

ዳግም - የተለያዩ ነገሮችን ተምረናል:: ፈተናዎችንም ተፈትነናል...ፊደላትን ደርድረን ቃላትን ስለመመስረት ተምረናል:: ያ ደስ ይል ነበር...የቃላትን ትርጉም በቀላሉ እንድናውቅ ረድቶናል:: ማለቴ ለምሳሌ ፊደሎችን ደርድሮ በቶሉ ጨረሻለሁ:: የቃላቶችን Spelling (ስፔሊንግ) እና ትርጉማቸውን እንዳውቅ ጠቅሞኛል.... መደርደሩን ከጨረስን በኋላ በቡድኖችን ሆነን ስለቃላት ትርጉም ስንነጋገር ነበር::

ትእግስት - ደስ ብሉን ነው ስንማር የነበረ...ብዙውን ጊዜ [የበፊት መምህራችን] የቃላትን ትርጉም ወደ አማርኛ ይተረጎምልን ነበር:: አሁን ግን ቃላቶቹን የተማርን በእንግሊዝኛ ነው... ዓረፍተ ነገሮችን blackboard (ጥቁር ሰሌዳ) ላይ በመጻፍ ከተዘረዘሩት ውስጥ ተመሳሳይ ቃላትን በመምረጥ::

ናሆም - ብዙ የእንግሊዝኛ ቃላትን ተምረናል በአርግጥ [የበፊት መምህራችንም] የተለያዩ ቃላትን አስተምሮናል የክፍል ስራዎችንም ይሰጠን ነበር:: የተማርነው ልክ እንደዚያ ነው... ያየሁት ልዩነት አንተ ስታስተምረን ተማሪዎች ይረብሹ ነበር ምክንያቱም [የበፊት መምህራችንን] ይፈሩታል:: የክፍል ስራዎች ሲሰጡን ብዙ ተማሪዎች በንቃት ሲሰሩ ነበር.... ፊደላቶችን ደርድረን ከጨረስን በኋላ የሰራነውን ስናመሳክር ነበር::

ሰላም - ስለስራዎች፣እንስሳት እና ምግቦች ቃላትን ስንማር ነበር::ብዙ ቃላትን አውቀናል አዎ ዓረፍተ ነገሮችን ጽፏለሁ:: ስለፍራፍሬዎች ነበር:: ያንንም ለክፍል ለማንበብ ሞክራለሁ::

ሚፍታህ - ባለፈው እንደነገርኩህ የቃላትን ትርጉም መማር እወዳለሁ ክፍል ውስጥ አዳዲስ ቃላትን ስንማር ደስ ብሉኝ ነው ስማር የነበረ የቤት ስራዎቼንም ቶሎ ነበር የምሰራ....dictionary (መዝገበ ቃላት) በመጠቀምና ጓደኞቼን በመጠየቅ ለምሳሌ በደብተራችን ላይ ዓረፍተ ነገሮችን ለመጻፍ ቃላትን ስንጠቀም ነበር:: ከዚያ ያንን ለቡድኖችን አነብብን::

Q#2 – መቼ ነው የበለጠ የመማር ፍላጎት የነበረህ/ሽ ፤ አሁን ወይስ በፊት?እንዴት?

ብሩክታዊት - አሁንም በፊትም ልዩነት የለውም የምንማረው ነገር የሚጠቅመን እስከሆነ ድረስ ሁለቱም አንድ ናቸው..... [የበፊት መምህራችን] ይረዳን ነበር.... የፈለግነውን ነገር ሁሉ መጠየቅ እንችል ነበር.... ልክ እንደዚያው አንተንም በቀላሉ አልገባን ያሉትን ነገሮች ስንጠይቅህ ነበር::

ዳግም - ሁለቱም አንድ ነው:: ልዩነቱ የአስተማሪዎች መለያየት ነው:: በአርግጥ ከበፊቱ መምህራችን ይልቅ ብዙ እንግሊዝኛ ስትጠቀም ነበር:: እኔ ግን ደስ ብሉኛል ሰዎች በእንግሊዝኛ ሲያወሩ ደስ ይለኛል.... ቃላቶችን በተመለከተ በተመሳሳይ መንገድ ነው የተማርን የክፍል ውስጥ ስራ፣የቤት ስራና የቡድን ስራ ሲሰጠን ነበር የተለያዩ ቃላትን እንድናውቅ አግዘውናል::

ትእግስት – አንተ ያስተማርከንን በይበልጥ የወደድኩት ይመስለኛል... ነፃ ሆኖ ለመመለስ እየሞከርኩ ነበር። አልፎራሁም... ማለቴ በፊት ልፈራ እችል ነበር።

ናሆም – ተመሳሳይ ነገር ነው የተሰማኝ

ሰላም – አሁን ስንማርበት የነበረውን ነው የወደድኩት ስለ grammar (ስዋሰው) ና ምንባብ መማር አልወድም። አንተ ስታስተምረን ብዙ ቃላትን እየተማርን ነበር። ዓረፍተ ነገሮችን እየጻፍን፣ ለሌሎች እያነበብንና ፊደላትን ስብስብን ቃላትን እየሰራን ነበር ይሄ አሪፍ ነበር ምክንያቱም ቃላትን ስናውቅ፣ ስናውራ፣ ስንጽፍ በቀላሉ እንግሊዘኛን መማር እንችላለን። ስለ ምንባብና grammar (ስዋሰው) መማር ግን ደስ አይለኝም።

ሚፍታህ – ሁለታችሁም ስተስተምሩን ፍላጎት ነበረኝ አዳዲስ ቃላትን ማወቅ እወዳለሁ ስለዚህ በአንድ አይነት መንገድ ስማር ነበር።

Q#3 - ከበፊቱ አንጻር ባለፉት ሳምንታት የቃላትን ትርጉም የተማርከበት መንገድ በትምህርት ውጤቱ ላይ ለውጥ ያመጣል ብለህ/ሽ ታስባለህ/ቢያለሽ?

ብሩክታዊት – ዋናው ነገር በትምህርቱ ላይ የማጠፋው ጊዜ ነው። መምህሩ ያስተምረኝም አያስተምረኝም እኔ ጎብጧል እስካላጠናሁ ድረስ ጥሩ ውጤት ሊኖረኝ አይችልም። እንግሊዘኛን ብቻ ሳይሆን ሌሎችንም ትምህርቶች ስንማር ወሳኙ ነገር የየራሳችን ጥረት ነው [ይህንን ስል] በራሴ ጥረት ብቻ ጎበዝ ተማሪ መሆን እችላለሁ ማለቴ አይደለም... ከባድ ጥያቄ ሳኝ ወላጆቼንና መምህሮቼን እየይቃለሁ።

ዳግም – አንተ የሰጠሽንን ፈተናዎች በደንብ ሰራቻለሁ ብዬ አስባለሁ በሁለቱም ፈተናዎች ከአስር በላይ አመጣለሁ ብዬ አስባለሁ... በፊትም ብዙውን ጊዜ ጥሩ ውጤት ነበረ የማመጣው።

ትእግስት – እኔ እንጃ። የተፈተንናቸውን ፈተናዎች ውጤት ገና አላየሁም። የበፊቱ መምህራችን በእንግሊዘኛ ጥሩ ውጤት እንድናመጣ ሁሉም ይፈልጋል። አንድ ነገር ካስተማረን በኋላ ከአምስቱ ወይም ከአስሩ ፈተናዎችን ይሰጠናል። የቡድን ስራም ይሰጠናል። የቡድን ስራ ሲሰጠን ጥሩ ውጤት እናመጣለን ምክንያቱም አብረን እንሰራለን፣ እንተጋገዛለን። አንተ ግን ከሃያው ነው የፈተንክን። ለየብቻችን ነው የሠራን። ብዙዎችን ጥያቄዎች የምመልሳቸው ይመስለኛል።

ናሆም – እኔ እንጃ። የማውቃቸውን ጥያቄዎች መልሻለሁ። ፈተናወቼ አይቀሉምም አይከብድምም።

ሰላም – ይመስለኛል። ጥያቄዎቼ ስለ ቃላት ናቸው ቃላትን ማወቅ ደስ ይለኛል። አንተ ካስተማርከን ውስጥ ብዙዎችን ቃላት በአማርኛ አውቃቸዋለሁ። ብዙዎችን የመለስኳቸው ይመስለኛል።

ሚፍታህ – የበፊት መምህራችን ፈተናዎችን ቶሎ ቶሎ ይሰጠን ነበር። አንድ ነገር ያስተምረንና ብዙዎቻችን በደንብ የተረዳነው ከመሰለው ጥያቄዎችን ይጠይቀናል። ፈተናዎቼ ብዙ ጥያቄዎች ስለማይኖራቸው ብዙዎቼን መመለስ እንችላለን። አንተ የሰጠሽን ፈተና ግን ብዙ ጥያቄዎች አሉት። በእርግጥ ቃላቶቼ የተማርናቸው ናቸው። ፈተናው ላይ ያሉት ጥያቄዎች ቁጥር በመብዛቱ ምክንያት ካልሆነ በቀር ብዙዎቼን ጥያቄዎች በትክክል የመለስኩኝ ይመስለኛል... ከተፈተንናቸው ጥያቄዎች መካከል ፊደላትን ደርድር ቃላትን ስለመመስረት የተጠየቅነውን ወድጀዋለሁ። True/False (እውነት ሀሰት) [ጥያቄውም] ደስ ይላል።

Q#4 – የቃላትን ትርጉም ለመማር ያለህ/ሽ ፍላጎት ምን ይመስል ነበር?

ብሩክታዊት – ስለቃላት የመማር ከፍተኛ ፍላጎት ሁሌም አለኝ።

ዳግም – ከፍተኛ ፍላጎት ነበረኝ።

ትእግስት – እንግሊዝኛ መማር ደስ ይለኛል... ማለቴ ቃላትን ብቻ ሳይሆን ሌሎችንም።

ናሆም – አዳዲስ የእንግሊዝኛ ቃላትን ማወቅ ደስ ይለኛል ግን ትርጉማቸውን ስጠየቅ ላልመልሳቸው እችላለሁ። አረፍተ ነገሮችን ስንጽፍ ቃላትን መማርን የምመረጥ ይመስለኛል። ጓደኞቼም የቃላትን ትርጉም ይነግሩኛል።

ሰላም – ስለሌሎች እንጃ። እኔ ግን ስለቃላት የመማር ከፍተኛ ፍላጎት ነበረኝ።

ሚፍታህ – በጣም ፍላጎት ነበረኝ።

Q#5 – ከአሁንና ከብራቱ ከክፍል ጋር በትብብር ለመስራት የቻልኩው መቼ ነው?

ብሩክታዊት – ብዙውን ጊዜ በቡድን ነው የምንሰራ። ምንም እንኳን ብዙዎች ተማሪዎች በቡድን ስንሰራ በስርዓት ባይሰሩም ሁሌም የምንሰራ በቡድን ነው። አንዳንድ መረበሽ የሚወዱ ተማሪዎች አሉ። እነዚህ ልጆች ሌሎችን ከማገዝ ይልቅ ይረብሻሉ ፣ ያወራሉ... አንተ ስታስተምረን በቡድኖችን መሰረት ነው ስንሰራ የነበር። ለምሳሌ ከቡድኖችን አባላት መሀል አንዱን መርጠን ሰዎች ስለሚሰሩቸው ነገሮች የሰራውን ዓረፍተ ነገር blackboard (ጥቁር ሰሌዳ) ላይ ጽፏል። ፊደላትን በማገጣጠም የመሰረትናቸውን ቃላትም አመሳክረናል።

ዳግም – አስተማሪዎችን የሚሰጠንን ስራ በቡድን ነው የምንሰራ። አንዳንዴ በየራሳችንም እንሰራለን አንተም ስታስተምረን በጋራ ነበር የሰራን።

ትእግስት – የአንድ ለአምስት ቡድኖች አሉን... ለሁሉም ትምህርቶች የምንሰራው በነዚህ ቡድኖች ነው። ከእያንዳንድ ቡድን አስተማሪዎችን አንዳንድ ተማሪ የቡድን መሪ ይመረጣል በጋራ ለመስራት ይህንን ቡድን ስለምንጠቀም አሁንም በፊትም በቡድን ስንሰራ ተመሳሳይ ነው።

ናሆም – ከሌሎች ተማሪዎች ጋር አብረን ነው የምንሰራ...አንድ አይነት ነው አሁን ግን ዘና ብለን ነው ምክንያቱም ሳንራራ ማንኛውንም ጥያቄ መጠየቅ እንችላለን።

ሰላም – አሁን ይመስለኛል። አንድ ለአምስት ቡድኖች ቢኖሩንም ያንን ባግባቡ አንጠቀምበትም። አንተ የቡድን ስራዎችን ስትሰጠን ግን ደስ ብሎን ነው ስንሰራ የነበር... ስለ እንስሳት ተነጋግረናል... ተመሳሳይ እንስሳትን ባንድ ላይ ስለማስቀመጥ የሰጠኸንንም በመረዳዳት ሰርተናል።

ሚፍታህ – ሁለተኛው ይመስለኛል... እንዴት እንደሆነ እንኳ...

Q#6 – በዚህ ቀናት ውስጥ ከጻፍኻችሁ ጋር ያዳበርከ/ሽውን ግንኙነት ማብራራት ትችላላህ/ያለሽ?

ብሩክታዊት – እንደነገርኩህ ብዙውን ጊዜ አብረን ነው የምንሰራ። ነገር ግን የሚረብሹ አንዳንድ ተማሪዎች አሉ። ከዚያ ውጭ በመተጋገዝ ነው ስንሰራ የነበረ።

ዳግም – ስንተጋገዝ ነበር። ጥያቄዎችን በጋራ ከሰራን በኋላ የሰራነውን እርስ በእርስ እናመሳክራለን። እርግጠኛ ያልሆንንበት መልስ ካለ ሌሎች ቡድኖች ውስጥ ያሉትን ልጆች እንጠይቃለን። ካላወቁት አስተማሪዎችን እንጠይቃለን።

ትእግስት – አብረን ስንሰራ ስናደርግ የነበረው ሁሌም የምናደርገውን ነው... ማለቴ የቡድኖችን መሪ የቡድኖችን አባላት ተሳትፎ ስትቆጣጠር አምባሳደራችን ደሞ ሌሎችን ቡድኖች ምን እንዳሉ ሲጠይቅ ነበር። ሌሎቻችን ደሞ ጥያቄዎችን በመመለስ ስንሳተፍ ነበር። ተሳትፏችን ግን እኩል አልነበረም። ብዙውን ጊዜ ሰነፍ ተማሪዎች ዝም ይላሉ እኛ ደሞ እንዲሳተፍ እንገፋፋቸዋለን።

ናሆም – በቡድኖችን ስንሰራ የነበረው ከዚህ በፊት ስንሰራ ከነበረዎ ጋር ይለያያል ብዬ አላስብም።

ሰላም – በቡድን መስራት ለሁሉም ይጠቅማል ብዙውን ጊዜ ግን ከመተጋገዝ ይልቅ ስንሰራ የነበረ በየራሳችን ነው። ሁሉም እጅን ማውጣት ስለምፈልግ ስራቸውን የጨረሱና ቀድመው ለመመለስ ይፈልጋሉ። እንደዚያ ባይሆንና ብንተጋገዝ ኖሮ ጥሩ ይሆን ነበር።

ሚፍታህ – በጣም ጥሩ ነበር። አንተም ለቡድን እንድንሰራ ስታበረታታንና በቂ ጊዜ ትሰጠን ስለነበር በጋራ እየሰራን ነበር።

Q#7 - What are the problems you have noticed during those vocabulary lessons?

ብሩክታዊት – ያስተዋልኩት ችግር ምንድን ነው ብዙ ተማሪዎች ሲረብሹ ነበር። ብዙዎቻችን እንግሊዝኛ መማር እንወዳለን አንዳንዶች ግን አይወድም የቤት ስራቸውን ባግባቡ አይሰሩም።

ዳግም – ብዙም ችግር ባይኖርም አንዳንድ ተማሪዎች የቤት ስራቸውን ጨርሰው ወደ ክፍል አይመጡም ክፍል ይመጡና እኛ የሰራነውን የቀዳሉ ይኸ አይጠቅማቸውም የቤት ስራቸውን ጨርሰው ወደ ክፍል ቢመጡ ግን ጥሩ ነው ሌላው ደሞ አንዳንድ ተማሪዎች ክፍል ውስጥ ይረብሻሉ[የበፊት መምህራችን] ሲያስተምረን ግን ብዙም ጫጫታ አልነበረም ምክንያቱም እንደሚቀጡ ያውቃሉ አንተ ስታስተምር ግን ሲረብሹ ነበር።

ትእግስት – የሚረብሹ አንዳንድ ተማሪዎች ነበሩ ትምህርቱን አይከታተሉም ነበር። ከዚያ ውጭ ችግር አልነበረም።

ናሆም – ምንም ችግር አላየሁም አሪፍ ነበር።

ሰላም – የክፍል ስራ ወይም የቤት ስራ ሲሰጥ አንዳንድ ተማሪዎች አብረው መስራት አይወድም እኛን ማገዝ አይፈልጉም።

ሚፍታህ – ብዙ ችግሮችን አላስተዋልኩም ሁላችንም ስንማር የነበረበትን መንገድ ወደነዋል።

Appendix FF

Translations of Pre-intervention Interviews (Pilot Study)

Appendix FF1 - Translation of Experimental Group Students' Pre-intervention Interview (Pilot Study)

Q#1 - Do you love to learn English vocabulary – *the meaning of words*?

Ermias: Yes because it helps me know the language well, identify things, and answer when the teacher asks questions...My parents have bought me a dictionary and I often make use of that. But when I don't find the meaning there or don't understand its meaning, I go ask them.

Rezika: Yes, because when we know the meaning of new words we can speak and write the language easily.

Q#2 - Does it make you happy when you know that you have known the meaning of a new word?

Ermias: I first frustrate while raising my hand to try to answer. But once I know I have answered it correctly, I feel very happy. I think that I am understanding the subject matter and can score better in tests.

Rezika: I feel like I know English well. And it motivates me to try to answer the questions the teacher asks.

Q#3 - How does your teacher teach you the meaning of new words?

Ermias: She calls for two or three students on the stage and asks to read aloud their answers, create sentences etc. She also asks us to answer questions.

Rezika: She translates the English words into Amharic. She also tells us the spellings of words.

Q#4 - Do you like the way you learn the meaning of new words?

Ermias: Yes, I do.

Rezika: Yes, I do.

Q#5 - Do you work with your classmates to learn the meaning of words? If yes, how?

Ermias: We both work in groups here in class and come up with our answers if it is a homework. In our groups, we help each other. I ask them and they tell me the answers they know. Our group leader helps us a lot by explaining the questions.

Rezika: We work together by discussing on the questions. We have more or less a good relationship. But one problem is that because our homeroom teacher has not yet assigned the groups most teams are either female-only or male-only. Even in those groups we try to discuss on questions as much as possible. I may ask someone next to me and the others do the same...I would ask my brothers and sisters. I try to know the meaning of words both inside and outside the classroom.

Q#6 - Have you ever played games in the classroom when you learned about the meaning of words? If yes, how often? And to what extent were they helpful?

Ermias: No. But if there were any, it would make us relaxed. It could also help us communicate with others freely.

Rezika: No. I think if we are put to learn vocabulary through games it would be helpful because most of us enjoy playing games.

Appendix FF2 - Translation of Control Group Students' Pre-intervention Interview (Pilot Study)

Q#1 - Do you love to learn English vocabulary – *the meaning of words*?

Kaleb: Yes, I do but I usually find it difficult... Because when we are learning English we try to also know the meaning of words in Amharic for example by matching them. That helps me know the meanings of a word in two languages. I like that...

Birtukan: I don't know. But I like learning English...[especially], speaking and vocabulary, I guess.

Q#2 - Does it make you happy when you know that you have known the meaning of a new word?

Kaleb: It makes me feel so happy. I first write that word down on my notebook and study it over and over again. I also feel happy when I find that word used by people or movies.

Birtukan: I feel so happy...because I feel that that new word would help me communicate with people.

Q#3 - How does your teacher teach you the meaning of new words?

Kaleb: Although I am new to the school I can see that our teacher teaches us the meaning of new words explicitly. She also checks whether we have understood the meaning of a word, and gives us the chance to raise any question we have...we ask for the Amharic version. And she explains it in Amharic.

Birtukan: She teaches us the way she wants and asks some questions. She first tells us the meaning of words in English, and if she thinks we have not got it, she translates it in to Amharic. When she repeats it we then try to rehearse that given meaning of the word.

Q#4 - Do you like the way you learn the meaning of new words?

Kaleb: Yes...But I wish there was an easier method.

Birtukan: I somehow like the way our teacher teaches us vocabulary. I often learn two to three new words a day, and none sometimes. I think I can know more if there were other interesting methods the teacher used.

Q#5 - Do you work with your classmates to learn the meaning of words? If yes, how?

Kaleb: Yes. I sometimes work with my classmates. There are some students who bring on dictionaries and we together refer to that to give answers for the teacher...If one of the team members knows

the meaning, they tell it to the rest...I am the leader of my team. I have the responsibility of keeping the team members quiet.

Birtukan: Not often. There are times we ask our team leader for right answers... He is assigned, for he is clever. If he doesn't know the meaning of the word, we go ask the teacher...Mostly we are not given classroom activities that allow team work. But when we are given, we discuss on the questions and attempt to answer what we've come up with.

Q#6 - Have you ever played games in the classroom when you learned about the meaning of words? If yes, how often? And to what extent were they helpful?

Kaleb: We've never played any game. As you saw it yesterday, the teacher calls for two to four students to come up front and asks them to read their answers or practice dialogues by reading aloud...I think so. I think it would make us free and help us use the language without frustration.

Birtukan: No way... I have no idea. May be I would love it.

Appendix GG

Transcriptions of Pre-intervention Interviews (Pilot Study)

Appendix GG1 - Transcription of Experimental Group Students' Pre-intervention Interview (Pilot Study)

Q#1 - የእንግሊዝኛ ቃላትን ትርጉም መማር ትወዳለህ/ትወጃለሽ?

ኤርሚያስ: አዎ። ምክንያቱም ቋንቋውን በደንብ እንድናውቅ፣ ነገሮችን እንድንለይና መምህሩ ጥያቄዎችን ሲጠይቅ እንድንመልስ ይጠቅመኛል..... ወላጆቼ ዲክሽነሪ (መዝገበ ቃላት) ገዝተውልኛል እና ያንን ብዙ ጊዜ አጠቀማለሁ። ትርጉሙን እዚያ በማላገኝበት ወይም ትርጉሙ በማይገባኝ ጊዜ ግን እነሱን አጠይቃቸዋለሁ።

ረዚቃ: አዎ። ምክንያቱም የአዳዲስ ቃላትን ትርጉም ስናውቅ ቋንቋውን በቀላሉ መናገርና መጻፍ እንችላለን።

Q#2 - የእንደን ኦዲስ እንግሊዝኛ ቃል ትርጉም ባወክ/ባወቅሽ ጊዜ ደስ ይልሀል/ይልሻል?

ኤርሚያስ: መጀመሪያ ላይ ጥያቄ ለመመለስ እጄን ሳወጣ እፈራለሁ። በትክክል መመለሴን ካወኩት ግን በጣም ደስ ይለኛል። ትምህርቱን የተረዳሁትና ፈተና ላም ጥሩ ውጤት የማመጣ ይመስለኛል።

ረዚቃ: እንግሊዝኛ በደንብ ያወቅኩ መስሎ ይሰማኛል። እንደገና ደሞ መምህሩ የጠየቀውን ጥያቄ ለመመለስ እንድንሞክር ፍላጎት ያሳድርብኛል።

Q#3 - የአዳዲስ እንግሊዝኛ ቃላትን ትርጉም አስተማሪያችሁ እንዴት ያስተምራችኋል?

ኤርሚያስ: ሁለት ወይም ሶስት ልጆችን ፊት ላይ እንዲወጡ ታደርግና መልሳቸውን እንዲያነቡ፣ አረፍተ ነገሮችን እንዲሰሩ ወዘተ ታደርጋለች። ጥያቄዎችንም እንድንመልስ ታደርገናለች።

ረዚቃ: የእንግሊዝኛ ቃላትን ወደ አማርኛ ትተረጉማለች። የቃላትንም ስፔሊንግ ትነግረናለች።

Q#4 - የአዳዲስ እንግሊዝኛ ቃላትን ትርጉም የምትማሩበትን መንገድ ትወደዋለህ/ትወጅዋለሽ?

ኤርሚያስ: አዎ። እወዳለሁ።

ረዚቃ: አዎ። እወዳለሁ።

Q#5 - የአዳዲስ እንግሊዝኛ ቃላትን ትርጉም ስትማሩ ከክፍል ጎደኞችህ/ሽ ጋር በጋራ ትሰራለህ/ሪያለሽ? መልስህ/ሽ አዎ ከሆነ በምን መልኩ?

ኤርሚያስ: እዙህ ክፍል ውስጥ ስንሆን በቡድን እንሰራለን የቤት ስራ ከሆነ ደሞ የሰራነውን ይዘን እንመጣለን። በቡድኖችን እርስ በእርስ እንረዳዳለን። አጠይቃቸውና የሚያውቋቸውን መልሶች ይነግሩኛል። ጥያቄዎቹን በማብራራት የቡድን መሪያችን በጣም ታግዘናለች።

ረዚቃ: ጥያቄዎቹ ላይ በመወያየት በጋራ እንሰራለን። አነሰም በዛ ጥሩ ግንኙነት አለን። እንዲሁም ችግር ግን ምንድን ነው ስም ጠሪያችን ገና ቡድናችንን ስላልሰየመ እዙዎቹ ቡድኖች የሴቶች ወይም ወንዶች ብቻ ናቸው። በነዚህም ቡድኖች ውስጥ አራሱ የቻልነውን ያህል በጥያቄዎች ላይ ለመወያየት እንሞክራለን። እኔ ከእኔ አጠገብ ያለውን ልጠይው እችላለሁ። ሌሎችም እንደዚያ ያደርጋሉ... ወንድሞቼንና አህቶቼን ልጠይቅ እችላለሁ። ክፍልም ውስጥ ሁን ከክፍል ውጪ የቃላትን ትርጉም ለማወቅ ጥረት አደርጋለሁ።

Q#6 - ስለአዳዲስ የእንግሊዝኛ ቃላት ትርጉም በምትማሩበት ወቅት ክፍል ውስጥ ጨዋታዎችን ተጫውታችሁ ታውቃላችሁ? መልሱ/ሽ አዎ ከሆነ ምን ያህል ጊዜ? እንዲሁም ምን ያህል ጠቅመውሀል/ሻል?

ኤርሚያስ: አይ ። ቢኖር ኑሮ ግን ዘና ያደርገን ነበር። ከሌሎችም ጋር በነጻነት እንድንሰራ ሊጠቅመን ይችል ነበር።

ረዚቃ: የለም። የቃላትን ትርጉም በቸዋታ እንድንማር ቢደረግ ጠቃሚ ሊሆን ይችላል ምክንያቱም ብአዎቻችን ጨዋታዎችን መጫወት እንወዳለን።

Appendix GG2 - Transcription of Control Group Students' Pre-intervention Interview (Pilot Study)

Q#1 - የእንግሊዝኛ ቃላትን ትርጉም መማር ትወዳለህ/ትወጃለሽ?

ካሌብ: አዎ:: እወዳለሁ ግን ብዙ ጊዜ ይከብደኛል.....ምክንያቱም እንግሊዝኛ ስንማር የቃላትን ትርጉም በአማርኛ ዕምር ለማወቅ ይጠቅመኛል:: እወዳለሁ::

ብርቱካን: እኔ እንጃ:: እንግሊዝኛ መማር ግን ደስ ይለኛል.....(በተለይ) መናገርና የቃላት ትርጉም ይመስለኛል::

Q#2 - የአንድን አዲስ እንግሊዝኛ ቃል ትርጉም ባወክ/ባወቅሽ ጊዜ ደስ ይልህል/ይልሻል?

ካሌብ: አዎ:: የደስታ ስሜት ይፈትርብኛል:: በመጀመሪያ ያንን ቃል በደብተራ ላይ እጽፍና ደጋግሜ አጠናቀለሁ ያንን ቃል ሰዎች ሲጠቀሙት ወይም ፍልጦች ላይ ሳየው ደስ ይለኛል::

ብርቱካን: ደስ ይለኛል...ምክንያቱም ያ ቃል ከሰዎች ጋር ለመግባባት ጠቅመኛል ብዬ ስለማስብ ነው::

Q#3 - የአዳዲስ እንግሊዝኛ ቃላትን ትርጉም አስተማሪዎችሁ እንዴት ያስተምራችኋል?

ካሌብ: ምንም እንኳ ለትምህርት ቤቱ አዲስ ብሆንም መምህራችን የቃላትን ትርጉም በግልጽ እንደምታስተምረን አያለሁ:: የአንድን ቃል ትርጉም እንደገባንና እንዳልገባን አረጋግጣ ጥያቄ ካለን እንድንጠይቅ አድል ትሰጠናለች.....አማርኛ ትርጉሙን እንጠይቃለን እሷም በአማርኛ ታብራራልናለች::

ብርቱካን: እንደፈለገችው ታስተምርና ጥያቄዎችን ትጠይቀናለች:: መጀመሪያ ቃላቱን በእንግሊዝኛ ትነግረንና ያላገኘነው ከመሰላት ወደ አማርኛ ትተረጎምለች:: ስትደጋግመው ያንን የቃሉን ትርጉም ለመያዝ እንሞክራለን::

Q#4 - የአዳዲስ እንግሊዝኛ ቃላትን ትርጉም የምትማሩበትን መንገድ ትወደዋለህ/ትወጅዋለሽ?

ካሌብ: አዎግን ሌላ ቀለል ያለ መንገድ ቢኖር ደሞ.....

ብርቱካን: መምህራችንን የቃላትን ትርጉም የምታስተምርበትን እንዲሁ እወደዋለሁ:: ብዙ ጊዜ በቀን ሁለት ወይም ሶስት አዳዲስ ቃላትን እማራለሁ:: አንዳንዴ ደሞ ምንም አልማርም:: ሌሎች መምህራ ምትጠቀማቸው አዝናኝ መንገዶች ቢኖሩ የበለተ ብዙ ቃላትን ማወቅ የምችል መስለኛል::

Q#5 - የአዳዲስ እንግሊዝኛ ቃላትን ትርጉም ስትማሩ ከክፍል ጎደኞችህ/ሽ ጋር በጋራ ትሰራለህ/ሪያለሽ? መልስህ/ሽ አዎ ከሆነ በምን መልኩ?

ካሌብ: አዎ:: አንዳንዴ ከክፍል ጓደኞቼ ጋር አብረን አንሰራለን:: አንዳንድ ተማሪዎች አሉ ዲክሽነሪ ዘው የሚመጡ እና ለአስተማሪዎችን መልስ ለመመለስ በጋራ ያንን እንጠቀማለንከቡድናችን ውስጥ አንዱ ትርጉሙን ካወቀ ለሌሎቻችን ይነግረናል..... እኔ የእኛ ቡድን መሪ ነኝ የቡድናችን አባላት ዝም እንዲሉ የማድረግ ሀላፊነት አለብኝ::

ብርቱካን፡ ብዙ ጊዜ የለም የቡድን መሪዎችን መልስ እንዲነግረን የምንጠይቅበት ጊዜ አለ። የተሰየመው ጎበዝ ስለሆነ ነው። የቃሉን ትርጉም የማያውቀው ከሆነ አስተማሪዎችንን ጠይቃታል.....ብዙውን ጊዜ በቡድን ስንድንሰራ የሚደርጉ የክፍል ስራዎች አይደሉም። ሲሰጡን ግን በጥያቄዎቹ ላይ እንወያይና ያገኘነውን መልስ ለመመለስ እንሞክራለን።

Q#6 - ስለአዳዲስ የእንግሊዝኛ ቃላት ትርጉም በምትማሩበት ወቅት ክፍል ውስጥ ጨዋታዎችን ተጫውታችሁ ታውቃላችሁ? መልስህ/ሽ አዎ ከሆነ ምን ያህል ጊዜ? እንዲሁም ምን ያህል ጠቅመውህል/ሻል?

ካሌብ፡ ምንም አይነት ዐዋታ ተዓውተን አናውቅም ። ትናንትና እንዳየኸው አስተማሪዎችን ከሁለት እስከ አራት ተማሪዎችን እንድንወጣ ታደርግን መልሶሳችንን እንድናነብ ትጠየቀናለች ወይም ጮክ ብለን እያነበብን ዲያሎጎችን እንድንለማመድ ታደርጋለች...ነጻ እንድንሆን የሚያደርገንን ቋንቋ ውን ሳንፈራ እንድንጠቀም የሚግዘን ይመስለኛል።

ብርቱካን፡ አላውቅም....እኔ እንጃ። ምናልባት ልወደው እላለሁ።

Appendix HH

Translations of Post-intervention Interviews (Pilot Study)

Appendix HH1 - Translation of Experimental Group Students' Post-intervention Interview (Pilot Study)

Q#1 - What differences have you recognized between the game-based vocabulary lesson and the former one?

Ermias: The one that involves games is relaxing...it also helps us acquire the lessons. But the one without games does not involve movement, it is only oral.

Rezika: I knew new words when we learned through games. Even if I know the things but not the words, it helped me understand them. The game made us compete. It improved our participation.

Q#2 - Which one have you liked most? And why?

Ermias: The one in which the game is involved...we can understand as we are moving physically. That is one thing.

Rezika: I liked playing the games...I liked playing the games because...for example, I did not know the meaning of *ʔʊC ʔCʔ* (shore). But in the game, I could know it. So, I liked that one.

Q#3 – Do you think that the way you have been learning vocabulary for the last couple of weeks brings about any difference in your academic achievement?

Ermias: Yes. I think my result will be better...I would also love if these games were in other subjects too.

Rezika: Yes. It helped me learn many words. I think my result will get better too.

Q#4 - Was the game-based vocabulary lesson funny and interesting? How and why?

Ermias: The one we played through games was better because the students could show what they are capable of. Again, it makes happy when we find what we could not understand inside the meaning. Also, students entertain.

Rezika: For me, the one that included games was entertaining because we had fun or it enhanced the competition between us...[the competition] is important to improve our participation. Because the

issue is outperforming others we try to participate. I mean it helps a student to try better than the other.

Q#5 - From the two approaches, which one gave you more time to work with your friends?

Ermias: It is the one which involved games because in it we can answer a question while entertaining. For instance, there is something a friend of mine cannot understand...and we can understand each other by playing. I can help him understand that...for example, if there are students who have got difficulty, I will tell them. Also, they tell me if I do not understand.

Rezika: The game lesson helped me interact with my friends more. When we were out to do a question it made me talk to my friends. If I am not right, she may tell me because the thing is getting your team ranked first.

Q#6 - Can you explain the interaction you have maintained with your friends after you began learning vocabulary via games?

Ermias: We understand each other based on the games. We speak up turn by turn.

Rezika: It made us exercise speaking in English and ask my friends what I could not understand...because I am a group leader they tell me what I cannot understand, and also ask me.

Q#7 - What are the problems you have noticed in the game-based vocabulary lesson?

Ermias: We have not faced any problem. We work understanding each other because if one does not want to work with the papers, he gives it to someone else...there were disturbing students but they listen when the teacher tells them to stop.

Rezika: What I noticed is the problem of disturbing and misunderstanding...to resolve this, I told them to bear in mind that we were competing with other students.

Appendix HH2 - Translation of Control Group Students' Post-intervention Interview (Pilot Study)

Q#1 – Can you describe how you have been learning vocabulary for the last couple of weeks?

Kaleb: We were learning about words. About the meaning of words. We know the meanings of both words in the textbook and new ones...about places, types of clothes etc.

Birtukan: We learned about the meanings of different English words. To know the meaning of the words, we were doing matching and multiple choice. We were also learning in groups.

Q#2 – When have you been more interested to learn, now or before? How?

Kaleb: I was learning happily both when *Etiye* taught us and now. Because knowing the meaning of English words is important to broaden our knowledge she always wanted us to know the meaning of words. Also now, we could know many words.

Birtukan: I was happy when I learned in both. Both are good.

Q#3 - Do you think that the way you have been learning vocabulary for the last couple of weeks brings about any difference in your academic achievement compared to the former one?

Kaleb: I don't know. As we were learning after we were taught, I think I will score better. Because many words that I know came on the test I feel like I have answered many questions.

Birtukan: May be, I will score good.

Q#4 – How much interested were you to learn vocabulary?

Kaleb: As I told you earlier, I was learning happily. Both now and before.

Birtukan: When I learn I learn happily. If I learn without interest, I cannot understand. So, I learn with interest.

Q#5 – When have you got more time to work with your friends, now or before?

Kaleb: Because we have the same group, both now and before we work in that group by helping and supporting each other. Both are the same.

Birtukan: We work together when we learn all subjects. When we learn the meaning of English words toowe ask each other about what we know, and ask the teacher for what we don't.

Q#6 – Can you explain the interaction you have maintained with your friends in those days?

Kaleb: Working in groups helps us learn from each other. So, we work asking each other.

Birtukan: It is like I told you. We do cooperatively.

Q#7 - What are the problems you have noticed during those vocabulary lessons?

Kaleb: There is nothing I saw.

Birtukan: Some students disturb when we work in groups. Ignoring the lesson, they disturb. Other than that, there was no problem.

Appendix II

Transcriptions of Post-intervention Interviews (Pilot Study)

Appendix III - Transcription of Experimental Group Students' Post-intervention Interview (Pilot Study)

Q#1 - ጨዋታ በተካተተበትና ጨዋታ ባልተካተተበት የእንግሊዝኛ ቃላትን ትርጉም የመማር ሂደት መካከል ምን ምን ልዩነቶችን አስተውለሃል/ሻል?

ኤርሚያስ:- ጨዋታ የሚካተትበት ያዝናናል... ትምህርትንም ያስጨብጣል:: ጨዋታ ያልተካተተበት ግን በእንቅስቃሴ ሳይሆን በቃል ብቻ ነው::

ረዚቃ:- በጨዋታ ስንማር አዳዲስ ቃላቶችን አውቃለሁ:: ነገሮችን አውቂያቸው ቃላቶችን ባላውቃቸውም እንድረዳ አድርጎኛል:: ጨዋታው እንድንገልግል አድርጎናል:: ተሳትፏችን እንዲጎለብት አድርጎናል::

Q#2 - ከበፊቱና ካሁኑ በይበልጥ የወደድኩ/ሺው የትኛውን ነው? ለምን?

ኤርሚያስ:- ጨዋታ የሚካተትበት... በአካል ስንቀሳቀስ ምናምን በዚያውም ይገባናል:: እሱ አንድ ነገር ነው::

ረዚቃ:- ጨዋታ መጫወቱን ነበር የወደድኩት... ጨዋታ መጫወቱን የወደድኩት አዳዲስ ቃላቶችን... ለምሳሌ የባህር ዳርቻ እንደሚባል አላውቅም ነበረ ግን ከጨዋታው ውስጥ እንዳውቀው አድርጎኛል:: ስለዚህ ያንን ወድጄዋለሁ...

Q#3 - የእንግሊዝኛ ቃላትን ትርጉም ጨዋታ በተካተተበት መንገድ ከመማር/ሽ በፊትና በኋላ በውጤት/ሽ ላይ ያሳየኸ/ሽው ለውጥ አለ?

ኤርሚያስ:- አዎ ውጤቱ የተሻለ ይሆናል ብዬ አስባለሁ... እነዚህ አይነት ጨዋታዎችም በሌሎች ትምህርቶች ውስጥ ቢኖሩ ደስ ይለኛል::

ረዚቃ:- አዎ ብዙ ቃላቶችን እንዳውቅ ረድቶኛል:: ውጤቱም ይሻሻላል ብዬ አስባለሁ::

Q#4 - ጨዋታ የተካተተበት የእንግሊዝኛ ቃላትን ትርጉም የመማር ሂደት አዝናኝና አስደሳች ነበር? እንዴትና ለምን?

ኤርሚያስ:- በጨዋታ የተጫወትነው የበለጠ አዝናኝ ነበር ምክንያቱም ተማሪዎች ብቃታቸውን ያሳያሉ:: እንደገና ያልገባንን ነገር በትርጉሙ ውስጥ ስናገኘው ደስ ይላል:: እንደገና ተማሪዎች ይዝናናሉ::

ረዚቃ:- ጨዋታ የነበረው ለእኔ አዝናኝ ነበር ምክንያቱም እየተሳሳቅን ወይም ፍክክራችን እንዲጠነክር እያደረገልን ስለሄደ... [መጪካከራችን] ተሳትፏችን እንዲጎለብት ያደርጋል:: ያኛውም እኔ አበልጥ ያኛውም እን አበልጥ ስለሆነ ለመሳተፍ እንገልግራለን ማለቱ አንደኛው ተማሪ ከሌላኛው ተማሪ የተሻለ እንዲሞክር ስለሚያደርግ ማለት ነው::

Q#5 - ከሁለቱ የመግሪያ መንገዶች መካከል የትኛው ከክፍል ጋር በትብብር እንድትሰራ/ሪ ይበልጥ እድሉን ሰጠህ/ሽ?

ኤርሚያስ:- ጨዋታ ያለበት ነው ምክንያቱም ጨዋታ ባለበት እየተዘናናን መልሱን መመለስ እንችላለን። ለምሳሌ አንድ ጓደኛ የ ያልገባው ነገር አለ... እና እኛ በመጨዋውት መንገድ መግባት እንችላለን። እሱ ያልገባውን እኔ አስገባለሁ ለምሳሌ እኔ ያልገባቸው ተማሪዎች ካሉ እኔ እነግራቸዋለሁ። እኔም ያልገባኝ ነገር ካለ እነሱ ያስረድኛል።

ረዚቃ :- ከጓደኞቼ ጋር የበለጠ ተቀራርቤ እንድሰራ ያደረገኝ የጨዋታው ነው። ጥያቄው ተሰጥቶን በቡድን የወጣን ሰአት ላይ ከጓደኞቼ ጋር እንድንነጋገር አድርጎናል እኔ ልክ ባልሆነ እሷኛዎ ትነግረኛለች በቡድን ሆነን አንደኛ ወጣህ አልወጣህ ስለሆነ ነገሩ።

Q#6 - የእንግሊዝኛ ቃላትን ትርጉም ጨዋታ በተካተተበት መንገድ በመግርህ/ሽ ምክንያት ከክፍል ጋር ያዳበርክ/ሽውን ግንኙነት ማብራራት ትችላለህ/ያለሽ?

ኤርሚያስ:- በጨዋታው መሰረት እንግባለን። አንደገና ተርታ በተርታ እየወጣን ነው የምንናገር።

ረዚቃ :- በእንግሊዝኛ ቋንቋ መነጋገር እንድንለምድና ያልገባኝ ነገር እንድጠይቃቸው አድርጎኛል... የቡድን ተጠሪ ሆኜ ስለተወከልኩ ያልገባኝን ይነግሩኛል እነሱም ይጠይቁኛል።

Q#7 - የእንግሊዝኛ ቃላትን ትርጉም ጨዋታ በተካተተበት መንገድ በምትማርብት/ሪበት ወቅት ያጋጠመህ/ሽ ችግሮች ምን ምን ናቸው?

ኤርሚያስ:- እኛ ምንም ችግር አላጋጠመንም ተግባብተን ነው የምንሰራ ምክንያቱም አንድ ይዞ ወረቀቱን ከፈለገ ለሌላኛው ሰው ይሰጣል...እሚረብሹ ተማሪዎች ነበሩ ግን መምህር እረፍ ሲላቸው ያቆማሉ።

ረዚቃ :- ያስተዋልኩት የመረበሽ ችግርና ያለመግባት ችግር ነው።... ይህንን ለመፍታት የሞከርነው ፍክክር እስከሆነ ድረስ ማሸነፍ እንዳለብን በመናገር እንዲያቆሙ አድርጌያለሁ።

Appendix II2 - Transcription of Control Group Students' Post-intervention Interview (Pilot Study)

Q#1 – ባለፉት ሳምንታት የቃላትን ትርጉም በምን መልኩ ስትማሩ እንደነበር ልትገልጽ/ጭልኝ ትችላላህ/ትችያለሽ?

ካሌብ - ስንማር የነበረው ስለቃላት ነው ስለ ቃላት ትርጉም መጽሀፍ ላይ ያሉትንና ሌሎችም አዳዲስ ቃላትንና ሌሎችም አዳዲስ ቃላትን አውቀናል።..... ስለ ቦታዎች ፣ስለልብስ አይነቶች ምናምን ተምረናል።

ብርቱካን - ስለተለያዩ የአንግሊዝኛ ቃላት ትርጉም ተምረናል የቃላቶቹን ትርጉም እንድናውቅ ማዛመድ መምረጥ ስንስራ ነበር ደግሞ በቡድን ስንማር ነበር።

Q#2 – መቼ ነው የበለጠ የመማር ፍላጎት የነበረህ/ሽ ፤ አሁን ወይስ በፊት?እንዴት?

ካሌብ - እትየም ስታስተምረኝ አሁንም ስንማር ደስ ብሎኝ ነበር ስማር የነበረ። የአንግሊዝኛ ቃላትን ማወቅ እውቀታችንን ስለሚያዳብርልን ትርጉማቸውን እንድናውቅ ታደርገን ነበር። አሁንም ብዙ ቃላትን ማወቅ ችለናል።

ብርቱካን - እኔ ሁለቱንም ስማር ደስ ብሎኝ ነው ሁለቱም ጥሩ ነው።

Q#3 - ከበፊቱ አንጻር ባለፉት ሳምንታት የቃላትን ትርጉም የተማርክበት መንገድ በትምህርት ውጤቱ ላይ ለውጥ ያመጣል ብለህ/ሽ ታስባላህ/ቢያለሽ?

ካሌብ - እኔ እንጂ ትምህርቱን ከተማርን በኋላ ስለሆነ የተፈተንን የተሻለ ውጤት የማመጣ ይመስለኛል የማውቃቸው ብዙ ቃላት ፈተናው ላይ ስለመጡ ብዙ ጥያቄ የመለስኩ ይመስለኛል።

ብርቱካን - ምናልባት ጥሩ ውጤት ላላመጣ አችላለሁ።

Q#4 – የቃላትን ትርጉም ለመማር ያለህ/ሽ ፍላጎት ምን ይመስል ነበር?

ካሌብ - ቅድም እንደነገርኩህደስ ብሎኝ ነው ስማር የነበረ። አሁንም በፊትም

ብርቱካን - ስማር ደስ ብሎኝ ነው የምማር። ሳልፈልግ ከተማርኩ ስለማይገባኝ በፍላጎት ነው እምማር።

Q#5 – ከአሁንና ከበፊቱ ከክፍል ኃደኞችህ/ሽ ጋር በትብብር ለመስራት የቻልከው መቼ ነው?

ካሌብ - የምንማርበት ቡድን ቋሚ ስለሆነ አሁንም በፊትም በቡድኖችን እየተጋገዝንና እየተረዳዳን ነው የምንሰራው ሁለቱም አንድ ነው።

ብርቱካን - ሁሉንም ትምህርት ስንማር በጋራ ነው የምንሰራ። የአንግሊዝኛ ቃላትንም ስንማር የምናውቀውን እንጠያየቅና የማናውቀውን ደግሞ ከአስተማሪያችን እንጠይቃለን።

Q#6 – በነዚህ ቀናት ውስጥ ከጻፈኞችህ ጋር ያዳበርክ/ሽውን ግንኙነት ማብራራት ትችላላህ/ያለሽ?

ካሌብ - በቡድን መስራታችን አንዳችን እንድንማር ያግዘናል ስለዚህ እየተጠያየቅን እንስራለን።

ብርቱካን - ቅድም እንደነገርኩህ ነው በመተጋገዝ እንስራልን።

Q#7 - የቃላትን ትርጉም በምትማርብት/ሪብት ወቅት ያጋጠመህ/ሽ ችግሮች ምን ምን ናቸው?

ካሌብ - ምንም ያየሁት ችግር የለም።

ብርቱካን - በቡድን ስንሰራ አንዳንድ ተማሪዎች ይረብሻሉ። ትምህርቱን መከታተሉን ትተው ይረብሻሉ። ከዚያ ውጭ ሌላ ምንም ችግር የለም።

Appendix JJ

Assumptions Test of One-way MANOVA (Pre-intervention)

The first four general assumptions of One-way MANOVA were inferred from the overall make up of this study. The first is that the independent variable consists of two or more independent groups. This assumption was met since the effect of the independent variable of this study, vocabulary games, was compared between two groups: experimental and control. Secondly, the dependent variables are continuous, measured at the interval or ratio level. In this study, all the three dependent variables were measured at the interval level. The vocabulary learning motivation scores ranged between 20 and 100 found by multiplying the total number of items of the questionnaire (i.e. 20) by the minimum (1) and maximum (5) scales students could choose from, respectively. Calculated in the same way, students' peer-interaction scores ranged between 12 and 60. And, students' test results fell between 0 and 20. The third assumption is the independence of observations between the two groups. This study was conducted by observing the experimental and control groups independently. Again, the fourth assumption of having adequate sample size was met by considering two classes of sufficiently comparable sizes, i.e. 49 in Section A and 48 in Section B. In addition to these four assumptions, the attainment of further One-way MANOVA assumptions was ensured by conducting different tests as can be read below.

Table 1. Pre-intervention tests of univariate normality

Tests of Normality						
	Sections A and B	Descriptives		Shapiro-Wilk		
		Skewness	Kurtosis	Statistic	df	Sig.
Pre-intervention Motivation	Section A	-1.373	-0.219	0.964	49	0.139
	Section B	-0.195	-0.970	0.976	48	0.435
Pre-intervention	Section A	-1.017	-0.724	0.968	49	0.309

Peer-interaction	Section B	-0.612	-0.839	0.972	48	0.392
Pre-intervention Achievement	Section A	-1.197	-0.070	0.969	49	0.224
	Section B	-0.609	-1.097	0.970	48	0.252

The Shapiro-Wilk results ($p > 0.05$) of tests of normality in the above table showed that there were no significant differences in the distribution of dependent variables for each population. Results of students' vocabulary learning motivation, peer-interaction, and achievement were approximately normally distributed for Section A with values of skewness -1.373 ($SE = 0.340$), -1.017 ($SE = 0.340$), -1.197 ($SE = 0.340$) and kurtosis -219 ($SE = 0.668$), -0.724 ($SE = 0.668$), -0.070 ($SE = 0.668$) respective to the above mentioned dependent variables. For Section B, the respective values of skewness to the three dependent variables were -0.195 ($SE = 0.343$), -0.612 ($SE = 0.343$), -0.609 ($SE = 0.343$), and the values of kurtosis were -0.970 ($SE = 0.674$), -0.839 ($SE = 0.674$), -1.097 ($SE = 0.674$) respectively. These were found to be non-significant ($df = 49$, $p > 0.05$) in Section A with p values of 0.139, 0.309 and 0.224 for motivation, peer-interaction, and achievement respectively. Likewise, the results of Section B did not show significance ($df = 48$, $p > 0.05$) in this regard with p values of 0.435, 0.392 and 0.252 for motivation, peer-interaction, and achievement respectively. Hence, the fifth assumption of One-way MANOVA that there is relatively normal distribution of data meaning that the dependent variables have approximately normal univariate distributions was met.

In addition to the results of the Shapiro-Wilk test, the visual inspection of all the above histograms showed approximate shapes of normal curves. This indicated the approximate normality of distribution of students' pre-intervention motivation, peer-interaction, and achievement results in both sections.

After univariate tests of normality were checked for each dependent variable, multivariate outliers, i.e. the six assumption, were examined by Mahalanobis distance using Linear Regression the critical value of which for three dependent variables is 16.27. This value is derived from the critical chi square value at $p = 0.001$ with the degrees of freedom being the number of dependent variables, three.

Table 2. Pre-intervention tests of multivariate outliers

Residuals Statistics^a					
	Minimum	Maximum	Mean	Std. Deviation	N
Mahal. Distance	0.050	13.700	2.969	2.988	97

a. Dependent Variable: Sections A and B

As can be seen from the table above, the assumption that there are no multivariate outliers was met because the maximum value of Mahalanobis Distance (13.700) went well under 16.27.

Another assumption of One-way MANOVA is multicollinearity, the presence of moderately positive correlations between the three dependent variables. Checked by Pearson's Correlation coefficient, the results of this assumption can be seen in the table below.

Table 3. Pre-intervention tests of multicollinearity

Correlations				
		Pre-intervention Motivation	Pre-intervention Peer-interaction	Pre-intervention Achievement
Pre-intervention Motivation	Pearson Correlation	1	0.233*	0.259*
	Sig. (2-tailed)		0.046	0.010
	N	97	97	97
Pre-intervention Peer-interaction	Pearson Correlation	0.233*	1	0.492**
	Sig. (2-tailed)	0.046		0.000
	N	97	97	97
Pre-intervention Achievement	Pearson Correlation	0.259*	0.492**	1
	Sig. (2-tailed)	0.010	0.000	
	N	97	97	97

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

As can be drawn from the Correlations table above, there were relatively stronger, positive correlations among all the three dependent variables with vocabulary learning motivation and peer-interaction, $r = 0.233$, $N = 97$, $p = 0.046$, students' vocabulary learning motivation and achievement, $r = 0.259$, $N = 97$, $p = 0.010$, and peer-interaction and achievement, $r = 0.492$, $N = 97$, $p = 0.000$. Based on these results, it was elicited that the seventh assumption was not violated.

Additionally, the last assumption of One-way MANOVA, homogeneity of covariance across the two sections was checked by the Box's M Test of Equality of Covariance Matrices using $p < 0.001$ as a criterion. This assumption refers that the vector of the dependent variables follows a multivariate normal distribution, and the variance-covariance matrices are equal across the cells formed by the between-subjects effects. The results of the test can be seen below.

Table 4.Box's Test of Equality of Covariance Matrices (pre-intervention)

Box's Test of Equality of Covariance Matrices^a	
Box's M	6.009
F	0.967
df1	6
df2	65311.109
Sig.	0.446

a. Design: Intercept + Sections

The results of the above Box's Test of Equality of Covariance Matrices show Box's M (6.009) which is not significant, $p (0.446) > \alpha (0.001)$. This suggests that there are no significant differences between the covariance matrices. Thus, the assumption of homogeneity of covariance across the two sections was met. An additional check of this assumption was elicited from the results of Levene's Test of Equality of Error Variances in the following table.

Table 5. Pre-intervention test of equality of error variances

Levene's Test of Equality of Error Variances				
	F	df1	df2	Sig.
Pre-intervention Motivation	0.578	1	95	0.449
Pre-intervention Peer- interaction	1.898	1	95	0.172
Pre-intervention Achievement	0.237	1	95	0.627

Levene's Test of Equality of Error Variances in Table 5 above presents separate tests of equality of error variances for each dependent variable. The p values for students' vocabulary learning motivation, peer-interaction, and achievement were 0.449, 0.172, and 0.627 respectively. Since all these results are non-significant, the equal variances assumption was met for all dependent variables. Generally, the fact that the assumptions were met as explained above indicated that the use of Wilk's Lambda is an appropriate test to use.

Appendix KK

Assumptions Test of One-way MANOVA (Post-intervention)

The presence of univariate normality was checked by Shapiro-Wilk's Tests of Normality.

Table 1. Post-intervention tests of univariate normality

Tests of Normality						
	Sections Experimental and Control	Descriptives		Shapiro-Wilk		
		Skewness	Kurtosis	Statistic	df	Sig.
Post-intervention Motivation	Experimental Group	-0.394	-1.055	0.977	49	0.453
	Control Group	-0.702	-1.146	0.976	48	0.414
Post-intervention Peer-interaction	Experimental Group	-0.300	-0.624	0.980	49	0.565
	Control Group	-0.408	-0.356	0.984	48	0.766
Post-intervention Achievement	Experimental Group	-0.626	-0.922	0.969	49	0.218
	Control Group	0.801	1.034	0.965	48	0.166

Presented in Table 1 above, values of skewness for vocabulary learning motivation, peer-interaction, and achievement in the experimental group were found to be -0.394 (SE = 0.340), -0.300 (SE = 0.340), and 0.626 (SE = 0.340), and values of kurtosis for these three dependent variables, in their order, were -1.055 (SE = 0.668), -0.624 (SE = 0.668), and -0.922 (SE = 0.668). In the control group, vocabulary learning motivation, peer-interaction, and achievement were associated with skewness -0.702 (SE = 0.343), -0.408 (SE = 0.343), and 0.801 (SE = 0.343), and kurtosis -1.146 (SE = 0.674), -0.356 (SE = 0.674), and 1.034 (SE = 0.674) respectively. These results indicated approximately normal univariate distributions. Moreover, Shapiro-Wilk results of tests of normality for the experimental group were not significant ($df = 49, p > 0.05$) with p values of 0.453 for vocabulary learning motivation, 0.565 for peer-interaction, and 0.218 for vocabulary learning achievement. In the same vein, statistical significances ($df = 48, p > 0.05$) were not found with reference to the univariate normality of the three dependent variables in the

Control group. As such, p values of 0.414, 0.766, and 0.166 were found for students' vocabulary learning motivation, peer-interaction, and achievement respectively.

Overall, based on the results found from Shapiro-Wilk's Tests of Normality, the assumption that there is univariate normality with the dependent variables having approximately normal univariate distributions was met.

Following the execution of the univariate normality inspection, Linear Regression was run to check the presence of multivariate outliers. This was done by using Mahalanobis distance and a visual using scatter dots as can be shown below.

Table 2. Post-intervention tests of multivariate outliers

Residuals Statistics^a					
	Minimum	Maximum	Mean	Std. Deviation	N
Mahal. Distance	0.116	10.909	2.969	2.290	97

a. Dependent Variable: Experimental Group and Control Group

Table 2 above revealed that the maximum value of Mahalanobis distance (10.909) is less than 16.27 ($df = 3, X^2 = 0.001$) indicating that there were approximately no multivariate outliers. Based on the this, it was drawn that the hypothesis that the data have approximately nomultivariate outliers was accepted.

Like the pre-intervention data, multicollinearity, the other assumption of One-way MANOVA, was checked for the post-intervention data using Pearson's Correlation coefficient. The results are revealed in the following table.

Table 3. Post-intervention tests of multicollinearity

Correlations				
		Post-intervention Motivation	Post-intervention Peer-interaction	Post-intervention Achievement Scores
Post-intervention Motivation	Pearson Correlation	1	0.241*	0.281**
	Sig. (2-tailed)		0.028	0.005
	N	97	97	97

Post-intervention Peer-interaction	Pearson Correlation	0.241*	1	0.771**
	Sig. (2-tailed)	0.028		0.000
	N	97	97	97
Post-intervention Achievement	Pearson Correlation	0.281**	0.771**	1
	Sig. (2-tailed)	0.005	0.000	
	N	97	97	97

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The results of the multicollinearity test in the above correlations table showed that there were moderately positive multivariate correlations between all the three combinations of the dependent variables. Significant positive correlations were found between vocabulary learning motivation and peer-interaction ($r = 0.241$, $N = 97$, $p = 0.028$) as well as vocabulary learning motivation and vocabulary learning achievement ($r=0.281$, $N= 97$, $p= 0.005$), and a stronger positive correlation between peer-interaction and achievement ($r = 0.771$, $N=97$, $p= 0.000$).

Homogeneity of covariance across the experimental group and the control group was checked as a further assumption. The Box's M Test of Equality of Covariance Matrices with $p<0.001$ was used as the criterion to check this assumption. The following table shows the results of this test.

Table 4.Box's Test of Equality of Covariance Matrices (post-intervention)

Box's Test of Equality of Covariance Matrices^a	
Box's M	5.409
F	0.871
df1	6
df2	65311.109
Sig.	0.516

a. Design: Intercept + Groups

The results of the Box's Test of Equality of Covariance Matrices in the above table show Box's M (5.409) which is not significant, $p (0.516) > \alpha (0.001)$. This result indicated a non-

significant difference between the covariance matrices. Therefore, the assumption that the vector of the dependent variables follow a multivariate normal distribution was met. Levene's Test of Equality of Error Variances was also checked to additionally examine this.

Table 5. Post-intervention test of equality of error variances

Levene's Test of Equality of Error Variances				
	F	df1	df2	Sig.
Post-intervention Motivation	0.015	1	95	0.902
Post-intervention Peer-interaction	0.322	1	95	0.572
Post-intervention Achievement	1.601	1	95	0.209

The above Levene's Test of Equality of Error Variances shows discrete tests of equality of error variances for vocabulary learning motivation, peer-interaction, and achievement. All the results were found to be non-significant with vocabulary learning motivation ($p = 0.902$), peer-interaction ($p = 0.572$), and achievement ($p = 0.209$). These results suggested that the equal variances assumption was met for all dependent variables indicating that Wilk's Lambda is an appropriate test to use.

DECLARATION

I, Manendante Mulugeta, declare that this dissertation titled *Effects of Vocabulary Games on Primary School Students' English Vocabulary Learning* is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the dissertation have been duly acknowledged.

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