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BOARD GAMES TO DEVELOP YOUNG LEARNERS’ VOCABULARY IN
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Dinara Alijeva 20.05.2024

PREFACE

In the modern society, the role of learning a foreign language is very important. Being proficient in a language is an important life skill, especially when it comes to English, which is now an international language with ever-increasing popularity. Being good at English is also important for the child because education and future career prospects depend on it to a large degree (Kaur, 2022). Learning English consists of four skills. They are listening, speaking, writing and reading; and the elements of the four skills are grammar, vocabulary, and pronunciation. According to Oxford and Crookall (1990), vocabulary instruction should be of top priority in a teacher's agenda. When learning a foreign language, vocabulary plays a crucial role especially for very young learners who are just beginning to learn English. Improving students' vocabulary is generally believed to be a constant challenge. Giving a list of words to memorize is no longer considered the top way to help students improve their word knowledge. Instead, teachers are looking for creative ways to help children in their class build vocabulary and, thus, improve reading levels. Board games seem to be a great tool for teaching students how to improve their vocabulary as they subtly reinforce students' skills without overloading them with word memorizing. A board game is offered for competition and learners focus on the idea of winning and completing the challenges and do not even realize they are also improving their vocabulary at the same time (Swaitly, 2022). The research problem is to reveal why, in spite of creativity and interest board games might offer in vocabulary learning, they are rarely used in the EL class with young learners in Lasnamae Basic School. Hence, the aims of the present thesis are 1) to define the role and the place of vocabulary board games in the English language teaching and learning; 2) to analyse in what way board games might influence students' vocabulary knowledge; 3) to discuss/reveal how board games can help young learners of a particular age group to remember target vocabulary words; 4) to devise sets of board games and board-game related follow-up activities to improve/consolidate learners' knowledge of new words and their practice in the English language classroom.

The paper consists of four parts: the introduction, two main chapters and the conclusion. The introduction part of the research presents the relevance of the question of teaching vocabulary to young learners in English language lessons. The first chapter, “Board Games in Teaching Vocabulary to Young Learners: Advantages and Disadvantages” considers the theoretical explanation of the usefulness and necessity of board game inclusion in teaching vocabulary to young learners in the English lesson. The second chapter, “Vocabulary Board Games in Lasnamae Basic School: Teachers’ Opinions and Learning Progress” is based on the analysis of practical aspects of using games in teaching English to young learners. The analysis is based on the survey conducted among language teachers of Lasnamäe Basic School (Lasnamäe Põhikool), Tallinn, Estonia, who shared their experience of using board games during their lessons. The Conclusion sums up the results of the analysis and comments on the hypothesis of the research paper.

PREFACE

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INTRODUCTION

The Importance of Vocabulary Learning

As part of language learning, vocabulary remains a crucial element that is required to master the skills of any language, be it first, second or foreign, for speakers to receive and produce language and interact with each other. In the Longman Dictionary of Contemporary English (2003) vocabulary is defined as “all the words that someone knows or uses” (p. 1843) in a target language. Vocabulary is the meaning carrier of a language that the learner and the speaker of the language need to comprehend and deploy in the four skills of the language (listening, speaking, writing and reading) (Schmitt, 2004; Hedge, 2000; Nation, 2001). Lehr et al. (2004) define vocabulary as the words we use to communicate through writing (print vocabulary) and speaking (oral vocabulary). Oral words are those vocabulary words that the learner recognizes and utilizes in listening and speaking. Print vocabulary words incorporate those vocabulary items that the learner recognizes and deploys in reading and writing. Learning vocabulary is an integral and important part of learning any language.

According to Oxford and Crookall (1990), vocabulary instruction should be of top priority in a teacher’s agenda. When learning a foreign language, vocabulary plays a crucial role especially for very young learners who are just beginning to learn English. Research suggests that vocabulary knowledge contributes to young learners’ reading comprehension and the overall development of language competence (Stanovich, 2000). Thus, vocabulary teaching, especially in the early stages of learning plays a crucial role in foreign language learning (Schmitt, 2010). Gower, Philips and Walters (2005) claim that “vocabulary is even more important than grammar because, especially in the early stages, students learn the basic words they need in order to communicate” (p. 142). Krashen (as cited in Lewis, 1993) highlights the importance of vocabulary learning as follows “when students travel, they don’t carry grammar books, they carry dictionaries” (p.2). Wilkins (1972) reports that “you can say very little with grammar, but you can say almost everything with words” (p. 112). Wilkins

(1972) also states, that "... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p.112). Through learning words, students start to develop knowledge in the target language. Rubin and Thomson (1994) consider that acquiring a large amount of words in the foreign language helps learners not only to understand what they read or hear but also to express themselves fluently and accurately. According to Bromley (2007), a considerable amount of word knowledge helps students not only to become more confident in using the target language but also to communicate in a more effective and precise manner since words act as a tool for "analyzing, inferring, evaluating and reasoning" (p.528). The present research paper focuses on the use of board games to improve young learners' vocabulary in primary school. Therefore, the next subchapter is devoted to the characteristics of young learners.

Young Learner: Who is a Young Learner?

Different scholars provide different age ranges for young children by often differentiating between young and very young Learners. Philips (1993) defines young learners as children as primary school age from the first year of schooling to eleven or twelve years old. Nurkasanah (2014) also describes young learners as students whose ages are five to twelve years old. However, the age of young learners is not necessarily an indicator of how mature they are. Understanding the characteristics of young learners is important for a teacher. Philips (1993) states that there are several factors influencing the maturity of children. These factors include their culture, sex, environment (city or rural), and parents. Also, their development should be taken into consideration. Some children develop very fast, and others might need more time. According to Nurkasanah (2014), the teacher has to consider the characteristics of young learners to determine the technique that will be used in the teaching and learning process. By understanding the characteristics of young learners, the teacher can apply suitable techniques for the teaching and learning process (Nurkasanah, 2014). Halliwell (as cited in Gerovasiliou and Zafiri, 2017) describes in more detail characteristics of young learners. According to Halliwell (as cited in Gerovasiliou and Zafiri, 2017) "young learners are creative users and good imitators of the target

language in the sense that they do not feel afraid or embarrassed to take part in activities which require using the target language to communicate and convey their message even though they have a limited knowledge in the foreign language. Young learners have the ability to learn the language indirectly, by taking in information from the environment that surrounds them instead of focusing on a single task they are being taught. They are as social with need to interact and talk with both their peers and with their teacher. Young learners have a deep sense of fun and play and a vivid imagination” (Halliwell as cited in Gerovasiliou & Zafiri, 2017 p.3). According to all these features of young learners Halliwell (as cited in Gerovasiliou and Zafiri, 2017)) states, that the teacher should incorporate games into the language classroom that accommodate young learners’ needs.

Teaching Vocabulary to Young Learners

Teaching vocabulary to young learners differs from teaching vocabulary to teenagers and adults. The reason is that “different ages have different needs, competencies, and cognitive skills” (Harmer, 2001, p. 81). Their different characteristics become the main consideration in treating them differently as the teaching subjects. According to Harmer (2001), young learners learn differently from older learners in the following ways: he considers that young learners respond to meaning even if they do not understand individual words. Harmer (2021) describes young learners as learners, who often learn indirectly rather than directly- “that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught” (p.82). He also states that young learners’ understanding comes not from just explanation, but also from what they see and hear, crucially, have a chance to touch and interact with and they find abstract concepts such as grammar rules difficult to grasp. According to Harmer (2001), young learners “generally display an enthusiasm for learning and curiosity about the world around them” (p.82). In contrast to adults, “they have a need for individual attention and approval from the teacher and they are always glad to talk about themselves or respond well to learning that uses themselves and their own lives as main topics in the classroom” (p. 82). It

can be summarised that teachers have a complex task to make vocabulary learning effective and fascinating, and they should remember some basic principles in teaching vocabulary to young students in consideration their specific characteristics presented earlier.

According to Brown (2001) teachers must introduce vocabularies that they can see, touch, play, and interact with because young students are not prepared to learn abstract words beyond their imagination. Nation (2006) states that the teacher needs to teach limited vocabularies in one meeting because children have limited attention span. Then, it can be revisited in the next meeting to help them memorise the words that have been learned. Cameron (2001) considers that in teaching vocabulary to young learners, the teacher should engage students to know not only a particular word but also other related words with their meaning, use, and form. Pinter (2007) claims that the teacher should teach learners in combination rather than in isolation because young learners are not able to analyse the composition of the language system, such as grammar. It can be concluded that the teacher should apply methods, strategies, techniques, and materials in accordance with young learners' characteristics.

Teaching vocabulary needs the best way to make learners be interested in learning vocabulary. Teachers' techniques and fun tips that they apply in the classroom have an important role in teaching or learning vocabulary. It helps learners not only learn words but also know how to use them in context.

There are many different ways or kinds of techniques that can be used by teachers. In teaching English vocabulary to young learners, the following techniques can be used: using pictures, real objects, demonstration, translation, dictionary use, games etc. It is not a secret, that the best way to learn new words is to use them, play with them, listen to them, and apply them. It is generally known that young learners learn through play much easier and they enjoy it more. This is quite a natural way for them to learn. They play and love to play. In playing, teachers can see elements of interaction and, during interacting, the learners develop language skills. Learning can be absorbed really well.

Quite often, learners do not realize they are learning. Developing vocabulary in-game activities makes learners be aware of one important feature of vocabulary, namely, that context determines the meaning of words. Fun and games should have an important role in children's education. Wright et al. (2005) state that games make classes entertaining and sustain effort and interest. They create an atmosphere of meaningful communication where young learners communicate before, during, and after a game. Using games can develop domains of words and relatedness since they enable students to practice and rehearse these words (Graves et al., 2013). Thus, creating a classroom where young learners are encouraged to learn through playing with words can foster motivation in vocabulary learning and its development (Thornbury, 2002). The present study hypothesizes that vocabulary board games developed by a teacher on the basis of traditional game designs as a supplementary to a course book material are a useful practical tool to improve/consolidate primary school students' knowledge of vocabulary related to basic school English language programme.

CHAPTER I BOARD GAMES IN TEACHING VOCABULARY TO YOUNG LEARNERS

1.1 Definition and Benefits of Using Games in the Classroom

The concept of game in the classroom is closely related to the general concept of game. Games have been in the focus of analysis by many researchers (e.g., Hadfield, 1999; Richards et al., 1992; Riley, 2003; Jiang & Shangguan, 2022). According to Hadfield and Bradshaw (2004), a game is regarded as “an activity which involves rules, a goal and an element of fun” (p.4). In the same vein, Richards et al. (1992) define game “as an organized activity, which involves an objective to be accomplished, a set of rules, competition among the participants and interaction between the players through spoken or written language” (p.89). Riley (2003) describes a game as a work for children. Riley (2003) states, that dating back from the nineteenth century, numerous experts in foreign language learning supported the view that play is the work of children.

Educational games originated from the concept of “serious game” put forward by Abt in 1970 (Jiang, Shangguan 2022). He maintains that games are “not primarily about entertainment but about serious, fun content, in which players learn information, gain new learning experiences, and inspire learning motivation and creativity” (p.8). Wright et al. (2005) on the contrary describe educational game as an entertaining and engaging activity, which is often challenging, where learners play and interact with others. Küpelli (2019) states that “educational games are games explicitly designed with educational purposes, or which have incidental or secondary educational value” (Küpelli, 2019). Mubaslat (2012) defines educational game as the activity that can take place within or outside the school, individually or collectively under the leadership of a person who has the ability to guide learners whether he is a supervisor, teacher or a guardian who choose the right game in the right place and time, taking into account the pupil’s age and level of performance. King (2021) also emphasizes the possibility of using educational games both inside the classroom and out. Matthews (2023) states that educational games are “games used in the classroom to enhance learning, often to

supplement traditional instruction” (Matthews, 2023). Lujan and DiCarlo (2006) also emphasize that educational games are an effective alternative to support traditional teaching approaches in terms of educators’ responsibility, such as inspiring students to learn, teaching them to love learning, and making learning fun.

Games provide teachers with many advantages when they are used in the classroom. One of these advantages is that learners are motivated to learn, because games automatically stimulate student interest. McCallum (as cited in Yolageldili and Arikan, 2011) claims that “a properly introduced game can be one of the highest motivating techniques” (p.220). Pound (2005) shares the same view. According to Pound (2005), games are viewed as a kind of reward for students or what they can expect after they have studied a lesson well. Sparling (2020) considers that most children have one thing in common. Sparling (2020) notes “naturally we are all motivated to do something that we think is fun and therefore it stands to reason that if we give our students something they are interested in to occupy their minds they will be more motivated to complete the task” (para 4). Another advantage associated with using games in the classroom is that students’ anxiety towards learning decreases as games are employed. Crookall (1990) emphasizes this point by considering that using games in the classroom reduces anxiety, increases positive feelings, and improves self-confidence. This idea is also supported by Mubaslat (2012). According to Mubaslat (2012) the use of games in the classroom decreases young learners’ anxiety, especially during language lessons. Mubaslat (2012) argues that students often feel uncomfortable facing unfamiliar or unknown grammatical structures, words and texts. Therefore, young learners often feel insecure in the class. As a result, games can help lower their anxiety, make them feel comfortable and relaxed (Mubaslat 2012). Hernandez et al. (2016) considers that playing games in the language classroom not only reduces young learners’ stress, but also helps learners acquire a foreign language. Like the mother tongue is acquired unconsciously, by playing games in a foreign language the knowledge is learned in the same way because learners do not feel stress and levels of boredom decreases significantly (Hernandez et al. 2016). Several authors (Billinghurst & Kato, 2002; Langran & Purcell, 1994) highlight the use of board games in the classrooms.

According to Billingham and Kato (2002) board games provide face to face interaction, physical action and verbal tone. They encourage students to interact and communicate. It can be concluded that the use of games in the classroom have many advantages. Games allow teachers to provide an exciting learning environment that encourages youth to actively participate in their lessons (Billingham & Kato, 2002). Since the present research is focused on the use of board games in order to develop young learners' vocabulary, the next subchapter observes the definition of a board game and its classification.

1.2 The Definition of a Board Game and its Classification

Board games have been around and have been part of different cultures for thousands of years; from age-old games like Senet, played in ancient Egypt around 3500 BCE, to the game of Go invented in China more than four thousand years ago and one of the most played games nowadays (Parlett, 1999).

The definition of board games varies. Christensen (2023) describes a board game as “a game played across a board by two or more players. The board may have markings and designated spaces, and the board game may have tokens, stones, dice, cards, or other pieces that are used in specific ways throughout the game” (para2). Wong and Yunus (2021) describe a board game as a game that requires players to move counters or pieces in particular ways on a pre-marked board, according to a set of rules. Jawwadah and Saputri (2017) also describe a board game as a game that involves counters or other objects that move around the board. Vij (2011) gives identical description of a board game as a previous one, the author states, that a board game is a game that involves counters or pieces moved or placed on a pre-marked surface or “board”, according to a set of rules. Reviewing and summarizing the definitions of board games above, it can be said that a board game is a collective game with a set of rules and instructions, using various supportive elements such as tokens, stones, dice, cards, boards, in which two or more players participate.

There are many varieties of board games. According to Karasimos (2021) there are a number of ways in which board games can be classified, but “there is not actually a globally- recognized classification system for board games” (p.95). Board games can range from having no inherent theme, like checkers, to having a specific theme and narrative, like Cluedo. Rules can range from the very simple, like Tic-tac-toe, to those describing a game universe in great detail, like Dungeons & Dragons – “although most of the latter are role-playing games where the board is secondary to the game, serving to help visualize the game scenario” (p.96). Jovanovic (2023) classifies board games according to their mechanics. Jovanovic (2023) describes mechanics as “the individual game element, the cog that make the whole game work” (Jovanovic,2023). For example, the act of rolling dice is a game mechanic, but it may not be what the game is all about. The game might have you move pieces, gather items, play cards, or do something else beyond just chucking dice to score victory points, and each of those is a separate mechanic (Jovanovic 2023). Ivanov (2022) considers that mechanics can be random - the result is based on chance (dice, lotto), or with elements of calculation- the result is based on calculations (domino). Wong and Yunus (2021) classify board games into classic games, family games, strategy games, thematic games and war games. Notebaert and Cornilly (2001) classify board games in more detail. They have found a system that easily classifies the thousands of different board games, so that students, teachers and researchers can use those games that have one or several similarities. Notebaert and Cornilly (2001) include six major categories for board games (dice and be-lucky games, lay down games, thinking games, role-playing games, dexterity and action games and remaining games) and three categories for card games (abstract card games, role playing card games and communication card games) with several subcategories for each one (from four to nine sub-classifications).

Karasimos (2021) states “the key role in success or failure in using board games is the selection of an appropriate board game, that relates to the real needs of students” (p. 97). He believes that the selection of the appropriate game is based on three constituents: the age recommendation and appropriateness, “the difficulty of the board game depends on specific skills, such as speed, memory, attention, flexibility,

comprehensibility, problem solving and language level” as well as the time factor, which is essential and crucial, especially for young learners (p.97).

In conclusion, while there is not a universally recognized classification system for board games, researchers offer a wide range of varieties and classifications of board games based on themes, mechanics, and gameplay styles. The key to successful integration of a board game lies in selecting it. It is important to consider factors such as age appropriateness, skill development, including speed, memory, attention, and problem-solving abilities, as well as the essential aspect of time management, especially for younger learners. By focusing on these aspects when choosing board games, teachers can enhance learning outcomes and achieve educational goals.

1.3 Advantages of Board Games for Vocabulary Learning

In today’s digital age, Internet games have become increasingly prevalent, offering a wide array of options for players to enjoy and teach. However, “recent years have seen the resurgence of board games designed for entertainment and teaching” (Bayeck, 2020, p.1). Chen (2023) notes that “board games provide a refreshing break from the constant exposure to screens” (Chen 2023). Liam (2023) also states that board games offer an alternative to online games, because players can gather around a table, face to face, engaging in a shared experience instead of staring at screens. This subchapter observes the advantages of using board games to develop young learners’ vocabulary. There are several advantages, which are specific only to board games that are beneficial for learning new words and promoting the development of language skills. One primary advantage of using board games in the classroom is the promotion of social interaction and communication skills. According to Charles (2023) many board games are designed for multiple players, therefore, the use of board games in the classroom encourages face-to face communication, negotiation, and teamwork. These interactions help learners develop social skills, empathy, language skills, and emotional intelligence. Reynolds (2023) strengthens this opinion by saying that board games, unlike online platforms, require learners to interact with each other. Additionally, board games promote the development of listening skills as players must

pay attention to each other's moves and strategies. This fosters a sense of engagement and motivates learners to focus on the current moment, enhancing their ability to communicate effectively (Reynolds, 2023). Reynolds (2023) also states that the use of board games in the classroom develops such social skills as following rules and taking turns. These fundamental social skills are essential for real-life social interactions, such as in school. According to (Reynolds 2023) the use of board games in the classroom enhances cognitive skills. Chen (2023) shares this opinion. According to Chen (2023) board games enhance memory and cognitive skills. Many board games require the need to remember rules, strategies, and moves made by opponents. Furthermore, board games often require players to think ahead and plan their moves in advance therefore it enhances such cognitive skills as logical reasoning and spatial awareness (Chen 2023). According to Charles (2023) remembering moves, strategies and moves strengthens the brain's capacity to store and retrieve information, improving overall memory function. Board games also require players to make strategic decisions based on the current situation and the possible outcomes. This process of analyzing and evaluating helps learners develop critical thinking skills, enables them to balance the advantages and disadvantages of various alternatives, predicts possible consequences, and make informed decisions (Chen 2023).

According to Jawwadah and Saputri (2017) board games can be effectively used in learning vocabulary. This method can be especially useful for language learners who may struggle with traditional memorization techniques because board games offer an enjoyable to practice vocabulary, as they provide a hands-on, interactive experience that is both fun and educational.

In conclusion, the integration of board games in the classroom engages students to participate in the learning process. Board games aim to combine entertainment with educational content. The use of board games in the classroom enhances cognitive skills such as memory, promotes social interaction, develops communication skills, increases learners' motivation, and cultivates essential social skills like following rules.

1.4 Principles of Board Game Design

It would seem that the answer to the question of what board games consist of would be a game board, dice, tokens, and cards. However, it is not that simple. The board, tokens, dice, and card are important, but they are just external settings. The present subchapter observes the principles of board game design from different researchers. According to Pathak (2023), a board game design consists of three core principles: mechanics, theme, and components. Pathak (2023) states that mechanics are “the rules and interactions that are considered as the inner operations or functioning of the board game” (Pathak, 2023). Pathak (2023) claims that “each board game has its own mechanics, so players need to understand the rules and instructions of each board game to win” (Pathak, 2023). According to Sicart (2021), there are many different types of game mechanics that would include, but are not limited to: acting, alliances, dice rolling, events, hand movements, income, lose a turn, matching, memory, ownership, race, and role-playing. The most common and popular mechanic of board games is dice rolling. The rule of dice rolling enables the game to progress by determining the number of spaces a player must move across the board. There is also a mechanic of movements across the board and the idea of taking turns (Zhang 2022). Slack (2022) combines these two mechanics and defines them as mechanics of roll the dice and move. The most popular board game with roll dice and move mechanics is Snake and Ladder. The next principle of designing a board game is theme. According to Pathak (2023), the theme of designing a board game is “how a board game is perceived or understood through the game aesthetics or visual elements” (Pathak, 2023). Jovanovic (2023) defines the theme of designing a board game as “the story or concept that game is built around, that can set the tone for the game’s events or provide context for the game mechanics” (Jovanovic, 2023). However, there are some board games that may not have a specific theme, e.g., card games, such as lotto or memory. These games may focus more on mechanics. For example, a card game may not have a strong theme, but cards themselves may have unique designs or text. Special design elements are not necessary for a game to function but may give players a sense of the game’s setting or

story (Jovanovic (2023)). According to Pathak (2023), the third principle of designing a board game is components. Pathak (2023) defines components as the elements that make up the board game: cards, boards, dice, pawns etc. Hunicke et al. (2004) propose the Mechanics-Dynamics-Aesthetics model of designing board games. Hunicke et al. (2004) define mechanics as various actions, behaviors and control mechanisms afforded to the player within a game context, in short rules. From the mechanics instanced in the game emerges dynamics. Dynamics describes the play of the game when the rules are set in motion. Aesthetics describes “the desirable emotional responses evoked in the player when the player interacts with the game system” (Hunicke et al.,2004, para 16).

From the discussion above, it can be concluded that in order to design a board game, whether new or based on existing principles, it is necessary to take into account the basic principles of creating board games, namely: mechanics, theme, components, dynamics and aesthetics.

1.5 Teaching Vocabulary to 10–13-Year-Old Learners

The age of learners is a principal factor about how to present and teach new vocabulary to them. McKay (2006) states that young learners of ages 10-11 are students who are in primary or elementary school. Hoesein (as cited in Daristya, 2008) supports this opinion. He states that “young learners of ages 10-11 are students of elementary school who are at grade four up to grade six” (Hoesein as cited in Daristya, 2008). The Estonian National Curriculum for Basic schools (2011) defines learners of ages 10-13 as the learners of the second stage from 4-6 grades. The Estonian National Curriculum for Basic schools (2014) includes the following principles for the teaching at the second stage of study. Based on the National Curriculum for basic schools, the main objective of learning and education for 10–13-year-old students is to incite and maintain interest in knowledge and activity areas covered by the curriculum. The National Curriculum for basic schools highlights the importance of maintaining and building motivation for learning associating materials with practical aspects and allowing learners to make decisions and take responsibility for their decisions. It is essential to motivate learners and develop their positive attitudes towards language learning. When planning study

activities, the National Curriculum suggests putting emphasis on interactive learning and practicing the language studied. According to the Curriculum, it is essential to encourage students to communicate in the foreign language by increasing the volume of oral communication and written work. The National Curriculum suggests that along with listening and speaking skills, it is important to develop reading and writing skills including orthographic skills and creativity. It is also important to develop students' text understanding skills. The Estonian National Curriculum for basic schools (2014) also highlights the importance of independent reading in order to broadening of young learners' basic vocabulary and group work, including games and role-play in order to develop oral communication skills of young learners. Pinter (2006) states that successful teaching of young learners requires specific skills and intuitions that are different from those appropriate for teaching adults. According to Lines and Numan (2006) young learners have their own characteristics, "these characteristics cover their ways of thinking, their attitude, and their aptitude"(p 17). It can be concluded that teaching vocabulary to 10–11-year-old students has similar principles with teaching vocabulary to young learners.

The Estonian National Curriculum for Basic Schools (2014) clearly states a need to develop young learners' vocabulary in learning foreign languages. According to the Estonian National Curriculum knowledge of the language (pronunciation, grammar, and vocabulary) is a mean of achieving better command of the language. The aim of teaching a foreign language in basic school is to develop learners' age-appropriate language competence. This includes being able to understand and interpret the concept presented in a foreign language, both orally and in written form, learners must be able to compare foreign culture to their home culture, learners must understand that knowledge of multiple foreign languages is necessary for life. According to the Estonian National Curriculum acquiring a foreign language is an ongoing process that requires continuous effort and active involvement of learners. The teaching methods are based on the principles of communicating teaching. The focus is on creating interactive learning and practicing the language studied. In order to acquire a foreign language the Estonian National Curriculum emphasizes the use of board games and games, which require careful listening, e.g. Bingo. Speech and Hearing Associates

(2014) also emphasizes Bingo as a board game that requires careful listening and adds several games to this category, such as Memory and Snake and Ladders board games. These games do not need complex requirements or specification to play, or complicated rules, but require careful listening and active participation from the learners.

Wulandari et al. (2020) distinguish several methods of teaching vocabulary to 10-13 year old learners in the classroom - Listen & Repeat, Listen & Do, In Pair, Cooperative Learning, Using Song, Using Flashcards, and Games. Lelawati et al. (2018) in their research “Teaching English vocabulary to young learners” claim that the listen and do method, listen and repeat method, Question and answer method, and modelling and demonstration method are more prevalent than the other methods. Ngarofah et al. (2008) in their research “Teaching vocabulary using flashcards to young learners” study the impact of using flashcards in teaching vocabulary to fourth grade students in elementary school. According to Ngarofah et al. (2008) 10–12-year-old students’ vocabulary mastery improved after they learned vocabulary using flashcards. Al-Smadi (2020) studies the effect of using songs on young learners. According to Al-Smadi (2020), using songs in teaching English vocabulary for young learners is “significantly effective in raising their motivation” (p. 52). According to Harmer (2005), “young learners acquire much of a foreign language through play, whereas adults have a greater use of abstract thought” (p.37). Vernon (as cited in Naderiheshi 2022) considers that games are an effective tool to teach vocabulary to young learners. Huyen and Nga (2005) agree that games create a fun and relaxed atmosphere where young learners could learn fast and retain words better.

To follow the discussion above, to develop young learners’ vocabulary the curriculum should focus on inciting and maintaining interest in knowledge and activities covered by the curriculum. It is essential to build and maintain motivation for learning by connecting materials to practical aspects, allowing students to make decisions and take responsibility for them. Positive attitudes towards language learning should be developed, emphasizing interactive learning and language practice. Group work, games, and role-play should be integrated to broaden vocabulary and enhance

communication skills. Additionally, utilizing methods such as Listen & Repeat, Listen & Do, pair work, cooperative learning, songs, flashcards, and games can significantly benefit vocabulary learning in this age group. A positive atmosphere should be created in the classroom. All the listed principles of teaching young learners and methods for developing young learners' vocabulary can be applied through integrating games into the plan of the lesson. Many authors recommend using games in learning. For example, Lee (1979) in his book "Language Teaching Games and Contests" proposes 163 games for all age groups, which are divided into ten chapters, each representing a particular language skill, for example spelling games, pronunciation games, vocabulary games etc. Schrier (2016) edited a series of books "Learning, Education and Games", which examines the latest research and design techniques for creating and using games in the classroom including games for vocabulary learning.

1.6 Traditional Board Games in Teaching Vocabulary to Young Learners

Using board games in teaching vocabulary is a highly effective and engaging approach that can enhance language learning for young learners. While there are many new and innovative board games, there are reasons to stick with traditional games that young learners are familiar with when focusing on vocabulary development. According to Gerovasiliou and Zafiri (2017) sometimes it can be challenging to find a game that would fit into the language syllabus. Gerovasiliou and Zafiri (2017) state that "a good alternative for the teacher is to create or adapt a board game" for students according to their educational aims, age and language level (p. 3). Eng (2022) also emphasizes the adaptation of existing traditional games for teaching and learning. The author distinguishes certain factors to take into consideration when adapting games into the teaching and learning process. The teacher should make sure that the selected game aligns with the desired learning outcome Eng (2022). Eng (2022) adds that it is important for the teacher to be able "to evaluate the scale, scope, and impact of adapted games and determine how they can be modified, supplemented, or adjusted to better suit their outcomes and goals" (Eng, 2022, para 28). According to Eng (2022) adapting games helps teachers reinforce learning outcomes and demonstrate difficult concepts.

When young learners play traditional board games that they already know, they are more likely to feel at ease and enjoy the learning process. This sense of familiarity can create a positive association with learning new words, making the experience more engaging and effective. Moreover, playing traditional board games that young learners are familiar with allows for better focus on vocabulary development. Since the rules and mechanics of these games are already known to the players, less cognitive effort is spent on trying to understand the game itself.

According to Takeuchi and Vaala (2014) there is a limited availability of curriculum aligned games, so teachers can adapt some traditional games in order to develop young learners' vocabulary. Smith (as cited in Fitrianingtyas, 2017) offers Bingo board game to develop young learners' vocabulary. According to Smith (as cited in Mariana and Susanti, 2017) vocabulary Bingo board game is an effective way to help young learners review vocabulary words as well as learn new words. This activity uses sight-word recognition by allowing students to match the correct word with picture (Fitrianingtyas, 2017). Rahmasari (2021) emphasizes that Bingo board game can be used as one of interesting activities to learn and review young learners' vocabulary during the lesson. The research conducted by Kristiyana et al. (2021) "Improving Students' Vocabulary Mastery through Bingo Games to Elementary School Students" corroborate the effectiveness of Bingo Games in enhancing young learners' vocabulary mastery. Sivakumar (2022) offers a Memory Matching board game that can be used in the classroom to develop young learners' vocabulary. According to Sivakumar (2022) Matching Memory board game is a classic game played with a set of cards. Players need to find a match for a picture, word or card. Memory matching games require children to concentrate, focus, and remember the location of cards with pictures or words. Remembering the location of cards with words or pictures reinforces vocabulary development. Each card in the memory matching game typically features a word paired with corresponding picture, encouraging young learners to make connections between the spoken or written word and its representation. Through repeated exposure to these word-picture pairs, young learners can expand their

vocabulary in a contextualized and memorable way. The element of challenge and competition in memory matching game motivates young learners to participate enthusiastically and interact with the vocabulary words (Sivakumar 2022). Zikriyati and Syafei (2018) propose the Snake and Ladders board game to develop young learners' vocabulary. The Snake and Ladder game is a simple board game with counters and dice (Kusrini 2012). Meipiana (as cited in Zikriyati 2014) adds that the Snake and Ladders is a classical board game which is played on a playing board with numbered grid squares. The objective of the game is to be the first player to reach the end by moving across the board from square one to the final square. According to Zikriyati and Syafei (2018), the Snake and Ladders game can be used as an educational game. By implementing the Snake and Ladders game, young learners develop their vocabulary easily (Zikriyati & Syafei, 2018).

The number of games that teachers can adapt into the learning process are only limited by the number of games that are available (Eng 2022). Besides the above Bingo, Memo and Snake board games, Drude (2013) proposes several vocabulary games with traditional designs that can be adapted to language lessons. They are Apples to Apples, where learners need to connect words to other words, The Big Idea, where learners expand their vocabulary through creating a product and then presenting it to the class, Taboo where learners need to describe the word they do not know with other words. All of these well-known games can be adapted to the topics and aims of a lesson. Gerovasiliou and Zafiri (2017) state that adapting traditional board game designs to the language lessons maximizes positive results in vocabulary developing. Since the present thesis focuses on the use of board games to improve young learners' vocabulary the next subchapter observes the measurement of the vocabulary learning progress.

1.7 The Measurement of the Vocabulary Learning Progress

The evaluation and assessment of learner's work has never been an easy task in learning by doing environment (Hristov et.al., 2011). Assessing the effectiveness of educational interventions and determining the progress made by learners is a critical

aspect of education. The present thesis used a quantitative method of analysis and pre-post-tests to measure young learners' vocabulary results. According to Elder et al. (2001) quantitative method of analysis helps researches to investigate a number of vocabulary learning issues, such as the development of different aspects of lexical knowledge, changes in the passive active vocabulary relationship over time and the changes it undergoes as lexical knowledge grows. Quantitative data can be obtained by measuring students' vocabulary mastery through pre-tests and post-tests and calculating mean scores to determine the improvement in vocabulary level. Sanders (2019) describes pre-post testing as progress monitoring of young learners. According to Sanders (2019) pre-post testing is very valuable to teachers, because it provides teachers with baseline information when beginning instruction. According to Brophy (2019) "a primary reason for pre- and post-testing is the determination of student growth in the content or skill area that teacher is interested in" (para 2). Brophy (2019) defines growth "as simply the difference in student performance between two points in time" (para 2). According to Shivaraju (2017) "an educational programme with a pre- and post-test method has better chances of being effective" (p. 948). Kelly (2019) distinguishes some benefits of using pre-post testing in the classroom. Kelly (2019) believes that pretests allow teachers to better anticipate problems that might arise during the learning process, because pretests can be used diagnostically to determine if there are any gaps in understanding from previous units taught. According to Kelly (2019) comparing pre- and post-tests allows teachers to track student development from one class to the next, between topics, and even from day-to-day. Pre-testing can also show a student's level of understanding before and after instruction, even while instruction is still happening (Kelly, 2019).

A vocabulary test is used in the present study to measure students' progress with vocabulary learning. The test consists of two parts: a pre-test and a post-test. The pre-test is used to determine learners' initial knowledge before using board games, the post-test defines learners' progress after using board games. The data of the pre-test and the post-test are collected in the form of learners' score. The result of the post-test is calculated and compared with the result of the pre-test. To support data analysis the formula of percentage calculation $p = n \times 100/f$ is used, where p presents the percentage

of words that student knows, f means the total number of words, and n is the number of words that students know. The data can be illustrated using tabulations, pie-charts, bar-charts, and percentages. In this research, to measure learners' vocabulary progress, gap-filling tests, matching tests, and translating tests are employed.

1.8 Questionnaire “Teachers’ Attitudes Towards Using Board Games”

Since the present thesis examines the use of board games to develop young learners' vocabulary, it is expedient to reveal teachers' attitude related to using board games. For this purpose, a questionnaire is used to conduct a questionnaire-based survey among teachers. According to Bhandari (2021), “a questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions” (para 1). Questionnaires can be classified as either quantitative and qualitative instruments of gathering data depending on the nature of questions being asked. According to Cobanoglu (2023), quantitative research questions collect data that can be measured numerically, providing objective and concrete information, however qualitative questions gather more subjective insights, opinions, and attitudes. Research findings in this case can be illustrated using tabulations, pie-charts, bar-charts, and percentages. The questionnaire provided in the present research contains mixed types of questions, i.e., it includes both qualitative and quantitative types of questions.

The aim of the questionnaire provided in the present research is to gather detailed insights about teachers' attitude towards using board games in English lessons. The questions cover various aspects of using board games in the classroom such as time spent, types of board games used, learners' reactions, challenges of using board games, impact on motivation and anxiety levels, creating board games, effectiveness of using board games in achieving educational purposes. Questions such as “Do you use board games in English lessons?”, “How often do you play board games in a week?”, “How much time do you spend when you play board games with your classroom?”, “What types of board games do you use the most?” focus on practical aspects such as the frequency, time allocation, preferred types of games, providing an overview of teachers' practical experiences. Questions “How do your students

usually react to using board games in class?”, “Have you noticed that using board games increases learners’ motivation towards language learning?”, “Have you noticed reducing the level of learners’ anxiety towards language learning after implementing board games?” focus on students’ reactions, motivation, and anxiety level, providing insight into learners’ engagement and emotional responses. Questions “Do you create your own board games on the basis of the familiar mechanics (e.g. role and dice, matching, memory)?”, “Do you think that creating a board game on the basis of familiar mechanics such as Bingo, Memo or Snake and ladders is an effective supplementary tool in achievement of educational purposes?”, “Do you believe that board games can be effective tools for language learning?” explore teachers’ personal involvement in creating board games and their beliefs in the effectiveness of board games as educational tools. Question “Which of the following learning subskills do you think can be worked through board games?” focuses on teachers’ views regarding the enhancement of specific language learning subskills through board games. This question aims to reveal teachers’ opinions of the educational benefits of using board games. Questions “What are the main factors that prevent you from using board games more frequently in your English lessons?”, “How confident do you feel in your ability to effectively use board games as instructional tools in your English lessons?”, “What additional support or resources would you need to incorporate board games more regularly into your lessons?” focus on understanding the challenges teachers face in using board games in their lessons.

In conclusion, by exploring teachers’ attitude, practices, beliefs, and challenges regarding the use of board games, the questionnaire can provide a valuable information about practical experiences and potential benefits of using educational board games in the classroom.

The analysis of the background sources on the topic of board games and their use in teaching vocabulary to young learners in the present chapter of the thesis suggests that traditional educational board games such as Lotto, Memory and Snake and Ladders can be easily adapted to English lessons and successfully used for young learners’ vocabulary development. The adaptation process should include the following steps:

the teacher should consider the age appropriateness of the game to ensure that it aligns with the cognitive skills of the learners. The teacher should be able to evaluate the scale, scope and impact of adapted games and determine how they can be modified, supplemented, or adjusted to better suit their outcomes and educational goals. Furthermore, it is important that board games selected for educational purposes align with the school curriculum. The impact of the use of board games in the class for vocabulary learning can be conveniently monitored with the help of vocabulary tests that include pre-and -post tests. The test design should follow the following principles: the selection of vocabulary should align with the board game`s theme, ensuring relevance and engagement, the pre-and-post tests should be consistent in terms of difficulty level and format to ensure reliable results. The teacher should carefully consider the timing of the interval between pre-and post-testing to ensure meaningful changes in students vocabulary skills are captured. If the interval is too short, there may not be enough time for board games to show an impact on vocabulary development. If the interval is too long, it could introduce additional variables that might influence the outcomes. Since the use of games for vocabulary learning in primary school solely depends on teachers` willingness to use them and their readiness to develop board-game based activities, teachers` attitude shall be surveyed and analysed to understand why despite many advantages of board games (such as Memory, Lotto and Snake and Ladders) teachers do not use them in the class on a regular basis. To understand teachers` attitudes, the questionnaire is designed on the basis of the following criteria: time spent, types of board games used, learners` reactions, challenges of using board games, impact on motivation and anxiety levels, creating board games, effectiveness of using board games in achieving educational purposes. Teachers` survey is expected to offer some ways of how to popularize vocabulary board games in primary school and to use them more.

CHAPTER II EXAMING VOCABULARY BOARD GAMES AT LASNAMÄE BASIC SCHOOL: TEACHERS' OPINIONS, GAME DESIGN, AND STUDENTS' PROGRESS

2.1 Research Design: Participants

The role and place of board games in English language teaching and learning in Lasnamäe Primary School were analysed to reveal their influence on students' vocabulary learning. The research was conducted in Lasnamäe Basic School, which was established in 1990. Lasnamäe Basic school is located in Tallinn. The school is divided into Primary school (grades 1-4) and Secondary school (grades 5-9). The group of participants includes six students and six English language teachers. The study includes a questionnaire for the English language teachers, for the identification of their attitudes towards using board games and the examination of the use of three vocabulary board games designed by the researcher- "Summer Loto", "Safety snake" and "Irregular Memo" in order to reveal whether board games can improve students' vocabulary. All the board games support Estonian National Curriculum cross-curricular topics of the Basic Schools and Upper Secondary Schools Act, such as: "Spare time", "Me and others", "Daily life". They also support units of Lasnamäe Basic School's language study programme of the course book *I Love English 2*, such as "Yesterday", "Summer", "Weather", "Help". A pre-test and a post-test were used to identify, obtain, and compare the data of the students' level of the given vocabulary.

2.2 Board games: Design and Use in the Class

In order to understand whether board games can improve young learners' vocabulary, three board games were designed – Summer lotto, Irregular Snake and Memo. The study lasted one and a half months. A small class of six 4th-grade students participated in the study. Each game was examined over a course of five lessons. At the first lesson the pre-test was conducted to assess the students' initial knowledge of vocabulary. The

test included words that the students were supposed to learn throughout the game. At the second lesson, the teacher introduced the students to the rules of the board game, and the gameplay phase began. The gameplay phase lasted three lessons per each board game. A post-test was conducted on the fifth lesson to measure the vocabulary improvement of the participants through gameplay. Students were allowed as much time as they needed to complete the vocabulary test both pre and post. During the final week, the researcher analysed the data collected throughout the study to evaluate the impact of board games on the participants' vocabulary enhancement. The researcher also created a questionnaire in google forms and shared it with six language teachers of Lasnamae Basic School to reveal their attitudes towards using board games.

2.3 Game Design: “Summer Lotto”

In the process of designing the board game “Summer lotto”, several key principles were considered, including mechanics, components, and aesthetics. “Summer Lotto” is a competitive board game for two to six players that covers six topics related to summer: beach, camping, weather, insects, gardening, and summer flowers. Each topic card includes a set of vocabulary words related to that specific theme. The components of the game are designed with attention to detail to reflect different summer themes and engage players in learning the vocabulary words associated with each topic. The components of Summer Lotto include lotto boards for each of the six topics, 48 small picture cards and a special bag for storing cards (see Appendix 1). The mechanics of the “Summer Lotto” board game are adapted from the traditional Lotto board game, incorporating a well-known game structure familiar to 4th-grade students. Each player receives a game board displaying eight pictures. The lotto cards with pictures are stored in a special bag from which the players draw cards to cover their lotto boards. Each player takes turns drawing a card from the bag and reveals it to all players, naming what is shown in the picture (the name of the picture is written on the back of the card). Players take turns drawing a card from the bag, revealing it to all players, and naming what is shown in the picture. If a player has the matching picture on their board, he/she places the picture card over the corresponding picture. If a player does not have the

matching picture on his/her board, he/she must give the card to another player who has the specific picture on their board. The first player to cover all the pictures on the board is the winner. Like many card games, “Summer Lotto” does not have a specific theme, however the game itself has a special design. The aesthetics of “Summer Lotto” aims to show the feeling of summer through colorful visuals. Each game board, representing themes like beach, camping, insects, gardening, summer flowers, weather is designed to evoke the feelings and imagery associated with summer. Each card is designed with a colorful picture. The inclusion of visuals makes the game immersive and reinforces the association between the vocabulary and their respective visuals.

2.3.1 Pre-test and Post-Test: Summer Lotto

The pre-test and post-test in the present study were designed to have a similar level of difficulty in order to have more accurate results. The pre-test consisted of 48 words. The pre-test was designed so that participants were asked to translate the words given in English into their native language (Russian). The researcher chose the translation test for the following reasons: translation tests provide a direct measure of participants` ability to comprehend vocabulary, moreover the test`s design with 48 questions e.g. matching test, fill in the gap or multiple choice, would have been too hard for 4th grade students due to the length of the test, moreover due to the 45-minute duration of the lesson, there might be not enough time for the students to finish the test. Nation (as cited in Lipu, 2022) states that using translations, even if sometimes discouraged, is a positive way to “convey and test word meaning” (p. 33). Participants were expected to complete this test in less than 30 minutes.

<i>Pre-test</i>	Translate from English into Russian	
Flip-flops -	Poppy -	Lightning -
Towel -	Dandelion -	Rainbow -
Shell -	Sunflower -	Hurricane -
Sandcastle -	Carnation -	Windy -
Goggles -	Bluebell -	Foggy -
Lifeguard -	Lily of the valley -	Cloudy -
Lifejacket -	Daffodil -	Sunny -
Jellyfish -	Daisy -	Rainy -
Tent -	Garden gloves -	Caterpillar -
Rucksack -	Flowerpot -	Wasp -
Hiking boots -	Watering can -	Dragonfly -
First-aid-kit -	Shovel -	Worm -
Campfire -	Gardener -	Snail -
Compass -	Garden hose -	Ant -
Rope -	Seeds -	Bee -
Matches -	Garden fork -	Mosquito -

The participants were not allowed to use dictionaries or any help. After finishing the test, the gaming phase began. The gaming phase lasted for three lessons (one week). Each lesson lasted 45 minutes, during which participants were playing.

The post-test was similar to the pre-test, with the exception that some simple short words had to be translated from Russian into English. The post-test consisted of 48 words.

<i>Post-test</i>	Translate from English into Russian and from Russian into English	
Шлёпки -	Мак -	Lightning -
Towel -	Dandelion -	Rainbow -
Shell -	Подсолнух -	Hurricane -
Sandcastle -	Carnation -	Windy -
Goggles -	Bluebell -	Туманный -
Lifeguard -	Lily of the valley -	Cloudy -
Lifejacket -	Daffodil -	Солнечный -
Jellyfish -	Daisy -	Дождливый -
Палатка -	Garden gloves -	Caterpillar -
Rucksack -	Flowerpot -	Wasp -
Hiking boots -	Watering can -	Dragonfly -
First-aid-kit -	Shovel -	Worm -
Campfire -	Gardener -	Улитка -
Компас -	Garden hose -	Муравей -
Веревка -	Seeds -	Пчела -
Matches -	Garden fork -	Mosquito -

As in the pre-test, in the post-test the participants were not allowed to use dictionaries or any help. There was no time limit, however the participants were expected to finish the test in less than 45 minutes because the lesson lasted 45 minutes. After finishing the test, the gaming phase was finished and all data that were gathered during the examination of the board game would be compared and analyzed.

2.3.2 Analysis of Results: Summer Lotto

As seen in Table 1 “Participants’ average result of Summer lotto pre-test and post-test”, the participants improved their knowledge of vocabulary after playing “Summer Lotto”. The students knew 11 (23.6%) words out of 48 words on average before the gameplay phase and 22 (69.1%) after the gameplay phase.

Table 1. *The average results of pre-test and post-test*

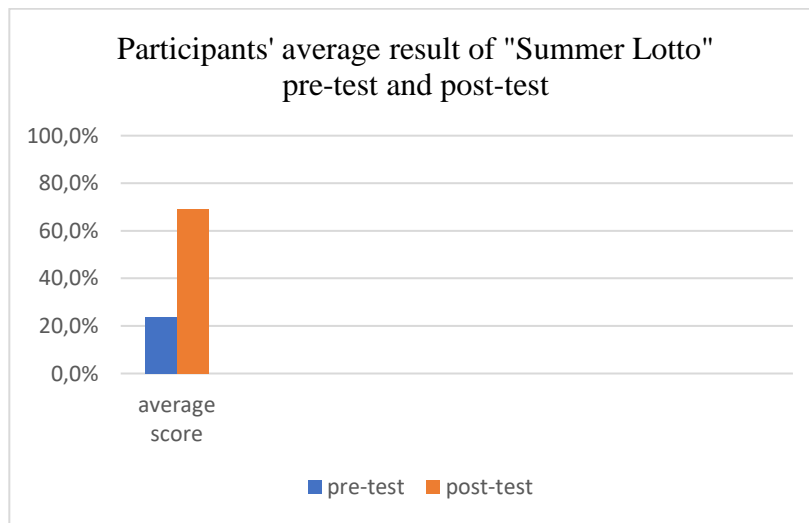
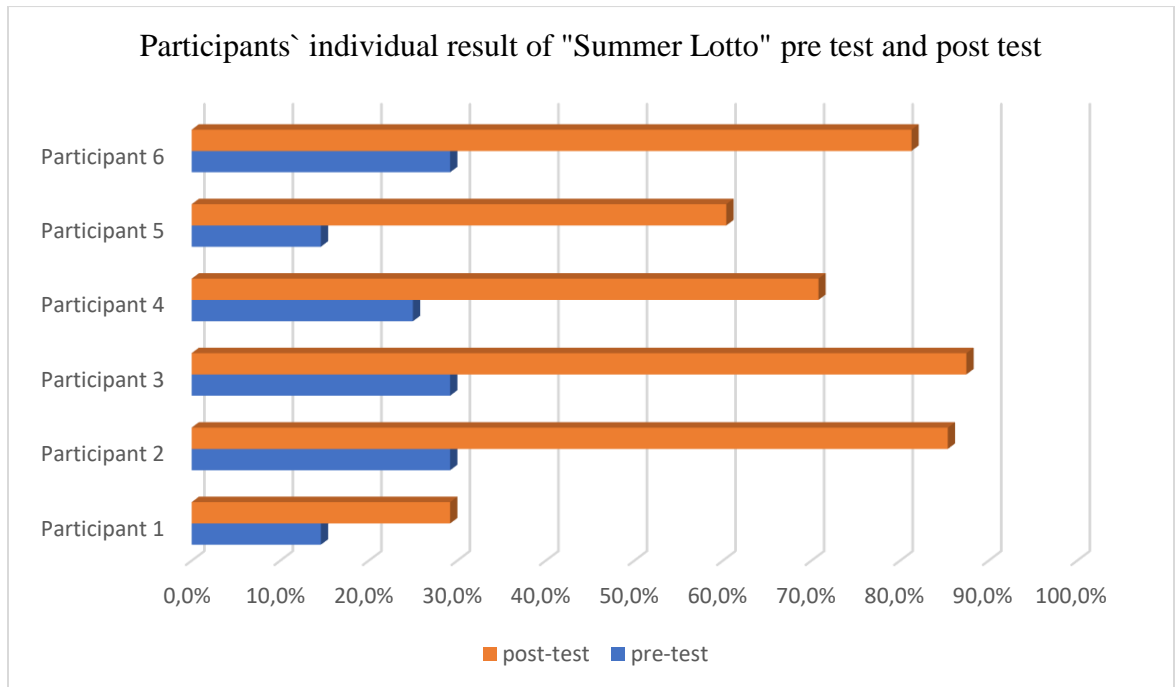


Table 2 “Participants’ individual result of Summer lotto pre-test and post-test” shows the individual success of each student in percentages. As can be seen, students doubled their initial results. This information shows that playing the “Summer Lotto” board game significantly improved their knowledge of summer vocabulary.

Table 2. *The individual results of pre-test and post-test*



2.4 Game Design: “Safety Snake”

In the process of designing the board game “Safety Snake”, several key principles were considered, including components, mechanics, theme, dynamics, and aesthetics. “Safety Snake” is a competitive board game for two to six players designed to improve primary students’ vocabulary related to safety. The components of “Safety Snake” include A3-sized game board with 37 spaces, 6 laminated sheets featuring safety rules with missing words “Always” or “Never”, 14 small cards with safety rules illustrations corresponding to the laminated sheets, a bag for card storage, 6 colored game pieces, and a dice (see Appendix 2). The mechanics of “Safety Snake” are adapted from the traditional “Snake and Ladders” board game and involve a roll-and-move mechanic. Each player receives a piece and a laminated sheet on which safety rules are written with missing words “always” or “never”. Before making a move or rolling the die, a player must draw the card from the bag and read the rule corresponding to the image on the card, filling the missing word “always” or “never”. If the player correctly states the rule, he/she continues his turn by rolling the dice and moving a game piece. If a player makes a mistake, he/she skips the turn. The objective of the game is to be the first player to reach the finish line. The theme of “Safety Snake” revolves around

promoting safety awareness and vocabulary development among 4th grade students. The dynamics of the “Safety Snake” board game involves a mix of chance (rolling a dice) and matching safety rules with picture cards. The consequence of correctly or incorrectly identifying the rules adds tension and engagement to the gameplay. The aesthetics of “Safety snake” includes vibrant and engaging design. The game board is designed in three colors- blue, pink, and yellow, allowing students to choose a game board that matches their mood. Each card is designed with a colorful picture. By combination of gameplay, safety education “Safety Snake” offers an interactive and engaging way for students to learn vocabulary related to safety.

2.4.1 Pre-test and Post-Test: Safety Snake

The pre-test was designed so that participants were asked to match the words with the correct pictures. The pre-test consisted of 12 words and 12 pictures. Participants were expected to complete this test in less than 20 minutes.

Pre-test Match the words with the correct pictures

Stranger	
Fire drill	
Helmet	
Car accident	
Alarm	
Riding	
Thin ice	
Zebra crossing	
Traffic rules	
Reflector	
Seat belt	
Traffic light	

The participants were not allowed to use dictionaries or any help. After finishing the test, the gaming phase began. The gaming phase lasted for three lessons (one week). Each lesson lasted 45 minutes, during which participants were playing.

For the post-test, the researcher chose a gap-filling test with multiple choice. The post-test consisted of 12 questions related to the topic of safety. Each question presents a scenario or a concept in simple language, followed by multiple-choice options to choose from. By offering choices that are relevant to their daily experiences, the test aims to check the students' vocabulary on the topic of Safety after the game phase.

<i>Post-test Circle the correct word and fill the gaps.</i>	
<p>1. When you don't know someone, they are called</p> <p>a. Friends b. Strangers c. Family</p> <p>2. To safe during a fire emergency, schools practice</p> <p>a. Fire drill b. Fire alarm c. Firefighter</p> <p>3. Always wear a.....when riding a bike to protect your head.</p> <p>a. Gloves b. Scarf c. Helmet</p> <p>4. Two cars crashing on the road is called.....</p> <p>a. Car wash b. Traffic jam c. Car accident</p> <p>5. Leave the house quickly when the..... goes off.</p> <p>a. Music player b. Alarm c. Phone</p> <p>6. I enjoymy bike around the neighborhood.</p> <p>a. Riding b. Flying c. Jumping</p>	<p>7. It is dangerous to walk on.....ice.</p> <p>a. Thin ice b. Wet grass c. Slippery roads</p> <p>8. Cross the road at the.....</p> <p>a. Zebra crossing b. Playground c. School zone</p> <p>9. Follow the</p> <p>a. Traffic reflector b. Traffic rules c. Traffic jam</p> <p>10. A..... makes you visible in the dark.</p> <p>a. Reflector b. Book c. Toy</p> <p>11. Always fasten your</p> <p>a. Watch b. Necklace c. Seat belt</p> <p>12. The traffic changes colors to tell us when to stop and when to go.</p> <p>a. Green light b. Traffic light c. Yellow light</p>

During the post-testing it was allowed to ask the teacher for help because not all the words in this test could be familiar to the students. There was no time limit, however the participants were expected to finish the test in less than 45 minutes because the lesson lasted 45 minutes. After finishing the test, the gaming phase was finished and all data that were gathered during the examination of the board game would be compared and analyzed.

2.4.2 Analysis of Results: Safety Snake

As seen in Table 3 “Participants’ average result of Safety Snake pre-test and post-test”, the participants improved their knowledge of vocabulary after playing “Safety Snake”. The students knew 4.3 (36.1%) words out of 12 words on average before the gameplay phase and 10.5 (87.5 %) after the gameplay phase.

Table 3. *The average results of pre-test and post-test*

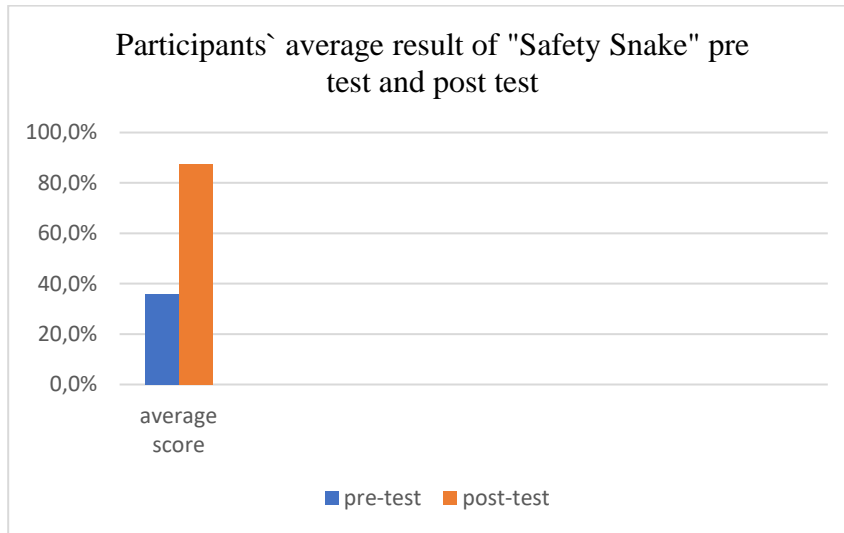
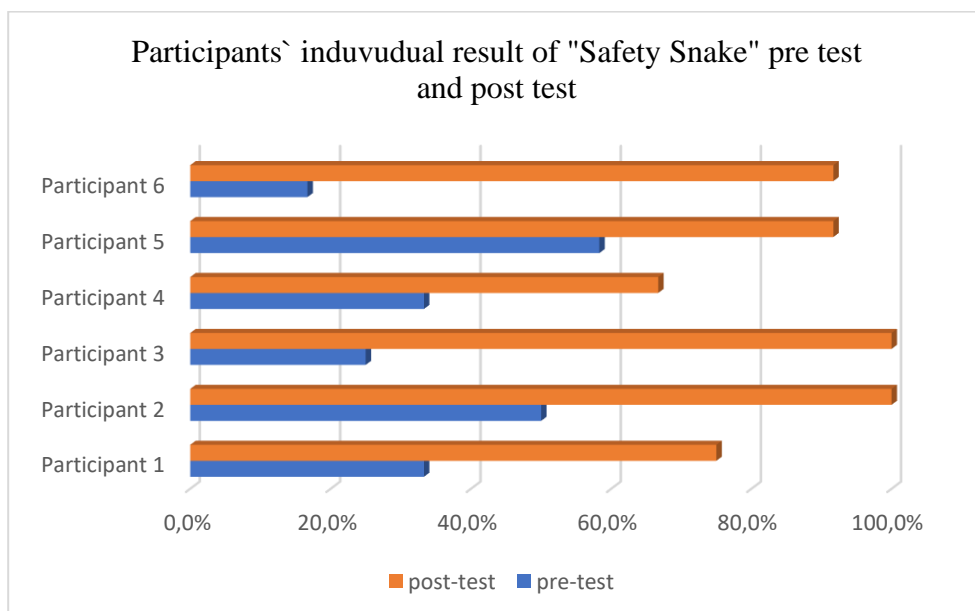


Table 4 “Participants’ individual result of Safety Snake pre-test and post-test” shows the individual success of each student in percentages. As can be seen, four students doubled their results, the remaining two- more than doubled. This information shows that playing the “Safety Snake” board game significantly improved their knowledge of summer vocabulary.

Table 4. *The individual results of pre-test and post-test*



2.5 Game Design: “Irregular Memo”

“Irregular Memo” is a grammar-focused board game that covers the topic of irregular verbs. “Irregular Memo” is a competitive board game for two to six players. In the process of designing the board game “Irregular Memo”, several key principles were considered, including mechanics, components, dynamics, and aesthetics. The Mechanics of “Irregular Memo” are adapted from the traditional memory board game, where players need to match pairs of cards. “Irregular Memo” consists of 44 laminated cards divided into 22 pairs. Each card has a front and back side. The front side of each card features an image that corresponds to the word written on it. (see Appendix 3) When a player opens a card, he/she must read the written verb. The dynamics of the board game includes a mix of memory challenge, language learning, and competitive fun. Players must stay focused to remember the locations of cards. The aesthetics of “Irregular memo” lies in its bright and engaging design. Colorful images on each card and clear, easy-to-read words help players effectively memorize and retain irregular verbs.

2.5.1 Pre-test and Post-Test: Irregular Memo

The pre-test was designed so that participants were asked to fill in the gaps with the correct past tense word. The pre-test consisted of 22 words. Participants were expected to complete this test in less than 30 minutes. After finishing the test, the gaming phase began. The gaming phase lasted for three lessons (one week). Each lesson lasted 45 minutes, during which participants were playing. The participants were not allowed to use dictionaries or any help.

Pre-test. Read carefully and fill in the gaps with the correct past tense word.

1. Yesterday, I.....a letter to my friend. (write)
2. The caton the mat quietly. (sit)
3. The birds a beautiful song in the morning. (sing)
4. She a lovely picture of a flower. (draw)
5. They in the swimming pool (swim)
6. We a sandcastle at the beach. (build)
7. He his toy to his little sister. (give)
8. The toastin the toaster. (burn)
9. He new toys for his birthday. (got)
10. I..... all the answers in the quiz. (know)
11. She a new dress for the party. (buy)
12. Hethe ball. (catch)
13. I.....my toy yesterday. (break)
14. The kidsaround the playground. (run)
15. She her car to work every day. (drive)
16. They pizza for dinner last night. (eat)
17. Our team the game yesterday. (win)
18. She..... a glass of juice. (drink)
19. She carefully about the answer. (think)
20. I a movie last night. (see)
21. Last night, I peacefully in my bed. (sleep)
22. She a story before bed. (read)

For the post-test, the researcher chose gap-filling test with multiple choice. The post-test consisted of 24 questions. Each question presents a scenario or a concept in simple language, followed by multiple-choice options to choose. The participants were asked to fill in the gaps with the correct past tense word that makes the most sense based on the sentence meaning. Gap-filling tests with multiple choice encourage students to think which word fits best in each sentence.

Post-test. Circle the correct answer.

- | | |
|--|---|
| <p>1. Yesterday, I _____ a book.
A) read
B) red
D) rad</p> <p>2. The birds _____ beautiful melody in the morning.
A) sang
C) broke
D) thought</p> <p>3. We _____ a sandcastle at the beach.
A) built
B) ate
C) slept</p> <p>4. We _____ in the pool yesterday.
A) swam
B) knew
C) caught</p> <p>5. He _____ a sandwich for lunch.
A) ate
B) drank
C) write</p> <p>6. He _____ a movie last night.
A) saw
B) built
C) give</p> <p>7. Max _____ a letter to his friend.
A) wrote
B) swam
C) read</p> <p>8. The toast _____ in the toaster.
A) burnt
B) read
C) drove</p> <p>9. They _____ to the zoo last weekend.
A) went
B) won
C) caught</p> <p>10. Tomas _____ a butterfly in the garden.
A) caught
B) sang
C) built</p> <p>11. The children _____ on the grass.
A) drove
B) sat
C) gave</p> | <p>13. The team _____ the game yesterday
A) wan
B) win
C) won</p> <p>14. She _____ her toy to her friend.
A) gived
B) gaved
C) gave</p> <p>14. The baby _____ in the crib
A) slept
B) built
C) swam</p> <p>15. The bear _____ from the river.
A) painted
B) read
C) drank</p> <p>16. Grandfather _____ a tractor yesterday.
A) drove
B) sang
C) read</p> <p>18. Kate _____ the answer to this question.
A) know
B) drove
C) knew</p> <p>19. My mother _____ a new dress.
A) drank
B) went
C) bought</p> <p>20) Anna _____ her pencil
A) broke
B) sang
C) went</p> <p>21) The man _____ to catch the train
A) ran
B) run
C) swam</p> <p>23) She _____ a lovely picture of a flower
A) drew
B) sat
C) drove</p> <p>24) She _____ carefully about the answer
A) swam
B) sat
C) thought</p> |
|--|---|

Despite the fact that all the words in the post-test were familiar to the students, it was allowed to ask the teacher for help in order to better understand the meaning of the sentence. There was no time limit, however the participants were expected to finish the test in less than 45 minutes because the lesson lasted 45 minutes. After finishing the test, the gaming phase was finished and all data that were gathered during the examination of the board game will be compared and analyzed.

2.5.2 Analysis of Results: Irregular Memo

As seen in Table 5 “Participants’ average result of Irregular Memo pre-test and post-test”, the participants improved their knowledge of vocabulary after playing “Irregular Memo”. The students knew 6.2 (28.1%) words out of 22 words on average before the gameplay phase and 17.2 (78.1 %) after the gameplay phase.

Table 5. *The average results of pre-test and post-test*

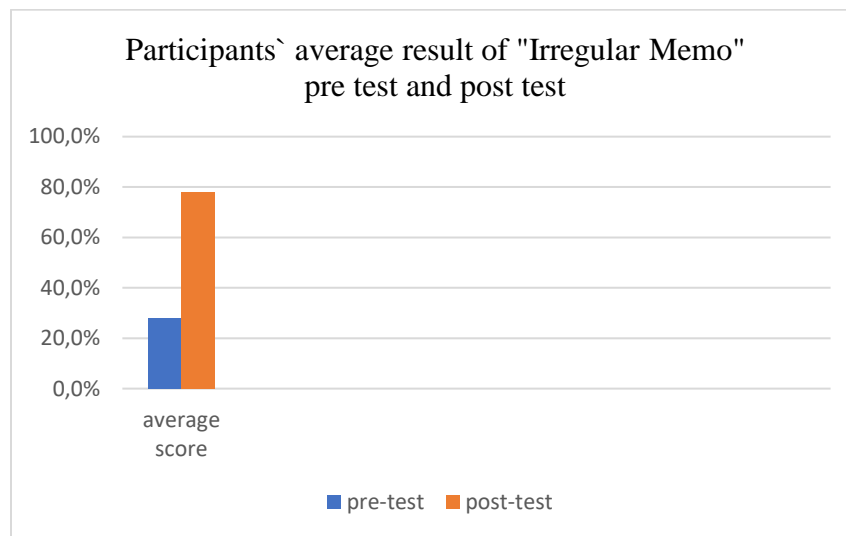
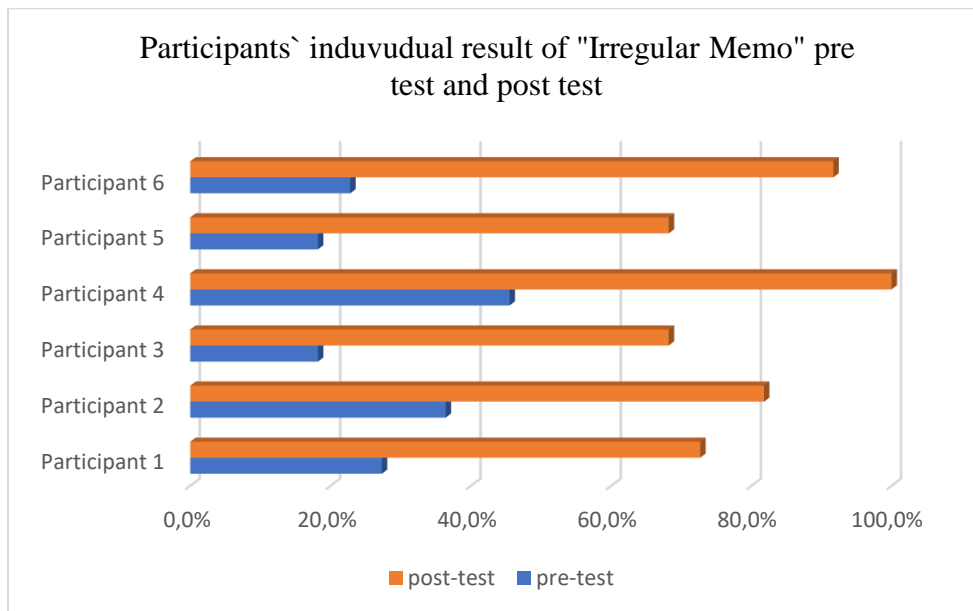


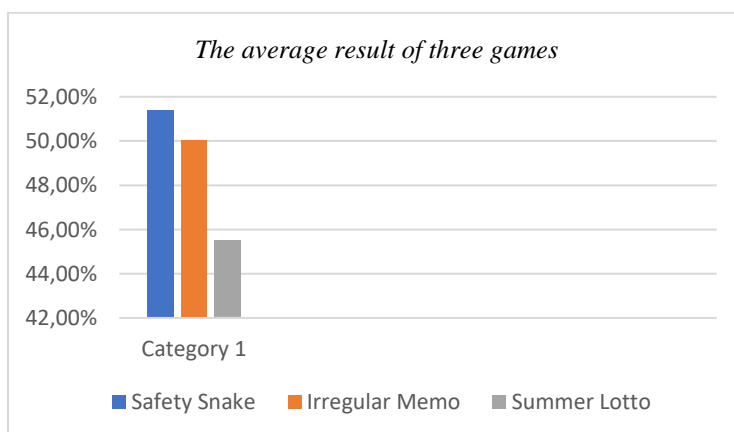
Table 6 “Participants’ individual result of Irregular Memo pre-test and post-test” shows the individual success of each student in percentages. As can be seen, all students doubled their results. This information shows that playing the “Irregular Memo” board game significantly improved their knowledge of given irregular verbs.

Table 6. *The individual results of pre-test and post-test*



In conclusion, comparing the effectiveness of designed board games- “Summer Lotto”, “Safety Snake” and “Irregular Memo”, table 7 “*The average result of three games*” shows that “Safety Snake” has the best average result of memorized words in percentages - 51.4%. “Irregular Memo” takes the second place with 50%. The lowest average result in percentages was shown by “Summer Lotto” board game with 45.5%. Despite, the data analysis showed that all three games improve young learners’ vocabulary.

Table 7. *The average result of three games*



2.6 Analysis of Teachers' Questionnaire

The aim of the questionnaire is to gather detailed information about teachers' attitude towards using board games in English lessons and analyse it. The questionnaire was conducted in google forms (see Appendix 4) and consisted of 14 multiple choice questions. This subchapter analyses the answers to the next questions: "Do you use board games in English lessons?", "How often do you play board games in a week?", "How much time do you spend when you play board games with your students in the class?", "What types of board games do you use the most?", "How do your students usually react to using board games in the class?", "Have you noticed that using board games increases learners' interest towards language learning?", "Have you noticed that the use of board games in the class reduces learners' anxiety towards language learning?", "Do you create your own board games on the basis of familiar mechanics (e.g. role and dice, matching, memory).", " Do you think that creating a board game on the basis of familiar mechanics such as Bingo, Memo or Snake and ladders is an effective supplementary tool in achievement of educational purposes?", "What are the main factors that prevent you from using board games more frequently in your English lessons?", "How confident do you feel in your ability to effectively use board games as instructional tools in your English lessons?", "What additional support or resources would you need to incorporate board games more regularly into your lessons?" , "Do you believe that board games can be effective tools for language learning?", "Which of the following learning subskills do you think can be worked through board games?"

Table 8 shows the use of board games in English lessons. According to the data in Table 8, all teachers use board games in their lessons. The data in Table 8 shows that 3 of 6 teachers (50%) responded that they use board games, while the remaining 3 of 6 teachers (50%) responded that they use board games sometimes.

Table 8. Question 1.

Do you use board games in English lessons?
6 ответов

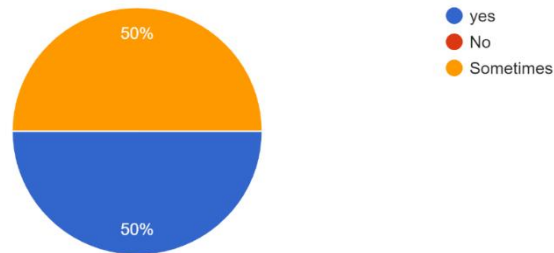
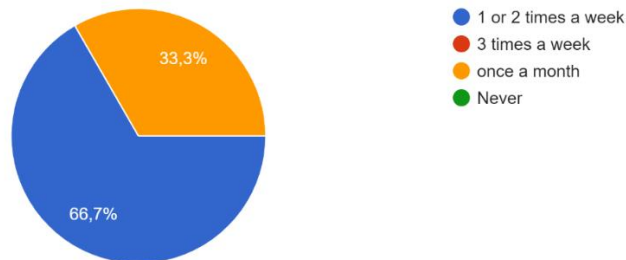


Table 9 shows frequency of playing board games. According to the data in Table 9, the vast majority – 4 out of 6 teachers (66.7%) play board games 1 or 2 times a week, 2 out of 6 teachers (33%) play board games once a month.

Table 9. Question 2.

How often do you play board games in a week?
6 ответов



The data in Table 10 shows that time spent playing board games in class. According to the data in Table 10 – 4 teachers (66.7%) spend 10 to 20 minutes, 1 teacher (16.7%) spends 20 to 30 minutes and 1 teacher (16.7%) plays board game for the whole lesson.

Table 10. Question 3.

How much time do you spend when you play board games with your students in the class?

6 ответов

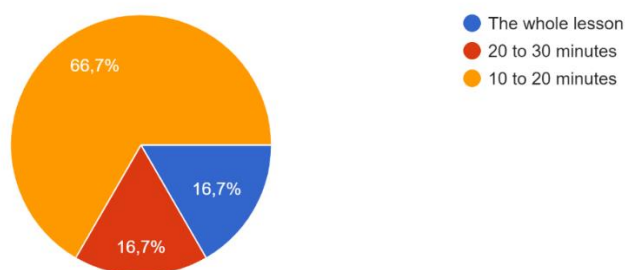


Table 11 shows the types of board games used most. According to Table 11, card games and word games are most commonly used board games among the teachers. 50% of teachers answered that they play card games with their students, word games were chosen by all 6 teachers (100%), 33.3% of teachers use dice and roll games, while role-playing games is used only by 16.7% of teachers.

Table 11. Question 4.

What types of board games do you use the most? (You can choose several options)

6 ответов

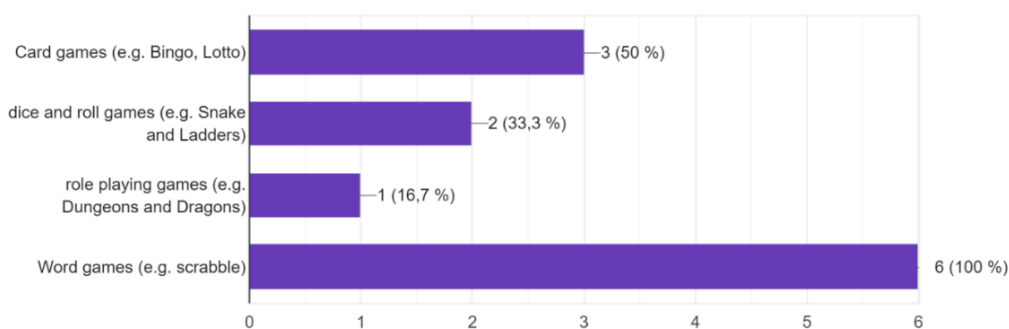


Table 12 shows students' reaction to using board games. According to the data in Table 12 all 6 teachers (100%) responded that their students love and highly engage with using board games in class.

Table 12 Question 5.

How do your students usually react to using board games in the class?

6 ОТВЕТОВ

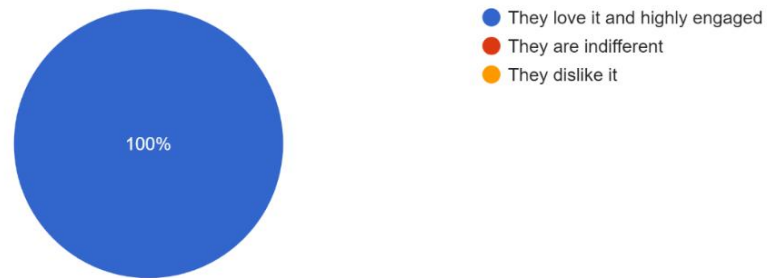


Table 13 shows the teachers' answers to the questions whether the use of board games increases learners' interests towards language learning. According to the data in Table 13, all 6 teachers (100%) answered that using board games increases learners' interest towards language learning.

Table 13. Question 6.

Have you noticed that using board games increases learners' interest towards language learning?

6 ОТВЕТОВ

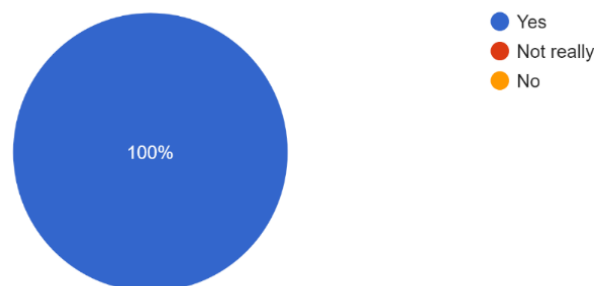


Table 14 shows the answers of teachers whether they have noticed that the use of board games in the class reduces learners' anxiety towards learning language. The data demonstrates that the majority of teachers - 5 out of 6 teachers (83.3%) agreed that the use of board games in the classroom has the positive effect in reducing learners' anxiety towards language learning, only 1 out of 6 teachers (16.7%) did not notice that

the use of board games in the classroom reduces learners` anxiety towards language learning.

Table 14. Question 7.

Have you noticed that the use of board games in the class reduces learners' anxiety towards language learning?

6 ОТВЕТОВ

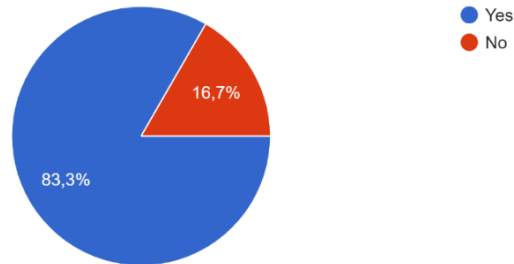


Table 15 shows the answers of teachers whether they create their own board games on the basis of familiar mechanics (e.g. role and dice, matching, memory). Table 15 demonstrates that 4 out of 6 teachers (66.7%) stated that they create their own board games based on familiar mechanics, however 2 out of 6 teachers (33.3%) stated that they do not create their own board games.

Table 15. Question 8.

Do you create your own board games on the basis of familiar mechanics (e.g. role and dice, matching, memory)

6 ОТВЕТОВ

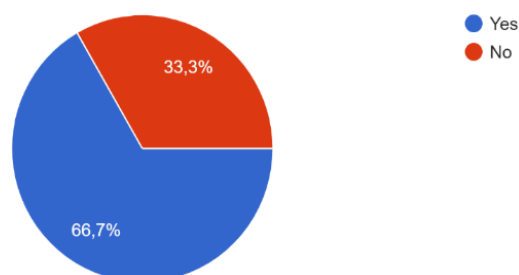


Table 16 shows teachers answers to the question whether creating a board game based on familiar mechanics like Bingo, Memo or Snake and ladders is an effective supplementary tool in achievement of educational purposes. According to the data in Table 16, all 6 teachers (100%) agreed that creating a board game based on familiar mechanics like Bingo, Memo or Snake and ladders is an effective supplementary tool in achievement of educational purposes.

Table 16. Question 9.

Do you think that creating a board game on the basis of familiar mechanics such as Bingo, Memo or Snake and ladders is an effective supplementary tool in achievement of educational purposes?

6 ОТВЕТОВ

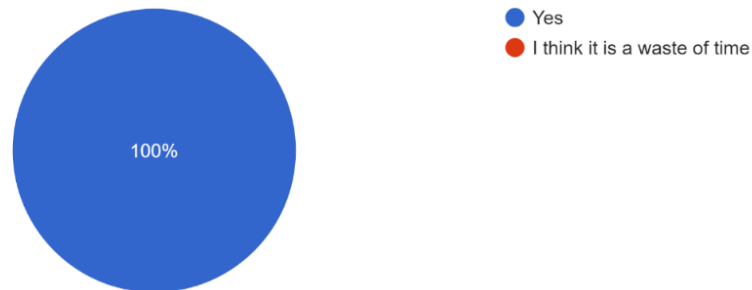


Table 17 demonstrates the main factors that prevent teachers from using board games more frequently in their English lessons. The data in Table 17 demonstrates that the majority of teachers- 5 out of 6 think that the significant factor that prevents them from using board games more frequently in English lessons is lack of time for preparation. One teacher (16.7%) thinks that limited access to appropriate board games is the main factor that prevents them from using board games more frequently. None of the teachers think that such factors as concerns about classroom management during game activities and uncertainty about how to integrate board games effectively into the curriculum can prevent them from using board games more frequently.

Table 17. Question 10.

What are the main factors that prevent you from using board games more frequently in your English lessons?

6 ответов

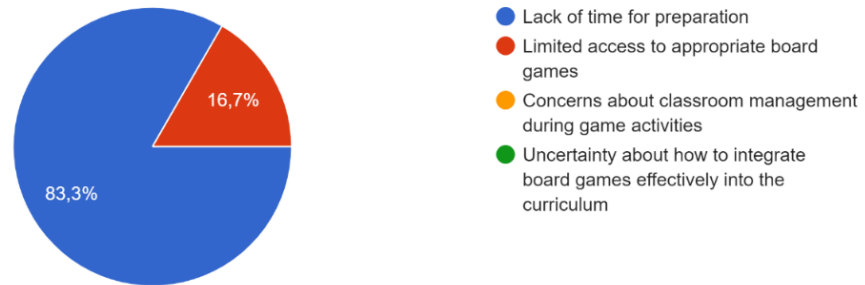


Table 18 demonstrates teachers' confidence levels in effectively using board games as instructional tools in English lessons. The data demonstrate that 5 out of 6 (83.3%) teachers are very confident in their ability to use board effectively, 1 teacher (16.7%) feels less confident in using board games. None of the teachers indicated feeling not confident at all.

Table 18. Question 11.

How confident do you feel in your ability to effectively use board games as instructional tools in your English lessons?

6 ответов

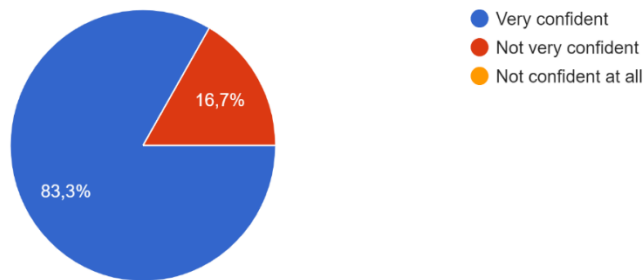


Table 19 shows teachers' answers regarding the additional support or resources they would need to incorporate board games more regularly into their lessons. The data demonstrates that 5 out of 6 teachers (83.3%) agreed that access to a variety of board

games suitable for different language skills would help them to incorporate board games more regularly. 1 teacher (16.7%) agreed that professional development workshops or training sessions on using board games in the classroom would be a beneficial support to incorporate board games more regularly. None of teachers agreed that lesson plans or guidelines for integrating board games into specific language learning objectives and collaborative planning time with colleagues to share ideas and resources for using board games would help them to use board games more regularly.

Table 19. Question 12.

What additional support or resources would you need to incorporate board games more regularly into your lessons?
6 ответов

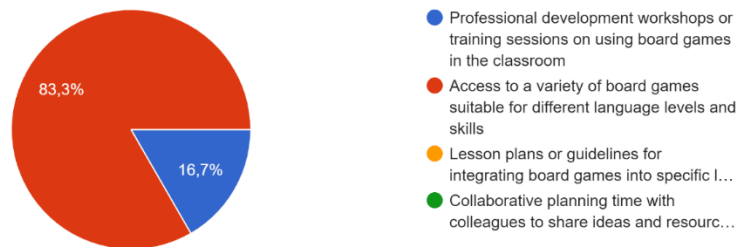


Table 20 shows the answer to the question whether teachers believe that board games can be effective tools for language learning. According to Table 20, 100% of teachers agreed that board games can be effective tools for language learning.

Table 20. Question 13.

Do you believe that board games can be effective tools for language learning?
6 ответов

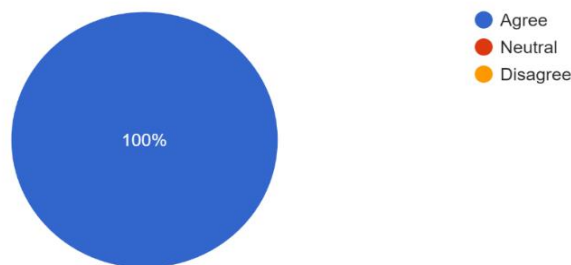
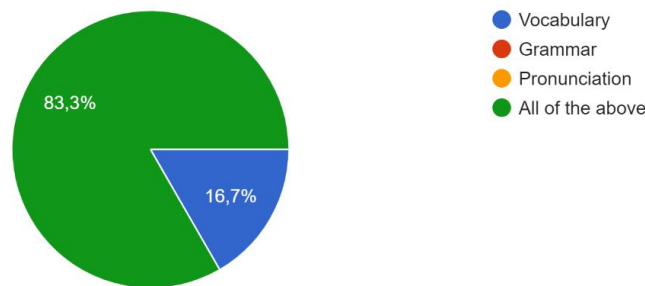


Table 21 demonstrates teachers` opinion about learning subskills that can be worked though board games. According to the data, 5 out of 6 teachers (83.3%) agreed that leaning skills such as vocabulary, grammar, and pronunciation can be worked through board games, however 1 teacher (16.7%) thinks that only vocabulary can be worked through board games.

Table 21. Question 14.

Which of the following learning subskills do you think can be worked through board games?

6 ОТВЕТОВ



According to the data analysis provided, all teachers use board games regularly or occasionally, with a focus on card games, word games and dice-and-role games. The frequency of playing board games varies, with most teachers playing 1 or 2 times a week for durations ranging from 10 to 30 minutes. It can be seen that teachers noticed positive student engagement and increased interest in language learning when using board games. Furthermore, a high percentage of teachers believe that board games help reduce learners` anxiety. Despite the advantages above, the main obstacle preventing teachers from using board games more frequently is the lack of time for preparation. Overall, teachers express confidence in using board games as instructional tools and see them as effective for language learning, especially in improving vocabulary, grammar, and pronunciation skills.

CONCLUSION

Teaching vocabulary to young learners requires careful consideration of age-appropriate methods. The use of traditional board games offers a promising approach for developing young learners' vocabulary due to their familiarity and adaptability. Evaluating vocabulary acquisition through pre-and-post tests helps teacher to know students starting points and their progress. Additionally, understanding the teachers' attitude towards board games through the questionnaire provides valuable information about practical challenges and experiences related to the use of board games. By analysing such factors as frequency of use, preferred game types, student reactions, perceived impact on motivation and anxiety levels, and challenges, the questionnaire provides a comprehensive understanding of the dynamics surrounding the incorporation of board games in the classroom. The main challenge of using board games in the classroom, as identified by teachers, is the lack of time for preparation. This suggests a need for additional support and resources to facilitate the integration of board games into regular lesson plans.

Based on the analysis of the research conducted at Lasnamäe Basic School regarding the use of board games in English language teaching, it is evident that board games have a positive impact on students' vocabulary learning. Three board games, namely "Summer Lotto," "Safety Snake," and "Irregular Memo," were designed and implemented to assess their effectiveness in enhancing vocabulary acquisition among fourth-grade students. The results indicate significant improvement in students' vocabulary knowledge after playing each board game and highlight the potential of board games as effective supplementary tools in language learning contexts.

In conclusion, based on the results of the three board games, it can be assumed that vocabulary board games developed by a teacher on the basis of traditional game designs as a supplementary to a course book material are a useful practical tool to improve/consolidate primary school students' knowledge of vocabulary related to basic school English language programme.

RESÜMEE

TARTU ÜLIKOOL

Dinara Alijeva

Board games to develop young learners` vocabulary in primary school.

Lauamängud noorte sõnavara arendamiseks algkoolis.

Magistritöö

2024

Lehekülgede arv: 71

Võõrkeele õppimise roll on kaasaegses ühiskonnas väga tähtis. Hea keeleoskus on elus kasulik oskus, eriti inglise keele puhul, millest on praeguseks saanud üha populaarsemaks muutuv rahvusvaheline keel. Hea inglise keele oskus on oluline ka lapse jaoks, sest sellest sõltuvad suuresti tema haridusalased ja karjääriväljavaated (Kaur, 2022). Inglise keele õpe koosneb nelja oskuse omandamisest oskusest. Need on kuulamine, kirjutamine, kõnelemine ja lugemine, nimetatud oskuste elemendid on aga grammatika, sõnavara ning hääldamine. Oxford ja Crookall (1990) arvavad, et sõnavara õpetamine peaks olema õpetaja päevakorras esikohal. Sõnavaral on võõrkeele õppimisel äärmiselt tähtis roll eriti väga noorte õppurite puhul, kes teevad inglise keele õppimisega alles algust. Õpilaste sõnavara avardamist peetakse üldiselt kestvaks ülesandeks. Meeldejätmiseks sõnade nimekirja andmist ei peeta enam parimaks sõnavara õppimise viisiks. Selle asemel otsivad õpetajad loomingulisi võimalusi, et aidata oma klassi lastel omandada uusi sõnu ning seega ka parandada inglise keeles lugemise oskust. Paistab, et lauamängud on hea meetod õpilaste sõnavara laiendamiseks, kuna need arendavad märkamatult õpilase oskusi, ent ei pane lapsele sõnade meeldejätmisel suurt koormust. Lauamäng pakub võistlusmomenti ning õppurid keskenduvad võitmisele ja ülesannete lahendamisele ega saa arugi, et täiendavad selle käigus ka oma sõnavara (Swaity, 2022). Uurimisprobleem on selgitada välja, miks kasutatakse lauamänge Lasnamäe Põhikooli EL-klassis noorte õpetamisel harva vaatamata sellele, et tegemist on sõnavara omandamise loomingulise ja huvipakkuva meetodiga.

Seega on käesoleva uurimustöö eesmärgid järgmised: 1) selgitada välja sõnavaraavardavate lauamängude roll ja koht inglise keele õpetamisel ning õppimisel;

2) analüüsida, mil moel võivad lauamängud mõjutada õpilaste sõnavaratundmist; 3) arutleda / selgitada välja, kuidas saavad lauamängud aidata konkreetses eas noortel õppuritel soovitud sõnu meelde jätta; 4) nuputada välja lauamängude ja nendega seotud järeltegevuste komplekte, mis aitaksid õppuritel paremini uusi sõnu õppida ja meelde jätta ning neid tunnis harjutada.

Töö koosneb neljast osast: sissejuhatus, kaks põhipeatükki ja kokkuvõte. Uurimuse sissejuhatavas osas tutvustatakse inglise keele tundides noortele õppuritele sõnavara õpetamise küsimuse olulisust. Esimeses peatükis „Lauamängud noortele õppuritele sõnavara õpetamisel: eelised ja puudused“ tuuakse välja inglise keele tunnis noortele õppuritele sõnavara õpetamisse lauamängude kaasamise kasulikkuse ja vajalikkuse teoreetiline põhjendus. Teine peatükk „Sõnavara avardavad lauamängud Lasnamäe Põhikoolis: õpetajate arvamused ja õppetöös tehtavad edusammud“ põhineb noortele õppuritele inglise keele õpetamisel mängude kasutamise praktiliste aspektide analüüsil. Analüüs tugineb Eestis Tallinnas Lasnamäe Põhikooli keeleõpetajate seas läbi viidud küsitlusele, milles õpetajad jagasid oma tundides lauamängude kasutamise kogemusi. Kokkuvõttes võetakse analüüsi tulemused kokku ning kommenteeritakse uurimuse hüpoteesi.

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20.05.2024

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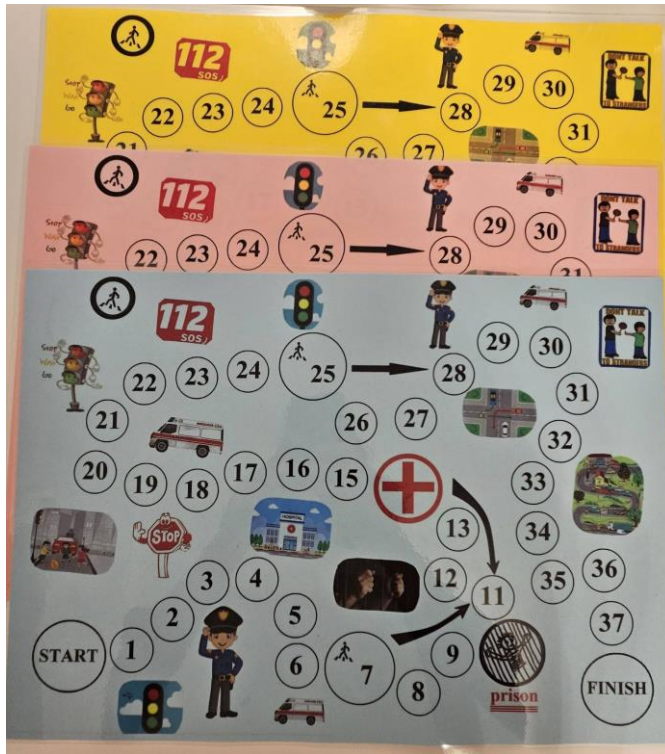
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Appendix No 2



ALWAYS OR NEVER

1. TALK TO STRANGERS.
2. JOIN IN THE FIRE DRILL.
3. WEAR A HELMET WHILE RIDING A BIKE.
4. CALL 112 WHEN YOU SEE A FIRE.
5. CALL 112 WHEN YOU SEE A CAR ACCIDENT.
6. LEAVE THE HOUSE QUICKLY WHEN THE ALARM GOES OFF.
7. USE A MOBILE PHONE WHILE RIDING .
8. WALK ON THIN ICE.
9. STAY CALM WHEN YOU SEE A CAR ACCIDENT.
10.CROSS THE ROAD AT THE ZEBRA CROSSING.
11.FOLLOW THE TRAFFIC RULES.
12. WEAR A REFLECTOR IN THE DARK.
13.WEAR YOUR SEAT-BELT.
14.PLAY ON THE ROAD.
15. FOLLOW THE TRAFFIC SIGNAL RULES.
16. CALL 112 WHEN SOMEBODY IS INJURED.

Appendix No 3



Appendix No 4

Do you use board games in English lessons?

- yes
- No
- Sometimes

How often do you play board games in a week?

- 1 or 2 times a week
- 3 times a week
- once a month
- Never

How much time do you spend when you play board games with your students in the class?

- The whole lesson
- 20 to 30 minutes
- 10 to 20 minutes

What types of board games do you use the most? (You can choose several options)

- Card games (e.g. Bingo, Lotto)
- dice and roll games (e.g. Snake and Ladders)
- role playing games (e.g. Dungeons and Dragons)
- Word games (e.g. scrabble)

How do your students usually react to using board games in the class?

- They love it and highly engaged
- They are indifferent
- They dislike it

Have you noticed that using board games increases learners' interest towards language learning?

- Yes
- Not really
- No

Have you noticed that the use of board games in the class reduces learners' anxiety towards language learning?

- Yes
- No

Do you create your own board games on the basis of familiar mechanics (e.g. role and dice, matching, memory)

- Yes
- No

Do you think that creating a board game on the basis of familiar mechanics such as Bingo, Memo or Snake and ladders is an effective supplementary tool in achievement of educational purposes?

- Yes
- I think it is a waste of time

What are the main factors that prevent you from using board games more frequently in your English lessons?

- Lack of time for preparation
- Limited access to appropriate board games
- Concerns about classroom management during game activities
- Uncertainty about how to integrate board games effectively into the curriculum

How confident do you feel in your ability to effectively use board games as instructional tools in your English lessons?

- Very confident
- Not very confident
- Not confident at all

What additional support or resources would you need to incorporate board games more regularly into your lessons?

- Professional development workshops or training sessions on using board games in the classroom
- Access to a variety of board games suitable for different language levels and skills
- Lesson plans or guidelines for integrating board games into specific language learning objectives
- Collaborative planning time with colleagues to share ideas and resources for using board games.

Do you believe that board games can be effective tools for language learning?

- Agree
- Neutral
- Disagree

Which of the following learning subskills do you think can be worked through board games?

- Vocabulary
- Grammar
- Pronunciation
- All of the above