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GAMES IN NEW VOCABULARY ACQUISITION IN ADULT
CLASSES

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SVEŠVALODU NODARBĪBĀS PIEAUGUŠAJIEM

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DECLARATION OF ACADEMIC INTEGRITY

I declare that this study is my own and does not contain any unacknowledged work from any source.

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ABSTRACT

The Diploma Paper is the author's answer to the popular idea of communicative learning. Communicative learning is the most popular language learning way nowadays and it includes many communicative activities – dialogues, games, roleplays, etc. The author of the Diploma Paper was looking through textbooks adapted for adult learners (Cutting Edge and Opportunities New) and found that they do not offer vocabulary games. As the author of the Paper is keen on games, she decided to carry out a case study to explore the current situation in adult education in Latvia and adult learners' and their teachers' opinion on vocabulary games.

The author of the Diploma Paper did three researches – a questionnaire, interviews with language teachers and carried out practical lessons at adult education institution. A questionnaire was made to find out adults' opinion on vocabulary learning, their learning style and preferences. Interviews with language teachers are necessary to study the experience of professional language teachers and use it in further studies. The data from students' tests helps the author to compare the results of vocabulary learning methods and to verify the hypothesis of the Diploma Paper.

The results of the researches show that vocabulary games, although not included in textbooks, are widely used in adult language classes. Adults confirm that only 50% of them have used vocabulary games in their learning history, but at the same time 86% of them consider vocabulary games necessary for adult classes. Results of practical tests at adult classes does not show any great difference between vocabulary learning methods, but student feedbacks show that students are satisfied with vocabulary games and consider them useful.

The author of the Diploma Paper thinks that vocabulary games are activities worth further studies. She also points at the importance of competition in language teaching as it, if correctly used, speeds up vocabulary learning. The hypothesis was verified and it was proved that the use of vocabulary games increases motivation and help to learn language in more relaxed and effective way.

ANOTĀCIJA

Diplomdarbs ir izveidots kā diplomdarba autores atbilde plaši popularizētajai komunikatīvās mācīšanās idejai. Komunikatīvā mācīšanās tiek uzskatīta par vispopulārāko mācīšanās veidu, un tajā tiek iekļautas dažādas mācību aktivitātes – dialogi, spēles, lomu spēles, u.c. Diplomdarba autore, pētot vairākas pieaugušajiem paredzētas mācību grāmatas (Cutting Edge un Opportunities New) saprata, ka tās nepiedāvā vārdu spēles. Tā kā diplomdarba autore ir iecienījusi spēles, viņa nolēma veikt pētījumu un izpētīt pašreizējo situāciju pieaugušo izglītībā Latvijā un pieaugušo studentu un viņu skolotāju viedokli par vārdu spēlēm.

Diplomdarba autore veica trīs pētījumus – aptauju, intervijas ar valodu skolotājiem, kā arī veica praktiskus pētījumus pieaugušo izglītības iestādē. Aptauja tika veikta ar mērķi noskaidrot pieaugušo viedokli par svešvalodas vārdu mācīšanos, viņu mācību stilu un to, kam viņi dod priekšroku mācību laikā. Intervijas ar valodu skolotājiem ir nepieciešamas, lai pētītu profesionālu valodas skolotāju pieredzi un izmantotu to tālākos pētījumos. Iegūtie dati no studentu testiem ļauj diplomdarba autorei salīdzināt dažādas vārdu mācīšanas metodes un pārbaudīt diplomdarba hipotēzi.

Pētījuma rezultāti parādīja, ka vārdu spēles, lai arī neiekļautas mācību grāmatās, tiek plaši pielietotas pieaugušo nodarbībās. Pieaugušie apstiprināja, ka savā mācību vēsturē tikai 50% no tiem valodu apmācībā ir izmantojuši vārdu spēles, tomēr 86% respondentu uzskata, ka vārdu spēles pieaugušo studentu nodarbībās ir nepieciešamas. Praktisko testu rezultāti pieaugušo klasēs neuzrādīja lielu atšķirību starp svešvalodas vārdu mācīšanās metodēm, tomēr studentu atsauksmes parādīja, ka studenti ir apmierināti ar vārdu spēlēm un uzskata tās par noderīgām.

Diplomdarba autore uzskata, ka vārdu spēles ir mācību aktivitāte, ko ir vērts pētīt arī turpmāk. Viņa arī norāda uz sacensību elementa nozīmību valodas apmācībā, jo tas, pareizi izmatots, paātrina valodas mācīšanos. Hipotēze tika pārbaudīta un pierādīts, ka vārdu spēļu izmantošana palielina pieaugušo studentu vārdu apguves prasmes un paaugstināt motivāciju, kā arī var palīdzēt mācīties valodu daudz relaksētākā un efektīvākā veidā.

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INTRODUCTION

„Words, when well chosen, have so great a Force in them, that a Description often gives us more lively Ideas than the Sight of Things themselves.”

Joseph Addison (1712)

Word is the fundament of any language. One word can brighten everyday routine and bring joy in life, while another can bring devastation and horror for many lives. Language can be viewed as a composition of words. The wider is the vocabulary baggage, the brighter the composition of one's language will be. The author of the paper is passionate about language learning and, therefore, she knows the value of a broad, rich vocabulary. As the word „globalisation” has become a part of everyday speech, so is the language learning. Unfortunately, not all people had an opportunity to learn foreign languages in their childhood, therefore their opportunity to learn a second or other foreign language comes in later years. The popularity of adult education is rising all through the world and it is slowly rising in Latvia, too. To give her share in the adult education, the author of this Diploma Paper studies an opportunity to include vocabulary games in adult language learning. The author considers that vocabulary games are neglected in adult classes and she wants to prove that teachers should involve more vocabulary games in lessons for adults. As the most popular and requested foreign language in language courses is English, the author focuses on English vocabulary games, but the topic about vocabulary game use can be referred to any of other foreign languages.

The **aim** of the Diploma Paper is to study the process of language learning and to prove that the use of language games in adult classes can notably increase students' motivation and speed up vocabulary learning. The author aims to prove that games can be a motivating and entertaining tool to reach excellent results in language classes. To reach the aim, the author has set several objectives, which are completed during the process of Diploma Paper writing.

The **objectives** of this Diploma Paper are the following:

1. to find and study literature on vocabulary learning and adult learning specifics;
2. to prepare and carry out a questionnaire for adult learners to find their opinion on the topic (about 50 students);
3. to interview 6 language teachers on vocabulary teaching to adult learners;

4. to perform vocabulary teaching in adult classes with and without the use of vocabulary games and get students feedback;
5. to draw conclusions by summing up collected data.

According to the above mentioned objectives the author sets research questions to be studied in the Paper. The **research questions** are the following:

- What specifics are established in researches on adult education comparing to school-age children education.
- How to motivate adult students to learn.
- What are the specifics of adult students' language learning.
- What should be taken into account in vocabulary learning.
- What are the characteristics of vocabulary games.
- What type of vocabulary games exist and how can they be applied in language classes.
- How can vocabulary games be used in adult learners language classes.

The research questions are many, but they are important to achieve clear and topical information on adult learning and actualities in this education field. The main goal of the research questions is to give enough information to verify the hypothesis of the Diploma Paper. The **hypothesis** of the Diploma Paper sets that if teacher in adult language classes is using vocabulary games, it can notably increase adult students' vocabulary acquisition and increase motivation as well as it can help to learn language in more relaxed and effective way. The author is intended to verify the hypothesis by comparing vocabulary test results gained from adult students after vocabulary classes. Meanwhile, feedbacks from adult students will help to find out students opinion about practiced vocabulary games and their usefulness.

The **method of research** is case study. The research will be carried out in adult classes and by interviewing teachers of adult learners. It is also planned to carry out a questionnaire to random adults with higher education with the help of the Internet. The place of the research is the National Armed forces language school and the University of Latvia (LU) and it is planned to interview 5 language teachers from the National Armed forces language school and 1 language teacher from LU, where English to adult learners is also taught. The case study is carried out at November and December, 2009.

The **methods of data collection** are observation, questionnaires, interviews and data from students' tests. The observations are necessary to find out the current situation in vocabulary teaching and to get familiar with the group of students participating in the research. Questionnaires are necessary to find out adults' opinion on vocabulary learning, their learning style and preferences. Questionnaires are carried out on the Internet, where adults at different age are invited to fill in the questionnaire. At the same time, the respondents of the questionnaire have at least one higher education degree or are students from the higher education institutions. Interviews with language teachers are necessary to study the experience of professional language teachers and to use their suggestions in the practical research. Meanwhile, the data from students' tests will help the author to compare the results of vocabulary learning methods and to verify the hypothesis of the Diploma Paper. Students' feedback will help to determine if students like the activities and if they consider them to be useful or not.

The Diploma Paper **consists** of 6 chapters. Three chapters are devoted to theory literature survey and three – for author's practical research. First chapter consists of 3 sub-chapters and this chapter is devoted to adult learning – to the characteristics of adult learners, motivation aspects and adult language learning. The second chapter contains two-subchapters and in this chapter the author of the Paper explores vocabulary learning methods and specifies mnemonics, which will be carried out in the practical research. The third chapter gives characteristics of vocabulary games, their use in adult learner classes and ways how to evaluate them. The fourth chapter is devoted to the questionnaire on adult learners' language learning, and in this chapter author of the Diploma Paper summarizes and analyzes gained data, by giving the results and visual layouts of them. The fifth chapter reveal main findings from interviews with foreign language teachers. The last chapter shows author's research results gained in practical classes in the National Armed forces language school.

1. THE RISING POPULARITY OF ADULT LEARNING

Adult learning nowadays has become very popular and wide spread. As the requirements of the labour market are changing rapidly and the situation in the world has notably changed comparing to the last century and, during the current world economic downturn, is changing every day, more adults are willing to learn at any age. Another factor which strongly promotes adult learning growth is the „Lifelong learning policy”, which is being implemented by one of the largest world’s communities – the European Union. The programme enables individuals at all stages of their lives to pursue stimulating learning opportunities across Europe (European Commission: *A single umbrella for education and training programmes*). The author especially points to the EU’s programme called Grundvig (European Commission: *Practical learning for adults*), which focuses on the teaching and study needs of those in adult education and alternative education streams, as well as the institutions and organisations delivering these services. Grundvig was launched in 2000 and is now part of the overarching Lifelong Learning Programme. The programme aims to provide adults with ways to improve their knowledge and skills, keeping them mentally fit and potentially more employable. It not only covers learners in adult education, but also the teachers, trainers, education staff and facilities that provide these services. These include relevant associations, counselling organisations, information services, policy-making bodies and others involved in lifelong learning and adult education at local, regional and national levels, such as NGOs, enterprises, voluntary groups and research centres. There are also actions supporting adult learner mobility, such as exchanges and, now in the 2007-2013 programme, so-called 'European Assistantships'.

The European Union has also introduced a programme which promotes multilingualism all around the Europe. Citing from the European Commission’s (EC) Treaty’s Framework of Education and vocational training policy EC Treaty 2005/C 141/04 (European Commission: *Common policies. Education and Culture policy*), the European Union’s objective is therefore for every EU citizen to master two other languages in addition to his/her mother tongue. The same request is stated for those eager to work at the Community’s institutions. Therefore, the author concludes that adult learning at least in the Europe will become just as common as the learning of children and adolescents. At the same time more teachers will be needed for adult language classes to work with adult students. During the practical work with students of English the author has noticed several differences between children learning and adult learning and therefore in this chapter she would like to find out the main principles and ideas which concerns adult learning.

1.1. CHARACTERISTICS OF ADULT LEARNERS

According to the definition stated by Harmer (2007), adult is a word generally used to mean anyone who is over 18, though in English language teaching (ELT) terms some material is designed for „adults and young adults” which tends to mean anyone from 16 onwards. Meanwhile, Knowles (1970) was the first to theorize how adults learn. A pioneer in the field of adult learning, he described adult learning as a process of self-directed inquiry. Knowles identified several characteristics of adult learners. He advocated creating a climate of mutual trust and clarification of mutual expectations with the learner. In his book Knowles stated that adults have such characteristics:

a) Adults are autonomous and self-directed. They need to be free to direct themselves. Teachers of adults must actively involve adult participants in the learning process and serve as facilitators for them. Specifically, they must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests. Knowles states that teachers should allow the participants to assume responsibility for presentations and group leadership. Teachers have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. Finally, they must show participants how the class will help them reach their goals.

b) Adults have accumulated many life experiences and knowledge that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/experience base. To help them do so, they should draw out participants' experience and knowledge which is relevant to the topic.

c) Adults are goal-oriented. Adults usually know what goal they want to achieve when they accompany the course. They, therefore, appreciate an educational program that is organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals. Orientation on goals also links to the fact that adults tend to be more disciplined than teenagers, and, crucially, they are often ready to struggle to achieve their aim.

d) Adults are relevancy-oriented. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them.

Therefore, instructors must identify objectives for adult participants before the course begins. This means, also, that theories and concepts must be related to a setting familiar to participants. This need can be fulfilled by letting participants choose projects that reflect their own interests.

e) Adults are practical, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Instructors must explain participants how the lesson will be useful to them on the job.

f) As do all learners, adults need to be shown respect. Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

The major differences in adult learners, compared to school-age children, are in the degree of motivation, the amount of previous experience, the level of engagement in the learning process, and how the learning is applied. The author wants to emphasize that each adult brings to the class preconceived thoughts and feelings that will be influenced by each of these factors. When teacher is planning a lesson for adult learners, he should carefully assess the level of these traits and adults' readiness to learn. Teachers of adults should minimise the bad effects of past learning experience. Adults often feel fear of failure, so teachers should offer achievable activities, paying special attention to the level of challenge in exercises.

1.2. ADULTS AND MOTIVATION

Another aspect of adult learning is motivation. The topic of the Diploma paper concerns the use of games in adult learning, and motivation along with competition is the basic principle of any game. Further and broader theory on game positive influence on motivation is described in Chapter 3.1. of the Paper, while in this chapter author is more concerned about motivation in any learning process.

Motivation, or its lack, is crucial in any learning process, including language learning. According to scientists from the Honolulu Community College (Honolulu Community College: *Principles of adult learning*), at least six factors serve as sources of motivation for adult learning. As the first source the author would like to mention social relationships.

Adults feel motivated to study if they can make new friends, meet a need for associations and friendships during the classes. Another factor, which strongly influences adults to learn, can be external expectations – to comply with instructions from someone else or to fulfil the expectations or recommendations of someone with formal authority. The third motivating aspect for adults is social welfare – adults feel motivated to learn if they are offered to improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work. Personal advancement also serves as motivator – adult will be motivated if they will be able to achieve higher status in a job, secure professional advancement or stay abreast of competitors after finishing the course. The author has also experienced such motivation during her professional career as her institution offer higher salaries for more educated employees, as well it promotes its employees to study, offering academic holidays, heightened salaries and other benefits. Teachers of adults also shouldn't forget that students might visit classes to relieve boredom or provide a break in the routine of home or work, as escape/stimulation can be a great motivator for adults, having routine in their life. Sometimes studies are the only thing that can provide a contrast to other exacting details of life. The last motivating factor is cognitive interest – adult students might come to the classes to learn for the sake of learning, seek knowledge for its own sake, and to satisfy their inquiring minds. All of these factors must be taken into account to create pleasant and effective learning environment. The author of this Paper suggest teachers to remember these motivating aspects every lesson and to continue the process of motivating their students during the course by recalling motivating factors or asking students their feedback on motivation goal achievement.

Another factor concerning motivation are barriers, which can keep adult learners from studies. Unlike children and teenagers, adults have many responsibilities that they must balance against the demands of learning. Some of these barriers include lack of time, money, confidence, or interest; it can be possible that adults have lack of information about opportunities to learn or scheduling problems. Therefore, the author suggests motivating adult learners by simply enhancing their reasons for enrolling and decreasing the barriers. Teachers must learn why their students are enrolled (the motivators) and what is keeping them from learning. Then they can plan their motivating strategies for the group and for each student individually. A successful strategy therefore includes showing adult learners the relationship between training and an expected promotion.

Many researchers suggest different strategies to assess student motivation level. The researchers from the University of Missouri St. Louis (Destination 2: *Motivating Adults to learn*) suggests several indicators which display high motivation:

- Students begin learning activities without resistance;
- They prefer challenging aspects of tasks;
- Students spontaneously relate learning to outside interests;
- Students ask questions to expand their understanding beyond the learning at hand;
- Students go beyond required work;
- Students find joy in the process of learning – the studying, writing, reading, etc;
- Students are proud of their learning and its consequences.

The author considers these indicators essential in teachers work, and during her University practice had also made a specific table with indicator evaluation for teacher's opinion and also for students' feedback. Such motivation evaluation sheets help in study organization and can easy point at early learning problem appearance.

Finally, author would also like to mention that the European Union Lifelong learning programme has funded a project to research and build a set of best practices to motivate adult language learners, called *Don't Give Up* (Don't Give Up: *Motivating adult students to complete language courses*). Such project also advocates the importance of adult learning and motivation to learn in EU countries.

1.3. ADULTS AND LANGUAGE LEARNING

It is commonly believed that children are better suited to learn a second language than are adults. Adults often are hesitant about learning new things, especially in the case of learning a new language. The beginning stage of learning a new language is very intimate, as the adult learner might feel an embarrassment associated with the likelihood of misspeaking. For the majority of adults it is hard to open display such vulnerability, therefore it is necessary to find ways that make learning a foreign language easier. The author of the Paper aims to prove that her chosen method of language learning can notably facilitate vocabulary acquisition in language classes and decrease adult students' fear to fail in language learning. Moreover, general second language research has failed to support the critical period hypothesis its strong form (i.e., the claim that full language acquisition is impossible beyond a certain age). Singleton and Lengyel (1995) states that in learning a second language, younger = better in the long run, but points out that there are many exceptions, noting that five percent of adult bilinguals master a second language even

though they begin learning it when they are well into adulthood – long after any critical period has presumably come to a close. However, certain linguistic aspects appear to be more affected by the age of the learner than others. For example, Oyama (ELT World. *Critical Period Hypothesis*.) declares that adult second-language learners nearly always retain an immediately-identifiable foreign accent, including some who display perfect grammar. Meanwhile, as the topic of the Paper concerns vocabulary learning, the author would like to agree with Singleton and Lengyel (1995) who reports that there is no critical period for learning vocabulary in a second language. Robertson (2002) observed that factors other than age may be even more significant in successful second language learning, such as personal motivation, anxiety, input and output skills, settings and time commitment. In the previous sub-chapter the author already explored adult learners' motivation and possible solutions to raise it during the learning process. Settings and time commitment problems can be easily solved at the same time when motivation problems are, as a motivated student, in author's opinion, will find a time and place to study. To conclude this chapter, the author would like to summarize that adult learners differ from children with their experience, requirements and needs. Adult learning, despite critics and many obstacles, is very important and necessary aspect of modern people's life, and lifelong learning, including language learning, is the factor that let people achieve a balanced lifestyle and satisfaction in life.

2. VOCABULARY LEARNING

Vocabulary learning, in author's opinion, is the basic learning of any language. There is no use of knowing all grammar rules, if student is lacking vocabulary to express his real thoughts and feelings, while strong vocabulary gives student the right words to use at the right time. In each language words are unique and interesting, and so is the vocabulary learning. Vocabulary building takes patience and continued effort, as each person's vocabulary can and should be a reflection of personality. Therefore, in this chapter the author would like to study the process of vocabulary acquisition and also the most popular vocabulary acquisition methods used by modern learners.

Santos (2009) in his critique about Morgan and Rinvoluceri's (2004) book *Vocabulary* has said such words: „Learning a new word is like making a new friend. You first meet the word, then you start to get to know it. Later, you start a closer relationship with the word. In the end, you trust the word and feel confident to use it.” Santos was very close to the original theory on vocabulary learning. According to Sasson (2007), there are four stages in new vocabulary acquisition. The first stage is when the learner notices the new word. In this stage the word is presented either by teacher or student sees it somewhere. In classroom, teacher shows the new word with the help of flashcards or pictures. The next stage is when the learner recognizes the word. In this stage help from teacher is still needed, and many activities can be used (True/false; Categorize the words; Matching - the word to its definition, L1-L2, opposites, adjectives and nouns, verbs and adverbs, word to the picture, match two words that go together; Multiple choice; Drawing the word; Bingo games; Circle the word you hear). After the learner has recognized the word with the help of teacher, the third stage is when the learner recognizes it on his/her own. This is the production stage when such activities as dictation, answering questions, guessing games (I'm thinking of...), picture description, miming, etc. can be successfully used. The final stage in vocabulary acquisition process is when the learner can both recognize and produce the new word and feels confident in its use. The author sum's up that letters, sounds, words, chunks, grammatical structures need to be spread out and built up from noticing, to recognition and production. The biggest implication of practicing vocabulary with regard to teaching is that it should be drilled until it becomes automatic in students' mind and thus they will be able to produce the new lexical items. The stages of practicing vocabulary can be done on both oral and written levels ranging from a guided - semi guided to free situation of vocabulary use.

- a) Guided - teacher orientated activity

b) Semi-guided - a clue is provided.

Example: Teacher asks: What did you do last night? (He guides the students to give an answer with the target word)

c) Free - students are expected to produce. (Tell your neighbor what you did last night - again, hoping that students will respond using the target vocabulary words)

Sasson (2007) declares that adults and adolescents need between 10 and 16 encounters with a new word before they can put it in their long term memories. Therefore, the author concludes that vocabulary practice is the keyword for successful vocabulary acquisition.

Morgan and Rinvoluceri (2004) give several characteristics to the acquisition of vocabulary. They declare vocabulary acquisition as:

- a branching process rather than a linear one. Words are not learnt mechanically, as little packets of meaning, but associatively;
- an intensely personal process (associations depend on our past and present experience)
- a social process, not a solitary one (we expand our understanding of meaning by interchanging and sharing with others)
- not simply an intellectual process, but an experiential 'hands-on' process, too (language is not an object - it has to be incorporated within the learner).

The author concludes that vocabulary learning should be personalized every time teacher is presenting it – if not to every student then at least to the group of students concerned. Associations, which are created during vocabulary acquisition, are an intensely personal experience and teacher should take it into account to make these associations as pleasant as possible. As the theme of this chapter is to study the use of vocabulary games, the author sees clear reflection of all above mentioned characteristics in her chosen vocabulary teaching method. Still, as vocabulary games are not the only vocabulary learning method, the author would like to explore some other most widely recommended vocabulary learning methods and their advantages.

2.1. MOST WIDELY RECOMMENDED VOCABULARY LEARNING METHODS

Many people build their English vocabulary through a variety of methods - by taking English classes, reading books, watching movies in English, and studying English with English language software. The author of the Diploma Paper has explored the process and habits of vocabulary learning methods and summarized recommendations from several sources, basically Sheppard Software: *The Ten Best Vocabulary Learning Tips*, for a successful vocabulary acquisition.

- 1. Reading.** As most vocabulary words are learned from context, reading is the most widely found vocabulary learning method. It is expected that the more words one's exposed to, the better vocabulary he will have. Although some researchers suggest reading without dictionary, the author advises to pay close attention to unknown words. At first the student can try to figure out their meanings from context, and then look the words up. Carter and McCarthy (1995) also suggest that the very redundancy or richness of information in a given context enables a reader to guess an unknown word successfully and they predict that the same reader is less likely to learn the word because he was able to comprehend the text without knowing the word. Therefore, the author suggests to read and listen to challenging material so that the student is exposed to many new words.
- 2. Improvement of context skills.** Most of the researches show that the vast majority of words are learned from context. To improve your context skills, one must pay close attention to how words are used.
- 3. Practice.** Learning a word won't help very much if the student promptly forgets it. The author already wrote that it takes from 10 to 16 repetitions to make a word part of one's vocabulary. As soon as a new word is learnt, the student should start using it.
- 4. Associations and connections.** The author already wrote about the importance of associations and connections in vocabulary acquisition. Very often it is suggested to say the word aloud to activate the auditory memory. Students can also relate the word to words they already know, for example, make a list with words which has a similar meaning, make topical vocabulary list, association list, or even create pictures of the word's meaning that involve strong emotions.

5. **Mnemonics (memory tricks).** Mnemonics is a memory enhancing instructional strategy that involves teaching students to link new information that is taught to information they already know. Students should use memory tricks (based on associations and keywords) to widen their vocabulary.
6. **Vocabulary games.** It is advised to play different vocabulary games, for example, Scrabble, Boggle, and do crossword puzzles. Language students can play games both in groups and individually. Nowadays, the Internet offers many entertaining and intellectual vocabulary games (especially, to learn English). As these word games are available for the computer, the student is not dependent on a partner to play.
7. **Listening and Watching.** Audio and video content can greatly influence student's vocabulary building. If student can not find time to read the news articles or blog content, he can watch related videos. Video sites like [YouTube](#) contain many popular short videos on many topics, while news websites like [CNN](#), [Reuters](#), [FoxNews](#), etc., provide streaming video content of popular news stories. Students can also listen to the podcasts from popular news websites. Online radio websites are also there ([BBC Radio](#) for instance), which stream audio 24 hours a day.
8. **Vocabulary lists and continuous learning.** Vocabulary learning is a process which requires continuous learning and repetition. Students can create their own glossary, using just the words that are interesting for them or the ones that they actually want to include in their everyday vocabulary. There are also sites in the Internet where students can subscribe and receive new vocabulary words every day.

The author thinks that these methods are effective way of learning the words of a foreign language, but there is not a super-tool if a student does not practice the acquired vocabulary properly. How well he will remember the words depends on how well he has learned them, not on whether he has learned the words using a keyword mnemonic or rote repetition or some other method. The author of the Paper emphasizes that each student has his own learning style (visual learning, auditory learning, or kinaesthetic learning) and accordingly the most suitable vocabulary learning method must be chosen. Therefore, the author considers that vocabulary games is an excellent vocabulary acquisition tool, where images and verbal practice, as well as social communication and personal challenges are used. In the next chapter the author specifies the use of vocabulary games, as well as their division and evaluation.

3. VOCABULARY GAMES

Vocabulary games is said to be one of the most effective vocabulary learning tool. The author of the Paper has explored different papers, researches, interviews and another information sources and concludes that vocabulary games, although very recommended, are occasional in language classes. Therefore, in this chapter the author studies different types of vocabulary games and their use in language classes. Although most of vocabulary games are basically designed for children and adolescents, the author focuses on those games, which are appropriate to use in adult language classes.

According to the Richards and Schmidt (2002), there are two definitions of games used in language classes:

1. Game – (in language teaching) an organized activity that usually has the following properties: a) a particular task or objective; b) a set of rules; c) competition between players; d) communication between players by spoken or written language. Games are often used as a fluency activity in communicative language teaching and humanistic methods.
2. Game – (in computer assisted language learning) rule-based competitive activities usually involving a time limit and/or visual display features in which the player must acquire and/or manipulate knowledge in order to succeed.

As both definitions contain common features, the author of the Paper concludes that language games contain several features – an objective, rules, competition and communication. Hadfield (1998) compliments author's list with such element as fun. Hadfield (1998) declares that there are two kinds of games – *competitive games*, in which players or team race to be the first to reach the goal, and *cooperative games*, in which players or teams work together towards a common goal. Vocabulary games can also be divided in two categories – *linguistic games* and *communicative games*. In linguistic games, the goal of the game is linguistic accuracy: producing a correct structure, or remembering the correct word. Communicative games, however, are activities with a goal or aim that is not linguistic. Successful completion of the game involves the carrying out of a task such as drawing in a route on a map, filling in a chart, or finding two matching pictures, rather than the correct production of the task. However, in order to carry out this task it is necessary to use language and, by careful construction of the task, it is possible to specify in advance what language should be required. Vocabulary games can be used at all stages of vocabulary learning progression – from controlled to free practice. Games can be

used at the vocabulary learning beginning stage as memory aid and repetition drill as well as they can offer a chance to use language freely. Vocabulary games can also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate actions. Wright, Betteridge, and Buckby (1991) also advocate game use and states that games must be regarded as central to a language teacher's repertoire and not merely a way of passing time.

3.1. TYPES OF VOCABULARY GAMES

Like all teaching tools, vocabulary games have many variations and are very creative. To group vocabulary games, the author turns back to Sasson's (2007) theory, where vocabulary learning is divided in four stages. Vocabulary games can be grouped according to the vocabulary learning stage – for word presentation, word recognition, controlled practice or for free use of the new vocabulary. According to Hadfield (1998), variety is important in language teaching, and, if the teacher continuously uses games based on the same techniques, the excitement from students will soon fall. Therefore, it is advised to use variety of techniques. The author further describes some of the most popular game techniques:

- *Guessing games* – the player with the information deliberately withholds it, while others guess what it might be;
- *Search games* – everyone in the class has one piece of information. Players must obtain all or large amount of the information available to fill in a questionnaire or to solve a problem. Each student is therefore both a giver and a collector of the information;
- *Information gap* – played in pairs or small groups. Student A has an information which is necessary for student B and vice versa. Students have to acquire the information to finish the task
- *Matching games* – these games involve matching corresponding pairs of cards or pictures.
- *Exchanging games* – based on the barter principle. Players have certain articles, cards or ideas which they are willing to exchange for others in order to complete a set.
- *Arranging games* – also called sequencing or ordering games. These are games where players must acquire information and act on it in order to arrange items in specific order.

- *Board games* and *card games* – the aim is to be the first round a board, or to collect the most cards, or to get rid of the cards first.

Previously mentioned games are mainly used in the production stage but the teacher can also adapt them for vocabulary introduction stage, for example, introduction of the new vocabulary through pictures or gap filling with new words which are similar to student's mother language. Teacher can be very creative with the use of games and include mnemonic techniques in vocabulary introduction stage.

The author of the Paper also divides vocabulary games in two groups – games, which need previously prepared materials (previously prepared flashcards, board games, questionnaires, etc.) and electronic vocabulary games, which can be played with the help of computer. The last ones are very popular among adult students, as they can be used individually at preferred time and place. Some language teachers also use them in language classes. Electronic games can be both in CD's and DVD's and online. To show the wide choice and variety of online vocabulary games, the author has prepared a list of some popular online games:

- *English Flash Games*. Flash games for learning English vocabulary: Hangman, Memory, Drag & Drop games. (<http://englishflashgames.blogspot.com/>)
- *Spelling & Typing Game*. The faster you type the words, the higher your score will be. (<http://www.manythings.org/vocabulary/games/l/>)
- *Word Drop Game*. Unscramble the word by clicking any two letters to exchange their places. (<http://www.manythings.org/vocabulary/games/b/>)
- *Word meaning, analogies, categorizing, synonyms, antonyms, homophones, prefixes, suffixes, root words, context clues, etc.*
(<http://www.gamequarium.com/evocabulary.html>)
- *Vocabulary learning tips, quizzes.*
(<http://grammar.ccc.commnet.edu/grammar/vocabulary.htm>)
- *English spelling games and activities* (<http://www.woodlands-junior.kent.sch.uk/interactive/literacy.html#9>)
- *Multiple meaning games*
(http://www.educationworld.com/a_lesson/dailylp/dailylp/dailylp061.shtml)
- *Living to Tell the Tale*. Students read an excerpt from the memoir by Gabriel García Márquez, work with vocabulary words, and write a brief autobiographical piece. (http://teacher.scholastic.com/writeit/PDF/master_class_marquez.pdf)

- [Individual Vocabulary Lessons](https://secure.layingthefoundation.org/english/vocab/individuallessons.asp). A collection of 65 lessons (25 words each) over words that have appeared on the PSAT/SAT. Each lesson includes pronunciation guide, definition, synonyms, antonyms, and model sentence; a sentence completion activity, and a test.

(<https://secure.layingthefoundation.org/english/vocab/individuallessons.asp>)

- [Finding New Ways to Say Something](http://www.tv411.org/lessons/cfm/vocabulary.cfm?str=vocabulary&num=2&act=1). Students select the right synonym to complete a sentence, match words to their thesaurus entries, and practice alphabetizing skills. These online activities are designed for adult learners and will work with middle school and above.

(<http://www.tv411.org/lessons/cfm/vocabulary.cfm?str=vocabulary&num=2&act=1>)

- *Daily crossword puzzle*. A free daily crossword puzzle that you can solve online in your browser (http://thinks.com/daily_crossword.htm)

3.2. VOCABULARY GAMES IN ADULT CLASSES

Correctly used vocabulary games can achieve excellent results in adult language classes. The author reveals the importance of adult motivation in Chapter 1.2. of the Paper, and it is widely emphasized that games are very motivating learning tools, basically because of the competition and fun factor in them. Graham and Walsh (2005) suggest that three ways to keep students motivated enough to come to class are 1) to assure that students feel they are making progress toward their goals, 2) to make sure there is an opportunity for enjoyment in the classroom, and 3) to offer lessons that are relevant to them. Appropriate games can provide completion of all three ways. Some scientists also claim that games provide a “natural way of learning”. However, the author considers that adult „way of learning” should not be understood as an equivalent to child’s „way of learning”, as in Chapter 1. of the Paper differences between adult learning and children learning were clearly revealed. Assuming that the games have serious goals, both “serious” and “less serious” students can find benefit in playing classroom games. Kopecky (2009) emphasizes three areas related to the use of vocabulary games. At first, games do not just have to be for fun (as extracurricular activities), they can be a main part of an ESL curriculum. Secondly, games can be meaningful and relevant. Finally, games encourage competition, and they offer a “plausible incentive” for students to use the target language.

Some researchers and teachers emphasize that games should not simply be secondary to the focus in your classroom, but should be the main activity. Here the author can state a question: is it a good idea. If a language teacher offers language games, children will love

it, but some adults, particularly older students whose previous language learning has been more strict and indeed much less “communicative,” may view classroom games as a distraction, or, if a game is not well-designed, as a waste of time. However, vocabulary games can be used often if adult students do not show resistance or negative attitude towards them. Teacher also should remember about mnemonic tools, which can be used both included and separately from vocabulary games.

To reduce the level of resistance from adult learners, Kopecky (2009) suggest focusing on the design and execution of vocabulary games. Classroom vocabulary games need to be focused and related to the material being taught. Adult students look for structure in their teachers’ lessons. If the game is clearly tied to other material being taught in a more formal manner, the teacher maintains students’ confidence in him. The game in adult class should not involve a lot of movement or excitement or cheering, but it does need to be intellectually challenging. During her language studies the author has noticed that adult students prefer to work in pairs or in small groups which are formed at the beginning of course and preserved during it. Teacher of adult learners also have to take into account that vocabulary games played by the whole class run a greater risk of alienating quiet or shy students, so it is recommended to have students playing games in small groups or pairs. In such case even shy students can participate, as working in pairs may encourage students to speak who otherwise would be reluctant to do so. Learners will have fun, be challenged, and be competitive, and in pairs or small groups they will avoid the full exposure in the classroom that might embarrass them. As the last advantage the author would like to mention the authentic situation created by the game. Although it might seem a little odd that a game creates an authentic situation for language use, but since the goal is to win the game, that moment is shared by all students in a particular competitive group. Kopecky (2009) declares that games encourage (and indeed, require) students to interact and cooperate, using the target language as their vehicle. And games also encourage students to be creative and spontaneous in using the language.

As the topic on vocabulary game use in adult classes is not widely studied, there are not specific recommendations on their practical implementation. Therefore, the author wants to draw conclusions and summarize recommendations on vocabulary game use in adult classes. Some of them are taken from Kopecky’s (2009) tips, some – from interviews with foreign language teachers (Appendices 4-10), and some – from author’s theoretical and practical researches in the field.

1. Vocabulary games in adult classes should be intellectually challenging and should have some “substance”. Students should enjoy the game and at the same time feel like adult persons.
2. Respect students’ personalities and take into account their backgrounds. The author suggests using students background to improve the game quality (if teacher knows student’s profession or hobby, he knows when to emphasize to motivate the student).
3. Teacher should know his students—what interests them, what doesn’t interest them, how they interact with each other, how you think they would accept a game as a classroom learning tool.
4. Teacher must give very clear instructions to his students. Any vocabulary game will not be a success if the instructions are not clear.
5. Teacher has to make sure that his students understand very clearly what the goal of the game is and remember to tie it into other work you are doing in the classroom.
6. The author again considers the importance of good classroom management. Teacher has to put students in pairs or groups according to personality, that is, who he thinks will work best with whom. A bad pairing or matching of personalities is a sure way to discourage one or more students.
7. Teacher has to be professional when executing the game. Professionalism is never out of place in the classroom. Older students will appreciate it and all of students will respect the teacher for it.
8. Motivation is necessary not only for students. The teacher should be motivated and enthusiastic himself. Enthusiastic teachers generally will motivate their students so he can lead his class by example.
9. Time management. Once students have finished the game, teacher should not let them sit back and do nothing while they wait for others to finish. It is advisable to keep them busy – perhaps even have them play again.
10. Teacher has to monitor his students and remind them about the goal of the activity during the classes.
11. As long as students are speaking English, teacher should allow them to use the language freely as they play. A well-designed game with require the students to use the target language in any case, so the teacher should not push the use of target language on students.

12. Teacher should also have fun and show students that vocabulary games can bring much fun and brighten everyday routine.

3.3. EVALUATION OF VOCABULARY GAMES

Vocabulary games are usually assessed similarly like other vocabulary tasks. However, it may be tempting to create vocabulary assessments that simply ask students to write definitions of words, but there are many forms of vocabulary assessments that may be equally effective. To assess students' achievements in vocabulary learning, teacher can try out following techniques:

- a) Teacher can ask students to write a sentence using each word. To see if students completely understand the word, teacher might ask them to prepare their sentence in a way that helps to figure out the definition.
- b) Teacher can write his own sentences using the vocabulary words, but leave the words out. For the assessment, students have to fill in the blank.
- c) Teacher can write out the definitions of the words and ask students to label each definition.
- d) Teacher can use vocabulary lists for students to translate and write. Teacher Nr. 4. (Appendix 7) suggest using vocabulary dictations to test the acquisition of new vocabulary.
- e) As suggested in the interview (Appendix 8), teacher can test the new vocabulary orally, involving it in dialogues, role plays, and other communicative activities.
- f) It is also suggested to use synonyms and antonyms (Appendix 9) to both test and widen adult students' vocabulary.
- g) Tests might also differ according to their aim – if the teacher wants to test the progress of vocabulary learning, he will use different tests than if he would like to test the vocabulary acquisition level.
- h) Tests can be continuous and can not only test the new vocabulary on some topic once, but can be used time after time, for example, one test can be used every week to see students' progress on topical vocabulary learning.

The author of the Paper concludes that vocabulary testing just like it's learning can be very different and can vary according to the aim of testing, teacher's preferences and even according to the topic of vocabulary – for some topics it is easier to test with the help of

translation, for another – with synonyms and antonyms, while for another – with the help of communicative activities. Nevertheless, the majority of teachers suggest that testing should be combined from different tasks to get the best and most objective results.

4. MAIN FINDINGS FROM QUESTIONNAIRES ON ADULT LEARNING

To find out the present situation on adult language learning in Latvia, the Author of the paper has made a questionnaire and carried it out in December 2009. The questionnaire consists of 10 questions on adult learning and 3 basic characteristics' questions (age, sex and location of the respondent). The questionnaire was carried out in Latvian. As it was already stated in Chapter 1 of the Paper, adults are people at the age 18 and more. Therefore, the author invited 50 people at the age 19-55 to answer the following questions:

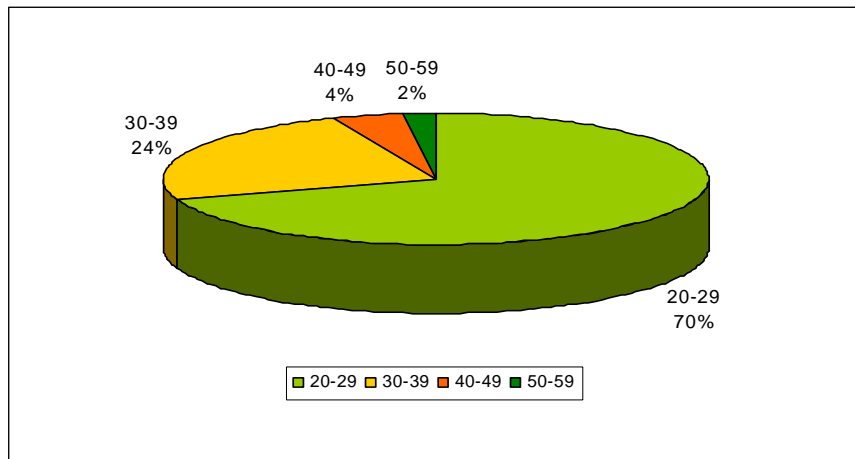
1. Do you study anything at the moment?
2. How many foreign languages do you know?
3. What factors, in your opinion, impede you (and adults generally) to study?
Please, choose 1-2 factors!
4. How do you study foreign languages? Please, choose 1-2 main language learning ways!
5. How do you usually learn new vocabulary in foreign language?
6. Do you use language learning resources available on the Internet?
7. Have you used vocabulary games (crossword puzzles, Hangman, matching pictures with word, etc) to learn new vocabulary?
8. Do you consider games necessary for adult language classes?
9. You consider the use of vocabulary games in language classes as... (1-3 characteristics)
10. What could motivate you to study foreign languages? (an open question)

The questionnaire is carried out in electronic format. The form of the questionnaire (Appendix 1) is made in the statistics webpage www.visidati.lv, and the participants were asked to fill in the form electronically (Appendix 2). The author of the Paper sent an e-mail with a link to the questionnaire to her colleagues at the Latvian State Institute of Agrarian Economics and to the members of women student corporation "Selga". The majority of respondents have at least one higher education, or they are students of the higher education institutions of Latvia.

At the beginning of the questionnaire the author introduces participants with the topic, its actuality and rules of the questionnaire. The questionnaire "Vocabulary game use un adult student language teaching" ("Vārdu spēļu izmantošana pieaugušo studentu valodas apmācībā") is filled in by 50 participants – 25 men and 25 women. The average age of the

participants is 27,5 years, the youngest participant is 20 years old and the oldest – 55 years old. The author has numbered that 35 participants or 70% of the respondents are at the age of 20-29, 12 respondents or 24% of the participants are 30-39 years old, 2 respondents or 4% of the total number of respondents are at the age group of 40-49 years, and 1 respondent or 2% of participants is more than 50 years old. The collected data are visually revealed in the following diagram:

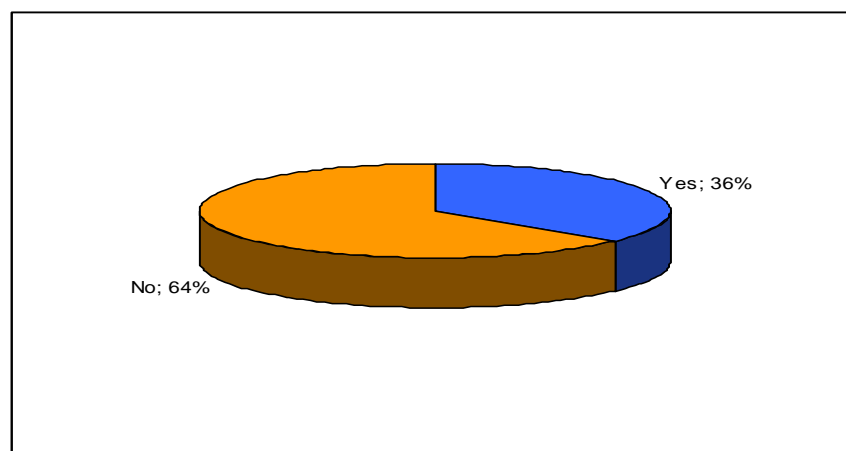
Figure 1. Age of the participants.



The data shows that 42 of participants live in Riga, 7 – in other towns of Latvia, and 1 participant lives outside Latvia – in the Netherlands.

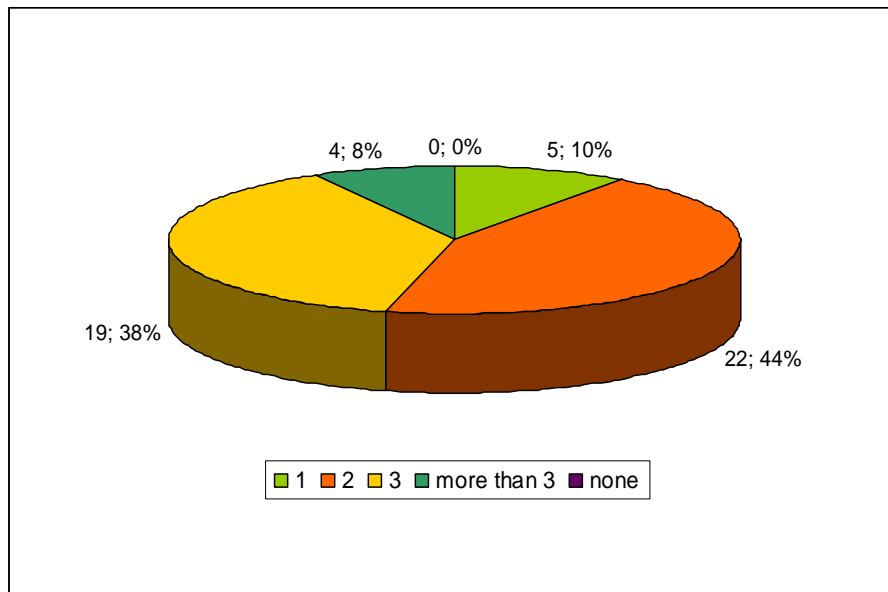
The first question of the questionnaire is aimed to find out if the participant studies at the moment. The author has inserted this question in the questionnaire in order to find out how many participants are interested in study process and take active participation in self-development process. The collected data shows that 18 participants or 36% are studying at present, while 32 participants or 64% of the respondents are not involved in any study process presently. The data are visually revealed in the following diagram:

Figure 2. Participants' present involvement in any study process



Meanwhile, the knowledge of foreign languages of the participants is the following: 10 % or 5 respondents say they know only one foreign language, while the majority or 22 participants (44% of the total) reveal that they know two foreign languages. 19 participants or 38% say they know three foreign languages, and 4 participants or 8% of the total amount of participants declare that they know more than 3 foreign languages. There are no participants who declare that they can not speak in any foreign language.

Figure 3. Participants' knowledge of foreign languages.

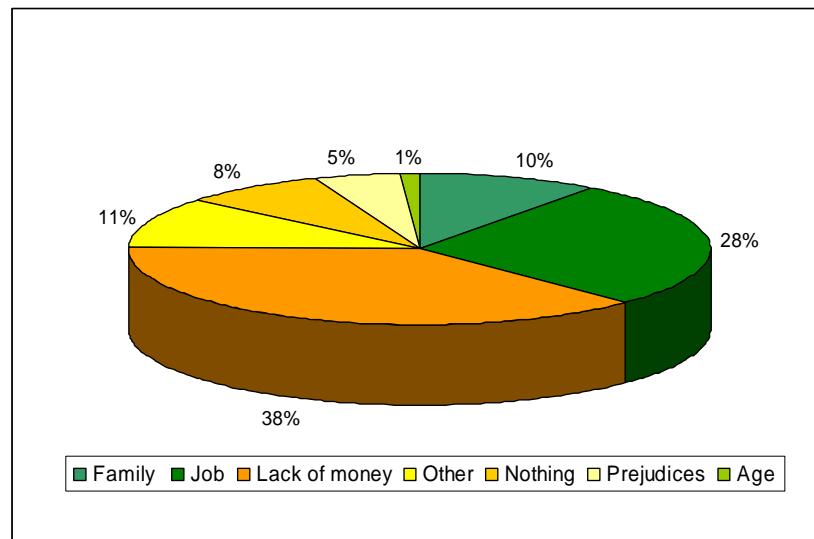


The data revealed above shows that inhabitants of Latvia are active language learners, and the author of the paper also verifies her cognition that there are few Latvians who does not know any foreign language. According to the research carried out by the European Union Directorate General for Education and Culture (2006) *Europeans and their language*, 95% of Latvians indicate that they know at least one foreign language. As the number of participants in this research is only 50 and the majority of them are young (up to the age of 30), the data shows 100% knowledge of at least one foreign language, but the author of the Paper considers that if the average age of participants increase, the numbers could be closer to the ones set by the European Union.

In order to find solutions to the problem, the author of the paper wants to clarify the main reasons which nowadays keep adults from studying. When asked on factors which impedes adults to study, participants of the questionnaire points to many ones. The most frequently mentioned factors are the lack of money (38% of participants), job (28%), and family (10%). 5% of the total number of participants state that prejudices keep them from studies.

Still, 11% of participants think that there are other factors which keep adults from studying, for example, age, attitude, laziness, lack of learning experience, lack of time, expensiveness of language courses and also lack of motivation. Only 8% or 4 participants think that there are no factors which impede adults and themselves to study. The above mentioned factors mainly correspond to those mentioned in researches in Chapter 1 of the Paper. The results of the third question are visualised in the following diagram:

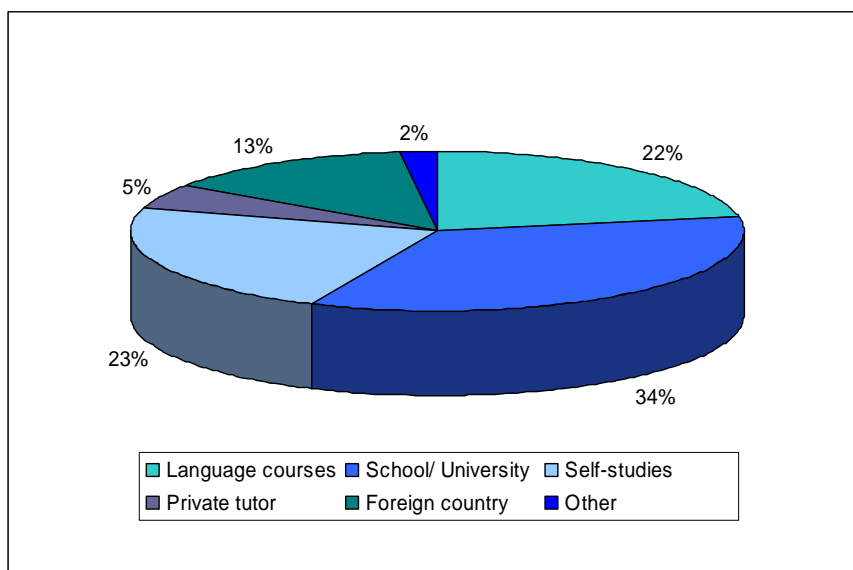
Figure 4. Factors impeding adults to study.



The fourth question concerns foreign language acquisition place. The author of the Paper wants to find out where the respondents learn foreign languages, as it is important to know the learning preferences of students. Each participant is asked to give 1-2 ways how he usually learns a foreign language. According to the collected data, the majority of participants (31 respondents or 34%) choose to learn foreign language at school or University. Self learning and language courses are equally frequent chosen, presenting 21 (23%) and 20 (22%) respondents respectively. 11 respondents or 12% of all participants prefers learning language by living in the country where this language is used as native, while 5 students or 6% chooses to use a private language tutor for language acquisition. Two respondents also mention TV, self-study books and mass media use in language learning, and the author of the Paper thinks that these answers can be mainly linked to self-learning. After the data analyze and personal observations the author of the Paper thinks that the basics of the foreign language mostly are given at school or during the University time, but further development is mainly individual practice of the foreign language in

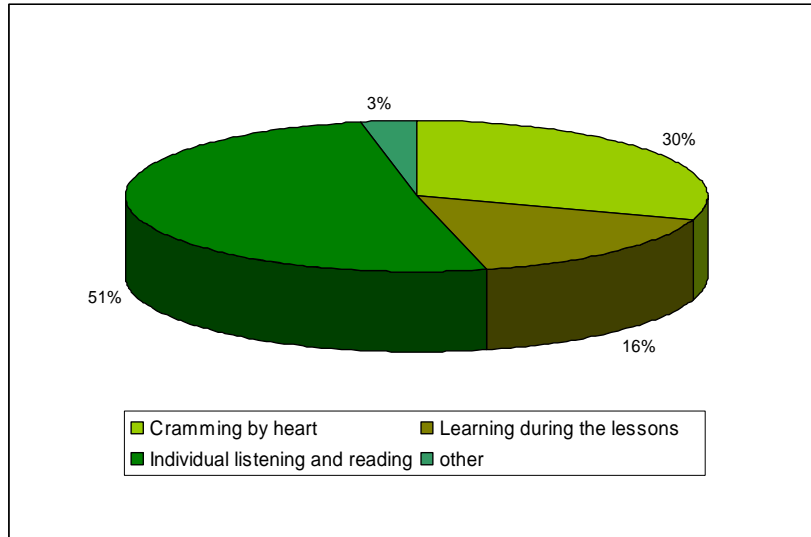
everyday routine. Visual layout of collected data of the fourth question is displayed in the following diagram.

Figure 5. Foreign language acquisition place.



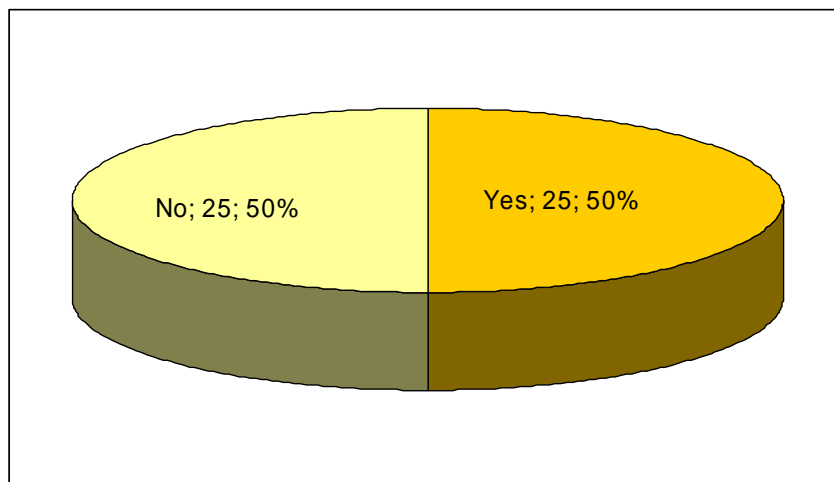
The fifth question concerns adult language learning habits. The author of the Paper is eager to find out the most popular methods of learning the new vocabulary, which is directly linked to the topic of the Paper. The collected data clearly shows that the majority of participants or 31 respondents learn new vocabulary with the help of individual reading and listening. The author of the paper concludes that many adults prefer to learn individually rather than during the classes. This conclusion must be taken into account when preparing activities for adults – in this case language games for adults are recommended to be with individual challenges to achieve and individual competitions between language students. Meanwhile, the author also points that only 18 persons chose to learn the new vocabulary by cramming the words by heart. This means that reading and communication among adults is considered to be more useful in vocabulary learning than cramming. Further in the data analysis 10 respondents choose to learn new vocabulary during the language lessons, and 2 students say that they either do not learn new vocabulary at all or do not try to specially memorize new words. The author of the Paper concludes that for some adults it might be easier to learn language in a natural way, i.e., to acquire it during the process of usage – by using all four skills and remembering what was heard, seen, said and done. These answers, in author’s opinion, can be considered as closely linked to learning during the classes. The proportional division of vocabulary learning preferences is displayed in Figure 6.

Figure 6. Adult new vocabulary learning preferences.



As the opportunities to learn foreign languages and their vocabulary in the Internet are wide, the author also wants to find out if adults in Latvia are aware of this opportunity. In Chapter 3 of the Paper the author describes the wide offer of vocabulary games available for free in different Internet resources. As it turns out, the division of Internet usage to learn foreign language is equal – 25 respondents or 50% of total amount of respondents answer that they use Internet to learn foreign language, while the second half of respondents do not use Internet resources in language acquisition (Figure 7).

Figure 7. Use of Internet resources in language acquisition.



The next three questions are directly connected with the use of games in language learning in adult classes. The seventh question aims to find out if adults already have had any experience of vocabulary game use in their language learning history. To help

respondents answer to this question, the author of the Paper gives several examples of vocabulary games (crossword puzzles, Hangman, matching pictures with words, competitions). According to respondents' answers, 52% or them or 26 respondents have not used vocabulary games in their language learning, while 24 respondents or 48% have (Figure 9.) The eighth question continues the topic by asking if respondents consider that it is necessary to include vocabulary games in adult language classes. In this question the answer „Yes” is in clear dominance as it is chosen by 43 respondents or 86% of the total number of participants. Only 7 respondents or 14% thinks that vocabulary games are unnecessary in adult classes (Figure 10). Therefore, the author of the Paper proves that the use of vocabulary games is necessary in all language classes, for both children and adults. The results of the seventh and eighth question are visually displayed below.

Figure 8. Previous use of vocabulary games in language learning.

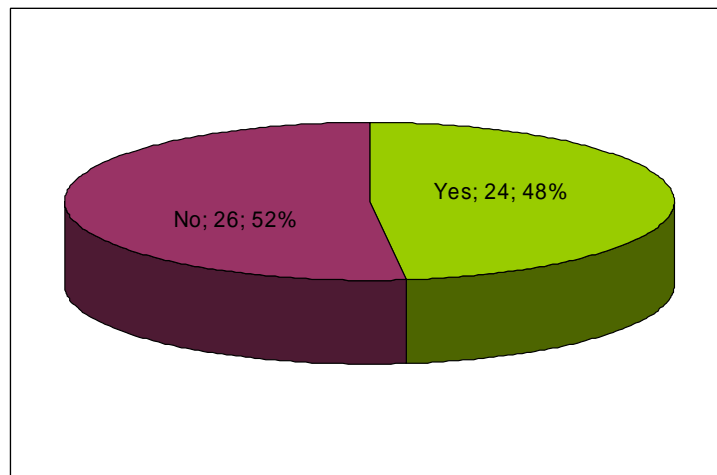
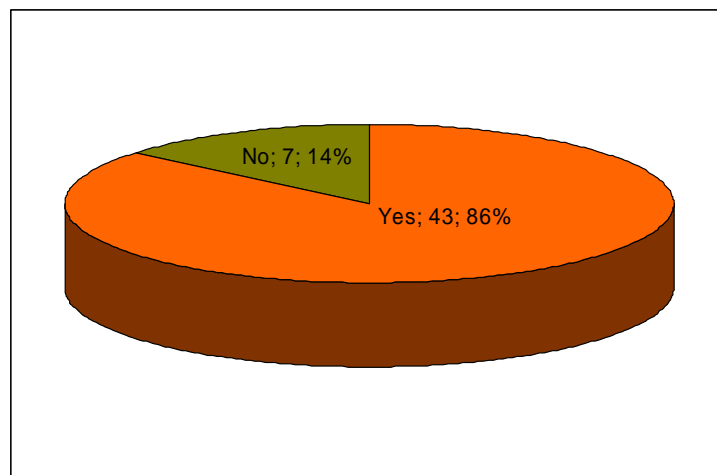


Figure 9. Preference to use vocabulary games in adult classes.



Although so many adults agree, that vocabulary games should be used in language classes, there is not a leading opinion why it should be so. To find out adult opinion on vocabulary games place in the classroom and how they feel about vocabulary games, the author of the Paper sets such a question with both choices and open answers: „You consider the use of vocabulary games in language classes as...” The author of the Paper gives such characteristics as “Relaxing activity”, “Cheering activity”, “Activity inappropriate for adults”, “Waste of time”, “Opportunity to stand out and prove yourself”, “Opportunity to strengthen group’s collective spirit”, “Necessary to hold students attention” and “Other”, where respondents can give their characteristics. Respondents have to choose from the given answers or give another description on what do they think vocabulary games are like for them. The results show that the majority or 32 respondents has marked the characteristic “cheering activity” and thinks that vocabulary games can freshen up classroom work. As each of the respondents can choose several characteristics, the total number of choices for activities exceeds the number of participants. The characteristic “Cheering activity” is chosen by 33% of all respondents. Meanwhile, the second most popular description of vocabulary games is the “Opportunity to strengthen group’s collective spirit”, which is chosen by 21 participants and which makes 22% share from total characteristics. Here the author wants to point at the social meaning of this choice – adults think that vocabulary games are important for social atmosphere in the classroom and the use of them can influence/improve adult students’ relationships in group. The author of the Paper links this discovery with adult motivation characteristics, which were described in Chapter 1 of the paper and where it was stated that social relationships is what motivates students to learn. Therefore, the author of the Paper states an important conclusion – the use of vocabulary games increases adult motivation to study. The third most popular choice is “Necessary to hold students attention”, it is chosen by 18 respondents and it forms 19% of total adult choices in this question. This answer might be connected with the fact that adults usually study in evenings or during holidays and their minds at that time are tired or busy with holiday plans. Such conclusion was also given by professional language teachers in the interviews (extended analyze of the interviews is in the Chapter 5 of the Paper). Meanwhile, 14 respondents or 15% of the participants characterize vocabulary game as “Relaxing activity”. The author of the Paper thinks that the competitive spirit of the game and real-like situations in it allows student to switch to non-traditional learning routine and in this case adult learner forgets that learning is hard, tedious and boring, and it is easier to relax. Even if the competition in the vocabulary game is hard, adult learner thinks about the game, not about the learning. The above mentioned

four characteristics make 89% of the total vocabulary games' characteristics. In the rest 11% goes such characteristics as "Opportunity to stand out and prove yourself" (4; 4%), "Activity inappropriate for adults" (3; 3%), "Waste of time" (3; 3%) and "Activity to refresh vocabulary" (1; 1%). These characteristics correlate with the eighth question, as only few respondents consider vocabulary games unnecessary in adult language classes. Visual display of the results can be found in Figure 11. Figure12. reveals the number of respondents choosing each characteristic.

Figure 10. Adult given characteristics of vocabulary games.

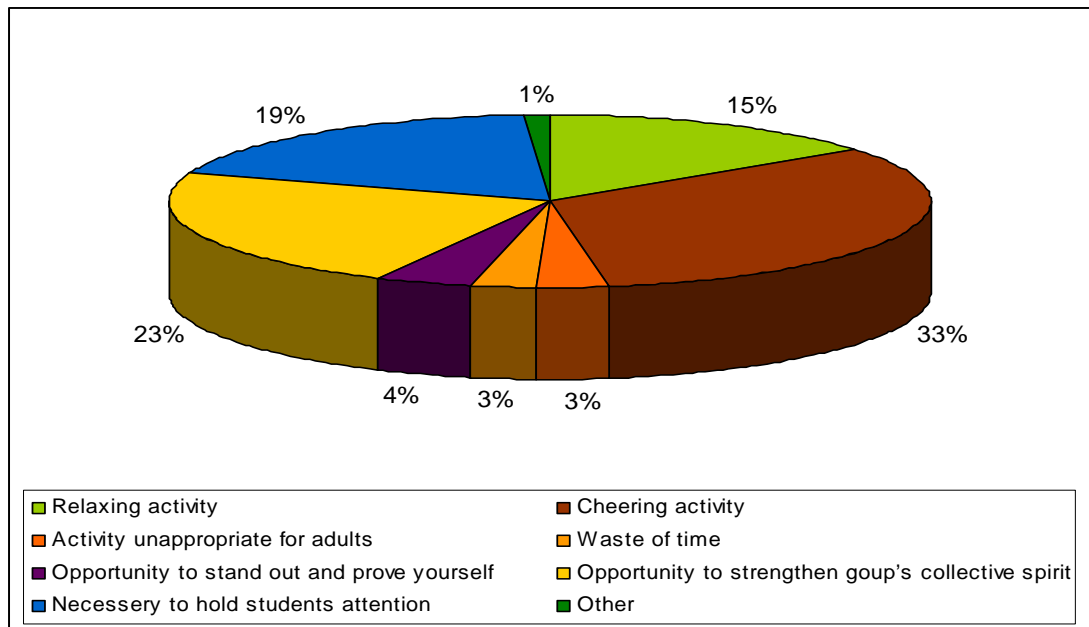
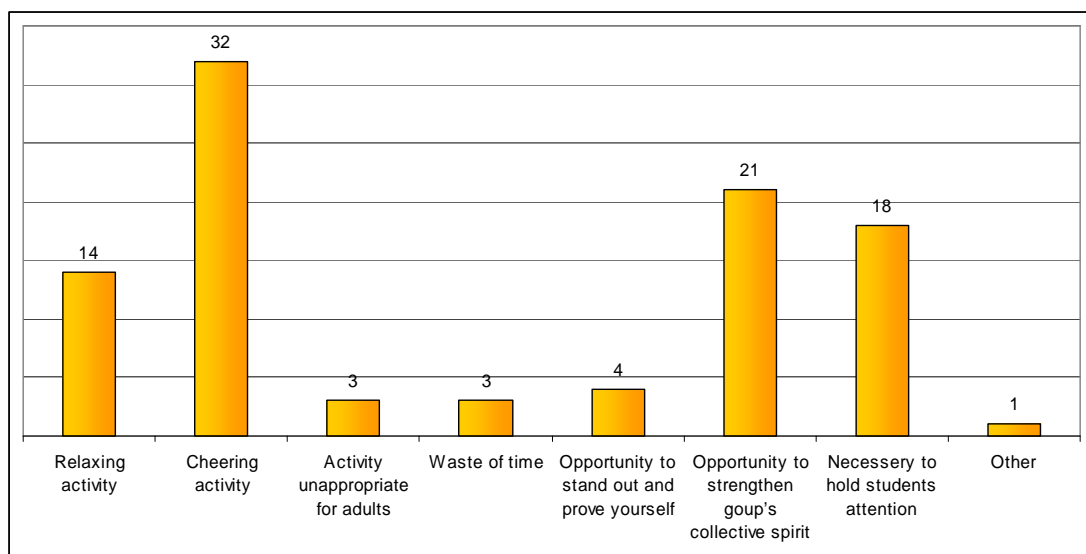


Figure 11. Number of respondents choosing each characteristic.



The last question is the widest, as the author turns back to motivation problems and wants to find out what could motivate adults to learn foreign languages. This question is an open question and therefore the answers differ widely. To the question „What could motivate you to study foreign languages?“ the author of the Paper receives answers which can generally be divided in seven groups:

1. Financial motivation – adults want to gain money (scholarship) for learning a foreign language. This motivation was mentioned by 2 respondents.
2. Moving to another country, travelling, working there – 16 respondents have mentioned that they want to learn a foreign language in order to be able to communicate during their travel to a foreign country. Adults also would like to study a foreign language if they decide to move to another country and live and work there.
3. Necessity for a language in job in Latvia – more than half of the respondents (26) have mentioned that the necessity of foreign languages for work is their motivation to study the language. Some suggest that the employer could promote and facilitate language learning for his employees and therefore their motivation to learn would notably increase.
4. Love for languages – 3 participants mention their love for languages as the motivator. They like the sound of the language and they would like to read literature in that language.
5. Necessity for personal growth – 4 participants mention that they are motivated to learn new languages to have personal growth, as, according to their answers, language learning trains attention, memory and concentration skills.
6. Necessity for cognitive (studying) process – several students refers to the learning process itself, mentioning that the opportunity to learn motivates them. Adults are motivated if they have interactive lessons, interesting and modern teaching system and opportunity to learn.
7. Affordability of the courses (time, money) – 6 adults say that if language courses would be cheaper and the location of language courses would be closer to their homes they would feel more motivated to visit language classes. Time and money are limited resources nowadays, very often time is even more limited than money and therefore teachers of adults must take it into account during the lessons. The author of the Paper wants to point that, unfortunately, time and money management depends on the adult himself, not on the teacher, therefore teachers are often powerless to help their adult students.

The questionnaire has given many facts worth considering and it shows the current situation in Latvia in adult language learning. The author of the Paper is satisfied with the results, as they verifies the hypothesis of the Diploma Paper and proves that the use of games can increase adult students' vocabulary acquisition skills and rise motivation. The data gained from the 9th question also proves that vocabulary games can help to learn language in more relaxed and effective way. The author of the Paper concludes that adults in Latvia are educated (as the number of foreign language speakers is high) and that they are motivated to learn foreign languages in future. The author is also pleased to see that even if adult learners have not used language games in their previous language learning experience, they consider them as necessary and are ready to use them in future language classes. To continue practical situation study, the author of the Paper turns from adults to language teachers, who have worked with adults for several years, and continues to explore adult education from the teacher's point of view. Therefore, in Chapter 5 of the Paper the author gives similar questions to language teachers and continues to study modern adult language learners.

5. MAIN FINDINGS FROM INTERVIEWS WITH PROFESSIONAL LANGUAGE TEACHERS

To find out the opinion from both sides involved in the adult learning process, the author of the Paper interviews 6 language teachers. The teachers for the interviews are chosen from two adult education institutions – the University of Latvia and from the National Armed forces language school. As the majority of teachers do not like their names be included in the research paper and they want to stay anonymous, their names are not displayed, but, if needed, they can be obtained on request. The interviews take place on November and December 2009, therefore the gained data and opinions are topical and refer to teachers' present thoughts on their field. As the author already wrote, the aim of these interviews is to see the situation with teacher's eyes. The interview consists of 13 questions + questions which might appear during the interview (to give details or to define teacher's opinion more precisely). There is a blank list of interview questions added to the Paper as the Appendix 3., and full interviews with language teacher's are added as Appendices 4., 5., 6., 7., 8., and 9. Many teachers give short answers, as they don't want to expand or they don't have much time to devote for the interview. In this chapter the author of the Paper summarizes opinions expressed in the interviews and gives conclusions on vocabulary game use according to the teachers' points of view.

The list of questions given to adult language teachers are the following:

1. For how long have you been teaching adults?
2. What, in your opinion, influences adult learners' motivation to study?
3. What characteristics characterize modern adult learner?
4. How do adults learn foreign languages? Are there any differences between adult language learning and children language learning? Have you noticed them in your teacher's practice?
5. Why do students have to learn new vocabulary?
6. How do you usually teach new vocabulary? How do you introduce it? How is the new vocabulary practiced in your classes?
7. Do you use vocabulary games in language classes?
8. Which of these games have you used in your classes?

Crossword puzzles

Word search puzzles

Hangman

Running dictation

Quizzes

Matching games

Etc.

9. What, in your opinion, are the advantages and disadvantages of games in language classes?

10. Do you consider it a good idea to use games in adult classes? Why?

11. How do you test the level of new vocabulary acquisition?

12. How do you evaluate the options to learn a language in the internet?

13. How do you evaluate language learning opportunities for adults in Latvia?

14. Any question appearing during the interview.

The first question concerns teacher's experience in adult learning. The author of the Paper sets the question to warm up and dispose teachers for the interview, and also to find out their level of experience. As it turns out, the smallest amount of experience from these interviews is 3 years, while the largest is 13 years. The author thinks that all teachers are experienced, as 3 years are enough to have own opinion about many things connected with teacher's work. As it later turns out, all of the interviewed language teachers have Master's degree either in pedagogy, or in another closely connected field.

The second question concerns the topic studied in Chapter 1.2. of the Paper. The author of the Paper wants to find out teachers' opinion on what influences adult learners motivation to study. The answers of the teachers vary, but mostly they are similar to the ones expressed by scientists and researchers of the field. According to the interviews, adult motivation is influenced by learner's ambitions, their future prospects of knowing the language (work and career), teacher Nr. 4. says that adult motivation can also be influenced by their age. The majority of teachers agree that adult's motivation is influenced by the knowledge of result, as adults need to know why are they learning and what will be the benefits of learning. When the author of the Paper asks how to motivate adult students in this case, teachers answer that adults need to be introduced with the aim of the activities and the expected result. Teacher Nr. 2. does not set any specific influential factors, she says that adult learners' motivation depends on different circumstances of life. Therefore, the author of the Paper concludes that work opportunities, professional and personal growth are the major influential factors of adults' motivation.

The third question concerns adult learners in nowadays. The author of the Paper sets this question in order to define a modern adult language learner, as if teacher knows the

learner, he knows what to expect from him and what do the learner might expect from the teacher. According to teachers' answers, modern adult learners have wide interests, they have previous knowledge and life experience in different situations, also in learning. Adults are also characterized as motivated (Appendix 7. and Appendix 6.) and quick learners (Appendix 6.). Teacher Nr. 5 thinks that adult learners are also self-centered. As mentioned in the previous question, teachers also agree that adult learners have awareness of what they are doing and self-control why they do this. Teacher Nr. 4. adds such characteristic as organized to the characteristics' list. Teachers' given characteristics in many points are similar to those given by theoreticians of the education field, whose opinions are studied in the Chapter 1.1. of the Paper. Teacher Nr. 6. (Appendix 9.) also say that modern adult learners constantly experience a lack of time, but at the same time adult learners are willing to do something and also to study. The author of the Paper agrees with this as lack of the most expensive resource – time – nowadays is one of the greatest problems people have. The author of the Paper concludes that adult teachers together have made an excellent portrait of modern adult learner – motivated, with wide interests and experiences, self-controlled and organized.

The question Nr. 4. aims to find out teachers' practical experience and observations of how adults learn foreign languages, are there any differences between adult language learning and children language learning and if the teachers have noticed them in their teacher's practice. From the classroom management's point adults as language learners are much more careful than children and they like to pay attention to details (Appendix 7.). Teachers Nr. 1. and Nr. 2. mention the awareness of adults – they know what they want and what they need. This is closely connected with the answers of another 3 teachers (Nr. 3, Nr. 5. and Nr. 6.) who emphasizes the meaning of adult's profession in the learning process. Profession influences both adults interests (vocabulary, type of activities) and learning style (language teachers will pay attention to details, grammar, while businessman will concentrate on communication and language in general). Teacher Nr. 6. (Appendix 9.) thinks that there are no differences in the learning process itself when speaking about adult and children learning, as learning a language is a serious work for everybody. The author of the Paper summarizes that adult language learning differs from children language learning mainly because of adult's profession, which is an integral part of life. Teachers of adults have to take it into account and then the teaching/learning process will be smoother and easier.

The fifth question introduces a set of questions concerning vocabulary learning. The author of the Paper sets a general question – why do students have to learn new

vocabulary? Teachers have many answers – to feel more comfortable in many situations, to enlarge the amount of known words, it has to be learnt as it is the basic of language. Teacher Nr. 6. also explain that people communicate with words and even though body language gives many meanings, people can not communicate without vocabulary. Teachers' answers, in author's opinion, again give the reason why learning new vocabulary is essential in any language learning.

The sixth question aims to find out teachers' vocabulary teaching methods, ways, how they introduce the new vocabulary and how it is practiced in their language classes. The author is also interested if teachers give translations to the new vocabulary. According to the interviews, all teachers teach vocabulary in the context. Still, teacher Nr. 1. emphasizes that vocabulary teaching depends on level. For lower levels she gives vocabulary lists, but for higher levels she elicits the new vocabulary from texts and other exercises. Teachers also admit that they do translation of the new vocabulary, but it is not practiced every time – the focus is on the context and different examples, also visual aids and showing with gestures (Appendix 9). Vocabulary usually is practiced with different activities, games, conversations, writing tasks, etc. Teachers use both self-prepared and ready made materials. Teacher Nr. 3 emphasizes that vocabulary activities should be as close to real life situations as possible, as later students will have to use the vocabulary individually. The author of the Paper draws a conclusion that vocabulary teaching is an active process, which can not be done by only cramming the new words by heart – it should be a communicative process with wide variety of activities and real-life close situations. She also concludes that all adults can not be taught similarly, as teacher have to take into account adult's language level and interests.

The eighth question aims to find out if teachers use language games in their adult classes. Before the question the author of the Paper explains that she mean games as activities which include competition and set of rules, as teachers might understand all games used in classroom. The author of the Paper gets a 100% answer – Yes – from all adult language teachers. This answer verifies author's opinion set at the introduction of the Diploma Paper that vocabulary games are forgot and undervalued in language classes, and proves that it is not so. Teachers use vocabulary games also in adult classes and consider them a normal activity for adults.

The next question gives several most popular vocabulary games and the author of the Paper asks teachers if they use these games in language classes. Author's given games are crossword puzzles, word search puzzles, Hangman, running dictation, quizzes, matching games, etc. 5 teachers say they use all of these games, but at the same time 2 teachers use

Hangman rarely (teacher Nr. 1.) or does not use at all (teacher Nr. 5.). The author of the Paper thinks that Hangman is not so widely used because of its time-consuming nature and the fact that it is possible to learn only one word at a time. Teacher Nr. 6. also mention Alias as vocabulary game used in her language classes. After summing up the results the author of the Paper concludes that vocabulary games in adult classes are not only carried out, but they are also diverse and teachers try to vary them to reach better results.

The tenth question gives teachers wide opportunities to express their opinions on the advantages and disadvantages of vocabulary games in language classes. All teachers say there are more advantages than disadvantages in vocabulary games. The main advantage is the relaxed atmosphere and fun. Teachers Nr. 1., Nr. 3. and Nr. 4. emphasize that the relaxed atmosphere created by vocabulary game use promotes faster learning, as students do not feel stressed and open up to new situations. Teacher Nr. 3. (Appendix 6) says that games create communicative environment, students remember vocabulary better, the motivation is also raising, and games train vocabulary use in real life situations. Teacher Nr. 6. (Appendix 9) points to the social importance of vocabulary games – they offer students to share their opinions, allows relying on others and sets common responsibilities. The disadvantages of vocabulary games, in teachers' opinion, are several: vocabulary games are time consuming both in preparation and application (Appendix 3, Appendix 6 and Appendix 9) stages. Teacher Nr. 6. also mention that vocabulary games and games in total can be expensive if the teacher always want to praise students for winning, loosing or other aspects. Meanwhile, teacher Nr. 1. says that vocabulary games for some adults might seem as non-serious way of learning. The author of the Paper summarizes teachers' opinions and compares them with suggestions described in Chapter 3.2. of the Paper. She concludes that interviewed teachers have an experience in vocabulary game use and they are aware of advantages and disadvantages of vocabulary game use in adult classes. The author of the Paper thinks that main advantages – relaxed atmosphere, facilitated language learning, opportunities to practice communication – are worth spending more time for game preparation and application in classes. Besides, vocabulary games should not be implemented at every lesson, so it is not impossible to use them.

The eleventh question continues the vocabulary games topic and aims to find out if teachers consider vocabulary game use in adult classes a good idea. All teachers agree that vocabulary games should be used in adult classes. Teacher Nr. 1 base her opinion with the argument that learning must be fun, while teacher Nr. 4 says vocabulary games are good because of their creative nature. Teacher Nr. 6. also praises vocabulary games for their quality to combine relaxation, fun and things to be learnt. Teacher Nr. 3. says that adults

feel better, they are relaxed, more open to situations and accept many things. Still, she adds that teacher has to balance the use of games so that students do not get bored with too many games. Teacher Nr. 5 also adds that vocabulary games are great to some extent. For this reason the author of the Paper can draw a conclusion that games are necessary in adult classes, but teacher should be careful and examine the situation – if adults start to show signs of boredom, anxiety or weariness, teacher should switch to more peaceful activities.

The next question aims to find out how language teachers test the level of vocabulary acquisition. As the author found out (in Chapter 3.3.), vocabulary games are evaluated in the same ways as other vocabulary learning tools. This stands for a reason, as the aim of all vocabulary activities is to acquire vocabulary. Meanwhile, language teachers' opinions and methods differ. One teacher prefers oral ways of testing – dialogues, role-plays (Teacher Nr. 5, Appendix 8), while another – writing exercises (Teacher Nr. 6, Appendix 9). Writing exercises in this case are those where students have to write what they know, do matching tasks, choosing, filling in gaps, write synonyms and antonyms, etc. At the same time teacher Nr. 1 asks students to use the new vocabulary both in speech and writing. Another method how to test vocabulary knowledge is a continuous testing and repetition. According to the teacher Nr. 2., continuous testing shows students progress in vocabulary acquisition. For example, they study a topic, then they make a quiz, after the quiz they continue to study, and after a week students do the same test to see the progress. The author of the Diploma Paper considers it a great idea, as such testing method provides students with actual results of their work, and that, as already discovered, raises and keeps adult students' motivation to study further. Teacher Nr. 3 (Appendix 6) also divides testing methods in two ways, because, in her opinion, tests can differ according to their aim – the progress test or vocabulary level test. Vocabulary lists, widely used in the previous century, have lost their popularity, but are still used in smaller amount in vocabulary level testing.

As the author of the Paper also studied opportunities to use vocabulary games on the Internet, the next question concerns teachers' opinion on language learning options in The Internet sites. Teachers have heard about such option, but none of them use electronic vocabulary games in adult classes. The author of the Paper have observed at her teaching practice (in Teika Secondary school) that teachers of adolescents used vocabulary games available on the Internet, but obviously adult educators do not consider this to be adapted in adult language classes. Teacher Nr. 1. and Nr. 6. say that vocabulary games on the Internet can be used for adults as additional material. Teachers emphasize that learning a language needs communication, and if adults use Skype or other communication tools, this

could bring more benefits than just Internet games. The author of the Paper has different opinion on Internet resources and games, as she has used many of them and found many sites to learn foreign language (she learns French). In author's opinion the main advantage of Internet resources is that they can be used at any time, when adult student has free time, and the author of the Paper also practices vocabulary games on the Internet.

The last question aims to find out teachers' opinion on present language learning opportunities for adults in Latvia. Teacher Nr. 2 says that learning opportunities for adults in Latvia depends on student's motivation. In this question opinions differs sharply. Two teachers (Nr. 3. and Nr. 5.) are very pessimistic and say that adults in Latvia have not many opportunities to learn foreign languages, as educated and professional teachers are leaving the country and language courses are expensive for average people (Teacher Nr. 1.). At the same time three teachers (Nr. 1, Nr. 4. and Nr. 6.) say that language learning opportunities for adults in Latvia are wide and big enough. The author of the Diploma Paper concludes that there are opportunities for adults to learn foreign languages in Latvia, the only problems are time and money, and also the motivation to learn.

Interviews with language teachers are very valuable, as they allow to see adult education in teacher's point of view and also offer to learn from professional language teachers' experiences. The author of the Diploma Paper has also verified some of her previous hypothesis on language learning and teaching. Many answers given by language teachers are the same given by education theoreticians, studied in previous chapters. The author considers it a good sign, but, as the situation in the world is changing rapidly, there are many things still to be explored and discovered.

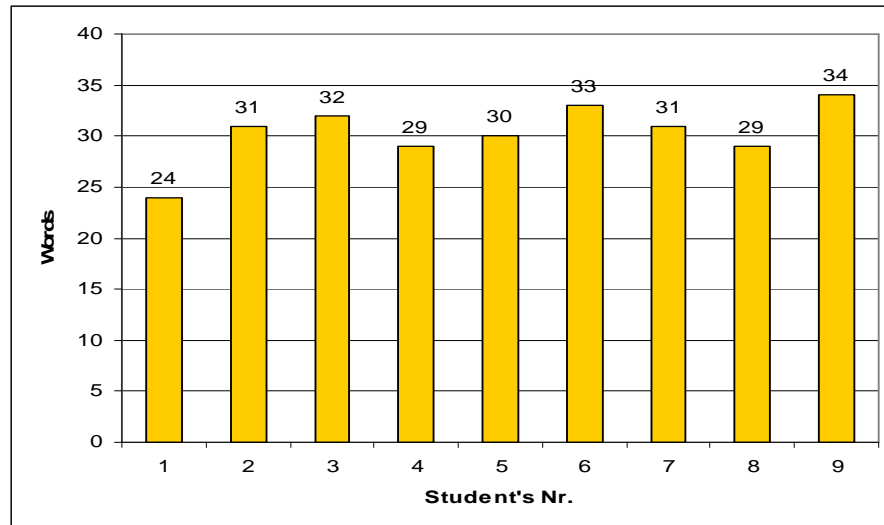
6. PRACTICAL IMPLEMENTATION OF VOCABULARY GAMES IN “THE NATIONAL ARMED FORCES LANGUAGE SCHOOL”

The questionnaire and the interviews with language teachers clearly display average adult and professional language teachers' opinions on vocabulary game use from both sides involved in the language acquisition process. The author of the Paper continues the research with a case study to gain the opinion of active language learners learning the language at present. The author of the Paper carries out a language teaching practice at the National Armed forces language school, where she uses vocabulary games in language teaching process. The practice of language teaching is carried out for a week, December 7 to December 11, the language level of the learners is Elementary, the number of learners – 9. The students have 6 English lessons a day, from which two lessons of 45 minutes are devoted to vocabulary learning.

The vocabulary topics in this week are several – Transport, Food, House, Hobbies and Sport. The topics are provided by the present language teacher Jelena Kovačina from the National Armed forces language school. It is planned that Transports, Food (cooking) and House is presented with the help of texts, while Hobbies, Sports and Food (products) are presented with the help of vocabulary lists and vocabulary games. The aim of this case study is to teach students the new vocabulary with either the help of vocabulary games or text-based exercises, and then to test students' vocabulary acquisition and to gain students' feedback on vocabulary games. The students' feedback represent such evaluating aspects as motivating, fun, interesting, allows to find out more about oneself/others, useful and encouraging (the feedback table is presented as Appendix 10 and Appendix 11).

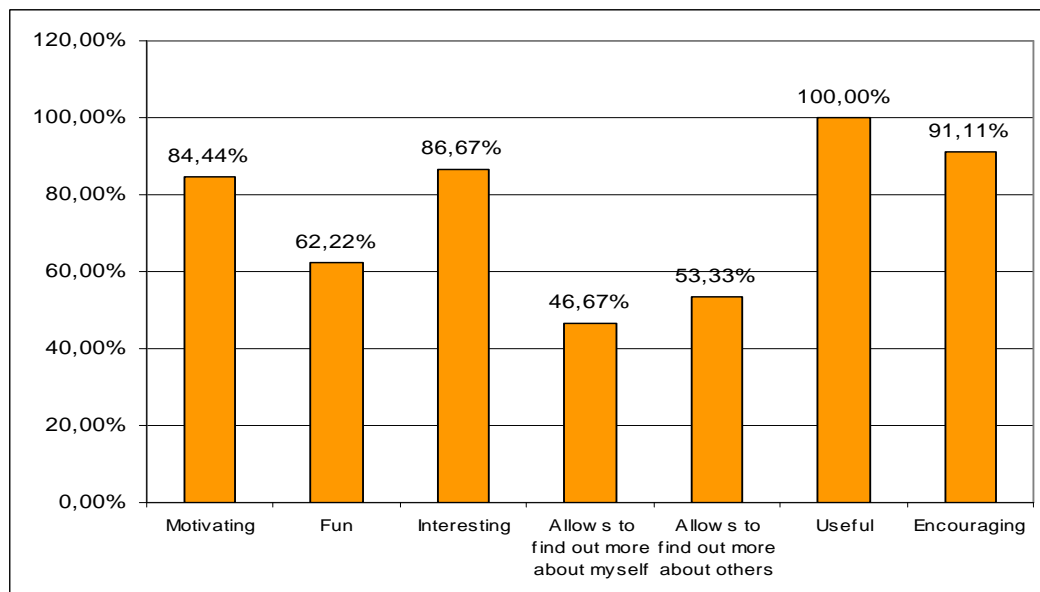
The first day is devoted to Transport. The author of the Paper presents a list of the new vocabulary and a text with different type or everyday transports. The students read the text (Appendix 12) and call out transports, then they do several matching and filling in exercises (Appendix 13). The second lesson is devoted to military transports, which are presented by vocabulary list and sample sentences, followed by students' written sentences with the new vocabulary. The amount of the presented vocabulary is 35 words. The teacher aims to find out how many of these words students will have acquired during the two lessons. According to students' test (Appendix 14) results after the lesson, the total acquisition level of the Transports vocabulary (in number of words) is 86 percents, the average amount of words in the short term memory is 30 words.

Figure 12. Number of acquired words on Transport vocabulary



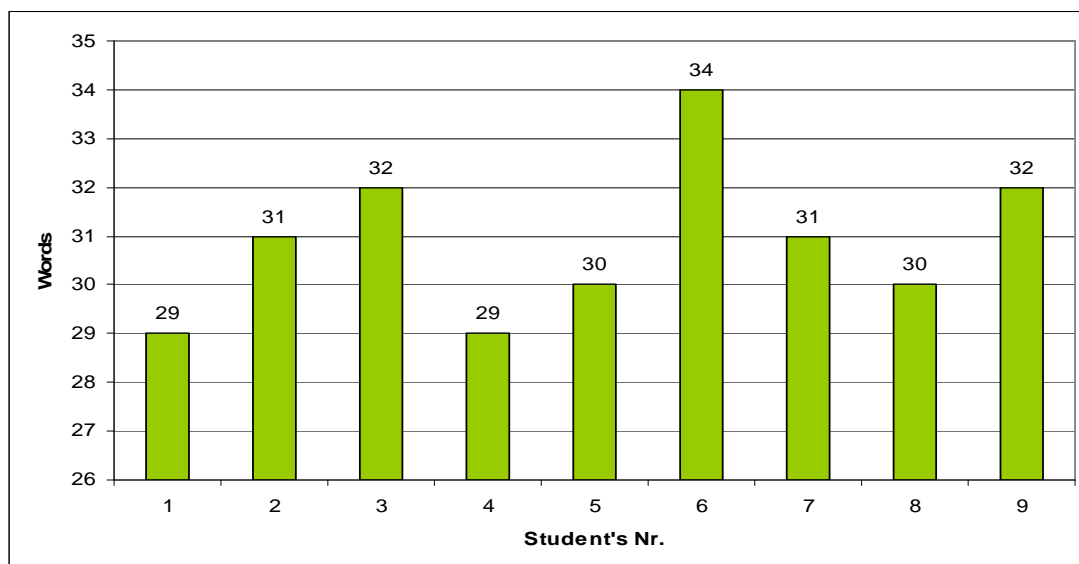
After the lessons students are asked to fill in a feedback list. At first, the author of the Paper explains that feedback lists are anonymous and they are necessary to evaluate how they liked the activities. Students evaluate the activities experienced at the two previous lessons by giving each aspect an evaluation from 1-5. The results of students' feedback show that students evaluate these activities as motivating (84,4%), fun (62,2%), interesting (86,6%), they think that these activities allows to find out more about themselves (46,6%) and find out more about others (53,3%), in their opinion the activities are useful (100%) and encouraging (91,1%). The results are represented at the chart below.

Figure 13. Students' feedback on the lesson about Transport



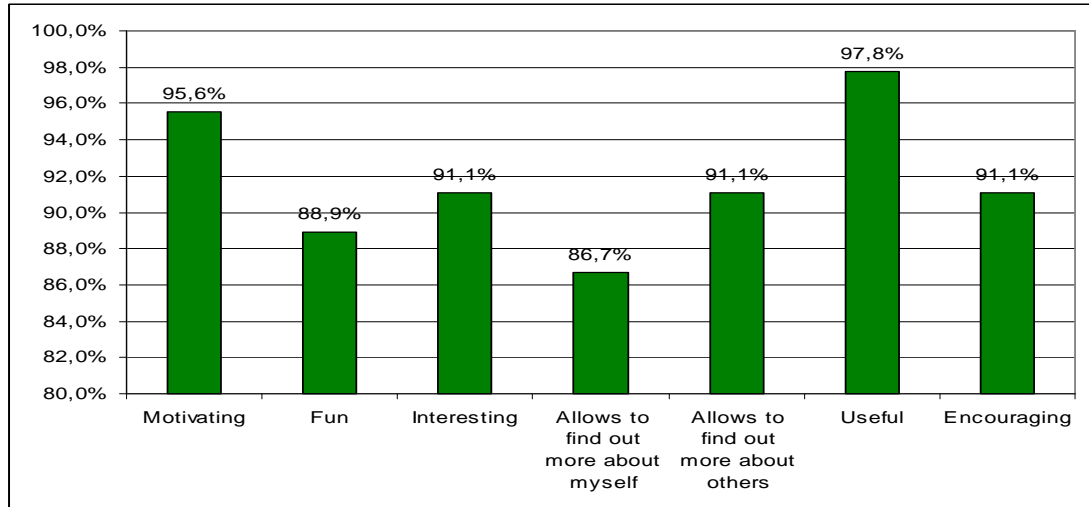
The next two lessons concern hobbies. The Hobbies' vocabulary consists of 35 words and the teacher uses vocabulary games to teach it. At the first lesson students are divided in three groups and each group is given a puzzle (Appendix 15), where they have to find as much hobbies as possible in 20 minutes. When winners are clarified, teacher writes the new vocabulary list on the board. The next activity takes place in the next lesson and it is a matching game – students work in the same groups, but they now compete with each other – they have to match hobbies with tools (Appendix 16). At the end the winner gets a prize. Test (Appendix 17) results show that students have well acquired the Hobbies vocabulary. According to the test results, the total acquisition level of the Hobbies vocabulary is 88,2 percents, the average amount of words in the short term memory is 30 words. The individual results are displayed below.

Figure 14. Number of acquired words on Hobbies vocabulary



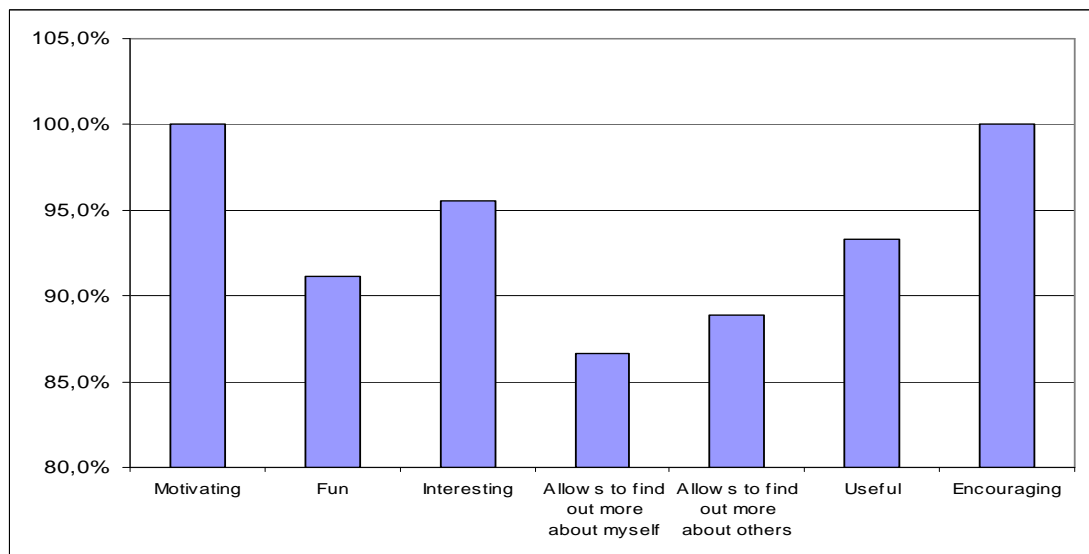
Students' feedback on the two lessons shows that students have enjoyed the games and competition. The students evaluate these activities as motivating (95,6%), fun (88,9%), interesting (91,1%), they think that these activities allows to find out more about themselves (86,7%) and others (91,1%), in their opinion the activities are useful (97,8%) and encouraging (91.1%). The author of the Paper also thinks that these lessons is a success, as students liked to work in groups and in these activities students' group spirit visibly rose. Students' feedback on Hobbies lessons is represented in the Figure 16.

Figure 15. Students' feedback on the lesson about Hobbies



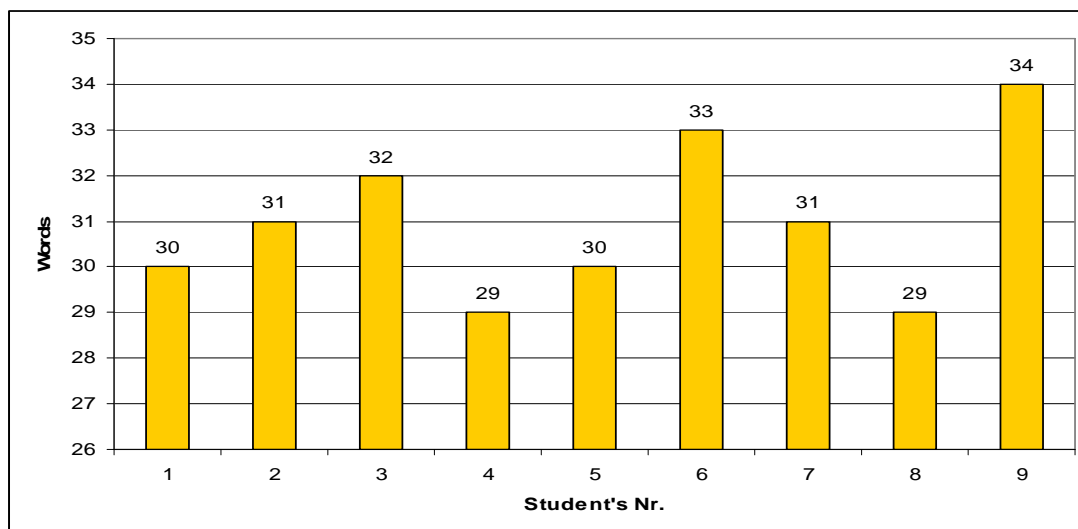
The next vocabulary topic is Sports. The author of the Paper presents the Sports vocabulary (17 words) with the help of pre-prepared vocabulary list and translation, allowing students to call out sports they already know. After the introduction students give back their vocabulary lists and have a competition, where they are divided in two teams and they play Hangman with the help of the author of the Paper. After the lesson students are asked to fill in a feedback list. The students evaluate this vocabulary game as motivating (100%), fun (91,1%), interesting (95,6%), they think that these activities allows to find out more about themselves (86,7%) and others (88,9%), in their opinion the activities are useful (93,3%) and encouraging (100%).

Figure 16. Students' feedback on the lesson about Sports



The following lesson is started with a reading activity. Students are given a short text about house. The author of the Paper has divided House vocabulary in two parts for two lessons - in the first lesson students are given vocabulary on general division of house (attic, basement, first floor, second floor), while in the second lesson – interior and furniture. In this day students are introduced with the general division of house. After the text students are asked to translate the vocabulary list (consists of 18 words), if they can not translate, the teacher (the author of the Paper) helps them. The next task is to prepare a short description of one’s house: „My house (or dream house) has...”. Students write a short description and after 10 minutes they read it aloud. After this activity students are given a vocabulary test where they write the new vocabulary on sports and House 1 (35 words). Test results show that the total acquisition level of the House 1 and Sports vocabulary is 88,5 percent, the average amount of words in the short term memory is 31 words. Test results are represented in the following table.

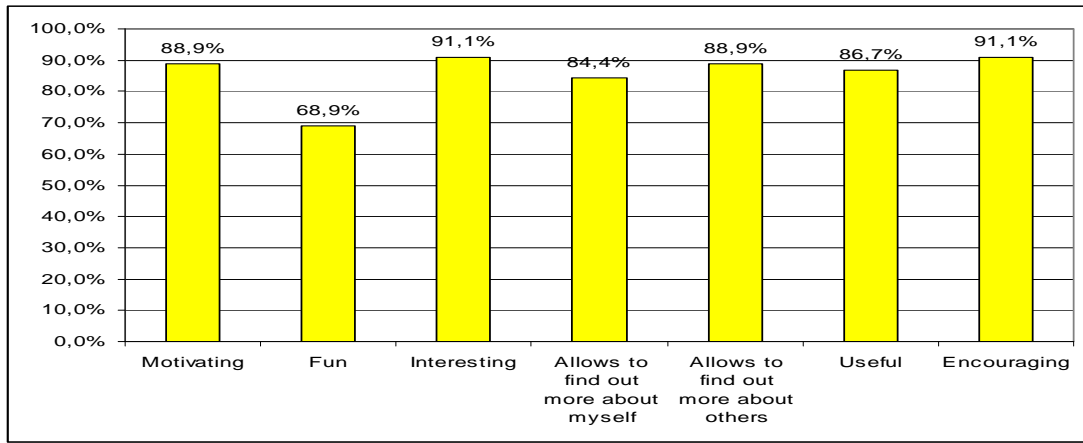
Figure 17. Number of acquired words on Sports and House 1 vocabulary



When correcting the tests, the author of the Paper has noticed that Sports vocabulary was better memorized than the House vocabulary. It might be connected with the use of different vocabulary teaching methods, but the author of the Paper thinks that such difference can be also grounded with the fact that the majority of sports vocabulary has close spelling to the same vocabulary in student’s mother tongue, and therefore, they can be easier memorized. Students’ given feedback shows, that House vocabulary learning through text and writing task they consider motivating (88,9%), fun (68,1%), interesting (91,5%), they think that these activities allows to find out more about themselves (84,4%)

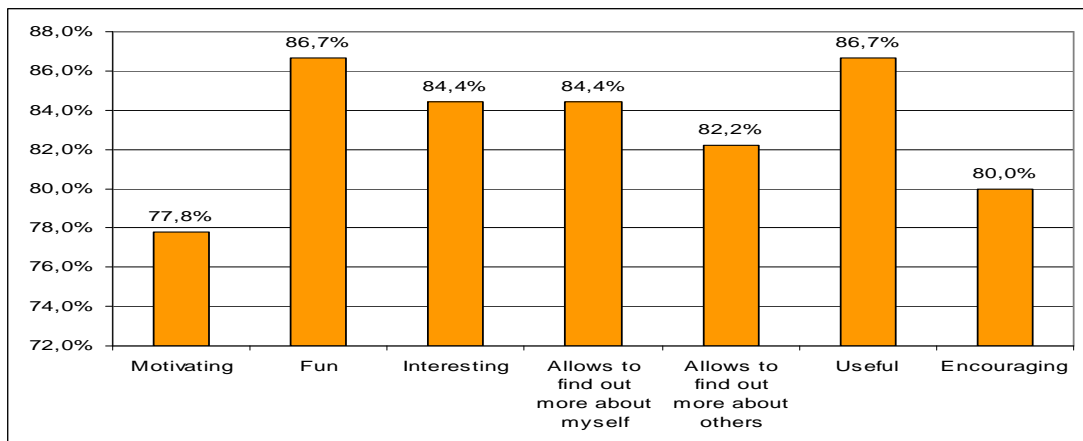
and others (88,9%), in their opinion the activities are useful (86,7%) and encouraging (91,1%). The results of students' feedback lists can be found in Figure 19.

Figure 18. Students' feedback on the lesson about House 1



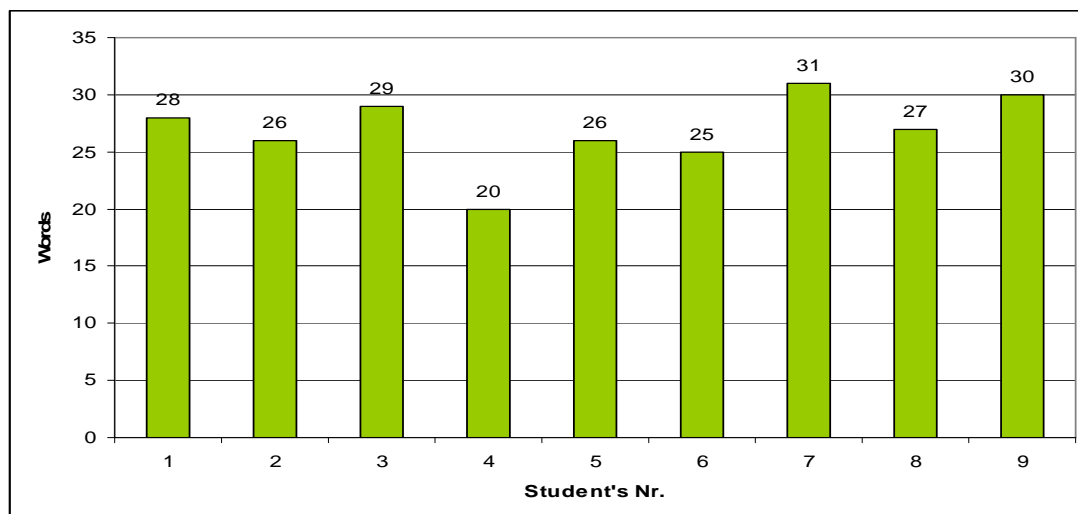
The next lesson continues the topic House. In the House 2 vocabulary 15 words of furniture are included. The students are given a short description of a room with a picture of the room. Students read the text and underline the words which might be furniture. After students have read the text, teacher calls out words and asks students to translate. Students give their translations. Then students are asked to prepare a sentence or two about the furniture in the classroom. Students are asked not to repeat the furniture vocabulary. After the lesson teacher gives students the feedback list. The results of the feedback is the following: they consider these activities to be motivating (77,8%), fun (86,7%), interesting (84,4%), they think that these activities allows to find out more about themselves (84,4%) and others (82,2%), in their opinion the activities are useful (86,7%) and encouraging (80,0%).

Figure 19. Students' feedback on the lesson about House 2



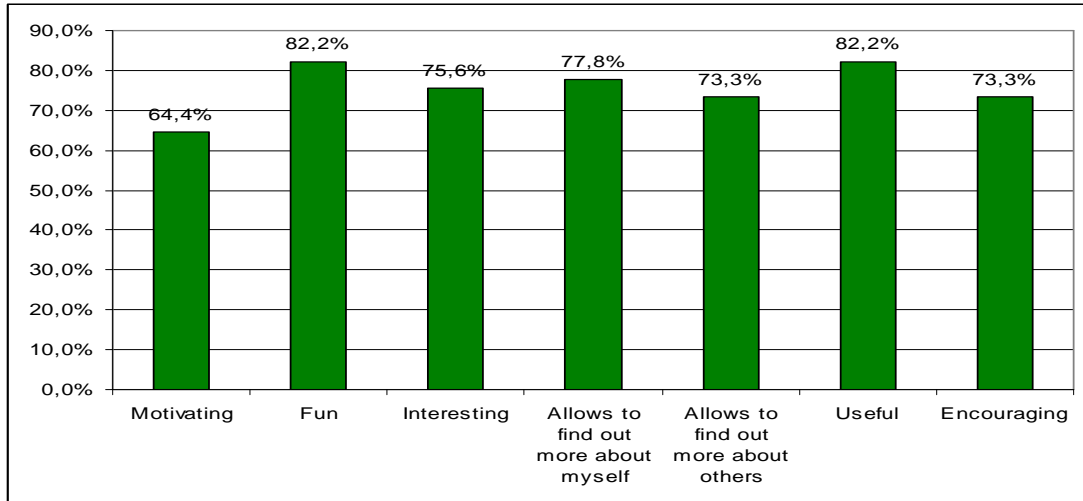
The following lesson is devoted to Food vocabulary. In this lesson students learn the names of meals, basic dishes and some food items. Teacher (the author of the Paper) gives out a list of new vocabulary (20 words) and asks students which words they already know. When all words are translated, teacher gives students short dialogues. Students read the dialogues in pairs. Later students do filling in exercise. At the end of the lesson students write a test on House 2 and Food vocabulary. Test results (Figure 21) show that that the total acquisition level of the House 2 and Food vocabulary is 76 percents, the average amount of words in the short term memory is 26 words. The author of the Paper thinks that such results, comparing to the results of the Sports vocabulary, appears due to the fact that food items and house interior vocabulary has not so close spelling as sports vocabulary. The results of this test are represented in the following table.

Figure 20. Number of acquired words on House 2 and Food vocabulary



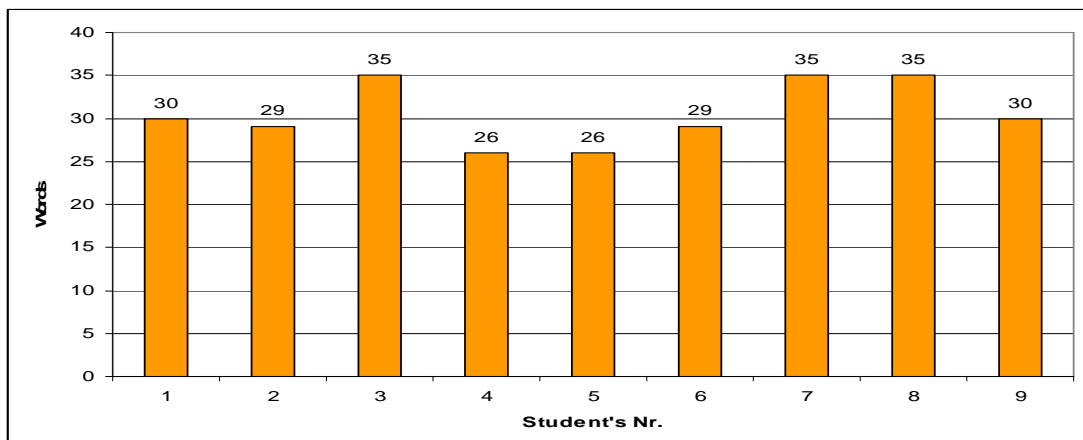
The author's opinion is also reflected in student's feedback lists, which shows, that these two lessons were not as motivating as the lessons with more familiar vocabulary or vocabulary games included. The results of the summarized feedbacks shows that students evaluate dialogues and texts in these lessons as motivating (64,4%), fun (82,2%), interesting (75,6%), they think that these activities allows to find out more about themselves (77,8%) and others (73,3%), in their opinion the activities are useful (82,2%) and encouraging (73,3%). The gained data are represented in the table below.

Figure 21. Students' feedback on the lesson about Food



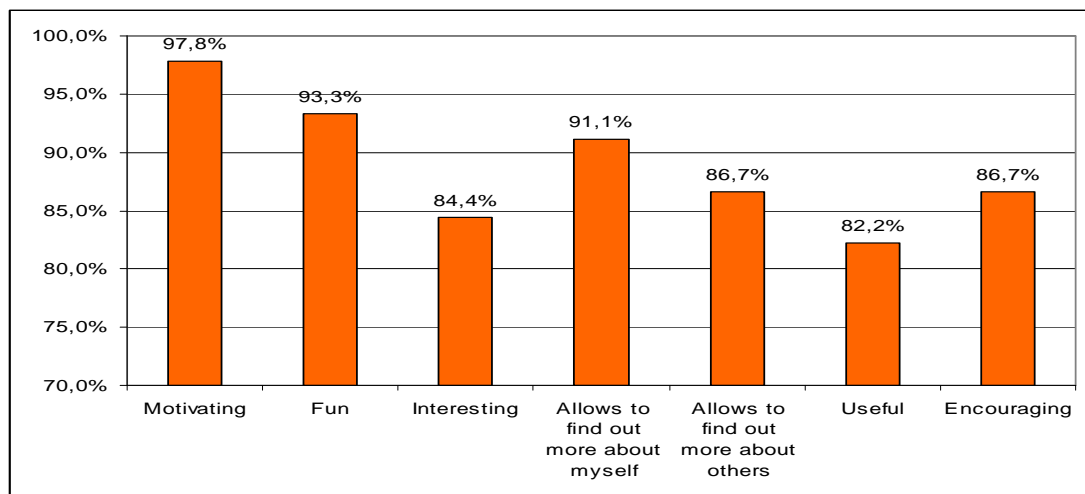
The last day is devoted to vocabulary games and the topic is Food 2. In these two lessons the author of the Paper introduces 35 new vocabulary words. 23 words are connected with food items, while other 12 are connected with food preparation and recipes. The author starts the lesson with a puzzle – students are divided in 3 teams and they have 10 minutes to find words connected with food. Then these words are called out and written on the blackboard together with the translation. The words which are not found are also written out. The next task is to put a recipe together – teams are given small notes with all 35 vocabulary items. The task is to prepare a recipe and write it down (30 min). Teams are later evaluated by the teacher. After these games students write a test, teacher is correcting the recipes. Test results of these lessons show that students have acquired the majority of the new vocabulary and that the total acquisition level of the Food vocabulary is 87 percents, while the average amount of words in the short term memory is 30 words. The test results are displayed below.

Figure 22. Test results on Food 2 vocabulary



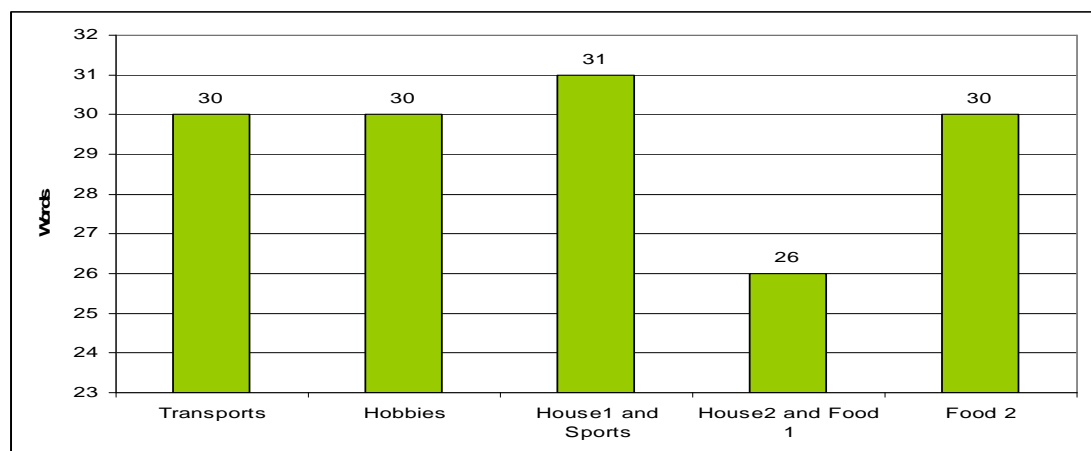
Meanwhile, students' feedback shows that the motivation was influenced during these tasks, and students consider them to be useful and entertaining. The results of the summarized feedbacks shows that students evaluate dialogues and texts in these lessons as motivating (97,8%), fun (93,3%), interesting (84,4%), they consider that these activities allows to find out more about themselves (91,1%) and others (86,7%), in their opinion the activities are useful (82,2%) and encouraging (86,7%). The data are represented in the table below.

Figure 23. Students' feedback on the lesson about Food 2



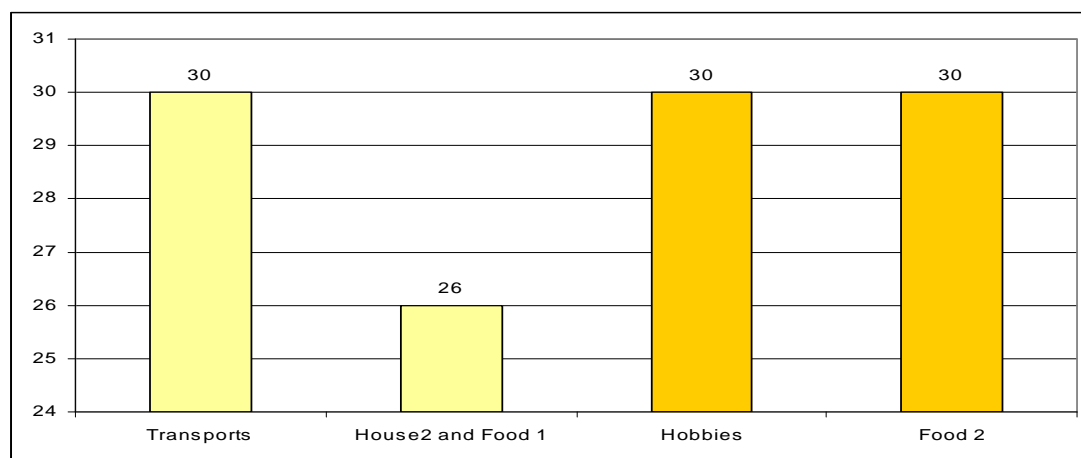
To verify the hypothesis, the author of the Paper sums up the test results of vocabulary acquisition levels and classifies them according to the used vocabulary teaching method. The average momentary vocabulary acquisition level in this case study is 29,4 words from 35. An overview of vocabulary acquisition levels can be found in Figure 23.

Figure 24. Vocabulary acquisition levels each day



The results show that the speed of vocabulary acquisition slightly changes if one or another method is used. The author of the Paper draws such conclusion grounding on the results of vocabulary acquisition levels comparison by vocabulary teaching methods (Figure 24). The results show that the average vocabulary acquisition with the help of text based activities (Figure 24, light yellow) is 28 words from 35, while with the help of vocabulary games – 30 words from 35. Still, the fact that House 2 and Food 1 vocabulary was completely new for the students and that these words do not have as similar spelling as Transports vocabulary, must also be taken into account. The author of the Paper does not include House 1 and Sports test results, as House 1 vocabulary was taught with the help of text based activities, while Sports vocabulary – on vocabulary games, but both topics had one common test.

Figure 25. Comparison of vocabulary acquisition levels – text based activities (light yellow) and vocabulary games (dark yellow)



Finally, the author of the paper compares the first aspect of students feedback lists – motivation. As the hypothesis of the Paper states that vocabulary games increase student’s motivation, the author of the paper compares how both vocabulary teaching methods influence the motivation. The results (Figure 25) show that the average level of students’ motivation after text based vocabulary teaching is lower than after vocabulary game use. During text based vocabulary teaching lessons student’s motivation vary between 88,9% and 64,4 %, while in lessons where vocabulary games are used students’ motivation vary between 95,6% and 100%. The author of the Paper sums up (Figure 26) that the average level of motivation after text based vocabulary activities is 79,8%, while after vocabulary games – 97,8%. This verifies the hypothesis and proves that the use of vocabulary games increases adult learners’ motivation.

Figure 26. Motivation levels after vocabulary lessons

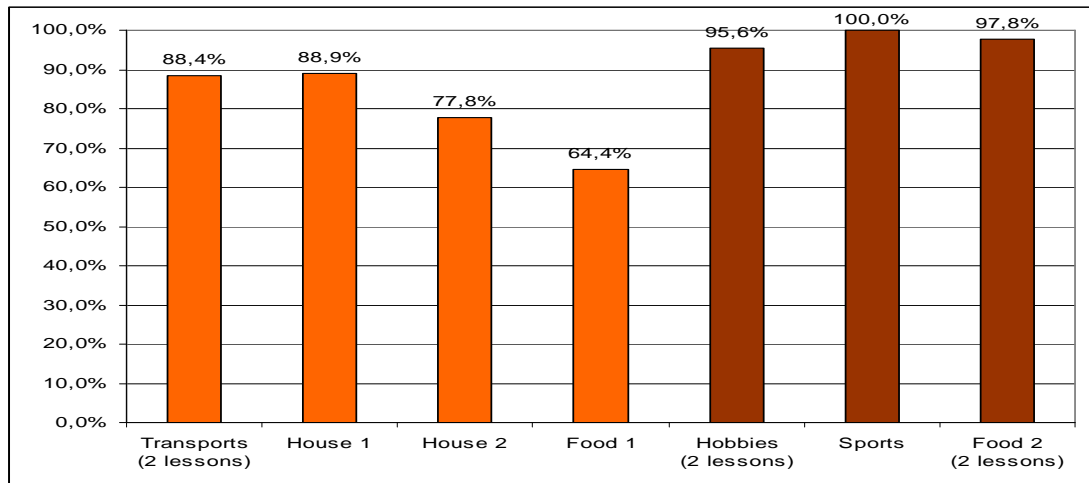
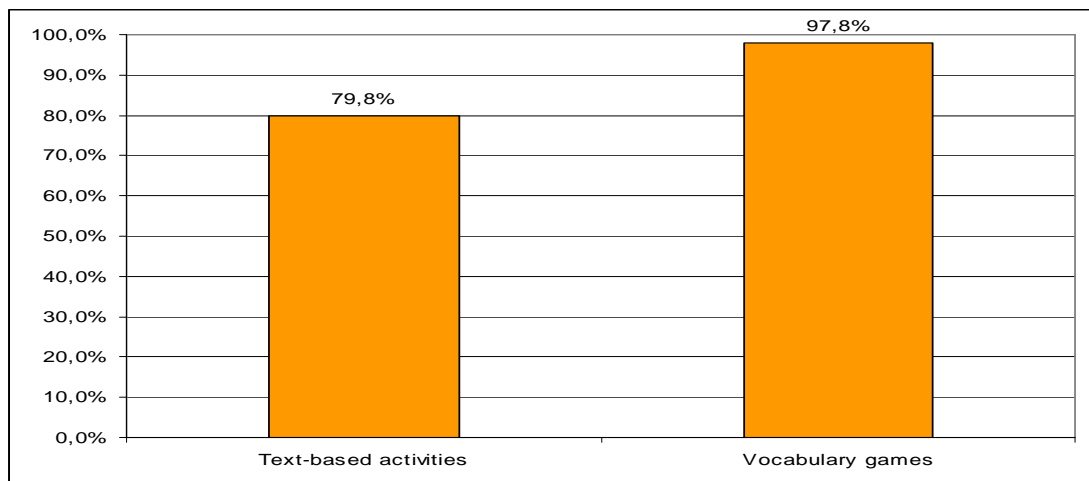


Figure 27. Vocabulary teaching method's influence on motivation



Grounding on the data compared above the author concludes that vocabulary games, compared with other vocabulary teaching ways, are as good as the others. The author of the paper also draws a conclusion that there is no absolute vocabulary teaching method – each method has its advantages and disadvantages. The advantage of the text based activities is the context, which helps to memorize vocabulary by linking it to the situations described in the text. Meanwhile, the advantage of vocabulary games, compared to text based exercise, is the raised motivation for adult learners which also helps to study. During the practical implementation of vocabulary games the author experienced that students' attitude towards learning changes - games promote adult language learners to open up and show more of their personalities, to have fun and learn without stress. Due to the

competition adults forget that language learning is an effort and think about the aim – to win. And these aspects, in author's opinion, is the main benefit for the language learning classes.

CONCLUSION

The research of this Paper gives an extended insight in the use of vocabulary games in adult classes. The author of the Paper uses three data collection methods to study adult learning and verify the hypothesis. Despite the fact that vocabulary games are available on the Internet and can be easily adapted to adult classes, the theory about vocabulary games and their use in adult classes cannot be so easily found, and the available resources does not contain specific information about vocabulary games for adult classes. This is the main obstacle the author of the Paper faces during the literature study about the topic. The available literature highlights many advantages and disadvantages of using vocabulary games in adult classes. The main aspect that hinders teachers to use vocabulary games in adult classes is that games are not appropriate for all adults, and some adults can become irritated and angry if they are asked to play games. Fortunately, the author does not face such problem during the case study. During the literature research the author also concludes that the main advantage of games is motivation, which is an essential part of adult learning, and that games increase adult learners' motivation. This conclusion was proved in the case study, where feedback from students clearly showed an increase of motivation after vocabulary games had been used, in comparison with students' motivation level after the text based activities. Along with the literature study, the case study verifies author's hypothesis. The hypothesis of the Diploma Paper sets that if teacher in adult language classes is using vocabulary games, it can notably increase the number of words students acquire during the lesson and increase motivation as well as it can help to learn language in a more relaxed and effective way. The hypothesis was proved partly as the author of the Paper does not succeed to prove that the use of vocabulary games increases adult students' vocabulary acquisition, but she proves that it increases adult learners' motivation. For a further research the author of the Paper would like to find out more information about competition and its influence on language learning, as competition is a part of vocabulary games. Researcher Chen (2005) states that the competitive environment makes learners concentrate and think intensively during the learning process, which enhances unconscious acquisition of inputs. The researches carried out for this Diploma Paper brings an general insight on vocabulary game use in language classes, but the author of the Paper thinks that the present research can be continued to gain even more precise information on how vocabulary games influence language learning for adults. The author of the Paper thinks that the main disadvantage of this case study is that it is short – the

author should devote more time for the practical implementation of vocabulary games to get better results.

The necessity for the vocabulary games appear in the results of the questionnaire. The questionnaire was carried out on the Internet. The advantage of such questionnaire is that it is more convenient – it can be filled in faster, takes less time to find participants and is also nature friendly. Before the questionnaire the author of the Paper was sure that at least three-fourths or 75% of the respondents would have used vocabulary games in language learning, but it turned out that less than a half or only 48% had practiced vocabulary games. These data does not agree with the data gained form language teachers during the interviews, as all teachers state that they use vocabulary games in their classes. The author of the Paper considers that it would be useful to carry out a questionnaire for at least 50 language teachers to gain more precise information, as 6 interviews are not enough to judge about the overall situation. This could give an extended analysis of the situation and the data on language teaching and learning experience could correlate.

The author of the Paper considers that the most valuable outcome of this Diploma Paper is the list of recommendations (Chapter 3.2) for the practical implementation of vocabulary games in adult language classes, which was made grounding on the literature study and interviews with language teachers. The recommendations are clear and can be forwarded to language teachers to ease and supplement their lessons if they want to use vocabulary games. Basically, these recommendations suggest fair attitude and respect to adult's personality, free use of the language and motivation both for students and the teacher. During the case study the author of the Paper uses these recommendations and verifies that their implementation provides students' respect towards the teacher and good atmosphere in the classroom. Finally, the author of the Paper concludes that the research of this Diploma Paper has answered the research questions and gives a clear analyse of vocabulary games' implementation in adult classes.

THESIS

1. The popularity of adult education and lifelong learning is rapidly rising and is being generously promoted by the European Union.
2. Adult learners differ from school-age children with their degree of motivation, the amount of previous experience, the level of engagement in the learning process and in the applications of the learning.
3. Adult learner's motivation to learn can be influenced by several factors: social relationship, external expectations, social welfare, personal advancement, desire to escape, cognitive interest.
4. A successful adult language learning is influenced by such factors as personal motivation, anxiety, input and output skills, settings and time commitment, and there is no critical period for learning vocabulary in a second language.
5. Vocabulary learning is a personal and complex process that contains four stages and about 10-16 encounters with a new word are needed before the word is put in the long term memory.
6. There are many methods to learn vocabulary – reading, creating associations, mnemonics (memory tricks), vocabulary games, listening and watching exercises, vocabulary lists, etc.
7. Vocabulary games contain several features – an objective, rules, competition and communication and they can be used at all stages of vocabulary learning progression – from controlled to free practice.
8. Vocabulary games have many divisions, but basically they can be divided in electronic and non-electronic vocabulary games.
9. Vocabulary games, if correctly used, can provide adult classes with fun, challenge and competition, as well as they can give great new vocabulary input.
10. Although adults in Latvia do not have much practice of vocabulary games in language classes, they think that vocabulary games are necessary to learn the new vocabulary.
11. Practical research proves that the usage of vocabulary games in adult classes notably increases students' motivation.

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Appendix 1

Aptauja Vārdu spēļu izmantošana pieaugušo studentu valodas apmācībā

Sveicināti!

Aptauja ir izveidota ar mērķi izpētīt pieaugušo mācību paradumus mācoties svešvalodas un uzzināt pieaugušo studentu viedokli par vārdu spēļu izmantošanas lietderību svešvalodas nodarbībās.

Vārdu spēles - mācību aktivitātes veids, kurā tiek noteikts mērķis un noteikumi un kurā studentu grupas (vai studenti individuāli) sacenšas savā starpā par labākajiem rezultātiem. Spēļu laikā tiek izmantoti dažādi svešvalodas vārdi.

Domāju, ka aptaujas aizpildīšana Jums neaizņems daudz laika. Iegūtie dati ir anonīmi, apkopotā veidā tie tiks izmantoti mana diplomdarba rakstīšanā. Jau iepriekš pateicos Jums par ieguldīto laiku un pūlēm!

Ar cieņu,
Inese

[Sākt aptauju](#)

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Aptaujas internetā - Ātri un Vienkārši

Lietošana un privātums

Aptauja Vārdu spēju izmantošana pieaugušo studentu valodas apmācībā**1. Vai Jūs pašreiz mācāties? (vairākas atbildes iespējamas)**

- jā
 nē

2. Cik svešvalodas Jūs zināt? (vairākas atbildes iespējamas)

- 1
 2
 3
 vairāk par 3
 nevienu

3. Kādi faktori, Jūsusprāt, traucē Jums (un pieaugušajiem kopumā) mācīties? Lūdzu, izvēlieties 1-2 faktorus! (vairākas atbildes iespējamas)

- ģimene
 darbs
 naudas trūkums
 aizspriedumi
 vecums
 tādu faktoru nav
 Cits

4. Kā Jūs mācāties svešvalodas? Lūdzu, izvēlieties 1-2 galvenos mācību veidus! (vairākas atbildes iespējamas)

- kurss
 skolā/augstskolā
 pašmācības ceļā
 pie privātskolotāja
 atrodoties citā valstī
 Cits

5. Kā Jūs parasti mācāties jaunos vārdiņus svešvalodā? (vairākas atbildes iespējamas)

- iemācos no galvas
 mācos nodarbības laikā
 mācos, individuāli lasot un klausoties
 Cits

6. Vai Jūs izmantojāt Internetā pieejamos resursus (mājas lapas) valodu apguvei?

- jā
 nē

7. Vai svešvalodas mācību procesā Jūs esat izmantojis vārdu spēles (krustvārdu mīklas, karātavas (Hangman), bilžu savienošana ar vārdiem, u.tt.) jauno vārdiņu apgūšanai?

- jā
 nē

8. Vai Jūs uzskatāt, ka spēles ir nepieciešams iekļaut valodas apmācībā pieaugušajiem?

- jā
 nē

9. Vārdu spēju izmantošanu valodu stundās Jūs uzskatāt par... (izvēlieties 1-3 variantus) (vairākas atbildes iespējamas)

- relaksējošu aktivitāti
 uzmundrinošu aktivitāti
 pieaugušiem nepiemērotu aktivitāti
 lieki izšķērdētu laiku
 iespēju izcelties un pierādīt sevi
 iespēju stiprināt grupas kolektīvo garu
 nepieciešamu uzmanības noturēšanai
 Cits

10. Kas Jūs varētu motivēt apgūt svešvalodas?**Turpināt**

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Appendix 2.

Norādiet informāciju par sevi:

Dzimums	Sieviete
Vecums	24
Dzīves vieta	Rīga
Izglītības līmenis	Bakalaura / augstākā profesionālā
Nodarbošanās	Bankas

[Turpināt](#)

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[Lietošana un privātums](#)

Aptauja Vārdu spēļu izmantošana pieaugušo studentu valodas apmācībā

1. Vai Jūs pašreiz mācāties? (vairākas atbildes iespējamas)

- jā
 nē

2. Cik svešvalodas Jūs zināt? (vairākas atbildes iespējamas)

- 1
 2
 3
 vairāk par 3
 nevieni

3. Kādi faktori, Jūsusprāt, traucē Jums (un pieaugušajiem kopumā) mācīties? Lūdzu, izvēlieties 1-2 faktorus! (vairākas atbildes iespējamas)

- ģimene
 darbs
 naudas trūkums
 aizspriedumi
 vecums
 tādu faktoru nav
 Cits

4. Kā Jūs mācāties svešvalodas? Lūdzu, izvēlieties 1-2 galvenos mācību veidus! (vairākas atbildes iespējamas)

- kurss
 skolā/augstskolā
 pašmācības ceļā
 pie privātskolotāja
 atrodoties citā valstī
 Cits

5. Kā Jūs parasti mācāties jaunos vārdiņus svešvalodā? (vairākas atbildes iespējamas)

- iemācos no galvas
 mācos nodarbinātības laikā
 mācos, individuāli lasot un klausoties
 Cits

6. Vai Jūs izmantojate Internetā pieejamos resursus (mājas lapas) valodu apguvei?

- jā
 nē

7. Vai svešvalodas mācību procesā Jūs esate izmantojis vārdu spēles (krustvārdu mīklas, karātavas (Hangman), bilžu savienošana ar vārdiem, u.tt.) jauno vārdu apgušanai?

- jā
 nē

8. Vai Jūs uzskatāte, ka spēles ir nepieciešams iekļaut valodas apmācībā pieaugušajiem?

- jā
 nē

9. Vārdu spēļu izmantošanu valodu stundās Jūs uzskatāte par... (izvēlieties 1-3 variantus) (vairākas atbildes iespējamas)

- relaksējošu aktivitāti
 uzņēmīgu aktivitāti
 pieaugušiem nepiemērotu aktivitāti
 lieki izšķērdēto laiku
 iespēju izcelties un pierādīt sevi
 iespēju stiprināt grupas kolektīvo garu
 nepieciešamu uzmanības noturēšanai
 Cits

10. Kas Jūs varētu motivēt apgūt svešvalodas?

Atbilde:

Turpināt

APPENDIX 3. *An interview with language teachers. Blank.*

9. For how long have you been teaching adults?
10. What, in your opinion, influence adult learners' motivation to study?
11. What characteristics characterize modern adult learner?
12. How adults learn foreign languages? Are there any differences between adult language learning and children language learning? Have you noticed them in your teacher's practice?
13. Why do students have to learn new vocabulary?
14. How do you usually teach new vocabulary? How do you introduce it? How is the new vocabulary practiced in your classes?
15. Do you use vocabulary games in language classes?
16. Which of these games have you used in your classes?

Crossword puzzles
Wordsearch puzzles
Hangman
Running dictation
Quizzes
Matching games
Etc.

9. What, in your opinion, are the advantages and disadvantages of games in language classes?
10. Do you consider it a good idea to use games in adult classes? Why?
11. How do you test the level of new vocabulary acquisition?
12. How to you evaluate the options to learn a language in the internet?
13. How do you evaluate language learning opportunities for adults in Latvia?
14. Any question appearing during the interview.

APPENDIX 4. *An interview with language teacher Nr. 1.*

1. *For how long have you been teaching adults?*

I have been teaching adults for 5 years.

2. *What, in your opinion, influence adult learners' motivation to study?*

I think that adults' motivation to study is mainly influenced by their ability to use English in real life situations. If they know that they will have an opportunity to use the language, they will have higher motivation to study.

3. *What characteristics characterize modern adult learner?*

Wide interests, previous knowledge and experience.

4. *How adults learn foreign languages? Are there any differences between adult language learning and children language learning? Have you noticed them in your teacher's practice?*

I think that the main difference between adult learning and children learning is that adults know what they want and what they need. Children usually go to school because their parents make them, but adults have purpose why they are learning and they know what they want to achieve.

5. *Why do students have to learn new vocabulary?*

To enlarge it.

6. *How do you usually teach new vocabulary? How do you introduce it? How is the new vocabulary practiced in your classes?*

That depends on level. For lower levels I give vocabulary lists, but for higher levels I elicit the new vocabulary from texts and other exercises. We usually practice vocabulary with different activities, games, conversations, writing tasks, etc.

7. *Do you use vocabulary games in language classes?*

Yes.

8. *Which of these games have you used in your classes?*

Crossword puzzles - yes

Wordsearch puzzles - yes

Hangman – yes, but rarely
Running dictation - yes
Quizzes - yes
Matching games - yes
Etc.

9. *What, in your opinion, are the advantages and disadvantages of games in language classes?*

Advantages – better atmosphere in the classroom, no stressful way how to learn.
Disadvantages – some students might think it is not a serious way how to study.

10. *Do you consider it a good idea to use games in adult classes? Why?*

Yes, learning should be fun!

11. *How do you test the level of new vocabulary acquisition?*

I usually have exercises where students have to use it in speech or writing.

12. *How do you evaluate the options to learn a language on the Internet?*

I think that it is good as additional materials, but it also depends on the Internet site. I have seen some really good sites.

13. *How do you evaluate language learning opportunities for adults in Latvia?*

For adults in Latvia opportunities to learn languages are wide. There is wide offer, but the courses are quite expensive for average people.

Thank you!

The name of the language teacher is not revealed, as the teacher wants to stay anonymous. The name of the teacher stays with the author of the Paper and can be gained on request.

Signature of the interviewed person:

APPENDIX 5. *An interview with language teacher Nr. 2.*

1. *For how long have you been teaching adults?*

Including private practice? I have been teaching adults for 10 years.

2. *What, in your opinion, influence adult learners' motivation to study?*

I think that these are many circumstances, which happen in adults' life. There are not specific influent things, just circumstances of life.

3. *What characteristics characterize modern adult learner?*

Awareness, self-control.

4. *How adults learn foreign languages? Are there any differences between adult language learning and children language learning? Have you noticed them in your teacher's practice?*

Adults learn being aware which is opposite to language learning which is typical to children. I think they are aware what they do and why and what they will get at the end.

5. *Why do students have to learn new vocabulary?*

It is the basic of language.

6. *How do you usually teach new vocabulary? How do you introduce it? How is the new vocabulary practiced in your classes?*

Usually I give it in context. As I teach Intermediate level, students already have enough vocabulary to understand texts and therefore they can guess the meaning from the text.

Do you translate the new vocabulary?

50/50. Sometimes if I see students can not grasp the meaning, I let them translate with the help of dictionaries, but usually we work with the context.

7. *Do you use vocabulary games in language classes?*

Yes.

8. *Which of these games have you used in your classes?*

Crossword puzzles - yes
Wordsearch puzzles- yes
Hangman - yes
Running dictation - yes
Quizzes - yes
Matching games - yes
Etc. - yes

9. *What, in your opinion, are the advantages and disadvantages of games in language classes?*

Advantages – games take away the stress of learning a language. Student usually open up when they play vocabulary games. They also strengthen the group.

Disadvantages – games are time consuming and are difficult to prepare.

10. *Do you consider it a good idea to use games in adult classes? Why?*

Yes, sure. The same advantages I mentioned.

11. *How do you test the level of new vocabulary acquisition?*

I use continuous testing and repetition.

How do you do it?

For example, we study a topic, make a quiz, then we continue to study, and after a week students do the same test to see the progress.

12. *How do you evaluate the options to learn a language on the Internet?*

I don't know, I haven't tried them.

13. *How do you evaluate language learning opportunities for adults in Latvia?*

I think it depends on motivation – if adults want to learn, they will find where and when to do it.

Thank you!

The name of the language teacher is not revealed, as the teacher wants to stay anonymous. The name of the teacher stays with the author of the Paper and can be gained on request.

Signature of the interviewed person:.....

APPENDIX 6. *An interview with language teacher Nr. 3.*

1. *For how long have you been teaching adults?*

I have taught adults for 13 years, 7 of them – at the National Armed forces language school.

2. *What, in your opinion, influence adult learners' motivation to study?*

I think that adults need to understand why they learn, and if they do, they have motivation. Teacher can also motivate adult learners by explaining why do we do this, why we study. Adults need communicative environment, this also motivates them.

3. *What characteristics characterize modern adult learner?*

Adults are motivated and they learn quickly.

4. *How adults learn foreign languages? Are there any differences between adult language learning and children language learning? Have you noticed them in your teacher's practice?*

Adults are interested in professional field. For adults activities with writing and reading activities are more appropriate, while communicative activities are more appropriate for children.

5. *Why do students have to learn new vocabulary?*

To feel more comfortable and to be able to say what they mean.

6. *How do you usually teach new vocabulary? How do you introduce it? How is the new vocabulary practiced in your classes?*

I use communicative activities. Vocabulary is always connected with the topic, and it is used in real life situations. I try to create real life situations in classes.

7. *Do you use vocabulary games in language classes?*

Yes.

8. *Which of these games have you used in your classes?*

Crossword puzzles - yes
Wordsearch puzzles- yes
Hangman - yes

Running dictation - yes
Quizzes - yes
Matching games - yes
Etc. - yes

9. *What, in your opinion, are the advantages and disadvantages of games in language classes?*

Disadvantage – you must prepare them very carefully. They also take much time.

Advantages – games create communicative environment, students remember vocabulary better, the motivation is raising, games train vocabulary use in real life situations.

10. *Do you consider it a good idea to use games in adult classes? Why?*

Yes. Students feel better, they are relaxed, more open to situations and accept many things. Still, you have to balance the use of games so that students doesn't get bored with too many games.

11. *How do you test the level of new vocabulary acquisition?*

It depends on what do I want to test – the progress or the vocabulary level.

12. *How to you evaluate the options to learn a language on the Internet?*

50/50.

13. *How do you evaluate language learning opportunities for adults in Latvia?*

I think that the opportunities to learn foreign languages decrease. Teachers leave Latvia, and also people with good education leave Latvia, so there will be no one to teach.

Thank you!

The name of the language teacher is not revealed, as the teacher wants to stay anonymous. The name of the teacher stays with the author of the Paper and can be gained on request.

Signature of the interviewed person:.....

APPENDIX 7. An interview with language teacher Nr. 4.

1. *For how long have you been teaching adults?*

For 3 years.

2. *What, in your opinion, influence adult learners' motivation to study?*

I think that adults are influenced by several factors – their age, their work/profession and their career.

3. *What characteristics characterize modern adult learner?*

They are motivated and organized, and it is easier to learn for them.

4. *How adults learn foreign languages? Are there any differences between adult language learning and children language learning? Have you noticed them in your teacher's practice?*

Yes, there are differences between adult and children language learning. I have noticed that adults are much more careful and they pay attention to details.

5. *Why do students have to learn new vocabulary?*

That is the core of language.

6. *How do you usually teach new vocabulary? How do you introduce it? How is the new vocabulary practiced in your classes?*

I introduce at first theoretically with vocabulary lists and translation, and later- through vocabulary games.

7. *Do you use vocabulary games in language classes?*

Yes.

8. *Which of these games have you used in your classes?*

Crossword puzzles - yes
Wordsearch puzzles- yes
Hangman - yes
Running dictation - yes
Quizzes - yes
Matching games - yes
Etc. - yes

9. *What, in your opinion, are the advantages and disadvantages of games in language classes?*

Advantage – students learn much faster through games because it is more fun and they feel more comfortable, not so stressed.

10. *Do you consider it a good idea to use games in adult classes? Why?*

Yes, because it is a more creative way to learn vocabulary.

11. *How do you test the level of new vocabulary acquisition?*

I use word dications, tests, and also ask students to use the new vocabulary in practice.

12. *How to you evaluate the options to learn a language on the Internet?*

Very good.

13. *How do you evaluate language learning opportunities for adults in Latvia?*

There are many possibilities to learn, and students can also use their individual work to learn a language.

Thank you!

The name of the language teacher is not revealed, as the teacher wants to stay anonymous. The name of the teacher stays with the author of the Paper and can be gained on request.

Signature of the interviewed person:

APPENDIX 8. *An interview with language teacher Nr. 5.*

1. *For how long have you been teaching adults?*

For 5 years.

2. *What, in your opinion, influence adult learners' motivation to study?*

Adults are influenced by their ambitions and possible prospects in life.

3. *What characteristics characterize modern adult learner?*

They are motivated and self-centred.

4. *How adults learn foreign languages? Are there any differences between adult language learning and children language learning? Have you noticed them in your teacher's practice?*

The basic thing about adults is that their language acquisition is connected with their job. Adults will be interested in things they will later need and which will bring some good in their professional life.

5. *Why do students have to learn new vocabulary?*

They just have to.

6. *How do you usually teach new vocabulary? How do you introduce it? How is the new vocabulary practiced in your classes?*

In my classes students prepare tasks for their groupmates – they practice vocabulary and also create variety of vocabulary exercises for others.

7. *Do you use vocabulary games in language classes?*

Some.

8. *Which of these games have you used in your classes?*

Crossword puzzles - yes
Wordsearch puzzles- no
Hangman - no
Running dictation - yes
Quizzes - yes
Matching games - no
Etc. - no

9. *What, in your opinion, are the advantages and disadvantages of games in language classes?*

Vocabulary games bring joy in classes.

10. *Do you consider it a good idea to use games in adult classes? Why?*

To some extent.

11. *How do you test the level of new vocabulary acquisition?*

I mainly use oral ways of testing – communication tasks, dialogues, roleplays, simulations, and other.

12. *How do you evaluate the options to learn a language in the Internet?*

I think that they are great and students can find many things for learning in the Internet.

13. *How do you evaluate language learning opportunities for adults in Latvia?*

I think that adults don't have many opportunities to learn languages in Latvia.

Thank you!

The name of the language teacher is not revealed, as the teacher wants to stay anonymous. The name of the teacher stays with the author of the Paper and can be gained on request.

Signature of the interviewed person:.....

APPENDIX 9. *An interview with language teacher Nr. 6.*

1. For how long have you been teaching adults?

For 6 years.

2. What, in your opinion, influences adult learners' motivation to study?

I think that adults can be divided in several categories according to their motivation. There are students who want to study and they want to become teachers. Then there are adults who want to spend their time somewhere – they still have not decided where, but they are following the natural procedures of life – after school comes University, etc. Then there are students who just want to get the Paper.

3. What characteristics characterize modern adult learner?

Constant lack of time and wish to do something.

4. How adults learn foreign languages? Are there any differences between adult language learning and children language learning? Have you noticed them in your teacher's practice?

It depends on the purpose. Teachers of English (*the teacher works at the University – auth.*) pays attention to details when learning the language. Businessmen pay attention to communication, as they will need to communicate in their work. So adult language learning depends on profession. There are no differences between adult and children language learning – in general it is a serious work.

5. Why do students have to learn new vocabulary?

We communicate with words and even though body language gives many meanings, we cannot communicate without vocabulary.

6. How do you usually teach new vocabulary? How do you introduce it? How is the new vocabulary practised in your classes?

I use the text as a vehicle of meaning, to give context. Examples work; I give several examples for each word, so that the meaning is clear. I also like to use gestures and visual aids. I also use additional materials I have prepared, or ready made tasks, for example, from course books.

7. Do you use vocabulary games in language classes?

Yes.

8. *Which of these games have you used in your classes?*

Crossword puzzles - yes
Wordsearch puzzles- yes
Hangman - yes
Running dictation - yes
Quizzes - yes
Matching games - yes
Etc. – yes.

I also use Alias.

9. *What, in your opinion, are the advantages and disadvantages of games in language classes?*

Advantage – sharing opinions; relying on others; common responsibilities.
Disadvantage – it can be quite expensive if you always want to praise students 😊.

10. *Do you consider it a good idea to use games in adult classes? Why?*

Yes. Games combine relaxation, fun plus things to be learnt.

11. *How do you test the level of new vocabulary acquisition?*

After they have covered some topics I give a vocabulary list and then check translations and spelling of these words. I use exercises in which students have to choose answers, also filling in the gaps, matching exercises, synonyms, antonyms, etc.

12. *How do you evaluate the options to learn a language on the Internet?*

I haven't tried it myself. I think it is not enough with the Internet resources only, as language needs communication. If students use Skype or other communication tools, it might be more effective.

13. *How do you evaluate language learning opportunities for adults in Latvia?*

I think that adults in Latvia have quite many options for studying languages.

Thank you!

The name of the language teacher is not revealed, as the teacher wants to stay anonymous. The name of the teacher stays with the author of the Paper and can be gained on request.

Signature of the interviewed person:

APPENDIX 10. Students' feedback list. Blank.

Evaluate the activities of this lesson by giving an evaluation from 1 to 5 (1= very bad, 5= excellent)

	1	2	3	4	5
Motivating					
Fun					
Interesting					
Allows to find out more about myself					
Allows to find out more about others					
Useful					
Encouraging					

APPENDIX 11. Students' feedback list. Filled in.

Evaluate the activities of this lesson by giving an evaluation from 1 to 5 (1= very bad, 5= excellent)

	1	2	3	4	5
Motivating				x	
Fun					x
Interesting				x	
Allows to find out more about myself				x	
Allows to find out more about others					x
Useful				x	
Encouraging			x		

APPENDIX 12. Text on transport.

Pre-reading: Why do we need transport.

Hi, my name is John. I have just returned from my travel to Madrid. You know, I had a wonderful trip. I travelled with vehicles on land, under the water and in the air. Do you know, what vehicles I used?



Boat – I used boat to get from Latvia to Germany.

Airplane – I flew from Berlin to Madrid.

Bus – I used bus every day, it is cheap and brought me where I wanted.

Car – I rented a small car to go and see the south of Spain. I liked to listen to the music in this car.

Trams and trolleybuses – I think that they are slower than buses, but I used them to see the city.

Submarine – I received an invitation to see the world under water.

Yacht – I met my college friends and we went to see dolphins in the Atlantic Ocean.

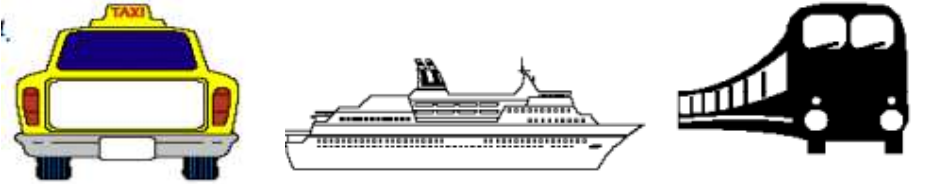
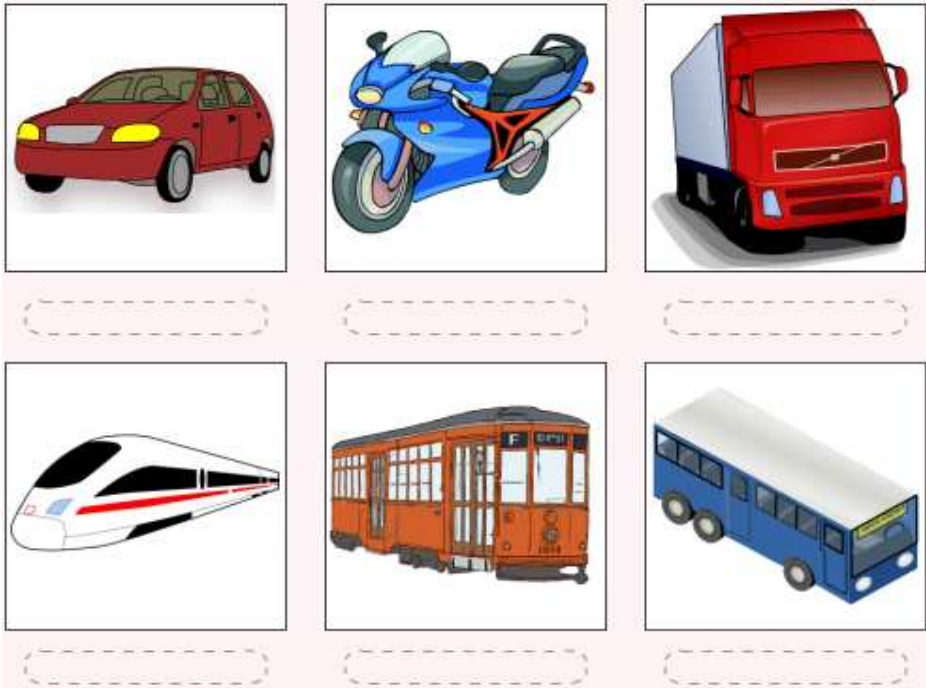
Train – I decided to return to Berlin by train.

Truck – I lost my valet and I hitchhiked a truck, which brought me back to Latvia.

I think I will go to America soon. How do you think, what transports will I use then? 😊

APPENDIX 13. Matching and filling tasks about Transport.

Match pictures with the transport.



Car, bus, bomber, ship, train, tram, bicycle, submarine, taxi, motorcycle, truck, airplane, subway, scooter, regatta.

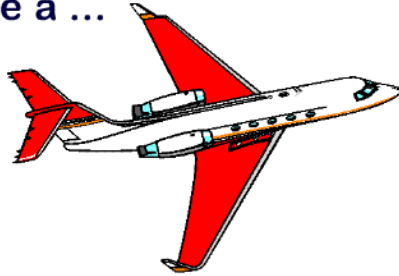
My mother goes to work by ...

- A) car
- B) plane
- C) truck



I can see a ...

- A) car
- B) plane
- C) bus



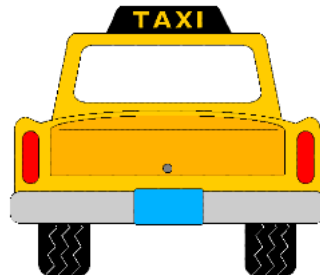
This is a ...

- A) train
- B) bus
- C) motorcycle



I come to school by...

- A) bus
- B) ship
- C) taxi



It's a ...

- A) car
- B) truck
- C) ship



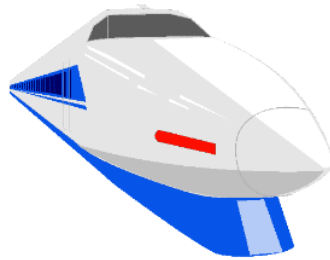
I go home by...

- A) car
- B) bus
- C) truck



I come to school by...

- A) truck
- B) train
- C) tram



My father rides a...

- A) horse
- B) motorbike
- C) donkey



APPENDIX 14. Test on transport.

Truck –

Boat –

- lidmašīna

Bus –

Jeep –

- automašīna

- tanks

Tram –

Trolleybus -

Missile –

Bicycle –

Submarine –

Aircraft carrier –

Scooter –

- kanoe

Yacht –

IFV (infantry fighting vehicle) -

APC (armoured personal carrier) -

jet –

Train –

Truck -

Lorry -

Regatta -

Bomber –

- Helikopters

Fighter –

Frigate –

- patruļkuģis

Minesweeper –

Motorcycle –

Ship –

Subway –

- taksis

Rally car -

APPENDIX 15. Puzzle “Hobbies”

o	c	b	x	s	z	r	w	b	z	k	v	b	n	s	g	g	c	q	t
j	k	y	v	g	t	h	c	r	g	u	a	p	p	y	n	n	o	j	w
u	s	s	v	n	h	a	a	d	x	f	l	a	y	o	i	i	m	v	q
o	a	v	o	i	j	y	m	k	t	a	i	r	b	g	l	n	p	x	j
n	i	c	d	d	s	z	p	p	y	t	e	s	l	a	c	e	u	w	e
w	l	m	h	a	l	c	i	i	c	t	t	h	h	u	y	d	t	o	y
l	i	s	t	e	n	i	n	g	t	o	m	u	s	i	c	r	e	o	h
v	n	o	s	r	s	g	g	o	h	z	l	f	t	o	n	a	r	d	p
v	g	g	u	l	c	s	p	w	a	y	b	l	o	m	f	g	g	w	a
r	f	b	p	a	e	j	y	n	g	i	z	k	e	t	q	x	a	o	r
t	b	y	r	n	t	d	d	v	u	n	i	p	l	c	u	v	m	r	g
y	s	d	s	e	i	v	o	m	g	n	i	k	a	m	t	g	e	k	o
s	s	i	n	g	i	n	g	m	g	n	e	l	b	i	n	i	s	i	t
k	n	i	t	t	i	n	g	d	g	n	i	s	l	i	n	g	n	n	o
l	w	i	n	d	s	u	r	f	i	n	g	y	b	e	n	t	g	g	h
g	n	i	d	i	r	e	s	r	o	h	i	m	a	i	v	w	i	y	p
g	n	i	c	n	a	d	l	l	w	h	i	k	k	l	o	a	w	n	p
s	g	n	i	l	w	o	b	r	l	l	g	l	a	q	p	m	r	r	g
s	e	w	i	n	g	y	v	i	c	z	a	m	x	m	g	y	o	t	v
e	j	e	u	l	s	e	d	p	u	w	g	x	l	y	a	h	g	w	m

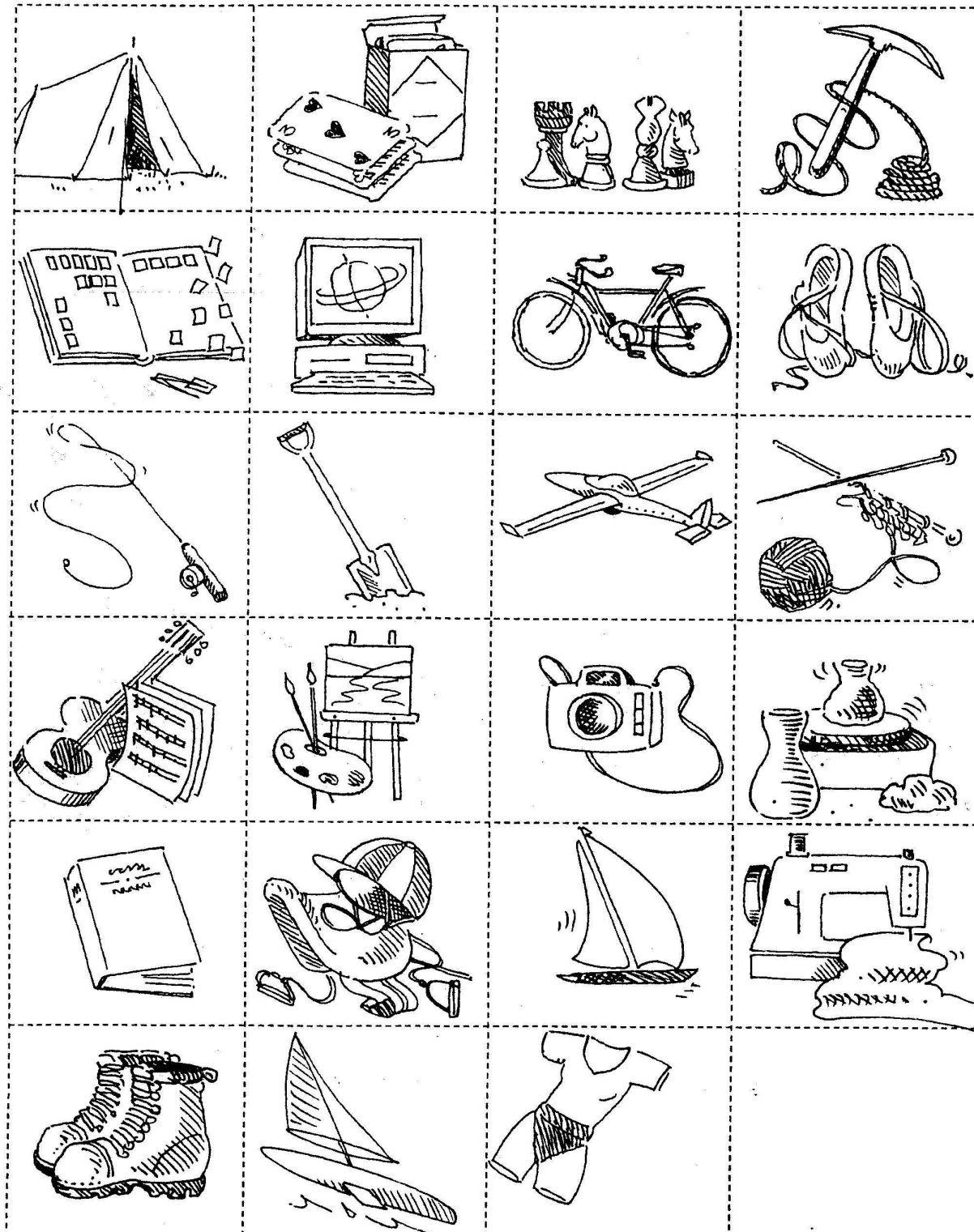
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+ + + + S + + + + + + + + + G G C + +
+ + + + G T + C + + + + P + Y N N O + +
+ S + + N + A A + + F L + Y O I I M + +
+ A + + I + + M + + A I R + G L N P + +
+ I C + D + + P P Y + E S + A C E U W +
+ L + H A + + I I C T + + H + Y D T O Y
L I S T E N I N G T O M U S I C R E O H
+ N + S R S G G O + + L + + O N A R D P
+ G + + L C S P + + + + L O + + G G W A
+ + + + A E + + + G + + K E + + + A O R
+ + + R + + D + + + N I P + C + + M R G
+ + D S E I V O M G N I K A M T G E K O
+ S I N G I N G M G N + L + I N I S I T
K N I T T I N G + G + I + L I N G N N O
+ W I N D S U R F I N G Y B E N T + G H
G N I D I R E S R O H I M A I V + I + P
G N I C N A D + + + + I K K L + A + N +
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S E W I N G + + + C + A + + M + + + T +
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22 Hobbies

EQUIPMENT



22 Hobbies

WORDS

camping	cards	chess	climbing
collecting stamps	computer games	cycling	dancing
fishing	gardening	gliding	knitting
music	painting	photography	pottery
reading	riding	sailing	sewing
walking	windsurfing	yoga	

APPENDIX 17. Test on Hobbies.

camping-
stamp collecting –
cooking -
 - dejošana
playing cards-
climbing –
 – dārza darbi
yoga -
 – adīšana
painting –
photography –
playing chess –
windsurfing -
 – lasīšana
 – pastaigas
computer games –
woodworking –
singing –
 – filmu uzņemšana
listening to music –
 - šūšana
making models –
fishing(angling) –
travelling –
playing chess –
 – jāšana ar zirgu
sailing -
bowling –
 – braukšana ar velosipēdu
pottery –
coin collecting –
writing –
 - skriešana
karate –
basketry –