

UNIVERSITY OF LATVIA
FACULTY OF EDUCATION, PSYCHOLOGY AND ART
TEACHER EDUCATION DEPARTMENT

**Computer Language Games as a Tool for English Teachers to Develop
Pupils' Vocabulary in Secondary School**

DIPLOMA PAPER

AUTHOR: Danata Balode
TEACHER EDUCATION DEPARTMENT
ID.NO.: db07016
ADVISER: Mag.paed. Sandra Kalnina

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Danata Balode
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**Valodu datorspēles kā palīgīdzeklis angļu valodas skolotājiem
vidusskolēnu vārdu krājuma attīstīšanai**

DIPLOMDARBS

Zinātniskais vadītājs:
Mag. ped. Sandra Kalniņa

Paraksts: _____

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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.

Danata Balode
30 May, 2011

ABSTRACT

The Diploma Paper deals with computer language games as a tool for English teachers to develop pupils' vocabulary in secondary school. This Paper is written for teachers who want to improve their English lessons and make them more interesting, interactive and more challenging for the learners. Nowadays there are a lot of computer games and they are made not only for pleasure, but for education as well. Teachers can use the computer games as a tool at their English lessons.

The author of the Paper has chosen a case study as the research method in order to achieve the aim. The case study consisted of three questionnaires and one Progress List. The first questionnaire was made for English teachers to find out whether they have ever used computer language games at their lessons in order to develop pupils' vocabulary and what they thought about the use of computer language games in general. The second questionnaire was made for pupils in order to find out what pupils think about the use of computer language games at their English lessons. The progress List was distributed among pupils at the lesson in the computer room to see the progress of their vocabulary development while playing computer language games. The third questionnaire was distributed among pupils after the lesson in the computer room in order to find out pupils' thoughts about the use of computer language games at their English lessons and how useful it could be for their vocabulary development and language acquisition.

According to the collected data the largest part of the English teachers had never used computer language games at their lessons, but those who had mentioned quizzes, crosswords and match games as the most popular ones. The biggest part of pupils had played different kinds of computer language games before and they were not against to use them at their English lessons. Moreover, many pupils thoughts that the use of the computer at the lesson would motivate them to learn the language. The Progress List showed that there was a positive progress memorizing new words while playing computer language games and pupils remained pleased with the lesson and with a new way of teaching vocabulary which they preferred more than drilling from the list.

After the research it can be concluded that teachers have to be flexible and change their methods of teaching for the new generation, but not to change "new" pupils for their methods. Today's pupils cannot imagine their life without modern technology and different kinds of digital tools. Teachers have to take it into account when they are modeling their lessons because all these digital tools have become an internal part of pupils' lives.

ANOTĀCIJA

Diplomdarbā tiek izskatīts jautājums par valodu datorspēļu palīdzību angļu valodas skolotājiem, lai attīstītu vidusskolu skolēnu vārdu krājumu. Šis darbs ir izstrādāts lai palīdzētu skolotājiem, kuri vēlās pilnveidot savas angļu valodas stundas un padarītu tās interesantākas, izglītojošākas un izaicinošākas skolēniem. Patlaban ir izveidotas ļoti daudz datorspēles, kas ir paredzētas ne tikai priekam, bet arī izglītošanai. Skolotāji var izmantot šādas izglītojošās datorspēles savās angļu valodas stundās.

Lai sasniegtu darbā izvirzīto mērķi, diplomdarba autore kā izpētes metodi ir izvēlējusies gadījuma izpēti. Gadījuma izpēte sastāv no trīs aptaujām un vienas progresu lapas. Pirmā aptauja bija sagatavota angļu valodas skolotājiem, lai noskaidrotu, vai viņi kādreiz ir izmantojuši valodu datorspēles savās stundās, lai attīstītu skolēnu valodu prasmi un lai izprastu, ko viņi vispār domā par valodu datorspēlēm. Otrā aptauja bija izveidota skolēniem, lai uzzinātu viņu viedokli par valodu datorspēļu izmantošanu stundās. Angļu valodas stundās skolēniem tika iedota progresu lapa, lai sekotu līdzi viņu valodas prasmju attīstībai, lietojot valodu datorspēles. Trešo aptauju skolēni aizpildīja pēc valodu datorspēļu stundas, lai apkopotu viņu viedokli par valodu spēļu izmantošanu stundās un novērotu, vai viņu viedoklis ir mainījies no tā, ko viņi rakstīja otrajā aptaujā.

Saskaņā ar apkopotiem datiem lielākā daļa angļu valodas skolotāju savās stundās nekad nav izmantojuši datorspēles. Lielākā aptaujāto skolēnu daļa ir spēlējusi dažādas valodu datorspēles un viņiem nav nekas pretī, lai izmantotu šādas spēles angļu valodas stundās. Daudz skolēnu pat norādīja, ka izglītojošo datorspēļu izmantošana stundās motivētu viņus mācīties angļu valodu ar lielāku uzcītību. Progresu lapa parādīja, ka, spēlējot datorspēles, skolēniem ir uzlabojusies spēja iegaumēt jaunus vārdus.

Pēc veiktās izpētes var secināt, ka skolotājiem ir jābūt pretimnākošākiem un jāmaina angļu valodas mācīšanas stils, nevis jāpakļauj savām mācību metodēm skolēnus. Mūsdienās skolēni nevar iedomāties savu dzīvi bez modernu tehnoloģiju izmantošanas, un skolotājiem tas noteikti jāņem vērā, mācot tādu priekšmetu kā angļu valoda.

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Introduction

Learners who have grown in the 21st century, at the digital age, often perceive the vocabulary learning process as a boring activity. They settle down to use computers and play different kinds of games in their leisure time. They consider vocabulary drilling from the list as boring because they have to learn and memorize a lot of unknown words without context and without any visual aids which can capture their attention.

The 21st century learners are a completely new generation. Prensky called this new generation *Digital Natives* or *Digital Learners* because they are grown up tightly with digital technologies. They cannot imagine their life without computers, mobile phones, Internet etc. Pupils think and process information in a completely different way than the previous generation did it.

Nowadays everything develops and goes forward, especially that concerns the Internet technologies. Teachers should take it into account and make sure their lessons are more interesting, interactive and more challenging for the learners.

Nowadays there are many computer games that are made not only for spending free time, but there are also many educational games which teachers can use as a tool at the English lessons. Teachers can find many educational games aimed at different kind on the language aspects, such as: grammar games, spelling games and vocabulary games on the Internet.

Vocabulary occupies the main part of the language and without rich vocabulary it will be very difficult to communicate with other people even if a person knows grammar perfectly. Vocabulary building is a long process, but a very important one and that is why teachers should pay much attention to it and to broaden learners' word stock. For this teachers can use some computer language games which can help them to catch learners' interest and help them to develop their vocabulary.

Teachers can use the following computer language games in order to develop learners' vocabulary: quizzes, crosswords, hangman, word builder, letter blocks, word match and many others.

Today in Latvia not all schools have enough funding to provide pupils with sufficient amount of computers. The problem is not only in the amount, but also in availability of the computer room and that is the reason why it is still difficult for many English teachers, who have willingness to use modern technologies at their lessons, to

make the lessons using computer language games in order to help pupils to develop their vocabulary.

There is a good alternative for the computers – it is not less expensive than computers, but it is more comfortable in use for teachers and pupils – it is the interactive whiteboard. The use of the interactive whiteboard will make it easier for teachers to receive a feedback from pupils about new words they have learned during the lesson playing computer language games. Using the interactive whiteboard teachers always can monitor what pupils are doing at the lesson, whether they are active and engaged in the process or whether they are doing completely different things.

Teachers should not forget that playing computer language games is visually helpful for pupils in new words acquiring. It is easier to learn new words or phrases when learners are playing with them because more attention is paid to the colorful words than to the white-blank paper with a list of words which pupils have to learn.

Teachers have to remember that all they are doing they do it for pupils, but not for themselves and that is why they have to be flexible and change their methods of teaching for the new generation, but not to change “new” pupils for their methods.

The aim of the Diploma Paper is to find out the impact of computer language games on the development of pupils' vocabulary.

In order to achieve the aim the following objectives have been set:

1. To study literature about the digital learners
2. To study literature about the computer language games
3. To study literature about the visual memory
4. To find out literature about the use of interactive whiteboards
5. To find out games which develop pupils' vocabulary
6. To find out teachers' and pupils' attitude towards the computer language games at the lesson in order to enrich pupils' vocabulary
7. To acquaint pupils with computer language games
8. To find out how pupils' attitude has changed towards the computer language games after they tried them out.

During this research the author will find the answers to the following questions:

- a) what kinds and types of the computer language games there are.
- b) how the visual memory influences pupils' vocabulary learning.

- c) what pupils' attitude towards the computer language games at English lessons is.
- d) how the use of the computer language games influences pupils' vocabulary knowledge and attitude towards them.

Hypothesis: if pupils show positive and improving results in English language learning, then the use of computer language games at the English lessons in order to develop pupils' vocabulary has been successful.

The author's research method is a case study; data collection method is a questionnaire. Three questionnaires and one Progress List were made in order to find out teachers' and pupils' attitude towards computer language games at the English lessons and in order to explore the usefulness of the use of computer language games in pupils' vocabulary development. One questionnaire was distributed among English teachers; the other two questionnaires and one Progress List were distributed among pupils. The first questionnaire for pupils was carried out before the lesson in the computer room in order to find out whether their English teacher has ever used the computer language games at the English lessons and what pupils themselves think about the use of the computer language games at their lessons. The Progress List was carried out for pupils with four different kinds of computer language games in order to see the progress of their vocabulary development while playing the vocabulary games. The third questionnaire was carried out for pupils after the lesson in the computer room in order to find out pupils' thoughts about the use of computer language games at the English lessons and how helpful it could be for their vocabulary development and language acquisition.

Outline

In the 21st century everything develops and advances and education in particular. Today's generation cannot imagine their life without digital technologies and there is nothing strange that the lesson of the teachers, who were teaching pupils ten-twenty years ago according to the education system of those times, is boring, uninteresting and not motivating.

In the first chapter the author of the Paper is going to study today's learners. The young generation is grown up tightly with digital technologies and with different digital devices. They cannot imagine their life without computers, mobile phones, Internet, music players, etc.

In the second chapter readers can find information about computer language games and what computer language games can be used at the English lesson in secondary school in order to develop pupils' vocabulary. The vocabulary is the fundamental component of communication. Vocabulary occupies the main part of the language, and without rich vocabulary it will be very difficult to communicate with other people even if grammar knowledge is perfect.

In the third chapter readers are going to be acquainted with the alternative for the computers. An interactive whiteboard is a very convenient tool at the lesson and it is very easy in use.

The fourth chapter provides information about the impact of the visual memory on the learning process and about its positive effect of memorization while playing computer language games. This memory represents the images or associations that people have already seen somewhere and it does not matter whether it was in their real life or it was a picture in the book.

Chapter five is devoted to for the case study where the author of the Paper is going to describe the impact of computer language games on pupils' vocabulary development. In that chapter readers can find the data about teachers' and pupils' attitude towards computer language games and pupils' results from the practical lesson in the computer room playing four different kinds of computer language games.

1. Digital learners – new generation

The 21st century learners are a completely new generation. This generation is grown up tightly with digital technologies and with different digital devices. They cannot imagine their life without computers, mobile phones, Internet, etc. Prensky entitled new generation of learners as “Digital Natives” (2001a).

“Marc Prensky is a speaker, writer, consultant, and game designer in the critical areas of education and learning”, (<http://www.edutopia.org/ikid-digital-learner-technology-2008>). He tries to find new ways of teaching, to make it easier for pupils to learn something new in a way that is more convenient for them. He had provided many discussions with students and pupils at different levels about their studies, about what they like and dislike in their education program, about their feelings at the lessons and about possible solutions of the education system improvement.

Prensky states that “Our students have changed radically. Today’s students are no longer the people our education system was designed to teach” (2001a). The author of the Paper agrees with Prensky and thinks that it is very important for all teachers to understand it. Teachers who were teaching pupils or students ten-twenty years ago according to the education system of those times, when pupils had to drill new vocabulary from the list; had to read huge texts without any pictures (or very small ones) and had to translate each word, these teachers cannot teach the 21st century pupils in the same way. Today’s pupils are different and their intellectual abilities differ from the previous generation. They need to be engaged in the lesson, they have to do everything quickly, they cannot just sit at the lesson and listen to the teacher’s monotonous speech – it is boring for them.

Today’s pupils think and process information in a completely different way than the previous generation did it. Nowadays pupils spend their free time using computers, playing videogames, listening to music players, using cell phones and Internet, sending e-mails and many other things, which are connected with the age of technology. Teachers have to take it into account, when they are modeling their lessons because all these digital tools had become an integral part of pupils’ lives.

Prensky (2001a) is sure that nowadays pupils are speaking in a new language – “digital language of computers, video games and the Internet”. In order to find a common language with pupils, teachers have to make an effort and start to speak with them in their new language. Otherwise, there will be insuperable abyss between teachers and pupils and that is not very good for the teaching-learning process. If teachers want to make this process more effective, then they have to meet the needs of their learners and change their

teaching methods because learners will not do it. They will not return to the old ones and they will not start to “speak” with teachers in the “language” they do not want to speak and pupils will not return to the past – they want to go further and acquaint with the things which are modern. Trying to make pupils drill the vocabulary, to read classical literature and make them going in the libraries is the same as to make them count on the abacus or in mind rather than using a calculator. The author of the Paper does not want to say that it was bad to count on the abacus or in mind, but conversely it helped to develop pupils’ brain and math skills, but the times have changed and today pupils develop their brain with the acquaintance of new computer programs and other technology tools. The same is with the language – pupils learn it from the Internet – playing computer or video games, watching foreign films, reading the manual for a new digital tool in order to understand how it works. Prensky in his work (2001a) mentioned the Dr. Bruce D. Perry of Baylor College of Medicine, who has said the following words about the difference in people’s brain work according to their life experience: “Different kinds of experiences lead to different brain structures”. The author of the Paper agrees with Dr. Bruce D. Perry and thinks that it depends on the conditions in which a person was or is living as well. Nowadays almost every pupil has a computer at home and this digital tool makes him different from a pupil who was living and learning ten-twenty years ago.

People, who were not born in the digital age, but some years earlier and who now are fascinated with the work of modern technologies and who have to adopt these new technologies in their life and work are *Digital Immigrants*, according to Prensky theory. Teachers fall into this category because many of them do not know how to use video or computers at their lessons and they are afraid to start using them because some of them think it is a waste of time, while the others think that they will look ridiculous in front of their pupils. They are accustomed to look very serious and strict to make their pupils be “afraid” of them because they think that it will help pupils to respect them and it will motivate pupils to learn better as it was twenty-thirty years ago. The author of the Paper thinks that it is a pity that teachers at schools do not want to get acquainted with new tools which can really help them in the teaching process and which can help to find a common language with pupils and will change their strict and serious look to be kinder and more benevolent. Prensky thinks that today’s biggest problem which education faces is teachers’ unwillingness to meet the needs of their pupils: “...the single biggest problem facing education today is that *our Digital Immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language*” (2001). To be a teacher means to take a great responsibility. Teachers all

the time have to broaden their interests, to get acquainted with new technologies and new ways of teaching in order to keep up with the times.

For pupils it is quite difficult to understand why teachers think that learning cannot be fun. Many teachers still think that it is impossible to learn the language successfully while listening to the music, watching films in English or playing some computer games. May be pupils will not learn and know the grammar aspect perfectly, but then they could learn and master vocabulary aspect and have a very good word stock.

The problem actually is that teachers think their pupils are the same as they were in their (teachers') formative years and that they do not have to change their methods of teaching and ignore the onrush of technology. They did not notice that pupils had changed and that they are not anymore those studious pupils, who were sitting and enjoying the lesson and who were spending almost all their free time in the libraries reading books. Nowadays pupils are different. They do not have patience to listen to the teacher's long and monotonous speech at the lesson, especially they do not have patience to listen to the instructions that the teacher is giving for the task – they do not need theory, they need practice.

According to Prensky and his findings about the pupils' attitude towards the lessons the following panel of pupils' quotations was taken by the author of the Paper from the Prensky web-site <http://www.edutopia.org/ikid-digital-learner-technology-2008> :

“There is so much difference between how students think and how teachers think”, states a student from Florida.

“You think of technology as a tool. We think of it as a foundation – it's at the basis of everything we do”.

“A lot of teachers make a PowerPoint and they think they're so awesome”, said a girl in Florida. “But it's just like writing on the blackboard”.

A student in Albany, New York, pleaded the case for using technology in the classroom: “If it's the way we want to learn, and the way we can learn, you should let us do it”.

“Engage us more”. (Texas)

“Pointless. I'm engaged in two out of my seven classes”. (Florida) etc.

As it can be seen pupils are not pleased with their lessons even abroad, where the use of modern technologies at the lessons is more popular. It could only mean that teachers have to make discussions once in a while with their pupils about what can be done at the lesson or what should be improved in order to make the lesson and the teaching-learning process more successful. It is very important for teachers to hear pupils' opinion and

thoughts about the education system or about the particular lesson improvement and developing because they are the main part of it on which teachers have to rely while modeling their lessons. Teachers have to remember that all they are doing they do it for pupils, but not for themselves and that is why they have to be flexible and change their methods of teaching for new generation, but not to change “new” pupils for their methods.

“So if Digital Immigrants educators really want to reach Digital Natives – i.e. all their students – they will have to change. It’s high time for them to stop their grouching, and as the Nike motto of the Digital Native generation says, ”Just do it!” They will succeed in the long run – and their successes will come that much sooner if their administrators support them”. (Prensky; 2001a).

Prensky (2001b) suggested that pupils have been programming their brains to speed from the childhood playing different video games and today’s educators have to reach them – Digital Natives. Prensky speculated that teachers may pretend that they do not see the new generation of Digital Learners and pretend that they do not exist at all, and continue to use their old and not anymore very effective teaching methods until they retire and the Digital Natives will take their place. He also provided a conjecture that educators can accept the fact that they are Digital Immigrants in the digital world and start to develop themselves. The author of the Paper agrees with Pransky and thinks that teachers have to develop themselves in order to find a common language with their pupils and to make their lessons more creative and interesting.

Prensky in his works advised to use video games at the English lessons, but for a pity it is still a faraway teaching method in Latvia. The author of the Diploma Paper advises to start with easier and more accessible games at the English lessons in secondary school which can help pupils to develop their English vocabulary. Computer language games which can be used will be reviewed in the next chapter.

2. Computer language games

Nowadays there are many computer games and they are made not only for pleasure, but for education purposes as well. Teachers can use the computer games as a tool at their English lessons. A new way of teaching the language will make their lessons more interesting, interactive and challenging for learners.

Many different educational games in English can be found on the Internet and they definitely may be used at the lessons as one possibility of learning the English language. There are many educational games, which refer to different language aspects, such as grammar, spelling and vocabulary.

The vocabulary is the fundamental component of communication; it is the cornerstone success in any situation. The importance of good vocabulary cannot be underestimated. It is something that gives one both maneuverability and power in the world of today. Vocabulary carries with it the ability of effective communication. In speeches and conversation, even the spoken word can benefit from good vocabulary, marking one as a complete and effective speaker. Developing this very basic tool will open up opportunities in other areas of life. Vocabulary occupies the main part of the language, and without rich vocabulary it will be very difficult to communicate with other people even if grammar knowledge is perfect.

Vocabulary building is a long and complicated process, but it is a very important one, that is the main reason for teachers to pay additional attention to it. There are many methods to improve vocabulary - reading, word clubs, study groups, but one of the most pleasant is through the use of vocabulary building games that make learning new words easy and fun. Because not everyone can pick up a word through reading – there are a good many people who find reading extremely tedious and difficult, and the reason usually is that these people have an insufficient vocabulary. To tell them to force themselves to read is hardly an answer, but a good word building game will enhance their vocabularies to levels at which it becomes possible for them to enjoy books, leading to considerable further progress. So, learning new words, expressions, etc. and enriching vocabulary by playing educational games on Internet is the best way to interest them in learning something new. In playing computer games, young people are making use of vocabulary for their own purposes, in complex and pleasurable ways. Educational games, inc. vocabulary games, give the opportunity to learn and have fun at the same time, and let`s admit – having fun by doing something important and useful is something all people desire.

Many of vocabulary games on different Internet sites are organized with dozens of categories of vocabulary lists. By making connections between words and ideas, and between words and pictures, they help players to build vocabulary skills. Connections between words make the process of building vocabulary skills faster and more efficient than other methods used in schools at the moment.

One of the best word building games is, of course, crossword puzzles, which have millions of adherents worldwide. These puzzles not only enable learners to build up the vocabulary but also to spend many enjoyable moments of free time. And best of all, they are compact and easily carried, which means that learners can enjoy them everywhere.

Then there are vocabulary building games that are called 'word searches'. Words form chaotic patterns on the page, and learners have to pick out different words from the mix. It's a lot of fun, and because these word games are usually centered around a single theme learners can improve their vocabulary in any area that teachers find necessary.

And then there's the virtually immortal scrabble, the ultimate game for building vocabulary, a game that has given hours of enjoyment to millions. The words form inter-crossing lines on a board, and learners can use present words to create even new ones. This is a game that really challenges imagination and vocabulary.

According to the information on the <http://www.vocabulary.co.il> an average high school student has a vocabulary of 10,000 words and an average college graduate is said to know approximately 20,000 words. Each are said to use approximately 10% of those words on a weekly basis. J. Richman, the creator of the <http://www.vocabulary.co.il> site, said: „If we emphasize the importance of vocabulary words from a young age, imagine how we can grow vocabulary word usage.” The author of the Paper agrees with J. Richman because she thinks that it is very important for parents and teachers to pay more attention to child's vocabulary knowledge from the very beginning in order to enrich his/her vocabulary from the early years. The author thinks that it will help children in future to be vocabulary skilled (what will give them an opportunity to express their opinion and thoughts in a full way) because from the very childhood they will be used to their vocabulary enrichment.

One of the disadvantages of Internet educational computer games, among addictiveness to the computer, is that language educators often make the same mistake, having students do countless mechanical vocabulary or grammar exercises without applying students' linguistic knowledge in conversational practice. This method of language teaching does not produce competent language speakers because many of educational vocabulary games are created to learn separate words. It would be much better

to study language through role-playing or simulation video games, providing the learner with various situations in which to use acquired language in the future.

Many other researches have proved the positive effect of playing online games on the youngsters' mind. Word, puzzle and trivia games enrich the learner's speech.

While watching TV is completely passive, children are required to do nothing but stare, overhear and open bags of chips, playing educational computer games require more often to recall that grey substance inside learners' head.

On the Internet teachers can find a great number of different computer language games for their pupils to make the lesson more positive, interesting, challenging and fun. Below the author of the Paper provides some websites with language games which are really helpful in new vocabulary learning and language acquisition.

2.1. “Vocabulary is fun” – one of the interactive places to learn English

“Vocabulary is Fun” (<http://www.vocabulary.co.il/>) is a leading vocabulary website worldwide with the best flash online word games. The vocabulary games include an online word search, an online crossword puzzle, and hangman online. Users choose the vocabulary list that the online word game will use in the word game. The vocabulary games are popular for use on smart boards for word games to build vocabulary skills in classrooms.

Many people build their English vocabulary through a blend of methods — by taking English classes, reading books, watching movies in English, and studying English with English language software. There are thousands of vocabulary words in vocabulary lists in “Vocabulary is Fun”.

“Vocabulary is Fun” is an interactive educational website dedicated to helping young people build English language skills. Free Online Word Games are specifically designed to build vocabulary skills and to motivate people to learn through fun practice in spelling, phonics, and vocabulary.

2.1.1. Hang a mouse

Hang a mouse is a great vocabulary game. It is a kid-friendly version of the ever popular Hangman Game. Player chooses one of the hundreds of categories available, then fills in the blanks, letter-by-letter. Each mistaken guess wakes a sleepy feline more until he finally is alert enough to catch the mouse. Correct answers bring a congratulations message and a grateful mouse!

Games such as Hang a mouse build skills in spelling, word coding, and logic skills as well as improve the vocabulary.

The game is designed for younger learners and the most part of the words are pretty easy to guess, but not all, so the author of this Paper suggests using this game in English language lessons not only with young learners, but with pupils from a secondary school as well because a thematic topic without any questions will make their brain to work and they will try to remember all the vocabulary that they know according to the topic.

2.1.2. Unscramble the word

Word jumbles are a fun game, but they can be taxing to player`s brain. Almost all words in the English dictionary (except monosyllables such as ‘a’, ‘I’ and so on) can be unscrambled to create new and different words. Even a simple four letter word like "play" can be unscrambled to make several other words, like "pay" or "lay." Unscrambling words is about finding different ways in which a word can be rewritten or rearranged to form another sensible word. Unscrambling is all about enriching the vocabulary. However, the game is less fun if the player can't successfully complete the scramble.

When it is required to unscramble words manually, there is no substitute for hard work, or rather, headwork. The key, and in fact, the only known, proven and foolproof method of unscrambling is to know as many words as possible. The greater the number of words the player knows, the easier it is to unscramble words successfully.

The game is created for older audience, approximately 16 years old, so it is advisable to use this game in school from 10th till 12th grade.

2.1.3. Idioms game – slang game

Idiom is a combination of words whose meaning cannot be determined by examination of the meanings of the words that make it up. Or, to put it in another way, an idiom uses a number of words to represent a single object, person or concept. (http://www.biblicalstudies.org.uk/article_idioms.html).

Slang is the use of informal words and expressions that are not considered standard in the speaker's dialect or language.

While playing the player learns the English expressions (idioms and slang), which is valuable, because it enriches the English vocabulary and gives the opportunity to better formulate ideas, speak more precisely and persuasively, comprehend more of what is read.

The game is created for older audience, approximately 15 years old, so it is advisable to use this game in school from 10th till 12th grade.

2.1.4. Build up

The aim of the game is to gain points by creating words from the selection of eight letters given to you on-screen. Longer words give more points.

At each level player is given a time limit in which to reach a target number of points. If he fails to reach the target in the allotted time, the game ends. Every five levels there is a bonus round in which a player has one minute to guess the eight letter anagram - the game does not end if you fail during these bonus rounds.

Playing this game, players repeat words they already know and learn correct spelling of words.

Taking into account the level of English language knowledge the author of this Paper suggests that “Build up” is used to improve vocabulary of 15-18 years old pupils.

2.2. Free rice – play and donate

Freerice was founded in October 2007 by John Breen (<http://www.freerice.com/node/17614>). In March 2009 Mr. Breen donated the site to the UN World Food Programme. In making the donation, Mr. Breen expressed his hopes that Freerice will be able to grow over the coming years, helping to feed and educate as many people as possible throughout the world.

To play the game, the player has to click on one of the four definitions that he thinks is correct for a certain word. If the player gets it right, Freerice donates 10 grains of rice to help end hunger (United Nations World Food Program). By selecting the correct answer, the player earns 10 grains of rice - donation is automatically counted without any further action required. The rice is paid for by the sponsors whose names people see on the bottom of their screens when they enter a correct answer. Then the player will get a chance to play another question in the same way.

Freerice has a custom database containing questions at varying levels of difficulty. There are levels appropriate for beginners and levels that will challenge the most scholarly professors. In between are levels suitable for students of all ages, business people, homemakers, doctors, truck drivers, retired people.

Freerice automatically adjusts to the level of the player. It starts by giving questions of increasing difficulty and then, based on how player does, assigns him an approximate starting level. Then it is possible to determine a more exact level for yourself. When the player gets a question wrong, he goes to an easier level. When the player gets three questions in a row right, he progresses to a harder level.

The program keeps track of how many people get each question right or wrong, and then adjusts each question's difficulty level accordingly. So the questions at the easiest levels are the ones that people most often get right. The questions at the hardest levels are the ones that people most often get wrong. As more and more people have played the game, these levels have become increasingly more accurate.

The very good thing about this game is that the player can hear one of the vocabulary words pronounced out loud, clicking on the speaker symbol to the right of the word.

As it is said on the site of this game, playing the vocabulary game at Freerice can help people to develop the following areas:

- Better formulate person's ideas
- Write more effective papers, emails and business letters
- Speak more precisely and persuasively
- Comprehend more of what person read
- Read faster because person's comprehension improves
- Get higher grades in high school, college and graduate school
- Increase person's scores on tests like the SAT, GRE, LSAT and GMAT
- Improve person's performance at job interviews and conferences
- Sell yourself, person's services, and person's products more effectively
- Be more successful in job (<http://www.freerice.com/node/17614>)

The other very good thing about this game is that when a person had played the game for some period of time, the words which he did not know before started to appear in his speaking and writing.

The game may be used in school at English language lessons to improve the knowledge of English, by learning new words and synonyms, and to give pupils good feel of charity.

2.3. Who Wants to be a Millionaire?

“Who Wants to be a Millionaire?” is one of the best ways online to test general knowledge in English. Based on the popular game show hosted by Chris Tarrant, “Who Wants to be a Millionaire” has almost 1500 questions, all designed to challenge the player. In that game players have to answer 15 different questions. During the game players could use 3 prompts: 50:50, call to a friend and ask an auditory. If all the questions are answered correctly than the player will get 1 000 000 (<http://www.gametimearcade.com/games/3722/who-wants-to-be-a-millionaire.html>).

The author of this Paper thinks that this game will help pupils to develop and enrich not only English vocabulary, but will also help to grow intellectually. This game is well known all around the world and is very popular, that will definitely inspire pupils to play it over and over again. It would be even greater not only to play this game a few time, but to create a kind of competition between pupils or even classes during the whole studying year. The winner could get something useful and pleasant, for example tickets to a theater or English language dictionary or books of great English authors. This would help to interest pupils in the game and in playing it in English.

The game will be very useful for older players, whose knowledge of the English language is at advanced level.

All in all there are many different kinds of computer language games on the Internet which teachers can use at their English lessons. After playing the computer language games teachers can make a quiz or a competition at the next lesson among the pupils or teams on how many words they remember from the previous lesson when they were playing computer language games. The other possibility is to give a homework connected with playing the games (e.g., *Slang game*) and to make a small test on 10-15 minutes in order to check the idioms from the game. The author of the Paper thinks that it will motivate pupils more to learn the language and it will inspire them to do their homework.

Actually, not always it is handy to use the computer at the lesson because it could be difficult to check how many words pupils remember from the lesson after playing the games. The matter is that at the lesson pupils may have different words on their screens at the same time when they are playing one and the same computer language game and that is why in the next chapter the author of the Paper will examine an interactive whiteboard which teachers could use at their English lessons as an alternative for the computer.

3. Interactive whiteboard as an alternative for the computer

It is very sad to realize that nowadays in Latvia and in other countries there exists a situation when schools do not have enough funding to provide pupils with sufficient amount of computers. Many schools simply do not have a possibility to provide English lessons in the computer room because according to the schedule the other form has to have their computer lesson in it and that is why many English teachers cannot organize their own lessons using computer language games in order to help pupils develop their vocabulary.

The author of the Diploma Paper thinks that there is a good alternative for the computers and it is an interactive whiteboard (IWB). Chin (2004; page 75) made the following definition of the interactive whiteboard: “an interactive whiteboard is therefore analogous to a standard whiteboard, but with the ability to incorporate all the features of computer technology to develop media-rich interactive resource to support teaching and learning”. The board is mounted to a wall or floor stand what makes it to occupy less space in the classroom and what makes it as an alternative to the board, which pupils accustomed to see in front of the classroom, at the same time.

The use of the interactive whiteboard will make it easier for teachers to receive a feedback from pupils about new words they have learned during the lesson playing computer language games. The matter is that when teachers use the computer room it becomes difficult for them to check new words, phrases or idioms with which pupils were working during the lesson because while playing one and the same computer language game at the lesson pupils may have different words on their screens at the same time. It becomes complicated for the teacher to check pupils' vocabulary at this point because some pupils might not have those words that the teacher asks them to answer. Interactive whiteboard is a good tool to make teacher's life easier in this way.

3.1. The use of the interactive whiteboard

The interactive whiteboard is a very convenient tool at the lesson and it is very easy in use. Teachers do not have any more to dirt their hands with chalk, they do not have to clean the board and wait for some time while the board dries in order to make seen what is written with chalk. Interactive whiteboard does not need such a long process – it is a very powerful tool which looks like a standard whiteboard, but at the same time connects with the computer and a projector (see Appendix 1).

As it is said on the web-page <http://www.pearsonlongman.com/IWBsolutions/what-is-an-IWBs.html> that instead of using the mouse and chalk, teachers can work with the interactive whiteboard screen by touching it with a special pen or even with a finger. All the information that is kept in the computer can be displayed on the interactive whiteboard, for example PowerPoint presentations, Word documents, images, websites, online materials such as computer language games or online vocabulary or grammar exercises.

The use of the interactive whiteboard at the lesson can provide a variety of activities which can involve pupils in the lesson and which can make the teaching-learning process more challenging, modern and interactive. Teachers can interact with images and text during the lesson – they can change the color and size of the text as well as they can very easy to exchange the paragraphs of the text. The author of the Paper thinks that it could be a very interesting and useful experience not only for pupils, but for teachers as well because they could find new ways of teaching and try completely something new for themselves.

The author of the Paper has found some benefits about the use of the interactive whiteboard in the classroom from the video on the <http://www.pearsonlongman.com/IWBsolutions/demos/IWB-introduction.html> website and some of them are presented below:

1. “Familiar” classroom tool
2. Easy access to all materials
3. Motivation for learners
4. Interactivity
5. Attention-grabber
6. Time-saver, classroom management tool
7. Cater for different learning styles etc.

Interactive whiteboard is a cross functional tool and can take a great part in the teaching-learning process. With the help of it pupils can play computer language games all together or even make a competition among some groups in order to develop their vocabulary because as it was found out the interactive whiteboard can function in the same way as the computer did. There is no more need to wait until the computer room is free in order that English teachers could provide their lessons there using modern technologies and in this way making their lessons more challenging, interesting, modern and interactive for pupils.

3.2. Smart Board for English lessons

The use of the interactive whiteboard can make many varieties for teachers at the lesson and make the work collaboratively with their pupils. Using the interactive whiteboard teachers can make different activities for pupils such as quiz games, crosswords, hangman, letter blocks, scramble etc., which teachers can download on their interactive whiteboard's screen and make the whole class work together. In this way learning new vocabulary will be fast, more interesting, challenging and interactive for pupils. Teachers can also make grammar games or grammar terminology recognition with the help of the interactive whiteboard. They can use a highlighter tool to highlight nouns, verbs, adjectives and other parts of speech.

Teachers can create a warm-up activity as well. The http://www.ehow.com/info_7929519_smart-board-english-lessons.html website provides an example of a possible use of the warm-up activity. Barrus, eHow contributor, describes the process of how pupils or students can work very quickly with the interactive whiteboard: "Students easily write using a digital pen and then erase answers with the palm of their hand". For example, teacher asks a question and pupils have to right an answer very quickly on the whiteboard with the use of the digital pen and then to erase the answer with a palm of their hand after the teacher will tell them the correct answer. A person who has a correct answer stays at his place to continue a competition while the other group of pupils joins him.

The author of the Paper thinks that this kind of the warm-up activity can be done after the play of computer language games as well and could be made as a quiz, when the teacher does not ask the question, but provides a definition of an idiom or a separate word in order to check how attended pupils were at the lesson. Teachers also can check pupils' homework in this way if they had to find out the meanings of some words or idioms.

The interactive whiteboard can be a very good alternative for the computer, especially if a school does not have enough computers. Using the interactive whiteboard teachers always can monitor what pupils are doing at the lesson, whether they are active and engaged in the process or whether they are doing completely different things.

The other positive thing of the use of the interactive whiteboard is that playing games on the large screen is more visually helpful in new vocabulary learning because of the colorful words or idioms explanations. In order to prove that the use of the colorful and modern screen visually helps to learn new words, the author of the Paper is going to examine what a memory is and how it works in the next chapter.

4. The help of visual memory in the learning process

Before speaking about the visual memory the author of the Diploma Paper wants to find out what memory itself is. Memory is a process when the information about past events or knowledge is recovered (<http://www.medterms.com/script/main/art.asp?articlekey=11642>). Memory is a specific part of human organism which helps people to remember all the events that happened in their lives and that helps to remember the things that they will have to do in the future. For example, to buy some products, to call a friend, to read a specific information etc.

Higbee mentions three main stages in information processing:

- Acquisition or encoding is learning the material in the first place
- Storage is keeping the material until it is needed
- Retrieval is finding the material and getting it back out when it is needed (2001; page 17).

These three main stages are very primitive in comparison with the memory categories. Memory is divided in two main categories (see Appendix 2): short-term (working memory) and long-term memory.

4.1. Short-Term Memory

Short-term memory is a very short memory where the information does not linger for a long period of time. The information is aware immediately and keeping in mind only for the needed time to understand the information that is why sometimes short-long memory is called as working memory (Giles 2002). It is lasting less than a minute and allows people to remember and understand only a small part of what takes place around the person at the moment in order to understand the sense of what is happening till the moment when the action around the person will be ended (<http://www.freewebs.com/ggschat/yourbrainonexercise.htm>).

Blakemore and Frith (2005) made a subcategory for a short-term memory and called it as a *Visual Short-Term Memory*. The authors insisted that visual short-term memory can contain the visual information only about several number of different objects – “from a small number objects in a relatively abstract, object-based format” (2005; page 6). They are sure that its capacity is limited and that visual short-term memory can maintain only three or four objects for simple stimuli and only one or two of more complex stimuli. It means that people visually can remember only few moments from one particular moment – the brightest moments. The author of the Paper thinks that the visual short-term

memory could be quite useful and effective in the pupils' vocabulary learning while playing computer language games because the visual short-term memory can help pupils to reproduce colored and sometimes bright words or idioms which they see on their screens. Of course that after some period of time some of these words they could not remember, but to eliminate the problem there is a long-term memory.

4.2. Long-Term Memory

Long-term memory is more complicated than short-term memory. The long-term memory itself is divided in more subcategories which short-term memory does not have (see Appendix 2).

The long-term memory is very important because it contains the permanent information for people about the things that are around them, about everything what they know including themselves (Giles 2002). The two main subcategories are explicit memory and implicit memory.

4.2.1. Explicit memory

Explicit memory requires peoples' conscious thoughts – when people are thinking about a particular thing, for example what did they eat yesterday and what kind of animals are living in the South Africa. This memory represents the images that people have already seen somewhere and it does not matter whether it was in their real life or it was a picture in the book. Usually it associates the words with some events from peoples' lives which they remember and can recall in their mind as images or pictures. “For example, when you think of a word or occasion, such as a wedding, your memory can bring up a whole host of associated memories – from white dresses to dancing to a thousand other things” (<http://www.freewebs.com/ggschat/yourbrainonexercise.htm>).

The author of the Diploma Paper thinks that exactly this part of the memory is working when people are remembering some particular things from their lives and can recall them as separate images and as well as connect some words which they can associate with particular images. The same thing happens when pupils playing computer language games later can recall some of them because when teacher asks to translate or to give a definition to a word, pupils start to associate the mentioned word with what they had seen on their screens (the colored definitions) and after some seconds they can recall it and give a correct answer. That is why it is very important to develop peoples' explicit memory which includes the visual memory from the very childhood.

4.2.2. Implicit memory

Implicit memory is quite difficult sometimes to verbalize because it depends more on actions. It is unconscious memory and it is daily things which people are doing by rote. It means that this kind of memory does not influence and does not play any important role on pupils' minds when they are playing computer language games in order to learn new vocabulary.

Blakemore and Frith (2005) made a subcategory for a long-term memory and called it as a *Visual Long-Term Memory*. The authors are sure that the visual long-term memory plays a very important part in the memorization process because it helps to memorize visual features objects as well as it helps to make some visual categories for these objects. Blakemore and Frith (2005) consider that the visual long-term memory is very sensitive and helps people to reproduce visually the information which is going to happen: "Visual long-term memory also is sensitive to statistical structure in visual input, which allows the visual system to utilize predictive contextual information in perception" (2005; page7).

After the information about the visual short-term and long-term memory and about the memory in general was studied the author of the Diploma Paper can make the following conclusion: the role of the visual and explicit memory is very important in the learning process. Computer language games visually can help pupils in their vocabulary development. It is easier to learn new words or phrases when learners are playing with them because to the colorful words is paid more attention than to the white-blank paper with a list of words which pupils have to learn.

In the next chapter the author of the Diploma Paper describes the case study relating to the use of computer language games at the English lessons and to see how the use of the computer language games impact on the pupils' vocabulary development.

5. Case study on the pupils' vocabulary development

Nowadays, in the 21st century we meet a completely new generation of pupils. This new generation is grown up in the digital age, in the era of modern technologies and cannot imagine their lives without all the digital tools that close around them: computer, mobile phones, iPods, music players etc. These learners cannot be educated using the same education system which was designed for the previous generations – it does not motivate them any more to study the language. They want to see the modern technologies at their lessons, they want to go further rather than return back in the past to the old teaching methods and that is why the case study on the pupils' vocabulary development was made.

The research was done with the aim to find out the impact of computer language games on the development of pupils' vocabulary. The author of the Paper had set the following objectives in order to achieve the aim: to study literature about the digital learners, about the computer language games, about the interactive whiteboards and about the visual memory; then to find computer games which develop pupils' vocabulary; then to find out teachers' and pupils' attitude towards the computer language games in order to enrich pupils' vocabulary; to acquaint pupils with computer language games and to find how pupils' attitude has changed towards the computer language games after they had tried them out.

It took some time to complete all the objectives: from October till January the author of the Paper was studying literature and made three questionnaires and one Progress List. From January till February the author searched for the appropriate computer language games on the Internet. From February till the end of March the author of the Paper collected the data and provided two practical lessons in the computer room using computer language games as a tool to develop pupils' vocabulary. From April till May the author of the Diploma Paper was analyzing and interpreting the received data and working on conclusions.

The author of the Paper used a case study as the research method and a questionnaire as data collection method. The author of the Paper made three different kinds of questionnaires and one Progress List. The first questionnaire was carried out for English teachers to find out whether they have ever used computer language games at their lessons in order to develop pupils' vocabulary, and if they have, then what kind of computer language games they have used. The second questionnaire was carried out for pupils before the lesson in the computer room in order to find out whether their English teacher has ever used the computer language games at the English lessons and what pupils themselves think

about the use of the computer language games at their English lessons. The Progress List was carried out for pupils with four different kinds of computer language games in order to see the progress of their vocabulary development while playing the vocabulary games. The third questionnaire was carried out for pupils after the lesson in the computer room in order to find out pupils' thoughts about the use of computer language games at the English lessons and how helpful it could be for their vocabulary development and language acquisition.

First of all, a questionnaire was distributed among the English teachers of different Riga Secondary schools. It was filled out by 22 English teachers who are teaching the secondary school pupils. The questionnaire consisted of eight questions (see Appendix 3). Another kind of a questionnaire was distributed among the pupils from the 11th and 12th forms from Riga Purvciema Secondary school. It was filled out by 24 pupils who have never used computer language games at their English lessons. The questionnaire consisted of ten questions (see Appendix 4). The Progress List was distributed among the same pupils during the English lesson in the computer room while pupils were playing computer language games in order to see the impact of the computer language games on the development of their vocabulary. It was filled out by 22 pupils who were present at the lesson. The Progress List consisted of four different kinds of computer language games (see Appendix 5). The second questionnaire for pupils was distributed at once after the lesson and it was filled out by 22 pupils who were present at the lesson. The second questionnaire for pupils also consisted of ten questions (see Appendix 6).

From the data which were received after the questionnaire for teachers (see Appendix 3) the following results appeared: as it can be seen in Figure 1, in the questionnaire participated 32% of teachers who had been working at school less than 5 years, 23% of those who had been working 11-15 years, 18% of teachers who had a job experience at school more than 20 years, 14% of the respondents who had been working at school 5-10 years and other 14% who had an employee tenure at school of 16-20 years.

It can be said that teachers with different job experience and with their own opinion and thoughts participated in the study. The greatest part of teachers who were involved were quite young and had been working at school less than 5 years. The author of the Paper thinks that it could mean that nowadays a lot of young people are working at schools and it means that they could be more flexible; they could meet the needs of pupils and apply new ways of teaching using modern technologies in the education program.

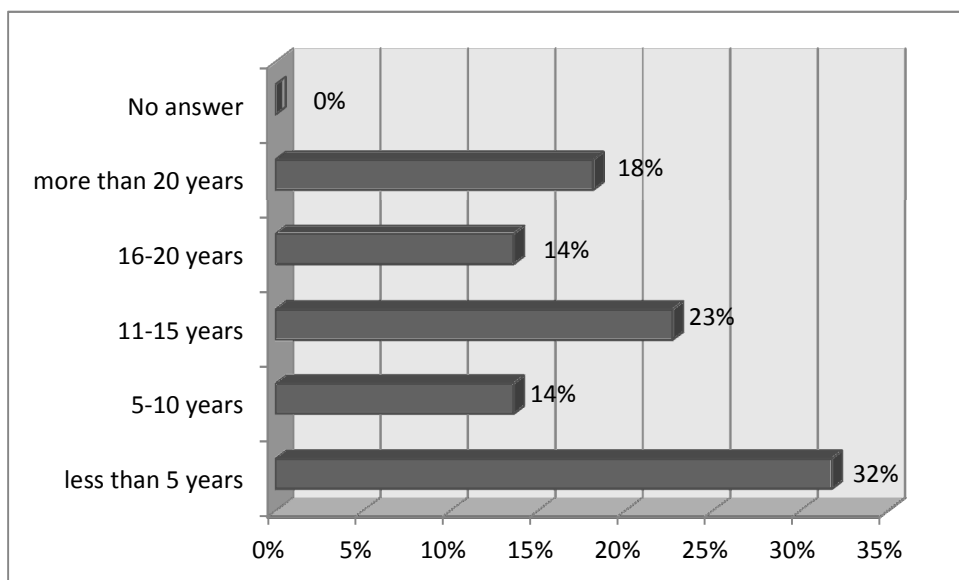


Figure 1. Teachers' job experience at school

On the next question, whether the teachers had ever used computer language games at their lessons, the following data appeared: as it is shown in Figure 2, 77% of teachers had never been used computer language games at their lessons, while only 23% of them had used them.

These results caught the author's attention because so small percentage of teachers had used computer language games at their lesson in the age of technologies. After that finding it became interesting for the author to learn the cause of teachers' unwillingness to use the computer language games at their English lessons. The causes could be found out from the third question.

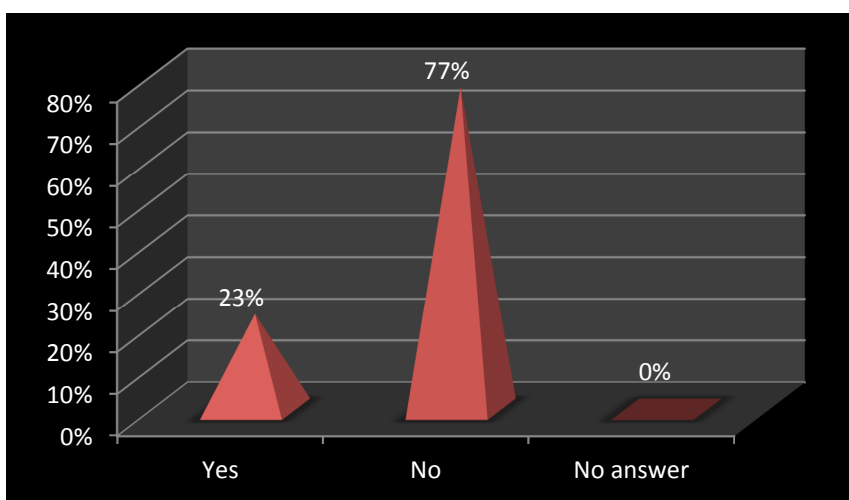


Figure 2. Teachers' use of the computer language games at their lessons

The most unexpected answers the author of the Paper received from the third question when she wanted to find out why so high percent of teachers had never used computer language games at their lessons. As it is illustrated in Figure 3, 36% of those

respondents who on the previous question gave an answer „no” explained their non-use of computer language games at their lessons with the lack of computers at schools, while 18% of teachers simply did not have enough time to search for appropriate games on Internet. 14% of teachers explained that they did not like to work with the computer, when 9% of the respondents provided the other answer, which in the most cases was followed by the explanation that all mentioned variants of answers to that question were the cause of their non-use of computer language games at the lesson. As it is seen in Figure 3, 23% of the respondents who on the second question gave an answer „yes” did not give any answer to that question.

After the received data it could be concluded that the biggest part of the teachers did not use computer language games at their lessons because of the lack of computers at schools and it is an understandable reason. It means that even if these teachers want to use the modern technologies at their lessons they simply do not have a possibility to do it because of the schools’ budget. The author of the Paper did not agree with the teachers who did not use computer language games at their lessons because they simply did not like to work with computers or they did not have enough time to search for appropriate games on Internet. The author thinks that first of all teachers had to think about pupils and about tools which can help them to learn the language. If computer language games can help to enrich pupils’ vocabulary and at the same time to receive some pleasure from the lesson, then they are useful and teachers should use them at the lessons. The author does not mean that teachers have to use computer language games at each lesson or every week, but if an additional computer language game is found, then why they cannot use it at least once a month.

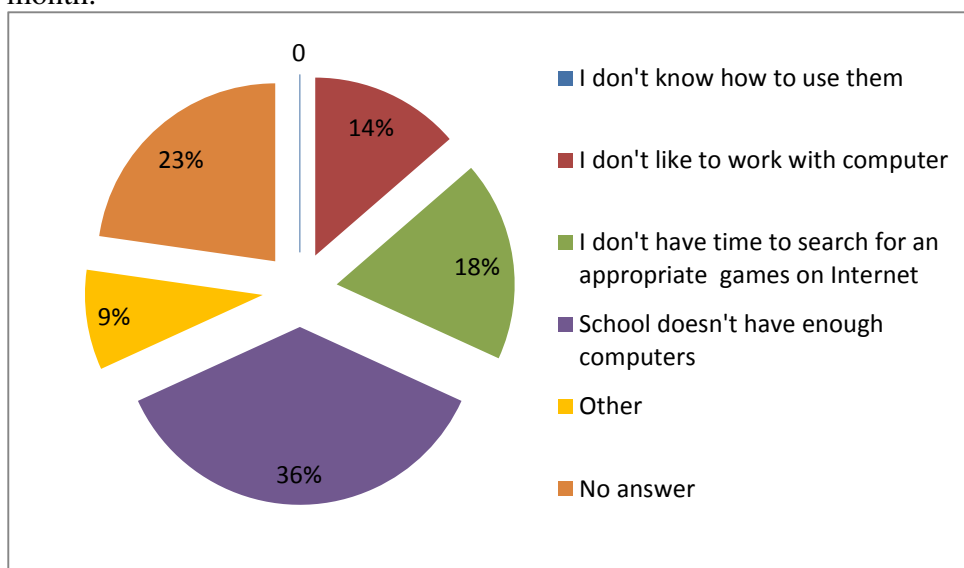


Figure 3. Reasons why teachers have not used computer language games at their lessons

In Figure 4 are shown respondents' answers to the fourth question about the kind of games teachers had used, if on the second question their answer was „yes” and teachers could choose more than one answer after what the following data appeared: 12% of the respondents had chosen quizzes, as the most used by the teachers who had used computer language games at their lessons, while 9% of teachers preferred to use crosswords and other 9% had chosen match games. The left 18% of teachers divided their preferences in the following way: 6% of them had chosen hangman, the other 6% preferred unscramble and the left 6% of teachers had used build word at their English lessons. 52% of the respondents refrained from the answer.

It means that those 52% of the respondents who did not provide any answer to that question had chosen a negative answer on the second question about whether they had ever used computer language games at their lessons. The author of the Paper has to tell that the percentage of the given answers on the second question of the respondents, who had chosen a negative answer, and the percentage of the given answers on the fourth question of the same respondents, who did not provide any answer, is different because of the teachers' opportunity to choose several variants of the offered answers.

All in all the data show that the most popular computer language games among the teachers who had used them at their lessons were quizzes, crosswords and match games. The author thinks that in secondary school these games are very effective in order to enrich pupils' vocabulary. After the use of these computer language games at the lesson teachers can make the same games at the next lesson in the classroom in order to see the effectiveness and the impact of computer language games on the development of pupils' vocabulary.

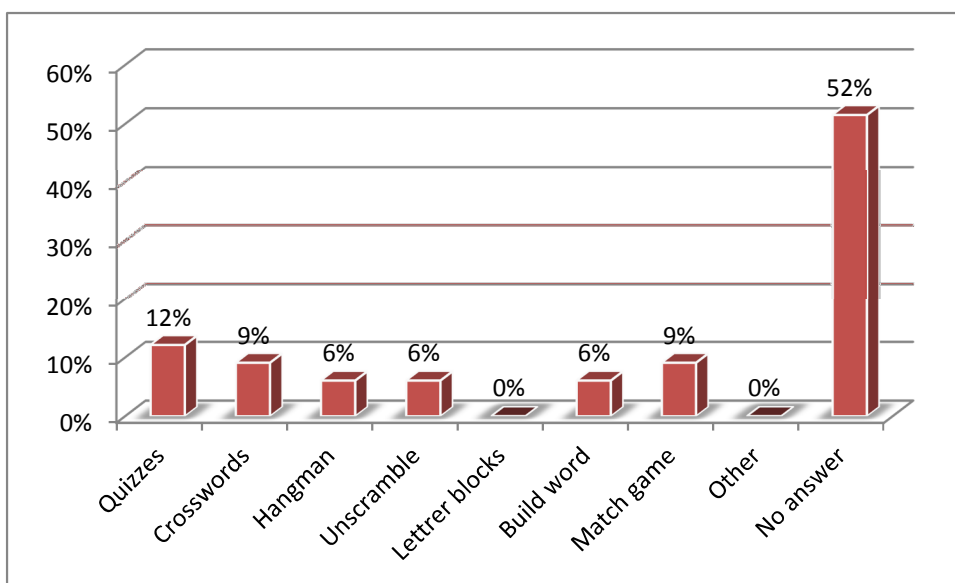


Figure 4. Computer language games that are used at the lessons by the teachers

On the fifth question concerning the kind of computer language games teachers had used, only those teachers who on the second question gave a positive answer provided the answer. Teachers could choose more than one answer. After the questionnaire was received back the following data appeared: as it is shown in Figure 5, 15% of teachers said that they had used vocabulary games most of all, while 11% of the respondents preferred to use grammar games and other 11% of teachers had chosen spelling games. 63% of the respondents did not provide any answer on the question.

After the received data the author of the Paper can make the following conclusion: the vocabulary games are the most topical at the lessons and teachers pay more attention exactly to the pupils' vocabulary development.

The percentage of the respondents who did not give any answer on the fifth question differs in the same way as it differs on the fourth question because the percentage of the respondents who did not provide any answers should compose 77% according to the second question.

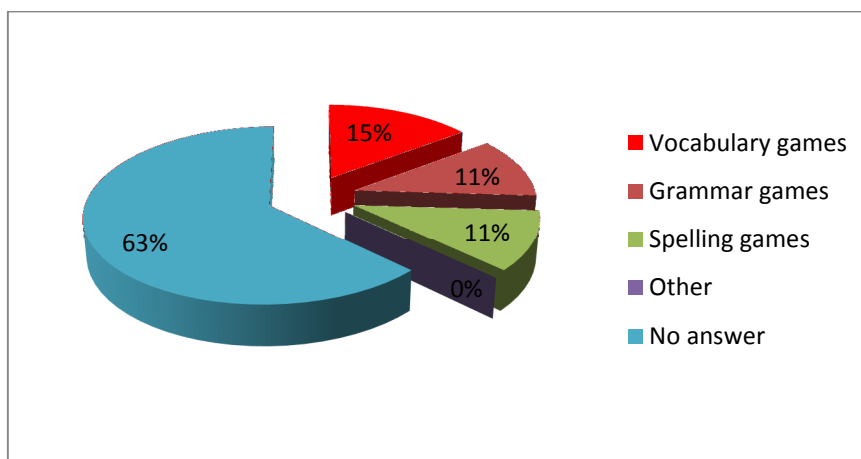


Figure 5. The kinds of computer language games that teachers used at their lessons

The author of the Paper received quite interesting and unexpected answers to the sixth question. The author wanted to find out teachers' opinion whether computer language games can motivate pupils to study the language. The question consisted only of two possible answers "yes because" and "no because" that is why it was a brief question. The author divided the received data in categories according to the similarity of the received answers after what the following data were received: as it can be seen in Figure 6, 32% of teachers thought that computer language games can motivate pupils to study the language because it was modern and teachers have to keep up with the times, when 27% of the respondents also were sure in the help of computer language games to motivate pupils to study the language, but they explained that it could be unusual and fun way of teaching and learning. 18% of the respondents said that games would motivate pupils because it was

exciting and amusing, while other 18% thought that it would be challenging for pupils, and only 5% of all respondents thought that computer language games will not motivate pupils to study the language because it would bring low knowledge of the language.

The author of the Paper does not agree with the 5% of the respondents because it does not mean that playing computer language games pupils in secondary school would have low language knowledge. The author tries to find new tools of teaching in order to help pupils to develop their vocabulary skills according to their interests and according to the age in which people are living now. Vocabulary is one of the main parts of the language without which the communication is completely impossible, even if a person knows grammar perfectly. The author supposes that the use of the computer at the lesson will motivate pupils to learn the language, but computer games will make the vocabulary learning process more interesting and challenging. As it can be seen from the received data the main part of the respondents were sure in the success of the use of computer language games at the lessons.

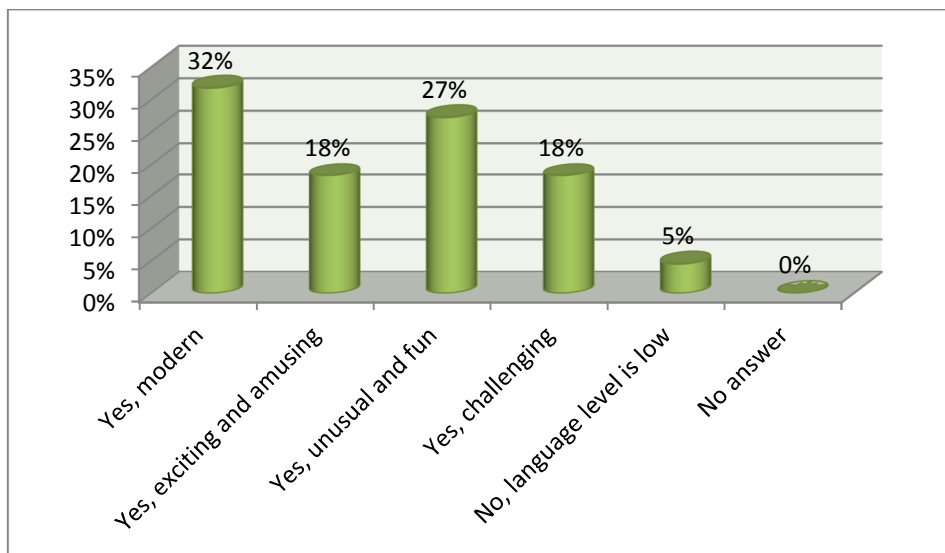


Figure 6. Teachers' opinions about the possibility of computer language games to motivate pupils to study the language

The answers to the next question, which captured the author's attention, were about whether computer language games help pupils to learn new vocabulary. As in the previous question the author of the Paper divided the received answers in categories according to their similarity and the following data were received: as it is illustrated in Figure 7, 41% of teachers thought that computer language games could help pupils to learn new vocabulary because it was entertaining and involving in the learning process, the other 27% of teachers said that computer language games could be visually helpful in new vocabulary learning, while other 18% of the respondents gave the answer that games could

be helpful in vocabulary learning because of fun. 5% of the respondents gave a positive answer and explained it with the modern way of teaching and learning, while other 5% of teachers supposed that computer language games could not help pupils to learn new vocabulary because the games which teachers could find on the Internet could be banned and in that way they would waste their time, and the left 5% of the respondents did not provide any answer.

The author does not agree with those respondents who said that games which they could find on the Internet could be banned after some period of time and that it would be a waste of time. On the Internet there are many sites which are made exactly for pupils and which offer many different kinds of educational games and which have existed for many years. For example, the site “Vocabulary is fun” (<http://www.vocabulary.co.il/>) was founded in 2006 and it is still working. On that site teachers could find vocabulary games for pupils not only in primary school, but for pupils in secondary school as well and there are many such sites on the Internet. Teachers have to make efforts in order to find what they need for their lesson, but not to lose heart. All in all the biggest part of teachers thought that computer language games could really help pupils to learn new vocabulary.

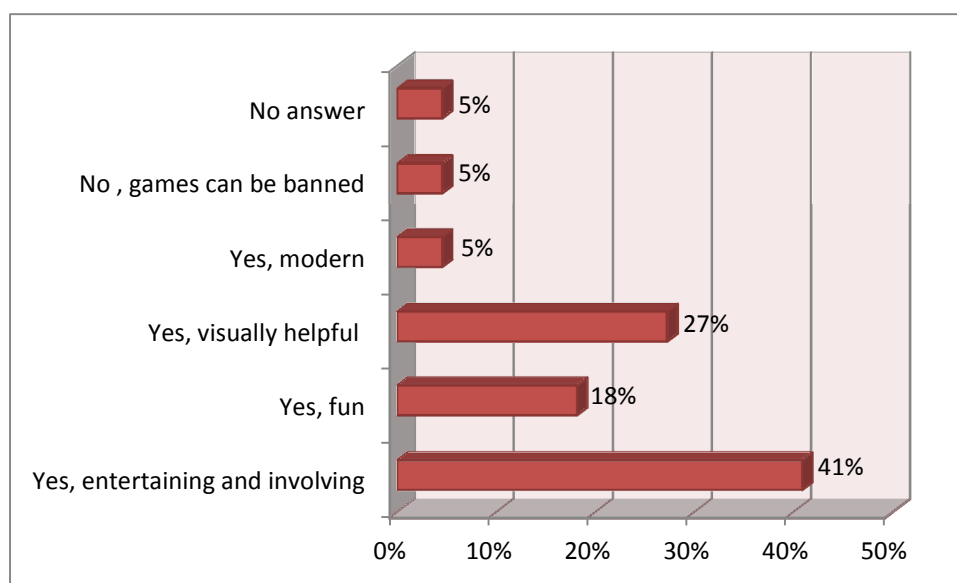


Figure 7. Teachers’ opinions about the help of computer language games in new vocabulary learning

After such a high percentage of the respondents gave positive and very approving answers about the use of computer language games at the lessons the author decided to learn whether teachers would like themselves to use computer language games at their lessons in future. As it is shown in figure 8, 41% of the respondents said that they would like to use computer language games in future because they thought that it would be new options in teaching and that is why they would like to try it, while 18% of teachers

exclaimed that they would not like to use computer language games because the education program had already been established and they did not want to change anything in it. The other 14% of teachers thought that it would be exciting to use computer language games in future, 9% said that it would be very modern and unusual to use such games at the lesson and it was the reason why they would like to use them. The other 9% of teachers would like to use computer language games at the lessons in future because they supposed that games could be useful for pupils in their language acquisition. 5% of the respondents would not like to use these games in future because they did not know how to use a computer and the left 5% did not give any answer.

After the received data the author could make the following conclusion: the main part of the respondents did not have anything against the use of computer language games in future at their lessons. They found it useful, modern and unusual for pupils in their vocabulary development, as well as they found new options in teaching themselves. The author supposes that the teachers who explained that they would not like to use computer language games in future because they did not know how to use the computer were teachers in the age and it is an understandable reason why they did not want to work with computer and may be with some other modern technologies and it is not their fault.

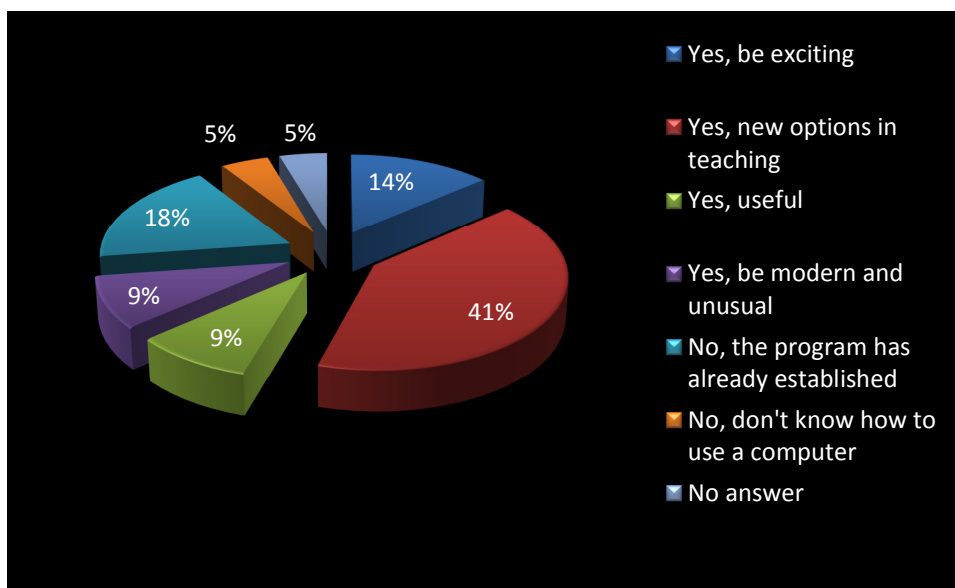


Figure 8. Teachers’ opinions about the use of computer language games in future at their lessons

After the gathered information from teachers about the use of computer language games at the lessons the author of the Paper can make the conclusion: 22 teachers participated in the survey with different job experience at school. The main part of them had never used computer language games at their lesson, but those who had used them

mentioned quizzes, crosswords and match games as the most popular of them. They also had chosen vocabulary games as the most used at their lessons instead of grammar or spelling games and it means that vocabulary is one of the most essential parts of the language to which teachers have to pay more attention in order to help pupils to enrich their vocabulary.

Respondents who had never used computer language games before explained it with schools' lack of computers. Some teachers said that they did not have enough time to search for an appropriate game on the Internet and as it became known not all of them knew how to use the computer themselves.

The greatest part of the teachers was sure that the use of computer language games at the lessons could really motivate pupils to study the language and they provided different kind of reasons why they thought that it could help. Firstly, it is modern and pupils are using computers every day, secondly, it is unusual and it will be fun for pupils to learn the language in that way, thirdly, it will be exciting and amusing for them and fourthly, it will be challenging; of course there were some teachers who thought that the use of computer language games will not motivate pupils to study the language because of the poor language knowledge, if they will play computer language games at the lesson.

Many of the respondents thought that the use of computer language games could help pupils to learn new vocabulary and they explained it as a very entertaining and involving activity, especially if to take into account that pupils like to work with computers. The other reason was that it was visually helpful – pupils do not have to drill new words from the white list when they do not have any associations. Some of the teachers thought that it could help pupils to learn new vocabulary because it is modern and fun.

As it was found out the biggest part of teachers would like to use computer language games at their lessons in future because they saw new options in teaching and they thought that it would be very useful, modern and fun for pupils to learn the language in that way, while some of the respondents were sure that they would not like to use computer language games at their lessons in future because the education program has been already established and they did not want to change it.

The author of the Paper found out that many teachers are not against trying out some new ways of teaching at their lessons in order to make their lessons more challenging, interesting, modern and helpful for pupils for their language acquisition even that a lot of these teachers had never used computer language games at their lessons before.

The next step was to find out what pupils thought about the use of computer language games at the English lessons and the questionnaire for pupils was distributed (see Appendix 4).

From the data which were received after the first questionnaire for pupils the next results appeared: as it can be seen in Figure 9, in the survey participated 42% of the respondents from the 11th form and 58% of the respondents from the 12th form. All the respondents were the author's of the Diploma Paper pupils during her school practice. The author decided not to take into account the gender of the respondents because there was nothing to compare – there were only 4 girls out of 24 respondents, who participated in the study.

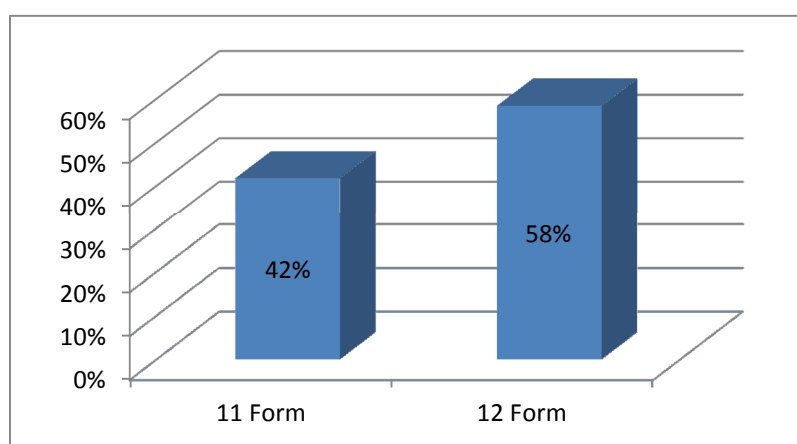


Figure 9. Number of pupils in each form

The answers to the next question, which captured the author's attention, were about how often pupils play the computer games. The received data were the following: as is seen in Figure 10, 54 % of pupils were playing the computer games every day, when 17% were playing only 1-3 times a week and the other 17% of the respondents did not play the computer games at all. Only 13% of pupils provided their own answers to that question. The other answers were the following: once a week and 2-3 times a month. The received data could mean that the biggest part of pupils like playing computer games, but how frequently they did it depends on their free time or on their willingness to play (or on their mood). The most unexpected answer for the author was that 17% of pupils did not play computer games because in the 21st century the computer and the Internet are full of different kinds of the games.

The received data on that question could mean the following: pupils did not play the computer games because they did not understand the question, they did not do it because they did not have time for it because of their studies or they did not play the computer games because they took care of their health and did not wish to stain eyes.

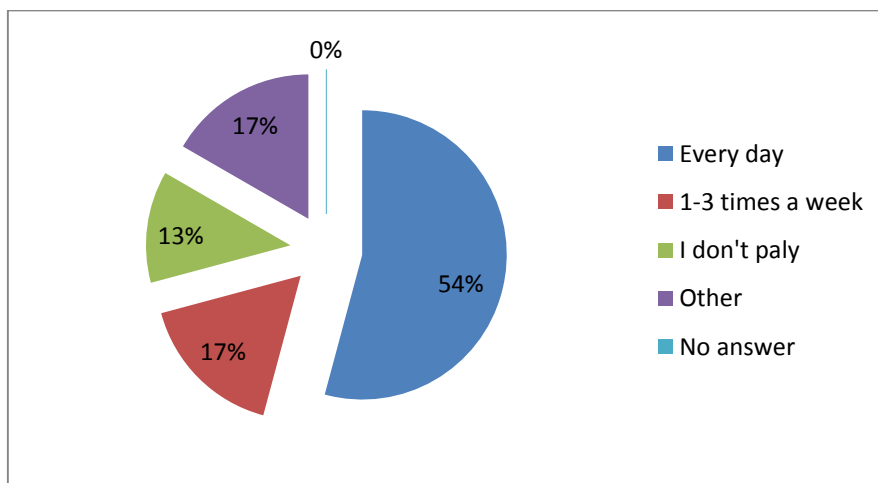


Figure 10. The regularity of pupils playing computer games

As it turned out the greatest part of the respondents had played computer language games before. As illustrated in Figure 11, 79% of pupils had chosen the answer “yes”, while 13% of the respondents insisted that they had never played computer language games and only 8% of pupils admitted that they did not know what it was.

It could mean that the large amount of pupils was interested in the language games using for this purpose a computer (a modern technology). It is possible that those pupils who thought that they did not know what it was in reality did not hear the name of these games, but it is completely possible that they had played computer games before.

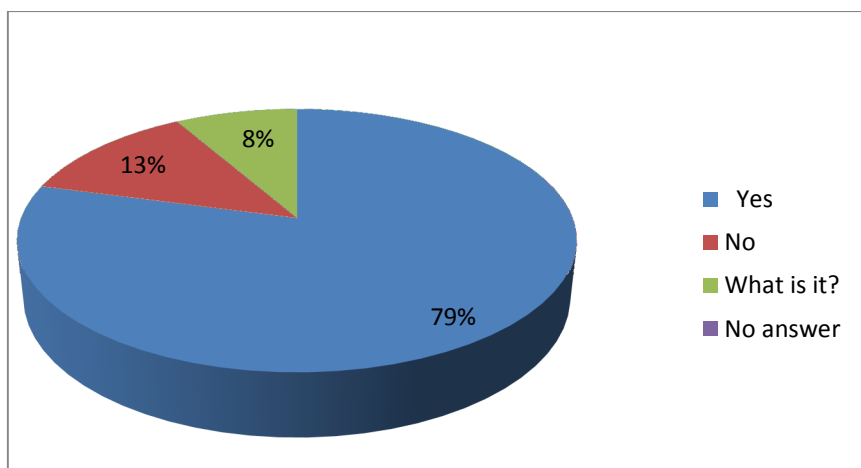


Figure 11. Pupils' prior experience with playing computer language games

In Figure 12 are shown respondents' answers to the fourth question, what kind of computer language games pupils had played and pupils could choose more than one answer after what the following data appeared: 28% of pupils gave the answer that they had played a Hangman the most of times. The other 22% of the respondents gave their preferences to Quizzes, while 19% - to Crosswords. Only 10% of the respondents had

chosen Match games and 9% were standing for Letter blocks, while other 5% of pupils had played Unscramble. The rest 7% preferred to play some other games.

The received data could mean that pupils were playing only the most known language games and the biggest part of them at that moment did not know about other very interesting and vocabulary developing computer language games which will be used on the practical lesson in the computer room on the 3rd of March. Another conclusion which the author made looking at the data was that her suggestion about the received answers on the second question was right. Those pupils who gave the answer that they did not play the computer games did not understand the question because no one of the respondents gave an answer to the fourth question that they did not play computer language games (which at the same time were computer games) which were mentioned in that question.

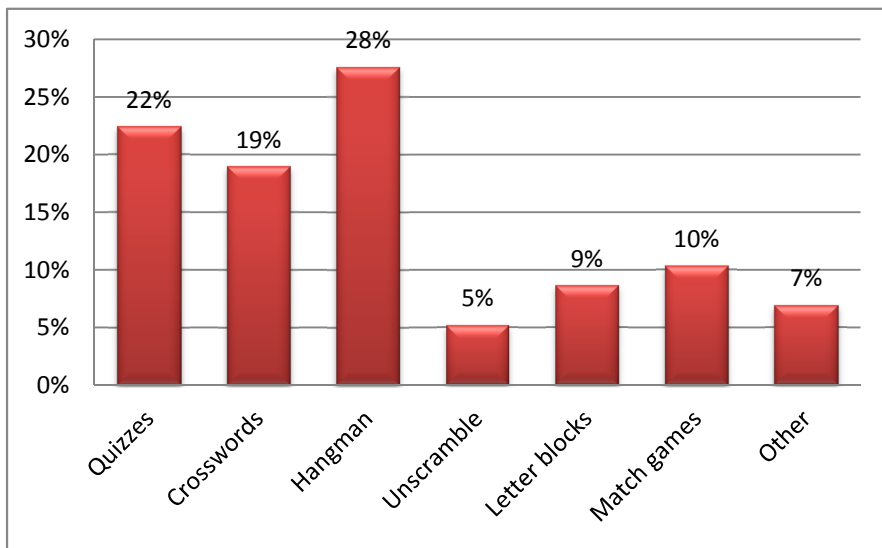


Figure 12. The kinds of computer language games pupils have played

The other unexpected answers were received to the fifth question. The author of the Paper wanted to know whether pupils liked playing computer language games. The question consisted only of two possible answers “yes because” and “no because” that is why it was a brief question. The received data the author divided in categories according to the similarity of the received answers. As it is shown in Figure 13, 38% of the respondents gave the answer that they liked playing computer language games because they were knowledgeable, while completely the opposite answer was provided by 29% of pupils who did not like playing computer language games because they were boring, while the other 17% thought that they liked playing computer language games because they were interesting. The rest 17% of the respondents liked playing these games because they were funny.

It was unexpected to the author to receive such controversial answers, especially what concerns the answers about knowledgeable and boring because there was no a big difference in the percentage of the respondents – less than 10%. The other unexpected thing was that such a criterion as knowledge would take the first stand, the author’s suggestion was that the highest percentage would be connected with the criterion of fun. The author of the Paper thinks that the explanation of the received unexpected data could be connected with the respondents’ age – pupils in the 11th and 12th forms are not small kids and that is why they could think that playing computer language games were boring, but it did not mean that it was unhelpful in vocabulary development, especially if we take into account that 38% gave an answer that playing computer language games was knowledgeable.

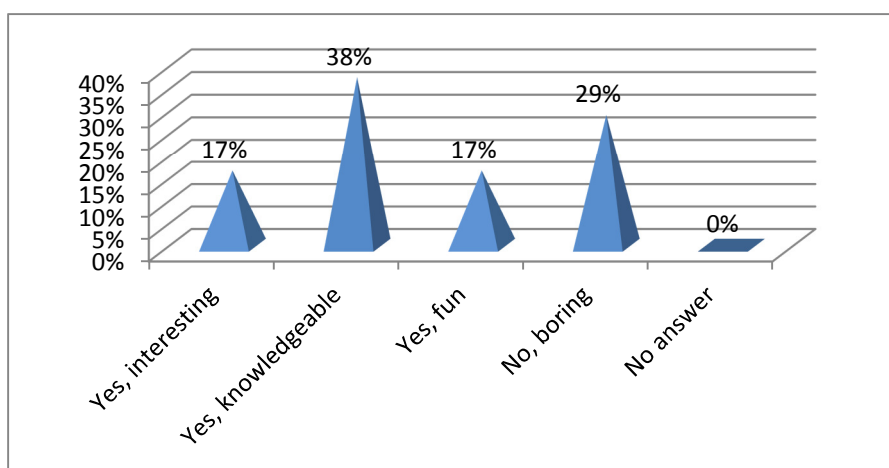


Figure 13. Pupils’ view on playing computer language games

It should seem that to the next question, whether pupils’ English teacher had ever used computer language games at the English lessons, pupils had to have one and the same answer, but according to the received data it was not so. As it is seen in Figure 14, 75% of the respondents answered that their English teacher had never used computer language games at the English lessons, while 25% of them insisted that they had an English lessons where their English teacher had used computer language games.

Taking into account that during the last three years all pupils were studying with one teacher, they had to have one and the same answer on that question, but as the data show different answers, then the author of the Paper could suggest that some pupils had studied with another English teacher before, who had used computer language games at his/her lessons. Otherwise, those pupils who gave an answer “yes” to this question were not completely truthful in their answers or they had played computer language games at some private courses with other English teachers.

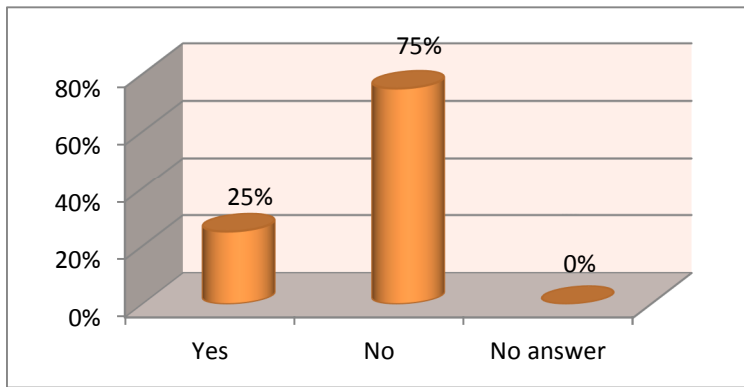


Figure 14. Teachers' use of computer language games at the English lesson

The next question was answered only by those pupils who gave a positive answer on the previous question. As on the previous question 75% gave a negative answer, then the same 75% of pupils did not give any answer on the seventh question, as it is shown on the Figure 15. 13% of pupils who gave a positive answer explained that they enjoyed the use of computer language games at the English lessons because it was knowledgeable for them and other 8% thought that they enjoyed it because it was unusual for them, while other remaining 4% of the respondents did not enjoy the use of computer language games because it was not amusing for them.

From the received data the author of the Paper can make the following conclusion: not all pupils of those who had an experience of the use of computer language games at their lessons preferred it at that moment.

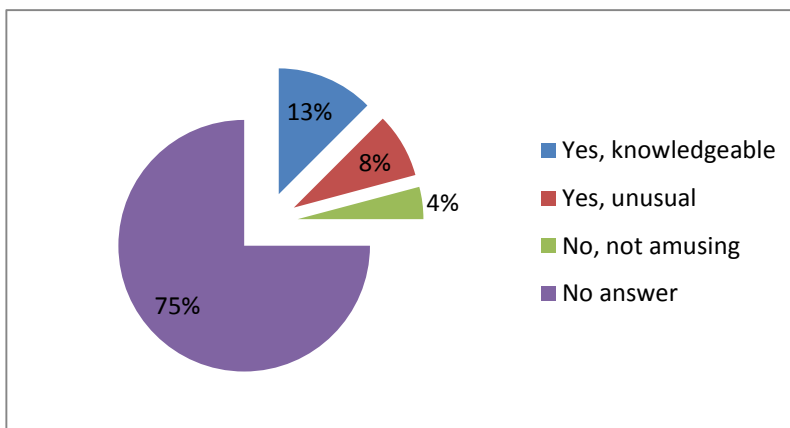


Figure 15. Pupils' enjoyment of the use of computer language games at their English lesson

The answers to the next question, which captured the author's attention, were about the possibility that use of computer language games at the lesson would motivate pupils to learn the language. The following data were received: as it is seen in Figure 16, 88% of the

respondents thought that it would motivate them to learn the language, while 8% were sure that it would not and 4% of the respondents did not answer that question.

According to the author's of the Paper opinion it could mean that those 4%, who did not answer to the eighth question, did not play computer language games and it could be a reason why they refrained from the answer – they could not decide whether it could motivate them to learn the language or not. What concerns 88%, who gave a positive answer and who compose quite high percent of the respondents, could mean only that the pupils were playing computer language games themselves, it interested them and they found it very knowledgeable and useful in their language acquisition. Those 8% of pupils who gave a negative answer could not be interested in computer games at all, or they could not be interested in language learning tools, which can help them to learn the language or it was easier for them to learn the language without any modern technology.

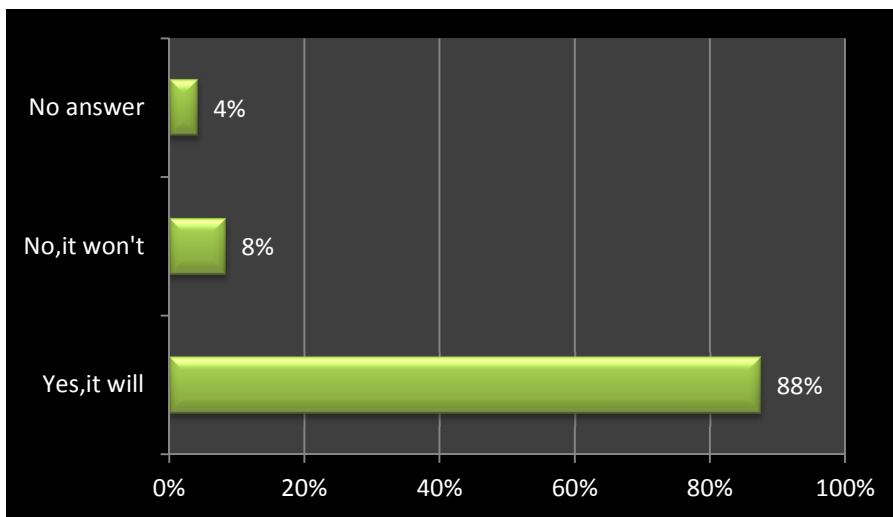


Figure 16. The possibility of computer language games to motivate pupils to learn the language

As it turned out the biggest part of the respondents thought that it would be easier for them to learn new vocabulary playing computer language games. As illustrated in Figure 17, 54% of pupils had chosen a positive answer and explained their choice with visualization, they said that it was easier to learn new words or phrases when they did something visually with them. Other 33% of those pupils who gave a positive answer provided their choice with explanation that it was more interesting to learn new vocabulary using computer and different kind of language games. 8% of the respondents, who had chosen a negative answer to the previous question were consistent in their opinion and gave a negative answer to that question as well. The other percentage of the respondents, which consisted of 4%, did not provide any answer.

The author of the Diploma Paper thinks that the received data on the ninth question were very logical and appeared from the previous question. According to the eighth question 4% still did not give an answer and 8% had chosen a negative answer what could mean that pupils were truthful in their answers. The author thinks that the reason why 54% of pupils had explained that visually it was easier for them to learn new vocabulary is that those pupils had a visual memory and that is why it was difficult for them to learn new words from the white list. What concerns the other 33%, then it could mean that they were really modern teenagers who were interested in the use of modern technologies.

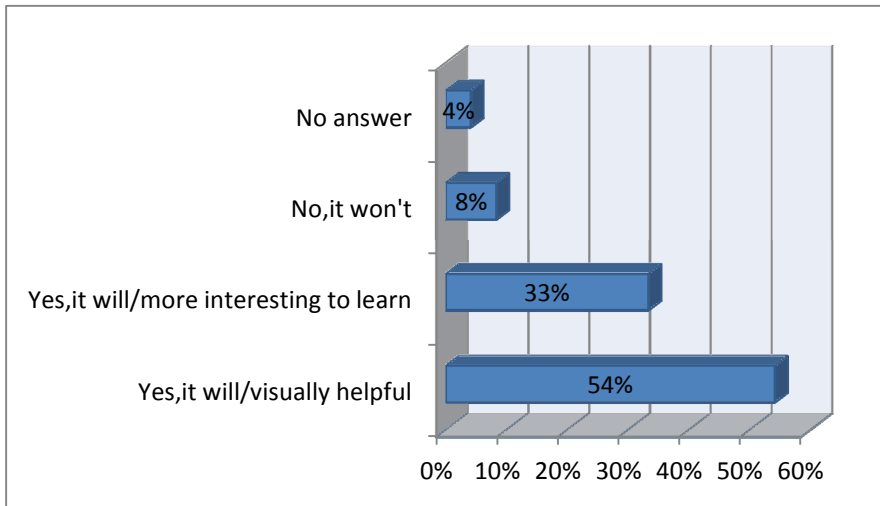


Figure 17. Pupils' opinions about learning new vocabulary by playing computer language games

In Figure 18 are shown respondents' answers to the tenth question, on whether pupils like to use computer language games at their English lessons and the following data appeared: 33% of the respondents gave the answer that they would like to use computer language games because it was fun and they would receive a great pleasure from the lesson, while other 29% of pupils explained their positive answer that it would be very modern from teacher's side to use a modern technology at the lesson, when 25% of those pupils who had chosen a positive answer thought that it would be very knowledgeable and easier to learn the language through computer language games. 8% of the respondents did not answer the question and 4% of the respondents answered that they would not like to use computer language games at their lessons because they thought that it was unrelated.

After the received data on the tenth question the following conclusion could be made: the biggest part of pupils wants to use computer language games at their English lessons and found it quite funny, very modern and knowledgeable. 4% of the respondents who answered that the use of computer language games were unrelated could think that

they could waste their time playing games and that they did not give any results for their language knowledge.

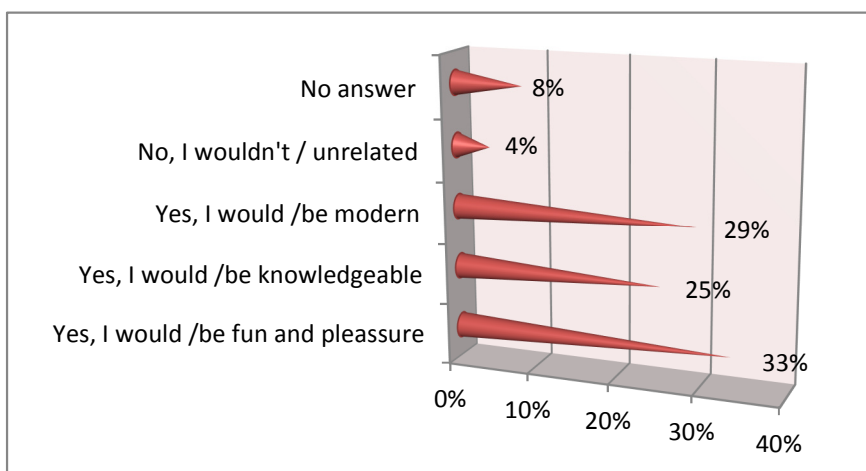


Figure 18. Pupils' willingness to use computer language games at their English lessons in future

After the received data from the first questionnaire for pupils the following conclusion can be made: pupils from the 11th and 12th forms participated in the study. They had already their own opinion about the use of computer language games at their English lessons. The biggest part of them had played different kinds of computer language games before and they were not against using them at their English lessons. More over many pupils thought that the use of the computer at their lessons would motivate them to learn the language and they said that they would like to use computer language games at their English lessons. Pupils who agreed with it thought that the use of computer language games would be very useful and visually helpful for their language acquisition as well as it would be very modern from teachers' side to use modern technologies at their lessons. In their explanation pupils did not forget to mention such things of the use of the games as fun, unusualness and pleasure.

There were some pupils who said that they did not play computer games and they even did not know what computer language games were even though that they had chosen some computer language games which they were playing from the list. Some of the respondents thought that it was boring to play computer language games and that is why they did not want to use them at their English lessons in future.

In order to see whether pupils' attitude will change using computer language games at their lessons and how the games will impact pupils' vocabulary development the author of the Paper made a practical lesson in the computer room with the use of computer language games.

The lessons with the use of computer language games were arranged on the 3rd of March for both forms. The 12th form had it on the second lesson and the 11th form had it on the fourth lesson. The aim of the lesson was to see the progress of pupils' vocabulary development while playing computer language games that is why the Progress List (see Appendix 5) was distributed among the pupils who were present at the lesson.

The Progress List was anonymous and consisted of four different kinds of computer language games which they had to play during the 40-minutes lesson.

The first game was *English Vocabulary* game from the <http://www.freerice.com/> link. In that game pupils' had to choose the correct meaning of the word which appeared on the screen out of 4 possible meanings. For example, **regular** means: exhausted, costly, plump or ordinary. If the chosen answer was correct, then a green tick (✓) appeared on the screen and the next word was shown. If the chosen answer was incorrect, then a red cross (✗) appeared on the screen and the next word was shown. The incorrect word would appear through the game several times in order that pupils could learn and memorize it. Pupils had to play that game 3 times. At the end of each game pupils had to write how many correct answers they had got. For each game 2 minutes were given because of the large amount of words; in the game there were 60 levels and in each level there was a different amount of words.

The second game was *Slang Game* from the <http://www.vocabulary.co.il/idioms/idioms-game-slang-game/> link. In that game pupils had to choose the correct meaning of the idiom which appeared on the screen out of 4 possible meanings. If the chosen answer was correct, then on the screen appeared a green title "You got it!" and then pupils could continue the game. If the chosen answer was incorrect, then on the screen appeared a red title "Incorrect! The correct answer was: ..." and provided a correct answer. Pupils had to play that game 3 times. At the end of each game pupils had to write how many correct answers they had got out of 10.

The third game was *Battleship Homophones* game from the http://www.quia.com/ba/39201.html?AP_rand=1922186030 link. In that game pupils had to play a battleship, the rules were the same as in the classical battleship game – pupils had to shoot the enemies' ships. Every time when they hit the ship on the screen appeared a question or description and under it there were two or more homophone-words. Pupils had to choose the correct one. For example, drops of water that form outside during the night: *dew* or *due*. Pupils had to play the game 2 times. At the end of each game they had to write how many correct answers they had got out of 33.

The last game was *Who Wants to Be a Millionaire* from the <http://games.inbox.lv/mini/game/172/> link. In that game pupils had to answer on 15 different questions. During the game pupils could use 3 prompts: 50:50, call to a friend and ask an audience. Pupils had to play the game 4 times. At the end of each game they had to write how many correct answers they had got out of 15.

At the end of the Progress List pupils had a special place for their overall comments of the lesson, where they could write about the advantages or disadvantages of the lesson, and about their own feelings about the lesson.

Pupils could find all the links on the group e-mail on the <http://mail.ru/>, which the author of the Paper prepared before the lesson in order not to waste the time at the lesson for pupils typing or finding those links.

Below are shown the data of the Progress List.

After the *English Vocabulary* game was played the following data appeared: as it is shown in Figure 19, 79% of the correct answers were given by pupils after they finished playing the first game, what is a quite good and high result. After the game was played for the second time it appeared that the percentage of the correct answers grew and it comprised 83%. When the game was played for the third time the percentage of the correct answers reached 85%.

According to the received data of the *English Vocabulary* game the author of the Diploma Paper can make a conclusion that the use of this game at the English lessons can help pupils enrich their vocabulary.

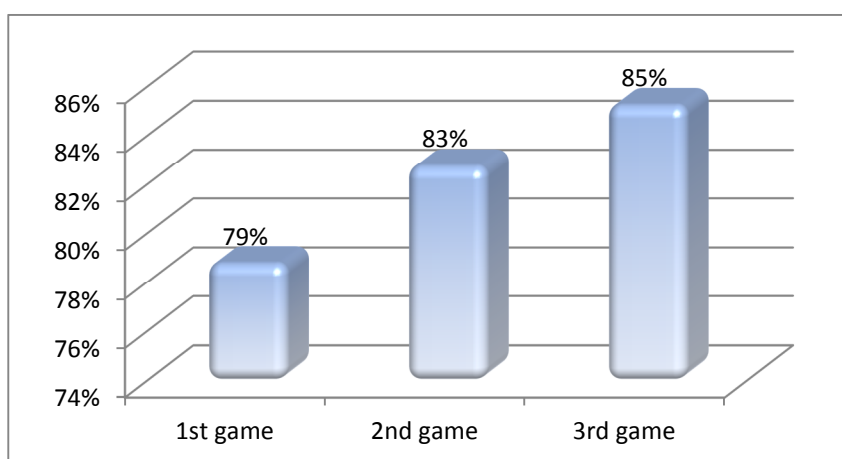


Figure 19. The results of the correct answers of the English Vocabulary game

In Figure 20 are shown the data of the *Slang Game*. In that game there were only 10 questions with idioms. When the respondents finished playing the first game they had only 61% of correct answers, while after the second game the percentage of the correct answers

grew up and it comprised 74%. The highest percentage of the correct answers pupils had shown in the third game – 85%.

Pupils had shown progress of the correct answers in the *Slang Game* as well as in the *English Vocabulary game*.

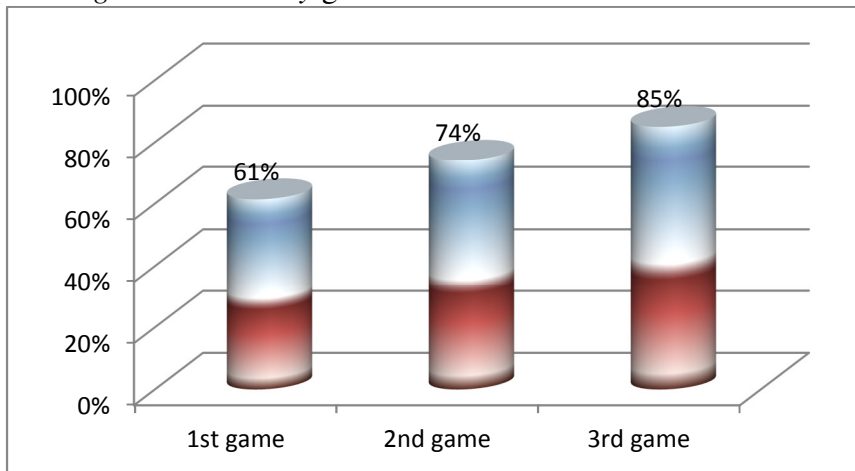


Figure 20. The results of the correct answers of the Slang Game

The results of the *Battleship Homophones* game did not differ from the previous ones: Figure 21 shows that 85% of the correct answers were given by the pupils after the first game and 91% - after the second game.

According to the data of the *Battleship Homophones* game it can be concluded that computer language games influence pupils' vocabulary development and help to enrich it.

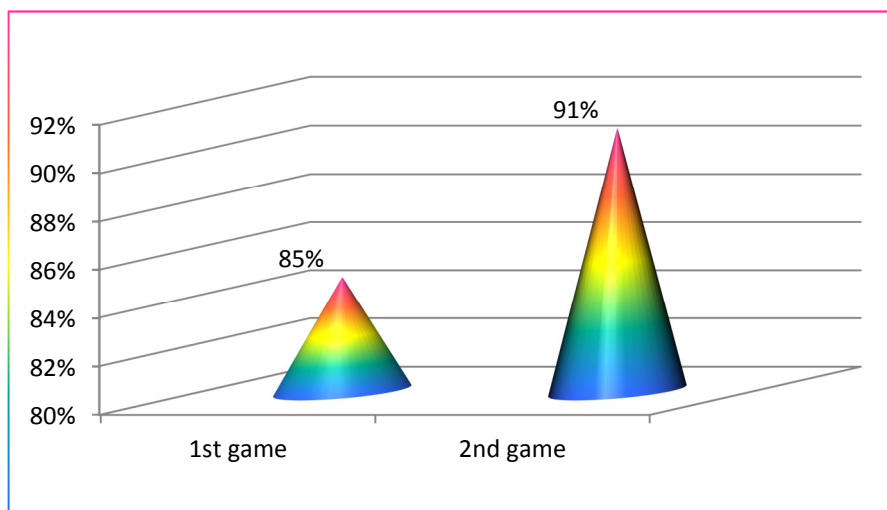


Figure 21. The results of the correct answers of the Battleship Homophones game

The fourth game was the most difficult for pupils because there they had not only to understand the meaning of the words, but to show their general knowledge as well. In Figure 22 are shown the data of the *Who Wants to Be a Millionaire* game: after pupils had finished playing the first game the result of the correct answers was 27%. After the second game it was already 30% - a little bit higher than after the first game, when after the third

game it suddenly became lower and it was 29% of the correct answers. The last game gave a positive result and the percentage of the correct answers reached 32%.

It could mean only that the *Who Wants to Be a Millionaire* was a really difficult game for pupils because in contradiction to the previous three games they did not take even 50% of the correct answers. However, the positive result could be seen – the percentage of the correct answers had grown by 5% while pupils were playing the game.

The author of the Paper thinks that the use of the *Who Wants to Be a Millionaire* game can influence not only on the development of pupils' vocabulary, but the development of their general knowledge as well.

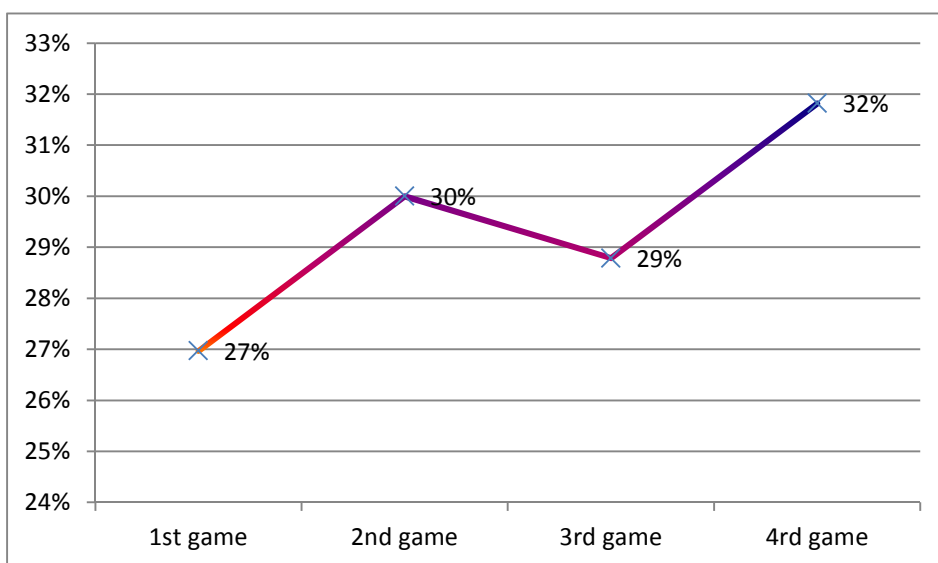


Figure 22. The results of the correct answers of the *Who Wants to Be a Millionaire* game

In the Progress List pupils had to write their overall comment about the lesson. The author divided the received data in categories according to the similarity of the received answers after what the following data were received: as it can be seen in Figure 23, 18% of the respondents wrote that they really liked the lesson, while 23% of pupils said that the lesson was fun and unusual. 27% of pupils were sure that the lesson was very useful, stimulating and knowledgeable – they had learned quite many new words and idioms; 32% of the respondents wrote that the lesson was very interesting and exciting.

Pupils had different explanations why they liked the lesson, but they were together in their comments that they would like to repeat the lesson and that they were upset because they had only one lesson in the computer room instead of two.

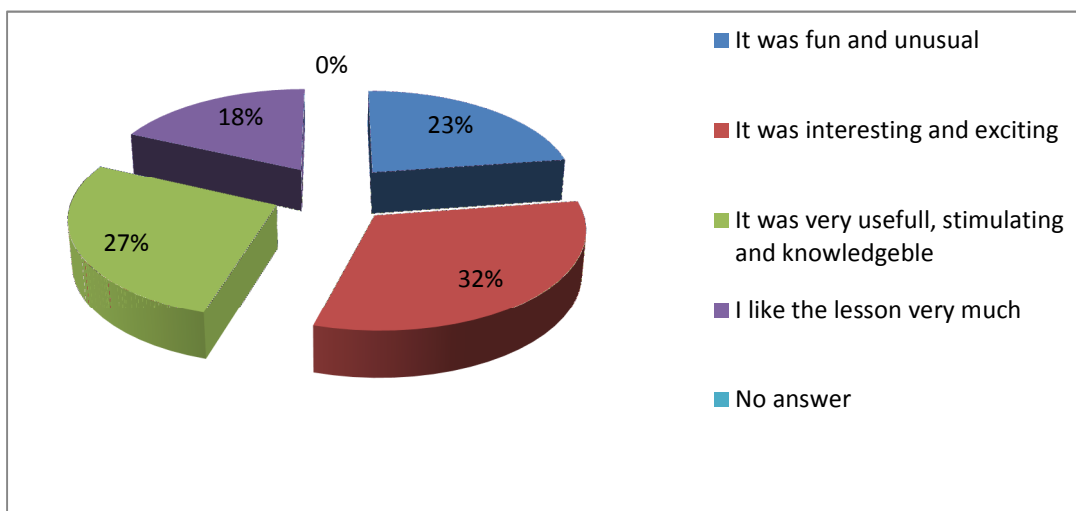


Figure 23. Pupils' overall comments about the lesson in the computer room

According to the received data from the Progress List the author of the Diploma Paper can make the conclusion that the use of computer language games at the English lessons can influence on the development of pupils' vocabulary. The progress of pupils' vocabulary development clearly can be seen in Figures 19 – 22. The author of the Paper wants to turn the readers' attention to the fact that computer language games were used only once during the author's teaching practice and it gave a positive result on the pupils' vocabulary development. It means that if computer language games were used more than once, then the results of pupils' vocabulary knowledge could be higher.

After the lesson in the computer room the author of the Paper distributed to pupils the last questionnaire (see Appendix 5) and the next data appeared: as it can be seen in Figure 24, in the questionnaire participated 45% of the respondents from the 11th form and 55% of the respondents from the 12th form. The author decided not to take into account the gender of the respondents because as it turned out there was not need to divide the respondents by the gender - there were only 4 girls out of 22 respondents.

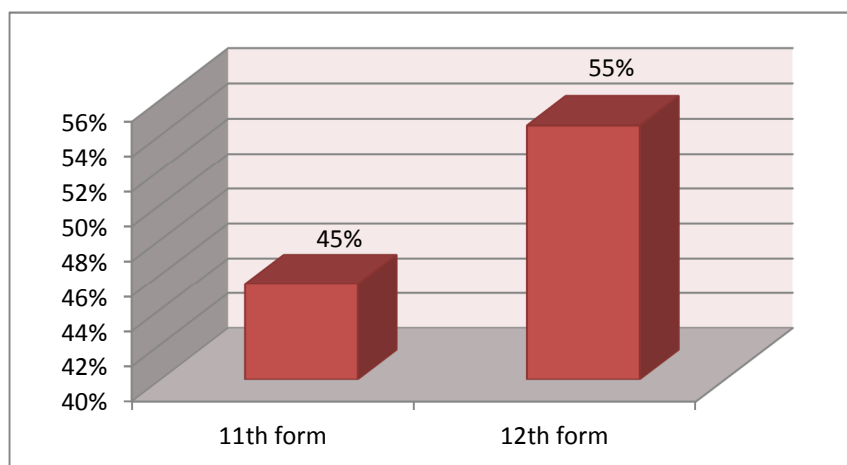


Figure 24. Number of pupils in each form

The answers to the next question, which captured the author's attention, were about whether they enjoyed the vocabulary games from the previous lesson. The received data were the following: as it is illustrated in Figure 25, 100% of the respondents gave a positive answer on that question.

The author of the Paper was really surprised because there was no any question to which the respondents would give a common answer. It could mean only that pupils really enjoyed using computer language games at the lesson.

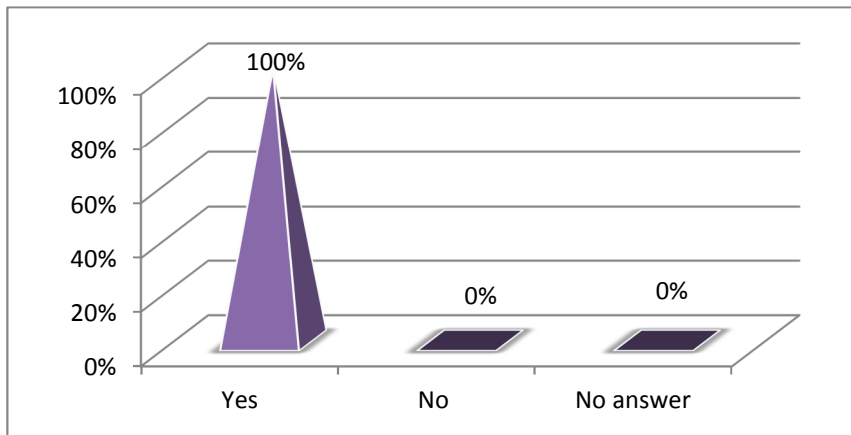


Figure 25. Pupils' enjoyment of the vocabulary games from the lesson in the computer room

In Figure 26 are shown pupils' answers to the third question, why they enjoyed the vocabulary games from the lesson. It was a brief question and that is why the author of the Paper divided the received data in categories according to the similarity of the received answers after what the following data appeared: 36% of pupils explained their enjoyment of the vocabulary games from the previous lesson because the games were helpful in new words learning and the same amount of pupils (36%) explained that they were funny and interesting, while 18% of respondents wrote that the use of vocabulary games were challenging and motivating. 10% of the respondents refrained from the answer to that question.

According to the received data the author of the Paper can make a conclusion that the lesson was successful and useful for the development of pupils' English vocabulary and the language learning.

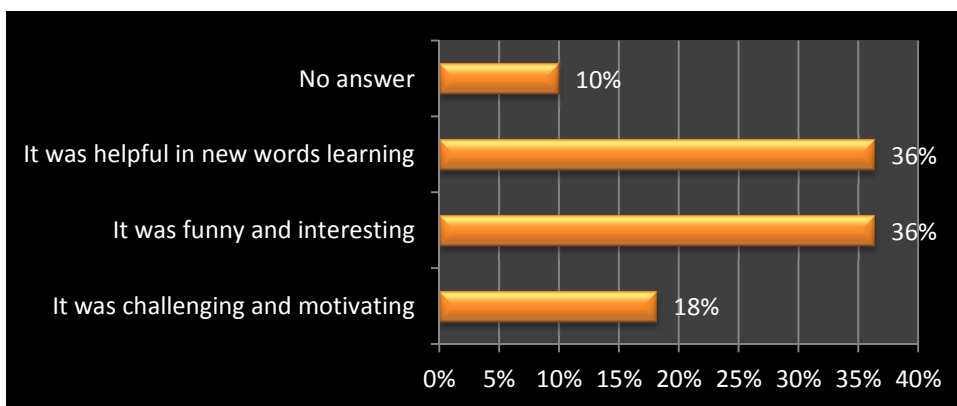


Figure 26. Pupils' explanation of their enjoyment of the vocabulary games from the lesson

In the fourth question the author of the Diploma Paper wanted to find out how pupils evaluated the level of difficulty of the words which appeared in the games and she received the following data: as it can be seen in Figure 27, 64% of the respondents had chosen the answer that they understood more than 50%, while 23% of the respondents insisted that they understood everything perfectly. 9% of pupils decided that they understood 50% of the words in the games and only 5% of the respondents thought that they understood less than 50%.

It could mean that the level of the language in the vocabulary games is appropriate for pupils in the secondary school – it is neither too difficult and nor too easy; pupils have the space where to grow in their language knowledge.

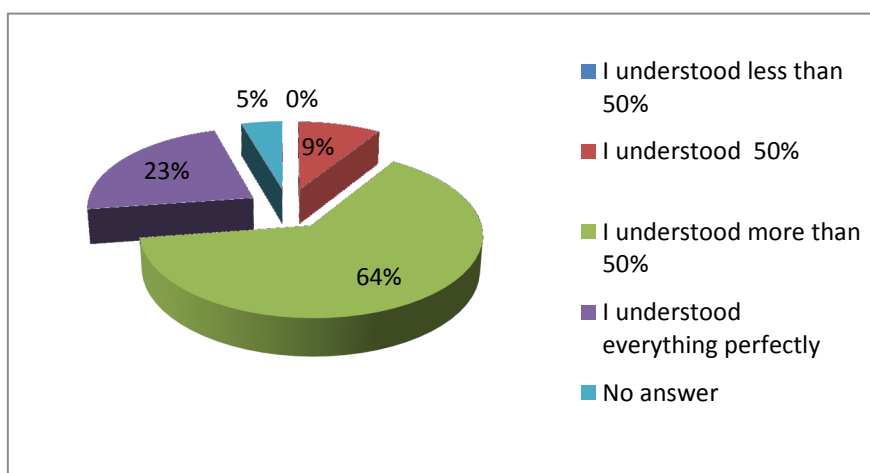


Figure 27. The level of difficulty of the words which appeared in the games

In the next question the author of the Paper wanted to know whether it was easy for pupils to follow the games rules after what the next data were received: as it is shown in Figure 28, 100% of the respondents had chosen a positive answer to that question.

It could mean only that it was not difficult for pupils to follow the rules of the computer language games and pupils did not have to waste the time of the lesson in order

to understand what they had to do – it is one more plus for the use of the computer language games.

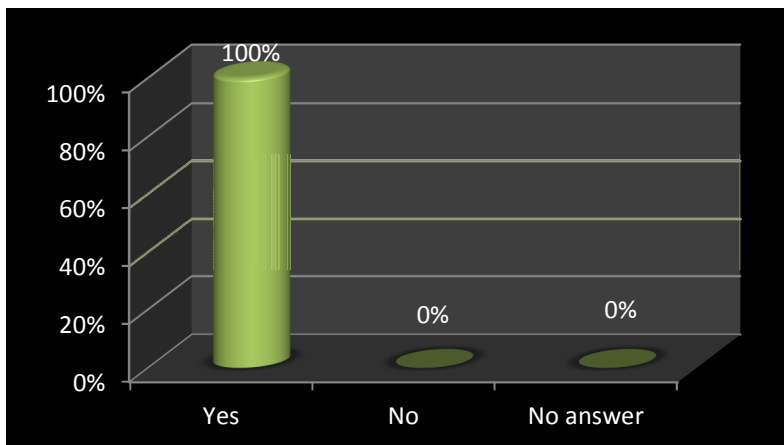


Figure 28. The easiness of the games' rules

In Figure 29 are shown respondents' answers to the sixth question, whether the games were interesting and interactive: 91% of the respondents had chosen a positive answer, what means that the games were interesting and interactive for them, while 9% of the respondents had chosen a negative answer – for those pupils the games seemed not enough interesting and interactive.

The author of the Paper can make a conclusion that a negative answer could be chosen by those pupils who on the fourth question answered that they understood less than 50% of the words which appeared in the games and it could be an explanation why the games seemed not so interesting and interactive for them.

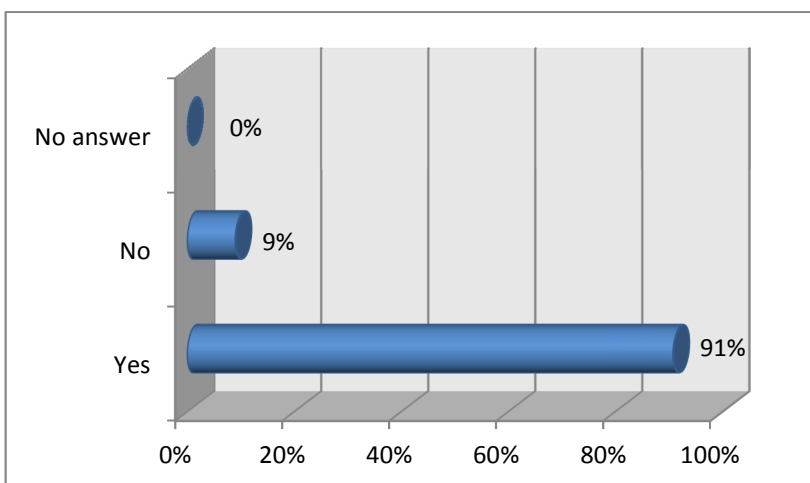


Figure 29. The interestingness and interactivity of the games

As it turned out the greatest part of the respondents thought that the games can motivate them to learn vocabulary. As it is illustrated in Figure 30, 91% of pupils had chosen the answer “yes”, while 9% of them insisted that the games cannot motivate them to learn vocabulary.

The author of the Paper would like to point out that the data of that question logically appeared from the previous one. The same 9% of the respondents, who answered that the games were not interesting and interactive for them, are insisted that the games cannot motivate them to learn vocabulary. It could mean that pupils were truthful in their answers while fill in the questionnaire.

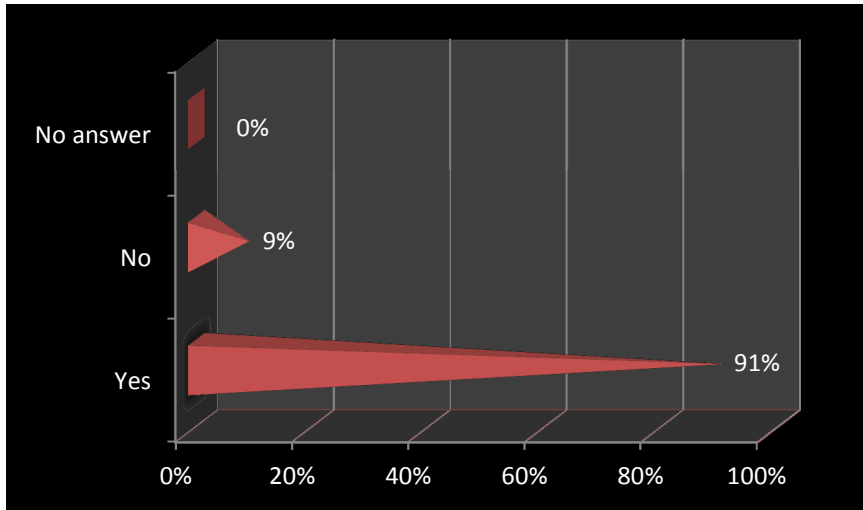


Figure 30. The power of the games motivation to learn vocabulary

In the eighth question the author of the Paper wanted to find out whether the games can help pupils to enrich their vocabulary, after what the following data were received: as it is seen in Figure 31, 95% of pupils were sure that the computer language games can help them to enrich their vocabulary, while 5% of them thought that the games cannot help them with the vocabulary enrichment.

As it can be noticed, the percentage of the pupils who had a negative attitude to the games in the previous two questions became lower and it could mean that not all of those negatively affected pupils were sure that the use of computer language games cannot help them to enrich their English vocabulary.

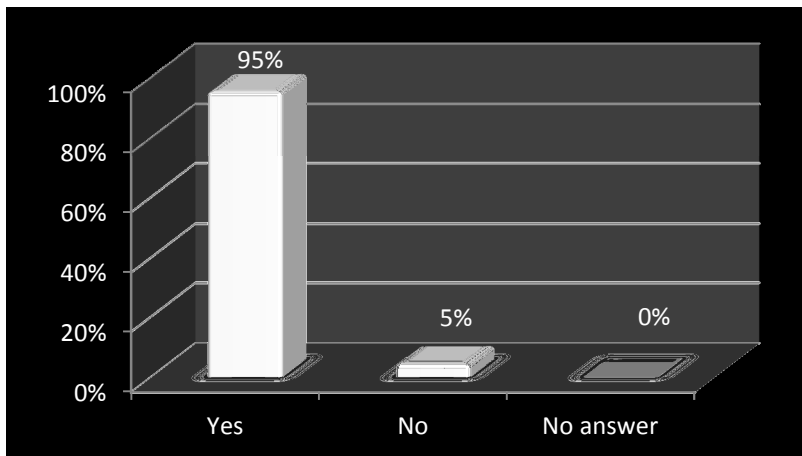


Figure 31. The help of the games in pupils' vocabulary enrichment

In the following question it was interesting to know why pupils thought the games can or cannot help them to enrich their vocabulary. The ninth question was a brief question and that is why the author of the Diploma Paper divided the received data in categories according to the similarity of the received answers after what the following data appeared: as it is seen in Figure 32, 50% of the respondents explained that the use of computer language games can help them to enrich their vocabulary because they help to learn new words visually, while 23% of pupils said that the information is accepted better while playing, when 18% were sure that the games stimulate them to learn new words. 9% of the respondents ignored that question.

After the received data it can be concluded that the use of computer language games can help and motivate pupils to learn and enrich their English vocabulary. It could be a good new way of teaching vocabulary to pupils.

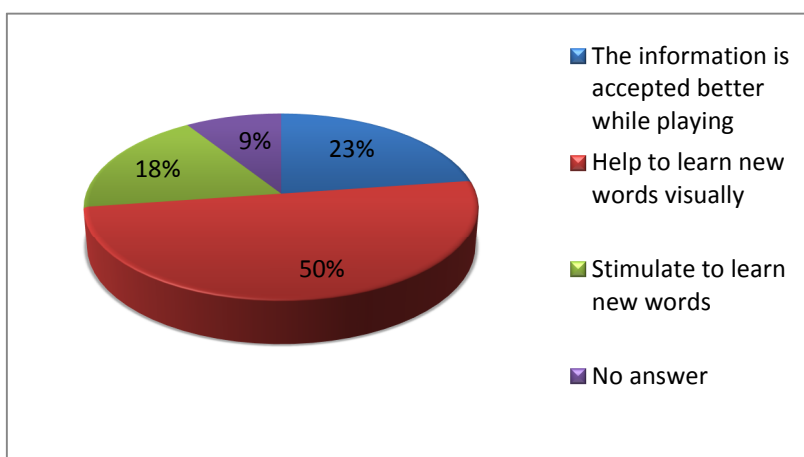


Figure 32. The reasons of why the games can help to enrich pupils' vocabulary

In the last Figure 33 are shown the data about the computer language games which pupils liked most of all during the lesson and the data were the following: 29% of the respondents admitted the *Battleship Homophones* game they liked most of all, while 25% of them said that the most interesting game for them was *Who Wants to Be a Millionaire*. The third place according the pupils' preferences were divided by *English Vocabulary* game and *Slang game* – they both had 23% of the respondents' "votes".

It could mean that all the games which were used by the author of the Paper at the lesson were interesting for pupils because there was not big difference in the percentage of their answers according to their games preferences.

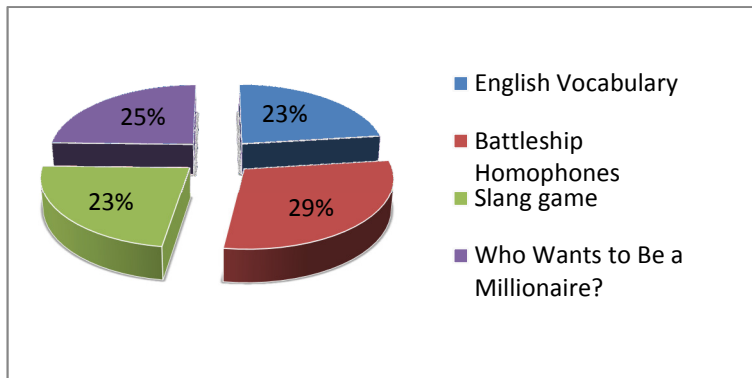


Figure 33. Pupils' games preferences

After the received data from the second questionnaire for pupils the following conclusion can be made: pupils from the 11th and 12th forms participated in the questionnaire. All of them enjoyed the vocabulary games from the lesson and they thought that the vocabulary games can help them to learn new words, as well as the games can motivate them to learn vocabulary and enrich it. Only a small percentage of pupils thought that the vocabulary games cannot motivate and cannot help them to learn and enrich their vocabulary. As it turned out at least all the pupils understood more than 50% of the words which appeared in the games and some pupils even understood everything perfectly. All pupils insisted that it was easy to follow the rules of the games and it means that they did not have to waste their time in order to understand what to do. According to the received data pupils liked all the games which the author of the Paper had used during the English lesson.

In order to be sure that the lesson in the computer room did not take its toll, the author of the Diploma Paper decided to make a small quiz to check the vocabulary among the pupils at the next English lesson which had to be in three days after the practical lesson.

The author of the Paper prepared some words from the *English Vocabulary* game, some idioms from the *Slang Game* and some homophones from the *Battleship Homophones* game (see Appendix 7). The author selected some words and idioms which appeared on the screens several times while pupils were playing computer language games and put some of them in her notes.

The author of the Paper made slips of paper with the words and idioms, where the possible explanations of them were written. Pupils had to choose one slip of paper and had to choose the correct answer (the results of the correct and incorrect answers are shown in Table 1 and Table 2).

In Table 1 are shown pupils' results from the 11th form. Only those pupils who were present at the practical lesson in the computer room had the slips of paper. As it can

be seen the most of the answers were correct. Of course, pupils might have known some words previously or might guess the answer and in order to know it for sure there should be more than one lesson. In the 11th form there were 6 correct answers out of 11, what is more than a half and it is a positive result, especially if taking into account that this kind of checking was made after three days when the practical lesson was conducted.

Table 1. The results of pupils' answers about the words and idioms meaning (11th form)

The Game	Word or idiom	Correct	Incorrect
<i>English Vocabulary</i>	prank		×
	pot		×
	attached	√	
	glitter	√	
<i>Slang Game</i>	cat got your tongue	√	
	cook up a storm	√	
	pain in the neck		×
<i>Battleship Homophones</i>	rein/reign/rain	√	
	pedal/peddle		×
	alter/altar		×
	rode/road/rowed	√	

In Table 2 are shown pupils' results from the 12th form. As in the 11th form, only those pupils who were present at the practical lesson in the computer room had the slips of paper. It is clearly seen that in the 12th form the correct answers were more than in the 11th form. In the 12th form there were 8 correct answers out of 11, what is a good and positive result despite the fact that the checking of the vocabulary was made after three days when the lesson in the computer room was conducted.

Table 2. The results of pupils' answers about the words and idioms meaning (11th form)

The Game	Word or idiom	Correct	Incorrect
<i>English Vocabulary</i>	prank	√	
	pot		×
	attached	√	
	glitter	√	
<i>Slang Game</i>	cat got your tongue	√	
	cook up a storm	√	
	pain in the neck	√	
<i>Battleship Homophones</i>	rein/reign/rain	√	
	pedal/peddle		×
	alter/altar		×

	rode/road/rowed	v	
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After the received data from the Tables 1 and 2 it can be said that the use of computer language games influences the development of pupils' vocabulary. It was difficult to pre-teach the words and idioms from the tables before the practical lesson because it was impossible to predict what words or idioms would appear on the screen while playing. In order to be sure that pupils did not choose the correct answer by a wild guess there should be conducted more lessons in the computer room by using computer language games.

According to the received data from the questionnaires and from the quiz after the practical lesson the author of the Diploma Paper can make a conclusion that the use of computer language games can help pupils enrich their English vocabulary and motivate them to learn the language.

Conclusion

Today's teachers face a situation when young people do not want to learn the language by drilling new words because they find it a boring activity and a waste of their time which they better could spend with their friends or in front of the computer chatting to other people, listening to music, watching TV or speaking with someone by the mobile phone. More and more pupils lack word stock, but to have a rich vocabulary is the cornerstone success in any situation because the vocabulary occupies the main part of the language and without a good word stock it will be difficult to communicate with other people even if a person knows grammar perfectly and is skilled in other educational areas. Nowadays learners are growing up in the digital world and they are interested in the use of modern technology not only at home, but at their lessons as well that is why it is important for teachers to meet the needs of pupils in order to make the teaching-learning process more successful, interesting, interactive and challenging for pupils and for themselves.

This Paper was written in order to find out the impact of the computer language games on the development of pupils' vocabulary. The author's research method was a case study.

In order to achieve the aim the author of the Diploma Paper made three different questionnaires: one for English teachers, two for pupils and one Progress List for pupils which they used at the lesson while playing computer language games.

As the data have shown, the largest part of English teachers had never used computer language games at their lessons before and it means that they are still using old teaching methods in spite of that they are teaching a new generation of Digital Learners who simply cannot imagine their lives without computer technology. As it was found the greatest part of these teachers cannot use modern technology at their English lessons because of the lack of computers at schools, but they admitted that they would like to use computer language games at their lessons because they found it as a new, interesting and modern way of teaching vocabulary. At least all teachers were sure that the use of computer language games will motivate pupils to learn the language. It means that today's teachers are not against the use of modern technology at their English lessons and they are ready to meet pupils' needs.

As it was found out at the beginning the greatest part of pupils had played different computer language games before and they were not against using them at their English lessons. More over many pupils thought that the use of the computer at their English lesson would motivate them to learn the language, although some of them still were not sure

about it. Some of the respondents were sure that it would be visually helpful to use such games for a better language acquisition.

In order to see how the use of computer language games influences pupils' vocabulary development the author of the Paper decided to provide a practical lesson in the computer room. In order to observe this process the author of the Paper had made a Progress List. As the data from the Progress List have shown the regular and sequential use of computer language games helps pupils to learn new words faster and remember them better. The author of the Paper found out that pupils enjoyed the lesson very much and they explained it with the help of computer language games in new words learning as well as they described the lesson in general as interesting, motivating and challenging. The percentage of pupils who thought that computer language games can motivate them to learn the vocabulary had grown up after the lesson. All in all pupils' attitude had changed in the positive way due to the use of computer language games at the English lessons.

After the research it can be concluded that the use of the computer language games at the English lessons can be very useful and helpful for pupils in their vocabulary development and language acquisition in general. It is very modern, interesting, challenging and at the same times a very fun way of the teaching options. Teachers have to think about remodeling some lessons. The author of the Paper does not mean that teachers have to use computer language games or other digital tools at every lesson, but a few times a month would be a good start for new opportunities in the language teaching-learning process.

The author plans for the future research about the use of computer language games at the English lessons in order to develop pupils vocabulary to include questions about the use of the interactive whiteboard instead of the computer in order to compare pupils' achievements in vocabulary acquisition when they play computer language games individually and when they play computer language games as a team. The future research could also include the pre-teaching of the new vocabulary before the use of the computer language games.

The aim of the Diploma Paper was achieved, objectives were fulfilled, research questions were answered and the hypothesis was confirmed.

Theses

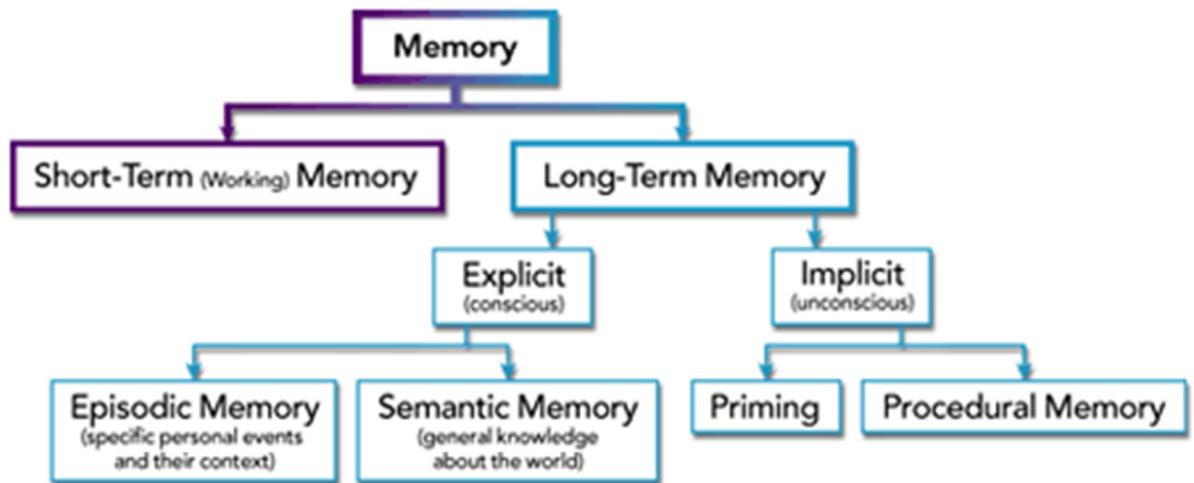
1. The 21st century learners are a completely new generation which is grown up tightly with digital technologies and with different digital devices. They cannot imagine their life without computers, mobile phones, Internet etc. Today's new generation is called *Digital Learners*.
2. Today's pupils are different and their intellectual abilities differ from the previous generation. They need to be engaged in the lesson, they have to do everything quickly, they cannot just sit at the lesson and listen to the teacher's monotonous speech – it is boring for them.
3. The vocabulary is the fundamental component of communication; it is a cornerstone success in any situation. Vocabulary occupies the main part of the language and without rich vocabulary it will be very difficult to communicate with other people even if a person knows grammar perfectly.
4. Many different educational vocabulary games in English can be found on the Internet and they definitely may be used at the lessons as one possibility of learning English language. Many of vocabulary games on different Internet sites are organized with dozens by categories of vocabulary lists. By making connections between words and ideas, and between words and pictures, they help players to build vocabulary skills.
5. The use of the interactive whiteboard will make it easier for teachers to receive feedback from pupils about new words they have learned during the lesson playing computer language games. Besides all the information that is kept in the computer can be displayed on the interactive whiteboard, for example PowerPoint presentations, Word documents, images, websites, online materials such as computer language games or online vocabulary or grammar exercises.
6. The main part of teachers had never used computer language games at their lessons because of the lack of computers at schools, but they would like to use them in the future because they found it a modern and challenging way of teaching vocabulary.
7. Many pupils thought that the use of computer at their lessons would motivate them to learn the language. They are sure that the use of computer language games at the lessons will help them to enrich their vocabulary.

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Questionnaire for English teachers about the computer language games

Good afternoon! My name is Danata Balode, I am the 4th year student of the University of Latvia. I am researching about the computer language games. Please answer the following questions choosing **only one answer**. This questionnaire is **anonymous**. This will take only 5 minutes of your time.

1. How long have you been working at school?

- 1) less than 5 years
- 2) 5-10
- 3) 11-15
- 4) 16-20
- 5) more than 20 years

2. Have you ever been used the computer language games at your lessons?

- a) Yes
- b) No

3. If on the previous question you answered “no”, then why haven't you used the computer language games at your lessons?

- a) I don't know how to use them
- b) I don't like to work with computer
- c) I don't have time to search for an appropriate games on Internet
- d) School doesn't have enough computers
- e) Other _____

4. If on the second question you answered “yes”, then what kind of games have you used? (more than one is possible)

- a) Quizzes
- b) Crosswords
- c) Hangman
- d) Unscramble
- e) Letter blocks
- f) Build word
- g) Match game

h) Other _____

5. What kind of computer language games have you used? (more than one is possible)

a) Vocabulary games

b) Grammar games

c) Spelling games

d) Other _____

6. What do you think, can computer language games motivate pupils to study the language?

a) Yes because _____

b) No because _____

7. What do you think, can computer language games help pupils to learn new vocabulary easier?

a) Yes because _____

b) No because _____

8. Would you like to use computer language games at your lessons in future?

a) Yes because _____

b) No because _____

Thank you!

Questionnaire for pupils about the computer language games

Good afternoon! My name is Danata Balode, I am the 4th year student of the University of Latvia. I am researching about the computer language games. Please answer the following questions choosing **only one answer**. This questionnaire is anonymous. This will take only 5 minutes of your time.

1. You are:

- Form: _____
- Gender: _____

2. How often do you play the computer games?

- Every day
- 1-3 times a week
- I don't play
- Other _____

3. Have you ever played the computer language games?

- Yes
- No
- What is it?

4. What kind of computer language games have you played? (more than one is possible)

- Quizzes
- Crosswords
- Hangman
- Unscramble
- Letter blocks
- Match games
- Other _____

5. Do you like playing computer language games?

- Yes because _____
-

- No because _____
-

6. Has your teacher ever used computer language games on the English lessons?

- Yes
- No

7. If on the 6th question your answer was “yes”, then did you enjoy it?

- Yes because _____
-

- No because _____
-

8. What do you think, will the use of computer language games at the lessons motivate you to learn the language?

- Yes, it will
- No, it won't

9. What do you think, will it be easier for you to learn new vocabulary playing computer language games?

- Yes, it will because _____
-

- No, it won't because _____
-

10. Would you like to use computer language games at your English lessons?

- Yes, I would because _____
-

- No, I wouldn't _____
-

Thank you!

Progress List

Hello, dear pupils!

This Progress List is made in order to see the progress of your vocabulary development while playing computer language games. Please, be honest in your answers. The Progress List is **anonymous**.

Game 1. You are going to play *English Vocabulary* game. You have to choose the correct meaning of the word. You should play this game 3 times. At the end of each game you must write how many correct answers you have got.

- 1) I have correct answers out of .
- 2) I have correct answers out of .
- 3) I have correct answers out of .

Game 2. You are going to play *Slang Game*. You have to play this game 3 times. At the end of each game you must write how many correct answers you have got.

- 1) I have correct answers out of 10.
- 2) I have correct answers out of 10.
- 3) I have correct answers out of 10.

Game 3. You are going to play *Battleship Homophones* game. You have to play the game 2 times. At the end of each game you must write how many correct answers you have got.

- 1) I have correct answers out of 33.
- 2) I have correct answers out of 33.

Game 4. You are going to play *Who Wants To Be a Millionaire* game. You have to play this game 4 times. At the end of each game you must write how many correct answers you have got.

- 1) I have correct answers out of 15.
- 2) I have correct answers out of 15.
- 3) I have correct answers out of 15.
- 4) I have correct answers out of 15.

Your overall comment about the lesson:

Questionnaire for pupils about the computer language games

Good afternoon! My name is Danata Balode, I am the 4th year student of the University of Latvia. I am researching about the computer language games. Please answer the following questions choosing **only one answer**. This questionnaire is anonymous. This will take only 5 minutes of your time.

1. You are:

- Form: _____
- Gender: _____

2. Did you enjoy the vocabulary games from the previous lesson?

- Yes
- No

3. Why yes? Why not?

4. How do you evaluate the level of difficulty of the words which appear in the games?

- I understood less than 50%
- I understood 50%
- I understood more than 50%
- I understood everything perfectly

5. Do you think the games rules are easy to follow?

- Yes
- No

6. Do you think the games are interesting and interactive?

- Yes
- No

7. Do you think the games can motivate you to learn vocabulary?

- Yes
- No

8. Do you think the games can help you enrich your vocabulary?

- Yes
- No

9. If yes, in what way? If no, why not?

10. What kind of games did you like most of all? (more than one is possible)

- English vocabulary game
- Slang game
- Battleship homophones game
- Who wants to be a millionaire?

Thank you!

The meaning of the words and idioms

<i>English Vocabulary game</i>	<p>Prank means:</p> <ul style="list-style-type: none"> ➤ Gift ➤ Street ➤ Worker ➤ Trick
<i>English Vocabulary game</i>	<p>Pot means:</p> <ul style="list-style-type: none"> ➤ Young sheep ➤ King's wife ➤ Pan ➤ Quick look
<i>English Vocabulary game</i>	<p>Attached means:</p> <ul style="list-style-type: none"> ➤ Happy ➤ Green ➤ Increased ➤ Connected
<i>English Vocabulary game</i>	<p>Glitter means:</p> <ul style="list-style-type: none"> ➤ Retrain ➤ Clout ➤ Sparkle ➤ Hearten
<i>Slang Game</i>	<p>Cat got your tongue means:</p> <ul style="list-style-type: none"> ➤ To share a secret ➤ To talk too much ➤ Inability to express your thoughts
<i>Slang Game</i>	<p>Cook up a storm means:</p> <ul style="list-style-type: none"> ➤ To cook a lot of food ➤ To talk too much ➤ To cook for yourself
<i>Slang Game</i>	<p>Pain in the neck means:</p> <ul style="list-style-type: none"> ➤ To be unusual ➤ To be pleasant ➤ To be irritating
<i>Battleship Homophones game</i>	<p>To sell things, especially by taking them to different places:</p> <ul style="list-style-type: none"> ➤ Pedal ➤ Peddle
<i>Battleship Homophones game</i>	<p>What do you do if something does not fit:</p> <ul style="list-style-type: none"> ➤ Alter it ➤ Altar it
<i>Battleship Homophones game</i>	<p>Drops of water from clouds:</p> <ul style="list-style-type: none"> ➤ Rain ➤ Reign ➤ Rein
<i>Battleship Homophones game</i>	<p>A long hard surface built for vehicles to travel along:</p> <ul style="list-style-type: none"> ➤ A rode ➤ A road ➤ A rowed