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**ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES**



**THE IMPACT OF EDUCATIONAL GAMES AND GENDER ON FIVE-
YEAR-OLD IRAQI EFL LEARNERS**

THESIS

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- To my loving parents for their endless supports.

- To my beloved brothers and sisters with love.

- To all my teachers who taught me even a word.





T.C.
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Akram Faraj Ali AL-ZANGANA



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TABLE OF CONTENTS

	<u>Pages</u>
DECLARATION	iii
FOREWORD	iv
TABLE OF CONTENTS	v
ABBREVIATIONS	vii
LIST OF TABLES	viii
ÖZET	iv
ABSTRACT	x
1. INTRODUCTION	1
1.1 Theoretical Framework.....	1
1.2 Significance of the Study	4
1.3 Statement of the problem	5
1.4 Purpose of the Study	6
1.5 Research Questions	7
1.6 Definitions of Terms	8
2. LITERATURE REVIEW	9
2.1 Theoretical Background	9
2.1.1 Vygotsky’s social-cognitive theory	10
2.2 The Importance of Foreign Language Learning in Early Childhood	11
2.3 Educational Games.....	12
2.4 Educational Games and Foreign Language Learning and Teaching	15
2.5 Vocabulary	17
2.5.1 Vocabulary development in mother tongue	18
2.5.2 Vocabulary development in foreign language	20
2.6 Total Physical Response (TPR) Foreign Language Teaching Method	21
2.7 Previous Related Studies	23
3. METHODOLOGY	29
3.1 Overview	29
3.2 Design of the Study	29
3.3 Population and Participant	30
3.3.1 Population	30
3.3.2 Participant	30
3.4 Setting	31
3.5 Data Collection Instruments	31
3.6 Validity and Reliability	32
3.7 Treatment	33
3.8 Procedure	33
3.9 Data Analysis	35
4. RESULTS	36
4.1. Descriptive and Independent T-test Results of the First Research Question ..	37
4.1.1 Descriptive and independent t-test analysis as a pre-test	37
4.1.2 Descriptive and independent samples T-test analysis as a post-test	38
4.2 Descriptive and Independent Sample T-test Results of the Second Research Question	39

4.2.1 Descriptive and independent sample t-test results of the gender effect in the experimental group.....	39
4.2.2 Descriptive and independent sample t-test results of the gender effect in the control group	40
4.3 Findings	41
5. DISCUSSION	43
5.1 Discussion	43
5.1.1 Vygotsky’s social- cognitive theory	43
5.1.2 Significant effect of educational games on Iraqi EFL preschool learners in learning English vocabulary	43
5.1.3 Non-significant gender effect on foreign language vocabulary learning	45
5.2 Limitation of the Study.....	46
6. CONCLUSION, RECOMMENDATION, AND SUGGESTIONS FOR FURTHER STUDIES	47
6.1 Conclusion	47
6.2 Implications of the Study for Policy and Practice	48
6.3 Recommendations	49
6.4 Suggestions for Further Studies	49
REFERENCES	51
APPENDICES	57
RESUME	72

ABBREVIATIONS

VYL	: Very Young Learner
TPR	: Total Physical Response
EFL	: English as a Foreign Language
LAD	: Language Acquisition Device
ASL	: American Sign Language
IQ	: Intelligence quotient
ZPD	: Zone of Proximal Development
MOE	: Ministry of Education



LIST OF TABLES

	<u>Page</u>
Table 3.1: The samples of the study	31
Table 3.2: Checklist	32
Table 3.3: Vocabulary items taught to both experimental and control group	33
Table 3.4: Vocabulary Performance Checklist procedure	34
Table 4.1: Descriptive Statistics of both groups in the Pre-test	37
Table 4.2: Independent Samples T-test of both groups in the Pre-test	37
Table 4.3: Descriptive Statistics of both groups in the posttest	38
Table 4.4: Independent Samples T-test of both groups in the Pre-test	38
Table 4.5: Descriptive statistics of the experimental group as posttest regarding gender	39
Table 4.6: The independent t-test of the experimental group regarding gender.	40
Table 4.7: Descriptive statistics of the control group as posttest regarding gender ..	40
Table 4.8: The independent t-test of the control group regarding gender	41

EĐİTSEL OYUNLARIN VE CİNSİYETİN YBANCİ DİL ÖĐRENERLER OLARAK BEŐ YAŐINDAKİ ÜZERİNE ETKİSİ

ÖZET

Bu alıőmanın hedefi, eđitsel oyun tekniđinin beő yaő, okul öncesi öđrencilerinin İngilizce kelime öđrenimi üzerindeki tesirini araőtırmaktır. alıőmanın örneklemi ise, 16 erkek ve 16 kız olmak üzere beő yaőında olan toplam 32 özel anaokulu öđrencisinden oluőmaktadır. İki farklı gruba ayrıldılar. Her grup için 16 öđrenci vardı (8 erkek ve 8 kadın). Veri toplama aracı, hazırlanan 36 maddelik Yabancı Dil Olarak İngilizce Kelime Performans Kontrol Listesi'den ibarettir. Altı haftalık bir süre içinde iki gruba Tümüyle Fiziksel Tepki metodu ile resimli kartlarla 36 kelime öđretilmiőtir. Deneysel grupta eđitsel oyunları kullanılmıőtır ve kontrol grubunda ise eđitsel oyunları kullanılmamıőtır. Deneyim nihayetinde t-test incelemesi yapılmıőt ve eđitsel oyunları aracıyla öđrenen deneyde konu olan grubun lehine olarak iki grup arasında İngilizce kelime başarıőı aısından tesir büyüklüđü aőırı derecede açık bir ihtilaf bulunmuőtur. Ayrıca, yabancı dil olarak İngilizce kelime öđrenimine bahsedilen deneysel grupta eđitsel oyunları ve kontrol grubunda eđitsel oyunları olmaksızın, cinsiyetin tesiri olup olmadığı konusunda da t-testler aracıyla incelenmiőtir. Son olarak, bu iki grup için İngilizce kelime öđreniminde anlamsız bir cinsiyet tesiri bulunmuőtur.

Anahtar Kelimeler: *Yabancı dil olarak İngilizce, kelime öđretimi, eđitsel oyunlar, ok küçük öđrenciler, erken ocukluk eđitimi.*

THE IMPACT OF EDUCATIONAL GAMES AND GENDER ON FIVE-YEAR-OLD EFL LEARNERS' VOCABULARY LEARNING

ABSTRACT

The present study aimed to investigate the impact of educational games as a significant learning technique in teaching English Vocabulary among five-year old Iraqi EFL learners. The participants of the study were 32 preschool children at Wano private kindergarten. They were divided into two different groups; the experimental group which was taught by educational games and the control group which was exposed to the traditional methods of teaching English vocabulary, there were 16 students for each group (8 male and 8 female). A Checklist was used as Data collection instrument which consist of 36 EFL vocabulary items. At the beginning of the study, they were given a pretest to measure their vocabulary performance. Then, after six weeks of treatment, they were given posttest. The outcomes showed a significance difference between the experimental group and the control group in terms of posttest achievement in English vocabulary scores. Therefore, the educational games proved to be useful in teaching English vocabulary. Furthermore, the influence of gender on five-years-old Iraqi preschool kids in learning new English vocabulary with educational games in the experimental group and without educational games in the control group was conducted by means of independent sample t-tests. The analyzed data showed non-significant gender effect for both groups in learning new English vocabulary.

Keywords: *English as a foreign language, vocabulary teaching, educational games, very young learners, early childhood education, Total Physical response, five-year-oldchildren.*

1. INTRODUCTION

This chapter explains the background of the study, the statement of the problem, the importance of the study, the purpose of the study, the research questions, the definition of some essential terms have also been presented at the end of the chapter.

1.1 Theoretical Framework

English language is a common global language, and it is powerful in several fields such as business, technology, science, travel, economy, cinema, and education. Furthermore, English is the most largely taught and knowledgeable foreign language in a lot of countries (Crystal, 2008) One of them is Iraq. Teaching a new language to very young learners can consist of various techniques such as storytelling, videos, finger plays, singing, and educational games (Larsen-Freeman, 2002). Through these techniques, educational games are recommended for every individual who is learning the language. More than that, for very young learners because of the fact that games consist of student-centered context, motivation, little stress, fun, competition, collaboration, inspiration, active and social participation (Jafarian, 2017, Deesri, 2002; Fisher, 2004; Thythan Huyen and Thitu Nga, 2003).

The influence of the educational games on foreign language vocabulary teaching was examined in several studies (Aghlara and Hadidi Tamjid, 2011; Ashraf, H. & Ghanei Motlagh, F. & Salami, M. 2014; Ara, 2009; Atay, 2007; Şenergü., 2007; Jafarian, 2017; Townsend, 2009 Ajibade & Ndububa, 2008; Cimcim, 2008; Dervişoğulları, 2008), and in majority of the studies, the helpfulness of educational games in learning foreign language was preferred. Though, this was not examined in five-year-old kindergarten children.

Using educational games as an instrument to improve the process of learning, especially English as a foreign language was examined in several studies such as (Dolati and Mikaili, 2011; Yip & Kwan, 2006; Marzano, 2010; Tom Schrand, 2008; Cheng & Su, 2012; Aslanabadi and Rasouli, 2013; Riahipour and Saba 2012; Efendi, 2013; Alemi, 2010, Elvin, Maagero & Simonsen, 2007; İnan, 2006; Kaya, 2007; Shaw, 2009; Ojeda, 2004) and the results of these studies show that using games

especially educational games in learning English as foreign language is very useful and it helps the learners to achieve language in an easier way.

Because of their undeveloped age, features and the absence of writing and reading capabilities, methods of teaching a foreign language to very young learners consists of different techniques such as role-play, songs, storytelling and games (Larsen-Freeman, 2002). These methods can also be used in Total Physical Response (TPR) Method, which is a mixture of action and language, in that teachers give commands to learners in the foreign language, and learners respond with body movement.

TPR as a foreign language teaching technique or way got its central idea from learning a first language. While getting the first language, babies first babble sounds after an extensively quiet period, they are not be able to speak but they are be able to understand and respond to their parents' orders such as "Close your eyes, sleep!, Stand up!, Open your mouth and eat!,!". Babies are using this language and action connection and begin to utter their primary words. After that, they progressively learn their mother language, which was an inspiration for TPR (Gordon, 2007, Asher, 1993, Yawkey & Minaya-Rowe, 2006).

As stated above, learning a foreign language goes through a sequence of stages, it starts with being silent at the beginning of the process as the learner cannot speak the new language but he or she is active in listening sounds and comprehending the messages of the new language. The new learner then starts to communicate and respond by signs or physical gestures. In time, the learner starts to use single words or phrases, then sentences. At the final stage, when the new language learner is mastering the language, he or she will be able to use the foreign language productively (Hong, 2008; Gordon, 2007).

The process of learning a language (either first or foreign language) initiates with learning sounds and vocabulary as McGlothlin (1997) stated. Vocabulary which is the total words of a language (Merriam-Webster, 2016) and there are two types of vocabulary which is Expressive and Receptive. Expressive vocabulary includes those words that a child could use them by uttering or expressing them, while receptive vocabulary is about understanding what is said to the child or in another word, understanding the meanings of words (Brownell, 2000; Neuman & Dwyer, 2009). Very young learner's(VYLs) expressive vocabulary can be evaluated by her/his

looking at picture and saying the vocabularies showed on the picture cards. On the other hand, receptive vocabulary can be evaluated by VYL's pointing on the expressed vocabulary among pictures of vocabulary items. In other words, in the receptive vocabulary, only the vocabulary recognition is required. Thus, children's reservoir of receptive vocabulary is much more in number than that of their expressive vocabulary reservoir (Brownell, 2000). When learning first language, at the very beginning stages of a foreign language learning process, learners understand more than they speak, then this clearly tells that foreign language learner's receptive vocabulary is greater than their expressive vocabulary (Yawkey, Gonzalez & Minaya-Rowe, 2006). Thus, it is wise to examine receptive vocabulary learning of VYLs at the beginning of a foreign language teaching as it is tried to do in this research.

Vocabulary is a prerequisite for the foreign language improvement since vocabulary development or learning new words is responsible for the most of the understanding (Bromley, 2007). Vocabulary comes first while teaching an additional language to very young students since naming objects gain importance at the beginning. Nevertheless, very young children's comprehension occur in concrete contexts therefore, teaching vocabulary for them requires visual and concrete representations like picture cards. (Gordon, 2007). Educational games are games that are designed to be played in the classroom environment to help learners to learn about specific object or help them in learning a skill as they play. Educational games are individual or group activities that used in the learning process to help very young children to learn new skills. Harmer (2007) supported that learning through playing which is known as Educational Games are effective tools to teach very young learners new vocabulary. Here, in this research, picture cards of colorful photos or depictions with related vocabulary items were used as educational games.

Moreover, the influence of gender on foreign language teaching and learning was investigated in several studies such as (Aslan, 2009; Olszewski-Kubilius & Turner, 2002; Swiatek & Lupkowski-Shoplik, 2000; Dursun, 2007) the result of these studies supports the superiority of females in learning foreign language than males. In other words, Females scores were higher and better than males scores in learning target language. In contrast with these studies there are few studies which results with males' superiority (Vahdat and Rasti- Behbahani, 2013; Cross, 1983) the results of

these studies revealed that males achieved higher scores than females. In other words, the findings of both studies support the superiority of males in learning foreign language while in the studies of (Burgoyne, Kelly, Whiteley and Spooner, 2009; Grace, 2000) non-significant difference between the two genders found. In other words, the finding of their studies revealed that both females and males scores were equal and non-significant result of the gender effect were founded. Therefore, the issue of the gender influence on learning and teaching foreign language had different results.

1.2 Significance of the Study

Teaching and learning a foreign language for preschool students are significant since its commonly agreed that there is specific time or critical period until puberty that children could learn or acquire a foreign language as native speakers particularly in terms of pronunciation and profound understanding of grammaticality judgement of the foreign language (Hakuta, Bialystok & Wiley, 2003, Stevens, 1999). Therefore, studying which techniques or means are more effective in foreign language teaching to very young learners is very important.

Also, very young learners learn in various, different methods and techniques than adult. Very young learners respond to meaning even if they do not understand all the words. Furthermore, learning is not direct for them in that kids could learn from everything around them interestingly and eagerly. They are searching for personal care, teacher support and they understand not only by clarification, but also by experiencing, touching, hearing and seeing. Nevertheless, abstract ideas, like grammar, are difficult to comprehend for them. Additionally, after ten or fifteen minutes they lose their interest and they have short period of focus. Furthermore, they love learning new things and new information while having fun (Halliwell, 1992; Harmer, 2007). Therefore, what is presented as English language, how it has to be presented, how much time or period it requirements, which ways and methods to be used have to be considered in detail according to the students' interests, individual-related properties, ages, strengths, culture and necessities (Bredenkamp & Copple, 1997; Essa, 2003). Thus, for all these reasons stated above, the method of instruction English to VYLs must be suitable for them.

The nature of the games fits the nature of the VYLs. Therefore, educational games are seen as suitable and influential among techniques or ways of teaching foreign language for them. Games are fun for very young learners and contain physical and cognitive activity, competition, cooperation, interaction and socialization. Furthermore, very young learners interest and motivation increase in games. Therefore, games play significant and an important role in children lives (Llach & Gomez, 2007; Deesri, 2002; Thithanh Huyen & Thitu Nga, 2003). Thus, investigating the helpfulness of the educational games in English vocabulary learning and teaching is very important for five-year-old children in early childhood instruction.

Also, examining whether or not suitably planned educational games improve English vocabulary learning is significant for policy makers, particularly Iraqi Ministry of Education (MOE). The results of the present study are needed to help policy makers to incorporate educational games in the learning process.

1.3 Statement of the problem

In the foreign language teaching and learning, vocabulary has a significant role. Vocabulary is one part that associates the four skills of listening, writing, reading and speaking all together (ThanhHuyen& Thi Thu Nga, 2003). In Iraq, in spite of the changes made in the course book program in both northern and central government of Iraq still Iraqi EFL learners are not be able to learn English as well and after 12 years of taking English in the primary and secondary schools they have difficulty with absence of vocabulary skills and speaking (Saeed, 2015, Kareem, 2009, Al-Akraa, 2013) so teachers and language learners have to use and focus on new approach rather than current systems. On other hand, some teachers still concentrate on traditional method of teaching for learning English as a foreign language in Iraq and northern Iraq.

In Iraq, English language instructors are normally non-native English speakers. Most of the teachers employed by the Ministry of Education have bachelor's degrees in English language or English literature. Despite their language ability, most of the instructors are not prepared to teach English as a foreign language to different levels and ages. For example, the English teachers who finished the School of Education are permitted to teach different levels and ages, but there are no training programs in

second language acquisition pedagogy and teaching methodology. This is different compared to some states in the United States, where instructors who are working with ESOL learners are frequently obliged to take TESOL lessons to teach ESOL students in their classrooms. Thus, Iraqi instructors may have trouble in making their lesson plans because of the lack of experience in using various instructional methods according to their student's age and level. Gambrell, Malloy, and Mazzone (2007) state that "Teachers are ultimately the instructional designer who implement best practices in relevant, meaningful ways for their particular community of learners" (p.16).

Since the Ministry of Education of Iraq provides the curriculum, English language instructors have no control over the resources they are using for teaching English or the instruction approach they take. They rely on the syllabus and textbook that they have been set for help. Moreover, curriculums and lesson plans are limited by Ministry of Education schedule so English teachers do not have opportunity to use additional means or resources in teaching English (Kareem, 2009).

This study emphasizes on the role of educational games among Iraqi preschoolers in northern Iraq. This research tries to find out whether using educational games in the academic field for Iraqi preschooler's affect their learning process or not.

1.4 Purpose of the Study

The present study aims at finding out the impact of educational games and Gender on five-year-old Iraqi EFL learners. Also, research (Jafarian, 2017; Townsend, 2009; Ashraf et al, 2014; Aghlara and Hadidi Tamjid, 2011; Ojeda, 2004; Shaw, 2009) investigated on teaching vocabulary in the foreign language; though the sample of them diverse from primary to adults' school students. Therefore, there is a gap in studies investigating VYL learning English as foreign language in early childhood education curriculums.

There is not enough research which is absorbed in the ways of learning or teaching English vocabulary to kindergarten kids that their ages are between four to six years. One of the aim of the present study, is to fill this gap by examining whether or not educational games as a method of teaching contribute to the preschool level-English vocabulary learning of five-year-old attending a private preschool in Sulaymaniyah, Iraq.

Furthermore, another purpose of the current study is to investigate the influence of gender on five-years-old Iraqi preschool kids in learning new English vocabularies. In another word, this study investigates whether or not there are gender influences between five-year-old males and females' student in learning new English vocabularies with educational games and whether or not there are gender differences between five-year-old males and females' student in learning new English vocabularies without educational games are tried to investigate.

In this study, the researcher is looking for improving the knowledge of utilizing Educational Games for learning and teaching English as a foreign language in the northern of Iraq. Also, another purpose of the current study is to notice how educational games work in academic fields especially for very young learners, and to examine the impact of educational games and gender on five-year-old Iraqi EFL learners.

1.5 Research Questions

- Is there a statistically significant difference between the experimental group achievement scores which is taught by educational games and the control group which is taught without educational games in learning English vocabulary for Iraqi EFL preschool learners?
- Is there a statistically significant effect of gender on Iraqi five-years-old EFL vocabulary learners in learning new English vocabulary?
- Is there a statistically significant effect of gender on Iraqi EFL vocabulary learners' achievement scores in the experimental group which is taught by educational games in learning new English vocabulary?
- Is there a statistically significant effect of gender on Iraqi EFL vocabulary learners' achievement scores in the control group which is taught without educational games in new English vocabulary learning?

1.6 Definitions of Terms

Educational games: Educational games are games that designed to be played in the classroom environment to help learners to learn about specific object or help them in learning a skill as they play. Educational games are individual or group activities that used in the learning process to help very young children to learn new skills with the help of TPR commands. Harmer (2007) states that 'educational vocabulary games can be played with picture cards'. The educational games used in this research were chosen carefully or wisely according to five-year-old preschool students.

Five-year old children: sixty-month-old kindergarten kids whose mother language is well established. They would like to be self-confident and independent. Furthermore, they can take age suitable duties. Five-year-old love to join in motor activities which consist of moving, running, jumping. They are able to participant in group activity with peers (Essa, 2003).

Total physical response (TPR) It is a language or foreign language instruction technique which is based on the comprehension-based approach and physical movement. In TPR methods, teachers give commands to learners in the target language, and students respond and act physically with whole-body movements. Also, it's generally used in early childhood classrooms and there are several TPR activities such as playing games, directed drawing and choral singing (Asher, 1993; Gordon, 2007).

Foreign language: When a language is learned in a country where that language is not main or official language it will become a foreign language (Fasold, R.W. and Connor-Linton J, 2006). For instance, in Iraq, English is a foreign language. Furthermore, in this study, the concepts of target language, additional language and foreign language are used interchangeably.

2. LITERATURE REVIEW

2.1 Theoretical Background

Learning language by using educational games needs several skills specifically social and cognitive skills. Language learners are active in responding, thinking and they are socially interactive with each other while playing games (Lengeling & Malarcher, 1997). Therefore, the current study is based on the Vygotsky's social-cognitive theory (1962, 1978) which claims that learners could develop language by means of social interactions and intellectual abilities. Moreover, there are three different perspectives of learning language which are behaviorist perspective, innatist perspective and interactionist perspective. Moreover, Vygotsky's social-cognitive view can be placed under the interactionist perspective of language development due to its emphasis on significance of social interaction in language learning (Cooter & Reutzler, 2004; Berk, 2006; Essa, 2003).

The first perspective of language development is behaviorist perspective. In this perspective they believed that there is not any innate capacity and language learners learn and develop language from their environment. Behaviorists such as Skinner (1974) stated that the environment of the children reinforces them to learn language and language is a behavior. This perspective basically emphasis on the learning and developing language by imitating and there is not innate capacity (Berk, 2006, Essa, 2003; Morrison, 2007).

Innatist perspective is the second perspective of language development. In this perspective, they believed that language is innately structured in the brain and children born with innate capacity (Berk, 2006). In addition, Lenneberg (1967) argue that children are born with the genetically prearranged language capacity and all children goes through the same period and stage to develop language and strongly believed that there is innate capacity in human brain. Furthermore, according to Noam Chomsky (1972) children born with a Language Acquisition Device (LAD) and universal grammar rules in the brain and its activated when they exposed to learn language and speak.

The third and last perspective is the interactionist perspective. In this perspective, learning language has both innate, internal and environment, external properties. In this perspective, both theoretical views of behaviorist and innatist perspective were combined. In the view of interactionist, there are several interactive factors that support language improvement such as cognition, inheritance, and social surrounding (Berk, 2006; Essa, 2003; Morrison, 2007).

cognitive interactionist language development and social interactionist language development are two main interactionist views of language development (Berk, 2006; Essa, 2003). Piaget (1959) As a cognitive interactionist viewer, argue that child's language improvement is mostly associated with his/ her cognitive improvement since the capacity to understand language is the capacity to represent objects cognitively. In the social views, development of language is believed to be related to the intellectual factors and social interactions.

Vygotsky (1962) claims that language is the first social increment of children and they develop their thought, knowledge, language by means of interactions with parents and other people around them. Thus, this perspective basically support that children learn and develop by means of socialization, collaborative and active learning. Due to the fact that cognitive and physical activity, co-operation, individual or team work, competition is the nature of educational games (Bekiri, 2003; Llach & Gomez, 2007), the present study is based specifically on the Vygotsky's Social-Cognitive theory and social interactionist view.

2.1.1 Vygotsky's social-cognitive theory

Vygotsky (1962, 1978) argue that learning is a social and active event, Also, according to Vygotsky view, learning is a social entity. Children start to learn through social interactions with other people around them.

When children are helped in solving problem by other people around then such as parents and adults, then they move from "actual development level" to the "potential developmental level". The distance between both levels in known as "zone of proximal development" while the help is called support in which the supporter progressively gives the duty to the child (Vygotsky, 1978, p.86). Educational games give the opportunity to the children to activate their zone of proximal development.

According to Edwards (2002) the social-cognitive theory of Vygotsky emphasis on integrating social and social activities in the learning process and teachers should avoid from using quiet activities such color sheet and pre-marked papers. Thus, education games which contain communication, challenge, action and teamwork assist children's improvement by offering the opportunity of important and rich interaction for learners.

Vygotsky (1997) argued that educational games “organize the higher form of behaviour, involve the resolution of rather complex problems of behaviour, require guess-work, quickness, and resourcefulness, and concerted and coordinated efforts of the most diverse capacities and forces” (p.90). Meanwhile games are collaborating, active, players think, goal achieving and consume physical energy by moving (Fredericksen, 1999)

Moreover, Vygotsky (1997) stated that “psychology requires that students learn not only to perceive, but also to respond” (p.48). Thus, according to Fredericksen (1999) using educational games in the classroom and learning process provide a chance to act and an experiential structure, response and perceive to learn.

2.2 The Importance of Foreign Language Learning in Early Childhood

There is a sensitive period for the first language development and Lenneberg (1967) hypothesized that the innate capacity of children could develop until a specific period which is known as critical period or puberty period. The innate feature should be developed before the critical period otherwise the learners could not develop language skills perfectly.

The evidence of sensitive period hypothesis or critical period come from deaf children who have been isolated from human language and any language. Children who were left in separation and live without human speech during early age could not improve language completely such as Genie who was left at about age one till thirteen in a room in total isolation, and Two Indian girls, Amala and Kamala, they were isolated from human in a forest. After their rescue, their communication skills remained limited and they could not develop their native language grammar fully, they could only learn some vocabulary and gain comprehension to some extent (Berk, 2006; Gordon, 2007; Krashen, 1973; McCrone, 2003).

Furthermore, according to Munoz (2006) learning language at early age is more easy than older age. Also, he stated that, acquiring first language will be harder with more age increase. Therefore, there is a sensitive period in the learning first language.

There are several studies that support the existence of the critical period in the learning foreign language such as (Munoz, 2006, Hakuta, Bialystok & Wiley, 2003, Knudsen, 2004, Flege, Yeni-Komshian & Liu, 1999) the results of these studies revealed that learning second or additional language in the early age is more perfect than elders. According to these studies there is big difference between learning foreign language in the early age and old age. Also, there results support the existence of the sensitive period for leaning and acquiring second/foreign language as native speakers. Furthermore, according to Munoz (2006) second language learners who are learn foreign language in early age they could develop their language like native speakers in developing proficient understanding of grammaticality judgement, comprehension and pronunciation. Learning a second/foreign language in early age is very significant and important due to the fact that there is a sensitive age or period to develop language fully and like native speakers.

2.3 Educational Games

Educational games are individual or group activities that used in the learning process to help very young children to learn new skills. Educational games are games that designed to be played in the classroom environment to help learners to learn about specific object or help them in learning a skill as they play (Efendi, 2013, Deesri, 2002; Juul, 2003, Dolati and Mikaili, 2011).

Moreover, Donmus (2010) stated that combining education and games together help learners to learn more easily since games create entertainment environment for education, Also, learners with games achieve positive attitudes and games give them more motivation.

Additionally, Oblinger (2004) stated that educational games help learners to use their prior knowledge by providing an effective learning environment, also, it will give them active role and immediate feedback. Moreover, according to Amory and Seagram (2003) using educational games in the learning process is much more effective method than traditional one. Researchers believe that games make the learning process enjoyable and can unlock the learners thinking.

Educational games give learners opportunity and responsibility of being active mentally and physically. Thus, due to their benefits they are used frequently in the classroom and learning process. Also, it increases children interaction and easily attract their attention (Yip & Kwan, 2006).

Additionally, educational games motivate students to reduce their stress and anxiety, keep language learner's attention alive and reinforce the improvement of their social and cognitive skills (Marzano, 2010; Deesri, 2002; Thithanh Huyen & Thitu Nga, 2003, Oblinger, 2004).

There are some characteristics of a good game; it requires few preparation, it should be simple to play and not too complex. It should take suitable space and time in the classroom, it should offer enjoyable without creating confusion atmosphere, it should change the routine atmosphere of the class, it should have a learning purpose and have a learning object and assist learners to learn in regular language class (Harris, 2006, MacKenty, 2006, Van De Bogart, 2009).

According to Llach & Gomez (2007) children are full of energy and physically very active therefore, games which include movement or action fit the characteristics of the very young children. They are full of energy and they love playing, dancing, running and they are eager to learn new things around them. Moreover, while learners work cooperatively on a gaming activity, "games foster group cooperation and typically create a high level of student involvement that makes them useful tools for effective teaching" (Franklin, Peat & Lewis, 2003, p. 82). According to Deesri (2002) selecting or choosing suitable games which are appropriate with learners age and their language is the main point. Then the instructor should give them information about that game and they should know the aim and rules of the game in their mother tongue.

Bekiri (2003) stated that games enhance language learners to participant in the classroom activity and motivate them to reduce their stress and learn without any fear of making mistake. Also, educational games help weak students to learn better step by step.

Learning vocabulary in early childhood classroom needs concrete and visual representations since they can learn and understand the meaning of words after they see it visually and it help them to recognize more easily and effortlessly (Gordon,

2007). Therefore, as Nation (2005) stated that teachers can use and benefit from using picture vocabulary games and other visual objects to help children learn more effectively.

Using and applying games and play activities in the language classes have some advantage such as learners could be more interested in learning material. Students pays more attention to the lesson while they were interested in the learning material. Thus, this gave a good opportunity to the teachers to deliver the learning materials and students could learn and understand more easily. Although, applying educational games help EFL students to learn more easily while they are playing the can learn and achieve new information without realized that. Furthermore, applying academic games and play activities in the EFL student classes encourage and support them to achieve more higher scores and applying such materials in the foreign language classes motivate students to involve with the learning materials and participant in the classroom activities (Marzano, 2010, Tom Schrand, 2008, Pannesse & Carlesi, 2007, Cheng & Su, 2012).

Another advantage of applying play activities and games in the learning process is enhancing EFL learners to memorize vocabulary items more effectively as vocabulary knowledge is significant part of language learning and without good vocabulary skills EFL learners could not understand and respond perfectly (Yip & Kwan, 2006, Sorayaie Azar, 2012, Şenol, 2007, Taheri, 2014).

Providing a suitable and appropriate learning condition in the classroom and EFL language classes can be seen as another advantage of using games in the language classes. While the nature of children is full of energy and they love playing so applying games in the EFL classes enhance them to feel relax and reduce their stress (Aslanabadi and Rasouli, 2013, Atay, 2007, Kaya, 2007; Ara, 2009).

Furthermore, the nature of the games fits the nature of the VYLs. Therefore, games are seen as suitable and influential among techniques or ways of teaching foreign language for them. Games are fun for very young learners and contain physical and cognitive activity, competition, cooperation, interaction and socialization. Furthermore, very young learners interest and motivation increase in games. Therefore, games play significant and an important role in children lives (Llach & Gomez, 2007; Deesri, 2002; Thithanh Huyen & Thitu Nga, 2003).

2.4 Educational Games and Foreign Language Learning and Teaching

Using games as an educational tool in target/foreign language learning field was studied and tested in several studies at different schools and grades (Riahipour & Saba, 2012, Aslanabadi and Rasouli, 2013, Dolati and Mikaili, 2011, Efendi, 2013, Alemi, 2010, Al Neyadi, 2007, Ajibade & Ndububa, 2008; Ara, 2009; Elvin, Maagero & Simonsen, 2007; Shaw, 2009; Townsend, 2009) and the result of them support the effectiveness and important of educational games in foreign language learning field especially in learning new vocabulary and other language skills.

Moreover, Yip & Kwan (2006) argue that educational games can be used as effective vocabulary learning tools to enhance learners' vocabulary acquisition in learning a foreign language. Also, Games can motivate students and take their attention as they like playing and movement action. In addition, Shaw (2009) revealed that educational games can motivate and enhance adult learners in learning new vocabulary of target language. Similarly, according to Ojeda (2004) educational games can enhance and motivate university students in foreign language learning.

Dolati and Mikaili (2011) stated that using games has significant role in teaching new vocabulary items to the foreign language students, they also discovered that "Game has its potential as an educational tool for literary training; and can motivate and engage learners especially the quiet and passive ones in the whole learning process" (p.1218).

Furthermore, Aslanabadi and Rasouli (2013) stated that educational games provide enjoyable time and motivate language learners to enhance their confidence. In addition, according to Riahipour and Saba (2012) using vocabulary games in learning process make it more valuable. Also, using games make vocabulary learning process more enjoyable. Thus, it helps foreign language learners to remember target vocabularies more rapidly. Moreover, Dervişoğulları (2008) stated that learning a foreign language vocabulary is normally hard and not easy task but with games learning a foreign language vocabulary became motivating, funny and easy. also, İnan (2006) stated that using music, and educational games in target language enhance and motivate foreign language learners to participant more eagerly and help them achieve more words than students which learn foreign language with traditional methods.

The impact of using educational games was conducted in several studies (Aslanabadi and Rasouli, 2013, Atay, 2007; Dolati and Mikaili, 2011, Cimcim, 2008; Donmus, 2010; Şenergüç, 2007; Alemi, 2010, Tavit & İşisağ, 2009, Townsend, 2009, Şenol, 2007; Ajibade & Ndububa, 2008; Kaya, 2007; Ara , 2009;) and the result of these studies shows that using educational games in the learning process is very important and using educational games help the learners to learn more easily and it motivate students to participate in the classroom activates. also, it was concluded that educational games significantly influenced the vocabulary and reading comprehension level of primary and secondary school students.

Also, Susüzer (2006) stated that using educational games in the foreign language learning had effect on academic achievement and it turn learning vocabulary learning from hard to an easy task. using educational games in foreign language classroom help student to remember vocabulary easily. Moreover, Alemi (2010) stated that using games and play activities is more effective than traditional method and games has positive effect on student's vocabulary knowledge development. In addition, according to Şenergüç (2007) adult students and teachers had a good perspective about educational games and they believed that language games were useful, enjoyable and suitable activities for the classroom use.

Furthermore, the effect of using educational games was conducted in several studies (Alemi, 2010; Sorayaie Azar, 2012; Taheri, 2014; Dolati and Mikaili (2011) the findings of these studies support the important and significant of educational games and its role in learning new words. Also, the results of these studies revealed that games were effective and important tool in the learning foreign language especially for learning new words and vocabulary.

Moreover, Donmus (2010) stated that "The value of educational games has been increasing in language education since they help to make language education entertaining "(p.1497). Also, Blachowicz and Fisher (2004) they advised teachers and parents to use educational games to enhance their students and children vocabulary development.

Furthermore, according to Sorayaie Azar (2012) teachers and language learners have to use games as an important technique and providing games during language teaching help student to build vocabulary knowledge. Moreover, Taheri (2014) stated

that educational games have great role in the learning process and it help EFL learners to learn more easily and help them to remember vocabularies more than student who learn with tradition methods. Similarly, according to Şenol (2007) educational games as a vocabulary teaching technique enhance EFL learners to remembering new English vocabulary items more effectively. Through using games and play activities in the foreign language classes motivate students to remember more words and achieve higher scores.

In addition, according to Cheng & Su (2012) Game based learning can make students become the center of learning, make the learning process simpler, more attractive and efficient. Also, they stated that using language games in the necessary to motivate EFL students to learn more easier and in affective way. In addition, using language games and play activities can provide EFL learners the opportunity to reinforce their previous and former information by repeating it in a further comfortable and relaxed environment.

2.5 Vocabulary

There are several definitions of vocabulary, for instance, vocabulary can be defined as the knowledge of words and their meanings Diamond & Gutlohn (2006). This means that understanding and use of a language will not be achieved without creating strong vocabulary base first. Furthermore, McKeown (2002) says that the heart of a language comprehension and use is vocabulary knowledge. Words are used to convey messages so the receiver should have enough language vocabulary to understand and communicate meaningfully. Moreover, according to Bromley (2007) understanding, success and fluency are commonly bound to vocabulary knowledge. In addition, Yip & Kwan (2006) they argued that the learner needs to know a great number of vocabulary or words to comprehend spoken expressions and written texts of a foreign language. This means to communicate meaningfully in a language the learners should extend their vocabulary knowledge. Therefore, one of the language element is vocabulary which needs to be established and mastered by the language learners (Octaviany, 2007).

Furthermore, vocabulary plays a significant role in learning a foreign language. Dolati and Mikaili (2011) stated that “it is one element that links the four skills of speaking, listening, reading and writing all together,” (p. 1). They also stated that

learning certain amount of vocabulary is required for every foreign language learners to be able to communicate well in a target language.

Vocabulary knowledge is the main and significant reasons which effect reading comprehension. Also, there are several studies which indicate that vocabulary knowledge is essential aspect to understand foreign language (Zhang and Annual, 2008; Chang and Gould, 2008; Joshi, 2005).

2.5.1 Vocabulary development in mother tongue

All children acquire language in the same steps or all of them follow the same steps for acquiring language. some children learn faster and some learn slower. Though, the steps of acquiring language are universal. the process of learning and development of language starts from the first day of birth. there is a soundless period Before babies start to communicate by cooing. When they become six months, babies move to another stage which is babbling stage in which they imitate and babble different sounds, specially vowels and consonants. Later when they become around one-years old they utter their first words and this stage known as holophrastic stage. Though, at this stage their utterances are only one word and they cannot utter more words. Later telegraphic stage comes when they become two years old and at this stage babies can say two or three words or phrases together without care about grammatical functions and rules. Finally, when they become two and a half and three and a half years old they acquire agreement and grammatical rules and language explosion occurs. When children become four and five years with their development also their language develops. They begin to understand and form complex and longer sentences (Fromkin, Rodman & Hyams, 2002).

At around six-years old, children can make distinguish between singularity and plurality, adjust subject-verb agreement and can use conjunctions in compound sentences. Beside the antonyms and synonyms of some words, they know few abstract words. At this stage they can tell their daily experiences, make jokes and they can ask questions. Thus, they use the language competently (Brewer, 2001; Ministry of National Education, Early Childhood Education Program, 2006).

For developing language, vocabulary improvement is an initial requirement for understanding (Octaviany, 2007, McKeown,2002), specifically vocabulary contributes about 80 % of the understanding (Bromley, 2007). Therefore, vocabulary

which is defined as the knowledge of words and their meanings (Diamond & Gutlohn, 2006). establishes the vital and important part of the language. Furthermore, the fastest learners of the mother tongue vocabulary are children (Read, 2000). the message cannot be conveyed, if the vocabulary of a language is not known (Diamond & Gutlohn, 2006). Thus, vocabulary knowledge is an essential and very vital part of language. there are two types of vocabulary which is Expressive and Receptive. Expressive vocabulary includes those words that a child could use them by uttering or expressing them, while receptive vocabulary is about understanding what is said to the child or in other words, understanding the meanings of words (Brownell, 2000; Neuman & Dwyer, 2009). Very young learner's expressive vocabulary can be evaluated by her/his looking at picture and saying the vocabularies showed on the picture cards. On other hand, Receptive vocabulary can be evaluated by VYL's pointing on the expressed vocabulary among pictures of vocabulary items. In another word, in the receptive vocabulary, only the vocabulary recognition is required. Thus, children's reservoir of receptive vocabulary is much more in number than that of their expressive vocabulary reservoir (Brownell, 2000). As learning first language, at the very beginning stages of a foreign language learning process, learners understand more than they speak, then this clearly tells that foreign language learner's receptive vocabulary is greater than their expressive vocabulary (Yawkey, Gonzalez & Minaya-Rowe, 2006).

Moreover, vocabulary development is very rapid. children especially young children can learn up to approximately 10 new vocabulary items per a day (Gordon, 2007). When they become about two and a half years old, a young child has acquired approximately 50 words of vocabulary (Morrison, 2007). At around three years old, the child has around 900-1000 words of vocabulary. When they become four years old, they acquire approximately 1500-1600 words of vocabulary, and at age five, their vocabulary knowledge increases up to 2100-2200 words of vocabulary, while they become six-years old their vocabulary knowledge increases to approximately 5000-7000 words (August, Carlo, Snow & Dressler, 2005; Biemiller & Slonim, 2001).

In a short period of time, children learn a lot of vocabulary very fast as vocabulary improvement is so important in daily life and in academic success that learners who know more vocabulary get higher scores and their performances better than their

classmates and their friends who have less vocabulary knowledge (Morrison, 2007; Wasik, 2010). Furthermore, there are positive associations between learners' amount of vocabulary knowledge and their reading abilities. More comprehension occurs when more vocabulary is known (Graves, 2008).

2.5.2 Vocabulary development in foreign language

Vocabulary development is significant for first language and foreign language learners, while, literacy and communication skills are enhanced by the vocabulary achievement in the foreign and target language (Gordon, 2007).

There are four stages for learning a foreign or second language and these stages are similar to the first language learning. Though the duration of these stage different from learner to learner due to several elements such as environment of learning, interest, motivation and individual differences.

The first stage is silent stage, here learners prefer using their first language to communicate and they cannot speak the target language since the foreign language learners already know their native, first language and its vocabulary. Then, target language learners try to communicate by gestures, moving hands or eyes, nodding and pointing without speaking the foreign language. Though the learners in this stage are active in listening to the foreign language sounds and understanding the messages conveyed, the second stage is called early production/nonverbal stage. The length of this stage is different from learner to learner. after two or three weeks, some learner tries to utter their first words in the target language and some learner tries to say their first words after months. The next stage after the nonverbal stage is telegraphic speech stage. The learners in this stage speaks with formulaic phrase and two or three content words which is give essential and basic message such as 'okay, no way, finished, look-it, that is- a'. the last stage is called productive language use stage. In this stage, learners attempt to form complete sentence. While they learn the target language professionally, target/forging language learners are able to use it in a creative method by forming sentences creatively (Gonzalez, Yawkey& Minaya-Rowe, 2006; Gordon, 2007; Hong, 2008)

Children can learn a target/foreign language vocabulary very fast and achieve the foreign language vocabulary items effortlessly when they acquire it indirectly and unconsciously in the context. Children can learn target language words better while

playing games, joining a conversation and listening to a story book. communication-based teaching techniques are more effective in foreign language learning than grammar-based method in the classrooms environment. Grammar based method concentrate on the structure and do not focus on message communication while its main function of the language (Gordon, 2007).

2.6 Total Physical Response (TPR) Foreign Language Teaching Method

Total Physical Response (TPR) is a language or foreign language instruction technique which is based on the comprehension-based approach and physical movement. In other words, this method of teaching is the combination of language and action Also, it's a comprehension-based language teaching technique or way which is commonly utilized for beginner learners. this method of teaching has been developed by James J. Asher. Traditionally, the researchers believe that language lateralized on the left hemisphere of brain. Though, Asher (1993) stated that motor activities are functions of the right hemisphere of brain and this should precede the left hemispheric language functions. Then, Total Physical Response (TPR) as an additional language method developed by him. In TPR classroom, at first learners listen then they act, so TPR activates the kinesthetic memory at first which is center of action or movement center in the right hemisphere. Because of combination of movement and kinesthetic memory activation the process of learning become more easy and quick with low stress and more effective (Asher, 1993; Gordon, 2007). "When children connect word and action, foreign words cease to be sound shells that contain some tentative meaning. Rather they are filled with full-bodied real life meaning" (Gordon, 2007, p. 81).

Gordon (2007) stated that foreign language instructors look like caregivers who talk to children and do not request any response till they utter their first words. Moreover, Mayesky (2006) stated that learners only listen at first. Though, listening or hearing information is not a passive activity as it is getting and processing the information. Additionally, good listeners are active while listening, they pay attention, process in mind and answer consequently. When given information are understand by the students then they could respond physically or verbally.in the TPR learning method Understanding precedes the production as supported by Krashen's Input Hypothesis

(1999) which claims that a foreign language or an additional language can be learned by receiving comprehensible input only.

In TPR teaching method, instructors help foreign language learners to comprehend the oral language as much as possible by utilizing simple language with gestures, repetition and restatement in classroom activities as reading books, playing games. Furthermore, to make the meaning visually concrete and clearer to each young learner, instructors add action, picture showing into these activities. Moreover, repeating sentences, phrases or vocabulary items several times, these routines help young learners and children to understand more easily and they feel safe and learn what to do next (Gordon, 2007).

TPR is based on the comprehension-based approach and physical movement. In TPR methods, teachers give commands to learners in the target language, and students respond and act physically with whole-body movements. Also, it's generally used in early childhood classrooms and there are several TPR activities such as playing games, directed drawing and Choral singing. TPR as a foreign language teaching technique or way got its central idea from learning first language. While getting the first language, babies firstly babble sounds after an extensive quiet period, they are not be able to speak but they are be able to understand and respond to their parents' orders such as "Close your eyes, sleep!, Stand up!, Open your mouth and eat!,!". Babies are using this language and action connection and begin to utter their primary words. After that, progressively get their mother language, which was an inspiration for TPR (Gordon, 2007, Asher, 1993, Yawkey & Minaya-Rowe, 2006).

in Total Physical Response Method, movement, music and action are important. singing all together and dancing with music are enjoyable, moreover, they give children chances to learn coordination and "listen, respond, imitate, and use their voices, fingers, hands, arms and bodies in ways that are creative and uniquely theirs" (Edwards, 2002, p.103).

Asher (1993) states the right hemisphere of brain is mostly used while "gesturing, singing, acting, drawing, playing games, pointing, storytelling, touching and doing tasks such as sewing, cooking" and the left hemisphere of the brain is mostly used while "analyzing, talking, critiquing, discussing, explaining" (p.87). Therefore, for having balanced improvement and balanced education, the right part or hemisphere

of brain should be included in target language teaching and learning as its responsible for imagination, visual and nonverbal function by using games, art and music (Edwards, 2002).

2.7 Previous Related Studies

Several studies conducted and tried to investigate the effectiveness of using and integrating educational games on improving learners learning skills. Some studies focused on the effectiveness of educational games on learners' achievement in learning new vocabulary, listening skills while some others tried to focus on the impact of using and integrating educational games on other skills. So, it is important to review some of the previous related studies.

Şenergüç (2007) conducted a study about students' and their teachers' attitudes, perceptions about the contribution of games to learning vocabulary of English as a foreign language. questionnaires and interviews were used as data collection. In the result, it was found that 72 % of the instructors believed that language games were useful and appropriate class activities so they commonly used them. Also, 60 % of the teachers agreed that vocabulary games worked on adult students effectively and enhanced their learners' attentiveness, motivation and participation. On other hand, Student questionnaires shown that 79 % of them preferred using games in class while 35% found games childlike. Moreover, in findings, 63 % of the learners stated that vocabulary games aid them memorize vocabulary effortlessly. Furthermore, interviews revealed that instructors and adult students believed that language games were useful, suitable activities for the classroom use.

In addition, to investigate the impact of educational games on enhancement of Iranian EFL vocabulary knowledge in kindergartens another study was done by Aslanabadi and Rasouli (2013) this study was done at two different kindergartens and the main purpose of their study was to find a new method and way to assist young EFL students fix the novel vocabulary in their minds. In total sixty kindergarten student aged between 6 to 7 years old participated in this study. They were divided into an experimental and control group. The experimental group learners received educational games while control group learners did not receive educational games. The collected data analyzed with T-test and the results shown that the experimental group learners got higher scores than control group. Also, the

findings of this study revealed that Games not only bring fun for students to the class, but they also motivate learners and improve their confidence.

Moreover, Dervişoğulları (2008) conducted a study to investigate the effectiveness of educational games on vocabulary learning of Turkish language as a FL for adults. 32 adults with different nationality in a private university were selected randomly and their ages were between 21 to 47 years old. They were divided into two groups with 16 adults in any group. The experimental group students learned Turkish vocabulary with games in 60 hours during a month while the students in control group taught vocabulary without educational games. The findings of the posttest revealed that experimental group students better than the students in control group also, the results shown that using games in the learning foreign language vocabulary were effectiveness.

Furthermore, Jafarian (2017) conducted a study to investigate the influence of educational games on Iranian young EFL learners' vocabulary learning. The number of the participants in this study were 60 males at elementary level. They were divided into two groups. The experimental group students were taught with educational games and the other group were taught without educational games. The results of the study shown the effectiveness of the educational games in word acquisition due to their important role in making low stress, relaxed and enjoyable atmosphere for learning new words and vocabulary items. In addition, another study was done by Susüzer (2006) to investigate the role and effect of educational games on state high school students of tenth grade in learning French as foreign language. The number of the participant were 32 students and they were divided into experimental and control group. The students of the experimental group were taught vocabulary of weather, occupations, English numbers and preposition with educational games while the students of control group were taught with traditional methods. The findings of the posttest shown that the group which learned French with the help of educational games achieved higher than the other group which learned French with traditional methods.

Atay (2007) conducted a study to investigate the influence of vocabulary games on learning English vocabulary items and reading comprehension of English as a FL of ninth grade student from state Anatolian high school. the participant of the study was

30 students and they were divided into experimental and control group. The participants of the experimental group were taught vocabulary items and reading comprehension with educational games while the participants of control group were taught with traditional methods. In the posttest 27 questions were used to test the students of both group and the result shown that the student of the experimental group achieved higher degree in learning vocabulary and reading comprehension than students of control group. Another study done by Özaslan (2006) to investigate the effect of games on seventh grade student's reading comprehension in a state secondary school. the number of the participant of this study were 24 students and they were divided into experimental and control group. fifty-two questions as reading comprehension instrument were developed by the researcher to pretest, posttest. Students of experimental group were taught with vocabulary games like Taboo and vocabulary derivation games while the students of control group were taught without educational games. After eight weeks of treatment the findings shown that students of experimental group achieved higher scores in reading comprehension test than students of control group.

Another supporting secondary school level student study done by Kılınç (2005) to investigate the impact of games and educational games on sixth grade learners aged between 11 to 12 years old in a state secondary school. in total sixty-six male and female students participated in the study and they were divided into an experimental and control group. The students in experimental group were taught English vocabulary items with vocabulary games while students in other group studied English vocabulary items without games. After one semester of treatment, independent measures t-test was used to compare two groups scores. The pre-test scores revealed that the two groups were similar and there was not different between them and the posttest results showed that students in the experimental group got higher scores than students in the control group. The results of this study shown the effectiveness of educational games on learning new English vocabulary items as it was supported by a similar research which was done by Şenol (2007) conducted a study to investigate whether teaching English vocabulary items through educational games enhance learning and remembering new English vocabulary items or not. Forty sixth grade student in a state school with the same English level were selected, they were divided into an experimental and control group. During one semester, the

experimental students were taught forty English vocabulary items with educational games and the control group students were taught the same vocabulary items in traditional methods. The pretest and posttest were done with forty-multiple choice questions and the result of the pretest showed that both groups were equal while the results of the posttest revealed that experimental group achieved higher scores and they remember more words than the control group students.

Another study was done by Sorayaie Azar (2012) in her study the researcher attempted to find whether games assist English language students to learn vocabulary successfully or not. The researcher conducted an action study which contain applying educational games in language classrooms, observing other teachers' classes, and interviewing instructors and students and learner's reaction towards using games. The findings of her research revealed that language games were important in assisting learners to increase their vocabulary building skills.

Also, Taheri (2014) conducted a study to investigate the effect of utilizing educational games on Iranian EFL elementary students' vocabulary memorizing. Thirty-two students from the same level of English were chosen and they were divided into experimental and control group. Each group contain 16 students. experimental group was taught English vocabulary by means of games while the control group was taught in tradition methods. After six weeks of treatment the researcher post tested both group and the results revealed that using play activities and language games help student to remember new words and vocabulary more easily.

Furthermore, the contribution of educational games in learning English as a foreign language achievement was also confirmed in the primary school level by Cimcim (2008) to investigate the impact of educational games on learning English in the fifth grade. The total eighty students were participated in this study and they were divided into an experimental and control group. The experimental group were taught body part's vocabulary with educational games and the control group were taught without educational games. The results of the posttest revealed that students in experimental group which taught with educational games achieves higher scores than control group which did not received educational games in learning new English vocabulary items.

Furthermore, Dolati and Mikaili (2011) conducted a study to investigate the impact of educational games on student's vocabulary learning. In total seventy female students aged between 12-13 years old were chosen from one of the Iranian primary schools in Iran. They were divided into experimental and control group. The results of this study revealed that applying educational games has significant role in teaching vocabularies to the language learners. Also, they found that using games in learning can motivate student to learn new vocabulary more easily.

Moreover, another study was done by Alemi (2010) to investigate the role and impact of games as a teaching technique. Sixty Iranian EFL students were chosen to participate in this study and they were divided into experimental group and control group. The participants of experimental were taught through games while the others were taught without games. After one season of treatment. The findings of the post test revealed that games and play activities is more effective than traditional method and games has positive effect on student's vocabulary knowledge development.

Additionally, Dursun (2007) conducted a study to investigate the impact of gender in university grade student's English as a foreign language learning. In total 120 university grade student participated in this study and the result showed that girl student better than male students in learning English language as a foreign language and they achieved higher scores than male student. In other words, the result of this study supports the priority of females in learning foreign language than males.

Another study done by Aslan (2009) with 257 university grade students and the findings of this study support the result of the previous study in that effect of gender was founded and it shown that girls student was better than males student in learning foreign language. In other words, in both studies. Females scores were higher and better than males scores and the finding of both studies support the superiority of female student in learning target language.

In contrast of above studies, in the study of Vahdat and Rasti- Behbahani (2013) which was done to examine the impact of games and gender on learning new vocabulary. In total forty male and female with the same TOEFL proficiency level were chosen. they were divided into an experimental group and control group (each group consist of 10 males and 10 females) the experimental group studied vocabulary with games while control group studied without games. The result shown

that learning new vocabulary items via games were effectiveness and the result revealed that males achieved higher scores than females. In other words, the findings of this studies support the superiority of males in learning foreign language.

On the other hand, in the study of Burgoyne, Kelly, Whiteley and Spooner (2009) which was done with forty-six primary school level to investigate the effect of gender on learning foreign language vocabulary items. The finding of this study revealed that both females and males scores were equal and non-significant result of the gender effect were founded. Despite all, as Ellis (1994) stated that the effect of gender on learning foreign language is a debatable issue and it is far from to reach a definite and indisputable result.



3. METHODOLOGY

3.1 Overview

This chapter provides information about the design of the study, population and participant, data collection instrument, and the data collection procedure. Also, details of the pilot study are provided. Thus, the current chapter sheds a light on the overall process of conducting the present study which attempts to find a suitable answer for the research questions:

- Is there a statistically significant difference between the experimental group achievement scores which is taught by educational games and the control group which is taught without educational games in learning English vocabulary for Iraqi EFL preschool learners?
- Is there a statistically significant effect of gender on Iraqi five-years-old EFL vocabulary learners in learning new English vocabulary?
- Is there a statistically significant effect of gender on Iraqi EFL vocabulary learners' achievement scores in the experimental group which is taught by educational games in learning new English vocabulary?
- Is there a statistically significant effect of gender on Iraqi EFL vocabulary learners' achievement scores in the control group which is taught without educational games in new English vocabulary learning?

3.2 Design of the Study

The design of this study contains two groups which are experimental and control group. In the present study, firstly the impact of educational games was examined. Experimental group students were taught English vocabulary with educational games with Total Physical Response (TPR) method while the students of the control group were taught English vocabulary without educational games with the same Total Physical Response (TPR) method. It can be said that both groups were taught with the same TPR method while the difference was educational games technique. After that independent T test were used to compare the scores. Also, the impact of gender

on English vocabulary learning in the experimental group which was taught by educational games was investigated and also the impact of gender on English vocabulary learning in the control group which was taught English vocabulary without educational games was examined. Therefore, this experimental study is a quantitative study design because of using treatment to a specific group and comparing the effect of an independent variable on dependent variables. Thus, this study had a quantitative and experimental design. More specifically, this study had the randomized pre-test- post-test control group design.

3.3 Population and Participants

3.3.1 Population

The population of this study consisted of all the five-year-old children attending to Wano private preschool in Sulaymaniyah. The school consisted of three groups of five-year-old male and female children. The whole number of the children attending to the school is 120 children. There are two main reasons behind selecting this preschool by the researcher; first, it was located in Kalar district where is very near to the researcher's and he could easily conduct the study. Second, it is suitable for the current study.

3.3.2 Participants

The samples of the present study include 32 five-years-old children at Wano private preschool in Kalar district. All of them were five-years-old, including 16 male children and 16 females. The children who were selected as the sample in the present study were Kurdish native speaker, and English language was a foreign language for them. Furthermore, all of them living with their families in Kalar district. The samples were selected randomly at the same preschool. Then, the children were divided into two groups equally; first, the experimental group, and the second group as the control group, each group consisted of 16 children (8 male and 8 female). (see table 3.3).

Table 3.1: The samples of the study

Groups	Samples		Total
	Male	Female	
Exp. Group	8	8	16
Con. Group	8	8	16
Total	16	16	32

3.4 Setting

This study was conducted at Wano private preschool in Kalar district of Sulaymaniyah city in academic year 2017-2018. The children who were prepare in the preschool were four-years-old and five-years-old. There were four groups of four-years-old and three groups of five-years-old children. Moreover, they study English language as a foreign language 30 minutes twice a week. Besides teaching English language, the children were taken music, painting, stories, computer lessons. The building of the school is 250m², there is garden where the children can play with each other. Also, the school consisted of painting room, music room, computer room and a small library. The children go to the school five days a week at 8:00 am to 14:00 pm. Thus, the environment of the school was suitable for the current study.

3.5 Data Collection Instruments

In the present study, vocabulary performance Checklist was used as data collection instrument. It was used in agreement with the Total Physical Response (TPR) lessons' content. Regarding to checklist Burk (2005) argue that checklists are fast and easy way to conduct and it plays as assessment tools in the field of language learning. Furthermore, he states that it is "focusing on observable performances or criteria that are often more meaningful or authentic than paper and pencil tests" (p.149). Thus, a checklist was prepared in different topics such as animals and foods so as to be suitable for the participants level, age and lesson content. The researcher selected the items of the checklist in cooperation with teachers and specialists in the field of TEFL and education. the checklist used in this study includes 36 items.

As stated by Frankel and Wallen (2005) using Checklists are the best way to avoid personal judgment and the researcher or observer do not rate how the student performs. Instead of personal judgment and rating student performance the

researcher only notes the correct answer. Furthermore, according to (Burke, 2005) when the researcher use checklist as assessment tool it must contain some related observable items. Thus, in the current checklist only one TPR command was used for all 36 items ‘Point to...’ instead of using different commands such as ‘Show..., Sit down on..., Step on ...etc’. The reason beyond this was only focusing on the shown picture vocabularies on the flashcards in the lessons (Table 3.2).

Table 3.2: Checklist

Performance Indicators	Performed (1)	Not Performed (0)
The child pointed to the apple.		
The child pointed to the bird		
The child pointed to the butterfly		

3.6 Validity and Reliability

Fraenkel and Wallen (2005) states that checking the validity and reliability of checklist is an important issue that could be done before conducting it. For this reason, the researcher consulted with some specialists in the field of TEFL and education at Garmyan University. Then, their feedbacks were taken into consideration and some deletion were made in the number of the items and difficulty level of the checklist items. Consequently, they approved the checklist items to be valid for the subjects ages and level.

Regarding to the reliability, Kuder-Richardson 21 (KR 21) is a mostly used internal consistency determiner and its “formula can be used only if it can be assumed that the items are of equal difficulty” (Fraenkel & Wallen, 2005, p.160). So, a pilot test was administered to ten children at the same preschool namely group C and after calculating the result of the pilot test it was found that Vocabulary Performance Checklist was reliable for the subjects of the study. Lastly, content validity and Kuder-Richardson 21 reliability analysis were done and the instrument was found to be valid and 85 % reliable.

3.7 Treatment

The treatment of the current study included educational vocabulary games which fits the intended behavioral objectives of the research. Thus, four different games were implemented with different aims; the games were Hear and Jump by Cratty (1971), Musical Fingers by Drinkwater (2008), Elodie’s Vocabulary Games by Drinkwater (2008) and Vocabulary Hunt by Drinkwater (2008). The details, objectives, aims and procedures of the games were explained in detail. (see appendix B). The study continued for six weeks which starts on Monday 13th of November 2017 and ended on Thursday 21th of December 2017.

3.8 Procedure

First, ethical permission from the General Directorate of Education in Garmyan and the formal permission from the kindergarten administrators were obtained in October 2017 (see appendix D and F). Then, the students’ parents were informed about their children’s participation in this research and the aims of the study. After that, a schedule was fixed in cooperation with the preschool administrator. (see table, 3.3). Both groups were given two lectures per week; each lecture 30 minutes.

Table 3.3: Vocabulary items taught to both experimental and control group

Weeks	Days of week	
	Monday	Thursday
1	Cat, Dog, Bird	Banana, apple, cherry
2	Lion, Horse, Bear	Carrot, pear, watermelon
3	Deer, Goat, pig	Potato, strawberry, orange
4	Sheep, Goose, Duck	Tomato, grape, corn
5	Frog, Rat, Butterfly	Egg, honey, kiwi
6	Fish, Camel, Turtle	Milk, yogurt, pizza

Following that, the researcher administered the pretest on Thursday 9th of November 2017 by utilizing Vocabulary Performance Checklist. Thus, every child was tested alone so as to keep the internal validity. Then, three flash cards were shown on the ground and the researcher asked the child in English language ‘point to....’ And he waited for fifteen second until the child responded, if he/she pointed to the right card the researcher marked it as ‘performed’ and he/she was given 1 mark, if he/she pointed to the wrong card the researcher marked as ‘not performed’ and he/she was

given 0 mark. If a child did not respond the researcher asked him/her again in native language, if he/she did not perform the task the researcher marked it as not performed and she/he was given 0 mark. (see table 3.4).

Table 3.4: Vocabulary Performance Checklist procedure

	Situations		
	Performed	Not Performed	No Response
Command in English “Point to the turtle!”	1 point	0 point	The child is asked again in Kurdish
Command in Kurdish except the target vocabulary “Kama ‘Apple’ pishan dadat!”	1 point	0 point	0 point

Then, the researcher collected all the results of the pretest and graded them. Next, the process of giving the treatment started according to the schedule that was prepared. The treatment continued for six weeks. The researcher himself lecturing both groups and used TPR method in experimental and control groups to teach English vocabulary items. Besides using TPR the experimental group were taught by using educational vocabulary games. In contrast, educational vocabulary games were not used in the control group.

Furthermore, after giving the treatment to the experimental group the researcher post tested both groups. The items of the post test were the same items that were used in the pretest. Again, the children were separately tested in a room and their responses were written by the researcher so as to compare them to their responses in the pretest. Also, a comparison between genders were made and its effect on the children’s performance were calculated.

3.9 Data Analysis

Descriptive statistics and Independent Samples T-tests were used to analyze collected data by using SPSS (statistical Package for Social Sciences) program version 24. After collecting data from pretest, descriptive statistics and Independent Samples T-tests' were applied to analyze the pretest scores of EFL Vocabulary Performance Checklist of the experimental and the control group students. Furthermore, after giving the treatment to the experimental group the researcher post tested both groups. The children separately tested in a room and their responses were written by the researcher so as to compare them to their responses in the posttest. Also, descriptive statistics and independent sample T-test were used to compare the scores of males and females in the experimental and in the control group separately to find out the impact of gender with/without educational games in the posttest.

4. RESULTS

The present chapter attempts to show the findings of the data analyses in the light of the study research questions as the following:

- Is there a statistically significant difference between the experimental group achievement scores which is taught by educational games and the control group which is taught without educational games in learning English vocabulary for Iraqi EFL preschool learners?
- Is there a statistically significant effect of gender on Iraqi five-years-old EFL vocabulary learners in learning new English vocabulary?
- Is there a significant effect of gender on Iraqi EFL vocabulary learners' achievement scores in the experimental group which is taught by educational games in learning new English vocabulary?
- Is there a significant effect of gender on Iraqi EFL vocabulary learners' achievement scores in the control group which is taught without educational games in new English vocabulary learning?

The results of the first research question are presented in the first section. The pretest, post-test mean comparison findings as descriptive statistics and Independent Samples T-tests' were analyzed.

Also, the results of the second research question are presented in the second section. The post test scores of the female and male preschool learners were compared in both groups (experimental group and control group) separately to find the effect of gender on learning English vocabulary with/ without educational games. Similarly, mean comparison results as descriptive statistics and Independent Samples T-tests' were presented. All analyses were done by using SPSS V24 program.

4.1 Descriptive and Independent T-test Results of the First Research Question

This first section includes descriptive and inferential statistical results guided by the first research question.

4.1.1 Descriptive and independent t-test analysis as a pre-test

The descriptive statistics of the Vocabulary Performance Checklist as pretest show that there are 16 participants in the experimental group (M= 2.63, SD= 3.55) and there are 16 participants in the control group (M= 4.88, SD= 4.17) see Table 4.1

Table 4.1: Descriptive Statistics of both groups in the Pre-test

	Groups	N	means	Std. Deviation	Std. Error Mean
prescores	experimental	16	2.63	3.55	.889
	control	16	4.88	14.17	1.044

The independent t-test of Vocabulary Checklist as a pre-test shows that there is not a statistically significant difference between the control group (M= 4.88, SD= 4.17) and experimental group (M= 2.63, SD= 3.55), $t(30) = 1.64$, $p = .111$ (two-tailed) because the significant value of independent T-test 0.111 is greater than 0.05. as a result, in the term of pre-test both groups are equal (see Table 4.2)

Table 4.2: Independent Samples T-test of both groups in the Pre-test

Independent Sample Test									
Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
F	Sig.	t	df	Sig.(2-tailed)	Mean differences	Std. Error differences	Lower	Upper	
Equal variances assumed	.620	.437	1.640	30	.111	2.250	1.372	-551	5.051
Equal variances not assumed			1.640	29.256	.112	2.250	1.372	-554	5.054

4.1.2 Descriptive and independent samples T-test analysis as a post-test

The analyzed data of the descriptive statistics as post-test show that there are 16 participants in the experimental group (Mean= 27.82, Std. Deviation= 2.68) and there are 16 participants in the control group (Mean= 19.94, Std. Deviation= 3.31). In other words, there is not any missing data in the posttest. see Table 4.3

Table 4.3: Descriptive Statistics of both groups in the posttest

	Groups	N	means	Std. Deviation	Std. Error Mean
postscores	experimental	16	27.81	2.68	.672
	control	16	19.94	3.31	.829

The independent t-test as a posttest show that there is a statistically significant difference between the control group (Mean= 19.94, Std. Deviation= 3.31) and experimental group (Mean= 27.82, Std. Deviation= 2.68), $t(30) = 7.37$, $p = .00$ (two-tailed) because the significant value of independent T-test 0.00 is smaller than 0.05. as a result, in the term of post-test the two groups are not equal and there is significant difference between the two groups score achievement (see Table 4.4)

Table 4.4: Independent Samples T-test of both groups in the post-test

Independent Sample Test										
Levene's Test for Equality of Variances				t-test for Equality of Means			95% Confidence Interval of the Difference			
		F	Sig.	t	df	Sig.(2-tailed)	Mean differences	Std. Error differences	Lower	Upper
Equal variances assumed		.287	.596	7.379	30	.000	7.875	1.067	5.695	10.055
Equal variances not assumed				7.379	28.379	.000	7.875	1.067	5.691	10.059

In the Table 4.4 it can be seen that the significant value of independent measure T test is 0,000 and due to the fact that this value is not greater than common alpha 0.05. its conduct that there is *significant difference* between two groups score achievement.

Furthermore, the arithmetic score of the experimental group in the post-test is (27.81) while the arithmetic score of the control group in the posttest is (19.94). In the two groups' mean reveal that there is statistical significance difference the participants' achievement scores.

4.2 Descriptive and Independent Sample T-test Results of the Second Research Question

In this section, the results of gender effect on EFL vocabulary learning with / without educational games in the experimental and in the control group for Iraqi five-year-old EFL learners were presented.

4.2.1. Descriptive and independent sample T-test results of the gender effect in the experimental group.

Descriptive statistics and Independent Measure T-test were used to analyze gender effect on Iraqi EFL preschool student's vocabulary performance scores in the experimental group which received educational games in learning vocabulary.

The descriptive statistics of the experimental group as posttest shows that there are totally 16 participants who are 8 males (M=26.75, ST= 2.31) and 8 females (M=28.88, ST= 2.71) see table 4.5

Table 4.5: Descriptive statistics of the experimental group as posttest regarding gender

	Groups	N	means	Std. Deviation	Std. Error Mean
postscoresGender	male	8	26.75	2.31	.818
	female	8	28.88	2.71	.972

The independent t-test of Vocabulary Checklist show that the significant value of independent T-test is 0.117. because the analyzed value 0.117 is greater than 0.05. its conduct that there is not a statistically significant difference between males (M= 26.75, SD= 2.31) and females (M= 28.88, SD= 2.77). as a result, in the term of gender effect both groups are equal and there are not significant differences between males and females scores achievement (see Table 4.6)

Table 4.6: The independent t-test of the experimental group regarding gender.

Independent Sample Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig.(2-tailed)	Mean differences	Std. Error differences	Lower	Upper
Equal variances assumed	.196	.665	-1.673	14	.117	-2.125	1.270	-4.850	.600
Equal variances not assumed			-1.673	13.606	.117	-2.125	1.270	-4.857	.607

4.2.2. Descriptive and Independent sample T-test results of the gender effect in the control group.

Descriptive statistics and Independent Measure T-test were used to analyze gender effect on Iraqi EFL preschool student's vocabulary scores in the control group.

Descriptive results (see Table 4.7) shows that there are 8 males (M=21.25, SD= 3.24) and 8 females (M= 18.63, SD= 3.02), in total 16 five-year-old Iraqi preschool students in the control group which did not receive educational games in learning vocabulary items.

Table 4.7: Descriptive statistics of the control group as posttest regarding gender

	Groups	N	means	Std. Deviation	Std. Error Mean
postscoresGender	male	8	21.25	3.24	1.146
	female	8	18.63	3.02	1.068

The analyzed data of the independent t-test show that significant value is 0.116. because the analyzed value is greater than common alpha 0.05. its conduct that there is not a statistically significant difference between males (M= 21.25, SD= 3.24) and females (M= 18.63, SD= 3.02). as a result, in the term of gender effect both groups are equal in the term of gender effect (see Table 4.8).

Table 4.8: The independent t-test of the control group regarding gender.

Independent Sample Test									
Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference		
		Sig.(2-tailed)	Mean differences	Std. Error differences		Lower	Upper		
F	Sig.	t	df						
Equal variances assumed	.280	.605	1.676	14	.116	2.625	1.0566	-734	5.984
Equal variances not assumed			1.676	13.932	.116	2.625	1.566	-736	5.986

4.3 Findings

In the first section, the analyzed data revealed that there was significant difference in the mean of Iraqi EFL vocabulary scores between the control group which is taught without educational games and the experimental group which is taught by educational games in learning vocabulary for Iraqi EFL preschool learners.

The results of descriptive statistics and Independent Samples T-test showed that in the pre-test, as it shown in the Table (4.2) there was not-significant difference between the two groups' English vocabulary achievement, and it showed that both groups were equal in the pretest.

As it shown in the Table (4.4) the analyzed data was investigated that there is significant difference between experimental group and the controlling group in terms of posttest vocabulary achievement scores. As a result, the two groups are not same in terms of posttest vocabulary learning achievement score. This conducts that the difference between two means was significant.

Thus, it can be said that the results of the study have proven that teaching vocabulary by using educational games helped the participant of the experimental group to develop their vocabulary learning, and it is an effective technique to teach vocabulary for Iraqi EFL preschool learners. Also, it can be observed that the learners who were taught by educational games got higher scores than the learners in the controlling group in the posttest. Finally, it was confirmed that educational games

are more effective technique to teach vocabulary than the traditional method of teaching vocabulary for Iraqi EFL preschool learners.

In the second section, firstly the descriptive statistics and Independent Samples T-test were used to investigate gender effect on Iraqi EFL preschool vocabulary performance posttest scores in the experimental group which taught by educational games as shown in the table (4.6) It was conducted that there is not statically difference between females and male's score achievement. In other words, significant gender effect was not founded and both groups were equal.

Secondly, the descriptive statistics and Independent Samples T-test were used to investigate gender effect on Iraqi EFL preschool vocabulary performance posttest scores in the control group which did not received educational games. The results investigated non-significant differences between males and females' student English vocabulary achievement scores in the control group. In other words, significant gender effect was not founded and both groups were equal.

5. DISCUSSION

5.1 Discussion

5.1.1 Vygotsky's social- cognitive theory

Vygotsky (1978) stated that using play activities in the learning process enhance children to their potential development levels and produce Zone of Proximal Development through interacting children with each other. Using educational games in the classroom provide an opportunity to act, response and understand more easily (Fredericksen, 1999). In the present study, educational games might produce Zone of Proximal Development through social interactions and the participant of the experimental group might reach their potential development in the learning new English vocabulary. while playing the game, Children observe their peers. Therefore, during group and individual educational games in the experimental group they might produce mutual support and their vocabulary learning might develop.

Children observe their peers while playing the game. Thus, during the individual and group educational vocabulary games in the experimental group children might create mutual scaffolding or guided assistance unconsciously and their learning might increase. Thus, this might activate the development in the potential learning of the learners and the important consequence in the influence of educational games on foreign language vocabulary learning.

5.1.2 Significant effect of educational games on Iraqi EFL preschool learners in learning English vocabulary

The analyzed data revealed that there is statically significant difference between the experimental group and control group achievement scores, and this result support that using games in the learning process as a technique was effective in learning and teaching new English vocabulary to Iraqi five-year old kindergarten student attending to the private preschool.

The reason beyond this effectiveness in learning new English vocabulary for five-year-old children might be IQ level, language attitudes, or student's individual learning strategies and these factors might affect students achievement scores (Taylor, Gregory, Nikolova, Ofelia & Roeper, 2004)

The strong reason beyond the effective of educational games in learning new English vocabulary for kindergarten student might be related to the interconnection between the nature of games and development level of the kindergarten learners. Playing games is an essential part of children's improvement and games provide cognitive, social, emotional and physical development (Berk, 2006; Essa, 2003; Ginsburg, 2007).

Games which include basic rules, group and individual work can be used for five-year-old children. For children at this level games should be easily to understand and games which include teamwork, competition could be used in the learning process. In other words, it should be suitable, easy and designed according to their developmental level. Therefore, educational games should be integrated into the learning process in the early childhood education as playing is the nature of children and it reflects their development (Fromberg & Bergen, 2006; Johnson, Christie & Wardle, 2005; Pound, 2005). Furthermore, according to Sluss (2005) using game activates in the early childhood education process provide them an opportunity of social and active learning.

According to Vygotsky (1978) during playing activities the Zone of Proximal Development of children develop. It means that while children engaged in activities, their cognition and learning improve. The interaction during play activities help them to develop their learning and this reveal the significance of educational games and play activities in early childhood education (Reed, 2007; Wolfgang, Stannard & Jones, 2001).

The studies in the literature review also support the important and advantage of the educational games in the learning process especially in the learning new English vocabulary and the results of these studies support educational games and activities as an important learning tool in primary and secondary schools, in high schools and even in adult learning (jafarian, 2017; Riahipour & Saba, 2012; Aslanabadi and Rasouli, 2013; Efendi, 2013; Alemi, 2010; Sorayaie Azar, 2012; Şenergüç, 2007;

Rasouli, 2013; Dervişoğulları, 2008; Atay, 2007; Özaslan, 2006; Kılınç, 2005; Taheri, 2014; Şenol, 2007; Cimcim, 2008; Dolati and Mikaili, 2011;). Despite of the fact that very few researches was conducted in early childhood education field about the educational games (Elvin, Maagero & Simonsen, 2007; Taviil & İşisağ, 2009), the results of these studies supported the results and finding of the present study in terms of usefulness and efficiency of educational games in the early childhood education. the study of Elvin, Maagero and Simonsen (2007) conducted with children between three and six years old qualitatively though the study of Taviil and İşisağ (2009) conducted with the six-year-old children quantitatively. In their study the made comparison between games and song as a technique of teaching. Also, they used checklist as an instrument and data collection. they only used descriptive statistics to analyze collected data. The result of their study supports the effectiveness of educational games.

5.1.3 Non-significant gender effect on foreign language vocabulary learning

The analyzed data revealed that there is not significant effect of gender on Iraqi EFL vocabulary learners' achievement scores in the experimental group which is taught by educational games in new English vocabulary learning and in the control group which is taught without educational games. in other words, in the both groups, non-significant of gender effect was found.

The close level of attention of the females and males on learning English vocabulary in both groups with/without educational games might be the reason beyond non-significant gender effect (Taylor, Gregory, Nikolova, Ofelia & Roeper, 2004). the close level of attention might be one of the reasons for the non-significant result while the closes of their attention level cause an achievement and approximate range of learning. Furthermore, self-motivation might be another cause beyond nonsignificant gender effect in learning new English vocabulary (Taylor, Gregory, Nikolova, Ofelia & Roeper, 2004). Close level of self-motivation of females and males might cause the close level of learning and achievement, and this might arrive at the non-significant gender effect conclusion.

The majority of the studies in the literature review support females' superiority (Aslan, 2009; Dursun, 2007; Olszewski-Kubilius & Turner, 2002; Swiatek & Lupkowski-Shoplik, 2000) the result of these studies supports the superiority of

females in learning foreign language than males. In other words, Females scores were higher and better than males scores in learning target language. In contrast with these studies there is few studies which results with males' superiority (Vahdat and Rasti- Behbahani, 2013; Cross, 1983) the results of these studies revealed that males achieved higher scores than females. In other words, the findings of both studies support the superiority of males in learning foreign language while in the studies of (Burgoyne, Kelly, Whiteley and Spooner, 2009; Grace, 2000) non-significant difference between the two genders found. In other words, the finding of their studies revealed that both females and males scores were equal and non-significant result of the gender effect were founded.

Furthermore, the present study's gender results are match with the findings of Burgoyne, Kelly, Whiteley and Spooner's study (2009) which revealed that both females and males scores were equal and non-significant result of the gender effect were founded. Though, due to different results of the studies in the literature, the gender effect on foreign/target language learning is debatable and inconclusive (Ellis, 1994).

5.2 Limitation of the Study

The present study basically focuses on using educational games and gender effect only on Iraqi five years old EFL learners' achievement in learning new vocabulary. The study is limited to the students of five years old preschool at Wano private school in Sulaymaniyah, during academic year 2017-2018. The study continued for six weeks which starts on Monday 13th of November 2017 and ended on Thursday 21th of December 2017. Moreover, in the current study, Public kindergartens were not included and it was conducted in a private preschool with 32 children who were five years old.

Furthermore, in this study, qualitative work as open-ended questions and interview were not included. Also, in the present study, only educational games with Total Physical Response were used as a teaching technique. Besides, the impact of educational games on grammar, writing, speaking or pronunciation was not tested.

In addition, using Kurdish language commands such as "Kama 'Apple pishan dadat! as a second command in present study's checklist may be considered as a limitation. Then, the researcher was not familiar with the children for a long time.

6. CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

6.1 Conclusion

Generally, the current study focused on the examination of educational games and gender effect on vocabulary learning of Iraqi EFL preschool students. The study aimed to investigate the impact of educational games and gender effect in teaching English vocabulary on five-year-old Iraqi EFL learners. The sample of the study consisted of 32 male and female preschool students who were chosen randomly at Wano private preschool during academic year 2017-2018. Then they were divided into experimental and control group, each group consist of 16 students (8 male and 8 female). The experimental group was taught by educational games, while the controlling group was taught without games. A pretest was done and the result of the pretest revealed that both groups were equal. After six weeks of treatment, a post test was done to investigate the impact of the educational games and gender effect on the participants' performance in the posttest. The analyzed data showed that the two groups are not the same in terms of posttest vocabulary learning achievement score. This conducts that the difference between two means was significant. Thus, it can be said that the results of the study have proven that teaching English vocabulary by using educational games helped the participant of the experimental group to develop their vocabulary learning, and it is an effective technique to teach vocabulary for Iraqi EFL preschool learners. Also, it can be observed that the learners who were taught by educational games got higher scores than the learners in the controlling group in the posttest.

Also, the impact of gender on Iraqi EFL preschool students were investigated in both groups separately. The outcome of the analyzed date of the post test showed that there was not statically significant difference between females and male's score achievement in the experimental group. Also, the outcome of the analyzed date of the post test showed that there was not statically significant difference between females and male's score achievement in the control group. In other words, significant gender

effect was not found and both groups were equal and Non-significant of gender was founded in this study.

6.2 Implications of the Study for Policy and Practice

The effect and importance of the educational games in learning English revealed in the majority of the studies in the literature. Also, despite these studies there are several books about the significant of educational games in learning foreign language for very young learners and adults such as Buttner, (2007) Guse & McKay, (2007) Lewis, (1999) Pinter, (2006). Though, books which contain play activities and educational games for very young students must be writing by the experts. Then English teachers can select educational games from that book and intergrade it with lesson plan as daily applications.

Language teachers should set a plan and integrate suitable activities and games in the lesson plan. However, to select suitable and appropriate games, English language teachers must have knowledge about early childhood education. At least, they must have information about very young students' emotional, social, physical, linguistic and cognitive development levels according to their ages and essential practices of the early childhood education.

Furthermore, universities and MOE should hold workshops, seminars and conferences for English language teachers about kindergarten-level foreign language teaching and the significance of games and play activities in early years.

Children parents must be educated about the benefits of using educational games at early childhood teaching and the significant of learning English in the early age. Furthermore, when parents of children use educational games at home, the practice of the target/foreign language is not limited to schools and classes. In the preschool classrooms, children must feel free to move and play freely and materials must be organized suitably.

6.3 Recommendations

in the light of the findings which reveal the impact of games that play an important role in learning English vocabulary. The current study recommends the following for the teachers, parents and preschool leaders:

- Policymakers must support and encourage preschools to incorporate game-based learning plan into their language classes. Also, it is important for policymakers to ensure that the used games are suitable for preschool age and their knowledge level.
- preschool leaders should support and help language instructors to present well-planned game-based learning into their language class and language teachers should incorporate suitable games and help children parents to use educational games at home.
- educational games are an effective technique to teach the learners significantly instead of routine learning.
- It is necessary to use educational games in the EFL students' classroom.
- Different types of educational games need to be used in the school and classroom in order to provide the learners with various learning activities.
- Preschool teachers should pay attention to the games level and they should use suitable games which are appropriate with EFL students level and age.
- parents of children have to use games at home for their children
- preschool teachers have to motivate the students to participant in the games and play activities.

6.4 Suggestions for Further Studies

The researcher suggests the following points for further studies:

- the impact of educational games and gender on five years old preschool learners' spelling performance.
- Studying the impact of using educational games as a teaching technique on the students' motivation.

- A study can be made to investigate the influence of educational games on improving the EFL students' speaking performance.
- Teachers and EFL student' attitudes toward the use of educational games for learning English language
- The Educational use of classroom games to improve EFL Students' Grammar skills



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APPENDICES

Appendix A: Validity of the Checklist Items of the Pretest and Posttest of
Vocabulary Performance

Kurdistan Regional Government/Iraq
Ministry of Higher Education and Scientific Research
The Jury Members

A letter to the jury members ...

Dear Sir / Madam

The researcher intends to conduct a pre and posttest of a study entitled "The Impact of Educational Games and Gender on Five-year-old Iraqi EFL learners". The study is limited to English language course of the Five-year-old preschool students at Wano Kindergarten. The tests consisted of 36 English vocabulary Items to assess the students' Vocabulary performance level. You are kindly requested to make comments and suggestions on:

- 1- The suitability of the English vocabulary items and the students of the five-year-old year kindergarten learners.
- 2- The strength of the items and whether any weaknesses are observed and any modification is necessary.

Any alteration, removal or adding will be gratefully appreciated.

Thanks for your collaboration and guidance.

Supervisor

Researcher

Dr. Akbbar Rahimi Alishah

Akram Faraj Ali

Appendix B: Educational games used in the study

Game 1: MUSICAL FINGERS by Drinkwater (2008).

Learning objectives

To gain the ability to listen for specific vocabulary, recognize and respond to sound patterns, words and to perform simple communicative tasks.

Aim

To listen and respond to names of animals.

Vocabulary

Cat, Dog, Bird

Materials

Three vocabulary picture cards, CD player and music.

Rules and directions

- Children form a circle while standing.
- Picture cards are placed in the Centre of the circle.
- Music starts and children walk round in the circle.
- When the teacher stops the music, he/she calls out a vocabulary from the picture cards in target language.
- The children all have to point at the correct vocabulary picture card.
- The last student to point or the student who points the wrong picture card is out.

Game 2: HEAR AND JUMP by Cratty (1971).

Learning objectives

To gain the ability to listen for specific vocabulary, recognize and respond to sound patterns, words and to perform simple communicative tasks.

Aim

To listen and respond to the names of animals.

Vocabulary

Lion, Horse, Bear

Materials

Two same sets of animal picture cards. A set contains three picture cards.

Rules and directions

- Form two teams in the class. Lay two same sets of three picture cards on the floor separately.
- Each time a student from both teams comes and stands in front of the class and the cards.
- The teacher calls out the name of an animal in target language and the student who jumps on the correct picture wins a point for his team.
- After a set amount of time has passed the team with the most points wins.

Game 3: ELODIE'S VOCABULARY GAME by Drinkwater (2008).

Learning objectives

To gain the ability to listen for specific vocabulary, recognize and respond to sound patterns, words and to perform simple communicative tasks.

Aim

To listen and respond to names of animals.

Vocabulary

Deer, Goat, pig

Materials

Two same sets of picture vocabulary cards. A set includes three pictures vocabularies.

Rules and directions

- Divide class into two teams and divide the white/blackboard into two.
- Stick a set of picture cards on one side of the board for the team A, and stick the other set of picture cards on the other side of the board for team B.

- When the teacher says an animal in the target language, a child from each team comes up to the board.
- The child who points or touches the correct picture card wins a point for the team.
- The two players return to their seats while two more children stand for the game.
- When the time is up, the team with the most points wins.

Game 4: VOCABULARY HUNT by Drinkwater (2008).

Learning objectives

To gain the ability to listen for specific vocabulary, recognize and respond to sound patterns, words and to perform simple communicative tasks.

Aim

To listen and respond to names of animals.

Vocabulary

Sheep, Goose, Duck

Materials

Five picture cards of Sheep, five picture cards of Goose, five picture cards of Duck. In total, there are 15 picture vocabulary cards.

Rules and directions

- Children sit in a circle on the floor.
- The teacher puts the fifteen picture cards randomly on the floor in the middle of the circle.
- After putting the cards, the teacher chooses two students and calls out a vocabulary in target language. The two students try to collect the correct picture vocabulary card as many as possible.
- When all the targeted cards are collected or the time is up, the cards are counted. The one with the most correct picture vocabulary cards at the end is the winner.

Game 5: MUSICAL FINGERS by Drinkwater (2008).

Learning objectives

To gain the ability to listen for specific vocabulary, recognize and respond to sound patterns, words and to perform simple communicative tasks.

Aim

To listen and respond to names of animals.

Vocabulary

Frog, Rat, Butterfly

Materials

Three vocabulary picture cards, CD player and music.

Rules and directions

- Children form a circle while standing.
- Picture cards are placed in the Centre of the circle.
- Music starts and children walk round in the circle.
- When the teacher stops the music, he/she calls out a vocabulary from the picture cards in target language.
- The children all have to point at the correct vocabulary picture card.
- The last student to point or the student who points the wrong picture card is out.

Game 6: HEAR AND JUMP by Cratty (1971).

Learning objectives

To gain the ability to listen for specific vocabulary, recognize and respond to sound patterns, words and to perform simple communicative tasks.

Aim

To listen and respond to the names of animals.

Vocabulary

Fish, Camel, Turtle

Materials

Two same sets of animal picture cards. A set contains three picture cards.

Rules and directions

- Form two teams in the class. Lay two same sets of three picture cards on the floor separately.
- Each time a student from both teams comes and stands in front of the class and the cards.
- The teacher calls out the name of an animal in target language and the student who jumps on the correct picture wins a point for his team.
- After a set amount of time has passed the team with the most points wins.

Game 7: ELODIE'S VOCABULARY GAME by Drinkwater (2008).

Learning objectives

To gain the ability to listen for specific vocabulary, recognize and respond to sound patterns, words and to perform simple communicative tasks.

Aim

To listen and respond to names of Foods.

Vocabulary

Banana, apple, cherry

Materials

Two same sets of picture vocabulary cards. A set includes three pictures vocabularies.

Rules and directions

- Divide class into two teams and divide the white/blackboard into two.
- Stick a set of picture cards on one side of the board for the team A, and stick the other set of picture cards on the other side of the board for team B.
- When the teacher says an animal in the target language, a child from each team comes up to the board.

- The child who points or touches the correct picture card wins a point for the team.
- The two players return to their seats while two more children stand for the game.
- When the time is up, the team with the most points wins.

Game 8: VOCABULARY HUNT by Drinkwater (2008).

Learning objectives

To gain the ability to listen for specific vocabulary, recognize and respond to sound patterns, words and to perform simple communicative tasks.

Aim

To listen and respond to names of Foods.

Vocabulary

Carrot, pear, watermelon

Materials

Five picture cards of Carrot, five picture cards of pear, five picture cards of watermelon. In total, there are 15 picture vocabulary cards.

Rules and directions

- Children sit in a circle on the floor.
- The teacher puts the fifteen picture cards randomly on the floor in the middle of the circle.
- After putting the cards, the teacher chooses two students and calls out a vocabulary in target language. The two students try to collect the correct picture vocabulary card as many as possible.
- When all the targeted cards are collected or the time is up, the cards are counted. The one with the most correct picture vocabulary cards at the end is the winner.

Game 9: MUSICAL FINGERS by Drinkwater (2008).

Learning objectives

To gain the ability to listen for specific vocabulary, recognize and respond to sound patterns, words and to perform simple communicative tasks.

Aim

To listen and respond to names of Foods.

Vocabulary

Potato, strawberry, orange

Materials

Three vocabulary picture cards, CD player and music.

Rules and directions

- Children form a circle while standing.
- Picture cards are placed in the Centre of the circle.
- Music starts and children walk round in the circle.
- When the teacher stops the music, he/she calls out a vocabulary from the picture cards in target language.
- The children all have to point at the correct vocabulary picture card.
- The last student to point or the student who points the wrong picture card is out.

Game 10: HEAR AND JUMP by Cratty (1971).

Learning objectives

To gain the ability to listen for specific vocabulary, recognize and respond to sound patterns, words and to perform simple communicative tasks.

Aim

To listen and respond to the names of Foods.

Vocabulary

Tomato, grape, corn

Materials

Two same sets of food picture cards. A set contains three picture cards.

Rules and directions

- Form two teams in the class. Lay two same sets of three picture cards on the floor separately.
- Each time a student from both teams comes and stands in front of the class and the cards.
- The teacher calls out the name of an animal in target language and the student who jumps on the correct picture wins a point for his team.
- After a set amount of time has passed the team with the most points wins.

Game 11: ELODIE'S VOCABULARY GAME by Drinkwater (2008).

Learning objectives

To gain the ability to listen for specific vocabulary, recognize and respond to sound patterns, words and to perform simple communicative tasks.

Aim

To listen and respond to names of Foods.

Vocabulary

Egg, honey, kiwi

Materials

Two same sets of picture vocabulary cards. A set includes three pictures vocabularies.

Rules and directions

- Divide class into two teams and divide the white/blackboard into two.
- Stick a set of picture cards on one side of the board for the team A, and stick the other set of picture cards on the other side of the board for team B.

- When the teacher says an animal in the target language, a child from each team comes up to the board.
- The child who points or touches the correct picture card wins a point for the team.
- The two players return to their seats while two more children stand for the game.
- When the time is up, the team with the most points wins.

Game 12: VOCABULARY HUNT by Drinkwater (2008).

Learning objectives

To gain the ability to listen for specific vocabulary, recognize and respond to sound patterns, words and to perform simple communicative tasks.

Aim

To listen and respond to names of Foods.

Vocabulary

Milk, yogurt, pizza

Materials

Five picture cards of Milk, five picture cards of yogurt, five picture cards of pizza. In total, there are 15 picture vocabulary cards.

Rules and directions

- Children sit in a circle on the floor.
- The teacher puts the fifteen picture cards randomly on the floor in the middle of the circle.
- After putting the cards, the teacher chooses two students and calls out a vocabulary in target language. The two students try to collect the correct picture vocabulary card as many as possible.
- When all the targeted cards are collected or the time is up, the cards are counted. The one with the most correct picture vocabulary cards at the end is the winner.

Appendix C: Vocabulary performance Checklist

Performance Indicators	Performed (1)	Not Performed (0)
1. The child pointed to the Cat.		
2. The child pointed to the Dog.		
3. The child pointed to the Bird.		
4. The child pointed to the Lion.		
5. The child pointed to the Horse.		
6. The child pointed to the Bear.		
7. The child pointed to the Deer.		
8. The child pointed to the Goat.		
9. The child pointed to the pig.		
10. The child pointed to the Sheep.		
11. The child pointed to the Goose.		
12. The child pointed to the duck.		
13. The child pointed to the Frog.		
14. The child pointed to the Butterfly.		
15. The child pointed to the fish.		
16. The child pointed to the rat.		
17. The child pointed to the Camel.		
18. The child pointed to the Turtle.		
19. The child pointed to the banana.		
20. The child pointed to the apple.		
21. The child pointed to the cherry.		
22. The child pointed to the Carrot.		
23. The child pointed to the watermelon.		
24. The child pointed to the pear.		
25. The child pointed to the potato.		
26. The child pointed to the strawberry.		
27. The child pointed to the orange.		

28. The child pointed to the tomato.		
29. The child pointed to the grape.		
30. The child pointed to the egg.		
31. The child pointed to the honey.		
32. The child pointed to the kiwi.		
33. The child pointed to the milk.		
34. The child pointed to the yogurt.		
35. The child pointed to the pizza.		
36. The child pointed to the corn.		
Total		



Evrak Tarih ve Sayısı: 11/06/2018-3206



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal Bilimler Enstitüsü Müdürlüğü

Sayı : 88083623-044-3206
Konu : Anketler AKRAM FARAJ ALI
ALZANGANA'nın Etik Onay Hk.

11/06/2018

Sayın AKRAM FARAJ ALI ALZANGANA

Enstitümüz Y1412.020038 numaralı İngiliz Dili ve Edebiyatı Anabilim Dalı İngiliz Dili ve Edebiyatı tebli yüksek lisans programı öğrencilerinden AKRAM FARAJ ALI ALZANGANA'nın "THE IMPACT OF EDUCATIONAL GAMES AND GENDER ON FIVE YEAR OLD IRAQI EFL LEARNERS" adlı tez çalışması gereği "Experimental Survey" ile ilgili anketi 07.06.2018 tarihli ve 2018/15 sayılı İstanbul Aydın Üniversitesi Etik Komisyon Kararı ile etik olarak uygun olduğuna karar verilmiştir.
Bilgilerinizi rica ederim.

Prof. Dr. Özer KANBURĞLU

Müdür

Yazıda Değişiklik İçin : <https://evrak.ig.ihp.aydin.edu.tr/View/Değerlendirme/Değerlendirme.aspx?V=6E342S35>

Adres: Beşşöl Mah. İnönü Cad. No:38 Şişli/Şişli, 34295 Kağıtöğrence / İSTANBUL
Telefon:444 1 428
Elektronik Ağ: <http://www.aydin.edu.tr/>

Bilgi için: NESLİHAN KUBAN,
Ünvanı: Eğitim Sekreteri



Appendix D: The Permission Letter by General Directorate of Education in Garmyan to Conduct the Study

إقليم كوردستان - العراق مجلس الوزراء وزارة التربية المدیرية العامة لتربية گرمیان { قسم المدارس والمعاهد غير الحكومية }	 Kurdistan Regional Government Council of Ministers Ministry of Education	هه رێمی کوردستان - عێراق نهنجومهانی وهزیران وهزارهتی پهروهده به رێوه به رایه تی گشتی پهروه دهی گه رمیان { بهشی قوتابخانه و پهیمانگه نا حکومیه کان }
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No:
Date:

ژماره: ٢٢٢٢
رێکهوت: ٢٠١٧ / ١٠ / ٨

بۆ/قوتابخانهی وانۆی نا حکومی
بابهت/رێگه پێدان بۆ نه نجامدانی توێژینه وهی زانستی

رێگه به (اکرم فرج علی) بدهن له قوتابخانه که تان به مه بهستی نه نجامدانی توێژینه وهی زانستی بۆ ماوهی (٢) مانگ له بابهتی فیربوونی زمانی ئینگلیزی، له گهڵ ریزدا.



دارا احمد سەمین
به رێوه به رایه تی گشتی

وێنه یهك بۆ:-
*بهشی قوتابخانه و پهیمانگه نا حکومیه کان.
*خوولاو.

ل. بهش/هونهر عمر

hunar

Appendix E: Permission from the preschool



Date 22 10 2017

Subject Research conduct

Dear Akram Faraj,

Regarding your request to conduct a research at our school, therefore We have no issue and it will be our pleasure to help you further.


Kind regards,


Karwan Mahmood Hassan

School Director

RESUME

Name Surname: Akram Faraj Ali AL-ZANGANA

Place and Date of Birth: Iraq 05/06/1986

E-mail: akramfaraj@yahoo.com



EDUCATION

Bachelor: 2006- 2011, University of Sulaimaniyah, College of Arts, English language and literature department

Master: 2018, Istanbul Aydin University, Department of Languages, English Language and Literature.

Computer skills: full experience in Windows operating system, Apple MAC OS operation system and Microsoft office. Editing and Graphic applications (Final Cut Pro, C4D and Adobe After Effects).

WORK EXPERIENCES

(LOCATION: ISTANBUL TURKEY)

Worked as Correspondent with NRT TV for one year.