

BUSINESS ENGLISH WORD GAMES - A WELCOMED VOCABULARY TEACHING TECHNIQUE

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Abstract: *Introducing vocabulary has never been very problematic nor a doubt generating aspect in teaching a language, at least not in respect of what has to be done actually along this part of the lesson or how this stage should be approached. It cannot be said that it has ever been too much of a challenge, but rather a simple and straightforward phase in the economy of the English class. Business English vocabulary teaching methods have to make allowance for the specificity of the field, though. Thus, much consideration has to be given to the way Business English lexical units are introduced so that the technique used could produce the desired results into the students: acquisition of specific terminology, assimilation of meanings and development of skills that shall ensure accurate usage of the terms in the future. After an experimental semester, most adequate class approaches to serve the purposes abovementioned proved to be - rather non-academic, it may be argued – the word games. The current study presents the detailed steps of two distinct teaching methods used and the comparative results obtained with the two groups of students submitted to the experiment. Along the Business English courses in one semester, there were four vocabulary introduction lessons. The nonconformist technique of word games was implemented to one of the two groups of students while the other was taught the regular style. The comparative study focused on several aspects, from the observation of the class reactions and participation along the process of teaching, i.e. response to the didactic process during each class, to the checking of the effects of both types of implementation, namely assessing assimilation of the previously taught material in terms of knowledge of vocabulary and correct interpretation, by random tests and by final test results. If teaching methodologies regularly claim that the general to particular approach is the most effective, here a vice-versa technique won grounds, inciting, stirring the emulative spirit and inducing a natural assimilation of vocabulary by engaging in entertaining activities.*

Keywords: vocabulary teaching, Business English, word games

1. Background and justification

As teachers we are always concerned with the best methodological tips. In our opinion, the best way of understanding theoretical things is learning from others' experience and their way of implementing theoretical notions. Good instruction is achieved by observing their practice. Then comes the search for similar new ideas in the own field, and the struggle to invent practical elements useful there. Creation of such material when possible is very helpful as one can best teach others not on

what one had been taught but on what one produced or invented by himself/herself.

The presentation of the way how new techniques were tested and how various practical, fresh and original materials and devices were created and implemented can surely help own development and be beneficial to other educators as well. This study will thus be mostly of a practical nature, presenting class techniques applied in teaching vocabulary with a view to compare regular style with another, more nonconformist approach. The originality and practicality of the study are given by the extended amount of applications produced and exercises created, all elements constituting own design and presentation, and being tested/ implemented by us within the classes taught.

2. Vocabulary introduction

Methodology provides several useful suggestions for teaching vocabulary. The research into the state of art in this respect brings forward several techniques.

2.1. Approaches in teaching standard vocabulary

Various instructional strategies to teach vocabulary, among which Choiceboards, Vocabulary Cards or the Frayer Model, are presented by Mary Murray Stowe (2009), as reviewed from several researchers. While with young students that learn English as a foreign language, the effectiveness of the translation method, for instance, as compared to a non-translation method, in the recall and retention of vocabulary meaning, was tested and demonstrated (Ramachandran and Rahim, 2004), with higher education level, however, this approach shall be rather tangential and occur only (if at all) as a small part in the process of discussing the terms introduced.

The contextual approach, recommended by most curricula, seems to be a common method worldwide. Jo Dee Walters (2006) remarked that in their attempt to discover whether the skill to infer meaning of unknown words from context can be trained or not, various researchers used one of following methods of training: teaching the use of an overall strategy to be used when encountering unknown words in text, instruction in recognizing and interpreting specific context clues found in text, and developing awareness of context through practice with cloze exercises.

Robert J. Marzano (2010) developed various strategies to help build general background knowledge of instrumental vocabulary by introducing terms in semantic clusters, that help “contextualizing terms according to their meaning, use, and relation to other words” (Marzano, 2013). It is an innovative approach designed to maximize students' understanding of new words by creating a framework of meaning through context. The researcher also initiated an approach of teaching new vocabulary to students, in six-steps, from which the first half introduce and build understanding and the last half are meant to outline and reinforce comprehension. Thus, the first step is to provide a description, explanation, or example of the new term. In the second, the students are asked to restate the description, explanation, or example in their own words. After that, they have to construct a picture, symbol, or graphic representing the term. Next, periodically, students shall be engaged in activities that help them add to their knowledge of terms in their notebooks and then they will be asked to discuss the terms with one

another. Finally, from time to time, students will be involved in games that allow them to play with terms. (Marazano & Pickering 2005, pp.14-15). Indeed, according to other researchers also (Richards and Rodgers 1996), vocabulary teaching techniques include: contextual comprehension, i.e. inferring the meaning of the lexical items from the context in which they occur, providing English synonyms, using dictionaries, and, not neglectable, using various real stimuli. Thus, it seems that most researchers into the matter of vocabulary introduction agree that some sort of stimulations, either in the form of concrete incentives (small prizes or fractions to the final grades) or through entertaining activities are of utmost relevance.

2.2. Business vocabulary specifics

If all methods when used appropriately and alternated according to needs are unquestionably both useful and successful in teaching standard language, some might prove more effective than others in teaching Business English for instance, due to the specificity of the terminology in this field. The sober and professional language of various economic domains will more often than not be felt as dull, colourless, uninviting.

Learning by heart, with not too much enthusiasm and no joyfulness, will be the most common way of assimilating the material, of acquiring Business vocabulary knowledge. In turn, teaching the lexical material with regular methods will hardly bring any fun or delight. A not very attractive nature of the material to handle will call forth some innovative methods in order to smoothen out the impression of technicality and of somewhat theoretical terminological units that the authentic business texts will bring about.

The long standing, general procedures can be added with more appealing approaches that would inoculate a welcomed jocularity into the often too formal and sometimes seemingly rather sophisticated lexis of business. The stiffness of some Business English texts that remind students more of other economic disciplines they study than of English classes can be softened and the bitterness of learning 'theory' may be sweetened most effectively by resorting to a teaching method that proves popular, such as that of learning by playing.

3. Basic technique in vocabulary teaching

Generally, there should be three major steps to follow in teaching vocabulary irrespective of the method employed. These, independently of their occurrence in the economy of the lesson, will nevertheless include: discussion of the lexical units at stake, presentation of the context and re-use of new vocabulary material as comprehension check and reinforcement technique.

Regardless of the method used, the last step is the most essential but it tends to prove more effective with the second approach, where the previous stimulating activities prepare the brain for better assimilation of data.

3.1. Regular vocabulary introduction class

The regular vocabulary introduction lessons generally consist of 3 steps of the following content and sequence:

- Presentation of a business text: after a short introductory conversation based on a couple of questions on the topic (the title of the lesson or of

the text) the text is read either aloud, by several students in turn, or silently, individually, by each

- Discussion of words: context comprehension, translation, help of Business English dictionary definitions, explanation, disambiguation
- Classic reinforcement method: use in a new context – from filling in gap (cloze text) or multiple choice drills to tasks such as making up own sentences with the new words

3.2. Experimental approach

If with the classic method, the process goes from general (the whole text) to particular (words), in the experimental approach we used a vice versa technique. Still in three steps, the lesson now presents a diverse sequential order from that of the regular class:

- It starts directly from the lexical units, introduced in various puzzles and word games, in several entertaining and exciting activities that stimulate attention and memory
- It next moves slowly to the contextual analysis of meanings by students themselves building up sentences and context – through guided activities – until they get the final text
- It ends with a reinforcement part – working some more on the words that had been already played with along the first step (and which are found again as underlined in the final text) and finding now their right or wrong definition, explanation, synonyms, antonyms etc.

4. Classic vocabulary introduction lesson

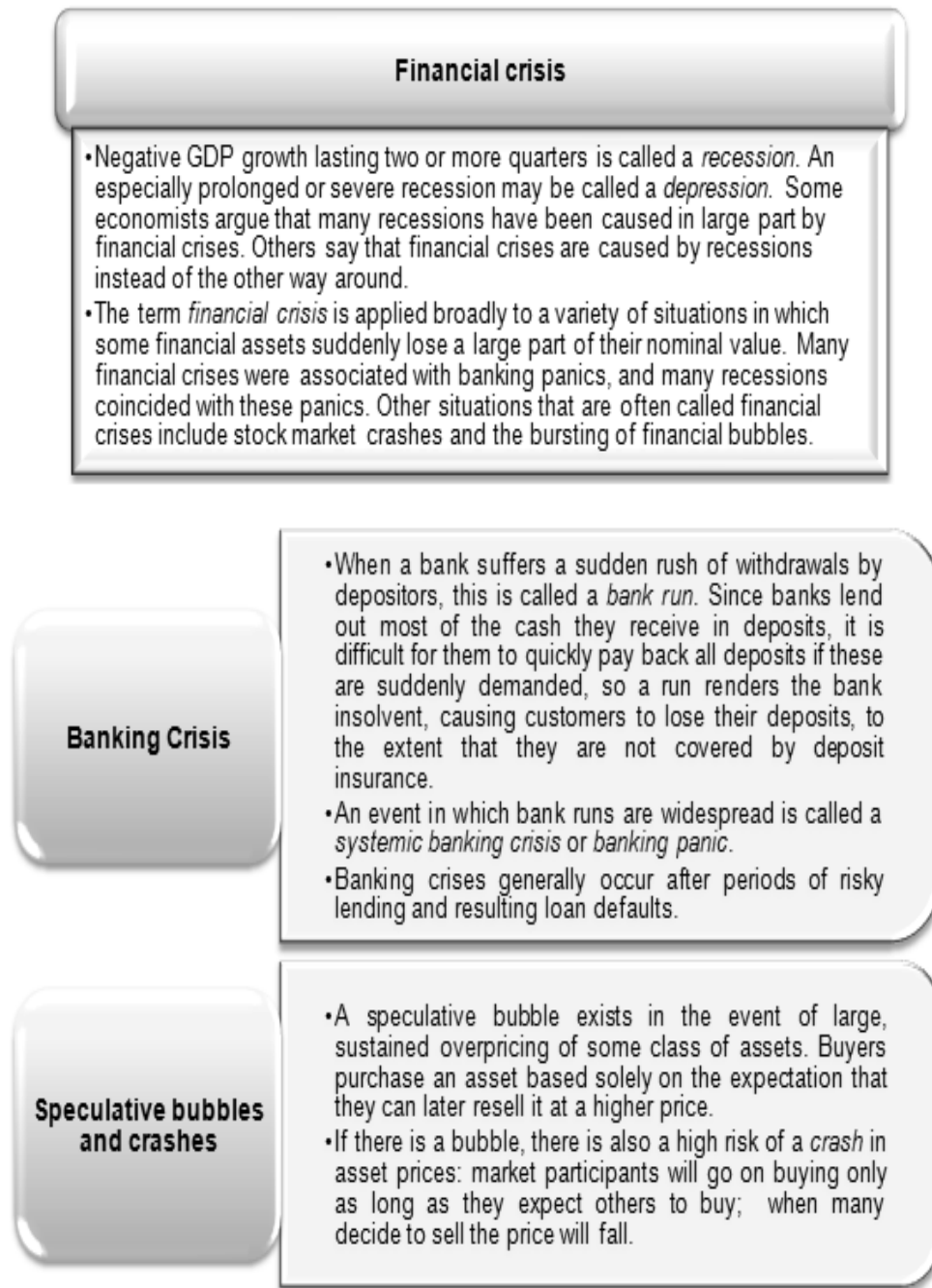
One of the two groups of students that were submitted to the comparative analysis was taught along the semester, during the 4 classes that consisted in introducing new business terminology, following the regular style, starting from the text, discussing the unknown words, and reinforcing the new vocabulary by use in a new context.

For instance, here is in short a material (one of the lessons) on which the three steps abovementioned were performed.

4.1. Text presentation

After writing on the whiteboard the title “Financial Crisis” and discussing briefly on the topic (what it means, if they know examples of), students are provided with the text (Figure 1).

The reading material can be either distributed by means of handouts or presented on the computers in the network, each students having on the screen what the teacher shows on the base computer, or in a power point presentation on a slide projector, or in any other means that ensures each students access to the text. In turn, students are asked to read one sentence aloud or they may be asked to read silently the entire text and pay attention to the lexical elements typed in italics.



Financial crisis

- Negative GDP growth lasting two or more quarters is called a *recession*. An especially prolonged or severe recession may be called a *depression*. Some economists argue that many recessions have been caused in large part by financial crises. Others say that financial crises are caused by recessions instead of the other way around.
- The term *financial crisis* is applied broadly to a variety of situations in which some financial assets suddenly lose a large part of their nominal value. Many financial crises were associated with banking panics, and many recessions coincided with these panics. Other situations that are often called financial crises include stock market crashes and the bursting of financial bubbles.

Banking Crisis

- When a bank suffers a sudden rush of withdrawals by depositors, this is called a *bank run*. Since banks lend out most of the cash they receive in deposits, it is difficult for them to quickly pay back all deposits if these are suddenly demanded, so a run renders the bank insolvent, causing customers to lose their deposits, to the extent that they are not covered by deposit insurance.
- An event in which bank runs are widespread is called a *systemic banking crisis* or *banking panic*.
- Banking crises generally occur after periods of risky lending and resulting loan defaults.

Speculative bubbles and crashes

- A speculative bubble exists in the event of large, sustained overpricing of some class of assets. Buyers purchase an asset based solely on the expectation that they can later resell it at a higher price.
- If there is a bubble, there is also a high risk of a *crash* in asset prices: market participants will go on buying only as long as they expect others to buy; when many decide to sell the price will fall.

Figure 1: Reading material

Source: Own selection and presentation of material on the topic, from texts available at http://en.wikipedia.org/wiki/Financial_crisis

4.2. Vocabulary discussion

The words marked in the text and the other new vocabulary elements were written down and discussed in various ways, according to the degree of difficulty imposed by the material.

First, for the easiest or straightforward structures such as *depositor*, *banking panic*, *crash*, *asset*, teacher elicited from students explanations, synonyms or translation, based on students' grasping the meanings from the context.

Then, students were asked to look up in the dictionaries several other lexical elements such as *withdrawal*, *insolvent*, *default*, *loan*, *lending*, *stock*. After that they were asked to give synonyms or explanations and antonyms were mentioned were relevant (e.g. *lend* – *borrow*).

Teacher offered further explanation and disambiguation for similar notions and for metaphorical usages of certain words met in the text such as: *run*, *bubble*, *recession*, *depression*.

Word families and derivations were analysed where the case (*depositor*, *withdrawal*, *overpricing*) and compound structures were explained (*loan default*, *stock market*, *speculative bubble*, *bank run*).

4.3. Reinforcement

Multiple choice or cloze text exercises can be successfully applied to new contexts that may be acquired by searching for new material containing the words that had been newly introduced or by teacher's rephrasing, rearranging, detailing and restructuring the original text.

The reinforcement material for the lesson in discussion was rephrased, detailed and expanded from the initial text. Two exercises were performed on this new context aiming at fixation of vocabulary.

For the cloze text exercise the words were given separately and students were asked to put them in the right position in the gapped text, the solution being shown in figure 2.

A recession is indicated by a negative GDP growth that lasts more than half a year. It is related to a financial crisis which can be observed at institution or at market level. In what the credit institution are concerned, a bank run occurs when most depositors decide to withdraw from their deposits large amounts of cash. In such situations, the banks become insolvent as they soon run out of liquid money. This is because bankers do not keep much money as such, deposited in the bank, but lend it, to people who want to borrow. When borrowers fail to pay back the money that banks have lent to them, there is a risk that banks will experience loan defaults.

Figure 2. Cloze text solution

Source: own production and design

For the multiple choice exercise the students worked in pairs for 5 minutes to choose the right structure and then the solutions (as marked in Figure 3) were discussed analysing also the other variants given, their meanings and usage.

As assignment the students were asked to build 10 sentences using the new lexical elements.

People's behaviour on the market is (*risk* / risky / *risking*) generating: they would all buy something if they expect (*pricing* / *prices* / *priceless*) to go up and they see others also buy it. When many of them start selling, prices will go (*away* / on / *down*). In the first stage, that particular asset that makes the object of the desired (*purchasers* / *purchaser* / *purchase*) is gradually (*underpriced* / *overpricing* / *overprice*). That (*asset* / *set* / *assess*) can be theoretically anything, from real estate to gold or even some gadget or plant. If this stage lasts long or is very intense, a (*speculation* / *speculating* / *speculative*) bubble develops. People will buy more and more aiming to (*resold* / *resell* / *undersell*) then at a higher price. The (*demand* / *demanding* / *demands*) rises while the offer is the same or dropping. Thus prices become (*inflated* / *inflicted*), i.e. they get hugely beyond the real (*value* / *valuable* / *valuables*) of that asset. When the bubble bursts and no one buys but all want to sell, the (*crush* / *catch* / *crash*) occurs: a rapid and big (*fall* / *autumn* / *discount*) in price.

Figure 3. Multiple choice drill solution
Source: Own production and design

5. Word puzzle technique of vocabulary introduction lesson

With vocabulary teaching, the method of learning by playing is most at home, as word puzzles are very popular in themselves. Thus, constituting a teaching device in total contrast with the formality and blankness of the material to teach, the word games method will ensure most favoured activities. Such a technique cannot be but most effective when it comes to acquisition of Business English vocabulary.

5.1. Details of the procedure

Given only the title of the lesson (the text title), the first stage focuses on word finding and identification. It shall consist in a series of word games and contests, performed in teams, pairs, groups, rows etc. Examples of such games to play in teams and develop into competitions may be from the following:

- finding words horizontally, vertically or diagonally in a square of letters
- solving word puzzles by help of definitions and guiding cells
- matching words in columns to get valid phrases
- arranging lexical elements on categories under appropriate headings
- rearranging jumbled letters into words
- filling in missing letters or syllables to complete words
- forming words guided by a letter and the specified number of missing letters, by gradual indications as to the existence and position of other letters (this can be played either forming a new word each time or just mentioning one letter at a time)

Any of the enumerated games are suitable for various types of class activities from individual work to work in pairs or larger groups, from workbook writing to writing on the blackboard, either against time (stopwatch countered – getting to find the solution until time is up) or with teams working in parallel, competing to be first to find the solution and thus to win.

In the second stage of the lesson, fragments rearranging in sentences and / or

sentence in text can follow, thus getting, in the end, the whole text. The text can next be read and worked on, observing the previously discussed words, now in the original context.

Reinforcement of notions and their meaning shall follow in the last stage. It can consist of other appealing, game like activities, to check the comprehension of the words in contextual use. It is a very important step, ensuring building of logic synapses. Coming after the very useful brain stimulation in the previous game playing stages, the aim of this step is easier to achieve. At the same time, it is a vital stage: creation of connections and acquisition of factual sense of the words just played with will ensure correct interpretation and comprehension in depth. It is the step on which is based the formation of the skill of further understanding new contexts and accurately using the lexical elements in future situations.

5.2. Exemplification of the experimental class

The semi-reversed three steps explained in section 3.2. were taken with the experimental group, to whom the same vocabulary was introduced as to the regular group exemplified in the previous section (4).

5.2.1. Step 1 – Word games proper

The only thing that was given on the blackboard was the title “Financial Crisis”.

For the first game activity, the class was divided into 3 teams. One student from each team was asked to come to the blackboard that had previously been split into three columns. The teacher gave each student a word to complete by specifying the number of letters and giving the initial letter. They filled in the letters forming words and the teacher indicated if each new letter was ok and well placed or not – putting a tick in a box for the right and well-placed letter, a simple tick for letter that was useful but misplaced and a cross for the useless letter. Next student from each team came to continue until they found the word required. Each team had three words allotted and the team finding them first won.

Table 1 presents in part A the initial form and in parentheses the final words allotted to each group and shows in part B the guiding process.

Table 1: Words and process of guidance for activity 1

A. Words to complete and solutions			B. Directions (<input checked="" type="checkbox"/> ✓ <input type="checkbox"/> x)
Team 1	Team 2	Team 3	
C _ _ _ _ _ (crisis)	D _ _ _ _ _ (deposit)	L _ _ _ _ _ (lending)	
S _ _ _ _ _ (speculation)	R _ _ _ _ _ (recession)	O _ _ _ _ _ (overprice)	
B _ _ _ _ (banks)	A _ _ _ _ (assets)	L _ _ _ _ (loans)	
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			CREDIT C <input checked="" type="checkbox"/> x x <input checked="" type="checkbox"/> x
			CLIENT C x <input checked="" type="checkbox"/> x x x
			CRIMES C <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> x x <input checked="" type="checkbox"/>
			CRISIS C <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>

Source: own creation and design

For the second and the third activities, the students worked in pairs respectively in groups of four or five. They were given handouts containing words in columns to be matched into relevant phrases for the topic and respectively a puzzle to solve following the definitions given, the number of letters for each word and the indication of the existence on the vertical line of a word relevant in the context and consistent with title of the puzzle.

The solution of the second activity is seen in figure 4 while the definitions and the answers for the puzzle in table 2 A, respectively B.

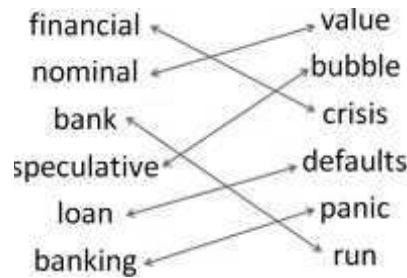


Figure 4. Phrase matching
Source: own creation and design

Table 2. Puzzle “Financial Problem”

A. Definitions	B. Solution of “Financial Problem” Puzzle																																																	
<ol style="list-style-type: none"> 1. <i>allotting an excessively high price</i> 2. <i>fall or come down violently</i> 3. <i>the act of taking out money</i> 4. <i>anything of material value or usefulness that is owned by a person or company</i> 5. <i>puts into a bank account</i> 6. <i>unable to meet or discharge financial obligations</i> 	<div style="text-align: center;">●</div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 5px;"> 1 <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>O</td><td>V</td><td>E</td><td>R</td><td>P</td><td>R</td><td>I</td><td>C</td><td>I</td><td>N</td><td>G</td></tr> </table> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> 2 <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>C</td><td>R</td><td>A</td><td>S</td><td>H</td></tr> </table> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> 3 <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>W</td><td>I</td><td>T</td><td>H</td><td>D</td><td>R</td><td>A</td><td>W</td><td>A</td><td>L</td></tr> </table> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> 4 <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>A</td><td>S</td><td>S</td><td>E</td><td>T</td><td>S</td></tr> </table> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> 5 <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>D</td><td>E</td><td>P</td><td>O</td><td>S</td><td>I</td><td>T</td><td>S</td></tr> </table> </div> <div style="display: flex; align-items: center;"> 6 <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>I</td><td>N</td><td>S</td><td>O</td><td>L</td><td>V</td><td>E</td><td>N</td><td>T</td></tr> </table> </div> </div> <div style="text-align: center;">●</div>	O	V	E	R	P	R	I	C	I	N	G	C	R	A	S	H	W	I	T	H	D	R	A	W	A	L	A	S	S	E	T	S	D	E	P	O	S	I	T	S	I	N	S	O	L	V	E	N	T
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Source: own creation and design of puzzle; definitions taken from “WordWeb”, version 6.75, a dictionary software available at <http://wordweb.info/>

The fourth activity consisted in matching phrases or words within two categories that together constitute the most important aspects of the title in discussion.

Thus the students were divided into 4 groups and were given 10 cards of parallelepipedic shapes each inscribed with a phrase. They were asked to consider that half of them refer to Banking and the other half to the Financial Bubble – the two aspects that put together will give them the Financial Crisis Pie. The cards were, of course, not numbered, but read: *withdrawals; speculative resell, loss of deposits; cash demand, expectation of higher price; overpriced assets, lend out;*

insolvency; buying rush; risk of crash. Guided by the logic of 5 concepts belonging to the category of banking and 5 to that of the speculative bubble, and also by the shapes of the card distributed to them, the students rebuilt the pie with the cards coming in positions as seen in figure 5 (in the order of the enumeration above). Indeed, the left side of the pie was clearly identified to refer to the banking aspect while the right side was understood to be formed of notions connected to the bubble. The group that first finished the pie reconstruction and identification of the two sides won.

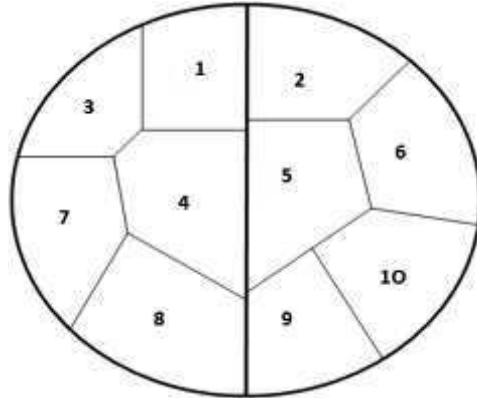


Figure 5. Results of the category matching activity
Source: own creation and design

The fifth and last activity in this first step was another pair work drill, the students being presented a grid of letters from which they were asked to identify – horizontally, vertically or diagonally – the 13 words concerned with the title of the lesson. The solution is shown in figure 6.



Figure 6. Words grid solution
Source: own choice of words and creation of the letter square with vertical, horizontal and diagonal word arrangement by help of an online word game producing soft: <http://www.armoredpenguin.com/wordsearch>

5.2.2. Step 2 – Context building

After the entertaining activities of word formation or identification in the previous step, the words can be used in activities to build up the context.

In the case discussed, there were two activities:

For the first, the class was grouped into five teams (of 4 or 5 members) and each member received a piece of paper with a fragment of a sentence (a group of words). The students had to cooperate to put their fragments together and get the correct sentences. Then the sentences were read to the other students (as each group formed a distinct sentence). The fragments distributed to the five groups of students and the sequential order of these fragments, as to form the right sentences, are presented in table 3.

Table 3. Fragments to sentence building

		Team 1	Team 2	Team 3	Team 4	Team 5
Frag- ments	1	to situations when some financial	a sudden rush of withdrawals	Negative GDP	in the event of large, sustained	An event in which bank runs
	2	The term financial crisis is applied	called a bank run	or more quarters	overpricing of some	crisis or banking panic
	3	assets suddenly lose a large part	by depositors, this is	is called a recession	A speculative bubble exists	are widesprea d is called
	4	of their nominal value	When a bank suffers a	growth lasting two	class of assets	a systemic banking
Solutions		2-1-3-4	4-1-3-2	1-4-2-3	3-1-2-4	1-3-4-2

Source: Own concept of exercise, presentation and design, based on sentences selected from texts available at http://en.wikipedia.org/wiki/Financial_crisis

Then the teams had to decide upon the proper order of the sentences in an overall context, considering general movement from general to specific and from cause to effect. As a conclusion of this activity, the five sentences that were rebuilt were, in their logical order of occurrence in the text on the topic, the following:

1. Negative GDP growth lasting two or more quarters is called a recession. (from team 3)
2. The term financial crisis is applied to situations when some financial assets suddenly lose a large part of their nominal value. (team 1)
3. When a bank suffers a sudden rush of withdrawals by depositors, this is called a bank run. (team 2)
4. An event in which bank runs are widespread is called a systemic banking crisis or banking panic. (team 5)

5. A speculative bubble exists in the event of large, sustained overpricing of some class of assets. (team 4)

For the second activity in this step, the class of students was divided into three groups each receiving the sentences that had to be put in order to get the three texts forming the reading material presented at the beginning of the lesson with the classic method group (figure 1). Students worked together and obtained each of the three groups their particular text (on generalities concerning financial crisis, on banking crisis or on speculative bubbles and crashes).

In the end of this step, each student was handed a paper of the whole text, prepared by the teacher in advance, with all words discussed along the previous steps of the lesson highlighted in the context. The final activity of the second step in reading the material from the handouts provided, in turn, each student one sentence.

5.2.3. Step 3 – Meaning reinforcement

The reinforcement step has to be carefully considered and never neglected. Several exercises for contextual comprehension and reinforcement of terminology can be produced and applied successfully.

In the case under analysis, the structures highlighted in the texts on the distributed handouts were discussed, briefly but valuably. Some oral explanations were elicited from the students and two written exercises of meaning reinforcement were solved:

First, students were asked to work individually and find the correct explanations for some words. The exercise, with the solutions marked, is presented in table 4. Discussion of the meaning of some of the other variants was performed where relevant or thought as useful (for instance liquid money – cash).

Table 4. Identification of valid explanations

<i>asset:</i>		<i>default</i>		<i>crash</i>		<i>loan</i>	
possession	✓	performance		crisis	✓	unique deposit	
valuable goods owned	✓	non-fulfilment of obligation	✓	liquid money		amount lent	✓
assigned value		lack or failure	✓	inflated price		risky lending	
duty		achievement		abrupt decrease	✓	sum borrowed	✓

Source: own creation and design

Then, for the last activity students worked again separately to identify now the wrong definitions or explanations given for some notions learned during the class: The activity kept them focused to the end as they had to perform a somehow unusual task of finding the wrong definitions and giving them as the right answers – which was felt a bit mind twisting but had the expected effect of keeping them concentrated. This state was also helped by some of the explanations being rather funny or utterly ludicrous, which made the activity into an entertaining final one.

The exercise and the right solutions marked with a cross (as being wrong definitions) are to be seen in table 5.

Table 5. Identification of invalid definitions

Lexical structure	Definitions	Answers
nominal value	value of a nominal asset	✘
	name of the market value of the asset	✘
	value of an asset, as set by a company	
recession	economy decline	
	resuming a session	✘
	recovery after crash	✘
to withdraw	take away assets and resell to another bank	✘
	cash out money from a bank deposit	
	move aside to permit access of depositors	✘
insolvent	with insufficient assets to cover their debts	
	difficult to solve in due time	✘
	impossible to sell at reasonable price	✘
financial bubble	irrelevant, blank talk about economic stuff	✘
	money laundry activity at a high level	✘
	situation when the price for an asset rises far above the actual value	

Source: own creation and design and some of the correct definition taken from "WordWeb", version 6.75, a dictionary software available at <http://wordweb.info/>

6. Discussion of results

As compared to regular classes, there were noticeable advantages noticed with the group to whom the word games Business vocabulary introduction approach was used. The added value of this method is rendered by a series of positive features implied by the activities performed along this process. The traits remarked with the 'non-conformist' approach are the following:

- more active participation of the class; thorough interactive method ensuring enhanced attention, involvement, willingness to work/ learn
- relaxed atmosphere - activities felt like fun more than learning; impression of entertainment along the teaching-learning process
- development of a lucrative spirit of emulation/ competition; incentive activities increasing motivation/ drive
- optimum balance of active – passive acquisition of knowledge; improved mnemotechnic role - proven in further checking/ testing
- better achievements in assimilation of material due to a cognitive-friendly brain stimulation progression: incitation, concentration, item focused activity, repetition

7. Conclusion

Declutching a certain comfortable numbness of the mind that hindered activation of any learning helpers within regular vocabulary teaching classes, the word games not only produce the expected results in a next class test, but also ensure long term effect through a well implemented assimilation, a thorough knowledge and correct interpretation of the lexical elements such way introduced. One observation is of utmost importance: failure to cover the third step will compromise the entire process, regardless of the method used, be it the classical vocabulary introduction technique or the experimental means based on word games. Reinforcement is essential with both approaches; it can be performed similarly or distinctly, whichever style will work as long as it is done. The word games, though, offer more advantages and these are to be found along the entire process, both at teaching and at learning level, featuring a range of positive aspects from both more pleasant and effective class activities to improved acquisition of knowledge with optimal results in a long run.

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