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IMPACT OF GAMES ON TEACHING VOCABULARY: A CASE STUDY WITH SIXTH GRADE TURKISH STUDENTS

THESIS BY

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We **certify** that this thesis under the title of "**Impact of Games on Teaching Vocabulary: A Case Study with Sixth Grade Turkish Students"** is satisfactory for the award of the degree of **Master of Arts in** the Department of **English Language Education.**

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Karlıgaş KAYA

ÖZET

KELİME ÖĞRETİMİNE KELİME OYUNLARININ ETKİSİ: ALTINCI SINIF TÜRK ÖĞRENCİLERİ İLE BİR DURUM ÇALIŞMASI

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Birçok kişi bir yabancı dili öğrenmeyi zaman alıcı, zor ve sıkıcı bulur fakat bu, bu şekilde olmak zorunda değildir. Oyunların derslere dahil edilmesiyle dil öğrenme rahat bir ortamda keyifli ve verimli olabilir. Bu tez, çocuklara İngilizce öğretirken sınıflarda oyun kullanımının yararlarını araştıran bir durum çalışmasıdır. İkinci amaç ise çocukların İngilizce derslerinde uygulanan kelime oyunlarına karşı tutumlarını belirlemek oldu. Çalışma, 2015-2016 birinci akademik eğitim döneminde, Diyarbakır Bahçeşehir Kolejinde yapılmıştır. Çalışma 20 ön-orta seviye İngilizce bilgisine sahip, 10-12 yaş ortalamasında olan 6. sınıf öğrencileri ile yürütülmüştür. Araştırmacı günlüğü, yapılandırılmış görüşme ve anket veri toplama aracı olarak kullanılmıştır. Çalışmanın bulguları kelime oyunlarının İngilizce öğrenen çocuklara kelime öğretiminde yararlı olduğunu ve öğrencilerin kelime oyunlarının kullanımına yönelik tutumlarının olumlu olduğunu ortaya koymuştur. Bu çalışmada kullanılan kelime oyunları: Vocabulary Shot, Charades, Pictionary, Scrambled Letters, Hangman and Bingo.

Anahtar Kelimeler: Kelime Öğretimi, Kelime Oyunları

ABSTRACT

IMPACT OF GAMES ON TEACHING VOCABULARY: A CASE STUDY WITH SIXTH GRADE TURKISH STUDENTS

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Many people find learning a foreign language time consuming, difficult and boring, but it does not have to be this way. With the incorporation of games into the lessons, learning a language can be enjoyable and productive in a relaxed environment. This case study was an attempt to investigate the benefits of using games in young learners' classrooms when teaching English. The second purpose was to identify young learners' attitudes towards vocabulary game implementation in EFL classes. The study was conducted for six weeks in the first term of 2015-2016 academic years at Bahçeşehir College in Diyarbakır, Turkey. The participants of the present study were 20 pre-intermediate level 6th grade students between the ages of 10 and 12. The researcher diary, structured interview and questionnaire were used as the data collection tools. The findings of the study revealed that vocabulary games are beneficial in teaching vocabulary to young learners of English and that the students' attitudes were positive towards the use of vocabulary games. The vocabulary games used in this study were: Vocabulary Shot, Charades, Pictionary, Scrambled Letters, Hangman and Bingo.

Key Words: Teaching Vocabulary, Vocabulary Games

ABBREVIATIONS

EFL : English as a Foreign Language

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CHAPTER I

1. INTRODUCTION

The first chapter of this thesis presents the background of the study, the statement of the problem, the purpose of the study, the significance of the study and the research questions. This chapter is finalized with the operational definitions in the study.

1.1. Background to the Study

In today's increasingly globalized world, people from across the world are finding it necessary to communicate with each other. This is often achieved by at least one party learning a foreign language. This foreign language is often English as its importance continues to grow on the international stage. Many parents and students are realizing the importance of being able to speak English if they wish to be successful at their jobs. As the world continues to globalize, many jobs and interactions between people are not centered locally as they used to be but are increasingly international.

To communicate, we most often use a spoken or written language to convey our thoughts and ideas. Brown (2007) argues that a language is a "systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings" (p. 6). Willes (1983) claims that "Language plays a central part in education… language is also a central fact in everyone's social life" (p. 7). Children learn the language of their parents or community without conscious thought or structured lessons, they learn it naturally. "Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently" (Harmer, 1994, p. 6). As Scollon (2004, p. 272) puts it, "language is not something that comes in "nicely packaged units" and that it certainly is "a multiple, complex, and kaleidoscopic phenomenon."

The base of all language is vocabulary**:** words. Without this element, a language would not exist. It is also vocabulary that often what holds a language learner back from being able to express his/her idea or convey his/her meaning to another. There is an important role of vocabulary knowledge in foreign language learning. With the help of vocabulary, pupils can make better statements. Vocabulary is considered by some (Becker, 1977; Stanovich, 1986; Chastain 1988) to be one of the most important parts of learning a language and is often the cause of a failure to learn.

1.2. Statement of the Problem

Learning vocabulary is often a difficult and a tedious work for both the teachers and the students. If the students, especially young ones, do not enjoy learning a language, or if they develop a negative attitude towards the lessons, it makes the language learning process very difficult for both the teachers and the students. Careful attention needs to be applied when planning the lessons, especially for young learners so that the lessons are enjoyable and productive. Krashen (1977) as cited by Brown (2000) suggests that adults use more monitoring or learning strategies (conscious attention to forms) for language acquisition than kids do, which is why games are more often found in young learners classrooms.

Many teachers of a foreign language stick to classical methods of teaching vocabulary and the students often forget the words quickly or do not know how to use them. Games are just one of the methods that can make the process of learning vocabulary more enjoyable and help the students to remember the words after class is finished, it can liven up the classroom and make it fun and enjoyable to learn new words. Uberman (1998) states in his article titled The Use of Games: For Vocabulary Presentation and Revision "The pupils are enthusiastic about practicing a foreign language while playing games. They enjoy games and while acquiring communicative competence they learn unconsciously and are not aware of learning process" (p. 20). This study addresses the problem of how to teach vocabulary in an enjoyable and effective manner in young learners' classes.

1.3.Purpose of the Study

The first purpose of this study is to investigate the benefits of using games in young learners classrooms when teaching English. The second purpose is to identify young learners' attitudes towards vocabulary game implementation in EFL classes. This study is based on the belief that when learners enjoy a class they are likely to be interested in and curious about learning. This is why teachers should bring some element of fun into their classrooms. Games are one of the most useful techniques for teaching a foreign language, especially when teaching vocabulary. According to Wright, Betteridge and Buckby (1984) "Games… help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information" (p. 1).

Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga (2003) further state that:

> Learning vocabulary through games is one effective and interesting way that can be applied in any classrooms. The results of [our] research suggest that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence. (p. 14)

Many people find learning a foreign language time consuming, difficult and boring, but it does not have to be this way. With the incorporation of games into the lessons, learning a language can be enjoyable and productive in a relaxed environment. Games help the learners to forget the stress of memorizing new words and the pressure of learning a new language so that they can just play and learn without applying conscious effort. Games can help the learners' subconscious learning process. Therefore, lessons might be organized with games that address the abilities, interests, and intelligence types of the students.

1.4. Significance of the Study and the Research Questions

There is not a study showing the benefits of game implementation on teaching vocabulary at Diyarbakır Bahçeşehir College. The findings of this study may be a beneficial source for the teachers of English of Bahçeşehir Colleges, may help to raise teachers' awareness on the benefits of using games and may encourage them to teach vocabulary by using games. Throughout the study, our aim is to find answers to these questions:

1. What are the benefits of implementing vocabulary games in English lessons?

2. What are the attitudes of the students to the vocabulary game implementation in EFL classes?

1.5. Operational Definitions

Vocabulary: The sum of words employed in a language. (www.oxforddictionaries.com).

Word: A solitary significant part of spoken or written language. It can be used alone or with others to communicate a sentiment. (www.oxforddictionaries.com).

Game: "A game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players and communication between players by spoken or written language" (Richards, Platt and Platt, 1992 p. 153). For Hadfield (1990), a game can be defined as an "activity with rules, a goal, and an element of fun" (p. 5). Similarly Jung (2005) states, "games encourage, entertain, teach, and promote fluency and communicative skills" (p. 4).

Young Learners: Philips (1993) states, "the term 'young learners' refers to the students from the first grade schooling from the age six, to eleven or twelve years of age" (p.5). For Nunan (2011), the term 'young learners' can be defined as students anywhere between the ages of 3 and 15. In this study learners between 10 -12 were accepted as "young learners".

Foreign Language: A language becomes a foreign language when it is learned in a country where that language is not an official, native language of the community (Gass & Schachter, 1989).

CHAPTER II

2. LITERATURE REVIEW

2.1.Vocabulary

Vocabulary is central to learning a language and communicating in it. Wilkins (1972) said, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (cited in Thornbury, 2002, p.13). Vocabulary enables us to produce and understand sentences and the words that make up our vocabulary are the foundation from which we can express ourselves and communicate (Miller 1999, as cited in Zimmerman, 2007). Knowledge of vocabulary is necessary for people to be able to communicate in a language and as learners acquire more vocabulary they begin to understand the language and how it works. Ansarin, Zohrabi & Zeynali (2012) define vocabulary stating that it is crucial for communicative purposes and people use this “group or stock of words” (p. 1841). Coady and Thomas (1997) support this idea as they argued that one must master that language’s vocabulary first to fully communicate or comprehend a language. To go farther, Decarrico said that “vocabulary is central to language acquisition, whether the language is first, second, or foreign” (Decarrico, 2001, p. 285).

A language learner’s main purpose is to learn the vocabulary because it is the basis of a language and carries cultural elements in it (Carter and Nunan, 2001). The knowledge one has of vocabulary is organized by their lexicon and stored in their memory (Krashen 1998, as cited by Herrel, 2004). Vocabulary is more than just a single word and each vocabulary piece should be called an "item" rather than a "word" (Ur, 2012, p. 60) because it also refers to how we use a word, how we store it in our memory, and its relationships to other words and phrases (Gardener, 2009, as cited in Adger, 2002).

McCarten (2007) argues that vocabulary to learners is seen as being composed of different types of words, phrases, idioms, expressions and structures of grammar that must be collected and learned. Therefore, a person’s knowledge of vocabulary is not a straight line; it consists of many sub-knowledge areas and abilities (Olmos, 2009). Scrivener (2011) would add that vocabulary or rather lexis, as he prefers, could also refer to two or three closely linked words. All words that fall into a field of knowledge, or all words that a person knows, is what we call vocabulary (Graves 2000, as cited by Taylor, 1990). Without vocabulary we would not

know a language at all or be able to communicate in that language. Vocabulary "contributes a very great deal to overall language success" (Schmitt, 2010, p. 4).

2.1.1. Teaching Vocabulary

Vocabulary is an essential part of any language and therefore is very important to teach. There are many different methods for teaching vocabulary, and reasons as to why each of them is used. Hadfield (1998) says "in order to retain a word, students have to go through three distinct processes" (p. 4). First you learn the meaning of the word, and then you personalize it so that it is relevant to you and finally you remember it. This helps the student to form a knowledge web in which everything is connected and relevant.

Ur (2012) believes that in order to really learn and remember a word, students need repetition in which they hear, see or act out the word many times. Some ways to do this are by posting the words themselves on the classroom walls, or reviewing the new words every day in class.

For most students, learning vocabulary is "a branching process rather than a linear one" in that they need to be able to relate the new words to something they already know, other words or ideas (Morgan and Rinvolucri, 2004, p.7). "When teaching new vocabulary, we should begin by teaching the new word in context but at a later stage learners should be given the opportunity of dealing with the word out of context" (Nunan, 1991, p.122). While we can teach a word many different ways to help the students learn the words, it does no good if they cannot take the word out of context and understand it. While young learners can learn words quickly, structures are more difficult for them (Phillips, 1993). Phillips (1993) also states that some of the best methods to teach are using pictures, actions or real objects and to make sure they relates to the students somehow.

"To ensure long-term recall and retention, new knowledge should be integrated to old/existing knowledge, i.e. they need to be placed into working memory e.g. being compared, combined, matched, sorted, visualized and re-shuffled, as well as being repeatedly filed away and recalled" (Thornbury, 2002, p.45). Repetition is how many of us learn best but it can be boring, so by using different methods of presenting the words, all learning types are accommodated and we get the repetition we need to remember the vocabulary.

2.2. Games

Many people enjoy playing games, especially when they are young. Games can be a great way to learn many different things, from teamwork, to competition, from physical strength to learning a language. A game can be defined as an "activity with rules, a goal, and an element of fun" (Hadfield, 1990 p. 5). According to this definition, games should be fun with a task or goal at hand that the participants try to complete. This task of course, should be somehow related to using the target language. This way the students can have fun and learn in the classroom.

There are many different types of games that can be used in the classroom. In order for games to be useful in the classroom, the students need to be familiar with the rules and know what is expected so that they can focus on using the language and completing the task (Toth, 1998). They can be focused on a specific aspect of language learning like vocabulary, a grammatical rule, pronunciation, listening, speaking, writing, or reading. Because games are so versatile, they can be incorporated into all aspects and areas of the classroom.

Rixon (1981) claims that games should be central to teaching a foreign language and can be applied at all three stages of teaching: presentation, controlled practice, and communicative practice. Learning a language can be very difficult and boring at times, but games can provide a different approach that engages the students and takes the focus off learning a language and puts it on completing a task, which in the end accomplished the same goal. Uberman (1998) argues, "They ought to be at the heart of teaching a language in general and vocabulary in specific" (p.20). Learning a language can be boring and difficult if there is no element of fun, competition, or even a short-term goal to focus on. Wright (1994) believes that many learners find it easier to maintain interest and to participate in the lesson when games are involved. Setting out to learn a language is a daunting task and can feel overwhelming when doing routine grammar exercises in class. If students are given a short-term goal that they can do now, like completing a task in a game, they feel like they have accomplished something and are moving forward in learning the language. Lee (1995) proposes that games can be used for more than just taking up extra time in a classroom and are in fact enjoyed and desired by students (Khan as cited by Brumfit, 1991).

"A game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players and communication between players by spoken or written language" (Richards, Platt and Platt, 1992 p. 153). Given this take

on games, a key point is communication between players. One of the functions of language is to establish either spoken or written communication among people. For this reason, games can be very useful in language teaching because they provide an environment in which the students can practice using the target language.

When working on the tasks that the course books offer, students rarely get the opportunity to practice speaking the language in a freer environment. Games can help with this by having the students come up with answers or sentences that are not directly drawn from their book. Gee and Hayes (2011) argue that games in a classroom can do many things; they are meant to be entertaining, and provide a means for immersion, interaction and problem solving. While some students do well with grammar exercises and tests, others do not. Some students perform and score below their language proficiency level, but outside school they can perform and complete difficult and complex tasks (Barab, Pettyjohn, Gresalfi, Volk & Solomou, 2012). Every student is different and learns best using different and varied methods. Games can provide an opportunity for all students to progress and learn in an entertaining environment.

Games enable learners to use the language in a real situation that stimulates their learning and can provide a nice break from more mundane language learning tasks (Ersoz, 2000). While some students are visual or auditory learners, those that are kinesthetic learners often have a hard time in a classroom setting. Deesri (2002) indicates that using games in language learning is important and promotes and stimulates the students to acquire the target language for all learning styles. When playing games, students must be able to understand the instructions or other teams' communications, they must be able to repeat or remember the proper use of words and grammatical rules, and they must be able to manipulate and change the things they have learned in class to fit the format and the purpose of the game. By doing all these things, the students learn not how to repeat a certain word or phrase but how to use it in a real environment. They learn the true meaning and the use of the language.

When everyone is young, before they go to school, most of what they do is to play. We learn a lot from playing games either by ourselves or with other people. It is a natural way for people to learn. Games can help us learn unconsciously in the classroom the way we once did when we were young. Games provide an environment in which the students can use the target language in a meaningful and useful way, as well as a creative way which allows them to see how much they know and what exactly they can do with the language in a real context, instead of by doing exercises in a book (Ersoz, 2000). Based on all of this, I think that games in the

language learning classroom, when used correctly, can be very beneficial to the students and the teachers on many different levels.

2.3. Types of Games

There are many different types of games that can be used in language classrooms. Some games help the students to remember certain words or grammar structures, while others help students to practice speaking, listening, reading or writing in a real life like situation. Games can be very influential and help young learners not only to learn the language but also to enjoy it. According to Lewis & Bedson (1999) there are games that rouse the students up and require energy, and there are games that are calmer that can help quite a classroom down. There are many different ways to categorize games, from what skills they help with to what type of game it is. Games can be divided into categories based on the skills the students develop while playing the games, like receptive skills or productive skills (Read, 2007), or they can be organized based on whether the game is competitive or cooperative (Hadfield, 1998). When choosing a game for a class we should also take into account the students' language proficiency level. According to Toth (1995) we should look at the complexity of the language needed for the game and how difficult the language might be for our students. Some games we can adapt to our student's levels, others are too difficult or too easy which will cause them to be bored and lose interest as well as not learn.

Based on his research, Read (2007) concedes:

> When trying to find a game for your classroom, there are certain things you need to take into account. First, the level of language needed to play. Second, whether your class will benefit from this particular game. Third, the materials needed to play the game and the space needed for it. Then when you select a game, there are some principles to implementing it in the classroom. The students need to know how the game works, there need to be clear instructions that are demonstrated so there is no confusion, the students need to know the language needed for the game, the teacher must be fair and firm in following the rules, and stop the game when students start to get bored with it. The teacher must monitor the game but also give the students their independence so that they are the ones playing the game of their own accord. The teacher is there as a referee or game host but the students are the ones that must do the tasks and participate in the game. (p.152)

2.4. Ways of Categorizing Language Games

Hadfield (1990) says that games can be categorized as:

> 1) Information Gap Games - students must cooperate with each other to obtain missing information.
>
> 2) Guessing Games - such as 20 questions, or charades. The player must give some clues and the other students try to guess.
>
> 3) Search Games - such as fill in the blank or problem solving games.
>
> 4) Matching Games - like matching pictures to vocabulary words or connecting two halves of a sentence.
>
> 5) Matching-up Games – when competitor has a series of ideas, points of view and needs, and the group has come to an agreement through discussion.
>
> 6) Exchange Games- in which the students barter for information or cards
>
> 7) Collecting Games- where students collect as many cards or tokens as they can to complete the mission. Combining- where the students combine their collective knowledge to form or do something, like lining up according to age.
>
> 8) Arranging Games - such as a group of student each have a card with a letter on it and they have to arrange the cards and themselves to form a word. (p. 8)

However, McCallum (1980) categorizes games for language learning into seven kinds: vocabulary games, number games, structure games, spelling games, conversation games, writing games, and role-play and dramatics. From these two writers' division, we have five main kinds of games: vocabulary games, structure games, writing games, reading games, and games for developing speaking and listening skills.

Nonetheless, Greenall (1990) classifies games in a different way:

> a. Do-it-yourself simulation. It is an activity in which the students play themselves in a situation, which he/she has either experienced or can at least relate to in some way.
>
> b. Role-play. Students are required to react in accordance with the identity or the role marked on the card, developing the character with improvised dialogue in either an everyday situation or a clearly defined setting.

c. Describing. This is a simple situation in which one person has a certain item of information, which he/she can only reveal by drawing, mime, roundabout description or Yes/No answer to questions put by the others.

d. Matching pairs. This is where words, pictures, lines of dialogue, etc. are divided into more than two parts and then shuffled. One part is given to each of the students who must then find his/her partner.

e. Jigsaw. It is similar to Matching Pairs. It is divided into more than two parts and the students have to work to match them together.

f. Logical sequences. This technique is similar to Jigsaw, but it is used for materials such as strip cartoons, song lyrics or proverbs of which the components can be reconstructed in the correct and logical order.

g. Board games. Teacher thinks of a situation, which involves some sequence of events, and asks students to think of a number of favourable and unfavourable events, which might occur as the players proceed.

h. Discussion. Activities can be used as a springboard for discussion or questionnaires. (p. 11)

Games can be also categorized considering different kinds of skills desired for learners to be acquired. They are as follows:

2.4.1. Speaking Games

In many foreign language learning classrooms, it is difficult to get the students to speak. Speaking is one of the last skills to be learned and many students are embarrassed, scared, or hesitant to speak in the target language. It is sometimes observed that some teachers and learners complain mostly about difficulties in speaking. The problems are related to the great number of students who are supposed to speak in a rather limited period of classroom time. Yet, even in a classroom time, teachers would be able to assign tasks giving opportunities for communication (Flyman, 1997, as cited in Genç, 2007). This is where games can help lower the tension and draw students' attention to completing the task rather than the use of perfect grammar. Some of the different speaking games are as follows:

Taboo- is a game that requires the students to describe a specific word without using it or a list of related words. The other students have to guess which word is being described. This

not only helps with speaking but also with vocabulary, association and sentence structure. This game requires that the students have a firm and concrete knowledge of the words they are describing. It can be made more difficult for more advanced students or easier for lower level classes (Retrieved from http://www.tefllogue.com/in-the-classroom/tefl-word-game-courtesy-of-hasbro.html).

Find Someone Who - is a game that has the students walk around and talk to each other in the target language until they find someone who meets the criteria on their list. Each student having a list of different facts that apply to their classmates plays this. They have to go around talk to their classmates asking questions of each one until they find who meets each of their facts. This game helps the students practice the language in a practical way as well as helping them to get to know their classmates. (Retrieved from http://edition.tefl.net/ideas/games/speaking-games-false-beginners/)

Shouting Directions- is a game where the students pair up and go across the classroom so they will have to speak up in order for their partners can hear. They must speak loudly so that their partners can hear them over the distance and the other students speaking. This helps with the students being shy about speaking the language because they will have to speak up and over everyone speaking at the same time the students are not so concerned with pronunciation and correct phrasing but more concerned with being heard. This is also a change from their teachers asking them to speak up because their fellow students will be the ones asking. The students can say anything from directions that their partner has to follow, to prove they heard, to words or sentences. This game can be fashioned so that it is a vocabulary review game, or anything else you wish to do. (Retrieved from http://edition.tefl.net/ideas/games/speaking-games-false-beginners/)

Role-plays- Some other good speaking games are role-plays, in which students act out a part or play. This is also a good way to help students use the target language. In this game they can act out a conversation that they might actually have outside of class.

Hadfield (1999) describes role-play games as follows:

> In role-play games, players are given the name and some characteristics of a fictional character. These are not role-plays in the true sense, as the role-play element is always subordinate to the use of language. The outcome of a game is “closed”; once cards are distributed it develops in a certain predetermined way, while role-play proper is open-ended and may develop in any number of ways (p.5).

In other words, a role-playing game is a kind of game where all the players assume the roles of characters in a fictional setting. Players act out these roles according to a piece of paper where everything about the characters is written down.

2.4.2. Listening Games

While working in books and doing grammar exercises there is little time to listen. Listening and understanding what is listened to is part of becoming communicatively competent in the target language. Listening comprehension is "a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance" (Vandergrift, 1999, p. 168). There are many different games that can liven up the listening part of a class and help the students to retain interest and focus them on the task. The students can be assigned a task in which they have to listen for certain information, fill in the missing words, complete or correct the wrong information, etc. Some examples of listening games are as follows:

Make a Story- is a game in which the students work together to make a complete story. In this activity, one student starts by saying one sentence. The other students must listen to what is said and add on to it. Each student adds only one sentence and in this way they listen and create a story together. While this is also a speaking game, it is really important that the students listen to what the others say so that the story flows and makes sense. While each student does say a sentence, most of the time they are listening to what their peers are saying. In this way, they get to listen to their peers speak as well as their teacher and the audio recordings from the book. The more students get to listen to different accents and people speaking, the better they will become. (Retrieved from http://www.oaktraining.com/traininggames/listeninggames.html)

Blockbuster- is a game for word review. It is played by having a grid drawn on the board with enough compartments to fit the full alphabet in the grid. Then the class is divided into two teams, and each team claims a colour. Then one student chooses a letter and the teacher, from a previously prepared list, describes a word that starts with that letter. The students must guess which word the teacher is describing. The first team to guess the correct word wins the letter and fills in the spot with their colour. Then the team that won chooses the next letter, either horizontal or vertical from the first letter won. One team must go vertically while the other

team goes horizontally. The first team to fill in all the spots in a line, either top to bottom or left to right, wins. This game is great for vocabulary review and word association. It provides a fun and competitive way for the students to listen to descriptions and remember words. The list of words the teacher draws can be made in many different ways. It can be complied from words in the previous chapter, year, book, unit, or from words that the students tell to the teacher. They can also be words that they have come across during class that are not from the book or that are difficult. This is a great game to help the students remember words as they are presented with a fun a creative context to remember them. It also personalizes the words a bit more because they have to guess them correctly so that their team can colour more places and win. (Retrieved from http://www.eflclub.com/elvin/publications/highmotivationlistening.html)

2.4.3. Kinetic Games

Kinetic games can be very important, especially for young learners. According to Harmer (2007) young learners often learn in an indirect way – it means that the learners take in information from all sides, they learn from everything what happens around them. He also claims that young learners understand better what they learn when they can see or hear it, and have a chance to touch and interact with. These kinds of games can provide a nice change of pace in the classroom and cater to the students who learn best by experiencing, touching, or doing. They need to be active when they learn and these kinds of games can help them. Some kinds of kinetic games are as follows:

The Treasure Hunt Game- is a game in which the students have to hunt or look for a predetermined treasure. This game can be verbally played with written clues, listening clues or with picture clues. It can be as long or short as you want and span over however much space you want. Each clue will lead to another destination until the last clue leads the students to the final treasure. The first child or team to reach the treasure wins. This game can also be adapted for inside the classroom by hiding any mall object, like a pencil or eraser, and having one student go outside the classroom while it is being hidden. They come back in and have the rest of the students direct them to the hidden object either by giving them verbal directions or by saying ‘hot’ and ‘cold’ until the student finds the object. Both of these games are a good way to get the students up and moving. It can also help for teaching directions by having the students physically follow them in order to find the prize. This game can also be adapted to practice prepositions (Retrieved from: http://www.experiential-learning-games.com/successfulexamples.html)

Feel the Object- is a game in which objects are collected and put into a box. Then a student will put their hand in the box without looking and feel an object and try to guess what it is. This can be done with any set of vocabulary words that you can find objects for. For example, classroom objects, toy animals, plastic fruit or vegetables, etc. (Retrieved from: http://www.partygamespond.com/touch-and-feel-box/)

Miming Adverbs- is a game in which one student leaves the classroom while the rest of the class decides on which adverb to act out. Once an adverb is chosen, the student comes back into the class and asks any student to do an action. This student must do this action in the manner of the adverb. For example, if the adverb was angrily, and the student asked them to dance around the classroom, the student would have to angrily dance around the classroom. The student continues asking other students to do actions until they guess the correct adverb. (Retrieved from: http://www.eslhq.com/forums/esl-forums/esl-games-activities/adverbs-miming-grammar-game-9785/)

There are many different games that teachers can implement in their classrooms. But one must be careful in choosing the right game for their classroom because young learners especially, can learn so much from games (Rixon, 1991). This is because young learners learn best from playing, especially with their peers, because it personalizes the information from the class. Games can be extremely effective in the language classroom, if the appropriate game is selected.

2.5. Use of Games in Teaching Vocabulary

A language is composed of words that have meanings attached to them. These words make up our vocabulary. When learning a language the amount of vocabulary one person knows is tied to his/her success, fluency, and comprehension of the language (Bromley, 2007; Uberman, 1998). Without these words it is hard to convey our meaning. Vocabulary is often what holds students back from expressing themselves, and prevents them from understanding what is said or written. It can be boring and counterproductive to try and memorize a list of words. Games can help provide a meaningful and useful context with which to learn vocabulary words (Simpson, 2009). Because a language is composed of many words and grammar is the way you arrange them, vocabulary is the backbone of any language. It is essential to know words in any language in order to communicate, express yourself, understand or comprehend what is written or said in that language. Games can be very useful in language learning and in

presenting or reviewing material. Whether your students learn vocabulary through games needs to be looked at as well as how they learn it (Huyen and Nga, 2003).

Teaching in the classroom often limits the activities you can do and prevents students from being able to learn naturally as they did when they were kids. But, we can bring some of the natural learning elements back in to the classroom through games. Now, there are many different approaches that can be taken when teaching vocabulary in a foreign language such as role-playing, storytelling, singing, videos, and vocabulary games (Larsen-Freeman, 2002) crossword puzzles and finger plays (Cortez, 1974).

When choosing a method to present vocabulary, your class must be taken into account. Their ages, interests, styles of learning, etc. need to be considered. For example, a finger play may not be as affective for a group of businessmen as it would for a kindergarten class. Generally speaking, the presentation of new vocabulary can be divided into two categories by technique: visual and verbal (Gairns and Redman, 1986). Visuals include flashcards, photographs, pictures, charts, blackboard drawings, regalia, mime and gestures (Gairns and Redman, 1986). According to Nation (1990), verbal techniques for presenting vocabulary consist of tasks such as illustrative situations, descriptions, synonyms and antonyms, and scales. If your class is full of learners who are more visual, use those techniques more than the verbal ones. However, to have a well-rounded class, it is always best to use a few different techniques to make sure the students get the repetition they need and different ways of explaining the words so that you are sure they understand them fully.

Allen and Valette (1972) advocate another way of presenting vocabulary by categorizing the words into sets, subclasses, and subcategories that can be aided with visuals. This can help many students for a web of words that are related or similar. By doing this, students can sort the words they know into knowledge groups and it can help them be less confused as to what the words mean and refer to. By categorizing different techniques for presenting vocabulary, you can make sure to use a few from each so that all the students are able to learn and understand. Play to the student's strength and teach in such a way that learning becomes easier for everyone.

Learning vocabulary can be difficult for the students and it is a boring part of language learning. Many times, we are given a list of vocabulary to memorize or write sentences using a set of words. These tasks can be tedious and boring. Using games in the classroom can help in many different areas. "Games are highly motivating because they are amusing and interesting.

They can be used to give practice in all language skills and be used to practice many types of communication" (Ersöz, 2000, p. 1). For teaching vocabulary, games can provide repetition so that the students not only learn the words but they are also able to retain them in their long-term memory. If there is some act, visual presentation, or funny event that happens relating to a word, we can more easily remember that word. Games often help provide another situation that can help to expose the student to words or phrases in a memorable context. As children, many people love to listen to stories; this is a natural way of learning a language and vocabulary. Reading to children, both the parents as well as the teachers, and playing vocabulary games with the children can help to enhance and support a child's vocabulary development (Blachowicz and Fisher, 2004). This is a natural way humans learn, and it goes for adults as well as children. Exposure to new words, or new situations using words already known, helps students to learn and be able to use their vocabulary.

Many students do not like English class because it can be tedious, difficult and boring. A person's attitude towards a subject can have a very real and very big effect on how easy or difficult that subject is to learn. If you hate something, it makes it very difficult to learn how to do it, and your dedication and enthusiasm towards it are not very high. By making a class fun and interesting, you can help the students to have a better attitude towards learning English. Philips (1993) points out that using games in the classroom helps the students to have a more positive attitude towards learning English and be a "good loser" as they make class fun and rewarding (p. 79). By making a class fun and rewarding, students will want to learn and not only pay more attention in class, but also try harder and benefit more from the activities presented. The goal of any class is to help the students learn a subject and games can greatly improve the atmosphere of the class, attitude of the students towards the subject, and outcome of the lesson.

2.6. Young Learners and Games

The term 'young learners' can be defined as students anywhere between the ages of 3 and 15 (Nunan, 2011). According to Scott and Ytreberg (1990) young learners can be categorized into two main groups, 5 to 7 year olds and 8 to 10 year olds. While these two definitions give slightly different ages, we can safely say young learners are students in Kindergarten, Primary and Middle school while students in High School are adolescents on their way to becoming adults. Brumfit (1991) has five characteristics common to young learners and they are as follows: one, young learners are just starting school so the teachers have the task and opportunity to help mold their attitudes towards school and language learning. Two,

the classes have the potential to be very diverse in terms of students because they have not been exposed to the conformity school and formal education encourage. Three, they are often enthusiastic and eager to learn. Four, their ideas and concepts can be closely linked to their education and five; they need to be physically active as well as mentally stimulated and the closer these activities can be the better. Now this distinction between students that fall into the 'young learners' category and those that don't is important because young learners learn differently than adolescents and adults (Harmer, 2001). These differences must be taken into account when teaching. There are many attributes that distinguish the way young learners learn from the way older students do, among those are the points that young learners generally have much shorter attention spans than do adults (Scott and Ytreberg, 1990). While adults can focus on one subject for quite a long time, a young child can focus for much less time. Usually the younger the student is the shorter his attention span. This being the case, the teacher must be careful when planning the lessons and be sure to have a varied and diverse lesson plan so that the students do not get bored (Scott and Yterberg, 1990). The attention span of the students is a very big factor that must be taken into account when planning a lesson. If the students cannot focus, there is little point in forcing them to do a task. Another difference between adults and young learners is that colourful material tends to draw the attention of the latter while adults tend to prefer more complex games (Uberman, 1998). This is because adults' intelligence levels are higher than young learners and their attention span is greater.

Using games in the English language learning classroom supports learning on many levels (Lee, 1995). The main reason and point of learning a foreign language is to be able to communicate in that language. In order to communicate one must learn, remember, and be able to use words from the language. Many students of a foreign language have difficulty in remembering and using newly learned words correctly. This difficulty is due to a number of things including having the words incorrectly stored in their memories, not having enough practice, and having the words or phrases not related back to the students' own lives or interests (Sari, 2006). In order for the students to want to learn a language and to be better able to remember the words, the teacher must give them a reason to remember the words. If they have no connection to the students' lives or interests, what point is there for the students to put the time and energy into remembering the words? If they remember things for a test, it goes into their short-term memory, and after the test they can forget it without worrying. If the teacher relates the material back to the students' interests, it gives them a reason to learn and remember

it. Games can be the link the teacher needs to relate the language to the students and make it interesting and relevant for them.

When choosing games for their classrooms, teachers must be careful to choose ones that will really benefit their students (Uberman, 1998). There are many different types of games that help with different skills and can be manipulated to help the students. But for the game to be beneficial to the students, the teacher must consider some criteria such as the students' proficiency level, age, the materials needed for the game, and the length of the game (Uberman, 1998). The language needed for the game must match that of the students' (Carrier, 1990). If a game is too easy or too difficult it won't have the desired effect on the students. It needs to be challenging but within their knowledge to complete and compete.

Because young learners' attention spans are shorter than those of adults, their classes must be full and have diverse activities. Teachers should use both stirring (active) and settling (calming) activities in their classes (Torun, 2008). The stirring activities are necessary because young learns often have a lot of energy and find it difficult to sit down and do book work all day or even for long periods of time. The settling activities are necessary to calm the students down so that some book work can be done and to give them time to rest while practicing different skills. Variety is key in young learners' classrooms. When implementing a game in the classroom teachers need to pay attention to the amount of time taken up by the game allotting either more or less time depending on the students' language proficiency level, the number of students in the group, and the knowledge of the rules of the game (Siek-Piskozub, 1994).

If the right games are implemented in the classroom, they can be very beneficial. Games in the English classroom can do three things. One, they can be fun and help the students to learn the words easier and out from under the pressure of stress. Two, they can provide motivation as well as a change of pace. Three, games relate the English learned directly to the students' lives and give them not only a reason to use the language but also a means and context in which to do so (Nguyen and Khatu, 2003). These three things are very important and can help the students to better learn English language. It is important, especially for young learners, to make sure that they are relaxed and having fun because that is when they learn the most.

Young learners spend a substantial amount of time listening and absorbing a language before they start to speak it (Reilly and Ward, 1997). Babies listen for a year or more before they start to say much of anything in their mother tongue. If you force young learners to so something (speak or write) before they are ready, it creates a feeling of anxiety in the students

and this makes it much harder for them to learn the language. Especially with young learners, it is important to let them learn at their own pace while supplying the support they need. Games can help foster this atmosphere while encouraging the students to participate even if they are not sure about the answer. When playing games, students take risks in the language as their focus is not on producing correct language but on completing the tasks.

Games not only help with language learning but also with students' social skills, teamwork, spirit, and working with others (Ersoz, 2005). These are all things that young learners are still learning and are very important skills to have throughout life. Gardner (1999) points out that games can help to develop three different types of intelligence: spatial, bodily kinesthetic, and interpersonal intelligence. "In addition to the personal challenge, young students also enjoy competing with their peers, and introducing a game element is a way of livening up any material" (Nolasco and Arthur, 1991, p. 76).

Many teachers in Turkey, about 65%, feel ill prepared after their education to teach secondary students. This is a big and a real problem, as we are not equipping our teachers to effectively educate our children (Ozkan and Arikan, 2010). This is a big problem because teachers that don't feel confident in the classroom end up with all sorts of problems in young learners classrooms. From behavioural issues to ill planed lessons, the teachers who do not feel that they are prepared to teach can get frustrated and not enjoy their jobs.

Hong (2002) proposed some ideas to help language teachers of young learners:

> 1) If a few words of instructions are given in the mother tongue to make things clear and move quickly, this is fine. Later on they can be exposed to more words in English.
>
> 2) Demonstration is the best way to show how to play a game as long instructions can bore the children.
>
> 3) As young learners have short attention spans, it is best not to play a game for too long. The best time to stop is at its peak after the students have had a chance to really play the game but before they start to get too bored with it. (p.1)

Dilbaz (1998) offers a list of some ideas to teachers' of young learners considering the characteristics of young learners as in the following:

- Make sure that your learning is activity based and experimental.
- The students will learn more if they are in charge of what they learn and it is not all just given to them on a silver platter.

- It is important to remember that they need motivation, not discouragement.
- Make sure that they are challenged so that they are not bored but that they are able to complete or do the activity.
- Present the same words or material in multiple different ways so that all the students can really learn it. Do not assume they have learnt the words the first few time going through them.
- Let the students be social and provide activities in which they can be. Young learners need social interaction. Do not expect a silent class sitting behind desks.
- Your approach should be interesting, fun and stress-free to your students.
- Help them to memorize vocabulary but not only in list form.
- Young learners need variety so change activities every 5 to 10 minutes.
- Encourage them to be interested in their surroundings, to share and to cooperate.
- Make sure the students are involved as much as possible; don't let them be passive learners.
- Be sure to get their feedback on activities and their own progress. Do not assume your activities are interesting for them.
- Be sure that they understand the instructions. If you need to use L1 so that everything is clear. They will not understand everything in English especially at the beginning.
- Make your lessons so that there is variety, balance and everything is well paced.
- Relate the English lessons to other things they are learning so that they understand English is a way to communicate, not just another subject taught in a book.
- Tests are not the only way to evaluate student's progress. They can be stressful and with young learners you want to avoid making class stressful. (p.20)

The task of teaching and learning are "serious activities that need to be fun, particularly when they involve young children" (Edwards and Knight, 1994, p.36). Young children do not have the discipline or the attention span to sit down at desks and be taught in a formal manner drawing always from books. Young learners want to play games and in order to participate they must understand and be able to use the information or the words that are to be used in the game (Wright, Betteridge and Buckby, 2002). In this way games make a language or vocabulary words useful and meaningful to the students. Richard-Amato (1995) states that games are often

motivating, relevant, interesting and comprehensible to the students. It is important that teachers give their students good and comprehensible reasons to learn the English words and language. It will be a lot harder for the students to learn if they are not motivated or if they don't have a good reason to learn that relates back to them. Games can do be this link and provide a fun, motivating, and interesting way for the young learners to learn English.

2.7. Benefits of Games

There are many advantages to having games in the foreign language classroom. They can provide a needed break from grammar, they can help to get the students up and moving around, they can be motivating and entertaining. Games provide useful, effective practice for the students by involving them in the learning process (Allery, 2004; Ruben, 1999). It can be difficult to learn just by listening and following instructions. Many people learn better by doing something themselves. It is important to involve the students in the learning process because in this way they truly learn the material.

Wright et al. (2006) emphasize that games not only involve the students in the learning process, they also help the students to get a better sense of the language itself. Because games are fun, motivational, and widely enjoyed by students, this allows the students to grasp "the meaning of the language…. more vividly" (p.2). There has been a lot of research conducted on games and the learning process and it has been found by many second language researchers that games have a positive influence in the classroom and on the students (Lee, 1995; Carrier, 1990; McCallum, 1980; Wright, 1984; Hadfield, 1990; Brumfit, 1991; Ruben, 1999; Ur, 1999; Allery, 2004).

Vocabulary is the foundation of any language and is often difficult for students to memorize and grasp the correct meanings of words. Ur (2012) argues that vocabulary review should be a part of every lesson as vocabulary is the foundation of a language. In each student this lexicon is organized differently bases on the individual's relation to and understanding of the words. While it can be difficult for students to sit down and memorize a list of words, "games can lower anxiety, thus making the acquisition of input more likely" (Richard-Amato, 1988, p.147). Games also provide the students with a clear context in which to organize and remember the words or phrases. It gives them a real memory to draw on when trying to remember the meaning of a word.

Wright, Betteridge, and Buckby (1984) indicate that when learning a second language, sometimes drills are used, and they are useful in that they focus on a language form and work if they are used during a limited period of time. Repetition is a key to learning something new, especially in memorizing an action or a language. Drills can provide this repetition but games provide "the opportunity to sense the working of language as living communication" (Wright et al., 2006, p. 2). Drills are great when learning a new tense, and allow the students to write and rewrite a verb form until they can do it without thinking. But drills are limited in providing practice and meaning of the language to the students. Wright et al. (2006) further propose that games allow the students to practice the language more fully than drills allow them to because games let the students be creative in their responses and answers. "By making the language convey information and opinion, games provide the key features of 'drills' with opportunity to sense the working language as living communication (Wright, Betteridge, and Buckby, 1984**,** p.1).

According to Wright et al. (2006) when a game is played in the classroom it is not the competition that is important, but the challenge it presents to the students. Students must constantly be challenged to learn and grow. If the students are never challenged, they will not know what they can do or how far they have improved, and it will take a lot longer to learn the language if they are not presented with challenges.

Lee (1979) asserts that games bring not only enjoyment to the classroom, which is very beneficial, but they also bring life to the foreign language in a way other exercises cannot. It is important that the students realize a language for communication and it changes with time. The meaning of a word has a dictionary definition but there is also an emotion that goes with it and that emotion can be different to different people and in different places. Games can help the students to begin to realize this because of the setting and the situation that games provide for language learning. Games help to expose the students to the target language in a more natural setting and helps them to learn unconsciously through play, more like the way they learned their first language (Danesi, 1989; Haycraft, 1978; Lee, 1979; McCallum, 1980; Schultz and Fisher, 1988). Children love to play and they learn a lot through doing so. It is how we naturally learn about the things around us. Young children learn very quickly because they are figuring things out for themselves. They are observing the environment around them and listening to people talk. This is the natural way we all learn to speak our mother tongue, by listening and observing and then trying it ourselves. By playing with language we slowly learn it. It is very important

to remember that while games are fun, they also have pedagogical value (Richard-Amato, 1988).

According to Lee (1979), children learn a lot through games because there is no pressure on them or stress around them learning something but they are just having fun. Games have the students use the language instead of focusing on learning the forms. It is important for the students to learn the forms but it is also important for them to get the chance to use what they have learned in a stress free environment. This atmosphere will allow the students to use the language and learn through their mistakes, as it is important to do. If there is no opportunity to use the language in a real situation, what is the point in learning it? Wright, Betteridge, and Buckby (1984) believe that games help to create a meaningful and useful context in which the language can be used. Part of the natural learning process is making mistakes and it is vital that a classroom has the atmosphere where students can make mistakes without stress or pressure to be perfect.

Communication is the reason students learn a new language. Games can help with this on many levels and can do a lot for the students and the teachers of the second language. Games can do many things for students including lowering or eliminating their stress, encouraging them and providing them with the opportunity to communicate with their peers (Allery, 2004; Ruben, 1999). There are many elements in games that encourage communication, teamwork, and friendly competition that can motivate and stimulate the classroom. But that is not all games offer to students. By learning though games, students not only learn the subject matter but they also learn to develop their decision-making and problem solving skills (Chamberlain, 1981; Danesi, 1989). There are many advantages to using games in the classroom. Some of these advantages are listed below:

1- Games can provide a welcome break and change of pace from other tasks in the language classroom.
2- Games motivate and challenge the students.
3- Learning a new language requires a lot of time and effort and games can help the students sustain that effort.
4- Games provide practice for the students in the four language skills- listening, reading, speaking, and writing.
5- Games encourage interaction and communication between the students.
6- Games provide a meaningful context to practice the language. (Lee, 1979, p.2)

These are only six of the many advantages of using games in the classroom. Hansen (1994) further argues that they also give the shy students an opportunity to participate more in class as well as being highly motivating and entertaining. In the atmosphere that games provide, the shier students will have the courage to speak up and participate when they normally would not want too. They "add diversion to the regular classroom activates, break the ice, but they are used to introduce new ideas" (Richard-Amato, 1988, p.147). Games have many purposes in that they can be used for reviewing vocabulary or a grammar structure, they can be used to introduce new material, and they can be used for more free practice or combining everything learned so far.

Games "help the teacher to create a context in which the language is useful and meaningful" (Wright et al., 1983, p. 1). This helps the students to get involved and practice what they have learned. Harmer (2001) states that a good lesson is one in which the students are actively involved in the activities. If the students are actively involved in the activities, they learn the language. Further support comes from Wierus and Wierus (1994), who believe students are better able to retain and remember words and information discussed or used in games because of the relaxed atmosphere they provide. Zdybiewska (1994) also argues that games can help the learner to understand how the language will be used in real life for they can provide that type of practice in the classroom. The reason for learning a language is to be able to communicate in real life and games can help with this. For these many reasons, games are advantageous in the classroom.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter presents the research procedure of the study. Firstly, the research design is introduced. Secondly, the setting and the participants of the study are described. Then, the data collection instruments and the implementation procedures are presented in detail. Lastly, the data analysis procedure is explained.

3.2. Research Design

The aim of this study was to investigate the benefits of games in vocabulary teaching and to find out the 6th grade Turkish students' attitudes to the games that were used in their English lessons. This research was designed as a case study as the researcher wanted to focus on a small number of students. Descriptive and explanatory analysis of a group is included in case studies. As Thomas (2011) mentioned, case studies are the analyses of persons, events, decisions, periods, institutions, or other systems that are studied holistically by one or more method. Both qualitative and quantitative data collection and data analysis research methods were used to find the answers to the research questions.

3.3. Setting and Participants

This study was conducted at private Bahçeşehir College in Diyarbakır, in South-eastern region of Turkey in 2015/2016 academic year. In this institution, the schooling is from kindergarten to grade eight. There are a total of 550 students in the school. Students are from different social status. I conducted this research in a sixth grade classroom, which has a projector, a bookcase, a board, a teacher's desk, and twenty student desks and chairs.

The participants in this study were the sixth grade students, 20 in total. Convenience sampling was used when choosing the participants of the study. Among 20 students, 9 of them were girls and 11 were boys. Their ages ranged between 10-12. They were from the same socio-cultural and economic status. Most of the students reside far from the school and most of them come to school by school bus. The students have classes at school from 08:30 to 16:10 and some of them attend extra courses at weekends on voluntary basis. The students in sixth grade take nine hours of English classes per week consisting of five hours of Integrated Skills (IS) lessons and four hours of Communication Skills (CS) lessons. The language proficiency level of students is A2. The book that is used in sixth grade is "Solutions" published by Oxford

University Press, pre-intermediate level. The students take three written and one speaking examination each term. Their mother tongue is Turkish. English has been implemented as a course in the curriculum for the sixth grades since the beginning of the 2009-2010 academic year when they were kindergarten students.

3.4. Data Collection Instruments

In this study qualitative and quantitative data collection instruments were used. Three different types of data collection instruments were used in order to collect data to find out the answers to the research questions. These instruments were a researcher diary (see 3.4.1.), a questionnaire (see 3.4.2.) and structured interviews (see 3.4.3.)

3.4.1. Researcher Diary

One of the data collection tools that was used in this study was a researcher diary. Researcher diary is one way of collecting data that is used in qualitative studies. According to Bloor (2006), "a research diary is a written record of the researcher's activities, thoughts and feelings throughout the research process from design, through data collection and analysis to writing and presenting study" (p.150). Following the argument stated above, the researcher kept a diary for six weeks to record her reflections on the benefits of using the vocabulary games, her perceptions of the students' reactions towards the tasks and the students' level of participation in the activities.

3.4.2. Questionnaire

The second data collection instrument used in the study was a questionnaire, which was originally developed by Şenergüç (2007) and later adapted and used by Gülsoy (2013). We used Gülsoy's (2013) version of the questionnaire following the assumption stated by Pierce (2009) "... using previously validated collection instruments can save time and increase the study's credibility" (p.159). The questionnaire used in the current study included 15 statements based on a 5-point Likert type-rating scale ranging from "Strongly Agree" (1) to "Strongly Disagree" (5) (see Appendix 1). All of the items in the questionnaire aimed to elicit the students' attitudes about using games in language courses. All of the questions were used in Turkish (see Appendix 2) in order to help the students to understand and answer them accurately. Back translation method was used in this study. According to Brislin (1970, 1976, 1980); Sinaiko and Brislin (1973); Werner and Campbell (1970) back translation is a process that helps researchers analyze questionnaires that are in a language they do not know. This is done by taking a translated copy

of the questionnaire and translating it back into the original language. Then the two copies in the original language are scrutinized to see if there are inconsistencies. The back-translated copy itself is not analyzed.

In addition, I used two open-ended questions to avoid a feeling of restriction among my students' when responding to a 5-point Likert type-rating scale. The questions were in Turkish. These questions were:

1. Did you like playing vocabulary games in English lessons? Why?

2. After this, do you want these vocabulary games to be used in your English classes? Why?

3.4.3. Structured Interview

The last data collection instrument was a structured interview. The structured interview was used for triangulation purposes. Triangulation is a method "where using more than one source of information gives you different lenses for viewing the situation, and allows for more objectivity" (Burns, 2010, p. 131). Triangulation is used to check and establish validity by analyzing a research question from different perspectives by qualitative researchers. Flick (2007) states:

> Methodological triangulation makes different contributions to quality promotions. It can provide a fuller picture of one issue, it allows comparing the results of different approaches and it can extend the levels at which an issue is studied (p. 73).

According to Denzin (1978) between-method triangulation is the real methodological triangulation, as it combines different methodological approaches, with different strengths and weaknesses.

The structured interview included four questions (see Appendix 3). The aim of this structured interview was to get detailed information about the attitudes of students towards the vocabulary games. The researcher interviewed 5 randomly chosen students after 6 weeks of vocabulary game implementation. The interview was conducted in Turkish (see Appendix 4) to help students feel comfortable when expressing their ideas and feelings towards the use of games in learning English. The participants' responses were audio-recorded by a tape-recorder. One day of before interview, all of the students were informed about the interview and the researcher got their permission to be audio-recorded. Students were invited to participate in

interview in a spare room of the college. The interview took about 15 to 20 minutes for a student. There was no limitation in time because the researcher wanted to get reliable results.

3.5. Implementation Procedures

As a first step, the administration of Diyarbakır Bahçeşehir College was informed that the researcher would carry out a case study with the sixth grade students in their EFL lessons. As a next step, the sixth grade students were informed about the content of the study. They also were informed that the study would be conducted in six weeks.

Then, the researcher started to implement vocabulary games during the six weeks period. After each lesson the researcher noted her observations about the students' level of participation in the activities and her perceptions of their reactions towards the tasks in addition to her reflections on the benefits of using the vocabulary games. The data collection procedure used in this case study for six weeks period is presented and explained in detail as in the following subsections.

3.5.1. Week 1

Unit 4: "Lights, camera, action!" ("Solutions" (2013) by Oxford University Press)

Topic to teach: Types of films

Aims: At the end of the lesson the students will be able to:

- learn basic types of films.
- recognize words to do with films and types of TV programs.
- learn the correct pronunciation and spelling of new words.
- know the meanings of new words.
- use them in their speech.

New vocabulary:

Action film, animated film, comedy, disaster film, documentary film, historical drama, horror film, musical, romantic comedy, science fiction film, thriller, war film, western

Required Materials: Course-book "Solutions", paper wad and recycling bin, a list of new words for teacher.

Game: Vocabulary Shot (Retrieved and adapted from: https://www.flocabulary.com/vocabulary-mini-games/)

Procedures to be followed:

- Asking some questions about films as a warm-up activity.

- Explaining the rules of the game.

- Dividing the class into two groups.

- Letting the students to choose the name for their group.

- Each participant of the group is asked a vocabulary question (pronunciation, definition, Turkish meaning, spelling, etc.).

- If the participant gets the answer right, s/he wins a point for his/her group, and s/he has the chance of getting another vocabulary question if he/she is able to make a basketball shot.

- If the player makes the shot, s/he is asked another question. If s/he answers that right, s/he has another chance at the basketball shot, but this time s/he must take a step or two back.

- This continues until the player misses a shot or gives a wrong answer. In both cases, the next question is asked to the other group. After everyone in the group has had a turn, the group with the most points wins.

3.5.2. Week 2

Unit 4 "Lights, camera, action!" ("Solutions" (2013) by Oxford University Press)

Topic to teach: Adjectives to describe films

Aims: At the end of the lesson the students will be able to:

- learn adjectives about films.
- recognize words to describe films and types of TV programs.
- learn the correct pronunciation and spelling of adjectives.
- know the meanings of new adjectives.
- use them in their speech.

New vocabulary:

Dull, entertaining, funny, gripping, moving, predictable, scary, serious, slow, spectacular, violent, confusing, disappointed, disgusting, embarrassing, shocking, frightening, exhausted, worried, boring, annoyed.

Required Materials: Course-book "Solutions", a small sack, each word (adjective) on a separate small piece of paper.

Game: Charades (Retrieved and adapted from: http://www.wikihow.com/Play-Charades)

Procedures to be followed:

- Asking some questions about films as a warm-up activity.

- Explaining the rules of the game.

- Dividing learners into two groups.

- Letting them to choose the name for their group.

- A player from one group comes to the front of the class, selects a word from the sack, and tries to act out the word without speaking.

- When the player from the group shouts out the correct word first, this group gets a point.

- The next player from the other group comes to act out a word and so on. The group, which has the most points when time, is up wins.

3.5.3. Week 3

Unit 5 "Shopping" ("Solutions" (2013) by Oxford University Press)

Topic to teach: Shops

Aims: At the end of the lesson the students will be able to:

- learn kinds of shops.
- recognize words to do with shops.
- learn the correct pronunciation and spelling of new words.
- know the meanings of new words.
- use them in their speech.

New vocabulary:

Baker's, butcher's, chemist's, DIY store, electrical store, entertainment store, estate agent's, garden centre, greengrocer's, jeweler's, newsagent's, stationer's, bookshop, card shop, clothes shop, computer shop, mobile phone store, sports shop, toy shop.

Required Materials: Course-book "Solutions", a small sack, each word on a separate small piece of paper, colourful chalk.

Game: Pictionary (Retrieved and adapted from: http://iteslj.org/Techniques/Koprowski-RecylingVocabulary.html)

Procedures to be followed:

- Asking some questions about shops as a warm-up activity.

- Explaining the rules of the game.

  - Dividing the class into two groups.
  - Letting them to choose the name for their group.
  - One group sits on one side of the classroom, the other group sits on the other side.
  - One player from each group goes to the board.
  - The teacher shows this player a word, phrase, or expression written on a piece of small paper. The player draws this word, phrase or expression on the board.
  - The other players have to guess the item using these pictorial clues that are on the board. The player that draws the pictorial clues cannot use verbal clues, written words or gestures.
  - The first group to say the word, phrase or expression gets a point.

3.5.4. Week 4

Unit 5 "Shopping" ("Solutions" (2013) by Oxford University Press)

Topic to teach: Shopping and Money

Aims: At the end of the lesson the students will be able to:

- learn verbs used with shopping and money.
- recognize verbs to do with shopping and money.
- learn the correct pronunciation and spelling of new words.
- know the meanings of new verbs
- use them in their speech.

New vocabulary:

Borrow, charge, cost, lend, owe, pay for, save, sell, spend, refund to, buy, get a price, get a present, buy a gift, have no customer.

Required Materials: Course-book "Solutions", words from the unit written with scrambled letters on the board, colourful chalk.

Game: Scrambled Letters (Retrieved and adapted from: http://iteslj.org/Techniques/Koprowski-RecylingVocabulary.html)

Procedures to be followed:

- Asking some questions about shopping as a warm-up activity.

- Explaining the rules of the game.

- Dividing the class into two groups
- Letting the students to choose the names for their group.
- Writing up words (verbs) with their letters shuffled on the board.
- When the teacher says 'start', the player of each group goes to the board and tries to unscramble the words as quickly as they can.
- The first player to do so wins.
- The teacher then quickly asks information about each unscrambled word or concept.

3.5.5. Week 5

Unit 6 "How techie are you?" ("Solutions" (2013) by Oxford University Press)

Topic to teach: Electronic devices

Aims: At the end of the lesson the students will be able to:

- learn electronic devices.
- recognize words to do with electronic devices.
- learn the correct pronunciation and spelling of new words.
- know the meanings of new words.
- use them in their speech.

New vocabulary:

Camcorder, digital photo frame, digital radio, eBook reader, games console, HD TV, hard disk recorder, MP3 player, notebook, satnav, satellite TV, smartphone, tablet PC.

Required Materials: Course-book "Solutions", a basket, each word written on a piece of paper, chalk.

Game: Hangman (Retrieved and adapted from: http://www.printactivities.com/Paper-Games/Rules-For-Hangman.shtml)

Procedures to be followed:

- Asking some questions about technology as a warm-up activity.

- Explaining the rules of the game.

- Dividing the class into two groups
- Letting the students choose the names for their groups
- One player from each group chooses a secret word from the basket and draws a blank short line for each letter in the word on the board
- The other players try to guess the word by saying a letter
- If the letter is correct, the player should fill it into the blank where it occurs
- If the letter is wrong, the player starts to draw a man being hung on the board:
    1. For the first wrong letter draw: Upside-down "L"

2. For the second wrong letter draw: A small circle for a “head” of a man
3. For the third wrong letter draw: A line down from the “head” of a man for the “body”
4. For the fourth wrong letter draw: A line from the “body” for an “arm”
5. For the fifth wrong letter draw: Another “arm”
6. For the sixth wrong letter draw: A line from the “body” for a “leg”
7. For the seventh wrong answer draw: Another “leg”
8. For the eighth wrong answer draw: A line that connects the “head” and the post

- The players of the group win when they find a correct word
- The teacher asks some questions about the right words

3.5.6. Week 6

Unit 6 “How techie are you?” (“Solutions” (2013) by Oxford University Press)

Topic to teach: Phrasal verbs

Aims: At the end of the lesson the students will be able to:

- learn phrasal verbs.
- recognize phrasal verbs with electronic devices.
- learn the correct pronunciation and spelling of new phrasal verbs.
- know the meanings of new words
- use them in their speech.

New vocabulary:

Charge the battery, download a book, find the way, make a call, pick up email, play music, record/rewind/pause a programme, store photos, surf the Net, watch films, turn on (off), switch on (off), turn up, turn down, take out, put away, plug in, pull out, put on, put away.

Required Materials: Course-book “Solutions”, sheets of paper for students, list of phrasal verbs with electronic devices, box, each phrasal verb written on a piece of paper.

Game: Bingo (Retrieved and adapted from: http://iteslj.org/Techniques/Koprowski-RecylingVocabulary.html)

Procedures to be followed:

- Asking some questions about technology as a warm-up activity.

- Explaining the rules of the game.

- Students prepare 4x4 grid on their blank sheets
- Teacher writes a list of phrasal verbs on the board
- Students write one phrasal verb in each square of the grid
- Teacher chooses one phrasal verb from the box and calls out it
- Players find and mark the phrasal verbs in their grids
- Teacher continues till student calls out “Bingo!" only if that player has crossed off four squares in a row vertically, horizontally, or diagonally. The first player with a Bingo is the winner.

3.6. Data Analysis

To answer the research questions of this study, firstly the qualitative data that were driven from the researcher’s diary was subjected to descriptive analysis. Then, the data obtained from the questionnaire was computed and converted into percentages on the graphs. As a last step, the data gathered through structured interview was subjected to descriptive analysis. The researcher transcribed all the data acquired from the structured interview. During the transcription process emergent coding was used. Creswell (2012) states in emergent (grounded coding) categories emerge as the analysis continues.

CHAPTER IV

4. FINDINGS

4.1. Introduction

The first aim of this study was to investigate the benefits of using games in young learners' classrooms when teaching English. The second aim was to identify young learners' attitudes towards vocabulary game implementation in EFL classes. This chapter presents the findings gathered through the process of game implementation (Section 4.2.); the questionnaire (Section 4.3.) and the structured interviews conducted with the students (Section 4.4.).

4.2. Findings from the process of game implementation

This section presents the findings gathered from the process of game implementation which was implemented for six weeks to record my reflections on the benefits of using the vocabulary games, my perceptions of the students' reactions towards the tasks and the students' level of participation in the activities.

In the first week, while doing the new unit about the types of films, I recognized that most of the students were silent and reluctant. Then I started to ask several questions about films as a warm-up activity. Next the students were told that they would play games. I was excited when the students started to answer my questions and when they all became eager to participate actively in my lesson. Later, I started the game activity explaining the rules of the games and dividing the class into two teams. The students chose the appropriate names for their groups. They used the same names during the 6 weeks of the study.

On analysing the findings of the first week, I realized that I had some problems with the shy students and the students who had high anxiety levels. Nonetheless, the after warm-up activity and after being told that they would play some vocabulary games, I observed that the students' attitudes towards the lesson changed positively. When playing the game in the classroom, it was clearly observed that most students actively participated in the lesson, although some of them did not want to participate at the beginning of the lesson. I might conclude that "Vocabulary shot" game worked a lot. However, some students found the game a bit hard to play. Especially when they had to tell the definitions of the types of films. Reflecting on my experience, I realized that I needed to be more careful with the language proficiency level of my students. Moreover, it may be appropriate to state that the students seem very enthusiastic to learn new things as long as the teachers keep their attention alive.

In the second week, all the students seemed very happy and excited to see me at the beginning of the lesson. They started to ask questions like: "What game are we going to play today, teacher?" During the warm-up activity several questions were asked related to the words from the previous lesson. It was so pleasant to see that the students were able to remember almost all the vocabulary items that they had learnt. While implementing the vocabulary game that is called "Charades," some students were shy and afraid of performing in front of their classmates. However, with the help of my support and the friendly atmosphere created in the classroom, they seemed to feel more comfortable and as a result they started to act out the words. After we completed the game, some of the students asked for extra words and extra time.

Drawing on the findings stated above, I can conclude that vocabulary game "Charades" increased the students' level of motivation to learn new words. For instance, while one student was acting out the adjective, the others in the group tried to give the right answer to get a point. They all seemed excited, active and having fun. I also observed that group-work activity was more effective than the individual one and the students were more motivated towards the task. Moreover, I observed that as a teacher I was able to create awareness in the students about the importance of collaboration and cooperation with their peers and to create an enjoyable and a relaxed atmosphere in the classroom.

In the third week, as the objective of the week was to learn kinds of shops, I started my lesson showing some pictures of shops. Also, the students were asked some warm-up questions about different kinds of shops. Most of them participated in the activity and tried to answer the questions. However, I noticed that some of the learners did not take part in the activity, because those students did not know the English names of the shops. When the students heard that the expectation from them was to draw, the sense of creating a picture and visualizing the words excited them.

It can be concluded from my observations of the third week that while implementing the game "Pictionary," some students from the same groups tried to help each other to recollect the names of the shops in order to get more points. I was so pleased to see this kind of collaboration and cooperation among the students. At the end of the game, the students told me that they found this lesson joyful and that they had fun, especially with the pictures they had drawn. They told me that the names of the shops stuck in their mind. I also observed that the students' level of participation was high. Furthermore, all the materials used in this lesson worked a lot regarding the lesson objectives. There were only slight problems, which were related to the students' drawings. However, when considering the functions of the game, it can

be said that these problems didn't affect achieving the objectives of the lesson. They were not big problematic points.

In the fourth week, I started the lesson with some questions about shopping as a warm-up activity as the objective of the fourth week was to recognize verbs to do with shopping and money. The students participated in this process and began to ask questions about a new game impatiently. This showed that the learners were interested in playing new games. Next I explained the rules and began to write the words with their letters shuffled on the bard. Some of the learners said that it was very difficult for them to find the words. These students seemed to stay passive during the rest of the game. However, their group mates tried to persuade them, because they wanted to be the first in this game. After a while, those students seemed convinced.

When interpreting the diary of the fourth week, I can conclude that the effectiveness of using "Scrambled Letters" game can be seen above. This vocabulary game and the materials were observed to be effective to attract their attention. However, the letters could be used on colourful cards to be more attractive. Also, I observed that students were able to learn the new words and willing to take part in the competition. They became aware of the importance of spellings of words. I realized that the next time I use the same activity, I should be careful with time because all of the students were complaining about the time limit. They wanted extra time for more points.

The objective of the fifth week was to learn the words related to electronic devices. For this reason, I asked several questions about electronic devices as a warm-up activity. Then, I introduced the game to the students. When the students were introduced to the rules of the game, they all were very happy and eager to participate in the activity. The reason why they behaved in this way might be their familiarity with the game "Hangman". It was clear that they loved playing the game.

Reflecting on my observations, I can conclude that the students loved this game. I observed that all of the students were very ambitious in crossing the words in their grids and were so delighted when they got points for their team. They liked to be engaged in collaborative work. I also observed that each learner had an opportunity to increase his/her vocabulary and use it during the lesson. The students did not seem to encounter any difficulties when learning and practising the new words through games. There is only one point that I need to be more careful with in my future practice. And that is sometimes the classes can be a bit noisy and

messy while implementing games. In order to avoid it I should be more organized and should create less competitive atmosphere.

In the sixth and the last week, the warm-up activity started with the questions about technology. Students tried to remember the words from the previous lesson. Then, I asked the students to guess the game that they would be playing in order to draw their attention. With the help of my clues they found the name of the "Bingo" game. They quickly and simply understood the rules of the game because they knew this game and played it lots of times.

It can be concluded from this situation that appropriate vocabulary games could raise their motivation. During the implementation of the game, I observed that most of the students learnt the phrasal verbs with interest and ambition while some of them were complaining that they are too long. However, most of the students participated in this game and each of them tried to score a point for their own team. Since the students enjoyed participating the games, teaching the words were not so difficult for me. At the end of the lesson the students pointed out that this type of game helped them to improve their vocabulary. Also, I can conclude that the group work activity was effective in learning phrasal verbs.

4.3. Findings from the questionnaire

This section presents the findings gathered through the questionnaire (see Appendix 1). The questionnaire consisted of two parts. The following sections (Section 4.3.1. and 4.3.2.) present the findings elicited through Part I and Part II of the questionnaire used in this study.

4.3.1. Findings from the questionnaire: Part I

The first part of the questionnaire included 15 statements based on a 5-point Likert type-rating scale ranging from "Strongly Agree" (1) to "Strongly Disagree" (5). All of the items in the first part of the questionnaire aimed to elicit the students' attitudes about using games in language courses. Twenty students responded to the statements in the questionnaire. Table 1 presents the frequency and the percentage of young learners' responses regarding their attitudes towards vocabulary game implementation in EFL classes.

Table 1.

Students' Responses to Attitude Questionnaire

Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree	
f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
1. I like the classes in which we play vocabulary games more									
16	80	1	5	3	15	0	0	0	0
2. I like practicing extra activities outside of the English course book									
13	65	1	5	3	15	0	0	0	0
3. I want to learn English vocabulary in the same manner all the time									
2	10	2	10	5	25	6	30	5	25
4. I feel excited when I encounter a different teaching method									
6	30	6	30	3	15	2	10	3	15
5. I like vocabulary games and entertainment									
17	85	3	15	0	0	0	0	0	0
6. I like actively taking part in the class									
13	65	6	30	1	5	0	0	0	0
7. Competition is one of my favourite features									
11	55	6	30	3	15	0	0	0	0
8. I enjoy succeding and winning									
15	75	5	25	0	0	0	0	0	0
9. I enjoy cooperating									
12	60	6	30	2	10	0	0	0	0
10. I enjoy learning through vocabulary games									
16	80	2	10	2	10	0	0	0	0
11. I feel comfortable during the vocabulary games									
10	50	6	30	4	20	0	0	0	0
12. I would like to achieve with my own struggle									
13	65	5	25	2	10	0	0	0	0
13. When I learn subject through vocabulary games, I remember it more									
12	60	6	30	2	10	0	0	0	0
14. I enjoy learning through vocabulary games because I do not get bored									
14	70	6	30	0	0	0	0	0	0
15. I want to learn English vocabulary from the English course book alone									
1	5	0	0	2	10	5	25	12	60

As indicated in Table 1, the most frequently chosen answers were "Strongly Agree" and "Agree" (237). The responses given to Item 5 "I like vocabulary games and entertainment", Item 8 "I enjoy succeeding and winning" and Item 14 "I enjoy learning through vocabulary

games because I do not get bored" show us that all the students have positive attitudes towards using games. On the other hand, the less chosen answers were Disagree and Strongly Disagree (33).

As shown in Table 1, the first statement asked the students to rate "I like the classes in which we play vocabulary games more." Figure 1 presents the results gathered for this statement.

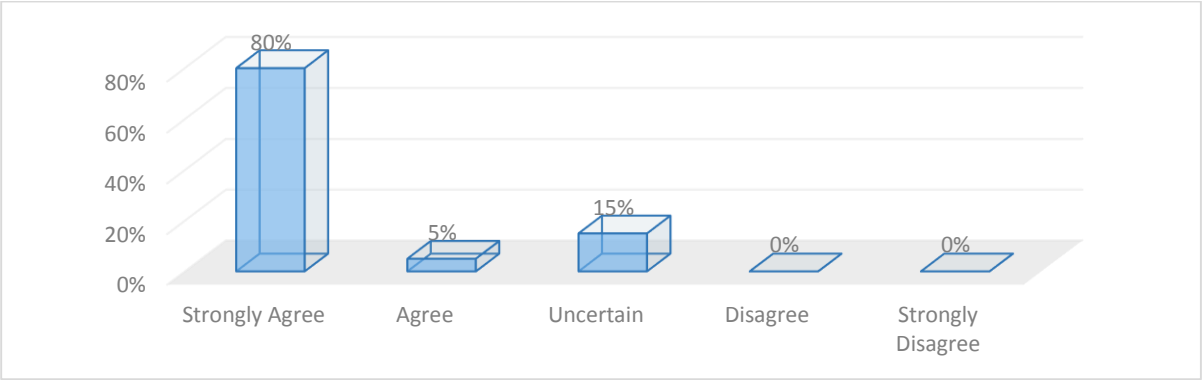

Figure 1. Participants' responses to the first statement: *I like the classes in which we play vocabulary games more*

For this statement, 80% of the participants responded with "Strongly Agree" and 5% with "Agree". Fifteen percent of the learners stated that they are "Uncertain" about the vocabulary games which are played in their classes. The options "Disagree" and "Strongly Disagree" were not chosen by the students. One can deduce from these results that most of the students enjoy playing vocabulary games in their classes.

The second statement asked the students to rate "I like practicing extra activities outside of the English course book." Figure 2 demonstrates the students' responses given to this statement.

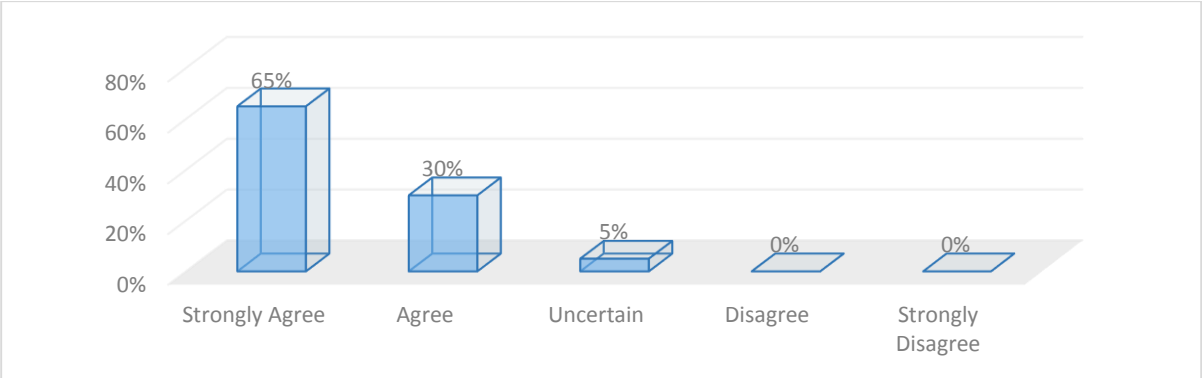

Figure 2. Participants' responses to the second statement: *I like practicing extra activities outside of the English course book*

For the second statement, 65% of the participants said "Strongly Agree" and 30% said "Agree". Only 5% of them stated that they are "Uncertain" about this statement. And none of them chose the options "Disagree" and "Strongly Disagree", which means a great amount of the learners (95%) want additional fun activities that may be given as extra practice and that involvement in activities outside of the English course book may motivate the learners.

The third statement in the questionnaire was "I want to learn English vocabulary in the same manner all the time." The students' responses given to this statement are reflected in Figure 3 below.

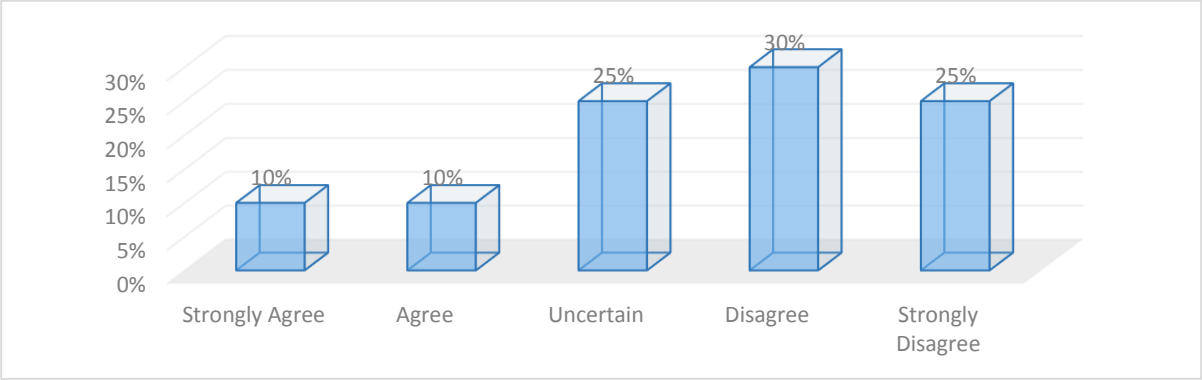

Figure 3. Participants' responses to the third statement: *I want to learn English vocabulary in the same manner all the time*

Twenty-five percent of the students stated that they "Strongly Disagree" and 30% of them said that they "Disagree". And 25% of the participants reported being "Uncertain" about learning English in the same way all of the time. On the other hand, 10% of them said that they

“Strongly Agree” and 10% of the students chose “Strongly Disagree”. The responses given to this statement demonstrate that using a variety of activities may increase the number of the vocabulary items the students learn.

"I feel excited when I encounter a different teaching method" was the next statement, which the students were asked to rate. The student responses given to this statement are reflected in Figure 4 below.

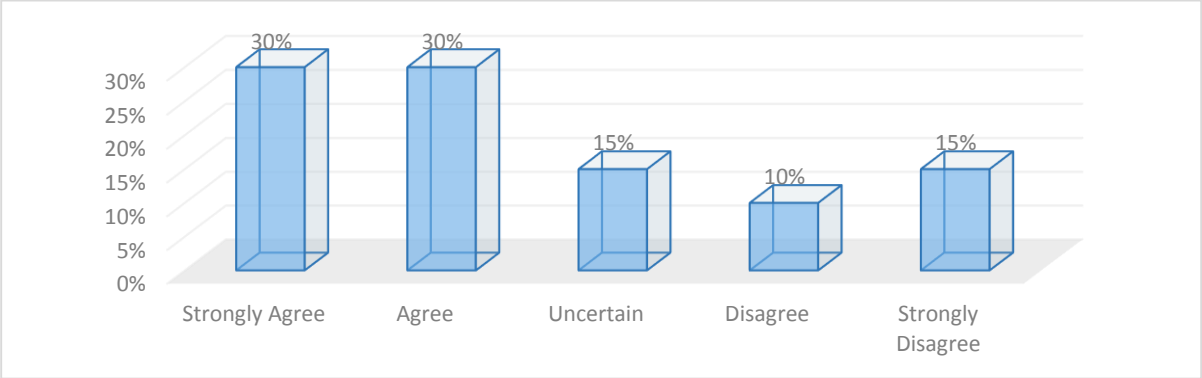

Figure 4. Participants’ responses to the fourth statement: *I feel excited when I encounter a different teaching method*

For this proclaim, 30% of the learners stated “Strongly Agree” and 30% of them said “Agree”. While 15% of the participants said “Strongly Disagree” and 10% said “Disagree”. And 15% of the students are “Uncertain” about a different teaching style. The findings display that most of the participants (60%) have different learning styles and therefore the teachers might arrange different activities using different teaching methods. Moreover, it became clear that the types of intelligences the learners bring into the language learning environment cannot be disregarded in teaching vocabulary to young learners.

Statement 5 was "I like vocabulary games and entertainment." Figure 5 presents the student responses given to this statement.

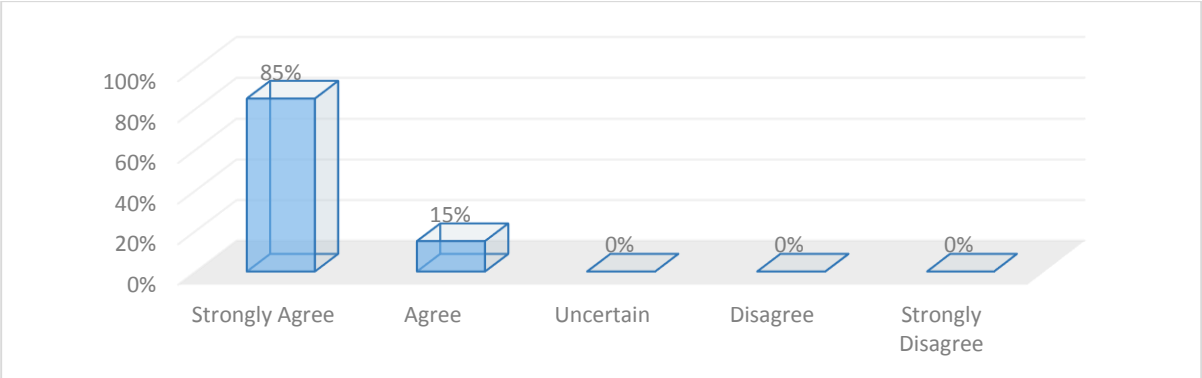

Figure 5. Participants' responses to the fifth statement: *I like vocabulary games and entertainment*

"Strongly Agree" was preferred by 85% of the learners and other 15% of them chose "Agree". Nobody chose the options "Uncertain", "Disagree" and "Strongly Disagree". These results illustrate that learners like vocabulary games and having fun. Therefore, we might state that the teachers' use of different types of vocabulary games make the lessons more interesting and enjoyable.

Statement 6 asked the students to rate "I like actively taking part in the class." Figure 6 demonstrates the responses given by the students to this statement.

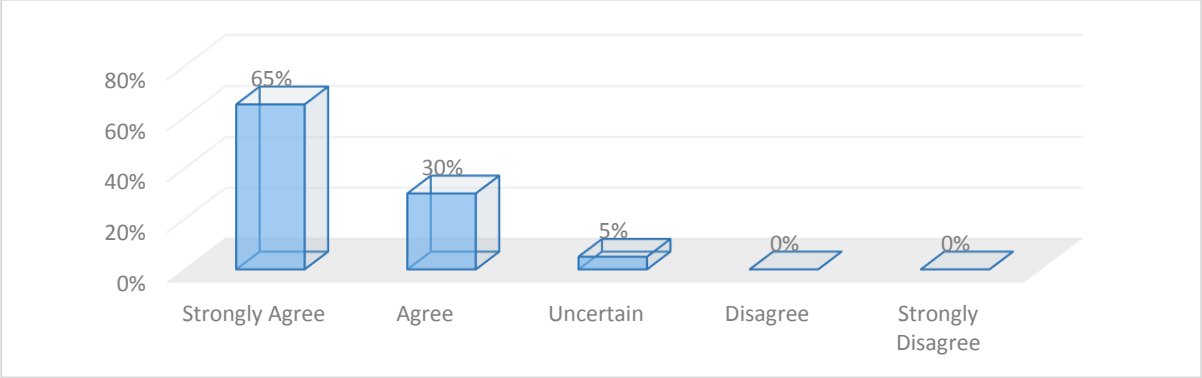

Figure 6. Participants' responses to the sixth statement: *I like actively taking part in the class*

Sixty-five percent of the learners selected "Strongly Agree" option as a response to the statement and 30% of learners said "Agree" for this statement. Only 5% of them stated that they are "Uncertain" about the active participation in the class. The students did not choose the other two options "Disagree" and "Strongly Disagree". It can be said that the teachers need to prepare

lots of different kinds of game activities to increase the students' participations in learning. Good learning may emerge when learner is involved in it.

The seventh statement in the questionnaire was "Competition is one of my favourite features." The student responses given to this statement are as reflected in Figure 7.

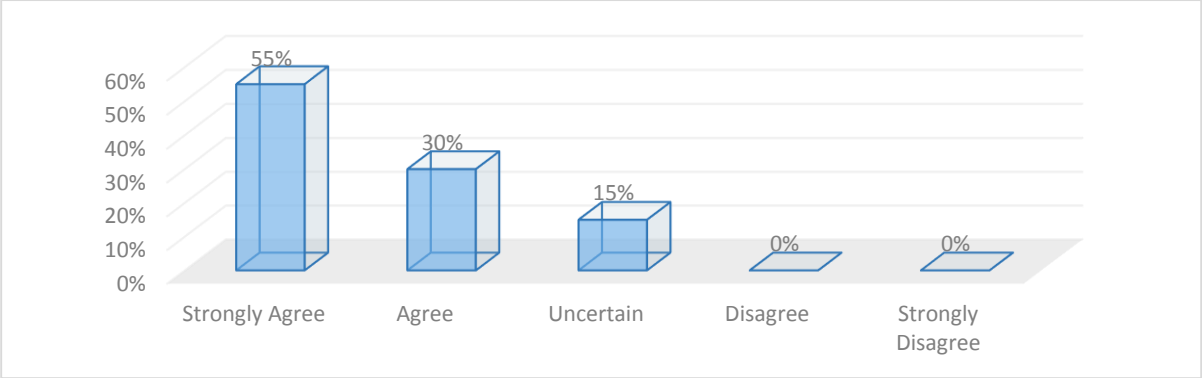

Figure 7. Participants' responses to the seventh statement: *Competition is one of my favourite features*

For this statement, 55% of the participants said "Strongly Agree" and 30% of them said "Agree". Fifteen percent of the participants reported being "Uncertain". Nobody chose "Disagree" and "Strongly Disagree" options. In conclusion, we may argue that competitive games arouse students' motivation and increase their interests towards the lessons. Furthermore, games have a good influence on student learning.

The eighth statement asked the students to rate "I enjoy succeeding and winning." Figure 8 demonstrates the students' responses given to this statement.

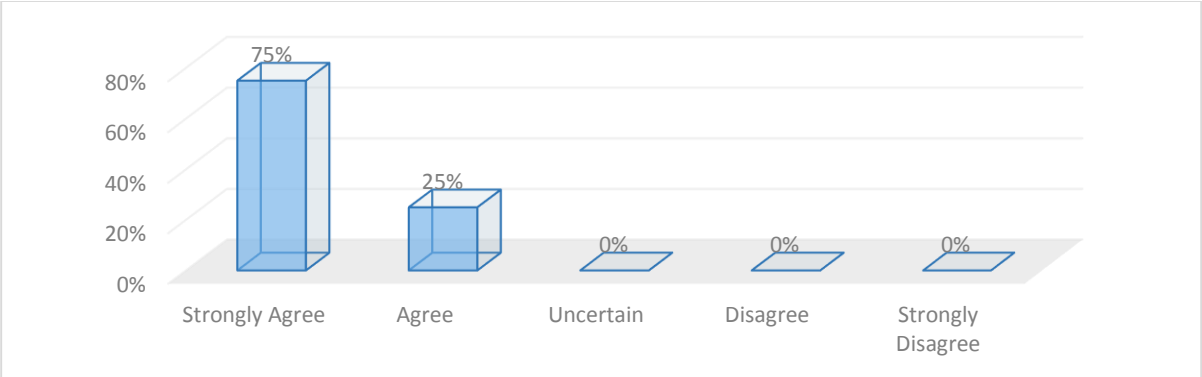

Figure 8. Participants' responses to the eighth statement: *I enjoy succeeding and winning*

For this statement, 75% of learners chose “Strongly Agree” and 25% of them said “Agree”. “Uncertain”, “Disagree” and “Strongly Disagree” options were not selected by the participants. The results show that the feeling of achievement may increase the students’ participation and learning by succeeding and winning.

The ninth statement the students were asked to rate was “I enjoy cooperating”. Figure 9 presents the results gathered for this statement.

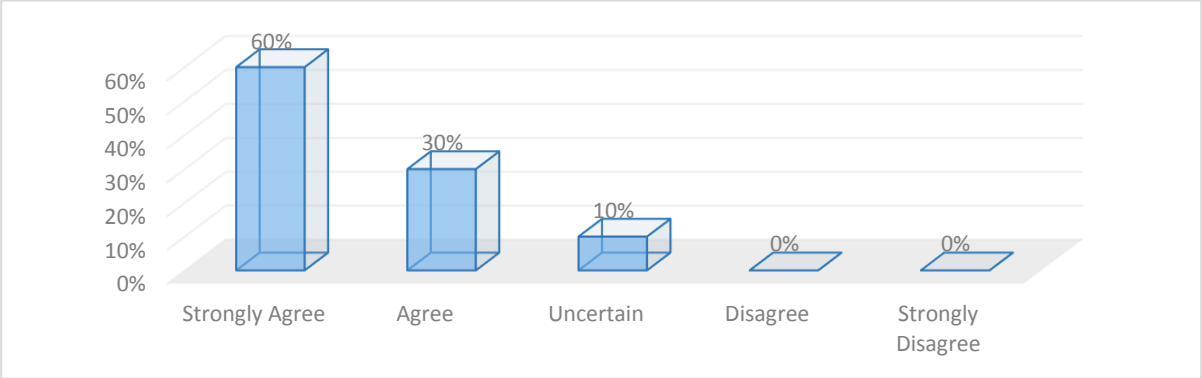

Figure 9. Participants’ responses to the ninth statement: *I enjoy cooperating*

Sixty percent of the participants said “Strongly Agree” and 30% of them stated “Agree” for this proclaim. The student responses given to this statement indicate that the students are highly pleasant with peer cooperation in language practice activities. Only 10% of the students claimed that they are “Uncertain” about involvement in peer cooperation. None of them chose “Disagree” or “Strongly Disagree”. From this finding one can conclude that as language teachers we need to use some pair-work and teamwork activities. This finding is in line with the related literature which claim that cooperation may help students to have a sense and a feeling of “sharing” and “belonging to others” (Lee, 1979; Nolasco and Arthur, 1991and Ersoz, 2005).

The tenth statement in the questionnaire was "I enjoy learning through vocabulary games." The students' responses given to this statement are reflected in Figure 10 below.

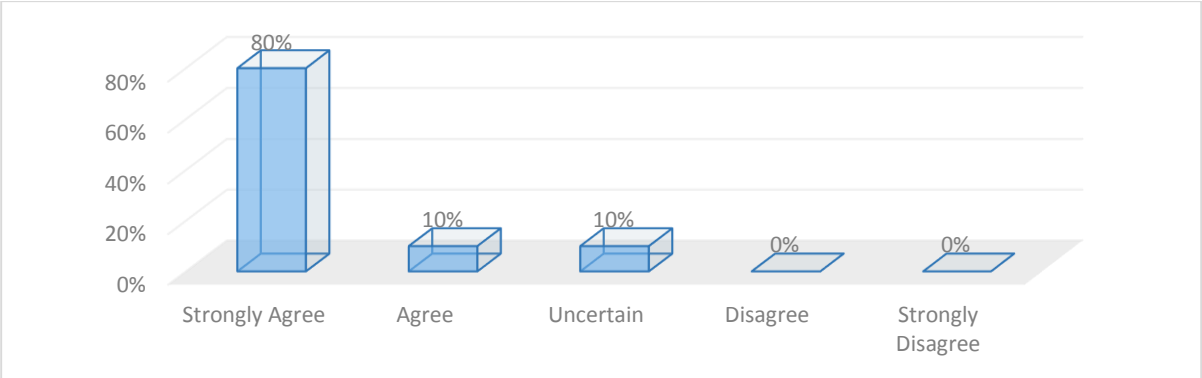

Figure 10. Participants' responses to the tenth statement: *I enjoy learning through vocabulary games*

For statement 10, "Strongly Agree" option was chosen by 80% of students and the other 10% chose "Agree". These responses reveal that majority of the students (90%) like learning vocabulary through games. Ten percent of the participants said that they are "Uncertain" about learning vocabulary through games. No one chose "Disagree" and "Strongly Disagree" options for this statement. The results display that implementing vocabulary games in English lessons may be useful for the learners and that student involvement in vocabulary games have an important role in learning vocabulary.

"I feel comfortable during the vocabulary games" was the next statement, which the students were asked to rate. The student responses given to this statement are reflected in Figure 11 below

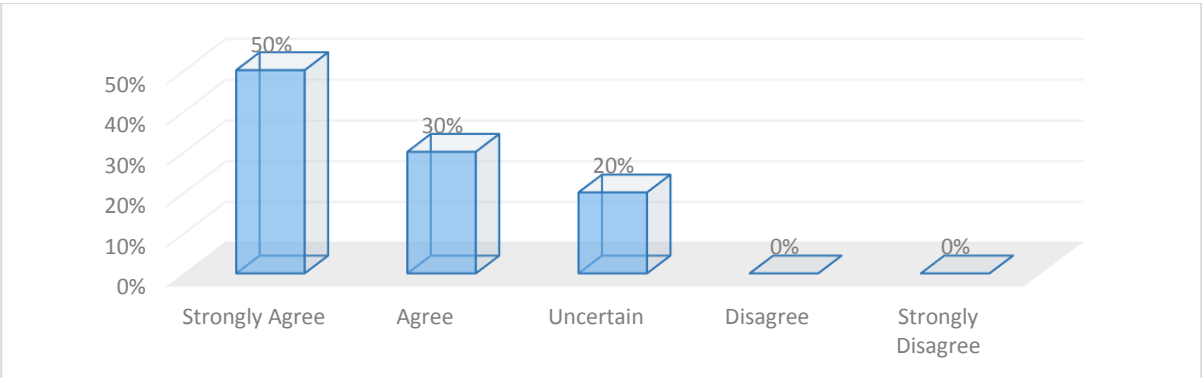

Figure 11. Participants' responses to the eleventh statement: *I feel comfortable during the vocabulary games*

Regarding Statement 11 "I feel comfortable during the vocabulary games," fifty percent of the students stated “Strongly Agree” and 30% of them said “Agree”. Most of the students (80%) claimed that they feel comfortable when playing vocabulary games. However, 20% of them mentioned they were “Uncertain” about it. The options “Disagree” and “Strongly Disagree” were not chosen at all. According to the results, we may assume that teachers may always use vocabulary games in their classes as students have a tendency to feel comfortable when practising vocabulary items through games.

Statement 12 was "I would like to achieve with my own struggle." Figure 12 presents the student responses given to this statement.

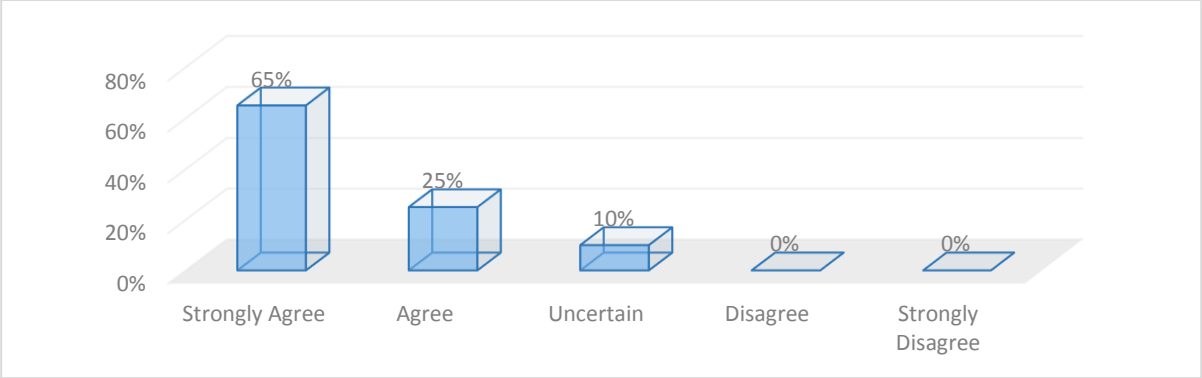

Figure 12. Participants’ responses to the twelfth statement: *I would like to achieve with my own struggle*

“Strongly Agree” was preferred by 65% of the participants and the other 25% of the students chose “Agree” option as an answer. And only 10% of the students declared that they are “Uncertain” about this statement. Options “Disagree” and “Strongly Disagree” were not chosen by any of them. Due to the results we may come to conclusion that most of the participants (90%) prefer to be successful by their own.

Statement 13 asked the students to rate "When I learn subject through vocabulary games, I remember it more easily." Figure 13 demonstrates the responses given by the students to this statement.

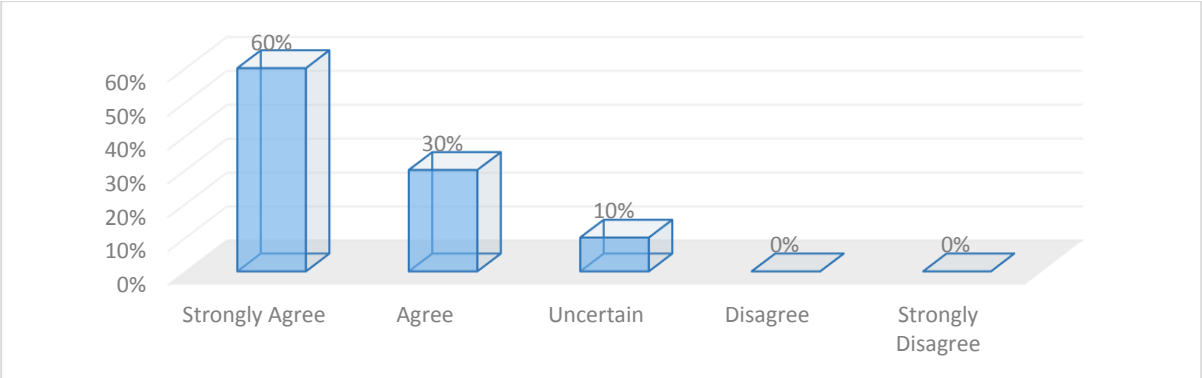

Figure 13. Participants' responses to the thirteenth statement: *When I learn subject through vocabulary games, I remember it more easily*

Sixty percent of the learners selected "Strongly Agree" option as an answer and 30% of them said "Agree" for statement 13 "When I learn subject through vocabulary games, I remember it more easily." Yet, 10% of them chose "Uncertain" option and no responses were given to the options "Disagree" and "Strongly Disagree". Almost all of the students (90%) agreed that effective learning of subject may be achieved via vocabulary games and that playing vocabulary games make the learning process easy.

The fourteenth statement in the questionnaire was "I enjoy learning through vocabulary games because I do not get bored." The student responses given to this statement are as reflected in Figure 14.

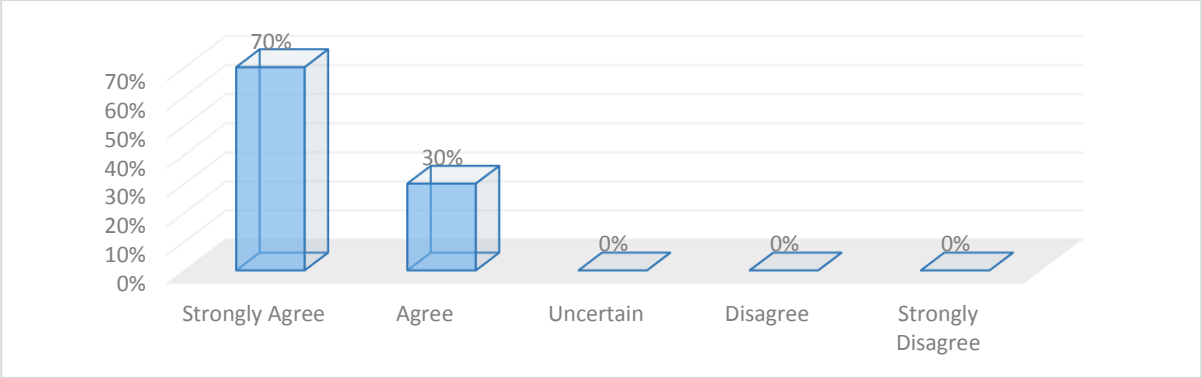

Figure 14. Participants' responses to the fourteenth statement: *I enjoy learning through vocabulary games because I do not get bored*

For Statement 14 "I enjoy learning through vocabulary games because I do not get bored," 70% of the students said "Strongly Agree" and the other 30% said "Agree". The options

for “Uncertain”, “Disagree” and “Strongly Disagree” were not chosen by any of the participants. It can be understood from these results that children get pleasure during vocabulary games since they like learning through fun and enjoyment. Teachers may consider these facts and use vocabulary games in their lessons.

The last statement the students were asked to rate was “I want to learn English vocabulary from the English course book alone.” Figure 15 presents the results gathered for this statement.

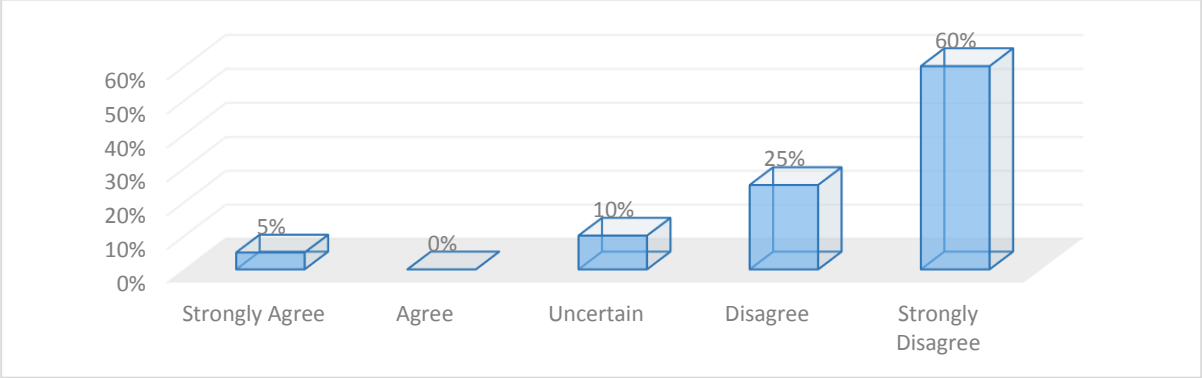

Figure 15. Participants’ responses to the fifteenth statement: *I want to learn English vocabulary from the English course book alone*

For the last statement of the questionnaire, "I want to learn English vocabulary from the English course book alone," 60% of the students chose “Strongly Disagree” option and 25% of them said “Disagree”. And only 5% of students gave “Strongly Agree” answer, while 10% of them pointed out that they were “Uncertain” about this statement. Nobody chose “Agree” option. The results demonstrate that English course books are not enough for learners to learn vocabulary and they do not want to follow only their textbooks. English language teachers might be assumed to use more extra activities.

4.3.2. Findings from the questionnaire: Part II

The second part of the questionnaire involved two open-ended questions:

1. Did you like playing vocabulary games in English lessons? Why?

2. Do you want these vocabulary games to be used in your English classes? Why?

The aim of asking these two open-ended questions was to give the students a space to explain their ideas and feelings about their experiences of learning vocabulary through games, which they could not state in the first part of the questionnaire.

The responses given to the first question "Did you like playing vocabulary games in English lessons? Why?" have shown that the majority of the students (18) loved vocabulary games. The descriptive analysis of the responses given to the first question have revealed that the students find vocabulary games are highly motivating, amusing and interesting. The following quotations taken from the students' answers support the above findings:

Student A: For me, it was really entertaining and interesting. It is so boring to memorize new words from the books or notebooks. I loved it because I was really motivated while playing vocabulary games and wanted to participate in the lesson.

Student G: I really liked them. These kinds of vocabulary games make me become more motivated and they are amusing. Everybody had fun.

Furthermore, the results suggest that students think vocabulary games are effective activities as a techniques for vocabulary revision. The following statements emphasize this finding:

Student L: In my opinion, it was great! Vocabulary games helped us to understand the meanings of new words and remember them. They were so useful and effective.

Student B: I think everybody liked it, because they were helpful for vocabulary revision.

Additionally, as stated in the following quotation, the students believe these kinds of vocabulary games can be used to practice vocabulary:

Student N: I liked playing vocabulary games because I could easily learn and practice vocabulary through these types of games. By playing vocabulary games we were exposed to new words. We always used new words of the units when we played games and we did not forget them.

For the second question "After this, do you want these vocabulary games to be used in your English classes? Why?" most of the students (17) claimed that they want vocabulary games to be used in their English classes, because vocabulary games help them to internalize new words, to acquire language competence, to understand the meanings of words with realia and to remember the words easily. The following students' quotations seem to confirm this finding:

Student P: It would be great! Because we not only memorized new words but also used them when we played vocabulary games in our English lessons. It was very simple for me to remember the words in the next lessons.

Student E: Exactly, yes. In my point of view, these vocabulary games should be used in English classes because they have contributed to my English vocabulary. While playing games we used lots of things and they helped us to learn the words quickly. Especially the pictures that we drew on the board. Now I know all shops' names and I can use them freely.

Furthermore, the students want vocabulary games to be used in their English classes, because they believe that they achieve success in a very short time with the help of vocabulary games and that playing games help them to cooperate with each other. The following quotations support these findings:

Student K: I will be very happy! Because I was able to keep in mind all new words that we had learnt before. It helped me to learn new words and phrases in short time. Before I had to memorize all the words from the list of vocabulary and it took hours.

Student F: Of course I want this. Because I had fun while learning and competing with my classmates. It was amazing to work together with my friends and I also felt their support when we lost the game. I was pleased to cooperate with them.

Additionally, the students pointed out that vocabulary games provide an enjoyable and relaxing atmosphere in language classes. The extract given below illuminates this finding:

Student D: Yes, I want these vocabulary games to be used in our English classes because I learnt new vocabulary in enjoyable way. There was calming atmosphere. We were not afraid of making mistakes and our teacher also had fun. I wish other teachers will also use games in their lessons.

4.4. Findings from the structured interviews

This section presents the findings gathered from the structured interviews conducted with the 5 randomly chosen students after 6 weeks of vocabulary game implementation. The findings of the structured interviews are presented using the order of questions. The students were asked the questions in the following order:

1. What do you think about the vocabulary game activities that you do in your English classes?
2. How do the vocabulary games affect your learning vocabulary?
3. While learning vocabulary from which vocabulary games did you benefit most?

4. What other kinds of vocabulary game activities would you like to do in your English classes?

The responses given to the first question "What do you think about the vocabulary game activities that you do in your English classes?" showed that the students are aware of the benefits of games on their learning. When explaining the reasons behind their opinions, the students stated that games make the meaning of the vocabulary items memorable. They exemplified their ideas by stating that they easily remember first the situation and then the words. In addition, they stated that they enjoyed the process of learning and practising vocabulary through playing games and. Following quotations reflect the students' ideas in some detail:

Student 1: "I usually get bored while doing the activities that are only in our course books and it is really annoying to memorize the words from the list given by our teacher. I enjoy learning new vocabulary through games that you do in our classes".

Student 2: "I prefer much enjoyable activities like singing or playing games instead of the everyday boring activities".

Student 3: "I would use games for teaching vocabulary if I were my English teacher. Because we have fun and learn the words easily".

Student 4: "We like when you use vocabulary games in our lessons because we can learn easily and quickly while playing".

For the second question "How do the vocabulary games affect your learning vocabulary?" all the students pointed out that vocabulary games affected them positively. When defining the reasons behind their opinions, the students declared that when they revise the words that they have learnt with the help of games they remember them easily. As a result, they stated, games make learning the words easier as opposed to traditional ways of learning vocabulary items. They also stated that learning vocabulary through games help them to retain the meanings of the vocabulary items in their long-term memory. In conclusion, we may state that the students believe vocabulary games have a positive effect on their learning and that it increases their motivation to participate in the activities. Some of the students' answers given below illuminate the findings:

Student1: "I believe that games affect my learning positively. Because I revise the new words while playing games".

Student 2: "Games help us to memorize new words that are in our course books. And I think that games can be helpful to improve my vocabulary".

Student 3: "When I revise the words that I have learnt with the help of games, I remember them easily. I believe that I can easily understand the meaning and the usage of the words with the games".

Student 4: "Games encourage us to speak in English and I can practice the words in the games".

Student 5: "We don't have to sit and memorize new words. It is really boring to do it in this way. It is really easy for me to memorize them when we play games".

For the third question "While learning vocabulary from which vocabulary games did you benefit most?" the students gave different responses and according to these answers it seemed that they all benefited from the vocabulary games. One of the students has chosen the game "Bingo." The game Bingo is very valuable game in practicing vocabulary. Since the cards contain lots of words, the students search through their vocabulary memory to find the right vocabulary. As Shears (1974) declares "The game is just like a repetition of all the vocabulary parts in the course book" (p. 36). As the students are not aware of this and game has fun, the learners like the Bingo game very much. The student's answer was as in the following:

Student 4: "Er…We played lots of games. But…..I remember Bingo. Because it is similar to our Turkish game "Tombala" game and we played it many times before. And I have learnt lots of words during this game. It was really great and helpful.

Another student has chosen "Hangman." This game is one of the favourite word games among children. Strickland (1951) emphasizes the importance of this game by stating, "when this game is played in language courses by the teacher; the learners get the opportunity to learn not only the letters but also new words" (p. 69). The answer elicited from the interview was as in the following:

Student 2: "Let me think, teacher [ ]….. I think "Vocabulary Shot" and the game "Hangman". I remember we all laughed and had fun.

The game "Pictionary" was selected by one of the students. This type of game necessitates productivity. It can be played in groups or as whole class. While thinking rapidly, they use their brains to visualize new words. The student's answer is presented as in below quotation:

Student 3: "It is really difficult to choose one….. I don't remember all of them… Hah! The game "Pictionary"

Another student said "Charades." This is a very simple activity, but it requires performing in front of the people. When the learners are used to doing this kind of performing, they can have a chance to be more sociable and stop being shy. The respond of the participant is presented below:

> *Student 1: "I can say that it was "Charades". Yes..... I had some problems with acting out the words in front of the whole class, but after that game I can do it much better and easily.*

In addition, it is more beneficial when games are selected according to the topics of the course books or syllabus. The student's answer given below emphasize the finding:

> *Student 5: "Our topic in the course book was "Shopping and Money" and then we played "Scrambled Letters" game in our lesson. That game really helped me, because the words were difficult and it was boring to memorize them. But with the help of that game it was not so hard to do this".*

For the last question, "What other kinds of vocabulary game activities would you like to do in your English classes?" the students gave various responses. All participants believed that nearly all kinds of vocabulary games were useful and helped them to increase their vocabulary. However, Student 1 and Student 5 suggested the games like "Fruit Bowl", "Monopoly", "Ask and answer in one minute", "Matching game", "Crosswords" etc. Student 3 and Student 4 said that they want more competitive games, because these kinds of games motivate them and add variety to class.

CHAPTER V

5. CONCLUSION AND DISCUSSION

5.1. Introduction

This chapter first presents the summary of the study (section 5.2.) and second the conclusion and discussion part (section 5.3.). Then limitations (section 5.4.) and suggestions for further study (section 5.5.) are discussed.

5.2. Summary of the Study

The aim of this study was to investigate the benefits of using games in young learners' classrooms when teaching English and to identify young learners' attitudes towards vocabulary game implementation in EFL classes. To achieve this aim, this study searched for the answers to the following two research questions:

1. What are the benefits of implementing vocabulary games in English lessons?

2. What are the attitudes of the students to the vocabulary game implementation in EFL classes?

This study was conducted with 20 pre-intermediate-level 6th grade students who study in Bahçeşehir College, in Diyarbakır, Turkey. This study was implemented in this class for a term lasting for six weeks. Researcher diary, a questionnaire (see Appendix 1) and structured interviews (see Appendix 3) were the instruments, which were used to collect data. Researcher diary was kept during these six weeks to record the researcher's reflections on the benefits of using the vocabulary games, her perceptions of the students' reactions towards the tasks and the students' level of participation in the activities. After the implementation of the vocabulary games, the questionnaire and the structured interviews including four questions were conducted to the students to elicit their attitudes about using games in language courses. All 20 students responded to the questionnaire and only 5 students were interviewed. The data, which were collected from the researcher diary, the questionnaire and the structured interview were analysed using descriptive analysis.

5.3. Conclusion and discussion

In the present study, first I tried to examine the benefits of using vocabulary games in young learners' classrooms when teaching English and secondly, to identify young learners' attitudes towards vocabulary game implementation in EFL classes. In this respect, it has been found that vocabulary games can provide a number of benefits to sixth graders at Bahçeşehir

College. The benefits of using games in teaching vocabulary to sixth grade learners of English were categorized as: use of vocabulary games increase students' level of classroom participation and motivation, use of vocabulary games help students' vocabulary learning process, use of vocabulary games help students to improve communication and cooperation, use of vocabulary games help to establish an enjoyable and relaxed atmosphere.

First of all, this study suggests that the use of vocabulary games increase students' level of classroom participation and motivation. A language, and especially vocabulary, can be tedious and difficult to learn. As with Wright (1994), we might also argue that games can help here by helping to motivate the students and help them to keep concentrated and focused on the material. The review of the material and the vocabulary is an essential part of learning something new. There are many different ways to complete this but vocabulary games can provide many important lessons and skills to the students. Young children learn a lot from playing games with their friends and on their own. In the classroom, with the right games, students of many different ages can also benefit from the atmosphere, the material, and the active engagement games provide. People learn best when they are enjoying themselves and vocabulary games can provide that enjoyment and keep the students focused on the material and class work. This conclusion is in line with the argument put forward by Uberman (1998). For her "Games encourage, entertain, teach and promote fluency" (p. 87). In addition, for Yolageldili & Arıkan (2011) games are one of the best ways to get students to focus on the lesson and be engaged in it. Furthermore, Lewis (1999) claimed that games benefit the students in many ways by sparking their interest in the subject; encouraging participation and allowing focused interaction with their peers.

Next, we might argue that the use of vocabulary games help students' vocabulary learning process. This conclusion is based on the researcher's observation that the use of games helps to establish the grounds for vocabulary learning. They can also provide the opportunity for the students to practice the new words and possibly to be active in the classroom rather than sitting at a desk. Especially for young learners, games can be instrumental in helping them to focus and fully grasp the meaning and usage of the new words. For younger children who may still want and need to be active, games can provide kinaesthetic learning that helps the students to use their energy and commit the words to long-term memory. This conclusion is in line with the argument put forward by Slattery and Wills (2001). They argued that games can "help children become familiar with new vocabulary in an enjoyable way" (p. 49). Moreover, for Nicolson and Williams (1975) they are also "a form of teaching which may be used in

circumstances where ordinary approaches are not well tolerated, when attention is hard to get and harder to keep" (p. 1) as is often the case in young learner's classrooms.

Furthermore, we might claim that use of vocabulary games help students to improve communication and cooperation. Vocabulary games are a very good way to allow for interaction either in the target language or, at the very least, provide them the opportunity to talk about the language being learned. Through cooperation and discussion, students help each other and essentially learn more. Vocabulary games can provide the foundation or topic for this interaction while keeping everything focused on the topic at hand. Yolageldili and Arikan (2011) proposed "games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence" (p. 226). Communication is the reason we learn a language and games help the students be able to communicate.

Vocabulary games do not only benefit the student by relating the language to their current lives; they also help in many other developmental ways. This conclusion is in line with the argument stated by Antonaros and Couri (2003). They claimed that "Games in the foreign language classroom encourage and develop socialization, cooperating with others, learning self-discipline, respecting rules, peer teaching, and cooperative learning" (p. 6).

Finally, we might conclude that use of vocabulary games help to establish an enjoyable and relaxed atmosphere. Vocabulary is often pointed to as one of the most difficult and boring parts of learning a new language. Games can help to change this and make the process of learning and reviewing material fun and interactive for everyone. Similarly, Celce-Marcia and Macintosh (1979) pointed out "Games are by definition fun and nearly everyone would agree that if learning can be made enjoyable, then students will learn more" (p. 56). Not only do the students benefit from an enjoyable lesson, but the teachers do as well. According to Carrier (1985) "Games are the invaluable activities to the teacher of foreign language because they provide an opportunity for students to use their skills in a less formal situation" (p. 6).

This study also attempted to identify young learners' attitudes towards vocabulary game implementation in EFL classes. Based on the research conducted, it might be concluded that all students reacted positively to the addition of vocabulary games in their foreign language lessons as in the findings of Wright (2002). The students reported that the vocabulary games not only helped them to enjoy their lessons more, they also felt more motivated and interested in the subject matter and willing to participate in the lesson itself. Similarly, Cameron (2001) argued

that games could provide a nice, beneficial alternative that helps to maintain the motivation of the students in the classroom. Most students would rather play vocabulary games that focus on the lesson than do book work as it allows them to be more engaged in the lesson and with their peers.

In addition to being enjoyable, it might be also concluded that the students found it easy to concentrate and retain vocabulary when they are presented as part of a game, as it allowed them to act more freely and gave context to the words used. Richard and Amato (1988) give another reason for games helping students to remember and focus during the lesson. They say, "games can lower anxiety, thus making the acquisition of input more likely" (p. 147). The students in the present study did report being less stressed during games and being able to relax and enjoy the lesson rather than being concerned about understanding what was being presented or the work they were supposed to be doing. The environment during the vocabulary games allowed the students to relax and enjoy playing the game and worry less about learning and memorizing the vocabulary words. This, ironically, helps them to do exactly that: learn and memorize the vocabulary words. It can be also concluded that they enjoyed the variety the vocabulary games brought to the class.

The students reported that the addition of vocabulary games was a nice change and allowed them to act more freely while challenging them to complete the games and encouraging communication with their peers. Most vocabulary games involved team work which allowed the students to communicate and help each other while the competition aspect of games motivated the students to do their best and encouraged them to truly learn the words and material so that they could win. According to Neyadi (2007) "Using games and activities to practice vocabulary enhances student's ability to memorize words; encourages student interaction; and enhances students' motivation" (p. 106). The students did seem to learn better with the implementation of vocabulary games in the lessons and were able to recall and retain the information more easily. However, this cannot be attributed exclusively to the addition of vocabulary games in the lessons. There could be other reasons that account for the students' progress once vocabulary games were implanted in the lessons. The vocabulary games might have encouraged the students to do more work outside of class so that they were better prepared for the next game and able to participate more fully when it was implemented in class. Regardless of what caused the progress in the class, progress was made once vocabulary games were implemented in the lesson. Most students responded positively to the addition of games

and thought that it made the class more enjoyable and easier to focus. They also were more motivated and relaxed while playing games allowing them to learn more easily.

By taking this study into consideration it might also be concluded that vocabulary games can provide intensive practice for the students and also have it be fun and entertaining. Moreover, based on the results from this study, games should be used in the foreign language classroom especially when teaching vocabulary. The benefits are numerous for both the students and the teachers and allow for a more relaxed, focused learning environment that when executed correctly with the right games can only do well and help the students to learn. Thus, it is my recommendation that vocabulary games can be used in the foreign language lessons.

5.4. Limitations of the Study

The findings of this study is limited to the data collected from 20 students; therefore the results cannot be generalized for different groups of students in other educational settings. The study was conducted only for 6 weeks, though implementation of vocabulary games requires a longer process to look into the long-term effects of vocabulary games. Also, all the students were studying at Bahçeşehir College, in Diyarbakır. This may be another limitation for the study.

5.5. Suggestions for further Research

This study was conducted at Bahçeşehir College with only 20 students. It could have been done with a large number of students and at different colleges. Also, further studies can be done with participants from different levels, as the level of the participants can be a variable in the research. Another suggestion is about the process. This study was conducted in a term including 6 weeks. This study can be carried out for at least two semesters for further research.

Moreover, this research was carried out only with the students, however for further research it can be done with teachers and administrative people of colleges. A final suggestion can be the observation of the progress in two groups: one of which includes vocabulary game implementation, the other one of which does not have vocabulary game implementation. The findings gathered from these two groups can be compared to reveal the benefits of vocabulary game implementation.

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7. APPENDICES

7.1. Appendix 1: The Attitude Questionnaire in English

Part I:

1. I like the classes in which we play vocabulary games more

a) Strongly Agree **b)** Agree **c)** Uncertain **d)** Disagree **e)** Strongly Disagree

2. I like practicing extra activities outside of the English course book

a) Strongly Agree **b)** Agree **c)** Uncertain **d)** Disagree **e)** Strongly Disagree

3. I want to learn English vocabulary in the same manner all the time

a) Strongly Agree **b)** Agree **c)** Uncertain **d)** Disagree **e)** Strongly Disagree

4. I feel excited when I encounter a different teaching method

a) Strongly Agree **b)** Agree **c)** Uncertain **d)** Disagree **e)** Strongly Disagree

5. I like vocabulary games and entertainment

a) Strongly Agree **b)** Agree **c)** Uncertain **d)** Disagree **e)** Strongly Disagree

6. I like actively taking part in the class

a) Strongly Agree **b)** Agree **c)** Uncertain **d)** Disagree **e)** Strongly Disagree

7. Competition is one of my favourite features

a) Strongly Agree **b)** Agree **c)** Uncertain **d)** Disagree **e)** Strongly Disagree

8. I enjoy succeeding and winning

a) Strongly Agree **b)** Agree **c)** Uncertain **d)** Disagree **e)** Strongly Disagree

9. I enjoy cooperating

a) Strongly Agree **b)** Agree **c)** Uncertain **d)** Disagree **e)** Strongly Disagree

10. I enjoy learning through vocabulary games

a) Strongly Agree **b)** Agree **c)** Uncertain **d)** Disagree **e)** Strongly Disagree

11. I feel comfortable during the vocabulary games

a) Strongly Agree **b)** Agree **c)** Uncertain **d)** Disagree **e)** Strongly Disagree

12. I would like to achieve with my own struggle

a) Strongly Agree **b)** Agree **c)** Uncertain **d)** Disagree **e)** Strongly Disagree

13. When I learn subject through vocabulary games, I remember it more easily

a) Strongly Agree **b)** Agree **c)** Uncertain **d)** Disagree **e)** Strongly Disagree

14. I enjoy learning through vocabulary games because I do not get bored

a) Strongly Agree **b)** Agree **c)** Uncertain **d)** Disagree **e)** Strongly Disagree

15. I want to learn English vocabulary from the English course book alone

a) Strongly Agree **b)** Agree **c)** Uncertain **d)** Disagree **e)** Strongly Disagree

Part II:

1. Did you like playing vocabulary games in English lessons? Why?
2. After this, do you want these vocabulary games to be used in your English classes? Why?

7.2. Appendix 2: The Attitude Questionnaire in Turkish

Part I:

1.Kelime oyunları oynadığımız dersleri daha çok seviyorum

a) Kesinlikle katılıyorum **b)** Katılıyorum **c)** Kararsızım **d)** Katılmıyorum **e)** Kesinlikle katılmıyorum

2.Ders kitabı dışında ekstra aktiviteler hoşuma gider.

a) Kesinlikle katılıyorum **b)** Katılıyorum **c)** Kararsızım **d)** Katılmıyorum **e)** Kesinlikle katılmıyorum

3. İngilizce kelimeleri hep alıştığım şekilde öğrenmek isterim.

a) Kesinlikle katılıyorum **b)** Katılıyorum **c)** Kararsızım **d)** Katılmıyorum **e)** Kesinlikle katılmıyorum

4. Farklı bir öğrenme şekliyle karşılaştığımda heyecanlanırım

a) Kesinlikle katılıyorum **b)** Katılıyorum **c)** Kararsızım **d)** Katılmıyorum **e)** Kesinlikle katılmıyorum

5.Kelime oyunlarını ve eğlenmeyi severim

a) Kesinlikle katılıyorum **b)** Katılıyorum **c)** Kararsızım **d)** Katılmıyorum **e)** Kesinlikle katılmıyorum

6. Derste aktif bir şekilde yer almak isterim

a) Kesinlikle katılıyorum **b)** Katılıyorum **c)** Kararsızım **d)** Katılmıyorum **e)** Kesinlikle katılmıyorum

7. Yarışmak özelliklerimden biridir

a) Kesinlikle katılıyorum **b)** Katılıyorum **c)** Kararsızım **d)** Katılmıyorum **e)** Kesinlikle katılmıyorum

8. Başarmaktan ve kazanmaktan keyif alırım

a) Kesinlikle katılıyorum **b)** Katılıyorum **c)** Kararsızım **d)** Katılmıyorum **e)** Kesinlikle katılmıyorum

9. İşbirliği yapmaktan zevk alırım.

a) Kesinlikle katılıyorum **b)** Katılıyorum **c)** Kararsızım **d)** Katılmıyorum **e)** Kesinlikle katılmıyorum

10.Kelime oyunlarıyla öğrenmekten keyif alırım

a) Kesinlikle katılıyorum **b)** Katılıyorum **c)** Kararsızım **d)** Katılmıyorum **e)** Kesinlikle katılmıyorum

11.Kelime oyunları esnasında kendimi rahat hissediyorum.

a) Kesinlikle katılıyorum **b)** Katılıyorum **c)** Kararsızım **d)** Katılmıyorum **e)** Kesinlikle katılmıyorum

12.Kendi çabamla başarmak istiyorum.

a) Kesinlikle katılıyorum **b)** Katılıyorum **c)** Kararsızım **d)** Katılmıyorum **e)** Kesinlikle katılmıyorum

13.Kelime oyunlarıyla öğrendiğim kelimeleri daha kolay hatırlıyorum

a) Kesinlikle katılıyorum **b)** Katılıyorum **c)** Kararsızım **d)** Katılmıyorum **e)** Kesinlikle katılmıyorum

14. Kelime oyunlarıyla öğrenmeyi seviyorum, çünkü sıkılmıyorum.

a) Kesinlikle katılıyorum **b)** Katılıyorum **c)** Kararsızım **d)** Katılmıyorum **e)** Kesinlikle katılmıyorum

15. İngilizce kelimeleri sadece kitaba bağlı kalarak öğrenmeyi isterim.

a) Kesinlikle katılıyorum **b)** Katılıyorum **c)** Kararsızım **d)** Katılmıyorum **e)** Kesinlikle katılmıyorum

Part II:

1. Kelime oyunlarını ne derecede sevdiniz? Neden? (Yazınız)
2. Bundan sonra kelime oyunlarının sizin İngilizce derslerinizde kullanılmasını ister misiniz? Neden? (Yazınız)

7.3. Appendix 3: Structured Interview Questions in English

1. What do you think about the vocabulary game activities that you do in your English classes?
2. How do the vocabulary games affect your learning vocabulary?
3. While learning vocabulary from which vocabulary games did you benefit most?
4. What other kinds of vocabulary game activities would you like to do in your English classes?

7.4. Appendix 4: Structured Interview Questions in Turkish

1. İngilizce derslerinde oynadığınız kelime oyunları etkinlikleri hakkında ne düşünüyorsunuz?
2. Kelime oyunları sizin kelime öğreniminizi nasıl etkiliyor?
3. Kelime öğrenirken oynadığınız kelime oyunlarından en çok hangilerinden faydalandınız?
4. İngilizce derslerinde başka ne tür kelime oyunları etkinlikleri yapmak istersiniz?