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TEACHING VOCABULARY THROUGH GAMES: A COMPARATIVE STUDY OF 4TH AND 7TH GRADES

GAMZE ARGIT

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ÖZET

Çalışmanın amacı 4. Sınıf düzeyindeki öğrenciler ile 7. Sınıf düzeyindeki öğrenciler arasında oyun yoluyla kelime öğretimi açısından fark olup olmadığını araştırmaktır.

Çalışma ikisi deney grubu, ikisi kontrol grubu olmak üzere 4. ve 7. sınıf ilkokul ve ortaokul öğrencileriyle dört grup olarak yürütülmüştür. Deney ve kontrol gruplarına her seviye için öğrenci ders ve çalışma kitaplarında bulunan aynı hedef kelimeler öğretilmiştir. Deney gruplarında oyunla, kontrol gruplarında ise mevcut müfredat metotlarıyla kelime öğretimi yapılmıştır. Ön test ve son test sonuçları, oyunla kelime öğretiminin 4. Sınıf düzeyinde 7. Sınıf düzeyinden daha etkili olduğunu göstermiştir.

Birinci bölümde, çalışmanın altyapısı, sorun, çalışmanın amacı ve araştırma soruları, önemi ve sınırlılıkları tartışılmıştır.

İkinci bölümde, yazın taraması, kelime bilgisi ve kelime öğretiminin önemini sunulmaktadır. Bu bölümde ayrıca bazı kelime öğretim teknikleri, dil öğretimi ve öğreniminde oyunun yeri hakkında detaylı bilgiye yer verilmiştir.

Üçüncü bölümde araştırmanın metodu; araştırma deseni, konu, araçlar ve veri toplama açısından sunulmuştur.

Dördüncü bölümde bilgi toplama süreci, çalışma sonuçları, ön test - son test süreci ve testlerin sonuçları karşılaştırılarak sunulmuştur.

Beşinci bölümde, sonuç, tartışma, eğitimsel öneriler, ileride yapılacak çalışmalar için öneriler ve çalışmanın özeti bulunmaktadır.

ANAHTAR KELİMELER: kelime öğretimi, kelime öğrenimi, kelimenin önemi, oyunlar, küçük öğrenciler, ergen öğrenciler.

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ABSTRACT

The aim of the study is to search whether there is difference between 4th graders and 7th graders in terms of teaching vocabulary through games.

The study was conducted classes of 4th and 7th graders: two of them are experimental groups and two of them are control groups from primary and secondary school. Experimental and control groups were taught the same target vocabulary items chosen from the course books and workbooks for each grade. The experimental groups were taught through games and the control groups were taught through current-curriculum methods. The pre-tests and the post-test results show that using games to teach vocabulary results better in 4th grades than in 7th grades.

In the first chapter, background to the study, problem, purpose of the study and research questions, significance of the study and limitations are discussed.

In the second chapter, review of literature presents definition and the importance of vocabulary in language teaching. Some vocabulary teaching techniques and detailed information about games in language education are also provided.

In the third chapter, methodology of the study is presented in terms of research design, subjects, instruments and data collection procedure.

The fourth chapter enlightens data analysis procedure, results of the study by explaining the pre-test, post-test process and comparison of the test results.

The fifth chapter covers conclusion, discussion, pedagogical implications, suggestions for further studies and summary of the study.

KEY WORDS: vocabulary teaching, vocabulary learning, importance of vocabulary, games, young learners, adolescent learner.

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CHAPTER 1

INTRODUCTION

1.1. BACKGROUND TO THE STUDY

Vocabulary is one of the basic parts of the language teaching. The importance of vocabulary has been stated by Scrivener (1994: 73) as "a powerful carrier of meaning." It can be said that vocabulary can be an important element conveying the meaning in any communication process. However, in the past, especially in traditional methods, vocabulary was the ignored part of the language so the communication – both verbal and written- might have been interrupted. The traditional methods mostly gave importance to the grammar teaching. In contrast, Scrivener (1994: 73) mentioned an important point that a person who says "I wonder if you could lend me your…" may not be able to have an effective communication without the word "calculator" despite it is sometimes enough to say only the word "Calculator?". By the time, traditional methods gave place to modern methods and teaching and learning vocabulary has become one of the most important parts of language teaching. As the vocabulary has got its just reward in recent years (Thornbury, 2004), educators and students have needed techniques, strategies and methods to conduct a successful vocabulary teaching and learning process. For this reason, so many useful and effective methods, strategies and techniques have been developed so far. However, it is also important to choose the most proper techniques, strategies or methods while teaching and learning. The academic and social background of the students, age, level even gender may have importance while choosing the proper techniques, strategies or methods.

Games are thought as a one of the useful and effective way to teach and learn vocabulary. This study examines the empirical evidence for the supposed superiority of the games over the current-curriculum methods.

1.2. PROBLEM

Language is the key for communication. With the need to keep up with the increasingly globalized world, learning and teaching foreign languages have gained

more importance. English has become a world language as a result of economic and technological progress.

Keeping this in mind, learning a foreign language is important. However, it may not always easy to success it, sometimes this process end with failure. There are many factors causing this failure. One of them is inadequate vocabulary. Especially for young learners, mastering English as a foreign language has always been a challenging task. They are not able to learn vocabulary easily with the traditional methods. Therefore, so many studies have been carried out on vocabulary teaching and learning and many different methods have been studied and developed to teach vocabulary so far.

1.3. PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

This study proposes three research questions:

1. Is there a significant difference between the pre-test and post-test scores of 4th graders in terms of vocabulary learning through games?

2. Is there a significant difference between the pre-test and post-test scores of 7th graders in terms of vocabulary learning through games?

3. Is there a significant difference between the scores of 4th and 7th graders in terms of their improvement?

1.4. SIGNIFICANCE OF THE STUDY

Teaching vocabulary is one of the vital parts in language teaching. Limited set of vocabulary is a serious handicap which interrupts the foreign language learning and teaching process. Without adequate vocabulary, language learners cannot express themselves properly and cannot understand the message of the sender in the communication process as Wilkins (1972) stated "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (as cited in Thornbury, 2002: 13).

Just like in the one-word-stage in language acquisition process, foreign language learners can communicate with each other by using words when they are not able to make up full sentences or feel themselves insufficient. It's true that "Learners carry around dictionaries and not grammar books" (Schmitt, 2010:4 as cited in Rasouli & Jafari, 2016). It is too difficult to understand the grammar rules without good vocabulary knowledge. As cited in Rasouli & Jafari (2016), Lewis (1993) also stated that lexis is the main part of the language.

Without sufficient vocabulary, it may not be possible to talk about a good language learning and teaching process. However it is probable to say that a good language learner should be able to speak fluently and properly, write and read correctly and listen accurately with the help of his/her sufficient vocabulary knowledge. As vocabulary is mostly seen as one of the critical parts of all these language skills, insufficient vocabulary may prevent effective communication. Getting the critical part of teaching language, the study focused on teaching vocabulary through games.

Previous studies show how important using games in teaching vocabulary. Studying the previous research, it has been seen that there is no comparison between primary and secondary school students' vocabulary learning levels through games. So the study focused on this need in the field.

1.5. LIMITATIONS

1) The study only covers the vocabulary items of the selected two units in the course books and workbooks. Therefore, the number of the items is only limited to the vocabulary items within the afore-mentioned unites.

CHAPTER 2

REVIEW OF LITERATURE

2.1. DEFINITION AND IMPORTANCE OF VOCABULARY IN LANGUAGE TEACHING

In this part, detailed information about the definition and importance of vocabulary is given.

2.1.1. DEFINITION OF VOCABULARY

Vocabulary is one of the most crucial parts of a language that's why many different definitions have been made so far. According to Penny Ur (1996:60), vocabulary is the words that are taught in a foreign language. Another definition is that vocabulary is the words used for special purposes while telling something precise (https://en.oxforddictionaries.com/definition/vocabulary). Vocabulary also means the entire words that a person has and uses while speaking on particular topics and vocabulary also means entire words that a language has (https://www.ldoceonline.com/dictionary/vocabulary).

Blachowicz & Fisher (2015) state vocabulary means the words and phrases indicating the things about a concept.

Vocabulary is more than just a single word and each vocabulary piece should be called an "item" rather than a "word" (Ur, 2012: 60).

As can be understood from the definitions, it can be said that vocabulary means the use of the words and phrases specific to a language.

2.1.2. THE IMPORTANCE OF VOCABULARY IN LANGUAGE TEACHING

In the light of all definitions above, it can be suggested that vocabulary is the overall amount of words in a language. It can be clearly understood that rich vocabulary knowledge is the key for learning and teaching a language well. In fact, vocabulary means the language itself and for this reason it is very important to teach vocabulary.

However, vocabulary teaching used to be the least important and even neglected part of language teaching in the past for a long time (Richards, 1985;

Allen, 1983: 1; Carter, 1998: 184). Since then, the importance of vocabulary has been understood with the help of the research studies, new approaches and techniques in language teaching. The vocabulary instruction given as the ignored part of the language teaching has finally got its just reward and importance as one of the critical sides of the language teaching (Thornbury, 2004), even in teacher preparation programs (Allen, 1983: 5).

Some other linguists also claim vocabulary is the key element of language acquisition without thinking the kind of language -first, second or foreign. (Decarrico, 2001: 285). Some linguists even think that vocabulary instruction should be the first step in foreign language teaching and learning process as it is necessary to succeed a healthy communication (Coady and Thomas, 1997). Feeling inadequate in choosing the right vocabulary items makes the speaker angry and breaks the communication (Wallace, 1982: 9).

It has been understood that the vocabulary knowledge is as important as the other parts of the language because it is clear that without sufficient vocabulary knowledge, a meaningful and proper communication cannot be mentioned (McCarthy, 1990: vii) even when grammar is learnt well and the sounds are controlled successfully.

2.2. VOCABULARY TEACHING TECHNIQUES

Learning and teaching of new vocabulary items is not easy and attempt is required to understand, produce and manipulate the target words (Blachowicz & Fisher, 2015: 19; Derakhshan & Khatir, 2015: 40). Foreign language can't also be mastered as the same as mother tongue (Hubbard et all., 1991: 132). The mother tongue can be mastered in its natural process. However, a foreign language needs to be learnt and taught via techniques, principles, methods etc. and the strategies have become important by the time (M. Öztürk, 2004:7). Achieving effective language learning and teaching process is so important that many different approaches and techniques have been developed so far. Bearing all this in mind, teachers have to remember to employ a variety of techniques for new vocabulary presentation and revision (Uberman, 1998: 20).

Finding out the proper way in language teaching is crucial and it can be succeeded by asking true questions that scholars, linguists or researchers have listed so far.

Allen (1983: 6) has made a question list that helps to decide the best way to effective vocabulary teaching and learning:

> "- Which vocabulary words do students need most to learn?
> - How can we make those words seem important to the students?
> - How can so many needed words be taught during the short time our students have for English?
> - What can we do when a few numbers of classes already know words that the others need to learn?
> - Why are some words easier than others to learn?
> - Which aids to vocabulary teaching are available?
> - How can we encourage students to take more responsibility for their own vocabulary learning?
> - What are some good ways to find out how much vocabulary the students have actually learned?"

Paulston & Bruder (1976: 168) has also mentioned two critical questions that can help to have an effective vocabulary teaching: how to teach and what to teach. Köksal (2013: 1) also ask these questions: "Which vocabulary items should we teach?" and "How to teach them?". All the questions here can be very useful to decide the techniques or methods and to have a successful vocabulary teaching or learning design.

Hubbard (1983: 50) has made a list that can provide an insight to the teacher while presenting new words:

> "1. Teach and practice the words in spoken form first, otherwise your students will try to pronounce the words as they are written.
> 2. Unless you only want the students to have a passive knowledge of the lexical items, you must put them into context and get the students practice them.
> 3. As with teaching anything else, revision is essential, otherwise the words you have taught will be forgotten.
> 4. Always check your students have understood the new words, no matter how they have been presented."

Wallace (1982) suggests that the necessary words which help the communication of the learners are to be chosen by the teacher. The learners can get

confused in choosing the right words from lots of vocabulary items and it is a time-sink. When appropriate and necessary words are chosen by the teacher, it may help to accelerate the training process.

Thornbury (2004) recommends after determining the number of words, introducing and supporting the meaning as the first step, and then forms as the second step. Once the learners get the meaning of the words, it may be easy to analyze the vocabulary items in terms of structure.

It doesn't seem to be appropriate to give the words and their meanings solely. The presentation of new vocabulary items wouldn't be effective if they are given in an isolated way so the exercises, activities, games etc. should be used for presentation (Decarrico, 2001: 3).

Another important point is that practicing the words makes learning effective and permanent (Blachowicz & Fisher, 2015: 15). The teachers should provide opportunities for the learners in using the words they have learnt in different areas to ensure a successful and permanent vocabulary teaching. The teacher should also associate the words to the real life; and it can be succeeded by using the techniques, gestures, keeping and touching materials, movements and matters, pictures, dramatization, stories and games that help to imitate the real life outside in the classroom (Lee, 1965: 2).

Allen (1983:17) suggests that the most effective vocabulary learning can be provided if there is a sense of "need" for the words. When the teacher succeeds in making the student feel that the target words are necessary and indispensable, it may become easier to teach it. Then the student will feel the real urge and need to use vocabulary items.

Providing an effective vocabulary learning is one of the elements that should be succeeded in language classrooms (Allen, 1983: 33) and teachers have to be awakened to find out the chance to concentrate on new and engaging words (Blachowicz & Fisher, 2015: 12). The purposes of the students should be regarded by the teacher firstly, and then the possibility to succeed of these purposes should be considered (Hubbard et al., 1991: 37).

Gairns and Redman (1986: 73-76) have also made contribution to make the vocabulary teaching easier in a systematical way by making a specific separation among the techniques by categorizing them into two groups: visual and verbal techniques and stated that the meaning of some concrete vocabulary items can be given effectively via visuals. Gairns and Redman (1986: 73) also exemplify visuals as "flashcards, photographs, blackboard drawings, wall charts, realia"

Ur (1996: 63) also listed some useful ways of "presenting the meaning of new items" as: "concise definition (as in a dictionary; often a superordinate with qualifications; for example, a cat is an animal which…); detailed description (of appearance, qualities...); examples (hyponyms); illustration (picture, object); demonstration (acting, mime); context (story or sentence in which the item occurs); synonym; opposite(s) (antonyms); translation; associated ideas; and collocations"

As afore-mentioned, there are many clues and advice about vocabulary learning and teaching process. However, the teacher should keep in mind that new words become longer-lasting when they are "presented in a memorable way" (Hubbard, 1983: 50).

2.2.1. AUTHENTIC MATERIALS

Authenticity is described by McDonough and Shaw (2013) as a term that refers to an environment resembling to the life outside the class as much as possible.

Authentic-based materials are described as the materials that are designed for native speakers and not developed for educational purposes (Wallace, 1998; Bacon & Finnemann, 1990). Hubbard et al. (1991) also define realia as "a) real objects, b) examples of the world outside brought into the classroom, c) things made out of natural materials, d) everyday objects that most of us recognize."

Authentic materials can be movies, magazines, toys, clothes etc. and even the other materials that are not directly designed for educational purposes. In a blog authentic materials are categorized as "listening, visual and printed" (https://www.fluentu.com/blog/educator-english/authentic-materials-for-teaching-english/) and examples of these categories are given below according to these categorization:

"- Listening: TV shows, radio programmes, news broadcasts, documentaries, movies, phones etc. are given as an example of listening part.
- Visual: Photographs, art works, signs with symbols, postcards, pictures books etc. are given as an example of visual part.
- Printed: Restaurant menus, newspaper articles, bulletin board advertisements, company websites, coupons, sales catalogues, travel brochures, maps, telephone books, signs, blogs, movie posters, food labels, etc."

Many kinds of materials that are produced to be used in daily life can be adapted to language education and these authentic materials can be used in introducing new words, phrases and in drama or role play activities or games (Hubbard et al., 1991: 114). For example, while teaching vocabulary items about "clothes", one may use real clothes. Real food and drinks menus can be used to teach related vocabulary items. Real stationary tools can be good examples in teaching vocabulary items about school supplies and even real buildings or their pictures can be used to teach the vocabulary items about a town or a city.

Authentic materials can be very useful for vocabulary teaching. Allen (1983: 7-8) suggests that including many different kinds of senses such as touching, hearing and looking is necessary to make language teaching process efficient. Authentic materials provide these qualities. For example, to teach vocabulary items of "fruit", real fruit can be used and the learners can touch and see while hearing the pronunciation of the items by the teacher; and they can even taste them.

Authentic materials may also be good motivators (Hubbard et al., 1991: 89). The authentic materials can give the learners a sense of reality and this can lead to a sense of achievement. Especially the news, soap operas, newspapers can be very efficient to prepare an environment to teach the real sense of vocabulary items. Allen (1983: 45) also stated that authentic materials are useful especially for advanced learners as they need tools made for natives as they learn most of the things through hearing and reading.

2.2.2. DRAMA & ROLE PLAY

As cited in Moghaddas & Ghafariniae (2012), Wessels (1987) defined drama as "doing (something or an action)". It is another useful and popular technique to teach vocabulary easily and in a fun way. Moreover, it helps students to learn target language in an effective way by helping them in participating in the lesson actively. In fact, "drama is a living material" as it may include "music, history, painting, mathematics, skiing, photography, cooking" - briefly limitless range of subjects-, so motivation comes with drama without any special effort (Maley & Duff, 1987: 1-13-15). Drama can also be a rescuer for the motionless and an easy way to attract to the physically active students via using easy directions to teach new words (Allen, 1983:22).

Drama also helps the teacher to transmit "the monotony of conventional" lessons into active lessons (Chauhan, 2004) and enables to stimulate the whole class at the same time (Maley & Duff, 1987: 12) which may generally be difficult.

It is also effective in making cooperative group work (Blachowicz & Fisher, 2015: 67). It enables flexibility within the number of the groups (Maley & Duff, 1987: 20).

Drama also gives a chance to hold real communication activities because it supports meaningful contexts (Chauhan, 2004). It also gives students opportunity to master the language in terms of fluency and accuracy as it enables student to test new combinations of words (Maley & Duff, 1987: 14).

Similar to drama, role play activities might also be very effective in teaching vocabulary. Paulston and Bruder (1976: 70) define role-plays as activities that learner has to act for a special performance. Harmer (1998: 9) suggested good learners "don't just wait to be taught". Getting communication as the key in language, using role-play provides a chance to make practices for communicative activities (Ur, 1989: 9).

Figure- 1: Role Card Activity
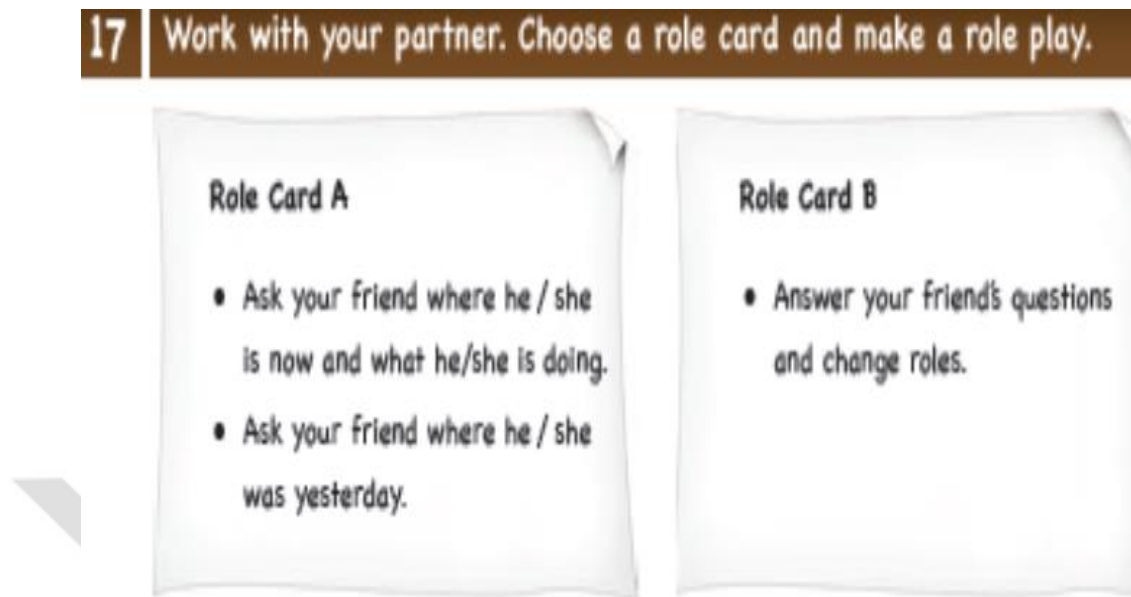
Resource: Parlar & Şeker, 2017:86.

Some course books or workbooks also offer these kinds of activities as in Figure- 1 (Parlar & Şeker, 2017: 86). The teacher can arrange spontaneous role-play and drama activities by using these kinds of cards. They can be used to introduce new vocabulary items. They may also be so useful to revise vocabulary items in an enjoyable way.

2.2.3. DEMONSTRATION AND MIME

Allen (1983: 37) states that meanings of numerous verbs are taught best via using demonstration. The verb "open" can be best taught by opening the window or the best way to teach the verb "switch on" is to switch on the lights. This is a practical way and doesn't need any preparation, time or money. After demonstrating the action, the teacher may give the same commands and this can be very efficient especially for young learners as using command is simple and practical in presenting the meaning of a verb (Allen, 1983: 38).

Using mime, gesture and demonstration techniques also develop communication, understanding and participation of learners in language classes (https://www.fluentu.com/blog/educator-english/esl-teaching-tips-gestures/). They can also be used as a source of fun especially for young learners. As their attention span is short (Mardhatillah & Ratmanida, 2016:127), these techniques can be very helpful to attract their attention and prevent them from getting bored.

"Natural actors" (Allen, 1983: 39) who exist in almost every class can be very enthusiastic about this technique. The term can be defined as students who are talented or volunteers to take part in any drama activity. This encourages them to actively join in the lesson. Moreover, it enables to produce guessing games by supporting visuals as in the example of Figure- 2 (Parlar & Şeker, 2017:86).

Figure- 2: Mime and Gesture Activity

7 Play a game. Work in groups of three. Use your mimes and gestures describe what you are doing.

Student A : What is she doing?

Student B : Singing?

Student C : No, she is dancing.

Resource: Parlar & Şeker, 2017:86.

The teacher may show a flashcard of an action to one of the learners and ask him/her to mime it. Other students in the class try to guess the action.

2.2.4. SONGS

Many students, no matter how old they are, like singing or listening to songs so using songs can be an enjoyable way to teach vocabulary. Songs are entertaining exercises (Stansell, 2008) and it is also easy to find songs about the target language as internet presents a wide range of choices about songs related to any topic you want. Moreover, some course books have songs about each unit. Besides, some linguists think that using songs and music in language teaching has a good effect on the motivation of the students (Hubbard et al., 1991:92; Stansell, 2008; Šišková, 2008) and motivation is one of the most important elements for achievement (Harmer, 2007: 98).

Songs are also useful in making the students repeat the words or phrases again and again (Šišková, 2008) "without boredom" (Hubbard et al., 1991: 92). Thornbury (2002: 27 – 28) asserts that some vocabulary items are harder to pronounce and spell than the others. Songs may help to overcome this problem. The rhythm of the music is also a useful tool to enhance pronunciation in a good way (Šišková, 2008). If the songs are chosen from native singers, it may be a useful and effective exercise. Songs also give the clues about the culture of the language (Shen, 2009: 88; Hubbard et al., 1991: 92). This may be really important to understand the real sense of vocabulary items.

Figure- 3: Song Activity

The activity in Figure- 3 (Kandilci, 2017: 103) can be used to present new vocabulary items or to revise vocabulary items mastered before. Students revise, guess the meanings of the vocabulary items or look them up in dictionaries. The activities should be adapted to the needs of learners or the lesson.

2.2.5. WORD RELATIONS

Many research studies show that lexical problems interrupt communication (Allen, 1983: 5). Being aware of the words, their meanings and usages are essential to organize and carry on a satisfying language learning and teaching process. Knowing the words and their meanings are important but one should keep in mind that word combinations are essential, too (Allen, 1983: 2- 4). Carter (2000) also thinks that using word relations is a better way than using dictionaries as the vocabulary items are best identified by their relations with the other words. Word association techniques are especially helpful for beginners as they provide teaching lots of words in a short time and ensure recall of them (DeCarrico, 2001).

There is always a risk of ambiguity in the ways of introducing new words (Hubbard et al., 1991: 52-132). One of the best ways to eliminate the ambiguity is teaching which words can be used together and which words can't. Making the relations of the words' meaning clear is a way to make student alert in building word meaning (Blachowicz & Fisher, 2015: 15) and providing multiple exposures that can help to learn lexical items best (Hubbard et al., 1991: 52-132).

To cope with ambiguity and make the meaning clear, **"**Semantic webs, maps, organizers, or other relational charts" can be used – especially in the developing process of the maps- and they also help for retention of the vocabulary items (Blachowicz& Fisher, 2015: 15). Semantic maps are the lexical organizers that show the relationships of the words (Blachowicz and Fisher, 2015: 15) and they are mostly in graphic forms (Blachowicz & Fisher, 2015: 116). Venn diagram can also be presented as a kind of semantic map. In this way, they help to visualize the word relations and this is important for retention. The examples of semantic maps and Venn for vocabulary diagrams are presented in Figure- 4, Figure- 5 and Figure- 6 below.

Blachowicz & Fisher (2015: 116- 117) state that semantic map is generally used to show the relationship between words. What's more a wider sense of understanding for the situations is provided as semantic maps suggest a bigger picture for the learners.

Figure- 4: Semantic Map
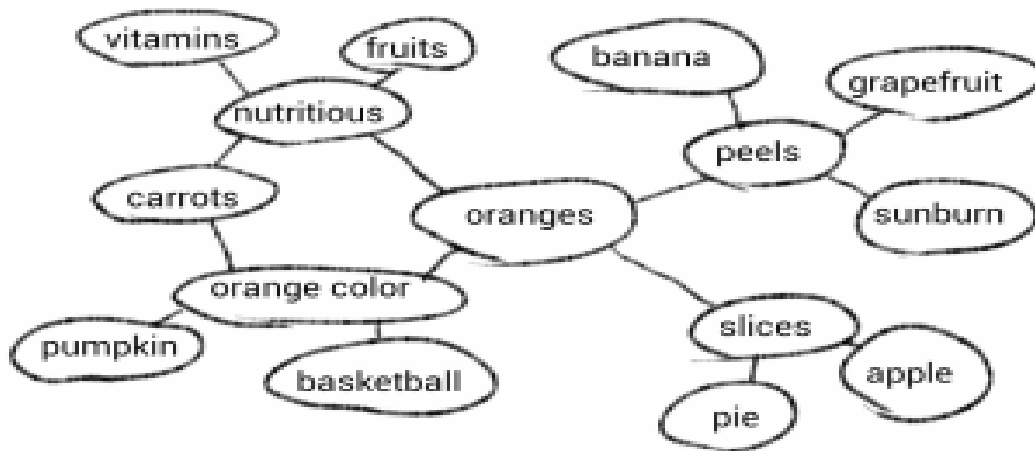
Resource: The Language Fix Website, retrieved on 27 June 2018.

The semantic map in Figure- 4 can be used to study the word "orange". The teacher can ask students design a semantic map as in the Figure- 4. Blachowicz & Fisher (2015: 115) say that brainstorming, showing semantic relationships and associations, and showing structured relationships are basic techniques of involving maps in teaching process.

The diagrams can also be used with brainstorming technique. In Figure- 5 and Figure- 6, the Venn diagrams are presented in two different forms.

Figure- 5: Venn Diagram 1
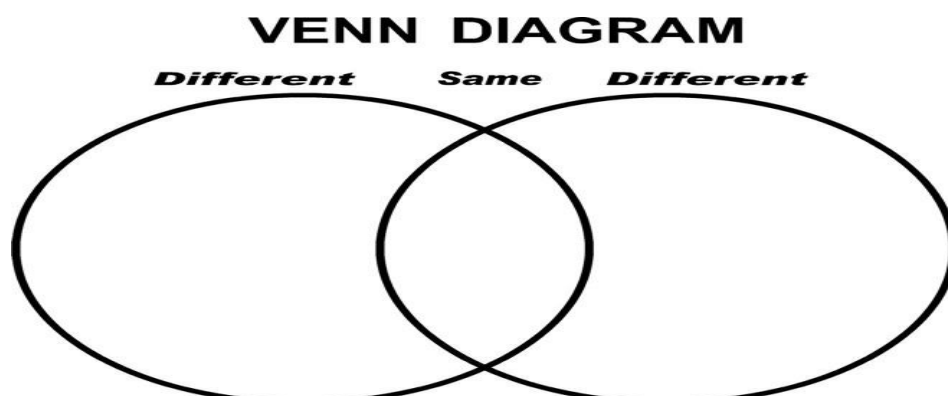
Resource:Instructional Resource Center Website, retrieved on 27 June 2018.

Figure- 6: Venn Diagram 2

VENN DIAGRAM

Banana   **Orange**

Yellow
Sweet

Fruit
Food

Orange
Sour
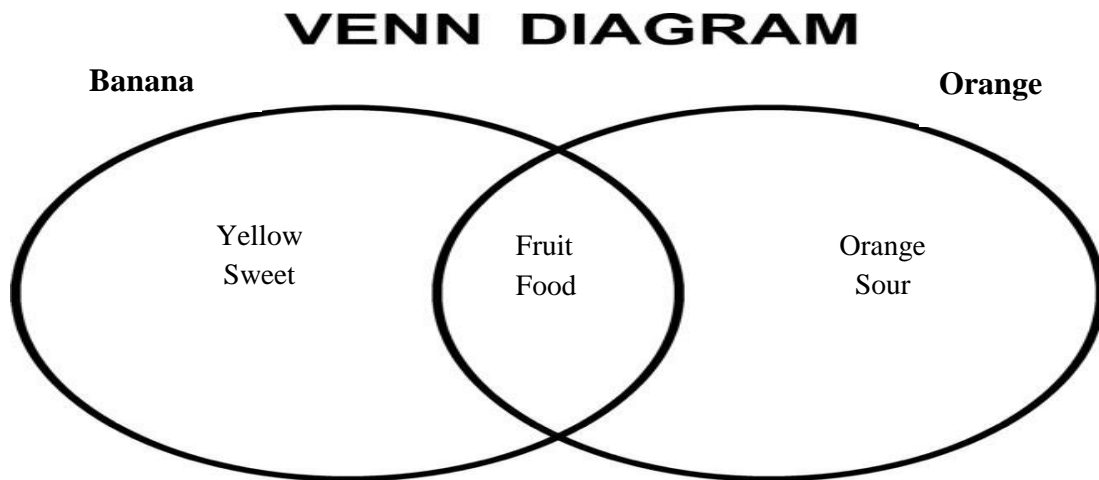
Resource:Instructional Resource Center Website, retrieved on 27 June 2018.

All the activities in figure Figure-5 and Figure- 6 can be adapted to any kinds of subject. Moreover, the activities enable students to work individually, in pairs, in groups or with whole class.

2.2.6. HYPONYM

Hyponymy is the term consisting the meanings of one matter in the meaning of the other (Yule, 2006: 105). Hyponym includes ordinate and superordinate terms. This may help the students learn the words in a systematic way and make the retention easier. By using one word, the teacher makes the student produce new words about the subject. Designing an activity with hyponyms may be very easy and economical. Readily prepared materials can be used or the teacher or students can draw it. Hyponym charts can be used both to teach new vocabulary items and to test students.

Figure- 7: Hyponym Chart 1
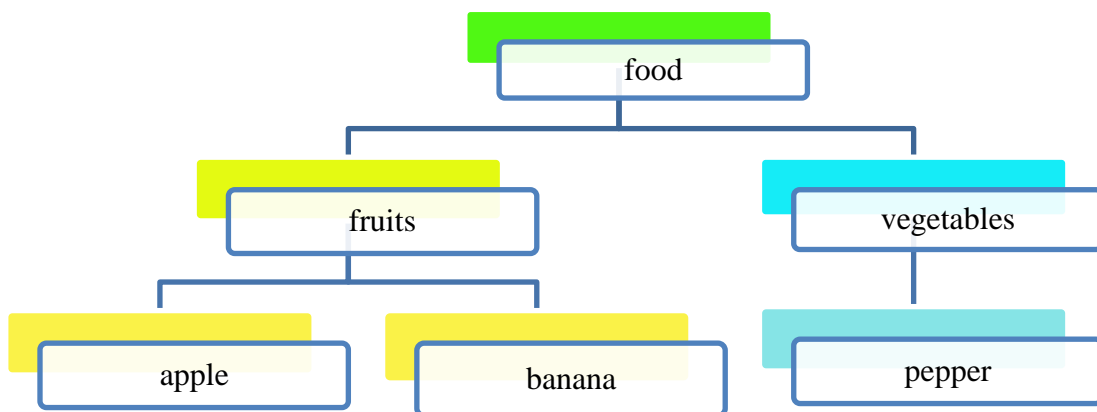
The hyponym chart in Figure- 7 can be used to show the relations of the vocabulary items.

Figure- 8: Hyponym Chart 2
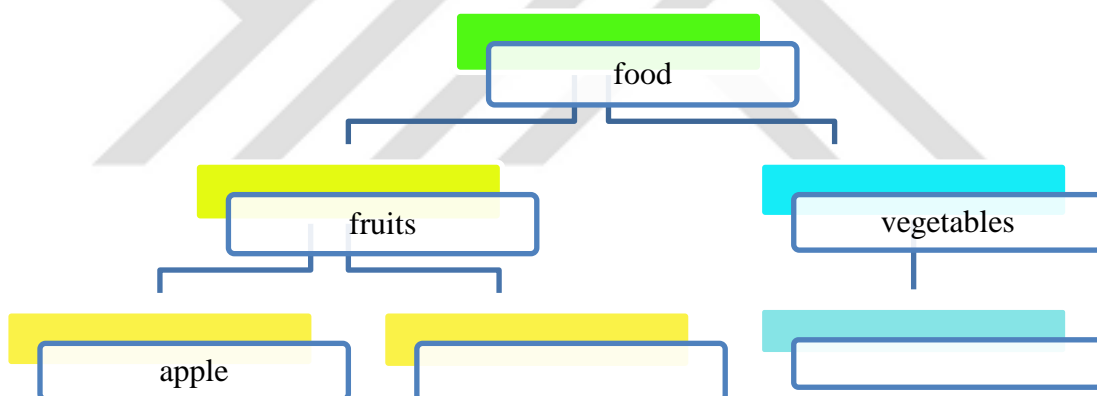
In Figure- 8, the teacher may ask learners to fill in the blanks that enable dictionary activities, pair work, group work, and etc.

2.2.7. SYNONYM

The ways of introducing the words are very important as improper techniques can cause ambiguity (Wallace, 1982). However, using synonymous words can help to cope with this problem by providing clear and limited definitions (Gairns & Redman, 1986: 74).

Synonym is also defined as words or phrases resembling each other in terms of meaning (https://en.oxforddictionaries.com/definition/synonym). Synonymous words

can be used to teach new vocabulary items easily and it doesn't require any other materials. Teaching by categorizing the words may be a good mnemonic exercise for the students. It is easy to remember the new vocabulary items by using the words that have already been learnt. This also gives chance to the student to revise the vocabulary items learnt before. There is an important point that should be kept in mind in this process: the teacher should determine the words students know and use these words. It is also important to choose appropriate synonyms. Every word has its own qualities in terms of meaning and character, usage and history. Therefore, the teacher should also teach the usage of the words by giving examples and stimulate the students to use the words properly in their own contact.

To make an extensive teaching and learning, webs can also be used to teach vocabulary items. Blachowicz & Fisher (2015: 112) states that synonym web is a kind of map revealing the relations of the synonymous words. These kinds of maps can be prepared before the lesson or the student may be encouraged to make one. Synonym webs are also easy to produce, time saving and cheap materials, they can even be drawn within the lesson. The teacher can use a ready-made synonym web or ask students to prepare one. Examples of synonym webs are presented below (Figure- 9) and they allow teaching more than one synonymous word.

Figure- 9: Synonym Web 1
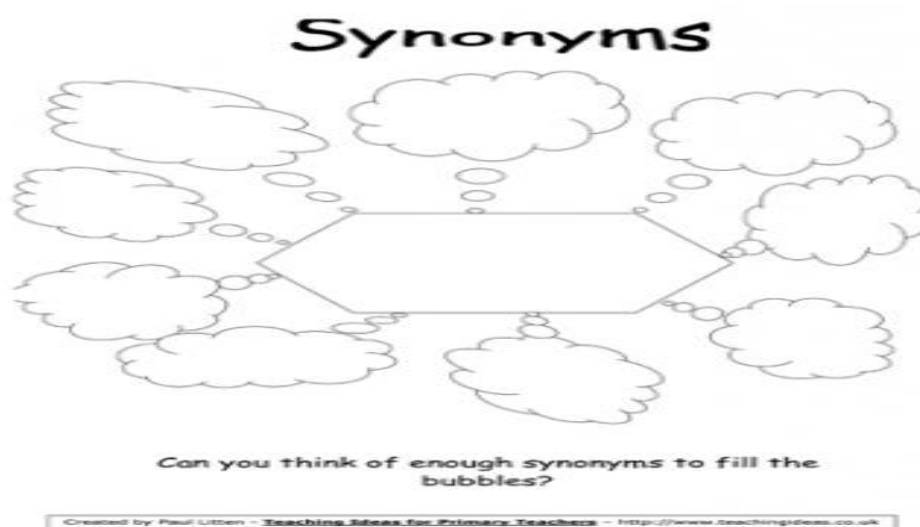
Resource: Teaching Ideas Website, retrieved on 27 June 2018.

Figure- 10: Synonym Web 2

Resource: Tes Blendspace Website, retrieved on 27 June 2018

Figure- 9 may be a good example of student made synonym web. Figure- 9 and Figure- 10 can especially be used to teach adjectives

Figure- 11: Synonymy Poster

Resource: Classroom Capers Website, retrieved on 27 June 2018.

The posters, worksheets, even games may be used to teach synonymous vocabulary items (see Figure- 11 and Figure- 12). The readymade posters (Figure-

11) can be presented on the wall of the class or the school corridors or teacher may ask students to prepare posters as a course activity or homework.

Figure-12: Synonym Bingo

Resource: Teachers Pay Teachers Website, retrieved on 27 June 2018.

A synonym bingo game as in Figure- 12 may be a good activity to teach synonyms of the words.

2.2.8. ANTONYM

Antonyms are the words opposite or nearly opposite meaning to the other (https://en.oxforddictionaries.com/definition/antonym). Using antonyms can be a technique in teaching new vocabulary items or to make connections with the previously learnt words.

On the one hand using antonyms is an effective way of using vocabulary items that were already mastered by learners (https://www.teachingenglish.org.uk/article/presenting-vocabulary) on the other hand it is an enjoyable and exciting way to teach new vocabulary items (https://busyteacher.org/8044-opposites-attract-having-fun-with-antonyms.html). Teaching antonym is an easy and economical way both in terms of time and usage of materials. "A new item like 'sour' is easily illustrated by contrasting it with 'sweet' which would already be known by intermediate level students." (Gairns & Redman, 1986: 74). Lots of different word categories can be taught by giving antonyms. It is practical for students' learning through categorization and also easy to remember the words.

Figure- 13: Antonyms Match

Resource: Have Fun Teaching Website, retrieved on 27 June 2018.

A matching activity (Figure- 13) can be very enjoyable and effective to teach vocabulary items, and can even be designed as a matching game.

Figure- 14: Antonyms

Resource: Have Fun Teaching Website, retrieved on 27 June 2018.

A chart (Figure- 14) can also be used to teach antonyms of the words. The teacher asks students to look up their dictionaries to find out the antonyms of the words.

Figure- 15: Antonym Puzzle
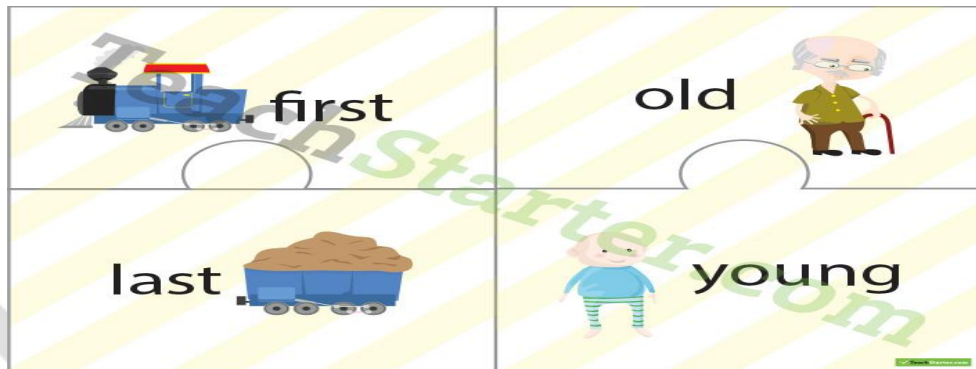
Resource: Teach Starter Website, retrieved on 27 June 2018.

Doing an antonym puzzle (Figure- 15) may be an enjoyable and motivating way for the students, especially for young learners.

2.2.9. COLLOCATIONS

Using collocations can be a practical way to teach vocabulary. Collocation refers to the words that are generally used together. Teaching collocations is so important to provide accuracy and fluency. Firth argues that a word should be known by the company it keeps (as cited by Palmer, 1981).

For an example of collocation practice, the teacher should make students be careful about the key words and make them underline collocations. There may be too many collocations in a text so spending time on practicing collocations accelerate the language learning process and helps to develop rich vocabulary knowledge.

Figure- 16: Collocation
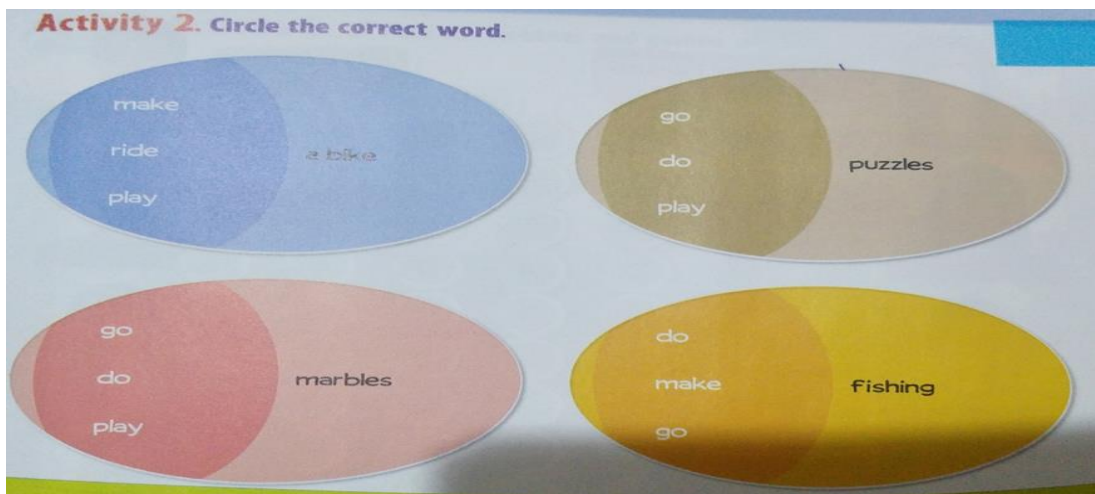
Resource: Yalçın et al., 2017: 55.

A chart (Figure- 16) may be very useful to teach the frequently used verbs and their accompanies.

2.2.10. WORD PARTS

Allen (1983: 90) reminds that just like many other languages, English has some particular endings and word forms that indicate the functions of the words. Knowing the meaning of the words is not enough, students may also need to practice the morphological matters. To go into detail, it can be useful to examine some terms such as morpheme, prefixes, suffixes, and affixes.

- "a morpheme is the smallest unit of meaning in a language." (Blachowicz & Fisher, 2015: 133).
- "An affix is a bound morpheme that is joined before, after, or within a root or stem" (https://glossary.sil.org/search/node/affix).
- "prefixes are the morphemes attached to the beginning of a root word, such as *un"* (Blachowicz & Fisher, 2015: 133).
- "suffixes are the bound morphemes that are added to the end of the words." (Blachowicz & Fisher, 2015: 133).

It can be useful and effective to teach and learn the parts of the language. They may be so practical in building new words by using the affixes. Suffixes are also to analyze the vocabulary items when someone knows about the root the suffixes and the affixes. All of these may give freedom to the learners in language learning

process and they may gain autonomy in vocabulary building process. Blachowicz& Fisher (2015: 132) draw attention to the importance of teaching of affixes and root words as they make the meaning clear and help the students to infer the meanings and understand the structural analysis.

There are some points to be careful about word part technique. Allen (1983: 95) advises to teach just a few suffixes at the beginning (like Figure- 17) and use them together with the words already learnt by the pupils. She also believes when the students get into the habit to analyze the words, they discover the suffixes on their own. The same method can also be used to teach prefixes.

Figure- 17: Suffixes Dictionary

Suffixes	Meaning	Examples
-IZE	to become (verb)	criticize, dramatize
-ANCE, -ENCE	state, quality (noun)	dominance, persistence
-TION, -SION	action, process (noun)	domination, submission
-IVE	tendency, character (adjective)	explosive, repulsive
-OUS	outside	hideous, disastrous

Resource: Vocabulary Ninja, retrieved on 28 June 2018.

Lindsay (1984) asserted dictionary-type activity can be very effective (as cited in Blachowicz & Fisher, 2015: 138). The teacher may ask students to prepare dictionaries by using prefixes, suffixes and root words just like in Figure- 18. It can also be enjoyable to prepare these kinds of materials with students or make them study in groups.

Figure-18: Prefixes, Root Words, Suffixes Chart

Name_____

CCSS 2.L.4.b Determine the meaning of the new word formed when a known prefix is

Prefixes, Root Words, Suffixes

Directions: Write the prefix, root word, and suffix of each word in the correct box. Not all words will have each part.

	PREFIX	ROOT WORD	SUFFIX
tallest		tall	est
unhappy			
preschool			
disappear			
younger			
become			
misspoke			
ungrateful			
replay			
worthless			
underground			

Did you spell each part correctly?

Resource: The Teacher's Guide Website, retrieved on 28 June 2018.

Figure- 19: Word Part Chart

Resource: Teachers Pay Teachers Website, retrieved on 28 June 2018.

A chart (Figure- 19) may be very practical for students to understand genre of words and gives them autonomy outside the class. It may also be a good time saver as it may minimize the usage of dictionary.

2.2.11. DICTIONARIES

It is widely believed that using a dictionary right away and in an effective way should be taught by the teacher and usage of dictionary should be given importance (Hubbard et al., 1991: 60; Blachowicz & Fisher, 2015: 13; Sarıgül, 1999: 157). It is a necessary skill that should be mastered by the learners in foreign language education.

Dictionaries give freedom to the learners; and the activities generally focus on the students; however teaching how to use dictionary is not enough, learners should also be taught the real sense of the meanings via customs and attitudes (Allen: 1983: 82:4).

According to Allen (1983: 91) students should be taught

"- To examine the sentence in which an unfamiliar word
  appears
- To find the needed page in the dictionary quickly
- To interpret the symbols and abbreviations in dictionaries
- To choose intelligently among the possible meanings."

Knowing the use of dictionaries provides autonomy and helps the learners to be independent both in and out of the classrooms (Sarıgül, 1999: 157). Learner may not need to have a guide while studying on their own. It is also critical to teach when to use the dictionaries (Blachowicz & Fisher, 2015: 210). If the students are not aware of this point, they can tend to look up the dictionaries very often and it can cause waste of time.

There are many kinds of dictionaries such as picture dictionaries, bilingual dictionaries, monolingual dictionaries, online dictionaries, etc. One of the best is a dictionary that gives the synonyms for the words (Hubbard et al., 1991:138). This kind of the dictionary can be prepared by the teacher or students as an activity instead of buying them. Blachowicz & Fisher (2015: 17) suggest that designing word books and dictionaries can be a good step to word ownership. With this purpose in mind, the students can prepare picture, antonym etc. dictionaries on their own both for new vocabulary items and the words learnt before for a longer lasting memory.

Online dictionaries are the modern form of the traditional dictionaries. Blachowicz & Fisher (2015: 206) mention the advantages of online dictionaries such as limitless space, more information, examples and giving chance to learn pronunciation etc. With the development of technology, there are many useful dictionary applications and many online dictionaries. They are very practical, and easy to carry with the help of smart mobile devices. However one should be careful about using online dictionaries as they sometimes may not give the accurate meanings.

Figure- 20: Dictionary Activity

Resource: Kandilci, 2017:8.

Some course books also allow the activities that require dictionary (Figure- 20: Kandilci, 2017: 8)

2.2.12. VISUALS

Using visuals in language teaching and learning process has so many advantages, for this reason, visuals have been used for so many years. Using visuals are one of the helpful, crucial, entertaining and memorable ways of vocabulary learning and teaching process (Hashemi & Pourgharib, 2013: 623).

It is useful to hear, see and tell the target vocabulary items to learn them (Allen, 1983:12); and by using visuals, teachers can attract the senses of hearing, seeing and touching of learners. In other words, the learners have the chance to experience to learn language through different ways (Hashemi & Pourgharib, 2013: 627). As visuals appeal to "more than one sense at the same time", it helps students to understand and memorize the words in an easy way (Marquez et.all, 2000: 4).

Visuals help to conduct an easy learning process (Harmer, 2001) and using visuals are especially practical in teaching some "verb phrases" (Allen, 1983: 38). It is difficult to envisage words when they are used alone, however if the words are supported by some visuals, it may help the students get the meanings faster and better. Combining the visuals and verbal supplies gives learners the opportunity to get the meanings in a more efficient way (Mayer & Sims, 1994).

Figure: 21: Vocabulary words
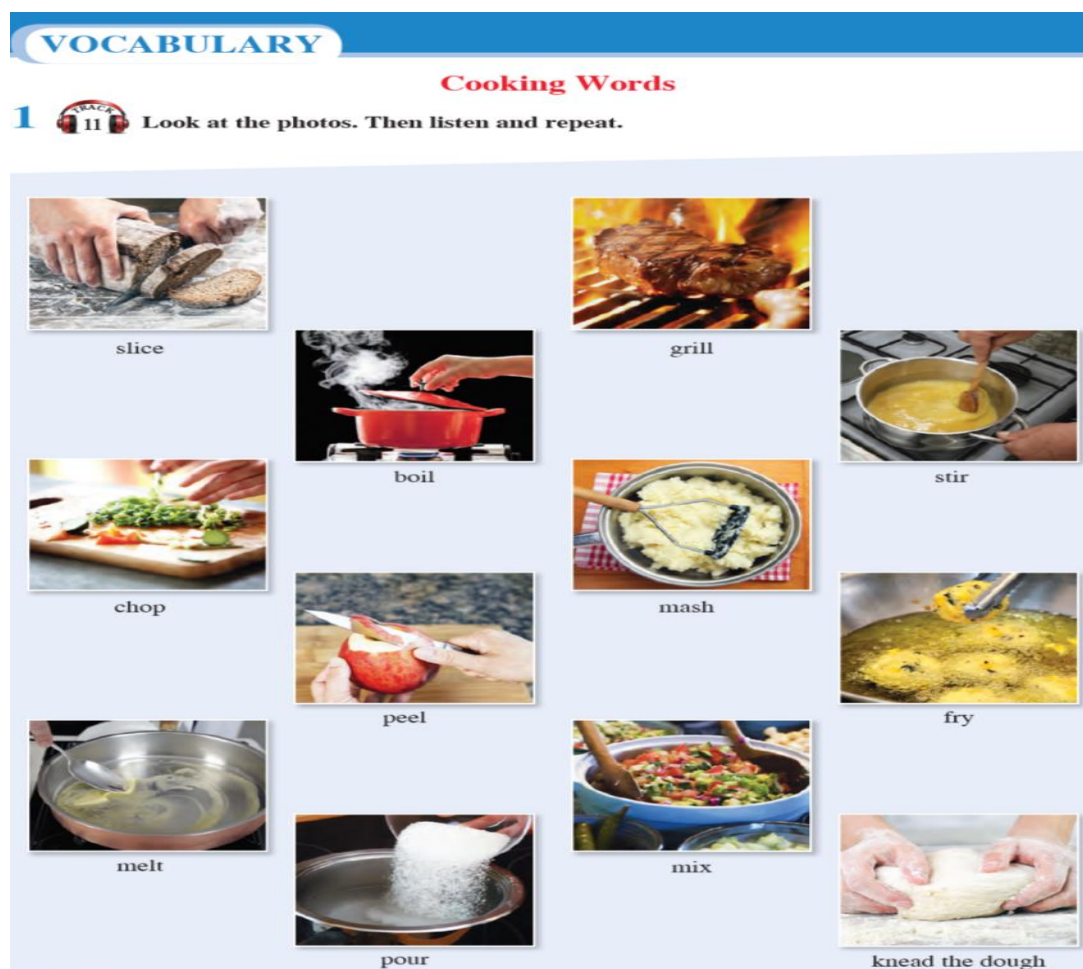
Resource: Kandilci, 2017: 30.

Most of the course books combine the visuals and words to present new vocabulary items (Figure- 21- Kandilci, 2017: 30). It is very useful to make the meaning concrete and visualize the vocabulary items that are given in the listening part of the activity.

Pictures help to carry world outside into the language classrooms (Hill, 1990: 1). It is not possible to bring a "fridge" in the classroom, however a flashcard can help to make it possible. Hubbard (et al., 1991: 116) also stated that magazine pictures can be used to teach vocabulary as they are easily approachable and cheap and what's more "they provide a variety from other visual aids…".

Another important visual aid is drawing. It is a simple way of teaching some words by drawing no matter how someone's drawing skill is and especially kids like drawing (Allen, 1983: 29). Moreover almost every class has a black or white board that may be the best material as a visual (Hubbard, 1991: 105). Even if the teacher doesn't have drawing ability, the learners can be engaged in the drawing process (Allen, 1983: 15) on the board. This can also be enjoyable and efficient.

Allen (1983: 28) listed some advantages of using pictures:

> "1. They cost little or nothing.
> 2. They are available even in the places where no other pictures can be found.
> 3. They do not require space for storing and filling as pictures from other sources do.
> 4. Sometimes the students who are poor language-learners can draw well.
> 5. Exercises which require drawing will give such students a chance to win praise, and the praise may help those students to learn."

However, there are a few things to keep in mind while choosing pictures for a successful teaching and learning process. The visuals should be big enough to be seen by whole class if the activity includes whole class (Hashemi & Pourgharib, 2013: 626) and the messages of the visuals should be comprehensible enough (Marquez et.all, 2000: 4). Otherwise, the activities may not be effective enough.

2.2.13. FILMS AND CARTOONS

Film can be defined as "A story or event recorded by a camera as a set of moving images and shown in a cinema or on television." (https://en.oxforddictionaries.com/definition/film).   A film can be entertaining, helpful, a good motivator, a useful authentic material and not only provides beneficial visual contexts as a teaching material but also brings diversity to the teaching process (Donaghy, 2014). Most of the people watch films to relax or have fun so adapting films to the vocabulary teaching and learning may be an easy way to attract the interests of the learners.

Films may usually be appropriate for adult learners. However, cartoons can be used for the same educational purpose as films for young learners. Oxford Online Dictionary defines cartoon as "a film using animation techniques to photograph a sequence of drawings rather than real people or objects." (https://en.oxforddictionaries.com/definition/cartoon). A cartoon can be enjoyable and it draws attention. Some advantages of cartoons as educational tools have been listed. The cartoons can be used to exemplify the usage of vocabulary items, to make the item concrete or to present the elements of culture such as behaviors (https://www.teachingenglish.org.uk/article/presenting-vocabulary).   However,   the choice might be risky so that the teacher should be careful about needs, age group, likes and dislikes of the learners.

2.2.14. CONTEXTS

Some linguists offer to use context especially when introducing new words (Nunan, 1991:122). Using context is useful to make the meaning clear and helps to teach new words easily. Sternberg (2014: 90-91) also suggests that the students usually learn the words in contexts such as "newspapers, magazines, parents, friends, movies" that one may encounter in everyday life easily.

Also there are so many textbooks that can supply context via reading passages and stories and the topics can be arranged in for special experiences (Allen, 1983: 73- 78). The teacher can choose the proper one for the specific purposes. And the "simplified readings" that can be proper for the low level students may support developing positive environment for the students as they can have the sense of achievement (Allen, 1983: 67).

2.3. GAMES

2.3.1. DEFINITION OF GAME

A game may be defined as an activity including the elements such as rules, fun, cooperation, competition and a goal (Rixon, 1981; Hadfield, 1998: 4; https://en.oxforddictionaries.com/definition/game). These elements are very valuable for education and make the games one of the irreplaceable factors in language teaching and learning process.

Games have been categorized by linguists in different ways so far. Hadfield (1990: v-vi) categorized the games according to their techniques as "guessing games, search games, matching games, matching-up games, exchanging games, exchanging and collecting games, combining activities, arranging games, board games, and card games"; games consisting of the items of "puzzle- solving, role-playing or stimulation" and some details about them are mentioned within the following two paragraphs according to Hadfield (1990).

Having different types of games in detail, information gap games are based on the missing information that the players need to complete and the missing information is hold by players of the opposing team. In guessing game, information gap is needed and the players try to get the information. In search games, the rule is to gather information from the whole class to find a solution for an issue. Matching games may consist of the activities such as matching up the words and pictures; the words and their synonyms; or words and definitions etc. They can be played in pairs, in groups or by the whole class. Labeling games are in fact a kind of matching games including matching pictures. In exchanging games the learners exchange the

information with the purpose of completing the task. This exchange is generally done via cards.

Different from exchanging games, exchanging and collecting games include a collecting part. Board games and card games generally have an aim to go to the finish line on a board first, or win or lose the cards or make up stories by using them. These kinds of activities serve for communicative purposes. In role-play games, imaginary characters and situations representing real life are used to develop a good language teaching and learning environment, and outcomes.

2.3.2. IMPORTANCE OF THE GAMES

Learning a language is a hard work even it may sometimes be annoying (Kim, 1995: 35; Ersöz, 2000). To overcome the problems of learning and teaching a language and to make the lessons effective, there have been so many studies conducted by linguists, academicians and researchers. In modern language teaching approaches, games are used to minimize the problems as games help to struggle against the difficulties (Kim, 1995: 35). Teachers are usually thought to be responsible to find new and interesting ways to motivate and engage the students in correct manner (Bakhsh, 2016: 120), which makes teachers in need of finding correct ways to have effective, enjoyable and interesting means to teach. Games are thought to be one of the good ways to make the language learning process easy, relaxing and motivating. The modern approaches are generally student-centered and games may present a free environment for the student.   A game may be good way to provide many positive features that are necessary for an effective language environment. Modern approaches also suggest that the students learn best if they are allowed to discover (Griva et al., 2010: 3071), which is also true for the games as they have an important role in enabling to succeed in a positive and flexible learning and teaching environment.

It may be practical to examine the importance of games within categories such as providing context, triggering motivation, providing fun and excitement, fighting against anxiety, aiding revision, serving for communication and collaboration, teaching responsibility.

2.3.2.1. CONTEXT

Vocabulary teaching is one of the basics of language in which games can be used within a wide range of activities. Language can be learnt through experiences; and games may offer conditions to use the language in a meaningful way (Lee, 1965: 1), and a "meaningful context" that is a really essential element for the instructors (Wright, Betteridge and Buckby, 1984: 1; Hadfield, 1990: vii; Derakhshan & Khatir, 2015: 39; Masri & Najar, 2014: 144; Ersöz, 2000; Kim, 1995: 35; Chen,2005) by bringing "real world" into the classroom in a flexible and communicative way (Derakhshan & Khatir, 2015: 40; Ajibade & Ndububa, 2008: 31).

2.3.2.2. MOTIVATION

Motivation is one of the most essential parts of both second and foreign language learning and teaching (Ajibade & Ndububa, 2008: 28); however, is not always easy to motivate the learners. The teacher should create a language environment making students motivated. It can be said that one of the most effective motivational ways may be provided by making learning necessary. If the students feel that a vocabulary item is necessary to learn, it may be a good stimulator for them (Allen, 1983: 41). Games can provide the feeling of necessity as students must master necessary vocabulary items to be successful in the games (Allen, 1983: 42). It is also important to choose the appropriate games to make the target vocabulary items essential (Allen, 1983: 54). Choosing the appropriate words and games makes a lifesaving effect. Another source of motivation, especially for children, is to use actions. "Physical-movements in games" helps to make young learners alerted and stimulated and also prevent them to be bored (Bakhsh, 2016: 123). Otherwise, active learning may not occur matter the activity has fun or not.

Games also help to prepare a positive environment for the learners (Blachowicz & Fisher, 2015: 18) as most of the games provide competition in a friendly way (Derakhshan & Khatir, 2015: 40; Chen, 2005), which is an effective factor to increase motivation.

In conclusion, many researchers, linguists and educators agree on the idea that games are motivating (Eskandari et al., 2014:459; Masri & Najar, 2014: 145; Ersöz,

2000; Kim, 1995: 35; Lengeling & Malarcher, 1997: 42; Chen, 2005; Bakhsh, 2016: 123).

2.3.2.3. FUN AND EXCITEMENT

Lee (1965: 1-2) mentions the value of fun in language education as it is an important element that helps to have an effective teaching process. In each kind of activities, fun and excitement are necessary factors and games offer lots of fun and excitement in an easy and quick way. Especially young learners are eager learners (Cameron, 2002: 1) and the games can meet the needs of learners by making the lessons amusing and attracting the interests of the learners (Bakhsh, 2016: 122). Bringing amusement to the classrooms also help to provide a long-lasting teaching and learning process in an easy and funny way (Masri & Najar, 2014: 145). Moreover, games can be used not only for young learners but also for adult language learners (https://www.teachingenglish.org.uk/blogs/larissa84/larissa-albano-using-games-classroom) if they are chosen neatly. Games offer relaxing and funny ways (Chen, 2005; Lengeling & Malarcher, 1997: 42) and defeat boredom (Bakhsh,2016: 120) while learning and teaching language (Kim, 1995: 35) as games are not only for fun but they must provide learning and teaching the language (Eskandari et al., 2014: 461).

2.3.2.4. ANXIETY

In addition to motivating effect, a game can decrease the level of anxiety (Richard-Amato, 1988: 147; Masri & Najar, 2014: 145; Chen, 2005; Ajibade & Ndububa, 2008: 31) and provide a positive and friendly environment (Eskandari et al., 2014: 462) that allows learners to express themselves easily (Eskandari et al., 2014: 458). This is an important point as the anxiety can make the students feel stressed and disturbed, which may influence the learning process negatively. However, games have fun and excitement in its nature and it may help to suppress negative feelings of anxiety.

2.3.2.5. REVISION

Blachowicz & Fisher (2015: 17) emphasized the importance of repetition of the words and asserted games to be useful to revise the vocabulary items (Lengeling &

Malarcher, 1997: 42). Games usually have a concept enabling to teach and learn the target vocabulary items in a meaningful concept with an unlimited chance of repetition. When the students practice drills well, they may be able to use them in their daily life easily (Blachowicz & Fisher, 2015: 25).

The repetition may also be enjoyable if they are taught by using games (Bakhsh, 2016: 123). By using different games, target vocabulary items can be repeated as much as possible. For example, the word "table" can be practiced through playing "bingo" with the whole class, playing "taboo" in groups and playing "memory game" alone.

2.3.2.6. COMMUNICATION – COLLABORATION

A healthy communication is needed to be successful in a game as players need to understand each other (Rixon, 1981:5). Using proper words in correct forms and conditions is very important while playing a game, therefore the students should learn the needed vocabulary well. A game also has an importance to teach the social skills such as cooperation and obeying rules (Reilly& Ward, 2000: 26) because a game includes, encourages and increases competition, cooperation, collaboration and rules at the same time and in positive ways (Lee, 1965: 1; Ajibade & Ndububa, 2008: 31; Ersöz, 2000; Masri & Najar, 2014: 145; Kim, 1995: 35; Lengeling & Malarcher, 1997: 42; Chen, 2005; Derakhshan & Khatir, 2015: 46). The games also allow learners to experience peer learning and provide a successful learning process by enabling interactivity (Talak- Kiryk, 2010: 6; Jacobs & Kline Liu, 1996). Games are also important as they decrease the level of anxiety that is really necessary to provide competition, cooperation, collaboration (Chen, 2005).

2.3.2.7. RESPONSIBILITY

Rinvolucri (1984: 4) mentions "individual responsibility" as an advantage of games. Students need to take responsibility to be successful in a game; and this may help them gain self-confidence. Especially in group games, the students should be responsible not only for themselves but also for the other group members. In the games, students should take active roles and this is important to achieve students centered activities (Bakhsh, 2016: 123).

2.4. HOW TO USE GAMES

Games can be used for vocabulary teaching; however, the syllabus should not include only games whatever the age of the students (Ersöz, 2000). There should be a wide range of activities otherwise games may lose its charm, and success may not be achieved. The courses should be designed carefully.

It may not be easy to choose games for the language classes and being careful with having a successful teaching process has vital importance (Lengeling & Malarcher, 1997: 42). While choosing games, some points should be taken into account. They can be exemplified as age, level, educational background, learning styles, proficiency, subject, classroom environment, material and function. (Derakhshan & Khatir, 2015: 40; Chirandon et.al, 2010: 7; Masri & Najar, 2014: 144; Uberman, 1998: 20). If someone uses a game suitable for young learners to the adults, the lesson may be boring. If a game suitable for adults is used for young learners, they may find the game hard. Also having similar educational background and being in similar level are important elements as a game may include vocabulary items that must be mastered within the previous stages or courses. When the learners don't have similar educational backgrounds and aren't in similar levels, teaching and learning process may be stressful. Learning styles is another important factor that impacts the teaching and learning process. Using group games may not be proper for the learners who prefer studying alone. Moreover, students whose social minds are dominant may not prefer individual games as they may be boring for them. They may probably prefer to play the games that need cooperation and collaboration. The game should also be chosen according to the functions of the lesson.

It is also so important to determine how to design the lesson plan according to the games as there are a large variety of games (Chirandon et.al, 2010: 7). Some of the games need to be played with a large group while some of them need to be played by a small group or alone. If appropriate games can't be chosen, the teaching process might fail.

While there are hundreds of games that are especially prepared for language classes, there are so many programs allowing to design games that can be used for vocabulary teaching and learning (https://www.oxfordseminars.com/blog/using-

games-to-teach-english-4-great-strategies-to-engage-your-esl-students/). Also some games that are not specially designed for vocabulary teaching and learning can be adapted for this purpose. For example, the games such as taboo and scrabble can be used for vocabulary teaching. The important point is that whatever the game one chose, it should meet the needs of the students (https://www.teachingenglish.org.uk/blogs/larissa84/larissa-albano-using-games-classroom).

Introducing the game is also as important as choosing the game. If the learners are not able to understand how to play the game, they may get stressed and fail. The teacher should explain the rules clearly and without using complex sentences (if necessary the rules can be written on the board) and ask students to repeat the rules before the games (https://www.teachingenglish.org.uk/blogs/larissa84/larissa-albano-using-games-classroom). Hong (2002) also suggested that playing the game to demonstrate can also be helpful if the learners can't understand.

When the game is started, the main concern should be the game, not the correctness of the forms (Chen, 2005). When the game starts, teacher shouldn't interrupt the game, shouldn't force the students who don't want to participate and stop the game if it doesn't work well (Ersöz, 2000). If the game is interrupted, the natural process may be spoilt, which makes the games boring. The teacher may note the misused vocabulary items during the game and correct them at the end of the activity. Forcing unwilling students may also be demotivating for learners. Some students may be shy or their intrapersonal minds may be dominant so playing a game may be hard for them. They should be allowed to be free.

Finally, a game has "winner" and "loser" in its nature. The winners should be awarded (https://www.teachingenglish.org.uk/blogs/larissa84/larissa-albano-using-games-classroom). However, the losers shouldn't be demotivated or punished otherwise they may not be willing to play any game again.

CHAPTER III

METHODOLOGY

3.1. INTRODUCTION

The aim of the study is to find out whether there is a difference between 4th grade- students and 7th grade- students in terms of teaching vocabulary through games.

To start with, this chapter describes the research design, participants, instruments and the data collection procedure.

3.2. RESEARCH DESIGN

The participants of the study consist of male and female primary and secondary school students between the ages of 9 and 14 so the information about young learners and adolescents above is vitally important to conduct an effective teaching and learning process. Harmer (2010: 14) describes learners as "children, young learners, adolescents, young adults or adults". There should be a categorization of learners considering the differences on the characteristic features of learners. Scott & Ytreberg (1998: 1) state that "There is a big difference between what child of five can do and what child of ten can do." and they also add that the children at the same-age may not be able to have the same abilities. Some differences may also be possible among the same-aged children in terms of physical, psychological and language development because of different cultural background, family structure or personality.

As the participants of this study are young learners and adolescents, it is useful to acknowledge the age range and the characteristics of young learners and adolescents. For this reason, some definitions about the age range of young learners and adolescents are presented here. The ages from 5 to 9 are generally defined as young learners (Harmer, 2010: 14) and it is important to know that they may not learn as the same way as each other or an adult (Harmer, 2007: 82).

It may not be possible to have certain judgements about young learners. However, it may be possible to generalize some characteristic features of them. According to Scott & Ytreberg (1998: 82) young children can "… understand abstracts, understand symbols (beginning with words), generalize and systematize". According to Brendon (2012), young learners prefer concrete (visual) to abstract things, need to be physically active to think carefully, motivation and joining to the activities and like working together.

According to Harmer (2010: 14), the person between the ages 12 to 17 can be defined as adolescent. There may also be differences on the learning styles, motivation to learn or physical and psychological features of them just like in young learners. The teachers should be careful about the characteristic features of the learners while designing lessons.

For this study, it is so important to examine the difference between young learners and the adolescent. There are some differences in terms of their way of thinking and capacity. Young learners generally need concrete items to learn however adolescents can understand some abstract subjects. Moreover, adolescents need approval of their peers as Harmer (2007: 83) mentions adolescents as " … extremely vulnerable to the negative judgements of their own age group" and self – esteem is an important quality to be given chance in this process.

After identifying the characteristics of the young learners and adolescents, it is useful to mention the participants of this study. Because of these differences, there has been a need to find out about the learning differences of these age groups in terms of learning vocabulary items. Therefore, the methodology of the study is organized as the way it is. The study employs a quantitative research method searching for the effect of games in teaching vocabulary.

The process lasted for 7 weeks. The pilot study was conducted on the first week. On the second week, pre-tests were applied to both experimental and control groups. At the beginning of the process, on the second week, the experimental and the control groups were tested by the pre-test in order to find out their present level of knowledge about the words. A pre-test and a post-test including twenty five

multiple choice questions of the target words of the study were conducted on both groups. The implementation materials were applied within the following four weeks. The games and the activities designed to teach the target words effectively were used as implementation materials. The control groups were taught through current-curriculum methods and the experimental groups were taught through games chosen, developed or rearranged to be served for the study by the researcher by consulting language and educational experts and views of the colleagues were also taken into consideration. The teaching process was carried out by the researcher. The study plan is presented in Table- 1. At the end of the implementation process, a post-test- the same test as the pre-test- including twenty five multiple choice questions of the target words of the study were conducted on the experimental and the control groups.

Table-1: Implementation Plan of the Study

2016-2017 Academic Year Study Plan						
April 4th Week	May 1st Week	May 2nd Week	May 3rd Week	May 4th Week	June 1st Week	June 2nd Week
Data Pilot study	Pre-test	Implementation	Implementation	Implementation	Implementation	Post-test

3.2.1. PARTICIPANTS

115 students participated in the study. As part of the comparative research was carried out, there were experimental and control groups. As the subjects within the curriculum are organized as spiral in 5th and 6th grades, and considering the fact that there were TEOG (transition from primary to secondary education) exam in 8th grades and the diversity of the subject was more clear in the 7th grade; 7th graders were chosen as participants in the secondary school part of the study. 4th grades were chosen for the primary school part of the study as it is the only grade that a written test could be applied - there is no chance of having written exam with 1st, 2nd or 3rd grades. Also, throughout the literature and previous studies reviews, no comparative

study of 4th and 7th grades has been detected. With this lack in the field, the research and the participant groups were designed.

The study was conducted with 14 female and 13 male students in experimental group of 4th grades, 11 female and 14 male students in control group of 4th grades, 16 female and 15 male students in experimental group of 7th grades, 16 female and 16 male students in control group of 7th grades. 52 primary school students (27 of were in the experimental group and 25 of them in control group) were currently studying at Konya Ilgın İnönü Primary School and 63 secondary school students (31 of were in the experimental group and 32 of them in control group) were currently studying at Konya Ilgın Cansu Şimşek Secondary School at the time of the research.

The ages of the students in experimental and control groups of 4th grades ranged between 9 and 10 with nearly similar social and educational backgrounds. The ages of the students in experimental and control groups of 7th grades ranged between 12 and 14 with nearly similar social and educational backgrounds.

The detailed number of participants and the gender of them are presented in Table- 2.

Table- 2: The Information about the Number and the Gender of the Participants

	Female	Male	Total
4th Grade Experimental Group	14	13	27
4th Grade Control Group	11	14	25
7th Grade Experimental Group	16	15	31
4th Grade Control Group	16	16	32
Total	57	58	115

3.3. INSTRUMENTS

Pre-tests, post-tests, course books, workbooks, games and worksheets were used as instruments within the study. 10th units in Middle School English Route 7 Students' Book and Workbook and İlkokul Sunshine 4 Students' and Workbook are used for the study. Board games, matching games, memory games, word games and outside games were used only for experimental groups in the study. The games were chosen, developed or rearranged to be served for the study by the researcher by consulting language and educational experts and views of the colleagues were also taken into consideration. The target words were the focus of the games. Dictionary-

use activities, gap-filling activities, matching activities in the forms of worksheets were used for control groups in the study, and the target words were the focus of these activities.

For each level, the last units in the curriculum were chosen not to interrupt the planned period by the teachers of the classes. 50 words and phrases were chosen from unit 10 for 4th grades and 45 words and phrases were chosen from unit 10 for 7th grades as listed in Table- 3.

Table- 3: Target Vocabulary Items of 4th and 7th Grades

	4th Grades		7th Grades
1.	Pasta	1.	Planet
2.	Chicken	2.	Satellite
3.	Fish	3.	Asteroid
4.	Chips	4.	Rocky
5.	Ice-cream	5.	Object
6.	Lemonade	6.	Space
7.	Water	7.	Comet
8.	Tea	8.	Orbit
9.	Bread	9.	Moon
10.	Cupcake	10.	Ring
11.	Cheese	11.	Circle
12.	Coffee	12.	Land
13.	Orange-juice	13.	Launch
14.	Milk	14.	Human
15.	Honey	15.	Send
16.	Soup	16.	Robot
17.	Rice	17.	Orbital period
18.	Coke	18.	Diameter
19.	Meatball	19.	Scientist
20.	Sandwich	20.	Discover
21.	Pizza	21.	Disaster
22.	Olive	22.	Documentary
23.	Hot dog	23.	Space shuttle
24.	Kebab	24.	Name
25.	Sushi	25.	Galaxy
26.	Hamburger	26.	Dwarf planet
27.	Picnic	27.	Meteor shower
28.	Would like	28.	Milky way
29.	Want	29.	Astronaut
30.	Hungry	30.	Travel
31.	Thirsty	31.	Search

32.	Full	**32.**	Evidence
33.	Let	**33.**	Radiation
34.	Give	**34.**	Distance
35.	Breakfast	**35.**	Billion
36.	Lunch	**36.**	Sun
37.	Dinner	**37.**	Mercury
38.	Menu	**38.**	Venus
39.	Set menu	**39.**	Earth
40.	Eat	**40.**	Jupiter
41.	Drink	**41.**	Saturn
42.	Like	**42.**	Uranus
43.	Some	**43.**	Neptune
44.	Something	**44.**	Pluto
45.	Yummy	**45.**	Mars
46.	Yes, please		
47.	May be later		
48.	I'm sorry		
49.	No, thanks		
50.	Sure		

3.4.1. Pre-tests

Using a pre-test was important for this study as it aimed to test students' present ability about the perception of the words. The pre-test was used to test the equivalence of experimental and control groups. Another purpose of the pre-test was to compare the results of the post-tests to examine the improvement within and between the groups.

The questions for the pre-tests were chosen from the pilot tests after the data analysis. The pre-tests for 4th and 7th grades included 25 multiple choice questions that were reliable and valid items of the pilot tests and involved target vocabulary items. The pre-tests were implemented to the experimental and control groups on the same day.

3.4.2. Post-tests

The post-test had the same questions and format as the pre-test. The post-tests were administered to the experimental and control groups on the same day at the end of the procedure. The aim of the post-tests was to compare the enhancement of the experimental and the control groups.

3.4.3. Pilot Study

Pre-tests and post-tests were the important parts of the study, for this reason a pilot study was organized to have reliable and valid pre-tests and post-tests. Pilot tests consisted of 50 questions including the target words and structures available in the curriculum of 10th unit for 4th grades and 40 questions including the target words and structures available in the curriculum of 10th unit for 7th grades. There were 5 language functions -1. making simple request. 2. expressing feelings 3. making simple inquires 4. expressing basic needs. 5. accepting and refusing- in 10th unit of 4th grades and for this reason 10 questions including the target words and structures in the curriculum were prepared for each function. There were 4 language functions - 1. telling people what we know 2. telling the time, days and dates 3. talking about past events 4. making simple comparisons - in 10th unit of 7th grades and for this reason 10 questions including the target words and structures in the curriculum were prepared for each function.

The questions were prepared, edited and finalized at the end of a process under the supervision of scale development and language experts. The test for 4th grades was applied to 274 students studying at 4th and 5th grades at Konya Ilgın Atatürk Primary School and at Konya Ilgın Mehmet Akif Ersoy Secondary School, the test for 7th grades was applied to 271 students studying at 6th, 7th and 8th grades at Konya Ilgın Mehmet Akif Ersoy Secondary School in the very first place. The tests for each level were applied on the same day and at the same time. SPSS (Statistical Package for Social Sciences) was used for data analysis.

At the end of the process, with the help of or by experts, some items were deleted in terms of reliability and validity issues. Therefore, to determine the numbers of items, item difficulty index was set between 0.30-0.60. The finalized version of the test were conducted to different groups of 4th and 7th grades as a part of

the pilot study so that the duration and comprehensibility can be checked and set. At the end of the process, the test for 4th grade was a 25-item test, and that of 7th grade was 25-item-test. Cronbach's alpha of 4th grades was 0.81, cronbach's alpha of 7th grades was 0, 87.

3.5. DATA COLLECTION PROCEDURE

It is useful to examine each week to make the data collection procedure clear. The process lasted for 7 weeks. The pilot test was carried out in the very first week. The pre-tests were applied in the second week. The implementation sessions were carried out on the following four weeks. On the last week, post-tests were applied. The implementation process for both control and the experimental groups of both grades are explained below. The photos of the games are representative as sharing the photos of the students is not allowed. However, the materials in the photos are the same as the ones used in the study.

The days of the week and simple present tense had been taught by the teacher of the lesson as a part of previous lesson before implementation process in 4th grades. Simple past tense, simple present tense and the days of the week were the parts of the previous lessons in 7th grades. For these reasons, the subjects mentioned above should be considered as being mastered before.

3.5.1. 4th Grade – Experimental Group
1st week

The teacher had the students watch the video named ''May I take your order?'' (on YouTube) to draw their attention. Then the necessity of the language is mentioned as the students might have a chance both to make projects on some platforms such as e-Twinning and to go abroad with some projects such as Erasmus+. For this reason they were reminded the importance of expressing the situations related to food. It was explained that at the end of the lesson, they would be able to know some food items.

The target vocabulary items in the form of flashcards were shown to the students and a repetition drill activity was carried out. Then the teacher made the students listen to a text and the activities related to the text were done. The class was

divided into two groups and a referee was chosen. Two charts were drawn on the board by the teacher and the pictures were stuck on the board. One student from each group came and the referee gave the students the same playing cards including the same mini texts on them. The time was set. The students tried to fill in the charts according to the text on the playing cards. When the time was up, the charts were checked, and the group having filled the chart correctly won ten points. The game went on until all the playing cards were finished.

The key points were revised. The students were allowed to ask questions if they didn't understand anything within the lesson.

Figure- 22: Word Game 1

Figure- 23: Word Game 2

2nd week

On the first week of the implementation, some vocabulary items had been taught through a specially designed game. The game included the pictures of target vocabulary items, two charts and mini playing cards including mini texts on it. The game was played by two groups.

On the second week of implementation, the teacher had the students watch the video named "Help yourself" to draw their attention. The importance of the ability to make up sentences or accepting and refusing was mentioned. It is explained that at the end of the lesson, they would be able to accept or refuse an invitation.

The target vocabulary items in the form of flashcards were shown the students and a repetition drill activity was done. Then the teacher made the students listen to a text, and after that the activities related to the text were done. The game was played in the school garden as the weather condition was appropriate. Four groups were organized. A rope was stretched on the ground. One side of the rope was "accepting" and the other side of rope was "refusing". One student came from each group and was blindfolded with the help of sleep masks. A card was taken from the box without seeing it and the dialogue on the card was read by the teacher. If the students chose the correct side of the rope after listening to the dialogue, they scored a point for their team. The game continued until the cards in the box finished. The highest-scoring group won the game.

The key points were revised. The students were allowed to ask questions if they didn't understand anything in the lesson.

Figure- 24: Accepting – Refusing Game 1

Figure- 25: Accepting – Refusing Game 2

3rd week

On the second week of the implementation, an "accepting-refusing" game was played by four groups of students. One blindfolded student from each group tried to understand the text on specially designed playing cards and chose the correct side of the rope placed on the floor. At the end of the game, the group who had the highest score was the winner.

On the 3rd week of implementation, the teacher mentioned the importance of the ability to express themselves when they are hungry or thirsty. It was explained that at the end of the lesson, they would be able to express themselves.

The target vocabulary items in the form of flashcards were shown the students and a repetition drill activity was done. Then the teacher made the students listen to two texts in the course book. After listening to the audio, activities related to the texts were done.

The class was separated into three groups. The game consisted of the fish made from mat having magnet and target vocabulary items' pictures on, a stick formed as a fishing rod also having a magnet on it, sentence cards including underlined target vocabulary items and a box. The player from each group came in turns and chose a card from the box. After reading the sentence, the player had to catch the correct fish. If he / she was successful, the group scored a point and won the fish. Having finished all the cards, the group members made dialogues by using the pictures on the fish. The group that wrote a better dialogue won the game.

The key points were revised. The students were allowed to ask questions if they didn't understand anything in the lesson.

Figure- 26: Fishing Game 1

Figure- 27: Fishing Game 2

4th week

On the 3rd of the implementation, a fishing game was played in three groups to teach the target vocabulary items. After the game, the students were asked to write a dialogue by the words on the fish they caught.

On the 4th week of the implementation, the teacher had the students watch the video named "May I take your order?" (on YouTube) to draw their attention and asked two volunteers to have a role play of the video. The teacher mentioned the importance of the ability to order meal, know the food items and express themselves when they are hungry or thirsty. It was explained that at the end of the lesson, they would be able to know some food items and drinks.

The target vocabulary items in the form of flashcards were shown to the students and a repetition drill activity was done. Then the teacher made the students listen to a text and the activities related to the text were done. Previously learnt vocabulary items and vocabulary items on this lesson were used together for the game. The game was planned to be played in the school garden. The words and structures mentioned above were written on the cards but the vocabulary items taught in this lesson was designed on a different colored card to draw attention and give more points. The class was separated into four groups. The teacher started the game by tossing the cards and each group's members tried to catch as many cards as possible.

After gathering all the cards, group members came together and organized their cards. Each group was given a paper and a pencil to make dialogues with vocabulary items on the cards. They were free in using verbs or any other structures as they were not provided on the cards. The best dialogue that used the words most effectively was chosen and that group won the game.

The key points were revised. The students were allowed to ask questions if they didn't understand anything in the lesson.

Figure- 28: Word Game 1
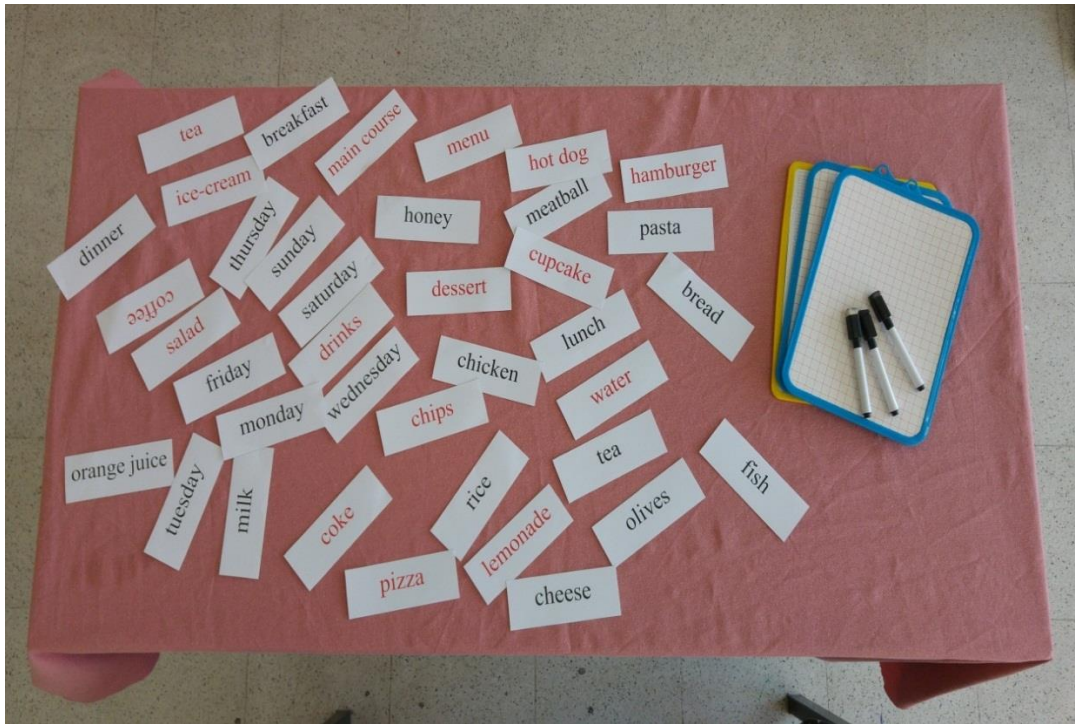
Figure- 29: Word Game 2

3.5.2. 4th Grade – Control Group

1st week

The teacher had the students watch the song named "May I take your order?" (on YouTube) to draw their attention. The teacher mentioned the importance of the ability to order meal, know the food items and express themselves when they are hungry or thirsty. The necessity of the language was mentioned as the students might have a chance both to make projects on some platforms such as e-Twinning and to go abroad with some projects such as Erasmus+. For this reason they were reminded the importance of expressing the situations related to food. It was explained that at the end of the lesson, they would be able to know some food items.

The target vocabulary items in the form of flashcards were shown to the students and a repetition drill activity was done. The teacher wanted the students to look at the pictures in the course book and then made the students listen to the text carefully. While listening for the second time, the teacher asked the students to repeat the words aloud. After that, the chart on the same page was filled according to the listening text and the teacher drew the chart on the board to crosscheck.

The drawing activity on the following page was done. The next activity was carried out by using the pictures of the target vocabulary items to make sentences with "there is" and "there are". A worksheet was used as final activity (See Appendix 1).

The key points were revised. The students were allowed to ask questions if they didn't understand anything in the lesson.

2nd week

The teacher had the students watch the video named "Help yourself" to draw their attention. The importance of the ability to make up sentences or accepting and refusing was mentioned. It was explained that at the end of the lesson, they would be able to accept or refuse an invitation.

The target vocabulary items in the form of flashcards were shown to the students and a repetition drill activity was done. The teacher asked the students to examine the picture, a picnic basket on the page as a preparation for the listening activity. The audio of the text was listened to take notes for the first time. On the second listening, the students checked their answers. The teacher asked them to draw the food in the basket in line with their notes. After drawing, they exchanged their work and checked each other's sheet. In the second part, the next activity in the course book was done after examining the questions such as "Do you want..?", "What about..?", "Yes, please.", "No, thanks." in the course book. Then the teacher sticked the sentences on the board randomly and wanted the students to make up meaningful dialogues. A worksheet was used as final activity (See Appendix 2).

The key points were revised. The students were allowed to ask questions if they didn't understand anything in the lesson.

3rd week

The teacher mentioned the importance of the ability to express themselves when they are hungry or thirsty. It was explained that at the end of the lesson, they would be able to express themselves.

The target vocabulary items in the form of flashcards were shown to the students and a repetition drill activity was done. After that, the teacher asked the students to view the menu on the page and find the words resembling Turkish. Then, the audio of the text on the same page was listened and "choose the odd one activity" was done. The listening text on the same page and the activities related to the text were listened and done.

In the second part, the following text on the page was listened and the matching activities were done. The text on the next page was listened and a similar dialogue was prepared by each student. Finally, a matching up activity on the form of worksheet was done (See Appendix 3).

The key points were revised. The students were allowed to ask questions if they didn't understand anything in the lesson.

4th week

The teacher had the students watch the video named "May I take your order?" (on YouTube) to draw their attention and asked two volunteers to have a role play of the video. The teacher mentioned the importance of the ability to order meal, know the food items and express themselves when they are hungry or thirsty. It was explained that at the end of the lesson, they would be able to know some food items and drinks.

The target vocabulary items in the form of flashcards were shown to the students and a repetition drill activity was done. Then the teacher made the students to view the food items on the page and the students tried to guess the food and their countries. Then the listening and matching activity on the same page was done. The teacher wanted them to give more examples and make up sentences with them. They asked and answered the questions about the words. In pairs, making dialogue activity on the same page was done. A worksheet was used as final activity (See Appendix 4). Then the teacher made the students to listen to a text in course book and the activities related to the text were done.

The key points were revised. The students were allowed to ask questions if they didn't understand anything in the lesson.

3.5.3. 7th Grade – Experimental Group
1st week

The teacher came to the class with posters, a picture about space and the planets and asked simple questions such as "Where do we live?" as a warm-up activity. The importance of expressing themselves was mentioned. It was explained that at the end of the lesson, they would be able to tell people what we knew.

The target vocabulary items in the form of flashcards were shown to the students and a repetition drill activity was done. Then the text in the course book was read and the related activities were done. The class was divided into two. A member of each group chose a card including a question starting with "Do you know…?" structure from the box and tried to write the answer of the question correctly by using

the magnetic letters on the board. If s/he was successful, the group scored. The game continued until the cards finished.

The key points were revised. The students were allowed to ask questions if they didn't understand anything in the lesson.

Figure- 30: Word Game 1

Figure- 31: Word Game 2

Figure- 32: Word Game 3

2nd week

Priorly, on the 1st week of the implementation, a specially designed game was played in two groups by using magnetic letters and playing cards.

On the 2nd week, the teacher started the lesson by mentioning that NASA discovered a new planet. It was explained that we were on the space age and it might be useful to follow the innovations and discoveries about space. Simple past tense and comparative form were the parts of the previous lessons. Some simple examples were given to help students revise.

The target vocabulary items in the form of flashcards were shown to the students and a repetition drill activity was done. Then the teacher made the students listen to the audio of a text in the course book, and the activities related to the text were done. The class was separated into four groups. Each group was given metallic plates, charts including the features of planets and a box including some magnetic cards about verbs, adjectives, names of planets, and word appendixes. A sandglass was used and the groups started to make up sentences. The group who made more and correct number of sentences won the game.

The key points were revised. The students were allowed to ask questions if they didn't understand anything in the lesson.

Figure- 33: Comparison Game 1

Figure- 34: Comparison Game
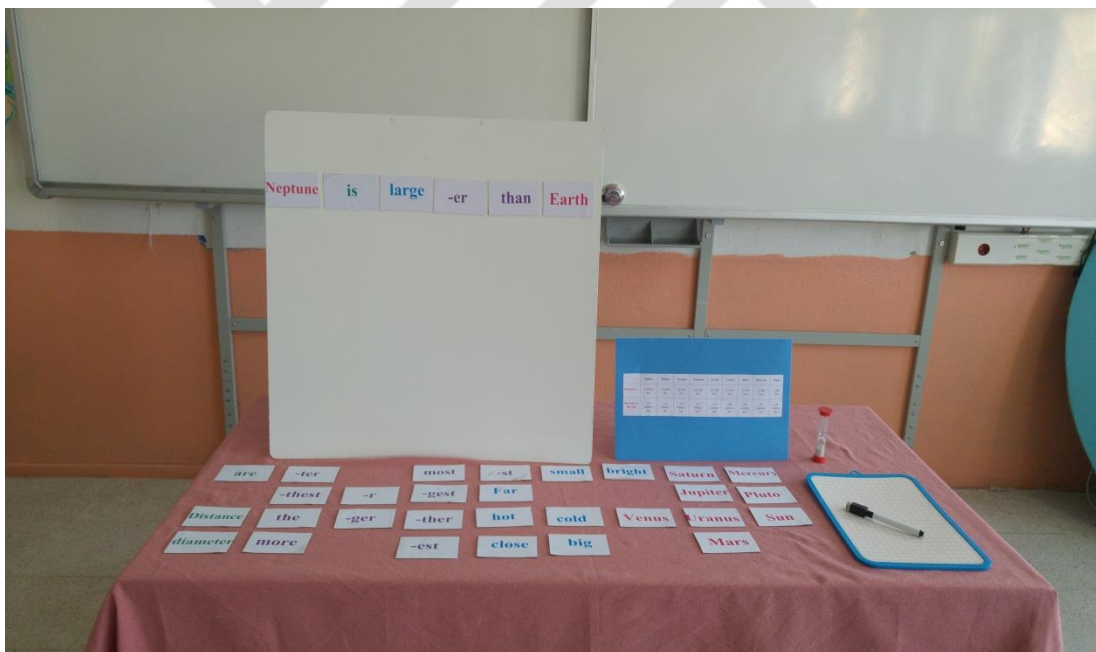
3rd week

On the 2nd week of implementation, a word game was played with four groups. Students were asked to make comparisons by using the verbs, adjectives, names of planets, and word appendices on the magnetic cards. The group who made more and correct number of sentences won the game.

On the 3rd week, the teacher had the students listen to the song named "Irregular Verbs-The Cat Song" (on YouTube) to draw their attention at the beginning of the lesson. The importance of knowing elements about past was mentioned. It was explained that at the end of the lesson, they would be able to use past forms. Simple past tense and irregular verbs were the parts of previous lesson before implementation. A matching activity was done for revision.

The target vocabulary items in the form of flashcards were shown to the students and a repetition drill activity was done. Then the text in the course book was read and the related activities were done.

A box including the target vocabulary items of this lesson was prepared by the teacher before the lesson. The students were separated into five groups. A member from the first group chose a card and made up a sentence using these words in past tense form. If s/he was successful, another member in the same group chose a card first, then repeated the sentences of the member before him/her and made up a sentence by using his/her word in the past form. It continued until one of the member failed. When s/he failed, it was the other group's turn. The game continued until all the words were used. Every successful member scored ten points. By this way, it was possible to revise both the words and the past tense form.

The key points were revised. The students were allowed to ask questions if they didn't understand anything in the lesson.

Figure- 35: Memory Game
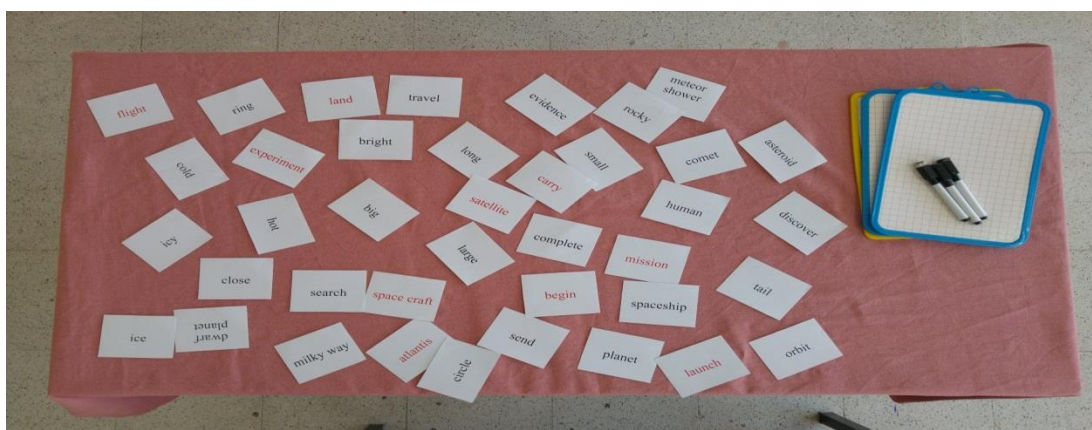
4th week

On the 3rd week of the implementation, a memory game including all the target words of implementation was played by five groups of students.

On the 4th week of the implementation, the teacher brought a calender and a clock to the class. The importance of calender and clock was mentioned. The necessity of knowing time and date in every language was mentioned as the students might have a chance to make projects on some international platforms such as e-Twinning. It was explained that at the end of the lesson, they would be able to tell the time, days and date. Simple present tense, imperatives and the days of the week are the parts of previous lessons. A simple activity by using the clock and the calendar was designed to help the students revise.

The target vocabulary items in the form of flashcards were shown to the students and a repetition drill activity was done. Then the text in the course book was read and the related activities were done.

The game consisted of the fish made from mat having magnet and target vocabulary items on, a stick formed as a fishing rod also having a magnet on it, time expression cards. The class was separated into three groups. A player from each group came in turns and chose a card from the box. After reading it, s/he had to catch the correct fish. If he / she was successful, the group scored a point and won the fish. Having finished all the cards, the group members made up a story by using the words on the fish. The group that wrote the best story won the game.

The key points were revised. The students were allowed to ask questions if they didn't understand anything in the lesson.

Figure- 36: Fishing Game 1

Figure- 37: Fishing Game 2

3.5.4. 7th Grade – Control Group

1st week

The teacher came to the class with posters, a picture about space and the planets and asked simple questions such as "Where do we live?". The importance of expressing themselves was mentioned. It was explained that at the end of the lesson, they would be able to tell people what we knew. Simple past tense, simple present tense and the days of week are the parts of previous lessons. Some simple examples were given to help the students revise.

The target vocabulary items in the form of flashcards were shown to the students and a repetition drill activity was done. The name of the planets in the course book was read by the teacher and the teacher asked the students to repeat after her. Then the teacher asked the students guess the name of the planets and check them on the next page. After that, the question on the page was tried to be answered. The text on the same page was read for the first time by the teacher. A student read the text for the second time while unknown words were being underlined by the students. These words were written on the board and the students tried to guess the meaning of them before looking up in the dictionary.

Then the matching activity on the page was done and the questions on the same page were answered. The other question activity on the page was done. These questions were useful for both to give clues about the next lesson and to help students revise. Then the text on the page was read, the related activities were done. A worksheet was used as final activity (See Appendix 5).

The key points were revised. The students were allowed to ask questions if they didn't understand anything in the lesson.

2nd week

The teacher mentioned that NASA discovered a new planet. It was explained that we were on the space age and it might be useful to follow the innovations and discoveries about space. Simple past tense and comparative form were the parts of the previous lessons. Some simple examples were given to help students revise.

The target vocabulary items in the form of flashcards were shown to the students and a repetition drill activity was done. The planets on the page were studied and the previous activity was revised to remember the words. The teacher asked the students to make up sentences in comparative forms and answer the questions on the page. The audio of the listening text on the same page was listened for the first time. In the second listening, the teacher asked them to write down the unknown words and comparative forms they weren't able to understand. These words and structures were written on the board and students tried to guess their meanings and then made a dictionary study. The text was listened for the last time and the questions on the page were answered. Then the following text was read by the teacher first; and the second reading was done by a volunteer student and the unknown words were underlined this time. These words were written on the board again and the students tried to guess their meanings and then made a dictionary study again.

In the last part of the lesson, students were asked to examine the key words on the page and make up sentences with them in comparative forms. A worksheet was used as final activity (See Appendix 6).

The key points were revised. The students were allowed to ask questions if they didn't understand anything in the lesson.

3rd week

The teacher had the students listen to the song named "Irregular Verbs-The Cat Song" (on YouTube) to draw their attention. The importance of knowing elements about past was mentioned. It was explained that at the end of the lesson, they would be able to use past forms. Simple past tense and irregular verbs were the parts of previous lesson before implementation. A matching activity was done for revision.

The target vocabulary items in the form of flashcards were shown to the students and a repetition drill activity was done. Then the students tried to answer the questions in the course book while the teacher was hanging a picture of "space shuttle" on the board. Then the text on the page was read for the first time by the teacher. A student read the text for the second time while unknown words were being underlined by the students. These words were written on the board and the students

tried to guess the meaning of them before looking up in the dictionary. In the final part of the reading, the related activities on the page were done. After that, the questions about the text were answered. The text in the workbook was read and unknown words were looked up in the dictionaries.

The skills "talking about past events" and "telling the time, days and date" support each other so they were used as integrated in this lesson. "Irregular verbs" was the last of this lesson and an activity was planned for it. Some cards about irregular verbs were stuck on the board randomly and the teacher wanted the students to make a matching up activity. A worksheet was used as final activity (See Appendix 7).

The key points were revised. The students were allowed to ask questions if they didn't understand anything in the lesson.

4th week

The teacher came to the class with a calender and a clock. The importance of calender and clock was mentioned. The necessity of knowing time and date in every language was mentioned as the students might have a chance to make projects on some international platforms such as e-Twinning. It was explained that at the end of the lesson, they would be able to tell the times, days and dates.

A simple activity by using the clock and the calendar was designed to help the students revise. The target vocabulary items in the form of flashcards were shown the students and a repetition drill activity was done.

The previous text in the course book was revised to remember the time expressions. . Then the text on the following page was read for the first time by the teacher. A student read the text for the second time while unknown words were being underlined by the students. These words were written on the board and the students tried to guess the meaning of them before looking up in the dictionary. The following activity was based on writing skills. The students had to write the event on the text as if they had watched it by using target vocabulary items in past tense form. As it was planned to be the last lesson of the implementation, the activity in the workbook was done as it contained all the target language functions: "telling people what we

know", "telling the times, days and dates", "talking about past events" and "making simple comparisons". A worksheet was used as final activity (See Appendix 8).

The key points were revised. The students were allowed to ask questions if they didn't understand anything in the lesson

CHAPTER IV

DATA ANALYSIS

4.1. DATA ANALYSIS PROCEDURE

First, the correct answers in the pre-test were counted. The pre-test involved 25 questions of 4 points each. Then, the scores were calculated into 100- score scale. So, the maximum score in the pre-test was 100 points. The post-test was also graded in the same way since it included the same vocabulary test.

After getting raw scores, the means and standard deviations for both groups on the pre-test and post-test were calculated. Next, the mean scores of the groups were compared by the application of t-test. T-test was applied to compare the differences in results of pre-tests and post-tests of 4th and 7th grades. In addition, the tests were applied to explore the differences between two groups. The students who didn't take pre-test or post-test were left out.

4.2. RESULTS OF THE STUDY

4.2.1 PRE-TEST

Using a pre-test was important for this study as it aimed to test students' ability about the perception of the words. The pre-test was used to test the equivalence of experimental and control groups. Another purpose of the pre-test was to compare the results of the post-tests to examine the improvement within and between the groups.

The pre-test included 25 multiple choice questions that involved target vocabulary items, and was implemented to the experimental and control groups on the same day.

Table- 4: Pre-test Scores- 4th Grades- Experimental And Control Groups-Independent Samples T-Test Analysis

Groups	N	Mean	Std. Deviation	t	p
Experimental	27	10.2593	4.27509	0.344	0.624
Control	25	9.8000	4.34933		
					P > 0.05

According to Table- 4, the average scores of the experimental group have been calculated as 10.2593, and for the control group as 9.8000. An independent samples t-test analysis of the pre-test for experimental and control group has been computed, the t value being 0.344 at the 0.624 level of significance. As p value being > 0.05, it was found that there was no significant difference between the experimental and the control groups. As a result, it can be stated that both groups have been found to be equal in terms of their prior vocabulary knowledge.

Table- 5: Pre-test Scores 7th Grades- Experimental And Control Groups-Independent Samples T-Test Analysis

Groups	N	Mean	Std. Deviation	t	p
Experimental	31	13.5806	4.34951	0.301	0.765
Control	32	13.2581	4.313898		
					P > 0. 05

According to Table- 5, the average scores of the experimental group have been calculated as 13.5806, and for the control group as 13.2581. An independent samples t-test analysis of the pre-test for experimental and control group has been computed, the t value being 0.301 at the 0.765 level of significance. As p value being > 0.05, it has been found that there is no significant difference between the experimental and the control groups. As a result, it can be stated that both groups have been found to be equal in terms of their prior vocabulary knowledge.

4.2.2. POST-TEST

The post-test was administered to the experimental and control groups on the same day. The aim of the post-test was to compare the enhancement of the experimental and the control groups.

Table- 6: Post-test Scores 4th Grades- Experimental And Control Groups- Independent Samples T-Test Analysis

Groups	N	Mean	Std. Deviation	t	p
Experimental	27	19.6667	5.64006	4.009	0.001
Control	25	13.8000	4.02078		
					$P < 0.05$

According to Table- 6, the average scores of the experimental group have been calculated as 19.6667, and the control group as 13.8000. An independent samples t-test analysis of the post-test for experimental and control group has been computed, the t value being 4.009 at the 0.001 level of significance. As p value being < 0.05, it has been found that there is statistically significant difference between the experimental and the control groups in favor of the experimental group.

Table- 7: Post-test Scores 7th Grades- Experimental And Control Group- Independent Samples T-Test Analysis

Groups	N	Mean	Std. Deviation	t	p
Experimental	32	19.6129	3.86158	1.210	0.236
Control	31	18.3548	3.36203		
					P > 0.05

According to the Table, the average scores of the experimental group have been calculated as 19.6129, the control group as 18.3548. An independent samples t-test analysis of the post-test for experimental and control group has been computed, the t value being 1.236 at the 0.236 level of significance. As p value being > 0.05, it has been found that there is no significant difference between the experimental and the control groups.

4.2.3. COMPARISON OF THE TEST RESULTS

Table- 8: Comparison of the Pre-test with Post-test Results within the Experimental Group- 4th Grades- Dependent T-Test Analysis

Groups	N	Mean	Std. Deviation	t	p
Pre-test	27	10.2593	4.27509	6.985	0.001
Post-test	27	19.6667	5.54006		
					P < 0.05

According to the Table- 8, the average scores of the experimental group's pre-test has been calculated as 10.2593 and the post-test has been calculated as 19.6667. A dependent sample t-test analysis of the pre-test and post-test for experimental group has been computed, the t value being 6.985 at the 0.001 level of significance. As p value being < 0.05, it has been found that there is statistically significant difference between pre-test and post-test of the experimental group of 4th grades.

Table- 9: Comparison of the Pre-test with Post-test Results within the Control Group- 4th Grades- Dependent T-Test Analysis

Groups	N	Mean	Std. Deviation	t	p
Pre-test	25	9.8000	4.34933	3.377	0.001
Post-test	25	13.800	4.02078		
					P < 0.05

According to the Table- 9, the average scores of the control group's pre-test has been calculated as 9.8000 and the post-test has been calculated as 13.800. A dependent sample t-test analysis of the pre-test and post-test for control group has been computed, the t value being 3.377 at the 0.001 level of significance. As p value being < 0.05, it has been found that there is statistically significant difference between pre-test and post-test of the control group of 4th grades.

Table- 10: Comparison of the Post-test with Post-test Results within the Experimental and Control Groups- 4th Grades- Independent T-Test Analysis

Groups	N	Mean	Std. Deviation	t	p
Experimental Group Post-test	27	9.4074	4.49152	3.377	0.001
Control Group Post-test	25	4.0000	3.78594		
					$P < 0.05$

According to the Table- 10, the average scores of the experimental group's post-test has been calculated as 9.4074 and the average scores of the control group's post-test has been calculated as 4.0000. An independent samples t-test analysis of the pre-test and post-test for control group has been computed, the t value being 3.377 at the 0.001 level of significance. As p value being < 0.05, it has been found that there is statistically significant difference between post-test results of the experimental and control groups of 4th grades in favor of the experimental group.

Table- 11: Comparison of the Pre-test with Post-test Results within the Experimental Group- 7th Grades- Dependent T-Test Analysis

Groups	N	Mean	Std. Deviation	t	p
Pre-test	31	13.5806	4.34951	5.774	0.000
Post-test	31	19.6129	3.86158		
					$P < 0.05$

According to the Table- 11, the average scores of the experimental group's pre-test has been calculated as 13.5806 and the post-test has been calculated as 19.6129. A dependent samples t-test analysis of the pre-test and post-test for experimental group has been computed, the t value being 5.774 at the 0.001 level of significance. As p value being < 0.05, it has been found that there is statistically significant difference between pre-test and post-test of the experimental group of 7th grades.

Table- 12: Comparison of the Pre-test with Post-test Results within the Control Group – 7th Grades- Dependent T-Test Analysis

Groups	N	Mean	Std. Deviation	t	p
Pre-test	32	13.0313	4.26905	5.564	0.001
Post-test	32	18.3438	3.30795		
					$P < 0.05$

According to the Table- 12, the average scores of the control group's pre-test has been calculated as 13.0313 and the post-test has been calculated as 18.3438. A dependent sample t-test analysis of the pre-test and post-test for control group has been computed, the t value being 5.564 at the 0.001 level of significance. As p value being < 0.05, it has been found that there is statistically significant difference between pre-test and post-test of the control group of 7th grades.

Table- 13: Comparison of the Post-test with Post-test Results within the Experimental and Control Groups- 7th Grades- Independent T-Test Analysis

Groups	Mean	Std. Deviation	t	p
Experimental Group Post-test	6.0323	2.58823	0.905	0.369
Control Group Post-test	5.3125	3.62284		
				P > 0.05

According to the Table- 13, the average scores of the experimental group's post-test has been calculated as 6.0323 and the average scores of the control group's post-test has been calculated as 5.3125. An independent samples t-test analysis of the pre-test and post-test for control group has been computed, the t value being 0.905 at the 0.369 level of significance. As p value being > 0.05, it has been found that there is statistically no significant difference between post-test results of the experimental and control groups of 7th grades.

CHAPTER V

CONCLUSION

In this part, the effects of using games and using current-curriculum methods to teach vocabulary to the 4th grades and 7th grades are discussed. The results and the conclusions are added according to findings of the research.

5.1. DISCUSSION

In this study, it is aimed to find out whether there is a significant difference between the pre and post scores of 4th graders in terms of vocabulary learning through games; a significant difference between the pre and post scores of 7th graders in terms of vocabulary learning through games; and a significant difference between the scores of 4th and 7th graders in terms of their improvement. For these reasons, the results and the difference of the pre-tests and post-tests are compared. It is also useful to remember and examine the research questions one by one in detail.

This study proposes three research questions:

1. Is there a significant difference between the pre-test and post-test scores of 4th graders in terms of vocabulary learning through games?

2. Is there a significant difference between the pre-test and post-test scores of 7th graders in terms of vocabulary learning through games?

3. Is there a significant difference between the scores of 4th and 7th graders in terms of their improvement?

The first comparison was between pre-tests of experimental and control groups of 4th and 7th grades. This kind of comparison was necessary to test the equivalence of experimental and control groups and to compare the results of the post tests to examine the improvement within and between the groups.

According to Table- 4, the average scores of the experimental group have been calculated as 10.2593, and for the control group as 9.8000. An independent samples t-test analysis of the pre-test for experimental and control group has been computed, the t value being 0.344 at the 0.624 level of significance. As p value being > 0.05, this shows that there is no significant difference between the experimental and the control groups.

According to Table- 5, the average scores of the experimental group have been calculated as 13.5806, and for the control group as 13.2581. An independent samples t-test analysis of the pre-test for experimental and control group has been computed, the t value being 0.301 at the 0.765 level of significance. As p value being >0.05, this shows that there is no significant difference between the experimental and the control groups.

Considering Table- 4: Pre-test Scores- 4th Grades- Experimental And Control Groups-Independent Samples T-Test Analysis and Table- 5: Pre-test Scores 7th Grades - Experimental And Control Groups- Independent Samples T-Test Analysis, it can be stated that the groups of 4th and 7th grades are equal in terms of their prior vocabulary knowledge and the groups of each grades has been found to be suitable to conduct the research.

The second comparison was between post-tests of experimental and control groups of 4th and 7th grades. This kind of comparison was necessary to compare the enhancement of the experimental and the control groups.

According to Table- 6, the average scores of the experimental group have been calculated as 19.6667, and the control group as 13.8000. An independent samples t-test analysis of the post-test for experimental and control group has been computed, the t value being 4.009 at the 0.001 level of significance. As p value being < 0.05, this shows that there is statistically significant difference between the experimental and the control groups. As a result, it can be said that the method that has been used in experimental group worked better than the method used in the control group.

According to Table- 7, the average scores of the experimental group have been calculated as 19.6129, the control group as 18.3548. An independent sample t-test analysis of the post-test for experimental and control group was computed, the t value being 1.236 at the 0.236 level of significance. As p value being > 0.05, this shows that there is no significant difference between the experimental and the control groups. As a result, it can be stated that the method used in experimental group has worked nearly the same as the method used in control group.

Pre-test and post-test results of both experimental and control groups of 4th and 7th grades were necessary to find out the correctness of research questions:

The first research question is below:

1. Is there a significant difference between the pre-test and post-test scores of 4th graders in terms of vocabulary learning through games?

To find out an answer to the question, the pre-test and post-test scores of 4th graders in both experimental and the control groups were compared.

According to the Table- 8, the average scores of the experimental group's pre-test has been calculated as 10.2593 and the post-test has been calculated as 19.6667. A dependent samples t-test analysis of the pre-test and post-test for experimental group has been computed, the t value being 6.985at the 0.001 level of significance. As p value being < 0.05, this shows that there has been statistically significant difference between pre-test and post-test of the experimental group of 4th grades. As a result, it can be stated that the implementation has been successful in itself.

According to the Table- 9, the average scores of the control group's pre-test has been calculated as 9.8000 and the post- test has been calculated as 13.800. A dependent sample t-test analysis of the pre-test and post-test for control group has been computed, the t value being 3.377 at the 0.001 level of significance. As p value being < 0.05,   this shows that there has been statistically significant difference between pre-test and post-test of the control group of 4th grades. As a result, it can be stated that, the implementation has been successful in itself.

According to the Table- 10, the average scores of the experimental group's post-test has been calculated as 9.4074 and the average scores of the control group's post-test has been calculated as 4.0000. An independent sample t-test analysis of the pre-test and post-test for control group has been computed, the t value being 3.377 at the 0.001 level of significance. As p value being < 0.05, this shows that there is statistically significant difference between post-test results of the experimental and control groups of 4th grades. As a result, it can be stated that the method used in experimental group has worked better than the method used in the control group.

2. Is there a significant difference between the pre-test and post-test scores of 7th graders in terms of vocabulary learning through games?

According to the Table- 11, the average scores of the experimental group's pre-test has been calculated as 13.5806 and the post-test has been calculated as 19.6129. A dependent samples t-test analysis of the pre-test and post-test for experimental group has been computed, the t value being 5.774 at the 0.001 level of significance. As p value being < 0.05, this shows that there has been statistically significant difference between pre-test and post-test of the experimental group of 7th grades. As a result, it can be stated that the implementation has been successful in itself.

According to the Table- 12, the average scores of the control group's pre-test has been calculated as 13.0313 and the post-test has been calculated as 18.3438. A dependent sample t-test analysis of the pre-test and post-test for control group has been computed, the t value being 5.564 at the 0.001 level of significance. As p value being < 0.05, this shows that there is statistically significant difference between pre-test and post-test of the control group of 7th grades. As a result, it can be stated that the implementation has been successful in itself.

According to the Table- 13, the average scores of the experimental group's post-test has been calculated as 6.0323 and the average scores of the control group's post-test has been calculated as 5.3125. An independent samples t-test analysis of the pre-test and post-test for control group has been computed, the t value being 0.905 at the 0.369 level of significance. As p value being > 0.05, this shows that there has been statistically no significant difference between post-test results of the

experimental and control groups of 7th grades. As a result, it can be stated that there is no significant difference between the results of post-test scores of the experimental and the control groups. The groups have improved in a close level.

As a conclusion, it can be asserted that considering the data gained, the experimental group and the control group has resulted to be equal in terms of prior knowledge of vocabulary at the beginning of the study, and all the groups in 4th and 7th grades has been found to be suitable to conduct the study. After the implementation process and at the end of the statistical calculations, it has been concluded that within the 4th graders both the experimental group and the control group improved in terms of their vocabulary knowledge (as it can be seen at the Table- 8 and Table- 9). However, the experimental group's students has scored better than that of the control group, and the experimental group has been found to be more successful, which means instructing through games have been more found to be efficient than the current-curriculum methods (as it can be seen at the Table- 10)

According to the data about 7th grades, it can be stated that both the experimental and the control group has improved their vocabulary knowledge (as it can be seen at the Table- 11 and Table- 12) but there has been no significant difference between them (as it can be seen at the Table- 13). It can be said that they have improved in a close level. As there was found to be no significant difference within the post-test scores of the experimental and control groups, it can't be stated that teaching vocabulary through games surpasses the current-curriculum method instruction. It can also be seen in the Table- 14: Achievement Table below:

Table- 14: Achievement Table

Groups	Pre-test	Post-test	Difference between experimental and control groups of post-test results of 4th & 7th grades	Difference between post-test results of the final scores 4th & 7th grades
4th Grades Experimental	10.2593	19.6667	5.8667	4.6086
4th Grades Control	9.8000	13.8000		
7th Grades Experimental	13.5806	19.6129	1.2581	
7th Grades Control	13.2581	18.3548		

Therefore, it might be concluded that using games to teach vocabulary in 4th grades was found to be more effective than using games to teach vocabulary in 7th grades.

There have been studies conducted on teaching vocabulary or other language skills through games within a kindergarten context (Aslanabadi, 2013), primary school context (Masri & Najar, 2014; Cimcim, 2008; Chou, 2012; Griva et al., 2010) secondary school context (Tuan, 2012; Pirrie, 2017; Şenol, 2007, Gülsoy, 2013, Özkiraz, 2015; Jalali & Dousti, 2012), high school context (Çiftçi, 2010) and adults (Yip & Kwan, 2007; P. Öztürk 2004; Ashraf et al., 2014; Dervişoğulları, 2008) in a quasi-experimental way; and the results of these studies go in with the results of the present study as the findings indicated positive correlations between using games to teach, to present or to recollect the vocabulary and improvement in learning.

There have also been studies conducted to see the effects of teaching vocabulary or language skills through games on the attitudes or motivation within kindergarten context (Asfuroğlu, 2013), primary school context (Fırat, 2007; Wang et al., 2011; Griva et al., 2010), secondary school context (Şenol, 2007, Gülsoy, 2013, Özkiraz, 2015; Jalali & Dousti, 2012) and adults (Şenergüç, 2007; Dervişoğulları, 2008). The findings of the studies showed that games are useful to motivate learners and to create positive attitudes.

Results of the present study also show that learners can learn best when they are motivated, excited and having fun. Playing games in teaching and learning vocabulary can supply the need for motivation, excitement and fun well.

Teaching and learning new vocabulary items and repeating them are necessary for productive and receptive skills. When students feel themselves relaxed, the effective filter of the learners is lowered so they focus on the activity and can do their best.

Games also help to supply an enjoyable and exciting atmosphere while lowering anxiety. While playing games, learners need to communicate and cooperate so it can be said that games are useful to develop social skills. The learners should have responsibilities while playing games and this helps them to be responsible individuals while learning language. They are also good source of significant repetition and context.

5.2. PEDAGOGICAL IMPLICATIONS

According to the results of the study, the scores of experimental group of 4th grades was higher that the scores of control group of 4th grades while there was no significant difference between the scores of experimental group of 7th grades and the scores of control group of 7th grades.

The results of the study show that, using current-curriculum methods is helpful for all the groups. However, using games to teach vocabulary is a more efficient way than using current-curriculum methods to teach vocabulary in 4th grades.

Regarding the results of the study, the pedagogical implications below can be listed for the teachers, academicians or curriculum designers:

- The games should be interesting, motivating and exciting. Otherwise it doesn't draw learners' attention and this cause reluctance.

- Considering the age, more game activities should be arranged for the young learners.

- The time and the activities should be planned very well. The problem of noise should be controlled.

- As games enable communication and cooperation, they can be used not only to teach or develop new vocabulary items but to develop social skills, as well.

- The games can be used as a source of fun in the lessons. However, educational value of the games shouldn't be ignored. The games should be a part of course designs not the course itself.

- Games should also be a part of teaching for the teenagers, as well considering their age, likes and dislikes.

5.3. SUGGESTIONS FOR THE FURTHER STUDIES

This study was limited by some different cases so there are some suggestions for further studies below:

- In this study, 4th and 7th grade students were the participants. Therefore, the effects of the using games can be explored at high school or university.

- Vocabulary recognition was the main focus of this study. Vocabulary production can also be investigated in further studies.

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APPENDICES

APPENDIX 1

(4th Grade- Control Group- 1st Week Worksheet)

Fill in the charts with the name of food and drinks according to the sentences.

1. Ali eats [honey] and [bread] for breakfast on Tuesdays. He eats [chicken]

for lunch on Wednesdays. He drinks [milk] for dinner on Fridays.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner

2. Ayşe eats [cheese] for breakfast on Tuesdays. She eats [meatballs] for lunch

on Thursdays. She eats [cupcake] for dinner on Sundays.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner

3. Fahriye eats ![olives] and drinks ![orange juice] for breakfast on Tuesdays. She drinks

![milk] for lunch on Wednesdays. She eats ![chicken] and ![rice bowl] for dinner on Mondays.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner

4. Canan eats ![bread] and ![olives] and drinks ![tea] for breakfast on Saturdays.

She eats ![cupcake] and drink ![orange juice] for lunch on Tuesdays. She eats ![fish]

for dinner on Fridays.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner

5. Hasan eats and and drinks for breakfast on Tuesdays.

He eats and drinks for lunch on Wednesdays. He eats

and drinks for dinner on Fridays.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner

6. Büşra eats for breakfast on Sundays. She eats for lunch on Mondays.

She drinks for dinner on Fridays.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner

APPENDIX 2

**(4th Grade- Control Group-
2nd Week Worksheet)
Choose the correct one.**

1. A: Would you like some water?

   B: No, I don't like it.

a) accepting   b) refusing

2. A: Do you want some salad?

   B: Yummy!

a) accepting   b) refusing

3. A: Would you like some chicken?

   B: Thanks, I'm full.

a) accepting   b) refusing

4. A: Do you want some pasta?

   B: I'm hungry, yummy!

a) accepting   b) refusing

5. A: Would you like some coke?

   B: I don't like it.

a) accepting   b) refusing

6. A: Do you want some pizza?

   B: May be later.

a) accepting   b) refusing

7. A: Would you like a sandwich?

   B: Good idea.

a) accepting   b) refusing

8. A: What about some meatball?

   B: I'm full.

a) accepting   b) refusing

9. A: Would you like some rice?

   B: I'm full.

a) accepting   b) refusing

10. A: What about some coke or water?

   B: I'm not thirsty.

a) accepting   b) refusing

11. A: Do you want some cheese?

   B: I'm hungry.

a) accepting   b) refusing

12. A: Would you like some chips?

   B: Of course.

a) accepting   b) refusing

13. A: May I drink something?

   B: Of course.

a) accepting   b) refusing

14. A: May I have some fish?

   B: I don't have fish.

a) accepting   b) refusing

15. A: May I have some rice?

   B: May be later.

a) accepting   b) refusing

16. A: Do you want some orange juice?

   B: I'm not thirsty.

a) accepting   b) refusing

17. A: Would you like some tea?

   B: I'm hungry. I want some rice.

a) accepting   b) refusing

18. A: What about some meatball?

   B: Yummy!

a) accepting   b) refusing

19. A: Would you like some chicken?

   B: No, thanks.

a) accepting   b) refusing

20. A: What about some salad?

   B: Yummy!

a) accepting   b) refusing

21. A: What about some olives?

   B: It's not a good idea.

a) accepting   b) refusing

22. A: Can you decide?

   B: I can't decide.

a) accepting   b) refusing

23. A: Which one do you want, coffee or tea?

   B: Oh, I'm hungry.

a) accepting   b) refusing

24. A: Do you want some chicken?

   B: I'm hungry.

a) accepting   b) refusing

25. A: Can you help me?

   B: Of course.

a) accepting   b) refusing

26. A: Some coffee?

   B: Mmmm, thank you.

a) accepting   b) refusing

27. A: Can I help you?

   B: May be later.

a) accepting   b) refusing

28. A: Do you want an apple?

   B: No, thanks.

a) accepting   b) refusing

29. A: Would you like some lemonade?

   B: I'm not thirsty.

a) accepting   b) refusing

30. A: Which one would you like, chicken
    or fish?

   B: Oh, I'm thirsty.
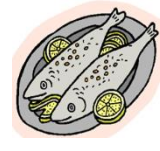
a) accepting   b) refusing

APPENDIX 3

(4th Grade- Control Group- 3rd Week Worksheet)

Match the pictures and sentences correctly.

1.

a.	b.	c.	d.	e.

|	I'm **hungry**. I want to some chicken.
	I want some **lemonade.**
	I'm **thirsty**. I want some chicken.
	A: Do you want some **milk** . B: Yes, I do.
	A: What do you want for the picnic? B: I want some **fish .**

2.

a.	b.	c.	d.	e.

	I'm thirsty. May I have some **water**?
	I want some **meatball**.
	A: What do you want for the picnic? B: I want some **chicken**.
	A: What about some **honey**? B: Yummy!
	I'm **full.** I don't want a sandwich.

3.

a.	**b.**	**c.**	**d.**	**e.**
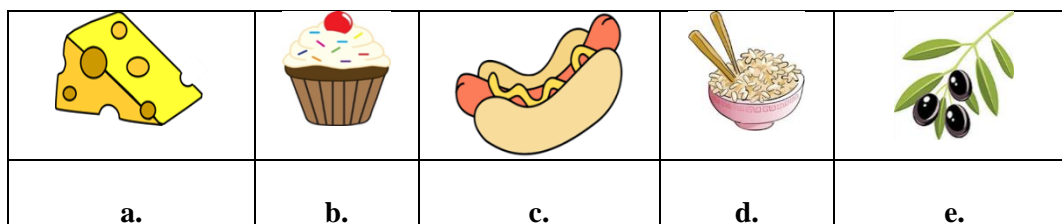
	Bengü eats **hot dog** for dinner on Saturdays.
	Ali eats **rice** for lunch.
	Ayşe eats **cupcakes** for dinner on Sundays.
	Fatma likes **olives** for breakfast.
	Ayşe eats **cheese** for breakfast.

4.

a.	**b.**	**c.**	**d.**	**e.**
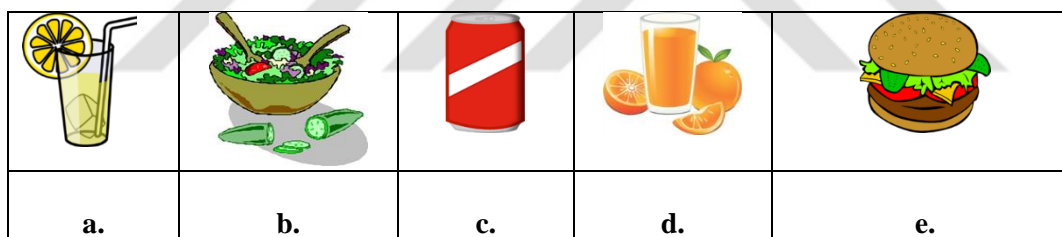
	A: What about some **coke**? B: No, thanks . I don't like it.
	A: Would you like some **orange juice**? B: Yes, please. I'm thirsty.
	A: What about some **salad**? B: Yummy, I like it.
	Duru eats **hamburger** for dinner on Sundays.
	Irmak likes **lemonade**.

5.

☕	🍮	🍕	🍝	🍦
a.	**b.**	**c.**	**d.**	**e.**

	A: What do you want for dinner? B: I want some **pasta**.
	A: Do you want some **pudding**? B: May be later.
	A: Let's eat **ice-cream**. B: Yummy! I like it.
	A: Would you like some **coffee**? B: No, thanks . I don't like it.
	Ayşe eats **pizza** for lunch on Saturdays.

6.

		🥪		🥖
a.	**b.**	**c.**	**d.**	**e.**

	A: Do you want some **tea**? B: Yummy! I'm thirsty.
	I want some **bread** for breakfast.
	A: What about a **sandwich**? B: No, thanks . I'm full.
	I'm **hungry**. I want some pizza.
	A: What about some pasta? B: No, thanks. I'm **full**.

APPENDIX 4

 (4ᵗʰ Grade- Control Group- 4ᵗʰ Week Worksheet)

Make three dialogues by using the words in the box. All the bold words should be used.

menu	**pizza**	**hamburger**	**salad**	**chips**
hot dog	**lemonade**	**coke**	**coffee**	**tea**
water	**cupcake**	**ice-cream**	**main course**	**drinks**
dessert	Saturday	pasta	honey	fish
bread	tea	cheese	rice	chicken
orange juice	meatball	olives	milk	breakfast
lunch	dinner	Sunday	Monday	Tuesday
Wednesday	Thursday	Friday		

Useful chunk:

* May I take ……….?   * Can you give ……….?

* Can I have ……….?   * Let' s ……….?

Dialogue-1

Dialogue-2

Dialogue-3

APPENDIX 5

(7th Grade- Control Group- 1st Week Worksheet)

A. Fill in the blanks with the correct words.

1. Asteroid	2. Meteor Showers	3. Orbit	4. Comet	5. Planet
6. Solar System	7. Satellite	8. Solid	9. Circle	10. Milky Way
11. Ring	12. Dwarf Planet	13. Red Planet	14. Inner Solar System	15. Outer Solar System

1. _____ is a rocky object in space.

2. If a lot of meteors originate from one point in the night sky, you can observe _____.

3. The planets circle around the Sun and this is called as _____.

4. A _____ is basically a big ball of ice and rock.

5. We have nine _____ in our _____.

6. Pluto has a _____ solid bur icier surface.

7. The planets _____ around the Sun.

8. Saturn has _____.

9. The name of our galaxy is _____.

10. The Moon is the _____ of Earth.

11. Pluto is called as _____.

12. Mars is called as _____.

13. Mercury, Venus, Earth and Mars are in the _____.

14. Jupiter, Saturn, Uranus and Neptune are in the _____

B. Search and answer the questions below.

1.	Who first walked on the Moon?	
2.	Write the planets near the Earth.	
3.	Which one circle around the Sun-satellites or planets?	
4.	When scientists discovered Neptune?	
5.	When Neil Armstrong walked first on the Moon?	

APPENDIX 6

(7th Grade- Control Group- 2nd Week Worksheet)

A. Fill in the blanks with the correct words.

human	robot	travel	evidence	radiation	search

1. _____ want(s) to explore space.

2. People send _____ robot to Mars.

3. We will _____ to Jupiter in the future.

4. Scientist found the _____ of water and _____ in Mars.

5. Astronauts _____ for water in Mars.

B. Compare the planets by using the table and words below.

small	big	far	close	hot
cold	large	bright	short	dark

	Jupiter	Saturn	Uranus	Neptune	Earth	Venus	Mars	Mercury	Pluto
Diameter	139,822 km	116,464 km	50,724 km	49,248 km	12,756 km	12,104 km	6,780 km	4,780 km.	2,400 km
Distance to the Sun	778 million km	1.4 billion km	2.9 billion km	4.5 billion km	150 million km	108 million km	228 million km	58 million km	4.44 billion km

e.g. Saturn is closer to Sun than Neptune

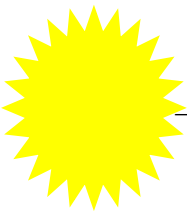   Pluto is the farthest planet to the Sun.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

C. Order the planets by using the table.

SUN

    1.   2.   3.   4.   5.   6.   7.   8.   9.

_____ _____ _____ _____ _____ _____ _____ _____ _____

APPENDIX 7

(7th Grade- Control Group- 3rd Week Worksheet)

Make 10 (ten) sentences by using the words in the box. Each word in the Table 1 is 10 (ten) points. Each word in Table 2 is 5 (five) points.

space craft	flight	begin	launch	land
carry	mission	experiment	satellite	Atlantis

icy	ice	dwarf planet	circle	orbit
milky way	close	rocky	asteroid	discover
comet	planet	tail	meteor shower	small
human	spaceship	send	evidence	search
travel	complete	long	large	bright
big	hot	cold	ring	

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

APPENDIX 8

(7th Grade- Control Group- 4th Week Worksheet)

A. Fill in the blanks with the correct words in the correct form.

disaster	happen	launch	break apart	astronaut

There was a movie on TV last night. It was about a _____. It _____ in 1900s. People _____ a space shuttle to the space. After a while it _____ . It _____ over the Indian Ocean. The people and the _____ died.

B. Read the text above again. Answer the questions below and write three more question. Share your questions with your classmates.

1. What was the movie about?

2. Where was the event?

3. _____?

4. _____?

5. _____?

APPENDIX 9

Bu test, yüksek lisans kapsamında hazırlanmış olup elde edilen veriler akademik amaçla kullanılacaktır. Araştırmanın amacının gerçekleşmesi soruları eksiksiz olarak ve ciddiye alarak cevaplamanıza bağlıdır. Katılımınız ve ayırdığınız zaman için teşekkür ederim.

Gamze ARGIT

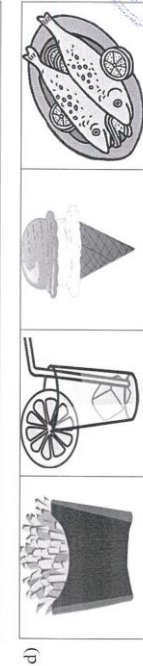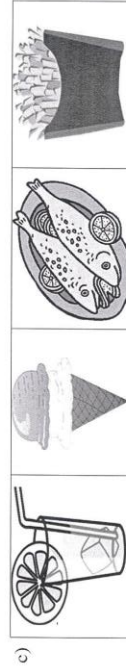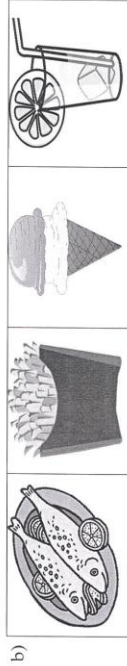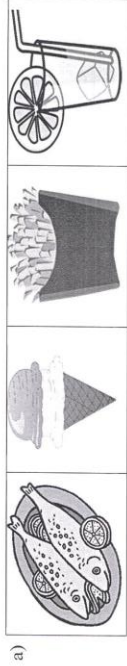**1. Anlamlı bir diyalog olması için boşluğa hangi seçenek gelmelidir?**

Mehtap : Would you like some chicken?
Süneyye : Yes, please. _____

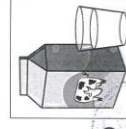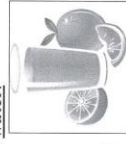a) I'm full.   b) I'm thirsty.   c) I'm hungry.   d) I'm polite

2. Cümledeki yiyeceklerin doğru sıralanışı hangi seçenektedir?

I'm hungry. I want some <u>fish, chips, ice-cream and lemonade.</u>

a)
b)
c)
d)

3. Diyaloğa göre boşluğa hangi seçenek <u>gelmelidir</u>?

Onur : Look. This dog is <u>hungry</u>.
Kerim : Let's give it some _____ .

a) water   b) lemonade   c) tea   d) bread

4. Aşağıda yapılan teklife <u>olumsuz</u> cevap vermek için boşluğa hangi seçenek gelmelidir?

Gamze: Let's go for a picnic.
Zehra : _____

a) Yes, please   b) May be later   c) Yummy   d) Good idea

5. Ali'nin cümlesindeki resimlere göre uygun menüyü seçiniz.

Ali eats _____ for breakfast. He eats _____ for lunch and eats _____ for dinner.

a)
Breakfast	Chicken
Lunch	Cupcake
Dinner	Cheese

b)
Breakfast	Cupcake
Lunch	Chicken
Dinner	Cheese

c)
Breakfast	Cheese
Lunch	Chicken
Dinner	Cupcake

d)
Breakfast	Chicken
Lunch	Cheese
Dinner	Cupcake

6. Ayşe'nin cümlesindeki altı çizili kelime hangisidir?
Ayşe: I'm thirsty. I want some <u>water</u>.

a)   b)   c)   d)

10. Ali'nin cümlesine göre yukarıdaki menülerden hangisi onun için uygundur?

| Menu 1 | Menu 2 | Menu 3 | Menu 4 |

Ali: I want some meatball, lemonade and rice. Can you help me?

a) Menu 1   b) Menu 2   c) Menu 3   d) Menu 4

11. Anlamlı bir diyalog oluşturmak için boşluğa hangi seçenek gelmelidir?

Mother : _____

Son : Yes, I'm.

Mother : Would you like a sandwich?

Son : Yummy!

a) Are you full?   b) Are you thirsty?

c) Are you hungry?   d) Are you angry?

1.   2.   3.

| A. Full | B. Thirsty | C. Hungry |

12. Yukarıdaki resimlerle kelimelerin doğru şekilde eşleştiği seçenek hangisidir?

a) 1-B / 2-A / 3-C   b) 1-B / 2-C / 3-A   c) 2-A/1-C / 3-B   d) 3-A / 2-B/1-C

7. Aşağıdaki diyalogda Hazal'ın sorusuna olumlu cevap vermek için boşluğa hangi seçenek gelmelidir?

Hazal: May I drink something?

Beyza: _____

a) May be later   b) I'm sorry   c) No, thanks   d) Sure

8. Mehmet'in pazar günü yediği yiyecekler hangi şıkta doğru şekilde verilmiştir?

I eat **honey** for breakfast, **soup** for lunch and **rice** for dinner.

a)

b)

c)

d)

9. Yandaki tabloya göre hangi şık doğrudur?

	Like	Don't like
Ayşe		
Ali		

a) Ayşe likes soup.

b) Ali doesn't like fish.

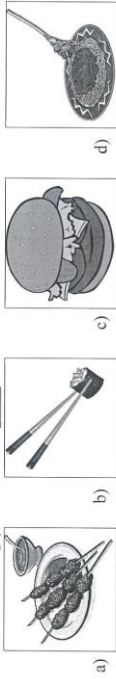c) Ayşe doesn't like soup.

d) Ali likes coke.

13. Anlamlı bir diyalog olabilmesi için boşluğa hangisi gelmelidir?

Mother : Are you hungry?
Son   : No, I'm not but I'm thirsty. Can you give me some _____?
Mother : Sure

a) pizza   b) water   c) honey   d) cheese

14. Mehmet'in cümlesindeki altı çizili kelime hangisidir?

Mehmet: I'm hungry. I want some <u>pasta</u>.

a)   b)   c)   d)

15. Tabloya göre hangi seçenek yanlıştır?

Ali	Breakfast	Lunch	Dinner
SATURDAY	Cheese	Chicken	Pasta
SUNDAY	Olive	Meatball	Fish

a) He eats pasta for dinner on Saturday.   b) He eats cheese for breakfast on Saturday.
c) He eats chicken for dinner on Saturday.   d) He eats fish for dinner on Sunday.

16. Anlamlı bir diyalog olabilmesi için boşluk hangi seçenek ile doldurulmalıdır?

Ayşe: _____. Can I have a sandwich please?
Man: Sure.

a) I'm hungry   b) I'm full.   c) I'm thirsty.   d) I'm angry.

**17.** Yiyecek ve ülke eşleştirmelerinden hangileri yanlıştır?

a) American   ⇒   Sushi
b) England   ⇒   Chips
c) Italy   ⇒   Pizza
d) Turkey   ⇒   Kebab

18. Hangi yiyeceğin adı yandaki menüde <u>yoktur</u>?

Lunch Menu
Chicken
Rice
Hot dog
Orange Juice
Ice-cream

a)   b)   c)   d)
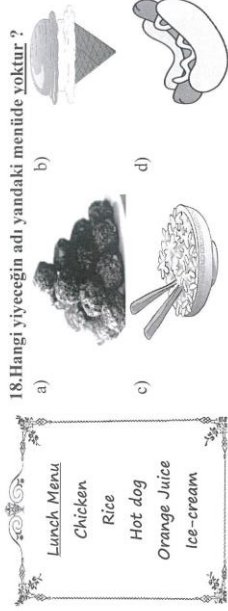
19. Diyaloğa göre Hüseyin için uygun olan menü hangisidir?

Ali   : What would you like?
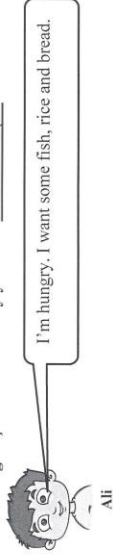Hüseyin : I want some meatball, orange juice and ice-cream. May I have set menu _____?

a) Menu A
b) Menu B
c) Menu C
d) Menu D
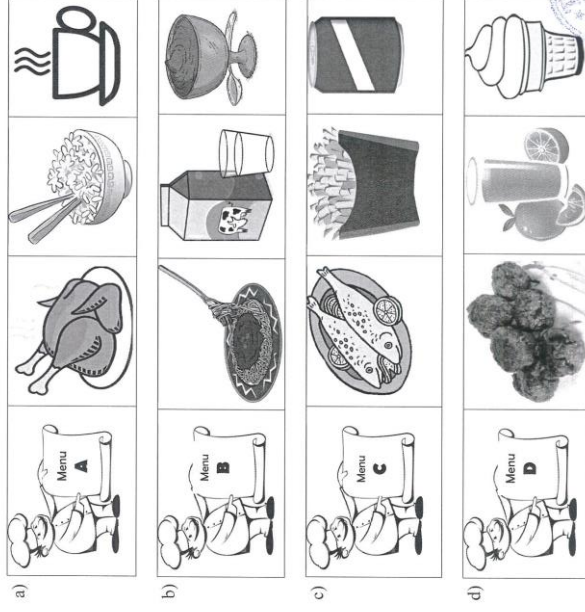
20. Tablonun doğru olabilmesi için hangilerinin yer değiştirmesi **gerekmektedir?**
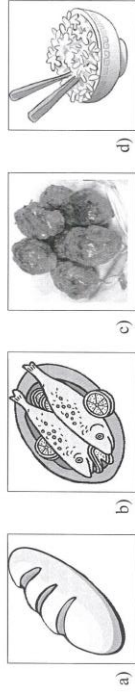
Food	Drinks
Rice	Hot dog
Chicken	Milk
Orange Juice	Tea
Meatball	Water

a) orange juice – hot dog b) tea – chicken
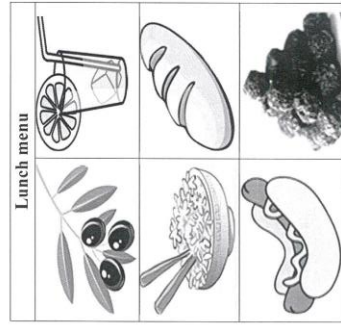c) water – meatball d) hot dog – rice

21. Ali hangi seçenekte bulunan yiyecekten **bahsetmemiştir?**

Ali: I'm hungry. I want some fish, rice and bread.

a)   b)   c)   d)
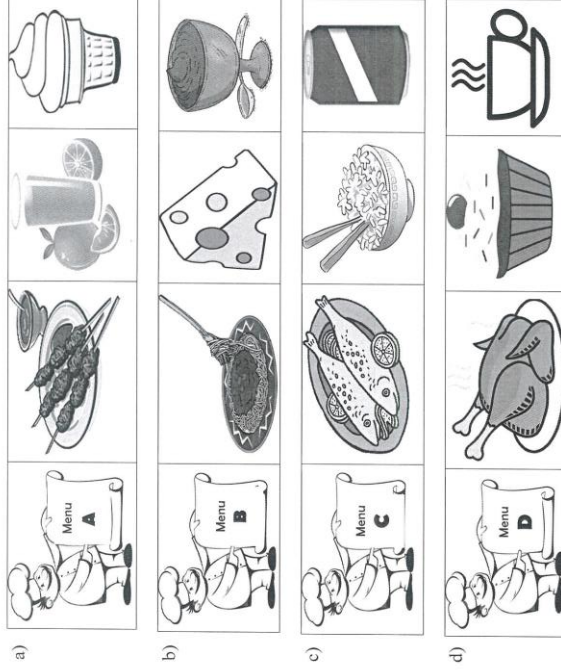
22.

Lunch menu

Hangi yiyeceğin resmi tabloda yoktur?

a) Olive   b) Tea
c) Hot dog   d) Bread

23. Ayşe'nin istediği yiyeceklere göre hangi seçenekteki menü uygundur?

Waiter : Welcome, can I help you?
Ayşe   : Yes, please. May I have some **fish, rice and coke?**

a) Menu A
b) Menu B
c) Menu C
d) Menu D

24. Ayşe'nin cümlesine göre boşluğa hangi seçenek gelmelidir?

Ayşe: I'm thirsty. I want some _____, please.

a) pizza   b) cheese   c) orange juice   d) bread

25. Anlamlı bir diyalog olması için boşluğa hangi seçenek gelmelidir?

Ayşe : Would you like some coke?
Fatma : No, thanks. _____

a) Good idea   b) Yummy   c) I don't like it   d) I like it

APPENDIX 10

Bu test, yüksek lisans kapsamında hazırlanmış olup elde edilen veriler akademik amaçla kullanılacaktır.

Araştırmanın amacının gerçekleşmesi, soruları eksiksiz olarak ve ciddiye alarak cevaplamanıza bağlıdır.

Katılımınız ve ayırdığınız zaman için teşekkür ederim.

Gamze ARGIT

1. Anlamlı bir diyalog oluşturmak için boşluğa hangisi gelmelidir?

Ali   : Do you know _____ in the solar system?

Ayşe: It is Mercury.

a) what the hottest planet is

b) what the biggest planet is

c) what the satellite of the Earth is

d) what an asteroid is
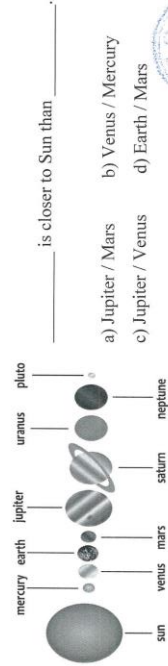
2. Aşağıdaki boşluğu doğru şekilde doldurunuz.

A _____ is a rocky object in space.

a) satellite   b) planet   c) comet   d) asteroid

3. Doğru seçeneği işaretleyiniz.

Funda: Do you know what the _____ of the Earth is?

Hatice: Yes, it is the   Moon.

a) asteroid   b) orbit   c) satellite   d) planet

4. Aşağıdaki resme göre hangi seçenek doğrudur?

sun   mercury earth jupiter   uranus pluto
      venus   mars   saturn   neptune

_____ is closer to Sun than _____ .

a) Jupiter / Mars   b) Venus / Mercury

c) Jupiter / Venus   d) Earth / Mars

5. Doğru seçeneği işaretleyiniz.

Nurcan: Do you know which planet has a <u>ring</u>?

Emine: _____

a) Venus   b) Saturn   c) Neptune   d) Mars

6. Doğru seçeneği işaretleyiniz.

Halil   : Do you know what _____ is?

Mevlüt : Yes, it is the circles of planets around the sun.

a) orbit   b) satellite   c) asteroid   d) comet

7. Anlamlı bir parça oluşturmak için cümleler nasıl sıralanmalıdır?

I. It landed at 10.30 on the 5th of August, 2012.

II. They launched it at 7.02 on the 26th of November, 2011.

III. Humans sent a robot to Mars.

a) I – II – III   b) III – I – II   c) III – II – I   d) II – I – III

8. Tabloya göre hangisi <u>yanlıştır</u>?

	Orbital period (Approximately)	Diameter
Mercury	88 days	4,780 km.
Venus	243 days	12,104 km
Earth	365 days	12,756 km

a) A year in Venus is longer than on Earth.   b) Earth is larger than Mercury.

c) A year in Mercury is shorter than on Earth.   d) Mercury is smaller than Venus.

9. Aşağıdaki parçaya göre hangi seçenek yanlıştır?

The humans sent a robot to Mars. Its name is Curiosity Rover. They launched it at 7.02 in the morning on the 26th of November, 2011 and it landed at 10.32 in the evening on the 5th of August, 2012.

a) The robot landed on fifth of August.
b) People launched the robot on two-thousand eleven.
c) The robot landed at ten thirty two a.m.
d) People launched the robot at seven oh two a.m.

10. Doğru seçeneği işaretleyiniz.

A/an _____ is smaller than a/an _____ .

a) planet – asteroid   b) asteroid – planet   c) Sun – orbit   d) Earth – Mercury

11. Diyalogdaki altı çizili olan ifadenin eş anlamlısını bulunuz.

Ali: When did the scientists discover Neptune?

Ayşe: In 1846

a) eighteen - forty six   b) eighteen - sixty four
c) eighty - forty six   d) eighty - forty

12. Anlamlı bir diyalog oluşturmak için cümleler nasıl sıralanmalıdır?

I. Hmm, I know this disaster.
II. No, I didn't. What was it about?
III. Did you watch the documentary on TV last night?
IV. It was about Space Shuttle Challenger Disaster.

a) I – II – III – IV   b) III – II – I – IV   c) III –IV –II – I   d) III – II – IV – I

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13. Tabloya göre boşluklara hangi seçenek gelmelidir?

	Jupiter	Neptune	Mars	Earth
Diameter	139,822 km	49,248 km	6,780 km	12,756 km

_____ is bigger than _____ .

a) Earth / Neptune   b) Mars / Jupiter   c) Neptune / Mars   d) Earth / Jupiter

14. Scientists _____ a new planet in 2005 and _____ it as Eris.

a) discover / name   b) discovered / named
c) discovering / naming   d) discovers / names

15. Anlamlı bir diyalog oluşturmak için boşluğa hangisi gelmelidir?

Ali   : Scientists discovered a new small satellite.

Ayşe: _____

Ali   : In June, 2015.

a) Did they discover in 2015?   b) Who discovered the new satellite?
c) What time did they discover it?   d) When did they discover it?

16. Doğru seçeneği işaretleyiniz.

Ali   : Do you know the name of our galaxy?

Hasan : Yes, it is _____ .

a) Dwarf planet   b) Milky way
c) Meteor showers   d)Space shuttle

21. Tabloya göre hangisi doğrudur?

	Distance to the Sun	Diameter
Neptune	4.5 billion km	49,248 km
Earth	150 million km	12,756 km
Venus	108 million km	12,104 km
Jupiter	778 million km	139,822 km

a) The Earth is larger than Neptune.   b) Jupiter is smaller than Venus.

c) Venus is closer to the Sun than Jupiter.   d) Neptune is hotter than Earth.

22. Anlamlı bir diyalog olabilmesi için boşluğa hangisi gelmelidir?

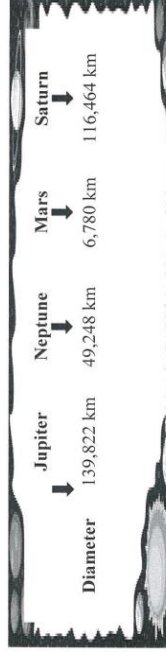**Mehmet:** When did humans first walk on the Moon?

Gamze: On July 21, 1969

Mehmet: _____

Gamze: Neil Armstrong.

a) What did he do on the Moon?   b) How did he walk on the Moon?

c) When was he on the Moon?   d) Who first walked on the Moon?

23. Tabloya göre hangisi yanlıştır?

	Jupiter	Neptune	Mars	Saturn
Diameter	139,822 km	49,248 km	6,780 km	116,464 km

a) Mars is smaller than Jupiter.   b) Jupiter is bigger than Saturn.

c) Saturn is bigger than Mars.   d) Neptune is smaller than Mars.

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17. Boşluğu doğru şekilde doldurunuz.

Neil Armstrong _____ the first astronaut who travelled to the Moon.

a) was   b) did   c) were   d) am

18. Aşağıdaki parçada hangi sorunun cevabı yoktur?

The humans sent a robot to Mars on 26th of November and it landed on the 5th of August, 2012 to search for evidence of water and radiation.

a) When did humans send the robot?

b) Was there any human in the robot?

c) Why did people send the robot?

d) When did the robot land?

19. Aşağıdaki cümlenin doğru bir şekilde tamamlanması için hangi seçenektekiler kullanılmalıdır?

Scientist _____ a robot to Mars and it _____ successfully in 2012.

a) land/launch   b) launch/land

c) landed/launched   d) launched/landed

20. Anlamlı bir diyalog olabilmesi için boşluğa hangisi gelmelidir?

Zehra : _____ ?

Ali : In 1846

a) When did the scientists discover Neptune?

b) What time did the scientists discover Neptune?

c) Why did the scientists discover Neptune?

d) How did the scientists discover Neptune?

21. Tabloya göre hangisi doğrudur?

	Distance to the Sun	Diameter
Neptune	4.5 billion km	49,248 km
Earth	150 million km	12,756 km
Venus	108 million km	12,104 km
Jupiter	778 million km	139,822 km

a) The Earth is larger than Neptune.　　b) Jupiter is smaller than Venus.

c) Venus is closer to the Sun than Jupiter.　d) Neptune is hotter than Earth.

22. Anlamlı bir diyalog olabilmesi için boşluğa hangisi gelmelidir?

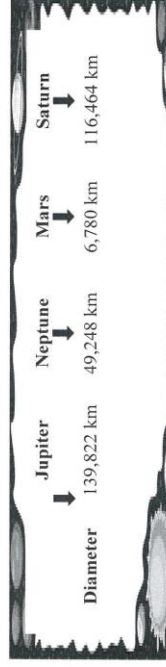**Mehmet:** When did humans first walk on the Moon?

Gamze: On July 21, 1969

Mehmet: _____

Gamze: Neil Armstrong.

a) What did he do on the Moon?　　b) How did he walk on the Moon?

c) When was he on the Moon?　　d) Who first walked on the Moon?

23. Tabloya göre hangisi yanlıştır?

	Jupiter	Neptune	Mars	Saturn
Diameter	139,822 km	49,248 km	6,780 km	116,464 km

a) Mars is smaller than Jupiter.　　b) Jupiter is bigger than Saturn.

c) Saturn is bigger than Mars.　　d) Neptune is smaller than Mars.