

T. R.
SELÇUK UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
MASTER OF ARTS PROGRAMME
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**TEACHING VOCABULARY TO SECONDARY SCHOOL
STUDENTS THROUGH GAMES**

THESIS

Submitted to
Assist. Prof. Dr. A. Kadir ÇAKIR

Prepared by
Müge ŞENOL

KONYA
2007

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ABSTRACT

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Şenol, Müge

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Supervisor: Assist. Prof. Dr. A.Kadir ÇAKIR

May 2007

The purpose of this study was to find out whether teaching vocabulary through games would result in better learning and remembering vocabulary items. This study investigated differences between two vocabulary acquisition techniques, using games and using traditional method in EFL classes. The study was conducted at Çağlayan Secondary School in Afyonkarahisar / Çay. The participants were 40 elementary level students in two classes.

The study was a quantitative quasi-experimental study, in which a pre-test, post-test control group design was used. Both experimental and control groups studied the same target words. The experimental group learned the words through games. Both groups had a test before and after the instruction. The tests before the instruction were graded as pre-tests and those after the instruction as post-tests. The comparison of the post-test scores of the groups demonstrated that students who learned vocabulary through games were more successful in remembering the target words.

Keywords: Teaching vocabulary, games used in teaching foreign language

ÖZET

İLKÖĞRETİM OKULU ÖĞRENCİLERİNE OYUNLARLA KELİME ÖĞRETİMİ

ŞENOL, Müge

Yüksek Lisans İngiliz Dili Eğitimi

Tez Danışmanı: Yrd. Doç. Dr. A. Kadir ÇAKIR

Mayıs 2007

Bu çalışmanın amacı kelimelerin oyunlarla öğretiminin, daha iyi öğrenme ve hatırlama sağlayıp sağlamadığını bulmaktır. Bu çalışma iki farklı kelime öğrenme tekniğinin, oyunlarla ve geleneksel yolla kelime öğretiminin arasındaki farkı araştırmaktadır. Araştırmaya Afyonkarahisar Çay Çağlayan İlköğretim Okulunda gerçekleştirilmiştir. Çalışmaya katılanlar iki sınıftan toplam 40 adet ilk seviyede öğrencidir.

Ön-test, son-test, kontrol grup modeli kullanılan bu araştırma, nicel ve yarı-deneyseldir. Her iki grupta aynı hedef kelimeleri çalışmıştır. Her iki gruba da çalışma öncesinde ve sonrasında test uygulanmıştır. Çalışma öncesindeki test ön-test, sonrasındaki test ise son-test olarak değerlendirilmiştir. Ön-test ve son-testlerin sonuçlarının karşılaştırılması sonucunda, kelimeleri oyunlarla öğrenen öğrencilerin daha başarılı oldukları ortaya çıkmıştır.

Anahtar kelimeler: Kelime öğretimi, dil öğretiminde kullanılan oyunlar

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CHAPTER I

INTRODUCTION

1.0 Presentation

This chapter begins with the background of the study. The purpose, and the research question and hypotheses of the study follow the problem statement. The final part is devoted to the limitations of the study.

1.1 Background of the Study

During the past few years, it has been known that variety is one of the most important factors in maintaining a high level of motivation and interest among foreign language learners. As F. Dubin pointed out foreign language learners need materials that reflect real-life concerns. (1974:1) There are many “real-life” activities that can be brought into the classrooms, to add variety not only the teaching process but also to the students’ experience in English. One of these “real-life” activities is games.

In most of the secondary schools, the foreign language teachers make use of games. But they are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do" (1979:3) Actually games can be used in any part of the lesson as an effective way of language teaching

1.2 Statement of the Problem

The purpose of this study is to analyze the effect of vocabulary teaching techniques on learning new words. It has been accepted that vocabulary learning is an important skill in language learning. However, despite its importance, vocabulary instruction has not received the attention it deserves in EFL / ESL instructional contexts (Zimmerman, 1997). In many institutions, many teachers do not recognize the variety of vocabulary teaching techniques available. One of the teachers' responsibilities is to provide learners with effective

opportunities that will enable them to learn more vocabulary items and retain them for a longer time. Traditionally, vocabulary instruction has been mostly incorporated into reading lessons and has been mostly taught through dictionary definitions, synonyms, and antonyms. Guessing meaning from the context is something which has been frequently used. However there are many other vocabulary teaching techniques that motivate students to learn words in an enjoyable way, such as games or songs. The efficiency of these techniques needs to be investigated. This experimental study was set up to investigate whether teaching vocabulary through games will result in better vocabulary learning than teaching vocabulary through traditional techniques.

1.3 Purpose of the Study

The purpose of this study is to improve the second language vocabulary learning performance of the secondary school students in the state schools of Turkey. In other words, this study investigates to find out a fruitful way of vocabulary teaching by regarding or disregarding the use of games in vocabulary teaching. In this study, as Vacca and Vacca suggested, traditional instruction of the vocabulary is defined as reading words in sentences, and memorizing the vocabulary and their meanings (as cited in Koppelman, 1999) No other resources are included in traditional way.

Teaching is one of the most complex professions in the world. Teachers are responsible for most of the teaching process, as they should at least show the way for learning. In teaching a foreign language, teachers' responsibility increases: and using some methods give them an opportunity of more effective teaching.

Games are one of these effective ways of teaching. Games help and encourage many learners to sustain their interest and study. Games also help the teacher to create contexts in which the language is used meaningfully. Thinking that the main problem in teaching English in our country is the lack of exposure to the target language, games are again very important for effective teaching. Games encourage students to speak the target language in an enjoyable environment. The learners want to take part and in order to do so, they should understand what others are saying or have written, and they should speak or write in order to express their own point of view or give information.

Consequently, developments in the area of teaching have affected the teachers of language; and to be able to cope with these developments, teachers should use the new techniques so that they will be able to achieve effective and efficient language teaching.

In order to realize the aim stated above, -to improve the second language vocabulary learning performance of the secondary school students in the state schools of Turkey- two classes from Çağlayan Secondary School are chosen. The classes chosen are 6th class students and have more or less the same level of proficiency.

1.4 The Research Question and Hypotheses

The present study proposes a research question that will be answered by testing hypotheses:

Is there any significant difference between the vocabulary learning performance of secondary school students who were taught vocabulary by regarding or disregarding games?

1. Teaching vocabulary through games has a positive effect on secondary school students.
2. There is no effect of teaching vocabulary through games on secondary school students.

1.5 Limitations of the Study

Only elementary level students were used in teaching vocabulary in two different approaches of vocabulary teaching; i.e. teaching vocabulary through games and teaching vocabulary through traditional method.

Only the recognition aspect of the vocabulary was taken into consideration. The productive aspect was ignored during the study.

The study concentrated on the selected forty words and four types of games.

The same teacher made tests were used as a vocabulary pre-test and post-test; all the sessions of the study were applied by the same instructor. The number of students in each group was 20.

CHAPTER 2

REVIEW OF THE LITERATURE

2.0 Presentation

This chapter gives information about principles of vocabulary teaching and teaching English to young learners. It also gives information about the types of vocabulary. In the last part, the role of games in teaching vocabulary is mentioned.

2.1 Historical Background of Teaching Vocabulary

In communication, the appropriate choice of vocabulary plays an important role in conveying the meaning as much as grammar. Insufficient vocabulary hinders the comprehension of the meaning in a text. Vocabulary plays a more important role in interpreting a text than that of syntax or background knowledge (Laufer, 1997).

As Carter (1989) indicated, for many years vocabulary has been the victim of discrimination by researchers who claimed syntax to be a more significant issue in the language development process. As a result, vocabulary teaching and learning has not received enough attention in English language teaching contexts (Carter & McCarthy, 1988). During the course of language teaching history, before the 1970s, vocabulary was not regarded as an important component of language teaching. Because of the effect of structuralism and the Chomskyan school of linguistics, which did not regard vocabulary as an area to focus on, the issue of vocabulary remained avoided. For instance, that students would infer the meaning of words from context was a dominant belief and because of this, it was assumed that no direct vocabulary instruction was needed (Coady, 1995).

The lack of attention to vocabulary has been also attributed to the dominant influence of audio-linguism and the direct method during that period (Nunan, 1991; Richards, 1976). According to the Audio-lingual Method, it was essential to keep vocabulary teaching at minimum in the first stages of the learning of an L2 (Celce-Murcia & Rosensweig, 1979). In the Audio-lingual Method teaching structural patterns and drills had priority, not vocabulary. The vocabulary items used in the drills were selected according to their appropriateness to the topic and according to their simplicity.

in understanding the patterns and drills to be taught (Zimmerman, 1997). As a result of this approach, EFL students had a poor comprehension of natural speech and poor writing ability (Celce-Murcia & McIntosh, 1979).

The Direct Method, on the other hand, was indeed in favour of teaching vocabulary, but it claims that the vocabulary should be learnt in context and without much explanation or translation (Celce-Murcia & Rosensweig, 1979). There were several reasons which underline this point of view. According to Rivers (1968) the proponents of the Direct Method believed that predicting what vocabulary learners might need is difficult. Second, if vocabulary teaching was involved too much in teaching, the students would regard language as an accumulation of words. The third reason was based on the assumption that in our first language we acquire a little amount of vocabulary at the beginning but this increases eventually in later stages. They believed that this assumption could also be applied to second language vocabulary acquisition.

During the 1970s, however, because of the influence of communicative language teaching, the importance of vocabulary was recognized again. Researchers started to point out the importance of vocabulary knowledge and vocabulary instruction (Carter & McCarthy, 1988). Wallace (1982), for example, stated that since vocabulary teaching is a rather complex area, methods and techniques of teaching vocabulary should be handled in a more systematic way. He also stated that learning a second language requires learning its vocabulary in an effective way. He argued that the inability of a learner to find a word, to express himself or herself could be a frustrating and demotivating experience on behalf of the students.

The fact that massive vocabulary instruction should be given from the early stages of learning; and vocabulary teaching should be given more importance in ESL programmes was also suggested by Judd (1978). Many other authors and researchers also started to consider vocabulary acquisition important and proposed ideas on vocabulary teaching. Twaddell (1973), for example, mentioned the importance of teaching guessing strategies and his point of view was that vocabulary should be considered as a separate language skill. Widdowson (as cited in Zimmerman, 1997) appreciated the importance of vocabulary as well. He believed that native speakers can understand sentences with ungrammatical yet correct vocabulary better than those of grammatical but incorrect vocabulary. This may indicate the more important role of vocabulary knowledge in communication, than grammar knowledge.

Rivers (1983) argued for the vital need to acquire a large enough vocabulary because with an inadequate vocabulary, learners would not be able to use the structures and functions that they

learned for understandable communication. Gass and Selinker (1994) thought along the same lines, stating that, sentences which have grammatical errors, can be understood whereas the ones that contain lexical errors have less possibility of being understood. They exemplify this claim with these two sentences: "Can you tell me where is the train station?" and "I feel sorry for people who live in the suburbs." The first sentence whose correct form should be "Can you tell me where the train station is?" contains a grammatical error but still can be understood. On the other hand, the second sentence contains a lexical error because the speaker, by saying "suburb", meant here the slum areas and felt sorry for poor people who lived there, but it can be easily inferred and can be misunderstood that she felt sorry for people who live in suburbs because they live far from the city and they have to drive to city. Here the misuse of only one lexical item can change the whole meaning and turn it into a different direction which actually was not intended by the speaker.

As can be seen in those examples, vocabulary competence plays a crucial role in learners' conveying meaning. Laufer (1997) stated, " No text comprehension is possible, either in one' s native language or in a foreign language, without understanding the text's vocabulary" Haynes and Baker agreed with her by saying that students need sufficient vocabulary rather than strategies for effective comprehension (as cited in Laufer, 1997). These thoughts highlight that lexical problems need to be carefully considered as they can impede comprehension.

2.2 Types of Vocabulary

Teaching of vocabulary includes the presentation of lexical items in realistic contexts and in a learning situation what the learner needs to be proficient. This proficiency necessitates structural competence and vocabulary large enough for him to understand and produce utterances on a wide variety of topics (Ellis and Tommlinson.1980:64) Without structural competence, he will never make himself understood; with structural competence but without fairly large vocabulary he will only be able to understand properly and comment on a very restricted number of topics. This is why the aim of vocabulary teaching is to enlarge the students' vocabularies

On this basis, vocabulary is searched under two headings:

2.2.1 Passive Vocabulary

Passive vocabulary, as Ellis and Tomlinson mention is the total number of the lexical

items which one can understand correctly (1980:64). Harmer defines passive vocabulary as; the words which the students will recognize when they meet them but which they will not be able to produce (1991: 159). Wallace on the other hand uses the term 'receptive vocabulary' instead of passive vocabulary

The learners' have a larger passive vocabulary knowledge than their active vocabulary as he will never have heard or read items that he will never need to use and he will be able to understand almost many items which he cannot use with the degree of accuracy. In order to increase students' passive vocabularies, the teacher must present new lexical items in a way that they are understood and will be remembered when heard or read again.

On the other hand, as a natural system, a new item very rarely goes directly to the students' passive vocabulary. Instead, it usually goes through a transition stage of partial understanding that when you read a new word, you do not understand it completely but when you meet with that word more often, your understanding increases. To support this process, the teacher should exemplify the use of each new lexical item in realistic contexts. This helps the student to perceive the correct meaning of the item

2.2.3 Active Vocabulary

Active vocabulary, as Wallace calls it 'productive vocabulary' consists of the total number of lexical items which the student can accurately use in speech and writing. In this context, a learners passive vocabulary will be larger than his active vocabulary as he will have heard or read items which he will never need to use.

According to Harmer, active vocabulary refers to vocabulary that students have been taught or learnt and which they are expected to be able to use. On the other hand, passive vocabulary refers to words which students will recognize when they meet them but which they will not be able to produce (1991: 159).

Any item which becomes a part of a learner's active vocabulary must first of all be a part of his passive vocabulary. Ellis and Tomlinson mention that the implication of this for teaching is important as the student cannot accurately use a lexical item which he does not

understand (1980:66). So, the instruction type, looking up the meaning of a word in the dictionary, writing three or four sentences each including that word, is futile as the student will be trying to use what he does not understand and most probably s/he will produce incorrect sentences. Therefore, in order to understand a lexical item, the learner should read or hear it many times in realistic contexts or situations. Therefore in order to use a lexical item accurately a learner must, first of all, understand its use.

For the other side of the mirror, Doff claims that the teaching of active vocabulary is usually worth consuming time, giving examples and asking questions, so that students can really see how the word is used. On the other hand, to save time it is often best to present passive vocabulary quickly, with a simple example. If it appears as a part of a text or dialogue, we can often leave students to guess the word meaning from context.

2.3 Principles and Techniques of Teaching Vocabulary

2.3.1 Principles of Teaching Vocabulary

Learning the vocabulary of a language is a complex process than it might appear at first sight. Wallace mentions that to know a word in the target language as well as a native speaker knows it, may mean the ability to:

- recognize it in its spoken or written form;
- recall it at will;
- relate it to an appropriate object or concept;
- use it in the appropriate grammatical form;
- in speech, pronounce it in a recognizable way;
- in writing, spell it correctly;

- use it with the words it correctly goes with, i.e. in the correct collocation;
- use it at the appropriate level of formality;
- be aware of its connotations and associations (1982:27)

At this point, the teacher has the role of managing that the learner can do these things with the target vocabulary that is to be learnt. Therefore this process has to have some bases on which these principles occur.

First the teacher has to be clear about the aims. The teacher should decide how many of the things listed are expected to do by the learner. Wallace mentions that unless the teacher is clear on this point, it will be difficult to understand how successful or otherwise the vocabulary learning has been.(1982:27)

Secondly, after deciding on what is involved in vocabulary learning, the teacher should decide on the quantity of vocabulary to be learnt. The number of the words can be learned in a lesson, changes learner to learner and class to class. If there are too many words, the learner may be confused, discouraged and frustrated. However there are some cases where the learner is not stretched and so makes less progress than s/he could. It is an important job for the teacher to decide on the quantity of the words can be learned in a lesson. On the other hand, the teacher also has the responsibility of choosing the vocabulary to be taught to the students. This is necessary, because the vocabulary selection should suit the aims of the the course and the objectives of the lesson.

As a third process, the need is important. Wallace mentions that the vocabulary presented to our own needs and interests is more likely to be remembered. (1982:29) The selection of words can be made by students as well as teachers. In other words, the student is put in a situation where he has to communicate and gets the word he needs. The student should feel that he needs the target word, just as he would in a situation outside the classroom.

Frequent exposure and repetition is also an important factor in learning vocabulary. There has to be a certain amount of repetition until the learner has learned the target word. Wallace mentions that, if the word has to be the part of the learner's productive vocabulary,

he must be given the opportunity to use it, as often as necessary for him to recall it at will, with correct stress and pronunciation.(1982:29)

On the other hand, the word should be presented in a meaningful way. Meaningful presentation requires a way that, its denotation or reference is perfectly clear and unambiguous, as meaning involves many other things as well.

It is also necessary and sensible for the students that they should learn the words in the situation in which they are appropriate. Because the choice of the words can vary according to the situation in which we are speaking (e.g. whether in the classroom or at the beach), and according to how well we know the person to whom we are speaking.(from informal to very formal).

Lastly, as it is important for the learner to know the usual collocations that the word occurs in; words that are given should be presented in context. So from the very beginning the word must appear in its natural environment as it were, among the words it normally collocates with.

2.3.2 Techniques of Teaching Vocabulary

2.3.2.1 Visual Techniques

These pertain to visual memory, which is considered especially helpful with vocabulary retention. Learners remember better the material that has been presented by means of visual aids. Visual techniques lend themselves well to presenting concrete items of vocabulary-nouns; many are also helpful in conveying meanings of verbs and adjectives. They help students associate presented material in a meaningful way and incorporate it into their system of language values.

Visual techniques include pictures, photographs, drawings, flashcards, wall charts, picture stories, diagrams, graphs, maps, advertisements, films, forms, crossword puzzles, magazine and newspaper cut-outs, realia in the classroom; realia taken to the classroom to see, feel, taste, smell or listen to; gestures, mime, facial expressions. They are extensively used for conveying meaning and they are particularly useful for teaching concrete items of

vocabulary as food, furniture and certain areas of vocabulary as places, professions, descriptions of people, actions and activities as sport and verbs of movement.

2.3.2.2 Verbal Techniques

This pertains to the use of illustrative situations, synonymy, antonymy, scales, definition and categories.

Presenting just the definition itself is often inadequate as means of conveying meaning. Therefore, contextualized examples are required to clarify the limits of the item

Verbal Techniques

Definitions and illustrative sentences: The introduction of a word in English through the use of other words in the same language offers the advantage of contextualization. In addition, example sentences complement the definition because they show how the new word is used.

Synonyms and antonyms: Synonyms and antonyms are especially important in building new vocabulary because learners are able to use known vocabulary.

Scales: This technique is the presentation of related words in scales that include the combination of both verbal and visual techniques; for example, in the term 32° Celsius, the degree sign is the visual.

Explanations: This technique explains the meaning and the use of a given foreign word in the foreign language itself.

Translations: Although many linguists state that translation is not a good presentation technique, it is only considered dangerous for students if it becomes the only presentation technique. However, the major drawback may be when L2 words are introduced in lists.

2.4.1 The Role of Games

The latest concern of the foreign language teachers is to make the students use the language communicatively. After the realization of communicative competence, activities or techniques that are task-oriented and that lead students to use the language creatively have gained

importance. Games, which are task-based and have a purpose beyond the production of correct speech, are the examples of the most preferable communicative activities. Such activities highlight not only the competence but also the performance of the learner. Yet they are the indispensable parts of a grammar lesson, since they reinforce a form-discourse match. In such activities the attention is on the discourse context.

Learners of English have to deal with unfamiliar vocabulary during their language acquisition. In order to learn and retain new words, learners should participate in different task-based activities in their classroom whether it is a guessing task, a describing exercise or conversation making. Such activities also include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable. Therefore, it is necessary to explore whether students learn vocabulary effectively through games and how they learn it.

Traditionally, vocabulary has not been a particular subject for students to learn, but has been taught within lessons of speaking, listening, reading and writing. During the lesson, students use their own vocabulary and are introduced to new words provided by the teacher and classmates, which are applied to classroom activities. For many learners of English, whenever they think of vocabulary, they think of learning a list of new words with meanings in their native language without any real context practice. A number of learners may share the same experience of looking up words in a bilingual dictionary to find their meanings or definitions when they encounter new words. They may even write down lines of new words without any idea of the real use of them in context. Working this way, after a short period of time, many learners may find out that learning vocabulary in lists does not satisfy themselves, and they think the cause for it is just their bad memorization. Research and publications have shown that this is not a very effective way to study. Wallace states that, words are very seldom occur in isolation, so from the beginning the word must appear in its natural environment as it were, among the words it normally collocates with. (1982:30)

Furthermore, some other students may require teachers to give meaning and grammatical function for words that they are not familiar. Learners just wait for teachers who control the lesson to provide new forms of words then they write those words in their notebooks or complete their exercises. They may use words they learn in the exact formats as the original patterns in which those words appeared. This kind of rote verbal memorization is good to a certain extent since it helps learners learn and use the correct form of words.

However, the vocabulary used in such context is rather simple because grammatical and phonologic aspects are emphasized; and as a result, the lexical aspect is neglected. In other words, learners just know how to use the vocabulary in an exact form, but they do not know how to use it with different aspects of meanings in real life communication.

Games are organized according to rules, and they are enjoyable. Most games require choral responses or group works. Games are generally used after the presentation, in the practice part, because such communicative tasks can only be handled after mastering sufficient grammar and lexical points.

Through well-planned games, learners can practice and internalize vocabulary, grammar and structures extensively. Play and competition, that are provided by games, enhance the motivation of the students. They also reduce the stress in the classroom. While playing games, the learners attention is on the message, not on the language. In a way, students acquire language unconsciously since their whole attention is engaged by the activity. By providing personal, social, and cross-cultural issues to define, they sometimes simulate real life situations.

Games can be used for all levels. By regarding the proficiency, age and experience of the learners, appropriate activities might be applied successfully. It is also important to design clear and easy directions for the games.

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. W. R. Lee holds that most language games make learners use the language instead of thinking about learning the correct forms (1979:2). He also says that games should be treated as central not peripheral to the foreign language teaching programme. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely" (Richard-Amato 1988:147). They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings (Hansen 1994:118). They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, "add diversion to the

regular classroom activities," break the ice, "[but also] they are used to introduce new ideas" (1988:147). In the easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus and Wierus 1994:218). S. M. Silvers says many teachers are enthusiastic about using games as "a teaching device," yet they often perceive games as mere time-fillers, "a break from the monotony of drilling" or frivolous activities. He also claims that many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practised earlier

In sum, games provide favourable usages for extended communicative practice of grammar. They are motivating and challenging. They encourage students to interact and communicate. Through such activities students match the discourse with the context of the game. So these activities create a meaningful context for language use. The use of such activities both increases the cooperation and competition in the classroom. Thus, potential classroom ideas come into being, and a successful, joyful and enthusiastic learning is provided.

2.4.1.1 When to Use Games

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do" (1979:3). Games ought to be at the heart of teaching foreign languages. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. Even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.

Games are not used only for pleasure; so as English teachers, we can use games whenever we want. Usually they are used at the end of the subject as a present for students; though it is good for motivation. We should not limit these activity to the last minutes of the lessons. We can use them as warm-up activities at the beginning of lessons, to welcome students back, refresh their memories. Also games can be used when the students lose their attention to the subject: after a short, snappy game, students will return to the lesson alert and

attentive. Saving a game for the end of the lesson also has its advantages. It will encourage students to co-operate during the lesson and by ending on a high note, it may entice them to return to the next session.

In summary, the best time to play a game is any time that will benefit the learners.

2.4.1.2 Why to Use Games

Everyone knows that games are fun, but some people think that they are only fun. In fact, using games is an enjoyable way of achieving many educational objectives; they can be used to reinforce newly acquired information after it has been taught; they can be used to review the material even if it has been taught days, weeks, or even years ago; games can be used as a reward to encourage students to co-operate during less enjoyable activities. After a gruelling oral drill or other energy draining exercise, a quiet game is a fun way to relax. Games reduce inhibition, especially the competitive element is diminished or eliminated. The shy or linguistically weak students will feel more at ease and will participate the activities, if the object is to have fun, and not to score points and win. games provide teachers with a method of rapid rectification of students errors, correcting errors immediately prevents them from learning wrong things and thinking that students tend to remember best the things they enjoyed, rectification would be permanent. Games can be used effectively to provide motivation and interest. Students are very co-operative during games, because no one wants to bring a pleasurable activity to an end.

A game must be more than just fun. through In conclusion, learning vocabulary games is one effective and interesting way that can be applied in any classrooms. This research suggests that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence' should be taken into account. Here are some more explanations about why to use games:

- Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment. (Lewis, 1999)

- Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus. (Lewis, 1999)
- Game context makes the foreign language immediately useful to the children. It brings the target language to life. (Lewis, 1999)
- The game makes the reasons for speaking plausible even to reluctant children. (Lewis, 1999)
- Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
- Even shy students can participate positively

2.4.1.3 How to Use and Choose Games

When a teacher decides to teach something through a game, she should carefully think on how to choose and use it. The game should be appropriate to the age, level and social environment of the children. If the teacher chooses a game that requires higher level than the student, learners would be dissatisfied and would feel themselves incapable. Also a game interesting for adults would mean anything for young learners. Social environment is another important thing that have to be taken into consideration, so that games will be meaningful for children and will make good for vocabulary learning. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are should be planned.

Here are some explanations about how to choose and use games:

- A game must be more than just fun.

- A game should involve "friendly" competition.
- A game should keep all of the students involved and interested.
- A game should encourage students to focus on the use of language rather than on the language itself.
- A game should give students a chance to learn, practice, or review specific language material.
- A game should have few rules. A lot of rules may bore young learners.
- A game should involve all the learners as much as possible. If there are too much students, teacher may divide classroom into equal teams and assign each group to an activity station. A class of 40 could have 4 teams of 10 students each. Each group plays a different game. After a given length of time, the groups would move on to the next station in a clockwise direction. This takes a bit of organization, but once the system is learned, it functions quite smoothly.
- While playing a game, the teacher should provide a friendly environment to make students feel relax and keep all of them involved in the game.

2.5 Sample Games

In this study we use four games in order to realize the purpose of the study.-body stretcher, alphabeth dash, puzzle, flashwords- There are many different types of games which can be used as classroom activities to teach foreign languages. These are twenty samples games that can be used while introducing, or revising the target language.

1. **Homonym Game:** Different homonym pairs are placed on index cards. Each word is placed on a separate card. This game is played like "Go Fish". When the student gets a match, he defines the two different meanings of the homonym pair. This can also be used as a spelling game where the student does not see the matching homonym pair until he attempts to spell it. The cards can be made with or without a pictorial representation of the word.
2. **Action Game:** One player draws a card, reads the action word silently, then pantomimes the word. The first player to guess the word correctly gets to keep the card. The game continues until all cards have been pantomimed. The player with the most cards wins the game.

Extension Idea: Have a first grade classroom pantomime words related to their animal unit including: hibernate, things that mammals do (care for young; protect babies, etc);

3. **Categorizing Game:** A poster board with each letter of the alphabet is laminated. There should be enough space by each letter to write a word. A category is chosen. Each person in the group takes a turn naming something in that category that begins with the letter that "comes up" on his turn. If a child can not think of one he/she moves to the next player. The teacher can choose some "given" letters before the game is started. Perhaps the teacher picks a "science" category such as types of destructive weather and assigns associated letters of the alphabet to correspond.
4. **Word Book:** Each child is encouraged to keep his or her own personal wordbook. Any time during the day that a word appears in a subject area that is unfamiliar to the child, that word can be entered in his wordbook. I would encourage the child to "make up stories" using his/her words from the book. Parents should receive a copy of the vocabulary words from the book.
5. **Simon Says:** Present simple commands to the child that require him/her to make use of the vocabulary item (objects) that he or she is learning. This is a particularly good game for body parts, colors, shapes, etc.

6. **Help Your Team:** A list of 20 vocabulary words is selected from classroom reading, science, and history and/or listening experience. Twenty students are randomly assigned to two teams and each team is provided with an identical list of vocabulary words. Students are given fifteen minutes to meet with members of their team to discuss the definitions of the words. The team that produces the highest number of correct responses is the winner.
7. **Word Chart:** A bulletin board for a vocabulary word chart is needed. Prior to presenting classroom listening activities and reading assignments, the teacher should introduce any words within the material with which the children may be unfamiliar. These words should be discussed with the students and recorded on a "word chart". The child is then asked to define each word, use each word in a sentence, and make up stories using words from the word chart.
8. **Which One Doesn't Fit:** The teacher names (or shows) three items to the child. One of the words in the group does not fit with the other two. The child's task is to select the word that does not fit and explain "why". I would highly recommend this activity for all elementary grades. An older 4th grade example may include circulatory system, solar system, and digestive system. (Solar System does not belong). This simple activity encourages a student to "tell why the item does not belong" and requires verbal/sequential use of language.
9. **What is the Difference:** Pairs of objects that differ only in a single attribute such as color, size, shape, or composition is used. (Examples: Two pencils differing in color, two cups differing in size, two pieces of jewelry differing in type of metal used, etc.). The student must describe "what is different".
10. **Guess the Word:** The child's task is to listen to a description of an object and to try to guess what the object is.
11. **What Am I?:** The child is asked to pretend that he or she is an object in the room. After listening to a verbal description of the object, the other students try to guess what he or she is pretending to be.

12. **Say It Another Way:** Each player repeats something another player has said by changing the words but not the meaning. The players are divided into two equal teams with opposing players lined up and facing each other. The first player on Team A tells the first player on Team B to do something, for example, "Touch your nose". The first player on Team B performs the action and tells Team A to do the same thing, but he must give the command using different words (Say it another way), for example: "Put your finger on your nose". If the player on Team B cannot say the same thing in different words then Team A gets the point. At the end of the game, the team with the most points, wins.
13. **Two-way Words:** Players must make a statement that includes a homonym of a word in their partner's sentence. Twenty index cards with a pair of homonyms on each card are needed. Two pairs of partners sit across from each other. Five cards are dealt. The dealer chooses one of his cards, makes a statement that includes either of the homonyms on the card, then repeats the homonym, for example, "She wore a plain dress...plain." The partner from the opposing team must make a statement that includes the other homonym on the card, but gives no further clues. The partner may say "We were on a plane". If the partner is correct, the player can throw in the card. If the partner is incorrect, the player must keep the card for another turn. The first partners to throw in all of their cards win the game.
14. **Synonym Sentences:** A copy of the same sentence frame such as "The bear was _____ when he _____". Each player gets a copy of the same sentence frame. Players form two equal teams. Teams play spontaneously. The first player fills the blanks to make a good sentence, then passes it to the second player. The second player fills in his own sentence and tries to maintain the first players' meaning using different words. The play continues until all players have had a turn. The team whose first and final sentences are closest in meaning wins.
15. **X Marks the Spot:** Ten or fifteen vocabulary words are placed on index cards. The class is evenly divided into two groups. One group will "hide" words and the other group will "find" words. A blindfold is placed around Student A from the "finder" group. A child from the opposite group must hide the vocabulary word and then give the child directions to the word. A direction may involve: "Take three giant steps and

turn left". This is an excellent way to review vocabulary words and to practice giving and following directions.

16. **"A Game of Twenty Questions"**: Vocabulary words are written on index cards. Each student must select a card and students are encouraged to ask questions requiring a "yes" or "no" answer. When a vocabulary word is correctly "guessed" the card is given to that team or that student . The team or individual with the most cards "wins" the game.

17. **Barrier Games**: Barrier games are a very popular way to reinforce vocabulary words and concepts. With this activity a "barrier" is placed between two students. Examples of simple "barriers" may include: tall file folders, pieces of cardboard, etc. Partner sit side by side with the barrier placed between the two children. Partner 1 gives Partner 2 a set of directions to follow, a vocabulary word to define, and points are assigned to correct answers. Any subject matter can be "reviewed" using this partner or team approach. (Good examples include: spelling activities, science words, and listening tasks, etc.).

18. **"Robot" Talk**: In this game vocabulary words are spoken using a sound by sound approach as if "talking to a robot". For example, Student 1 looks at the science word "mammal" and must sound out the word using each individual sound (segmentation) such as "mmm-aaa-mmm-lilll. Students in the class must "guess" the word that is spoken. The student with the correct answer receives the card. This game can be adapted to most academic areas including: reading vocabulary words, spelling activities, science words, etc.

19. **"Sentence Building Game"**- The teacher organizes various piles of words from the following categories:
 - WHO BOX: This would include people names (dad, mom, the teacher, the doctor, the plumber, etc.

- DOING BOX: This box would include many verbs including such as walking, running, throwing, opening, closing, sewing, combing, etc.
- WHAT BOX: This box would include various nouns
- WHICH BOX: This box would include common adjectives such as: hot, cold, tired, hungry, skinny, fat, excited, etc.
- WHERE BOX: This box would describe various places including: in the garden, in the front yard, beside the tree, etc.
- WHEN BOX: This box would describe temporal concepts such as : in the morning, after dinner, before school, after school, etc.

The students must pick from various piles of cards or boxes and formulate "longer sentences". The student may generate a sentence including: The tired doctor sat down on the chair in his office. When a "silly" sentence is dealt the child must "change" the sentence to form a meaningful sentence.

20. **Cooks Choice:** Pictures of different foods or concepts are placed on index cards. The game is for any number of players. Players are divided into equal team. The food cards (or cards) are shuffled and placed down. One student draws a card and shows it to the student on the other team. If the player names the food or concept, his team receives a point. If the player can name the food group or the category a bonus point is scored. The game continues until one-team scores 20 points and wins the game.

CHAPTER 3

METHOD

3.0 Presentation

This chapter begins with the information of the subjects of the study. The following part is about the design of the study. Data collection procedures are given in the final part.

3.1 Subjects

This study was carried out with forty-two 6th class students of Çağlayan Secondary School. during the second semester of 2005-20006 academic year. The reason for choosing second semester for the study is that the students have learned the English to read short dialogues and to understand classroom instructions.

Two groups were used in the study since the study requires one experimental group and one control group. The number of the students in each group was 20. There were 12 girls and 8 boys in the experimental group, whereas there were 11 girls and 9 boys in the control group. The groups were formed of elementary level students who started to learn English at the same time, so they have almost the same proficiency level.

Of the teacher's six classes, two of them were selected as the control group and the experimental group. The selection was based on the students' scores on the previous English exams. The comparison revealed that the two groups had equal English levels and that groups could be the subjects of the study.

3.2 Research Design

In this study, two groups at the same proficiency level (elementary) were compared according to two different approaches for vocabulary teaching. The first approach was the use

of games in vocabulary teaching. The second approach was the use of the traditional approach in vocabulary teaching.

The teacher was assigned to teach six classes during this particular term. Since the study required two classes -one experimental group and one control group- were chosen for the study. Each class has four hours of English lesson in a week.

After the formation of the groups, four topics were selected for vocabulary teaching purpose. Within the four topics 40 words were selected randomly as the target words of the study. Each topic had the 10 of the 40 target words.

After the selection of the forty words and the topics, four games were selected for using the teaching of the target words. The vocabulary that would be used in the games were parallel to the vocabulary of the four topics. Each topic included 10 of the target words. Therefore each game used for vocabulary teaching, required to use the same 10 target words.

A pre-test of 40 questions testing the target vocabulary was implemented to experimental and control group without a prior announcement. In the following four weeks, the target vocabulary was given in four different dialogues but in two different ways. In Class 6-A (experimental group), target vocabulary was taught regarding games. In Class 6-B (control group), on the other hand, target vocabulary was taught disregarding games, through traditional methods.

Table 1: The Design Outline for the Groups

Weeks	Dialogues	Target Vocabulary	Control Group	Experimental Group
		Nose, ear, eye, mouth, shoulder foot,	<ul style="list-style-type: none"> • Giving the definitions of the words in the mother tongue, 	<ul style="list-style-type: none"> • Reading a dialogue • Telling the meanings of the words through realia, and a matching exercise.

1	Parts of the Body	hand, finger, arm, leg	<ul style="list-style-type: none"> • Reading the text from the handouts, • Some translation activities.. 	<ul style="list-style-type: none"> • Playing a language game, (body stretcher) by using the target words for practising the new vocabulary.
2	Fruits and Vegetables	Apple, orange, grapes, strawberry, banana, potatoes, tomatoes, cucumber, onion, carrot	<ul style="list-style-type: none"> • Giving the meanings of the words in the mother tongue, • Reading the text from the handouts, • A matching exercise. 	<ul style="list-style-type: none"> • Revising the vocabulary through a game, • Reading a dialogue • A matching exercise on the target words, • Playing a language game. (alphabeth dash)
3	Family Members	Mother, father, sister, brother, aunt, uncle, cousin, son, daughter, grandmother / grandfather	<ul style="list-style-type: none"> • Giving the meanings of the words in the mother tongue, • Reading the text from the handouts, • Answering comprehension questions. 	<ul style="list-style-type: none"> • Revising the vocabulary through a game, • Reading a dialogue • Telling the meanings of the words by drawing a sample family tree, • Playing a language game. (puzzle)
4	Occupations	Teacher, pilot, nurse, doctor, engineer, secretary, artist, policeman, dentist, singer	<ul style="list-style-type: none"> • Giving the meanings of the words in the mother tongue, • Reading the text from the handouts, • Some translation activites. 	<ul style="list-style-type: none"> • Revising the vocabulary through a game, • Reading a dialogue • Telling the meanings of the words with pictures, • Playing a language game, (flashwords)

3.3 Materials

3.3.1 Games

For this study, four vocabulary games (See Appendix A)were used to teach vocabulary to the experimental group.

3.3.2 Pre-test and Post-test

Pre-test and the post-test were developed by the researcher. They have the same questions to see to what extent the students learn vocabulary from the 4-week instruction of the target vocabulary. The tests have 40 questions. In order to prepare the questions, target words were used. (see Appendix C)

3.3.3 Reading Texts

For this study, four reading texts are used (See Appendix B)

3.4 Data Collection Procedures

Data collection procedures are categorized into three parts: before the study, during the study and after the study. In before the study part, how two groups were selected as experimental and control group is explained. In the second part, the instruction of the study is introduced. It gives detailed information on the instruction in both control and experimental groups week by week. After the study part is the final part, the scoring of the post-tests are introduced in the last part.

3.4.1 Before the Study

Of the instructors six classes, two of them - Class 6-A and 6-B – were selected as the control group and the experimental group. The selection was based on the students' scores on the previous English exams. The comparison revealed that the two groups had equal English levels and that these groups could be the subjects of this study.

A pre-test involving 40 questions were given to the students. The aim of the pre-test was to check whether they already knew the target vocabulary or not.

3.4.2 During the Study

This part of the study includes the instruction. During the instruction of this part, both groups were presented the same teaching materials. Four dialogues with the same target vocabulary “Parts of the Body, Fruits and Vegetables, Family Members, Occupations” were introduced to the subjects. In addition to the dialogues, four games were used to teach vocabulary to the experimental group.

In the experimental group, the instruction was enriched by vocabulary games. After the warm-up and motivation part, the reading texts were read by teacher and the students. The teacher tries to explain the meanings of the target vocabulary through mime-gestures, and realia. After the instruction, the target vocabulary was practised through games. Students use the target vocabulary while playing the vocabulary games in an enjoyable environment.

Games were disregarded while teaching vocabulary to the control group. In the control group, the teacher taught the target vocabulary in a traditional way. That is to say, the teacher gave the texts beforehand and started the lesson. After warm-up and the motivation phase, the teacher stated the aim of the lesson and wrote the definitions of the new words on the blackboard. She used them in sentences and modelled their pronunciations. First the teacher read the reading text then the students read it. After reading, the students answered the questions or completed the exercises.

As in the experimental group, towards the end of the each week the target vocabulary was revised, but in a traditional way. The teacher asked the meanings of the some of the target words and the students tried to say the definitions or Turkish equivalents.

Week 1

a. Control Group

After the warm-up and motivation phase, the teacher wrote the Turkish equivalents of the target words on the blackboard and modelled their pronunciation. Then the handout about 'the Parts of the Body' was read by the teacher and the students. Lastly some translation activities were done by the students.

b. Experimental Group

The subject was 'the Parts of the Body' for both of the group. After warm-up and motivation, first the teacher then the students read the dialogue about the subject; after reading, the teacher gave the meanings of the target words by using the pictures and realia. Students did a matching exercise using the target words.

In order to practice the new vocabulary in an enjoyable way, students played the game 'body stretcher'. Students were paired of for this game. One named 3 parts of the body, when he had finished, the other tried to touch them in the order named. Then the roles were reversed. Students took one point for each correct response. The others watched the players carefully and tried to keep the meanings of the words in their minds, incase they would be next to play the game.

Week 2

a. Control Group

The subject was 'Fruits and Vegetables' for the second week. After warm-up and motivation phase, the teacher wrote the Turkish equivalents of the target words on the blackboard and modelled their pronunciation as the same of the first week. Then the handout about 'Fruits and Vegetables' was read by the teacher and the students. Students answerthe comprehension questions about the subject. At the end of the week a matching exercise was done by the students.

b. Experimental Group

At the beginning of the second week, students played the game ‘flashwords’ to revise the previous weeks vocabulary. The handout about the second weeks subject was read by the teacher and then the students. Students made a matching exercise, they matched the pictures of the target words with their meanings in English. The teacher modelled the pronunciation of the words, throughout the exercises.

At the end of the each lesson, students form groups and played the game ‘alphabeth dash’ to practise the vocabulary. The class was divided into two teams of ten players each. Each player was given a numbered card. The teacher called out a number and the student with that number have 20 seconds to name as many words as possible. His team got one point for each correct word. The teacher was also the scorer so she wrote the points on the blackboard.

Week 3

a. Control Group

This week the subject was ‘Family Members’. As in the previous weeks, the teacher wrote the Turkish equivalents of the target words on the blackboard and modelled their pronunciation. The reading text about the subect was read by the teacher, then the students read the text. The comprehension questions were answered, and some other exercises were done by the students.

b. Experimental Group

To revise the previous weeks vocabulary, a game (alphabeth dash) was played by the students. While reading the handout about the family members, the teacher used the picture of a family tree (see appendix B) to tell the meanings of the target words. After reading the text and answering some comprehension questions, students tried to draw their own family trees. The teacher also drew a family tree on the blackboard and modelled the pronounciations of the target words.

The following stage of the study was the game. After drawing family trees, students played the game ‘puzzle’ teacher prepared a sample table for the students. They formed two groups, each one has 10 members. Teacher wrote a word on the table. Then the members of the groups wrote words on the table one by one, they had to find words that match the other words on the table. Each correct word made one point and the group who wrote the biggest number of target words won.

Week 4

a. Control Group

Last week’s subject was ‘Occupations’ for both of the groups. Teacher wrote the target words on the blackboard and modelled the pronunciation of the words. The reading text about the subject was read by the teacher and then the students read it. Students answered the comprehension questions about the subject. Students translated some sentences into Turkish; and did some other activities.

b. Experimental Group

At the beginning of the fourth week, students played the game puzzle to revise the previous week’s subject. That time, the scorers of the game was two of the students in the classroom. Teacher only watched the students and controlled the answers.

After revising the previous week’s vocabulary, the new subject was introduced through the reading text about ‘Occupations’. Teacher used the pictures to explain the meanings of the target words. students did some exercises about the subject. They matched the words with the pictures, filled in the blanks by putting the target words in right places.

To assess and improve the word recognition, students formed groups of ten and played the game ‘flashwords’ by using the new vocabulary. The teacher had drawn the pictures of the target words on cardboards in advance. She showed them briefly to the classromm and then

concealed. The group who can recall and write down the greatest number of the words correctly, won.

3.4.3 After the Study

After the study, a month after the pre-test, the students were required to take a post-test having the same questions with the pre-test to see whether there was a meaningful difference in teaching and learning the target vocabulary between the experimental and the control group.

3.5 Data Analysis

The purpose of this study was to find out whether there would be a significant difference in learning the target vocabulary between the group that was exposed to the vocabulary teaching regarding games, and the group that was exposed to the traditional vocabulary teaching, guided by the same teacher.

To achieve this goal, the two groups were asked 40 questions testing the knowledge of the target vocabulary as a pre-test and the next step was the introduction of 5 reading texts including the target vocabulary in 4 weeks. As a last step, a post-test including the same 40 questions testing the knowledge of the target vocabulary were asked to the students.

CHAPTER 4

RESULTS AND ANALYSIS

4.0 Presentation

This chapter is made up of the analysis of students pre-tests and posttests scores and interpretations of the results.

4.1 Restatement of the Purpose

This study investigates to find out whether there would be greater vocabulary gains for the secondary school students who were taught target language regarding the use of games in vocabulary teaching as compared to the students who were taught disregarding the use of games or in a traditional way.

In order to realize the aim stated above, the scores of the students both in the experimental and the control groups were computed and analyzed using the Independent Samples t-tests. The analysis of the performances will be explained in detail in the following sections of this chapter.

4.1.1 Analysis of the Pre-test Scores

Before the instruction, a mean score was calculated for both groups. Independent Samples t-tests were used to compare the mean pre-test scores of the experimental and the control groups. Table 2 indicates the mean scores in the pre-test of the groups. The mean scores of the groups in the pretest were compared by using Independent Samples t-test as shown in Table 3. Figure 1 shows the scores of the students in both groups in the graphic.

Table 2 : Pre-test mean scores of the experimental and the control group

Group Statistics

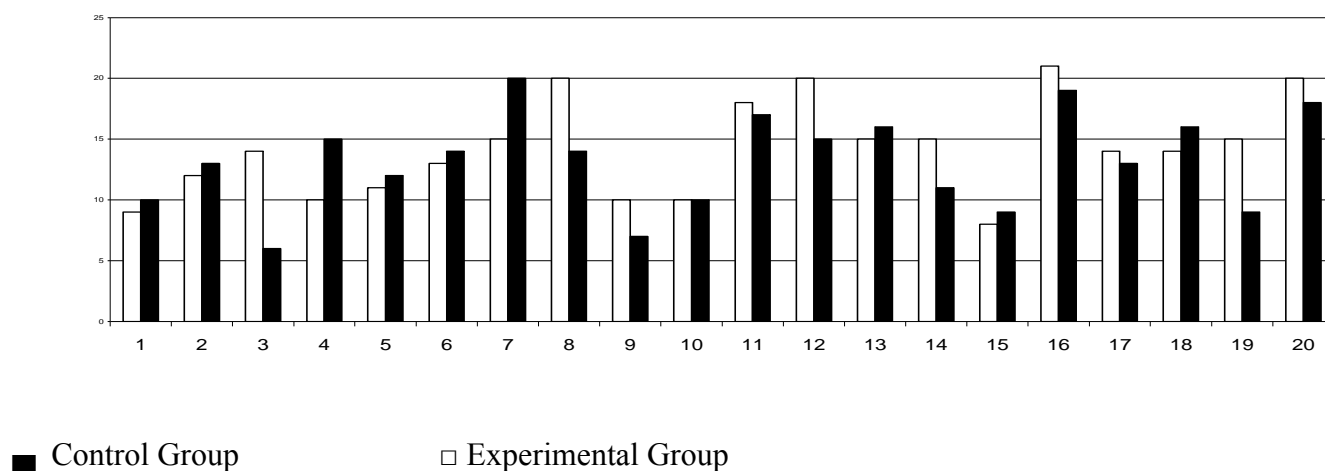
Groups	N	Mean	Std. Deviation	Std. Error Mean
Exp.	20	14,20	3,96	0,909
Cont.	20	13,25	3,97	0,863

Table 3 : Independent t-test results for experimental and control group's pre-test

Independent Samples Test

	Levene's test for equality of variances		t-test for equality of means						
	F	Sig.	t	df	Sig(2 tailed)	Mean difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
TOTAL									
Equal variance assumed	,033	,865	-,474	38	,638	1,0000	0,036	-	1,6368
Equal variance not assumed			-,474	38	,639	1,0000	0,036	2,6368	1,6368
								-	2,6368

Figure 1 : Pre-test scores of the groups



4.1.1.1. Interpretations and Discussions of the Pre-test Results

The mean score of pre-test in the control group is 13,1 out of 45; the mean score of pre-test in the experimental group is 14,3 out of 40. Comparing the mean scores of the two groups through an independent samples t-test as shown in the Table 2 we do not see a significant difference at a confidence level of 0.5. This means that the mean score of two groups are highly close. This is to say, there is no significant difference between the pre-test scores of experimental and control groups.

The comparison of the mean scores of pre-tests of both experimental and control groups showed that they were more or less at the same level of proficiency in terms of the vocabulary. All students were asked to answer a pre-test consists of 40 questions in order to test the vocabulary knowledge before the instruction. Those multiple-choice questions aimed to test whether the subjects had known the target vocabulary beforehand or not. When the scores were compared, the comparison showed that the groups were more or less at the same proficiency level about the target vocabulary.

4.1.2 Analysis of the Post-test Scores

The post-test scores were compared after the instruction. The mean score of the post-test received from both control and experimental groups were showed in Table 4. The mean scores of the groups in the post-test were compared by Independent Samples t-test and the

results were shown in Table 5 Figure 2 shows the scores of the students in both of the groups graphically.

Table 4: Post-test mean scores of the experimental and the control group.

Group Statistics

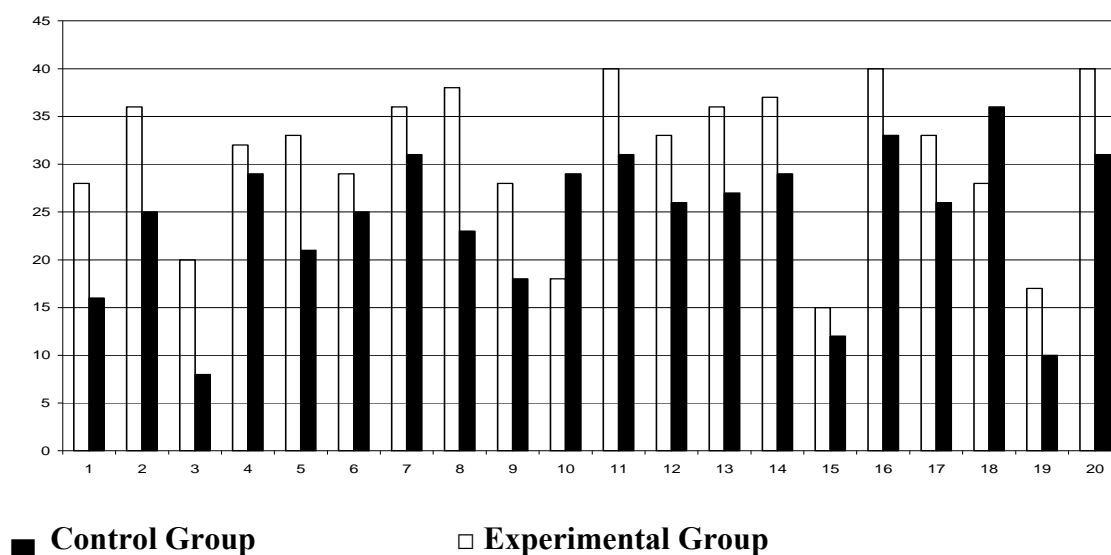
Groups	N	Mean	Std. Deviation	Std. Error Mean
Exp.	20	31,30	7,50	1,8863
Cont.	20	24,35	7,76	1,863

Table 5 : Independent t-test results for experimental and control group's post-test

Independent Samples Test

	Levene's test for equality of variances		t-test for equality of means						
	F	Sig.	t	df	Sig(2 tailed)	Mean difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
TOTAL									
Equal variance assumed	,045	,832	3,051	38	,004	7,000	0,0233	1,79971	8,90029
Equal variance not assumed			3,051	38	,005	7,000	0,0233	1,79984	8,92016

Figure 2 : Post-test score of the groups



4.1.2.1 Interpretations and Discussion of the Post-test Results

The post-test mean score of the control group is 24.35 out of 40; while it is 31.30 out of 40 for the experimental group. The scores that are compared through an independent samples t-test as shown in Table 6. shows that the difference appears significant at a confidence level of 0.1. In other words, in terms of the mean posttest scores there is significant difference.

After the instruction, however, the post-test scores revealed significant differences between groups. The students in the experimental group made better than the students in the experimental group. The comparison of these scores pointed out that students who were taught the target vocabulary through games are more successful than the students who were taught the taget vocabulary through traditional methods.

4.2 Summary of the Results

The results indicated that the use of games_in teaching the new vocabularies has a positive affect on the students' learning the new vocabularies. Thus, the research questiun stated in Chapter 1 was answered positively. Namely, it has been statistically proven that there is a significant difference between the scores of the students who studied the texts, which contain the target vocabulary through games and the scores of the students who studied the texts by reading, giving the definitions, memorizing, using in sentences, and translating into Turkish, namely, in traditional ways.

Furthermore, the hypotheses stated in Chapter 1 were proved positively. The analysis of the results showed a significant difference between the control group and experimental group students' vocabulary learning performances. The students in experimental group did better in the Post-test whereas there were not any significant difference in Pre-test scores between the experimental group and control group.

The results also indicated that when students are interactively engaged in vocabulary learning through games rather than involved in translation, memorization of definitions, and the traditional way of teaching, they learn more from vocabulary instruction. That is to say, vocabulary instruction regarding games has positive effects on vocabulary learning.

CHAPTER 5

CONCLUSION

5.0 Presentation

This part of the study starts with a summary of the investigation, it is followed by a conclusion. Limitations of the study, and suggestions for further studies are the other parts of this last chapter.

5.1 Summary of the Study

The aim of this study was to investigate whether teaching vocabulary using games was an effective method. In particular, it aimed at finding out if teaching new words using games could result in a better learning and remembering of those words than teaching them with definitions only.

The study was conducted at Çağlayan Secondary School. Two 6th class of elementary level students participated in the study, first as a control group and the second as an experimental group. In this study, the two groups at the same proficiency level (elementary) were compared according to two different approaches for vocabulary teaching. The first approach was the use of games in vocabulary teaching. The second approach was the use of the traditional approach in vocabulary teaching.

After the formation of the groups, four topics were selected for vocabulary teaching purpose. Within the four topics 40 words were selected randomly as the target words of the study. Each topic had the 10 of the 40 target words.

After the selection of the forty words and the topics, four games were selected for using the teaching of the target words. The vocabulary that would be used in the games were parallel to the vocabulary of the four topics. Each topic included 10 of the target words. Therefore each game used for vocabulary teaching, required to use the same 10 target words.

A pre-test of 40 questions testing the target vocabulary was implemented to experimental and control group without a prior announcement. In the following four weeks, the target vocabulary was given in four different dialogues but in two different ways. In Class 6-A (experimental group), target vocabulary was taught regarding games. In Class 6-B (control group), on the other hand, target vocabulary was taught disregarding games, through traditional methods. After the instruction of the target vocabulary through two different methods; a post- test was given to the students in both control and experimental groups.

Finally, the tests' results were compared to determine if there were any significant difference among groups. To this end, the means and the standard deviations were calculated and t-test was used.

5.2 Conclusions and Discussions of the Results

The results of this study indicated that there was a significant difference between the control group and the experimental group. It was also clear that teaching vocabulary through games -as it is on the experimental group- was more effective than teaching through traditional ways to the secondary school students.

Also the results of the study showed that the subjects in the experimental group learned a significant number of words through games and they were more successful in recalling the target words than the students in control group.

5.3 Limitations of the Results

Some limitations related to this study should be pointed out those are the subjects and the materials that were used during the instruction.

The number of the subjects was limited to 20. the use of such small group of samples limits the generalizability of the results regarding the study. Therefore, the findings of the study should be taken into account with the characteristics of the sample group, as all the subjects of the study were at the elementary level of 6th classes. A study with a different group can result differently. Therefore this restricts the generalizability of the study to a wide area.

Time limitation was another important limitation of this study. Extended exposure to games is an important factor and this requires a longer time period. Thus, the time span for treatment should have been longer. It might have lead to different results if the time was longer. The students would have been exposed to games more and the results might have been more accurate.

5.4 Suggestions for Further Studies

By this study, two vocabulary teaching approaches were compared. The following points can be beneficial for further studies.

- The vocabulary teaching process can take place a longer period of time. It can be more than 4 weeks.
- The evaluation of the learned vocabulary can be done after a longer period of time in order to find out the contribution of songs to recall the learned vocabulary.
- A similar study can be conducted among advanced level students.
- Number of the students can be more than 20 in both of the groups in order to have better statistical results.
- A similar study can be conducted for the pronunciation of the words which are taught through games.
- The techniques for teaching vocabulary through games can be further developed or new techniques can be used.
- The motivation aspect of using games in teaching process can be investigated.

APPENDIX A

GAMES

BODY STRETCHER

Students are paired off. One names 3 parts of the body. When he has finished, the other must touch them in the order named. Then the roles are reversed. One point for each correct response. For example:

“touch your nose, knee, elbow.”

When both participants have done 3 parts, 4 are named and touched; then 5, and 6... Only parts which are touched in the order called are worth a point each.

Suggestion: students could write the body parts before the game is played in order to avoid confusion and arguments. For example :

(1) nose (2) ear (3) eye

(4) mouth (5) shoulder (6) foot (7)hand

ALPHABETH DASH

The group is divided into 2 teams of 10 players each. Each player is given a numbered card. The teacher calls out a number and a letter and the student with that number has 20 seconds to name as many words as possible that start with or has that letter. His team gets one

point for each correct word. This game can be played with restricted words; we played it with the names of fruits and vegetables in the second week.

A

Apple

Tomatoes

Orange

Banana

PUZZLE

Each student draws a square and divides it into squares. He then chooses a word and arranges it in the squares so that consecutive letters touch one another. Each letter of the word can be used only once, of course. Then they challenge one another to discover their “puzzle words”

R	O	T
B	M	H
F	R	E

R	→	O	→	T
↑	B	M	→	H
F	R	←	E	↓

FLASHWORDS

Several words are shown briefly to the students and then are concealed. The student who can recall and write down the greatest number of the words correctly chooses the new words for the next round.

APPENDIX B

READING TEXTS

Fruits and Vegetables

Sarah is at the greengrocer's:

Greengrocer : Hello Sarah!

Sarah : Hello, can I have two oranges and five apples?

Greengrocer : Here you are.

Sarah : Can I have half a kilo of strawberry please?

Greengrocer : What about some banana or grapes?

Sarah : No, thank you.

Greengrocer : And vegetables?

Sarah : Yes, can I have two kilos of tomatoes and a kilo of onion please.

Greengrocer : Do you want any cucumbers or carrots?

Sarah : Oh! I want two kilos of carrots please!

Greengrocer : Here you are!

Sarah : How much are they?

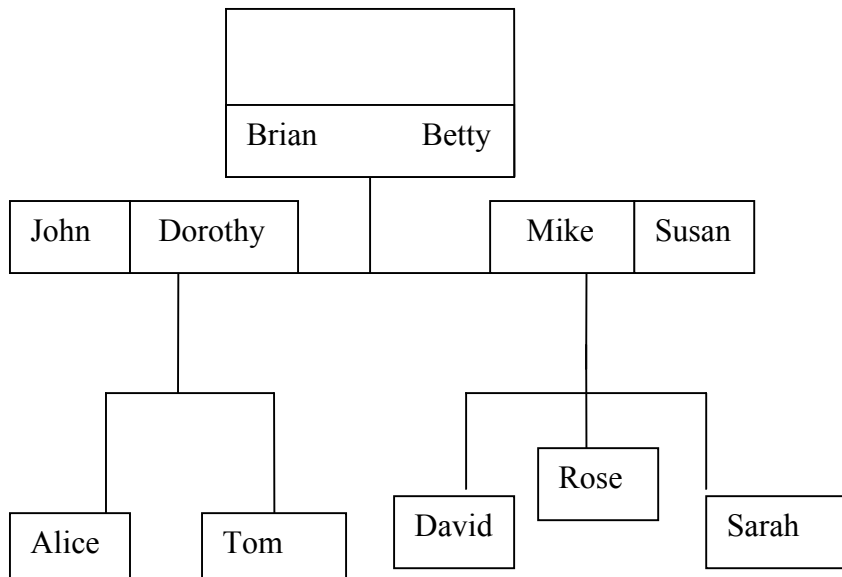
Greengrocer : They are 10 pounds.

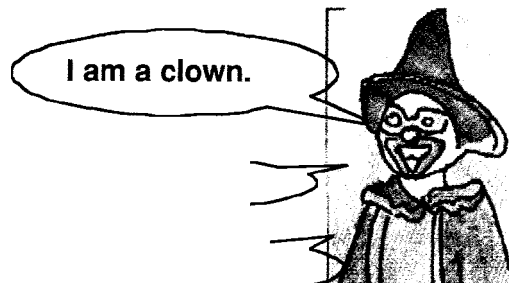
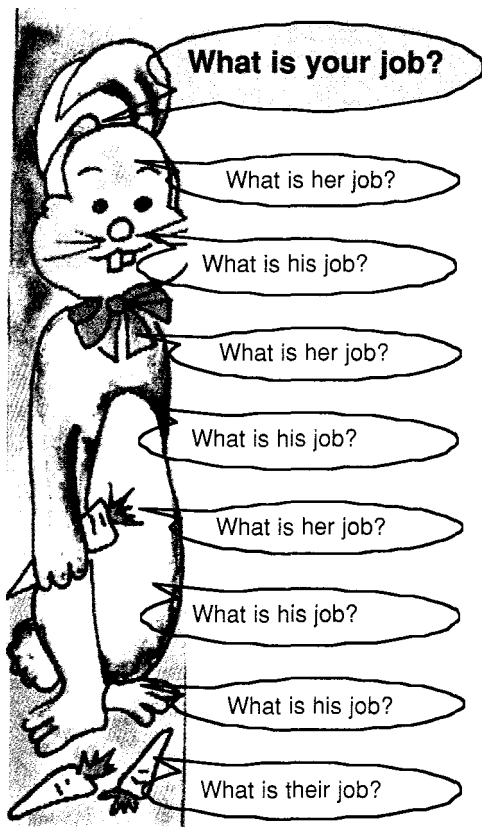
Family Members

Hi! I am David and this is my family tree. Brian is my grandfather and Betty is my grandmother. My father's name is Mike and Susan is my mother.

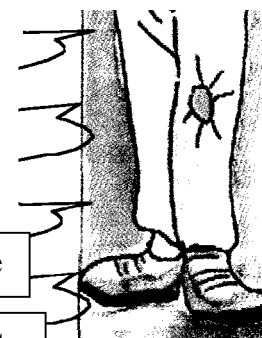
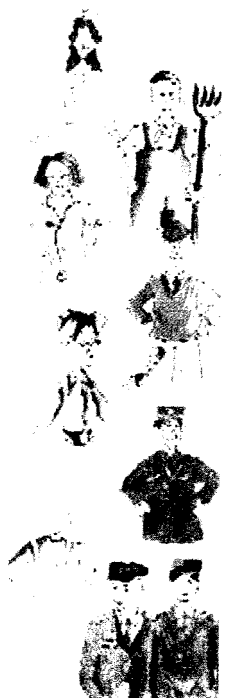
Dorothy is my aunt, her husband's name is John. They have got a son and a daughter, their names are Alice and Tom.

I have got two sisters, their names are Sarah and Rose. I haven't got any brother.





OCCUPATION



She is a nurse
 He is a pilot
 She is a doctor

He is an engineer

She is a secretary

They are dentists

He is an artist

He is a policeman

APPENDIX C

PRE-TEST / POST-TEST

Write their meanings!

1. nose
2. ear
3. eye
4. mouth
5. shoulder
6. foot
7. hand
8. finger
9. arm
10. leg
11. apple
12. orange
13. grapes
14. strawberry
15. banana
16. potatoes
17. tomatoes
18. cucumber
19. onion

20. carrot
21. mother
22. father
23. sister
24. brother
25. aunt
26. uncle
27. cousin
28. son
29. daughter
30. grandmother / grandfather
31. teacher
32. pilot
33. nurse
34. doctor
35. engineer
36. secretary
37. artist
38. policeman
39. dentist
40. singer

APPENDIX D

STUDENTS' SCORES OF PRE-TEST AND POST-TEST

STUDENTS	PRE-TEST SCORES OF CONTROL GROUP	POST-TEST SCORES OF CONTROL GROUP	PRE-TEST SCORES OF EXPERIMENTAL GROUP	POST-TEST SCORES OF EXPERIMENTAL GROUP
1	10	16	9	28
2	13	19	12	36
3	6	8	14	29
4	15	29	10	32
5	12	21	11	33
6	14	25	13	29
7	20	31	15	36
8	14	23	20	38
9	7	18	10	28
10	10	29	10	15
11	17	31	18	40
12	11	26	20	15
13	16	27	15	21
14	11	29	15	37
15	9	12	8	15

16	19	33	21	40
17	13	26	14	33
18	16	36	14	28
19	3	10	15	14
20	18	31	22	40

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