THE IMPACT OF VOCABULARY GAMES ON A2 LEVEL STUDENTS' MOTIVATION IN WRITING LESSONS: A CASE STUDY

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AUGUST 2018

**THE IMPACT OF VOCABULARY GAMES ON A2 LEVEL STUDENTS'
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**A THESIS SUBMITTED TO THE GRADUATE SCHOOL OF
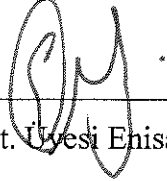EDUCATIONAL SCIENCES OF BAHÇEŞEHİR UNIVERSITY**

BY

Aslı EDWARDS

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF ARTS
IN THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

AUGUST 2018

Approval of the Graduate School of Educational Sciences

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I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

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This is to certify that we have read this thesis and in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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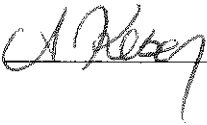Supervisor

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

THE IMPACT OF VOCABULARY GAMES ON A2 LEVEL STUDENTS'
MOTIVATION IN WRITING LESSONS: A CASE STUDY

Edwards, Aslı

Master's Thesis, Master's Program in English Language Education

Supervisor: Dr. Lecturer Yeşim Keşli Dollar

August, 2018, 107 pages

A number of students find writing lessons tedious and time consuming as well as challenging; therefore, they easily feel demotivated in writing classes. However; with the implementation of vocabulary games in these lessons, not only can learners be motivated in a safe and fun environment but also given a chance to remember previously learned vocabulary before writing a paragraph. This case study was an attempt to explore the impact of using vocabulary games in A2 level students' writing classes in terms of promoting motivation. The second aim was to identify the attitudes of these students towards vocabulary game implementation in writing lessons. The study was conducted for six weeks in the first term of 2017-2018 academic years at Bahçeşehir University School of Foreign Languages English Preparatory Program in Istanbul, Turkey. The participants were 18 A2 level preparatory school students between the ages of 18 and 23. The data collection tools used in the study were the researcher diary, structured interview with students, peer-observation and a questionnaire. The findings of the study revealed that vocabulary games played in the writing lessons are beneficial in fostering motivation. They also showed that students adopted a positive attitude towards the use of vocabulary games. The vocabulary games used in this study were: Hangman, Hot Seat, Who Wants to be a Millionaire, Taboo, 20 Questions, Run to the Board and Kahoot. Pedagogical implications and suggestions for further studies were addressed.

Keywords: Motivation, Vocabulary Games, Writing, Writing Anxiety

ÖZ

KELİME OYUNLARININ A2 SEVİYESİNDEKİ ÖĞRENCİLERİN YAZMA DERSLERİNDEKİ MOTİVASYONU ÜZERİNDEKİ ETKİSİ: BİR VAKA ÇALIŞMASI

Edwards, Aslı

Yüksek Lisans, İngiliz Dili Eğitimi Yüksek Lisans Programı

Tez Yöneticisi: Dr. Öğr. Üyesi Yeşim Keşli Dollar

Ağustos, 2018, 107 sayfa

Pek çok öğrenci, yazma derslerini sadece sıkıcı değil, aynı zamanda yorucu ve bunaltıcı da bulmaktadır. Bu sebeple, yazma derslerinde çok çabuk moral bozukluğu yaşanmaktadır. Fakat bu derslere kelime oyunu eklenmesi, öğrencilerin güvenli ve eğlenceli bir ortamda motive olmasını sağlamakla kalmayacak, aynı zamanda daha önce öğrendikleri kelimeleri bir paragraf yazmadan önce hatırlama ve pekiştirme imkanı da sunacaktır. Bu vaka çalışması, yazma derslerinde kelime oyunu oynanmasının, A2 seviyesindeki öğrencilerin motivasyonu üzerindeki etkisini araştırmayı amaçlamıştır. İkinci olaraksa, bu öğrencilerin yazma derslerine eklenen kelime oyunlarına karşı gösterdikleri tutum incelenmiştir. Bu araştırma, Bahçeşehir Üniversitesi Yabancı Diller Yüksek Okulu İngilizce Hazırlık Programı`nda, 2017-2018 akademik yılının ilk döneminde, altı haftalık bir dönemde gerçekleştirilmiştir. Araştırmaya A2 seviyesinde, yaşları 18 ile 23 arasında değişen 18 İngilizce Hazırlık Programı öğrencisi katılmıştır. Veri toplama aşamasında araştırmacı günlüğünden, öğrencilerle gerçekleştirilen yapılandırılmış görüşmelerden, öğretmen ders gözleminden ve anket çalışmasından yararlanılmıştır. Araştırma sonunda elde edilen bulgular, yazma dersinde oynanan oyunların öğrencilerin motivasyonunu artırdığına işaret etmekte ve öğrencilerin oyunlara karşı olumlu bir tavır sergilediğini göstermektedir. Bu vaka çalışmasında, yazma derslerinde oynanan oyunlar şunlardır: Hangman, Hot Seat, Who Wants to be a Millionaire, Taboo, 20 Questions, Run to the Board, Kahoot.

Anahtar Kelimeler: Kelime Oyunları, Motivasyon, Yazma, Yazma Kaygısı

To Kemal, my mother and sister

ACKNOWLEDGEMENTS

First and foremost, I would like to thank my thesis advisor, Dr. Yeşim Keşli Dollar, for her amazing assistance and great support in the process of writing this thesis. Her help has been invaluable in difficult times.

I would also like to thank Dr. Enisa Mede for her valuable help and tremendous support throughout this process.

My special thanks go to my sister and my mother who have always provided me with continuous encouragement and lots of love.

Finally, I must express my very profound gratitude to our director, Mehmet Atasagun for his generous support and my dear students for their immense help.

This academic journey would not have been possible without their patience and encouragement along the way.

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Introduction

1.1 Overview

In this chapter, the researcher aims to present an overview about the motivational issues preparatory school students encounter in writing lessons in A2 level. It is claimed that students come to writing classes with negative feelings and attitudes and lose motivation very quickly. This chapter also refers to theoretical framework in which more causes of issues regarding motivation in writing classes are examined. In addition, purpose of the study, research questions and significance of the study are presented. Finally, definitions of some key terms are stated.

1.2 Theoretical Framework

There are four skills in English; two of which are receptive skills (reading and listening) and the other two are productive or active skills (speaking and writing). In productive skills, learners are expected to produce an oral or a written message. This can be achieved through a combination of lexical knowledge, grammatical knowledge and syntax. As Kruse (2003) states "academic writers usually have to solve different tasks simultaneously, and their writing process may be impaired if they fail even one of them" (p.23). That is to say, students have to build sentences in a foreign language using correct grammar in the correct order, choose words or expressions that explain what they have in their minds accurately and express their opinions at the same time. Each of these is a challenging task (especially if learners are in lower levels) and that is why a number of students experience difficulty in writing lessons. This leads to anxiety as well as demotivation and ESL learners develop a negative attitude towards writing lessons. They experience struggles in the writing lessons and a loss of interest in the subject. Moreover, they lose self-confidence when they get low grades in the writing exams which further contributes to low performance in the lessons or results in total avoidance from them. Some students are capable of motivating themselves when confronted with such

challenge; however, some need to be motivated in order to overcome these problems, continue learning and becoming effective writers in class. One of the best tools used in promoting motivation and bringing fun into the classroom as well as creating a safe and an enjoyable atmosphere is the use of games in lessons. Language games not only decrease the level of stress in learners but also create a sense of curiosity in the teaching material or in the subject. Since the lack of necessary vocabulary is one of the most significant factors in failure in producing an effective piece of writing, vocabulary games in writing lessons can both help students improve their lexical knowledge and get over their writing-related stress due to their entertaining nature. Also, students are accustomed to being exposed to theoretical information regarding how to write a paragraph or an essay in a writing classroom where little or no fun is implemented. Vocabulary games can help teachers eradicate this prejudice and turn writing lessons into a fun experience.

1.3 Statement of the Problem

There are two important issues which led to the subject matter of this case-study. First of all, students encounter motivational problems as they find writing lessons theoretical and boring. Since attention and hard work is required to develop this skill, students find it challenging and they sometimes give up even before they start or they stop trying to create a paragraph after a few attempts. They think that they will not be able to write a good paragraph and this is why they associate it with negative ideas like failure, boredom and frustration. This also results in losing their self-confidence and suffering from anxiety while composing a text or before starting writing. Furthermore, writing lessons are still in lecture form where students have minimal chance to practice composing. This is also another contributor to the motivation problem. Petkov and Rogers (2011) put forward that "lectures are focused on the teacher with minimal student interaction" and research has shown that outdated traditional instruction does poorly in motivating students" (p.7). According to Kumar and Lightner (2007), "lectures where students sit passively is no longer a beneficial method of teaching, however it continues to "be the norm in college classrooms" (Bok, 2005)" (p.54). They also state that:

> The learner passively sitting in a lecture with no stake or interest in the information, does not reach the level of stimulation required to promote effort. Moving around a

room, participating in a contest, or simply talking to other students can raise the level of activity to a point where a student is more alert and attentive to the activities of the class (p.53).

The second issue is the lack of vocabulary and the insufficient use of word lists. When learners do not know a word or cannot remember it, they tend to translate from their mother tongue, Turkish. If they use a dictionary, they separately look up the words and form wrong combinations, which makes it difficult for teachers to understand the intended meaning. However, learning vocabulary is not only about learning its meaning in the mother tongue. If students do not know how to use words in their sentences (if there is no production), it means that they only memorize words for a short period and do not actually learn them. That is also what they tend to do when they are given word lists at the beginning of every module. The words in these lists are selected from the reading texts that are presented in class every week in main course/integrated skills classes. Learners tend to memorize the Turkish meaning of these words for their weekly WAT exams. However; they do not know how to use them in sentences in writing lessons. They practice these words only though gap-filling and matching exercises as well as multiple choice questions. However, they do not know how to use them since the writing booklet does not include any activities or exercises so that students could practice integrating them to their sentences or paragraphs. They practice these words only in their weekly packs in main course classes. No production with these words leads to simple sentences in students` paragraphs. They use only the words they know in the exams so that they do not make any mistakes and lose points. Also, because there is no production in main course classes either, they do not know how to transfer these words into writing lessons. Therefore, if they do not know a word, they get stuck in the writing exams, say it in simple sentences or in long sentences which do not mean anything in English. Since they are only motivated by exams, they start studying just before them. They do not give importance to process writing procedure as it does not include any assessment. When they don't get any points from an activity, they do not regard it significant and miss the chance to practice writing paragraphs and learn from their mistakes.

Personal experience paragraphs that they are expected to write in A2 level require the knowledge of past tense and lexis. Since they have a lot of chance to practice simple present tense through exercises in the main course lessons, the only area they need to improve is their lexical competence. In order to do that, they need to focus on learning vocabulary.

1.4 Purpose of the Study

For language students, writing skill takes time to develop and requires practice. It is a combination of grammatical and lexical knowledge of the target language. According to Fareed, Ashraf and Bilal (2016), "a text of an effective ESL writer must be cohesive, logical, clearly structured, interesting and properly organized with a wide range of vocabulary and mastery of conventions in mechanics (Jacobs and L, 1981; Hall, 1988)" (p.81). That is why, in order to achieve the goal of writing a piece of text in English, students are expected to have a good command of grammar and vocabulary. Many researchers stress the importance of these two subjects in writing skill in their studies. Crossley, Kyle, Allen & McNamara (2014) maintain that "teachers report that correct grammar and mechanics are important elements of writing instruction and writing quality" (p.300). They also state that "additional evidence for the perceived importance of grammar skills in the classroom can also be found in writing textbook, which dedicate large sections to grammar instruction (p.300). According to Viera (2017), "vocabulary knowledge is viewed as an essential tool for mastering any language skills; it also contributes to the understanding of written and spoken texts" (p.90). Because of this expectation, students find it difficult to compose a paragraph. When they struggle to build sentences or when they do not know or remember the necessary words to write a specific paragraph, their motivation is negatively affected and they lose self-confidence. According to Ismail, Hussin and Darus (2012), "it is important to note that many ESL students view writing as difficult and become apprehensive when presented with a writing task and thus, often refuse to spend time on writing (Rankin-Brown, 2006)" (p.70). This leads to boredom, lack of interest, anxiety while writing and negative feelings towards these lessons. Cervantes (2009) puts forward that "in general, students find the lessons boring" and "the

lessons are mechanical and quite predictable" (p.20). As a consequence, teachers have a hard time in encouraging their learners. Wardman (2010) claims that:

> Many ESL students, children and adults alike, dislike or even dread writing tasks in the ESL classroom, finding them boring or difficult (Winer,1992: Cimcoz, 1999). This can lead teachers to avoid all but the shortest of writing tasks in the classroom, for fear of not being able to motivate or support their students highly enough. (Rationale section, para.1)

Also, students' unwillingness and lack of enthusiasm affect the lessons as well as their teachers' motivation. Pacing becomes slow and students do not show their utmost performance or involvement. Yan (2009) claims that "students affect the teachers' motivation and behavior just as teachers affect the students' (p.111). Because of these factors, the subject matter of this study was chosen.

Students in A2 level in some private universities, in Foreign Languages Preparatory Programs are expected to write personal narrative paragraphs in writing lessons. They generally do not have difficulty in grammar since such paragraphs require only the use of past simple tense at this level. However, they encounter problems with lexis as they are in elementary level and personal narrative paragraphs require descriptions of events, emotions and places. Learners in this level are given word lists in main course lessons that comprise of words from the reading texts in their A2 level weekly packs and the academic words that are found in English texts with high frequency. It has been observed that learners only memorize these words for their WAT exams and do not use words from them while writing paragraphs. That is why, while addressing the motivation problem in writing lessons, the researcher benefits from these lists. Vocabulary games which revise the words from these lists and are related to the topic of the personal narrative paragraph of each week are prepared with the aim of motivating students in writing lessons. It is thought that the learners could revise these words in an enjoyable, stress-free environment, get over their writing apprehension while having fun and be more motivated in these lessons. It is also thought that exposing students to these words in a game format in the first writing lessons can help them write their ideas more easily while composing their personal narrative paragraphs in the second lessons which can also contribute positively

to their motivation. That is why the primary purpose of this study is to examine the motivational benefits of using vocabulary games in A2 level students' writing classes. It also endeavors to find out these students' attitudes towards vocabulary game incorporation into writing lessons. This study is based on the belief that students have a negative attitude towards writing lessons and they can be encouraged to have a more positive outlook and have fun while remembering previously-learned lexical items in their integrated skills lessons.

1.5 Research Questions

The aim of this case study is to find answers to the following questions which were taken from Kaya's (2016) research and adapted to the present study:

1)   What are the benefits of implementing vocabulary games (which revise previously learned lexical items) in writing lessons in terms of student motivation?
2)   What are the attitudes of the students to the vocabulary game implementation in writing classes?

1.6 Significance of the Study

A number of studies have been conducted and much has been written about the writing skill, students` motivation in writing and writing anxiety. These studies have shed light on the reasons behind students` reluctance in composing texts, explained why some of them suffer from anxiety in writing and offered solutions for motivational problems. However, there is not any specific study on the implementation of vocabulary games in writing lessons in terms of increasing students` motivation. The present study aims to fill this gap. Therefore, it is hoped that this research can help English teachers when their students lose interest, get demotivated and have problems with participation in their writing lessons. Also, teachers who work at private universities, in English Preparatory Programs can combine two elements in A2 level curriculum they are expected to follow: word lists given to students in main course lessons and writing topics. In other words, they can help their students transfer the lexical knowledge they obtain in integrated skills lessons to writing lessons. With the help of the information presented in this research, they can meet their students' lexical needs more easily and provide them with context-related

words before they write personal narrative paragraphs. The findings of this study may also help teachers when they prepare lessons plans for their writing classes and increase their students' motivation and make them more willing to write personal narrative paragraphs.

1.7 Definitions

A2: The Common European Framework of Reference for Languages (CEF or CEFR) was put together by the Council of Europe as a way of standardising the levels of language exams in different regions. It is very widely used internationally and all important exams are mapped to the CEFR. There are six levels: A1, A2, B1, B2, C1, C2. A2 is called Waystage where students are expected to deal with simple, straightforward information and begin to express oneself in familiar contexts.

Anxiety: an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future

Attitude: a feeling or opinion about something or someone, or a way of behaving that is caused by this

Game: activity engaged in for diversion or amusement or a physical or mental competition conducted according to rules with the participants in direct opposition to each other

Modular System: A modular system is implemented at Bahçeşehir University, English Preparatory Program and students are required to complete five modules (A1, A2, B1, B2, C1) of 8 weeks consecutively in a given Academic Year.

Motivation: enthusiasm for doing something

Personal narrative paragraph: Personal narratives are a form of writing in which the writer relates one event, incident, or experience from his/her life.

Vocabulary: a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge

WAT exam: Abbreviation for Weekly Achievement Test where students are asked multiple choice, gap-filling and matching questions regarding the words from the reading

texts and the grammar subject(s) covered and in the classrooms every week of a module. The number of WAT exams change according to the length of the module.

Word List: Students in Bahçeşehir University School of Foreign Languages English Preparatory Program are given a word list at the beginning of every module which is prepared by the Level Coordinators. These words are taken from the reading texts in the Language Leader course books used in the Preparatory Program and the reading texts in the weekly packs which are also prepared by the Level Coordinators.

Chapter 2

Literature Review

2.1 Overview

This chapter presents the literature review of the study in detail. Writing apprehension (which is also called writing anxiety), motivation and games are the main titles of this section.

2.2 Writing apprehension (Writing Anxiety)

"For acquiring and using any language effectively and efficiently, it is essential to master four skills, namely listening, speaking, reading and writing". (Farooq & Uzair-Ul-Hassan, 2012, p.183). Although these skills are taught separately, they are still presented in pairs: listening and reading as receptive skills which are input-oriented and speaking and writing as productive skills which are output-oriented. As Alves (2008) puts it "writing is not a spontaneous skill or acquired easily" (p.2). "It [writing] is a difficult skill for native and non-native speakers alike because writers should balance multiple issues, such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics" (Hashemian & Heidari, 2013, p. 476). That is why, writing in English is perceived as a demanding task by ESL / EFL learners. Students are also expected to take a single idea and expand it to a whole paragraph or a number of paragraphs. This puts a lot of pressure on some students and they experience a problem that is called writing anxiety or writing apprehension. This term was introduced by John Daly and Michael Miller and can be defined as "a situation and subject specific individual difference associated with a person's tendencies to approach or avoid situations perceived to potentially require writing accompanied by some amount of perceived evaluation" (Daly & Wilson, 1983, p.327).

2.2.1 Previous studies on writing apprehension. Various researchers and writers have come up with different reasons for this particular situation: In his study, Wigati (2017) employs two techniques (classroom observation and semi-structured and stimulated recall interviews with students) and finds out that writing anxiety occurs due to having weaknesses in grammar, lack of ideas, limited range of vocabulary and limited time allocation which provokes nervousness and fear of being evaluated.

Choi (2013) has conducted a research on the same topic. According to the results of English Writing Anxiety Scale survey in the study, 50.2 % of the 26 junior high school students stated that they were afraid that they might make grammatical mistakes in English writing, 15.3 % of them reported insufficient vocabulary knowledge and 13.4 % claimed lack of confidence and anxiety.

Al-Shboul and Huwari (2015) has found out that the causes behind the 21 male Jordanian PHD students are lack of knowledge in English structure, negative attitude toward writing negative writing experience in the past, and inadequate knowledge in academic writing.

Kara (2013) also contributes to literature with her study. She has carried out a research with 150 first-year Turkish students. She has investigated the reasons and found out that students experienced anxiety due to four components: Firstly, they could not develop a writing habit as they were used to taking tests in their previous experience and not to expressing themselves in writing. Secondly, students in her study stated that they did not have the organizational strategies and they were unhappy with their teacher's approach to writing lessons. The final reason was related to the course book. Students claimed that it did not include sufficient examples, exercises or explanation.

Another study on this topic has been undertaken by Olanezhad (2015). In his research with Iranian Translation, Teaching and Literature students, he aimed at determining the level and sources of writing anxiety. He conducted a quantitative research due to the large number (150) of participants and used EWAT questionnaire consisting of 26 items and an open-ended question. According to the findings of the questionnaire, students experienced moderate writing apprehension with a mean score of 83.7. The results of the open-ended question demonstrated that the causes of writing anxiety according to those students were the weakness of their pre-university education (stated by

81 learners), their lack of confidence (27 students) and concern over the teacher's evaluation (42 students).

The next research concentrated on writing anxiety has been conducted by Liu and Ni (2015). Their study analyzed Chinese university EFL students' foreign language writing anxiety with regard to general pattern, reasons and results. 1174 first-year learners participated in the study, answering the 26-item Foreign Language Writing Anxiety Scale, and taking an English writing test. 13 students among them took part in the semi-structured interviews and were asked in what stage of writing they felt the most anxious, the reasons behind their writing anxiety and the strategies they employed in order to cope with it. The findings helped the researchers identify seven reasons behind this problem:

1. Students find writing in English challenging.
2. They wanted to use more suitable expressions while writing.
3. They worried too much about the exam results.
4. They had a limited range of vocabulary.
5. They did not have enough writing practice.
6. They were not accustomed to the genre.
7. They were not fast enough while composing.

The last study regarding writing apprehension and the strategies to overcome it has been carried out by Qashoa (2014). 110 Emirati students participated in his extensive study and 10 of them were invited to take part in the questionnaire and the interviews. The results of these revealed that tests, cognitive and linguistic elements were the most significant causes of students' writing anxiety. The learners found tests challenging, topics unfamiliar and prompts vague. Also, word and time limit as well as the failure from tests put pressure on them. Cognitive factors such as organization problems in writing, poor mechanics, and various genres further contributed to their anxiety problem. Poor grammar, limited range of vocabulary and spelling errors made this issue worse for the Emirati learners.

2.3 Vocabulary

Most of the studies mentioned above have indicated that one of the contributing factors to students' writing anxiety is the lack of vocabulary. "Considering that a certain level of vocabulary is needed to learn the target language and writing means production; it can be said that vocabulary plays an important role in writing by enabling the use of the language in an active way" (Karakoç & Köse, 2017, p.356). Young-Davy (2014) highlights the importance of vocabulary in writing in her article:

> Learners' abilities to express their ideas in writing have a significant impact on both their academic success and self-confidence (Coxhead, 2006; Hinkel, 2009). Consequently, vocabulary learning must be upfront and center stage in writing instruction. Improved vocabulary use leads to a feeling of success; in contrast, a lack of vocabulary impairs learners at all levels of academic endeavors and undermines even the most diligent learners (p.26).

> Solati-Dehkordi and Salehi (2016) put forward that "writing and vocabulary knowledge enjoy a mutual relationship. That is saying, while writing is an excellent opportunity for enhancing and consolidating vocabulary, at the same time much research has shown that vocabulary is one of the most essential features of writing" (p.152) "Hulstijn and Laufer (2001) and Kim (2008) found that using words in a composition was more effective than supplying them in a fill-in-blanks exercises, or reading the words in a text and answering comprehension questions that required understanding these words" (Laufer, 2013, p.3). Laufer (2013) also states that "the relationship between vocabulary and writing is that of mutual contribution and support. Good lexis is an important factor in making a piece of writing effective, and writing practice leads to vocabulary growth" (p1). In other words, the range and quality of lexis have an important effect on the quality of writing and writing enlarges lexical knowledge. Wang (2014) maintains that "one of the main problems that EFL learners have with writing is that their vocabulary tends to be very limited, and is therefore used repetitively, limiting the extent of their expression" (p.69). That is why,

> writing classes should focus on ways to incorporate vocabulary into writing in academically recognized ways. Providing this sort of support may encourage writers

to engage with the meaning and form of words initially, which may in turn increase confidence in using words in writing rather than using avoidance techniques (Coxhead, 2012, p143).

2.3.1 Teaching vocabulary in writing classes. Ma (2015) points out to the fact that "although students and faculties often voice vocabulary as one of the major problems plaguing ESL academic writing, usually minimal time or energy is spent on acquiring vocabulary in ESL writing classrooms" (p.5). The writer further maintains that "instructional time and energy allotted to academic vocabulary in ESL writing courses is far less than adequate" (p.5). In order to help students overcome lexical problems in writing, a number of researchers are in favor of making use of explicit vocabulary instruction. "The National Reading Panel (2000) states that explicit vocabulary instruction occurs when students are given definitions or other attributes of words to be learned" (Khamesipour, 2015, p.1620). "Duin's (1983) study has found that explicit vocabulary instruction results in greater use of contextually appropriate words as a result of the "word awareness" effect, influencing learners to pay more attention to word choices in subsequent writing, enriching the content, and improving sentence structure" (Lee, 2003, p.538-539). Laufer (2013) supports explicit vocabulary instruction, too. Based on the findings from previous research, she claims that "explicit vocabulary instruction helped learners use words that had previously been known passively and also words that had been newly learned in an immediate writing task (p.2). According to Solati-Dehkordi and Salehi (2016), "explicit vocabulary instruction paves the way for converting recognition vocabulary to productive vocabulary through immediate writing task leading to retention. Explicit instruction also helps newly learned vocabulary become productive in an immediate writing task" (p.152). Young-Davy (2014) also believes that this type of instruction is beneficial for students' writing skills. She points out that

> Previous research has suggested that explicit attention to vocabulary can produce several desirable effects in the classroom. It can offer more opportunities to ensure that learners are exposed to appropriate and necessary vocabulary. Second, it raises students' awareness of the importance of broadening their vocabulary base, and how it benefits their writing (and other skills) (p.31).

In Lee's (2003) study, it has been observed that "recognized productive vocabulary increased significantly after explicit vocabulary instruction. 63.62% of recognized vocabulary became productive vocabulary in an immediate writing task" (p.550). Lee (2003) also adds that "explicit vocabulary instruction (…) helps retention" (p.551). The writer concludes her study by stating that "in the early stages of writing instruction, writing tasks can be approached from a vocabulary focus to help learners get accustomed to thinking of vocabulary as part of the writing process" (p.551).

2.4 Motivation

Writing anxiety leads to a decrease in motivation in writing lessons. Apprehensive learners tend to lose self-confidence, withdraw from writing lessons and avoid composing as much as they can in the process. In order to cope with these problems and get over them, these students need to be supported and motivated. It is an undeniable fact that motivation is a significant component of learning as a whole, not only of writing lessons. Guilloteaux and Dörnyei (2008) point out that "indeed, motivation provides the primary impetus to initiate second or foreign language (L2) learning and later the driving force to sustain the long and tedious learning process" (p.55). In his study, Zhao (2012) draws attention to internal and external factors that affect people's motivation. He puts forward that internal factors such as goal setting, expectancy, anxiety, self-confidence and self-efficacy as well as external factors like teachers, activities and materials, relevance, feedback and classroom environment have a profound effect on a person's motivational arousal (p.102-103).

Motivation gives students courage and helps them generate enthusiasm to overcome difficulties in all aspects of learning. It is actually seen as a "pre-requisite of and a necessary element for student engagement in learning" (Saeed & Zyngier, 2012, p.252). Ng and Ng (2015) claim that "without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure learner achievement" (p.98). Students need a lot of motivation, especially in writing lessons, since "any writing tasks requires extended periods of concentration and engagement in which writers must marshal

all of their cognitive, motivational, and linguistic resources" (Bruning & Horn, 2000, p.28). Kelly (2012) also puts forward that

> Output-oriented lessons [speaking and writing] … are harder to teach. Since the final tasks require them [students] to generate language on their own, rather than merely comprehend the language a teacher provides, speaking and writing tend to require a higher level of engagement of a greater variety of skills. Therefore, performing speaking and writing tasks, especially for weaker students, requires a higher degree of motivation as well (p.13).

Ryan and Deci (2000) state that "they [people] vary not only in level of motivation (i.e., how much motivation) but also in the orientation of that motivation (i.e., what type of motivation)" (p.54). They further explain that "orientation of motivation concerns the underlying attitudes and goals that give rise to action- that is, it concerns the why of actions" (p.54).

"In Deci and Ryan's (1985) self-determination theory, they distinguished two basic distinctions based on different reasons or goals that give rise to an action- intrinsic and extrinsic motivation" (Zhao, 2012, p.100) According to Ng and Ng (2015), "intrinsic motivation can be found within the individual and is related to the individual's identity and sense of well-being. Learners are intrinsically motivated when learning is a goal in itself" (p.98). Özgür and Griffiths (2013) maintain that "intrinsic motivation can be associated with the inner feelings of learners and it considers how learners engage in the task, and if they are willing to be involved in the activity" (p.1110). Ryan and Deci (2000) state that "intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards" (p.56). Extrinsic motivation on the other hand, is tied to external factors. "Learners are extrinsically motivated when learning is done for the sake of rewards such as grades or praise that are not inherently associated with the learning itself, that is, when learning or performing well becomes necessary to earning those rewards" (Ng & Ng, 2015, p.98). Zhao (2012) believes that "those students who work for extrinsic rewards are comparatively passive because if the external reinforcement is not available, they have no reason to do it and they may remain stagnant" (p.101).

"Students respond differently to intrinsic and extrinsic motivation and each motivation type results in different form of engagement in and with their learning" (Saeed & Zyngier, 2012, p.253). "According to Ushioda (1996), students who are intrinsically motivated can experience greater pleasure and emotional involvement because the rewards generated from intrinsic motivation are usually positive feelings such as enjoyment, pleasure, satisfaction, and self-indulgence and students can be always motivated by those internal rewards from the learning itself to persist learning" (Zhao, 2012, p.101). Noels, Clement and Pelletier (2001) highlight the importance of intrinsic motivation in the following excerpt:

> Intrinsic motivation (IM) is the most self-determined form of motivation. A person who is motivated intrinsically learns an L2 because of the inherent pleasure in doing so. These feelings of enjoyment are hypothesized to stem from the fact that engagement is voluntary (i.e., not imposed on the learner by some outside source) and because the activity challenges the learner's abilities, fostering a sense of L2 competence. Due to these feelings of autonomy and competence, intrinsically motivated students are expected to maintain their effort and engagement in the L2 process, even when no external rewards are provided (p.426).

2.5 Games

According to Randel, Morris, Wetzel and Whitehill (1992), "games are competitive interactions bound by rules to achieve specified goals that depend on skill and often involve chance and an imaginary setting (cf. Cruickshank & Telfer, 1980)" (p.262). Kumar and Lightner (2007) state that "a substantial body of literature indicates that the use of non-traditional interventions such as games, simulations, multimedia instruction and interactive activities are valuable teaching methods" (p.53). "Using games (not necessarily video games) for teaching is one way to shift to a more appropriate learning format for the digital generation" ("Using Games to Teach", 2018). When engaging elements are added in their learning, students respond more positively and become more motivated. Based on the numerous studies conducted before, it can be put forward that intrinsic motivation leads to higher student engagement. One can conclude from this fact

that, intrinsically motivated activities and tasks should be used more in the classrooms. Ojeda (2004) believes that "since learners are coming into the classroom accustomed to being entertained by technology (video games, computers, television, camera-phones, etc.), language instructor may benefit from complementing pedagogical strategies with ludic activities that uphold the integrity of formal academic standards, while fostering language learning and learner motivation (p.5). Also, in order to help pupils overcome anxiety and generate motivation intrinsically, teachers can plan their lessons and choose tasks and activities that promote self-confidence, entertainment, a sense of control and safety as well as fun. Bruning and Horn (2000) believe that "the goal is to find tasks that generate engagement through their intrinsic qualities and require a minimum of externally managed rewards to keep students involved" (p.27-28). Since intrinsic motivation refers to "doing an activity simply for the enjoyment of the activity itself" (Ryan and Deci, 2000, p.60), it can be put forward that using games in classrooms can fulfil this goal. Games combine several elements such as fun, engagement, interaction, goal-orientedness, and stress-free learning environment. Ryan and Deci (2000) state that "for a high level of intrinsic motivation, people must experience satisfaction of needs both for competence and autonomy" (p.58) which can also be put among these elements. Kang and Tan (2014) claim that "games provide the platform for people to experience pleasure, and feelings of competence, which lead to increased intrinsic motivation toward the gaming activity" (p.110).

2.5.1 Games and motivation. Educational games provide considerable benefits to students, especially language learners. The first and the most significant advantage is that games are not graded and that is why they promote learning in a stress-free manner. "Games work as a teaching tool because bad consequences are rarely serious or lasting. Often, it is possible for students to recover within a game, and use what they have learned to successfully complete a task" ("Using Games", 2018). Mead (2011) believes that "games allow a learner to work at his or her own pace in safe environments. Even failure can provide feedback and motivation for the learner to master difficult tasks" (p.5). Games are fun as they are not assessed and that is why they facilitate the learning process. "Chen (2009c) argued that learning effect is ultimate if it takes place under "edutainment" activities, i.e., activities that can achieve the purposes of both "education" and

"entertainment" (Liao & Chen, 2012, p.565). Chen (2005) states that "in an action research conducted by Huyen and Nga (2003), students said that they liked the relaxed atmosphere, the competitiveness, and the motivation that games brought to the classroom" (Introduction section, para.3). He also mentions that "on the effectiveness of games, teachers in Huyen and Nga's action research reported that their students seemed to learn more quickly and retained the learned materials better in a stress-free and comfortable environment" (Introduction section, para.3).

The second benefit is related to encouraging autonomy which leads to motivation. Mead (2011) claims that "games are an interactive way to compel players to take a deliberate role in their learning experience" (p.3). In other words, "they allow students to assess their knowledge for themselves and give them a chance to see where they are having trouble before they engage in graded activities like papers or tests" ("Using Games", 2018). Kirkland and O'Riordan (2010) state that while playing a game in the classroom, "students are in a position to monitor their own progress and understanding of the subject material in a non-invasive manner. Games provide instant feedback for students and guidance in terms where to focus their learning effort and time" (Value added benefits of games, para.2). Therefore, it can be said that students have the chance to take responsibility for their own learning, and learn their strengths and weaknesses autonomously through games in a safe and comfortable environment.

Thirdly, games promote better communication, interaction and cooperation among students which are significant components that generate motivation. According to Ojeda (2004), "games can provide a competitive environment that enhances second language learner motivation" (p.3). He further states that "games can also, ultimately, help create a positive communal environment as learners share a gratifying and ludic activity with their peers" (p.3). Derakhshan and Khatir (2015) also find games motivating "because they usually involve friendly competition and create cooperative learning environment, so students have an opportunity to work together "(p.40). Kirkland and O'Riordan (2010) agree with this statement and claim that "the comfortable competitiveness of the game offers a motivating incentive for students … and games can work on integrating students and fostering a creative and social learning environment" (Games as a motivating learning

tool section, para.1). According to Kumar and Lightner (2007), "whereas students' self-chosen social groups are often homogeneous, with members of similar backgrounds and interests, the classroom can provide an opportunity to practice working and learning in heterogeneous teams" (p.54) with the help of games. Wells and Narkon (2011) put forward that "incorporating mechanism for students to help one-another during game play (i.e., ask a friend, consult with group) helps build a culture of cooperation that further emphasizes interaction and cooperation" (p.46).

The fourth benefit of games is that they can help students get over the feeling of being left out during the lessons as their learning styles are addressed and they increase their motivation and engagement during the lessons. According to Talak-Kiryk (2010), "games also reinforce learning through many of Gardner's multiple intelligences. They often incorporate logical reasoning, communication, kinesthetic, visual stimulation and spatial relations" (p.6). Kumar and Lightner (2007) also believe that "…games provide a way to reach and engage students who may have a variety of learning styles" (p.54). In addition, games are student-centered which encourages students to be active and engaged and ultimately motivated. They are not passive during games as the lessons are not in passive lecture format. Talak-Kiryk (2010) states that "games provide a constructivist environment where students and their learning are central" (p.4). She also puts forward that "games stimulate interactivity. The students are actively processing and working with the material as well as with classmates" (p.6). Chen (2005) also supports this idea and states that "games are learner centered, they increase learning motivation, reduce learning anxiety and foster participatory attitudes of the students" (Introduction section, para.4). Ghazal and Singh (2016) maintain that "games with difficult but achievable challenges capture the imagination of learners and keep them engaged for sustained time periods. Learners are not easily bored even if the activity is repetitive" (p.3). They further claim that "well-designed challenges and self-rewarding nature of game-based activities spur learners to persevere and give their best" (p.3).

The fifth and the last benefit that games bring is self-confidence which is one of the most significant components of motivation. Games create a safe and fun learning environment where students feel comfortable. Also because games are fun, they create

interest which positively contributes to their motivation and participation in class. Ojeda (2004) states that "learners generally are intimidated by a learning environment that obligates them to actively participate in speaking the target language, especially when they do not feel adequately prepared to do so" (p.38). Chen (2005) also finds games "motivating" as they "introduce an element of competition into language-building activities. These activities create a meaningful context for language use" (Introduction section, para.3). In other words, while playing a game, students have the chance to use the target language naturally and without being stressed, which helps them not only develop their speaking skills but also generate confidence. Also, games help students in terms of skills and strategy development and this leads to building confidence. Allery (2004) maintains that "the use of gaming can aid skill development in a relatively risk-free environment, for example, decision-making, negotiation, problem solving, creativity and initiative" (p.504). Danesi and Mollica (1994) believe that "cognitively, game-playing invariably involves the deployment of problem-solving strategies. The goal, or end-state, of any game constitutes a problem that the child/adolescent must attempt to solve within the format of the game" (p.348). They also claim that "the solution path that the student discovers can be said to result from a creative strategy because the learner must use the given elements of the game to locate the path" (p.348). Being able to develop and use these strategies have a positive impact on students since they promote the feelings of success, self-confidence and therefore, increase their motivation levels.

2.5.2 Vocabulary games and motivation in language skills

2.5.2.1 Vocabulary games and motivation in reading skills. Numerous research has been conducted in order to investigate the relationship between lexical knowledge and reading skills. However, there is almost no research focusing on the motivational effects of vocabulary games on students' reading skills. The only study was conducted by Bataineh (2014) who examined the effect of using web-site games on Saudi pupils' reading comprehension, vocabulary acquisition and motivation. The findings of his study demonstrate that learners in the experimental group who benefited from website games performed better in the vocabulary post-test than the students in the control group who were exposed to traditional vocabulary teaching methods. According to the pre-test

results, there were no significant differences between control group students and experimental group students. However, "the statistical analysis showed that students in the control group seemed to perform less successfully in the post-test (M: 53,95; SD: 11,51) than their counterparts in the experimental group (M: 62,05; SD: 13,63)" (p.106). That is why, he states that these results show that "web-site games could facilitate pupils' reading comprehension and vocabulary acquisition since they motivate students and make them involved in the teaching process" (p.100) and adds the fact that these games "had a positive effect on their reading comprehension" (p.106).

2.5.2.2 Vocabulary games and motivation in writing skills. The motivational effects of vocabulary games are mostly found in the studies which focus on their relationship with vocabulary acquisition or retention. Although there is no existing research on how vocabulary games affect the motivation levels of students in writing lessons, Bellout's study (2014) is related to it as it extensively examines the impact of learning styles and motivation on students' vocabulary acquisition for writing purposes. She designs her study "in order to establish the importance of learning styles and motivation as interrelated and inseparable factors that directly contribute to the process of learning / teaching and how they affect students' vocabulary acquisition as a key aspect of developing proficiency in a second language for writing purposes" (Introduction section, para.9). 52 students from the Department of Letters and English Language took part in this research. 26 students were put in the experimental group while the other 26 in the control group. Students were given reading texts related to the composition topic they were going to write about. The researcher "used a variety of motivating activities to consolidate the meaning of the learned words from the texts such as word association, multiple choice, matching items, rearranging letters, information transfer, ordering activity, editing activity and gap filling activity" (Chapter 6, Post-test section, para.5). She also "provided the learners with activities that promote productive use of vocabulary and various games such as Hangman, I spy and Bingo" (Chapter 6, Post-test section, para.6). After a month, all the students were given a test where they were asked to write a composition about a turning point in their life. "The objective of this test was to determine whether learners can retrieve successfully the previously learned words in their compositions after the focus on their learning styles and raising their motivation while

teaching vocabulary" (Chapter 6, Composition section, para.2). The analysis of the findings was carried out through t-test. The researcher states that:

> The results of the test showed that the learners acquired more than half of the words they did not know when we focus on their styles and raise their motivation through motivating activities and re-use them in their compositions with different degrees of attainment. (Chapter 6, Interpretation and Analysis of the Results section, para.1).

2.5.2.3 Vocabulary games and motivation in speaking skills. Leon and Cely (2010) conducted an action research on encouraging teenagers to improve speaking skills through games in a Colombian public school. They used a variety of games, including vocabulary games. The reason why they implemented games in speaking lessons was the fact that students were "afraid of speaking during the classes" (p.16). They believe that "games are the best motivation to help them speak in an appropriate atmosphere" and that "motivation plays an important role when teachers apply a game, not only to get students' concentration but also to produce better learning conditions" (p.16). They also state that "a game is a wonderful activity to break the routine of classroom drills by providing relaxation while remaining within the framework of language learning. A game can, in fact, be stimulating and entertaining" (p.16).

For their research, they gave their students a questionnaire and asked them to identify the factors that interfered in their speaking skills or made it difficult to speak during the English class. 48% of the students stated that lack of vocabulary disturbed their oral participation in class. When the researchers implemented games, including lexical games (such as picture games, card and board games, word games as well as guessing and speculating games), they observed that "students took part in the activities in a free, comfortable and motivating way. As a consequence, they learnt more vocabulary" (p.23). During their observations, they noticed that "good atmosphere and students' motivation made it possible for students to speak and perform in a freer and more confident way" (p.22). They also found out that "games helped students to believe in themselves, thanks to the creation of a good atmosphere inside the classroom" (p.23).

Another study on the relationship between games, motivation and the development of speaking skills was conducted by Zemmit. The researcher conducted a study where she

investigated the thoughts and attitude of teachers and first year university students in the Department of Foreign Languages, Division of English on speaking skills and games. The researcher chose 40 first year students randomly for her study. She observed that first year students had problems in speaking English since students lacked confidence or were afraid of making mistakes while speaking. When asked the factors behind this problem, 55% of those students stated that they experienced anxiety while speaking in front of their classmates and 22.5 % claimed that they could not speak English due to lack of vocabulary in the survey given at the beginning of the research. 60% of those students responded positively when they were asked if they thought using games in the classroom could help them overcome this issue. 32.5% claimed that using games in the classroom could create a good atmosphere, 22.5% said that they could enhance their motivation, 15% of them maintained that games could reduce anxiety, 7.5% of them stated that games could create a competitive environment and the rest of the pupils (22.5%) thought that games could do all mentioned above. Five speaking skill teachers in the same department were given a questionnaire as well. They all stated that their students experienced not only linguistic problems but also anxiety issues. They also thought that using games in the classroom was important. When asked what type of games they used, they responded that language games and quizzes, crossword puzzles, hangman and riddles were among the ones they utilized. Moreover, they all responded positively to the item 5 which states that using games can improve students' speaking skills. 40% of the teaches claimed that they used games in the speaking classes to motivate students to speak, another 40% to create cooperation between students and 20% just for entertainment. The researcher concluded her study by stating that teachers in this department considered games "as a way of motivating students to participate and practice the language in the classroom" (p.75).

2.5.2.4 Vocabulary games and motivation in listening skills. Many researchers investigated the subject of improving students' listening skills through the use of dictogloss technique. However, only one study was conducted on the attitude of students and their motivation regarding this particular activity by Yunik Susanti. The researcher examined the attitude of second year students of English Department Faculty of Teacher Training toward the implementation of dictogloss technique in listening classes. 38 students participated in the study, where they were asked to take part in a structured

interview and respond to a closed ended questionnaire. The researcher stated that "the result of the interview showed that the students were interested in the dictogloss technique" and that "it is supported by the result of the questionnaire" (p.171). While designing the questionnaire, she put the items in a 5-point Likert scale from level 1: strongly disagree to level 5: strongly agree. According to the results of the survey, 90.47% students strongly agreed that they could do the dictogloss activity well. A total of 89.47% of the students responded positively to the statement "I am interested in following the dictogloss activity". 92.11% of the students agreed with statement 9 ("I like to be part of the dictogloss activity") and a total of 84.21% of the students responded positively to statement 10 ("I enjoy getting involved in dictogloss activity"). The researcher concluded her study by maintaining that students in her study "expressed positive attitudes towards dictogloss" (p.174).She puts forwards that "it can give students a chance to be more active" and "students enjoy and feel more interested in following the lesson" with the help of this activity (p.174).

The studies mentioned above demonstrates the relationship between motivation and writing skills well as vocabulary games and motivation levels of ESL students. Researchers have pointed out to a correlation among these different subjects through various studies.

Chapter 3

Methodology

3.1 Overview

This chapter is allocated to the methodology used in the study. The focus here will be research design, setting and participants. Also, data collection instruments and procedures and the implementation procedures will be presented in detail. Lastly, data analysis procedure will be explained.

3.2 Research design

According to Rowley (2002), "a research design is the logic that links the data to be collected and the conclusions to be drawn to the initial questions of a study; it ensures coherence" (p.18). She further explains this definition by stating that "another way of viewing a research design is to see it as an action plan for getting from questions to conclusions" (p.18). The purpose of this study is to examine the motivational benefits of using vocabulary games in A2 level students' writing classes and also to investigate these students' attitudes to the games which were implemented in their writing classes. Since the study focuses on a particular group of students, a thorough description and rich data are needed. The best way to achieve this aim is to use case study research design. Eisenhardt and Graebner (2007) state that "case studies are rich, empirical descriptions of particular instances of a phenomenon that are typically based on a variety of data sources (Yin, 1994)" (p.25). They further elaborate this definition and claim that "each case serves as a distinct experiment that stands on its own as an analytic unit" (p.25). Merriam (1985) offers a different definition and maintains that "the case study is one research approach that allows for a level of understanding and explanation not possible through conventional experimental or survey designs" (p.204). Yin (1981) proposes three types of case studies: exploratory, descriptive and explanatory (p.59). Streb (2012) states that "the exploratory

case study investigates distinct phenomena characterized by a lack of detailed preliminary research, especially formulated hypotheses that can be tested, and/or by a specific research environment that limits the choice of methodology" (p.2). According to Fisher and Ziviani (2004), "explanatory case studies explain causal relationships" (186). Yin (2009) puts forwards that descriptive case studies "describe an intervention and the real-life context in which it occurred" (p.20). In the present study, descriptive case study design was applied because the researcher aimed at focusing on a particular group of students and examine their motivation and attitudes in writing lessons in detail and in depth. According to Cohen, Manion and Morrison (2007) "case studies can penetrate situations in ways that are not always susceptible to numerical analysis" (p.252). The students in this study were repeating the A2 level and their motivation level was very low because of this reason. With the help of a case study research design, it was hoped to understand and observe their attitudes and motivation in writing classes in detail. Cohen, Manion and Morrison (2007) point out to the uniqueness and dynamism of contexts in their book Research Methods in Education and state that "case studies investigate and report the complex dynamic and unfolding interactions of events, human relationships and other factors in a unique instance" (p.252). While carrying out the study, in order to be able to answer the research questions more comprehensively, the researcher benefited not only from qualitative but also quantitative data collection tools and data analysis research methods.

3.3 Setting and participants

The present study was conducted at a private university, in School of Foreign Languages English Preparatory School in the first semester of 2017-2018 academic year. A modular system where students start from A1 level and move on to A2, B1, B2 and occasionally C1 levels is applied in this school.

The subjects included 18 preparatory school university students at A2 English proficiency level based on the Common European Framework of Reference for Languages (CEFR). Among 18 students, 10 of them were male and 8 of them female. Their ages ranged between 18 and 23. There were three international students; 2 male students and 1 female student. The proficiency level of these students was measured with the English

Placement Test upon their entrance into the university. These students started Preparatory school with A2 level in the first module. However, they failed in the End of Module exam and repeated the A2 level in the second module. They were put in this class based on their overall grade at the end of the first module. In A2 module, they have 24 hours of English lessons; seven hours of Academic Writing Skills and seventeen hours of Integrated Skills including Reading and Listening. Lessons regarding speaking skill are covered by the teachers who are responsible for Integrated Skills. Students in this institution have two shifts: morning or afternoon. Apart from Fridays, they have five lessons in one day. On Fridays, they have only four classes. The first four classes take forty-five minutes and the fifth lesson lasts thirty-five minutes. This particular group was in the morning shift which means that they came to the first lesson at eight-thirty and leave at twelve fifty-five on Mondays and Wednesdays. On Tuesdays and Thursdays, they were in the afternoon shift and the first lessons started at ten past ten and the last lessons ended at five thirty-five. On Fridays, they were in the morning shift again, with the only difference that the school ended at ten past twelve. Since they repeated the A2 level, they did not use the course book they had had in the previous module. At the beginning of each week, they were given a weekly pack, prepared by the English language instructors and the level coordinators at this private university. For the writing lessons, they followed the writing booklet and extra materials compiled and edited by the A2 level coordinator.

3.4 Procedures

3.4.1 Sampling Procedure. There are several definitions of the word "sample". Martinez-Mesa, Gonzalez-Chica, Duquia, Bonamigo and Bastos (2016) define sample as "a finite part or subset of participants drawn from the target population" (p.326). Cohen, Manion and Morrison (2007) provide a more detailed definition:

> Factors such as expense, time, accessibility frequently prevent researchers from gaining information from the whole population. Therefore they often need to be able to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population (however defined) under study. This smaller group or subset is the sample. (p.100)

They further put forward that "judgements have to be made about four key factors in sampling: the sample size, representativeness and parameters of the sample, access to the sample and the sampling strategy to be used" (p.100).

3.4.1.1 Probability Sampling. According to Cohen, Manion and Morrison (2007), this type of sampling "seeks representativeness of the wider population" and "is popular in randomized controlled trials" (p.110). Probability samples include; systematic samples, cluster samples, simple random samples, stratified samples, multi-phase samples and stage samples.

3.4.1.2 Non-probability Sampling. This type of sampling is different from probability sampling in that it aims to represent a particular group. Cohen, Manion and Morrison (2007) maintain that "the selectivity which is built into a non-probability sample derives from the researcher targeting a particular group, in the full knowledge that it does not represent the wider population; it simply represents itself" (p.113).

In this study**,** the researcher benefited from volunteer sampling method since she targeted a particular group of students and therefore findings from the study could not be generalized to the wider population. Among the several types of non-probability sampling methods (quota sampling, purposive sampling, convenience sampling, dimensional sampling, theoretical, convenience and snowball sampling), volunteer sampling was preferred since the researcher did not want to compel students to participate in the questionnaire and the interviews.

3.4.2 Data collection instruments. The data collection instruments used in this study were not only quantitative but also qualitative. In order to gather data, the researcher benefited from four instruments which were a researcher's diary, peer-observation, a questionnaire and semi-structured interviews.

3.4.2.1 Researcher's Diary. The first data collection tool was the researcher's diary. She kept this diary for seven weeks. Her students' attitudes in the writing classes, their

reactions to the games, the researcher's observations on their motivation level while playing vocabulary games and while composing paragraphs were written down. Their level of participation and enthusiasm was also noted.

3.4.2.2 Peer-Observation. One of the English Language instructors working at the same institution was asked for help. Since he was teaching in the opposite shift and in a different level, he could come into the class and write down his observations. He was asked to come on Tuesdays and note down his observations in the last two lessons (between 16:05 and 17:35). He was given a list with the students' names and pictures on so that he could take notes about the students more accurately. He took notes in twelve writing lessons; in six of which students played vocabulary games and in the other six, they wrote personal narrative paragraphs. He was asked to focus on students' motivation during the game implementation process and their attitudes towards the games and writing a paragraph after playing them.

3.4.2.3 Interviews. Seven students volunteered for the semi-structured interviews. All seven students were accepted to take part in the interviews so that a greater variety of opinions could be included in the study. Apart from the interview done with the two international students, the language used in the interviews was Turkish since it was the native language of the students and they expressed themselves more comfortably in it. Another reason why they were conducted in Turkish was the students' low level of the target language. Each student was allocated maximum 15 minutes so that they could think about their answers and respond to the questions comprehensively. The students were given information about the interviews two days before and asked for permission to be recorded. Those interviews took place in one of the classrooms in the Preparatory School, Beşiktaş and were recorded on the researcher's mobile phone. The purpose of those interviews was to get as much in-depth information as possible from the students about their motivation during the vocabulary games and their attitudes towards them in the writing lessons. The interview included nine questions; questions 2, 3 and 6 in the interviews were taken from Kaya's (2016) study and adapted to the present research whereas questions 1, 4, 5, 7, 8 and 9 were prepared by the researcher.

3.4.2.4 Questionnaire. This tool was used at the end of the data collection period. The whole class volunteered to take part in this questionnaire in the last week of the module after all the games were played. This questionnaire was first created by Şenergüç (2007), six years later developed and used by Gülsoy (2013) as well as Kaya in 2016. The researcher chose Kaya's version since it was the developed version of the previous two and was more appropriate for the present study. Some of the questions were changed and adapted to this study. Fifteen Turkish students were given the Turkish version of the questionnaire whereas three international students, the English version. The first part of the questionnaire consisted of eighteen statements and the second part was composed of two open-ended questions in order to gather data on students' motivation and their attitudes towards the use of vocabulary games in writing classes.

3.4.3 Data collection procedures. In the present study, the benefits of using vocabulary games in writing lessons in terms of student motivation and their attitudes to the implementation of these games were examined. Qualitative data were collected through the researcher's journal, peer-observation, the questionnaire mentioned above and semi-structured interviews. Quantitative data, on the other hand, were only gathered through the questionnaire and the semi-structured interviews. They were collected anonymously from December 2017 to January, 2018. 18 students participated in the questionnaire and 7 of them volunteered for the semi-structured interviews. Those interviews were recorded with the consent of the students.

After permission was granted to the researcher by the directorate of Bahçeşehir University Preparatory School, students in the class A2.22 were informed about the present study. Their consent was taken through a consent form where they were also informed about the aim of the study and the procedure that would be followed.

Starting from the second week of the module, the researcher planned her writing lessons with A2.22 on Tuesdays by implementing a vocabulary game in the lesson plan. The lexical items used in the games were from the previous weeks' vocabulary lists which were prepared by the A2 level coordinator. The researcher also made use of the word lists students were given in the first module. These two lists were different from each-other since the students followed a course book in the first module and the word lists consisted

of the vocabulary from the reading texts in it. However, in the second module, students were given weekly packs prepared by the English language instructors and level coordinators at Bahçeşehir University Preparatory School and had different reading texts in them. Therefore, the lexical items in those texts and the vocabulary lists compiled and based on them were completely different.

The implementation procedure is explained in detail below:

3.4.3.1 Week 1. The researcher allocated this week to get information about student profile. She spent time on getting to know the students in her writing class, their learning styles, educational backgrounds, their strengths and weaknesses as well as their expectations from her and the new module. She presented the personal narrative paragraph to her writing class and revised topic sentence, linkers and connectors that can be used in that type of paragraph. She chose Tuesdays, last two lessons (16:05- 16:50 and 17:00- 17:35) to play the games she planned as it was observed that her students tended to lose attention more easily in the last lessons in the afternoon shift. The students were shy while participating in the class and answering questions individually in the first week, so the researcher decided to implement games that could be played in groups or teams. According to the writing exam results in the previous module, there were eight weak students in the classroom. Heterogeneous groups were thought to be more effective since high-achievers could help low-achievers which would prevent strong students from getting bored and weaker students from being isolated.

3.4.3.2 Week 2

Game: Hangman and Run to the Board

Topic: The best birthday you ever had

The researcher chose 20 words from the vocabulary list of the previous week, Week 1. She prepared a lesson plan, adding "Hangman" as the vocabulary game. Students were going to be asked to write about the best birthday they ever had, so lexical items were chosen accordingly. In other words, the researcher selected words that could help her students write their paragraphs more easily. These words were as follows:

1.   to go on   11. a variety of

2.	to spend time	12. to be unaware of
3.	to disappear	13. to join
4.	sound	14. to arrive
5.	throughout	15. mood
6.	to have fun	16. to surprise
7.	outstanding	17. to invite
8.	to last	18. to be delighted
9.	to celebrate	19. to decide
10.	to be creative	20. to prepare

First, students in the classroom were divided into two groups. Each group had high-achievers as well as low-achievers so that the students could compete in a real sense and one group would not dominate the other. Each group chose a group name. The teacher flipped a coin to decide which group to start playing and not to lose time as it would take too much time for students to make a decision. The teacher also acted as the executioner and chose words from the list she prepared before. She drew a number of dashes equivalent to the number of letters in the word she selected. She wrote the synonyms, antonyms or the definitions of the words under the dashes to help the students. Each group had 1 minute to say a letter or guess the word if they could. When they chose a letter that was in the target word, they had the chance to say another letter and it continued until they said a wrong letter. When the letter they chose was not in the target word, the other group was given the chance to pick a letter and / or guess the word. They also had 1 minute. The first group to guess the word on the board correctly won 1 point. After playing it for ten minutes, students got bored of this game and wanted to play something else. The researcher suggested playing the game called "Run to the Board". The groups were not changed but the classroom was arranged to open up space for students to run to the board. Students were asked to write the synonyms or antonyms of the words that were told by the teacher. Sometimes they were given the definition of the words and asked to find and then write those words on the board. The first person to write them correctly on the board won 1 point to their group. The first 8 words were used in the game Hangman and the rest of them were used in the second game.

3.4.3.3 Week 3

Game: Who Wants to be a Millionaire?

Topic: The worst birthday you ever had

The vocabulary game of this week was prepared with twenty questions again; however, this time students were asked to write about the worst birthday they ever had. The rationale behind choosing this topic was to help them gain confidence in writing and facilitate their writing process. Since they wrote about a similar topic last week, the researcher thought that it would be appropriate to use some of the words she selected last week again. Some of them were changed and made negative (e.g. to arrive late, to be in a bad mood) and some new words with negative prefixes or suffixes were added (e.g. insufficient, careless)

These words were as follows:

1.	to last	11. infectious
2.	throughout	12. to be in a bad mood
3.	including	13. constantly
4.	to prepare	14. to hire
5.	to decide	15. embarrassing
6.	to celebrate	16. probably
7.	to invite	17. instead
8.	to arrive (late)	18. insufficient
9.	to annoy	19. to be depressed
10.	careless	20. to give up

The researcher prepared the game, "Who Wants to be a Millionaire?" for this week. It consisted of 20 gap-filling questions with the target words above. Since students in this class liked to compete and reacted well to the last week's game (run to the board), she divided the class into two groups. (These groups included both high and low-achievers again.) The teacher flipped a coin to decide which group to start first. Each question was worth a certain amount of money. After answering questions in turns, the group with more amount of money won the game. It should be noted that some modifications to the game were necessary for classroom use. Some rules ("50-50" lifeline, "ask the audience" lifeline

or "plus one" lifeline) from the original TV show were eliminated and the number of questions were changed from 14 to 20. Also, in order to give each group equal chance, the researcher changed the value of questions. In each round, both groups were asked questions of the same amount of money.

3.4.3.4 Week 4

Game: Taboo

Topic: Your high school graduation party

In week four, the researcher prepared the game called "Taboo" at home. Since the class was going to be divided into two groups, she selected blue and red cardboard papers. She cut out twenty-four rectangular pieces out of them. (Four extra words were included in case of a tie.) At the top of the papers, she wrote one word from the words she selected from the vocabulary lists of the previous week. Those lists were based on three reading texts about music, so the researcher decided the topic of this week's narrative paragraph to be "your high school graduation party".

On the day of the game, she divided the class into two groups and gave each student one of those papers. After looking at the words they were given, students wrote three forbidden words under them. (They could write synonyms, one worded definitions and/or antonyms.) Then, they folded the papers and put them in a bowl. Next, the groups changed the bowls. One student from each group came and picked one paper from the ball and tried to explain the target word to his / her group members in one and a half minute. (The teacher kept the time and checked whether or not they used one of the forbidden words while explaining.) Each correct answer brought one point to the groups and the group with more points won the game.

1.	to decide	13.	mood
2.	to arrive	14.	various
3.	to have fun	15.	to graduate
4.	to be delighted	16.	to go on
5.	to spend time	17.	impressive
6.	to last	18.	to get prepared

7.	throughout	19.	to be surprised
8.	special	20.	to notice
9.	eventually	21.	entrance
10.	outstanding	22.	to pick up
11.	to take place in	23.	to allow
12.	majority	24.	amazing

3.4.3.5 Week 5

Game: Hot Seat

Topic: The best vacation you ever had

For this week, the researcher chose the game, "Hot Seat". The topic "the best vacation you ever had" was taken from the writing booklet which was used throughout this module.

As usual, students were put into two groups. One chair was put in front of the board, facing students. One pupil from each group came and sat on that chair and the teacher wrote one of the words in the list below on the board. The student sitting on the chair could not see that word. His / Her group members tried to explain the word on the board to him in one and a half minutes. The group with the most correct answers and got the most points won the game.

1.	to decide	13.	mood
2.	to arrive	14.	various
3.	to have fun	15.	emotional
4.	to be delighted	16.	to expect
5.	to spend time	17.	impressive
6.	view	18.	to get prepared
7.	throughout	19.	to provide
8.	to cause	20.	to notice
9.	to be fun	21.	entrance
10.	outstanding	22.	to pick up

11. to imagine	23. to allow
12. majority	24. amazing

3.4.3.6 Week 6

Game: 20 Questions

Topic: The day you met your best friend / boyfriend / girlfriend

The fifth game played in this module was "20 questions". The researcher prepared the game by putting the target words below into four categories: Synonyms, Antonyms, Gap-filling and Multiple-choice questions. Each category had five questions. The first question in each section was worth five points, the second ten, the third fifteen, the four twenty and the fifth question twenty-five points. (The questions got more difficult in every level.) After the students were divided into two groups, they decided together to pick the question they wanted to answer. If they answered correctly, they got the points that question brought. If they could not answer, then the other group got the chance to answer the same question. Each group was allocated one minute to formulate an answer.

1. sense of humor	11. eventually
2. to cause	12. familiar
3. to disappear	13. advice
4. throughout	14. to recognize
5. to go on	15. to comment on
6. to enter	16. to notice
7. trendy	17. fun
8. eldest	18. secret
9. embarrassing	19. to influence
10. to allow	20. including

3.4.3.7 Week 7

Game: Kahoot

Topic: The happiest day with your family / friends

The last game played in the writing lessons was Kahoot. Before the lesson, students were asked to connect to the school's wifi with their mobile phones so that they would not have any internet connection issues. This was a game played individually using mobile phones, so the students were not divided into groups. Also, because they all played that game in the previous module, no one needed to open a Kahoot account. After students chose their nicknames to represent them in the game, the researcher started the game through the class computer and reflected it on the board. Students entered the code appeared on the screen and the first question appeared. After each question, the fastest students who answered the questions correctly were shown in a chart. At the end of the game, three students with the highest points won the game and were ranked according to the pace. The words used in the games were below:

1.	to decide	13. mood
2.	to arrive	14. various
3.	to have fun	15. to graduate
4.	to be delighted	16. to go on
5.	to spend time	17. impressive
6.	to last	18. to get prepared
7.	throughout	19. to be surprised
8.	special	20. to notice
9.	eventually	21. entrance
10.	outstanding	22. to pick up
11.	to take place in	23. to allow
12.	majority	24. amazing

3.4.4 Data analysis procedures. The data collected for this research were analyzed not only quantitatively but also qualitatively. The data was obtained from A2 level students through semi-structured interviews where they were asked nine questions and

through a questionnaire including eighteen statements and two open-ended questions. (The survey and the questions in the semi-structured interviews were taken from Kaya's (2016) research and adapted to this study.) Each statement in the first part of the questionnaire was analyzed and the frequency of occurrence and the percentage of responses were calculated. Also, pie charts were prepared in accordance with these statements. Under each chart, a summary about it was written in order to build a connection between the results and the research questions. The open-ended questions in the second part of the survey were analyzed qualitatively. The responses to these questions were translated into English. The answers to the questions in the interviews were also translated into English since they were conducted in students' native language, Turkish. The aim here was to make students feel as comfortable as possible. The data obtained from the interviews were presented under each question and interpreted with regard to the research questions. These interviews gave students a chance to express their honest opinions and feelings about the games played in the writing lessons. Students were encouraged to express their opinions regarding those games and were assured that these interviews were for research purposes only and would not be used anywhere else. Their voices were recorded with permission so that they could be transcribed and analyzed in detail. The data obtained from semi-structured interviews was analyzed through content analysis. According to Krippendorff (2004), content analysis is "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use" (p.18). In her article, Bengtsson (2016) shares another definition:

> Down-Wambolt (1992) underlines that content analysis is more than a counting process, as the goal is to link the results to their context or to the environment in which they were produced: "Content analysis is a research method that provides a systematic and objective means to make valid inferences from verbal, visual, or written data in order to describe and quantify specific phenomena" (p.314) (p.9).

Elo and Kyngas (2008) put forward that "it is also known as a method of analyzing documents. Content analysis allows the researcher to test theoretical issues to enhance understanding of the data" (p.108). They maintain that content analysis "may be used in an inductive or deductive way. If there is not enough former knowledge about the

phenomenon or if this knowledge is fragmented, the inductive approach is recommended (Lauri & Kyngas, 2005)" p (109).

The questionnaire in the present study was carried out anonymously. Therefore, the researcher could not compare the results individually. Instead, the interview answers were interpreted in relation to the survey results in general.

The answer for the first research question (What are the benefits of implementing vocabulary games (which revise previously learned lexical items) in writing lessons in terms of student motivation?) was obtained through the researcher's diary, the notes from a peer's lesson observations, semi-structured interviews and from the first part of the questionnaire. The aim of this research question was to examine the benefits of implementing vocabulary games in writing lessons and observing their effects on the students' motivation.

In order to answer the second research question (What are the attitudes of the students to the vocabulary game implementation in writing classes?), the researcher collected data not only quantitatively but also qualitatively. Quantitative data was gathered through a survey including 18 statements based on a 5-point Likert type-rating scale ranging from Strongly agree (1) to Strongly disagree (5) (*see Appendix 1*). According to Cohen, Manion and Morrison (2007), "rating scales afford the researcher the freedom to fuse measurement with opinion, quantity and quality" (p.327). The frequency and percentage of ratings for each item were indicated in tables (*see Chapter 4*). The statistical results were presented in figures and were interpreted by the researcher in Chapter 4. The aim of these statements in the first part of the survey was to elicit students' attitudes about the implementation of vocabulary games in writing lessons. Qualitative data was collected through the two open-ended questions in the second part of the survey as well as semi-structured interviews with the students. The students were given a chance to express their feelings and opinions. Turkish students were interviewed in Turkish so that they could express their ideas more comfortably and the international students were interviewed in English since their mother tongue was Arabic. In order to ensure anonymity, students were named as Student A, B, C, D, E, F and Student G. Interviews were conducted face to face. The researcher took students' permission to record the interviews in order to listen to them several times and analyze them in detail.

3.5 Trustworthiness

In any research endeavor, researchers are obligated to justify to the research community that they have done due diligence: that they have established a rationale for the study, a clear description of the data collection procedures and data analytic methods, and a clear description and interpretation of the data (Williams and Morrow, 2009, p.576).

The trustworthiness of qualitative research generally is often questioned by positivists, perhaps because their concepts of validity and reliability cannot be addressed in the same way in naturalistic work. Many naturalistic investigators, however, preferred to use different terminology to distance themselves from the positivist paradigm. One such author is Guba, who proposes four criteria that he believes should be considered by qualitative researchers in pursuit of a trustworthy study:

- credibility (in preference to internal validity)
- transferability (in preference to external validity / generalizability)
- dependability (in preference to reliability)
- confirmability (in preference to objectivity) (Shenton, 2016, p.63-64).

3.5.1 Credibility. Credibility is one method used by qualitative researchers to establish trustworthiness by examining the data, data analysis, and conclusions to see whether or not the study is correct and accurate. For qualitative researchers, credibility is a method that includes researchers taking on activities that increase probability so that there will be trustworthy findings (Malakoff, 2012).

Liao (2015) proposes the following credibility techniques that can be used in qualitative research:

1. Triangulation
2. Member checks
3. Peer debriefing
4. Audit trails
5. Negative case analysis

6. Thick descriptions

7. Prolonged engagement and persistent observation

8. Reflexivity   (p.53-61)

In the present study, four techniques out of the eight above were applied. Firstly, triangulation technique was used. This term refers to employing various methods in order to gather data on the research question(s). Also, according to Burns (2010), triangulation is "using more than one source of information" that "gives you different lenses for viewing the situation, and allows for more objectivity" (p.131). For triangulation purposes, a questionnaire, semi-structured interviews, peer-observation and researcher's diary were used. Secondly, prolonged engagement and persistent observation technique was adopted. The researcher kept a journal and wrote down her observations in detail throughout the study. Students' reactions, the class atmosphere and the implementation of the vocabulary games were recorded. Thirdly, audit trail was implemented. According to Liao (2015), "audit trails allow for a step-by-step trace of research procedures and the decision-making process" (p.58). The procedure that was followed, what was done in the writing lessons and what changes were done when it was necessary were all noted by the researcher. The last technique that was adopted was reflexivity. Liao (2015) states that "the core concept of the definition of reflexivity is the idea of critical self-awareness" (p.60). He believes that "researchers should be aware of the influence they have on research, their personal constructions of the world, assumptions, their values, beliefs, strengths and weaknesses, all of which mold the research journey and choices made" (p.60). That is why, the researcher recorded not only her expectations, beliefs and assumptions but also her observations about them during the lessons while implementing the games.

3.5.2 Transferability. Guba (1981) states that "within the rationalistic paradigm, applicability [transferability] – external validity or generalizability requires that the inquiry be conducted in ways that make chronological and situational variations irrelevant to the findings" (p.80). However, "Stake and Denscombe suggest that although each case may be unique, it is also example within a broader group and, as a result, the prospect of transferability should not be immediately rejected" (Shenton, 2004, p.69). "Bassey proposes that, if practitioners believe their situations to be similar to that described in the

study, they may relate the findings to their own positions" (Shenton, 2004, p.69). In this study, seven students were included in the semi-structured interviews so that students from different educational backgrounds and perspectives could contribute to the research. Also, two of them were international students from two different countries which further contributed to the diversity.

3.5.3 Dependability. According to Baksh (2012), dependability which is also called reliability in quantitative method, refers to "the degree to which other researchers performing similar observations in the field, as well as analysis, would produce similar predictions and results" (Reliability section, para.1). Shenton (2004) proposes that "in order to address the dependability issue more directly, the processes within the study should be reported in detail, thereby enabling a future researcher to repeat the work, if not necessarily to gain the same results" (p.71). With the aim of ensuring dependability, the researcher reported the data collecting process including the implementation process, her observations and the interviews in meticulous detail.

3.5.4 Confirmability. According to Shenton (2004), "the concept of confirmability is the qualitative investigator's comparable concern to objectivity" (p.72). He suggests that "… steps must be taken to help ensure as far as possible that the work's findings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher" (p.72). In order to fulfil confirmability in this study, triangulation technique was employed while collecting data.

3.6 Limitations

The first limitation of this case study is about duration. The present study was carried out for six weeks. (Since one module lasts seven weeks, the research was conducted accordingly.) Writing lessons allocated to this particular module consisted of seven hours each week. Considering the exams, syllabus requirements and the classroom instruction, the time left for the researcher's study was quiet limited. It was only two hours a week. More time with the students in the classroom could have enabled the researcher to collect more detailed data. The second limitation is related to the size of the group. There were eighteen students in the classroom who participated in the study. That is why, the findings of this research cannot be generalized to other contexts. The third limitation is that this

group of students were repeating the A2 module since they failed the End of Module exam in the first module. That is why, their motivation level was already very low and they were very weak in terms of their English level. The final restriction is the type of games. Due to the small size of the classroom, many kinesthetic games couldn't be added to the study.

Chapter 4

Findings

4.1 Overview

In this section, findings gathered from researcher's observations as well as peer-observations, the attitude questionnaire given to the students and the semi-structured interviews carried out with the learners are presented.

4.2 Findings

4.2.1 Findings for research question 1: What are the benefits of implementing vocabulary games (which revise previously learned lexical items) in writing lessons in terms of student motivation?

4.2.1.1 Findings from the researcher's observations. The implementation of vocabulary games was carried out in six weeks. Apart from the first week when the researcher observed her writing class to get information about the student profile, every week of the seven-week module, a different game was played with the students. A total of seven games were played. (The researcher had to change the game played in the second week as students were very familiar with the game "Hangman" and did not want to play it after a few rounds. Therefore, the game called "Run to the board" was played.) The games played during those six weeks were Hangman, Hot Seat, Who Wants to be a Millionaire, Taboo, 20 Questions, Run to the Board and Kahoot.

The results obtained from the researcher's journal revealed that students reacted positively to the implementation of the vocabulary games in the writing lessons. Their motivation levels increased every passing week. First of all, games encouraged a better communication, interaction and cooperation among the students. Games created a real sense of competition, prevented any dominance of one group over the other and fostered interaction between students with different language levels. (Every week, groups were formed with different students so that they could have the chance to interact with different classmates.) Also, during those vocabulary games, students had to collaborate in order to

win a game. According to the observations of the researcher, weaker students did not feel isolated and took part actively in the games. They seemed relieved when they could not find the answers on their own and the strong ones could help them see clues or tell them the meaning of the words they did not know. That is why, weaker students showed low levels of anxiety and hesitance during the games. As Kumar and Lightner (2007) put it "stronger students model the ways that they can work with the material for students with less developed study habits" (p.54).

Secondly, vocabulary games helped students become more self-confident. Although some were shy and hesitant during the games at the beginning of the implementation process, they got over their shyness and became more enthusiastic after the second week. They all actively participated in the games, especially when challenge was included. It made them very excited and they responded well to the games. The weaker students in the class were as stimulated and eager as the high achievers as "they were only playing vocabulary games". It was noted that they were engaged and participated in the games in a stress-free manner, which was a positive contribution to their motivation. Also, because they were playing in teams, those students were not answering questions individually which helped them contribute to the answers of their groups without apprehension. It was obvious that this was the main reason why they became more autonomous and self-confident through the end of the implementation process.

In terms of writing a paragraph, vocabulary games helped students become more motivated. Starting from the third week, it was observed by the researcher that students stopped complaining about writing a paragraph. After playing vocabulary games in the fourth lessons on Tuesdays, students were more eager to compose a personal narrative paragraph. The researcher realized that looking at the target words and how they were used in sentences helped students build sentences more easily since they saw sample sentences in front of them. It was also observed that this made students more self-confident during the writing process, which was another factor that contributed to their motivation in the writing lessons.

4.2.1.2 Findings from peer-observation. The researcher's colleague observed 12 lessons and took notes of his observations in English. He was asked to pay attention to the

students' motivation levels in terms of interest, engagement, collaboration, cooperation, interaction and self-confidence. He took notes not only during the implementation of the games in the fourth lessons but also while students were composing their paragraphs in the fifth lessons.

Based on the observer's notes, it can be concluded that vocabulary games implemented in the writing classes affected students' motivation in a positive way. They enabled students to be more active in the lessons, be more self-confident and autonomous since they decided how much they wanted to contribute to the games. They also enhanced their motivation through collaboration and interaction. The students had fun together while playing the vocabulary games prepared by the researcher and they cooperated in order to come up with the correct answers. Moreover, the interaction among the students was strengthened and this contributed positively to their motivation during the writing classes.

The vocabulary games also helped students perk up and actively take part in the class since they had the elements of fun and excitement, which were among the many important factors in increasing their motivation. Even though learners were not enthusiastic in the writing lessons in the first and the second week, it was observed that they became more interested and involved during the implementation of the games. They visibly relaxed and became less worried about giving the correct answers or standing in front of the classroom. After the third week, most of the students contributed to the games with their answers and needed less encouragement from the researcher.

The questions in the game were a good source of motivation as well since they were not too easy and not too difficult. They challenged students and helped them focus their attention more on the games as well as making them more excited. Because of the excitement and the eager involvement in the games, students were able to maintain their enthusiasm and attention throughout the lessons. Less successful students in the class had the chance to speak English without being the center of attention as the games were played in teams, which helped them gain confidence and be part of the process without stress or pressure.

In terms of writing a personal narrative paragraph, it can be said that vocabulary games changed the atmosphere of the classroom positively. When it came to writing a paragraph in the last lessons, students did not protest or said anything negative. They did not want to write in the first and the second week. However, it was observed that they became more energetic and enthusiastic after playing games. Feeling successful in the previous lessons while playing games encouraged students to write. The observer noticed that learners got accustomed to writing a paragraph after playing games. They started to complete their writing tasks without complaints.

4.2.1.3 Findings from the Questionnaire: Part I. The results obtained from the first part of the questionnaire where students responded to 18 statements demonstrate that participants had a positive reaction to the implementation of the vocabulary games in their writing lessons. The findings from the statements which focus on student motivation show that students became more enthusiastic and less stressed in the writing lessons with the help of the lexical games. Table 1 presents the frequency and the percentage of the students' responses.

Table 1

Participants' Responses to the Questionnaire

	Strongly Agree		Agree		Uncertain		Disagree		StronglyDisagree	
	f	%	f	%	f	%	f	%	f	%

1. I like writing lessons in which we play vocabulary games more.

| | 8 | 44.4 | 9 | 50 | 0 | 0 | 0 | 0 | 1 | 5.5 |

2. I like practicing extra activities outside of the Writing Booklet.

| | 8 | 44 | 8 | 44 | 1 | 5.5 | 0 | 0 | 1 | 5.5 |

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

| | 4 | 22.2 | 5 | 27.7 | 2 | 11.1 | 5 | 27.7 | 2 | 11.1 |

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

| | 7 | 38.8 | 5 | 27.7 | 4 | 22.2 | 1 | 5.5 | 1 | 5.5 |

5. I like vocabulary games and entertainment.

| | 9 | 50 | 7 | 38.8 | 0 | 0 | 0 | 0 | 2 | 11.1 |

6. I like actively taking part in the class.

| | 5 | 27.7 | 9 | 50 | 1 | 5.5 | 2 | 11.1 | 1 | 5.5 |

7. Competition is one of my favourite features.

| | 6 | 33.3 | 4 | 22.2 | 4 | 22.2 | 3 | 16.6 | 1 | 5.5 |

8. I enjoy succeeding and winning.

| | 11 | 61 | 3 | 16.6 | 1 | 5.5 | 2 | 11.1 | 1 | 5.5 |

9. I enjoy cooperating.

| | 5 | 27.7 | 5 | 27.7 | 6 | 16.6 | 2 | 11.1 | 3 | 16.6 |

10. I enjoy revising vocabulary through games.

| | 7 | 38.8 | 6 | 33.3 | 1 | 5.5 | 2 | 11.1 | 4 | 22.2 |

11. I feel comfortable during the vocabulary games.

| | 4 | 22.2 | 5 | 27.7 | 4 | 22.2 | 2 | 11.1 | 3 | 16.6 |

Table 1 (cont.d)

	Strongly Agree		Agree		Uncertain		Disagree		StronglyDisagree	
	f	%	f	%	f	%	f	%	f	%

12. I would like to achieve with my own struggle.

8	44.4	5	27.7	6	16.6	1	5.5	1	5.5

13. When I see previously learned vocabulary through games, I remember them more easily.

12	66	2	11.1	2	11.1	1	5.5	1	5.5

14. I feel nervous in writing classes.

2	11.1	2	11.1	4	22.2	4	22.2	6	33.3

15. I feel confident when I start writing.

3	16.6	4	22.2	6	33.3	4	22.2	1	5.5

16. Playing vocabulary games before writing a paragraph helps me feel less anxious.

6	33.3	6	33.3	3	16.6	1	5.5	2	11.1

17. Playing vocabulary games makes me more motivated in writing classes.

8	44.4	6	33.3	3	16.6	1	5.5	0	0

18. I enjoy revising vocabulary through games because I do not get bored.

9	50	4	22.2	4	22.2	1	5.5	0	0

The seventeenth statement (*Playing vocabulary games makes me more motivated in writing classes*) was positively answered by a total of 77.7 percent of the students. In the eighteenth statement (*I enjoy revising vocabulary through games because I do not get bored*), 72.2 of the whole class put forward that they found it fun to revise previously learned lexical items in the game format. 66.6 percent of the students gave a positive response to the sixteenth statement and claimed that playing vocabulary games before writing a paragraph helped them feel less anxious. This statement was also supported by results of the fourteenth statement where more than half of the class (which is equal to 55.5 percent of the students) either disagreed or strongly disagreed with the idea of feeling nervous in the writing classes. Another 22.2 percent of the students did not give a clear answer to the fourteenth statement by remaining uncertain. The thirteenth statement

(*When I see previously learned vocabulary through games, I remember them more easily*) was positively supported by 77.7 percent of the students. A total of 49,9 percent of the students stated that they felt comfortable during the vocabulary games in the eleventh statement. Another 22.2 of the students remained uncertain which indicates a neutral response. In the tenth statement (*I enjoy revising vocabulary through games*), 72.1 percent of the participants agreed with the idea of having fun while going over the previously learned vocabulary with games. This was also supported by the findings from the fifth statement where 88.8 percent of the students stated that they liked vocabulary games and entertainment. Lastly, responses to the fourth statement demonstrated that more than half of the population (66.5 percent of the learners) felt excited when they encountered a different teaching method.

The details of the responses are presented below:
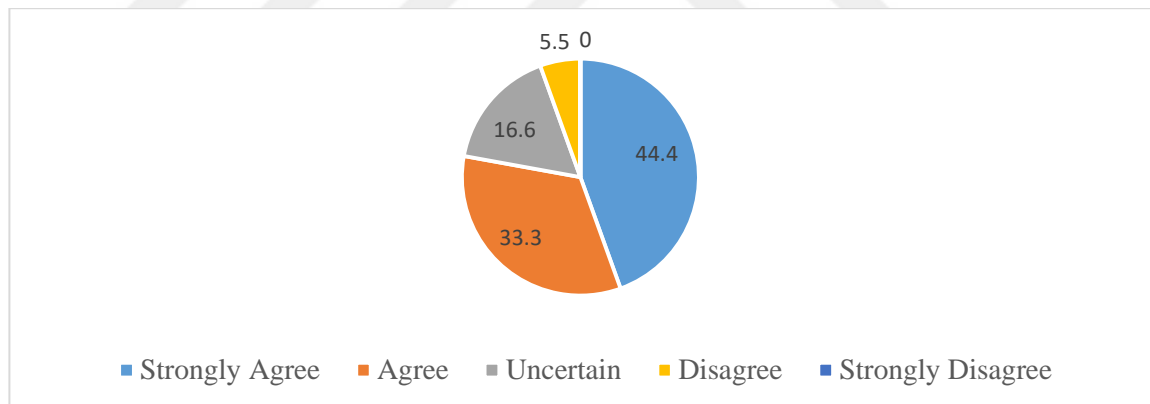
Figure 1. Participants' responses to the seventeenth statement: Playing vocabulary games makes me more motivated in writing classes.

The correlation between the motivation of the students and playing vocabulary games can be seen clearly here. 77.7 percent of the whole group supported this statement by choosing the `strongly agree` option 44.4 percent and the `agree` option by 33.3 percent. It can be seen here that vocabulary games played in the writing lessons motivate the whole group apart from one student who disagreed with this statement and four pupils who remained uncertain.
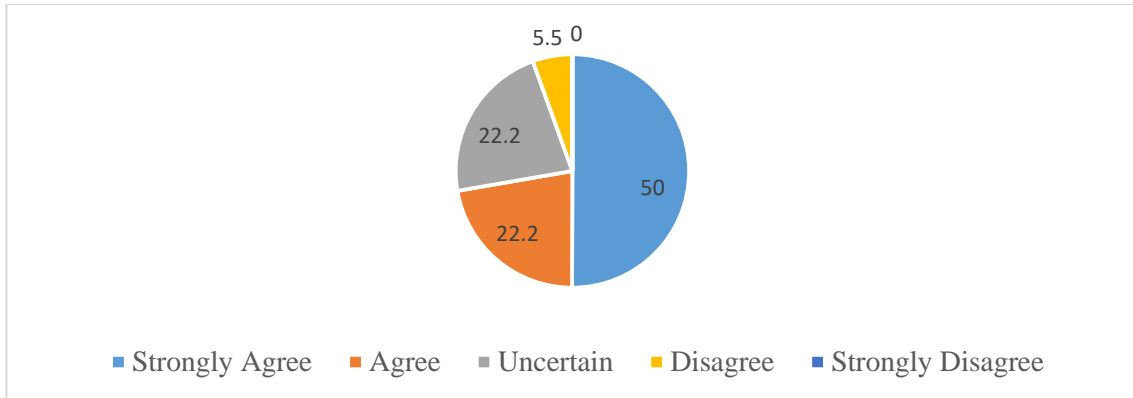
Figure 2. Participants' responses to the eighteenth statement: I enjoy revising vocabulary through vocabulary games because I do not get bored.

A total of 72.2 percent of the students responded positively to the eighteenth statement. By choosing the strongly agree option, half of the classroom stated that they did not get bored while revising lexical items through vocabulary games. 22.2 percent of the students also agreed with this idea. The fact that only 5.5 percent of the pupils disagreed with it and 22.2 percent of the students remained uncertain indicates that vocabulary games which revise previously learned words are successful in terms of preventing boredom in writing classes.
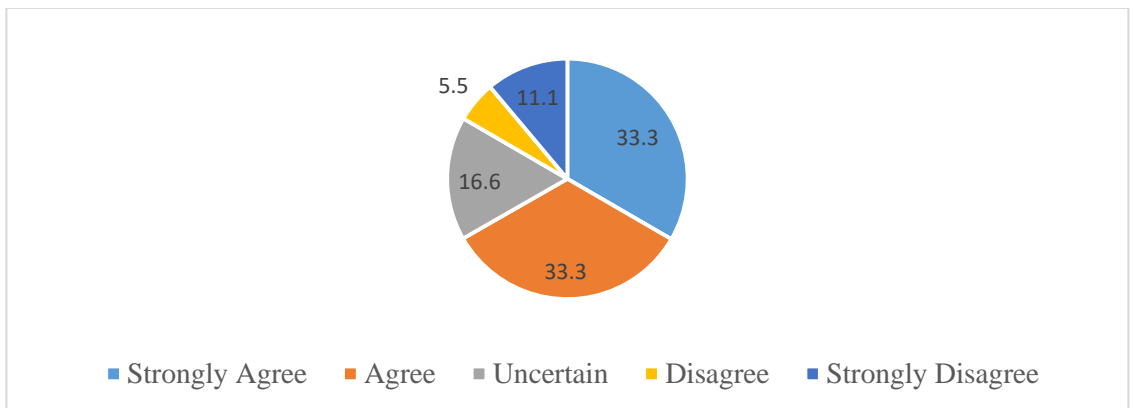
Figure 3. Participants' responses to the sixteenth statement: Playing vocabulary games before writing a paragraph helps me feel less anxious.

In the sixteenth statement, the options `strongly agree` and `agree` were both selected by 33.3 percent of the learners. This demonstrates a high approval from the students which supports the fact that a big majority of them feel less apprehensive when they play vocabulary games before writing a paragraph.

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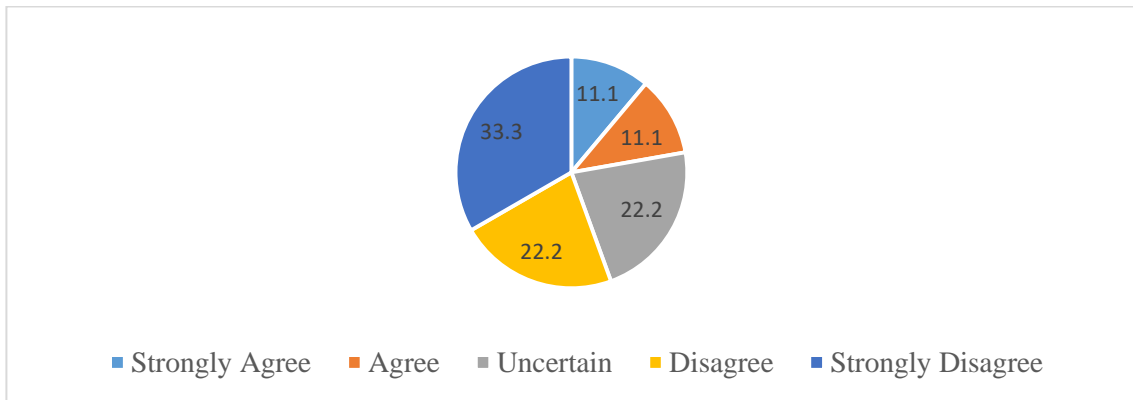
Figure 4. Participants' responses to the fourteenth statement: I feel nervous in writing classes.

The responses to the fourteenth statement revealed that 11.1 percent of the participants strongly agreed with the idea of being nervous in writing classes. Another 11.1 percent agreed with it and 22.2 percent remained neutral. In other words, they expressed no feelings of comfort or nervousness. 22.2 percent of the rest of the group disagreed with this idea and the last 33.3 percent preferred the option `strongly disagree.` Based on the responses given above, it is revealed that although half of the classroom (55.5 percent) do not feel nervous in the writing lessons, 22.2 percent of the students still feel apprehensive.
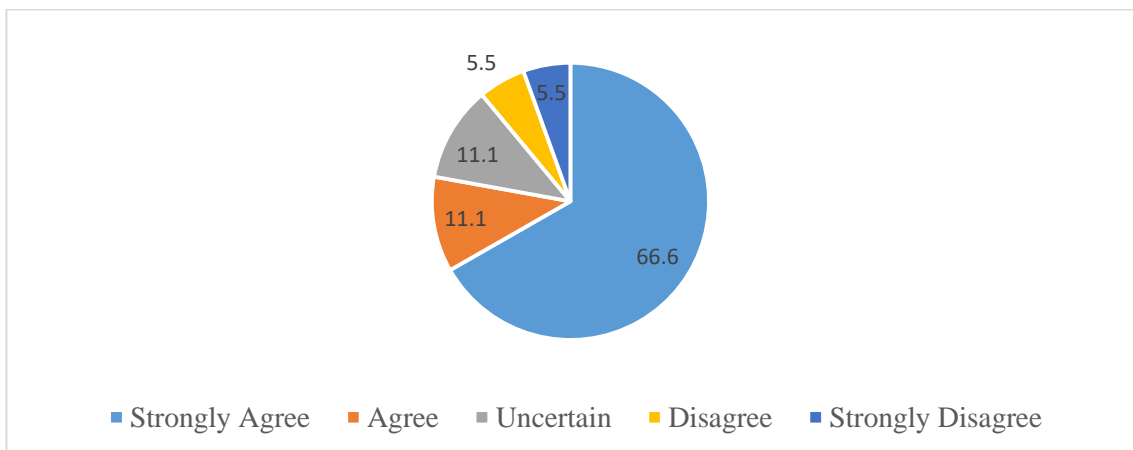
Figure 5. Participants' responses to the thirteenth statement: When I see previously learned vocabulary through games, I remember them more easily.

This is one of the most highly supported statements. 66.6 percent of the participants strongly agreed with it. Also, 11.1 percent of the students expressed their approval by choosing the `agree` option. These results indicate that students are able to revise and recall vocabulary more easily when it is presented in the form of games.
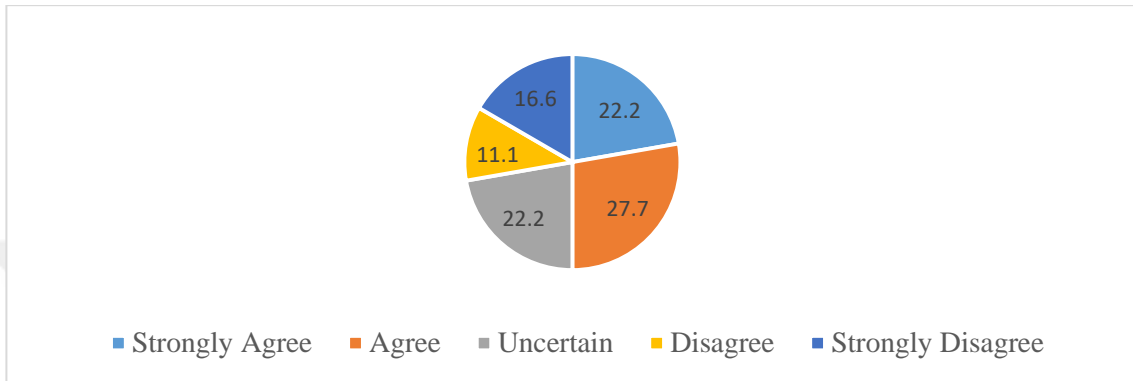
Figure 6. Participants' responses to the eleventh statement: I feel comfortable during the vocabulary games.

The eleventh statement was supported by 22.2 percent of the students who selected `strongly agree` and by 27.7 percent of the students who preferred the option `agree`. Five students in total expressed their discomfort by choosing the options `disagree` (11.1 percent) and `strongly disagree` (16.6 percent). 4 students which make up the 22 percent of the chart above neither expressed comfort nor discomfort by selecting the option `uncertain`.
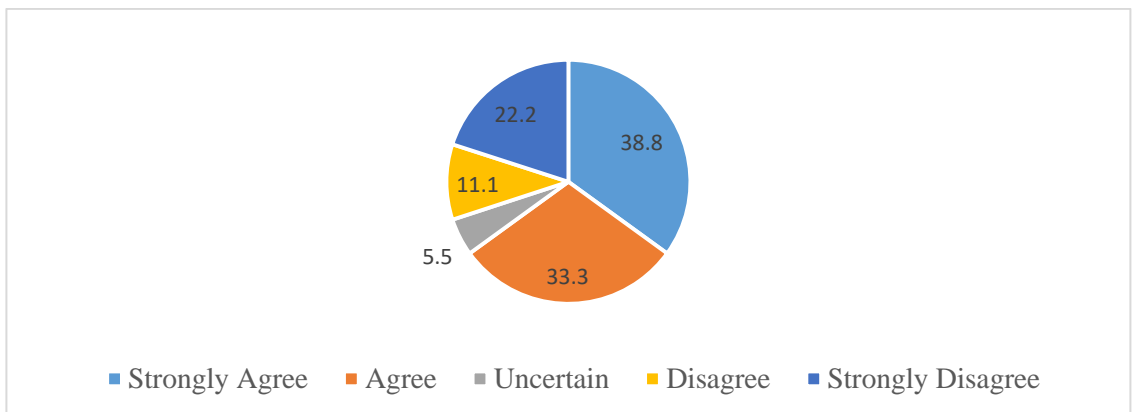
Figure 7. Participants' responses to the tenth statement: I enjoy revising vocabulary through games.

The responses given here demonstrate that a great majority of the participants selected the two positive options that supported the tenth statement. Not only 38.8 percent of the pupils strongly agreed with it but also 33.3 percent of them agreed with it. While only 1 student (5.5 percent) remained uncertain, 2 (11.1 percent) of the participants preferred the option disagree as their response and 4 students (22.2 percent) selected the `strongly disagree` option. Based on the answers given above, it can be put forward that the implementation of the vocabulary games help students revising the lexical items they have learned before. They also like the idea of going through the words they have been exposed to in their previous lessons by playing games.
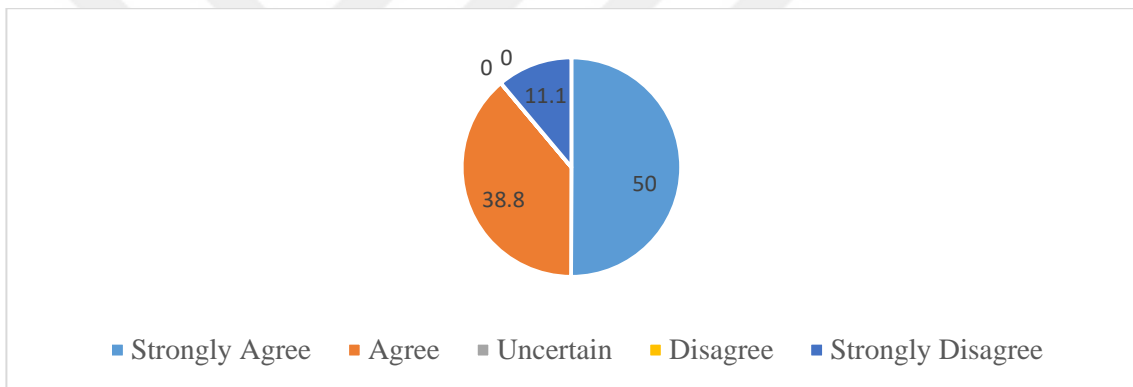
Figure 8. Participants' responses to the fifth statement: I like vocabulary games and entertainment.

Apart from 11 percent of the students, the rest of the group (which is equal to 88 percent) rated this statement positively. 50 percent of them strongly agreed with it and 38 percent of them agreed with it. None of them preferred the options "uncertain" or "disagree". These results demonstrate that 16 out of 18 students enjoy the vocabulary games played in the writing lessons and are in favor of entertainment in the writing classes.
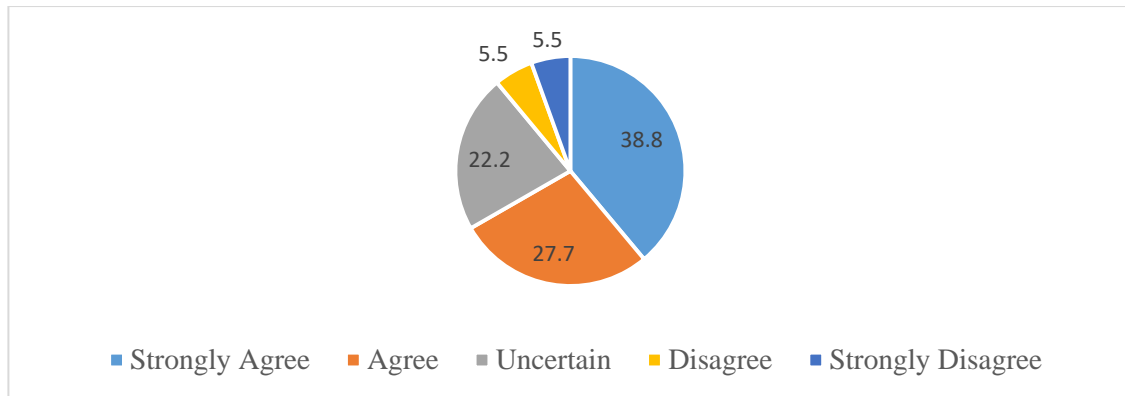
Figure 9. Participants' responses to the fourth statement: I feel excited when I encounter a different teaching method.

The fourth statement was supported by 12 students which make up 66.5 percent of the pie chart above. This high percentage demonstrate the fact that students are eager to be exposed to and motivated by a different teaching method than they are used to. While 22.2 percent of the students remained uncertain, a total of 11 percent of the students disagreed with this statement. It can be said that this 11 percent are content with the teaching methods that they are accustomed to and the idea of a new one does not excite them.

4.2.1.4 Findings from semi-structured interviews. Seven students volunteered for the semi-structured interviews held by the researcher. In order to ensure anonymity, they are named as Student A, Student B, Student C, Student D, Student E, Student F and Student G. The participants were asked nine questions and apart from the fifth and the eighth questions which examine the students' attitude all of them focused on their motivation. The results obtained from these interviews signify a considerable increase in the students' motivation. It was found out that writing lessons put pressure on students and cause feelings of failure, stress and reluctance. In their past experience, students were exposed to theoretical input which led to boredom, lack of interest and demotivation in the lessons. However, after the implementation of the vocabulary games in the writing lessons, students had the chance to relax, get over negative feelings and become more energetic, engaged and motivated in the lessons. The details of these semi-structured interviews are presented below:

Question 1: What do you think about writing classes in general?

The results obtained from this question indicate that a big majority of the students associated writing lessons with negative thoughts such as boredom, stress, reluctance and failure. This question was answered positively only by two students. Five students gave negative replies and the two of them explained why in detail:

> *I was unhappy in the writing lessons in the previous module. I got low grades and the writing exams stressed me out very much. I found the classes boring and I wanted them to be over as soon as possible. We didn't play any games like in this module. Also, I didn't have any writing lessons in high school. (Student B, Jan 4, 2018)*

> *I find writing very difficult and not fun at all. I feel tired when I get out of the writing classes. I also feel pressure and stressed. I lose motivation when I do not get a good grade from the writing exams. I almost get sick before writing exams. (Student F, Jan 9, 2018)*

One student supported the ideas of his friends and added that he had a change in his attitude after playing games:

> *I did not like the writing lessons in the first week of this module. I have never liked them. I have never got really good grades. Always average. The lessons have always been boring. However, I find these vocabulary games very motivating. I like writing lessons now. I mean, I have more positive ideas now. (Student G, Jan 9, 2018)*

Question 2: What do you think about the vocabulary games in this module?

It was found that by the researcher that most of the students who participated in the interview gave positive answers to this question. It was revealed that none of the students played games in the writing lessons in the previous module. They were only exposed to theoretical input and did exercises related to it. Therefore, they were very bored. However, when they ran, or played active games in the lessons in this module, they began to have fun and started enjoying the lessons. One of the students elaborated how this change happened:

> *To be honest, when we spent the first week only by doing exercises from the writing booklet, I began to feel bored, just like in the first module. When we started playing games, I felt better because it became fun. Some of the games made me so excited that I shouted involuntarily (Student A, Jan 4, 2018).*

Five students found the games beneficial and stated that they helped them learn new words and improved their English. They also added that these games were educative and motivating because they gave them a chance to revise and learn vocabulary and improve their grammar knowledge as well as their writing skills. According to two students, it was easy to remember a few words from every game. They said that the words stuck in their mind better this way which was very good for them. One of them explained why:

> *When the games created a strong competition and involved challenge, rivalry and running in them, they not only uplifted my mood but also helped me show more effort. Perhaps because of this, I remember the words more easily. (Student B, Jan 4, 2018)*

Question 3: Which game / games did you like the most in this module? Why?

This question aimed to find the most motivating games for students. According to the findings from this question, four games were strongly favored by students. Three students preferred the game called '20 Questions'. This game was found more beneficial than other games because of the synonym questions in it and it enhanced collaboration among students in every question. One of the students further explained why she chose it:

> *It gave a real sense of competition, like the ones on TV and the rivalry the game created caused excitement, which helped me concentrate more on the words and winning. (Student C, Jan 8, 2017)*

Also, it was revealed from the responses that two students chose the game 'Who Wants to be a Millionaire?'. One of the students who chose it expressed that:

> *It created a lot of excitement and because the questions got more difficult in every level, it added extra challenge which made it very fun and exciting for me. (Student D, Jan 8, 2018)*

The favourite game of one of the participants was 'Kahoot'. He had a few reasons why he preferred it:

> *Seeing my name in the score board on the screen and the high points I got motivated me a lot during the game. Also, the options in the answers section were sometimes quite similar to each other, so I think, they tested my lexical knowledge better. (Student E, Jan 8, 2018)*

One student chose 'Taboo' for the answer of this question. She stated that she selected this game as her favourite because it not only revised vocabulary but also enhanced her grammatical knowledge.

Question 4: Which game / games did you like the least in this module? Why?

The results of this question demonstrate that two students preferred the game called 'Hot Seat' as their least favorite game due to standing in front of the classroom which negatively affected their motivation.

One of the three students who chose 'Kahoot' explained why she selected this game as her least favourite:

> *We played it too many times in the previous module. The other games we played had competition and team building elements in them. However, you just chose an answer in Kahoot and there is nothing else. That is why, I do not like it. (Student C, Jan 8, 2018)*

Another student had a different reason for not liking this game.

> *Kahoot is my least favorite game since we play it through our phones and sitting on the chairs and not doing anything other than looking at the screen do not help me wake up. We do not move in this game and that is why, it is not an active exciting game for me. (Student D, Jan 8, 2018)*

One student chose 'Taboo' as she did not know the word she chose from the box and this caused a problem for her.

One participant stated that he hated the game 'Run to the Board' and explained why:

> *It made me stressed. I don't like it when people get excited and start to raise their voices. I find it chaotic. Competitive games are nightmare for me. (Student F, Jan 9, 2018)*

Question 6: What other type of activities or games would you like to play in the writing lessons?

The responses to this question demonstrate that three students found these games sufficient. Only one of them added a suggestion to her comment:

> *I think we practiced a lot of words efficiently and there is no need for other types of games. The only thing that should be added is punishment for the losing team and a prize for the winning team at the end of the games. (Student C, Jan 8, 2018)*

One student wanted more games that could be played individually but did not elaborate any further.

One student stated that Monopoly could be adapted to the classroom setting. He said that they could write the advantages or disadvantages of the cities they buy.

Two students could not come up with any games during the interview to answer this question.

Question 7: Do you think these vocabulary games affected your motivation in the writing lessons?

Here, it was revealed that out of seven students, six of them responded positively to this question. It was expressed that the games raised their level of motivation. One of these students stated that:

> *I do not drag my feet any more when it comes to writing paragraphs because of the games we played in the classroom. They boost my energy and make me ready and focused because I can overcome my reluctance with the help of the games. (Student B, Jan 4, 2018)*

Another one agreed with her classmates by saying that she wanted to be a part of the games as they made her enthusiastic in participating.

The motivation level of one participant increased because he liked being in a team:

> *I am an international student and I had not made a lot of friends. After the games, I felt that I had a closer relationship with my friends, especially with the male ones. We tried to find the answers together, we talked to one other and we helped one another. Some games were as exciting as being in a football match. (Student D, Jan 8, 2018)*

Another student was of the opinion that the vocabulary games they played encouraged him more to learn vocabulary which positively contributed to his motivation. He also said that:

> *These games help me get rid of stress since they take my mind off the lessons. When I concentrate on finding the correct answers and winning the game, I do not think about lessons, exams or the difficulties of the writing process. I know that I will be able to write easily as I know that these words are there to help me. (Student G, Jan 9, 2018)*

One student responded to this question in a neutral way by saying that some of the games affected him negatively as they encouraged competition and rivalry but some of them made him more enthusiastic to answer the questions to win the games. He said that he felt OK as long as his teammates did not get too excited and start shouting the answers.

Question 9: Did you use the words from the vocabulary games in your personal narrative paragraphs? If yes, did it motivate you to write more easily and more comfortably?

According to the findings from this question, apart from two students, all the learners used the words from the games while composing their paragraphs. It was found out that these students took notes of some of the sentences in the games when it was not their turn as they wanted to use them in their paragraphs in the following lessons.

> *I liked seeing the words related to the topics we were supposed to write about. I did not take any notes of the words in the first week. I immediately started writing. However, in the second week, I saw a friend sitting next to me writing down the words in the game and I did the same. Some of the words were of*

immense help when I was stuck while writing a sentence. They had the meaning I wanted to express. It felt easier to write and finish paragraphs that way. (Student D, Jan 8, 2018)

I was happy about revising the words from the vocabulary lists. After seeing some words more than once in different games, I started to use them in my sentences. The more I did it, the easier it got to express my ideas. Some of the words from the games helped me explain what I had in mind very clearly. They were the words I was trying to find when I was thinking about a sentence. (Student B, Jan 4, 2018)

One of the students who did not use the words said that his priority was writing grammatically correct sentences while composing his paragraphs, so he took part in the games but did not think of writing down those words and using them in his paragraphs.

4.2.2 Findings for research question 2: What are the attitudes of the students to the vocabulary game implementation in writing classes?

4.2.2.1 Findings from the Questionnaire: Part I. In this part of the questionnaire, students were asked to rate eighteen statements which were based on a 5-point Likert type-rating scale ranging from "Strongly Agree (1)" to "Strongly Disagree (5)". The motive behind this was to find out information about the attitudes of the students' towards the use of vocabulary games in the writing lessons. Based on the overall results of the questionnaire, it was revealed that students are content with the implementation of the vocabulary games. It is evident from the findings of the survey that they like the writing lessons in which they play vocabulary games more. It was also disclosed in the questionnaire that vocabulary games help students feel less anxious before writing a paragraph and make them more motivated in the writing lessons which leads to a positive change in their attitudes. Furthermore, results of the survey indicate that students enjoy revising vocabulary through games, they do not get bored thanks to them and they learn target words more easily this way.

Eighteen pupils participated in the questionnaire and its findings including the frequency and the percentage of the responses are presented in Table 2:

Table 2

Participants' Responses to the Questionnaire

	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
1. I like writing lessons in which we play vocabulary games more.										
	8	44.4	9	50	0	0	0	0	1	5.5
2. I like practicing extra activities outside of the Writing Booklet.										
	8	44	8	44	1	5.5	0	0	1	5.5
3. I want to revise English vocabulary in the same manner all the time.										
	4	22.2	5	27.7	2	11.1	5	27.7	2	11.1
4. I feel excited when I encounter a different teaching method.										
	7	38.8	5	27.7	4	22.2	1	5.5	1	5.5
5. I like vocabulary games and entertainment.										
	9	50	7	38.8	0	0	0	0	2	11.1
6. I like actively taking part in the class.										
	5	27.7	9	50	1	5.5	2	11.1	1	5.5
7. Competition is one of my favourite features.										
	6	33.3	4	22.2	4	22.2	3	16.6	1	5.5
8. I enjoy succeeding and winning.										
	11	61	3	16.6	1	5.5	2	11.1	1	5.5
9. I enjoy cooperating.										
	5	27.7	5	27.7	6	16.6	2	11.1	3	16.6
10. I enjoy revising vocabulary through games.										
	7	38.8	6	33.3	1	5.5	2	11.1	4	22.2

Table 2 (cont.d)

	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%

11. I feel comfortable during the vocabulary games.

| | 4 | 22.2 | 5 | 27.7 | 4 | 22.2 | 2 | 11.1 | 3 | 16.6 |

12. I would like to achieve with my own struggle.

| | 8 | 44.4 | 5 | 27.7 | 6 | 16.6 | 1 | 5.5 | 1 | 5.5 |

13. When I see previously learned vocabulary through games, I remember them more easily.

| | 12 | 66 | 2 | 11.1 | 2 | 11.1 | 1 | 5.5 | 1 | 5.5 |

14. I feel nervous in writing classes.

| | 2 | 11.1 | 2 | 11.1 | 4 | 22.2 | 4 | 22.2 | 6 | 33.3 |

15. I feel confident when I start writing.

| | 3 | 16.6 | 4 | 22.2 | 6 | 33.3 | 4 | 22.2 | 1 | 5.5 |

16. Playing vocabulary games before writing a paragraph helps me feel less anxious.

| | 6 | 33.3 | 6 | 33.3 | 3 | 16.6 | 1 | 5.5 | 2 | 11.1 |

17. Playing vocabulary games makes me more motivated in writing classes.

| | 8 | 44.4 | 6 | 33.3 | 3 | 16.6 | 1 | 5.5 | 0 | 0 |

18. I enjoy revising vocabulary through games because I do not get bored.

| | 9 | 50 | 4 | 22.2 | 4 | 22.2 | 1 | 5.5 | 0 | 0 |

Figure 10. Participants' responses to the first statement: I like writing lessons in which we play vocabulary games more.

For the first statement in the questionnaire, 44 percent of the participants chose "strongly agree" and 50 percent of them preferred "agree". None of the students marked "uncertain" or "disagree". Only one pupil chose "strongly disagree" which is equal to 5 percent in the pie chart. These results indicate that a great majority of the students were satisfied with playing vocabulary games in the writing lessons.
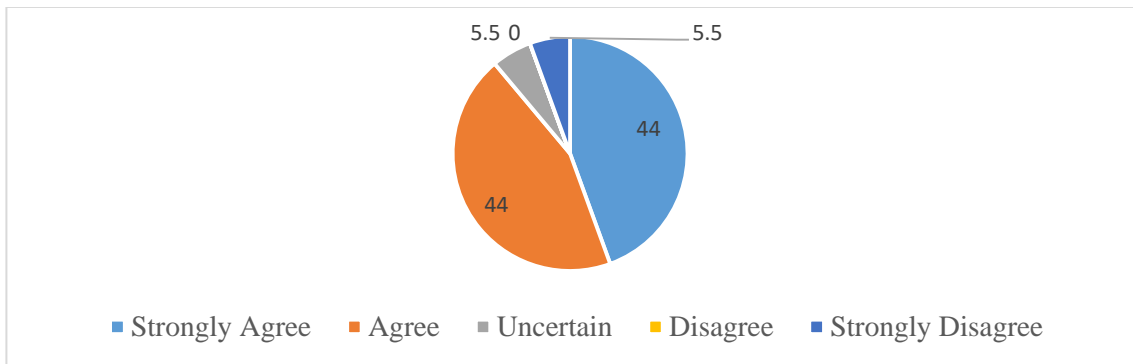
Figure 11. Participants' responses to the second statement: I like practicing extra activities outside of the Writing Booklet.

44 percent of the pupils strongly agreed with the second statement while another 44 percent only agreed with it. A total of 88 percent students answered this statement positively. 5 percent of them were uncertain and 5 percent of the rest strongly disagreed. This result shows that most of the students appreciated and supported the idea of having

activities in writing lessons that did not include the writing booklet they used as a course book.
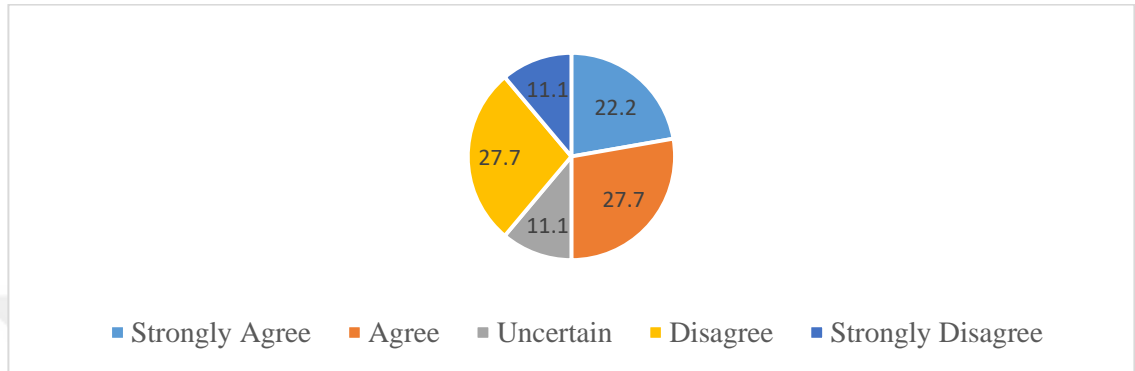
Figure 12. Participants' responses to the third statement: I want to revise English vocabulary in the same manner all the time.

The pupils` responses varied greatly for the statement number 3. "Strongly agree" option was chosen by 22 percent of the students. "Agree" and "Disagree" options were rated equally (27 percent). Similarly, the options `uncertain` and `strongly disagree` were also chosen by the same percentage of students. According to this result here, half of the students expressed satisfaction with the program they were presented in this module. In other words, they were content with the implementation of the vocabulary games which revised the previously learned lexical items in the lessons. However, a total of 38.8 percent of the students rated this statement negatively which indicate that they would like to have more variety while revising vocabulary. Two students (who make up 11.1 percent of the total) remained uncertain.
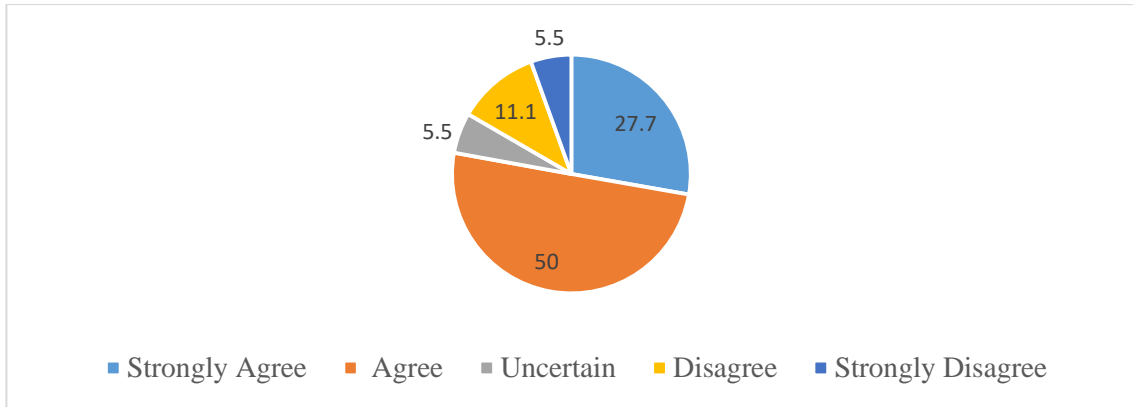
Figure 13. Participants' responses to the sixth statement: I like actively taking part in the class.

A total of 14 students responded positively to the sixth statement. (the option 'agree' was chosen by half of the students and 27.7 percent of the rest of the group strongly agreed with this idea.) The rate of negative responses was low for this statement since they were given by only three students in total. One student remained uncertain. The results here show that a great majority of the students enjoyed participating in the writing classes.
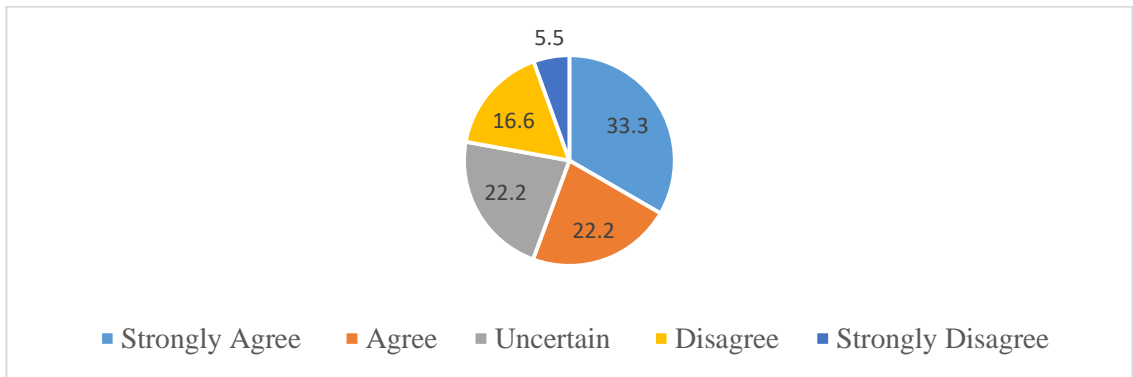
Figure 14. Participants' responses to the seventh statement: Competition is one of my favourite features.

While half of the students gave a positive feedback to this statement, the other half was divided. 22.2 percent of the students were uncertain, 16.6 percent disagreed and 5.5 percent strongly disagreed with the seventh statement. This demonstrates that while a total of 55.5 percent of the students like the idea of competition and regard it as one of their favourite features, 22.1 percent of the students do not favor this concept.

Strongly Agree · Agree · Uncertain · Disagree · Strongly Disagree
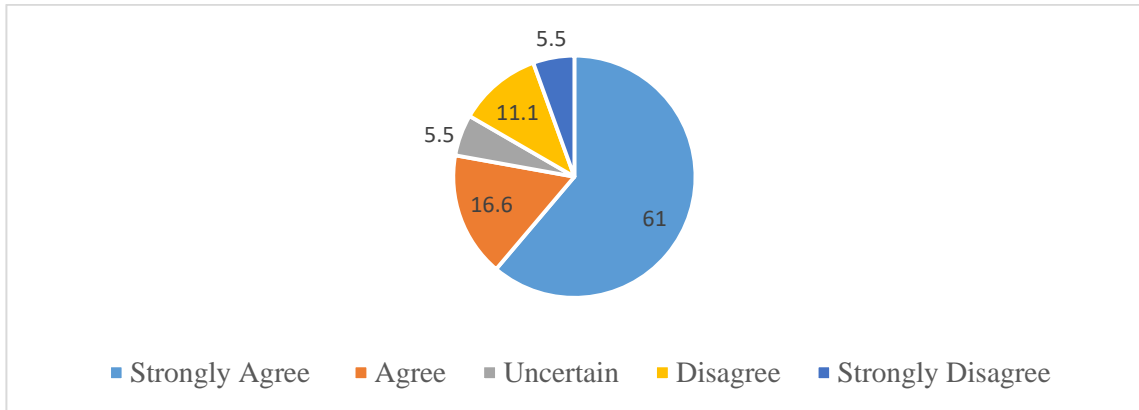
Figure 15. Participants' responses to the eighth statement: I enjoy succeeding and winning.

For the eighth statement a high percentage of students (61 percent) chose the option "strongly agree". Also, 16.6 percent of the group agreed with this statement. The result here indicates that a great majority of the students in this classroom liked to compete and gave importance to being successful at the end of a competition.

Strongly Agree · Agree · Uncertain · Disagree · Strongly Disagree
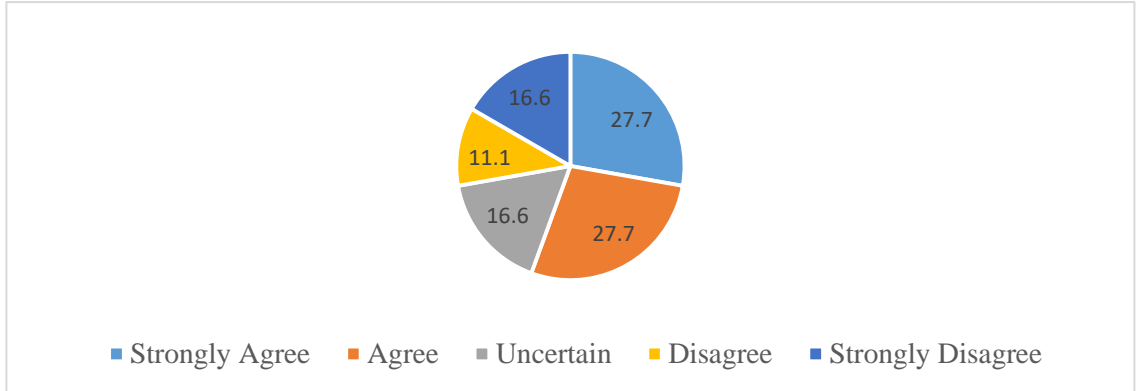
Figure 16. Participants' responses to the ninth statement: I enjoy cooperating.

For the ninth statement, students rated the first two options equally (27 percent). The options `Uncertain` and `Strongly disagree` were also preferred by the same number of students. Only 11.1 percent of the participants disagreed with the idea of enjoying cooperation. These results indicate that half of the classroom liked cooperating and working with their classmates while a smaller group of the students (27.7 percent in total)

opposed to this idea and was in favour of activities that did not require team work. Only 16.6 percent of the learners remained uncertain for the statement above.
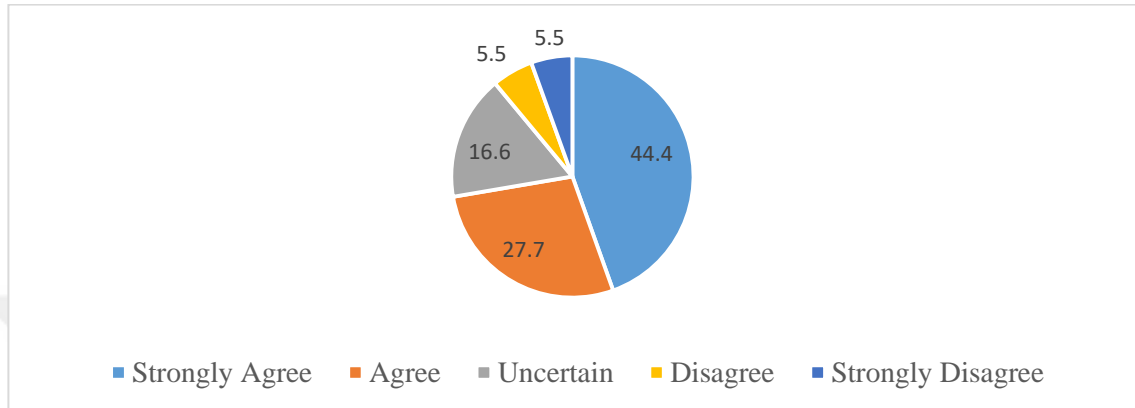
Figure 17. Participants' responses to the twelfth statement: I would like to achieve with my own struggle.

For this statement, learners stated their opinion by choosing the options `strongly agree` (44.4 percent), `agree` (27.7 percent), `uncertain` (16.6 percent), `disagree` (5.5 percent) and `strongly disagree` (5.5 percent). Achieving with their own struggle seems to be an important factor in motivating these students. Considering the responses given here, it can be claimed that majority of the students enjoyed cooperating and getting help from their group friends as well as being successful with their own effort.
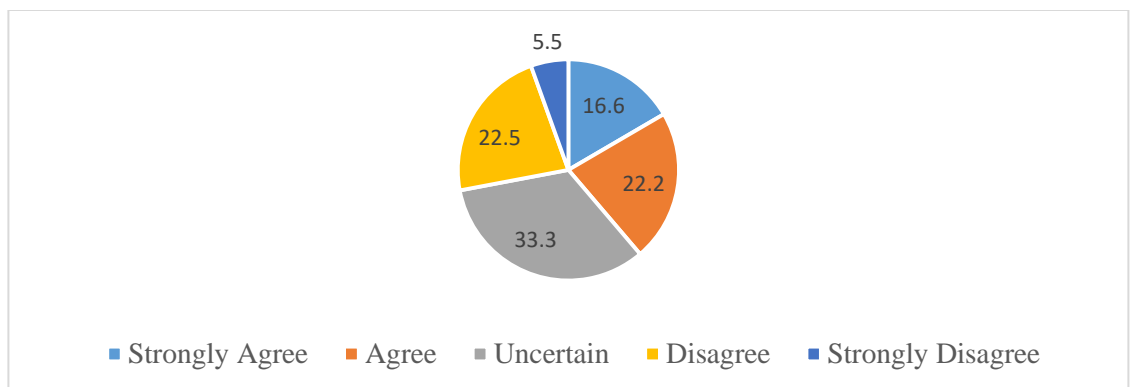
Figure 18. Participants' responses to the fifteenth statement: I feel confident when I start writing.

A total of 38.8 percent of the students responded positively to this statement. However, 33.3 percent remained uncertain. That is to say, they neither expressed agreement with the idea of feeling confident when starting writing nor any disagreement with it. The total number of the students who gave a negative response to this statement is five and it is equal to 27.7 percent in the chart above. This indicates that the number of the students who felt confident is close to the number of the students who were unsure about this statement.

4.2.2.2 Findings from the Questionnaire: Part II. In this part of the questionnaire, students were given the chance to express their opinions through two open-ended questions. Based on the findings from this part of the questionnaire, it can be concluded that students had a positive reaction to the implementation of the vocabulary games to the writing lessons and these games had a good impact on their attitude to the writing lessons since they had fun and learned or revised words from their A2 vocabulary lists at the same time. It was revealed that in addition to being more active in the lessons, students had the chance to lessen their anxiety.

The details of the findings from these questions are presented below:

a) **Findings from participants' responses to Question 1:** *Did you like playing vocabulary games in writing lessons? Why?*

The first question was answered positively by all the pupils apart from two students. According to the findings from this question, out of 18 students, 16 participants liked playing vocabulary games as they thought that they were beneficial in terms of bringing fun to the lessons, breaking monotony and hindering boredom. Among these, 2 of them found these games educational since they helped them revise and learn more words from the word lists. 4 of them stated that five lessons in a day was boring and monotonous but the games helped them have fun. Additionally, 2 of the replies indicated that the games were not only a lot of fun but also very informative. These students elaborated their answers:

I like it very much because with the help of these games I learn vocabulary and have fun at the same time. (Student 13, Jan 4, 2018)

I like these vocabulary games as they make writing lessons more fun. They also help me learn vocabulary. (Student 9,. Jan 4, 2018)

Two answers demonstrate that students liked these vocabulary games because they gave them energy and helped them remember the words in their lists and learn them better. On student stressed this aspect in her reply:

Yes, because it helps me remember a lot of words and makes us full of energy in the writing lessons. (Student 17, Jan 4, 2018)

Three answers show that students found writing lessons without those games boring and that they helped them a lot before writing classes. Another three responses were positive but no further explanation was given.

The responses above reveal that students enjoyed the implementation of the vocabulary games in the writing lessons since they benefited from them in terms of entertainment, expanding their lexical knowledge and being more active in the lessons.

b) **Findings from participants' responses to Question 2:** *After this, do you want these vocabulary games to be used in your Writing classes? Why?*

The second question received similar answers to the first one. It was found out that only one student did not want to play games again. Eight students wrote that they would like to play these games in future writing lessons as they believed that they became more active in class and the games made the lessons more engaging and fun. They claimed that they needed it:

Yes, I do because we need fun after three lessons of main course. We get bored and need fun to start writing. (Student 3, Jan 4, 2018)

Two responses to this question demonstrated almost the same ideas with the previous students stating that they did not enjoy writing lessons when they only consisted of theoretical knowledge and no elements of fun.

> *Yes, because I get bored in the writing lessons when we only learn things about writing. When I get bored, it hinders my learning. If we play games like these, I will have fun and learn more. (Student 11, Jan 4, 2018)*

Three students added that when they were bored, it became harder to focus on the lessons and the games helped them overcome this problem. Not only did they concentrate better, but also relaxed with the help of these games when they felt nervous. They found the games beneficial before they started writing.

> *Yes, because writing lessons are so boring. I feel nervous in writing lessons. However, it becomes easier to write with the words we see in the vocabulary games. (Student 9, Jan 4, 2018)*

According to the comments of three students, the games were fun as well as informative. Additionally, one student wrote that they would like to play these games in the future as it was great to have fun but they did not explain in detail.

4.2.2.3 Findings from the semi-structured interviews. Two questions (the fifth and the eighth questions) in the semi-structured interviews focused on the attitudes of the students towards the implementation of the vocabulary games in writing lessons. The findings from these interviews indicate that a great majority of the students previously had negative thoughts about writing lessons and their attitudes towards them were not positive, either. However, with the introduction of vocabulary games revising previously learned lexical items, they changed their mind, adopted a more positive outlook and became more motivated in the writing lessons, since these games were a break from the routine, they uplifted their mood, encouraged collaboration with their classmates, enhanced their knowledge on vocabulary and helped them focus more in the writing lessons.

The details of the findings from the interviews are presented below:

Question 5: Have these games changed your attitude towards the writing lessons? If yes, in what way?

The results obtained from this question show that three students thought that the games were encouraging and they helped them learn and revise vocabulary. One of them stated that:

> *I like writing lessons in general but I did not enjoy them in the previous module as they were quite boring. I have become more attentive in this module. After boring grammar lessons, these games helped me revise the vocabulary I am supposed to learn and writing paragraphs after this revision made me like the writing lessons more. (Student A, Jan 4, 2018)*

Another student said that they taught her a lot in terms of vocabulary and encouraged her to write. She also added that:

> *I feel energized. I never thought writing lessons could be so much fun but after the games we played in the class, I changed my mind and now I have a new and a more positive perspective. (Student C, Jan 8, 2018)*

According to the other responses given, the games caused changes in the attitudes of the students since they did not feel bored in the lessons after playing them. It was also added that they helped them remember words before the exams and writing paragraphs. The vocabulary games encouraged students to study vocabulary more. In addition, they had fun while learning which they thought could not happen in a writing lesson as it had always been theoretical and boring. It was stated that this prejudice ended with the incorporation of vocabulary games.

One of the students answered this question positively as well and he claimed that the games made the target words more memorable. He said that he could use the words he saw in the game while writing paragraphs which enhanced his motivation.

Only one pupil gave a negative response to this question:

> *The game called 'Run to the Board' made me not want to go to the school the next day. I like games which are played individually as they motivated me more. Competitive games discourage and demoralize me (Student F, Jan 9, 2018).*

Question 8: How did these vocabulary games make you feel in the writing lessons?

From the results of this question, the researcher found out that six students had positive feelings in the writing lessons due to the incorporation of the vocabulary games. Two students stated that they felt very happy and excited. One of them expressed his opinion in detail:

> *I looked forward to playing games because I wanted to relax and feel comfortable. They helped me let off steam after three lessons of main course. I felt less stressed in the writing lessons when we played games. (Student E, Jan 8, 2018)*

One student stated that she generally felt happy as the games made her forget that she was in the classroom.

Another student said she liked the games as they made her feel energized and added that:

> *I got bored in the main course lessons and wanted to go home in the third lessons on Tuesdays but I remembered that we were going to play games in the following lessons and felt better, so I stayed at school for the next two lessons. These games made me feel energetic as sometimes we moved around the class and it was refreshing. I also felt excited because we did everything to win, which was so much fun. (Student A, Jan 4, 2018)*

One student shortly expressed his opinion by saying that he felt better when he played games in the writing lessons.

Another one asserted that games helped him in many ways:

> *They made me relax and focus only on finding the answers. Competition in the games made me more energetic. Playing games was a good break from the lessons and they had a positive effect on my mood. I did not feel bored as I did not sit still and look at the board. I was happier in the lessons when I moved around and when I was active in the games. I associated writing with boredom and stress before and now I can associate it with better feelings. (Student G, Jan 9, 2018)*

One student said he did not like the games which were competitive as they made him feel nervous:

I sometimes felt pressure and I did not like it. When the other team members started to get excited and wanted me to answer quickly, I did not like the game. (Student F, Jan 9, 2018)

Chapter 5

Discussion and Conclusion

5.1 Overview

The aim of this study was two-fold: The primary purpose was to examine the motivational benefits of using vocabulary games in A2 level students' writing classes. The secondary purpose was to find out these students' attitudes towards vocabulary game incorporation into writing lessons.

While conducting this research, not only qualitative but also quantitative data were obtained. The researcher benefited from her observations, peer-observations and semi-structured interviews with her students and a questionnaire.

This chapter is allocated to the discussion of findings from the research questions, pedagogical implications, conclusion and recommendations for future research.

5.2 Discussion of Findings for Research Questions

The first research question aimed to shed light on the benefits of implementing vocabulary games (which revise previously learned lexical items) in writing lessons in terms of student motivation. The data was collected through the researcher's journal, peer observation, the questionnaire and the semi-structured interviews conducted with the students.

It was observed by the researcher that a great majority of the students benefit from the vocabulary games in terms of motivation. With the help of these games, they have the chance to have fun, relax, get rid of stress, interact and communicate more, build self-confidence while playing games and enhance their lexical knowledge. They all contribute positively to their motivation levels. Students also have the opportunity to be challenged in a fun way during the games. Apart from the previously learned vocabulary, they revise grammar subjects that are covered in the class, practice speaking in English and infer the intended meaning from the context in the questions. Although shy students tended to be more hesitant while speaking at the beginning of the module, they became braver after

some time as they got used to producing sentences orally in English and they "just played a game" with no serious consequences which affect their self-confidence in a positive way. As Derakhshan and Khatir (2015) put it "vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way" (p.40). Furthermore, the energizing effect of the games enable students to have a smooth transition to writing a paragraph in the next lessons. Since the games lighten up the mood in the lessons and help students get over their negative attitude towards writing classes, it becomes easier for them to start composing their paragraphs. Also, because the topics in the games are exactly the same as topics they are expected to write, it creates a sense of familiarity in the writing process. Therefore, the findings from the researcher's journal demonstrate that students experience an increase in their motivation in many aspects during the implementation of the vocabulary games in their writing lessons.

When the results obtained from peer observation are taken into consideration, it is seen that they support the findings gathered from the researcher's journal. They demonstrate that the elements of fun, excitement and interaction in the games play a significant role in enhancing students' motivation. They also show that vocabulary games enable learners to become active, energetic and attentive in the writing lessons. Kumar and Lightner (2007) support this finding stating that:

> The learner passively sitting in a lecture, with no stake or interest in information, does not reach the level of stimulation required to promote effort. Moving around a room, participating in a contest, or simply talking to other students can raise the level of activity to a point where a student is more alert and attentive to the activities of the class (p.53)

The result also indicate that students come to the classroom already motivated since they know that some time is allocated to fun every week. This is an important factor in lowering or breaking down the barrier of stress and anxiety as well as changing students' negative perception of the writing lessons. Moreover, participating in a different game every week without any stress or pressure helps learners enjoy writing lessons and "let of steam" before composing paragraphs. It is observed that they begin writing without any

complaints or reluctance. They do not seem apprehensive during the writing process which is the result of adopting a positive attitude towards it.

The findings obtained from the first part of the questionnaire affirm the results from the researcher's journal and peer-observation. The students agreed with the seventeenth statement by a total of 77.7 percent which shows that a great majority of the population approved of the implementation of the vocabulary games and confirmed that they made them more motivated. Moreover, the findings from the eighteenth statement show that 72.2 percent of the students did not get bored in the lessons since they enjoyed revising vocabulary through games. In the thirteenth statement, 77.7 percent of the students stated that when they saw previously learned vocabulary through games, they remembered them more easily. These high percentages are also an indication of the fact that games motivated students in two ways: they had fun while playing and lexical retention became easier for them. Kumar and Lightner (2007) explain how these two elements play a significant role in motivating students and state that:

> Students often have particular difficulty in far transfer tasks, where they have to use information in a context very different from their learning environment. Games promote transfer because they require student participation and active involvement with the material within a rich context (Cruickshank & Telfer, 2001) (p.54).

Also, 66.6 percent of the students agreed with the sixteenth statement and said that playing vocabulary games before writing a paragraph helped them feel less anxious. The responses to the fourteenth statement affirm this result since 55.5 percent of the students disagreed with the idea of being nervous in writing classes. The 22.2 percent of the responses in the same statement was "uncertain" which indicates that students were not sure of feeling nervous in those lessons and could not directly agree with being apprehensive. It can be claimed that students who remained uncertain in this statement may have needed more time in the process of getting rid of stress in writing lessons since everyone's pace in class is different. In the eleventh statement, half of the participants stated that they felt comfortable during the vocabulary games. 72.1 percent of the students answered tenth statement positively and agreed that they enjoyed revising vocabulary through games. Also, 88.8 percent of the students stated that they liked vocabulary games and entertainment in the fifth statement. The responses given to these three statements

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indicate that the learners were pleased with the incorporation of the vocabulary games into writing lessons since they had positive feelings about lexical games and going over the words they learned before through them. Finally, the responses given to the fourth statement support the implementation of these games as 66.5 percent of the students stated feeling excited when they encountered a different teaching method.

The results taken from the semi-structured interviews also support the previous data. It was revealed that five participants out of seven associated writing lessons with negative thoughts. Boredom, stress, pressure and fear of failure are found to be the reasons behind this problem. However, the incorporation of the vocabulary games provide students with entertainment, a safe learning environment with no serious consequences and excitement as well as self-confidence in speaking English and better interaction with classmates. These all have a very positive effect on enhancing students' motivation in writing classes. As Tuan (2012) puts it "games create a fun learning environment, add motivation when students' motivation shrinks, and promote team learning and collaborative skills" (p.262).

It is not possible to compare the findings here with other studies as no research has been conducted before about the subject of this study. However, one similar study was carried out by Bellout (2014), at the end of which the researcher found out that when teachers focus on students' learning styles and improving their motivation in writing lessons through vocabulary activities and games, students acquire a significant amount of words that they can use in their compositions. She maintains that traditional English vocabulary teaching procedure (using exercises such as gap-filling and matching etc.) does not address the needs of the students with different learning styles. This, according to the writer, leads to frustration and boredom in lessons as well as poor vocabulary learning. The results found in the present study also supports this argument since they demonstrate that students have a better learning opportunity when their motivation level is high.

Another similar study was conducted by Yunus et al. (2012). They investigated the influence of video games on ESL students' writing skills. They focused on "students' interaction with video games, the influence of playing video games on their writing skills and their perception on incorporating video games in teaching writing" (p.355).

According to the results of their study, it was found out that 80 percent of the participants who responded to the first part of their questionnaire "agreed that video games motivated them to learn the English language while the remaining 20 percent disagreed" (p.357). It is also stated by the researchers that their findings "are indicators of the ability of video games in promoting indirect voluntary language practice" (p.359). Moreover, the results revealed that 87 percent of the learners "applied new words they learnt from their game play in their English writing tasks" (p.359). In addition to improving vocabulary, they found that similar features between video games and narrative paragraphs helped learners develop their story-telling skills in writing:

Video games are usually developed with their own unique story lines, and start with a brief introduction or history, then development, the conflicts and so forth. They possess similar characteristics to a writing piece. Responses on the influence of playing video games on students' narrative skills in ESL writing appeared positive especially for creativity and character-building subskills (p.359).

Yunus et al.'s (2012) study produced similar results to the present research in terms of students' motivation and expansion of lexical knowledge. Both studies show that learners are motivated by games which also enrich their learning process and production in writing lessons. The findings from these two studies signify the important role of the games in education and demonstrate that students can benefit from them in many aspects in writing classes.

The second research question examined the attitudes of the students towards the vocabulary game implementation in writing classes. The findings from the questionnaire and semi-structured interviews indicate a shift from a negative to positive outlook on the writing lessons in terms of students' attitude.

Firstly, in the first part of the survey, students stated that they liked writing lessons in which they played vocabulary games more. 94 percent of the students agreed with this statement in the questionnaire which was the highest ranked statement. Students also agreed with the second statement (*I like practicing extra activities outside of the Writing booklet*) by 88 percent. They were expected to do sentence building, vocabulary, gap-filling and matching activities in the writing booklet. The same type of activities were

involved in the games as well but students were exposed to them in the game or competition format which was more enjoyable. The results of the sixth statement demonstrate that 77.7 percent of the learners like actively taking part in the class. The vocabulary games in the writing lessons gave them a chance to move, talk, participate and interact. They gave responses in the interviews in parallel with this statement. They expressed being bored in the writing lessons in the previous module which only consisted of theoretical input however, after playing games and being physically more active in the classroom in this module, they concentrated more and became more attentive because they had fun. The difference between the attitude towards writing lessons in the previous modules and the present module was caused clearly by the implementation of the games. Students had a chance to relax and enjoy the lessons and therefore started to look at the writing lessons from a different and a more positive perspective. Those lessons did not consist only of theoretical input but also of elements of exhilaration, fun and achievable challenge.

The findings from the second part of the questionnaire indicate a positive attitude as well towards the incorporation of the vocabulary games into the writing lessons. The first question (*Did you like playing vocabulary games in writing lessons? Why?*) was answered positively by all the students, except for two. This only indicates a great support for the games. They broke the monotony of the lessons and students had fun, became active and learned at the same time. This was new for a great majority of the students because they associated writing lessons with theoretical input, boredom and passivity in their previous experience. The games challenged this preconception and therefore, they received favourable reactions from students.

The results of the second question (After this, do you want these games to be used in your writing classes?) in the second part of the questionnaire signify an attitude change, too. Apart from one student, all the participants responded that they would like to have these games in their writing lessons. They emphasized the importance of having fun and learning at the same time. The vocabulary games used in their classroom combined these two important elements and gave them a chance to adopt a new perspective towards their writing lessons.

The data obtained in the semi-structured interviews also contribute to the findings above. The negative thoughts of the students about writing lessons and lack of motivation caused a negative approach towards them. The responses given to the fifth question (*Have these games changed your attitude towards the writing lessons? If yes, in what way?*) signify a shift from this negative attitude towards a more positive one since they were all affirmative, except for one. All six participants stressed the importance of being active and attentive in the lessons with the help of these games. They also mentioned an increase in their motivation which enriched their experience and caused a change in their demeanor in the writing lessons.

Based on the overall findings from the interviews and the questionnaire, it can concluded that the implementation of vocabulary games changed students' approach to the writing lessons as well as their motivation in them. However; it should also be noted that although a high percentage of the participants claimed that they felt less apprehension during the games and before they write a paragraph, in the same survey only 38 % of them stated that they felt confident when they started writing, 33 percent of them remained uncertain and 27 percent disagreed with this idea. Therefore, it could be put forward that vocabulary games helped students feel more motivated in the writing lessons and they had a positive attitude towards these games but more research should be done to help students feel confident when they start composing a paragraph.

Due to the lack of existing studies investigating the implementation of vocabulary games in writing lessons, the results found here cannot be compared. However, a similar action research was carried out by Cervantes (2009) who supported the idea of "livening up college English with games" (p.20). With the help of her experience as a college professor and after her observations, she comes to the conclusion that "English classes need to be more interactive to keep students interested in the lessons" (p.20). In her article, she also criticizes traditional instruction in writing lessons and states that "teacher-centered lessons featuring lectures on sentence structure and how to write effective paragraphs are bound to create passive students" (p.20). At the end of her research, she receives very similar results to the findings of the present study. In terms of student participation, it is revealed that students experience an increase in courage to speak in front of the class since games boost self-confidence, participate more in the lessons,

cooperation and teamwork among them improve. She states that "learning happened in an interactive way, vocabulary increased and games reduced boredom" (p.38). Considering the results obtained from the present study, it can be concluded that the findings obtained from Cervantes's action research are similar. As Cervantes put it, students find writing lessons "mechanical and quite predictable" according to the results of both of the studies and employing games cause a change in their perspective. These two studies indicate that learners respond well to the allocation of time to entertaining activities which also contribute substantially to their vocabulary as well as their writing process.

Another similar study belongs to Yunus et al. (2012). It was revealed from the findings that students' attitude towards conventional instruction in writing lessons was negative and at the end of their study, learners "saw the use of video games in the ESL writing class as a way to make the lessons more interesting" (p.359). Their study demonstrates that the incorporation of video games into writing lessons improve students' outlook on these lessons by bringing fun and learning together and defying their negative associations. Likewise, in the present research, students report a positive attitude towards the implementation of the vocabulary games in the writing classes due to the elements of fun, excitement and active engagement they involve.

5.3 Pedagogical Implications

The present study has four significant implications in terms of type of classwork, participation in the lessons, game variety, classroom dynamics and designing lesson plans. First of all, games played in the classroom should be equally divided between individual work and team work. While some students enjoy helping their classmates or getting help from them, some like doing activities on their own and achieve with their own struggle. The results of the questionnaire as well as the findings from the interviews with the students support the idea that they liked playing games individually as much as in teams.

Secondly, teachers should integrate more types of games into the writing lessons in order to offer students variety and promote fun and entertainment in the classroom. Playing vocabulary games can only partially help students overcome their writing anxiety. Games related to writing topic sentences or supporting sentences can also be incorporated

into the lesson plans. Students can be asked to write a paragraph in groups or pairs and this can be turned into a competition with a winner and a prize. Education should contain elements of fun and entertainment. Students respond positively when they have fun and they are not under stress. When they are involved and interested in what is being taught, they participate more in the lessons.

Thirdly, teachers should take classroom dynamics into account when they divide the students into groups or pairs before games and activities. People who work well together should be put in the same groups or pairs so that students who have problems do not go through any conflict. This requires observation of the students' interaction in class as well as communicating with main course teachers who have lessons with the same group of students.

Additionally, students can be involved more in the lesson plans. They can be given a survey at the beginning of the module or the academic year and asked which type of games they would like to play so that they can be arranged accordingly. This can help students take the responsibility for their own learning. This way, they can be involved in the decision making process and encouraged to express their opinions on the games or activities.

5.4 Conclusions

In the present study, two research questions were examined. The first one was about the investigation of the benefits of incorporation of vocabulary games into writing lessons in terms of student motivation. The second one was related to the attitudes of the students towards the vocabulary game implementation in writing classes. The results of the study demonstrate that there is an increase in students' motivation after the incorporation of the vocabulary games which revised previously learned lexical items. It has been observed that there also is an increase in the learner participation in the writing lessons. Students started to pay more attention to those lessons as they knew that they were going to play games and therefore became motivated. Besides, in order to be the winning group, students paid attention more and wanted to take part in the lesson more actively. These games also contribute positively to the communication and interaction between students.

They require asking one-another's opinion and asking for help or offer help which foster cooperation. Learners are challenged in a safe and fun learning environment which stimulates their interest in writing lessons. Kumar and Lightner (2007) maintain that "matching the game to the ability level of the students in the context of established goals creates challenge and motivates the students to persist" (p.59). According to the findings from the researcher's journal and peer observation, students' stress level was decreased and this was approved by more than half of the students in the questionnaire. 12 participants who make up 66 percent of the total population stated that playing vocabulary games before writing a paragraph helped them feel less anxious. A bigger percent of the students (77 percent) in the questionnaire claimed that playing vocabulary games made them more motivated in the writing classes. It was also mentioned in the semi-structured interviews that students felt less stressed with the help of the games played in the classroom.

Vocabulary games are found to be effective in encouraging learners to have a positive attitude toward writing lessons. The idea that these lessons are not fun can be changed thanks to the games. Students stated in the interviews that they associated negative feelings such as boredom and stress with writing lessons; however, their opinion changed after the implementation of the vocabulary games. Their prejudice was replaced with a positive outlook on writing lessons. Their participation and want for success increased their interest. When students are stimulated in a positive way, this is reflected on their contribution to the lessons. They become actively engaged. These games also encourage students to focus on learning vocabulary and using them in their paragraphs which has an important impact on their motivation. The students in the present study had the opportunity to practice using the words they covered in integrated skills lessons through word lists in a more interactive and fun way. In other words, they were given a chance to build a connection between main course and writing lessons. Therefore, the vocabulary games enabled students to expand their lexical knowledge. Tuan (2012) explains why this is important and says that "if learners see or use a word in a way different from the way they first met it, then better learning is achieved. This not only improves their recall and develops memory processes, but also extends their understanding and associations of vocabulary in an ever expanding network of meanings and use" (p.257).

Ghazal and Singh (2016) believe that "teachers and administrators are often skeptical of game-based activities and see them only fit for the pre-school or elementary level learners" (p.1). However, games have a positive impact on all ages. These two educators (2016) further state that "the time spent in playing games can be leveraged for educational purposes, thereby developing a very engaging and motivating educational system" (p.1). Tuan (2012) also believes that "this is not a waste of time, it can energize their mind and encourage them to study better. Games, in fact, are not games only, but a good means of education" (p.263). Students in higher education think that academic writing lessons are far from fun and enjoyment. Cervantes (2009) addresses this problem in her article and suggests that "university ESL need not be boring and games are not just for children. Teachers should explore them as a means of livening up their classes so that their students look forward to their next English class with enthusiasm" (p.38). University students are second language learners, too and their lessons should contain elements of fun and exhilaration as well since learning is best achieved when motivation is high and stress levels are low. This way, they can internalize knowledge more easily.

As Kumar and Lightner (2007) put it "acceptance of games as a learning tool, rather than as a time filler, is essential if their full potential is to be realized" (p.54). Considering their numerous benefits, vocabulary games should be exploited more comprehensively in education. It is hoped that the present study can pave the way for further research on the implementation of vocabulary games in writing lessons in terms of student motivation in order for teachers to better cater for their students' needs and to make these classes more interactive, fun and interesting.

5.5 Recommendations for Future Research

The present case-study was conducted at Bahcesehir University School of Foreign Languages English Preparatory Program. It was carried out in the A2 level. Future research can be carried out in A1, B1 and B2 levels as well. Also, the number of participants in this study was 18. More students can be asked to take part in the research. Another recommendation is about the questionnaire. If a pre-survey is given to the students at the beginning of a future research, the difference between students` attitude at

the beginning of the module and at the end of it the can be seen more clearly. Also, the following question can be added to the second part of the survey after the implementation of the games:

- Do you think the words in the vocabulary games can help you express your ideas better in your personal narrative paragraphs?

Furthermore, the duration of the research can be longer so that more data can be collected and more observation can be done. More teachers (or level coordinators) can be asked to observe the researcher during the data collection process as well. The final suggestion for further research is about the aim of the study. Researchers can check whether students use the words from the vocabulary games in their personal narrative paragraphs or to what extend they use them.

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APPENDICES

A. The Questionnaire

Dear A2.22 Students,

Currently, I am working on getting my Master's degree in English Language Teaching Program. The aim of my thesis is to find out the effects of playing vocabulary games on students' motivation in writing lessons.

This questionnaire has been prepared to serve as a data collection tool for my study and your contributions are of utmost importance. The questionnaire consists of two parts. The first part attempts to identify your personal preferences, and the second part aims to get your opinions with two open-ended questions. This questionnaire will not take more than 20 minutes.

The information will be coded, remain confidential and used for research purposes only. I appreciate your valuable contribution and hope you will seriously consider taking part in this study. Please feel free to contact me via email address written below if you have any questions.

Thank you for your kind cooperation!

Aslı Edwards

Contact info: asli.edwards@sfl.bau.edu.tr

Part I:

1. I like writing lessons in which we play vocabulary games more.

   a) Strongly agree   b) Agree   c) Uncertain   d) Disagree   e) Strongly disagree

2. I like practicing extra activities outside of the Writing Booklet.

   a) Strongly agree   b) Agree   c) Uncertain   d) Disagree   e) Strongly disagree

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

   a) Strongly agree   b) Agree   c) Uncertain   d) Disagree   e) Strongly disagree

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

   a) Strongly agree   b) Agree   c) Uncertain   d) Disagree   e) Strongly disagree

5. I like vocabulary games and entertainment.

   a) Strongly agree   b) Agree   c) Uncertain   d) Disagree   e) Strongly disagree

6. I like actively taking part in the class.

   a) Strongly agree   b) Agree   c) Uncertain   d) Disagree   e) Strongly disagree

7. Competition is one of my favourite features.

   a) Strongly agree   b) Agree   c) Uncertain   d) Disagree   e) Strongly disagree

8. I enjoy succeeding and winning.

   a) Strongly agree   b) Agree   c) Uncertain   d) Disagree   e) Strongly disagree

9. I enjoy cooperating.

   a) Strongly agree   b) Agree   c) Uncertain   d) Disagree   e) Strongly disagree

10. I enjoy revising vocabulary through games.

   a) Strongly agree   b) Agree   c) Uncertain   d) Disagree   e) Strongly disagree

11. I feel comfortable during the vocabulary games.

   a) Strongly agree   b) Agree   c) Uncertain   d) Disagree   e) Strongly disagree

12. I would like to achieve with my own struggle.

a) Strongly agree   b) Agree   c) Uncertain   d) Disagree   e) Strongly disagree

13. When I see previously learned vocabulary through games, I remember them more easily.

a) Strongly agree   b) Agree   c) Uncertain   d) Disagree   e) Strongly disagree

14. I feel nervous in writing classes.

a) Strongly agree   b) Agree   c) Uncertain   d) Disagree   e) Strongly disagree

15. I feel confident when I start writing.

a) Strongly agree   b) Agree   c) Uncertain   d) Disagree   e) Strongly disagree

16. Playing vocabulary games before writing a paragraph helps me feel less anxious.

a) Strongly agree   b) Agree   c) Uncertain   d) Disagree   e) Strongly disagree

17. Playing vocabulary games makes me more motivated in writing classes.

a) Strongly agree   b) Agree   c) Uncertain   d) Disagree   e) Strongly disagree

18. I enjoy revising vocabulary through vocabulary games because I do not get bored.

a) Strongly agree   b) Agree   c) Uncertain   d) Disagree   e) Strongly disagree

Part II :

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

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

B. Anket

Değerli A2.22 Sınıfı Öğrencileri,

Bahçeşehir Üniversitesi Eğitim Fakültesi İngilizce Öğretmenliği Tezli Yüksek Lisans Programı'nda yüksek lisans eğitimi almaktayım. Yazmakta olduğum tez, kelime oyunlarının kompozisyon derslerinde öğrenci motivasyonu üzerindeki etkisini bulmayı amaçlamaktadır.

Elinizdeki anket, bilgi toplamak amacıyla hazırlanmıştır ve katılımınız önem taşımaktadır. Anket, iki bölümden oluşmaktadır. İlk bölümde, kişisel tercihlerinizle ilgili on sekiz; ikinci kısımda ise konuyla ilgili fikirlerinizi yazabileceğiniz iki adet soru bulunmaktadır. Bu anket, 20 dakikadan fazla sürmeyecektir.

Bu anketle elde edilecek bilgiler gizli tutulacak ve araştırma amacı dışında kullanılmayacaktır. Soruları cevaplandırarak yapacağınız önemli katkıdan dolayı teşekkür ederim.

Aslı Edwards

İletişim adresi: asli.edwards@sfl.bau.edu.tr

Bölüm I:

1. Kelime oyunları oynadığımız kompozisyon derslerini daha çok seviyorum.

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

2. Paragraph Yazma Kitapçığı (Writing Booklet) dışında ekstra aktiviteler hoşuma gider.

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

3. İngilizce kelimeleri hep alıştığım şekilde tekrar etmek isterim.

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

4. Farklı bir öğrenme şekliyle karşılaştığımda heyecanlanırım.

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

5. Kelime oyunlarını ve eğlenmeyi severim.

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

6. Derste aktif bir şeklide yer almayı severim.

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

7. Yarışmak özellklerimden biridir.

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

8. Başarmaktan ve kazanmaktan keyif alırım.

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

9. İşbirliği yapmaktan zevk alırım.

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

10. Daha önce öğrendğim kelimeleri kelime oyunlarıyla tekrar etmeyi severim.

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

11. Kelime oyunları oynarken kendimi rahat hissediyorum.

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

12. Kendi çabamla başarmak istiyorum.

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

13. Daha önce öğrendiğim kelimeleri kelime oyunlarında görünce onları daha kolay hatırlıyorum.

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

14. Kompozisyon derslerinde kendimi gergin hissediyorum.

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

15. Yazmaya başlarken kendimi güven hissederim.

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

16. Bir paragraf yazmaya başlamadan önce kelime oyunu oynamak kendimi daha az endişeli hissetmemi sağlıyor.

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

17. Kelime oyunları oynamak kompozisyon derslerinde beni motive ediyor.

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

18. Kelime oyunlarıyla daha önce öğrendiğim kelimeleri tekrar etmeyi seviyorum çünkü sıkılmıyorum.

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

Bölüm II:

1. Kelime oyunlarını ne derecede sevdiniz? Neden? (Yazınız)

2. Bundan sonra kelime oyunlarının kompozisyon derslerinizde kullanılmasını ister misiniz? Neden? (Yazınız)

C. Semi-Structured Interview Questions

1. What do you think and how do you feel about writing lessons in general?

2. What do you think about the vocabulary games that we played in the writing lessons in this module?

3. Which game or games did you like the most and why?

4. Which game or games did you like the least and why?

5. Have these vocabulary games that we played changed your attitude towards the writing lessons?

6. What other games would you like to play in the writing lessons?

7. Do you think these vocabulary games affected your motivation in the writing lessons?

8. How did these vocabulary games make you feel in writing lessons?

9. Did you use the words from the vocabulary games in your personal narrative paragraphs? If yes, did it motivate you to write more easily and more comfortably?

D. Semi-structured Interview Questions in Turkish

1. Kompozisyon dersleri hakkında genel olarak düşünce ve duygularınız nelerdir?

2. Bu modülde kompoziyon derslerinde oynadığımız kelime oyunları hakkında ne düşünüyorsunuz?

3. En severek, beğenerek oynadığınız ve en yararlı olduğunu düşündüğünüz oyun ya da oyunlar hangileriydi?

4. En az beğenerek, severek ve en az yararlı olduğunu düşündüğünüz oyun ya da oyunlar hangileriydi?

5. Bu modülde kompoziyon derslerinde oynadığımız kelime oyunları derslere karşı tavrınızı değiştirdi mi? Değiştirdiyse, ne yönde değiştirdiğini açıklar mısınız?

6. Kompozisyon derslerinde başka hangi oyunları oynamak istersiniz?

7. Sizce bu kelime oyunları yazma derslerinde motivasyonunuzu etkiledi mi?

8. Bu kelime oyunları yazma derslerinde sizi nasıl hissettirdi?

9. Oynanan kelime oyunlarındaki kelimeleri yazdığınız paragraflarda kullandınız mı? Cevabınız evet ise, bu sizin paragraph yazmanızı daha kolay ve rahat bir hale getirdi mi?

<div align="center">**E. Curriculum Vitae**</div>

PERSONAL INFORMATION

Surname, Name: Edwards, Aslı

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EDUCATION

Degree	Institution	Year of Graduation
BA	Istanbul University	2006
High School	Mimar Sinan Özel Lisesi	2002

WORK EXPERIENCE

Year	Place	Enrollment
2017-…	Bahçeşehir University	English Language Instructor
2016 - 2017	ITÜGVO Özel Ekrem Elginkan Lisesi	English Teacher
2008 – 2015	Bahçeşehir University	English Language Instructor
2006 – 2008	Kültür Koleji	English Teacher

FOREIGN LANGUAGES

Advanced English

CERTIFICATES

1. ITI (DELTA Module 1)   Istanbul / Turkey

2. ITI (ICELT)   Istanbul / Turkey

3. British Council (Teacher Development Course) Istanbul / Turkey

4. British Council (Drama in ELT)   Istanbul / Turkey

5. British Side (Teaching Skills Effectively)   Istanbul / Turkey

6. British Council (Academic Writing)   Istanbul / Turkey

HOBBIES

Dancing, Traveling, Learning new languages, Cooking