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TEACHING VOCABULARY TO SIXTH GRADERS

THROUGH GAMES

THESIS BY

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We **certify** that this thesis under the title of "TEACHING VOCABULARY TO SIXTH GRADERS THROUGH GAMES" is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Teaching.**

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The importance of teaching vocabulary increases with each passing day. Using games in the classroom can support English teaching and learning in various aspects. In many schools in Turkey, many teachers are not aware of the multitude of vocabulary teaching techniques for foreign language education. They are expected to teach new vocabulary using effective methods in a way that students can retain them for a long time. They can take advantage of games, maintain students' attention and practice four skills while teaching. Finally, It is the teacher's accountability and at the same time skills, that make the learning process pleasurable and effective, with the help of games, which can aid children in learning vocabulary.

The first aim of this study is to discover the effectiveness of using games in teaching vocabulary in the classroom. The second aim is to discover the students' attitudes towards playing vocabulary games and determine whether they enjoy practicing a variety of vocabulary games in the classroom with their friends.

The students articulated their ideas through questionnaire and an experimental study showed the effect of using games in vocabulary classes.

ÖZET

ALTINCI SINIFLARA OYUNLARLA KELİME ÖĞRETİMİ

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Bu çalışma, altıncı sınıflara ingilizce öğretiminde kelime oyunlarının uygulanmasını ve bu yöntemin, öğrencilerin motivasyonlarındaki etkilerini araştırmıştır. İngilizcenin altıncı sınıflara kelime öğretiminde uygulanan kaynakları ve oyunları incelenmiş, bu oyunların İngilizce dilinin öğretimindeki etkileri ortaya konmuştur. Araştırmada altıncı sınıflara kelime öğretiminde, kelime oyunları tekniğinin etkili bir şekilde kullanılması sağlanmış ve bununla birlikte İngilizce dersleri oyunlarla zenginleştirilmiştir. Bu çalışmada gösterilen aktiviteler ve metodlar, bu alanda çalışanlara ışık tutacaktır.

Birinci bölüm de çalışmanın geçmişi ve amacı sunulmuştur. Konunun açıklanması ve araştırma sorularının sunumu, işlevsel kelimelerin tanımı ve çalışmanın sınırlandırılmasıyla birlikte takdim edilmiştir.

İkinci bölüm çalışmanın edebiyat taramasını içeriyor, bunlar kelime bilgisinin tanımları, kelime öğretimi ayrıca bu bölüm küçük öğrenciler ve oyunlar, oyunlar ile birlikte oyun çeşitleri ve son olarak oyunların avantajları hakkında bilgi veriyor.

Üçüncü bölüm tez çalışmasının yöntemi hakkında bilgi veriyor, bunlar; çalışmanın tasarlanması, katılımcıları, araştırma araçları ve prosedürüdür. Diger bir deyişle çalışmanın nerede ve ne zaman uygulandığı, hangi öğrencilerin ve değerlendirme yönteminin seçildiği hakkındadır.

Son bölüm testlerin sonuçlarının analizleri ve değerlendirilmesinden bahsediyor. Bu bölüm çalışmanın sonuçları ve irdelenmesiyle ilgileniyor. Bu araştırma çalışmada uygulanan anket, okuma parçaları, ön/son testleri içeren bir ekbölüm kısmına da sahiptir.

Anahtar Kelimeler: Kelime Oyunları, Kelime Öğretimi

ABSTRACT

TEACHING VOCABULARY TO SIXTH GRADERS THROUGH GAMES

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This study examines the application of teaching English through vocabulary games to sixth graders and the effects on students' motivation within this method. The resources and games that are used in teaching English vocabulary classes to sixth graders were researched and the effects of these games on teaching English are presented. Research provides a method to effectively implement the use of vocabulary games, which serve to enrich English language classes. The activities and methods that are indicated at this study will enlighten individuals who study this area.

In the first chapter, the background and purpose of the study are presented. The statement of the problem and research questions are offered in this chapter, which is associated with the operational definitions and limitations of the study.

The second chapter includes the literature review section of the study, including vocabulary definitions and teaching vocabulary. Moreover, this chapter provides information about young learners and games, types of games, as well as the advantages of games.

Chapter three provides information about the methodology of the thesis, including: the design, participants, instrumentation and the procedure of the study. In other words, where and when was the research applied and which students and evaluation methods were chosen. The games, tests, questionnaire and reading texts are also included in this chapter.

The last chapter provides information about the data analysis and evaluation, with results of the tests. This chapter also includes the conclusions and discussions of the study. This study also has an appendix which consists of the questionnaire, reading texts and the pre/post tests applied in this thesis.

Key Words: Vocabulary Games, Vocabulary Teaching

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LIST OF ABBREVIATIONS

EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
ESL	:	English as a Second Language
M	:	Mean
N	:	Sample Size
P	:	Significance Level
SD	:	Standard Deviation
SPSS	:	Statistical Package for the Social Sciences

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CHAPTER 1

1. INTRODUCTION

1.1. Background of the Study

Due to globalization and the importance of the international area, English is a language that is widely learned and is a popular language throughout the world. The need to learn a foreign language and the importance of English has increased in Turkey as well.

Students may not have obvious intentions for learning English in Turkey, as they do not live in an English speaking country. Yet most people assume that it as a requirement for their children's future. Teachers and parents recognize the importance of starting foreign language education early on for their children.

Foreign language education is the one of the most problematic areas for children in particular. For example, the materials adopted for children are assumed capture their attention and interest, due to the fact that children have short attention spans. The students learn through entertainment and thus, teachers can take advantage of games, especially when teaching vocabulary, to keep children's attention, encourage learning and also develop particular skills during the educational process.

Lee (1995) points out that using vocabulary games during classes facilitates teachers' work, while at the same time, students can share something and interract with each other. They find a chance to use the four language skills. The games also increase the young learners' interest during class.

> To use games in classroom can support English learning in many perspectives. That is it provides opportunities for target language practice, encourages students to communicate by using all four language skills, and creates a real life situation for using language. Furthermore, the foremost students' problem in learning English is lack of interest (p.35).

Children learn more easily if their teachers motivate them through the use of games. Harmer (1991) states;

> At the same time children's span of attention or concentration is less than adults. Children need frequent changes of activity: They need activities which are exciting and stimulate their curiosity: They need to be involved in something active (They will usually not sit and listen) (p.7).

Besides Harmer, Lee (1995) suggests "main advantages when games are used in the classroom, including 'a welcome break from the usual routine of the language class', 'motivating and challenging', 'effort of learning' and 'language practice in the various skills'" (p.35). Many puzzle activities and games can be adapted to a foreign language-learning method. Children can concentrate on these activities and pay attention to what they are learning,

Cameron states that (2001) children are certainly participating and like playing, being imaginative. Playing games while teaching vocabulary is very important because games can increase learners' motivation and provide an easy going environment. They help teachers to present the material in a beneficial and significant context. "Children play and children want to play. Children learn through playing. In playing together, children interact and in interacting they develop language" (Brumfit, 1995, p.142).

These common issues are assumed to be implemented into the classroom. The function of the teacher in the classroom is very crucial. "The use of word games to teach vocabulary does not mean or suggest pleasant ways of passing the class time. The entertainment of students is not a teacher's responsibility" (Allen, 1983, p.10).

Harmer (2007) states that in teaching English vocabulary in the classes, the English teachers might be assumed to practice the followings:

Realia This is a word people use to refer to the use of a real object in the classroom. Thus the word pen, ruler, and ball can be easily explained by showing students a pen, a ball or ruler.

Picture The picture can be in form of blackboard drawings, wall pictures, charts, flash cards, and any other non-technical visual representations. Pictures can be used to explain the meaning of on item: the teacher might draw pens, rulers, and balls on the blackboard, or draw on them.

Mime, action, and gesture Action, in particular, are probably better explained by mime and gesture, for example, for explaining the word like from, to etc.

Contrast Sometimes, a visual element (e.g. realia, picture, mime, etc) may not be sufficient to explain the meaning. The other ways that can be used is using contrast of the word. For example, the meaning of full is better understood in the context of empty, the meaning of big in the context of small, etc

Explanation It will be important if giving some explanations by including information about when the item can be used (p.177).

It is the teacher's effectiveness that makes the learning process pleasurable and effective. With the aid of games, children can learn a language unconsciously. According to Wright, Bitteridge and Buckby (1997) "games can be found to provide practice for all skills (reading, writing, listening, and speaking) and for many types of communications (encouraging, criticizing, agreeing, and explaining)" (p.1). With the help of games, the young learners become active students. One technique to facilitate vocabulary teaching is to select the appropriate activity. The teacher is assumed that apply effective methods to teach vocabulary to young learners. One of these effective techniques is to include fun as a part of education. For children, intentional learning may not be as effective as functional learning. Therefore games are the most important tool for the teacher to apply whenever and wherever necessary. Harmer (1991) states:

> Games are a vital part of a teacher's equipment, not only for language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity and are especially useful at the end of along day to send students away feeling cheerful about their English class (p.101).

As a student spends most of his/her time at school, a teacher plays significant role in the students' lives. In reality, teachers are the models that the children refer to. For Harmer, there are a few characteristics that the teacher is assumed to exhibit to improve upon his/her work: "A teacher may make his/her lesson interesting and must love his/her job. He/she is should have his/her personality and a lot of knowledge. Furthermore, a good teacher is an entertainer in the positive sense, not in a negative sense" (Harmer, 1998, p.1-2). Teachers can motivate students to continue learning after school and to make them love foreign languages. This may lead them to long-life learning.

1.2. Statement of the Problem

In many schools in Turkey, many English teachers are not aware of the multitude of vocabulary teaching techniques for foreign language teaching. Language teachers are expected to teach new vocabulary by using effective methods, in a way that students can retain them for a long time. Vocabulary learning is a crucial part of learning a foreign language. Vocabulary teaching has been taught in several old methods using synonyms and antonyms, dictionary definitions or discovering the meanings from context. Generally, students do not want to look up new vocabulary, they simply expect the teacher to provide the

definition in their native language. They do not consider spelling or how the word is used in a meaningful in context. At Ulaş Secondary School, the students learn words passively; the teacher simply writes the words on the board with their Turkish definitions and repeats them for correct pronounciation. For this reason, vocabulary teaching is boring. Most of the students are shy and reluctant to use the new items in the classroom and they are not interested in pronounciation. They are also afraid of making spelling and pronounciation mistakes. Therefore, I decided that vocabulary games may be used in English classes and these games may be suitable for all 6th graders, who are following the same syllabus in State Schools in Turkey. Antonaros and Couri (2003) claim that "games in the foreign language classroom encourage and develop socialization, cooperating with others, learning self-discipline, respecting rules, peer teaching and cooperative learning" (p. 6). For Celce-Murcia and Macintosh (1979) "games bring classroom closer to the real world. Each game, by nature, focuses on one or more aspects of English like a grammar point, a vocabulary area or a communication skill" (p.54). They also add "games are by definition, fun and nearly everyone would agree that if learning can be made enjoyable, then students will learn more" (p.56).

Finally, the purpose of this study is to use games to create an enjoyable atmosphere, without students becoming bored in the classroom. Teachers recognize that young students become bored easily while simply sitting in the classroom.

1.3. Purpose of the Study

To make classes more interesting and enjoyable, the teacher may employ vocabulary games and entertaining activities in the classroom. The use of vocabulary games in the classroom presents lots of advantages; for example, the students enjoy learning English and the games make them feel better and provide an opportunity for them to participate in the lesson. Such competitions make lessons more enjoyable than simply sitting and listening to the subject. Celce-Murcia and Macintosh (1979) state in their study that "games are, by definition, fun, and nearly everyone would agree that if learning can be made enjoyable, then students will learn more" (p.56).

The first aim of this study is to discover the effectiveness of using games in teaching vocabulary items in the classroom. Games help the students to concentrate on the subject that they are learning and encourage them to communicate in the target language in an enjoyable atmosphere.

The second aim is to discover the students' attitudes towards playing vocabulary games and to determine whether they enjoy practicing a variety of vocabulary games in the classroom with their friends.

1.4. Research Questions

1. Does using games have any effect on teaching vocabulary to 6th graders?
2. What are the students' attitudes toward learning vocabulary through games?

1.5. Operational Definitions

Vocabulary: Vocabulary has some different meanings, for example, "Vocabulary as lexicon which is employed by a language, group or individual" (Merriam-Webster's Collegiate Thesaurus, 1993). At BBC dictionary (1992) "vocabulary is the sum of words a person knows in a specific language."

Vocabulary Games: "At these type of games you can learn and practice a large number of areas of English vocabulary and have some fun as well"

(Learnenglish, 13.01.2013, www.learnenglish.britishcouncil.org).

English Vocabulary: Easy and suitable-level unknown words of English, which are introduced with realias pictures or flash cards in English language as a foreign language classes for 6th grade students.

English as a Foreign Language Lesson: English as a foreign language lesson(40 minutes) that is practiced by a non-native English teacher for 11-12 years old learners' teaching program.

Young Learners: Philips (1993) defines "the term 'young learners' refers to the students from the first grade schooling from the age six, to eleven or twelve years of age" (p.5). As Rixon (1999) states that "the learners who are of 6 to 11 year-olds, attending to the early stages of education" (p.5).

Foreign Language: "A foreign language is a language indigenous to another country and it is also a language not spoken in the native country of the person"

(Encyclopedia, 05.11.2012, www.encyclopedia.thefreedictionary.com).

Secondary School: "Intermediate in level between elementary school and college and that usually offers general, technical, vocational, or college-preparatory curricula"

(Thefreedictionary, 01.02.2012, www.thefreedictionary.com).

1.6. Limitations

This study is limited to 6th graders in Ulaş Secondary School in Tarsus. Another limitation is that the research is limited to a small number of students and the period of the study is just five weeks.

In teaching vocabulary, only nouns and their definitions were taken into consideration for teaching. As to the questionnaire, it is limited to the opinions of a small number of students.

A different result could be obtained if the same research is conducted in any context.

CHAPTER 2

2. LITERATURE REVIEW

2.1. Vocabulary

McCarthy (1990) explained that the vocabulary the individual is the greatest element of any language course. By disregarding how successfully the students learn grammar, by disregarding how well the pronounciation of the foreign language are expressed and without vocabulary, expression or communication with each other in the foreign language cannot occur in any significant conditions. Oxford Advanced Learner's Dictionary Online defines vocabulary follows;

       1.All the words that a person knows or uses

       2.All the words in a particular language

       3.The words that people use when they are talking about a particular subject.

       4.A list of words with their meanings especially in a book or learning a foreign language (OALD8, 16.6.2012, www.oald8.oxfordlearnersdictionaries.com).

There are several definitions of vocabulary.

Rooney (2001) states that vocabulary is not simply a list of unknown words provided with their translation in the mother tongue; it is also more than this. Vocabulary is a group of target words that are used by people or a single person. Moreover, Nunan (1999) mentions that vocabulary acqusition is more than lists of unknown words in language; vocabulary is closely connected to language grammar. Kameenui and Simmons (1997) define vocabulary as:

Learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge. Learners must have access to the meanings of words that teachers, or their surrogates (e.g., other adults, boks, films, etc.), use to guide them into contemplating known concepts in novel ways (p.45).

According to Laufer (1997) the skill of understanding and using words to develop and further meaning is called "vocabulary." We can refer to "understanding" as "expressing", and "using" as "receiving." Expressive vocabulary requires a writer or speaker to create a definite form for a specific purpose. However, the receptive vocabulary requires a reader to connect a particular meaning with an applied form as in listening or reading. When a student starts to read, reading vocabulary shapes the oral vocabulary and the student achieves his or

her intended purpose (p.20). Ur (1996) suggests more clear the definition of vocabulary by following;

> Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in law, which are made up of two or three words but express a single idea. There are also multi-word idioms such as call it a day, wher the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking 'items' rather than 'words (p.60).

According to Coady (1997) and Huckin, and Harmer (1991), by mastering vocabulary, students will effortlessly understand the target language. If students are not acquainted with the meaning of the lexis, they will encounter problems in comprehending what they see, read and learn.

"The vocabulary is central to language and critical importance to the typical language learner" (Coady and Huckin, 1997, p.5). "If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and flesh" (Harmer, 1991, p.153). In this way, the student is assumed to master unknown words so that they can decipher or comprehend the target language. To support these vocabulary definitions, River (1972) expresses as "it is impossible to learn a language without words" (p.28). According to Wallace (1982) there are two types of vocabulary these are;

> Firstly, words which students will need to understand and also used themselves, we called this active vocabulary. Secondly, the words which we want students to understand (e.g. when reading a text), but they will not use themselves, we called this passive vocabulary (p.87).

Ur (1996) approximates a definition of vocabular as: "The unknown lexises we learn in second language" (p.60). Even so, a new word of vocabulary can be more than a single item; for instance, baby sitter and father-in-law are examples of words that are formed of more than one word but reflect a single noun. Finally, Thornbury (2002) adds an appropriate definition to summarize the significance of the learning vocabulary with this sentence: "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p.13).

2.1.1. Teaching Vocabulary

Hubbard (1983) states that there are many attractive and fascinating techniques for vocabulary presentation. If teachers want their students to remember new words, they may be presented with in a context, applied and then repeated, so as not to be forgotten. Teachers may ensure that their students completely understand any new vocabulary. Recollection of the vocabulary will be much easier if presented in a "memorable method" and vocabulary games are essential for this purpose. Uberman (1998) presents the following types of vocabulary techniques:

Visual techniques: These pertain to visual memory, which is considered especially helpful with vocabulary retention. Visual techniques lend themselves well to presenting concrete items of vocabulary-nouns; many are also helpful in conveying meanings of verbs and adjectives.They help students associate presented material in a meaningful way and incorporate it into their system of language values (Şenol, 2007, p.19).

Verbal explanation: This pertains to the use of illustrative situations, synonymy, opposites (Nation, 1990, p.58).

Use of dictionaries: Using a dictionary is another technique of finding out meanings of unfamiliar words and expressions. Students can make use of a variety of dictionaries: bilingual, monolingual, pictorial, thesauri, and the like. Using them is one of the student-centered learning activities (Uberman, 1998).

"Learning new words is a cumulative process, with words enriched and established as they are met again" (Nation, 2001, p.6). Nation (2004), in his article about teaching vocabulary, provides some points to be cautious of when presenting new words:

1. Quickly give the meaning by (a) using an L1 translation, (b) using a known L2 synonym or a simple definition in the L2, (c) showing an object or picture, (d) giving quick demonstration, (e) drawing a simple picture or diagram,(f) breaking the word into parts and giving the meaning of the parts and the whole word(the word part strategy), (g) giving several example sentences with the word in context to show the meaning, (h) commenting on the underlying meaning of the word and other referents.

2. Draw attention to the form of the word by (a) showing how the spelling of the word is like the spelling of known words, (b) giving the stress pattern of the word and its pronunciation, (c) showing the prefix, stem and suffix that make

up the word, (d) getting the learners to repeat the pronunciation of the word, (e) writing the word on the board, (f) pointing out any spelling irregularity in the word.

3. Draw attention to the use of the word by (a) quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc), (b) giving a few similar collocations, (c) mentioning any restrictions on the use of the word (formal, colloquial, impolite, only used in the United States, only used with children, old fashioned, technical, infrequent), (d) giving a well known opposite, or a well known word describing the group or lexical set it fits into (p.1-2).

Likewise, Virginia (1983) claims about vocabulary teaching that "there is truth in the belief that experience is the best vocabulary teacher" (p.4). It is concluded from this statement that in vocabulary teaching, the teacher may create some different, fun activities. The purpose of this application is to allow the young learner effortlessly acquire the words and have better recollection of the new lexis. By the learners practicing the target language in the classroom, they will more easily memorize and acquire the language. Furthermore, it is also known that students have a great interest in learning new things but they can become frustrated if they are presented with the same method continuously throughout the learning process. Therefore, different types of entertaining activities are required to arouse their interest and enhance their concentration in learning the target language. One of the entertaining activities that can be performed in teaching language to the students is by practicing games. Additionally, Nation (1990) says that there are four methods which can be used in teaching vocabulary process. They are:

1. Material is prepared with vocabulary learning as a consideration. This step means the preparation of simple materials and the careful graded of the first lesson of learning English.

2. Words are dealing with as they happen to occur. This means unknown words that appear.

3. A vocabulary problem is taught in connection with other language activities, for example, the vocabulary deals with the learners who have known before.

4.Time is spent either in class or out of class where vocabulary is studied without an immediate connection with some other language activities (p.58).

This implies that a successful teaching process of target words may be taught in a group work so that all learners can incorporate vocabulary acqusition, as well as because

expression of vocabulary is very important factor in language learning. Decarrico (2001) gives important information about presenting the vocabulary as follows:

> New words should not be presented in isolation and should not be learnt by simple rote memorization. It is important that new vocabulary items be presented in contexts rich enough to provide clues to meaning and that students be given multiple exposure to items they should lean. Exercise and activity include learning words in words association list, focusing on highlighted words in texts and playing vocabulary games (p.288).

Harmer (1991) states that "at beginner and elementary levels it certainly seems a good idea to provide sets of vocabulary which students can learn" (p.159). From Harmer's expression, we can understand that teaching more unknown words to students is a useful method. At their age, they can master the target language if a successful technique is employed.

2.2. Young Learners and Games

Brumfit (1991) describes the term 'young learners' as in the following list:

- Young learners are just beginning their schooling, so teachers have a major opportunity to mould their expectations of life in school.
- As a group, they are potentially more differently than secondary or adult learners, for they are closer to their varied home cultures and new to the conformity increasingly imposed across cultural groupings by the school.
- They tend to be keen and enthusiastic learners.
- Their learning can be closely linked with their development of ideas and concepts.
- They need physical movement and actively as much as stimulation for their thinking and the closer together these can be, the better (p.4).

To understand that who are these 'young learners' are is very important for teachers. Scott and Ytreberg (1991) list the different abilities of five-year-old children and ten old children as follows:

Five to seven year olds

- What five to seven year olds can do at their own level
- They can talk about what they are doing.

- They can tell you about what they have done or heard.
- They can plan and do activities.
- They can argue for something and tell you why they think and what they think.
- They can use logical reasoning.
- They can use their vivid imaginations.
- They can use a wide range of intonation patterns in their mother tongue.
- They can understand direct human interactions.

Eight to ten year old learners can do the followings:

- Their basic concepts are formed. They have very decided views of the world,
- They can tell the difference between fact and fiction.
- They ask questions all the time.
- They rely on the spoken word as well as the physical world to convey and understand meaning.
- They are able to make some decisions about their own learning.
- They have definite views about what they like and do not like doing.
- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- They are able to work with others and learn from others (p.1).

According to Özkan and Arikan, (2010) teaching students at the secondary school level is a problem that it may be taken into account. The research performed in Turkey has indicated that just 35% of pre-service educators of the English language are convinced that their teacher education curriculum prepares them as sufficient English educators that are able to teach secondary school students effectively. This troubling circumstance is undeniable, due to the fact that the educator might be assumed to grasp the most useful activities to teach students. Vocabulary games are one of the effective methods to direct students' attentiveness both in grammar acquisition and in many areas of the target language. However, the fact that they are young learners may be taken into account and the educator requires some particular knowledge for teaching the vocabulary through games. Additionally, the educator is assumed to be careful about choosing the type and the rules of the games.

Brumfit (1991) argues that the best time for students to learn English is at the primary school level and the reasons for such are as follows:

- The need to expose children from an early age to an understanding of foreign cultures so that they grow up tolerant and sympathetic to others.

• The need to link communication to the understanding of new concepts.

• The need for maximum learning time for the more time you get,

• The advantage of starting with early second language instruction so that later the language can be used as a medium of teaching." (p.6).

Reilly and Ward (1997) mention that the teachers are not assumed to forget that young learners spend a significant amount of time absorbing the language before actually saying something. It is a bad idea to force the learners to speak in the foreign language immediately because it can conclude with emotional pressure. On the other hand, most of the students are not actually articulating anything, rather they are only learning the language. Some of them do not speak in school and when they go home they express the subjects to only their family. After some repetition and some practice with games, young learners start using the foreign language without anxiety and without embarrassment. Nedomová (2007) states that "young learners cannot pay their attention for more than ten or twenty minutes, and after that time of period they can get tired and bored" (p.17). Hong (2002) presents several ideas to teachers about using games for young learners education by listing as in the following;

1. When giving instructions to beginners, a few words in the mother tongue would be the quickest way to make everything clear. More English exposure is needed at a later stage.

2. Games are best set up by demonstration rather than by lengthy explanation.

3. It is very important not to play a game for too long. Students will begin to lose interest. It is best to stop a game at its peak (p. 1).

Each age group of children has particular needs while learning a second language. Young learners have separate characteristic abilities.

As Dilbaz (1998) points out several significant clues for teaching 'young' as in the following;

• Make sure that your learning is activity based and experimental.

• Make them more responsible for what they learn. Do not spoonfeed.

• Remember motivation is important. Do not discourage them.

• Provide them an appropriate level of challenge so as not to lose their attention.

• Recycle and revise the same items in different ways. Never assume they have learnt an item when presented.

• Provide plenty of opportunities for social interaction. Do not expect a silent class sitting behind desks.

• Create a stress-free, interesting and fun approach.

• Teach them how to record vocabulary, but not only in lists.

• Vary your activities after 5-10 minutes. Remember they get bored easily.

• Teach them how to be interested in the world around them, to share, to co-operate.

• Remember it is vital to involve students as much as possible. Do not allow them to be passive learners.

• Ask them for direct feedback by asking them to evaluate their own progress and/or asking them how much they enjoyed or did not enjoy a particular activity. Do not assume your choice of activity is appealing.

• Make all instructions clear. Use LI if necessary. Do not expect them to understand everything in English, especially in the beginning.

• Prepare your lessons so that tasks are varied, balanced and well paced.

• Bring in students' skills and knowledge from other areas of the curriculum to help them see English as a tool for communication rather than as merely a subject where information is learned and then repeated. Do not let them see English as a subject in a book.

• Remember tests are not only the means of evaluation. Formal tests cause stress. Try to be more discreet in your testing (p.20).

If learners love their English classes, this can be accompanied by intense motivation. Ensuring that classes are well prepared and have many different activities will attract learners' attention. Furthermore, it is critical to cater to the different ages of each student.

2.3. Games

"Game is also defined as an "activity with rules, a goal, and an element of fun" (Hadfield, 1990, p. 5). It is concluded from this statement that there are known characteristics everyone, including that games have many facets, such as obeying the rules and creating cooperation, while transforming classes from a boring atmosphere to an enjoyable one. One can easily state that vocabulary games are enlivening. On the other hand, they have another purpose that may be executed immediately. "A game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between

players and communication between players by spoken or written language" (Richards, Platt and Platt, 1992, p.153).

Lee (1995) proposes that games are not assumed to be accepted as "activities filling in odd moments when the teacher and his/her class have nothing better to do" (p. 78). "They ought to be at the heart of teaching a language in general and vocabulary in specific" (Uberman, 1998, p. 20).

According to Khan (cited in Brumfit, 1991), learners want to learn and practice through playing games. With the help of playing together, students interact with each other and they improve their language capacity.

> One must make an effort to understand to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work (Wright, 1994, p.1).

Rixon (1988) states that vocabulary games are assumed to be at the center of teaching the target language. They can be applied at all stages of the class, but they are assumed to be educational, appropriate for the teacher's purpose, of which can be varied with the stages as follows:

1. Presentation:Provide a good model making its meaning clear,

2. Controlled Practice:Elicit good imitation of new language and appropriate responses,

3. Communicative Practice:Give students a chance to use the language (p.70).

Finally, Toth (1998) states that students bring full knowledge about language games to school. They are acquainted with the roles that are expected of them as well as the rules of the game. The children know that language games have a final result, which for some, helping each other is fundemental to completing the task and there is generally a challenge between the teams.

2.3.1. Types of Games

If teachers aim to be successful in the implementation of games in the vocabulary process, they are assumed to be cautious in their decision about the type of games. Firstly, he/she may consider the purpose of a game, which naturally, may be educational and appropriate. They might be assumed to take into account the learning level of the students,

particularly those that are suitable for the language level of young learners. If a vocabulary game is too easy to students' level, they will not enjoy playing it; on other hand, if it is too difficult, the students will become easily bored. For this reason, the teacher may throughtfully consider the students language level. Haldfield (1990) claims that games can be in different following forms:

a. Information gap. Students ask their partners to get missing information to complete the task or card they have or together solve a problem.

b. Guessing games. The player with the information deliberately withholds it, while others guess what it may be.

c. Search games. Players must obtain all or a large amount of the information available to fill in a questionnaire or to solve a problem.

d. Matching games. These games involve matching pairs of cards or pictures. Everyone must find a partner with a corresponding card or a picture.

e. Matching-up games. Each player in a group has a list of opinions, preferences, wants or possibilities. Through discussion and compromise, the group must reach an agreement.

f. Exchanging games. Players have certain articles, or ideas which they wish to exchange for others. The aim of the game is to make an exchange that is satisfactory to both sides.

g. Collecting games. Players need to collect cards in order to complete a set. Combining activities. Players must act on certain information in order to arrange themselves in groups.

h. Arranging games. Players must acquire information and act on it in order to arrange items in a specific order (p. 8).

The other classification is also presented by Hadfield (1999), in which he uses a number of examples to categorize games. As with the categorizing of language games as communicative / linguistic games, some of will possess characteristics of more than one type. They are;

a. Sorting, ordering, or arranging games. For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

b. Information gap games. In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the

information   given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.

c. Guessing games. These are a variation on information gap games. One of the best known examples of a guessing game is 20 questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

d. Search games. These games are yet another variant on two-way information gap games, with everyone giving and   seeking information. Find Someone Who is a well known example. Students are givena grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.

e. Matching games. As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory.

f. Labeling games. These are a form of matching, in that participants match labels and pictures.

g. Exchanging games. In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category, such as the children's card game Go Fish:

http://www.pagat.com/quartet/gofish.html.

h. Board games. Scrabble is one of the most popular board games that specifically highlight language.

i. Role-play games. Role play can involve students playing roles that they do not play in real life, such as dentist,

j. while simulations can involve students performing roles that they already play in real   life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and

simulations, students come up with their own words, although preparation is often useful (p. 102 -104).

Nevertheless, Greenall (1990) categorizes games in a different method listing as followers;

a. Do-it-yourself simulation. It is an activity in which the students play themselves in a situation which he/she has either experienced or can at least relate to in some way.

b. Role-play. Students are required to react in accordance with the identity or the role marked on the card, developing the character with improvised dialogue in either an everyday situation or a clearly defined setting.

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

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

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

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

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

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

According to Rixon (1991) the teachers are assumed to be very careful when selecting a vocabulary game because the young learners can achieve success solely based on the selection of the most appropriate game. In fact, vocabulary games are essential for the participation and interaction of young learners. Young learners learn more effectively by interacting with his/her friends. Most of the games require team spirit, which also creates socialization and fosters the learners' behavior.

2.3.2. Advantages of Games

There are many advantages of using games in education. Gerlach and Elly (1971), Carrier(1980), and Cameron (2001) state that games enrich the classroom and enhnace motivation, providing an opportunity to use the target language in the classroom. For most of the children between the ages of 4-12 years, learning a foreign language will not be attractive or interesting at all but games can facilitate this. Games can bring the target language to life and can make the language beneficial. They can also motivate the students to speak the target language, even students that are shy. Through playing games, learners learn the foreign language in a way that mimics learning their mother tongue without noticing and therefore without pressure and from this they can grasp many things. Even reluctant learners can become involved in the learning process. Acquiring a second language is difficult. It requires determination and effort at every stage and must be continued over a long period of time. According to Richard and Amato (1988) "games can lower anxiety, thus making the acquisition of input more likely" (p.147). A nearly the same idea is presented by Wright (1994) "games hearten and help many students to keep their concern and duty" (p.3). As Paul (1996) states;

> A lesson can be all studying'-let's change this to `learning'-and all 'fun'. We make sure the children encounter the words and structures which we want them to learn. The more fun a child is having while learning, and the more she feels she is discovering things for herself, the more likely it is that she will be able to remember these words and structures and produce them spontaneously (p.5,6).

More advantages of language games can be included in the list. If young learners wish to continue with an activity for a while, it will provide them more familarity with the target language and more opportunity to apply the target language. Bodrova and Leong (2003) mention the results of their researches done in kindergartens. They also underline other language game advantages as follows:

> We noticed that teachers achieved the best results when they focused on supporting game. Children in these classrooms not only mastered literacy skills and concepts at a higher rate but also developed better language and social skills and learned how to regulate their physical and cognitive behaviours. By contrast, in the classrooms where play was on the back burner, teachers struggled with a variety of problems, including classroom management and children's lack of interest in reading and writing. These results confirm our

belief that thoughtfully supported play is essential for young children's learning and development (p.22).

It is concluded from the statement of Bodrova and Leong (2003) that the advantages of performing several vocabulary games when teaching foreign languages are that the young learners can be more curious and the games become relevant to learning the target words. When the young learners are interested in acquiring the vocabulary, they will be more interested in the classes. That situation presents a good opportunity for both the young learners and the educator. As a result, the teacher can successfully present the target words and the learners can comprehend what they have acquired from such a beneficial class. Another advantage of implementing vocabulary games in language education is that the educator is not required to present many materials. He/she only explains the materials that are necessary for the learners, as they can comprehend the target words in class with practice through the vocabulary games. The games can present the learners a greater opportunity to acquire the given vocabulary because through playing activities, they can acquire information without noticing. On the other hand, another aspect of implementing vocabulary games in language education is the intense enthusiasm for the games by the students, which can cause the students to be over active and noisy. The educator is responsible for restructuring this situation appropriately.

McCallum (1980, p.9) states another list about advantages of language games, they are;

> •focus students' attention on specific structures, grammatical patterns, and vocabulary items.
> •can function as reinforcement, review and enrichment.
> •involve equal participation from both slow and fast learners.
> •can be adjusted to suit the individual age and language levels of the students.
> •contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation.
> •can be used in any language teaching situations and with all skill areas (reading, writing, speaking or listening).
> •provide immediate feedback for the teacher.
> •ensure maximum student participation for a minimum of teacher preparation.

Language games have several advantages in education. According to Gerlach and Elly (1971) and Cameron (2001), the advantages of games can change the direction of a class. Maintain the motivation of the students. Encourage the students to communicate to each

other. Have the ability to improve the learner's vocabulary. Additionally, students can behave freely and can face their weaknesses. Thus enhancing the areas in which they are not proficient. Furthermore, they can make learners to search problems that they are closely taken part and can be practiced for the past units to underline the newly learnt vocabulary. Besides that Carrier (1997) adds the advantages of games by listing as in follows;

•Children like them.

•Games offer a natural context for communication between children

•It is sometimes difficult to persuade children to say anything at all in a foreign language. Games motivate them to speak.

•Games provide repeated practice with teaching items.

•Games have an educational value, which goes beyond the foreign language lesson. They teach children about the nature of cooperation, since they cannot be played at all without it, and they encourage the development of reasoning processes since they require a great variety of strategies (p.1).

Lee (1995) expresses some advantages of games as; "a welcome break from the usual routine of the language class", "motivating and challenging" "effort of learning", and "language practice in the various skills" (p.35). Apart from the definitions, Carrier (1985) sums up using games advantages as follows;

• Games add variety to the range of learning situation.

•Games can be used to change the pace of a lesson and so maintain motivation.

• Games can give 'hidden' practice of specific language points without students being aware of this.

• Games can encourage student participation and can remove the inhibitions of those who feel intimidated by formal classroom situations.

• Games can change the role of the teacher from that of formal instructor to that of organizer of activities

• Games can increase student-student communication.

• Games can act as a testing mechanism, in the sense that they will expose areas of weakness and the need for remedial work (p.6).

To summarize the literature review, practicing games in English lessons encourages students to be willing and eager. The purpose of this willingness is the setting, consisting of the features of the games. In addition to the limitless advantages of games is the opportunity to use the target language in a process that the student is unaware of, which is provided by the games' specific context.

CHAPTER 3

3. METHODOLOGY

3.1. Research Design

The experimental and the control groups were designed in a quasi-experimental study. In other words, it is a non-equivalent group design:

Quasi-experiments are studies that aim to evaluate interventions but that do not use randomization. Similar to randomized trials, quasi-experiments aim to demonstrate causality between an intervention and an outcome. Quasi-experimental studies can use both preintervention and postintervention measurements as well as nonrandomly selected control groups (NCBI, 09.03.2012, www.ncbi.nlm.nih.gov).

The pre-test was conducted on both groups at the beginning of the study and at the end of the study. The post-test was conducted on both groups, which learned the same unknown words but in two different methods. The experimental group was exposed to the lessons containing many vocabulary games and the control group learned the vocabulary with the traditional method, without playing vocabulary games. To determine whether the observed distinctions were caused by treatment, a statistical analysis was carried out. In this study, two classes with the same degree of proficiency were compared according to different vocabulary teaching methods. One of these methods was "using games in vocabulary teaching" and the other was "using of the traditional means of vocabulary teaching." The same teacher taught both groups during this particular period.

Both groups had four English lessons in a week and for the study, five familiar topics were carefully selected. Fifty words were chosen randomly from the five topics as the target words of the research. Each topic had 10 unknown words of the 50 unknown target lexis and 10 games were chosen to practice the target lexis. These five topics included the vocabulary that was practiced in the games. Each topic had the 10 unknown words of the 50 unknown target lexis, thus the teacher was required to use the same target words in vocabulary instruction. The pre-test, which tested the target lexis, was applied to both the experimental group and the control group. Over the course of the five weeks, the target words were taught with two different methods. In the experimental group, target words were given through games and on the contrary, in the control group, target words were given without games, through traditional methods. The results were then analyzed.

At the conclusion of the five-week period, a questionnaire consisting of 15 questions was applied to the experimental group participants. The responses were analyzed in five-point Likert scale type. The questions were analyzed to reveal whether the experimental group students, who were taught vocabulary words through games, enjoyed learning through this method or not.

3.2. Participants

The study was carried out during the second semester of the 2011-2012 academic year on students who attended Ulaş Secondary School in Tarsus/Mersin. Their age ranged from 11 to 12 years. The sample secondary school was founded in 1947. The student population was 280 students and 14 teachers. The campus was a single, two-story building with a large garden for the students. The school had a library; however, there were no drama or computer rooms in the school. The school began at 8:15 in the morning and ended at 14:30 in the afternoon. The experimental and the control groups had 40 minutes of English lessons four times a week.

There were two 6th grade classes in the school. The total number of participants was 40, with 20 students in each group. There were 10 girls and 10 boys in the experimental group and 8 girls and 12 boys in the control group. They were all elementary students who began their education in the same year. Thus, their English language level was approximately the same. All the participants' native language was Turkish. English was taught as a foreign language to them.

Consequently, the students that participated in this study were living with their families in the village of Ulaş. Most of their parents were farmers. The students were from low-income families. They began their English education in the 4th grade. A majority of the students had a lack of motivation to learn English. They were unwilling to make an effort, especially in the vocabulary learning activities. Some of the students attended several courses on the weekends, thus only those students had the opportunity to review their English subjects and vocabulary.

3.3. Instruments

3.3.1. Games

Five topics were covered and ten vocabulary games were played to teach target words to the experiment group over a five-week period of time. The same topics and words were presented without games to the control group. Two games were played for each topic in each week and the treatment lasted five weeks. These topics (Appendix 2) and the games were: "Vegetables and Fruits (What is in the bag & Odd One Out)," "Family Members (Vocabulary Steps & Hangman)," "The Jobs (Action Game & School Photo)," "Body Parts (Draw a Word & Help your Team)" and "Animals (Look Back & What is the Word)."

3.3.1.1. What in the Bag?

One of each of the following items are placed in a bag: a fruit model, a vegetable model, a drink model and classroom objects. The class is divided into two teams. The names of the items are uttered while placing them into separate bags and put them on the table. The bags are not put on the table in order; rearrange them. The group that remembers more items and writes them down correctly will be the winner. The teacher asks in order to guide the students, 'What's in the bag?'

3.3.1.2. Odd One Out

In this game a board and board marker are used. Six words are written on the board from one broad lexical set. The students are asked which word does not 'belong' to the others. Each time the teacher and the students agree that a word is the 'odd one out' it is erased from the board, continuing until two words remain. Then the students are asked to suggest ten ways in which these two words are different.

3.3.1.3. Vocabulary Steps

A series of steps are drawn on the board. The word 'father' is written on a middle step. The students are asked to suggest words naming people they could write on the other

steps that are older or younger than 'father.' Any set of words or concepts that have a hierarchy can be used in this game.

3.3.1.4. Hangman

The class is divided into two teams. On the blackboard, spaces are drawn for the number of letters in a word. The students guess letters in the word alternating between the teams. If a letter in the word is guessed correctly, the teacher writes it into the correct space. If a letter is guessed that is not part of the word, the teacher draws part of the man being hanged. The team that can guess the word first receives a point and the game starts again.

3.3.1.5. Action Game

One player draws a card, reads the action word silently and then pantomimes the word. The first students guesses the word correctly and gets the card. The game continues until all the cards have been pantomimed. The player with the most cards wins the game.

3.3.1.6. School Photo

The class is divided in half. The year of two photos are written that are about 15 years before the year in which you are actually doing the activity. School Photo A is copied and then given to the one half of the class and School Photo B is copied and then given to the other half.

The students are divided into groups A and B. School photo A is given to the As and school photo B to the Bs. The object of the game is to find out what everyone's job is. To do this, they will have to ask each other questions. For example 'What does John do now?' When their partner answers, "He's a doctor," they are assumed to write it on the photo. According to the photo they guess the job.

3.3.1.7. Draw a Word

A word is whispered to one student or written down on a slip of paper. It can be a word or phrase that the class has recently learnt. The student draws a representation of it on the board: this can be a drawing, a symbol or a hint clarified through mime. The rest of the

class has to guess the item. The student who gave the correct answer will be the next to draw the secret word.

3.3.1.8. Help your Team

A list of 20 vocabulary words is selected from classroom reading, science, history and/or a listening experience. Twenty students are randomly assigned to two teams and each team is provided with an identical list of vocabulary words. Students are given fifteen minutes to meet with members of their team to discuss the definitions of the words. The team that produces the highest number of correct responses to the vocabulary words is the winner.

3.3.1.9. Look Back

Photocopies of animal cards (an animal picture) are given to each student. The name of an animal is stuck on the back of each child. The children wander around the classroom trying to find out which animal they are by asking the question, "Am I a...?" After finding out which animal they are, they make themselves available to be asked questions by the students who have yet to discover their animal identity.

3.3.1.10. What is the Word?

A set of cards are printed (either: animals, jobs or body parts) or made a similar set yourself. A scoring table is drawn on the board. In this game, students take turns miming in order to elicit a word or verb phrase. Other students call out words or phrases until someone calls out the correct one. This student earns a point for his or her team and the chance to earn another point by correctly using the word or phrase in a sentence.

After explaining the game and modeling the roles, the class is divided into two teams and had each team choose a name. Then the cards are placed face down in a pile at the front of the classroom.

Any member of the first team is asked to come forward. This student then takes the top card and acts in such a way as to suggest (without speaking) whatever is written on the card.

If any member of either team thinks he or she knows what is written, they call it out. The first students to call it out correctly earns a point for his or her team. This student can then earn another point by correctly using the word or words in a sentence (Eslkidstuff, 02.12.2012, www.eslkidstuff.com).

3.3.2. The Pre-test and Post-test

The teacher prepared both the pre-test and the post-test. These two tests included 50 vocabulary questions and lasted 40 minutes including 50 questions (Appendix 3) to answer in a silent and relaxed atmosphere. The experimental group learned the target words through games and the control group learned them with the traditional method. The target words were written on the board with their Turkish meanings and their pronunciation was emphasized.

3.3.3. The Questionnaire

The questionnaire used a Five-Point Likert scale to allow the students to express how much they agree or disagree with the vocabulary games (Appendix 1). Each of the five options was used to measure the attitude of the experimental participants. The options were: 'Strongly agree', 'Agree', 'Uncertain', 'Disagree', and 'Strongly Disagree.' The questionnaire consisted of 15 questions related to the students' reflections and decisions about the vocabulary games designed by the teacher.

3.3.4. Reading Texts Dialogue and Puzzle

For this study, three reading texts, one dialogue and one picture with a puzzle were used. These materials were studied in the lessons and distributed as handouts. The students

seemed to be interested in the handouts and enjoyed them because the texts contained attractive pictures about the subjects.

3.4. Procedure

The same teacher taught vocabularay items to both the experimental and the control group. A pre-test with 50 questions was administered to the participants. During the study, both groups studied the same dialogue, reading passages and puzzles. These teaching materials had the same unknown words: "Occupations, Family Members, Vegetables and Fruits, Body Parts, and Animals."

In the control group lessons, the teacher taught the lessons as follows:

When teaching the target words to the control group, vocabulary games were neglected. First, the warm-up activities were completed, then the teacher explained the aim of the lesson and wrote down the unknown words with Turkish meanings on the board. The other phase was practicing pronounciation. Namely, the new words were repeated in the traditional manner with their teacher. Following that phase, the dialogue, puzzle or reading passages were given as handouts to the students and the handout was read first by the teacher then by the students. At the end of each lesson, comprehension questions were asked about the topic or sometimes translations were done. At the end of the lesson of the week, matching drills and some other exercises or activities were performed by the students. Sometimes the teacher asked for the Turkish meanings of new words.

In the experimental group lessons, the teacher taught the lessons as follows:

First, the teacher asked warm up questions to brainstorm about the text. The teacher distributed the texts as handouts to the students. Then both the teacher and the students read the text. After the reading activities, the teacher wrote only the new English words on the board, without their Turkish meanings, because the meanings of them were provided through the realias, pictures or flash-cards. The matching exercises were completed by the students, matching the target vocabulary with the pictures. Sometimes they answered comprehension questions or filled in the gaps. After the lesson, the target words were studied through vocabulary games. The experimental group's lessons were enriched by games and for this purpose, ten games were used in the experiment. Every week the experimental group played two vocabulary games including new target words. These games provided a cheerful vocabulary lesson to the students. They practiced the target words while playing the vocabulary games in an entertaining atmosphere.

At the end of the treatment, which lasted five weeks, the post-test was administered to both the experimental group and the control group. The purpose of the post-test was to reveal the effectiveness of vocabulary games in teaching. On the following day the questionnaire was administered to the experimental group. This surver questions were analyzed in order to determine the students' attitudes toward learning vocabulary through games.

3.5. Analysis of the Data

A paired sample two test scale was used to assess the impact of play-based vocabulary teaching for 6th grade students. Experimental and control group students were given a pre-test before the educational process and a post-test after the process. Taking into account the results of the tests, some differences were found and evaluated by t-test in an experimental study. Before the educational process, the pre-test success averages of the students were measured in order to comprehend the vocabulary knowledge levels of both groups.

Regarding the results of the pre-test, success averages of both groups were nearly the same. At the end of the educational process, the post-test, consisting of the same questions, was re-administered to both groups and the results were compared. Based on the post-test results, the experimental group students were more successful than the control group students. Therefore, the influence of games in vocabulary teaching was proven by quantitative data. Finally, the pre-test and post-test results were compared between the two groups of students. Thus, the overall progress of the groups in the educational process was determined.

The questionnaire which I found as a result of my research to determine "The attitudes of students towards play-based vocabulary learning" was developed by myself and carried out among an experimental group of students. The questions related to the students' reflections and decisions about the vocabulary games.

The questionnaire consisted of multiple choice questions based upon a Likert scale with 15 questions in total. Students were asked to choose the best possible option from five total answer options, namely: Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. In addition, the scale was adapted according to the levels of the participating students and translated into Turkish.

The questionnaire included in this study was prepared and used by Gamze ŞENERGÜÇ in 2007 for her postgraduate thesis entitled "How Games Work On Adults In Teaching

Vocabulary." It was then adapted to my own postgraduate thesis. The scale consisted of sentences such as "I enjoy… I like… and I would like…"

The reliability of the scale was assessed by Gamze ŞENERGÜÇ. I personally assessed the validity using SPSS 13.0 statistical analysis software. Cronbach's Alpha was found to be 0.986; since the value was greater than 0.6, the scale was regarded as valid. The mean was 31.80, standard deviation was 13.748, and variance was 189.011. For data entry into SPSS, each option was represented by a number as follows:

a.   Strongly Agree : 1

b.   Agree : 2

c.   Uncertain : 3

d.   Disagree : 4

e.   Strongly Disagree : 5

CHAPTER 4

4. DATA ANALYSIS AND RESULTS

4.1. Analysis and Evaluation of the Data

This study was conducted to determine the effect of using games to teach unknown vocabulary to 6th graders. This group was compared to the students who were taught vocabulary without games in a traditional method.

To answer the research questions of this study, quantitative and qualitative data collection instruments were used. Quantitative data was gathered by a comparison of the pre-test and post-test grades. The pre-test was conducted at the beginning of the treatment and the post-test conducted at the last session of the treatment period. The grades of the students in both tests were examined in details. Each test had 50 points in total. For example, each student was given 1 point for each correct answer and 0 for each incorrect answer. The grades of the students in both groups were computed and analyzed using the paired samples t-test in SPSS 13.0. "A t-test is any statistical hypothesis test in which the test statistic follows a student's 't' distribution if the null hypothesis is supported. It compares the actual difference between two means in relation to the variation in the data." It is defined as "paired samples t-tests typically consist of a sample of matched pairs of similar units, or one group of units that has been tested twice" (Wikipedia, 11.12.2012, www.en. wikipedia. org).

Secondly, the qualitative data was gathered through a questionnaire. The questions were intended to reveal the experimental group's attitudes toward the vocabulary games and to reveal their ideas about treatment, for instance, their beliefs, likes or dislikes in playing games.

4.1.1. Analysis of the Pre Tests Grades

Prior to the experiment, the mean scores and the standard deviations were calculated for both groups. The paired sample t-test was used to compare the mean pre-test scores of the experimental group and the control group. Table 1 shows the mean scores of the pre-test of the two groups.

Table 1: Pre-test Mean Scores of the Experimental and the Control Group

Test	N	Groups	Mean	Sd	t	p
Pre-test	20	*Experimental*	16.9	4.6	.165	.871
		Control	16.6	7.4		

Table 1 shows that the mean score of the vocabulary pre-test in the experimental group is 16.9 and the standard deviation is 4.6. The mean score of pre-test in the control group is 16.6 and the standard deviation is 7.4. These results indicate that the level of English for two groups is nearly the same, because the means are almost the same.

The 't' value is .165 and 'p' value is .754. Because 'p' value is greater than 0.05, it indicates that there is no significant difference between the experimental and control groups' pre-tests (t= .165, p>0.05). In other words, the mean scores of experimental and control groups are considerably similar.

The comparison of the mean scores of the pre-tests of the two groups indicates that they are approximately at the same level of vocabulary knowledge. Before the treatment, both groups were asked to answer the pre-tests consisted of 50 questions about vocabulary. Those questions intended to find out whether the students had known the target words earlier or not. The grades comparison indicates that the two groups are approximately at the same proficiency level of vocabulary knowledge.

4.1.2. Analysis of The Post Tests Grades

After the treatment, the post-test grades were compared. Table 2 indicates the mean scores of both the experimental and control groups' post-tests. The mean scores of both groups in the vocabulary post-test are compared by the paired sample t-test.

Table 2: Post-test Mean Scores of the Experimental and the Control Group

Test	N	Groups	Mean	Sd	t	p
Post-test	20	*Experimental*	36.3	10.8	4.2	.000
		Control	26.6	8.7		

Table 2 indicates that the mean score of the vocabulary post-test in the experimental group is 36.3 and the standard deviation is 10.8. The mean score of post-test in the control group is 26.6 and the standard deviation is 8.7. The 't' value is 4.2 and the 'p' value is .000. Because of the 'p' value is less than 0.05, it shows that there is a significant difference between the experimental and control groups' post-tests (t=4.2, p < 0.05).

The table shows that there is a significant change in the experimental group. The means scores confirm that the experimental group using games demonstrates significant gains in their ability to learn an agreed amount of new vocabulary words. In other words, the result demonstrates a statistically significant difference.

4.1.3. Analysis of the Pre-Test and Post-Test Grades for Both Groups

Table 3: The Experimental and the Control Groups Statistical Results

Groups	N	Test	Mean	Sd	t	P
Experimental	*20*	*Pre-test*	16.9	4.6	-8.7	.000
		Post-test	36.3	10.8		
Control	**20**	***Pre-test***	16.6	7.4	-5.3	.000
		Post-test	26.6	8.7		

Table 3 indicates that the mean of pre-test and post-test scores of the experimental group students have a difference of 19.4 points. On the other hand, the mean of the pre-test and post-test of the control group students have a difference of 10 points. The comparison has been made between the results of the both experimental and control groups' pre-test and post-test. These scores were calculated by subtracting the result points of the pre-test mean scores from the post-test mean scores.

The t-test was applied to both groups to describe whether the differences are significant. For the experimental group, the value that resulted from a comparison of the results of the pre-test and post-test is significant (t=-8.7, p<0.05). For the control group, the result value is significant, also (t=-5.3, p<0.05). Both groups had significant progresses during the experiment, but the results of the t-test demonstrate that the experimental group advanced

more than the control group. Namely, the experimental group's mean percentage is higher than the control group's.

These results show that there is a significant difference between the scores of the experimental and control groups. In other words, in the data analysis, the effects of the treatment clearly showed that using vocabulary games had positive and useful effects on teaching vocabulary to the experimental group.

4.1.4. The Pre-Test and Post-Test

After both groups had a vocabulary pre-test, the experiment began with teaching the vocabulary through games. The pre-test grades of both groups indicated that the means of the pre-tests were close to each other. It is certain that the t-test is the most widely used method to compare the differences in means between control and experimental groups. In respect to the t-test results, both groups had almost the same vocabulary knowledge.

Over the course of the five-week experiment, the experimental group had vocabulary lessons by practicing several kinds of vocabulary games. The control group studied classical lessons without practicing games and thus is could be understood that there was a significant difference between the two groups. The experimental group was more willing to learn English. They were agreeable to participate in the vocabulary games all the time. On the other hand, the control group got bored during the lessons and was reluctant to study unknown words. It was observed that the significant difference between post-test grades of the two groups was inevitable. The other important result was the experimental group's success was higher than the control group's.

4.1.5. Questionnaire

Figure 1: Students' Responses to the First Question: *I like the classes in which we play vocabulary games more*
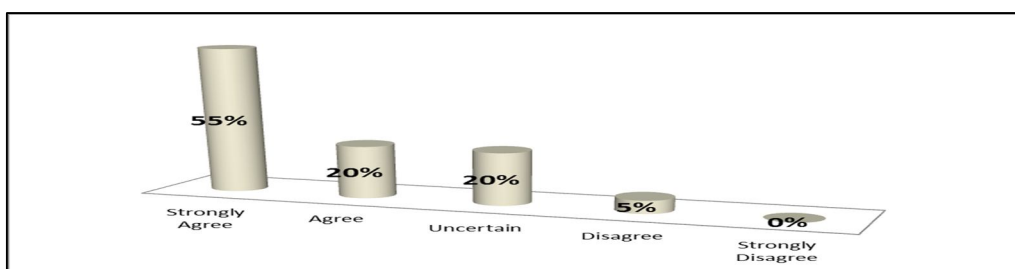
Fifty-five percent of the learners responded with 'Strongly Agree,' and 20% of the students stated that they 'Agree.' These learners enjoy the classes in which they play vocabulary games more. Twenty percentof the students responded 'Uncertain,' and just 5% of the students claimed 'Disagree.' The option 'Strongly Disagree' was not chosen by the students. These results indicate that most of the students like playing games.

Figure 2: Students' Responses to the Second Question: *I like practicing extra activities outside of the English course book*
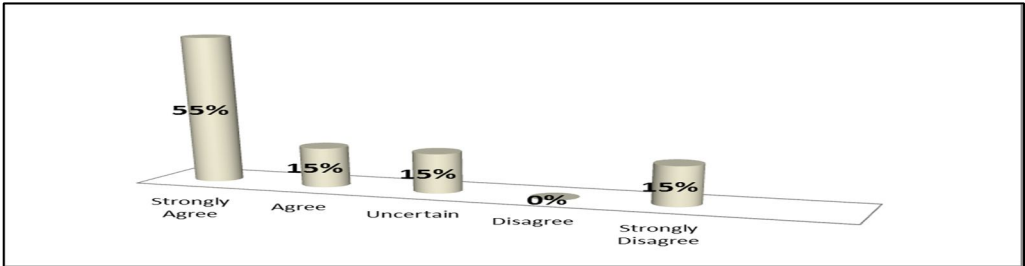
Fifty-five percent of the pupils stated that they 'Strongly Agree' that they like doing extra activities different from the English course book produced by the teacher. Fifteen percent of the students claimed 'Agree,' and 15% of the students stated 'Uncertain,' 0% of the students said 'Disagree,' while 15% of them 'Strongly Disagree.' These results indicate that the teacher might be assumed to continue practicing extra activities, after the English course book or assignments may be given for extra practice. This application will raise the motivation of the students.

Figure 3: Students' Responses to the Third Question: *I want to learn English vocabulary in the same manner all the time*
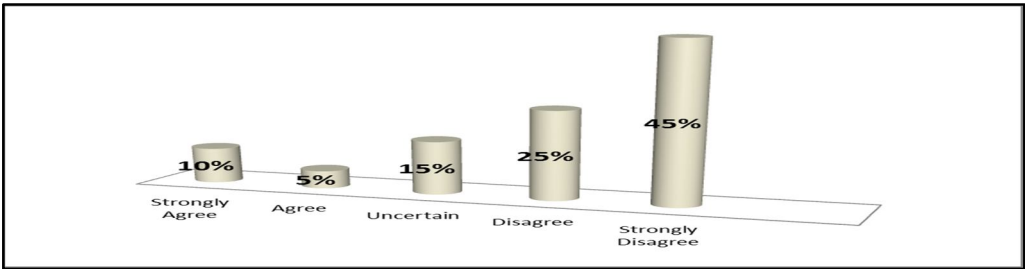
Forty-five percent of the experimental group stated that they 'Strongly Disagree' and 25% of them said that they 'Disagree.' These students do not aggree with the learning English in the same way all of the time. On the other hand, 10% of them stated that they 'Strongly Agree,' 5% of them said that they 'Agree' and 15% of the students reported being 'Uncertain.' The results indicate that using a variety of activities in vocabulary teaching can improve the students' learning ability.

Figure 4: Students' Responses to the Fourth Question: *I feel excited when I encounter a different teaching method*
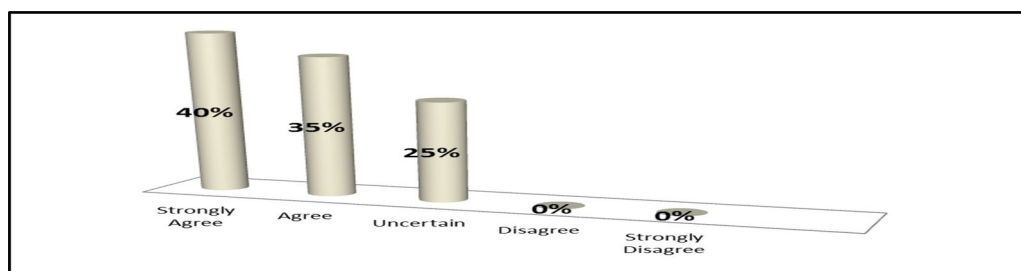
Forty percent of the experimental students stated that they 'Strongly Agree' and 35% of them said 'Agree.' On the other hand, 25% of them were 'Uncertain,' while the other options 'Disagree' and 'Strongly Disagree' were 0%. This means that these students get excited easily when they encounter a different teaching style. These results indicate that they have different learning styles and therefore the teacher is assumed to incorporate practice activities that account for their learning methods.

Figure 5: Students' Responses to the Fifth Question: *I like vocabulary games and entertainment*
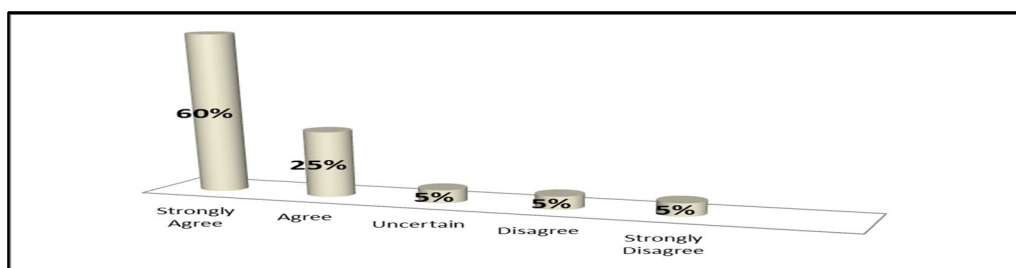
Sixty percent of the students stated that they 'Strongly Agree,' while 25% of the students said that they 'Agree,' which implies that learners like vocabulary games and entertainment. Just 5% of the students reported that 'Strongly Disagree' and another other 5%

said that they 'Disagree.' Another 5% were also uncertain. These results indicate that learners like playing vocabulary games. The teacher is assumed to introduce different types of vocabulary games to make an enjoyable and interesting atmosphere in the classroom.

**Figure 6: Students' Responses to the Sixth Question:** *I like actively taking part in the class*
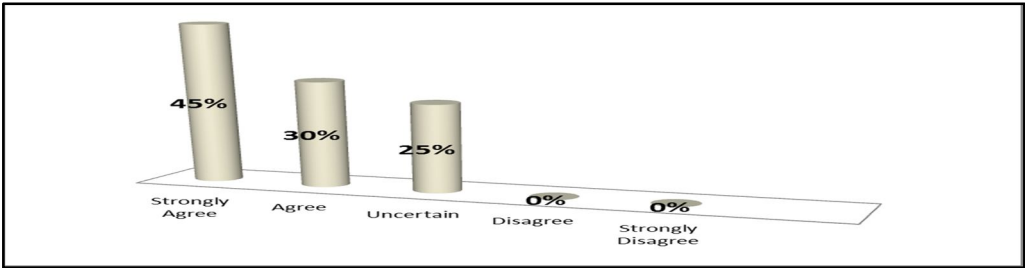
Forty-five percent of the learners stated that they 'Strongly Agree,' 30% said that they 'Agree,' while25% are 'Uncertain' which means they like actively participating in the class. The other two options, 'Disagree' and 'Strongly Disagree' were not selected. These results indicate that the teacher may present a wide range of activities that allow the learners to participate in the teaching and learning stage. The learner's involvement is essential for good learning.

**Figure 7: Students' Responses to the Seventh Question:** *Competition is one of my favorite features*
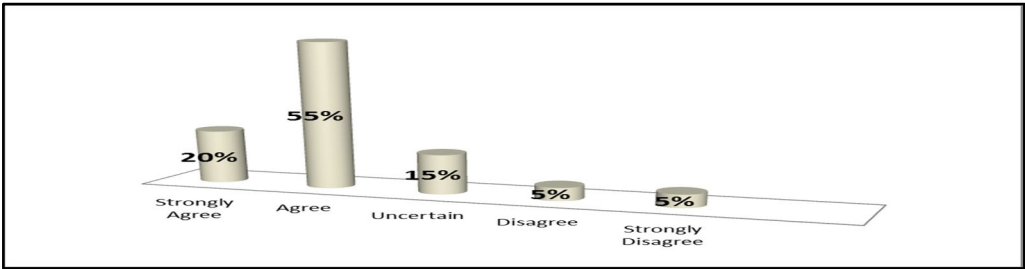
Fifty-five percent of the learners said 'Agree,' 20% of them said 'Strongly Agree,' just 5% of them responded that they 'Strongly Disagree' and also 5% of them 'Disagree' while the other 15% of the class reports being 'Uncertain.' These results indicate that more than half of this age of students enjoy competition. Games arouse their interests to the lessons and these interests increase their motivation.

**Figure 8: Students' Responses to the Eighth Question:** *I enjoy succeeding and winning*
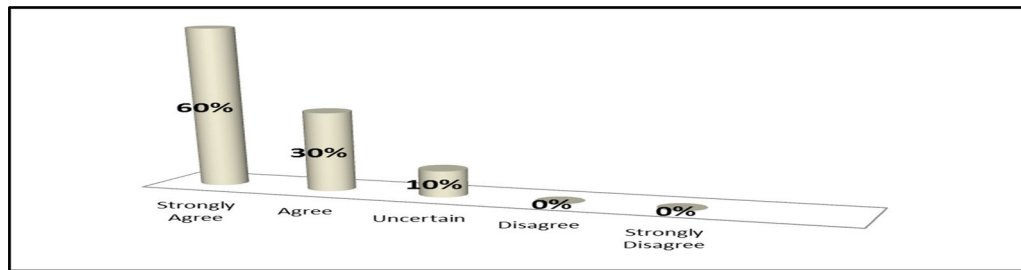
Sixty percent of the learners stated that they 'Strongly Agree,' 30% of them 'Agree' and remainder of the participants selected the 'Uncertain' choice. The 'Disagree' and 'Strongly Disagree' options were not selected. This implies that the students enjoy succeeding and winning and thus, these results indicate that the students need to comprehend the purpose or objective of what they are performing. Namely, in the last stage, they need to succeed in something. This feeling of achievement motivates the students and increases their participation.

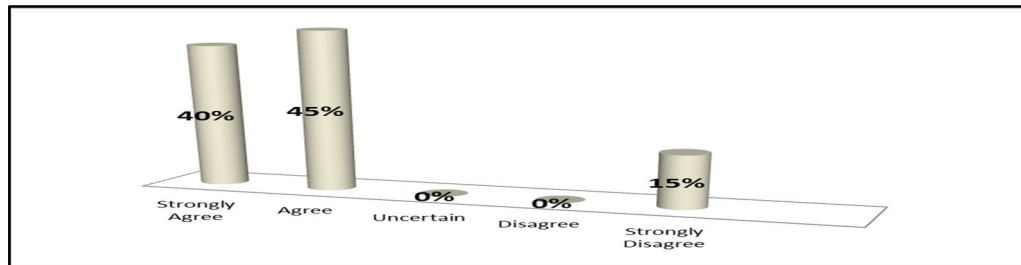**Figure 9: Students' Responses to the Ninth Question:** *I enjoy cooperating*
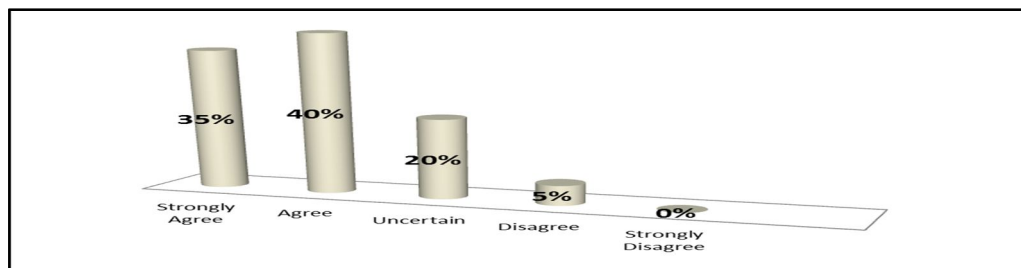
Forty percent of the learners said that they 'Agree,' and 35% of them said that they 'Strongly Agree.' These learners take pleasure in cooperating. Twenty percent of the learners were 'Uncertain' Only 5% of the students stated that they 'Disagree' whereas no respondents answered that they 'Strongly Disagree.' The results indicate that the teacher is assumed to use some activities that increase cooperation, for example, group work and pair work activities. These cooperation activities will enable to the learners to understand "sharing opinions" and "the feeling of belonging to a specific group."

Figure 10: Students' Responses to the Tenth Question: *I enjoy learning through vocabulary games*
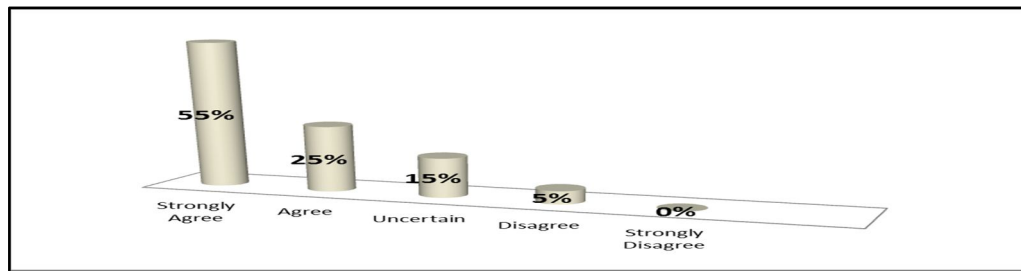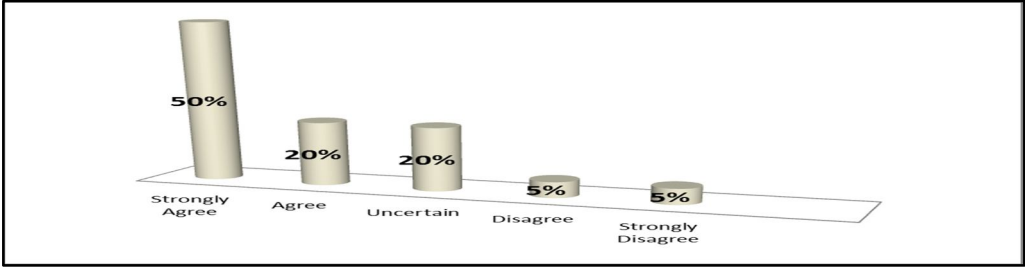

Fifty-five percent of the learners stated that they 'Strongly Agree' and 25% of them said that they 'Agree.' These students enjoy learning through vocabulary games. Fifteen percent of them stated that they were 'Uncertain' just 5% of the learners claimed that they 'Disagree' while no respondents stated that they 'Strongly Disagree.' These results indicate that enriching the lessons with the vocabulary games is a useful technique.

Figure 11: Students' Responses to the Eleventh Question: *I feel comfortable during the vocabulary games*
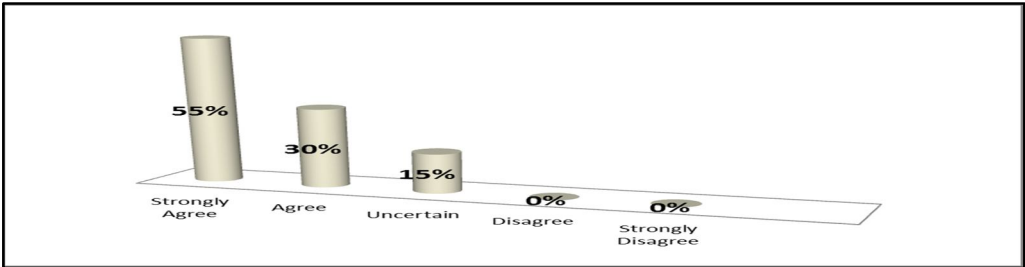

Forty-five percent of the learners said that they 'Agree' and 40% of them claimed that they 'Strongly Agree' and thus, these learners feel comfortable while playing vocabulary games. Due to these results, a teacher may always practice the vocabulary in their lessons. Just 15% of them said that they 'Strongly Disagree' while no respondents stated that they 'Disagree' or are 'Uncertain.' These results indicate that vocabulary games provide students with a good atmosphere.

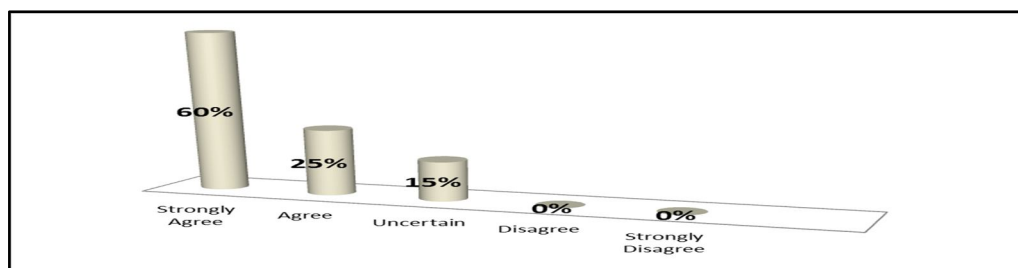**Figure 12: Students' Responses to the Twelfth Question:** *I would like to achieve with my own struggle*

Fifty percent of the learners stated that they 'Strongly Agree' and 20% of them stated that they 'Agree' which indicates that they would like to achieve with their own struggle. Twenty percent of the learners claimed that they were 'Uncertain' about this statement. However, 5% of the learners stated that they 'Disagree' and the other 5% of them said that they 'Strongly Disagree.' These results indicate that the majority of students want to be successful with their labors.

Figure 13: Students' Responses to the Thirteenth Question: *When I learn subject through vocabulary games, I remember it more easily*
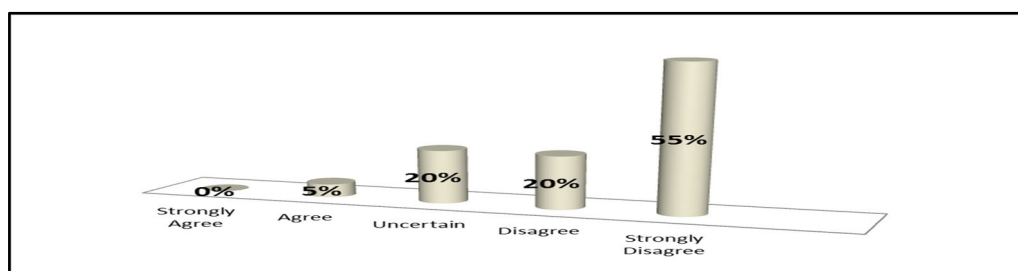

Fifty-five percent of the learners said that they 'Strongly Agree' and 30% of the students stated that they 'Agree.' These students agreed that when they learn a subject through vocabulary games, they remember it in a much more simple way; yet 15% of the class reported that they were 'Uncertain' and no responses were given to the categories 'Disagree' and 'Strongly Disagree.' These results indicate that most of the students can learn the subjects with vocabulary games and can retain the words.

Figure 14: Students' Responses to the Fourteenth Question: *I enjoy learning through vocabulary games because I do not get bored*

Sixty percent of the learners stated that they 'Strongly Agree' and 20% of them said that they 'Agree' while 15% of them claimed that they were 'Uncertain.' The options of 'Disagree' and 'Strongly Disagree' were not selected. Therefore, it can be deduced that the students enjoy learning through vocabulary games because they do not get bored. Young learners love playing games. It is not important which game is implemented, pupils simply enjoy learning through games. Every teacher may practice vocabulary games in class, because the students believe that they do not get bored.

Figure 15: Students' Responses to the Fifteenth Question: *I want to learn English vocabulary from the English course book alone*

Fifty-five percent of the experimental group members asserted that they 'Strongly Agree' and 20% of them said 'Disagree' which means that they do not desire to study the English language from the English course book alone. Twenty percent of the respondents stated that they were'Uncertain' and just 5% of the students claimed they 'Agree.' There were no respondents in the 'Strongly Agree' category. These results indicate that the students do not want to adhere to just one textbook in their English courses.

CHAPTER 5

5. CONCLUSIONS AND DISCUSSIONS

5.1. Experimental Study

Young learners are known to enjoy learning new words through games. As Allen (1983) emphasizes at her study that "the use of word games to teach vocabulary does not mean or suggest pleasant ways of passing the class time. The entertainment of students is not a teacher's responsibility" (p.10). The teacher's task is to organize good lessons that enhance vocabulary acqusition in the classroom and "a well-chosen game can help the students acquire words correctly and feel that certain words are important and necessary, because without those words the objective of the game cannot be achieved" (Allen, 1983, p.10). Fröhlich-Wand (cited in Brumfit, 1991) adds that "young children are able to learn foreign language more naturally and therefore to some extent more easily than older learners hence the term 'young learners' arises" (p.9).

There has been a great amount of researches conducted on teaching vocabulary through games. In the current study the results revealed that using vocabulary games in class is effective and creates coordination in the classroom. Lewis (1999) agrees that the benefits of playing games can be commended, as they arouse the interest of students in learning a new language, force them to participate in an educational environment and also provide interaction with their classmates in the classroom. Yolageldili & Arıkan (2011) support these ideas as "games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence" (p.226). They attract the students' attention during the lessons. For Wright (1994) "games hearten and help many students to keep their concern and duty" (p.3).

Using vocabulary games is an important part of ELT. Antonaros and Couri (2003) express at their book that "games in the foreign language classroom encourage and develop socialization, cooperating with others, learning self-discipline, respecting rules, peer teaching and cooperative learning" (p. 6). In addition, Yıldız (2001) mentions in her thesis that a game or song repetition is boring for many young learners in the outdoors but it can be practiced much more effectively in games. With this activity, the students experienced to the same unknown words many times, in addition to being incredibly entertained. A game is the most enjoyable activity with a goal and some rules. Slattery and Willis (2001) state "help children

become familiar with new vocabulary in an enjoyable way" (p. 49). It can be concluded from this statement that when the students regard the English language as something mandatory that is enjoyable, it means the lesson concludes at that point and they become relaxed to play and run with their friends.

Playing vocabulary games is also a useful method in teaching unknown words to young learners because it creates an entertaining atmosphere in the classroom and also decreases some problems. Most of the teachers encounter some problems, such as a lack of motivation in class. Nicolson and Williams (1975) say that "the games are a form of teaching which may be used in circumstances where ordinary approaches are not well tolerated, when attention is hard to get and harder to keep" (p. 1).

According to the findings of this study, vocabulary games can become a meaningful activity in language teaching. In fact, they are an undeniable part of the English syllabus and one of the most helpful activities that can be used in lessons. Several advantages for teachers can be added to this list. Bahri (2008) and Sylla (2010) reached several conclusions in their research, as follows:

First, the teachers can review and reinforce the items in a short time, which allows the teachers more time to teach different subjects. Bahri (2008) agrees that "the games lend themselves perfectly to quick bursts of revision, using some of the games, you can revise a massive amount of vocabulary and grammar in a few minutes" (p.11). Sylla also (2010) explains her thought as "it is really important for teachers to make use of games in their classes if they really want to promote their students' capacities. We must not lose sight of the fact that when using games in our classes, we give students sense of self confidence." According to Yolageldili G. and Arıkan A. (2011), from the perspective of English teachers who work in state-run schools, playing games are very important and according to them "teaching vocabulary through games" is a necessary part of English classes that must be practiced in the classrooms. They facilitate the presentation of the vocabulary items and additionally, they provide instructional advantages for teachers.

Second, they can control the lesssons easily. The teacher is the organizer in the game and he/she can create or change the game from start to finish until he/she has found the most useful form. For Bahri (2008) "games can be used to control the atmosphere in the class, if the students are a little bit unruly, the teacher could use calming games to settle them down" (p.11). On the contrary, if the students are slightly inactive in the lesson, the teacher could revive the students by practicing energetic and lively games.

Third, teachers can teach the target words more productively. They provide the correct form of pronounciation and with the teachers' assistance, the students can learn the most appropriate use of the new words. For Uberman (1998) "games encourage, entertain, teach and promote fluency. If not for any of these reasons, they may be used just because they help students to see the beauty in a foreign language" (p.87). In brief, vocabulary games "allow the teacher can review a large amount of vocabulary and grammar quickly, games can be used to control the atmosphere in the class." I also want to add that "if the students are a little bit unruly, the teacher could use calming games to settle them down or if the teacher wants to pick up the pace, an exciting game would definitely do the trick" (ESL-GAMES, 21.04.2012, www.esl-games.net).

Fourth, they can create a more enjoyable teaching atmosphere, which is very important for teachers in creating an educational environment. Bahri (2008) supports that "playing a game has a purpose to it, an outcome, and in order to play students have to say things – they have a reason to communicate rather than just repeat things back mindlessly. Therefore, they want to know and learn more" (p.11). Carrier (1985) adds that "games are the invaluable activities to the teacher of foreign language because they provide an opportunity for students to use their skills in a less formal situation" (p.6).

Fifth, vocabulary items can be retained for a longer time. For sixth graders, playing a game is the most enjoyable activity in which they want to participate continuously. They do not forget the words learned through games because the games remind them of the words they have learned. Bahri (2008) agrees that "using games in vocabulary lessons would help the students remember the words easily" (p.11).

Sixth, since it presents unusual education both for students and teachers, it can provide a different resource for education. "Games make learning fun so your class and children are willing participants and not just there because they have to be" (Bahri, 2008, p.10). In addition, it was observed in this five-week experiment that both the students and the teacher enjoyed this educational process. Because of these enjoyable games, the teacher can be the part of the game.

It is necessary at this point to highlight the findings of this study. This study provides a new, alternative learning method. The students do not forget the new vocabulary items easily and these new items can be retained for an extended period of time. The child constantly remembers the game and never forgets. If he/she learns the new words with the help of games, he/she will first remember the games and second, the words that are used in these games. It is obvious that the vocabulary games aid the students in recalling the target

vocabulary items. Allen (1983) concludes in her study that "games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved" (p.52). The students love competition, especially if there is an award at the end of the challenge. The games can provide this pleasure for them and this pleasure has a positive effect on their learning. Staines (1990) also adds that "there is no mystery to learning through play, when children play, they cannot help but learn and develop" (p.7).

It cannot be denied that the roles of games have a great impact on vocabulary teaching. In addition "they are highly motivating and entertaining and they can give shy students more opportunity to express their opinion and feelings" (Hansen; 1994; p.118). The students are assumed to learn the required words to win the competition but they are unaware that they have learned the target words of the lesson. For Yolageldili G. and Arıkan A. (2011), "practicing games in the classroom" is one of the best methods to direct students' energy into language acquisition. By doing so, the students are relieved because they want to be active in the classroom, as well. They are creative and imaginative and attain the new items subconsciously, so a special effort is required for their education.

In conclusion, in light of this background information, the findings of this study provide positive answers to the research questions. As stated before, the findings of the vocabulary tests indicated that there were significant differences in the t-test. Taking these results into account, using vocabulary games have an effect on teaching vocabulary to 6th graders. Games have an important role in educational aims. With the help of these useful games, EFL teachers can create a beneficial atmosphere in the classroom. "Games are by definition fun and nearly everyone would agree that if learning can be made enjoyable, then students will learn more" (Celce-Murcia and Macintosh, 1979, p.56).

5.2. The Questionnaire

The findings of this study through the questionnaire that the students, whose ages ranged from 11-12 years, enjoy playing vocabulary games, particularly those designed by their teacher. Vocabulary games encourage learning effectively because they motivate the students and they overcome the boredom in the lesson. According to Richard and Amato (1988) "games can lower anxiety, thus making the acquisition of input more likely" (p.147). Moreover, the findings indicate that students like competition, partnership in playing an active role throughout the games and performances. This is significant, as children are usually

kinesthetic and like to be energitic, performing activities throughout the classtime. Elly (1971) and Cameron (2001) add that the advantages of games can change the direction of a class and maintain the motivation of the students. They encourage the students to communicate with each other, can improve the learner's vocabulary and the students can behave freely. They can face their weaknesses and thus enhance their deficient knowledge. Also force learners to search for problems in which they are intimately involved. Lastly, they can be implemented for past units to underline the newly learnt vocabulary. Lee (1995) adds another aspects of the games, in that they are "a welcome break from the usual routine of the language class", "motivating and challenging" "effort of learning", and "language practice in the various skills" (p.35).

Brumfit (1995) agrees that "children play and children want to play. Children learn through playing. In playing together, children interact and in interacting they develop language" (142). The findings of this thesis have showed that the games are practical and more successful than other methods of vocabulary presentations and revision. Halliwell (1992) supports this statement "they exploit and develop the capacity for interaction and talk, the capacity for indirect learning, the capacity for creative use of language resources and the capacity for playing and fun" (p.40).

Teaching and learning vocabulary by games is one of the most effective and useful methods that can be applied in any English lesson and for this reason, playing vocabulary games is a necessity. Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga (2003) mention that 'vocabulary learning' is accepted as a merely time-filling or uneffective activity in English classes for many teachers in the past who also believe that games are played simply for entertainment and do not have an important effect in teaching. After their research they discovered that the role of the vocabulary games cannot be rejected in vocabulary acqusition. If the students have the opportunity to play games in learning vocabulary, they can learn and retain new items more easily. Furthermore, the students require a new method of learning English. Additonally, games create friendly competition, attract attention, which in turn increases motivation in the class. They explained that vocabulary games bring real world dialogues, structures and situations to the classroom, and in doing so, they enrich students' communication in an easy way. Vocabulary acqusition through games is an interesting and effective method which can be practiced in any English classes. The current study began with the purpose of proving that "vocabulary games have a significant role in teaching vocabulary" and attempted to take advantage of vocabulary games to make vocabulary teaching much more functional.

In sum, the second research question was "What are the students' attitudes toward learning vocabulary through games?" This question can be answered in light of all the literature reviews as mentioned before and the replies of the students that participated in the experimental group. It can be stated that most of the students were satisfied with participating in these enjoyable games. To make classes more interesting, the teacher is assumed to use vocabulary games and entertaining activities. The use of vocabulary games presents plenty of advantages, including having a good time, feeling better and participation in the activity. Richard-Amato (1988) agrees that "games can lower anxiety, thus making the acquisition of input more likely" (147). Neyadi (2007) also states "using games and activities to practice vocabulary enhances students' ability to memorize words; encourages student interaction; and enhances student motivation" (p.106).

5.3. Implications and Suggestions

This research intended to analyze the use of games in vocabulary teaching to 6th graders, particularly in the Ulaş Secondary school in Tarsus. The participants were selected from 11-12 year-old students who were members of the 6th grade class. These students studied the English language 4 hours per week. Information was collected through vocabulary tests, a questionnaire, handouts and vocabulary games were used as tools.

Additionaly this is a short period "five-week" study and in this investigation, instead of pronunciation, grammar, writing or speaking the words, pure and simple nouns and their definitions were examined as part of the English language vocabulary.

This study can be used to develop new methods in teaching vocabulary to students learning English, as well as the teachers that are teaching English in secondary schools in Turkey. This study can be used as a resource for its readers. In addition, it is anticipated that this study can give references and information to enhance the reader's knowledge about teaching vocabulary through games to the students, particularly to sixth graders. One would also hope that using vocabulary games can become teachers' references in teaching English as a foreign language.

The following statements are the suggestions for the further studies about "Teaching Vocabulary Through Games."

> 1.The subjects that were focused on in this study include body parts, family members, jobs, vegetables and fruits, and animals, and thus, further studies might be varied for different subjects.

2.The participants of this study were 6th grade secondary school students. Further studies might be implemented with different age and level of students.

3.In this study nouns and their definitions are examined, but in further studies it may expanded to include verbs, phrasal verbs, adjectives or adverbs.

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7. APPENDICES

7.1. Appendix 1: Questionnaire on Attitudes of Experimental Group

Anket Soruları

1.**Kelime oyunları oynadığımız dersleri daha çok seviyorum**

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

2.**Ders kitabı dışında ekstra aktiviteler hoşuma gider.**

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

3. **İngilizce Kelimeleri hep alıştığım şekilde öğrenmek isterim.**

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

4. **Farklı bir öğrenme şekliyle karşılaştığımda heyecanlanırım**

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

5.**Kelime oyunlarını ve eğlenmeyi severim**

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

6. **Derste aktif bir şekilde yer almak isterim**

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

7. **Yarışmak özelliklerimden biridir**

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

8. **Başarmaktan ve kazanmaktan keyif alırım**

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

9. **İşbirliği yapmaktan zevk alırım.**

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

10.**Kelime oyunlarıyla öğrenmekten keyif alırım**

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

11.**Kelime Oyunları esnasında kendimi rahat hissediyorum.**

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

12.**Kendi çabamla başarmak istiyorum.**

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

13.**Kelime oyunlarıyla öğrendiğim kelimeleri daha kolay hatırlıyorum**

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

14. **Kelime oyunlarıyla öğrenmeyi seviyorum, çünkü sıkılmıyorum.**

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

15. **İngilizce kelimeleri sadece kitaba bağlı kalarak öğrenmeyi isterim.**

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

7.2. Appendix 2: Reading Texts Puzzle and Dialogue Used in Treatment

7.2.1. My Family
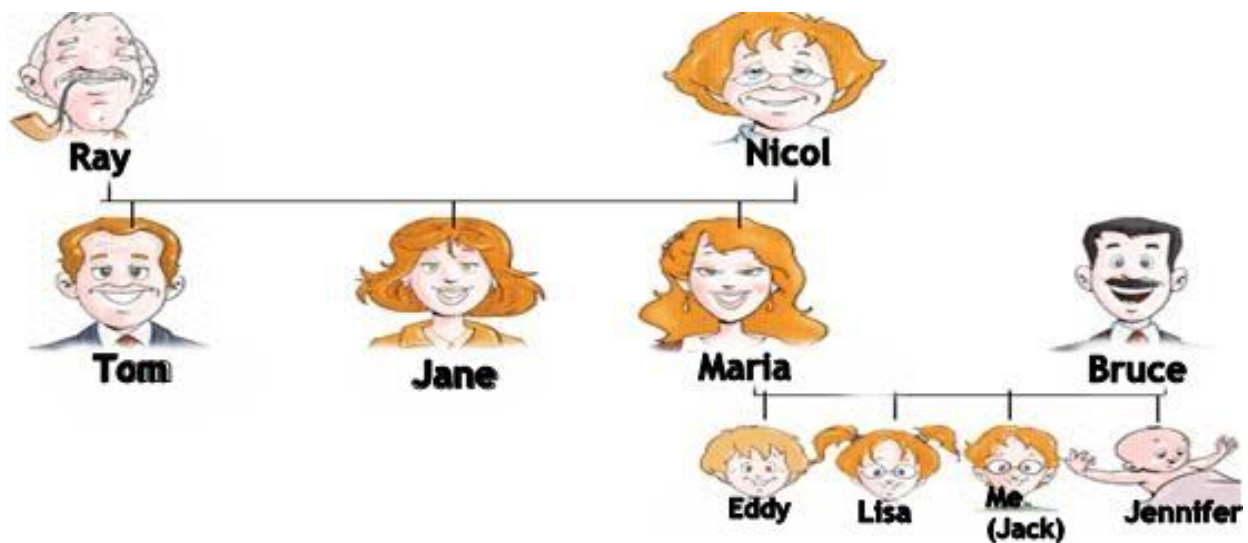
Hi daily! my name is Jack and I'm ten years old. I put a photo at the head of the page, they are my big family and now I will introduce them. I have got two **sisters** and one **brother**, my brother's name is Eddy and he is fourteen years old, my elder sister's name is Lisa and she is thirteen years old, my younger sister's name is Jennifer, she is still a baby, my **father**'s name is Bruce, he is a doctor, my **mother** is an engineer , she is **daughter** of my **grandmother**☺ her name is Maria and she has got a sister and a brother, her sister's name is Jane and she is my **aunt**, her brother's name is Tom and he is my **uncle**, their father's name is Ray and he is my **grandfather**, their mother's name is Nicol and she is my grandmother, and me I'm **son** of my father and my mother ☺ I love all of my them.

7.2.2. Body Parts

hair — forehead
eye
nose — ear / tooth / mouth
shoulder — neck
elbow — chest
arm — stomach
finger — hand
leg — knee
foot — ankle
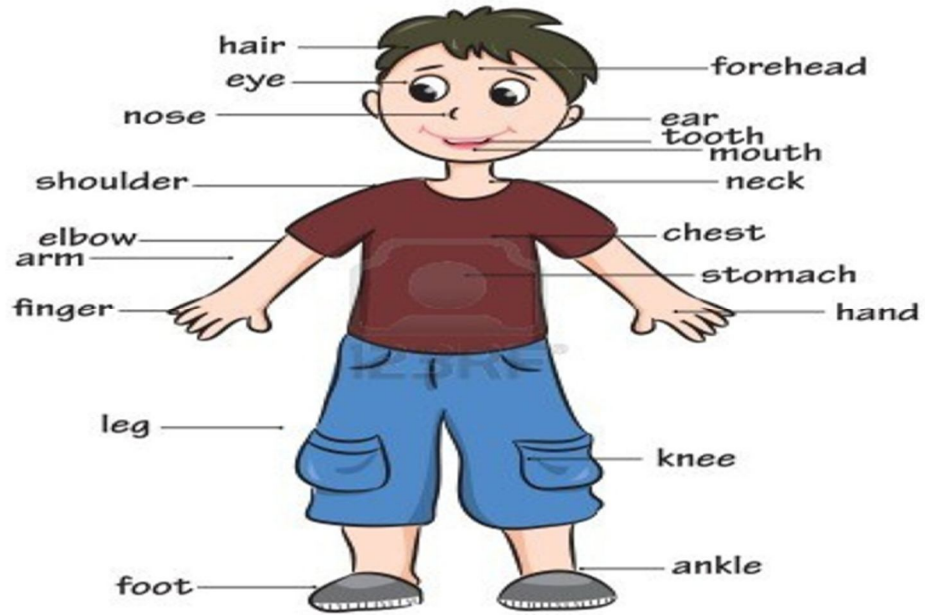
BODY PARTS

```
M  H  K  M  T  E  N  A  F  K  A  R
O  T  N  F  N  O  S  E  C  A  E  K
U  O  E  R  I  G  O  A  M  D  C  C
T  O  E  S  L  N  B  F  L  Q  J  E
H  T  E  E  T  H  G  U  S  I  W  N
E  L  G  I  A  A  O  E  D  N  A  H
Y  R  O  I  M  H  M  Y  R  X  E  J
E  J  R  V  S  G  E  B  P  L  E  F
E  P  H  F  E  N  Z  Y  B  P  T  D
E  N  G  L  I  S  H  O  N  C  A  L
B  O  D  Y  I  Y  W  R  A  E  R  H
N  G  T  F  U  N  R  R  H  K  M  R
```

Find all the words below:

head	nose	arm	leg
face	mouth	elbow	knee
hair	teeth	hand	foot
ear	neck	finger	toe
eye	shoulder	back	body

(123RF, 24.12.2012, www.123rf.com)

7.2.3. Jobs

a **waiter** takes people's orders in a restaurant and serves them food.

A s**hopkeeper** sells things in a shop.

A **nurse** works in hospital, looks after people and helps doctors.

A **baker** sells and cooks bread and cakes.

A **travel agent** helps you to book journeys, flights and holidays.

an **accountant** works in an office or bank keeps records of money.

An **architect** designs houses and buildings.

A **butcher** sells and cuts up meat.

A **journalist** reports news on TV and radio or writes for a Newspaper.

A **mechanic** repairs cars, motors or other machines (Learnenglish, 13.01.2013, www.learnenglish.de).

7.2.4. Vegetables and Fruits

Maria: I'm out of **onion, cucumber, mushroom** and **carrot**. I'm going to the green-grocer. Can I get

anything for you?

Anna: Uh, let me think. I need lots of things for my fruit salad, for example; **apples, oranges, grapes,** and **pears.**

Maria: OK OK Howmuch do you want?

Anna: I'd like a kilo of for each fruit.

Maria: Do you need anything else?

Anna: Hmmm. I think that's all. Oh no just two more things for birthday cake, I need some **strawberries** and **bananas.** Do you want me to pay you now?

Maria: No. That's okay. You can pay me when I get back.

Anna: Okay. Thanks. See you later.

Maria : Bye.

7.2.5. Animals

 Crocodiles are reptiles. They are fast and have sharp teeth. They have the strongest bite of any animal in the world.Like other reptiles, crocodiles are cold-blooded.Most crocodiles live in fresh water rivers and lakes but some live in salt water.They eat a variety of fish, birds and other animals.

 Bears are large, strong omnivores. Omnivore is a word means animals that eat both meat and plants. They are definitely big, and they are very strong. They are smart, shy. They live all over the world,.Their habitats range from the snowy northern tundra to dense rainforests and high mountains. Most species of bears live to around 25 years of age.

 Ducks are birds. They are normally found in places with water, like ponds, streams and rivers. They are related to geese and swans. The duck is the smallest of them all. Ducks also have shorter necks and wings and a stout body. They can live from 2-12 years, depending on breed.

 Deer have long legs typically suited to the environments they live in.They can jump high and swim well.Most deer are born with white spots but lose them within a year..they eat plants leaves and grass.

 A giraffe's habitat is usually found in African savannas, grasslands or open woodlands. they are one of the world's tallest mammals. They are well known for their long necks, long legs, and spotted patterns. Giraffes have small "horns" on top of their heads that grow to be about five inches long.

 Snakes are reptiles. Their body temperature changes to the temperature of its surroundings. There are 2,900 species of snakes in the world. They live almost everywhere, in deserts, forests, oceans, streams, and lakes. Snakes live on the ground, in trees, and in water.

Dolphins are carnivores (meat eaters). They often show a playful attitude and have excellent eyesight and hearing as well as the ability to use echolocation for finding the exact location of objects. Dolphins communicate with each other by clicking, whistling and other sounds.

Pigs eat both plants and other animals.they have an excellent sense of smell.There are around 2 billion pigs in the world.Pigs can pass on a variety of diseases to humans. Relative to their body size, pigs have small lungs.

Elephants are the largest land-living mammal in the world. Elephants have large, thin ears. An elephant's trunk can grow to be about 2 metres long and can weigh up to 140 kg. Elephants can swim – they use their trunk to breathe like a snorkel in deep water. Elephants are herbivores and can spend up to 16 hours days collecting leaves, twigs, bamboo and roots.

Wolves are excellent hunters. Most wolves weigh about 40 kilograms. Wolves have two layers of fur, an undercoat and a top coat, this allow them to survive in temperatures as low at minus 40 degrees A wolf can run at a speed of 65 kilometres per hour during a chase. Wolves have long legs (Sciencekids, 02.04.2012, www.Science kids.co).

7.3. Appendix 3: The Pre and Post-test

Name-Surname:
Number-Class:

POST-TEST

A.Fill in the blanks with the English words in the box.(Aile ağacına bakıp kutu içindeki kelimelerle boşlukları doldurun.)
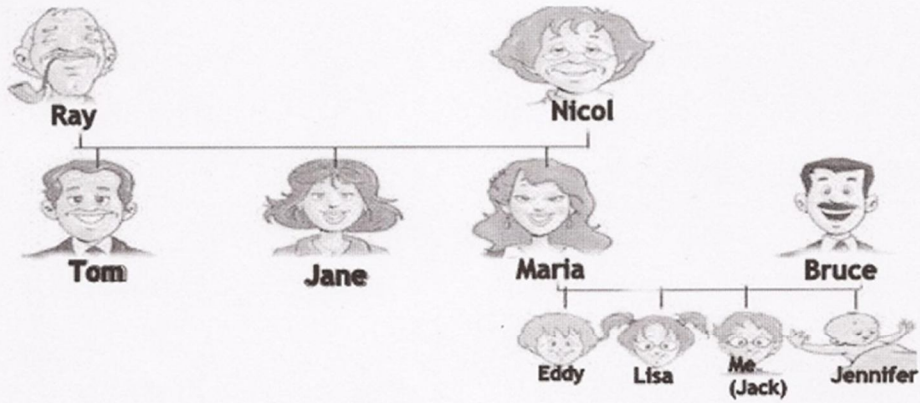
| father | mother | sister | brother | grandmother | grandfather |
| aunt | uncle | son | daughter | | |

1. Ray is Jack's _____.
2. Jennifer is jack's _____.
3. Jane is Jack's _____.
4. Bruce is Jack's _____.
5. Tom is Jack's _____.
6. Nicol is Jack's _____.
7. Maria is Jack's _____.
8. Jennifer is Maria's _____.
9. Eddy is Jack's _____.
10.Jack is Maria's _____.

B.Fill in the blanks with the body parts written below.(Aşağıdaki vücut bölümlerinin karşılıklarını altlarına yazın.)

(Mouth – hand – leg – finger – foot – nose – ear – arm – shoulder - eye)

....

....

....

C. Match the vegetables and/or fruits with the Turkish meanings.(Aşağıdaki meyveleri ve/veya sebzeleri Türkçe karşılıklarıyla eşleştirin.

1. Apple	( ) Çilek
2. Orange	( ) Salatalık
3. Grapes	( ) Muz
4. Strawberry	( ) Portakal
5. Banana	( ) Mantar
6. Carrot	( ) Üzüm
7. Pear	( ) Elma
8. Cucumber	( ) Armut
9. Onion	( ) Havuç
10.mushroom	( ) Soğan

D. Fill in the blanks with the jobs written below.(Boşlukları aşağıdaki mesleklerle doldurun.)

(butcher – mechanic – baker - travel agent – waiter –
accountant – shopkeeper – nurse – architect - journalist)

1 A(n) ....cooks breads.

2 A(n) ....sells things.

3 A(n)……………………..looks after money.

4 A(n)……………………repairs cars.

5 A(n)…………………... helps you book a journey or a holiday.

6 A(n)……………………designs buildings.

7 A(n)……………………who sells and cuts up meat.

8 A(n)………………….... looks after people in hospital.

9 A(n)…………………… writes for a newspaper.

10 A(n)………………....... serves you in a restaurant

E. Fill in the blanks with the animals written below.(Boşlukları aşağıdaki hayvanlarla doldurun.)

(dolphin – snake – bear – duck – wolf – deer – crocodile – giraffe – elephant – pig)

1)
……………………

2)
……………………

3)
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4)
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5)
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6)
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7)
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8)
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9)
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10)
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