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ENGLISH LANGUAGE TEACHING

THE EFFECTS OF LANGUAGE GAMES ON THE IMPROVEMENT OF THE VOCABULARY KNOWLEDGE OF YOUNG LEARNERS

MASTER'S THESIS

Polat ERDOĞAN

Advisor

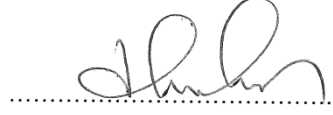**Asst. Prof. Dr. A. Kasım VARLI**

İstanbul

December, 2014

Sosyal Bilimler Enstitüsü Müdürlüğü'ne,

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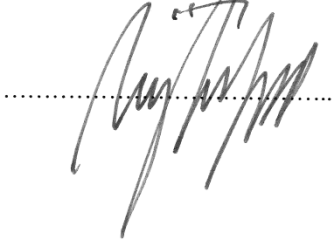
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ÖZET

Çoğu zaman, İngilizce öğrenenler, ilk kaynak olarak kelime bilgilerine güvenebilirler. Genellikle, iyi bir kelime hazinesine sahip olmak dinleme, konuşma, okuma ve yazma gibi dil becerilerini kullanmayı kolaylaştırır. Kelime öğretiminde önemli bir yere sahip olan dil oyunları, sadece eğitimsel amaçlar için hazırlanırlar. Bu yüzden, bu çalışmanın amacı, kelime öğretiminde dil oyunlarının etkisini araştırmaktadır. Bu bağlamda, bu çalışmanın amacı şu sorulara cevap bulabilmektir: Dil oyunları, çocuklara kelime öğretiminde faydalı mıdır? Eğer öyleyse, çocukların dil oyunlarına karşı tutumları nelerdir? Ve dil oyunları, çocukların dil gelişimini nasıl etkilemektedir? Bu çalışmanın örneklemi 100 kişilik beşinci sınıf öğrencilerinden oluşmaktadır. Bu öğrenciler, Türkiye'nin İstanbul ilinde bulunan bir devlet okulunda öğrenim görmektedirler. Bu çalışmada veriler, çoktan seçmeli kelime testleri ve yarı yapılandırılmış anket soruları ile toplanmıştır. Çocukların kelime hazinelerindeki değişikliği ölçebilmek için ön test son test kontrol grup modeli kullanılmıştır. Çocukların dil oyunlarının etkinliği konusundaki görüşlerini alabilmek ve eğitici oyunlara karşı olan tutumlarını ortaya çıkarabilmek için yarı yapılandırılmış anket soruları uygulanmıştır. Çalışmanın sonuçları şunu göstermektedir ki dil oyunları kelime öğrenimini kolaylaştırmaktadır ve kelime öğretiminde en etkili yollardan biridir.

Anahtar Kelimeler: Dil oyunları, kelime, çocuklar.

ABSTRACT

Most of the time, learners of English may count on their vocabulary as their first resource. Generally, having a good reservoir of vocabulary makes the skills of listening, speaking, reading and writing easier to perform. Language games, which have a significant educational value in vocabulary teaching, are plainly designed with educational aims. Therefore, the purpose of this study is to investigate the effectiveness of language games in teaching vocabulary. Within this framework, this study aims to find answers to these questions: Are language games useful in the process of vocabulary teaching to young learners? If so, what are the attitudes of young language learners towards language games? And, how do language games effect young learners' language development? The sample of the study consists of 100 fifth graders. These young learners are from a state-run primary school in Istanbul/Turkey. In this study, the data is collected through multiple choice vocabulary tests and semi structured interviews. To measure the change in the vocabulary knowledge of young learners, a pretest-posttest control group design is used. To elicit the ideas of young learners about the effectiveness of language games and to reveal the attitudes of young learners towards these educational games, the semi-structured interview is applied. Results of the study show that games facilitate vocabulary learning and are one of the effective ways of vocabulary teaching.

Key words: Language games, vocabulary, young learner.

AUTHOR'S DECLARATION

I hereby declare that this thesis is my unaided work and that I have given full acknowledgement in the content and in the bibliography to the resources I have used, and that this thesis has not been submitted for any other degree or award.

Signed ………………………………..   Date …………………….

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LIST OF ABBREVIATIONS

MEB: Ministry of Education

SPSS: Statistical Package for Social Sciences

CLT: Communicative Language Teaching

TBLT: Task Based Language Teaching

CHAPTER 1

INTRODUCTION

1.1. Introduction

Language is used to express ideas and emotions, make sense of complex and abstract thought, communicate with others, express wants and needs and set rules and form culture. Currently, English is the lingua franca in education, science, information technology, business, aviation, entertainment, and diplomacy. About 80 percent of the English speakers are nonnative speakers (Braine, 2006 as cited in jerkins, 2007). Therefore, most of the countries in the world attach great importance to teaching and learning English as a second or foreign language and form their educational policies accordingly.

In Turkey, English is learned as a foreign language to provide communication with the other countries for a variety of purposes such as scientific, military, economic and social development. English is learned by different age groups, especially starting from 2nd grades in state-run primary education. Ministry of Education specifies the objectives of learning English in state-run primary schools as: students will demonstrate the knowledge of reading and writing in the target language, use language for communication and understand what they hear and read (MEB, 2006). To be able to achieve these objectives, it is important to know young learners more closely and put emphasis on their characteristics of language learning. Each learner is unique in learning. In other words, they may have different learning styles in learning vocabulary. Learning vocabulary is a part of language learning. It is an integral part of any kind of language learning since a good knowledge of vocabulary allows for a good communication.

There are many ways to teach vocabulary in ELT classrooms and vocabulary teaching techniques may vary from one teacher to another according to their philosophy of education, teaching style, material selection, approach, method and classroom technique. Teachers may use games in vocabulary teaching especially for

communicative purposes. While playing games, the learners' attention is on the activity, not on the linguistic forms. Rather than paying attention to the correctness of linguistic forms, most participants will do all they can to win the game. This decreases the fear of negative judgment, the anxiety level of being negatively treated in the community. In that way, young language learners use the target language without fear in front of their classmates (Horwitz and Cope, 1986). In a game-oriented context, anxiety is reduced and speech fluency is generated. This leads to communicative competence. Games can also be utilized in educational programs, which are prepared by curriculum or syllabus designers. In Turkey, there are certain games in the national curriculum for primary school students. Recent developments in national curriculum made by Ministry of Education are satisfactory but still there is not enough room for games to use in the classrooms.

1.2. Statement of the Problem

Research has shown that games have some benefits and are effective in learning vocabulary in various ways. First, games provide creativeness and entertainment for students, hence help them learn and recall new vocabulary easily. Games make ordinary subject matters more interesting. Students find the activities and exercises more interesting through games (Thiagarajan, 1999; Wright, Betteridge and Buckby, 2005). Moreover, Games are student-centered in that students are lively in playing the games, and games can often be organized such a way that they have the leading roles, with teachers as organizers. Granger (1982) describes the importance of using language games in the classroom and stresses the student-centered learning. According to Granger, during games students are active participants. They do most of the talking, not the teachers. Granger also stresses the more cooperative atmosphere and less individual learning. Students who learn cooperatively can capitalize on one another's information, ideas, resources and skills.

Games usually include friendly competition and they hold learners involved. They provide a context for a meaningful communication. This meaningful communication provides the basis for comprehensible input (Krashen, 1985). The comprehensible input happens when students start meaningful communication while trying to understand

what their roles are and how to play the game. They also practice language structures such as grammar points while taking part in the real communication.

Effective communication is always needed in language classes. Not only games will reduce anxiety, frustration and confusion, they will also keep shy learners engaged in various activities (Richard-Amato, 1988). Many games can be played in small groups, thus they provide meaningful context for students to develop their language skills, such as accepting or declining the offer, asking for help (Jacobs and Kline Liu, 1996). These generate the necessary motivation for learners of English to get involved and join actively in the learning process.

''Vocabulary games take real world context into the classroom, and increase students' use of English in a flexible, communicative way'' (Huyen and Nga, 2003, p. 14). Language games serve as a bridge between the school and the society. Students have a chance to bring what they learn in the real life into the classroom. They also give young learners a chance to use the language outside of the classroom (Ellis, 2005). Therefore, the starring role of games in teaching and learning vocabulary cannot be underestimated.

Language games and vocabulary teaching are indeed a good combination throughout the instruction process. The research has shown that vocabulary teaching through games facilitates learning vocabulary. Richard-Amato (1998) claims that games help young language learners lower their anxiety levels and make the acquisition of input highly likely. Games promote learning in an easy way. Students learn unconsciously, without realizing that they are learning. Students avoid thinking about the forms of language including the types of sentences used and the method of sharing the information. Students use language in a natural way for communicative purposes (Schutz, 1988). In this regard, it is hoped that language games will be more widespread in the future and will appear in the course books.

This study investigates the effectiveness of language games in vocabulary teaching. Therefore, this question forms the problem statement of the study: ''Are language

games useful in the process of vocabulary teaching to young learners?'' The purpose of this study is to examine the effects of language games on the improvement of vocabulary knowledge of young learners. On that note, this study seeks to find answers to the following questions:

- Are language games useful in the process of vocabulary teaching to young learners?
- Do young learners prefer to play linguistic or communicative games?
- What kind of games are better for young learners, competitive or co-operative games?
- Does gender affect young learners' achievement in vocabulary learning through games?
- What are the attitudes of young language learners towards language games?

1.3. Significance of the Study

As learners of English, young learners should have a satisfactory vocabulary knowledge. This is directly related with the four skills (Reading, writing, listening and speaking). To achieve this, students are exposed to very traditional methods such as Grammar Translation Method, The Direct Method and Audio Lingual Method while learning the words in the target language. Since learning a foreign language especially in an artificial environment (that is classroom) is a long undertaking process, it is the teacher's responsibility to provide a safe and natural atmosphere as much as possible. Otherwise, students will get bored of the monotonous lessons, grammatical subjects, meaning- and definition - based vocabulary teaching styles. The methods used in language teaching affect students' motivation but at this point, games provide a relaxing learning atmosphere. After presenting and practicing the language games, students use the target language stress-free in the process of production (Uberman, 1998). Games are encouraging for students and they make learning fun. Thereby, this research aims to show the effectiveness of the games and young learners' positive attitudes towards games.

It is clear that there have been enough studies in the literature under different titles and about different types of games used in education. However, it has been considered that

studies which examine vocabulary teaching through games are rather rare, and that such studies are needed; especially in educational institutions, and that such studies will make important contributions to the field and practitioners.

1.4. Limitations of the Study

The most obvious limitation of the study is its design. Pretest-posttest Control Group Design is used in this study in that true experimental designs have the highest level of control among experimental designs because the subjects within the groups are randomly assigned for each group. However, there are only one control group and one experimental group in the study. The relationships among variables must be interpreted with caution because of the lack of different groups. Therefore, this is an inevitable criticism of the study.

The data collection was confined to only one school in İstanbul in Turkey. The replication of the study at different cities of Turkey would enable better generalizability of the findings of the study. At the same time, data collection during real teaching experience could have elicited better responses improving findings.

The sample for the present study comprised of 100 5th graders in a state run primary school. This sample is only a very small proportion of the entire population of schools in the country. Therefore, the research studies with much larger sample size would be required to ensure appropriate generalization of the findings of the study. Moreover, the study was limited to five research questions. More questions could have answered.

Lastly, the present study has relied largely on quantitative methodology of data collection and is therefore restrictive. The study could have made use of more qualitative methodology of data collection to provide wider perspective to the present study.

1.5. Definitions

Language Game: Language game is a physical or mental activity that has some rules, goals and that students do for fun.

Vocabulary: Vocabulary is a collection or stock of words or phrases of a language that is used or spoken by people or a group of people.

Young Learners: Young learners are expected to be children from five or six years old to eleven or twelve years of age. This period of time covers primary school in many context.

Teacher of English: Teacher of English is a person whose occupation is to teach English and help others learn how to communicate in the target language in language classrooms especially for young learners.

CHAPTER 2

LITERATURE REVIEW

This chapter introduces the literature review. First it gives the definition of language games. Then it explains why to use and how to use language games in language classes. This chapter presents the types of language games. It also emphasizes the effectiveness of communicative language teaching and language learning. In the light of communicative language teaching, this part of the study introduces the roles of teachers and students in language classes. It draws attention to mechanical, meaningful and communicative practice. Then it seeks to demonstrate the usefulness of pair work and group work in language activities. Jigsaw Method and information gap activities are commonly used techniques in group work and pair work activities. Finally, this chapter elaborates on the characteristics of young learners.

2.1. Language Games

Young learners can learn a huge amount of vocabulary through games. All types of games may be used in an educational environment. Educational games are designed to assist young learners to learn about certain topics, enlarge perceptions, strengthen language development, understand a historical event or culture, or assist them in learning a skill as they play. As teachers, governments and parents, we should realize the psychological needs of children for games. Game is an interactive play that teaches young learners goals, rules, adaptation, problem solving, interaction abilities etc... They provide young learners the essential needs of vocabulary learning by providing enjoyment, passionate involvement, organization, motivation, imagination, inspiration,

social communication and collaboration and feelings. Moreover, students learn without knowing it (Schultz, 1988.)

2.1.1. What is a Language Game?

In general, language games are the activities which are used in the classroom as a facilitator to boost foreign language acquisition. According to Hadfield (1990, as cited in Deesri, 2002) ''Game is an activity which has certain rules, a goal and an element of fun.'' Salen and Zimmerman (2003), who are games designers, define the term 'game' as an organization in which players take part in an artificial conflict. The game is controlled by some rules as well. At the end of the game, possible outcomes, such as the winner of the game, are expected.

Another scholar, Caillois (2001) also makes a definition of game in his book. He displays in his work that a game needs to have the following characteristics: fun, separate, uncertain, non-productive, governed by rules and fictitious. That is to say, game is an element that links and includes certain variables as mentioned above. Lewis (1999, p. 5) makes discrimination between the language learning activities and the language games: ''What differentiates language games from other activities in the EFL classroom is the presence of a visible set of rules which guide the children's action, and an element of strategy children must successfully apply their language (and other) skills''.

2.1.2. Games for the Language Classes

Game is a great way to keep student's interest in the class. One of the characteristics of young learners is that they have short attention span. It is hard to catch their attention and keep it during the lesson. Unless the language activities are engaging or interesting enough, they can easily get bored. With the use of games, young learners can keep their motivation and interest high and reduce the level of stress in the class. Saricoban (2000) highlights that well-organized games allow learners to exercise and internalize the vocabulary, grammar, and structures broadly. Games provide play and competition, and these enhance the motivation of the students. They also reduce the stress in the

classroom. While playing games, the learner's attention is on the message, not on the language. So students learn the language unconsciously, as their whole attention is engaged by the activity.

Kim (1995) notes that:

> It is a common belief that language learning should be serious, and if one is having fun, or there is hilarity and laughter in the learning environment, then it is not really learning. This is a misconception. It is possible for anyone to learn a language as well as enjoying himself/herself at the same time. One of the best ways of doing this is through games (p.35).

Traditional approaches to language teaching (such as memorizing the synonyms or antonyms of words, making a word list, learning them by heart etc…) are not applicable today. They don't give much enthusiasm or engage much interest for young learners. Young learners look for something different, authentic, out of the routine. Sometimes, traditional approaches also make things more complex for young learners since the language level of the activities doesn't meet the needs of young learners. This kind of approach in language teaching gets us to the point that it is just an attempt to teach language artificially. Contrary to this, language games provide fantastic advantages on language teaching.

Rich environment by language games is more engaging and more effective for young learners. Quinn (2005) states that:

> To put it another way, we need learning experiences that provide interesting goals set in meaningful contexts in which learners explore and act to solve problems that are pitched at the right level. Their actions should result in meaningful feedback from the world about the consequences of those actions. Further, the learning experiences should gradually increase in difficulty until learners have achieved the final level of performance and accomplished the goal (p. 37).

As mentioned above, by setting up various activities in the classroom, teachers can promote active language use of young learners. In addition to this, by expanding the number of group members from small groups to large groups, teachers have a chance to encourage the means of communication among group members. It may be a good technique to get all group members to produce the target language. Last but not least,

depending on the space available and the game permits, lively games and hands on activities can let young learners learn and practice different components of language actively. After elaborating on the term 'game' in language learning, it is necessary to study on why to use games in language learning.

2.1.3. Why to Use Games in Language Learning

Games have advantages and effectiveness in language learning in various ways. To begin with, games provide stress free atmosphere and enjoyment for the students, thus young learners learn and retain new vocabulary easily. Schultz (1988, p.7) said that

> [...] Stress is a major hindrance in language learning process. This process [Learning language in traditional way] is, by its nature, time consuming and stress provoking... ... raise the stress level to a point at which it interferes with student attention and efficiency and undermines motivation. [....] One method has been developed to make students forget that they are in class [....] relax students by engaging them in stress-reducing task (games).

Moreover, games provide motivation for the young learners who participate actively in learning activities. Games introduce an element of competition into language-building activities. This offers valuable motivation to a purposeful use of language (Prasad, 2003). In other words, these activities provide a meaningful context for language use. The competitive atmosphere also makes learners focus and think critically during the learning process, which boosts unconscious acquisition of inputs. Many students who have involved in game-oriented activities have positive attitudes towards them (Uberman, 1998).

Furthermore, games can bring real world communication into the classroom. In that way, games help young learners improve their communicative competence unconsciously. Hadfield (1990) confirms that games provide powerful practice of language both inside and outside the classroom. They serve as a bridge between classroom and the real word.

Chen (2005) also summarizes the benefits of games in nine points:

Games…

- are learner centered.
- promote communicative competence.
- provide a meaningful context for language use.
- increase learning motivation.
- reduce learning anxiety.
- integrate various linguistic skills.
- encourage creative and spontaneous use of language.
- construct a cooperative learning environment.
- foster participatory attitudes of the students.

Learning vocabulary through games is one effective and interesting way that can be used in language classrooms. However, it is essential that suitable games are chosen.

2.1.4. How to choose and use games in language learning

The selection of language game can play valuable roles in vocabulary teaching. While focusing on how to choose games, it is important to take into account several factors such as young learners' language level, students' characteristics, the time for the games, the skills to practice and appropriate material selection. Tayson (2000, pp. 1-3) states that:

> A successful language game should be fun, involve friendly competition, keep all of the students involved and interested, require students to use language that is challenging, but not too difficult, give students a chance to learn, practice or review specific language materials, encourage students to focus on the use of language rather than the language itself. […] A language game shouldn't be used just to fill time (every activity should have a learning purpose), continue for too long, be degrading or discouraging for the 'losers', be too easy or too difficult for the students' age and proficiency level, and allow only a few students to participate for a long time while the others just watch.

Generally, games are used as a warm-up activity or as an ice-breakers in the beginning of a lesson. It is not wrong to say that teachers or trainers can use language games with the purpose of warm-up activity but games are more than that. Games can also serve as

a tool to review and cover previous knowledge of language (Uberman, 1998). Games can also be used to discover and internalize new language content (Dalton, 2004).

Baker (2000) notes that learning new vocabulary requires lots of practice in order to recall and use them in a correct way. If you use wide range of training activities then you and your students can take the advantage of the diversity.

2.1.5. Types of Language Games

It is often hard to classify games into categories because of various aspects. However, Hadfield (1999) describes two types of games: linguistic games and communicative games. Linguistic games put emphasis on the correct language usage. On the other hand, communicative games focus on the exchange of information and ideas.

The second taxonomy that Hadfield (1999, pp. 102-104) uses to classify language games has nine categories.

They are;

- Sorting, ordering, or arranging games.
- Information gap games.
- Guessing games.
- Search games.
- Matching games.
- Labeling games.
- Exchanging games.
- Board games.
- Role play games.

Toth (1995) makes another distinction of language games and states that there are two kinds of games: Competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal. The emphasis in the games is on successful communication rather than on correctness of language.

Langran (1994) also makes classification of games and suggests the following guidelines:

- Guessing games.
- Memory games.
- Putting things in order.
- Comparing pictures – finding differences.
- Comparing notes with other learners.
- Information gap games.
- Filling in diary / calendar.
- Collaborating to complete a task
- Word games.
- Simulations.
- Ice-breakers.

Expanding from this, Brown (2000, as cited in Dalton, 2005) suggests that different language games may be applicable to different levels of language. The levels of language use and learning are:

- Phonetics and phonology; pronunciation

- Morphology and vocabulary

- Syntax; grammar

- Semantics and idiomatic usage

- Discourse and pragmatics; conversation

When teachers prepare their lessons, they should know the advantages of Communicative Language Teaching and Meaningful Learning and choose appropriate games accordingly.

2.2. Communicative Language Teaching and Meaningful learning

There are many methods of teaching language. Some of them are widely used and others are out of usage. Richards (2006, p.45) claims that ''Today CLT continues in its classic form as seen in the huge range of course books and other teaching resources that cite CLT as the source of their methodology. In addition, it has influenced many other language teaching approaches that subscribe to a similar philosophy of language teaching''. Communicative language teaching is one of the widely used methods and a way of teaching language in a meaningful way. It assists students to take part in meaningful communication in the target language. Ausubel (2000) states that meaningful learning is different from and superior to rote learning. The previous knowledge, which makes a huge contribution to the acquisition process, paves the way for the new knowledge. Meaningful learning has a function over and above that of language learning itself. Communicative language teaching provides meaningful and authentic context where students can practice various ways of real communication. At the same time, successful communication requires enough vocabulary knowledge. Communicative language teaching and language games are good combination of teaching vocabulary.

Brown (2000, p. 266-267) gives the following overview of Communicative Language Teaching (CLT):

• Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.

• Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.

•Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

• In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

Richards and Rodgers (2001, p. 244) report: "Mainstream language teaching [...] opted for Communicative Language Teaching (CLT) as the recommended basis for language teaching methodology in the 1980s and it continues to be considered the most plausible basis for language teaching today [....]". They describe the essential principles of CLT as follows, as summarized by Dalton (2005):

- Activities that involve real communication promote learning.

- Activities in which language is used for carrying out meaningful tasks promote learning

- Language that is meaningful to the learner supports the learning process.

Richard and Rodgers (2001, p. 223) describe Task Based Language Teaching (TBLT) as a development of CLT. They report the key assumptions, as summarized by Feez (1998):

- The focus is on process rather than product.

- Basic elements are purposeful activities and tasks that emphasize communication and meaning.

- Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.

- Activities and tasks can be either those that learners might need to achieve in real life or those that have a pedagogical purpose specific to the classroom.

- Activities and tasks of a task-based syllabus are sequenced according to difficulty.

- The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.

In the literature, many writers link language acquisition and play, specifically games. Wright (1984, as cited in Dalton, 2005) notes:

> Games help and encourage many learners to sustain their interest and work. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give their information.

2.2.1. The Roles of Teachers and Learners in a Language Game Oriented Classroom

Teachers accept a wide range of roles to guide school and student' success. Whether these roles are appointed formally or not, they foster school's capacity to improve. For the reason that teachers can shape and influence the students in a variety of ways, many teachers can serve as leaders among students.

Richards (2006, p. 5) notes the roles of teachers and learners in the classroom:

> The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. And teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning.

In a Language class, the roles of teachers affect the quality of education. The skillful teacher knows how to manage the class well. He knows the characteristics of young learners, the needs of them and sets up the classroom setting in accordance with the expectations of young learners. Depending on the situation, a good teacher can split the classroom half, take care to guarantee that children work on something quiet. Over and above, he can put himself in the students' shoes to understand them better. He can look

from different angles to solve different problems. Therefore, the teacher is the person who provides a peaceful environment for young learns.

2.2.2. Mechanical, Meaningful and Communicative Practice

Good teaching practice is a key effect on student learning, an anticipated outcome and primary goal of language teaching process. Teachers do their best to meet the values of good practice in an effort to offer the best learning experience for their students. Crucial considerations in determining good teaching practice hold as follows. Richards (2006, p. 16) writes:

> Another useful distinction that some advocates of CLT proposed was the distinction between three different kinds of practice – mechanical, meaningful, and communicative. Mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practice use of particular grammatical or other items. Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, in order to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations. They are also given a list of prepositions such as across from, on the corner of, near, on, next to. They then have to answer questions such as "Where is the book shop? Where is the café?" etc. The practice is now meaningful because they have to respond according to the location of places on the map. Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest café, etc...

As seen above, there is a flow in the learning process from mechanical to practice. At the beginning of the class, the teacher or instructor of English just gives a presentation on a subject matter. Students don't internalize it. They just get the snapshot and work on it mechanically. Then, the next step comes which is a meaningful practice. This time, students do exercise on language. They keep their attention on the new material to learn and have a chance to cognitively process the new information by discussing and questioning it. This paves the way for meaningful learning. The final ring of the chain is communicative practice. Communicative practice makes learning perfect. In this step,

students accept or decline the offers, play roles, speak fluently, exchange ideas and explain their opinions on different situations. Needless to say, mechanical, meaningful and communicative practice are the building stones of learning the target language.

2.2.3. Emphasis on Pair and Group Work

Group work is a kind of cooperative learning. Its objective is to cater for individual differences, improve young learners' knowledge, communication skills, collaborative skills, critical thinking skills and attitudes. While using language games in the classroom, cooperative learning technique is more appreciated than competitive one. Pauline Gibbons (2002) offers the following principles when designing group work (including games) for language learning (as mentioned by Dalton, 2005):

- Clear and explicit instructions are provided

- Talk is necessary for the task (i.e., there is an information gap)

- There is a clear outcome for the group work

- The task is cognitively appropriate to the learners

- The task is integrated with a broader curriculum topic

- All children in the group are involved

- Students have enough time to complete tasks

- Students know how to work in groups

Most descriptions of CLT encourage teachers to use pair work or group work during their lessons. It helps young learners get organized to do work in pairs or small groups in the classroom. Small group work can encourage young learners to participate in the activities. It can also promote cooperative skills, such as listening, communication skills and problem solving. Furthermore, pair work can boosts the learning of pairs, regardless of how capable or incapable different members are. Pair work and group work have shown to be beneficial for young learners and adults as well.

Richards (2006, p. 20) notes several benefits of group and pair work:

• They can learn from hearing the language used by other members of the group.

• They will produce a greater amount of language than they would use in teacher fronted activities.

• Their motivational level is likely to increase.

• They will have the chance to develop fluency.

• Teaching and classroom materials today consequently make use of a wide variety of small-group activities.

2.2.4. Information-Gap Activities

An information gap activity is a practice in language teaching where students are missing information necessary to complete a mission or solve a problem and need to practice the target language with their classmates to fill in the gaps. It is often used in communicative language teaching and task-based language learning.

Richards (2006, p. 18) highlights the important aspect of communication in CLT with the notion of information gap. He then refers to the fact that:

> In real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task.

An information gap principle is a method which is developed by teachers to communicate with students who are not able to interact with people directly. This principle takes students into different situations as much as possible where some of them have some information and the others don't. In that way, students get the information from other students to fill the absence of information in the gaps to interact with each other. The information gap activity encourages students to communicate and improve their communication skills in the language. Moreover, it makes the students

more active in the learning process. In that way, it also provides a student-centered learning.

The following exercises make use of the information- gap principle (Richards, 2006, p. 18):

> Students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for A students) contains a picture of a group of people. The other set (for B students) contains a similar picture but it contains a number of slight differences from the A-picture. Students must sit back to back and ask questions to try to find out how many differences there are between the two pictures. Students practice a role play in pairs. One student is given the information she/he needs to play the part of a clerk in the railway station information booth and has information on train departures, prices, etc. The other needs to obtain information on departure times, prices, etc. They role-play the interaction without looking at each other's cue cards.

Klippel (1984, cited in Dalton, 2005): also explains the need for an information gap or opinion gap in communicative activities and gives a definition to the requirement for active learning. Klippel reports the key factors about information gap as follows;

> Learning is more effective if learners are actively involved in the process. The degree of learner activity depends, among other things, on the type of material they are working on. The students' curiosity can be aroused by texts or pictures containing discrepancies or mistakes, or by missing or muddled information, and this curiosity leads to the wish to find out, to put right or to complete. Learner activity in a more literal sense of the word can also imply doing and making things; for example, producing a radio program... forces the students to read, write and talk in the foreign language as well as letting them 'play' with tape recorders, sound effects and music. Setting up an opinion poll in the classroom... is a second, less ambitious vehicle for active learner participation; it makes students interview each other, it literally gets them out of their seats and – this is very important – it culminates in a final product which everybody has helped to produce. Further devices to make learners more active are games..., fun and imagination... and group puzzles...

As instructors, we should realize the value of information gap activities in the language classrooms. For instance; in a traditional, grammar oriented classroom, teacher always asks some questions to check the understanding of the students. Then, students answer the questions if they know the answers. This is an unrealistic approach to communication. A real communication involves a transfer of information from one

person to another. Briefly, information gap activities give students opportunities to practice the target language in a real way.

2.2.5. Jigsaw Method

Jigsaw Method can also be applied to language games in the classroom. Jigsaw exercises are some of the most commonly included examples in collections of language learning games. A jigsaw activity is a cooperative learning technique where students work in groups to teach each other something. The groups are given an overall assignment, and each student in each group becomes an 'expert' on a smaller part of it. When each student has taught what he knows to another group member, they have together learned the overall assignment and completed the jigsaw, similar to a puzzle. The following is an example of jigsaw activities (Richards, 2006, p. 19):

> The teacher plays a recording in which three people with different points of view discuss their opinions on a topic of interest. The teacher prepares three different listening tasks, one focusing on each of the three speaker's points of view. Students are divided into three groups and each group listens and takes notes on one of the three speaker's opinions. Students are then rearranged into groups containing a student from groups A, B, and C. They now role-play the discussion using the information they obtained. The teacher takes a narrative and divides it into twenty sections (or as many sections as there are students in the class). Each student gets one section of the story. Students must then move around the class, and by listening to each section read aloud, decide where in the story their section belongs. Eventually the students have to put the entire story together in the correct sequence.

Aronson (2004) also gives information on the jigsaw method (as cited in Dalton, 2005). It was first used in 1971 in Austin, Texas. The graduate students and Aronson had invented the jigsaw strategy that year. They found that they had to change the emphasis from a competitive atmosphere to a more cooperative one. In this context, they formed the jigsaw strategy. Since they had randomly introduced the jigsaw method into some classrooms and not others, they were able to compare the progress of the jigsaw students with that of students in traditional classrooms. In a short time there were clear differences, although students spent a short time in jigsaw groups. When tested objectively, jigsaw students showed less prejudice and negative feedbacks, were more

self-confident. Moreover, students in jigsaw classes were absent less often than were other students, and they had greater academic achievement.

Jigsaw method is a cooperative learning strategy. It enables students to work together to complete the prespecified tasks. In that way, they learn from their classmates a lot. In the jigsaw activity, each student masters different aspects of topics. Then, they come together and share information about the same topic. This also enables students to communicate in the target language. They put the things together to complete the puzzle. At the same time, it helps students improve their critical thinking abilities, problem solving skills and in turn their communication skills. Richards (2006, p. 19) also gives the practical information about Jigsaw method. Then, he goes on:

> These are also based on the information-gap principle. Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

As seen in the sample lesson above, the jigsaw method is remarkably useful in the language learning. It helps teachers to get positive educational outcomes at the end of the day. The jigsaw strategy is unarguable cooperative learning approach. Additionally, the jigsaw method is one of the best of all cooperative learning strategies. It really works in the language classes. Especially, teachers of English should benefit from this technique.

2.3. Characteristics of Young Learners

In order to improve the quality of learning process of young learners, teachers should know the special characteristics of young learners that differentiate them from adults. Halliwel (1992, pp. 3-5) clarifies the characteristics of children as:

- Children are already very good in interpreting meaning without necessarily understanding the individual word.

- Children already have great skill in using limited language.
- Children frequently learn indirectly rather than directly.
- Children take good pleasure in finding and creating fun in what they do.
- Children have a ready imagination, children words are full of imagination and fantasy, and it is more than simply matter of enjoyment.

The characteristic of young learners mentioned by Clark (1990, pp. 6-8):

- Children are developing conceptually: they develop their way of thinking from the concrete to the abstract thing.
- Children have no real linguistics, different from the adult learners that already have certain purpose in learning language, for instances, to have a better job, children rarely have such needs in learning a foreign language. They learn subject what school provide for them.
- Children are still developing; they are developing common skill such as turn talking and the use of body language.
- Young children are very egocentric, they tend to resolve around themselves.
- Children get bored easily. Children have no choice to attend school. The lack of the choice means that class activities need to be funny, interesting and exciting as possible by setting up the interesting activities.

For the effective teaching of vocabulary in language classes, primarily, it is important for the teacher to recognize the young learners' needs, characteristics, natures, cognitive process and linguistic achievements since this plays a vital role in what ways the teacher conducts the lesson. It is always hard to make students involve in the language activities. Each individual has different personality types. There may be reluctant students, unmotivated students or discouraged students. At his point, teachers need to understand the general characteristics of young learners to solve various problems in classroom setting. Moreover, getting the knowledge of young learners also paves the way for successful teaching of English. To be good at language teaching, the lesson needs to be designed in accordance with the characteristics of young learners. This is the only way to increase the quality of teaching process.

In a nut shell, while teaching vocabulary to young learners, it is better to be aware of the common facts related to young learners. One of the most important things of teaching English for young learners is to provide funny activities with hands on tasks and make them get involved with the activities that they are engaged in.

CHAPTER 3

METHODOLOGY

This chapter presents the methodology and gives core information about the application of language games. First, it introduces the research design, population, sampling and data collection. Then it gives detailed information on data analysis.

3.1. Research Design

In this study, the pretest-posttest Control Group Design was used in that true experimental designs have the highest level of control among experimental designs because the subjects within the groups were randomly assigned for each group. Since

subjects were randomly assigned, there was a higher control of the internal validity and external validity. Furthermore, there was a control group to compare the results of the subjects in the experiment with other subjects of similar status that had not been exposed to the treatment. Subjects were randomly selected and placed into two groups. All participants were 5th graders from a state run primary school. The study was conducted with 100 young learners 50% of them belonged to experimental group and 50% of them belonged to the control group. In the beginning of the implementation process, both groups were pretested. The first group was taken as the experimental group and exposed to the treatment. Within the course of two months, various language games were applied in the classroom. The second group, which was control group, received no treatment. Merely, the course books recommended by the Ministry of Education were used with the control group. All two groups were post tested at the end of two months. The data was interpreted with Statistical Package for Social Sciences (SPSS v.22). Moreover, the semi-structured interview was assigned to participants to elicit their attitudes toward language games. This research was a mixed type research since it gathered both quantitative and qualitative data.

3.2. Population and Sampling

The scope of this study consists of getting first-hand information about the effectiveness of language games on the improvement of vocabulary knowledge of young learners in Turkey. This study presents a general view for language learning games, and their appropriateness and usefulness for young learners' academic achievement in language, explore the attitudes of young language learners towards games and find out how games affect and contribute to young learners' language development. Moreover, this study investigates better and more appropriate language games for young learners Therefore, the state run primary schools in Turkey formed the universe for the study. The population of the study consisted of only the 5th graders in state run primary schools in Turkey. The sampling unit in this study was any student who was taking English classes in a state run primary school in İstanbul. Therefore, the sample size of the study stood at 100. The sampling unit of the study was randomly assigned. The sample selected for this study was limited to students enrolled in a state run primary school in İstanbul in Turkey for the 2013-2014 academic year. The sample was similar in nature to the

population that took English classes in other state run primary schools in Turkey and could thus be generalized.

3.3. Data Collection

3.3.1. Instrument

The aim of this study is to explore the effects of language games on the improvement of the vocabulary knowledge of young learners. That is why, this study is exploratory in nature. Therefore, it employed a vocabulary test and a semi-structured interview to collect data. The vocabulary test consisted of 30 questions. The parallel vocabulary tests were applied to control and experimental groups to measure the change in the vocabulary knowledge of young learners. The alpha coefficient for the thirty items was .801, suggesting that the items had relatively high internal consistency. (A reliability coefficient of .70 or higher is considered ''acceptable'' in most social science research situations). To elicit the ideas of young learners about the effectiveness of games and to reveal the attitudes of young learners towards educational games, the semi-structured interview, which included five interrelated questions, was also applied.

3.3.2. Procedures

Before the experiment, a pre-test was administered to both control and experimental groups. 40 minutes were allowed for students to complete the 30-item test. Then the treatment was applied to the experimental group. All conditions in both experimental and control groups were the same except for the fact that the control group received no treatment. The control group was plainly taught by the course books which were recommended and supplied by the Ministry of Education. Language games were put into practice in two separate sessions each week. (Each session was around five to thirty minutes.) In the course of two months, various language games were used in the experimental group. At the end of the two month training program, a post-test was administered to both experimental and control groups to measure their vocabulary development. After the posttests, the semi-structured interview was also administered to the experimental group to reveal their attitudes towards language games.

3.4. Data Analysis

This study is a mixed type research in which quantitative and qualitative methods and techniques are mixed in one overall study. The quantitative data is used for one phase of the study and the qualitative data is used for another phase of the study. First, the experiment (quantitative) was conducted with the participants. This stage of the experimental study yielded the quantitative data. Then, the quantitative data was collected and entered into computer. The data was interpreted with the Statistical Package for Social Sciences (SPSS v.22). In order to see the internal consistency of the items in the test, their alpha (α) coefficient was computed. The alpha coefficient for the thirty items was found to be .801, suggesting that the items had relatively high internal consistency. The Kolmogorov Smirnov Test was used to show that parametric tests could be used in this study. Parametric methods made more assumption than non-parametric methods did. Paired samples t-tests were used to present the pre-test and post-test scores of each group in term of mean, standard deviation and standard error mean. Independent Samples t-tests were also used in this study to show mean scores of groups in terms of types of games, distinction among games and gender. For this reason, the experiment is also replicable for researchers to validate the results. In the second phase of the study, an interview was made with participants in the experimental group to see how they view the language games. To elicit their ideas and attitudes towards language games, five interrelated interview questions were asked and responses were interpreted by theming answers for each questions.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents the findings, analysis and interpretation of the gathered data. Two types of data collection tool were used in this study. They were parallel tests and semi-structured interview. Then, the data from parallel tests was entered into SPSS v. 22 about different variables. All the information was analyzed and calculated by different techniques used in quantitative research. Apart from this, in order to strength the quality of the methodology, qualitative data was also collected. The semi-structured interview was administered to young learners to collect qualitative data. Five interrelated

questions were asked young learners to reveal their attitudes towards language games. The presentation, analysis and interpretation of the data is as follows;

4.1. Presentation, Analysis and Interpretation of the Quantitative Data

Table 1

Table 1 presents the sampling distribution and the test of normality. According to the data, both the control group and the experimental group consist of 50 participants in a state run primary school. In total, 100 participants take part in the study. The groups have a fixed number of parameters. In that way, The Kolmogorov Smirnov Test demonstrates that parametric tests can be used in this study. Parametric methods make more assumption than non-parametric methods do. Therefore, this study has more statistical power and can produce more accurate and precise estimates.

Research Question 1: *Are language games useful in the process of vocabulary teaching to young learners?*

One-Sample Kolmogorov-Smirnov Test

		Control Pre Test Scores	Experimental Pre Test Scores	Control Post Test Scores	Experimental Post Test Scores
N		50	50	50	50
Normal Parameters[a,b]	Mean	4,8400	5,6000	8,0000	19,7600
	Std. Deviation	2,58220	1,95876	2,04041	3,21070
Most Extreme	Absolute	,125	,141	,152	,230
Differences	Positive	,122	,099	,152	,230
	Negative	-,125	-,141	-,112	-,092
Kolmogorov-Smirnov Z		,882	,996	1,075	1,628
Asymp. Sig. (2-tailed)		,418	,274	,198	,010

a. Test distribution is Normal.

b. Calculated from data.

Table 2

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Control Pre Test Scores	4,8400	50	2,58220	,36518

	Experimental Pre Test Scores	5,6000	50	1,95876	,27701
Pair 2	Control Post Test Scores	8,0000	50	2,04041	,28856
	Experimental Post Test Scores	19,7600	50	3,21070	,45406

Table 2 introduces the t-test results in terms of mean. In the implementation process, both the control and the experimental group were pretested. Then the experimental group was exposed to treatment. Within the course of two months, various language games were applied in the classroom. The second group, which was control group, received no treatment. Merely, the course books of Ministry of Education was used with the control group. All two groups were post tested at the end of two months. According to the table 2, the data contains samples under two conditions. When the pre-test is applied for both control and experimental group, the mean of the former is 4, 8400 and the latter is 5, 6000. When the post-test is applied, the mean of the control group is 8, 0000 and the experimental group is 19, 7600. The mean difference between in each of the two post-test scores is 11, 76. There is a significant difference between the scores in the two samples. From this fact, we can conclude that participants in the experimental group got better test scores than participants in the control group.

Table 3
Paired Samples Test

Paired Differences	Mean	Std. Deviation	Std. Error Mean	Confidence Int. Lower	Upper	t	df	Sig. (2-tailed)
Pair1 Control Pre Test Scores – Experimental Pre Test Scores	-,7600	3,23602	,45764	-1,67967	,15967	1,661	49	,103
Pair2 Control Post Test Scores – Experimental Post Test Scores	-11,760	3,45561	,48870	-12,74207	-10,77793	-24,064	49	,000

Table 3 presents the pre-test and post-test scores of each group in term of mean, standard deviation and standard error mean. The Mean difference between post-test scores is -11,760. The Standard Deviation of both post-test scores is 3, 45561. The Standard Error of Mean for both groups is 0, 48840. The Sig. (2-Tailed) value in our

study is 0.000. This value is less than .05. Because of this, we can conclude that there is a statistically significant difference between the mean scores of control group and experimental group. Since our Paired Samples Statistics box revealed that the Mean scores of experimental group was greater than the Mean for the control group, we can

Table 5

Group Statistics

	Types of Games	N	Mean	Std. Deviation	Std. Error Mean
Experimental Group	Linguistic	17	17,2941	1,35852	,32949
	Communicative	33	21,0303	3,15718	,54959

conclude that the participants in the experimental group were able to get significantly better scores than participants in the control group.

Research Question 2: *Do young learners prefer to play linguistic or communicative games?*

Table 4

Types of Games

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Linguistic	17	34,0	34,0	34,0
	Communicative	33	66,0	66,0	100,0
	Total	50	100,0	100,0	

Table 4 presents the group statistics in terms of types of games. The experimental group consists of 50 participants. 34% of whom prefer to play linguistic games and 66% of whom prefer to play communicative games.

Table 5 introduces the types of games in terms of mean scores. According to the group statistics box, the mean score of the participants who prefer to play linguistic games is 17, 2941. The mean score of the participants who prefer to play communicative games is 21, 0303. The mean score difference between the linguistic game players and the communicative game players is 3, 7362. The results indicate that communicative game players were able to get better mean scores than linguistic game players.

Table 6

Independent Samples Test

		F	Sig	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Experimental Group	Equal variances assumed	6,705	,013	-4,645	48	,000	-3,73619	,80442	-5,35358	-2,11879
	Equal variances not assumed			-5,831	46,995	,000	-3,73619	,64080	-5,02530	-2,44707

Table 6 shows the Independent Samples Statistics in terms of types of games. The results indicate that there is a statistically significant difference (p = .000). In other words, there is a statistically significant difference between the mean scores of linguistic game players and communicative game players. The decision rule is given by: If p ≤ α. 000, is less than .05, so it implies that we observed a difference between the mean scores of participants.

Research Question 3: *What kind of games are better for young learners, competitive or co-operative games?*

Table 7

Distinction Among Games

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cooperative	19	38,0	38,0	38,0
	Competitive	31	62,0	62,0	100,0
	Total	50	100,0	100,0	

Table 7 introduces group statistics in terms of distinction among games. The experimental group consists of 50 participants. 38% of whom prefer to play cooperative games and 62% of whom prefer to play competitive games.

Table 8

 Group Statistics

	Distinction Among Games	N	Mean	Std. Deviation	Std. Error Mean
Experimental Group	Cooperative	19	19,6842	3,16320	,72569
	Competitive	31	19,8065	3,29059	,59101

Table 8 displays the distinction among games in terms of mean scores. According to the group statistics box, the mean score of the participants who prefer to play cooperative games is 19, 6842. The mean score of the participants who prefer to play competitive games is 19, 8065. The mean score difference between the cooperative game players and the competitive game players is 0, 1223. The results indicate that cooperative game players were not able to get better mean scores than competitive game players.

Table 9

 Independent Samples Test

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval Lower	Upper
Experimental Group	Equal variances assumed	,056	,814	-,129	48	,898	-,12224	,94499	2,02228	1,77779
	Equal variances not assumed			,131	39,397	,897	-,12224	,93590	2,01467	1,77019

Table 9 shows the Independent Samples Statistics in terms of distinction among games. The results indicate that there is not a statistically significant difference (p = .898). In other words, there is not a statistically significant difference between the mean scores of cooperative game players and competitive game players. The decision rule is given by: If p ≤ α. .898, is greater than .05, so it implies that we failed to observe a difference between the mean scores of participants.

Research Question 4: *Does gender affect young learners' achievement in vocabulary learning through games?*

Table 10
 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	54	54,0	54,0	54,0
	male	46	46,0	46,0	100,0
	Total	100	100,0	100,0	

Table 10 displays the group statistics in terms of gender. All participants are fifth graders from a state-run primary school. The study was conducted with 100 participants, 46% of whom are male, and 54% of whom are female.

Table 11
 Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Experimental Group	female	27	20,3333	3,50823	,67516
	male	23	19,0870	2,74546	,57247

Table 11 presents the group statistics in terms of gender in experimental group. The experimental group consists of 50 participants, 27 of whom are female and 23 of whom are male. The Mean score of females is 20, 3333 and the Mean score of males is 19, 0870.

Table 12
 Independent Samples Test

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Experimental Group	Equal variances assumed	,967	,330	1,381	48	,174	1,24638	,90273	,56869	3,06144
	Equal variances not assumed			1,408	47,691	,166	1,24638	,88519	,53371	3,02647

Table 12 shows the Independent Samples Statistics in terms of gender. The results indicate that there is no statistically significant difference ($p = .174$). In other words, there is not a statistically significant difference between the mean scores for males and females. The decision rule is given by: If $p \leq \alpha$. 174 is not less than or equal to .05, so it implies that we failed to observe a difference in the number of gender among participants.

4.2. Presentation, Analysis and Interpretation of the Qualitative Data

Semi-Structured Interview Questions

In this part, the interview, made with young learners on language games, is presented and interpreted. The interview has five interrelated questions. The interview questions seek to gather detailed information on the effectiveness of language games. The interview questions were administered to 30 young learners in the experimental group. The semi-structured interview questions reveal the attitudes of young learners towards language games. The interview questions are as follows;

1. How well do you think language games meet the needs of Young Learners?

2. Are language games useful in the process of vocabulary learning?

3. Do you feel safe while playing language games? If not, please tell us why.

4. Can you tell us the things that you like most about language games?

5. What important achievements have you accomplished since you played language games?

1. How well do you think language games meet the needs of Young Learners?

Young learners state that *''we get to know each other better while playing language games''*. They take place in the same group during the language activities and work together. This helps them get socialized in the community. They learn how to act, treat and share. This has a significant effect on how the child deals with learning vocabulary. Moreover, language games provide an atmosphere of belonging and motivation where all young learners feel encouraged and can learn from their classmates.

Young learners mention that *''we get bored of monotonous lessons''*. When teachers bring authentic materials such as small cards, pictures, songs, charts and some other visuals into the classroom, these materials catch their attention and build knowledge of vocabulary in a playful way. When new vocabulary is introduced and practiced with games or game like activities, young learners appreciate it and this reinforces learning new vocabulary in a meaningful way. Fun materials also encourage reluctant young learners get involved in language games and overcome the challenges of learning a new language. As teachers, we need to be aware that language games provide various learning opportunities for young learners. They give children a chance to learn words and language that they may not be able to learn in a traditional classroom.

2. Are language games useful in the process of vocabulary learning

Young learners think that they have a lucky break when language games are used in the classroom. They believe that language games change the routine of the language class. Therefore, they find language games motivating and encouraging. They find them challenging as well since language games require a great deal of critical thinking abilities. Additionally, young learners support the idea that *''we learn and practice in various skills such as reading, writing, listening and speaking''*. Games help students learn in a holistic way. In that way, young learners use the target language actively by

differentiated language games. These language games deal with different and interesting language activities that are appropriate for their language levels. They are useful and effective in language learning process and set a meaningful context for vocabulary input.

Young learners draw attention to the usefulness of language games. They state that *''the use of language games has generated much interest in the classroom''.* As an educational aid, it can be said that language games attract young learners' attention. On top of all these, thanks to the feedback from the environment, classmates and the instructor, young learners become more aware of their own learning which is very useful as well. These findings aim to help instructors make a more informed decision for young learners' learning process.

Playing different language games from lesson to lesson changes the routine of the syllabus. Young learners states that *''we always wonder which game to play''.* They prefer to play the games they know well. However, when the game is overused, it is hard to motivate students. For this reason, teachers change the order of the language games and students appreciate it. The other point students report is achievement. Language games give young learners a sense of achievement. They win the prize at the end of the game, beat other group members, get positive feedback from teachers and classmates or see the winners' name on the board. Students can also make or prepare their own game materials. This is also motivating for young learners. They use their imagination and creativeness to prepare cards, draw pictures, and bring authentic materials to the class. They have a chance to choose their game materials. Sometimes, they can even change or modify the rules of the games. The democracy in the classroom also gives students a sense of achievement.

3. Do you feel safe while playing language games? If not, please tell us why.

Young learners state that *''Language games provide a friendly atmosphere in the classroom''.* These games develop an atmosphere where all students feel like a part of the whole. Pair work and group work activities provide a chance to be recognized by

the classmates and reduce the negative effects of teacher centered classroom environment. In that way, young learners feel safe and more comfortable in the learning process. Feeling of confidence is a great factor in the learning process. This lowers the anxiety levels of young learners and provides ambition for learning.

Young learners also think that positive feedbacks and reinforcement play an important role in the sense of belonging to the class. Pointing out the students' achievement in the right place at the right time is very important. They gain self-confidence and self-esteem. This gives a chance to feel a sense of accomplishment. The praise by teachers encourages them to have positive attitudes towards the subject matters. In general, the functions of language games in language classes have a huge impact on students' motivation. They reduce the stress in the classroom. Language games also help young learners personalize and internalize their learning outcomes extensively.

Young learners state that *''we feel safe in group work or pair work activities since we don't get criticized directly''*. They benefit from the use of group works. Group and pair work activities allow students also to work together and share their ideas. Working in groups is a common part of the classroom environment and may be a good approach for students to take certain tasks, responsibilities or special projects. While it can be challenging for different personality types to work together on a language game, it has its advantages, both for the teachers and the students involved. The advantages of group work are more than just working together. They set a peaceful classroom atmosphere where students work in the actual classroom setting.

4. Can you tell us the things that you like most about language games?

Language games make learning fun. Young learners have fun with the language games because of the various language activities, authentic materials, colorful small cards and posters etc… All the students confirm that ''*we enjoy language games and share lots of things in common''*. Language games allow young learners to play together and practice language. Games which involve more than one player encourage students to work cooperatively to achieve language objectives. This also fosters friendships among young learners. Language games that involve cooperative study give motivation to focus on language activities and make difficult grammar structures easy as well.

Young learners feel so happy when they hear that they are going to play language games. Young learners state that *''we feel relaxed and safe when we participate in a game''*. Young learners are observed that language games give positive energy and motivation for them. Moreover, the prize they will win at the end of the game also encourages them. They deal with different challenges while trying to win the game. They pull together in spite of the difficulties of the language games. The sense of winning the game makes young learners happy. This has a huge impact on the learning process. Therefore, language games take young learners' feelings into account and provide better opportunities for effective vocabulary learning.

5. **What important achievements have you accomplished since you played language games?**

Young learners in language classes surely make progress in vocabulary and the games help them learn new words that uttered in the language games. Young learners state that *''language games help us remember our existing vocabulary at the same time''*. Furthermore, our students state that the games are useful for them to develop their vocabulary knowledge because they play together, cooperate and consequently, they learn from their classmates. Regarding the effectiveness of language games, interviewed students report that they learn new vocabulary more quickly and recall it better.

Keeping the students interested in learning process is one step forward of conducting a language activity. Young learners express their deepest interest and feelings while taking part in language games. It is essential to know that learning process meets the needs of young learners. Otherwise, they will rebel against the activities, be discouraged and have negative attitudes towards subject matters. Therefore, language games generate much interest for young learners. Creating positive attitudes towards language, teachers, classmates and other stakeholders in learning process is the biggest achievement of young learners.

CHAPTER 5

CONCLUSION

This chapter introduces the conclusion. It starts with a summary of the research which shows the usefulness of language games in the learning process. Then it presents recommendations for further studies and gives a wide range of suggestions for the forthcoming studies.

5.1. Summary and Discussion

The purpose of the study was to show that language games were a wonderful resource to build vocabulary for young language learners. Language games helped young learners to develop strong vocabulary skills and, in turn, their English skills also grew. In addition, they learned more quickly and retained vocabulary in their reservoir better and for a long time. It should be noted that they made a huge progress in a limited time thanks to language games. In general, the roles of educational games cannot be ignored in teaching and learning vocabulary.

This research displayed the effectiveness of the language games in language learning process. The perception and attitudes of young learners revealed that they reacted to this kind of method in vocabulary learning in a positive way. They expressed their fulfillment and had pleasant feelings towards games. In the light of this study, it is expected that language games will be used by more teachers for young learners' language development. Furthermore, it is anticipated that language games will be analyzed, integrated and utilized in educational programs made by Ministry of Education and the course books will provide more efficient language games for young learners to develop their language skills.

The pedagogical value of language games has been well known. Apart from their contribution to the learning process, language games provided a context for meaningful learning where students found much interest in language activities. They loved to have fun and played popular games. They played again and again, got used to the routine of the games but never got bored. Young learners were aware of that the level of excitement and the output of language games were always different and authentic. That is why, they take language games and in turn learning process seriously. This process provide rich enjoyment and serious commitment. Needless to say, language games demonstrate the quality and originality in education.

Children discover the world through games. All the activities and tasks need to be fun in primary schools. This plays a vital role in growing up and learning. Young learners learned and enlarged their language knowledge thanks to games. Even the reluctant children could take part in the language activities and changed their negative attitudes

towards class since language games could energize the class. The language games can make a mystic flow in the air of the classroom. Even students can take a vacation in their dream. For this reason, the qualities mentioned above distinguish language games from other communicative or task based approaches. The language game is a tool for young learners to achieve their objectives directly or indirectly related language.

Language games were multifunctional. Teachers could employ their language games in various situations. They could introduce new language items, practice, check and revise certain themes, relax or energize a class. They could use language games for different purposes. Teachers could motivate unmotivated students or manage the classroom better and easier. As known, children have short attention span. As instructors, we should also consider this factor. Language games help students keep them in language activities all the time. However, a game needs to be more than merely fun. It should take the children one step forward each day. To achieve this, the theme of the game should be appropriate for students level, have clearly noticeable objectives and instructions. In this way, teachers can take advantage of language games in many ways.

5.2. Recommendations for Further Studies

The present study examined relevant variables such as the attitudes of young learners towards language games yet there are certain additional variables that were excluded due to reasons like measurements issues. For instance, there may be some unwilling students towards language games. Thus, the reasons behind their behaviors could be examined in future researches.

The present study was limited in nature since it took two months. Longitudinal studies should be conducted in future to test the effectiveness of language games on the improvement of vocabulary knowledge among the study variables. The effectiveness of language games have been researched more often in developed countries and this research was focused on a developing country. Thus, there is a need for cross-country comparison studies to identify common and disparate factors related to language games and vocabulary teaching.

Lastly, though the instrument shows scientific reliability and validity, yet there are not many studies conducted in the field of vocabulary teaching through games in Turkey. More studies are required before this study is established as an acceptable tool for measuring young learners' behaviors towards language games. The relations within different variables were tested through several models such as One Sample Kolmogorov-Smirnov Test, Paired T-Test, Gender Statistics, Group Statistics, and Independent Sample T-Tests etc… Therefore, future researches should also aim at taking into account various evaluation procedures and models in a holistic view.

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APPENDICES

Appendix 1: About the Application of Language Games

Appendix 2: Pre-Test Questions

Appendix 3: Answer Key (Pre-Test Questions)

Appendix 4: Post-Test Questions (Parallel)

Appendix 5: Answer Key (Post-Test Questions)

Appendix 6: Semi-Structured Interview Questions

App. 1

 About the Application of Language Games

In this section, 20 language games, which were applied to the 5th grades in a state-run primary school within two months, will be presented and detailed information will be given on the objectives, group size, preparation time, playing time, interest level,

materials needed and ability level of each game. The EFL Playhouse Web Site is an excellent source of language games for teachers of young English language learners (http://www.esl4kids.net/games.html).

Against the Clock

Skills: verbal description; vocabulary review

Group Size: 2-20

Time: 5-15 minutes

Materials Needed: Vocabulary word or picture cards

Interest Level: 5-young adult

Ability Level: upper beginning to advance

Game: A box of vocabulary cards is kept in the classroom. As an end of the week review or a filler for those last five minutes of class, teacher selects a student, hands him or her the box and sets a time limit of thirty to sixty seconds. This student draws a card from the box, then proceeds to describe the object, action, emotion, etc. As soon as the class guesses the word, the student proceeds to the next card, and so forth. One point is given for each word guessed by the class. If a student does not know the meaning of a vocabulary word he or she draws, he or she may skip it; however, one point is deducted for each skipped card. This activity works well as either a team or an individual exercise. For added practice, teacher may randomly ask students to use reviewed words correctly in sentences at the end of each timed turn.

Alpha Toss

Skill: identifying initial sounds; combining sounds

Group Size: 4 to 30

Prep Time: >1 hour

Playing Time: 5-20 minutes

Interest Level: ages 4 to 12

Ability Level: beginning to intermediate

Game: Teacher prints each letter of the alphabet on a separate A4 sheet. In the lower right hand corner, he assigns a point value to each letter. If at all possible, laminate these for prolonged life. Purchase half a dozen bean bags, or bean bags by filling old socks with dried beans, sand, etc., then tying them shut. Place letters in four rows, six in the first, seven in the second, six in the third, and seven in the fourth. Students then stand at an assigned line and toss a bean bag onto the playing area. Beginning students must think of a word beginning with the letter upon which the bean bag landed, then use the word in a sentence. Intermediate students should toss two to three bean bags, think of words that began with all letters, then use all words in one sentence. For more advanced students, teacher might have them toss all six bean bags, then form a word using as many of the letters as possible. Points are assigned for each letter used.

Blind Man's Treasure Hunt

Objective: Players try to guess the contents of packages by touch.

Group Size: 4 to 24

Prep Time: > 20 minutes

Playing Time: 5-20 minutes

Interest Level: ages 3 to 14

Ability Level: beginning to intermediate

Preparation: Wrap several objects of various weight, shape, and texture in separate parcels. Place these on table.

Game: Students are divided into two teams. Teacher may blindfold a player and lead him to the table. He or she should select a parcel and try to guess its contents. He or she may ask up to five yes/no questions before guessing the parcel's contents. (i.e. "Is it something you wear?" "Is it something you eat?" etc.) If student guesses contents of parcel, parcel is removed from table, and his or her team receives one point.

Variation: Teacher may wrap several small objects that could be given as prizes (pencil, eraser, notebook, candy, balloons, etc. in separate parcels. If student guesses contents of parcel, he or she wins the prize.

Blind Postman

Language Objective: review of geographic locations and modes of travel.

Game Objective: a blindfolded player tries to sit in an empty seat while two or more players or changing places.

Group Size: 4 to 24

Prep Time: > 5 minutes

Playing Time: 5-20 minutes

Interest Level: ages 4 to 12

Ability Level: beginning to intermediate

Preparation: Teacher may place chairs equal to number of students minus one in circle. (For example, if twelve students are present, teacher should place eleven chairs in circle.) Then he assigns each student a name. Teacher may name students after cities,

states or provinces, countries, or specific locations [bank, grocer, hospital, bookstore, etc.]. All names, however, should come from the same category.

Game: Teacher chooses one student to the postmaster. The postmaster is blindfolded, led to the middle of the circle, and spun around a couple of times so that he or she is somewhat disoriented. Warning: DO NOT spin the student around more than a couple of times; young children especially may get sick! The postmaster then announces that a letter has been sent between two locations. For instance, "A letter is going from Japan to China." Players bearing the before-mentioned names must then switch places while the postman attempts to steal on of their seats. If the students called upon reach their seats, the postman must announce another letter. If, however, the postman manages to steal a seat, the player without a seat becomes the new postman.

Variation: The postman may also say how the letter is to travel, thus indicating how students must move. (The postman must use the same mode of travel.) Suggestions include the following:

- By air--Students move quickly.
- By train--Students march at a steady pace.
- By water--Students crawl slowly.
- By foot--Students walk normally.
- By horse--Students gallop like horses.
- By bicycle--Students skip.
- By unicycle--Students hop on one foot.

Advanced Variation: The postman may announce more than one letter at a time. For instance, "A letter is going from the school to the bank and from the doctor's office to the hospital." For added interest, the postman may send these letters by different modes of transportation. For example, "A letter has been sent by air from Seoul to New York and

by boat from London to Jerusalem." In this instance, the postman may travel by either mode of transportation.

Close Your Eyes

Skills: Describing physical appearance; asking and responding to questions; visual discrimination

Group Size: 4 to 24

Prep Time: none

Playing Time: 5-20 minutes

Interest Level: ages 3 to adult

Ability Level: beginning to intermediate

Language used: "Look at _____." "Close your eyes!" colors, shapes, positions, articles of clothing

Game: Teacher chooses a student to begin. He tells the student, "Look at _____." Then he allows the student to examine the person or object for about five seconds, then directs the student, "Close your eyes!" After the student's eyes are closed teacher asks him or her a question about the person or object examined. For example, he might ask, "What color is Sung-ho's shirt?" or "Is there a box of crayons on my desk?" If the student responds incorrectly, he directs him or her to open his or her eyes and inspect the object for five more seconds. Teacher directs the student to close his or her eyes again and ask another question. Depending on class size, teacher may allow students up to three turns. If the student correctly answers the question, he or she chooses a player as well as a person or object and asks the next question.

Disaster

Objective: to recognize and describe changes in a specific setting.

Group Size: 4 to 24

Prep Time: none

Playing Time: 5-20 minutes

Interest Level: ages 3 to adult

Ability Level: beginning to intermediate

Game: Teacher divides students into two teams. He sends one team outside of the classroom (with a co-teacher, if students are very young.) Teacher allows the other team a set period of time (two to five minutes depending on students' ages) to make changes to the classroom (like hang a poster upside down, move books, switch pictures, exchange chairs, etc.) or themselves (shoes on wrong feet, sweater inside out, socks off, jewelry traded, etc.) At the end of the time period, the opposing team returns to class and points out as many changes as its members detect. One point is given for each correct response (vocabulary and known syntax). Teams then reverse roles and continue. The winning team is the team that describes the greatest number of changes correctly.

I'm going to the Supermarket

Skills: naming food items, listing items in alphabetical order, identifying initials sounds, recalling items in a series

Group Size: 2 to 36

Prep Time: none

Playing Time: 5-15 minutes
Interest Level: ages 3 to adult

Ability Level: beginning to lower intermediate

Games: Teacher chooses a student to begin. This student will say, "I'm going to the supermarket to buy [food item beginning with "a"]." The next student will then say, "I'm

going to the supermarket to buy [food item beginning with "a" named by first student] and [food item beginning with "b"].

Play continues, with each student recalling all previously mentioned items and adding another item in alphabetical sequence. If a student misses an item or cannot think of an item to add, he or she is out. The last remaining student wins.

If play continues after all letters have been exhausted, students repeat all previously named words, then add a new word beginning with "a" and continue through the alphabet once more. For example, "I'm going to the supermarket to buy apples and . . . zebra meat and apple juice . . .”

I Spy With My Little Eye...

Objectives: to describe common objects; to increase sensory perception; to verbalize sensory detail

Group Size: 4 to 24

Prep Time: none
Playing Time: 5-15 minutes

Interest Level: ages 3 to 16

Ability Level: beginning

Language Used: Classroom objects; colors; "Is it _____?"; "Yes, it is."; "No, it isn't."

Game: Teacher chooses one student to be the spy. The spy looks around the room and selects and object which he or she then whispers to the teacher. *(With very young students, it might be better to have them tell a teachers outside of the classroom.)* He or she then announces to the class, "I spy with my little eye something [color]." Students then take turns guessing what the spy has seen object (i.e. "Is it the teacher's shirt?") Whoever guesses correctly becomes the next spy.

In the City

Skill: Following oral directions to arrive at a specific locations

Group Size: 4-12

Prep. Time: 5 minutes [ready-made map]-1 hour [teacher-made map]

Time: 10-30 minutes

Interest Level: ages 3-adult

Ability Level: beginning

Materials: two identical city street maps listing sites such as school, post office, department stores, hospital, churches, police stations, etc.

Game: Teacher divides students into two groups. Student from each group places his car on map at a prescribed location. Teacher gives directions to destination. (Example: "Turn right on to Main Street. Go four blocks. Turn left at the church. Turn right onto the next street. Cross the railroad tracks. Take the next left. The supermarket is two blocks down on your right.") Other students should monitor to see that driver follows prescribed route. (For ex; each student is given 10 tokens at the beginning of the game. Observing students were highway patrolmen who could fine driver one token for directional violations. Students got to exchange tokens for M&M's at the end of the game.)

In the Dark

Skill: Describing how a given object feels; associating descriptive terms with an appropriate object

Group Size: 4 to 24

Prep Time: ~1/2 hour

Playing Time: 5-20 minutes

Interest Level: ages 3 to 14

Ability Level: beginning to intermediate

Language used: Common objects; words that describe texture/feeling--soft, hard, rough, smooth, silky, light, heavy, small, large, cold, sharp, dull, etc.

Game: Teacher fills a box with textured items--a piece of blanket, a feather, a square of sandpaper, a rock, a small pillow, a bean bag, a coin, a ball, etc. Teacher blindfolds one student. He chooses one item from the box and show it to the rest of the class. They must then give the blindfolded student clues to help him or her find the object. For example, "it's small. It is round. It's cold. It's heavy," and so forth.

Occupation, Please!

Skill: identifying and discussing occupations

Group Size: 4 to 20

Prep Time: > 20 minutes

Playing Time: 5-20 minutes

Interest Level: ages 5 to adult

Ability Level: beginning to lower intermediate

Game: Teacher pastes pictures of people engaged in various occupations on 4 x 6 or larger cardstock, or write occupations on cardstock (if students can read).

Teacher selects student to begin. The student draws a card and must assume that occupation shown. Other students ask yes/no questions in order to guess occupation. Sample questions might be...

- Do you work inside?
- Do you treat sick people?
- Do you work with children?
- Do you work in an office?
- Do you travel a great deal?

The first student to guess the correct occupation draws the next card.

Photographic Memory

Vocabulary Objective: to review and remember vocabulary.

Game Objective: to recall items, words, or pictures seen.

Group Size: 4 to 24

Prep Time: > 10 minutes

Playing Time: 5-20 minutes

Interest Level: ages 3 to adult

Ability Level: beginning to intermediate

Preparation: Teacher places a variety of small items or flashcards (word or picture) face down on a table. Then, he covers these with a cloth or towel until playing begins.

Game: Teacher uncovers the objects and allows the players a set amount of time (1-3 minutes, depending on students' ages) to memorize them. Players may not make any notes about the contents. At the end of the time, objects are removed or recovered. If players can write, they are asked to list as many of the items as they can remember. The student with the most detailed list wins. If students cannot write, they are divided into

two teams. Teams form two separate lines. The student in the front of the first line tries to recall an item he or she saw. For recall, one point is awarded. If the student can also use the item in a sentence, a second point is awarded. The student then goes to the back of the line. The student at the front of the second line repeats the process. If a student cannot remember an item, he or she goes to the back of the line and no points are awarded.

Variation: If the teacher is teaching phonemic awareness, he might have the student name the letter of the initial consonant sound instead of using the word in a sentence.

Police Artist

Skill: accurately describing people; comprehending descriptions

Group Size: 4 to 12

Prep Time: > 20 minutes

Playing Time: 5-20 minutes

Interest Level: ages 4 to 14

Ability Level: beginning to lower intermediate

Game: Teacher pastes pictures of various people on 4 x 6 or larger cardstock. Clothing catalogs are ideal sources of pictures. Cards should reflect a wide assortment of ages, nationalities, clothing, hair styles, and eye and hair color. Each student will need paper (scrap paper is fine) and colored pencils, markers, or crayons. One student selects a card. He or she then describes the person on the card to the rest of the class. His or her description should be as detailed as possible. For instance, "The person is a woman. She has long, wavy brown hair. She is European or North American. She has green eyes. She is wearing small gold glasses. She is wearing black pants. She is wearing a green blouse. She has a brown watch on her left arm. She is wearing black boots." OR "The person is a man. He is Oriental. He has short, black hair. He is wearing a gray, three-piece suit. He is wearing black slip-on shoes. He is wearing a white and red pinstriped

shirt." After the description is completed, the teacher evaluates the drawings. The student whose drawing comes closest to the original picture chooses the next card.

Question Toss

Skill: Asking and responding to questions

Group Size: 4-20

Prep. Time: none

Time: 5-15 minutes

Interest Level: ages 3-12

Ability Level: beginning-lower intermediate

Materials: inflatable or cloth ball (safe for indoor use)

Game: Teacher makes a circle and asks a question, and toss the ballot a student to answer. That student must then ask a question and ball onto another player. Vary question complexity based on the ability levels of students. Play can be simple enough to use with absolute beginners ("What's your name?" "My name is _____") or challenging enough to engage lower intermediate learners, depending on the types of questions used. For competitive play, Teacher may choose to eliminate players who respond incorrectly or who respond too slowly to a question.

Red Light! Yellow Light! Green Light!

Skills: Comprehending "stop," "go," and "be careful"; associating correct actions with traffic signals; listening comprehension

Group Size: 4 to 24

Prep Time: >5 minutes

Playing Time: 5-15 minutes

Interest Level: ages 3 to 10

Ability Level: beginning

Language used: go; stop; be careful;

Preparation: Teacher cuts a red, a yellow, and a green circle out of heavy paper. He laminates if possible.

Game: Teacher chooses one student to be the traffic light and another to be the traffic cop (or highway patrolman). All other students are cars. The traffic light holds up a circle and calls out "Stop!", "Be careful!", or "Go!" depending on the color of the circle he or she chooses. The traffic cop must watch the light and the cars. When the light is green and the traffic light has called, "Go!" students may run around freely. On yellow, students may move, but anyone whom the cop tags is out. When the light turns red, everyone must freeze. If the cop detects any movement on red, the player is out. After students have become familiar with the oral commands, the traffic light may discard the colored circles and simply call words. Students must then listen carefully to ensure that they are following directions.

Ring, Ring, Who Has My Ring?

Skills: asking questions about people; identifying people by description

Group Size: 4 to 24

Prep Time: none

Playing Time: 5-15 minutes

Interest Level: ages 3 to 12

Ability Level: beginning to lower intermediate

Game: Teacher chooses a student to begin. This student steps out of the room. Teacher hands a ring to another student. All students in the classroom should see who receives the ring. He calls student to return to class. He or she must try to guess who has the ring by asking various classmates ten or fewer yes/no questions.

Sample questions include...

- Sang-chul, does a girl have the ring?
- Min-soo, is the person who has the ring wearing tennis shoes?
- Charles, is the person who has the ring older than me?
- Gyung-hee, is the person who has the ring wearing something blue?
- Mary, was the person who has the ring late to class?

If the student guesses correctly, he or she gets another turn (limit three). If the student guesses incorrectly, the student who has the ring becomes the next player.

See, Hear, Taste, and Smell

Objective: to increase sensory awareness; describe objects using sensory detail.

Group Size: 4 to 24

Prep Time: none

Playing Time: 5-20 minutes

Interest Level: ages 3 to adult

Ability Level: beginning

Game: Teacher divides students into two teams. He picks student from one team to be the "sensor." Either assign an object to the student or allow him/her to select an object.

This student must now give one sensory description of the object. (i.e. "I see something _____," or "I taste something _____.") The student's team then receives one guess. If it guesses correctly, no points are assigned. If it guesses incorrectly it receives one point, and the opposing team receives a guess. If the opposing team guesses correctly, no point is assigned to it, and the next sensor is selected from it. Otherwise, it also receives one point, the current sensor offers another description and teams may guess again. Points are assigned for incorrect guesses; therefore, the team with the lowest wins.

Note: This game provides an excellent tool for vocabulary review. Teacher may wish assign a particular topic for the session (i.e. clothing, vegetables, classroom objects, etc.). Flash cards may also be incorporated. These are especially useful when working with younger students. Teachers often post ten or fifteen object cards that they wanted their students to review, then allow the sensor to choose among these objects. Even pre-school students seemed to enjoy this variation.

Sentence Scramble

Skills: vocabulary review; sentence structure

Group Size: 4 to 24

Prep Time: >5 minutes

Playing Time: 5-20 minutes
Interest Level: ages 6 to adult

Ability Level: upper beginning to intermediate

Game: Teacher writes a list of five or more vocabulary words. Then he divides students into teams, and give each team one copy of the list. Teams must work together to make up a story using all of the vocabulary words listed. Each student in the group should make at least one sentence containing at least one vocabulary word to ensure that the final product is a group effort and not just the work of one member. Teams compete in the three following areas: (1) speed, (2) usage.

The first team to complete a story receives 20 points, the second 15, the third 10, and so on. However, two points are deducted for any vocabulary word used incorrectly. After all stories are complete, each is read to the class. Students vote for each story's level by holding up one to five fingers. Fingers are counted, and the total divided by the number of students in the class. Points equal to the average number of fingers for a given story are awarded to the authoring team. After all calculations have been made, the team with the most points wins.

Sorry!

Objectives: Matching English words with corresponding pictures; practicing a basic question and answer structure

Group Size: 4 to 12

Prep Time: 30-60 minutes

Playing Time: 5-20 minutes

Interest Level: ages 3 to adult

Ability Level: beginning

Materials Needed: Teacher-made coordinated picture and word cards

Preparation: Teacher lists 24 or more words that he wants students should be able to recognize. He prints each word on one card. On separate cards, draw or paste an illustration of each word. He laminates cards, if possible, for prolonged life.

Game: Teacher distributes all cards among students. Students first remove any word/picture matches they have and place these cards on the desk or table. He chooses a student to begin. From among his or her cards, this student picks a card for which he or she has no match. If the chosen card is a word card, the student asks a classmate, "[Classmate,] do you have a picture of (a/an) [word featured on word card]?" If the

chosen card is a picture card, the student asks a classmate, "[Classmate,] do you have the word [item pictured']?"

The student who is called on then reviews his or her cards. If he or she has a match, he or she responds, "Here you are!" and supplies the player with the requested card. The player places the set on the desk or table and asks about another card. If the student who is called upon does not have a match, he or she responds, "I'm sorry, I don't." The player's turn is then over and the next student tries to find a match. Play continues until all players have laid down all cards.

Variations:

Alphabet Sorry: Teacher may place uppercase and lowercase letters on separate cards. Players must match corresponding upper and lowercase letters.

Rhyme Sorry: Write rhyming words on cards. Students may then ask, "Do you have a word that rhymes with bat?" or "Do you have a word that rhymes with cake?"

Same Sound Sorry: Teacher may paste on separate cards two pictures that start with the same initial consonants

Taste Test

Objectives: describing how a particular food tastes; asking and answering questions about the taste of a given food

Group Size: 4 to 18

Prep Time: > 15 minutes

Playing Time: 5-20 minutes

Interest Level: ages 3 to adult

Ability Level: beginning to intermediate

Language used: Food items; words that describe taste--sweet, sour [bitter, tart], salty, hot, cold, spicy, refreshing, bland, crunchy, chewy, crisp, light, heavy, smooth, thick, soft, firm, etc.; simple questions and answers.

Game: Teacher brings several food items to class. Teacher needs to be sure to include something sweet, something sour, something spicy, and something salty. Teacher chooses a student to be the official taster. The taster must step out of the room and sample the food item given to him or her. He or she then returns to class and answers yes/no questions posed by the rest of the class. (I.e. is it hot? Is it crunchy? Is it sweet? Is it a vegetable? Etc.) The first student to guess the correct food item becomes the next official taster.

App. 2

Pre-Test Questions

Interactive Online Tests Web Site is an excellent source of information on testing (www.testimiz.com).

1. .... is in the Aegean Region.

A) Adana
B) İzmir
C) Rize
D) Ağrı

2. There are 81 .... in Turkey.

A) regions
B) cities
C) kebab houses
D) tourist attractions

3. Cows like.............

A) eating grass
B) watching TV
C) hunting
D) running

4. Ali and Ayşe have got a big house. .... house has got a big garden.

A) Our
B) Your
C) Their
D) Her

5. I can run fast, but............

A) my friend can't
B) my friend can run fast.
C) I can't.
D) I can run fast.

6. If you have got a cold,………

A) you should drink cold drinks.
B) you should go to a dentist.
C) you shouldn't eat fresh fruit and vegetables.
D) you shouldn't take medicine without seeing a doctor.

7. A: .... books are there in your school bag?
   B: There are 6 books.

A) How many
B) How much
C) What
D) Where

8. A: What is the capital of England?
    B: ....

A) I'm English.
B) I live in London.
C) It's London.
D) It's England.

9. A: What nationality are you?
    B: I'm ....

A) Italy
B) Germany
C) Spain
D) Greek

10. A: ....
    B: Yes, he does. He loves dancing.

A) What is he doing?
B) Does he like dancing?
C) Who can dance ?
D) Can he dance?

11. A: What can your favorite cartoon character do? Can she jump very high? Can she
    lift heavy things?
    B: She can jump very high, but ....

A) she likes singing.
B) she can lift everything.
C) she doesn't like flying.
D) she can't lift heavy things.

12. A: .... pencils are those?
    B: They are Mehmet's pencils.

A) Whose
B) Who
C) Where
D) What

13. A: Are you having fun at the zoo?
    B: Yes. ....

A) I'm bored.
B) I'm going home.
C) I'm having great fun.
D) I'm climbing the rope.

14. Mike has got _____ eyes.

A) black
B) purple
C) pink
D) orange

15. Lui is _____.

A) Russia
B) France
C) Japanese
D) Greece

16. There are _____ regions in Turkey.

A) two
B) five
C) seven
D) eight

17. Turkish flag is _____ and _____.

A) orange / blue
B) red / blue
C) red / white
D) black / white

18. Jack is 12 _____ old.

A) much
B) years
C) many
D) time

19. İstanbul is a big _____.

A) city
B) country
C) street
D) sea

20. Monday, _____, Wednesday, . . .

A) Thursday
B) Sunday
C) Tuesday
D) Friday

21. He has got .... He should see a dentist.

A) headache
B) toothache
C) earache
D) stomachache

22. Rose is a .... She has got big garden scissors.

A) teacher
B) photographer
C) mechanic
D) gardener

23. A .... has got four legs.

A) dog
B) duck
C) hen
D) parrot

24. Hakan is a Turkish boy. He's from ....

A) Turkey
B) Italy
C) France
D) Spain

25. There are some .... in the Aegean Sea.
    Bozcaada and Gökçeada are beautiful islands.

A) plants
B) rivers
C) islands
D) lakes

26. .... the board, please.

A) Shout
B) Go
C) Run
D) Clean

27. A cat can't ....

A) walk
B) fly
C) sleep
D) eat

28. A dog doesn't .... a cat.

A) sing
B) swim
C) jump
D) like

29. Rize is a .... city. It rains a lot.

A) rainy
B) hot
C) cold
D) warm

30. I'm hungry. .... , please.

A) Open the window
B) Don't drop litter
C)Give me some biscuits
D)Don't eat or drink

App. 3

Answer Key (Pre-Test Questions)

1. B
2. B
3. A
4. C
5. A
6. D
7. A
8. C
9. D
10. B
11. D
12. A
13. C
14. A
15. C
16. C
17. C
18. B
19. A
20. C
21. B
22. D
23. A
24. A
25. C
26. D
27. B
28. D
29. A
30. C

App. 4

Post-Test Questions (parallel)

1. ………. TV after dinner.

A) have
B) do
C) go
D) watch

2. This city is famous …….. its botanical gardens and parks.

A) at
B) for
C) on
D) in

3. You buy bread from a ………. .

A) hospital
B) chemist's
C) bakery
D) barber

4. Kevin likes reading in his free time.
He is at the ……… in his free time.

A) market
B) library
C) bank
D) cinema

5. I need a ………. because I have a headache.

A) painkiller
B) plaster
C) tissue
D) coffee

6. I am from Germany.
I'm ……………. .

A) Italian
B) Spanish
C) French
D) German

7. I don't like playing hangman.
It's ………. .

A) fun
B) interesting

C) boring
D) enjoyable

8. My mother likes ………. films.
She thinks musicals are pleasant.

A) detective
B) musical
C) romantic
D) comedy

9. You can see a whale ………. .

A) on the farm
B) in the park
C) in the sea
D) at home

10. …………. It's bad for your health.

A) Don't eat fast food.
B) Do sports everyday.
C) Wash your hands.
D) Eat vegetables.

11.   What is the time?

A) It's seven o'clock.
B) It's half past seven.
C) It's twenty to seven.
D) It's twenty past seven.

Name	: Peter
……….	: 14
Country	: England

12.

A) Age
B) Occupation
C) Language
D) Nationality

13. This is the picture of ………. .

A) tennis
B) baseball
C) football
D) swimming

14. He has a ………. .

A) flu
B) cough
C) sore throat
D) toothache

15. He's ……….. the dog.

A) brushing
B) washing
C) feeding
D) walking

16. A: What time do you get up everyday?
    B: ……………………………..

A) At 8 o'clock.
B) I read a book.
C) In Washington.
D) At the restaurant.

17. A: ……………………………
    B: Science and Drama.

A) How many languages do you speak?
B) What are your favorite lessons?
C) Where are you from?
D) How old are you?

18. A: Shall we go to the cinema?
    B: Good idea. ……….
A: There is an animation film.

A) What is it about?
B) What time is it?
C) What about?
D) What is on?

19. A: I need some help? B: ……………………..
    B: I need a birthday cake.

A) Can you help me?
B) What can I do for you?
C) How about having a party?
D) Do you want to play tennis?

20. A: Let's go hiking.
    B: No. ……….

A) We can go in the morning.
B) That sounds great.
C) It's a great idea.
D) I'm too tired.

21.   -SUPERMARKET-SCHOOL-MUSEUM-
The school is .... the supermarket and the museum.

A) in front of
B) between
C) behind
D) next to

22.   A: .... bag is this?
        B: It's Samantha's bag.
A) Who
B) Why
C) What
D) Whose

23. A: .... apples have you got?
B: Two.
A) How many
B) How much
C) Where
D) When

24 A: How many .... are there in Turkey?
B: There are seven regions.
A) letters
B) regions
C) cities
D) tourists

25. A: What's your favorite ....?
B: I like apples and oranges.
A) drink
B) vegetable
C) fruit
D) activity

26. A: ....
B: It's 50p.
A) Have you got peanuts?
B) Is there a canteen?
C) What have you got?
D) How much is an eraser?

27. A: Give me a sharpener, please.
B: ....
A: Thank you
A) You're welcome.
B) Here you are.
C) Don't talk, please.
D) Good morning

28. A: ....
B: It's Ankara.
A) What's the capital city of Turkey?
B) Is the weather cold and rainy?
C) Is it in the Black Sea Region?
D) What are the people like?

29.   A: Excuse me, where is the library
        B: ....
A) There is a fire station and a bank.
B) The restaurant is behind the park.
C) Turn left. It's next to the cinema.
D) The city has got a big castle.

30.   A: ....
        B: I'm 10.
A) What nationality are you?
B) What's your surname?
C) Where are you from?
D) How old are you?

App. 5

Answer Key (Post-Test Questions-parallel)

1. A
2. B
3. C
4. B
5. A
6. D
7. C
8. B
9. C
10. A
11. D
12. A
13. C
14. D
15. C
16. A
17. B
18. D
19. B
20. D
21. B
22. D
23. A
24. B
25. C
26. D
27. B
28. A
29. C
30. D

App. 6

Semi-Structured Interview Questions

1. How well do you think language games meet the needs of Young Learners?
2. Are language games useful in the process of vocabulary learning?
3. Do you feel safe while playing language games? If not, please tell us why
4. Can you tell us the things that you like most about language games?
5. What important achievements have you accomplished since you played language games?