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HOW GAMES WORK ON ADULTS IN
TEACHING VOCABULARY

YÜKSEK LİSANS TEZİ

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ABSTRACT

This study aims to investigate the contribution of games to vocabulary learning while teaching to the adult learners. The data have been collected through the administration of the questionnaires to 50 teachers and 100 prep. class students at Selcuk University, School of Foreign Languages.

In the introduction part, aim of the study, problem statement and organization of the thesis are presented.

The first chapter includes the literature review. This part focuses on the significance of vocabulary teaching, vocabulary teaching techniques, using games in teaching vocabulary. This chapter also includes some sample vocabulary games and the effectiveness of games on adults in teaching vocabulary.

In the second chapter, the information related to experimental study is given. This information includes data collection instruments and data collection procedure.

The third chapter mentions about the analysis and results of the experimental study. The results of the study are given through the interpretation of tables.

In the conclusion part, the summary of the study, conclusion and discussion and some suggestions are presented.

ÖZET

Bu çalışma yetişkin öğrencilerin kelime öğrenmelerinde oyunların katkılarını araştırmayı amaçlamaktadır. Veriler, Selçuk Üniversitesi Yabancı Diller Yüksek Okulundaki 50 öğretmen ve 100 hazırlık sınıfı öğrencisine uygulanan anketlere göre elde edilmiştir.

Giriş bölümünde, çalışmanın amacı konunun açıklanması ve tezin içeriği sunulmaktadır.

İlk bölüm literatür taramasını içermektedir. Bu bölüm, kelime öğretiminin önemi, teknikleri ve kelime öğretiminde oyunların kullanımı üzerinde durmaktadır. Bu kısım ayrıca bazı örnek oyunları ve oyunların kelime öğretiminde yetişkin öğrenciler üzerinde etkisini içermektedir.

İkinci bölümde deneysel çalışmayla ilgili bilgi verilmektedir. Bu bilgi veri toplama materyallerini ve yöntemlerini içermektedir.

Üçüncü bölüm deneysel çalışmanın sonuçları ve değerlendirmelerinden bahsetmektedir. Çalışmanın sonuçları tabloların değerlendirilmesiyle verilmektedir.

Sonuç bölümünde, çalışmanın özeti, sonucu ve bazı öneriler sunulmaktadır.

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ABBREVIATIONS

prep.	:	preparation
p.	:	page
etc.	:	et cetera, and like this
e.g.	:	exempli gratia, for example
ELT	:	English Language Teaching
EFL	:	English as a Foreign Language
OHP	:	Overhead Projector
S.U.	:	Selcuk University
SOFL	:	School of Foreign Languages
L2	:	Second Language

1. INTRODUCTION

Vocabulary has been the poor relation of language teaching for many years. It is only in the last ten years or so, that there has been an interest to vocabulary teaching as a part of language teaching process. Some procedures, which are continuously and widely used in language teaching, are also reviewed for their contribution to vocabulary development. So we can easily say that teaching the vocabulary to second language learners should be given the importance it deserves. Language teachers should try their best to expand their students' vocabulary to make them deduce the other features of a second language. Every language teacher should allocate at least 20 percent of his lesson for expanding students' word knowledge. Vocabulary in itself must be a different area of language teaching, not just a part in a technique. On the other hand, teaching vocabulary must not be a meaningless technique covering a certain number of words on a word list, it must cover different kinds of techniques and materials. Language teachers should use suitable and useful techniques and materials to enable their students to use the target language words effectively. In addition to this, teachers should make learning enjoyable. If learning is enjoyable, it will be more memorable, too. There can be lots of ways and techniques of teaching and learning vocabulary. For example; learning vocabulary from a context, using visuals, labels, using gestures, using known vocabulary, synonyms and antonyms, using the native language, using games, etc. However, if we want it to be enjoyable, the best way to choose is using games in teaching vocabulary because games give the students –whatever the age group will be- the best time of learning. They motivate the students to use the target language in real communication. When we use the word 'game' it sounds like a free time in a lesson. However, it is such an activity that the students learn unconsciously with it. Therefore, different types of language games have been developed by language teachers in order to make learning more enjoyable and more effective. Contrary to the common belief, we can mention that games are not only for children. If we

choose the right and suitable games, they can be effectively used on adult language learners, too. As the games make the learning more enjoyable, no matter what the age group is because every age group needs to get rid of the boredom of a usual language grammar lesson. So, this research will focus on the influences of games in teaching vocabulary to adult learners.

1.1. Aim of the Study

As we mentioned in the previous item, vocabulary teaching is a very important part of second language teaching. Teachers do not give the importance to vocabulary teaching sufficiently but we should remember that language consists of sentences and sentences consist of words. If you cannot use the words effectively, it means you cannot use the language effectively, either. So, as the language teachers we have to teach the vocabulary of target language to our students in the best way.

In this research, firstly we aimed at finding out the best and the most enjoyable way of teaching vocabulary. As we mentioned above games are such classroom activities that they are both very enjoyable and very instructive because they make the students learn unconsciously while having fun. So the second objective of our study is to find out how the language games are effective on teaching vocabulary. People mostly think that using the games while teaching language is a little childish way. They think games are free time activities for children and they are not suitable for adult learners. In fact, language games provide an enjoyable atmosphere which the students learn via the element of fun and every age group can make use of this fun. The third aim of this study is to expose how games work on adults in teaching vocabulary. The teacher may hesitate to use games with teenagers and adults because of their age and the fact that they may see games as childish. If the purpose is explained to them they do not feel that it is childish. The other thing the teacher will have to deal with is to decide the appropriate games according to the age and level of his/her students. This is the fourth item we will point out in this study –how to choose the appropriate games for our students-. Also,

it is important to decide when to use the games in the classroom. After having our games well-organised, they would be very meaningful and communicative activities for our students.

1.2. Problem Statement

The research questions are stated as follows:

1. What are the most essential ways of teaching vocabulary in English language teaching classrooms? What are the best strategies of teaching second language words in different classes to students with different learning styles?
2. What are the advantages of using games in second language teaching classrooms? What are the advantages of using them in teaching vocabulary? How can the teacher choose the appropriate games for the students? Which period of the lesson is the right one to use games?
3. Do we use the games for presenting or revising vocabulary? Or for both?
4. Are the games used for only young language learners or can we also apply them for adult learners?

Teaching itself is a long and difficult process. Teaching a foreign language is one the most arduous processes because language does not look like other classes such as Maths. As we can produce unlimited sentences with limited number of words, it is very hard to say that you learnt a language completely. However, we can mention that the larger number of target language words you learn, the more effectively you use that language. So, teaching vocabulary generally shoulders the teaching a second language process. As the language teachers, we should give the necessary importance to vocabulary of the target language. We should choose the best way of teaching vocabulary to make it meet both our teaching goals and students' needs. Teaching words via games can be one of these ways. Games

increase the motivation of the learners as they are enjoyable and unstressful activities. In this research, we will try to find out whether these activities which seem a little bit childish are also used for adult learners or not.

1.3. Organization of the Thesis

The thesis comprises of four chapters. The first chapter provides information about the purposes of the present study and research questions that were put forward as a research subject.

The second chapter focuses the literature review about vocabulary learning. It summarizes the approaches to vocabulary teaching. Language games are also examined in this chapter. It also clarifies the games that used in vocabulary teaching. Lastly, the second chapter focuses on the effects of games on adult learners of language in teaching vocabulary.

In the third chapter of the study we provided information about research design adopted, the subjects participated in the study, data collection instruments employed and data analysis applied.

The fourth chapter focuses of the presentation of data elicited by means of different data collection instruments.

The last chapter concludes the study with a summary of findings and final review of the study.

2. LITERATURE REVIEW

Teaching vocabulary is a very significant and difficult aspect of foreign language learning process. Wilkins mentions this very clearly saying “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (1972, p. 111).

In this significant and problematic part of language learning, learners are usually left alone and most of them do not know how to proceed. Their understanding of vocabulary is usually limited to a few traditional vocabulary learning strategies like repetition. This restricted notion may have two reasons: first, they may not be aware of the existence of many other strategies; second, they may not know how to benefit from these strategies. Besides, they may not be conscious enough to realize that vocabulary learning requires extra effort outside the classroom like any other aspect of foreign language learning. Therefore, it seems necessary to raise the consciousness of learners about vocabulary learning. So, this chapter will review the literature relevant to this study. First, literature concerning vocabulary teaching techniques will be explored; then, games in teaching vocabulary as covered in the literature will be discussed. Lastly, the question of whether or not the games work on adult learners will be explored so that the background information about vocabulary learning can be presented.

2.1. Vocabulary Teaching Techniques

Vocabulary learning was a neglected issue in second language research until the last decades. Today, however, the significance of vocabulary is appreciated both in second language research and in language teaching, as the number of studies and books concerning vocabulary indicates. As Thornbury states, “This is partly due to the recent availability of computerized databases of words, and partly due to the development of new approaches to language teaching which are much more ‘word-

centered’.” (2002, p. vi) That is to say, especially in academic circles, focus of attention has shifted from grammar to words, since words, not the grammar, are the vital tools to express what is to be said. In fact, the following lines from McCarthy display the significance of vocabulary in second language learning clearly:

“No matter how well the student learns grammar, no matter how successfully the sounds of second language are mastered, without words to express a wider range of meanings, communication in a second language just cannot happen in a meaningful way.” (1990, p. viii)

There are numerous techniques concerned with vocabulary presentation. However, there are a few things that have to be remembered irrespective of the way new lexical items are presented. If teachers want students to remember new vocabulary, it needs to be learnt in context, practised and revised to prevent students from forgetting. Teachers must make sure the students have understood the new words, which will be remembered better if introduced in a memorable way (Hubbard, 1983, p.50). Bearing all this in mind, teachers have to remember to employ a variety of techniques for new vocabulary presentation and revision.

There are various approaches towards vocabulary teaching and learning in the literature. Some are more supportive of vocabulary learning through conscious, systematic and planned approaches. Others are adopting a vocabulary acquisition approach, in which vocabulary is picked up unconsciously from exposure to language.

First distinction is made between ‘direct’ and ‘indirect’ vocabulary learning. In direct vocabulary learning, learners focus on vocabulary through exercises, vocabulary lists, games, etc. In contrast, indirect learning requires the learner to focus on tasks other than vocabulary learning and learn the unknown words that are a little beyond their knowledge (Nation, 1990, p.11). It cannot be possible for

foreign language learners to learn thousands of words only by studying them consciously; they must have picked up some of those words unconsciously. That is to say, both direct and indirect learning seem to have a role to play in second language learning.

Another distinction in vocabulary learning turns around the context, as words do not occur by themselves. As a matter of fact, the emphasis put on context is related to the research in memory: meaningful contexts facilitate retention of words in contrast to isolated list of words, as the former provides the occasion for deeper mental processing of words. However this contextualized approach to vocabulary learning is also criticized by the proponents of decontextualized vocabulary learning. This approach, which favors learning words out of context, argues that learning words in context may not always be possible or practical, as learning words merely from context would take incredible amounts of time, which is not often available in second language learning situations.

Two other terms, namely ‘explicit (intentional) learning’ and ‘incidental learning’, are used to describe the same phenomena. Explicit learning refers to focused study of words, as in direct learning; whereas, incidental learning means acquiring new words through becoming exposed to the language while your attention is not on the vocabulary learning itself, as in indirect learning.

It is worth mentioning here that these learning approaches are not direct opposites, as various scholars and researchers suggest that they should be integrated in the learning context. For instance, Barcroft (2004, p. 201) does not find it reasonable to represent vocabulary learning as purely incidental or as purely intentional as the following quotation presents: “Different types of vocabulary learning can be viewed along a continuum between highly incidental and highly intentional.” Hulstijn (2001, p. 275) shares this idea as well in terms of its pedagogical implications: “...from an educational point of view, incidental and intentional vocabulary learning should be treated as ‘complementary’ activities which both deserve to be practised.” Hulstijn (2001, p.275) also reports that

incidentally learnt words are kept in memory without any deliberate attempt to remember them. Since learners are exposed to the same word through extensive reading several times in second language learning, they learn the words without making any conscious effort and so incidentally-learnt words become longer-lasting.

Although the literature maintains that both implicit and explicit learning have a role to play, other factors such as proficiency level of learners, their immediate needs, and word frequency information influence the type of vocabulary learning to be chosen. For example, Laufer (1997, p.12) and Coady (1997, p.38) claim that learners need to know the threshold vocabulary to be able to benefit from extensive reading. Especially beginner level students must be taught at least 3.000 common word families explicitly to the point of automaticity (Coady, 1997, p.38) so that they may start learning vocabulary incidentally. Nation and Newton (1997, p.21) advise teaching vocabulary according to their order of importance. They also support different types of teaching/learning activities for different types of words and different levels of proficiency: they prefer intentional teaching/learning activities for high-frequency vocabulary and incidental learning for low-frequency vocabulary. The most frequent words are essential and should be taught immediately without being left to chance.

However, the most common and useful techniques will be examined with the sub-titles of Visual Techniques, Verbal Explanations and Using Dictionary. These are some traditional techniques and may seem old-fashioned but can be very useful if effectively employed by the teacher.

2.1.1. Visual Techniques

Learners remember better the material that has been presented by means of visual aids (Zebrowska, 1975, p.452). Visual techniques lend themselves well to presenting concrete items of vocabulary-nouns; many are also helpful in conveying meanings of verbs and adjectives. They help students associate presented material in a meaningful way and incorporate it into their system of language value.

Visuals include flashcards, photographs, blackboard drawings, wall charts, and realia (e.g. objects themselves). These techniques are extensively used for conveying meaning and they are regarded as very useful for teaching concrete items of vocabulary such as places, parts of human body, actions, food, furniture, activities such as verbs of movement and sports. They are easy to practise activities involving student interaction. For example, a set of pictures illustrating sporting activities could be used as a means of presenting items such as skiing, sailing, skating etc. Let us see how we can use some of the visuals to convey meaning:

2.1.1.1. Labels

For beginning class the teacher can prepare labels for objects in the classroom. In fact, this is the easiest technique of teaching the words that the students can always encounter. From the first day of your instruction in foreign language you can use labels for every little object in the classroom. All you need is to write the names of the things on a piece of paper and stick it on the object you want your student to learn. This may be very simple but it saves a lot of time and it becomes really enjoyable for the students.

2.1.1.2. Magazine Pictures

The teacher cuts out magazine pictures that illustrate words in a dialog or basic sentences. These can be placed on the board and they can be practised while teaching vocabulary. Here, the teacher points to the objects and gives their foreign language equivalents. These pictures can also help if you stick them on the wall with the foreign language equivalents written beneath them. This technique is known as peripheral learning and it makes students pick up the words unconsciously. You cannot expect your students to learn every single word but if you apply this technique you will easily observe that most of the words on the pictures will be used by your students.

2.1.1.3. Props

In conveying the meaning of a new word props are always critical, because it encourages students to naturally associate the objects with the target word. This may be done with the pictures, but props are more vigorous and students acquire these words faster and easier. For example, if the lesson is about food, the teacher can bring a basket of plastic fruit or if the teaching is about houses, the teacher can use a doll house to teach the names of rooms, floors, and articles of furniture.

2.1.1.4. Classroom Objects

A good language teacher should make use of every possible object in the classroom. Of course, this can be very ordinary way of conveying the meaning of new words, but not every language teacher use these opportunities. For example, the calendar may be used to teach today, yesterday, tomorrow, names of the days etc. A clock can be used to teach numbers and hours.

However, problems do arise since pictures, flashcards, photographs, and wall charts are not at all useful for abstract concepts. These techniques are used very extensively in elementary lessons. V.F. Allen asserts that:

“Unlike most of the basic vocabulary that is taught in elementary lessons, much of the intermediate vocabulary cannot be demonstrated through actions or shown through pictures” (Allen, 1983, p.46)

2.1.2. Verbal Explanations

Verbal explanation is a crucial issue in intermediate classes since almost all learners can understand explanations and definitions. The learners in intermediate classes have enough knowledge to comprehend simple explanations and definitions. Therefore, as Allen (1983, p.46) states in his technique in teaching vocabulary, teachers of the intermediate classes should use such techniques extensively and can

usually show the meanings of the intermediate level words by putting them into English explanations where the other words in the sentences are known by students.

2.1.3. Mime and Gesture

Mime and gesture are used to teach by demonstration. These techniques are two different ways of conveying meaning to learners. For example, while teaching an item such as 'sad', a teacher might convey the meaning of 'sad' through mime and gestures. He can show how unhappy he is through certain movements, such as pretending to cry or shaking his head sorrowfully. He can also sit on a chair and start to contemplate by looking at a certain point on the wall, taking his head between both his hands. If he is a skilful actor, the students will get the meaning when they see the face of the teacher since mime and gesture will make them get the meaning quickly. The word 'shiver' which is usually taught at intermediate level can also be illustrated by miming.

A good language teacher is also a good actor. But a good actor has to take methodology courses to be a good teacher. Therefore, language teachers should use gestures to convey the meaning of the words. For a language teacher the class is his stage and his students the audience. This technique is very functional and effective in the classroom. For example, certain descriptive adjectives, such as tall, thin, fat, happy, dump lend themselves to pantomime and gesture. Here, playing the silent movie is a good opportunity to convey the meaning of a new word. Action verbs can be acted out.

2.1.4. Using a Dictionary

Using dictionaries is essential to enhance vocabulary size both inside or outside the classroom but they are rarely used as a technique.

On the other hand, the use of dictionaries in vocabulary learning is controversial. Dufflemeyer (1980, p.35) also claims that students learn more

vocabulary when they are taught new vocabulary strategies rather than in traditional ways, such as using the dictionary. Moreover, dictionary use in teaching vocabulary can only contribute superficially to the understanding of meanings.

Redman and Gairns (1986, p.79) present some arguments about the advantages and disadvantages of using a dictionary as a learning technique:

*If the student has no teacher or peer to ask, he can still have a number of problems by using a dictionary. This could be a dictionary especially written for students or a bilingual dictionary. In the late 1970s, many teachers were suspicious of the use of dictionaries feeling that this was synonymous with on the part of student who was unwilling to use his own resources and guess the meaning for himself.

Redman and Gairns also claim that:

*The criticism above all have some validity but it is important at the same time to consider certain advantages in the use of dictionaries. A learner who makes good use of a dictionary, will be able to continue learning outside the classroom and this will give him considerable autonomy about the decisions he makes about his own learning (1986, p.79).

Redman and Gairns (1986, p. 266) investigated the role that bilingual dictionaries play in the learning of second language vocabulary. One of their hypotheses was as follows: “There will be no significant difference in the measure of vocabulary learned by participants using bilingual dictionaries and those not using dictionaries.” In their study, 293 first and second year university EFL students answered multiple-choice questions on a reading passage entitled “The Mystery of an African Mask”. One hundred and forty-eight of the students, who were in the

treatment group, used their bilingual dictionaries, while reading, whereas the others were not allowed to. The results, however, did not confirm the hypothesis that there would be no difference between the two groups, but rather provided evidence that the use of a bilingual dictionary by EFL students while reading can significantly improve vocabulary learning. However, the extent to which a bilingual dictionary would help learners' reading comprehension was not part of their study. This study is also limited to the use of a bilingual dictionary.

Students can make use of variety of dictionaries: bilingual, monolingual, pictorial, thesauri etc. As Allen perceives them, dictionaries are “passports to independence” and using them is one of the student- centered learning activities (1983, p.83).

2.2. Using Games

The Collins Cobuild English Language Dictionary defines a game as “an activity or sport involving skill, knowledge or chance, in which you follow fixed rules and try to win against an opponent or to solve a puzzle”. Rixon, on the other hand, states that a game consists of play that governed by rules: “Kicking a ball around in the park is play: adding rules about how and where you kick the ball and giving your efforts an objective (like getting it between two goal posts), turn this play into a game.(1981, p.3)

Language learning is a difficult task. Great effort and interest must be put into this task on the part of the learner. This interest and effort must continue throughout the learning process if the learner wishes to obtain the skills as much as possible. However, there are times when no matter how hard the teacher tries, he cannot regain the interest of students in the lesson. It is at these crucial times in the teaching process that activities other than those which lie in the book can be of good use. The stress and boredom or monotony of using the same materials over and over again can be relieved by using different activities or exercises. The use of games is a possible solution to the undesirable situation in which students lose their interest.

Games are fun and are a good way of supplementing lessons, because it is a widely known fact that students learn more when they are having fun.

2.2.1. The Advantages of Using Games

There is a common perception that all learning should be serious and solemn in nature, and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games.

In his book, 'Language Teaching Games and Contests', Lee (1979, p.3) states that a language learning class should primarily offer the creation of an enjoyable atmosphere in which to learn occurs. Since games provide an atmosphere in which students will learn via the element of fun, they will undoubtedly be motivated and attracted by the activities and in turn, they will put more effort into their learning. Lee (1979, p.3) points out that enjoyment, however, is not the only advantage which games provide. Using the language in specific situations and in a communicative way is the basic notion of contemporary foreign language learning. A language is learnt by using it in situations and using it communicatively. Disembodied sounds, words, phrases and sentences, it is thought, wrapped about with rules do not carry language learning far; although it is helpful up to a point, to remove such elements of language and look at them closely. Another advantage of games according to Lee (1979, p.3) is that games bring a foreign language to life in the classroom.

Wright, Betteridge and Buckby (1984, p.1) stress that games also help the teacher to create contexts in which the language is useful and meaningful. The learners are attracted by the games and wish to take part in them, in order to do so they have to make use of the language orally or in written form so as to express their own views. As Wright, Betteridge and Buckby (1984, p.1) emphasize, the contribution of drilling lies in the concentration on a language form and its frequent

use during a limited period of time. Many games may also provide this repeated use of a language form. “By making the language convey information and opinion, games provide the key feature of ‘drill’ with opportunity to sense the working of language as living communication” (Wright, Betteridge and Buckby, 1984:1)

The teacher should have an objective in his mind before implementing the game. What is the teacher’s aim in using this game? Does he wish to promote the grammatical ability of students, or does he intend to provide a situation where students will use their knowledge of English grammar orally. Rixon (1981, p.5) states that some games demand that the player must be grammatically correct when using the language. In such situations success is judged and points are given for correct language use. Rixon goes on to say that in other games success is due to conveying a message well enough for another player to understand it.

Rixon (1981, p.5) states that some games are cooperative whereas others are competitive, and some games combine cooperation with competition; cooperation within a team and competition against another team.

As we mentioned above there are a lot of advantages of using games in a language lesson. Lee (1979, p.2) states these advantages by making a list of them:

1. Games are a welcome break from the usual routine of a language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the four skills -listening, reading, writing, and speaking.
5. They encourage students to communicate and interact.
6. They create a meaningful context for language use.

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. W.

R. Lee holds that most language games make learners use the language instead of thinking about learning the correct forms (1979, p.2). He also says that games should be treated as central not peripheral to the foreign language teaching programme. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. “Games can lower anxiety, thus making the acquisition of input more likely.” (Richard-Amato, 1988, p.147) They are highly motivating and entertaining, and they can give shy students more opportunity to express their feelings and opinions (Hansen, 1994, p.118). They also enable the learners acquire new experiences within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, “add diversion to the regular classroom activities, break the ice, but also they are used to introduce new ideas” (1988, p.147). In the easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus and Wierus, 1994, p.218) Further support comes from Zdybiewska, who believes games to be a good way of practising language, for they provide a model of what learners will use the language for in real life in the future (1994, p.6)

Games encourage, entertain, teach and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.

2.2.2. Choosing Appropriate Games

There are many factors to consider while discussing games one of which is appropriacy. Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired results, they must correspond to either the student’s level or age, or to the material that is to be introduced or practised. Not all games are appropriate for all students irrespective of their age (Siek-Piskozub, 1994, p.37). Different age groups require various

materials, topics, and modes of games. For example, children benefit most from games which require moving around, imitating a model, competing between groups and the like (Siek-Piskozub, 1994, p.38). Furthermore, structural games that practise or reinforce a certain grammatical aspect of language have to relate to the students' abilities and prior knowledge. Games become difficult when the task or the topic is unsuitable or outside the students' experience.

Another factor influencing the choice of a game is its length and the time necessary for its completion. Many games have a time limit, but according to Siek-Piskozub, the teacher can either allocate more or less time depending on the students' level, the number of people in a group, or the knowledge of the rules of a game etc (1994, p.43).

Games should be used to reinforce the structures and lexis previously learnt in class, and also to promote the motivation and participation of students. Therefore, games are not actually a part of the syllabus itself. They are forms of supplementary material, effectively applicable in language classes.

Games can be used for different reasons and at different times. Wright, Betteridge and Buckby (1984, p.1) state that if games are accepted to provide intense and meaningful practice of language, then they must be regarded as central to a teacher's repertoire. They are thus not for use solely on wet days and at the end of term.

Lee (1979, p.3) on the other hand, mentions the importance of repetition to language learning and states that it seems to be repetition of successful and interesting communication which counts and which has the most encouraging, language advancing, and motivating effect. This kind of repetition is found in many language games. Lee (1979, p.3) further states that as a result of this, games should not be regarded as a marginal activity, filling in odd moments when the teacher and class have nothing better to do.

Games should not be seen as just an enjoyable activity. A game provides much more than just enjoyment; it gives students the opportunity to practise what

they have learnt, and it should be regarded by the teacher as a means of achieving that objective.

Before selecting or devising games and implementing them in the language classroom, the needs and interests of students should be borne in mind. These games should be applied in such a way that they will serve the needs of students, which are to master the grammar of the language so as to be successful in their exams, and to practise the structures and lexis taught, in communicative situations taking into consideration the fact that this will generally be their only opportunity to use the language orally. Finocchiaro and Brumfit (1983, p.6) mention the importance of the learner in the foreign language education class and state that since it is the learner at the centre of the learning process, his needs should take precedence in organizing the curriculum and the activities in it.

2.2.3. When to Use Games

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game “should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do” (1979, p.3). Games ought to be at the heart of teaching foreign languages. Rixon suggests that games can be used at all stages of the lesson, provided that they are suitable and carefully chosen. At different stages of the lesson, the teacher’s aims connected with a game may vary:

1. Presentation. Provide a good model making its meaning clear;
 2. Controlled practice. Elicit good imitation of new language and appropriate responses;
 3. Communicative practice. Give students a chance to use the language.
- (1981, p.70)

Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. Even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom, since they motivate students, promote communicative competence, and generate fluency.

There may be a lot of reasons that a teacher wants to use some fun activities in the language classroom:

1. When a teacher wants to introduce or complete the lesson with some fun
2. When he wants to get his students in the mood for learning
3. To take a break from the course book
4. To reinforce a skill or practise it
5. When a teacher wants to do some dynamic practice
6. To reduce the stress

2.2.4. The Effectiveness of Games

Using games in language classes is an effective way of getting students to participate in class work. The lack of motivation or interest in class and the students' reluctance to speak are very disturbing for the teacher. Games can remove these disturbing and undesirable situations. Rinvoluceri (1984, p.4) puts forward four advantages which language games have. These are:

1. The students have to take individual responsibility for what they think the language is about.
2. The teacher is free to find out what the students actually know, without being the focus of their attention.

3. Serious work is taking place in the context of a game. The game 'locomotive' pulls the language learning train along.
4. Everyone is working at the same time-the 15-30 minutes the average game lasts- and this is a period of intense involvement.

The interaction between the students and between the teacher and the student are promoted with the use of games. The teacher is taken out of the role of authority and the students are provided with the situation to use their knowledge actively and in an atmosphere of fun and enjoyment.

Hadfield (1990, p. vii) states that the inclusion of games as an integral part of any language syllabus provides an opportunity for intensive language practice, offers a context in which language is used meaningfully and as a means to an end, and acts as a diagnostic tool for the teacher, highlighting areas of difficulty.

Another main aim of using games is to set an atmosphere in class in which students can have fun, but most of all an atmosphere in which they will participate willingly and produce the kind of language which is necessary expected to ensure the continuity of the activity. Dobson (1987, p.203) presents some of the purposes of using games in the language classroom as:

1. Physical Activity: to release physical and nervous tension and to promote mental alertness by breaking the routine of drills.
2. Enjoyment: to create a climate of fun and interest that will help the students look forward to their English lessons.
3. Cultural Content: to use games as a way of revealing general patterns of culture that should add to the students' grasp of the ways of English-speaking peoples.
4. Language Learning: to serve as an adjunct to the techniques of teaching the new language. Games can be the experience that gives meaning to form and sound.

Dobson (1987, p.108) suggests some points designed to ensure the greatest success with any of the games which a teacher may select:

1. Make thorough preparations for the game.
2. Before introducing a game to a class, ask students if they think they could enjoy this kind of activity.
3. Choose a game that allows as many students as possible to participate.
4. Be sure that the game you select is within the range of the students' ability.
5. Do not play a game at the beginning of the conversation period.
6. Give the directions to the game very clearly.
7. Direct the game yourself.
8. Be sure to follow the rules of the game exactly.
9. Keep the game well under control.
10. Observe how the individual players react to the game.
11. In team games try to have in each team an equal number of more proficient students and less proficient students.
12. If a game does not seem to be going well, try a different game.
13. Always stop playing a game before the students are ready to quit.

2.3. The Use of Games for Presenting and Revising Vocabulary

Language games have become very important, because they are used to motivate students to use the target language in real communication. Therefore, different types of language games have been developed by language teachers in order to make learning more enjoyable. As learning vocabulary via games is the main subject of this study, we will examine the vocabulary games in this part. In order to do this more effectively, we will examine them under two different titles.

2.3.1. Vocabulary Presentation through Games

After the teacher chooses what items to teach, there may be some certain guidelines to suggest. These include teaching vocabulary 'in spoken form first' to prevent students from pronouncing the words in the form they are written, placing the new items in context, and revising them. A number of techniques can be adopted to present new vocabulary items. The presentation of new vocabulary is classified according to verbal and visual techniques following Gairns and Redman's classification. Among visual techniques there are flashcards, photographs and pictures, wall charts, blackboard drawings, word pictures, realia, mime and gestures. Students can label pictures or objects or perform an action. Verbal techniques consist of using illustrative situations, descriptions, synonyms and antonyms, scales and as described by Nation (1990, p.58) using various forms of definition: definition by demonstration (visual definition), definition by abstraction, contextual definitions, and definitions by translation. Allen and Valette (1972, p.116) also suggest the use of categories-organizing words into sets, subclasses and subcategories often aided by visual presentation. Those learners who are more autonomous can make use of other techniques such as asking others to explain the meaning of an unknown item, guessing from context or using either of a variety of dictionaries.

2.3.2. Vocabulary Revising Through Games

Many sources referred to in this study emphasize the importance of vocabulary revision. This process aims at helping students acquire active, productive vocabulary. Students need to practise regularly what they have learnt; otherwise, the material will fade away. Teachers can resort to many techniques for vocabulary consolidation and revision. To begin with, a choice of graphs and grids can be used. Students may give a definition of a given item to be found by other students. Multiple choice and gap filling exercises will activate the vocabulary while students select the appropriate response. Teachers can use lists of synonyms or antonyms to

be matched, sentences to be paraphrased, or just some words or expressions in context to be substituted by synonymous expressions. Doing cloze tests will show students' understanding of a passage, its organization, and determine the choice of lexical items. Visual aids can be of great help with revision. Pictures, photographs or drawings can facilitate the consolidation of individual words as well as idioms, phrases and structures. There is also a variety of word games that are useful for practising and revising vocabulary after it has been introduced. Numerous puzzles, word squares, crosswords etc. are useful for especially for pair or group work.

The games lend themselves perfectly to quick bursts of revision. Using some of the games you can revise a massive amount of vocabulary in a few minutes. If you use games to revise two or three topics every lesson, as well as teach the new language, it will be both great fun and great learning process.

2.3.3. Sample Vocabulary Games

Below, there are some examples of vocabulary games that can be used for different purposes of teaching a language.

2.3.3.1. I Spy

This is a very popular language game. One of the players makes a mental note of something in the classroom (or on a wall chart, etc.), and the other players have to guess what it is. He gives them a clue by giving them the first letter of the target word. If the word were 'desk', for example, he would say: " I spy with my little eye something beginning with 'D'."

2.3.3.2. Covert Object

Ten or twenty small objects are shown to students, who name them. They are then put into a bag. The teacher picks up an object but does not remove it from the bag. A member of each team in turn is asked to guess what it might be. The

person to guess successfully is given the object. The team which ends up with most objects wins.

2.3.3.3. Mixed Letters

This can be used to help with spelling difficulties. Teams are given letter cards, each card containing one letter of the target word. The letter cards are given out in random order, and the players have to rearrange them in the correct order. The first team to do this correctly wins.

2.3.3.4. What is it?

The teacher prepares some simplified drawings of everyday things, for example, tables, chairs, houses, etc. He takes each object in turn and builds up the drawing of it on the blackboard, one line at a time. He pauses at the end of each line, and the players have to guess what he is drawing. The first player to guess correctly wins a point for his team.

2.3.3.5. Target Picture

Each team is divided into so many pairs. One player in each pair has a photograph or a drawing of a scene. The other player has to attempt to draw the picture from his colleague's description, but without seeing it: he must rely on the description alone. Dictionaries can be used. The teacher (whose decision is final) awards 1, 2, and 3 points for the likeness. The team with most points win.

2.3.3.6. Hangman

Learners compete to guess the word that one player, the 'hangman' has chosen. The hangman draws spaces indicating the letters of his or her words. As learners guess letters, he or she fills in the appropriate slots. Any wrong guess allows

the hangman to draw one part of the ‘body’ (head, arm, leg, etc.) of the person to be hanged. Letters pronounced incorrectly in the foreign language constitute a wrong guess. Students must try to guess mystery word before the hangman has a chance to draw the entire body. The player who guesses the word then becomes the hangman.

2.3.3.7. What’s in the Picture

This game tests the class’s power of observation as well as control of vocabulary. The teacher takes a picture which the group has not yet seen, exposes it to view for a few seconds, then places the picture face down asks the group to say what they observed in the picture. As a team game, each team alternates in adding new words. The use of complete sentences can be encouraged.

2.3.3.8. Lost and Found

This game is similar to ‘What’s in the Picture’, but uses real objects instead of pictured objects. The class is divided into two teams. When students are not looking, the teacher places the objects under a cloth on the table. When the cloth is lifted, students have fifteen seconds to study the objects before they are covered again.

2.3.3.9. Opposites

Two teams are formed. Each team selects a set of words from the previous lesson, one for each member of the team. The teams compete to provide, within a time limit, opposing team’s words. This game can also be played with synonyms.

2.3.3.10. My Word

Each team chooses a secret word. The number of letters is set in advance (first round three letters, second round four letters, third round five letters). Teams

can ask each other about the secret word only by giving another word. The answering person must tell how many letters the two words have in common. For each letter in common, one point is scored. If the letter is in the same location in both words, three points are scored. After five guesses by each side, the higher score wins. If the word is guessed, a ten-point bonus is added.

2.3.3.11. Connections

This has to be played quickly. Each player in turn says a word which he associates with the word given by this previous player. Sometimes the teacher or another player may ask the person who has just spoken to explain the connection he has made. For example:

A: Water

B: Tap

C: Shoulder

Teacher: Why did you say 'shoulder'?

C: Because I thought of the phrase, 'a tap on the shoulder'.

2.3.3.12. Key Word

The class is divided into two teams and two students are chosen to represent each team (Team A and Team B). So, there are four players: A1 and A2 ; B1 and B2. The players are at the front of the class. In each team one player is facing the teacher, and the other facing the class. The teacher holds up a card with a word printed on it. Let us say that word 'shoe'. The players are facing teacher have to help their partners facing the class to guess the target word by calling out a word associated with the target word. So, the game might go like this:

The teacher holds up a shoe.

A1: FOOT

A2: WALK (wrong guess)

B1: WEAR

B2: STOCKING (wrong guess)

A1: LEATHER

A2: SHOE (right guess)

2.3.3.13. Intruder

Either individual players or small teams can play this game. The teacher puts groups of words in the same semantic field on the blackboard, but in each group there is one which does not belong, for example:

TABLE, CHAIR, CUP, SOFA, BED.

Cup is the 'intruder', because it is not a piece of furniture. The players must spot the intruders and explain why do not belong. At a more advanced level, teams could make up their own sets and challenge their opponents to spot the intruders.

2.3.3.14. Memory Game

It is a team game. Players are shown a picture, slide, OHP, or blackboard drawing containing a list of related items, e.g. animals, items of clothing, or perhaps a scene. They are allowed to study the picture for a few minutes, after which it is removed. The members of each team pool their knowledge to see how many of the items they can remember. Items are written down as a check. The picture is shown again and the team with the highest score wins.

2.3.3.15. Tail to Head

1-A thinks of a word and says it loud. B has to say a word that begins with the last letter of A's word, then C a word beginning with the last letter of B's, so on round the circle until someone makes a mistake, or cannot find a word. (time limit can be put to make it more exciting)

More difficult: B has to find a word beginning with the last two letters of A's word, e.g.

table LEmon ONly LYmph PHoto.....

2- A thinks of a word and says it; B has to find a word beginning with the last sound of A's

e.g. edge join noisy evil look catch.....

2.3.3.16. Theme Alphabets

A chooses a category, states it, and names one member beginning with 'A'. For example, 'building': A is for Acropolis; B must find a building beginning with 'B', e.g. 'b is for Bank', so on round the circle.

2.3.3.17. How Many Words

The game can be played by individuals or teams. The teacher gives a letter of the alphabet to the students. They then try to list as many words beginning with that letter as they can. Scorings accomplished by disqualifying any misspelled words and eliminating any duplicated words. The students or team with the most words at the end of a time limit is the winner.

2.3.3.18. Lipograms

A chooses a letter of the alphabet. He then gives a short sentence which must not contain that letter. The other player, in turn, must make similar 'lipograms'.

A: 'S'. I am reading a book.

B: He may come tomorrow.

C: He is not running.

D: Wrong. There is an 'S' in 'is'

2.3.3.19. Swapped Syllables

A says a polysyllabic word. B must change one of the syllables to make a new word, so on round the circle, for example:

CONtain, CONtend, preTEND, PREpare, comPARE.....

2.3.3.20. The Table is Set

Players sit in chairs in a circle, and one player, the 'leader' is left standing in the center. Each player receives a card containing the name of an object that would be on a dinner table (or players are given a picture of the object, with no name). The leader says, "Where is the bowl?", "Where is the napkin?" etc. When their object is called students go to the center of the circle. When the leader chooses, he or she will call out "The table is set" and everyone tries to find a chair. Whoever is left standing becomes the new leader.

2.3.3.21. I am Going

This is a chain game in which students add items, one by one, to a suitcase remembering what classmates before them have already put into the suitcase. A

student who forgets one of the items is 'out'. When there are three 'outs', the game starts all over again.

2.4. Using Games for Adult Learners in Teaching Vocabulary

The restriction of the use of games to beginners and intermediate level students, and not to advanced level students or to children and not to teenagers or adults, is inappropriate because the enjoyment of games cannot be restricted. Different learners have different interests so some are more keen on games than others. The important point to be considered by the teacher is whether or not the games are appropriate for his or her students.

The teacher may hesitate to use games with teenagers and adults because of their age and the fact that they may see games childish. What is not perhaps always realized is that adolescents and adults enjoy games as much as children and, if the purpose is explained to them they do not feel that it is childish or out of place to participate in a game in the language classroom.

The types of games to be used with these different age groups will, however, differ. Some games are suitable for children while others are effective with adults or teenagers, although teenagers are generally regarded as less willing to participate in games. Rixon (1981, p.49) points out that teenagers are probably the most difficult group to use games with and it might be a wise step to use the term 'activity' in place of the term 'game' so that they do not feel insulted by being treated like children. Adults, on the other hand, often enjoy games and participate quite willingly, if not more so than teenagers.

Some school and university students, including those in university Prep. Schools, are so concerned with passing their examinations that they regard the use of games unnecessary. This is also true for the students at the Department of Basic English. Their main aim is to pass their courses and so activities such as games might be viewed, both by students and teachers and, as a waste of time. Wright,

Betteridge and Buckby (1984, p.3) state that if teachers have such committed learners they must clearly respect their students' point of view and be able to justify the use of each game in terms of the density and meaningfulness of practice it provides. Wright, Betteridge and Buckby (1984, p.3) go on to say that it is important to note that the most advanced and dedicated students can enjoy and value games if the content and language used are relevant to them. Wright, Betteridge and Buckby (1984, p.3) further state that it is for this reason that the real questions to be answered are not 'which age groups are games for?' or 'which level?' but much more specific questions, namely:

- 1- Will the game take you a long time to prepare, compared with the amount of useful work you will get from it?
- 2- Will it be relatively easy for you to organize in the classroom?
- 3- Is it likely to interest the particular group of learners you have in mind?
- 4- Is the language or the language skill you are concerned to teach intrinsic to the activity; or are you just forcing it into the game?
- 5- Is the amount of language and the type of use enough to justify the use of the game, or do you have another good reason for introducing it?

Wright, Betteridge and Buckby (1984, p.3) emphasize that if the teacher's answer to each of these questions is 'yes' then the game he or she has in mind is a highly efficient means of satisfying his or her learners' needs.

Some of the games found in various source books may be very effective and highly entertaining but somehow they may not suit the needs and interests of the students. Consequently, carefully prepared and well organized games will be more influential than the great games which some books present.

3. METHODOLOGY

This chapter aims to present the design, subjects, data collection procedure, and data collection instruments of the study. The data obtained from the students and the teachers in SOFL of S.U. with two different questionnaires (one for students and one for teachers) will be analyzed. These questionnaires research the answer to the question whether the vocabulary games work on adults. Firstly, the subjects of the study will be presented.

3.1. Subjects

The research took place in the second term of 2006 - 2007 academic year. Since the vocabulary is a very important part of language teaching and learning process, teachers and students were equally important in terms of their roles and opinions on second language vocabulary and vocabulary games. As the students of SOFL are all nearly adults, they were the best group to discuss the effect of vocabulary games on adults in language teaching classrooms. Thus, they were selected as the participants for the purpose of the present study.

3.1.1. Teachers

The first group of the researcher's subjects was 50 teachers who work at Selcuk University, School of Foreign Languages. They have varying degrees of teaching experience ranging from 1 to 15 years. They were also teaching to different classes. They were asked what the effects of using games are in their classes, if they work on their students in teaching new words and what amount of influence this application (games or other enjoyable classroom activities) have in their exams.

3.1.2. Students

The second group of the researcher's subjects was 100 students who were learning English at SOFL. They were selected because they were exposed to various techniques of teaching language in their education life. Moreover, they are in preparation class and they have twenty-five hours of English lessons a week. As this study is about vocabulary games and their use on adult language learners, they are the perfect group to be chosen since these students are both language learners and adults. Thus, their opinions on the matter of the usefulness of vocabulary games are worth taking into consideration.

3.2. Data Collection Procedure

As it is a very significant part of second language teaching and learning process, vocabulary teaching techniques must be chosen very carefully and, as language teachers, we must know the best way to make our students learn and remember the new words of this language. Games may be really very useful activities since they are both enjoyable and instructive.

The data collection procedure was really overwhelming because it was hard to decide the most appropriate research instruments to be used in the study. In order to find out the answers to the research questions set, a variety of data collection instruments including observations and questionnaires and interviews were used. Moreover, to reach the possible answers to the questions views of individuals were taken into consideration.

Although a large amount of information was needed for the study, there was limited time to gather such information. Therefore, it seemed to be useful to make use of research instruments such as questionnaires and investigation of the perspectives of the individuals in the interviews.

During the study, the steps followed are as follows:

1. Data collection instruments are prepared and their reliability is measured by an authority.
2. The students and teachers that will be exposed to the questionnaires and interviews are selected in School of Foreign Languages in Selcuk University.
3. The questionnaires are carried out. Firstly to students, then to the teachers.
4. After the questionnaires, interviews are applied.
5. At the end, the results are analyzed.

3.3. Data Collection Instruments

In this part, we will mention the instruments that we used for data collection.

3.3.1. Questionnaires

Questionnaires are one of the most useful data collection instruments on the issues that are difficult to observe such as opinions, perceptions and perspectives.

The data was collected by means of two different questionnaires prepared for teachers and students. The first questionnaire in this study seeks to find out teachers' points of views who work at SOFL. Since the main concern of this study was to find out if games, as a vocabulary teaching technique, work on adult learners or not; the questionnaire was designed in a way which the researcher would obtain data. For this reason the teachers were given 15 statements. They were asked to give responses to five point scale (Likert's Scale) ranging from 1 to 5 which were "1= Strongly Disagree, 2= Disagree, 3= Uncertain, 4= Agree, 5= Strongly Agree".

As it is mentioned before, when choosing the best vocabulary teaching technique the students' needs, wants, ages and their proficiency level should also be kept in mind. Therefore, this study preferred to take the learners' points of views on the usefulness of the games. The students' questionnaire was developed in the light of teachers' questionnaire. Items which are related to students were asked to them to make necessary decisions. They were given a 15-itemed questionnaire. The questionnaire prepared for learners consists of items which aim at finding out the students' points of views on the study.

3.3.2. Interviews

The interviews employed in this study were developed in the light of data obtained from teachers' questionnaires. The teacher interviews were decided to employ semi-structured type of interview. It would be useful to yield elaborate responses would allow the participants to express their thoughts on the research issues.

Thus, interview questions were structured in the content which allows the interviewer some freedom and flexibility. These interviews helped the researcher to develop natural conversation with the interviewees on the issues under investigation.

Five teachers were the participants of the interviews. The interviews lasted about 30-50 minutes and audio taped, notes of the essential points were taken during the interviews. The interviews were held in Turkish as it was believed to be easier for the participants to express their thoughts in their native language.

The data gathered from teachers' questionnaire and interviews showed that it would be useful to employ interviews with the students to have more focused information about the students' opinions on the technique of vocabulary teaching. Also this would validate the data gathered before.

3.3.3. Student Feedback Session

The questions for the feedback sessions were developed in light of data elicited from the teachers' and learners' questionnaires. The questions for the feedback session were indirect and non-specific. Because this type of questions would allow the students feel free to express their opinions. The questions were hand guided and decided beforehand.

30 students were asked about their opinions and perspectives on the technique of using games in vocabulary learning process. The students were preferred from different classes. The session lasted 35-50 minutes and was audio taped.

4. ANALYSIS AND RESULT

This chapter provides information about the analysis of the results gathered from the teachers' and students' questionnaires and also analysis of the data obtained from the teachers' interviews and feedback sessions.

4.1. Data Analysis Procedure

Data obtained from the questionnaires had to be collated and interpreted. In order to compare the students' and the teachers' perspectives on the vocabulary games and also in order to be able to see whether the teachers' responses corresponded to the students', it was necessary to quantify the students' and teachers' responses to the questionnaire items. Therefore, to achieve this quantification, the data from teachers' questionnaire was described in a quantitative manner and the responses were computed accordingly and were converted into percentages on the graphs. Secondly, the data derived from students' questionnaire was also described in the same manner.

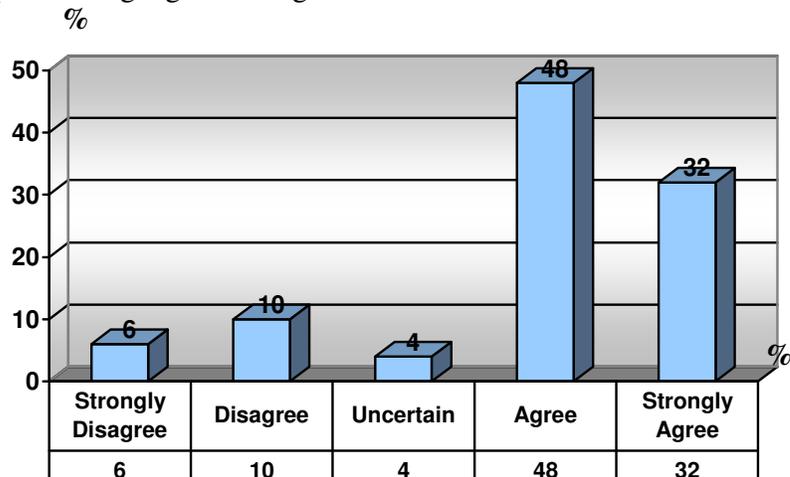
In addition, the interviews applied were important to back up the data obtained from the questionnaires and they were also analyzed. The repeated themes in the interviews were noted. The general units emerged in the interviews were collected into categories on the basis of the question occurred in the interviews. The researcher also felt the necessity of making comparisons of the responses with the results of the items obtained from the questionnaires. Such an analysis helped the large amount of interview data to be converted into quantifiable units.

4.2. Statistical Analysis of the Questionnaire Items

The study aimed at investigating and describing the effects of vocabulary games on adult language learners. In this section, the item analysis results of the statements in teachers' questionnaire will be shown on graphs:

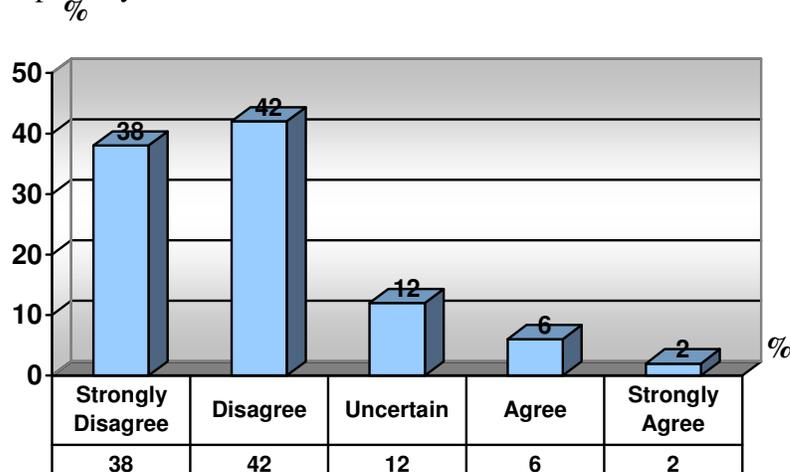
4.2.1. Teacher Questionnaire

Graphic 1. In my opinion, vocabulary teaching is a very essential and important part of language teaching.



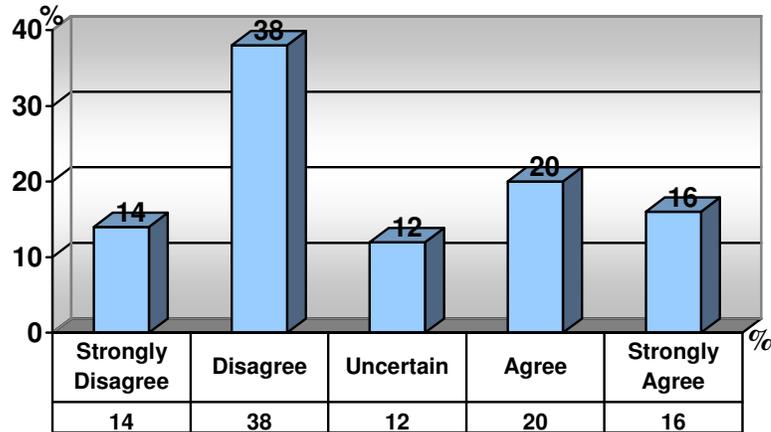
Very small number of the teachers disagree with this statement. % 80 of the teachers believe that the vocabulary is very important in language teaching process.

Graphic 2. Language is a whole, so I do not find it necessary to study vocabulary separately.



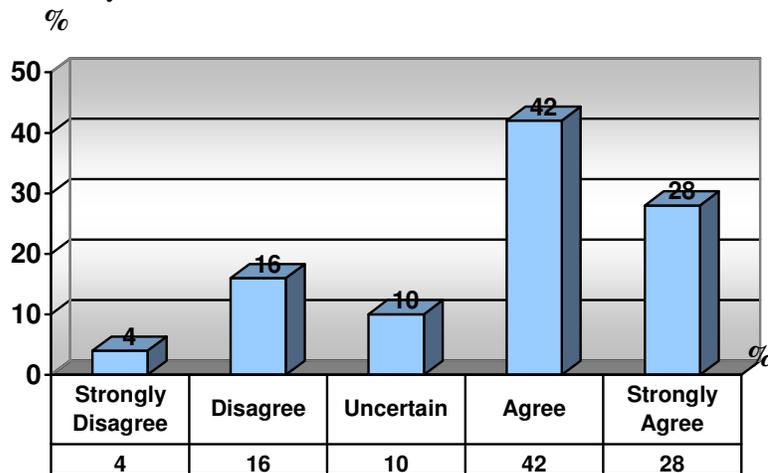
As the graph above shows, teachers think that vocabulary should be taught separately in language teaching classes. However, there are some teachers who think that is unnecessary.

Graphic 3. I prefer traditional techniques for teaching vocabulary such as word lists, translation etc.



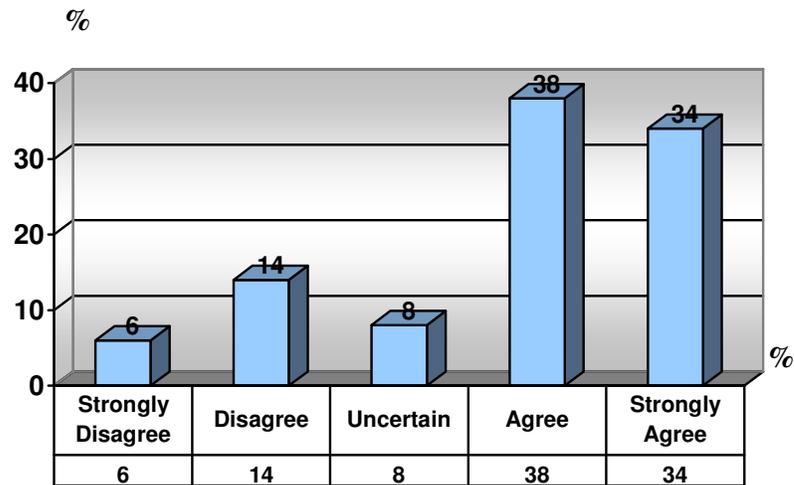
The results show that most of the teachers disagree with this statement. Traditional techniques such as word lists and giving the Turkish translation of the new words are not preferable but still they are used by some of the teachers.

Graphic 4. Language games are enjoyable classroom activities. I like applying them in my classes.



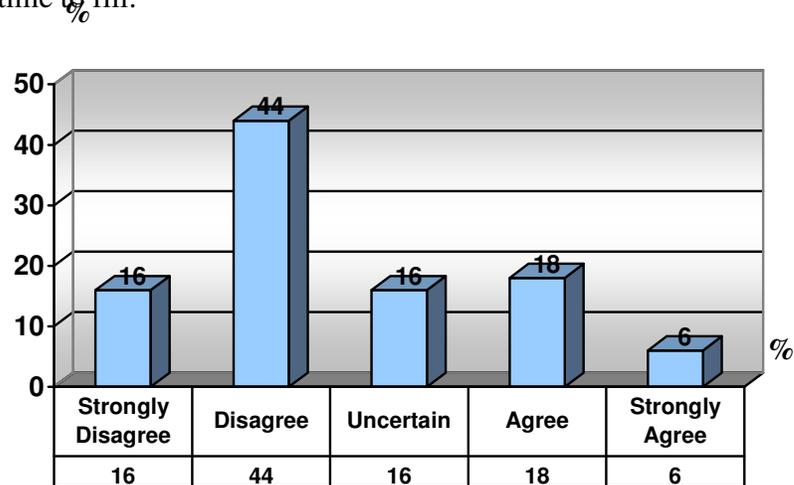
Nearly all of the teachers state that they use the language games in their classrooms because the games are enjoyable activities that can be applied in language classes.

Graphic 5. I carry out vocabulary games in my classes because I think they are useful.



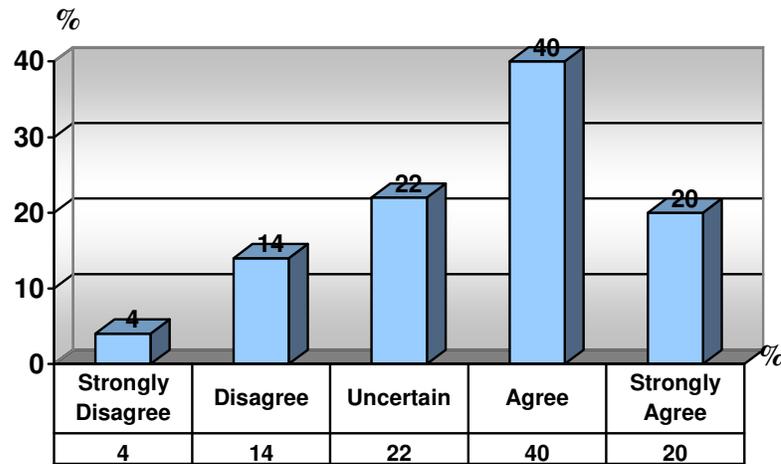
Looking at the results, it can be said that most of the teachers, 72%, seem to believe that the vocabulary games are useful and applicable in language classes and they use them actively.

Graphic 6. I think games are just time-filling activities and I do not have that much time to fill.



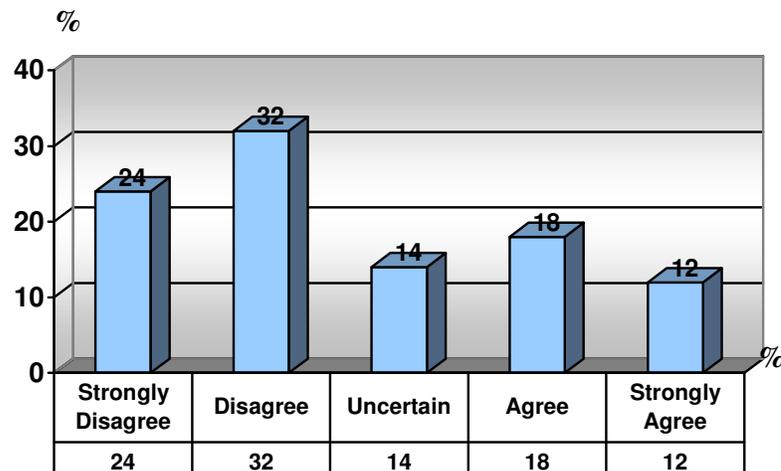
An overwhelming majority of the teachers disagree with this statement. They mostly think games are not just free time activities.

Graphic 7. Vocabulary games work on my students successfully.



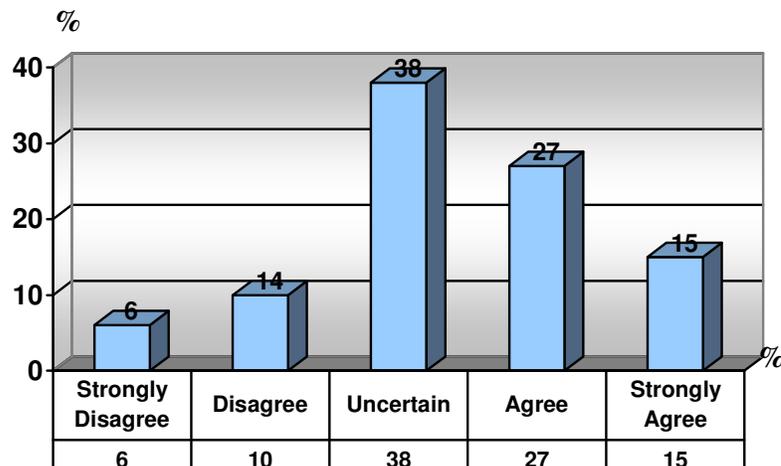
More than the half of the group of teachers agree with this item. It shows that the teachers in SOFL think that the vocabulary teaching via games is a good way of teaching the new words and it really works on their students to make them successful about this part of the language learning.

Graphic 8. My students are adult learners so I do not think games are suitable for them.



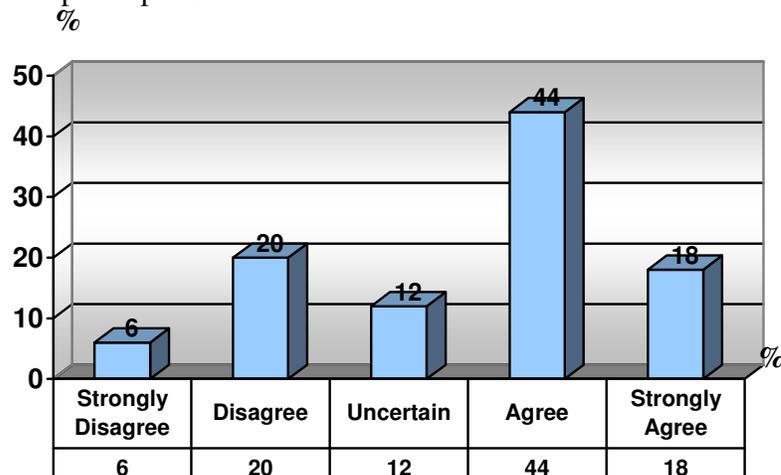
As the results show, the ratios are very similar. However, still the highest ratio is in disagree part so it can be said that teachers mostly believe that the games are also suitable for adult learners and it is not matter to use the games on them.

Graphic 9. When I apply vocabulary games, I see the positive effects of it in my students' exam papers.



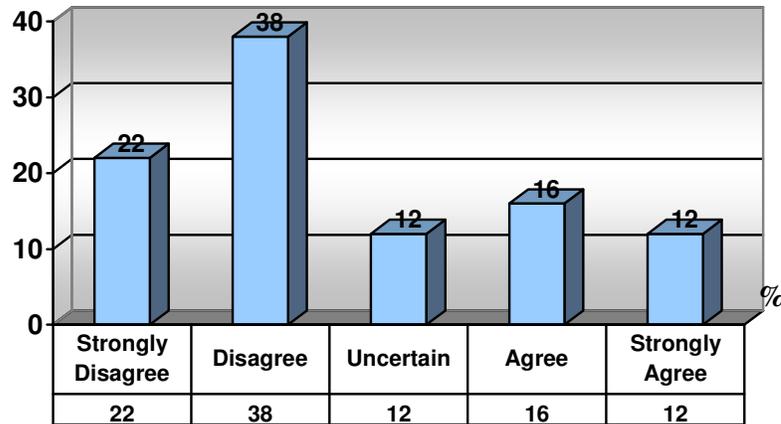
In this item it is very interesting to see the uncertain part is very high. This may have been caused by that the vocabulary examining parts in the exams are not sufficient in SOFL. So the teachers are not exactly sure about the exam reflections of the games used in the lessons.

Graphic 10. Vocabulary games increase my students' concentration, motivation and participation.



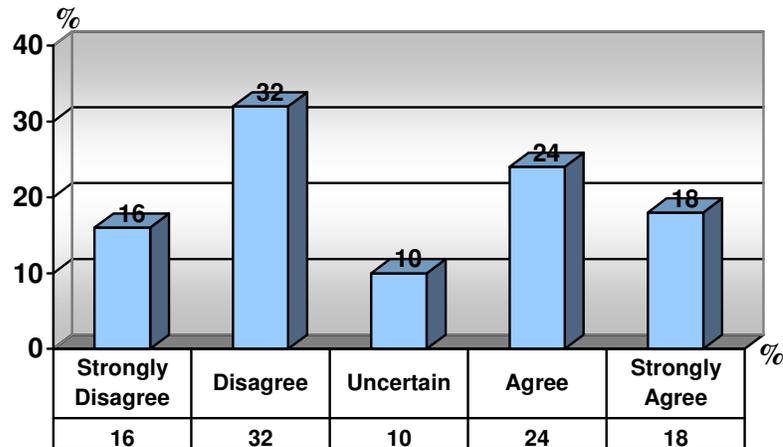
Looking at the results, again it is certain that language teachers in SOFL think that games are such activities that they raise the motivation, concentration and participation of their students.

Graphic 11. Teaching or practising the new words via games is useless because games only work on young learners.



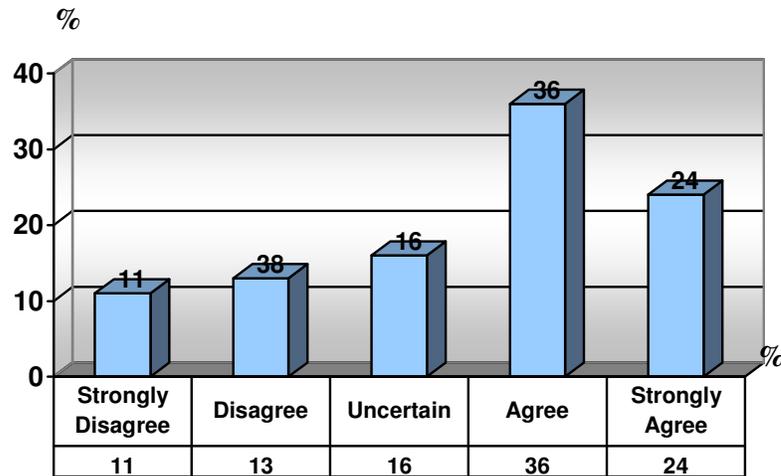
The results of this item show that most of the teachers disagree with this statement. They do not think that the games are only for young learners.

Graphic 12. I usually have more serious applications to do so I do not waste time by playing games.



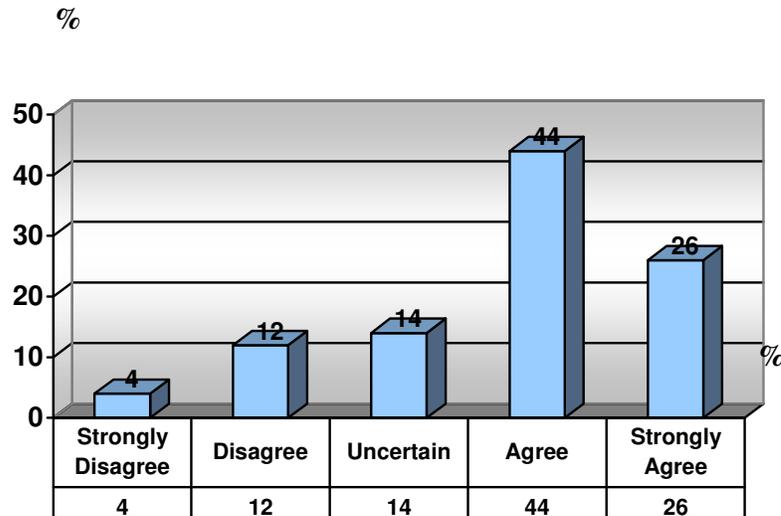
The results seem balanced in this item. The reason of this may be that in SOFL the curriculum of the year is prepared at the beginning of the academic year so teachers generally do not have much extra time to do something except for the course book.

Graphic 13. Games provide real life communication so they are beneficial for my students.



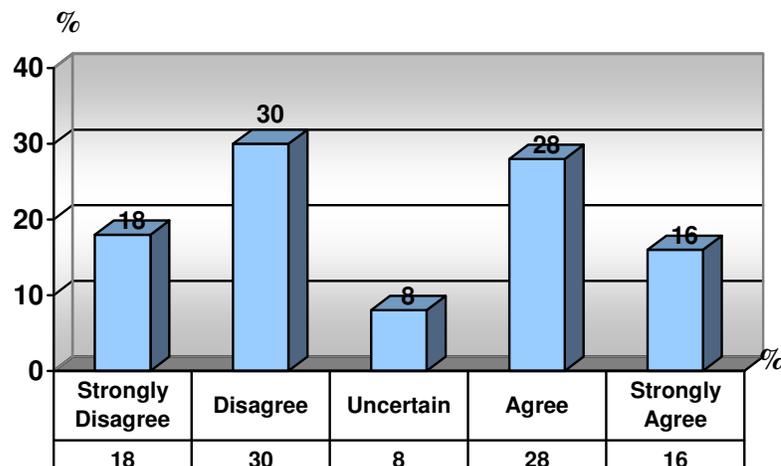
Nearly all of the teachers believe that the games provide real life communications in the classroom so they are profitable for the students.

Graphic 14. I like using vocabulary games instead of boring vocabulary exercises.



In this part, we see that the ‘Strongly Agree’ choice rate is very high and according to this we can make a comment like this; instead of boring activities teachers prefer enjoyable ones.

Graphic 15. Using games for teaching vocabulary is a very noisy and tiring way so I do not prefer it.



This result of the last item of this questionnaire shows us that teachers of foreign language in SOFL find games mostly tiring and noisy for themselves in the dense curriculum-studying academic year.

4.2.2. Teachers' Interview

Five teachers were interviewed to back up the questionnaire results. The interviewer asked the interviewees their opinions about the use of vocabulary games with their adult students.

The first question asked was about the importance of vocabulary teaching. The answers of the teachers showed that they really think teaching the new words of the second language is a very essential in this process. They state that without the words, there will be no language so the students must learn the vocabulary.

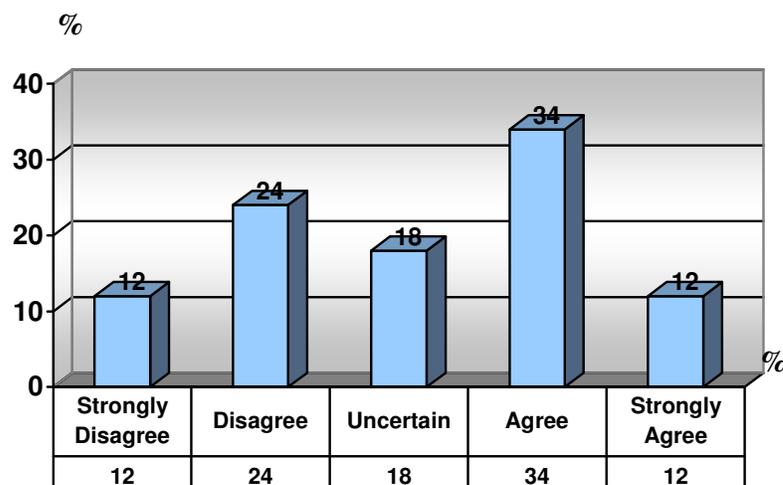
Second question was about the games that are used in language teaching and their effects. The answers to this question showed that the SOFL teachers believe the games are very useful classroom activities. They provide an enjoyable, comfortable atmosphere so that the games can be used in every step of foreign language teaching process

The interviewer's third and the last question was about teaching vocabulary to adult learners through games. The answers given proved that the teachers think no matter what age group the learners are. It is more important to choose the appropriate activities for the group. They mentioned that if you select the right activity, it will be both enjoyable and profitable.

4.2.3. Student Questionnaire

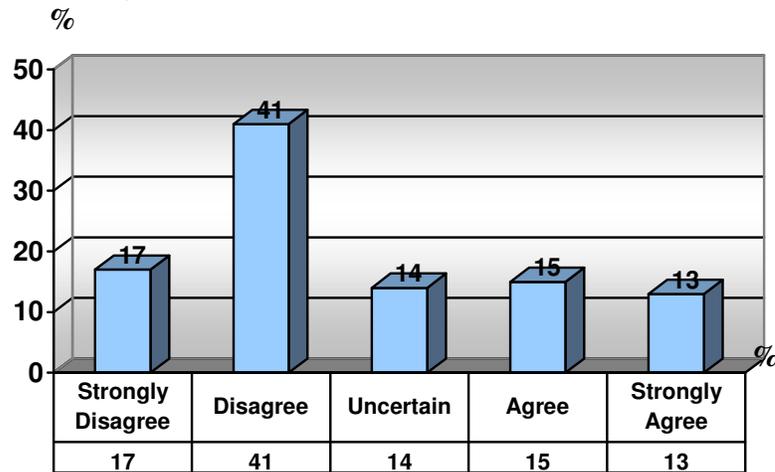
In this section, students' responses to the questionnaire will be presented. The items in the questionnaire and their responses are displayed in the graphs below:

Graphic 1. I find it very difficult to learn vocabulary of second language.



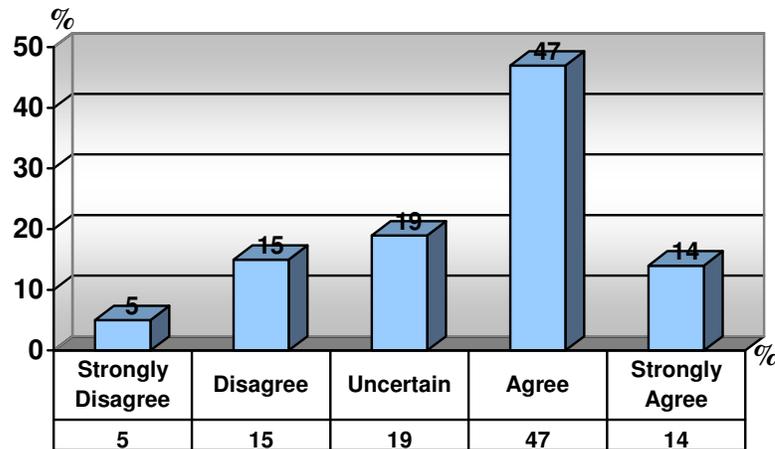
As the graph above shows, although nearly half of the students seem to think that learning vocabulary is a difficult part of language learning, there are also students who think that it is easy.

Graphic 2. Studying vocabulary as a separate part of language learning process is unnecessary.



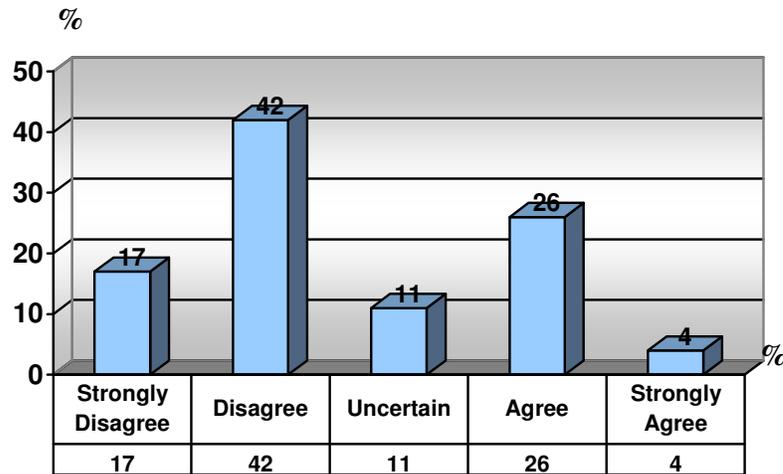
The results show that most of the participants, 58%, disagree with that statement. It means that they think vocabulary learning is necessary.

Graphic 3. I like learning new words.



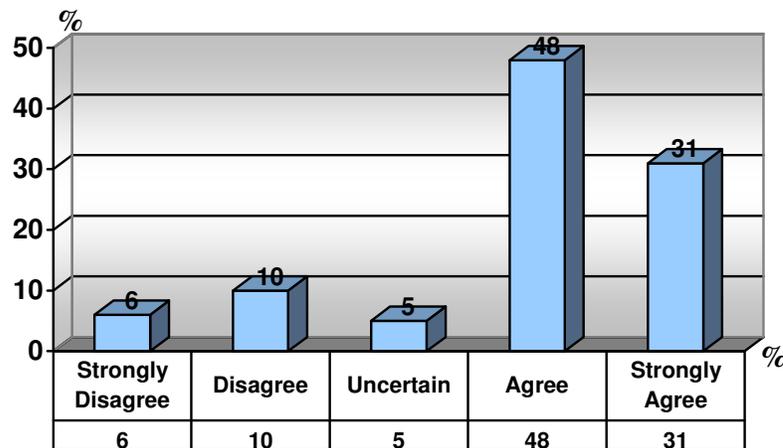
Looking at the results, it can be said that students really like learning new words of the second language, but still there are some students that do not like it much.

Graphic 4. Our course books are enough to teach vocabulary. No need to extra classroom activities.



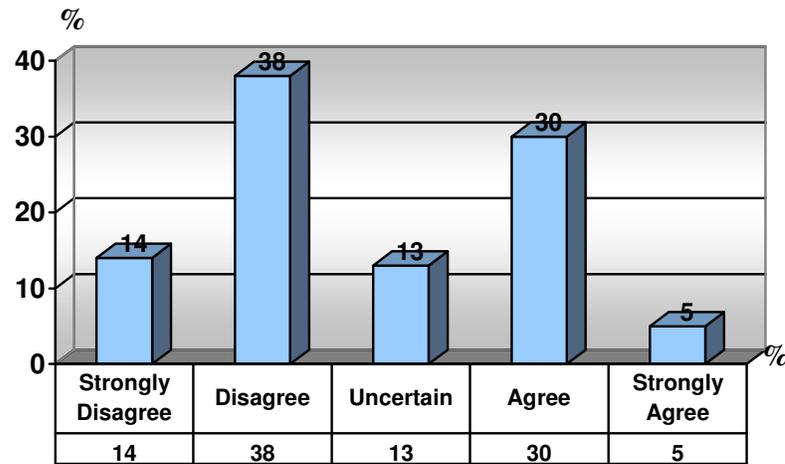
Most of the students think that they need extra classroom activities besides their course books' activities. They do not think only course book is enough for their learning.

Graphic 5. I prefer enjoyable activities instead of dull studying procedures.



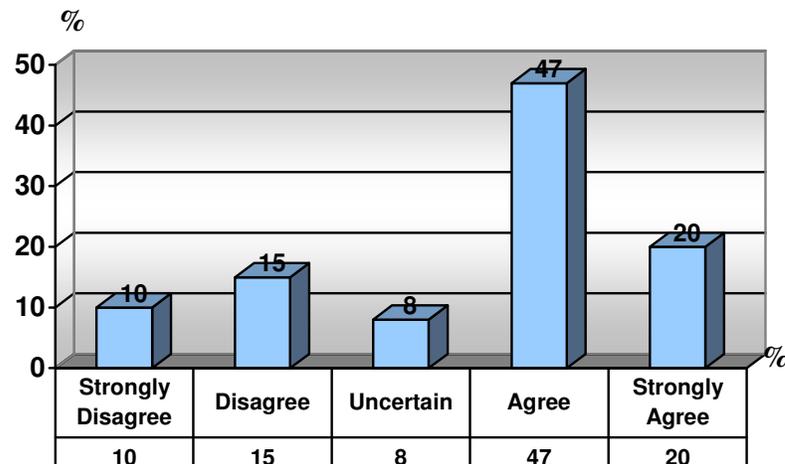
Very small number of students disagree with this item. 79% of the students prefer the enjoyable activities such as games to boring exercises.

Graphic 6. I find language games very childish.



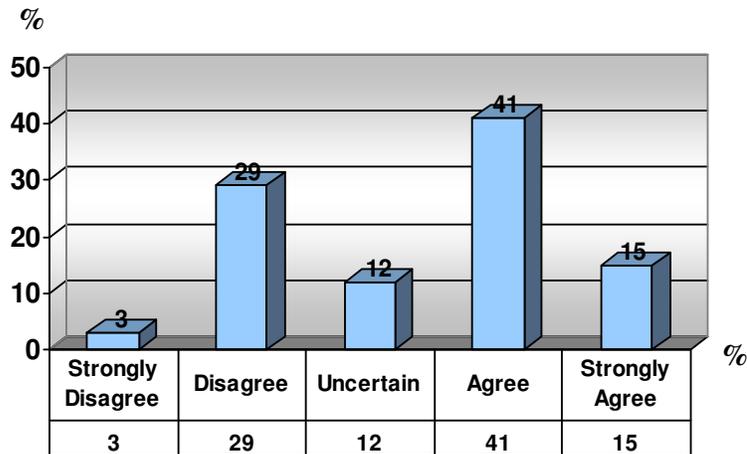
The students who agree and disagree with the statement are almost equal. 35% of them find language games childish and 52% of them think that they are not.

Graphic 7. When I practise the vocabulary via enjoyable activities, I learn and remember them better.



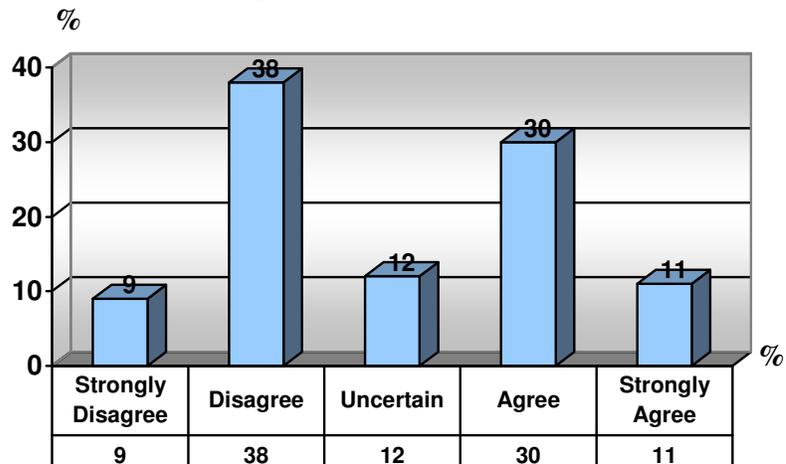
The result on this item shows that more than half of the students agreed that learning and remembering the new words through enjoyable activities is a more memorable way.

Graphic 8. I do not mind playing games in the classroom because I know that they are useful.



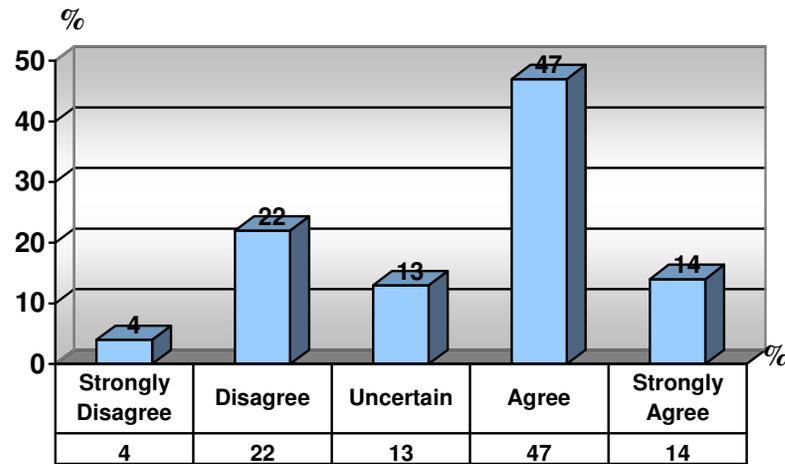
Most of the students, 56%, agree with this statement by saying ‘agree’ or ‘strongly agree’. It shows that they find games useful and they do not mind playing in the classroom with their friends.

Graphic 9. I think games are just time wasting. We are adults and we should use more serious techniques.



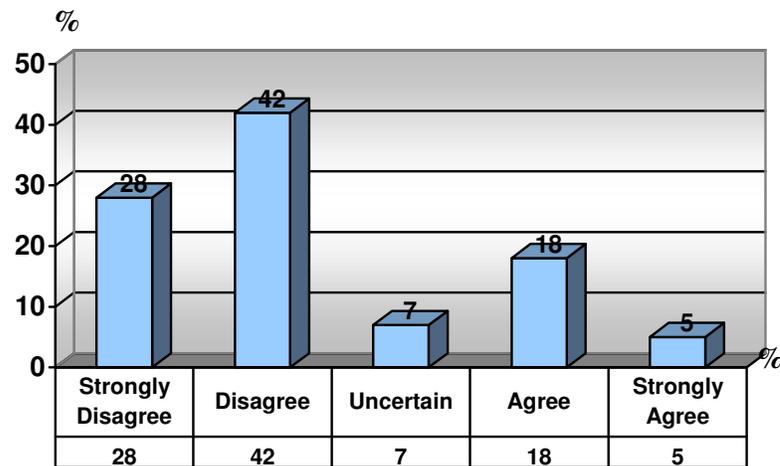
Surprisingly, as it can be seen from the graph, the responses to this item seem to be nearly equally distributed between ‘agree’ and ‘disagree’. This shows that students do not want to waste any time because they have got one year to learn a language in prep class. On the other hand, they know that games also can be very useful.

Graphic 10. When I enjoy the lesson, it becomes more beneficial for me.



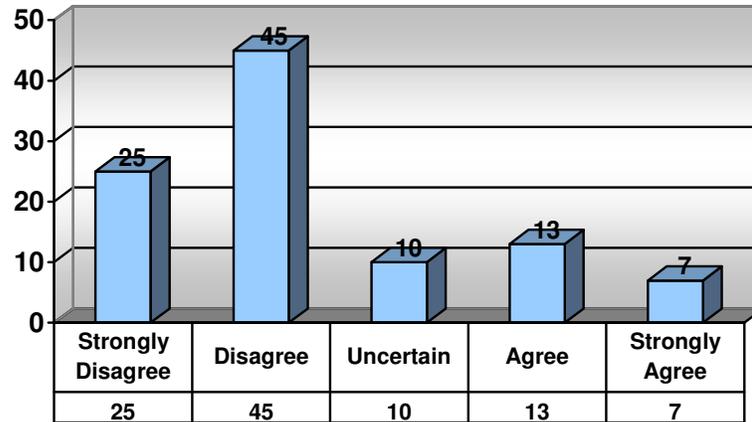
The results on this graph show that students mostly find it profitable to do something enjoyable in the lessons.

Graphic 11. I get bored while playing games in the classroom.



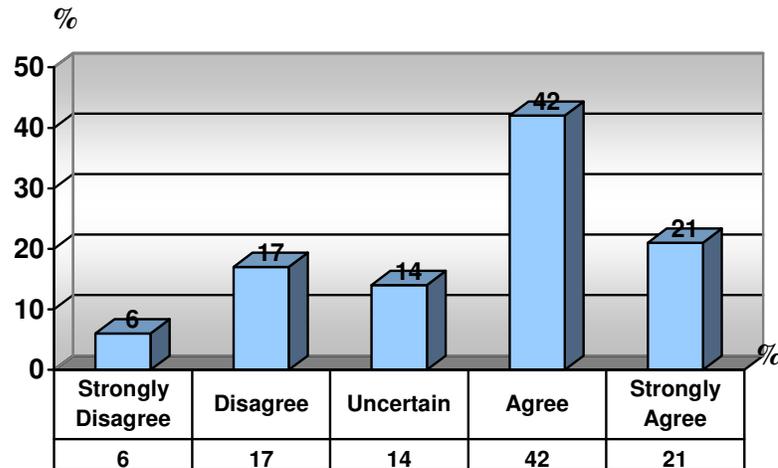
As the results show that almost all of the participants, 70%, agree with the options 'disagree' and 'strongly disagree'. This shows that they do not find games boring.

Graphic 12. In my opinion, memorizing the new words at home is the best way to learn them.



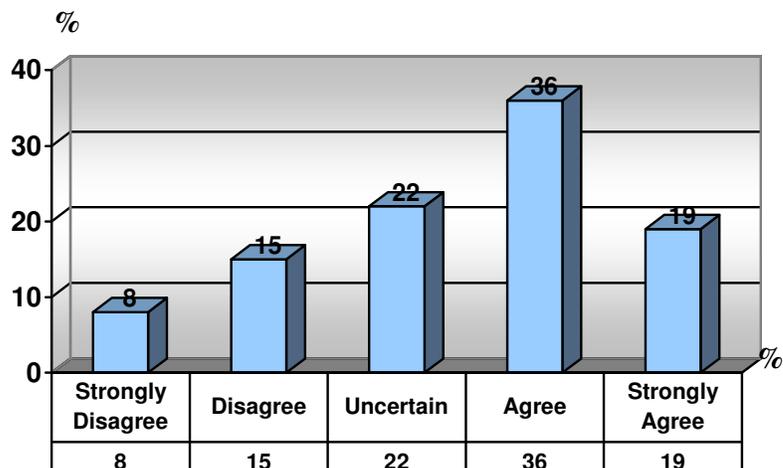
As the previous item, students disagreed with this one. It means that they do not believe memorizing the words is a beneficial way of learning them.

Graphic 13. I do vocabulary in the exams when I learn them via activities in the classroom.



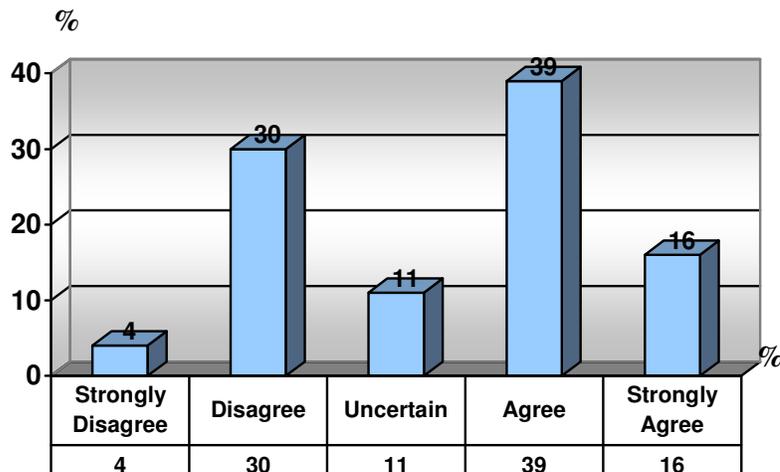
Looking at the results, it can be said that most of the students believe that activities are positively effective on their vocabulary learning so they are aware of the advantages of them.

Graphic 14. I forget the new words easily when I memorize them one by one.



Most of the students state that they forget the new-learnt vocabulary more easily when they try to memorize them by themselves.

Graphic 15. I do not feel comfortable while playing games with my friends in the classroom.



From the results of this item, we can say that students mostly do not feel comfortable while they are on the scene. They do not want to be in front of the eyes of their friends in the classroom.

4.2.4. Feedback Sessions

Thirty students were asked several questions for this section. They were asked what they think about the vocabulary teaching in language teaching process. They mostly answered this question as they think it is very important. Some of the students stated that it was the most important part of their learning. They said without learning vocabulary they do not understand the sentences even if they have learnt the grammar perfectly.

The second question was what the best way of learning vocabulary was according to them. They said that they used several ways. Sometimes they only learn them by practising their course book with their teacher. For example, the teacher gives the Turkish meanings of the words and sometimes they do some extra activities in the classroom. However, if they are at home to practise the vocabulary on their own, they mostly prepare word lists and try to memorize the words with their meanings.

The third question was about classroom games. They were asked if they played games in their classroom or not. More than the half of the students stated that they often did. Their teacher use the language games in the classroom. Other students said that they did not play games so often. They said that they generally were exposed to exercises such as 'fill in the blank' exercises in their lessons when they had some extra time.

The fourth question asked them what they thought about the effects of vocabulary games on the adult language learners like them. They mostly said that it was not a matter to play games in the classroom because games were very enjoyable and they usually remembered the words when they learnt them through games. However, there were some students to say that the games were for children and not suitable for them. They often feel shy and uncomfortable while playing games.

As a result, questionnaires, teachers' interviews and feedback sessions were submitted to both students and teachers to decide if games work on adults in teaching vocabulary or not. This study showed that in SOFL, as a one-year English teaching process, language games are used actively in the classrooms. The teachers usually apply vocabulary games in their classes when they have time left over. They think the vocabulary games are useful and enjoyable activities for both them and their students. Students remember better what they have learnt with a little aspect of fun no matter what the age group of the learners is in. It is more important than age to select the appropriate activities for the students.

Also the students think vocabulary learning is one of the most important parts of language learning. They try their best to learn new words of the language to use it effectively. They think they mostly learn the words in class. So, there must be some extra effort to be spent on vocabulary learning. Games played in the classroom are very essential way of it. They enjoy themselves very much while playing games and at the same time they learn. However, there are some students who think that their age is not appropriate to play games.

5. CONCLUSION

This study has examined the vocabulary learning, language games, vocabulary games and the effects of vocabulary games on adult language learners. In order to reach the goals of the study, teachers' questionnaire and interview and students' questionnaire and feedback sessions have been organized and applied. Both the students' and teachers' points of views have been explored.

5.1. Summary of the Study

The introduction section provided information about the purposes of the present study and research questions that were put forward as a research subject. The second chapter focused on the vocabulary teaching and learning techniques, the place of games in language and vocabulary teaching, and if games can be used on adult learners. In the third chapter of the study, we provided information about research design adopted, the subjects participated in the study, data collection instruments employed and data analysis applied. The fourth chapter focuses of the presentation of data elicited by means of different data collection instruments. The results of the data obtained from the data collection instruments showed that the vocabulary games work on adult learners as well as young learners if they are applied at the right time and with right selections.

5.2. Limitations

In this study we have some limitations. The data collection procedure about the research is prepared through SOFL in S.U. So these results of the study are limited to the 100 students of 2006-2007 academic year that are studying English in prep. classes in SOFL in S.U. and 50 teachers that work in SOFL in S.U.

5.3. Discussion

There is a common perception that all learning should be serious and solemn in nature, and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games.

The restriction of the use of games to beginners and intermediate level students, and not to advanced level students or to children and not to teenagers or adults, is inappropriate because the enjoyment of games cannot be restricted. Different learners have different interests so some are more keen on games than others. The important point to be considered by the teacher is whether or not the games are appropriate for his or her students.

Some school and university students, including those in university Prep. Schools, are so concerned with passing their examinations that they regard the use of games as unnecessary. This is also true for the students at the Department of Basic English. Their main aim is to pass their courses and so activities such as games might be viewed, both by students and teachers and, as a waste of time. But this study has showed that language teachers and learners give the necessary significance to games in their classes.

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APPENDIX I

TEACHER QUESTIONNAIRE

1. Vocabulary teaching is a very essential and important part of language teaching.
2. Language is a whole, so I do not find it necessary to study vocabulary separately.
3. I prefer traditional techniques for teaching vocabulary such as word lists, translation etc.
4. Language games are enjoyable classroom activities. I like applying them in my lessons.
5. I carry out the vocabulary games in my classes because I think they are useful.
6. I think games are just time-filling activities.
7. Vocabulary games work successfully on my students.
8. My students are adult learners so I do not think games are suitable for them.
9. When I apply vocabulary games, I see the positive effects of it on my students' exam papers.
10. Vocabulary games increase my students' concentration, motivation and participation.
11. Teaching or practising the new words via games is useless because games only work on young learners.
12. I usually have more serious applications to do so I do not waste time with games.

13. Games provide real communications so they are beneficial for my students.
14. I like using vocabulary games in stead of boring vocabulary exercises.
15. Using games for teaching vocabulary is a very noisy and tiring way so I do not prefer it.

APPENDIX II

TEACHER INTERVIEW

1. Dil öğretimi sürecinde kelime öğretiminin önemli olduğunu düşünüyor musunuz?
2. Sizce oyunlar dil öğretiminde etkili midir?
3. Öğrencilerimiz yetişkinler. Size göre sınıf içinde oynanan oyunlar onlar üzerinde etkili mi?

APPENDIX III

QUESTIONNAIRE 1

1. I find it difficult to learn vocabulary of second language.
2. Studying vocabulary as a separate part of language process is unnecessary.
3. I like learning, practising and studying new words.
4. Our course books are enough to teach vocabulary, no need to extra classroom activities.
5. I prefer enjoyable activities in stead of dull studying procedures.
6. I find language games very childish.
7. When I practise the vocabulary via enjoyable activities, I learn and remember them better.
8. I don't mind playing games in the classroom because I know they are useful.
9. I think games are just time-wasting activities. We are adults and we must be exposed to more serious techniques.
10. When I enjoy the lesson, it becomes more beneficial for me.
11. I get bored while playing games in the classroom.
12. Memorizing the new words at home is the best way to learn them.
13. I do vocabulary better in the exams when I learn them via activities in the classroom.
14. I forget the new words easily when I memorize them one by one.
15. I do not feel comfortable while playing games beside my friends in the classroom.

APPENDIX IV

FEEDBACK SESSIONS

1. Sizce dil öğretiminde kelime öğretiminin önemi nedir?
2. Size göre kelime öğrenmenin en iyi yolu nedir?
3. Sınıf içinde İngilizce oyunlar oynuyor musunuz?
4. Oyunların siz yetişkin öğrenciler üzerinde nasıl bir etki yaptığını düşünüyorsunuz?