

**THE EFFECT OF LANGUAGE
GAMES ON LEARNING
IRREGULAR PAST TENSE VERBS:
A STUDY WITH 9TH GRADE
TURKISH STUDENTS**

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(Yüksek Lisans Tezi)
Eskişehir,2010**

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M.A. THESIS

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**Eskişehir
Anadolu University Graduate School of Educational Sciences
June, 2010**

YÜKSEK LİSANS TEZ ÖZÜ

OYUNLARIN DÜZENSİZ GEÇMİŞ ZAMAN FİİLLERİNİN ÖĞRENİLMESİNDEKİ ETKİSİ: 9. SINIF TÜRK ÖĞRENCİLERİYLE YAPILAN BİR ÇALIŞMA

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İngiliz Dili Eğitimi Anabilim Dalı

Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, Haziran 2010

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Yabancı dil eğitimi olarak İngilizceyi öğrenen Türk öğrencileri için düzensiz fiillerin öğrenimi yorucu ve zor bir süreçtir. Düzensiz fiillerin karmaşık ve tahmin edilemeyen yapılarından ve Türkçenin kurallı yapı bilgisinden dolayı, Türk öğrencileri düzensiz fiillerin öğreniminde genellikle problem yaşamaktadırlar. Bu çalışmanın asıl amacı İngilizceyi yabancı dil olarak öğrenen 9. sınıf Türk öğrencileri için düzensiz fiillerin öğreniminde oyun kullanımının etkisini araştırmaktır.

Bu amaçla, kırk yedi gün süreli bir ön test- son test- iki gecikmeli son testten oluşan bir çalışma tasarlanmıştır. Bir anadolu teknik lisesinin 9. sınıfında öğrenim görmekte olan başlangıç düzeyinde dil seviyesine sahip toplam 72 öğrenciden oluşan üç sınıf rastgele oyun, geleneksel ve bir kontrol gruplarına ayrılmıştır. Uygulamaya başlamadan önce bilinmeyen 20 düzensiz fiili belirlemek için ön test geliştirilmiş ve 3 denek grubun öğrencilerine uygulanmıştır. Belirlenen 20 düzensiz fiil oyun ve geleneksel gruba 4 uygulama seansı ile sunulmuştur. Her seansta oyun ve geleneksel gruba öğretilecek düzensiz fiiller resimlerin kullanıldığı düzeltici eğitimle öğrencilere öğretilmiştir. Oyun grubu düzensiz fiilleri oyunlarla pratik ederken, geleneksel grup ise aynı fiilleri geleneksel dilbilgisi alıştırmalarıyla tekrar ederek pekiştirmişlerdir. Kontrol grubundaki öğrencilere herhangi bir düzeltici eğitim yapılmamış, onlar bu düzensiz fiilleri öğretmenleriyle birlikte kitaplarından öğrenmişlerdir.

Testlerle toplanan veriler tek-yönlü varyans analizi ile analiz edilmiştir. Bunun yanında kısa ve uzun dönemde hangi öğrenme yolunun diğerine göre daha etkili olduğunu bulmak için Sheffe testinden faydalanılmıştır. Verilerin istatistiksel çözümlenmeleri, oyunlarla düzensiz fiilleri tekrar eden oyun grubunun deneklerinin geleneksel dilbilgisi alıştırmalarıyla tekrar edenler ve herhangi bir özel uygulama yapılmayan kontrol grubuna göre hem kısa dönemde hem de uzun dönemde anlamlı derecede daha başarılı olduklarını ortaya çıkarmıştır. Oyun grubu üçüncü ve altıncı hafta sonunda uygulanan gecikmeli son testlerde anlamlı bir düşüş oranı göstermemiştir. Fakat bu düşüş geleneksel grup ve kontrol grubu için oldukça yüksektir. Bu çalışma düzensiz fiillerin öğretiminde oyunların etkili bir yol olduğu göstermiştir.

ABSTRACT

THE EFFECT OF LANGUAGE GAMES ON LEARNING IRREGULAR PAST TENSE VERBS: A STUDY WITH 9TH GRADE TURKISH STUDENTS

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Learning irregular verbs is a challenging and difficult process for Turkish EFL learners. Due to their complex and unpredictable form and dissimilarity to Turkish rule-governed morpheme system, Turkish EFL learners have always trouble with them. The main purpose of this study is to investigate the effects of language games as a learning tool in order to increase irregular verbs retention among 9th grade Turkish English foreign language students.

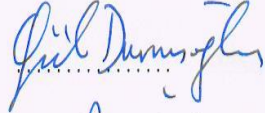
For this purpose, a study which endured 47 days, consisting pretest-posttest-delayed posttests stages was designed. The subjects consists of 72 9th grade students, from an Anatolian Technical High School whose English is at elementary level participated the study. The subjects were assigned to two experimental groups, namely game group and traditional group, and a control group. At the beginning of the study, a pretest on English irregular verbs was applied to all students in order to determine target twenty unknown irregular verb. These irregular verbs were instructed in four training sessions to game and traditional groups. A remedial teaching was applied to these groups to reinforce the retention of these irregular verbs. The game group practiced the relearned irregular past tense verbs through language games while the traditional group practiced them through traditional structural drills. The control group did not receive a remedial teaching process; they learned irregular verbs from their course book with their teacher.

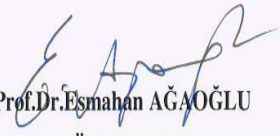
Data were collected via tests and analyzed using one-way ANOVA and Shefee test to see the effectiveness of language games while learning irregular verbs in short and long term. The statistical analysis of the data revealed that the game group who received remedial teaching through language games for irregular verbs outperformed the

traditional group who relearned the irregular verbs through traditional exercises and the control group who did not receive any remedial teaching in both short and long term. For the game group, no significant decrease was observed on the scores of posttests applied at the end of three weeks and six weeks. On the other hand, significant decrease was observed on the traditional and control group in long term process. The study showed that language games are an effective tool while learning irregular verbs

JÜRİ VE ENSTİTÜ ONAYI

Şükriye Selin ÇİFTÇİ'nin "THE EFFECT OF LANGUAGE GAMES ON LEARNING IRREGULAR PAST TENSE VERBS: A STUDY WITH 9TH GRADE TURKISH STUDENTS" başlıklı tezi 09.06.2010 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

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ACKNOWLEDGEMENTS

The completion of this thesis is due to the assistance of many individuals. I would not have been able to complete the study and thesis without their generous help, insightful comments and continuous encouragement.

First of all, I would like to express my deepest and warmest thanks to Prof. Dr. Gül DURMUŞOĞLU KÖSE, my advisor, for her great help, considerable patience , and understanding. I am very grateful for her guidance from the earliest stages of this study. Without her encouragement, I would not have the strength to continue this research.

As my committee members, I wish to thank Assoc. Prof. Dr. Işıl AÇIKALIN, Asst. Prof. Dr. Mine DİKDERE, Asst. Prof. Dr. Rıdvan TUNCEL and Dr. Aynur BOYER for their valuable and insightful comments.

Thanks are also due to my sister, Ş. Koza ÇİFTÇİ for her long hours of guidance and advice in statistical analysis. She provided me with detailed feedback and advice on statistical section of research.

I am also thankful to Ayşe SAKLAVCI who is one of my best friends for her supports and contribution during the Master Programme. I am grateful all my friends who supported me giving positive energy and warm friendship through this study.

I should also thank to my colleague Ebru ÜLER for helping conducting and data collection, and all the students participated in this study.

I owe much to my parents and sister for being there whenever I needed them and for their endless encouragement, patience, support and love through my life. I dedicate this thesis to them.

ÖZGEÇMİŞ

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Cinsiyet : Bayan

Yabancı Dil : İngilizce

TABLE OF CONTENTS

YÜKSEK LİSANS TEZ ÖZÜ	iii
ABSTRACT	v
JÜRİ VE ENSTİTÜ ONAYI	vii
ACKNOWLEDGEMENTS	viii
ÖZGEÇMİŞ	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xii
LIST OF FIGURES	xiii
CHAPTER ONE -INTRODUCTION	1
1.1. Background of the study.....	1
1.2. Statement of problem.....	3
1.3. Purpose of the Study	5
1.4. Research Questions	6
1.5. Definition of the terms	6
CHAPTER TWO -LITERATURE REWIEW	7
2.1. Presentation	7
2.3. Teaching and Learning Grammar	9
2.4. Roles of Games in Learning and Teaching Grammar	13
2.4.1. Definition of Game	13
2.4.2. Characteristics of Game.	15
2.4.3. Types of Language Games.....	16
2.4.4. Advantages of Games in the Language Classroom	18
2.4.5. Selection of Games	20
2.4.6. Studies on Games	22
CHAPTER THREE-METHODOLOGY	27
3.1. Introduction.....	27
3.2. Participants.....	27
3.4. Instruments.....	31
3.4.1. Testing Materials:	31
3.4.2. Teaching Materials:	32
3.5. Data Analysis Procedure	34
CHAPTER FOUR- RESULTS AND DISCUSSIONS	36

4.1. Results	36
4.2. Discussion.....	45
CHAPTER FIVE- CONCLUSION	50
5.1. Summary of the Study	50
5.2. Pedagogical Implications	51
5.3. Suggestions for Further Studies.....	53
APPENDICES	54
Appendix 1: PRETEST AND POSTTESTS	54
Appendix 2: LANGUAGE GAMES	56
1.TIC-TAC-TOOK	56
2.CHAIN DRILLS	56
3. TALKING ON FOOTBALL.....	57
4. DICE GAME	58
5.MATCHING GAME	58
6. IN THE PAST.....	60
Appendix 3: TRADITIONAL ACTIVITIES.....	67
FIRST LESSON ACTIVITIES.....	67
SECOND LESSON ACTIVITIES.....	68
THIRD LESSON ACTIVITIES	70
FOURTH LESSON ACTIVITIES	72
Appendix 4.....	74
REFERENCES.....	76

LIST OF TABLES

	<u>Page</u>
Table 4.1. Descriptive Statistics for the Game, Traditional and Control Group	37
Table 4.2. The results of One-way ANOVA for all the groups' Immediate Posttest Scores.....	38
Table 4.3. The results of Scheffe Test comparing the groups Immediate Posttest Scores.....	38
Table 4.4. The results of One-way ANOVA for all the groups' First Delayed Posttest Scores	39
Table 4.5. The Results Of Scheffe Test Comparing The Groups' First Delayed Posttest Scores	40
Table 4.6. The results of One-way ANOVA for all the groups' Second Delayed Posttest Scores	40
Table 4.7. The Results Of Scheffe Test Comparing The Groups' First Delayed Posttest Scores	40
Table 4.8. The results of the one-way ANOVA the Comparison of the Change from Immediate Posttest to Delayed Posttests for Game Group	41
Table 4.9. The results of Scheffe Test Comparison of the Change from Immediate Posttest to Delayed Posttests for game group	42
Table 4.10. The results of the one-way ANOVA the Comparison of the Change from Immediate Posttest to Delayed Posttests for Traditional Group.....	43
Table 4.11. The results of Scheffe Test Comparison of the Change from Immediate Posttest to Delayed Posttests for Traditional Group	43
Table 4.12. The results of the one-way ANOVA the Comparison of the Change from Immediate Posttest to Delayed Posttests for Control Group	44
Table 4.13. The results of Scheffe Test Comparison of the Change from Immediate Posttest to Delayed Posttests for Control Group	44

LIST OF FIGURES

	<u>Page</u>
Figure 3.1. Students chosen for the study and types of treatment they received.....	28
Figure 3.2. The general design of the study.....	30
Figure 4.1. Figure Within Group Comparisons in terms of Immediate, First and Second Delayed posttests results.....	45

CHAPTER ONE -INTRODUCTION

1.1. Background of the study

Learning a language has always been regarded as an important activity since it is only way of interaction between people at any age and for any reasons. Due to globalization and other factors, countries and cultures are getting closer day by day. Therefore, learning a second language is necessary to communicate with different people all around the world. Willes (1983:vii) claims that “Language plays a central part in education... language is also a central fact in everyone’s social life”. Thus second language learning has been the center of the interest of many linguists and researchers. However large numbers of people have difficulty in learning a second language at a high level of proficiency. There are many points on which a second language learner should focus. One of the most important points during this process is the second language grammar.

It is a fact that a grammar defines a mapping between sounds and meaning, but this mapping is not done in a single process. It is done through a set of structures, each of which is governed by a subsystem. Morphology is the subsystem that computes the forms of the words (Pinker, 1993). In terms of both form and meaning, inflectional morphology occupies an essential position in language, it marks relations such as person, number, case, gender, possession, tense, aspect, and mood, serving as an important grammatical glue holding the relationships of constructions together.

In English, inflectional morphology is a significant element. There are many examples of irregular inflection such as past form of verbs and plural forms of nouns. In this study, it was focused on the single stage of inflectional morphology, English past tense inflection. The overwhelming majority of English verbs have a simple past tense form that can be described as predictable and computed by a rule resulting the addition of one of three variants of the "-ed" (-d, -t, - ed) suffix to a base verb stem. A significant minority, particularly of relatively common verbs, take a so-called "irregular" form, which are unpredictable in form.

Even native speakers take a long time to master the irregular verb forms in English. Although a small number of irregular verb forms tend to be used properly by three- and four-year olds, during typical development, acquisition of most of the common irregular past tense verb forms takes place between five and about eleven years of age (Shipley, Maddox & Driver, 1991;). In fact, they often do not attain a fundamental mastery of irregular verb forms until their high school years, and even then, some students experience persistent difficulty with fairly common irregular past tense forms. Those learning English as a second or foreign language have the same problem. As the early stages of acquisition of the irregular verbs by a native speaker, they generally make overgeneralization and add -ed for most of the irregular verbs which takes long time for them to master.

The mastery of verbal inflection is significant in second language (L2) learning as a possible indication of morphological, syntactic or semantic competence. Learners of English language have some problems with the learning of the irregular inflection, especially irregular verbs. In Turkish the past tense morpheme applies to verbs, and it has eight allomorphs according to the preceding stem vowel and consonant. The suffix vowel and the stem vowel have to share the same specification for both backness and rounding. Likewise, the suffix consonant and the stem consonant have to share the same voicing. Regardless of the vowel and consonant harmony, past tense marker has a single form, -dı.

Turkish is an inflectionally rich language in which grammatical morphemes is totally rule-governed. For that reason, irregular verbs are one of the most problematic language items for Turkish learners of English language. Although irregular verbs can be revised several times, the learners cannot store them in their long term memory. Therefore they are forgotten after a while. To overcome this problem, different learning methods can be applied, language games may be one of the effective ways in learning process of the irregular verbs. Many researchers claim that functional exposure to irregular verbs might accelerate their irregular verb learning. Games can be the one of the most effective way of this exposure. They also help learners recall materials easily by entertaining and centrally involving them in learning process. It was considered that it

was useful to find out the effectiveness of the language games through promoting learning of the irregular past tense verbs in foreign language classroom.

1.2. Statement of problem

Many language teachers in Turkey argue that teaching L2 grammar to students is one of the most challenging issues in second language learning process. Unfortunately, they are not pleased with the ways in which they teach English grammar to their students. Thus, they cannot attain an improvement in students' grammatical accuracy, motivation and classroom participation.

Although it is believed that grammar is an important part of the language teaching process, the learning of grammar often has a bad reputation (Gao, 2001; Madylus , 2002). Gao(2001) states that grammar learning is a negative experience for many L2 learners. Madylus (2002) share the same opinion, commenting grammar is a word that often “freezes” the hearts of the students and teachers.

Although learners find grammar both daunting and boring, the traditional grammar approach has dominated the teaching of the foreign language in many language classes in Turkey. The main reason of teachers' tendency to use conventional grammar teaching may be the fact of highly-populated classes. Language teachers generally feel that they cannot afford to offer communication-based practice and so they concentrate on teaching grammatical rules. In spite of the fact that they try their best to explain the rules, these explanations are usually not made as a part of a contextualized framework. Teachers use grammar exercises and practice drills which often have little or no meaning for their students. Students repeat after their teachers or engage in choral reading and responding. Such activities require only minimal active participation and students are essentially passive.

With this approach, there are usually few interactions between students and teacher; or between the students themselves. When students are asked to do some oral exercises relevant to the learned grammar, they feel anxious and uncomfortable. They prefer to

keep silent because they are not used to speaking English in front of the whole class. They are afraid of “losing face” due to their likely errors (Gary, Marrane & Boyles, 1998). It is hard to find out whether students have understood what teachers have taught them. As a result, the students feel that grammar is not meaningful and memorable (Engel & Myles, 1996; Larsen-Freeman, 1997; Madllyus, 2002). They become frustrated and easily lose their interest and motivation to learn.

In second language learning, grammar teaching should follow a more communicative, task-based pedagogy, and it should be away from a translation-based, drill-based pedagogy. This shift accommodates the need for a more practical, communicative, strategy of grammar teaching. However, the emphasis on communicative methods of teaching makes the learner’s task challenging, because language learning is enormously complex (Lightbown 2000). Learning to communicate in a foreign language in a formal setting is difficult for many learners; SL instruction ought to accommodate the needs of these learners while it promotes the practices of current, communicative, language-teaching strategies. It is imperative that researchers in the field of second language acquisition (SLA) look into identifying pedagogical practices that are student-centered, communicative, effective, affective and motivational.

Some of the most useful tasks that have been recommended for practising both grammar and communication are language games (Hassaji, 2000). Many language researchers and teachers such as Hadfield (1996), Rinvulcri and Davis (1995), and Ur (1988, 1999), have recognized the pedagogic value of language games, emphasizing that they enable students’ participation and intensify their motivation.

The aim of this study is to compare the effectiveness of the game-based practice and traditional exercises in learning the irregular past tense verbs by the elementary English language learners. Turkish students learning English as a foreign language are observed to have difficulty in the retention of the irregular past tense verbs. Ninth grade students in Turk Telekom Anatolian Technical Lycee have also encountered the same problem. Although they have been studying these verbs since 7th grade, most of them have not learned them yet. In order to increase their irregular verb retention, remedial teaching

can be applied to these students through different practicing. Language games have an important role in remedial teaching. Lee (1979) asserts that language games provide interesting and successful repetition to encourage language learners and improve their learning. Macedonia (2005) also states that students are not always aware that they are practicing grammar while they play game. Thus repetition will not cause dullness and declarative knowledge is converted into procedural knowledge. It is more entertaining way to overcome the second language grammar instead of written exercises.

The important thing to remember is that a language game must be suitably modified to individual learners' needs and specific pedagogical contexts in order to promote their comprehension and motivation.

1.3. Purpose of the Study

The purpose of this study is to investigate whether irregular verbs of English past tense can be retained effectively with language games by Turkish 9th grade students. Games increase interactive and communicative grammar learning through their particular characteristics. Games are rule-governed and goal-defined so they help promotion recognition of language forms and functions. With their competitive and co-operative characteristics, games engage students in real and meaningful communication. Games also have great advantages for grammar teaching and learning. They can be used for both extensive and intensive grammar practices. They can also be used as a revision, reinforcement and enrichment of grammar learning. While playing games students are exposed to and engaged in real and meaningful communication and these results in their long-term retention of grammar knowledge.

In this study, the effectiveness of language games is examined in terms of learners' retention of the irregular past tense verbs. The main aim of the study was to investigate whether grammar practising through language games helps students to reinforce irregular past tense verbs more than traditional activities.

1.4. Research Questions

In this study, it was aimed to search for the answers of the following questions:

RQ1: Is there a significant difference among three groups in terms of the retention of learned irregular verbs?

RQ2: Does the game group perform better in grammatical accuracy than the other two groups, namely traditional and control group, in terms of immediate posttest?

RQ3: Which practice has more durable effect on learning irregular verb?

1.5. Definition of the terms

In this study, there are simply two terms to clarify well in order to prevent the misunderstandings of the readers.

Remedial Teaching: Remedial teaching is instruction in assisting to correct the errors of the students to bring them up to expected level.

Language Games: Language games are an educational tool used for practicing specific language item such as grammar, sentence structure, vocabulary or spelling and for developing language skills, such as listening, speaking, writing and reading.

CHAPTER TWO -LITERATURE REVIEW

2.1. Presentation

In this chapter, second language grammar teaching and learning is reviewed, in order to base on a theoretical framework for the present study. In the first part of this chapter, importance of grammar in language learning and teaching and learning grammar in foreign language are investigated. The second part of this chapter examines the language games in terms of their characteristics, types and effectiveness on language teaching and learning process.

2.2. Importance of Grammar

Grammar is the one of the most familiar word when it is talked about language. Most people would simply say that grammar is a set of rules, such as present tenses or third person. This is generally related with the traditional view. However, it is not appropriate to define the grammar of a language as a set of rules. Instead, grammar can be viewed in three aspects, form, meaning and use as a whole. A language learner should master all these three dimensions if learning is to take place (Larsen-Freeman, 2001).

Hymes (1973) emphasized that in order to communicate effectively in a language, speakers need to know the rules of grammar with rules of language use. The main aim of communication is that the message has been conveyed and interpreted effectively and efficiently. To achieve communication, the messages must contain signals to guide listeners to proper interpretation and to avoid any misunderstanding or ambiguity. Grammar provides receivers with signals to interpret possibly proper messages. Dickens and Woods (1988: 630) stated that its role is to convey and interpret meanings. Fuller (1987: 70) has expressed a similar view that grammatical rules are basically designed to help people get their meaning across clearly and accurately. Grammar helps speakers put together the words in order to produce sentences.

Lock (1996: 267) claims that grammar lies at the very heart of communication, not an optional add-on to communication. He assumes that language is a resource for communication. In respect of this perspective, grammar is seen as a network of

interdependent systems. Each system includes a set of options from which a speaker selects according to the meaning he or she wishes to make. The selections the speaker makes from a number of systems are realized simultaneously by grammatical items organized into structures.

Leech, et al. (1982: 4) has expressed a similar view that grammar is a central part of language which relates sound (phonology) to meaning (semantics). The meaning of a message has to be converted into words, then these words are put together according to grammatical rules, and finally all the words are conveyed by sound. In addition, Larsen-Freeman & Long (1991) has drawn attention to the fact that grammar is one of three interconnected dimensions of language which include grammar, semantics and pragmatics. Grammar gives us the forms or the structures; semantics gives us the meanings; and pragmatics gives us which of the several meanings to assign in the particular context of a sentence.

Harmer (1991: 23) claims that knowledge of grammar is essential for competent users of a language. For example, they need to know that verbs in the third person singular have an 's' ending in the present simple tense so that they do not make mistakes like 'she sing or they makes'. They also need to know that modal auxiliaries are followed by bare infinitives so that they can avoid making mistakes like 'they should to go' or 'it will being'.

Grammar is the indispensable part of the language that we use in everyday communication. Batstone(1994), states that language without grammar would be chaotic if there were countless words without the essential guidelines for how they can be ordered and modified. It would be impossible to learn a language effectively without learning grammar knowledge. Indeed, many language learners enter classrooms with a clear awareness of the importance of grammar through which they can structure their second language or measure their progress.

Klein (1986) claims that in order to learn a foreign language, learners have to be able to analyze the linguistic input in that foreign language, combine smaller linguistics parts with more complex ones and they should relate their utterances to the communicative

context that can be textual, situational and social. In that sense, grammar is important as it is directly related to the meaning-making process from a grammatical structure.

Many scholars and language educators emphasize that linguistic structures are significant elements of another language on the basis of their experience (Gao, 2001, Schultz, 2002 cited in Yu, 2005). Gao (2001; 326) describes that grammar is “a catalyst for second language accuracy and fluency”. This means that the significance of grammar is widely recognized. Therefore, it can't be said that grammar is irrelevant to language learning.

2.3. Teaching and Learning Grammar

The issue of how to teach grammar in second language classroom has been subject of language acquisition research and discussions for at least 50 years (Ellis, 2001). The effectiveness of various approaches for grammar teaching has been investigated and discussed in theoretical and pedagogical literature. However, not all language educators and applied linguistics have been in agreement about which approach is essential or even helpful in the learning of L2 grammar.

Some researchers believed that formal grammar teaching was essential and it enhanced learning of a new language. These researchers backed up traditional grammar. Traditional grammar teaching had been an important part of language teaching program for a long time. However, in the late 1970s with the communicative approach, focus-on-meaning has become more popular and explicit grammar instruction has lost its popularity. The supporters of this approach have claimed that devoting classroom time to practice of a particular grammatical pattern is irrelevant and waste of time. It is claimed that comprehensible input and the meaningful use of a target language are the most important elements of a second language, thus grammar should be taught in holistically into a context.

Krashen (1992) expresses the effects of explicit grammar instruction as a “peripheral and fragile”. This kind of instruction has never promoted learners' language comprehension and production. Truscott (1998) has also advocated the same belief and

he emphasizes that the explicit grammar instruction has an only short-lived impression. It does not develop their language learners' "genuine language knowledge".

DeKeyser,(1998) and Ellis (2001) also assume that formal grammar instruction would promote only declarative knowledge of grammar items, not the procedural ability to use forms correctly. However, recent research has shown that in order to attain high level of accuracy, explicit instruction must be needed as well. Lando (1999) has found out the poor level of linguistic accuracy in students' oral and written work due to less focus on grammar. Tomasello (1998) also highlights that it is essential for language learners to notice target forms in input, otherwise it is impossible to process and learn them since they cannot comprehend target language input for both meaning and form at the same time.

Swain and her colleagues indicated the inadequacies of teaching approaches occur where focus is mainly on meaning and grammar is not presented. In their studies, it was found that although the learners exposed considerably long-term meaningful input in French immersion programs, they couldn't promote their high level of accuracy in some grammatical forms (Harley& Swain, 1984; Lapkin, Hart & Swain, 1991; Swain, 1985). Generally, there are two main approaches which are defended by researchers in grammar teaching. Cross (1991: 28) suggests that it might be better for a teacher to use explicit instruction when a difficult grammatical item must be presented or explained within a short time. On the other hand, implicit instruction is introduced when the grammatical item can be easily perceived, understood and applied and the teacher wants to get students engaged more in learning activities (Cross, 1991). Allen and Valette (1977) mention that the communicative methodologies work best with regular grammatical patterns. Learning implicitly is more challenging for students as they discover the rules themselves rather than being told in advance what the rules are.

In a typical language classroom, it is impossible for a teacher to fix on one certain approach because of differences in the students' language abilities, learning activities, purposes of the lessons or contexts of the learning. Scarcella and Oxford (1992) claims that an advisable way is that the teacher uses both explicit and implicit grammar

approaches when appropriate. Spada (1997) claims that when the learners expose to the communicative activities through formal instruction , they would improve their accuracy and their awareness would last longer-term. Furthermore, Cunningsworth (1984) suggests that the most effective way is to have students induce the language rules from language use first. A teacher then reinforces them with the communicative activities.

A number of researchers, such as Savignon (2000), Fotos and Ellis(1991), Ellis(1997), Larsen Freeman and Long (1991), Lightbown (1998) investigated the value of both the focus-on forms and focus-on meaning approach by empirical studies. These studies indicated that optimal classroom instruction seems to allow students to learn explicit grammar rules while providing opportunities to practice them for communication in authentic or simulation tasks. It is suggested integrated use of Form-Focused Instruction and Communicative Language Learning works better than using these approaches alone.

Some studies examined the impacts of the ‘focus-on-forms’ approach in communicative language programs. Some of these research verified its validity (Klapper& Rees , 2003; White, Spada , Lightbown & Ranta, 1991). However, as a result of their studies, some researchers have exhibited that the deficiencies of this approach (Long, Inagaki & Ortega , 1998; Toth, 2004). It is claimed that learners might not accurately comprehend what the instructor intends by designing activities around a particular grammar item (Toth,2004).This could cause an unfavorable instructional input. To eliminate this problem, it is suggested that the provision of comprehensible input and the contextualization of L2 grammatical forms, reflecting authentic communication tasks might increase the effectiveness of the “focus-on-forms” (Lee & VanPatten , 2003).

Nunan(2005) states that the issue should be never argued whether or not grammar is taught. Rather, it should be about how grammar is taught. It is asserted that learners must have chances to comprehend and produce taught forms in meaningful context thus the forms can become component of their interlanguage behavior (Larsen-Freeman ,2003).

It can be inferred that the goal of second language learning is the development of the linguistic and communicative competence thus grammar and communication must be integrated.

Several studies have argued for integration of focus on forms with focus on meaning. Doughty & Williams (1998) have suggested that three models for the integration of form and meaning (p.250). Among these three models, the integrated model, in which attention to form and meaning is integrated at all times, with or without explicit instruction, has gained support from SLA researchers. In analyzing a study of VanPatten (1990), Lightbown (1998) has pointed out that when the form in focus is an important carrier of the meaning in focus, learners do benefit from the dual focus on forms and meaning (p. 192). It has also found that when attention to form takes place within a meaningful context, there is less diversion and division of learners' attentional resources; learners can therefore direct their attention to form as it encodes this meaning, rather than dividing their attention between form and meaning.

It is crucial to design activities that can provide learners with opportunities to modify their interaction and to attend to form in a meaningful context. A large number of ESL researchers and experienced language teachers claimed that games are optimal activities to use in this teaching and learning approach where form and meaning are combined (Deesri, 2002; Hassaji, 2000; Jones, Mungai & Wong, 2002; Macedonia, 2005; Stern, 1990; Ur, 1999). Deesri (2002) asserted that games give students opportunities to take part in "real communication". Gaudart (1999) supported these statements and stated that games are the most effective techniques in that they allow second language learners to practise in the target language grammatical structures that they have learned, participating in the communicative process throughout the games. The SLA researchers supporting games claim that games can motivate teenage language learners and encourage activate student participation and practice into threatening environment. The present study links up with the now perceived usefulness of combining focus-on-forms and focus-on-meaning, by integrating the use of games into L2 practice.

2.4. Roles of Games in Learning and Teaching Grammar

2.4.1. Definition of Game: It is difficult to express “game” word with a single definition. However most of the definitions generally refer to some common characteristic of the games.

Allery (2004) stated that a game may be defined as a competitive activity which is played in determined rules and procedures. Gibbs (1974) calls a game as “an activity carried out by cooperating or competing decision-makers, seeking to achieve, within the rules, their objectives.” Griffiths and Clyne (1995) defines game as an amusement which tests the ability, strength, or chance of the players with a set of rules.

The Longman Dictionary of Language Teaching & Applied Linguistics (1985: 153) defines a game in language teaching as “an organized activity that usually has the following properties: a) a particular task or objective, b) a set of rules, c) competition between players, and d) communication between players by spoken or written language.” Since games can be an invaluable tool in language teaching process, some researchers has focused on the language games. Cortez (1974: 204) defines a language game as “an activity designed to stimulate and to sustain interest while affording the learner practice in listening and/ or speaking for purposes of language acquisition. Such an activity is not necessarily competitive but attempts primarily to associate the language-learning process with enjoyment for the pupil.” In addition, Danesi (1989: 3) defines language games as problem-solving activities involving interaction among learners. Waldman et al (1989:54) have asserted that language games are task-oriented activities and they have certain aim. Thus, it provides better outcomes for language usage and creates real situations for language usage.

Some scholars explained some important reasons to use games in language classroom. McCallum (1980) emphasizes that games can achieve objectives of the language learning since it improves communicative competence and provides creative and spontaneous language usage. It is assumed that if a game works properly, it often supplies a genuine desire to communicate in the target language (McCallum.1980).

Wright et al (1984) emphasizes that games are helpful to create a meaningful context which learner participate and try to comprehend what others are saying or have written. Besides learners enable to produce language by speaking or writing in order to express their opinion or give information.

Phillips (1993) indicates that children notice English as amusing and rewarding by playing games in the language classroom. Playing games in the language classroom develops the cooperation and competition among the students.

Reilly and Ward (1997) claim that teacher should use games in all language skills and many types of communication as games assist children to acquire language in the natural way as native speakers and they are encouraged to learn because they are having fun. They highlight that children can learn some social skills such as obeying rules or cooperation through games.

Hadfield (1999) states that games should be not only ice-breakers but also an essential part of language teaching program. As games create an atmosphere for a real communication, it constructs a bridge between the classroom and the real life. Hadfield (1999) also sees “games” as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action.

Ersöz (2000) states that well-chosen games are significant because they create a break time for learners and enable them to use the language skills. Moreover, games are stimulating and entertaining tool so they motivate the learners to use the language (Ersöz, 2000). Ersöz (2000) also emphasizes that games create meaningful and useful language in real context and thus increase and encourage cooperation in the target language.

Lewis and Bedson (2000) support that the game context makes the foreign language immediately useful to the children. It brings the target language to life. Lewis and Bedson (2000:6) also highlight that they provide variation to lesson and increase motivation by providing a plausible incentive use of the target language.

In brief, language games may assist the students learn the target language in an enjoyable way. They can be used for focusing on particular points such as vocabulary, pronunciation, grammar structures and for improving speaking, reading, listening and writing skills of the learners. To attain positive outcomes from language games, games must have an object and prescribed rules. These object and rules should be explained clearly and be comprehended by the learners. In conclusion, language games urge the learners to use language and produce entertainment. They are rule-governed, have some aims to receive outcomes based on competitive and challenging communication.

2.4.2. Characteristics of Game: Characteristics of the game in language teaching and learning are defined by many researchers and language educators. It is generally defined that language games should have some characteristics such as rule-governed, competitive or cooperative, goal defined, engaging and closure.

Language games should be rule-governed as games in general (Hadfield, 1990: ; Lee, 1979: 3, Richards et al., 1985: 153; Klauer, 1998). These rules indicate the procedure and organization of the game, the behavioral restriction and scoring. Rodgers (1981:2) states that “there are a limited number of specific and well-defined rules that all participants know about and understand. These rules cover every possible play, define play acceptability or non-acceptability and grade plays in terms of same game values.” This means that limited and clear rules are framed for players to perform a task. The one who breaks the rules will be the loser.

They are either co-operative or competitive (Hadfield, 1990: v ; Kerr, 1981: 5; Richards et al., 1985: 153; Wright et al., 1984: 4). Co-operative games are games in which players work together to complete a learning task, solve a problem, share information or get a feedback on performance, while competitive games are the ones in which players race against another participant, time, a best performance, or a specific goal to be the winner. It should contain competitive and challenging interaction between the players.

They are goal-defined (Hadfield, 1990: v; Kerr, 1981: 5; Richards et al., 1985: 153). Rodgers(1981; 3) pinpoints that there is a limited number of specific and well-defined objectives for games which participants recognize and agree upon. The goal of games is

closely related to the rules defined and seemingly depends on these rules as well. This objective can be something like making points for correctness or finishing an activity first (Klauer, 1998).

They have a closure (Byrne and Rixon, 1982 ; Lee, 1979; Rodgers, 1981). Games must have a beginning and an end. It must be easy for the players, or the teacher, to know who is about to reach the aim (Klauer, 1998). This means a game has a predetermined and definite end point. Games are closed activities; the players must know when they have won or completed the game.

One of the features of the games is that they are engaging. Games engage and challenge participants. Sometimes a game is fun; sometimes it is motivating; sometimes it is merely attention-focusing. A game is like an automotive transmission; it requires participants to engage their mental and physical gears (Rodgers, 1981: 3).

The above five basic elements are the typical features of games. Language games are commonly used for practicing specific language items such as grammar, vocabulary, pronunciation or improving language skills, such as listening, speaking, writing and reading. This shows that games can be inserted in every skills of language to make it task-oriented.

2.4.3. Types of Language Games: Researchers classify language games into different categories. For example, Byrne and Rixon (1982), Kerr (1977: 5) and Rixon (1981) classify games into two major types: linguistic and communication games. Littlewood (1981) and Halfield(1996) also states two types of language games : communicative and pre-communicative games. However, Klauer (1998) classifies games into four categories as cooperative, competitive, communicative and code-control games.

It is difficult to classify language games under a frame. Every educator or researcher categorizes them according to different aspects. Different types of games serve different purposes of language learning (Rixon, 1981). It is necessary for language teachers to select the most appropriate games for the language-learning purposes and learners' ability. In a classroom, language learning activities and practices for each lesson usually

range from a more controlled guided to the freer less guided ones. Similarly, types of games vary from production of more controlled to less controlled language. In this study, these language games categorizations are taken into consideration.

1) Linguistic or pre-communicative games and code-control games: The students have to produce correct language form, this type of language games focus on the grammatical accuracy. They can be defined as structural games or grammar games. Correct repetition of a limited range of language forms or contents is the important characteristics of them. Players are encouraged to concentrate on the correct use of language. The teacher's role is a judge who has sufficient command of the target language. He/she awards credits for the correct answers and rejects the incorrect ones. In order to win the game, players must perform language items correctly. This kind of game is more rule-bound. It uses predictable language formula in which the language-practice elements are limited to a few syntactical patterns, and a number of lexical sets of fixed formula. Ataöver (2005) and Öztürk (2004) used this kind of games in their study to examine the effectiveness of the games in grammar teaching. Yu(2005) selected linguistic games in practice stage of his study to teach second language grammar. As the results of these studies, it can be asserted that linguistic games may be effective tool to promote retention of the grammar subjects.

2) Communicative or communication games are fluency-focused: They emphasize the overall message being conveyed successfully. In other words, to accomplish in a certain game, players are to get a message over to other players or to react appropriately to the message they have received. This sort of game generates an unpredictably wide range of language functions and uses while the players interact. Success is judged by the communication outcome rather than by language form. The degree of success or failure depends on the effectiveness of the player's command of communication rather than on the control over a number of identifiable syntactical or lexical items. Players can see the practical results of their use of the language, so they can recognize their own success. In playing this kind of game, students must stretch themselves and experiment with the language use to get the message across. They are often less self-conscious because they are concentrating on the message rather than the language. Successful completion of a game will involve the carrying out of a task. Palmer (1980) applied reading

communication games in his study in order to teach reading and the result of the study showed that reading communication games improved learners' reading significantly. On the other hand, Gardener (1987) used communicative games to teach vocabulary but he could not obtain desired results from these games because of some limitations of his study design. Likewise, Yu (2005) employed the communicative games in production stage of grammar teaching but it is not attained the expected results on grammar accuracy.

3) Cooperative and competitive games: Cooperative games require students to attain the aim through cooperation. These games are really impressive for shy and reluctant students. Because all members of a group should participate to win the game (Klauer, 1998). Cooperative games include an overt competition between pairs, teams or a student competes against rest of the class. The purpose of this kind of game is finishing the game or reaching the end before the other competitors, making more points, surviving elimination, or avoiding penalties (Klauer, 1998). Yıldız (2001) and Ataöver (2005) emphasized that this kind of games help to get students adrenalin flowing and seem to increase their attention level as well.

In this study, linguistic or pre-communicative games, that is accuracy-focused games, are generally included. The chosen games are also categorized as cooperative and competitive games which encourage all students to take part in the games and make the games more enjoyable and fun.

2.4.4. Advantages of Games in the Language Classroom: It has been believed that games are effective for assisting students learn. They are enjoyable and relatively stress-free so they can greatly improve the classroom atmosphere. Games are impressive since they can diminish students' stress, encourage and provide them the opportunity for effective communication (Allery, 2004; Ruben, 1999). While playing games, students forget that they are in class. Since games relax students by engaging them in pleasant, joyful, informal and stress-reducing tasks. These features make games an effective tool for language classrooms. Many second language researchers have emphasized the games' positive contributions (Lee, 1979; Carrier, 1980; McCallum, 1980; Wright, 1984; Hadfield, 1990; Brumfit, 1991; Ruben, 1999; Ur, 1998; Allery, 2004).

Allery (2004) and Ruben (1999) emphasize that games are effective practice way since they make students active participant in learning process. Students should take more active role in learning process since only seeing, hearing or reading something is not adequate to learn it (Silberman, 1996). Likewise, Holler (1996 cited in Yu, 2005) states that people would remember minimal part of their seeing, hearing, reading or saying but they would never forget what they do. Games provide more opportunities for students to practise in a meaningful linguistic situation. Moreover, games provide open-ended opportunities. Players can make decisions on their own and determine solutions in various situations. In studying through games, students can develop their decision-making and problem-solving skills (Chamberlain, 1981; Danesi, 1989).

It is known that each learner has different learning styles. In order to correspond learners preferences, various activities are provided to sustain their attention and interest. It is accepted that games arouse learners decreasing interest. It can also lengthen the students' attention span. They can accelerate the learning process.

The main problem for foreign language class, there is lack of interaction among the learners and they do not have opportunities to communicate. Games can create more interactive chances for learners. Macedonia (2005) asserts that grammar games, particularly the communication-aimed ones, are effective choice to create more natural, meaningful and low-anxiety interaction in a classroom. Significantly for the learners, games can motivate them to sustain the communication in this way grammar learning goal can be reached. Besides, language games help students how to cooperate with each other. They have to work together towards a common goal. It is excellent for urging the shy students to participate learning process.

Furthermore games can be combined with different language activities and they can be played various formats such as individual work, pair work, group work or whole class work. For instance; they can be played in large or small groups or in pairs and used in any language teaching situations and with all language skills: reading, writing, speaking or listening. They can also be used to change the pace of a lesson and fashioned around

miming, role play, drama, discussion, and pictures or other visual aids. Thus, they can vanish students' boredom and be an entertaining way to reinforce the use of text materials (Carrier, 1980; Chamberlain, 1981 ; Lee, 1979; Hadfield, 1990; McCallum, 1980; Schultz and Fisher, 1988 ; Wright et al., 1984).

Moreover, games greatly heighten students' motivation, participation and self-confidence in using the language with each other because of the non-threatening nature of the activities. They also overcome students' anxiety. As students play games, they employ the language in a spontaneous and natural manner, and as their concentration is on the message, they stop thinking about the language rules. Therefore, they are exposed to the target language naturally and unconsciously in the same way when they acquire their mother tongue (Danesi, 1989; Haycraft, 1978; Lee, 1979 ; McCallum, 1980 ; Schultz and Fisher, 1988).

Finally, games can function as reinforcement, review, and enrichment for foreign language learning and teaching. They act as a testing mechanism or diagnostic tool for a teacher to use for an assessment of students' knowledge or remedial work when students have concepts and skills which need consolidation and reinforcement (Carrier, 1980; Hadfill, 1990; McCallum, 1980; Wardell, 1981; Williams, 1985). In some empirical studies have been revealed the effectiveness of the game for the retention of learning item (Cortez,1974 ; Şenol, 2007; Şenergüneç,2007). In this study, it is aimed to promote the reinforcement of the irregular verbs by Turkish EFL learners, games are chosen as an effective learning tool.

2.4.5. Selection of Games: In the previous section, the benefits of games are described for language classrooms. In order to obtain the desired results during the learning process, games should be chosen carefully by language teachers. In order to choose the most appropriate game, some criteria should be taken into consideration such as students' proficiency level, age, materials which are used for games, length of the game (Uberman, 1998).

The most important criteria for selecting a game must be its appropriateness. Every game is not suitable for all learners. For instance, a game which requires moving or singing might not be so appropriate for adult learners, just as a game which has tactics or complicated rules or themes might not be appropriate for younger learners.

According to Carrier (1990) teacher must focus on the level of the games and it should suit learners' language level. For example, structural games that revise a certain grammatical aspect of language have to consider with students' skills and background knowledge. Games become complex when the task or the topic is inappropriate for the student's experience.

The materials should be prepared meticulously in order to arouse learners' interest. The learners' age and proficiency level are significant element while designing a game. Colorful materials may draw attention of the young learners whereas adults prefer more complex games (Uberman,1998) .

Another element influencing the selection of a game is its length and the time necessary for its completion. Many games have a time restriction, Siek-Piskozub (1994) states that the teacher can spend either a 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.

In addition to these criteria, teacher should consider the relationship between games and the current goals of the lesson in order to perform a game in the English classroom. Furthermore, games also enhance the learning experience of the classroom, not simply fill time. They should be employed in the classroom in the same manner and the same amount as other activities. In this way, games enable learners to practice their language in more free form environments than normal rote learning implies.

Moreover teachers should comprehend the game and its procedure completely. In other word, teachers can perform it to encourage students and to feel the students relaxed. It is quite difficult to find a game that meets all of the teachers' aims. Some games must be redesigned in order to fit students' language level, natures, and characteristics.

In conclusion, it is essential to select appropriate games for the needs or requirement of the effective learning process. Games which are chosen should provide students not only fun but also educational purposes otherwise they will be a waste of time.

2.4.6. Studies on Games: Some empirical studies were done to investigate whether games are effective teaching tools to be used in foreign language teaching.

Some scholars analyzed the teaching of English to young learners through games. Yıldız (2001) conducted a study to examine the need for the games and their usage from the course books apart from the current syllabus. It also aimed to develop sample games in process of teaching English as a foreign language to young learners. A private primary school was taken as the case school in order to collect and evaluate the data. A questionnaire was applied to the young learners. In the lights of the findings, it is asserted that young learners wanted to see/do activities in the class especially prepared by the teacher which involves different kinds of games in. It is also emphasized that at this age group likes playing games because it promotes effective learning and overcomes boredom of the learners. The results of this study have produced evidence that games are more successful than other methods of grammar presentation and revision.

Kaya(2007) investigated the effect of the application of games compared to that of the traditional method on the achievement in teaching English at elementary school level. 60 subjects, 30 female and 30 male, among the fifth grade students were fairly distributed to the control or the experimental group. The subjects taught in the experimental group using the games, whereas the traditional method was applied in teaching the control group. At the end of the teaching process, a posttest was administered to the subjects from both of the groups. A comparison of the posttest scores of both groups indicates that the mean score of the students in the experimental group, was higher than that of the students in the control group. These results claim that using the games in teaching English at elementary school level yields a more effective learning compared to the traditional method. The course book authors, curriculum

developers and the teachers of English should use games integral part of language teaching.

Cimcim (2008) has carried out a study in order to analyze functional significance of language games in teaching English by using of communicative approach in primary schools. The two 5th grade classes in a primary school were selected. The control group was taught the parts of the body through Communicative Approach but without any games. On the other hand, the experimental group was also taught the parts of the body through Communicative Approach but by using games wherever needed. The findings revealed that using games during the teaching period is more successful than not using them.

In order to see the effect of the games on vocabulary teaching and learning, some studies were conducted by Cortez(1974), Dickerson(1976), Gardner (1987), Şenol (2007) and Şenergüç (2007). Cortez (1974) compared the two approaches, game and combination of dialogue game approach, for teaching vocabulary to Puerto Rican children. He obtained the data through Spanish and English test, reading and vocabulary test. The results indicated a significant difference between control and experimental group. In other words, the study showed that the subjects exposed only game approach acquired more vocabulary than dialogue-game approach group. Dickerson (1976 cited in Yu (2005)) compared the use of games with traditional language activities as a means of reinforcing recognition of selected sight vocabulary words with the first graders. The results showed that games were a better aid in reinforcing vocabulary recognition than traditional learning activities. He also found that games gave children the opportunity to interact with each other in positive way in competitive and co-operative situations. Gardner (1987) used the communication games called 'Describe and Arrange' to teach vocabulary related to description and location. The results were not highly satisfactory as the study had some limitations such as using only one particular game, played in one context with one group of students.

Şenergüç (2007) investigated the contribution of games to vocabulary learning while teaching to the adult learners. The data obtained from the questionnaires, interviews and open-ended questions. Fifty teachers and a hundred prep class students at Selçuk

University School of Foreign language participated in the study. Two different questionnaires were prepared for teachers and students. The researcher conducted an interview with five teachers. Students were given some open-ended questions to ask about their opinions and perspective on technique of using games in vocabulary teaching process. The results showed that vocabulary games were useful and enjoyable activities for both teachers and students. Students also stated that they could remember better while playing games.

Şenol (2007) conducted a study to find out whether teaching vocabulary through games would result in better learning and remembering vocabulary items. This study investigated differences between two vocabulary acquisition techniques, using games and using traditional method in EFL classes. The study was conducted at a secondary School in Afyonkarahisar. The participants were 40 elementary level students in two classes. The study was a quantitative quasi-experimental study, in which a pre-test, post-test control group design was used. Both experimental and control groups studied the same target words. The experimental group learned the words through games. Both groups had a test before and after the instruction. The tests before the instruction were graded as pre-tests and those after the instruction as post-tests. The comparison of the post-test scores of the groups demonstrated that students who learned vocabulary through games were more successful in remembering the target words.

Palmer (1980) conducted a study on the use of 23 reading communication games in teaching reading. He and his partner taught two groups of fifty-two first year engineering students at Khon Kaen University. The control group was taught using the aural-oral method, and the experimental group was taught using reading communication games. The results indicated that the students who were taught with the reading communication games produced highly significant improvement in general reading comprehension.

Bilsoy (1992) examined games whether or not promote grammatical accuracy and communication skills of EFL university students. At the end of the study, it was

observed that students instructed with games learned more quickly and effectively. It also stressed that games had a more durable effects.

Öztürk (2004) carried out an experimental study to investigate the effect of games in teaching grammar to young adults. The subjects of the study were Travel and Accommodation Management Departments students at Çanakkale Onsekiz Mart University. In the study, five different grammar points were instructed. Experimental group students exposed to several games whereas the control group was taught with traditional techniques during the treatment. The results showed that the group taught by games obtained higher scores from the structure out of the five. This study's results displayed that games were not only useful for children but also for adults.

Yu (2005) investigated the effects of the use of game as a teaching strategy for raising the grammatical accuracy level of secondary students of German as a second language. This study also examined the effect of game-based grammar instruction on students' motivation and classroom atmosphere. The participants in this study were divided into two groups, the control and experimental groups, and received 90 periods, over 18 weeks, of grammatical instruction by the same teacher. The teaching program was the same for both groups. The difference consisted in the use of game-based practice for the experimental group, while the control group performed traditional grammar-based practice only. Data was collected using the following instruments: grammar tests and examinations grammatical accuracy by the experimental students as a result of game-based practice, a questionnaire on motivation, a questionnaire on classroom atmosphere, a questionnaire on the type of grammar practice, a questionnaire on the role of grammar and grammar instruction focus group interviews with students, and the researcher's field notes. While the main result did not support the hypothesis for significant improvement in grammatical accuracy by the experimental students as a result of game-based practice, their overall improved performance was a worthwhile achievement, particularly if it is linked to significant improvements in students' motivation and classroom atmosphere.

Ataöver (2005) investigated the effect of playing grammar games on the students' level of learning when compared with traditional way of teaching language. It was

hypothesized that playing only games in the classroom increases students' grammar scores compared to instruction in the traditional way. The results indicated that students who were taught only with games did not gain higher scores in the tests when compared with the students who followed traditional type of teaching. The subjects of game group were stated that they had nice time in class and enjoyed the games they played in their reflection paper. It was seen that experimental group learners could not get higher score from the test but the subjects were pleased with the use of the game instruction as a grammar teaching tool.

Most of the research studies have indicated positive outcomes of games. It is believed that they compose a meaningful context and internalize many language points. However there is not an agreement on the use of games in both short and long term grammar learning. Therefore, in the lights of the other studies, the effect of language games is investigated on English complex irregular verbs which are problematic for language learners.

CHAPTER THREE-METHODOLOGY

3.1. Introduction

This study was carried out in order to investigate whether or not language games are effective in retention of irregular past tense verbs by Turkish EFL learners.

Firstly, this study investigated the possible effects of different types of practice on irregular past tense verbs learning process in English. This study aims to compare three different groups in order to find out the effectiveness of the game practice on irregular verbs learning, game group were compared to traditional group and control group in order to see whether or not the students practised by language games were more successful in retention of the irregular verbs.

Besides, the study investigated the durable effects of the game-based practice or traditional practice on irregular past tense verbs learning process in English. In order to investigate the effect of time factor, two delayed post-tests were applied and all groups were compared statistically.

3.2. Participants

This study was conducted at Türk Telekom Anadolu Technical High School in Eskişehir in the first term of academic year 2008-2009 with the participation of three intact 9th grade classes. 72 subjects participated the study, their aged ranged from 14-15. Their English proficiency levels were defined as elementary according to the proficiency test carried out at the beginning of the year by their teachers. Students' exposure to English was limited with classroom context. These students had been learning English for four years according to the same curriculum since all of them studied at a state primary school. In order words, the subjects in these classes came from similar educational and sociocultural background.

They had 10 hours of English lesson per week and they used the same coursebook, prepared for elementary learners by Minister of Turkish National Education.

It was not possible to regroup the students since the study was conducted in a state school. Because of this reason, classes were randomly assigned to groups ; one class as game group, one class as traditional group and one class as control group. (see Figure 3.1).

Figure 3.1. Students chosen for the study and types of treatment they received

GROUP	LEVEL	POPULATION	TYPESOF LEARNING TREATMENT
1 Game Group	Elementary	24	Game practice
2 Traditional Group	Elementary	24	Traditional exercises
3 Control Group	Elementary	24	Normal run of the lesson

The game group practiced the irregular verbs through games. Mechanical drills were used to practise the irregular verbs in the traditional group. For the control group, no special teaching program was applied. They learned the irregular verb through their book. Game group and traditional group were taught by the researcher, the control group was taught by their English teacher. Four pre-service teachers also participated to control the game group students. They were fourth grade ELT department students at Anatolian University. These pre-service teachers checked the pairs or groups whether they played the games correctly and made correct sentences. They also observed whether everyone participated the games.

3.3. Design of the Study

This study aimed to find out whether learning of the irregular past tense verbs through different types of treatments made a difference in students' irregular verb retention. The irregular verbs taught during the study were selected after the application of a pretest. 20 of the unknown irregular verbs were chosen to be taught in the study.

The treatments and tests were completed within 47 days. The learners were not informed about the aims of the study. They believed that these treatments were parts of their learning program.

As it has been defined previously, there were three treatment groups in the study: Game group, traditional group and control group. They were all presented the irregular past tense verbs , pretests, immediate posttests, two delayed posttests. The pretest contained thirty-one irregular verbs which they had to learn in the first school term were chosen from their course book. Two English teacher who has worked at high school were examined the pretest and accepted the applicability of it. Pilot study of this pre-test was applied to one of the 9th class students at the same school before the treatment in order to decide the applicability of the test for identifying the unknown irregular verbs and determining the interval of the pretest. Nevertheless, the learning process differed for each group. Figure 3.2 shows the general design of the study.

On the first day, all groups attended the same pretest which has been prepared to find out the irregular verbs whose past tenses were not known by the groups. Twenty of these verbs, which were unknown to the subjects, were chosen. On the following day, game and traditional groups revised 5 of these verbs using flashcards, in a twenty minutes. In practice part, game group practiced the irregular verbs through games, while traditional group practiced them by traditional activities. Subjects of the control group did not get any special learning for these verbs; they ran their routine English classes. On third day, another 5 irregular past tense verbs revised in the same style like as the first treatment session. In practice parts; subjects practiced the irregular verbs that they learned during both current and previous treatment. On fourth and fifth day, the treatment continued in the same style and 20 irregular verbs were revised at the end of the fourth treatment sessions for game and traditional groups.

Just after the last treatment sessions, all groups were conducted immediate posttest which was the same with pretest. 21 days after these immediate posttests, the same tests were administered to the each group again in order to examine durable effect of the time. 21 days after first delayed test, the same test was applied again.

Figure 3.2 The general design of the study

	GAME GROUP	TRADITIONAL GROUP	CONTROL GROUP
1st day	<u>PRETESTS</u> (Fill in the Blanks Test)		
2nd day	1 st REMEDIAL IRREGULAR VERB TEACHING (make, drink, eat, come, break) GAME ACTIVITIES	1 st REMEDIAL IRREGULAR VERB TEACHING (make, drink, eat, come, break) TRADITIONAL ACTIVITIES	THEIR LESSON PLAN
3rd day	2 nd REMEDIAL IRREGULAR VERB TEACHING (drive, sleep, leave, break, buy,) GAME ACTIVITIES	2 nd REMEDIAL IRREGULAR VERB TEACHING (drive, sleep, leave, break, buy,) TRADITIONAL ACTIVITIES	THEIR LESSON PLAN
4th day	3 rd REMEDIAL IRREGULAR VERB TEACHING (ride, give, see, lose, take) GAME ACTIVITIES	3 rd REMEDIAL IRREGULAR VERB TEACHING ride, give, see, lose, take) TRADITIONAL ACTIVITIES	THEIR LESSON PLAN
5th day	4 th REMEDIAL IRREGULAR VERB TEACHING (write, read, hear, ring, run) GAME ACTIVITIES	4 th REMEDIAL IRREGULAR VERB TEACHING (write, read, hear, ring, run) TRADITIONAL ACTIVITIES	THEIR LESSON PLAN
5th day	<u>IMMEDIATE POSTTEST</u> (Fill in the Blanks Test)		
21 days after immediate posttest.	<u>FIRST DELAYED POSTTEST</u> (Fill in the Blanks Test)		

21 days after first delayed posttest.	<u>SECOND DELAYED POSTTEST</u> (Fill in the Blanks Test)

3.4. Instruments

3.4.1. Testing Materials: Instruments used in this study would be analyzed under two categories the first of which is testing instruments. For the purpose of examining and measuring both short and long term effects of the different practising ways and comparing the accuracy of the game group, traditional group and control group, a pretest – posttest design was conducted.

Before the treatment sessions, the pretests which focused on the target grammar item of the study was applied to all students in order to identify the unknown irregular verbs.(See Appendix 1). A pilot test had been conducted to a different group of students who were at the same school and level and who had conducted the same EFL program as the subject groups of the study. It comprised from 24 students. They were just like the students chosen as the subject of the study. The pilot test was applied to evaluate whether or not it was appropriate for the subjects' comprehension level and determine the duration for the tests.

In order to prevent the positive or negative effects of different tests, same tests were used as the pretests, posttests and delayed posttests of the study. The Fill in the Blank test (FBT) was applied as a pretest and posttests to check the correct usage of the selected grammar item, Fill in the blank test was chosen in order to prevent the students from guessing which can be done on multiple choices. This test was taken from an ELT website, it was told an event. It did not compose sentences which were not connected each other. FBT includes fifty gaps and each of the items has a blank part. After each blank, there existed a verb which the subjects had to use the correct form of these irregular verbs. It contains 31 irregular 2 regular verbs. Two English teacher were examined its applicability for the treatment groups.

While employing the tests, the subjects were informed that the results of the tests would not have any effect on their regular evaluation in the school. Furthermore explanation in was done in Turkish for the subjects when needed.

3.4.2. Teaching Materials: Irregular past tense verbs were chosen as a target grammatical item. In English past tense, the physical shape of the verb changes according to encoding the relative time of occurrence of the referent event and the speech act (Pinker:1993). English verbs come in forms: regular and irregular. Regular past tense inflection is predictable and computed by a rule resulting in addition of the suffix –d to the verb stem. Speakers are allowed to inflect an unlimited number of new verbs by adding the suffix –d which has three variants (-d, -t, -ed). In contrast to regulars, irregular verbs form a closed list about 180 irregular verbs and they are unpredictable in form for example hit-hit, come-came, feel-felt. Whereas Turkish has a rule-governed language system and the past tense marker has a single form – DI. Therefore Turkish students generally have problem with learning of these irregular verbs. The subjects of this study could not learn many of them although the irregular past tense verbs have been taught them since 7th grade.

Specific materials were prepared for game-based and traditional groups. Flashcards were used for presenting the past form of the target irregular verbs .

In the practice stage, language games were used in the game group. Language games were used in the process of practising irregular verbs with the game group. Games were also elicited from books which were prepared by experts in this field and widely used by the English teachers. The games books' was examined in details according to the study requirements. As a result ten games were chosen from among all the alternatives. After having chosen the games according to the grammar items intended to be taught to the students, some minor modifications were made such as changing some of the materials needed for the games or adjusting the games to the current number of the students.

Language games were prepared or chosen according to current level of the students. Group games were mainly preferred since all of the participants may not be enthusiastic to take part in the game individually. Besides, using that type of games make it possible for the shy students to communicate freely. In order to keep them motivated, each student is expected to act in turn which is generally observed in cooperative games. Rixon (1981) emphasizes that competition motivates the adolescents and suggest competitive games while working with the group. Thus students can work cooperatively among group members on the other hand they will be in a competition with other groups.

Secondly, six out of ten games were selected for the pilot study. (see Appendix 2). These games were practised with three classes of 10th grade students at Türk Telekom Anatolian High School. The main purpose of the pilot study was to find out the suitability of each game in terms of instructional process and management. Each game was tried out once.

After the tryout, the instructional process and management of each game were adjusted as follows. (1) The game instruction was given in Turkish after it was explained in English so as to make sure that every student knew what they were asked to do because in the tryout the students had difficulties in understanding English instruction. (2) When the students were playing the games requiring pair work or group works, the teacher had to make sure that the students did not make mistake practising irregular verbs, thus 4 pre-service teachers took part in the game group to control them. (3) The teacher had to organize the class in a way that facilitated game playing and to plan the instructional process effectively in order to finish the game in time. Mechanical drills were used for the traditional group in the practice stages. Mechanical drills are those for which only there is one possible answer and students need to pay attention to and comprehend the stimulus in order to provide a correct response. Fill-in the blanks, correct the mistake, multiple choice tests were chosen to practice the irregular verbs. (See Appendix 3) Moses (2001) states that structural drill might be effective in remedial teaching. These activities used in this study were examined by two English teachers. The students did the activities individually and they checked their answers' correctness by themselves.

The control group ran their regular lesson. They studied with their course book and the lesson plan prepared by the researcher and their English teacher was applied during the treatment (See Appendix 4).

3.5. Data Analysis Procedure

So as to bring out answers to the research of the current study, the data obtained from the pretest, posttest and delayed posttest scores of the subject groups were analyzed statistically by the help of SPSS 11.5 Windows statistical program.

Before comparing the effects of the treatments on three different subject groups, the mean scores of each subject group for the pretest, posttest and delayed posttest scores were calculated.

Focusing on comparing the subject groups and introducing some answers to the research questions of the study; pretest, posttest and delayed posttest mean scores of three subject groups were submitted to a one-way ANOVA. This statistical method was used for the initial analysis because the means of different groups were compared in different test sessions. By this way, the interaction between time of the tests and mean scores of the groups was surveyed at the outset.

Finding a significant interaction between the time of tests and the means of the groups, between-group comparisons were employed for each period of testing time (pretest, posttest, delayed posttests) on account of the aims of the study. According to Looney and Stanley (1989) and Yıldız (1995), if a significant interaction between subject effects was found, one-way ANOVA was used for each testing time in order to examine possible significant differences among the means of subject groups. Sheffe was conducted to the means of the groups for each testing time in order to make statistical comparisons between the means of the control group and each experimental group and between the means of each experimental group – namely game and traditional – respectively.

The results of between group comparisons of the delayed posttest were also used to address the last aim of the study as to which type of practice leads to more durable effects on EFL learners' accuracy of the irregular verbs.

CHAPTER FOUR- RESULTS AND DISCUSSIONS

4.1. Results

The current study was carried out to investigate whether language games are effective in promoting in the learning of the irregular verbs by 9th grade Turkish EFL students. Both the game group and the traditional group received four sessions treatment. The students in the game group revised the irregular verbs through games while the students in the traditional group practised them through traditional exercises. The students in the control group did their regular lessons, they were not applied any special treatments. The data were obtained from immediate post-test and delayed post-tests were analyzed in order to find out the effect of the different treatments in promoting the retention of the irregular verbs.

Table 4.1. indicated that the basic features of the data such as mean scores and standard deviations of three subjects groups and what is going on in this study. When the table was checked, the changes in scores from immediate posttest to delayed posttests and first delayed posttest to the second delayed posttest as well as the differences among three groups can be noticed. For instance, the mean score of game group was 18.87 in the immediate posttest, this score was 16.62 for traditional group. It was 13.41 for control group. The results showed that game and traditional group performed better than the control group in the immediate posttest session. In delayed posttests sessions, the game group obtained the highest mean scores and it outperformed the traditional and the control group. The delayed posttests results also revealed that the mean scores of the game group decreased slightly. The first delayed posttest mean score was 17.66, this score decreased to 17.20 in the second delayed. But there was not significant difference within the group. However the mean scores of traditional and control group decreased significantly in time. For example, the mean score of the traditional group was 16.62 in the immediate posttest but this score decreased to 9.66 in the second delayed posttest. The control group obtained the least mean scores from all of the posttests. In immediate posttest, the mean score of the control was 13.4 in immediate posttest but this score decreased 6.70 in the second delayed posttest.

Table 4.1. Descriptive Statistics for the Game, Traditional and Control Group

Groups	Number		Immediate Posttest	1 st Delayed Posttest	2 nd Delayed Posttest
GAME	24	MEAN	18,8750	17.6667	17.2083
		SD	1,31	2,25864	2,20
TRADITIONAL	24	MEAN	16,6250	12.3333	9.6667
		SD	2,41	3,21230	1,94
CONTROL	24	MEAN	13,4167	9,4167	6.7083
		SD	2,58	1,88626	2,23566
			(p:0.000)	(p:0.000)	(p:0.000)

- The mean difference is significant at the .05 level

Nevertheless, it may be misleading to examine only the mean scores of groups in order to reveal the impressiveness of the treatments and compare them with each other. For the purpose of answering the research questions of this experimental study, one-way ANOVA and Sheffe test were used for each test in the following section.

4.1.1. Between-Group Comparisons in terms of the Immediate Posttest, First and Second delayed Posttests: In order to see whether there was a significant difference among groups and reveal this difference between the groups, the test results of the groups were analyzed by one- way ANOVA and Sheffe test for each sessions .

4.1.1.1. Between-Group Comparisons in terms of the Immediate Posttest: After the treatment sessions of the game and traditional groups, all the subject groups were applied immediate posttest first. It has been stated that in methodology section, the immediate posttest had the same items of the pretest.

The results of one-way ANOVA for immediate post-test revealed that there were significant differences among the subjects group after treatment process (F: 37,364; p: 0.000).It can be indicated that the different treatments created different results in retention of the irregular verbs.

Table 4.2. The results of One-way ANOVA for all the groups' Immediate Posttest Scores

IMMEDIATE POSTTEST	Sum of Squares	df	Mean Square	F	p.
Between Groups	356,083	2	178,042	37,364	,000
Within Groups	328,792	69	4,765		
Total	684,875	71			

- The mean difference is significant at the .05 level

One –way ANOVA analysis of variances only displayed that there was a significant difference among the groups. In order to see whether there was a significant difference between game-traditional group, game - control group and traditional-control group, Scheffe test was employed to analyze the data.

Table 4.3. The results of Scheffe Test comparing the groups Immediate Posttest Scores

		GROUP(I)	GROUP(J)	MD(I-J)	Std.Error	P
Immediate Post-test	Scheffe Test	Game	Traditional	2,2083*	,63015	,004
			Control	5,4167*	,63015	,000
		Traditional	Game	-2,2083*	,63015	,004
			Control	3,2083*	,63015	,000
		Control	Game	-5,4167*	,63015	,000
			Mac	-3,2083*	,63015	,000

According to Sheffe test results, game group significantly outperformed the traditional group (p.0,004). It is asserted that game practices provide better retention than traditional activities. The game group also gained better results than control group (p. 0,000). On the other hand, the results of the Sheffe test revealed that that both the game and traditional group significantly outperformed the control group (p: 0,000 for GG-CG / p: 0,000 for TG-CG comparison), which supported the evidence for the benefits of the treatment sessions. It can be inferred that special treatment might be essential to improve the some problematic grammatical items.

4.1.1.2. *Between – Group Comparison in terms of the First Delayed Posttest:* In order to examine the durable effectiveness of the treatment on learners' irregular verbs learning, the mean scores of the subject groups from the first delayed test were calculated with the same procedure as the one applied while comparing the immediate posttest mean scores.

Table 4.4. The results of One-way ANOVA for all the groups' First Delayed Posttest Scores

	Sum of Squares	df	Mean Square	F	P
Between Groups	840,111	2	420,056	66,401	,000
Within Groups	436,500	69	6,326		
Total	1276,611	71			

- The mean difference is significant at the .05 level

First, one-way ANOVA was conducted in order to find out any possible significant differences among the scores of the three subject groups. The one-way ANOVA of the delayed posttest score showed that there was a significant difference among the mean score of the subject groups from the first delayed posttest ($p:0,000$).

Same as in the analysis of the immediate posttest scores, Sheffe test was administered to the first delayed posttest scores in order to see the differences between the groups explicitly. The results of this analysis revealed that the game group significantly outperformed both traditional ($p: 0,000$) and control group ($p: 0,000$). Game group showed more durable effects on the subjects' irregular verb accuracy with respect to Sheffe test results of the first delayed posttest. The subjects of the game group achieved to retain learned irregular verbs in three weeks after the treatment. The subjects of the traditional group did not obtain better results than game group but they performed better than control group.

Table 4.5. The Results Of Sheffe Test Comparing The Groups' First Delayed Posttest Scores

		GROUP(I)	GROUP(J)	MD(I-J)	Std.Error	P
First Delayed Post	Scheffe	Game	Traditional	5,3333*	,72607	,000
			Control	8,2500*	,72607	,000
		Traditional	Game	-5,3333*	,72607	,000
			Control	2,9167*	,72607	,001
		Control	Game	-8,2500*	,72607	,000
			Traditional	-2,9167*	,72607	,001

- The mean difference is significant at the .05 level

4.1.1.3. *Between – Group Comparison in terms of the Second Delayed Posttest* : The second delayed test was conducted six weeks after the treatment. Table 4.4. illustrates the one-way ANOVA results of three groups in second delayed test.

Table 4.6. The results of One-way ANOVA for all the groups' Second Delayed Posttest Scores

SECOND DELAYED POSTTEST	Sum of Squares	df	Mean Square	F	P
Between Groups	1443,361	2	721,681	158,775	,000
Within Groups	313,625	69	4,545		
Total	1756,986	71			

- The mean difference is significant at the .05 level

Table 4.6 indicates that there was a significant difference among the groups as immediate and first delayed posttest (p: 0,000). Table 4.7. shows these differences between the groups more clearly.

Table 4.7. The Results Of Sheffe Test Comparing The Groups' First Delayed Posttest Scores

		GROUP(I)	GROUP(J)	MD(I-J)	Std.Error	P
Second Delayed Post	Scheffe Tests	Game	Traditional	7,6667*	,61545	,000
			Control	10,625*	,61545	,000
		Traditional	Game	-7,6667*	,61545	,000
			Control	2,9583*	,61545	,000
		Control	Game	-10,625*	,61545	,000
			Traditional	-2,9583*	,61545	,000

* The mean difference is significant at the .05 level.

Game group gained better results than traditional group ($p:0,000$) and control group ($p:000$). These results indicate that game-based practiced group achieved higher grammatical score than traditional group and control group. In all tests, the subjects exposed to the game practice activities were more successful to retain the irregular verbs. Traditional group was not as successful as game group. However, they outperformed control group as a result of the second delayed posttest.

4.1.2. Within-Group Comparison in terms of the Immediate Posttest, Delayed Posttest and Second Delayed posttest : The immediate posttest, first delayed posttest and second delayed posttest scores of each group were analyzed within the group in order to search whether practising irregular verbs by using games or traditional exercises help 9th grade EFL students promote their learning of irregular verbs. The data was analyzed by one-way ANOVA and Sheffe test.

4.1.2.1. Comparisons for the Game Group: One-way ANOVA was used to search whether the students' scores in the game group changed or not according to the immediate posttest, first and second delayed posttests. Table 4.8 indicates that subjects in the game group did not show significant difference from immediate posttest to second delayed posttest ($p:0,033$). They obtained similar results all of the posttests. It is proved that game activities can promote retention of the irregular verbs for a long time.

Table 4.8. The results of the one-way ANOVA the Comparison of the Change from Immediate Posttest to Delayed Posttests for Game Group

	Sum of Squares	df	Mean Square	F	p.
Between Groups	24,361	2	12,181	3,582	,033
Within Groups	234,625	69	3,400		
Total	258,986	71			

- The mean difference is significant at the .05 level

In order to compare all test sessions, Sheffe test was applied for the game group. It was expected that there would be a decrease in the scores of the delayed posttests when

compared with the scores of the immediate posttest or the comparison of the first and second delayed posttest in game group. This assumption was not utterly acknowledged because it was not seen a significant decrease within the scores of the immediate and delayed posttests. As seen in Table 4.9, the scores of the immediate posttest and first delayed posttest were not different significantly ($p: 0,098$). Likewise, the scores of the second delayed posttest did not change considerably in comparison of immediate and first delayed posttests scores ($p: 0,059$; $p:0,973$). The subjects in the game group achieved to retain irregular verbs which had been revised through games. The results demonstrate that games could increase the learners' accuracy of irregular verbs in term of recognition.

Table 4.9. The results of Sheffe Test Comparison of the Change from Immediate Posttest to Delayed Posttests for game group

(I) TEST	(J) TEST	Mean Difference (I-J)	Std. Error	p.
Immediate posttest	1. delayed posttest	1,1667	,53232	,098
	2. delayed posttest	1,2917	,53232	,059
First delayed posttest	Immediate posttest	-1,1667	,53232	,098
	2.delayed posttest	,1250	,53232	,973
Second Delayed posttest	Immediate posttest	-1,2917	,53232	,059
	1.delayed posttest	-,1250	,53232	,973

* The mean difference is significant at the .05 level.

4.1.2.2. Comparisons for the Traditional Group : Table 4.10 shows that there was a significant difference among immediate, first delayed and second delayed posttests results within the traditional group ($p: 0,000$). That is the subjects of the traditional group could not maintain their scores.

Table 4.10. The results of the one-way ANOVA the Comparison of the Change from Immediate Posttest to Delayed Posttests for Traditional Group

	Sum of Squares	df	Mean Square	F	p.
Between Groups	591,583	2	295,792	44,534	,000
Within Groups	458,292	69	6,642		
Total	1049,875	71			

- The mean difference is significant at the .05 level

In order to specify which test or tests caused these significant differences, Sheffe test was conducted. Table 4.11 illustrates that the scores of immediate posttest decreased significantly in the first and second delayed posttests (p:0,00; p:0,00). There was also considerable decline from the first delayed to second delayed posttest (p: 0,03). This means that learning of the irregular verbs through the traditional exercises disappeared to some extent. The subjects' scores did not remain unchanged within interval among immediate and delayed posttests.

Table 4.11. The results of Sheffe Test Comparison of the Change from Immediate Posttest to Delayed Posttests for Traditional Group

(I) TEST	(J) TEST	Mean Difference (I-J)	Std. Error	p.
Immediate posttest	1. delayed posttest	4,2917(*)	,74397	,000
	2. delayed posttest	6,9583(*)	,74397	,000
First delayed Posttest	Immediate posttest	-4,2917(*)	,74397	,000
	2. delayed posttest	2,6667(*)	,74397	,003
Second Delayed posttest	Immediate posttest	-6,9583(*)	,74397	,000
	2. delayed posttest	-2,6667(*)	,74397	,003

- * The mean difference is significant at the .05 level.

4.1.2.3. *Comparisons for the Control Group:* The control group was participated in the study in order to see whether students could learn irregular verbs without exposing them any specific treatment on irregular verbs. One-way ANOVA was applied in order to examine whether there was a considerable difference among the posttest results. Table 4.12 shows that the scores of the group from immediate posttest to delayed posttest changed significantly ($p:0,000$).

Table 4.12. *The results of the one-way ANOVA the Comparison of the Change from Immediate Posttest to Delayed Posttests for Control Group*

	Sum of Squares	Df	Mean Square	F	p.
Between Groups	546,694	2	273,347	53,792	,000
Within Groups	350,625	69	5,082		
Total	897,319	71			

Sheffe test shows this difference more clearly. The control group gained the best results in immediate posttests. As seen in Table 4.13, the decreases from immediate posttest to first delayed and second delayed posttests were rather rapidly ($p: 0,000$; $p: 0,000$). They also declined their scores statistically significant from first and second delayed posttests. It was concluded that they could learn irregular past tense during their normal run of their lesson in some degree as a result of immediate posttest. Unfortunately, They could not keep their test scores at the same level in the delayed posttests.

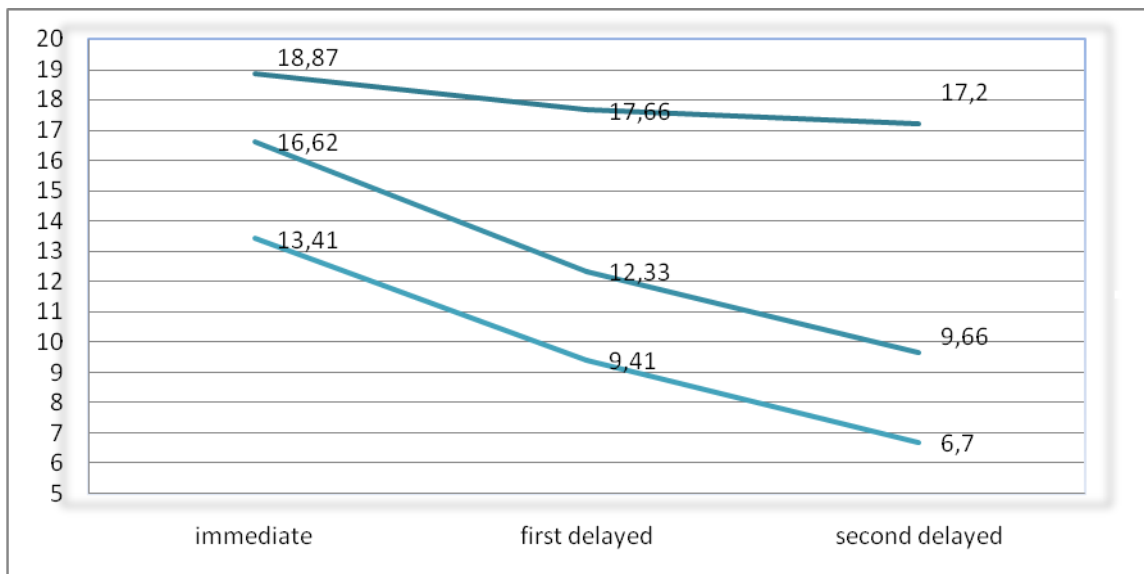
Table 4.13. *The results of Sheffe Test Comparison of the Change from Immediate Posttest to Delayed Posttests for Control Group*

(I) TEST	(J) TEST	Mean Difference (I-J)	Std. Error	p.
Immediate posttest	1. delayed posttest	4,0000(*)	,65074	,000
	2. delayed posttest	6,7083(*)	,65074	,000
First delayed posttest	Immediate posttest	-4,0000(*)	,65074	,000
	2. delayed posttest	2,7083(*)	,65074	,000
Second Delayed posttest	Immediate posttest	-6,7083(*)	,65074	,000
	2. delayed posttest	-2,7083(*)	,65074	,000

4.2. Discussion

This study focused on the comparison of language games with traditional activities and tried to find out short-term and long-term effects of them in promoting students' retention of irregular verbs. In order to find out the most effective practice and answer the research questions, the data was obtained from immediate, first and second delayed posttests were analyzed in between-group and within group comparisons. Figure 4.1 shows the between and within group comparison more clearly.

4.1. Figure Within Group Comparisons in terms of Immediate, First and Second Delayed Posttest Results



The first research question was “Is there a significant difference among three groups in terms of the retention of learned irregular verbs?” As a result of the pretest, it was determined that past tense form of the target irregular verbs was not known by all of the subjects. These irregular verbs were revised into four treatment sessions in game and traditional groups. After these treatments to evaluate the groups' achievement, three posttests were administered. It was found that there was a significant difference among the groups as a result of each posttest. Practicing irregular verbs with different ways affected the scores of subjects in considerable degree. This result is consistent with

some previous empirical studies which examine game instruction effects in foreign language classrooms. (Cortez, 1974; Öztürk, 2004; Kaya, 2007; Cimcim, 2008). Yu (2005) and Ataöver(2005) were applied studies to investigate grammar teaching through games and traditional methods. In their studies, They could not get significant differences between the groups in their studies. The students in game and traditional groups obtained similar scores.

The second research question was “Does the game group perform better in grammatical accuracy than the other two groups, namely traditional and control group, in terms of immediate posttest?” When the short-term effects of the game and traditional activities were compared by looking at the immediate posttest results, it was seen that there was a significant difference among two groups ($p < 0.004$). Game group obtained higher scores than traditional group. In Öztürk’s (2004) study, game group got higher scores than traditional group as in this study. These results also correspond with the other empirical studies which were applied by Kaya(2007) and Cimcim (2008). These studies have revealed that EFL learners have benefited more from language games than traditional activities as this study.

On the other hand it was also found that there was a significant difference between the game and control groups ($p < 0.000$). The subjects of the game group improved their irregular verb knowledge better than control group. Moreover, the traditional group also significantly outperformed the control group($p < 0.000$). This result suggest that while dealing with this kind of problematic grammatical items, it is necessary to apply remedial teaching as in game and traditional group in order to consolidate their knowledge. In the light of this result, it can be asserted that language games enable a feeling of realism and relevance into the classroom and make language learning process more exciting as teachers move away from just using textbook and written materials.

The third research question was “Which practice has more durable effect on learning irregular verbs in English?”. Focusing on the durable effects of each treatment, the first delayed posttest was conducted 21 days after the immediate posttest administration and the second delayed posttest was applied 21 days after the first delayed posttest, the

mean scores of game, traditional and control groups were compared statistically. The data obtained from the delayed posttests again showed the differences among the groups in favor of game group. When the groups are evaluated individually, it can be seen that subjects of the game group got approximately same scores from all test. The decrease of their scores was not significant. Bilsoy (1992) also found that subjects of game group not only learned grammar items quickly but also retained them for longer time. Other empirical studies on using games in language classroom did not generally examine the long-term effect of games. This study might reveal the long-term impact of language games on learning of particular grammar items.

The other groups were evaluated in themselves, their scores obtained from delayed posttests were significantly lower than immediate posttest's scores. Traditional group subjects performed better in immediate posttest than the delayed posttests. They got 16.62 mean score from immediate posttest but this score regressed to 9.66 in the second delayed tests. The students' scores came down significantly. Moses(2001) states that structural drills can be effective teaching tools for remedial instruction. In this study, it is seen that they improved students' irregular knowledge in some extent but they had short-term advantages to reinforcement of the irregular verbs. If there is a significant decrease after six weeks following the treatment, this decline might continue in following weeks.

When the scores of the control groups from immediate posttest to second delayed posttest were evaluated, it is revealed that the decrease was more considerable for control group. These results may suggest that students can promote their knowledge of past tense forms of irregular verbs to some extent according to they are presented in the normal run of the English lessons but if there are not any intended intervention as in the game group, the learning will continue for short time as in this study. It is also indicated that remedial teaching may be necessary for some difficult grammatical items or repeated errors.

In the light of the results, it can be deducted that the gain in the game group is more long-lasting than other groups. The finding was also parallel with Macedonia's (2005)

suggestion that language games serve the function of redundant oral repetition of grammar structures (morphological, syntactic) and vocabulary in a playful way. Students are not always aware that they are practicing grammar. Thus repetition will not cause dullness and declarative knowledge is converted into procedural knowledge. It is more entertaining way to overcome the second language grammar instead of written exercises.

The findings of this study support the common perception on the validity of games a recommended learning way that emerged from the most of the literature review (Deesri , 2002 ; Garcia-Carbonell Rising , Montero & Watts ,2001; Gaudart, 1999; Hong, 2002, Shie , 2003). It reflects the outcomes from the studies conducted by Cortes (1974), Issacs (1979), Wrucke –Nelson (1992),Öztekin(2004) , Kaya (2007) and Cimcim(2008). But the results are not consisted with the some of the studies which investigated the effect of the games on grammar teaching and learning process by Gradner (1987) Yu (2005) Ataöver (2005). These studies couldn't find out a significant difference between the groups which trained with games and traditional methods in terms of grammatical accuracy. The game groups gained higher results but they did not obtained expected results against the traditional groups. But researchers stated that they observed the positive effect of the games although it was not proved statistically. Yu (2005) claimed that the students' motivation for L2 grammar learning significantly improved owing to the games. It was also stated that these results might gain because of the students' unfamiliarity with the games as a grammar teaching way. Since they generally accustomed with the teacher-fronted lessons and it was hard for them to be more active in class and to use much more language than in other language classes they had experienced. It might be deducted that if the implementation lasts long term, it might gain more positive and reasonable results in favor of games.

The findings of this study are favor of game based grammar practice as powerful instructional way as a replacement of traditional activities. Use of language games achieved such positive effects on grammar accuracy. The results of this study strike the weakness of the traditional “rule + traditional exercises only” approach. This inference

might be correspond to Rinvovichicri's (1984) reasons to use games in language classroom.

1. They can help to promote students' grammatical knowledge.
2. When students' needs are taken into consideration in preparation of the games, they arouse more interest from the students and, thus, participation in such activities can be higher and the results more rewarding.
3. Games also create an entertaining and relaxed atmosphere. Students within this atmosphere feel themselves less stressful and enthusiastically participate in using the foreign language.
4. In addition, games spontaneously sustain a student's interest; a properly designed and expressed game can become one of the highest motivating techniques.

All in all, the findings of the present study clearly confirmed necessity and effectiveness of language games in foreign language classroom in parallel with many previous studies. Additionally the findings suggest that repeated errors can be treated with language games for improving learners' performance in both short and long term.

CHAPTER FIVE- CONCLUSION

5.1. Summary of the Study

This research investigated whether use of games in remedial teaching of irregular verbs would enhance the students' irregular verb retention. The subjects of the study were 72 high school students who were studying English in the first semester of the academic year 2008-2009 at Turk Telekom Anadolu Technical High School. The students were assigned into the game , traditional and control groups. All groups studied the irregular verbs. The game and traditional groups were taught by researcher and the control group was taught by their English teacher within the treatments. The game group was instructed by using the game-based activities and the traditional group was instructed by using the traditional activities. The control group was not applied any special treatment, they learned the irregular verbs in their regular English class process.

To obtain the answers for the three research questions, three instruments were utilized. They were teaching materials, teaching plans, a test of the grammatical competence. The teaching materials covered irregular past tense verbs. The materials used in the game group contained game activities at the practice stage whereas traditional group's material was composed of mechanical drills. The control group did not receive any special treatment during study, they studied their regular lesson. Fill-in- the blanks test was used to evaluate irregular verb accuracy. This test was used as the pretest and posttests before and after the experiment.

The data obtained from the posttests were statistically analyzed using one-way Anova and Sheffe test.

The main findings are summarized as follows:

1. Turkish students generally make errors using irregular verbs while they are learning English as a foreign language. Although it is assumed that grammatical errors are insignificant, they are surface problem and they will disappear in a course of time. Nevertheless, it has been observed that students have not learned the irregular verbs for very long time. It must be crucial to design effective

materials to eliminate this problem. In this study, games and traditional activities were designed to promote irregular verbs learning. The results showed that the game and traditional group which received remedial teaching got better results than control group. It can be concluded that remedial teaching may be essential for some frequently occurring errors in language learning process.

2. After the subjects were instructed through two different ways, it was found that the students studying irregular verbs through games developed better retention than those studying irregular verbs through traditional activities. Games can be effective tool because they created more relaxed and joyful classroom atmosphere. Thus, students learned the grammar item better and permanently.
3. The results indicate that when the games are designed both competitive and cooperative way, the students might learn and practice in an enjoyable way. Because students enjoy competing, collaborating, taking an active role during playing games.
4. Games are enjoyable for everyone and they can change the artificial classroom atmosphere into a natural one. They increase learners' interests so that it might make learning of the input more likely. They not only encourage and entertain the students, but also help them learn.
5. The results of this study revealed that students cannot cope with the problems they encounter in terms of irregular verbs in the normal run of English lesson as seen in the control group. The benefit of traditional grammar activities is temporally. It can be concluded that games enables enjoyable and long-lasting learning.

5.2. Pedagogical Implications

This study has implications for language learning and teaching in the following ways:

1. Since it was indicated that the use of games is an effective remedial teaching way in eliminating frequently occurred grammar errors and enhancing the students' grammatical accuracy, it is recommended that English teachers use more games to consolidate grammar learning in class because they provide students meaningful practice in learning grammar. Games were found not only to enhance students' grammar achievement but also to promote confidence and competence in using it.

2. In this study, it is found that learning through games made the lessons more enjoyable and it ensured more long- lasting learning. In Turkey, English teachers often complain about difficulties in motivating their students in learning English language because most of the students do not think that it is urgent need to use the language and therefore ignore the subject. To encourage students in learning grammar in particular, teachers should try to compose a more relaxed learning atmosphere by providing them with activities which attitudinal factors such as interest, relevance, needs and satisfaction. Games can be designed to increase interest and motivation of the students who find grammar boring. In playing games, they are expected to complete the task using the newly learned language. In that way, students are more enthusiastic to learn English. It is essential that teachers use more games and a variety of games to motivate students and facilitate better language learning.

3. In order to obtain desired results from the games in grammar learning and teaching, it is recommended that the most appropriate games should be chosen and the game procedures must be well designed. Arrangements and instructions in playing games should be explained clearly, especially to the students with low language competence because misapprehension of them will cause problems during game playing.

4. Owing to the positive effect of language games, it is important to merge them into the curriculum appropriately. As Gaudart (1999) and Deesri (2002) recommended games should be an integral part of the language syllabus not an ice-breaker or amusing activity at the end of the activity. It can be claimed that the authors of the course books should add games to present or practice the different subjects.

5.3. Suggestions for Further Studies

The findings found in this study provide recommendations for both teaching in practice and further studies in this area.

In this study, linguistic games were generally used since it was only focused on the grammar accuracy. In order to promote learners' fluency and other language skills such as writing and reading, communicative games can be designed to investigate their effectiveness on communicative competence for further studies.

This research was applied to high school students who were in elementary level. Further studies can be conducted for different age and proficiency groups in order to see whether games have different effect on them.

Language teachers have to manage time efficiently during game playing because time considerably affects the success of games. If the time given is too restricted, students will feel stressed in interacting with each other. If the time provided is too long, students may feel bored and lose their interests. To regulate the proper timing for each game or for level of students, it would be a good idea to try it out or use it with several groups of students. This can be done as a classroom research and kept as records. It is beneficial for teachers to design a good lesson as well. In this way the flexibility of time for each game can be regulated more impressively

APPENDICES

Appendix 1

PRETEST AND POSTTESTS

The test used as a pre-test and posttest during the study
Complete the gaps with the verbs in the simple past tense.

Dear Ethel

I'm writing to tell you about something that happened yesterday. I _____ **(get)** up at the usual time – about 10 am – _____ **(have)** a shower and _____ **(make)** breakfast. I _____ **(eat)** a big bowl of cereal and I _____ **(drink)** orange juice. After then I _____ **(watch)** TV for a while. I _____ **(ride)** my bicycle to go shopping. After then I _____ **(come)** back home and I _____ **(go)** into the kitchen where I _____ **(hear)** a funny noise. I _____ **(think)** it _____ **(come)** from behind the cooker. I _____ **(get)** my tool box and _____ **(move)** the cooker out of the way.

The noise _____ **(get)** louder but I couldn't see anything. I _____ **(ring)** my uncle to ask his advice. He _____ **(say)** that he _____ **(think)** it could be a gas leak. When I _____ **(hear)** this I just panicked! I _____ **(put)** the phone down, _____ **(leave)** home, _____ **(get)** in my car and _____ **(drive)** to the local police station. I _____ **(tell)** them about my gas leak but the constable _____ **(lose)** his patience with me. He _____ **(say)** that I should have phoned the gas company. He _____ **(write)** his report, then _____ **(ring)** the gas company for me.

Then I remembered that my house doesn't have gas – only electricity! I _____ **(feel)** really stupid and _____ **(know)** that the constable would be angry with me for wasting his time, so I _____ **(run)** out of the police station while he _____ **(be)** still on the phone. I _____ **(go)** home to try to find out what the noise _____ **(be)**. On the way I _____ **(buy)** a newspaper and I

_____ **(read)** about an escaped chimpanzee that _____ **(break)** out of the city safari park last Wednesday.

When I _____ **(get)** home I _____ **(put)** my key in the door, turned it, _____ **(go)** inside and straight away _____ **(hear)** that funny noise again. I _____ **(hold)** my breath and _____ **(open)** the door slowly. Guess what? I _____ **(see)** the chimpanzee hiding in my cupboard! I _____ **(let)** him stay and he _____ **(sleep)** in my garden last night. The snoring _____ **(be)** so loud! This morning I _____ **(take)** him back to the safari park. They _____ **(be)** really pleased to see him again and _____ **(give)** me a reward of £50!

Appendix 2

LANGUAGE GAMES

1.TIC-TAC-TOOK

Type of the Activity: Pair work

Function of the Activity: Review some common irregular verbs in English and past time markers (yesterday, last week, etc.)

Structure: Past tense of irregular verbs

Materials : Tic-Tac-Toe grid (Reproducible 1)

Procedure:

- Have students form pairs and decide which player is “X” and which is “O”.
- Distribute one Tic-Tac-Toe grid (Reproducible 1) to each pair of students.
- From the list of irregular verbs the students take turns choosing and then writing the base form of the verbs in the squares of the Tic-Tac-Toe grid.
- Taking turns, each student reads aloud one of the verbs from the grid. The student must then use the past tense of that verb in a simple sentence, e.g.: take - Yesterday, I broke the vase. If the sentence is correct, the student puts an “X” or an “O” in the square containing the verb.
- The student who gets three “Xs” or “Os” in a row is the winner.

2. CHAIN DRILLS

Type of the Activity: Group work

Function of the Activity: Review some common irregular verbs in English

Structure: Past tense of irregular verbs

Procedure:

- Start the game saying “ I went to the cinema and ate a hamburger”
- Explain that the first player has to repeat your sentences and add something new, e.g. I went to cinema and ate a hamburger and drank Coke.
- The game continues with each player in turn trying to remember what the last player said , and then adding something new to the story.

- Groups get minus points for grammar mistakes- just correct the mistake and allow the player continue.
- The group with the least number of minus points at the end of the game is the winner.

3. TALKING ON FOOTBALL

Type of the Activity: Group work

Function of the Activity: Review some common irregular verbs in English

Structure: Past tense of irregular verbs

Procedure:

- Generally the idea is for students to combine the cue words(time words in orange rectangles) at the sides with the key words(verbs in the middle of field)
- For example in the first example students can combine **yesterday** + **drink** to make a sentence like ☐ **Yesterday I drank orange juice.** Note that the verb must be changed to the simple past form.
- The two teams or players would toss a coin to decide who starts first, or do Rocks, Paper and Scissors. The winner starts combining a cue word and a key word to make sentences. Players cannot use the same cue word in a row.
- The other team or player must listen carefully to spot the mistakes. If there isn't any mistake in the sentence, the player can keep his/her space.
- If there is a mistake the team or player gets a yellow card and move back one step. If no mistake they keep their captured space. The other team takes its turn to combine cue words and keys words to make sentences. Every successful sentence means they retain the space and prepare to advance.
- Both teams (players) keep advancing until they meet on one space. When they meet, they do ROCKS, PAPER and SCISSORS. The team that loses the ROCKS, PAPER & SCISSORS guess, gets a red card and goes back to start. The winning side continues until they meet again. Every time they, meet they do rocks, paper, and scissors to see who gets a red card. The team that gets to the other team's goal, wins. (Note that the red and yellow cards are only useful when you play the game as a whole class. As a board game pair the cards may not be useful)

- When players get to the centre, it is a FREE space so they can create any sentence they like.
- If you decide to continue, try different key words or swap sides after the first side wins.
- Feel free to adapt this game for your classes as you like. Also feel free to modify or add rules.

4. DICE GAME

Type of the Activity: Pair work

Function of the Activity: Review some common irregular verbs in English

Structure: Past tense of irregular verbs

Procedure:

- The first player roll the dice and s/he has to make sentences with the irregular verb.
- If the sentences true s/he continues but if it isn't, the other player roll the dice, and say her/his sentences
- The player who finishes first win the game

5. MATCHING GAME

FIRST PART

Type of the Activity: Pair work

Function of the Activity: Review some common irregular verbs in English

Structure: Past tense of irregular verbs

Procedure:

- Divide the class into pairs
- Give each pair a set of VERB MATCH cards, Present and Past.
- Ask them to shuffle them and then spread them out face down on the table.
- They should take it in turns to turn up two cards at a time
- The object of this part of the game is to find matching pairs of Past and Present verbs.

- If a player turns up two cards which have the past and present form of the same verb on them , e.g. *give* and *gave*, s/he can pair the cards and collect them
- The player with the most cards at the end is the winner.
- When the pairs have finished the first part of the game, join them up with another pair to make a group of 4 and give them a set of ACTION PICTURES
- Ask them to put these face down in a pile in the centre of the table.
- Ask them to take the VERB MATCH cards and separate them so the only the present forms are left
- Check that students have all the past cards. Ask them to deal out the Present cards equally to all player
- Players may look at their cards.
- The object of the game is to match pictures and verbs, and to make a sentence , using the past simple.
- Player 1 begins. He takes a card from the pile of ACTION PICTURES and lays it face up on the table so that other players can see it.
- All the players must try to match the correct verbs to the picture and to make a sentence in the past. e.g. for the picture of a girl dropping a cup and breaking it , a students must procedure the card *broke* and say “ *She broke the cup.* ” The first to do this may collect the ACTION PICTURE card and put her/his VERB MATCH card on the discard pile.
- The player with the most ACTION PICTURE cards at the end is the winner.

SECOND PART

Type of the Activity: Pair work

Function of the Activity: Review some common irregular verbs in English

Structure: Past tense of irregular verbs

Procedure:

- The students work in pairs.
- A set of present simple sentences , a card and dice are given.
- Ask them to shuffle the sentences and then spread them out face down on the table

- The object of this part of the game is to return the Present Simple sentences to Simple Past
- If the player make correct sentences , roll the dice. If s/he doesn't, the other player will continue.
- The player who finishes first, win the game.

6. IN THE PAST

Type of the Activity: Pair work

Function of the Activity: Review some common irregular verbs in English

Structure: Past tense of irregular verbs

Materials: • In the Past Game Cards , In the Past game board , game token for each player die

Procedure:

- Cut apart the Game Cards, shuffle them, and place them in a facedown pile on the table.

- Each player places a token on Start and, in turn, follows these directions:

1)The player takes the top card from the pile and reads the sentence (or the instructor reads it to the player). The player repeats the sentence, changing the present-tense verbs to regular past tense verbs.

2) If the player drew the card that read, *The class listens to CDs and watches movies*, the player would say, "The class listened to CDs and watched movies."

3)If the player fails to successfully complete the task, his turn is over.

4)If the player successfully completes the task, he rolls the die, moves his token the indicated number of spaces, and his turn is over.

5)The first player to reach End (does not have to be on an exact roll) is the winner.

- Special Spaces:

If a player's movement ends on a special space (Ahead 2, Back 2), he follows the direction and his turn ends.

GAMES MATERIALS

A- TIC-TAC-TOE

INTERACTIVE GRAMMAR Reproducible 1

Tic-Tac-Toe **25**

Tic-Tac-Toe Grids

Instructions

1. For each box take turns writing the base form of irregular verbs from the verb list.
2. Use the verbs to make simple sentences in the past tense.
3. For every correct sentence, mark an X or O.

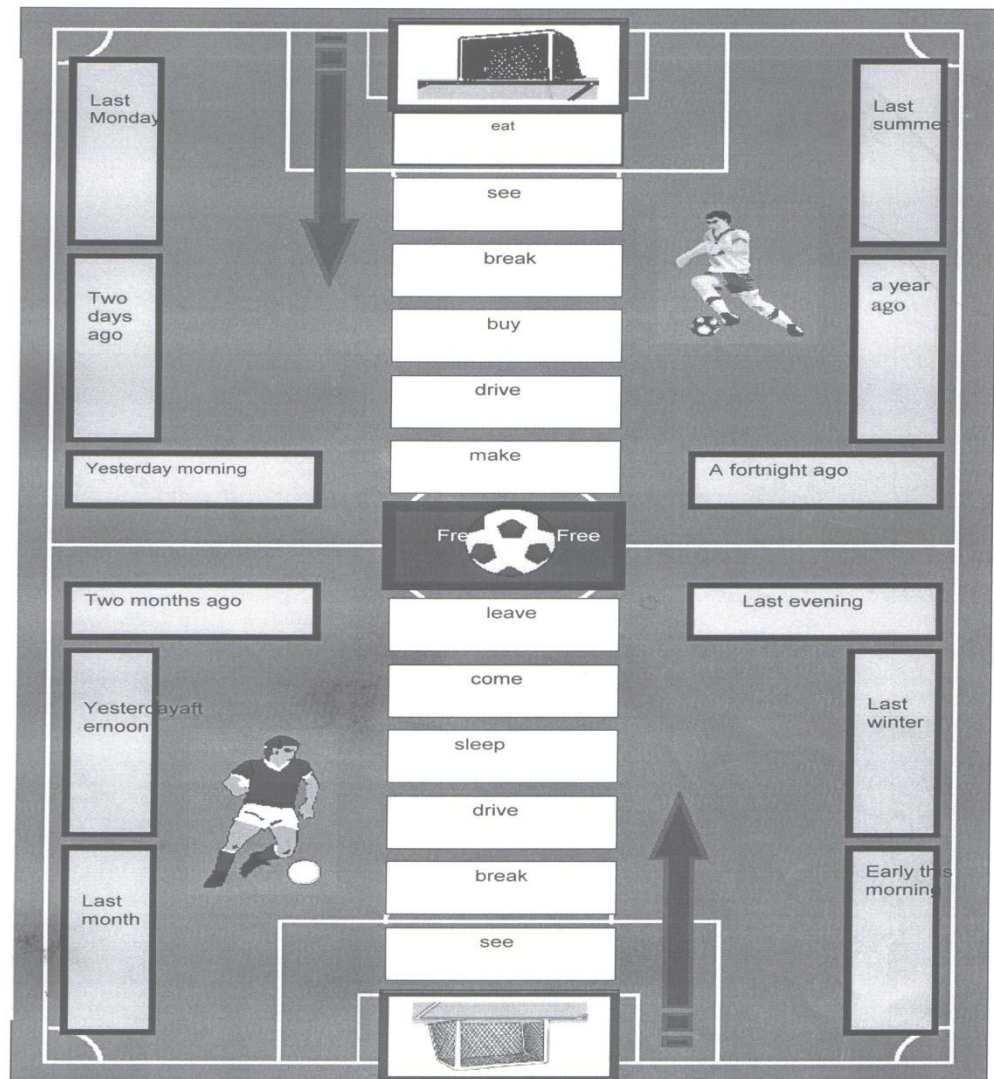
Game 1

Game 2

Game 3

Game 4

B- FOOTBALL TALKING



C- DICE GAMES

Walkie Talkie

Choose 1!

(1) yesterday
(2) two days ago
(3) last month
(4) last year
(5) last 曜日

例: I played my PSP yesterday.

Choose character!

Start go feel Safe! drive

drink run Go back 2

drive Eat lose

change places with friend Safe! take break

sleep

ride Go Ahead 2 buy Trade Places

see lose make

drink make come Safe! ride

come buy leave see

change places with friend sleep

break

Go Ahead 2

play take make give feel have

leave

drink

Go Back 1

Safe!

give run 10km take

take sleep lose END

ROLL OF THE DICE

Start go to school go tree ring

play run Go Back 2

read Eat Buy

sleep tree take tree take

see

buy Go Ahead 2 drink Trade Places

make ride

sleep tree see hear tree see

drink tree eat Go Back 2

Trade Places

hear

Go Ahead 2

ride on hungry tree give

drink

write tree eat

read love listen to music

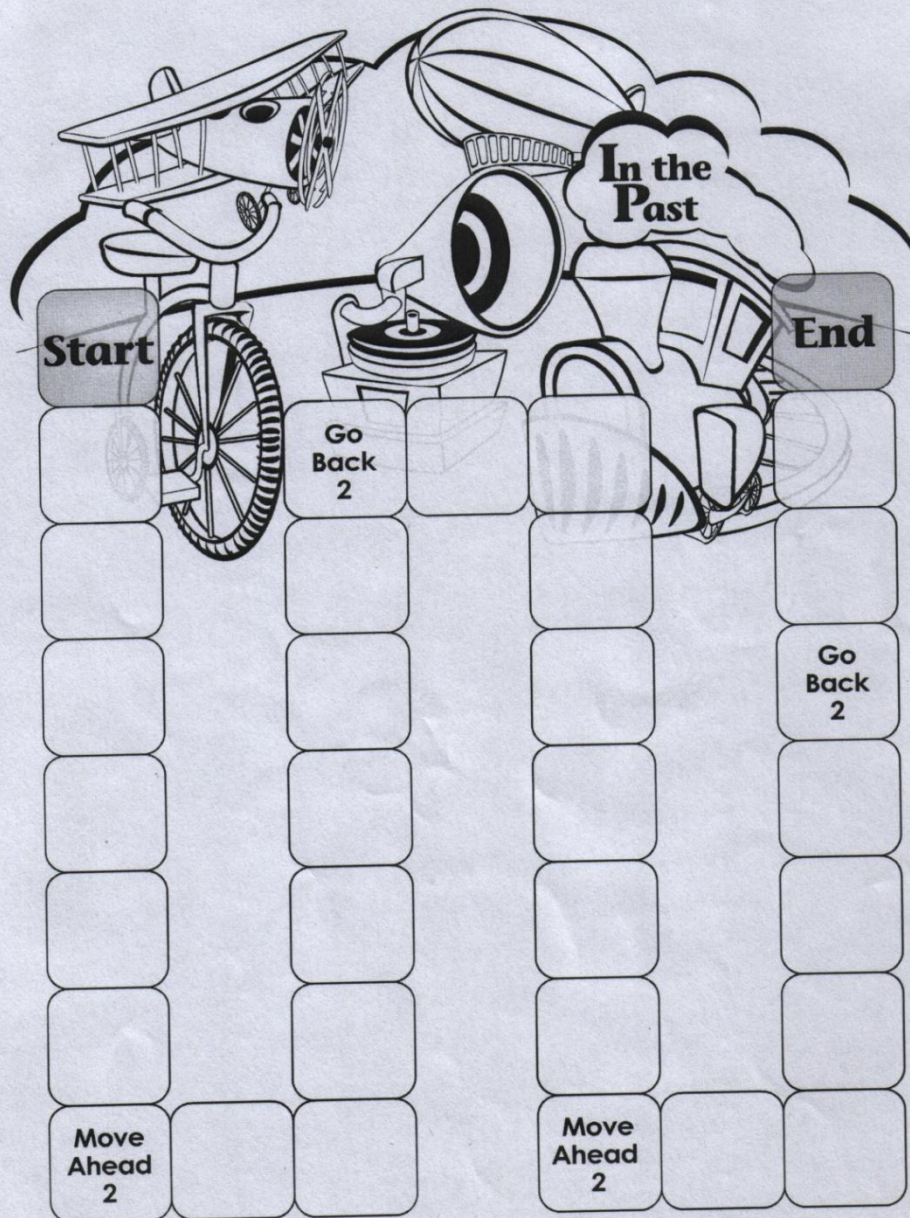
When you roll the dice you have to use the words below:

(1) yesterday
(2) last week
(3) two days ago
(4) last month
(5) two months ago
(6) last year

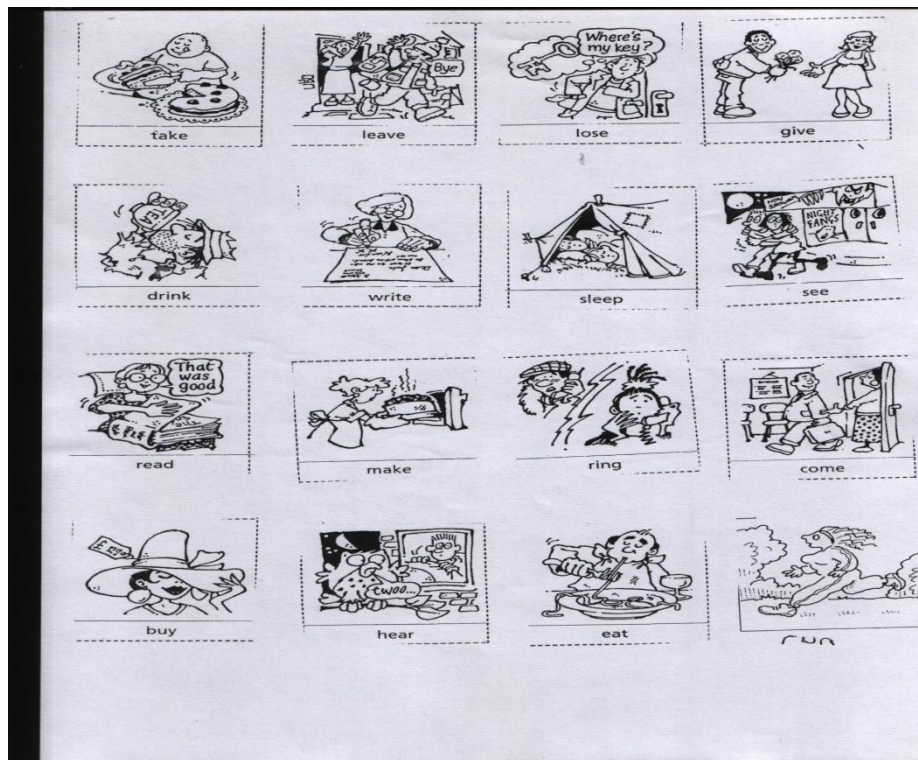
D- IN THE PAST GAME CARDS

She leaves home at 3.00	Our teacher gives us some advice.	I sometimes feel myself fool.
Terry often loses his keys.	Mike's just taking a shower	I ride to work on my bicycle.
My father buys a newspaper.	The baby sleeps peacefully in its cradle	Mr. Smith comes to school by car.
I drink tea at breakfast	They eat lunch at school canteen	My elder brother breaks the school rules
I see a movie	Sally makes cake for her children	He's still feeling a bit weak after his operation.
My sister takes this medicine three times a day.	My secretary is going to give you more details.	Banks loses millions of pounds because of new legislation
My father sees a documentary on Channel 4.	You leave the kids with me on Friday	He rides well
He drinks three glasses of water	He drives 12 miles to work.	I sleep late on Sunday morning
She feels fool	They never give me chance	Mike takes shower every night

IN THE PAST GAME BOARD



E. MATCHING GAME



VERB MATCH (PRESENT)

Break	Come	Eat	Drink
Buy	Give	Hear	Lose
Make	Read	Ring	Run
Sleep	Take	write	Leave

VERB MATCH (PAST)

Broke	Came	Ate	Drank
Bought	Gave	Heard	Lost
Made	Read	Rang	Ran
Slept	Took	Wrote	Left

Appendix 3

TRADITIONAL ACTIVITIES

FIRST LESSON ACTIVITIES

A) CHOOSE THE CORRECT IRREGULAR PAST FORM

Make	a. maked	b. maket	c. made
Drink	a drunk	b. drank	c. drinked
Come	a come	b. comed	c. came
Break	a. bought	b. broke	c. breaked
Eat	a. ate	b. eaten	c. eated
Go	a. went	b. goed	c. gone

B) FILL IN THE PAST SIMPLE OF THE VERBS

1. make
2. eat
3. drink
4. come
5. break

C. PUT THE VERBS IN THE BRACKETS INTO THE PAST SIMPLE

1. My little brother..... (break) the vase.
2. We(eat) bacon and eggs for breakfast every morning
3. We(go) to Spain last week.
4. Jack and Tom (come) to the part last night.
5. Sally (make) her bed yesterday morning.
6. I..... (drink) too much last night so I have a terrible headache.

D. WRITE THE VERBS. THEN WRITE THEIR PAST TENSE FORMS

- | | | |
|----------|-------|-------|
| 1. reabk | _____ | _____ |
| 2. indrk | _____ | _____ |
| 3. tge | _____ | _____ |
| 4. kema | _____ | _____ |
| 5. omec | _____ | _____ |
| 6. veha | _____ | _____ |
| 7. tea | _____ | _____ |

E. USE THE PROMPTS TO WRITE AFFIRMATIVE SENTENCES

1. She didn't break the window
-
2. Tommy didn't eat vegetables when he was child.

-

3. Karen didn't make chocolate cake for her guests.

-

4. Tim didn't come to the meeting.

-

5. Sally didn't drink milk when she was child.

SECOND LESSON ACTIVITIES

A) COMPLETE THE STORY. USE THE PAST FORMS OF VERBS IN THE BRACKETS:

Last year I *went* (go) on holiday. I (drive) to the sea with my friend. On the first day we (look) at the beautiful buildings and (eat) in lots of restaurants. The next day (be) very hot so we (drive) to the sea. We (leave) our clothes in the car and (sunbathe) and swam all day. At six o'clock we (walk) to our car, but the car (not/ be) there. We (buy) some clothes and (go) to the Police Station. The police (be) nice and we (sleep) in the police station.

B) ANSWER THE QUESTION

1. Where did you buy that bracelet?

I in at Nordstom's. (buy)

2. How late did your brother sleep yesterday morning?

He until 10:30 AM. (sleep)

3. Which film did you see last?

I Changed (see)

4. When did she leave work yesterday?

She work at 7 yesterday. (leave)

5. How did he break that lamp?

He it by accidentally knocking it over with his elbow .
(break)

6. Who did Jack drive to the school yesterday morning?

He _____ his children to the school yesterday morning (drive)

C. ANSWER "YES.... " AND THE PAST FORM OF THE VERB.

1. Did Mrs Jones go to the supermarket?
2. Did they come early?
3. Did you drink tea every day?
4. Did he sleep late last night?
5. Did you buy a new car?
6. Did they see the accident?
7. Did she drive car when she was drunk last night?
8. Did he leave home early to catch the train?

D. WRITE THE VERBS. THEN WRITE THEIR PAST TENSE FORMS

- | | | |
|-----------|-------|-------|
| 1. reabk | _____ | _____ |
| 2. indrk | _____ | _____ |
| 3. ese | _____ | _____ |
| 4. kema | _____ | _____ |
| 5. moec | _____ | _____ |
| 6. vired | _____ | _____ |
| 7. tea | _____ | _____ |
| 8. eslpe | _____ | _____ |
| 9. yub | _____ | _____ |
| 10. valee | _____ | _____ |

E. CIRCLE THE CORRECT IRREGULAR PAST TENSE FORM

1. break
a. breek b. broke c. breaked
2. see
a. saw b. seed c. see
3. drive
a. drived b. drove c. droved
4. come
a. came b. comed c. come
5. buy
a. buyed b. brought c. bought
6. leave
a. leaved b. left c. leeve

7. sleep

a. slept b. sloope c. slept

THIRD LESSON ACTIVITIES

A) COMPLETE THE STORY. USE THE VERBS IN THE BRACKETS:

Last Saturday my father(take) my friends and me to the circus. We(see) lots of things. My father(buy) us some popcorn and orange juice. We.....(eat) the popcorn and(drink) the orange juice. We (laugh) at the funny clowns. There(be) a lion-tamer. The lions(do) tricks; they(jump) through hoops. A girl(ride) an elephant around the ring . We all(have) a wonderful time. We all(feel) happy.

B. WRITE THE PAST SIMPLE TENSE OF THESE VERBS

1.drink.....2.leave.....3.lose.....4.ride.....5.take
.....
6. give..... 7. feel..... 8. make..... 9. break..... 10.
leave.....

C. WRITE THE SENTENCES IN PAST SIMPLE

1. He eats a lot in the evenings. (last night)
-
2. Matthew takes shower every night. (yesterday evening)
-
3. He gives a lunch for his friends and family every year. (last month)
-
4. I never feel safe at streets. (last night)
-
5. Smith rides to work on his bike. (yesterday morning)
-
6. We always lose our valuable time stuck in traffic. (last night)
-

7. She drives a red sports car. (last year).
-
8. They sleep late every Saturday night. (last Saturday night)
-

D. COMPLETE THE SENTENCES WITH THE SIMPLE PAST TENSE OF THE IRREGULAR VERBS IN THE LIST

take give break ride feel lose see make eat come buy

1. I want the bike today. You _____ it all day yesterday.
2. A: Why weren't you at concert last night
B: Because I _____ my ticket.
3. My mother _____ cake for my sister's wedding and it was beautiful.
4. She _____ the children to the zoo last weekend.
5. He _____ fool.
6. We _____ by car.
7. She fell and _____ his arm.
8. A: I _____ Carol in the cafeteria.
B: Oh, I didn't but I talked to her on the phone last night.
9. They never _____ me a chance.
10. The children _____ a lot of ice cream at the seaside, so they were ill afterwards.
11. I _____ my camera from a friend of mine.

E. FILL IN THE GAPS IN THE FOLLOWING SENTENCES

- a. Yesterday he _____ (go) to a football match.
- b. They _____ (eat) at a restaurant last Monday.
- c. I _____ (drink) a smoothie for breakfast, it _____ (be) tasty!
- d. She _____ (do) her homework very late yesterday
- e. You _____ (write) a note to your Mum, I hope.
- f. Susan _____ (read) the book very fast.
- g. The baker _____ (make) a wonderful cake for Mary.
- h. We _____ (drive) to the country last weekend.

FOURTH LESSON ACTIVITIES

A. ANSWER "YES.... " AND THE PAST FORM OF THE VERB.

1. Did you read his last novel?
2. Did she write the composition about environment?
3. Did he run fast in the race?
4. Did she ring home last night?
5. Did you hear a noise outside?
6. Did Harry sleep on the floor?
7. Did you see Mike yesterday?
8. Did Mary give Jack the book?
9. Did Helen take her driving test last week?
10. Did Tommy come to school yesterday?

B. TYPE THE CORRECT FORM OF THE VERB IN EACH BLANK BELOW

- (go) 1. Yesterday I _____ to the movies
- (ride) 2. My sister _____ her bicycle to school yesterday
- (drive) 3. My friends _____ to Los Angeles two weeks ago
- (take) 4. Elizabeth _____ some flowers to her mother last Saturday.
- (read) 5. I _____ the children bedtime story but they were very tired and were
asleep before the end
- (break) 6. Kevin _____ his leg while he was playing football.
- (write) 7. My parents _____ two letters to me last month.
- (ring) 8. I _____ the bell twice but you didn't hear.
- (run)(see) 9. She _____ when she _____ the bus.
- (hear) 10. I _____ the explosion.

C. FILL IN THE PAST TENSE OF THE VERBS IN PARENTHESES.

1. I _____ (buy) most of those clothes at Penneys.
2. The bus _____ (leave) for Homestead an hour ago.
3. Who _____ (break) the vase in the living room?
4. Henry was so tired that he _____ (sleep) around the clock.
5. Last term, I _____ (take) algebra.
6. When the doorbell _____ (ring), I _____ (be) in bed.
7. I _____ (write) an essay for ENC 0020 class.
8. He _____ (eat) his meal quickly.
9. I _____ (lose) my earrings on the stairway.
10. I _____ (read) about the family's success in the local paper.

D. COMPLETE THE SENTENCES BELOW USING ONE OF THESE VERBS PAST FORMS:

go write eat come drink ring hear see

1. I didn't go alone. My friend _____ with me.
2. I _____ some cereal and toast for my breakfast.
3. Last week I _____ to London for the weekend.
4. I _____ you talking about my friend yesterday.
5. Last night I _____ a film about space travel.
6. I _____ two glasses of water before going to bed.
7. The phone _____ but she didn't answer.
8. She _____ for a national newspaper two years ago.

E. WRITE THE PAST SIMPLE TENSE OF THESE VERBS

1. LOSE
2. COME
3. WRITE
4. RING
5. MAKE
6. SEE
7. READ
8. BUY
9. HEAR
10. EAT
11. TAKE
12. SLEEP
13. BREAK
14. DRIVE
15. LEAVE
16. GIVE
17. RUN
18. RIDE
19. FEEL
20. HAVE

Appendix 4

Lesson plan followed in the Control group

Grade: 9

Length of Lesson: 40' + 40'+40'+40'

Subject: Simple Past Tense

Objectives:

Overall Objectives: To teach simple past tense with and irregular verbs

Behavioral Objectives: At the end of the lessons, students will be able to talk about their past experiences. They will be answer yes/no and Wh-questions

Materials: New Bridge to success Course book, Workbook, board

Procedure:

Stage 1: Teacher gives the form of the simple past tense

POSITIVE			NEGATIVE				QUESTION		
I	-	wrote	I	did	not	write	did	I	write
you	-	wrote	you	did	not	write	did	you	write
we	-	wrote	we	did	not	write	did	we	write
they	-	wrote	they	did	not	write	did	they	write
he	-	wrote	he	did	not	write	did	he	write
she	-	wrote	she	did	not	write	did	she	write
it	-	wrote	it	did	not	write	did	it	write

Stage 2: Teacher gives examples for affirmative, negative and question forms for simple past tense.

I went to cinema yesterday.

She lost her car.

They didn't come to school last week.

Did you ride a horse last week?

What did you do yesterday evening?

Where did you eat your lunch? etc...

Stage:3 Teacher makes students sentences in simple past tense

Stage 4: Teacher makes students ask questions with each other.

Stage 5: Teacher makes the students do the activities in their course book and workbook

Stage 6: Students describes something or someone in past.

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