

T.C.
ABANT İZZET BAYSAL UNIVERSITY
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TEACHING ENGLISH GRAMMAR THROUGH GAMES TO ADOLESCENTS

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T.C.
ABANT İZZET BAYSAL UNIVERSITY
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**TEACHING ENGLISH GRAMMAR THROUGH GAMES
TO ADOLESCENTS**

A MASTER OF ART THESIS

PRESENTED BY

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ÖZET

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İngilizce öğretmenlerinden edinilen bilgilere göre ders saatinde İngilizce gramer oyunları oynamak öğrencilerin ilgisini ve dikkatini arttırarak daha yüksek notlar almalarına yardımcı olabiliyor. Bu çalışmanın asıl amacı ders saatinde oyun oynamanın öğrencilerin öğrenme seviyelerini mevcut eğitim yöntemleriyle karşılaştırıldığında ne kadar arttırdığını ortaya çıkarmaktır. Bu çalışma, oyun oynamanın öğrenme üzerindeki etkisini bulmak amacıyla yapılan araştırmanın sonuçlarını ortaya çıkartmak için hazırlanmıştır. Ders saatinde sadece oyun oynayarak öğrencilerin test sonuçlarının daha yüksek olacağı varsayılarak mevcut dil öğretiminde kullanılan diğer tüm yöntemler ile kıyaslanmıştır.

Bu çalışmadaki ilk aşama literatürde oyun tanımları ve kullanımı ile ilgili var olan bulguları incelemekten ibarettir. İkinci adım ise öğrencilerin dil seviyesine, yaşına ve sosyal konumlarına uygun olan oyunları seçme aşamasıdır. Bu aşamalardan sonra öğrencilere öğretilmesi planlanan gramer konularını içeren “uygulama öncesi testi” verilerek başlangıç notları tespit edilmiştir ve uygulamaya geçilmiştir.

Uygulama sonrasında öğrencilere aynı içerikli test soruları verilerek iki not arasındaki fark bulunmuştur. Aynı çalışma aradan bir yıl geçtikten sonra tekrar aynı öğrencilere uygulanmıştır.

Uygulama ve değerlendirme sonrası çıkan sonuçlara göre; gramer oyunları yardımı ile ders yaptırılan öğrenci grubunun aldığı notların, geleneksel

yöntemle eğitilenlere ve oyun uygulamasını maruz kalmayanlara göre daha yüksek olmadığı ortaya çıkmıştır.

Bahsedilmesi gerekli bir başka konu ise oyun uygulamasına maruz kalan öğrencilerin yani deney grubunun çalışma ile ilgili fikirleridir. Bu fikirler öğrencilerin kağıda kendi yorumlarını ve fikirlerini özgürce aktarması ile elde edilmiştir ve inceleme sonrasında deney grubunun güzel zaman geçirdiği ve oynadıkları oyunları sevdikleri ortaya çıkmıştır. Bu çalışmanın sonuçlarını etkileyecek gerekçelerden ilki öğrencilerin bu tür bir eğitime alışkın olmamaları ve de ikinci olarak da içinde bulundukları yaş grubunun uzmanlarca problemlili kabul edilmesidir .

Benzer konulardaki araştırmalar konu bütünlüğüne bağlı kalınarak, daha uzun bir uygulama süresi ile veya farklı yaş grupları kullanılarak tekrar denenebilir ve farklı sonuçlar elde edilebilir.

Anahtar Kelimeler: oyun, gramer öğretimi, ergenlik dönemi, oyun türleri

ABSTRACT

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Anecdotal reports from English teachers suggest that playing games during the class hours may rise the learner's interest and motivation leading towards a better grammar outcome. The main concern of this study is to find out the effect of playing grammar games on the students' level of learning when compared with traditional way of teaching language .

This study reports the results of a research study which has been designed to observe whether playing games could help learning. It has been hypothesized that playing only games in the classroom increases students's grammar scores compared to instructing in the traditional way.

The first step in this study was to examine definition, theory of games that are presented in the professional literature. Next step was to choose the most suitable games according to the level of language, age and social characteristics of the students. After applying the test, with the help of which their starting score was determined, the students of experimental group were exposed to the intervention. After the intervention, the students were presented with the test again in order to find out the level of difference in the scores of two tests. The same study was conducted a year later for the second time with the same group of students for the same reason.

The results indicate that students who are taught only with games do not gain higher scores in the tests when compared with the students who did not receive the treatment and followed traditional type of teaching. Another significant point to be mentioned is the ideas of the students related with games which were gained with the help of the reflection papers written by the experimental group students. From what they

remarked in these papers we concluded that students had nice time in class and enjoyed the games they played.

Limitations of that study can be mentioned as the students' not being accustomed to that type of teaching process and the constraint on the duration of time allocated for games. Another constraint might be the age of the students as it is accepted as the problematic one. Future research studies could be conducted based on same study allotting further time and applying it to the different age groups.

Keywords: game, grammar teaching, adolescents, types of games

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CHAPTER 1

INTRODUCTION

1.0. Presentation

The aim of this chapter is to present the reasons that has led to the present research study “Teaching English Grammar Through Games to Adolescents” . It consists of five sections. 1.1 presents the general background to the study and 1.2 introduces the aim of the study. In 1.3 the scope of the study is presented. Assumptions will be displayed in 1.4 and finally 1.5 is devoted for the methodology of this study.

1.1. General Background To The Study

Language learning has always been regarded as an important activity since it is the only way of interaction between people at any age and for any reasons. Innumerable sources have already been produced and many others will be presented to the people who are interested in that area. In the light of the existing materials there are certain points that have been accepted as vital for language teaching. One of them is the point of view towards grammar. For years people have been trying to find out some ways in order to help people learn the grammar of the language better. Different methods or ways of teaching language have been used for years and at present language teaching appears to be communicative, task based and meaningful. Hence teachers try to adopt their teaching styles and strategies in accordance with the requirements of new teaching methods and techniques. Games, therefore can be mentioned as the right material in that point since they are accepted to fulfil the prerequisites above mentioned about teaching ways of foreign language. When talking about games, the best will be to present some of the descriptions about the topic.

Rixon (1981:3) describes the term ‘game’ as a consistency of play governed rules, it can also be defined as an activity with rules, a goal and an element of fun.

Another definition is given by Khan (cited in Brumfit et al., 1991:142) as a set of rules for which is played when one or more players compete or cooperate for pay-offs according to a set of rules.

Carrier (1985:6) defines games as invaluable activities for the teacher of foreign language because they provide an opportunity for students to use their skills in a less formal way.

According to the definitions above it is clear that games have rules to be followed, they require cooperative study or competent study of the students and what is important is that they help to use language itself in less formal way when compared to the other ways of teaching language.

In traditional classrooms games have limited function which prevents learners from having an enjoyable and motivating learning environment.

1.2. Aim of the Study

This study aims to find out whether using games for grammar instruction while teaching adolescents works or not. There are two main points which have important roles in the study carried out, one is the general assumption that learning grammar is boring; for that reason alternatives for teaching grammar have been searched. Another point is the age of the students to deal with. Experts in that field state that some characteristics of adolescents may present difficulties to teachers. All will be dealt with in detail in the following parts of the study.

1.3.Scope of the Study

This research study was conducted in Canip Baysal High School which is a state-run school having a department to provide students with preparatory for a year with an intention of better command of English. The population attending prep. classes is approximately 120. The participants in the study are 59 students of two preparatory classes aged between 14-15 and because of the repetition of the study the year after the first survey the participants of the second study are the same students this time aged between 15-16 years old.

During the first survey students were studying English for 24 hours per week, however they were exposed to English for 8 hours per week in the time of the second study.

1.4. Assumptions

The Assumptions below will be considered throughout this study.

1. All the data used in this study and prepared for this study is valid and reliable.
2. Adolescents may learn grammar better when games are preferred instead of the way of teaching that they are accustomed to.
3. Even though this study will be carried on in Canip Baysal High School in Bolu and the results will be delivered from the same school, generalizations can be made for the schools in the same position or for the students on the same educational level.

1.5. Methodology

This study has been carried out with experimental research type as it was the most appropriate type for the current one. Although experimental research design can be analysed under two different titles, there are some points that can be mentioned for both categories; according to Seliger and Shohamy (1989: 137) all experimental approaches involve the control or manipulation of three basic components of the experiment :

- 1.The Population:** Group of people can be specially formed according to the purposes of the experiment or they can be used with their natural form.
- 2. The Treatment :** It is controlled and intentional experience such as exposure to a language teaching specially designed for the study or presenting already existing materials under controlled circumstances.
- 3. Measurement or Observation:** It refers to how the effects of the treatment will be evaluated; by a language test, a judgement, a communicative task.

Static group or ‘ pre – experimental’ design is the type that has been conducted with the group of the students because of the coincidence of the

requirements in the study and the actual type. Since this type of research allows the researchers to utilize already existing groups ; such as classes in a school, it is described as economical design . In this type of research, design group which has received the treatment and the one that has not, are compared with each other. The final results are also compared in order to find the gain difference between two groups.

CHAPTER 2

REVIEW OF LITERATURE

2.0. Presentation

The following chapter consists of two main sections first of which deals with the definition of the term “game” given by people who are specially interested in that area or are experts on that topic. The following topic mainly explains the functions of games in foreign language teaching process.

2.1. Definitions given for the term “game”

Language learning is not an easy work. Personal effort is vitally important since it requires an effort in its each stage for understanding, pronouncing and repeating accurately everything you hear, manipulating piece of language learned short ago and finally trying to use newly learned language with the help of the skills like conversing or writing about a topic. During all these stages continuous effort is necessary for a long time. Games are very important during that period as they help learner to sustain their work and motivation.

In order to understand in what ways games are different from other types of classroom activities at first, one should be aware of the concept of game. Besides being different from each other, definitions given related with the term

“game” coincide on some basic points. Those points will be discussed right after the following definitions of games as they will form a general idea of the term ‘game’.

Hadfield (1985) defines game as an activity which has its own rules, a goal and is an element of fun. He adds that games can be used to practice structures and functions.

Carrier (1985: 6) expresses that; games are extremely valuable activities while teaching foreign language, as they make it possible for the students to use their skills in an informal way.

Rixon (1986: 62) in her definition states that games are “closed activities “ which ends naturally when some goal or outcome has been achieved . Players or learners in our case compete or cooperate to achieve the outcome and at the same time there are rules which restrict the learners or determine how the players can work towards their ends. Language games are simply kind of games in which language provides either the major content or else the means through which the game is played.

Khan (cited in Brumfit et al , 1991: 142) as defined above explains games as a set of rules for which students cooperate or compete in groups/alone to reach an end or to come first

According to Ur (1996 : 289) games are essentially recreational ‘time out’ activities whose main purpose is enjoyment; language is serious goal – oriented work, whose main purpose is personal learning. Once a teacher calls a language –learning activity ‘ a game ‘, s/he conveys the message that it is just fun, not to be taken too seriously.

When analysed; all definitions above share some points and add some extra to the definitions which show the point of view of the authors towards games. In all definitions except the final one, games are mentioned as activities . According to the final definition they are set of rules. Hadfield and Rixon think

that games have their own rules and what is more they both states that there is a goal to be achieved on the other hand Khan describes it as a pay off. Khan and Rixon adds that learners need to cooperate and /or compete during the game but Hadfield states that they are supposed to practice structures and functions of the language and Carrier says that skills are used during that stage. Only Hadfield adds that games are element of fun and Carrier explains that games are less formal way of learning language.

It can be implied that although there are points shared by the authours there are differences as well which show that not a single definition can be provided for the term game since the nature of game consists of various features to be discussed.

2.2. The necessity of games in language teaching process and their effect on language learning

The following chapter will be devoted to desriptions and disscussion of the authors related with the question “what kinds of effects do the games have while learning English? Taking help from the previous part (2.1) it can be said that even though there is not a full agreement on the characteristics that language games have according to the writers , at least it can be clearly seen that games are defined as activities with positive impact on learning process. Next part will be dealing with the question “What are the aspests of the positive impact of games on learning a language?”

According to Wright who highlights that language learning is a hard work also put into words the following:

“One must make an effort to understand to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time . Games help and

encourage many learners to sustain their interest and work.”
(Wright et al , 1984 : 1)

Wright (1994 : 2) also mentions that language games can be found to give practice in all skills , in all the stages of both teaching and learning sequence and for many types of communication.

Mc Collum (1980 : ix) expresses that there are many valid reasons for using games in language classroom. When one considers the importance of communicative competence in the target language, the major goal of language acquisition and the need for spontaneous and creative use of that language , one recognizes the significant role of games achieving these objectives.

Brumfit (Brumfit et al , 1991 : 1) says that games can be found are a tool for the teachers to help to create contexts in which language is useful and meaningful. A language is learnt by using it and this means using it in situations and communicatively. Therefore, a game creates this situation for the learner.

According to Khan (cited in Brumfit et al , 1991 : 142) children want to play and learn through playing. While playing they interact and during that stage they develop language skills. These can be all done through games which provide reasons and routines for playing. After the explanation of necessity to play games the writer goes on telling the readers what the term “game” mean in that case.

Khan (cited in Brumfit et al, 1991: 143) explains the term game as a route by which children come to terms with social environment , presenting as they do a social situation which is governed by rules , but the outcome of which is not known.

Howard – Williams and Herd (1998 : 4) mention that extremely effective way of motivating students in the class is games. Games are preferred nowadays by language teachers throughout their teaching; most importantly because language games are fun.

A different point of view towards games is stated by Uberman (1998: 22) according to whom many experienced textbooks and methodology manuals writers have argued that games should not be used as just time-filling activities, they had better be treated as central not peripheral to the foreign language teaching programme. Uberman also adds that while playing games learners use the language itself instead of thinking about learning the correct forms.

Hadfield (1999:8) agrees with Uberman and states that games must be regarded as an integral part of the syllabus which is followed for language teaching, rather than an amusing activity for the end of the day, week or term. Games are able to provide as much concentrated controlled practice as a traditional drill or an opportunity for real communication at the freer end of the spectrum and thus , build a bridge between the classroom and the real world.

Hadfield describe games as diagnostic tools since they make it possible for the teacher to note areas of difficulty and take appropriate remedial action when necessary.

Toth, discusses the idea that games make language learning easier as students are familiar with the them.

“ Children bring a wealth of knowledge about games to the classroom. They are familiar with the rules that govern games , and the roles that they are expected of them. They know that games have a final outcome , that in some, co-operation is necessary in order to complete the activity , and that there is usually an element of challenge involved.” (Toth, 1995: 6)

Moon (2000 : 6) explains that children have a great capacity to enjoy themselves. When children are doing that , they are usually absorbed by the

activity and want to continue with it. During that stage they are not always aware that they are learning language. Children learn through doing it.

Carrier (1985 : 6) apart from defining or explaining, summarizes the advantages of using games as following :

- Games add variety to the range of learning situation.
- Games can be used to change the place of a lesson and so maintain motivation.
- Games can give 'hidden' practice of specific language and so maintain motivation.
- Games can encourage student participation and can remove the inhibitions of those who feel intimidated by formal classroom situations.
- Games can change the role of the teacher from that of formal instructor to that of organizer of activities.
- Games can increase student - student communication.
- Games can act as a testing mechanism, in the sense that they will expose areas of weakness and the need for remedial work.

Retter and Valls (1997: 1) also mentions about the advantageous ways of using games while teaching language below :

- Children like them.
- Games offer a natural context for communication between children.
- It is sometimes difficult to persuade children to say anything at all in a foreign language. Games motivate them to speak.
- Games provide repeated practice with teaching items.

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

Ur (1996 : 290) makes it clear why games are attractive by saying that children in general learn well when they are active; and when that action is challenged into an enjoyable game, they are willing to invest considerable time and effort in playing the game.

According to remarks made by McHugh and Occhipinti (1994 : 12) besides being extremely enjoyable, games help children learn how to cooperate with each other and work within a set of rules.

The statement made by Paul (1996 : 6) takes into account learners at very early age and explains the case from that point of view. He claims that games play a fundamental role in the lives of children who see life in terms of games. If learning itself feels like a game, and if the children feel they are discovering a fascinating new world through games which they will also enjoy , it is more likely that English will play a central role in their world.

Salazar (et al) explains the benefits of games as following :

“Language is a hard work. The students must make an effort to understand, to imitate and to manipulate newly learnt language. Games help many learners sustain interest and motivation in their work through meaningful play in the language learning classroom. When the students are amused, challenged, intrigued or suprised as they play a game, then the content is clearly meaningful to them, and as a result, the language will be more vividly experienced and retained.”
(Salazar et al, 1998 : xii)

According to the claim made by Lewis and Bedson (1999 : 6) , games add variation to lesson and increase motivation by providing a plausible incentive to use the target language. Remember that for many children between four and twelve language learning will not be the key motivational factor. The game context makes the foreign language immediately useful to the children . It brings the target language to life.

The reason of learners taking games so seriously while learning language is explained by Paul:

“A lesson can be all ‘studying’- let’s change this to ‘learning’ -and all’fun’. We make sure the children encounter the words and structures which we want them to learn. The more fun a child is having while learning, and the more she feels she is discovering things for herself, the more likely it is that she will be able to remember these words and structures, and produce them spontaneously”.
(Paul, 1996: 5,6)

Paul (1996 : 7) continues with an emphasis on the case that the more they are taught the less children learn as teachers weaken the children’s need and desire to learn. However with the help of games children stop thinking and start parroting. The process that happens starts with a learner playing a game. If the student really enjoys whatever s/he is doing, the learner encounters a structure that s/he doesn’t know, but which s/he feels s/he needs in order to play successfully as a result s/he will feel an emotional need to learn.

Toth (1998 : 6) states games are really helpfull to create a context in which children’s attention is directly focused on completing the task without practicing it. As a result of that language learning occurs in a context that children can directly relate to.

Reilly and Ward (1997 : 27) explain the effect of games on learning by stating that games help chidren acquire language naturally as the native speakers do. Since the language is used as a mean to an end rather than in itself, the

children are motivated to learn because they are enjoying themselves while fulfilling the required task. What is more; besides teaching and enjoying learners at the same time, games also teach social skills, such as co-operating and obeying rules when necessary.

CHAPTER 3

GAMES

3.0. Presentation

The following chapter will be dealing with different views towards using games while teaching language starting from the past until the present. The aim of writing this chapter is to find out whether any differences exist between two periods. The first part is devoted to the former thoughts about using games as a part of the teaching process. The following part is about present ideas related with language games. In part three pedagogical value of games is discussed and final part informs about types of games in terms of different ideas of experts on the topic.

3.1 . Former approaches to games

Games have always been used while teaching language for their positive effect on language learning process which is approved by people dealing with language teaching. Besides that agreement there are some slight differences between the previous point of view towards why games are used and the thought in the present.

Not very long ago games were thought to be means of fun and enjoyment the aim of which were to break the routines of traditional classroom activities. According to Jong (1991) the aim of using games during the class is to add a moment of relaxation. It is additionally explained that a good game is the one

which is easy to play and provides the student with an intellectual change. It entertains students without causing them to get out of control.

The emergence of Audiolingual Method and its popularity for a decade until 60's affected point of view towards games as well. During that period even games were based on mechanical repetition. The purpose of games were supposed to be teaching structural patterns of language without eliminating the element of fun. As structural view started to lose its popularity some changes were observed towards teaching language as well as using games for teaching language. With Cognitive Code Theory games which enable learners to practice communication were favoured. Communication games were firstly used in primary schools, after that they were incorporated into adult EFL and ESL courses. Rixon's (1986 : 63) opinion about cognitive code approach is :

Thinking in terms of traditional three stage lesson of Presentation, Practice and Production, teachers next began to reconsider the usefulness of non-communicative drill- like games in which teams competed to produce a structure or other language item correctly in order to win points from the teacher.

Rixon (1986) continues on saying that games challenge the learners to search for and find out regular patterns or rules by paying conscious attention to the hypotheses they have about how the target language works.

3.2. Approaches to games in recent years

Approaches in teaching have changed during the time incorporating the requirements and needs of the students. Since communicative language teaching replaced teaching methods which are more traditional than it, all previously used methods needed to be modified or abandoned at all. According to Jong (1991 : 3) thus views about games and their uses as well have changed in the language class.

Hutchinson and Waters (1987 : 141) also support the idea that games

provide enjoyment during the class is essential as:

Enjoyment isn't just an added extra , an unnecessary frill. It is the simplest of all ways of engaging the learner's mind. The most relevant materials , the most academically respectable theories are as nothing compared to the rich learning environment of an enjoyable experience . This is an aspect of pedagogy that is taken for granted with children, but it is too often forgotten with adults . It doesn't matter how relevant a lesson may appear to be ; if it bores the learners, it is a bad lesson.

Games are accepted as inseparable part of communicative activities when language is taught. This novelty is seen as shifting from a structural- grammatical approach to more functional one. Rivers shows how games can provide functional practice of the target language with the help of Halliday's classification of language functions. According to Rivers (1981) the opportunities of language games are that they make it possible to practice the 'regulatory' and 'heuristic' functions of language by having students give orders and suggestions and ask questions.

When Natural Approach is taken into account it can be said that from the point of acquisition / learning hypothesis , learning and acquisition activities have different features. Students' attention is focused on the form instead of the content of the language when dealing with learning activities. However this case prevents students' full focus on the message. On the other hand in acquisition activities topics must be interesting or meaningful so that students' attention is focused on the content of the utterances. Naturally students are interested in the outcome of the game and in the most cases the focus of students' attention is on the game itself and not the language forms that are used by the students to play the game. That is why games qualify as acquisition activities in another way as they can be used to give comprehensible input as well.

The reason for acquisition being central to developing communication skills is that the majority of the class time in communicative language teaching is

devoted to acquisition activities. Games which are among these activities help students communicate and benefit from this input. What Krashen and Terrell (1983 : 23) think related with the topic above is:

Language instructors have always made use of games in language classrooms, mostly as a mechanism for stimulating interest and often as a reward for working diligently on other presumably less entertaining portions of the course. Our position is that games can serve very well as the basis for an acquisition activity and are therefore not a reward nor a “frill”, but an important experience in the acquisition process.

3.3. Pedagogical value of games

In this section the advantages of games will be discussed from educational principles. According to the recent approaches; one of the main aims of the teachers is to increase the amount of communication among students. Games include several aspects which may help to expand communication during the class as long as teachers are aware when, how and where to use them.

Experts in this field state that using games while teaching has numerous pedagogical values. According to Moskowitz (1978), McCallum (1980), Steinberg (1983), Rixon (1986) and Amato (1988) those countless values of games include acquisition benefits, classroom management benefits and affective benefits.

3.3.1. Acquisition benefits of games

Acquisition benefits of games can be said to make students' attention focus on specific structures. They are extremely effective for reviewing materials and reinforcing newly acquired items in the target language. Since they lower

anxiety of the students, acquisitions and aid retention is facilitated. They also provide practice in communicative use of language, including managing interaction and developing fluency. What is best about games is that, they can be applied to any age group or language level to develop any skill.

3.3.2. Management benefits of games

Games can be really helpful for classroom management. They can be used at any stage of the class as well. Presentation of new language items can be done in an enjoyable and still effective way with the help of games. Practising already learned items by playing games helps the teacher prevent dullness and spice the class up. Games also allow maximum student participation with a minimum of teacher preparation. What is more, games provide teachers with immediate feedback. By raising students' attentiveness, games enable equal participation opportunities for both slow and fast learners.

3.3.3. Affective benefits of games

The affective benefits of using games during the language class will be divided into two types;

a.) Benefits for individual students : Games; according to that category, increase student's motivation by providing fun, mystery and excitement to the lesson. What is more games encourage student's creativity and imagination by rewarding their performance during the game.

b.) Benefits for student interaction : From the point of students' interaction games promote warm feelings like friendship between classmates as they are amusing activities. By building a feeling of trust between classmates in a relaxed atmosphere, games make it possible for the students to share their feelings which promotes caring about one another. Finally games perfectly serve to break the ice, particularly in the middle of the class or in the case of beginning with new students.

According to Palka (1991 : 15) the amount of interaction among the students can be increased with the help of games. Author supports this idea by adding that it is the student who works intensively and not the teacher when games are used as “ self teaching devices “. Sion (1985) mentions the same topic and says that playing well-organised language games which are appropriate for the level and studies of the students , speaking time can be increased.

3.4 . Types of Games

Games are classified differently by various authors according to different characteristics they have. Some of them are grouped as to the skill they refer to; listening games, reading games etc. The other group deals with the specific area of language as grammar games, pronunciation games etc. Another one differs according to the materials used; for instance picture games, card and board games etc. Although games are divided into various alternatives the point that exists in all of them is the “ fun “ factor. The following part deals with several groups of games in detail.

There are various elements which make up a game , for instance, guessing, discussion, contests and problem solving ,whereas the factor of fun is highly confronted characteristic of all elements in a game . The value of fun has been appreciated by most authors. Jetic (1986), for instance points out that games and fun can not be separated Sion (1985) puts activities in class into 8 groups , with “ fun and games “ being separated from the other activities. His group is shown as :

- group dynamics
- role playing
- creative writing and thinking
- structures and functions
- reading and writing
- vocabulary
- listening
- fun and games

Such examples of classification are carried out by taking into consideration specific techniques of games; that is, role playing as also accepted as a game. In such cases it is essential to keep in mind that although individual authors' system of classification may seem to be mutually exclusive, a comparison of different authors' classification does not show mutual exclusivity. For instance one author may decide to base his/her classification on competition versus cooperation, whereas the other may base it on guessing versus memory.

Olshtain's (1977) categorization use scoring with a different purpose which is to entertain students and to stimulate their talking. The author divided games into different groups according to the following features:

- guessing
- semantics
- add- an- item
- command
- alertness
- sensations

Another categorization is prepared by Steinberg (1983) considering only the level of the students. Games are intended for all level of language with the following grouping:

- beginners
- beginners & intermediate
- intermediate
- intermediate & advanced
- advanced

Hadfield (1985) has given categorization in a comparatively general sense by mentioning varieties of game techniques as info- gap, guessing, searching, matching and exchanging. According to the Hadfield there are four basic types of games:

- competitive games
- communicative games
- cooperative games
- linguistic games

In Amato's (1988: 148) classification, games are put into five different groups such as :

- non- verbal games
- board- advancing games
- word focus games
- treasure hunts games
- guessing games

In categorization by Silver (1989) humor is the basic element in games and those games are based on combination of student enjoyment and incongruous ideas. Silver (1989) puts games in three categories :

- guessing games
- observation games
- memory games

Baudains and Baudains (1990 : 4) on the other hand consider that categorization might not be objective all the time.

Another important premise is that inevitably , the grouping of activities is based on a teachers' view of their potential purpose for learners. What for one group is a "game" , however, may

be an “exercise” for another. The categorization is subjective. Many activities in class are received as exercises by default because the students have missed the authentic purpose the teacher had in mind. If students don’t enter into the make- believe of a role play , accept the challenge of a competition or have their curiosity awakened by a puzzle , all these game activities become mere language practice. Conversely, learners often do multiple- choice activities , which are conceived as Tests or Exercises by their authors, in the spirit of a game, engaged by the puzzle or game of chance element.

According to their explanation Boudains and Boudains (1990) categorize classroom activities as :

- games (having fun)
- exercises (studying language)
- conversations (sharing real information)
- testing or evaluation (knowing or not knowing)

The element of competition is the one that has a significant role in games Colgan (1988 : 960) explains that the competitive atmosphere during the game helps to get students adrenalin flowing and seems to raise their attention level as well.

Gasser and Waldman (1989 : 54) suggest that when it is possible and depending on the relationship among the students , competition should be utilized by the teacher. On the other hand the general opinion is the games should not focus solely on competition as it may cause embarrassment of individual students in front of the classmates and this may result in avoiding speaking. Amato (1988) states that variation in games is better and group competitions are recommended.

Assumed as one of the most beneficial activities in class , games provide alternatives and variations. Brenner and Wiseman (1980:191) mention the contributions of games to the teaching of foreign languages as, an element of fun, motivation, a change of pace and acquisition benefits.

3.5 . Variety of games

This part of the study deals with seven different game books in order to present the variety of the games. Main aim is to find out how games vary according to the purpose and technique. Books are chosen indiscriminately, just according to their availability , without any special criteria.

1st Book

Title : Caring And Sharing In The Foreign Language Class

Author : Moskowitz , 1978

Number Of Games : 120

Types Of Games :

1. Relating To Others
2. Discovering Myself
3. My Strength
4. My Self-Image
5. Expressing My Feelings
6. My Memories
7. Sharing Myself
- 8 . My Values
9. The Arts And Me
10. Me And My Fantasies

2nd Book

Title :Word Games

Author : McCallum , 1980

Number Of Games: 101

Types Of Games:

1. Vocabulary Games
2. Number Games
3. Structure Games
- 4 . Spelling Games
5. Conversation Games
6. Writing Games
7. Role Play And Dramatics

3rd Book

Title :How To Use Games In Language Teaching

Author : Rixon, 1981

Number Of Games: Exemplified With 5 Games For Each Type Of Games

Types Of Games : 1. Code Control Games
2. Communication Games

4th Book

Title : Communication Starters

Author : Olsen, 1982

Number Of Games: 16

Types Of Games: 1. Races And Relays
2. Bingo Activities
3. Other Familiar Games
4. Tell Me How Activities Title :Word Games

5th Book

Title : Games For Language Learning

Author : Wright,Et Al. 1984

Number Of Games: 101

Types Of Games: 1. Picture Games
2. Psychology Games
3. Magic Tricks
4. Caring And Sharing Games
5. Card And Board Games
6. Sound Games
7. Story Games
8. Word Games
9. True / False Games
10. Memory Games
11. Question And Answer Games

12. Guessing And Speculating Games
13. Miscellaneous Games

6th Book

Title : More Grammar Games

Author : Rinvolucris & Davis, 1995

Number Of Games: 81

- Types Of Games:
1. Competitive Games
 2. Cognitive Games
 3. Games For Feelings And Grammar
 4. Games for Listening To People
 5. Movement And Grammar Games
 6. Meaning And Translation Games
 7. Problem Solving Games
 8. Correction Games
 9. Presentation Games

7th Book

Title : The Grammar Activity Book

Author : Obee, 1999

Number Of Games: 61

- Types Of Games:
1. Time Like The Present
 2. Question And Answers
 3. Talking About Things Past
 4. Making Comparisons
 5. Describing Things
 6. Looking To The Future
 7. Using The Perfect
 8. Things We Can Count
 9. Conditional Meaning
 10. Obligation And Possibility
 11. Indicating Time, Movement And Place
 12. Using The Passive
 13. Functional Exchanges
 14. What Someone Said

15. Revision Games

When the games given above are analysed in terms of their objectives and linguistic skills, it is seen that they have many common features. Some possible groupings of the functional uses of language can be listed as :

- defining, naming, describing, identifying
- matching, comparing, contrasting
- giving reasons, justifying, criticizing
- predicting, inferring, suggesting, guessing
- analysing, discussing, speculating
- story telling, narrating

Rixon (1981: 1) suggests that the most obvious way of classifying games from the teacher's point of view is according to the language they are practiced, such as; listening games , spelling games, vocabulary building games etc.

3.6 . Role of the Teacher

In terms of choosing games and their application, teachers have many different roles which might vary according to the type of the game. The very first of those duties and the inevitable one is stage of choosing the proper game according to the level and expectations of the student as well as the physical resources of the classroom. The following stage is related with the aim of the teacher for that s/he intends to use the game. That aim can be teaching a specific piece of language which is supported in this study , as well as playing the game just for its factor of fun. After that, preparation is required which means that teacher should make all the necessary items ready by taking into account all last minute problems and taking precautions against them. Since all the stuff is time

consuming , teachers should go through these stages with a great care in order not to repeat them all.

According to Moskowitz (1978) instant miracles should not be expected by the teachers. Instead they should prepare a warm atmosphere for the students after that games help students develop their sense of personal worth. When the activities are motivating, fun and attractive enough to participate in, a cooperative spirit arises and student's involment in their learning is more personalized. Games allow the students to see the human side of each other as well as the teacher.

McCallum (1980) states that the teacher must understand the game before using it in the classroom. Gasser and Waldman (1989 : 54) says that interruption should be as infrequent as possible so as not to detract from the students' interest in the game. Hadfield (1985) points out that games can also serve as a diagnostic tool for the teacher. With the help of them teacher can note errors or areas of difficulty and take appropriate , remedial action when the game is over.

Gasser and Waldman (1989) explain the procedure of choosing games by stating that it depends on the teacher's purpose in using the game , level of the students and the nature of the game itself. They advise to have a practice with sentence pattern and vocabulary before the game begins. Looking from the point of the teacher's view, it is added that trying to explain the rules of the game is one of the most difficult stages which turns into listening comprehension activity itself. It is up to the teacher to make corrections during the stage of playing the game. Recommendations made are , in any case, not to disturb the game so often so as not to detract students from their duties. Alternative ways for correction are suggested to be done by taking notes of corrections during the game and discuss them afterwards or to record games on tape and to watch them later for discussion and correction.

Vitally important point is knowing when to use games in order to help students enjoy them. Claim of Steinberg (1983) is that, games could be introduced any time during the class. Although some authours disagree that there

is a best moment to use a game, some believe that games should be used at the beginning of the class to raise attention or at the end of it in order to deal with falling motivation of the students. McCallum (1980) for instance says that the end of the class is the best time to use a game. On the other hand, Jeftic (1986) believes that games had better be limited with 5 to 10 minutes and preferably take place during the middle or at the end of the lesson. Teachers who seek for full students participation during the class may benefit from Jeftic (1986 : 182) who says that games should be interesting (containing an element of competition), they should be simple (allowing all members to understand the efficient rules), and they should be easily comprehensible (demanding on appropriate level of the students).

3.7 . The factor of age on learning foreign language with the help of games

Playing grammar games while learning language is generally associated with the earlier ages as they are supposed to be the learners who find it enjoyable to play a game more than the older learners. This is also observable when the broad amount of the game books prepared for the children is compared with those aiming adolescents or adults.

Furthermore, there are oppositions against the idea that adolescents (as it is the group of learners being dealt with in the present study) may benefit perfectly well from the games played while learning a language as children do.

Wright (1984) expresses that age is not an important factor because the joy games provide is not restricted by age. Although some problems may occur relating to age , these can be solved easily by taking some precautions or not forcing students to play the game. The author adds that it is accepted that young learners and adults are fond of playing games and are very willing indeed , however teenagers or adolescents are more self- conscious and their reticence need to be taken into account when selecting games for them. In such cases pair or group games may be useful

Gasser and Waldman (1989) add that it is not always easy to realize that adolescents enjoy games as much as children do, when the aim of the game is explained to them, they won't feel that it is childish to participate in a game.

According to Harmer (2001: 39), adolescents are the most exciting group to teach whereas they present the teacher with more difficulty than any other age group. They are often very brittle and teacher's approval is not so much important for them however peer approval is . Teacher is not a leader any more . What should be kept in mind by the teacher is that the amount of criticism is vital with adolescents as they are easily prone to humiliation. With this age of learners getting the level of challenge right is important too. Students may simply switch off if the level is too low or may become discouraged with a higher level. Brennen and Wiseman (1980 : 181) also state that games can be useful, but care should be taken as adolescents not to regard them as silly or time wasting. Games must be relevant to the student's needs and experiences and the practice purpose should be clear. If presented correctly, games can add a great deal of fun to the atmosphere of the class.

Rixon (1981 : 49) also thinks that adolescents can be described as the most difficult age group to work with. While dealing with them the author suggests to prefer the word “ activity ” instead of the word “ game “ in order not to make them feel as they are treated as children. It is really important for the teacher to be sensitive to the mood of the students since this will help the teacher in deciding whether to cut off the activity or continue with it.

After all, Wright (1984 : 3) proposes some more specific questions to be asked by the teachers during the stage of trying to choose the most suitable game. The author thinks that “Which age group are games for?” , “Which level ? “ are extremely general questions which must be replaced with;

- Will the game take a long time to prepare ?
- Will it be easy for the teacher to get organised in the class?
- Will the group of learners you have in mind find it interesting ?

- Does the game really teach the language piece or skill which is intended to be taught or is it just forced by the teacher ?
- Is the amount of language enough to justify the use of the game?

Whether the game that the teacher has in mind is efficient in satisfying the learner's needs depends on the amount of the answers "yes" given to the questions above. The following chapter will be dealing with numerical results of the study being conducted in order to present how much playing games while learning grammar is effective on language learning.

CHAPTER 4

DATA COLLECTION

4.0. Presentation

The purpose of this chapter is to present broader knowledge about the study, that is, participants of it, materials being used and the procedure being followed. The study has been applied to the students aged between 14-16 years old in two sessions. Information gathered from both studies will be presented coincidentally so as not to repeat the same procedures twice. The study which was applied at first (will be mentioned as first study from now on) was dealing with preparatory class students and the second one (will be mentioned as second study) was dealing with the same students attending Grade Nine.

4.1 . Subjects of the study

Subjects of the first study were fifty-nine preparatory class students aged between 14-15. Those students have been chosen for their convenient availability. They weren't informed about the activity in order to prevent intentional behaviours. Second study was conducted with the same group of students having the consideration that this time they would have better command of English.

4.2. Materials

In both groups grammar games were prepared or chosen according to the current level of the students. Assuming that not all of the participants would be enthusiastic about taking part in the game individually, mainly group games were preferred. Additional reason for choosing that type of games was making it possible for the shy students to communicate freely. In order to keep them motivated, each student was expected to act in turns which is generally observed in cooperative games. Rixon (1981 : 35) states that competition motivates adolescents and suggests competitive games while working with that group. That is why students were expected to work in cooperation among group members but

on the other hand be in competition with other groups. Another idea presented by Rixon (1981: 35- 36) is that games involving speaking and writing skills are necessary and attractive for the adolescents. Therefore games included in both studies are mainly related with those skills. Also having considered that games requiring moving around will attract young adolescents more than anything else , such games were included into the first study.

4.3. Instruments

Instruments used in that study would be analysed under two categories the first of which is testing instrument. In order to be able to find out the students' current level of the grammatical patterns intended to be taught , a quiz has been prepared taking help from various grammar testing books of Cambridge . After having been applied as a pre-test, the same questions were used as a post-test because the aim of the research was to find out the progress of experimental group students after sessions of intervention. The second category will be defined as games since they were used as a teaching tool with the experimental group. Games were also elicited from books which were prepared by experts in this field and widely used by the English teachers. There is no need to mention that all games were suitable for the level of the students mainly for two reasons; firstly, the students were taught for one year until the first study and also for two years until the second study; secondly, the games were selected by the researcher through her previous experience of having played games (some other games) with the students in the experimental group.

During this stage of choosing a game, all the requirements needed for the study were taken into account. Next, a detailed analysis of the games books' was conducted according to the study requirements. As a result an essential number of games were picked up 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. The same procedure mentioned above has been followed for the second study as well.

For the detailed sessions of the first study, Table 1; for the second study, Table 2 can be referred to .

Table 1

Outline of the daily activities followed during the first intervention of games

Date	Hours	Class	Type of the activity
14th April 2003	9.00am 9.30am	Prep.A &Prep.C	Pre-test (30min.)
15th April 2003	9.00am 9.45am	Prep.C	Session 1: Game about Present Perfect Simple (45min.) Snake Game
	10.00am 10.45am	Prep.C	Session 2 :Game about Present Perfect Simple (25min) Categories 2 Game Observation 5 Game(20min.)
	11.00am 11.45am	Prep.C	Session 3: Game about Present Perfect Simple Spot the Difference 3 Game (25min.) Ball Game (20min.)
16th April 2003	9.00am 9.45am	Prep.C	Session 1: Game about Present Perfect Continuous Broken Sentences Game, (20min) Long Sentences Game (25min.)
	10.00am 10.45am	Prep.C	Session 2 : Game about Present Perfect Continuous Snake Game (45min)
	11.00am 11.45am	Prep.Cğ	Session 3: Game about Present Perfect Continuous Observation 2 Game (25min.) Ball Game (20min)
17th April 2003	9.00am 9.45am	Prep.C	Session 1: Game about Reflexive Pronouns Memory 3 Game (45min)
	10.00am 10.45am	Prep.C	Session 2 :Game about Reflexive Pronouns Game with cards (45min.)
	11.00am 11.45am	Prep.C	Session 3: Game about Reflexive Pronouns Memory 5 Game (25min.) Ball Game (20min.)
18th April 2003	9.00am 9.30am	Prep.A &Prep.C	Post-test (30min)

Table 2

Outline of the daily activities followed during the second intervention of games

Date	Hours	Class	Type of the activity
15th April 2004	8.30 am	9.A&9.C	Pre-test (40min.)
16th April 2004	9.00 am	9.C	Session 1:Game about Future Perfect Tense (10min.) Mixed Sentences Game
	9.10 am	9.C	Session 2 :Game about future Perfect Tense (35min.) Go and Find Game
17th April 2004	8.30 am	9.C	Session 3: Game about Future Perfect Tense (25min.) Snakes and Ladders Game
	9.10 am	9.C	Session 4 :Game about Future Perfect Tense (20min.) Career Game
18th April 2004	1.15 pm	9.C	Session 5: Game about Future Cont. Tense (20 min.)
	1.45 pm	9.C	Session 6 :Game about Future Cont. Tense (25min.) Cardboard Game
19th April 2004	8.30 am	9.C	Session 7: Game about Future Cont. Tense (20min.) Memorize it Game
	9.00 am	9.C	Session 8 :Game about Future Cont. Tense (25min) Plan Your Day Game
20th April 2004	10.10am	9.C	Session 9: Game about Future Cont. Tense (30min) Jigsaw Game
	10.50am	9.C	Session 10 :Game about Future Cont. Tense (25min) Guess it Game
21th April 2003	8.30 am	9.A&9.C	Post-test (40min.)

4.4 . Procedure

The initial experimental study about games started with the decision of the two groups according to the results of the pre-test that consisted of ten questions about the grammatical topics the students haven't studied before and the aim of which was to help the researcher to be able to find out the current knowledge of the students and finally to test their achievement. At first study, the pre-test consisted of ten multiple-choice questions elicited from English Grammar in Use (Cambridge) as mentioned before in order to provide the reliability. While trying to decide for the type of the questions it was taken into consideration that multiple choice type is more objective in terms of evaluation when compared with other types. What is more the aim was to test the knowledge of the students and not their ability to write sentences. Should not be mentioned that all of the questions were suitable for the current level of the students since I was teaching them for a year.

The procedure followed during the second experimental study, which was applied a year after the first one, was nearly similar to the first one except some slight changes. Students taking part in the second application were the same but this time with better command of the language. They were given the pre-test to find out their current knowledge of the grammar piece without being divided into two different groups as they were taking part in their previous groups. The test was also modified by being prepared in two different parts; one consisting of multiple-choice questions for the same reason mentioned above and the other including fill in the blanks type questions. The reason for that adjustment was to avoid any possible wide guessing as they were also accustomed to the procedure. Objective evaluation was not under threat as students were not required to write their own sentences but just to fill in the blanks with the necessary grammatical form. The questions or sentences used in the second test were also derived from English Grammar in Use (Cambridge).

After the preparation of the materials and tests needed for the research, control group which was preparatory class A and will be mentioned as "Prep.2"

during the first study and 9-A as "Group 2" during the second study were presented the pre-test and limited with 30 minutes for the first study and 45 minutes for the second study as they were expected to answer the questions about the topics which they haven't been presented yet. After answering the questions they did not have any interventions and continued their classes with the method they were accustomed to. In order to present the difference between two methods it will be better to mention about the method which was applied to Prep.2 and Group 2. The method which was followed by the control groups' teachers mainly include the following activities: students' course books are used as main materials; teacher introduces the new topic and the exercises in the students' books are worked on together, after that some additional exercises are written on the board and students' task is to complete them according to the knowledge they were presented by the teacher. Speaking activities are only included only according to the limits of the book.

Experimental group which is preparatory class C which will be mentioned as "Prep-1" during the first study and 9-C as "Group 1" during the second study were applied the same pre-test with the control group students. The next step for this group was the intervention of grammar games. Instead of being taught with the method which was preferred for the control group students, they played only grammar games without any other activities. They weren't asked to study at home or they weren't given homework to be completed as well.

The game sessions of experimental group will be explained separately as there are some differences between two applications. Prep 1 was formed after the evaluation of the pre-test which was answered in 30 minutes as there were only 10 questions in it. The day after the pre-test, experimental group started their game sessions however the control group kept up with the method they were accustomed to. Before the applications of the games, the experimental group was explained in detail what kind of activity is going to be followed, what their role is going to be and how are they going to act during the games. After all necessary explanations, classroom was designed in order to fit the intervention. Desks were put into five different groups far from each other in a circular type with a table in

the middle of the each group in order to help each learner see the activity papers easily and get involved in the activity. During three days students played games for nine sessions that is, three sessions per day. For the length of each session Table 1 can be seen . Time limit for each game is different as well since they were adjusted according to the requirements of the games played.

The procedure for the second study with Group 1, is to a great extend the same but there are differences with the number of the game sessions. There were five sessions each formed with two games with a total of ten games, which means that there was one extra game when compared with the first study. The reason for that modification was the observation of a slight fall of students' attention during the first study because of the length of the sessions. For the detailed acknowledgement about the second study which lasted for five days Table 2 can be referred.

At the end of the sessions in both studies students were asked to give their opinions about games and their feelings towards games. In both cases, in order to provide students with some ideas, questions were written on the board for those who had no idea how to start their reflections by adding that they should not feel themselves forced to answer those questions and they were free to write whatever they like about games.

Questions to sensitize students towards learning by means of games:

- 1.How do you feel about playing games during grammar class?
- 2.Do you feel that you have learned what is taught?
3. Should the game time be longer or shorter?
- 4.Would you like to learn by playing games during our next hours?

Questions were presented in the mother tongue of the students as the aim was not to prevent students from telling their actual thoughts just as they had to do it in their second language. Answers to the questions given by the students will take place in the following chapter.

CHAPTER 5

DATA ANALYSIS

5.0 . Presentation

This chapter consists of tables which make it clear how much students in the experimental group benefited from the intervention when compared with the control group. In order to analyse all the data gathered from the study statistical programme SPSS 9.05 was used. The results of both studies were transferred to the programme and all calculations were done by using it.

5.1 . Analysis and Evaluation of the Data

Tables related with the first and the second study will be presented one after another in order to make it possible to see the results at the same time and to have the chance to compare them.

Firstly, it should be reminded that Independent Sample T-test was run since the aim was to find out how much more they acquired in comparison with the results they got from the tests. The following table will present the difference between pre-test and post-test results of the first study.

Table 3

Differences between Pre-test and post-test results between control and experimental groups

		PRE – TEST			POST –TEST			t	p
	N	— X	SD	SE of Mean	— X	SD	SE of Mean		
Prep 1	27	51.85	13.31	2.56	87.03	10.67	2.05	1.02	.30
Prep 2	26	47.69	16.07	3.15	82.69	15.88	3.11	1.16	.24

As it is revealed by the tables, P results are not significant for both groups at the level of $P < .05$

The table which is prepared to show the results of the effect of grammar games on experimental and control groups makes it clear that there is not a significant difference between pre-test and post-test results of both groups by looking at the p result of each groups which is .30 for prep 1 and .24 for prep 2. The next table presents the research study conducted with the same reason during the second study

Table 4 :

Differences between pre-test and post-test results between control and experimental groups

	PRE – TEST							POST –TEST						
	N	— X	SD	SE of Mean	df	t	p	N	— X	SD	SE of Mean	df	t	p
Group 1	26	58.85	13.73	2.69	50	38	.704	26	65.96	13.93	2.73	50	1.53	.131
Group 2	26	57.31	15.28	3.00				26	59.38	16.80	3.30			

T-test didn't reveal a significant result at the level of $P < .05$

The differences between pre-test and post-test results of the two groups didn't reveal a significant difference either.

Table 5:

Differences between males and females according to the mean difference of the scores

	N	$\bar{X}$	SD	t	p
Males	18	42.22	15.55	2.4	0.02*
Females	35	31.42	14.42		

* $p < .05$

Table 5 is prepared to present the difference between males and females in terms of benefits taken from the intervention. According to the p level which is 0.02 it is possible to say that males benefited more from game intervention when compared with females in the first study. It will be revealed that males learn better with the help of games or activities instead of previous method used in the class.

The following table (Table 6) will present the results about males and females related with the same study which was applied after the first one.

Table 6

The difference between males and females of the experimental group in terms of post –test results

POST –TEST							
	N	X	SD	SE of Mean	df	t	p
Females	14	63.57	15.62	4.17	24	- .94	.36
Males	12	68.75	11.70	3.38			

There is not a significant result between females and males of the experimental

group at the level of $P < .05$.

This study when compared with the previous one shows that though males seem to benefit much more from instructing with games, the same significance can not be observed when compared in terms of post test results. The second study showed that there is not a significant difference in the post –test scores between two genders in terms of game intervention.

Table 7
Mean Differences of pre-test and post-test between prep1 and prep2

	N	— X	SD	SE Of Mean	t	Mean Difference
Prep 1	27	35.18	16.49	3.17	.18	.97
Prep 2	26	35	21.40	4.19		

Table 7, the aim of which is to present the mean difference between two groups does not reveal a significant result at the level of $P < .05$

Table 8

The differences between experimental and control groups in terms of pre and post- test results

	PRE – TEST				POST –TEST			df	t	p
	N	X	SD	SE of Mean	X	SD	SE of Mean			
Group 1	26	58.85	13.73	2.69	65.96	13.93	2.73	50	1.54	.13
Group 2	26	57.31	15.25	3.00	59.38	16.80	3.29			

T-test didn't reveal a significant result at the level of $P < .05$

5.2 . Reflections of the students on playing grammar games

The important point which needs to be mentioned in this part is the reflections of the students about playing games instead of keeping up with the method they are accustomed to. As mentioned before, students of the experimental group were asked to write their reflections after having been given some clues. What is more, they were reminded that they were free to express themselves in the language they feel comfortable since the aim was to find out their genuine thoughts and attitudes toward the game intervention. Some remarks stated by the learners in high frequency are presented underneath to make the effect of games as clear as possible from their point of view.

[SIC ; translation]

1. Playing grammar games in the classroom is very enjoyable
2. Games teach us how to work in groups
3. We love speaking in English while playing a game.
4. We learn new words and find out interesting ideas.
5. We also learn to pay respect to the ideas by other people.

All of the statements above are taken from students' reflection handouts according to the intensity of the statements. It is interesting to note that the first four statements were expressed in the same order both in males and females reflection handouts. The following part covers the points that they were not happy with during the game intervention.

1. It is too noisy from time to time so we can't concentrate.
2. Some of the students refuse to take part in the activities or they do not fulfill their responsibilities as they are required to do so.

Some of the students were not happy with the noise during the activity and they were angry with some fellow students who pretended not to act in the activities. The final part about students' reflections is about their suggestions regarding the use of games in the classroom :

1. Games should be played on a regular basis.
2. Games should be played not only indoors but also outdoors.

3. Alternatively, computer games can be inflicted into the program

As far as it is understood grammar games should be played periodically and games should be those that can be played not only in class but outside of it as well. What is more, they think that computers can be adapted while playing games.

Another significant point to be mentioned here is that students of the control group were not asked to write any reflection papers mostly for two main reasons; one is that they were not informed about the study going on since that would probably affect their behaviours and the control groups' attitude towards the study. Otherwise it would not be as natural as it was aimed. The second reason is that the control group did not have anything to do with games in question so the researcher did not find it necessary for that group to reveal their opinions.

5.3. Implications of the Results

Results gathered from both studies show that being instructed with grammar games does not provide a great progress when compared with the traditional way of insructing. Table 3 and Table 4 clearly show that there is not significant difference in terms of tests scores.

The single significance can be observed in Table 5 which presents that males are the group who has scored better results when instructed with game compared to females, on the other hand, Table 6, the aim of which is to present the same data does not bring forward any significance.

With respect to the results, it is possible to understand that games can be used for teaching language instead of the traditional way of teaching. There may not be a significant difference between two methods, but it can be seen that games can accompany teaching and learning process as well as the current methods do. Although the insignificance of the games intervention may seem to have a negative imression at first sight, experimental group which carried on its learning without any supplementary materials such as books, dictionaries etc. but only with the help of games actually can be said to be more succesful when compared with the control group. The explanation for that can be made by saying that control group did not change neither their way of teaching nor the materials they were supposed to cover during the class hours, however experimental group were supposed to learn a topic with a totally different way to which

they were not accustomed to and they were not using those materials they used to deal with before this research study.

From another point of view, there are some reasons for the insignificance of the other results that are worth mentioning. Since the study aimed to instruct with games for a limited amount of time, students who were not accustomed to playing games for instructional reason without the help of the other materials, might have felt threatened to the new situation. Another reason for the insignificance might be omitting individual studies and doing all the activities in groups without receiving personal help. Reasons mentioned above might have effected their concentration and accordingly their results they scored in the post-test.

Looking from the positive point of view Prep1(in the first study)or Group1(in the second study) that is; experimental group's scores have shown that even there is not a significant difference between two groups' scores, experimental groups in both studies did not get worse results than the control groups in both studies. This means that playing grammar games can teach as well as instruct them with the method they were accustomed to and this could be a good representative for writers whose beliefs are that games could be used as teaching devices and not as time filling activities.(Lee,1979:3) Richard –Amato has also insisted on the idea that games can be perfectly used while trying to present something new to the class.(1988:147) It is possible for the students to score better when the restricting conditions mentioned above are reduced.

5.4. Limitations of the Study

During the research there were some limitations that will prevent it from being generalized. The first one to be mentioned is the amount of the students chosen for the study. The number of fifty-nine students is not enough to reach a general opinion about our topic so the findings of this study should be allied with only within its boundaries. Another limitation to be mentioned is about the age level of the students. Since the subjects of this study are adolescents between 14-16 the results of the study should not be bounded up with different ages since totally different results might be obtained. The questions used in the test were chosen from grammar book of Cambridge University Press which was suitable for the level of the students but the reliability and validity of the questions were not checked as they were taken from a book widely and successfully

used all over the world. So, the test is unique to our research and will reveal different results with different groups.

The difficulties that will be mentioned from the teacher's point of view are preparing a game or modifying it, is not an easy to do at first . What is more, it is quite difficult to be able to decide for the game which will serve you best for your teaching but it should be added that once this part of the job is accomplished, the rest is absolutely more enjoyable and easier. Another negative characterisitic is playing a game can be a bit tiring for teacher since the job of the teacher is to organize and adapt everything and then control every step of the game to make the study fulfil its aim.

CHAPTER 6

GAMES FILE

6.0. Presentation

Chapter 6 presents the variety of games used during both studies which have been preferred to teach new piece of language and also the plan according which games have been applied to the experimental classes. Games are provided in an order which is also presented in Tables 1 and 2. After each game the procedure explaining how they should be used is also presented. It should be mentioned that some of the games were modified slightly according to the requirements of the activity or physical characteristics of the teaching environment and some were nearly recreated.

6.1 . Sample Games Of The First Study

1- SNAKE GAME

Type of the activity: group activity

Function of the activity: correcting wrong sentences or phrases

Structure: present perfect tense with “for” and “since”

Materials : huge game board, copy of the game for each group, dices and

crayons

Procedure :

- Main sheet of the game is stucked on the board and the copies

of the that game are given to the groups.(one sheet per each

group),each group receive a huge dice as well

- Playing instructions are explained in detail. Group members count a number by using the dice and using their group sign they move on the sheet. If they meet a ladder, they jump at the end of the ladder, if they meet a snake they go back at the end of the tail of the snake.
- During the game they meet 15 sentences some of which are not in the correct tense and students are supposed to correct them.
- The group which correct more sentences and complete the game first is the winner.

2-WHAT HAS JUST HAPPENED

Type of the activity: group activity

Function of the activity: completing the sheet with correct sentences

Structure: present perfect tense with “for” and “since”

Materials : copy of the game for each group, crayons

Procedure :

- Students are given sheets of the games.
- Groups complete the sheets by working together and using different crayons.
- Timing is set and students are allowed to use a dictionary since the aim is to teach not to test.
- At the end sheets are exchanged between the groups and checked immediately the reason for which is to make each student responsible for his/her learning.
- Correct sentences are written on the board.

3-“ FOR” OR “SINCE”

Type of the activity: group activity

Function of the activity: completing the sheet with correct sentences

Structure: “for” and “since”

Materials : copy of the game for each group, crayons

Procedure :

- Each group is given a copy of the game.

- Students complete the sheets in 10 minutes.
- Sheets are exchanged and checked among students.

Second step

- Same topic is practised in a different way which requires using a ball.
- All students stand in a huge circle in the middle of the class. The teacher explain the aim of the activity.
- In order to make it clear the first turn is played together by the students and the teacher.(the teacher starts the game by saying a time expression like “two days” and throws the ball to the next person, that pupil catches the ball and should use the appropriate word “for” or “since” , that is for “ two days “ , if the answer is wrong the pupil leaves the circle and waits outside of it. The last pupil is the winner.

4- MIXED SENTENCE GAME

Type of the activity: group activity

Function of the activity: putting the sentences in correct form

Structure: present perfect continuous

Materials : cards with words on them,

Procedure :

- Students are given many cards with forms the expected sentences; one affirmative, one negative.
- Students are expected to find out and form the correct sentences in a short time as much as possible.
- At the end of the activity students come and check their sentences with the correct answers.

Second Step :

- The students are divided into four groups again in order to play

“Long Sentence Game.

- The teacher starts the game by saying one sentence i.e.”I have been cleaning my room”
 - The next student should remember the first sentence and add another one i.e.”I have been cleaning my room and I have been listening to the radio”
 - Being able to produce grammatically correct sentences is enough for that activity. (it is not necessary to produce meaningfully correlated sentences)
- (The game does not have an illustration.)

5-SNAKE GAME

Type of the activity: group activity

Function of the activity: students are supposed to use the structure correctly

Structure: present perfect continuous

Materials : Snake Game Board with new sentences on it, crayons, dices

Procedure :

- the procedure of the game is totally same with the previously played one with a single difference which is that students will try to give an answer to the questions asked in Present Perfect Continuous i.e. How long have you been learning English?
- If the answer is correct they should go forward but if it is wrong they should wait for the next turn.
- The most successful group takes another bonus card

Questions of the activity;

1. How long have you been reading English books ?
2. How long have you been learning English ?
3. How long have you been watching soap operas ?
4. How long have you been living in Bolu ?
5. How long have you been visiting other cities ?
6. What have you been wearing at the beginning of the lesson ?
7. How long have you been drinking milk ?
8. How long have you been coming to your school ?
9. How long haven't you been eating fast food ?
10. What have you been doing since our lesson started ?
11. How long have you been riding a bicycle ?
12. How long have you been wearing your school uniform ?
13. How long have you been working with the computers ?
14. How long have you been using your dictionary ?
16. What have you been doing since September ?

6-WHAT HAS SHE BEEN DOING ?

Type of the activity: group activity

Function of the activity: describing movements of the people

Structure: present perfect continuous

Materials : photocopied sheets, crayons, board, board markers

Procedure :

- Each group is given a sheet .
- According to the example which is provided, the students try to form sentences taking help from the clues according to the picture.
- At the end in order to check the answers groups change their papers and the correct answers are written on the board.

Optimal Activity :

- All of the students should stay in the form of a circle.
- Teacher stays somewhere in the circle holding a ball, then teacher throws the ball to the next student by saying a sentence in Present Perfect Simple like (I have cleaned the house .), the next

student should catch the ball and repeat it in Present Perfect

Continuous tense like (I have been cleaning the house)

- Student that makes a mistake waits outside of the circle and the one who is the last is the winner.

7-DO IT YOURSELF !

Type of the activity: group activity

Function of the activity: describing movements of the people

Structure: Reflexive Pronouns

Materials : Photocopied sheets, crayons, board markers, board

Procedure :

- Each group is given a sheet about people doing something.
- 3 minutes time is allowed to memorise what everyone is doing
- Sheets are taken back from the students and the teacher writes some questions on the board to help them remember about the people's behaviours i.e. What has the woman with a mirror been doing ?

- Reflexive pronouns should be written on the board in order to help students for the first time
- Groups try to answer them by working together
- At the end the sheets are changed and checked together by writing the correct answers on the board .

(sheets could be given back while answering the questions)

8- COMPLETING GAME

Type of the activity: group activity

Function of the activity: describing movements of the people

Structure: Reflexive Pronouns

Materials : Photocopied sheets, crayons, board markers, board

Procedure :

- Each group is given a set of cards on which reflexive pronouns are written.
- The members of the group share the cards among themselves.
- The teacher reads the sentences and the groups are expected to

raise the most suitable card where necessary.

1. Julia had a great holiday. She enjoyed.....
2. It is not your fault. You can't blame
3. We 've got a problem .I can't help you , I hope you can solve it.....
4. Can I have a cookie ? Of course . Please help.....
5. Don't worry about them. They can look after
6. When he comes to visit us he always brings his dog with
7. I'll do my homework on my own .I'll do it

At the end the sentences can be written on the board to let students revise them .

9- GUESS WHAT

Type of the activity: group activity

Function of the activity: describing movements of the people

Structure: Present Perfect Simple, Present Perfect Continuous, Reflexive

Pronouns

Materials : Photocopied sheets, crayons, board markers, board

Procedure:

- Each group is given sheet with some people involved in some activities.

- Groups have to memorise what is happening on the picture.
- Then sheets are taken and questions are stuck on the board.
- Teacher has to be sure that every student can see the board.
- Students should complete the activity in 15 minutes.
- In the end, answer sheets are changed with among the groups
- All of the questions are answered together.
- The winner is awarded with a bonus card.

Questions ;

- 1.What have the woman and her daughter been doing?
- 2.What has the man been mending himself?
- 3.How many suitcases has the couple been carrying itself?
- 4.Who has an old woman been angry to ?
- 5.What has the man with the camera been doing ?
- 6.Has the girl with the bucket cleaned her car herself or not ?
- 7.Why has the woman with many carrier bags given money to the boy ?

Optional Activity :

- All of the students should stay in the form of a circle.
- Teacher stays somewhere in the circle and is holding a ball,

then teacher throws the ball to the next student by saying a subject

or an object pronoun like (I, We, Our, Me...)the next student should

catch the ball and say the suitable Reflexive Pronoun like (myself, ourselves...)

- Student that makes a mistake waits outside of the circle and the one who is the last is the winner.

6.2 Sample Games Of The Second Study

10- MIXED SENTENCES GAME

Type of the activity: group activity

Function of the activity: putting sentences in correct order

Structure: Future Perfect Simple Tense

Materials : Photocopied sheets, crayons

Procedure:

- All students are divided into two groups. One group receive blue cards and the other take red ones. They are all mixed but make a full sentence when put in a right order.
- Groups try to form the sentences correctly.
- Correct forms of the sentences are stucked on the board.

11- ASK AND LEARN GAME

Type of the activity: group activity

Function of the activity: asking questions using the prompts and making notes

Structure: Future Perfect Simple

Materials : Photocopied sheets, crayons

Procedure:

- Students are given papers with uncompleted sentences on them.
- Boys and girls receive different copies so pupils are supposed to walk in the class and complete the sentences by asking those questions to opposite gender.
- They walk freely in the class and continue to ask until they find the answer “yes”.
- The game is over when all the questions are answered.
- In the end they report their papers using the required patterns.

12- SNAKES AND LADDERS

Type of the activity: group activity

Function of the activity: decide whether the sentences are correct or not.

Structure: Future Perfect Simple

Materials : Game Board, photocopied sheets, crayons, dices

Procedure:

- The procedure of the game is the same as explained above.
- The single difference is the sentences used during the game.

- 1.I'll have finished dinner by 8.00
 - 2.I'll have worked for a year next September.
 - 3.They will have visited 7 countries by the time they get back home
 - 4.By the time they start working here we will have finished working.
 - 5.The doctor won't have examined the patients until 12 o'clock.
 - 6.By June our second term at school will have finished.
 - 7.Before the meeting they will have arrange all preparations.
 - 8.The bus won't have arrived before 10 o'clock.
 - 9.Computers will have took over many of the jobs that people do today.
 - 10.Scientists will found other source of energy by the end of the year.
 - 11.Education in school will have change a lot.
 - 12.They will have got married by the end of this month.
 - 13.I'll have finished the story book until yesterday.
 - 14.By the time my mother gets up I will have gone to school.
 - 15.I'll studied English for 7 years by the time I graduate.
 16. By the time my mother comes back, I'll have clean all the house alone.
- Students should decide whether the sentences are correct or not.

13-TALK ABOUT YOUR FUTURE

Type of the activity: group activity

Function of the activity: talking about the pupil's future using the patterns

Structure: Future Perfect Simple

Materials : paper, crayons

Procedure:

- Teacher write some questions on the board.
 - 1.What will you have done by the age of 20 ?
 - 2.What will you have done by the age of 40 ?
 - 3.What will you have done by the age of 60 ?
- Students write their personal answers on pages and then working together we try to find the most succesful career for the future.
- Results are discussed and the most succesful ones are written on the board.

14- FUNNY STORIES

Type of the activity: group activity

Function of the activity: inventing a story according to the pictures

Structure: Future Perfect Simple

Materials : Photocopied sheets, crayons

Procedure:

- 5 funny cartoons are given to each group.

- Students try to say what will have happened at the end by working together.
- Finally answers are compared and the most meaningful ones are presented to the whole class.

15- MAKE MOST OF IT

Type of the activity: group activity

Function of the activity: asking questions using the prompts and making notes

Structure: Future Continuous

Materials : lots of pictures, pages, crayons

Procedure:

- A lot of pictures are provided to groups but students can not take them , just have a glance , turn back and write a sentence about it.
- The aim is to write as much sentences as possible in the shortest time.
- Sentences are read aloud and the best are presented to all groups.

16-MEMORY GAME

Type of the activity: group activity

Function of the activity: asking questions using the prompts and making notes

Structure: Future Continuous

Materials : Photocopied sheets, crayons

Procedure:

- Students are given a page at which they are allowed to
look for 2 minutes.
- As a second step those pages are taken and others are
presented which require students to remember the picture
and to complete the second page according to it
- All pages are exchanged among groups and checked
together.

17- PLAN YOUR TIME

Type of the activity: group activity

Function of the activity: planning the following day by choosing among the

alternatives.

Structure: Future Perfect Continuous

Materials : Photocopied sheets, crayons, board and board marker.

Procedure:

- Students are presented a programme and they are supposed to choose among the alternatives for their own one.

-10-11 am / get up and have a breakfast

-11-12 am / drive to the seaside

-12-1 pm / lie on the beach

-1-2 pm / have lunch in a cafe

-2-5 pm / go on a trip to an Island

-5-7 pm / visit a museum there

-7-9 pm / have a dinner in a restaurant

-9-11 pm / watch TV

-11 pm/ go to bed

- Groups imagining that this is their programme should write a text.
- Programmes are compared among groups.

18- JIGSAW GAME

Type of the activity: group activity

Function of the activity: forming a picture by putting pieces together.

Structure: Future Perfect Simple

Materials : Photocopied sheets of jigsaws all cut into pieces, crayons

Procedure:

- 5 jigsaws are cut into pieces are given to the groups.
- Groups have 2 duties. First is to complete the 5 jigsaws correctly and the second is to say “What will be happening there?”
- The best sentences are chosen together

19- PICTURE GAME

Type of the activity: group activity

Function of the activity: writing sentences by using the prompts presented

Structure: Future Continuous

Materials : Photocopied sheets of 8 pictures, crayons

Procedure:

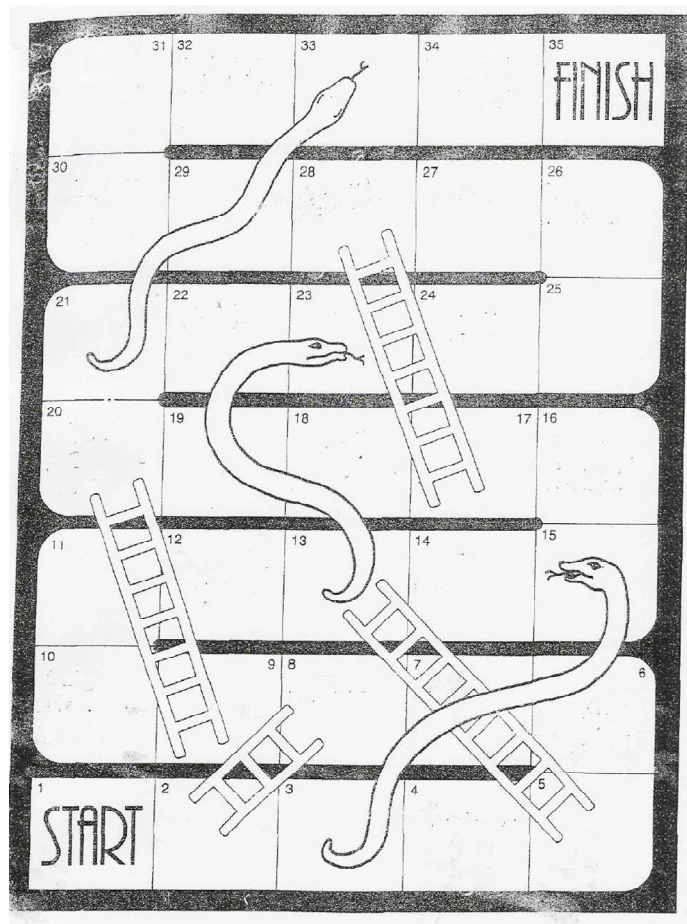
- 8 pictures are placed on a table in the middle of the groups
- A member of each group can take one and give it back after a while and take another one.
- After taking all pictures, each group should have 8

sentences about what people will be doing in the pictures.

- All sentences are checked and the best alternative is chosen

6.3 Materials for the Games

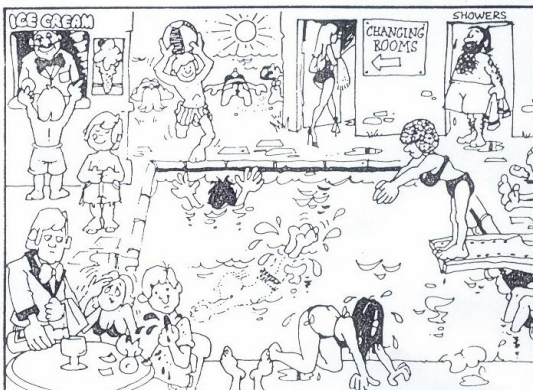
1- Snake Game



2- What has just happened ?

OBSERVATION 5

Look at this picture of a holiday hotel's swimming pool. Some people are **going to do** something, and some people **have just done** something.



A woman is going to dive into the water.

A man has just dived into the water.

Write four more **are going to do** sentences and four more **have just done** sentences using these verbs:

eat cut pour get dressed get out buy throw have

3- For or Since

CATEGORIES 2



3.jpg



Look at these time words and expressions. Some of them use 'for' and some use 'since'. Put them in the correct column.

12.30	lunch time	yesterday	ages	the Second World War	a century
last night	two days	five months	a few minutes	last spring	a moment
Saturday night	six hours	30 years	ever	September 1st	I was 20
a long time	1950				

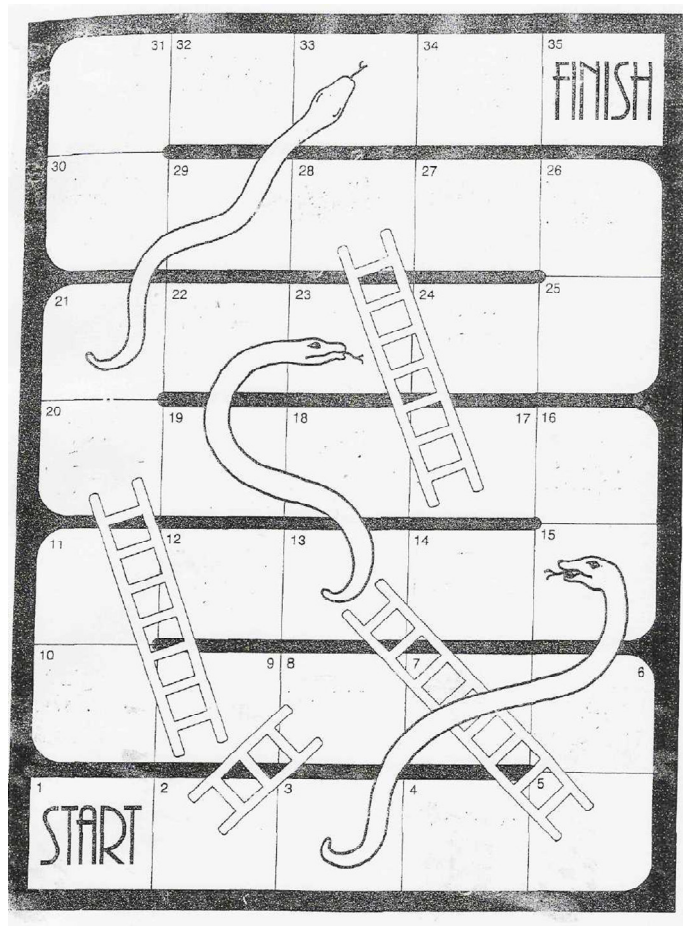
for

two days

since

last night

5- Snake Game



6-What has she been doing?

OBSERVATION 2

Kate has been doing a lot of work in her garden this afternoon.



She has been pruning the tree.

Find six more jobs she has been doing this afternoon.

Use these verbs:

paint

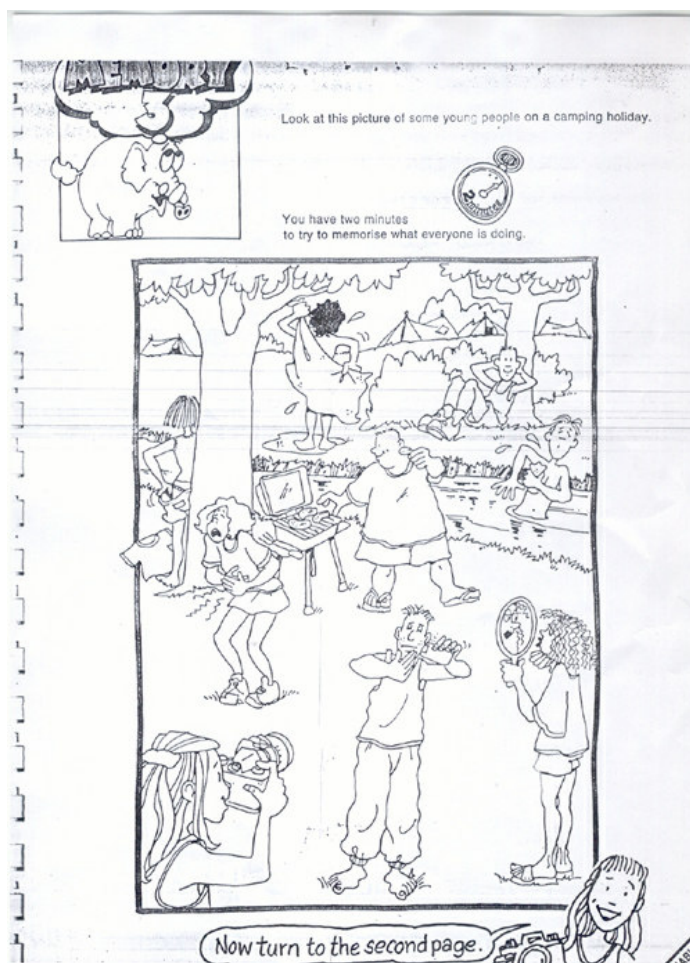
water

clean

mend

burn

cut

7- Do it Yourself!

Look at this picture of some young people on a camping holiday.

You have two minutes to try to memorise what everyone is doing.

Now turn to the second page.

9-Guess What !

MEMORY

Look at these people.

You have two minutes to try to memorise the situation.



NOW ANSWER THE QUESTIONS ON THE SECOND PAGE.

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11-Ask and Learn

Boys 

Find a friend who...

- _____ will have graduated from high school by 2006.
- _____ will have had an exam until tomorrow evening.
- _____ will have read an English book / novel / story by the end of the second term.
- _____ will have got married at the age of 25.
- _____ will have been at home by 6 o'clock.

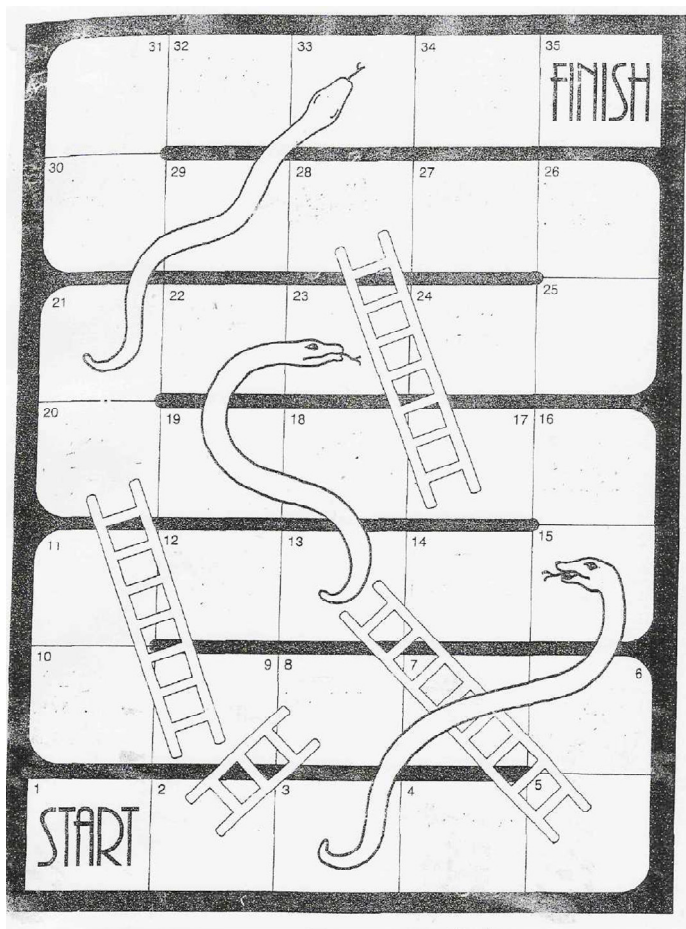
* If your friend says "Yes" to your question write her name, if she says "No" ask other students. Try to find someone who answers "Yes" to that question.

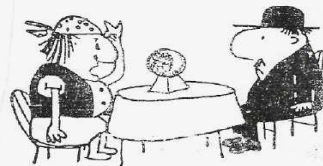
Girls 

Find a friend who...

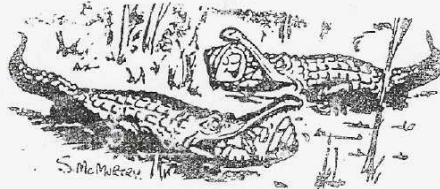
- _____ will have eaten his dinner by 8 o'clock.
- _____ will have graduated from high school by 2006.
- _____ will have been 20 years old by 2009.
- _____ will have eaten two hamburgers by tomorrow.
- _____ will have been very popular person one day.

* If your friend says "Yes" to your question write his name, if he says "No" ask other students. Try to find someone who answers "Yes" to that question.

12- Snakes and Ladders

14- Funny StoriesPicture 1Picture 2

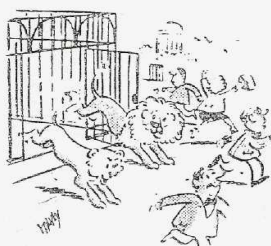
Picture 3



Picture 4



Picture 5



16- Memory Game

MEMORY

Look at the picture.

You have two minutes to memorise the situation.

It's Monday morning and I'm at work. This time next week I'll be on holiday and I'm really looking forward to it.

Now look at the second page.

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PHOTOCOPIABLE



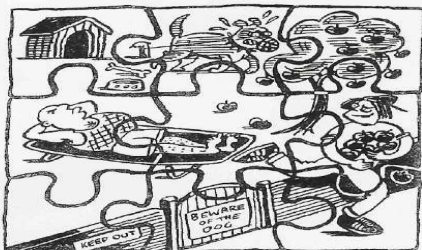
What will I be doing next
Monday morning?
What won't I be doing?

Complete the sentences. Use 'I'll/won't be + the verbs in brackets.

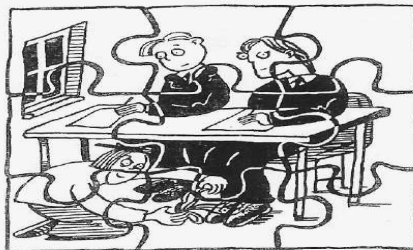
1. You won't be sitting (sit) at your desk in the office.
2. You 'll be sitting (sit) outside on the terrace of your hotel.
3. It (rain).
4. The sun (shine).
5. You (have) a delicious
6. You (drink) fresh
7. You (wear) a business
8. You (wear) a beachrobe and
9. You (think) about problems at
10. You (watch) people in the pool.
11. You (plan) what beautiful to visit.
12. You (enjoy) yourself.

18- Jigsaw Game

Jigsaw pictures



You've been taking apples from the neighbour's garden.



You've been tying people's shoe laces together.



You've been copying from the person in front of you.



You've been putting chewing gum on other people's



You've been pressing the stop button on the bus.

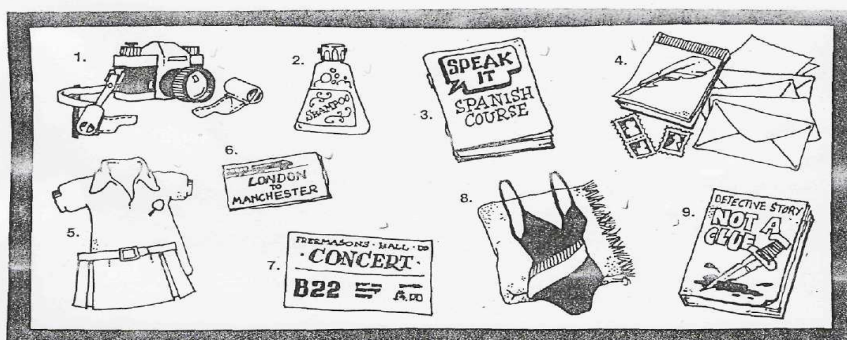
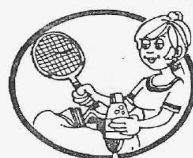


You've been playing your music too loudly.

19- Guess It !

OBSERVATION 5

Nicola is going away for the weekend. Find out what she is going to do by looking at the picture.



Use these verbs: play go go swimming wash write travel learn take read

1. She's going to take some photographs.
2. She's going to wash her hair.
3.
4.
5.
6.
7.
8.
9.

CHAPTER 7

CONCLUSION

The starting point of this research study was the desire to find out whether the grammar games have a positive effect on language learning. In order to discover it an experimental t-test research was conducted. Subjects of the study were divided into two groups according to the results of the pre-test and after that, experimental group which was Prep 1 during the first study and Group 1 during the second study were instructed with a pile of games for three to five sessions. At the same time control group was instructed with the traditional way of teaching. At the end of the sessions both groups were given post-test which was similar to the pre-test. With the help of statistical programme SPSS 9.05 the results were interpreted into t-test which revealed that there is not significant difference of gain between two groups in terms of test scores they got from the pre-test and post-test but there is significant difference between males and females according to the mean difference they got from both tests (Table 5). This difference shows that males are the group who benefited more from playing games for a teaching purpose.

Despite the results of the t-test between control groups and experimental groups, I believe that games can be used as main teaching devices with their characteristics of being enjoyable, promoting communicative competence, being adaptable to every age, level and area of interest. What is more, according to the reflection papers, students are fond of playing games and they think it is necessary to play games frequently. When chosen and designed carefully every game can be perfectly adapted to the teaching environment and these games could teach all pieces of language as well as the other methods used during the lesson by adding a great fun to the classes. Meanwhile this expectation is related with our research study since it is not possible to generalize this idea for all teaching environment, but I think with further studies that would be possible .

RECOMMENDATION FOR FURTHER RESEARCH

The research study brought out to light that in that case there wasn't gain difference between the results of the test which means that two groups have benefited at the same level by playing grammar games or being instructed with explicit way of teaching but males were more successful in the tests when compared with females.

However the results are more likely to be different when that kind of study is tried with young learners, teenagers or adults which were not included in our study since it is known that different age groups will behave and benefit differently from playing games.

Additionally similar study may possibly provide varying results with students from different schools and different backgrounds. When games chosen for our study are replaced with their various alternatives, the students will be motivated and this will have a great effect on the results of the study.

APPENDICES

Appendix 1

The test used as a pre-test and post-test during the first study.

QUIZ

Name:

Class:

Age:

1. My favourite film is Titanic.four times.
 - a) I'm seeing
 - b) I see
 - c) I saw
 - d) I've seen
2. I like doing my homework on my own. I like doing it
 - a) ourselves
 - b) himself
 - c) myself
 - d) itself
3. The boys are playing soccer now. Theyfor almost two hours.
 - a) played
 - b) was played
 - c) have been playing
 - d) have played
4. Lucy is from London. Shethere all her life.
 - a) is living
 - b) has lived
 - c) lived
 - d) lives
5. The student is answering questions. The exam started at 10.30. He.....for three hours.

- a)has been answering
 - b)have answered
 - c)answered
 - d)answer
6. Some people don't think about others. They only think about
- a)themselves
 - b)ourselves
 - c)himself
 - d)yourself
7. How long.....English? "Six months"
- a)do you learn
 - b)have you been learning
 - c)did you learn
 - d)are you learning
8. We can clean the house so we don't need your help.
- a)yourself
 - b)themselves
 - c)herself
 - d)ourselves
9. My family is on holiday. They at the same hotel for ten days.
- a)stayed
 - b)have been staying
 - c)were stayed
 - d)stay
10. Martin is English but he lives in France. He has been there
- a)for three years
 - b)since three years
 - c)three years ago
 - d)during three years

Wish you good luck!

Appendix 2

The test used as a pre-test and post-test during the second study.



Name: _____
 Number: _____
 Class: _____

(A) Read about Colin. Then you have to tick (✓) the sentences which are true. In each group of sentences at least one is true.

Colin goes to work every day. He leaves home at 8 o'clock and arrives at work at about 8.45. He starts work immediately and continues until 12.30 when he has lunch (which takes about half an hour). He starts work again at 1.15 and goes home at exactly 4.30. Every day he follows the same routine and tomorrow will be no exception. **(50 pts.)**

1  At 7.45 (example) a he'll be leaving the house b he'll have left the house c he'll be at home ✓ d he'll be having breakfast ✓	4  At 12.45 a he'll have lunch b he'll be having lunch c he'll have finished his lunch d he'll have started his lunch
2  At 8.15 a he'll be leaving the house b he'll have left the house c he'll have arrived at work d he'll be arriving at work	5  At 4 o'clock a he'll have finished work b he'll finish work c he'll be working d he won't have finished work
3  At 9.15 a he'll be working b he'll start work c he'll have started work d he'll be arriving at work	6  At 4.45 a he'll leave work b he'll be leaving work c he'll have left work d he'll have arrived home

(B) Put the verb into the correct form. **will be (doing) or will have (done).** **(50 pts.)**

- Don't phone me between 7 and 8. (we/have) dinner then.
- Phone me after 8 o'clock. (we/finish) dinner by then.
- Tomorrow afternoon we're going to play tennis from 3 o'clock until 4.30. So at 4 o'clock, (we/play) tennis.
- A: Can we meet tomorrow afternoon?
 B: Not in the afternoon. (I/work).
- B has to go to a meeting which begins at 10 o'clock. It will last about an hour.
 A: Will you be free at 11.30?
 B: Yes, (the meeting/finish) by that time.
- Tom is on holiday and he is spending his money very quickly. If he continues like this, (he/spend) all his money before the end of his holiday.
- Chuck came to Britain from the USA nearly three years ago. Next Monday it will be exactly three years. So on Monday, (he/be) in Britain for exactly three years.
- Do you think (you/still/do) the same job in ten years' time?
- Jane is from New Zealand. She is travelling around Europe at the moment. So far she has travelled about 1,000 miles. By the end of the trip, (she/travel) more than 3,000 miles.
- If you need to contact me, (I/stay) at the Lion Hotel until Friday.

Good Luck !

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