

T. R.
GAZİANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

A STUDY ON SYMPATHETIC TENDENCY OF EFL LEARNERS THROUGH COMPETITION GAMES

Master's of Arts Thesis

HALENUR ÇELİKTÜRK

Gaziantep
July, 2019

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Supervisor: Assoc. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU

Gaziantep
July, 2019

APPROVAL OF THE JURY

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Department : English Language Teaching
Thesis Title : A Study on Sympathetic Tendency of EFL Learners through
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It is approved that this thesis has been written in compliance with the formatting rules laid down by the Graduate School Educational Sciences.

Asst. Prof. Dr. Erhan TUNÇ ✓
Director

RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

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ÖZET

İNGİLİZCE ÖĞRENEN ÖĞRENCİLERİN, REKABET İÇEREN OYUNLAR ARACILIĞIYLA İNGİLİZCE DERSİNE YÖNELİK SEMPATİK EĞİLİMLERİ ÜZERİNE BİR ÇALIŞMA

ÇELİKTÜRK, Halenur

Yüksek Lisans, İngiliz Dili Eğitimi

Tez Danışmanı: Doç. Dr. Filiz YALÇIN TILFARLIOĞLU

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Başkalarıyla aynı hissi yaşayarak sağlıklı ilişkiler kurmayı sağladığı için insanların yaşamlarını yönlendirmeleri için gerekli bir duygu olan sempati (Decety & Chaminade, 2003), kendini başka birinin yerine koymak anlamına gelen (Tuncay & İl, 2009) empatiden farklıdır. Eğitim alanında yeni bir terim olan sempatik eğilim insanlara ya da nesnelere karşı olan yönelimi ifade etmek için kullanılmaktadır. Bu çalışma, İngiliz Dili Eğitimi alanında sempatik eğilim üzerine gerçekleştirilen ilk deneysel araştırmadır.

Bu araştırmada, İngilizce dersi sınıflarında oynanan rekabet içeren çeşitli yarışma oyunları ile İngilizce öğrenen öğrencilerin İngilizce dersine yönelik sempatik eğilimleri arasında bir ilişki olup olmadığına dair cevap bulma amaçlanmaktadır. Bu çalışma, İstanbul Gaziantep Lisesi 9. sınıf öğrencilerinden oluşan 302 katılımcı üzerinde gerçekleştirilmiştir. Katılımcılar deney ve kontrol grubu olarak rastgele örneklemeyeyle iki gruba ayrılmıştır. 15 hafta süren deney süreci içerisinde, araştırmacı tarafından katılımcıların ve İngilizce ders programlarının ihtiyaçlarına göre tasarlanan rekabet içeren çeşitli yarışma oyunları, derslerine oyun oynamadan devam eden kontrol grubunun aksine, deney grubu ile oynanmıştır. Katılımcılara, rekabet içeren çeşitli yarışma oyunları ile katılımcıların İngilizce dersine yönelik sempatik eğilimleri arasında bir ilişki olup olmadığını bulmak için çalışmanın 14. haftasında sempatik eğilim anketi uygulanmış ve İngilizce dersindeki ilerlemelerini görmek için kelime bilgisi testi, ön test ve son test olarak uygulanmıştır.

Sempatik eğilim anketinden toplanan verileri analiz etmek için kullanılan T-testi sonuçlarına göre, deneysel ve kontrol gruplarının sonuçları karşılaştırıldığında öğrencilerin sempatik eğilimleri değişmemiştir. Bununla birlikte, cinsiyete göre incelenen sempatik eğilim sonuçlarına göre ($t = 3.599$; $p = .000$), kadın katılımcıların sonuçları ($M = 139.68$), erkek katılımcılardan ($M = 128.78$) daha yüksek bulunmuştur. Sonuçlar, cinsiyete göre ayrı incelendiğinde, kadın katılımcıların sonuçlarının ($t = 3.400$; $p = .001$) ($M = 141.26$) deney grubunda daha yüksek olduğunu ancak kontrol grubunda cinsiyete göre anlamlı bir farklılık olmadığını

göstermiştir. Bu sonuçlar, kadın katılımcıların İngilizce dersine karşı sempatik eğilimin erkeklerden daha yüksek olduğunu belirtmiştir. Kelime Testinin T Testi sonuçları, grupların ön test sonuçları arasında anlamlı bir fark olmadığını; ancak, son test sonuçlarına bakıldığında ($t = 12.762$; $p = .000$), deney grubunun ($M = 34.23$) test sonuçlarının kontrol grubunun test sonrası sonuçlarından daha yüksek olduğunu göstermiştir ($M = 24.18$). Araştırmanın diğer sonuçlarından biri, Türkiye'deki İngilizce öğrenen öğrencilerin kelime bilgilerini geliştirmek için rekabet içeren çeşitli oyunların faydalı olduğunu göstermiştir. Buna ek olarak, deney ($M = 4.57$) ve kontrol grubu ($M = 4.29$) ($T = 2.484$; $p = .014$) arasındaki T testi sonuçlarına göre, rekabet içeren çeşitli oyunların katılımcıların sempatik eğilimlerinin geliştirilmesine yardımcı olan işbirliği becerilerinin geliştirilmesinde etkili olduğunu göstermiştir.

Anahtar Kelimeler: Sempati, rekabet içeren oyunlar, sempatik eğilim, empati



ABSTRACT

A STUDY ON SYMPATHETIC TENDENCY OF EFL LEARNERS THROUGH COMPETITION GAMES

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Sympathy which is an emotion that is required for people to direct their lives since it enables to build healthy relationships by experiencing the same feeling with other persons (Decety & Chaminade, 2003) differs from empathy that means putting oneself in another's place (Tuncay & İl, 2009). Sympathetic tendency is also a term used to express the penchant towards people or things that is a new term in educational field. This study is the first experimental research working on sympathetic tendency in ELT field.

This research aims to seek answer whether there is a relation between various competition games played in ELT classrooms and sympathetic tendency of EFL learners towards English lesson. The study was carried on 302 participants consisting of 9th grade students from Istanbul Gaziantep İler Anatolian High School, Gaziantep. These participants were divided into two groups by random sampling as experimental and control groups. Within the 15 weeks of experimental process of the study, various competition games designed by the researcher according to participants' and English curriculum' needs were played with the experimental group unlike the control group which continued their lessons without playing games. The sympathetic tendency questionnaire was applied at the 14th week so as to discover whether there is a relation between the various competition games and sympathetic tendency of participants towards English lesson and a vocabulary knowledge test was applied as pre and post-test to see the progress and find whether there is an effect of various competition games on students' vocabulary knowledge.

According to the T-test results used to analyze the collected data from sympathetic tendency questionnaire, the sympathetic tendency of students did not change when experimental and control groups' results were compared. However, according to sympathetic tendency results compared to genders ($t=3.599$; $p=.000$), female participants' results ($M=139.68$) were higher than males participants ($M=128.78$). The results demonstrated that when the groups were examined according to gender separately, the female participants' results ($t=3.400$; $p=.001$) ($M=141.26$) were higher in experimental group, but there were no significant

differences according to genders in control group. The results indicated that female participants had higher sympathetic tendency towards English lesson than males. According to T-Test results of vocabulary test revealed that there were no significant differences according to pre-test results between the groups; however, post-test results ($t=12.762$; $p=.000$) illustrated that post-test results of experimental group ($M=34.23$) were higher than the post-test results of control group ($M=24.18$). One of the other results of the study demonstrated that various competition games were practical to improve vocabulary knowledge EFL learners in Turkey. In addition to that, the results stated that various competition games were effective to improve participants' collaboration skills that help improving sympathetic tendency according to T-test results between the experimental ($M=4.57$) and control group ($M=4.29$) ($t=2.484$; $p=.014$).

Keywords: Sympathy, competition games, sympathetic tendency, empathy



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LIST OF ABBREVIATIONS

ELT: English Language Teaching

EFL: English as a Foreign Language

ZPD: Zone of Proximal Development

GTM: Grammar Translation Method

DM: Direct Method

ALM: Audio Lingual Method

TPR: Total Physical Response

CLT: Communicative Language Teaching

CLL: Community Language Learning

TBLT: Task-based Language Teaching

CALL: Computer Assisted Language Learning

SPSS: Statistical Package for Social Sciences

CHAPTER I

INTRODUCTION

1.1. Presentation

The first chapter introduces the basis of this work by giving explanations of the phenomenon that shapes this study. In order to present the background of the study the term “sympathetic tendency” is described in a detailed way to make the study clearer. The first chapter explains the need and the purpose of the study by giving reasons. The problems that shape the basis of the study are clarified, and limitations of the study are mentioned to make the study more understandable.

1.2. Background of the Study

English is the common language to communicate with the world since it is admitted as Lingua Franca, so learning English is an essential step to catch the increasingly globalized world by eliminating communication barriers. As a result, English is taught as a second language or foreign language in all over the world.

In parallel with this, English is taught as a foreign language in Turkey. The foreign language education in Turkey starts at primary school and lasts to university education (Çelebi, 2006). In terms of the years of foreign language education Turkey is at a good point; however, the outputs show that the Turkish students have lack of speaking and writing ability when it is compared with other countries (Karahan, 2007). This result can be originated from the foreign language education, since English is taught at schools in Turkey, the students have some difficulties to learn and accommodate themselves. The reason for this; in order to get the language; the learners should be engaged with the language as much as possible to be able to comprehend it better (Krashen & Terrel, 1995). This is a method known as The Natural Approach. This approach says that for lower level students the emphasis of foreign language education on speaking and listening skills (Krashen & Terrel, 1995). When this issue is taken into consideration, English lessons should be based

on speaking and listening with the lower levels students, and the other skills –writing and reading- should be added in the following years to follow the order of the language which is followed by children while acquiring their native languages. No matter how foreign language education curriculum is suitable for this fundamental principle of Krashen’s method, there may be ongoing problems in foreign language education.

The problems about production abilities of foreign language can be resulted from the methods used to transmit the knowledge. In order to be successful in foreign language education, many approaches and methods have been created so far. As we know that an English language teacher should combine these methods by taking into consideration his/her students’ ages, interest, gender and etc. This combined method is called as “eclectic approach”. The benefit of eclectic approach is that it is created by the teacher and it lives up to students’ expectations.

The crux of the problem can be the classroom environment. The recent studies show that English classes should be based on communication (Akkas & Coker, 2016; Paker, 2012). It means that language classes should be novel and limitless. Since the focus is learning a new language, language classes differ from math classes like students look like as listeners and teachers as speakers. In language classes every student should take part in the lesson actively to learn the language; learn the language registers, idioms, collocations etc. As Tanaka, (2001, p. 6) indicated, “production practice plays a unique role in the development of knowledge, promoting accurate and fluent language use”. It is obvious that learner participation is no panacea for all classroom problems. In fact, when the participation of the students is increased, the teachers should prepare themselves for unexpected and unpredicted results (Fun-Liu & Littlewood, 1997). From this point of view, it is clear that, small groups, pairs and triads can be used to reduce teacher talk and promote students’ participation (Goldenberg, 2008).

Even if all these issues are taken into consideration, there may still be some problems about foreign language education. For instance, if the speaking part is not as effective as expected, the results may satisfy neither the teacher nor the students. In order to avoid unwanted outcomes, the lessons should be planned very meticulously to draw students’ attention enough.

To be able to help learners feel concentrate for the lesson, the teacher may benefit from different suggestions for English classes. Besides, the teacher can benefit from games in ELT classrooms to increase the effectiveness of the lessons. In this stage, the new term gamification encounters us. “Gamification is the application of game elements to non-game settings, continues to grow in popularity as a method to increase student engagement in the classroom” (Hanus & Fox, 2015, p. 152). Gamification may be beneficial when the outcomes and the results of the games are prepared carefully. This thought tries to increase students’ motivation and interest towards the lesson. The very common sample of gamification application is kahoot. This application enables teachers prepare quizzes, discussion exercises and surveys on a digital atmosphere with in an enjoyable and competition game format (Dellos, 2015). Apart from kahoot, there is frequently used software, hot potatoes and this is nearly the same with kahoot and it is very useful to design cloze tests and crossword puzzles (Winke & MacGregor, 2001).

Briefly, these applications created based on game-based learning helping teachers of English prepare exercises and evaluate them. Also, it creates a competition atmosphere in the classroom to raise the quality of learning. However, using this kind of applications in the classroom may cause an ordinary class in a while since students are getting used to the lesson format. In order to keep the learning atmosphere alive, the teacher should serve different activities to his/her students. As it is mentioned, the English classes should include novelty to avoid ineffectiveness.

In English language field, there are many other opportunities for teachers to integrate them in their classrooms. The games are very rich and they can be reachable easily. The teacher of English can benefit from board games and digital games depending on the students’ features, backgrounds, levels, interests and ages. For instance, sometimes the game can consist of some questions and a dice, (Paris & Yussof, 2012) and sometimes it can consist of questions and bell. Or, with the help of technology the games can be played on screens if the technological infrastructure is enough. Thus, the choice and usage of the games depend on many variables that the teacher should take into consideration during the lesson planning stage.

The best way to keep the students alert during the lessons is to draw their attentions with different activities. The activities should differ because students

should get surprised and excited and also they should feel curious about the process of the lesson. If the teacher achieves it, the learning atmosphere will be in very high quality. As we know that the classroom activities should be consist of variable ones; deciding these activities is also a very important issue for teacher to choose the best. As Gee (2003) indicates in “What video games have to teach us about learning and literacy” that games are good methods to promote learning in case they have a well-prepared and a well-designed format. In order to decide whether the game is a good game or not, the students’ outputs should pave. If they focus the target structures without being aware of it, this game is called as a good game (Gee, *Learning by deisgn: Good video games and learning machines*, 2005). All in all, there may be distinct reasons affecting the English language teaching process; however, these reasons may not only be the outcomes of the English language teaching process; there may be other factors affecting it.

Emotions affect social interactions and success of the learners when they are investigated in educational perspective (Pekrun, Frenzel, Goetz, & Perry, 2007). Starting from this point of view, the term “sympathy” might be used in educational field to support learners during their learning process. In order to give an exact definition for sympathy, the very near term; empathy should also be explained in a detailed way since these two terms can be used with interchangeable. In a very broad way, empathy can be described as putting oneself in others’ shoes; sympathy can be described as sharing the same feeling with the other persons’. Sympathy is a key factor to communicate with people whereas empathy is a key factor to understand other people. Both of these terms complement each other; it means they are necessary factors to investigate human psychology.

“Sympathy stems from the perspective of an observer who is conscious of another's feelings” (Escalas & Stern, *Sympathy and empathy: Emotional responses to advertising dramas*, 2003, p. 562). Sympathy is directed by rules of the feelings and it is shaped according to structures of the relationships (Clark, 1987). The results show that sympathy has an influence on moral judgment and actions since sympathy and moral judgment need taking roles and as a result they are related with each other (Helwig, 2007). A person can have sympathy towards people, events or phenomenon.

Because sympathy is derived from empathy; it should be clearly identified that the term, sympathy may be confused with the very close term, empathy; however, sympathy differs from empathy. “Empathy is in the broadest sense refers to the reactions of one individual to the observed experience of another” (Davis, 1983, p. 113). It enables us to predict the others’ behaviors, understand the intention of the others’ behaviors and experience the others’ feelings (Cohen & Wheelwright, 2004).

As Escalas and Stern (2003, p. 567) mentioned in their work, empathy is “merging with another feeling”; however, sympathy is “recognition of his or her feelings.” This description is the main difference between sympathy and empathy. For example, when we have empathy with someone who is crying, we can probably feel sad enough to cry with his or her, but when we have sympathy for the same person we can probably think how she or he feels bad. In short, as Giovannelli (2009) summarizes, while empathy is related to self oriented, sympathy is based on other oriented. Because of that sympathy is seen as a motion for prosocial behavior (Malti, Gummerum, Keller, Chaparro, & Buchmann, 2012). Prosocial behaviors are needed to live as community for humanity and unlike empathy; sympathy helps build a healthy society.

1.3. Statement of the Problem

Since the world is being globalized so fast, it is a necessity to include English in curriculums of the schools. Therefore, the foreign language education in Turkey begins at primary school and it goes on till the end of the university education (Kırkıç & Boyar, 2017). Unfortunately, the students in Turkey have some troubles in using English, especially while speaking. The problem of not using English properly by EFL learners in Turkey is defined as the result of mass of foreign language education (Kırkgöz, Globalization and English language policy in Turkey, 2009). The problems in speaking English make learners feel as if they are unsuccessful in learning a foreign language. This learned helplessness situation affects the students’ not only educational life but also working life in the following years (Callahan, Cordray, Wells, & Pincus, 1996). It is because that the English classes may not be enough to motivate students to make progress in English language eagerly. In order to untangle this situation, the English lessons can make students eager to learn new things rather than make them hopeless. To encourage and

motivate students, the teacher may benefit from English games that include competition in themselves since these games reinforce deep learning that is part of the fun (Gee, 2005). As Kelly (2005) stated that games are significant and essential tools for education and they will shape the education in the future. This study tries to underline the need and the importance of games in English classes to get better results. It also presents and describes the new term “sympathetic tendency” to the educational field to the best of our knowledge.

1.4. Purpose and Significance of the Study

The study indicates that is important to create social learning setting during English lessons in order to have a warm atmosphere to help EFL learners interact and collaborate with each other (Turner & Shepherd, 1999) to increase their sympathetic tendency. As Bahrani and Sim (2012, p. 142) stated, “social language learning can occur unconsciously and incidentally through interaction.” The various competition games may satisfy this need suitably. The games are seen beneficial for students in many ways: they may help increasing students’ self-esteem; they may help creating a social atmosphere and may help learners make practice. As it is mentioned, “practice makes perfect and by practicing a cognitive test or any task, the participant will always improve within the limits of their ability and achieve higher scores” (Pivec, 2009, p. 24). Lastly, these games may evoke sympathy towards English lesson. By this way, students may realize that English is more than a lesson with the help of the various competition games.

This study aims to emphasize the importance and effect of the various competition games on sympathetic tendency of EFL learners in Turkey towards English lesson.

1.5. Statement of the Research Questions

This research is conducted to indicate the effect of English games on students’ sympathetic tendency towards English lesson. The main purpose of this study is to answer the questions.

Research Question # 1 To what extent various competition games have an effect on sympathetic tendency of EFL learners in Turkey?

Research Question # 2 To what extent various competition games have an effect on collaboration skills of EFL learners in Turkey?

Research Question # 3 To what extent various competition games affect academic success of EFL learners in Turkey in terms of vocabulary knowledge?

1.6. Hypotheses of the Study

1. There is no relation between the sympathetic tendency of learners and various competition games.
2. There is no relationship between the collaboration skills of learners and various competition games.
3. There is no relationship between the various competition games and academic success of EFL learners in Turkey in terms of vocabulary knowledge.

1.7. Assumptions of the Study

This study is conducted on a state school that's why the study is carried on specified classes by the school management before. That means the students are placed for the classes and this is a constant situation, that's why while conducting the study, it is assumed that all the classes are equal in terms of age, gender and level.

The vocabulary test is adapted from Cambridge University Press and conducted on students and students. The students informed that the results that they get from the test are used in a scientific study, so it is considered that students do the test sincerely.

The sympathetic tendency questionnaire is conducted with all participants. The participants are informed that is not related to their school grade, that's why it is considered that all students answer in a sincere way.

1.8. Limitations of the Study

The first limitation of the study is that the results may not be generalized to the whole sampling since the study is conducted on 9th grade Turkish EFL learners in Istanbul Gaziantep İler Anatolian High School in Gaziantep, Turkey. Besides, it should be taken into consideration that while selecting groups, the random sampling is used and because of that the result may not reflect the universe.

The second limitation of the study is that it was conducted in a state school, that's why the arrangement of the students according to their English levels was not impossible, so the students in the classes may have different English levels.

1.9. Conclusion

In the first chapter the thoughts and problems that shaped this study are explained in a detailed way. In addition to that, the basic term, “sympathy” is clarified to form a basis for the other part of the research. The assumptions and research questions are mentioned in this chapter.

In the second chapter, the review of literature about foreign language teaching at schools and the necessity of foreign language games are justified.

CHAPTER II

LITERATURE REVIEW

2.1. Presentation

This chapter explains the sympathy, sympathetic tendency and its components in a detailed way. In this chapter the significance of sympathy is explained by making connection with foreign language education. Moreover, it is enlightened that how sympathy and sympathetic tendency can be beneficial for foreign language education. Many researches show that sympathy is the common feeling between the two people as the broadest explanation (Jeffrey, 2016).

2.2. The Definition of Sympathetic Tendency and Its Relation to Sympathy

As it is mentioned before, sympathy is a broad term that is related to humans' way of understanding the others and the world. It is clear that humans have tendency to do things that they like instead of the things that they do not like. The reason behind this issue is the emotions of human that direct them. The studies express that emotion may dominate and lead humans (Pereria, et al., 2010; Kensinger, 2009). As Trevarthen (2006) specifies, emotions have a great role on shaping people's experiences and dependence thanks to emotional systems that have. The emotions are described as complex system that occurs in responding to something (Mercer, 2014). According to Burkitt, (2002), emotions are the feelings that conduct humans' experiences. It is because humans tend to behave according to their logic or senses; or both. Sympathy plays a role on people's social life and because of that while establishing a relationship, sympathy as a strong emotion, may manage the person. For instance, in order to develop a mercy or a favor, the person should know the other person. Or, the people may not have sympathy toward the people that they do not know. The reason behind is the sympathy that attaches persons (Irwin, Mcgrimmon, & Simpson, 2008). Sympathetic tendency is the new term that will be used to describe the disposition to things or people. In order to

create or increase the sympathetic tendency, the people should repeat the interactions like in sympathy. To illustrate, if a person can come across with the same situation that is good for his/her, she/he can start to have sympathetic tendency towards it.

2.3. Sympathetic Response as a Result of Sympathy

So as to investigate sympathetic response in the psychological field, the medical field should be examined to understand what the sympathetic response is and where it is coming from. Sympathy is used in medical field to explain the bond between the organs of human beings. Apart from that, the term sympathetic nervous system is used in medical field to explain the reactions of the body that is done unconsciously. According to Richter and Wright (2013), sympathetic nervous system works as a response system like heart beat and swelters subconsciously as a result of coordination between the organs. As it is seen, sympathetic response in medical care explains the reactions of the organs in case of a situation that the body is exposed to it.

When sympathetic response is adapted to the psychological field, it may be used to clarify the reaction and bond between the humans and their collaboration. Like in medical field, reactions and responses against another person can determine the future of relationship and quality of communication.

Communication is the key factor for making contact with someone (Jones & LeBaron, 2002). To have good communication, the responses that are given to other person specify the quality of the communication. Sympathy again is the crucial issue for this quality. As it is mentioned before, with the help of sympathy a person can understand the other's feelings and by this way he can give good responses that trigger the communication in a positive way. According to Irwin, McGrimmon and Simpson (2008), sympathy can help people resolve mess and by this way the confusion if it is available can be disappeared.

During the communication, the responses can also include sympathy and this is called as sympathetic response. It means that if a person can be aware of the other person's experience apart from his response, he can give sympathetic response (Giovannelli, 2009). A sympathetic response contains emotions about a person feeling about the other. It can be a desire, joy or help.

2.4. Sympathy and Collaboration

Sympathy is being as an emotion that can shape a person's attitudes and may have a role on collaboration. It is known that if a person has sympathy towards a person or a thing, he/she can recognize other person's feelings easily and that leads to better and easy communication. In addition to that with the help of sympathy, a person may give sympathetic responses to the other person like joy or happiness and by this way the other person feels himself / herself more confident because he/she will be aware of that he/she is being understood.

Collaboration; in other words, cooperation is a kind of dependence that is resulting from conciliation and repeating association (Thomson & Perry, Collaboration processes: Inside the black box, 2006). Grover (2005) and Thomson and Perry (2006) mentioned the relationship between sympathy and collaboration in their studies. As Mayer, DiPaolo, and Salovey (1990) mentioned that collaboration is nourished from sympathy thanks to its attributions to realize others. It means that since sympathy is the key issue to communicate with other people in a good way, it enables people to comprehend the feelings if they collaborate to do something.

Collaboration is the natural result of being human because it is clear that humans are social beings. Because of this people have a tendency to be a part of social groups (Vugt, 2009). While people are choosing or creating their groups, the decision mechanism of them is the sympathy towards the people in the groups. If a person has a strong sympathy, he/she can choose or be a part of the group more easily than the others. Sympathy helps people accept one another by feeling sympathy and sharing the feelings and as a result they feel ready to live and work together (Malti, Gummerum, Keller, Chaparro, & Buchmann, 2012).

2.5. Sympathy and Communication

Sympathy is a quite important phenomenon that is used both in the field of medicine and sociology. According to studies, the communication between the different organs in human body can be explained by the word; sympathy (Forget, 2016). As it is seen the sympathy was first used in the field of the medicine and in time, it was started to use in social sciences to express the feelings.

Like in the field of medicine, sympathy can control human communication by directing them in their conversations. The relationship between the sympathy and communication can be explained by sympathetic responses.

To explain the relationship between sympathy and communication, the bond of empathy and communication should be explained first. Empathy is the main factor of the psychology that clarifies the connection with the psychological counselor and counselee. It is because that while the counselors are listening to their counselees, they use their emphatic skills to be helpful. It is because that empathy improves helping (Kasapoğlu, 2006). Thanks to empathy the counselors can understand and put themselves into their counselees' shoes to ask the question: "What would I do in this case?" So as to reach the better results, the feelings of the counselee's should be analyzed correctly.

Apart from the counselor and counselee example, empathy is the needed emotion for humanity to being understandable and tolerant for their daily lives. With the help of empathy, a person can feel himself as another person and this feeling can lead him to make good things (Serpen & Hasgöl, 2015).

As it is seen above, empathy helps being helpful and tolerant against others and this helps people maintain the communication. However, sympathy helps make a connection between the humans by showing their feeling to each other like a mirror. Sympathy is used as a term in philosophy to train oneself since sympathy gives lesson about oneself by sharing the other person's emotions (Kasapoğlu, 2006). Thus, it can be summarized that sympathy starts the communication by sharing the same emotions by the others; however, empathy sustains the communication by walking in others' shoes (Ruusuuvuori, 2005). The sympathetic behavior may pave the way to meet on a common ground. As Özbek (2005) mentioned in his study, sympathy is a kind of vehicle that works being informed about others.

2.6. Sympathy and Emotional Intelligence

Emotional intelligence is a kind of intelligence which defends that human may be aware of him and others' emotions and as a result, they behave according to their inferences from emotions. "Emotional intelligence involves the accurate appraisal and expression of emotions in oneself and others, and the regulation of emotion in a way that enhances living" (Salovey, Mayer, & M, 1990, p. 772).

According to Hasanzadeh and Shahmohamadi (2011), emotional intelligence is a kind of ability that helps being aware of emotions for oneself and others’.

Emotional intelligence helps people build a healthy relationship during their lives by focusing on emotions. The relationship among empathy, sympathy and emotional intelligence is based on emotions and their controls. For example, according to researches, empathy is the necessary feeling as a part of emotional intelligence to put oneself in others’ shoes (Tuğrul, 1999; Nakao & Itakura, 2009). Thus, it can be said that emotional intelligence ties up empathy for relationship in other words; for intrapersonal skills. Besides, sympathy is defined as sharing the other person’s emotions, so emotional intelligence utilizes sympathy to building a relationship and discovering others’ emotion as an intrapersonal skill. Thus, while examining emotional intelligence with its components, sympathy should be added to this schema inasmuch as sympathy is the component of empathy. Thus, it can be clarified that emotional intelligence is the umbrella terms that covers empathy and empathy covers sympathy. To sum up, sympathy is used to represent relationships when it is handled in the perspective of emotional intelligence.

2.6.1. The Relationship among Sympathy, Emotional Intelligence and Learning

In recent years, emotional intelligence has drawn scholars’ attention most and it has been discussed in different studies (Humphrey, Curran, Morris, Farrell, & Woods, 2007). According to a research, it is mentioned that emotional intelligence has a positive effect on success and being novel (Lam & Kirby, 2002). It is because that emotional intelligence requires dominating the emotions. If the positive emotions like motivation, sympathy or empathy are triggered, the more achievement can be gathered or vice versa (Birjandi & Sadat Tabataba’ian, 2012).

It is known that empathy describes the relationship between the counselor and counselee. If we look empathy from the educational perspective, it can be described that empathy is used to explain the relationship between the teacher and students (Aydın, 2009). The reason behind this factor is that students try to imitate their teachers by taking them as role models. While they are behaving like their teachers, they use their emphatic ability by walking themselves into their teachers’ shoes.

Sympathy is the new term that is used in educational field. Apart from empathy, sympathy helps teachers and students build a strong relationship by caring and intuiting their feelings. Thus, it can be inferred as sympathy is the first step for the strong bond between the teachers and the students. In brief, it can be summarized that both sympathy and empathy are used to explain social learning.

In the previous title the relationship between emotional intelligence and sympathy is explained. According to this relationship, sympathy and empathy are the parts of emotional intelligence. If these three terms are studied in their attributions to the learning, it can be clearly seen that they help for learners in a positive way.

Learning is the alteration in one's life as a result of their experiences or interactions in the broadest term. The alterations can occur in the peoples' emotional or mental behaviors (Keleş & Çepni, 2006). According to recent studies, the learning may go on until the person dies (Aksoy, 2013; Coşkun & Demirel, 2012). It is because that learning is not limited to schools (Özen, 2011). Learning may occur at any time when the person is eager to know new things. For instance, the learning may come true while talking with other persons or it can happen while having a quarrel to some issues (Sharples, 2000). As it is seen, the learning happening outside classroom is a sudden thing. Besides, it is based on the persons' willingness to learn. The wish about learning may be triggered with social atmosphere in the people's daily lives because they learn through social learning that hinges upon collaboration and observations (Bandura, 1971). For instance, children can learn many words, songs or rhymes from his/her parents by observing and trying to imitate them (Over & Carpenter, 2013). Or, a master-apprentice relationship can be a quite suitable example for social learning based on observation and experience (Kılıç, 2004).

This type of learning might also be adapted for schools to increase the permanence and the quality of learning since social learning at schools not only focuses on students' mental abilities it also focuses on their emotional abilities (Browder, Schoen, & Lentz, 1986).

According to Allwright (1984), learning a language should be based on interaction to get inside the target language like it occurs in daily lives in humans. Changing a foreign language education from classical methods to innovative ones, interaction becomes the main purpose since most of the innovative methods of English offers focusing oral production to be able to trigger interaction and

communication between the students as an example of the real life communications (Pardede, 2012).

As Tsui, (2001) mentioned in his work, interaction in classroom called as classroom interaction is bordered with many issues like language beliefs, cultural factors of teacher and the students and psychological factors. These factors have been investigating for many years by many researchers (Patrick, Ryan, & Kaplan, 2007; Sato, 2013). Some of these factors are motivation and lowering anxiety and maintaining a positive attitude, and they are very important to set a ground for classroom interaction (Erdem, 2005). In the following parts, this topic will be explained in a more detailed way.

2.7. The Features of Learning in ELT Context

Learning is an umbrella term used to get new information (Özmen, 2004) which may come true in people's everyday lives or at schools. Learning cannot be narrowed down at any ages or places. When people lead their lives, they can continue to learn new things (Sharples, 2000).

The schools are the common places where the learning takes place that's why children go to schools to learn new things that lead their lives. Because of this reason, they have many classes at schools and English is one of them as it is known.

While learning a foreign language at schools, students have a long journey from their primary schools years to their university years. During their foreign language education, students get education that is prepared according to cyclical approach (Çelik & Büyükalın Filiz, 2018). Thus, students might feel they have some troubles about language learning process, they might feel as if they are learning the same subjects at schools; however, this is the outcome of the cyclical approach that means the functions of the language are repeated to go into deeper learning (Hasan & Akhand, 2010).

The result of the study points out when the classes become active enough to make students dynamic and enthusiastic to absorb new information, reaching to success becomes easier (Weaver & Qi, 2005). Because every class is special for itself, the ways of making students active participants may require different methods in accordance with the features of participants.

There can be many ways to enhance the quality and benefit of foreign language teaching, but the main issue is to increase students' mindfulness about foreign language education. It means that students know the necessities and advantages of foreign language education and if they have a good reason to learn it, they can motivate themselves in a positive way and as a result they keep themselves eager to learn (Dörnyei, 2008).

Mindfulness is an important term that welcomes us in this part. It refers knowing his/ her own capacity by concentrating on the moment and by this way the one feel the power inside his/her (Meiklejohn, et al., 2012). When students know their own capabilities about learning, they may feel the force that makes them open to learn, in short, the students may have strong desire that motivates them.

Learning desire is a strong emotion that dominates students' school lives in a positive way if it is used correctly (Yılmaz M. , 2009). In other words, desire to learn is a kind of capacity about learning new things (Darnon, Dompnier, & Butera, 2009). When the desire to learning of students can be kept as high as possible, the students might feel themselves ready for learning new things and by this way the classes might be more meaningful. Apart from students' readiness for learning, the teacher may feel himself or herself competent in the lessons since his or her messages reach the target audience more easily. As Lepper and Cordova (1992) stated if the desire to learning is complete, it helps learners to keep their motivation level high.

The similar term with learning desire is motivation which means being eager to do something (Akbaba, Eğitimde motivasyon, 2006). As Ryan and Deci (1999) mentioned, motivation is divided into two categories as intrinsic and extrinsic. While extrinsic motivation is fed with exterior things like rewards, good news; intrinsic motivation is based on interior things like sense of achievement and happiness (Dörnyei, 1994). Motivation is one of the key factors of being successful in every part of one's life, but it especially works in academic life (Linnenbrink & Pintrich, 2002). According to Cameron and Pierce (1994), there are many ways to do that such as rewards, gifts, reinforcements or feedbacks. All these methods may play an important role on increasing students' motivation both inside and outside the classroom. So as to motivate students by increasing the amusement and eagerness, language games have an important role (Wang, Using communicative language

games in teaching and learning English in Taiwanese primary schools, 2010). That's why, foreign language games have been used in the classrooms to help learning process in a positive way in recent years.

As Güneş (2013) mentioned, foreign language education is different from other subjects such as history or math because learning a new language involves learning a lifestyle of the foreign people, a new culture, the food types and their habits as well. Besides, while learning a language the learners get a new identity presenting them in the target language (Sercu, 2006). All these terms are related to property of foreign language and how to fix or increase it.

According to Sercu (2006), the belief about learning English is also seen as a subject matter that should be borne in mind while investigating foreign language education. To put a finer point on it, students who are learning English should know why and for which purpose they learn English (Matsuura, Chiba, & Hilderbrandt, 2001). Moreover, when teachers determine why they teach English, it might be supportive in terms of language learning process. If all the borders are known at the beginning, the learning process might be arranged in a more detailed and proper way.

If we look at Turkey and English language education, the main purpose of learning English is to catch up the global world, help students take better education, and increase the chance of having better jobs (Gömleksiz & Elaldı, 2011). In order to realize the main objectives of foreign language education in Turkey, foreign language programs and curriculums are occurred to serve it with the sub-outcomes suitable for the main purpose.

However, no matter how better the curriculum is, the process of foreign language education is more important. For instance, even if the syllabi and lesson plans are created suitable for curriculum, they may not work in all the classes, depending on many factors like students' beliefs, needs, interests and etc.

The role of the teacher of English is to teach a language no doubt. However, they are ones who try to build a bridge between the learners and curriculum at schools. While doing that, foreign language teachers may try to demolish the learning barriers of the students at first. One of these factors can be seen as learning beliefs of the students about learning English. The beliefs about learning English may be either beneficial or harmful for the learning process. As Peacock (2001)

mentioned in his study, the beliefs of learners may affect the language program and they can be changed during the learning process.

Apart from focusing on students' emotions and capacities about learning, there are other issues related to quality of foreign language education. In order to examine foreign language education at schools, the methods about foreign language education should be taken place.

The curriculum that based on behavioral approach has been started to plan according to constructivism that defends learning is a connection between the knowledge and the brain (Balci, Serindağ, & Balci, 2017). As it is understood, it means that learning may be different from what has been taught in the classrooms as behavioral psychology foresees. While new innovation entering human lives in educational field, the language learning field has also changed in parallel with new trends in learning theories (Kırkgöz, 2007). To illustrate, since 1970s, the new term communicative competence has been aimed to gain the students (Savignon, 2018). Many approaches have been created to serve to improve communicative competence of the students correspondingly. To illustrate, "Communicative Language Teaching" is the first one that has been created to improve students' communicative competence by making them active to communicate with each other rather than making them passive listeners (Hu, 2010). Then, other methods have been created to take foreign language learning a step further.

2.8. The Purpose of Language Games

English language teaching is a whole process that is based on four skills, listening, reading, writing, speaking of the language as a whole. In order to give students each skill, the teacher may benefit from different ways of teaching methods. The materials and activities can be varied for them. Language games are one of the applicable activities for four skills of English. Language games need teachers' creativity, organization and selection to be used to serve for the purpose (Yolageldili & Arıkan, 2011). They are the assistant activities that are helpful for both students and learners to help teaching and learning process (Kumar & Lightner, 2007). The main, first purpose of language games is to reinforce the learning. According to Masrom and Yusof (2013, pp. 21-22) the goals of language games are:

- To encourage students to use English language outside the classroom.

- To improve students' communication skills through conversation.
- To build students' confidence to speak in English.
- To increase students' motivation to learn and use English, thus eventually improve the language.
- To expose students to the wider usage of English language for reading, writing, speaking and listening.

It is known that real life is based on communication and interaction; therefore, the language classes should reflect the real life atmosphere as much as possible (Simanu-Klutz, 1997). Language games may help teachers make their classes as a part of real life by encouraging students to use language for real purposes. According to Hsin, Huang and Soman (2013), learners can create obstacles in the classes especially at the production stages because of their emotional density like anger, anxiety or fear of being unsuccessful; however, in game context, these feeling are put aside by making students motivated.

2.8.1. Competition and Collaboration through Language Games

It is clear that recent researches have indicated that students should be active instead of passive listeners at schools; especially in language classes since language is based on interaction. The best way to include students in learning process is cooperative learning that is depending on working together to achieve the task (Li & Lam, 2002). It can be solving problems, exchanging ideas, brainstorming or forming a new project (Johnson & Johnson, 2008). Cooperative learning is a type of learning that happens with the help of group works and it aims to increase the ability of communication in target language by sharing knowledge (Ning, 2011). The games that are played in the classrooms are generally collaborative and competitive, and as a result they contribute to improve students' creative and critical thinking abilities by making them active during the game process (Çekiç, Beyhan, & Köksal, 2014). Language games used in the classrooms to teach vocabulary have advantages for learners by helping them learn target words with less effort rather than memorization (Vahdat & Behbahani, 2013). It is because games help creating a competitive atmosphere in the classroom and motivating students easily by lowering affective filter of the students and by this way they want to take part in the lesson much eagerly (Bergig, 2018). Another point that games help learners achieve being spontaneous while speaking since during game process students focus on the game

and they do not have enough time to design their sentences in their minds by using their mother tongue (Zhussupova, Ogay, & Inkarebekov, 2016). Being spontaneous while speaking is totally targeted aim for language education since it may be seen as a step to being fluent speaker of English (Light, Zhou, & Kim, 2002).

It has been proved that games are the factors that motivate learners and make them enthusiastic during the lessons (Stapleton, 2004). These positive effects are not as a result of games and their process. They are because of the games' results for educational purposes. For instance, playing games may increase the motivation and success of the students, but it may have some limits because students may feel bored or get used to doing the same process. If the games have specific outcomes for each time, the learners may feel motivated. The rewards, feedbacks, scoreboards and the tables showing students' progress motivate students to be better for the next time (Nah, Zeng, Telaprolu, Ayyappa, & Eschenbrenner, 2014). When students know the progress of other students or their rewards at the end of the games, they might think they can do better and they can focus on being the winner. This can be explained by the term competition in English language teaching field. Competition is the motivation and success trigger that occurs by making inferences about others' achievement during the same work (Alrayah, 2018). Competition may have advantages when it is used in the language classrooms in a friendly way; otherwise, it may have some negative effects like decreasing motivation of the students or it may cause jealousy among the students. In order to create friendly competitive classroom environment, competition might be combined with collaboration that includes group or pair work. If the games are played in groups, the collaboration and competition is prompted by the teacher and that may probably result in academic success.

Competitive and collaboration games may be the prominent features of effective language classrooms. Because of that reason, the teachers can prepare their language games by taking into consideration leading students in working as groups. As Dillenbourg (1999) noticed, collaborative learning means grouping students to complete the task in language classrooms. By this way, they share the knowledge and the feelings in order to be successful to accomplish the task (Gokhale, 1995). When the lesson plan is prepared to combine collaboration with competition, it means that small groups come together to play the game while competing with other groups. By

this way the effectiveness of the language games might be increased in a positive way.

2.9. The Benefits and Needs of Games

English lesson is more than a lesson since language is a living thing nourished from culture, traditions and humans. Due to this reality, the bound between the school education and real life should be strong enough since the students feel triggered while engaging in real life problems (Lombardi, 2007). All the methods and theories are based on this principle and that's why they aim to make language lessons active and beneficial.

The language games are learning materials that are useful to practice the topics covered before. In order to define what language games are, it should be clarified that what the games are. There are many definitions about games, but in the broadest term games are the activities that are formed to motivate students for learning (Lillemyr, 2005). Furthermore, language games might be used as strategies to make English lessons attractive enough to draw students' attention (Djaouti, Alvarez, & Jessel, 2011).

There are many advantages of language games, but the most basic one is no doubt its effect on students to motivate and encourage learning and to make them eager for the lesson. As Gaudart (1999) remarks in the study, games are the best practice methods for learners since they give opportunity for learners to perform their knowledge. In addition, while using games in English lessons, the classroom atmosphere is depended on students rather than teacher and by this way student centered classroom atmosphere can be obtained. It is because that while playing language games in the classroom, students have equal chance to participate the lessons.

The benefits of language games are itemized in some studies (Saricoban & Metin, 2000; Ara, 2009). According to Klimova (2015), the benefits of games are:

- games introduce a change in formal learning situations
- games create a pleasant stress-free and relaxing atmosphere in a language class
- games unconsciously promote and practice all four basic language skills such as listening, reading, speaking and writing
- games decrease student's anxiety to speak in front of the other students; they feel less intimidated in this, less formal learning situation
- games are student-centered

-games can promote collaboration among students (pp. 1158-1159)

One of the biggest problems that students have in foreign language classrooms is anxiety. Because of this emotion, students restrict themselves from speaking in the target language since they have fear to make mistakes while speaking. As Horwitz, Horwitz, and Cope (2012) mentioned in the study, anxiety is a feeling that is related to being stressful and it prevents students to learn new things. Language games play an important role in lowering students' anxiety level by creating a warm atmosphere in which all students can take part in the lesson actively. The benefits of language games have not only effect on language class atmosphere but also on learners' psychology. For instance, language games help students feel confident enough to speak in English when it is compared to traditional way of classes without games (Liu & Chu, 2010).

As Korkmaz (2013) states in her study, games pave the way for edutainment which means having fun during the lessons and learning at the same time. Edutainment aims to make students relax and comfortable and help learn and practice, so it indicates the point that thanks to edutainment, games are capable to lower students' anxiety when they are planned according to students' needs and interests (Anikina & Yakimenko, 2015).

While learning a foreign language, students may be seen social participants like in acquiring their mother tongue. While learning a second language, they communicate with other students using target language in a meaningful context. The socialization of the students can make actual in real life, outside the classroom. However, the schools might be seen as section of the life. Because of that reason, the classrooms should be rearranged to make students social beings in language lessons (Shimamoto, 2012). This socialization can be reached through speaking activities, yet it is known that speaking sections can be a problematic issue for some learners if they are shy or have some fears of making mistakes (Zhiping & Paramasivam, 2013). Therefore, the speaking sections might turn into an enjoyable way to absorb students' interest and to arouse curiosity. In such a case, teachers can demand for the language games to clear the negativities of the students that they encounter (Yalçın & İnceçay, 2014).

Socialization in second language refers to gaining communicative competence and having a language identity in order to have a healthy communication knowing how to use language in different situations (Duff, 2007). According to what Thorne, Black and Skyes (2009) say socialization requires participating in speech communities in target language. In classrooms, it cannot be possible to integrate students into foreign communities; instead of that, students are directed to use foreign language to communicate in the classroom without using their native language. However, understanding English and having competence to give answers are also part of socialization that can be given in formal settings like in classrooms (Duff, 2011).

In addition to all these criteria, language games can be used to equalize the students. That means there are learners who have different habits and learning styles and with the help of language games this inequality can be disappeared. For instance, a teacher can have task oriented, phantom, dependent, isolated, alienated or social students in his/ her class at the same time and under this circumstance, it may be problematic to teach English without using games to motivate and equalize students. In a traditional class, while social students try to be popular in the class, phantom students keep their silent and maybe they will not be realized by their teachers (Richards & Lockhart, 1996). However, with the help of language games these students can work together and by this way they can help each other to overcome their obstacles. Language games if they are used properly, give a chance for students to be aware of their strong and weak points for the topic (Klimova, 2015). It is because games can create an atmosphere to work together with other students, and by this way the student may judge himself that is beneficial for their studying. Thus, it is clear that language games in ELT classroom can be used as a feedback tool for students about their own learning. According to Chuk (2004), language games can be seen as the factors that contribute the learner awareness to English language education. During the game process, students work as collective and they decide how to manage the time and game to reach the final stage in a successful way. While some trial and error section, they find the correct way to cope with the game process, by knowing themselves and their classmates. By this way, they can realize their current position in English classes.

2.9.1. Language Games and Learner Autonomy

Thanks to language games played in classrooms to help learners practice their English and be aware of their own abilities, students gain autonomy in English. Learner autonomy is the phenomenon that has been investigated for ages by the researchers (Cotterall, 1995; Little, 2007). It can be defined as learners' own ability to judge them and to lead their learning process to take it a step further (Little, 2003). If a learner has autonomy, it means that he is taking his own responsibility in terms of educational background (Little, 1995). The expectation of developing learner autonomy should be associated with the development in the target language (Little, 2007). Thus, the teacher might be patient while their learners gain their autonomy in English. In order to support their development, the teachers can establish proper ambiance to help learners' progress. Language games might be quite effective way to see the progress of students in English during a production stage apart from restricted activities since games may reveal the ability of students as a whole. It means during the game process students may participate the lesson both in academic way and psychological way. In academic way, students use their English knowledge and in psychological way they can evaluate themselves and they benefit from motivation to keep themselves passionate. According to Chik (2014), thanks to games students learn how to organize their game and learning process in time. A study conducted by Palaiogiannis (2014) shows that during the game process students develop their language skills according to what the game requires. Besides, while generalizing their knowledge to other subjects, they benefit from their autonomy increased with the help of games. While students are developing in English, they are developing autonomy as well. Therefore, how often the games are used in English classes, their developmental process may be faster. To enable to strengthen the mutual relationship between games and autonomy, teachers can integrate language games in their lesson plans regarding the appropriateness of the games.

2.9.2. Language Games and Self-Efficacy

Self- efficacy is described as the thoughts of learners about being successful in terms of language performance (Raoofi, Tan, & Chan, 2012). According to a research, the results show that thanks to method the “gamification”, the students' self efficacy has been increased through their increasing motivation (Banfield &

Wilkerson, 2014). Thus, games might be used to motivate students via competition and collaboration and this may lead to increase self- efficacy of the students. As Tılfarlıoğlu and Çiftçi (2011) stated, the students who have high self-efficacy are more autonomous learners than the ones who have low self- efficacy. When students are aware of their abilities and powers to achieve something in the target language, they believe in themselves and at the same time they motivate themselves to be successful. This desire helps them find ways to improve themselves to reach their goals. That's why, if the learners' self- efficacy can be increased, their autonomy and achievement can be brought by self- efficacy. According to Jang, Kim and Ryu (2010) feeling victory in games is effective to increase self-efficacy of the students. In this case, language games may be seen as the first trigger step for learners to reach the achievement. A study conducted by Meluso, Zheng, Spires, and Lester (2012) indicates that collaborative games are useful to advance self- efficacy of the learners. Thanks to language games, students may feel motivated and they increase their self-efficacy by working in groups and competing with their friends. During the games they may learn how to manage this game process better by growing their autonomies. And as a result, they might increase their academic success by directing their learning process.

2.9.3. Language Games and Vocabulary

While acquiring a native language, children listen and observe their environment for a while, and when they feel ready, they start to produce their first letters, syllables, words and then they produce their first sentences (Zafar, 2009). The production stage of the language cannot happen in the beginning of language acquiring process. The learners need time to get ready themselves by observing the speakers of that language. During their observations, they may learn the vocabulary and articulation of the sounds. Because of that reason, it is not necessary to expect learners to speak in target language immediately when the process of language learning is compared to the process of acquiring of native language. So as to trigger learners' preparation period for producing language, they should be busy with target language as much as possible; in other words, they should be exposed to target language (Boyd & Goldberg, 2012). In parallel with this theory, nowadays the

English language lesson plans are being designed to make learners engaged in English without burdening them with so much grammatical rules.

According to Huyen and Nga's (2003) study, vocabulary knowledge is significantly serious issue to make progress in the target language. It is because that if the learners know the vocabulary, they can understand the written text and the gist in conversations (Channel, 1981). As a result, they may feel confident while using target language. Moreover, according to Meara (1995), it has shown that the most important part of learning a language is learning new vocabulary in a most appropriate way because learners may have difficulty in remember the words that they learn in the classrooms from course books or reading passages. Thus, the ways of vocabulary teaching might have some lack of permanence in terms of students. Therefore, something different may be needed to increase the permanence of the target words without forcing students to memorize all the words. Language games can have suitable facility for learners to practice vocabulary by creating atmosphere to use them in the classrooms in an enjoyable way (Tuan, 2012). The language used in games by the students are not restricted and limited, that's why students use language to express themselves in a creative way, and this is the most important part of the games (Bakhsh, 2016).

There are many approaches and activities how to teach vocabulary in an effective way. The most common and tried ones are using visuals, songs, reading passages and video watching. These methods are effective methods of course; however, they may have something lack if they are used in the classrooms without adding collaboration and competition. According to Sedita (2005), in the process of vocabulary teaching, it's better for students to feel enjoyed and learned at the same time. Thus, with different techniques, a teacher can create a game for English classes to increase the effectiveness of the vocabulary teaching. Moreover, he can support vocabulary by speaking and listening activities. For instance, by using songs he can form a language game that needs collaboration and competition to motivate students rather than a classical song activity. Or, he can benefit from speaking activities to make students eager to speak by using the target vocabulary in English lessons. If the classical activities are designed as enjoyable games, students have fun while learning and by this why they may feel themselves in the language by mixing the classroom atmosphere with the real life (Huyen & Nga, 2003).

As Alemi (2010) mentioned, thanks to language games in the classrooms, students' anxiety level can be decreased since in the game process, all students engage in playing the game. During the language games played in the classrooms, students may feel so focused on their teams that their only wish is to be winner team of the game. Their strong desires can be seen in their attitudes clearly. For instance, during the games especially the ones that require using body language; students' behaviors can be seen as they are doing the actions with their hearts and souls. The strong desire can also be seen in their language and style of using the language. It means that their tones of voice, intonations and word choices are seen as different from the normal. As they may tend to speak at high rate and sometimes they may add some words from their native language (Turkish). This phenomenon is called code-switching and it explains both language rules are working at the same time in one's brain. In other words, code switching is interchanging language between the target and native language (Eldridge, 1996). According to Sert (2005), code switching can be admitted as beneficial if the words have suitable features in target language.

Apart from code-switching, students may use a language neither English nor Turkish during the games. It is their interlanguage that might occur when the learners internalize the target language and combine it with their mother language individually (Al-khresheh, 2015). According to Dickerson (1975), examining the students' interlanguage may be a supportive way to evaluate and make inferences about the learners' understanding of target language. Therefore, language games may help teacher to be able to lead and produce language games throughout the students' progress. Although interlanguage indicates that learners are developing in the target language, if it becomes stable, it may lead to fossilization that is harmful for acquiring the second language that may be concluded in grammar loss (Han, 2004). However, a study conducted by Blake (2011) indicates that language games contribute participation and collaboration of learners and this leads to share information and improve students' own language; interlanguage.

Another issue is formulaic language that happens while students acquiring the target language. As Wray (1999) mentioned, formulaic language appears depending on many situations while learning a second language. According to a study conducted by Stahl & Sidtis (2015), language games may have an effect on improving learning formulaic expressions of the students.

2.9.4. The Advantages of Language Games on Sympathy towards English Lesson

Foreign languages games can be described as learning tools that help learners to transmit and use their knowledge to the tasks of the games (Sorensen & Meyer, 2007). In recent years, most English language teachers have been educated to give active lessons by using many techniques like role plays, group works or games. A research conducted on university students shows that students are eager to learn new things through learning by doing, sharing knowledge, focusing on the results and discussing the new ideas (Kumar & Lightner, 2007). Language games based on group work might live up these expectations since students feel concentrated on the game and tasks during the game since their first object is to be the winner and by this way they can do the task in a motivated way. As Garris, Ahlers and Driskell (2002) defined in their study, thanks to language games, teachers may get motivated students that are passionate, concentrated and ambitious for their classes. These students are also open to learn and experience new things.

As it is mentioned in the previous chapter, motivation is a quite significant phenomenon essential for education. Motivation is examined in two categories intrinsic and extrinsic motivation respectively. Intrinsic motivation is based on person's desires and it means people do an activity because she/he wants (Dede & Argün, 2004). However, extrinsic motivation is based on a purpose at the end of the action (Gökkaya, 2014). For instance, if a person wants to learn English because she/he wants it can be explained with intrinsic motivation. If a person wants to learn English because she/he wants to pass the class, it can be explained with extrinsic motivation. As it is seen, motivation is important, but intrinsic motivation is more important and beneficial than extrinsic motivation, since the first one keeps a person eager and focused until she/he feel fulfilled herself/himself. As Ryan and Deci (2000) indicate in the study, the education should aim both motivation types of students in order to make the learners successful academically. While extrinsic motivation helps learners understand that they should be successful, intrinsic motivation helps learners keep their enthusiasm alive lifelong. By this way, the autonomous and self-conscious learners may be seen (Akbaba, 2006).

With the help of language games in English classes, students might feel themselves extrinsically motivated at a first glance because each game has a unique

purpose. However, if it is thought in a long period, every game has a special purpose and students may feel motivated for games and that means they may feel concentrated for every one of the games during the school process (Laurian-Fitzgerald, 2015). This situation may help learners turn their extrinsic motivation into intrinsic motivation by getting used to learn English and making students courageous. The games may arouse interest and curiosity about learning English (Wang, 2010). If language games can succeed in motivating students by creating a sympathetic tendency, the English language teaching field may be improved faster than expected because learning a language generally can be done outside of the classroom with the help of communication and interactions, but when it comes to formal education, the interaction part may encounter some deficiencies. The hard and key point is, teaching a language at schools since it might not easy to create the natural atmosphere for real communications and interactions. In this case, language games help teachers create their own social atmosphere for good quality interactions.

2.10. Learning Theories in ELT

Learning a second language is a long term process just like the same process while acquiring a native language. However, second language learning may necessitate scientific ideas and theories so as to get the second language in a proper way (Ellis, 2004). All these issues are called as learning theories in educational field and the ones that are adapted to English language teaching field called as ELT theories.

According to basic issues in ELT methods, the second language education should be framed in regard to fundamental components. As Brown (2000) mentions, these components may be arrayed as the learners, education process, age, gender, environmental issues and learner characterizes.

Over the years, the learning theories in ELT have changed according to psychological views. It is because that learning is nourished from psychological views which shape the educational frames. If it is examined carefully, it can be seen that the previous views are abandoned according to the results of scientific facts. The two main views that shape educational field are behaviorism and cognitivism. It can be said that there is a shift from behaviorism to cognitivism in years (Jacobs &

Farrell, 2001). For instance, the view behaviorism was used to shape the educational frames at first; however, when time flies, it is given up.

Behaviorism implies that learning is based on environmental issues and that mean it is the result of stimulus – response behaviors (Skinner, 1935). However, according to Moore (2011), behaviorism is based on verbal behavior and has lack of cognition process to explain learning. Behaviorism in ELT context says that language learning has a basis on repeated actions and the learners' responses come from what the stimulus is. It indicates that learning is habit formation apart from mental processes (Kızılkaya & Abdallah, 2018).

According to cognitivism, learning is seen as a mental process that is different from stimuli- response behaviors (Wortham, 2003). Cognitivist psychologists indicate that learning can be different from what the learner is exposed to, and it is the proof of mental process that explains how their brains work to shape the learning (Deubel, 2003). According to Piaget, learning is an individual experience in which a person can construct the knowledge that they get from his/her personal life; however, Vygotsky says that learning is a social process (Cole & Wertsch, 1996). In Piaget's view children learn new things by adapting previous knowledge in an individual process (Huitt & Hummel, 2006). On the contrary, in Vygotsky's view children learn new things by being in touch with other people to keep up with the world (Vianna & Stetsenko, 2006). Vygotsky's contributions to second language learning have a great importance for ELT field, since language learning is based on communication.

Vygotsky claims that through social interaction students get themselves to another step with the help of collaboration (Shabani, Khatib, & Ebadi, 2010). He explains this situation with the term scaffolding. In order to explain what the scaffolding is, the Zone of Proximal Development should be revealed at first. Zone of Proximal Development (ZPD) is the gap that designates the actual abilities and gained abilities to become independent learners (Wertsch J. V., 1984). It executes the need of another person's help and contributions to make the learners independent (Nordlof, 2014). Scaffolding can be described as the improvement of the learners in the broadest term (Stuyf, 2002). It can be thought that only lower level students need scaffolding to improve themselves, but in reality all students need scaffolding regardless of their levels. As it is mentioned in previous chapters, human beings do

not have limits when the education is discussed. Therefore, it should be borne in mind that students need socialization in the classrooms. When they become social to meet their learning needs, they need to keep in touch with other students and it brings scaffolding. For instance, for lower level students the scaffolding may mean the form of structures; however, it may mean the usage of languages in different situations for higher level students (Azevedo & Jacobson, 2008).

Scaffolding is a common term in educational field but what's more it is used in second language education. While planning curriculums, lesson plans and even activities, scaffolding might be taken into consideration. According to Walqui (2006), scaffolding is used in three dimensions of the education.

Scaffolding 1 Planned curriculum progression over time (e.g. a series of tasks over time, a project, a classroom ritual)

Scaffolding 2 The procedures used in a particular activity (an instantiation of Scaffolding 1)

Scaffolding 3 The collaborative process of interaction (the process of achieving Scaffolding 2) (p. 164)

As it is seen, scaffolding can be seen as the main phenomenon of second language education. No matter how the curriculum has been planned, the English language teachers may arrange activities to create an atmosphere for students to use scaffolding by collaborating (Molenaar, Chiu, Slegers, & Boxtel, 2011). As Topping (2005) states, a student can learn better from their peer fellows because that every person may have different learning styles.

In brief, scaffolding of Vygotsky is a really critical issue for ELT field and it is the basic principal of most techniques using in this field. To illustrate, in order to trigger scaffolding, the activities that include group working, peer working, small debates and role plays may be used by the teacher himself/herself in the classroom (Choi, Land, & Turgeon, 2005). The notable point here is that how the teacher applies these techniques to increase the effectiveness of teaching in the classroom.

2.11. Teaching Methods and Their Development in ELT

For many years, the researchers and scientists have been working on developing and finding the most effective methods for English language teaching (Parabhu, 1990). That's why there have been different techniques and principals towards how to teach English in a most appropriate way. The changes in the techniques are parallel with the changes in the world since when the time and its

necessities have changed the people and their lifestyles, ways of thinking and anticipations have changed accordingly (Amiel & Reeves, 2008). That's why there are many approaches and techniques in ELT field occurred to meet the needs of the time and people.

Grammar translation method, in other ways, traditional method occurred in 18th century and its main concern was to teach literal language through translation to the mother tongue of learners' (Kong, 2011). It has been used in ELT for many years, but in recent years it has not been preferred same as before. It is because that GTM is mainly focused on literally language rather than oral; and it has some missing points about interaction and communication purpose in the classroom activities (Chang, 2011). However, it has some strength points as well. For instance, while using translation technique, the learners may have a chance to become skilled in language structures and rules in terms of grammar (Mahmoud, 2006).

Another commonly used method is direct method which aims to teach English without using native language in the classroom. It can be said that direct method is occurred as an opposite view of GTM in English language teaching (Howatt & Smith, 2014). In DM, grammar structures are taught inductively, that means teachers should not tell the grammatical rules. In DM, the students are expected to get the rules by themselves while they are being exposed to native language in an oral way (Celce, 2011). When it is compared to GTM, it can be inferred that the learners, who are taught by DM, may be lack of abilities when the grammatical issues are examined; however, they may be more successful while producing the language.

Another most commonly used method is audio lingual method (ALM) that aims to teach English through chunks and repetitions. This method is hinged upon a psychological view of Skinner's behaviorism (Castagnaro, 2006). According to this view, learning can occur from the relationship between the stimulus and response (Demirezen, 1988). As it is understood from this stimulus- response bond, behaviorist theory concerns with oral language rather than written. These rules shape the ALM and as the name suggests, this method teaches English with the help of chunks and drills. It has two drills known as repetition and substitution (Mart, 2013). In the first one, students just say the same words or sentences what the teacher says, and in the latter they insert a word or a structure in the sentences (Abu-Melhim,

2009). Because of this reason, ALM was a demanded approach to teach English in a short time. However, after a while it is faced with criticisms about ignoring real communication while teaching English (Walia, 2013).

The three methods, GTM, DM and ALM are called classical methods of English teaching because that their main issue in language teaching is grammar focused. Besides, they give more importance written language than oral language and real communication (Walia, Traditional Teaching Methods vs. CLT: A Study, 2012). Thus, it can be said that the classical methods in ELT are lack of real language usage principles. (Bahrani, 2012)

In the 20th century, another psychological view, humanism appeared. In this view, learners are seen as whole, so their feelings and thoughts are taken into consideration while planning educational process (İflazoğlu & Tümkaya, 2008). For instance, if the learner feels confident, they become open to learn new things, or he/she has fears it will block the learning process (R.Vasuhi, Humanism: A Human Perspective in English Language Teaching, 2011). As Gürşimşek (1999) mentioned in her study, in humanistic approach, it is believed that the learner contributes learning process both mentally and emotionally and that's why their mental and emotional needs should be satisfied to be able to reach to a meaningful educational process. In other words, it can be said that teachers may be aware of the students' psychology by getting help from their sympathetic and empathetic abilities. If the teacher can understand the students' feeling, she/he will have sympathy towards the students, and if she/he will put herself in the students' shoes, she/he will have empathy towards students (Kapıkıran & Kapıkıran, 2000). Humanistic approach reminds that learners are human being with their mental and emotional capacities that have an influence on their learning process. Therefore, it can be said that thanks to humanism in ELT field, English lessons have started to give more importance to social interactions and bonds.

From this point of view different approaches have been become prominent in ELT field. Suggestopedia is one of the methods nourished from humanism (R.Vasuhi, 2011). In this method, the students are seen as a whole person, so before teaching English, the negative conditions such as fear, prejudgment or lack of confidence might be handled by the teacher (Rustipa, 2011). These negative conditions are called negative filters and according to Suggestopedia, the negative

filters should be lowered before starting the lessons (Odendaal, 1987). This method aims to teach language while enabling students to feel entertained (Kharismawati, 2014). That's why with suggestopedia the songs and role plays are offered to use in the classrooms (Shen, 2009). As Güçlü and Ayhan (2015) mentioned, suggestopedia provides benefits to ELT field since the activities that it recommends such as songs and dramas help learners realize that language learning is more than reading articles or listening audio scripts. Moreover, according to Zaid (2014), with suggestopedia students may think that they are confident than before. The other approaches that are based on humanism are silent way, total physical response (TPR) and community language teaching (CLT).

Silent way is based on a thought that says that learning comes from learners' inner feelings like awareness and perception of the learning (Freeman & Anderson, 2011). This method does not give permission to use mother tongue or target language. The teacher is silent during the learning process and students should be responsible for their own learning (Budiharto, 2018). As Li (2012) states, this method has a purpose to make learners autonomous by giving opportunity to manage the learning process their own. To illustrate, in this method, nearly the whole learning process is shaped in the learners' brains. However, this method has some disadvantages in terms of lack of communication and interaction in the classroom like in classical method. Although this method may be seen as diversified compared to other methods, the silent way might offer to be aware of teaching process happening in students' own perspectives of language learning (Young R. , 2000).

Community language learning- teaching (CLL)'s first aim is to lower the anxiety level of students to start language learning (Koba, Ogawa, & Wilkinson, 2000). This method is based on the trust between the learners and the teachers of English. As Nurhasanah (2015) mentions, this method is seen beneficial for encouraging learners to speak in target language. According to Forge (1971), CLL might be seen as an effective way for adult learners to make them speak. Another important issue about this method is that it reinforces the sympathetic relationship between the teacher and learners since the teacher should behave as a counselor not as an authoritative teacher (Forge, 1977). By this way, the learners and teachers can understand themselves thanks to a strong bond.

Total psychical response has principles for language teaching through psychical actions, songs, games and activities and it can be declared that this method is more suitable for young learners (Er S. , 2013). TPR needs kinesthetic language learning via commands and it is mainly used to teach vocabulary by using body language (Brune, 2004). As Sariyati (2013) states, with TPR, learners may feel themselves enthusiastic enough to learn new language since they may have fun during the process of learning thanks to activities and they take part in learning in an active way. TPR can be seen inappropriate for adult learners because they may avoid kinesthetic activities and besides the abstract words can be hard to adapt to this view; however, clear that TPR is quite advantageous for young learners to teach them vocabulary via songs or kinesthetic activities as Şevik (2012) mentioned.

After it had been understood that language learning needs real communication and interaction, the classical methods started to be seen inadequate for English language teaching (Rahman, 2018). In 1970s the studies about how to teach English might open a new door. The results of Galloway's (1993) study, language education should include real materials and real communication to reflect the real world in the classrooms. In parallel with, a new method called as communicative language teaching (CLT) appeared. In this method, the students are seen as active participants of language learning and they are admitted as creative learners to produce language both fluently and accurately (Sam, 1990). This method combines the classical methods with the innovative way of teaching English (Hiep, 2007). For instance, the materials are authentic, in other words, they are pieces of real language which means the language that native speakers use. It can be said that CLT has based on sociolinguistic principles that advocate the same thing for better teaching (Savignon, 1991). In CLT method, the language focus is both on oral and written language and that's why the students are expected to be fluent and accurate as well (Guilloteaux, 2004). This method supports collective and group working activities with authentic materials to establish an environment based on real interaction and communication (Fang, 2005). The main aim of this method is to improve learners' communicative competence and it "refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language" (Richards, 2006, p. 3). The activities in this method should include communication to enhance communicative competence of the students and to motivate them to teach

English more eagerly since when they feel the sense of achievement while speaking in English they will concern in a more willing way (Diana, 2014).

Another English language teaching method is task based language teaching (TBLT) that derives from CLT (Aliakbari & Jamalvandi, 2010). TBLT aims to make students have proficiency in the target language through meaningful tasks appropriate to natural order of language acquisition rather than presentation-practice-production order (Hismanoglu & Hismanoglu, 2011). It can be said that TBLT gives importance to recycling learning rather than linear order. The learning does not have to happen in the ordered way, it can happen during the tasks as a recycling order (Gnida & Routes, 2013). This method has some similarities to CLT in tasks, but it aims to focus on meaning with the help of tasks. The main aim of this method is to “connection of classroom language learning with real language use outside the classroom” (Raya, 2009, p. 60). The bases of TBLT are (Raya, 2009, p. 60):

- Focus on experiential learning and learner activity.
- Selection of tasks derived from needs analysis.
- Use of authentic texts and materials.
- Connection of classroom language learning with real language use outside the classroom.
- Emphasis on interaction as the means of learning to communicate.

As it seen, the bases of TBLT and CLT are deeply similar; however, TBLT differs from CLT in terms of the way of teaching English with the help of language tasks. In parallel with the developments in human life, the techniques and methods have kept developing. In 1990s when technology has been widespread enough, the life of humans has begun to change by means of the innovations. These innovations can be seen as the new perspectives towards English language teaching field. According to Alperen and Hertsch (2013) innovation is the rethinking and rearranging of the old habits and existed customs. As it can be seen, after technological development, the methods about teaching English have been rearranged to help both learners and students to make this learning process easier (Christopher, Ming, & Anburaj, 2014). To illustrate, the activities are designed with the help of technological developments, or the exams can be applied on electronic environment and besides the students may have more chance to communicate in target language thanks to innovative approaches that support computers, social media accounts and platforms (Yee, Quek, Endert, Chung, & Sawyer, 2012).

Thanks to technology the new approach called as computer assisted language learning (CALL) has occurred. This method offers learners to use computers either as a tool for activities or as a tutor (Parab, 2015). This method is suitable to focus on and improve four skills of language reading, writing, listening and speaking depending on how it is designed to use (Blake R. , 2016). While computers have become inevitable parts of the humans' lives, the internet also helps almost every part in humans' lives. Expectedly, the internet is also designed for ELT field as web based language learning. This ELT method has many opportunities to enhance learning both in schools and at homes by creating a social atmosphere to share information and ideas individually or as a group work (Son, 2008). The social media accounts or new applications to keep in touch with the other people who speak English have been seen as the successful ways to foster English Learning (Greenhow, Robelia, & E. Hughes, 2009). The computer software about teaching English has been seen beneficial for language learners to have better and standard accent by listening the chunks again and again. However, it should be highlighted that even if the students listen to these chunks on their own, they still need the teachers for coordination and leading to be successful enough (Yürüker, 2014).

The methods in ELT have being evolved depending on the new developments in the world, the necessities of the age, the features of students like their ages and interests. What is more important than many approaches in ELT is how they are used in classrooms (Bell, 2007).

2.11.1. Eclectic Method in ELT

No matter how the approaches in ELT are effective the ways that are presented are designed to be used in the classrooms specifying the benefits of teaching. While planning the lessons, teachers can create their own methods for the classes called as eclecticism or in other ways eclectic method.

Eclectic method is the combination of methods according to students' needs and topics by the teacher (Kumar, 2013). The aim of using eclectic method in the ELT classes is to serve the best appropriate method for learners' needs and expectations and bring the students to the common ground (Alharbi, 2017). The study conducted by Koletnik (2015) shows that eclectic method increases the achievement of learning vocabulary on EFL students by adding some translation

methods that is not recommended in CLT method because students feel comfortable the translation activities to learn new vocabulary. Because eclectic method is created by the language teacher adapting the existing language teaching methods to reach the best effective method for his/her students, it may eliminate the constraints of other methods by choosing different parts from different methods according to students' features. That's why eclectic methods is unique for the students and it shows better results because this method is refrained from standardizations and generalizations (Teke, 2016). While doing the combination of the parts of the ELT methods, the teacher should keep in mind that every method has its own advantages and disadvantages for ELT classrooms, so one method works in one class, and the other one cannot fulfill the expectations (Dinçay, 2010).

All in all, using eclectic method can be described as making fine tune adjustments for the learners' levels and cultural backgrounds, and it may foster the process of English learning if it is done meticulously by the teacher.

2.12. Factors Affecting Success in ELT

In ELT field, there are many methods and activities to teach English in a better way; however, the factors that affect success can be investigated before planning the lessons. If the negative issues can be reduced enough or the positive issues are reinforced, the success might welcome students in a more easy way.

As Doğan (2008) states that some thoughts about language learning can have a bad influence on students about learning English. They may feel as if they do not accomplish the learning process successfully and that's why they may avoid attending language lessons in an active way. The main reason behind this event can be learners' anxiety towards English learning process (Young, 1991). According to Baş (2014) students may have some fears to make a mistake while speaking, reading and even writing sections. According to Öner and Gediklioğlu (2007), the students who have high anxiety level feel insecure and as a result their level of achievement is lower than the students who have lower anxiety. The other assumption may be the students can have low-esteem to take part in the lesson actively and to discover their own abilities. In order to overcome these possible obstacles against language learning, the teachers may provide a suitable atmosphere for learners to increase their self-esteem and to overcome students' prejudices (Gilakjani & Ahmadi, 2011).

According to Volery and Lord (2000), the students' characteristics, gender and backgrounds may be determiner factors of success in foreign language education. For instance, some topics of English lessons such as technology and science sometimes may not draw female students' attention or the topics about fashion, or lifestyles may not draw male students' attention. If the class consists of the students from different parts of cities, for instance, the teacher can warm up the topic by using videos and visuals to make sure that every student has an idea about the topic. Otherwise, the students who do not have enough background knowledge may feel insecure. In order to make students eager to learn English, they should be motivated and encouraged, and by this way they may feel secure during the lessons (Yılmaz, 2013).

Another key point that brings success in ELT field is that the importance of culture. As Göçer (2012) clarifies, culture and language is an indispensable couple that affects each other until the humanity will disappear. That's why in order to acquire a language in full context, the cultural background of the target language should be added (Er, 2006). By this, learners may be aware of the characteristic features of the target language. It means the knowledge of attitudes, mimics, attitudes and even using body language in a proper way (Baker, 2011). According to Alptekin (2002), in order to increase achievement in ELT field, intercultural communicative competence should be promoted to teach learners how to make contact with the people by using English language. Intercultural competence means knowing "respect, empathy, flexibility, patience, interest, curiosity, openness, motivation, a sense of humor, tolerance for ambiguity, and a willingness to suspend judgment, among others" (Fantini, 2000, p. 28). Intercultural competence covers communicative competence and its components are discourse competence, strategic competence, grammatical competence and sociolinguistic competence. Discourse competence is the ability to choose suitable words and to adjust for the context (Celce-Murcia, 2007). Strategic competence is described as starting, going on and ending communication in a proper way by using verbal and non verbal language (Çubukçu & Atay, 2017). Grammatical competence means knowing utterances and rules of the language. Sociolinguistic competence means knowing background issues of the language like speaking styles and vocabulary selection (Celce-Murcia, Dörnyei, & Thurrell, 1995). As it is seen, intercultural competence is derived from communicative competence as its sub-skill components, and intercultural

competence aims to make communication better between the interlocutors of the target language (Çubukçu & Atay, 2017). Thus, in order to reach the achievement in English language teaching, these competences might be added and taught meticulously to make learners produce language more clearly. If these factors are transmitted in a true and effective way, students might feel more enthusiastic to language learning because they may see the progress of themselves in target language more easily.

2.12.1. Academic Engagement of ELT Students

Being successful depends on many components apart from attending the courses and studying for the lessons. The main issues affecting success might be motivation and enthusiasm towards English language lessons (Acat & Demiral, 2002). The study shows that motivation increases the academic engagement and success of the students (Singh, Granville, & Dika, 2002). According to Furrer and Skinner (2003), academic engagement is being active and eager to learn and also this term is used to predict the academic success of the students. Academic engagement can be seen as the participation to classes and classroom activities as well (Horstmanshof & Zimitat, 2007). If the teachers of English create a suitable classroom climate by their sympathetic implications, the academic engagement of the students is triggered (Reyes, Brackett, Rivers, White, & Salovey, 2012). In order to get the suitable classroom climate, the teacher might encourage learners to get deeper in the topic. Additionally, the teacher may convince students to take part in the lessons actively by reminding that their participation will result in academic success. Moreover, the teacher may give social support to his/her students by building a healthy relationship (Newmann, 1989).

2.12.2. Socio Educational Model for Language Acquisition

To explain motivation process of the students, Gardner's socio educational approach should be examined (Lalonde & Gardner, 1993). This approach says that the students' attitudes towards learning process and their motivation styles affect language learning together (Atay & Kurt, 2010). Gardner claims that social setting of language learning and cultural components trigger motivation (Gardner R. C., 2005). In order to explain socio educational model, Gardner lays emphasis on a term called

“integrativeness”. This word can be explained as a feeling towards target language and target language community. To illustrate, if the learner is open to target language and culture, he may probably feel integrated to language himself (Gardner R. C., 2012). Briefly, this approach offers that English language learning should include cultural issues to make learners open to learn English and by this way they may feel more motivated and eager (Gardner, Masgoret, Tennant, & Mihic, 2004). It is because that the person wants to know the things who feel curios about it, in order to have curiosity in something a person should have at least a piece of idea about it (Aydınlı, 2015).

2.13. Using Authentic Materials in ELT

Authentic material has been mentioned since the appearance of communicative language teaching method (Azri & Al-Rashdi, 2014). The term “authentic material” means the things that have a real language usage and that are not prepared for educational purposes; they are prepared for native language speakers of the target language (Gilmore, 2007). As Kılıçkaya (2004) mentioned in his study, authentic materials are not designed for didactic usage. It is known that every piece of materials that include target language for native speakers of the target language is called authentic materials except the things that are designed for didactic purposes (Thomas, 2014). The examples of authentic materials that can be used in classrooms can be exemplified as magazines, newspapers, books, videos, songs, news and etc. (Berardo, The use of authentic materials in the teaching of reading, 2006). As Hwang (2005) states, using authentic materials increase motivation students’ motivation because they are satisfied with being exposed to real language, and they feel delight in dealing with the real language.

When authentic materials have been presented, the written materials or videos come to mind; however, authentic materials are not restricted to these materials (Berardo, 2006). Sometimes even a game played in the classroom can be an authentic material for English language learners. To illustrate, the game Jenga can be beneficial for learners when it is adapted to language classes (Hedberg, 2010). The important part is how this game is adapted by English language teacher since adaptation is a significant process to utilize materials for English language classes (Saraç-Süzer, 2007).

2.13.1. Adapting Authentic Materials for English Language Classes

Instead of using instructional materials in ELT classrooms, authentic materials might be preferred to expose students to real language. It is because that the materials used in language classes should serve the language outcomes and help learners to be aware of their own abilities (Nikoopour & Farsani, 2011). Using authentic materials has positive effects on students' language development; however, students may encounter some difficulties with understanding authentic materials. Because authentic materials are not prepared for educational purposes, the language used in them may be beyond students' current level and as a result students may feel loss in these materials and they feel demotivated (Guariento & Morley, 2001). To prevent unwanted effects of authentic materials, teachers of English might decide which materials can be used in classroom meticulously.

During the process of material selection, teachers can pay attention to some issues. For instance, the materials selected to use in the classroom like videos or visual aids should not include many topics rather than the target topic (Kristiawan, 2012). This may seem unrealistic with authentic materials, but if the teacher adapts the videos for that day's topic, for instance, by clipping the video or cutting the picture, the authentic material can serve the purpose. It can be applied for reading passages as well. The teacher should analyze the reading passages in terms of punctuation, the suitability of the language for using at schools and the suitability of the level of the language for students' levels (Darian, 2001). As it is clear enough, the usage authentic materials in ELT may be harder than instructional material usage, but it may be more beneficial for learners at the same time. That's why the teacher may study on the materials before bringing them to the classroom. If the reading passage includes too many idioms that are not suitable for students' level, the teacher might rewrite these parts without changing the gist, or if the text has punctuation mistakes, the teacher might correct them, for instance. Besides corrections on the text, the teacher can omit some parts of the reading passages without creating an ambiguity. To sum up, to adapt reading passages, the teacher may simplify the passage with simpler words or collocations and shorten passages (Short, 1989).

As Taynton and Yamada (2011) indicate, while choosing games for English classes, the adaptation version of known games is more helpful for learners since they have cultural background of the games. Thus, it can be offered English teachers

to adapt classical games for language classes according to targets that are planned to be taught.



CHAPTER III METHODOLOGY

3.1. Presentation

In this chapter, the research design, research method, data collection and procedure are explained in a detailed way.

3.2. Research Design

This study aims to determine the effects of various language games that include competition on sympathetic tendency of EFL students towards English lesson in Turkey. The study gives an idea about the outputs of using language games in the classes by conducting an experimental design on high school students in Gaziantep, Turkey. The experimental research design is selected to be able to whether there is an effect of various competition games on students' sympathetic tendency towards English language lesson in a clear way.

The experimental process has lasted 15 weeks to complete the study. During this process, the planned games are played with experimental group whereas the control group is keeping the curriculum without any English games. At the beginning of the study, a vocabulary test is done as pre test and at the end of the 14 weeks; the same test is done as post test. In the week 15th, the sympathetic tendency questionnaire is done to reach the results whether there is an effect on sympathetic tendency of EFL learners.

The design of various competition games played with experimental group is represented in Table 3.1.

Table 3.1. The plan of various competition games

Units	Title of The Units	Week 1	Week 2	Week 3	Week 4
Unit 2	My Environment 15 th October 2 nd November	Hot Seat 15-19 October	Spelling Game 22-26 October	Completing the Song 29 October- 2 November	-----
			Finding the Opposites 22-26 October		
Unit 3	Movies 5 th November 30 th November	Knowledge Contest 5-9 November	Taboo Game 12-16 November	Silent Motion Pictures 19-23 November	Matching the Synonyms 26-30 November
Unit 4	Human in Nature 3 rd December 21 st December	Quiz Show 3-7 December	Slay the Demons 10- 14 December	Picture Taboo 17- 21 December	-----
				Writing the Most Relevant Words as a Board Race 17-21 December	
Unit 5	Inspirational People 24 th December 18 th January	Guess Who 24-28 December	A Surprise Box 31 December- 03 January	Describe and Draw 7 – 11 January	Chain Game 14-18 January

3.3. Research Population

The study has been conducted with 9th grade students at Istanbul Gaziantepililer Anatolian High School with in Gaziantep, Turkey. In order to conduct

the study, eight 9th grade classes were chosen by the researcher to get equal number of participants when they were arranged as experimental and control groups since experimental research design was used to conduct this study. The total number of the participants consisted of 302 students. The classes were arranged by the school manager at the beginning of 2018-2019 academic years, that's why the classes were not changeable by the researcher. Thus, the level of the participants was supposed to be same because the students were arranged randomly by the school management while forming the classes at the beginning of the year.

According to experimental research design, a control and experimental groups were gathered from 9th grade students by random sampling. The participants consisting of 302 students were divided into two categories as experimental and control group from four classes. It means that control and experimental groups included 151 students respectively. The experimental group consisted of the classes that they were given English lesson by the researcher. Control group classes got English lessons from other English language teacher at the same school.

The age of the participants ranges from 14 to 15 even if all participants were the 9th grade students in the same classroom. The average age of the female participants was 14.71, and male participants' was 14.80. The average age of experimental group was 14.79 and control group was 14.70. The age range of the students going on the same class was suitable for what Ministry of National Education suggests.

Table 3.2. Descriptive Statistics for Participants

Gender		Experimental	Control	Total	χ^2	P
Female	n	95 _a	96 _a	191	.014	.905
	%	62.9	63.6	63.2		
Male	n	56 _a	55 _a	111		
	%	37.1	36.4	36.8		
Total	n	151	151	302		
	%	100.0	100.0	100.0		

*p<.05

Table 3.2 shows the frequency distributions EFL learners for gender and chi-square analyses results according to groups. According to chi-square results, there were no difference between experimental and control group according to gender.

3.4. Instruments

In order to collect data, a questionnaire and a word knowledge multiple choice test which was designed as pre-test and post-test were used. A questionnaire aimed to measure the sympathetic tendency of learners and it was prepared by the researcher herself. During the preparation process of questionnaire, psychological sources were demanded to write the items. The word knowledge test aimed to measure the development of the students' vocabulary knowledge. While preparing the word knowledge test, the existing word knowledge test created by Cambridge Press was adapted by the researcher according to target words of the units suitable for the course book and workbook of 9th grade students determined by Ministry of National Education. In Istanbul Gaziantep İler Anatolian High School, the book "Teenwise" was used according to the decision of Ministry of National.

As the title of the study suggests, the language games that include competition were prepared by the researcher according to target vocabulary of the units to be played with experimental group during the process needed for the study. The games were designed by considering students' age, interest, class size and English curriculum written by the Ministry of National Education. Since the school chosen for the study is a state high school, the classrooms include 37-38 students approximately. The games were played as groups so as to create a competitive atmosphere needed for the study and it means that the groups playing games consisted of 7 or 8 students at most.

3.4.1. Sympathetic Tendency Questionnaire

In order to determine the sympathetic tendency of the control and experimental group, sympathetic tendency questionnaire (Appendix A) was used. This questionnaire was created by the researcher by getting help from Üstün Dökmen's empathetic tendency scale prepared in 1988 which aimed to measure the

empathetic skills of people while building relationship in their daily lives (Kışlak & Çabukça, 2002).

In order to form the questionnaire, the 9th grade students were asked to write their thoughts, wishes and complaints about English language lessons. According to writings of the students, the items in the questionnaire were shaped. Then, the items were checked by an academician from psychology department at Gaziantep University to be sure whether this questionnaire is suitable for its purpose. In other words, the questionnaire was checked in case it includes items related to empathy. In parallel with this, the irrelevant items were omitted. Besides, the statements in the questionnaire were asked to be examined to check the language appropriateness for Turkish by an academician from Turkish and social sciences education department at Gaziantep University. Lastly, the items were checked again in order to be sure the suitability of them for logical order. When the necessary regulations were completed, the questionnaire was applied on the participants.

The questionnaire that was prepared by the researcher consisted of two parts. The first part aimed to specify participants according to their genders and age ranges. The second part aimed to measure the frequency of the items.

The questionnaire consisted of 35 items. It was based on 5 point likert scale showing the frequency of the items. It means that 1 point was used to explain the frequency of the items that refers never in the scale and 5 points were used to explain the frequency of the items that refers always in the scale.

The sympathetic tendency questionnaire was designed to measure sympathetic tendency of EFL learners in Turkey towards English language lesson, but the item 30 can be related to collaborations skills of the participants in accordance with the sub-factor of sympathy mentioned in chapter II.

In order to develop a scale from the existing questionnaire, the necessary tests were done. To check the reliability of the questionnaire, Cronbach's Alpha value was calculated and to check the items in the questionnaire in terms of their number and suitability. At the end, the sympathetic tendency scale was gathered. The steps and the results of the tests are presented in the following chapter.

3.4.2. Sympathetic Tendency Scale

In order to obtain a scale, necessary tests were conducted and sympathetic tendency scale (Appendix B) consisting of 23 items with 5 factors was occurred as a result of works of the researcher and Assoc. Prof. Dr. Filiz Yalçın Tilfarlıoğlu.

Item Analysis

In order to find the relationship between the items, spearman correlation test was applied and the results Scale are given in Table 3.3.

Table 3.3. Spearman Correlations

	Sympathetic Tendency
Item1	.436**
Item2	.514**
Item3	.359**
Item4	.445**
Item5	.475**
Item6	.442**
Item7	.585**
Item8	.567**
Item9	.460**
Item10	.530**
Item11	.473**
Item12	.614**
Item13	.654**
Item14	.561**
Item15	.474**
Item16	.685**

Item17	.611**
Item18	.597**
Item19	.655**
Item20	.607**
Item21	.473**
Item22	.408**
Item23	.591**
Item24	.594**
Item25	.671**
Item26	.544**
Item27	.562**
Item28	.635**
Item29	.554**
Item30	.588**
Item31	-.195**
Item32	.359**
Item33	.632**
Item34	.606**
Item35	.494**

*p<.05; **p<.01

Before the validity and reliability analyses of 35-item Sympathetic Tendency Scale, each item in the scale was subjected to item analysis in terms of its correlation with the total score of the scale. Spearman correlation analysis revealed that correlations were changing between -.195(M31) and .685 (M16). The result of correlation analysis item 31 scores were reversed (1=5; 2=4; 3=3; 4=2; 5=1) due to the item total correlation and the meaning of item and new item total is calculated. A

second correlation analysis is conducted to reveal new correlations between the items and the total score of the scale.

The second Spearman correlations between items and item total score of Sympathetic Tendency Scale are given in Table 3.4.

Table 3.4. The Second Spearman Correlations

	Sympathetic Tendency
Item1	.416**
Item2	.528**
Item3	.344**
Item4	.433**
Item5	.499**
Item6	.471**
Item7	.581**
Item8	.546**
Item9	.435**
Item10	.526**
Item11	.465**
Item12	.615**
Item13	.644**
Item14	.554**
Item15	.485**
Item16	.683**
Item17	.593**
Item18	.596**
Item19	.657**

Item20	.601**
Item21	.500**
Item22	.442**
Item23	.578**
Item24	.595**
Item25	.674**
Item26	.548**
Item27	.540**
Item28	.658**
Item29	.557**
Item30	.592**
Item31	.322**
Item32	.326**
Item33	.617**
Item34	.593**
Item35	.480**

*p<.05; **p<.01

The second Spearman correlation analysis revealed that correlations were changing between .322 (M31) and .683 (M16). Since the correlations of all items with the total score were above $r=.20$, factor analysis was conducted without removing any items from the scale.

Factor Analysis

In order to categorize and reduce variables in the scale factor analyse was applied. The results of factor analysis results were shown in Table 3.5 and Figure 3.1. Since total item score correlation was over .20 for each item, all 35 items of the scale were subjected to varimax rotation principal components analysis (KMO=.94;

Bartlett Test of Sphericity₍₅₉₅₎=5228.609; $p<.001$). As a result of the analysis, a 6 factor structure with 35 items an eigen value above 1 was obtained, explaining 57.976% of the variance. Analysis revealed that items 4, 16, 25, 7, 19, 33, 11, 15 were load from different factors by less than 1.0. After omitting items factor analyses repeated with 27 items. The rest 27 items in the scale were subjected to varimax rotation principal components analysis (KMO=.93; Bartlett Test of Sphericity₍₃₅₁₎=3611.291; $p<.001$). As a result of the analysis, a 5 factor structure with 27 items an eigen value above 1 was obtained, explaining 57.613% of the variance. Analysis revealed that items 10, 27, 2, 3 were load from different factors by less than 1.0. After omitting items factor analyses repeated with 23 items. The rest 23 items of the scale were subjected to varimax rotation principal components analysis (KMO=.93; Bartlett Test of Sphericity₍₂₅₃₎=2985.074; $p<.001$). As a result of the analysis, a 5 factor structure with 27 items an eigen value above 1 was obtained, explaining 60.769% of the variance.

Table 3.5. Varimax Rotation Principal Components

İtem	F1	F2	F3	F4	F5
<i>Eigen value: 8.305; Variance explained: 36.108%</i>					
Item s24	.777				
Item s29	.758				
Item s30	.742				
Item s20	.738				
Item s17	.724				
Item s34	.721				
Item s18	.719				
Item s13	.708				
Item s35	.668				
Item s14	.656				
<i>Eigen value: 2.318; Cumulative variance explained: 10.076%</i>					

Item s31	.716	
Item s5	.706	
Item s22	.616	
Item s21	.605	
Item s28	.597	
Item s12	.537	
Item s6	.536	
<i>Eigen value: 1.262; Cumulative variance explained:5.488 %</i>		
Item s1	.785	
Item s9	.648	
Item s8	.646	
<i>Eigen value: 1.079; Cumulative variance explained:4.693 %</i>		
Item s23		.678
Item s26		.656
<i>Eigen value: 1.013; Cumulative variance explained:4.404 %</i>		
Item s32		.848

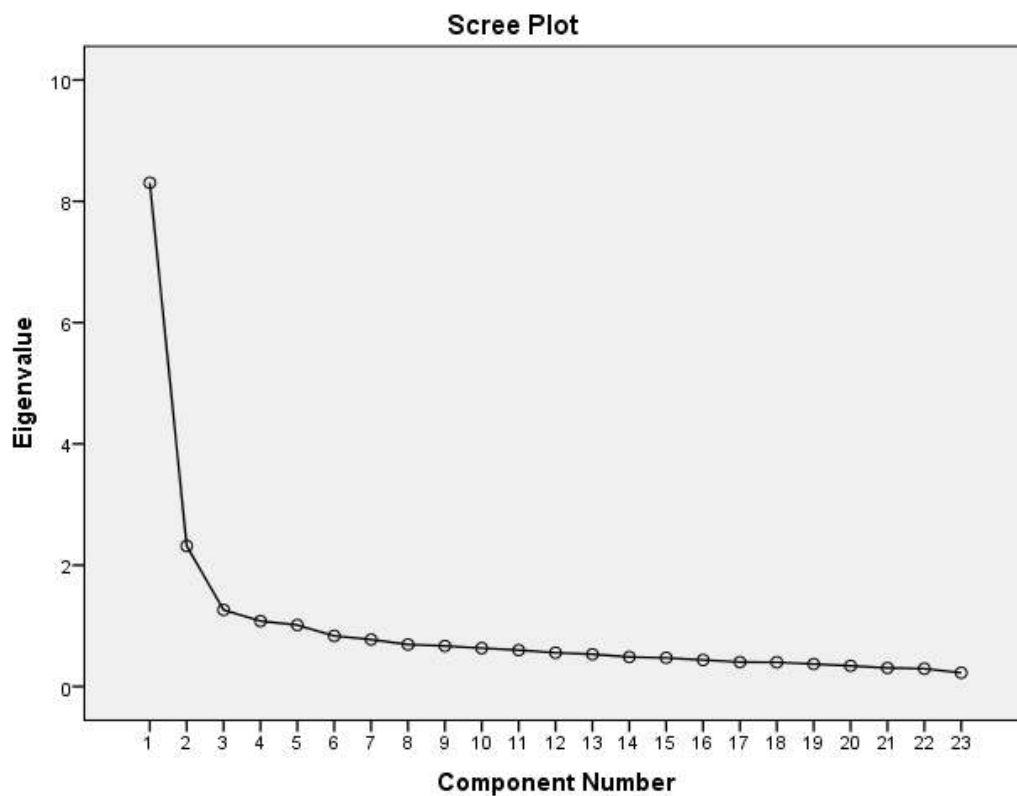


Figure 3.1. Scree Plot for Sympathetic Tendency Scale

Internal Consistency

In order to check the internal consistency of the scale, Cronbach's Alpha coefficients of Sympathetic Tendency Scale was measured and presented in Table 3.6.

Table 3.6. Cronbach's Alpha Coefficients

	Cronbach's Alpha	N Items
Total	.905	23
F1	.921	10
F2	.797	7
F3	.669	3
F4	.583	2
F5	-	1

Total Cronbach's Alpha of the scale was $\alpha=.905$. Internal consistency coefficients of the scale were respectively .921 for F1, .797 for F2, .669 for F3 and .583 for F4. F5 is consisted of one item, so Cronbach's Alpha for F5 was not calculated.

According to results of factor analysis, the items in first factor aim to measure benefits of language games. The items in the second and the third factor were related to sympathy. The items in the forth factor aim to gauge learner evaluation and the last factor aims to measure learner autonomy. All these factors were mentioned in chapter II by associating with sympathy.

3.4.3. Test Your Vocabulary

In order to compare the similarities or differences between the control and experimental groups in terms of their vocabulary knowledge in the learning process, the word knowledge test prepared for elementary levels by Cambridge University Press and adapted by the researcher was used as the pre-test at the beginning of the study and as the post-test at the end of the study. The elementary level test was chosen because according to English curriculum stated by Ministry of National Education, 9th grade students are accepted as A1/A2 in compliance with CEFR (T.C. Milli Eğitim Bakanlığı, 2018).

Test Your Vocabulary, adapted test used in the study, (Appendix C) consisted of 40 questions about the target vocabulary that the units 2, 3, 4 and 5 aim to teach from the course and workbook of 9th grade students which were determined by Ministry of National Education. This test consisted of 40 questions total and only 2 questions (20 and 22) were based on matching questions other 38 questions were multiple choice questions.

The original Vocabulary Test (Appendix D) by Cambridge University Press contains 60 questions designed as multiple choice questions except two questions number 34 and 36. In order to apply this vocabulary test for this study, the researcher omitted the questions from 60 to 40 to make the test purposeful for the study. The vocabulary test was arranged to be consisted of 40 questions to get reliable and valid results. Because of this reason, the questions that are not complied with the target words of unit 2, 3, 4 and 5 were eliminated. The questions that measure tense knowledge and suffix, prefix knowledge were omitted to narrow down the test to

make test appropriate for the purpose of the research. After eliminating the questions not suitable with the target words of the unit, the researcher added questions in parallel with the target words from unit 2, 3, 4 and 5.

In the Vocabulary Test by Cambridge University Press, the questions 3, 5, 6, 7, 8, 9, 10, 12, 13, 22, 27, 28, 32, 33, 35, 48, 52, 53, 56, 59 and 60 were removed because these questions were written to measure vocabulary knowledge at sentence level, thus, these questions were not appropriate for the aim of the research. The questions 1, 15, 17, 18 and 24 were related to phrasal verbs and conjunctions not related to target units, the questions 20 and 25 were related to suffix and prefixes, the questions 19 and 26 were related to parts of the speech, and the questions 29, 30 and 49 were eliminated to abolish the words not suitable for the target units.

In Test Your Vocabulary designed by researcher the questions 2, 3, 7, 8, 12, 13, 16, 18, 19, 21, 35 and 39 were not taken from the vocabulary test by Cambridge University Press; they were added to test the participants' vocabulary knowledge related to target units. However, other questions were taken from vocabulary test by Cambridge University Press. In addition to that, the question 9 was the regulation of question 21, the question 27 was the regulation of question 41, the question 30 was the regulation of question 44, and the question 38 was the regulation of question 29 from the original vocabulary test. While checking the scores of the participants, the evaluation was done according to correct answers.

3.5. Data Collection

This part explains the gathering and analyzing data process in a detailed way.

3.5.1. Pilot Study Process

In order to conduct the study process in a correct way, the pilot study was carried out with small groups to check the process whether there were any problems or not. In order to conduct the pilot study, the small sample group consisting of 60 students was chosen by the researcher randomly. The pilot was conducted with 9th grade students from Istanbul Gaziantepiller Anatolian High School in the second semester of 2017-2018 academic years. The participation of the study was not

compulsory, so only the students wanted to attend the pilot study were chosen. The questionnaire that measures the sympathetic tendency of EFL learners in Turkey towards English lesson prepared by the researcher was applied and the gathered data was analyzed by using a statistical analysis program, SPSS version 21, to check the reliability of the questionnaire. According to results, the Cronbach's Alpha figures .855 and it means that the items are reliable enough to be used in the study to gather the necessary data.

3.5.2. Data Collection

The data that is needed for the study was gathered in 2018-2019 academic year within the first semester. The study was begun to be conducted in the first semester of the academic year in October, and it continued 15 weeks. At the beginning of the process the vocabulary test was conducted with the all participants chosen by the researcher with random sampling and at the end of this process the same vocabulary test was conducted with the same participants as the post-test to compare the results.

At the same time, a questionnaire was conducted to indicate the participants' sympathetic tendency towards English lesson. This questionnaire was conducted towards the end of the study process that lasted 15 weeks, so the questionnaire was conducted at the 14th week of this process.

While choosing and arranging the participants of the study, the students were informed that taking part in the study was not compulsory and the study had not an effect on their school grades. Thus, all participants were eager to take part in this study.

3.5.3. Data Analysis

The collected data through the questionnaire that aims to measure the sympathetic tendency of EFL learners and the vocabulary test that aims to measure the vocabulary development of EFL learners were analyzed by using SPSS version 21. In order to determine the demographic features of the participants, chi-square analysis was conducted. The aim of applying chi square analyze was to demonstrate the age range and gender distributions of the participants according to control and

experimental groups because the features wanted to be aimed have non-numeric characters.

In order to analyze the data from sympathetic tendency questionnaire, independent samples T-test was applied to find mean scores of experimental and control groups. As a next step, in order to analyze the data according to gender, independent samples T-test was conducted for experimental and control groups separately. Lastly, to be able to analyze the data according to gender in total, independent samples T-test was conducted.

So as to analyze the data gathered from vocabulary test applied as pre-test and post-test, paired samples T-test was applied to reach the pre-test and post-test results according to experimental and control groups separately. In order to compare the pre and post results of the experimental and control groups, independent samples T-test was applied.

CHAPTER IV FINDINGS

4.1. Presentation

In this chapter, statistical analyses applied to the data collected in accordance with the purposes of the research are given.

4.2. Descriptive Analyses

4.2.1. Sympathetic Tendency of EFL Learners

In order to examine the scores of sympathetic tendency and its subscale, collaboration, independent samples T test was conducted.

The mean scores gathered from the questionnaire are presented in table 4.1.

Table 4.1. Mean Scores of Sympathetic Tendency and Subscale

	N	M	SD
Sympathetic Tendency Total	302	135.68	24.210
Collaboration	302	4.43	.995

Table 4.1 shows that mean score values for the sympathetic tendency questionnaire and its subscale, collaboration.

4.2.2. Vocabulary Knowledge of EFL Learners

In order to examine the pre and post test results of the participants independent samples T test was conducted.

Mean score of pre test and post test gathered from vocabulary test is presented in table 4.2.

Table 4.2. Mean Scores of Vocabulary Knowledge

	N	M	SD
Pre Test	302	21.06	6.201
Post Test	302	29.29	8.482

As Table 4.2 illustrates, the post test results of the participants are higher than pre test results in total.

4.3. Inferential Analyses

In this part, the research questions are answered according to analyzed data results.

Results for the research Question #1 To what extent various competition games have effect on sympathetic tendency of EFL learners in Turkey?

The main of this study was to investigate whether various competition games have an effect on sympathetic tendency of EFL learners in Turkey. In order to answer the research questions in detailed, the results are showed under two titles: comparisons between the groups and comparisons between the groups according to gender.

4.3.1. Experimental and Control Group Comparisons

In order to examine the sympathetic tendency scores according to groups, independent samples T test was conducted.

Comparisons of sympathetic tendency mean scores according to experimental and control groups and results of independent samples T-test are presented in Table 4.3.

Table 4.3. Sympathetic Tendency Mean Scores according to Groups

Sympathetic Tendency	N	M	SD	T	p
Experimental	151	136.16	23.219	.349	.728
Control	151	135.19	25.230		
Total	302	135.68	24.210		

*p<.05

According to analyses of gathered data from sympathetic tendency questionnaire, the results reached from independent samples T-test revealed that there are no significant differences between mean scores of sympathetic tendency of experimental and control groups. This table shows that various competition games do not have an effect on EFL learners' sympathetic tendency in Turkey according to compared results between the groups.

4.3.2. Experimental and Control Group Comparisons According to Gender

In order to examine the sympathetic tendency scores of experimental and control group according to gender, independent samples T test were conducted.

Comparisons of sympathetic tendency mean scores of experimental group according to gender and results of independent samples T-test are presented in Table 4.4.

Table 4.4. Sympathetic Tendency Mean Scores of Experimental Group

Group	Sympathetic Tendency	N	M	SD	T	P
Experimental	Female	95	141.26	19.669	3.400	.001*
	Male	56	127.51	26.231		

*p<.05

Independent samples t test revealed that there are significant differences between sympathetic tendency mean scores of female and male participants in the

experimental group ($t=3.400$; $p=.001$). Mean sympathetic tendency score of female participants ($M=141.26$) is higher than male participants ($M=127.51$) in the experimental group. It can be concluded from the results that the effect of various competition games on sympathetic tendency can be seen on female participants in experimental group because their sympathetic tendency results are higher than male participants' sympathetic tendency results.

Comparisons of sympathetic tendency mean scores of control group according to gender and results of independent samples T-test are presented in Table 4.5.

Table 4.5. Sympathetic Tendency Mean Scores of Control Group

Group	Sympathetic Tendency	N	M	SD	T	P
Control	Female	96	138.12	22.380	1.774	.079
	Male	55	130.07	29.070		

* $p>.05$

There is no significant difference between sympathetic tendency mean scores of female and male participants in the control group. As it is explained in table 4.4, various competition games have an effect on female students' sympathetic tendencies. Table 4.4 and 4.5 support this conclusion.

Comparisons of sympathetic tendency mean scores of total group according to gender and results of independent samples T-test are presented in Table 4.6.

Table 4.6. Sympathetic Tendency Mean Scores of Groups

Group	Sympathetic Tendency	N	M	SD	T	P
Total	Female	191	139.68	21.079	3.599	.000*
	Male	111	128.78	27.578		

* $p>.05$

There is significant difference between sympathetic tendency mean scores of female and male participants in both groups ($t=3.599$; $p=.000$). Mean sympathetic tendency score of female participants ($M=139.68$) is higher than male participants ($M=128.78$) in all groups.

Results for the Research Question # 2 To what extent various competition games have an effect on collaboration skills of EFL learners in Turkey?

The second research question of the study is related to first research question, since collaboration is a sub-factor that reinforces sympathetic tendency. In the sympathetic tendency questionnaire, item 30 was analyzed to reach the results below. In order to examine the collaboration results of the groups, independent samples T test were conducted.

Comparisons of collaboration mean scores according to experimental and control groups and results of independent samples T-test are presented in Table 4.7.

Table 4.7. Collaboration Mean Scores According to Groups

Collaboration	N	M	SD	T	P
Experimental	151	4.57	.812	2.484	.014*
Control	151	4.29	1.133		
Total	302	4.43	.995		

* $p<.05$

Independent samples T-test revealed that there are significant differences between mean collaboration scores of experimental and control groups ($t=2.484$; $p=.014$). Mean collaboration score of experimental group ($M=4.57$) is higher than control group ($M=4.29$). The results indicate that various competition games have an influence on collaboration skills which is a sub-factor of sympathy. Since various competition games were played in groups, they became influential to improve collaboration skills of the participants in experimental group.

Results for the Research Question # 3 To what extent various competition games affect academic success of EFL learners in Turkey in terms of vocabulary knowledge?

4.3.3. Vocabulary Knowledge Results of EFL Learners

In order to examine the pre test and post test scores of the experimental and control groups, paired samples T test were conducted.

Comparisons for pre and post test vocabulary knowledge mean scores of the experimental group, and paired samples T-test results are presented in Table 4.8.

Table 4.8. Vocabulary Knowledge Mean Scores of the Experimental Group

Group	Test	N	M	SD	T	P
Experimental	Pre test	151	21.10	5.875	-21.005	.000*
	Post test	151	34.23	5.084		

*p<.05

Paired samples T-test revealed that there is a significant difference between pre test mean scores and post test mean scores of experimental group ($t=-21.005$; $p=.000$). Post test mean scores ($M=34.23$) are significantly higher than pre test mean scores ($M=21.10$) in the experimental group. The table can be inferred that various competition games are effective to learn vocabulary through games in English language classes.

Comparisons for pre and post test vocabulary knowledge mean scores of the control group, and paired samples T-test results are presented in Table 4.9.

Table 4.9. Vocabulary Knowledge Mean Scores of the Control Group

Group	Test	N	M	SD	T	p
Control	Pre test	151	21.01	6.530	-3.751	.000*
	Post test	151	24.18	8.230		

*p<.05

Paired samples T-test revealed that there is a significant difference between pre-test mean scores and post test mean scores of control group ($t=-3.751$; $p=.000$). Post-test mean scores ($M=24.18$) are significantly higher than pre test mean scores ($M=21.01$) in the control group. The results show that in the process of English classes, the control group students also make a progress as an outcome of the learning process.

In order to examine the pre test and post test results according to groups, independent samples T test were conducted.

Comparisons of experimental and control groups for their pre-test scores of vocabulary knowledge and independent samples T-test results are presented in Table 4.10.

Table 4.10. Pre-test Scores of Vocabulary Knowledge

Test	Group	N	M	SD	t	P
Pre test	Experimental	151	21.10	5.875	.120	.904
	Control	151	21.01	6.530		

*p<.05

Independent samples T-test revealed that there is no significant difference between pre test vocabulary knowledge mean scores of experimental and control groups.

Comparisons of experimental and control groups for their post test scores of vocabulary knowledge and independent samples T-test results are presented in Table 4.11.

Table 4.11. Post-Test Scores of Vocabulary Knowledge

Test	Group	N	M	SD	t	P
Post Test	Experimental	151	34.23	5.084	12.762	.000*
	Control	151	24.18	8.230		

*p<.05

Independent samples T test revealed that there is a significant difference between post test vocabulary knowledge mean scores of experimental and control groups ($t=12.762$; $p=.000$). Post test mean scores of experimental group ($M=34.23$) are significantly higher than control group's ($M=24.18$). The results state that during educational process, students are going on learning vocabulary as a result of cyclical program of English curriculum; however, when the educational process is enriched with language games including competition, the success of the students can be increased more.

CHAPTER V

DISCUSSIONS

5.1. Presentation

In this chapter the purpose of the study and the discussion according to data analyses and other studies in literature are explained.

5.2. Purpose of the Study

The main aim of this study was to investigate whether various games that include competition have an impact on students' sympathetic tendency towards English lesson. Besides, in order to see the effects of various competition games, a vocabulary test was used to see whether there was any progress of participants' vocabulary knowledge.

5.3. Discussion

This study was based on three research questions presented in chapter I. In this section, the results and other studies in literature are discussed for each research question separately.

Research Question 1. To what extent various competition games have an effect on sympathetic tendency of EFL learners in Turkey?

In this research question, the researcher tried to seek answer whether there is an effect of various competition games on sympathetic tendency of EFL learners. As it is mentioned in the methodology part, the control groups surpassed English lessons without playing games including competition; however, the experimental group played games created by the researcher in parallel with the target vocabulary of the units and every week they played a different game including competition. The results from the questionnaire measuring sympathetic tendency of EFL students towards

English lesson show that there is not a difference between the control and experimental groups in terms of their sympathetic tendency results towards English lesson (Table 4.3). It means that their sympathetic tendencies are stable and not open to increase or decrease. This similar result may be originated from the ages of the participants because their ages range from 14 to 15. This means, they are in adolescence period. As Blakemore and Mills (2014) state that adolescence is a process that is tender in terms of people's emotional situation and because of that teenagers may have difficulty to express their feelings. Thus, the teenage participants might avoid reflecting their feelings to the questionnaire sincerely.

The stability of the sympathetic tendency can be explained that control group looks neutral since they did not have any change in their lessons in terms of the way of teaching vocabulary process. This stabilization can be expressed for experimental group in terms of changing the way of teaching process. If longer process was adapted by the students, seeing the change in positive or negative way would be easier and clear.

The analyzed results show that the sympathetic tendency has difference if it is examined in terms of participants' gender. According to analyzed data, female participants have higher sympathetic tendency than male participants both in experimental group and control groups (Table 4.4 and 4.5). During the experimental process, female students were more interested in playing language games than male students and this observation is supported by the analyzed results. Thus, this research shows that female students have higher sympathetic tendency towards English when it is compared to male students. This result can be given as evidence to a study by Huffaker and Calver (2005) that seeks answers to the usage of language according to genders. The result of the study shows that females tend to use language in an indirect way with higher emotions. During the games, competition creates excitement and it needs passion and caution in other words, emotions have an influence on the language. Therefore, male participants might not be as satisfied as female participants and this situation might affect their sympathetic tendency towards English. Besides, the results of this study matches with a study conducted by Rehber and Atıcı (2009) related to empathetic tendency of students. According to Rehber and Atıcı's (2009) study, female students have higher empathetic abilities when it is compared to males. Similarly, in Bora and Baysan's study (2009), the

results stated that female students have higher empathetic abilities than males. Empathetic abilities can be resembled to sympathetic abilities since sympathy and empathy are very near terms. As it was explained in chapter II, sympathy is a term that is mixed up with the similar term; empathy. However, there is a slight difference between these terms. Empathy is being another person's shoes to understand his/her situation; however, sympathy is subscribing to the same feelings (Kışlak & Çabukça, 2002). Sympathy is coded as sharing emotions with other persons. Because of this reason, in order to start to feel sympathy to another person she/he should be give signals that explains his/her emotions. Otherwise, the sympathy cannot be appeared (Vitz, 2004). According to Fontaine (1997), empathy can be a way to trigger sympathy because people want to know other person's feeling before caring to his / her. Thus, it can be expected to get similar results with empathetic tendency and sympathetic tendency studies, but this study is the prominent study for sympathetic tendency and so, the results cannot be compared with previous studies.

Research Question # 2 To what extent various competition games have an effect on collaboration skills of EFL learners in Turkey?

This research questions tried to find answer whether there is an effect of various competition games on sympathetic tendency of learners. During the study, experimental group was exposed to language games in every week, but control group followed the curriculum without games. According to what the results illustrate that experimental group's collaboration values were higher than control group (Table 4.7). Thus, it can be inferred that collaboration skills of the participants were reinforced through various competition games. This result bears a resemblance to the result of Saha and Singh's studies (2016) in which language games were found as an effective way to improve learners' both collaboration and language skills. According to Klimova (2015), language games can trigger collaboration in language classrooms. The result of the study by Hromek and Roffey (2009) indicates that games can be used to reveal students' collaboration skills.

Research Question # 3 To what extent various competition games affect academic success of EFL learners in Turkey in terms of vocabulary knowledge?

In this research question, the effect of various competition games on academic success of the students was investigated. To be able to examine the progress and the effects of various competition games on students' vocabulary knowledge, the vocabulary test is used as pre and post-test for both groups.

The results of the vocabulary test indicate that the beginning point of the control and experimental groups is nearly same as each other (Table 4.10). However, the compared results of pre-test and post-test according to the control and experimental groups show that the various competition games have a positive effect on learning and remembering target vocabulary (Table 4.9). It can be referred that using various competition games adapted for the units with scheduled periods help learners learn target vocabulary. According to observations of the researcher, the students from experimental group were more successful than the students in control group in terms of their exam grades. It can be inferred that various competition games might help learners learn target vocabulary without memorizing and that's why they might remember them easily. The results support the idea of Uberman's statement "Games ought to be at the heart of teaching foreign languages" (Uberman, 1998, p. 3).

When the mean scores of post-test are compared (Table 4.11), it is clear that the scores of experimental group are higher than the results of control group who did not have language games in their lessons. As a result, it can be said that language games becomes helpful for language learners in terms of their success in terms of vocabulary. A study by Taheri (2014) supports this study's results since in that study language games were investigated as a success factor and the results indicate that language games increase academic success of the students. According to a research, the students who have difficulty in learning and remembering the words are the ones who seldom attend the language games (Blachowicz & Fisher, Vocabulary Lessons, 2004). Hence, the results of this study also reach the same point with that study. According to Ghanbaran and Ketab (2014), language games are useful to teach both incidental and intended vocabulary, but there may be some limits. The results of that study suit with the results of this study in somehow, but the incidental learning part may be investigated in further studies.

The post-test results of the vocabulary test (Table 4.11) show that control group also increases their vocabulary score when it is compared to pre-test scores,

but the rate is not the same with rate of the experimental group. As Kozikoğlu (2014) states, English language program is designed as a cyclical program and that means some words and contents are presented again in different themes/unites to reinforce the learning. Because of that reason, the control group might have a chance to repeat the vocabulary again and that might help memorize the words. Besides, the activities in English lessons apart from games, like chain drill or reading activities might be helpful to reinforce what they have learnt before. Another possibility is that while studying for exams, the students might memorize the target words and that would be practical to increase the permanence of the target vocabulary. Or, after the pre-test the students might look up to dictionary to learn the words in the test because of curiosity and that might lead to memorize the words. The last possibility for the post-test results of the control group might be resulting from teacher difference because as it was mentioned before the teachers of experimental and control groups were not the same person.

5.3.1. Discussion of Sympathetic Tendency Questionnaire

In literature the emphatic tendency scale by Dökmen (1988) is available; however, sympathetic tendency questionnaire is the prominent one in ELT and educational field.

This questionnaire was prepared based on the thoughts of the students and the items were written to measure sympathetic tendency. During the process of item writing, the related issue, collaboration was added as a subchapter. As Büyüköztürk (2005) states, the questionnaires may have subchapters based on the topic that they aim to measure.

The questionnaire can be adapted to be used in different studies by the researchers.

5.3.2. Discussion of Sympathetic Tendency Scale

The sympathetic tendency questionnaire prepared by the researcher was developed and turned to a scale. The analysis of the scale was mentioned in chapter III in a detailed way.

According to factor analysis, the scale has five factors similar to a scale developed by Çakır (2004) to measure occupational judgment of the participants in his study. In sympathetic tendency scale, factor 2 and factor 3 might have close purposes and these factors might be admitted as one factor. Or, the scale can be used to work on total score of the participants instead of looking factors.

As Doğan and Başokçu (2010) mentioned, using same scales in different subjects can be effective to be able to enhance the effectiveness of the scale. Thus, this scale may be applied on other subjects in the future. Or, the scale can be adapted by the researcher if they need.



CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.1. Presentation

This chapter explains the summary of the study, conclusion remarks and gives recommendation for further studies.

6.2. Summary of the Study

The purpose of this study was to investigate whether various games that include competition have an effect on EFL learners' sympathetic tendency towards English lesson. The experimental research design was used and the participants were divided into two groups as control and experimental groups randomly by the researcher. In order to conduct the study, 15 week process was planned by creating and designing games that include competition to play with the experimental groups in the first semester of 2018-2019 academic year. The total number of the participants was 302, and in control group there were 151 students and in experimental group there were 151 students as well. This study was conducted at a state school, Istanbul Gaziantepililer Anatolian High school, and because of that reason the class sizes and the students in the classes were not intervened. Before starting to conduct this study, a pilot study was done in the second semester of 2017-2018 academic year with 60 students that were chosen by random sampling by the researcher to be able to foreseen the reliability of the questionnaire and according to the results analyzed by SPSS version 21, the reliability was measured at .855.

At the beginning of the study, the vocabulary test was conducted as pre-test to determine the levels of the students as control and experimental groups. In the 14 weeks, the games were played with experimental groups and the control groups kept their lessons regularly without games. Before finishing the process of playing games, in order to measure the sympathetic tendency of the students the questionnaire was conducted in the 14th week on both groups to be able to see whether there was a

different between the results referring sympathetic tendency. At the end of the process, the same vocabulary test was conducted on both groups as post-test to be able to specify their progress.

In order to analyze the gathered data from the questionnaire and the vocabulary test, SPSS version 21 was used. To analyze the demographic frequency distributions chi-square test was applied and Independent samples T-test was used to discover whether there is a significant difference between control experimental groups in terms of their pre-test and post-test and scores in vocabulary test. The results state that there is a significant difference between the scores of post-test results of experimental and control groups. In order to discover whether there is a significant difference between pre-test and post-test results of experimental group and control group in itself, paired samples T-test was used. According to results, both groups reach different scores at post-test, but the experimental groups reach higher scores. To be able to compare the results of questionnaire between the experimental and control groups, independent samples T-test was used. The results state that there is no difference between the scores of both groups in terms of their sympathetic tendency, but the same results reveal that female students have higher scores than males.

6.3. Conclusion

This study has been done to answer three research questions in terms of sympathetic tendency of EFL learners. The answers for these research questions were explained in chapter IV and discussed in chapter V.

This study can be admitted as a pioneer study for further researches since it proposes a new term sympathetic tendency to both English language teaching and educational field.

Sympathetic tendency which means having skills to show sympathy is different from empathetic tendency which means having abilities to establish empathy (Doğan, Üngüren, & Algür, 2010).

Learning a new language is more than learning the grammatical rules of the target language. That's why the learners of a new language should devote themselves to learning a new language and the culture of that target language. According to Peirce (1995), when a speaker of English does not have adequate competence to

speak, he/she may feel demotivated to communicate with interlocutors. As it is understood, the learners of English should feel motivated and confident to use the language properly. The activities such as games to motivate students have an effect in and outside the classroom, so students feel surpass learning English (Sugita & Osamu, 2010).

The results of this study express that various competition games are prospering to increase academic success of EFL learners. As Cagiltay, Erol and Sahin Ozcelik (2015) stated in their studies, the games that include competition motivate students and by this way, they increase their academic successes. Besides, playing games in the classes helps lowering students' anxiety level by creating a warm atmosphere for learning new things, but the games should have clear purposes and results to be beneficial enough.

The results of the study demonstrated that various competition games have influence on sympathetic tendency of female students. As it is explained in this study, the term sympathy means dividing emotions with the other people. In lessons, sympathy may be a key point to share same emotions to be able to reach the same goal; learning. To be able to reach the same goal, students should meet in the middle and that's why they should be engaged in some activities like games that are created to make them feel the same. As it is known, learning is not eliminated from the emotions (Barcelos, 2015). Therefore, positive emotions should be reinforced to eliminate negative emotions in other words; language barriers. According to results of this study, games are helpful to lessen the language barriers.

Emotional intelligence is a kind of intelligence that affects people while giving responses to people or events. Sympathy is seen as a subtitle of emotional intelligence that is required emotional phenomenon since sympathy and social cooperation are linked to each other (Sally, 2001). The results of the study reveal that various competitive language games are practical to enhance collaboration skills of EFL learners. Thus, it can be inferred that sympathy helps developing emotional intelligence and finally people's abilities such as collaboration which means working together and communication are improved.

All in all, these factors are related to one another, affecting themselves in a positive or negative way. Sympathy can be seen as a tendency towards people by

sharing emotions or things by means of accepting and evoking curious depending on the factors that affect it.

6.4. Recommendations for Further Study

According to the results of the study, sympathetic tendency might be changed by means of various competitive games played with EFL learners in Turkey. This study was conducted on high school students, but the further studies may be carried on secondary or primary school students to investigate the same research question with different age ranges. Besides, further studies may be carried on private school students with smaller classes to be able to play competitive games easily and see the results clearly. If a new study can be done with private school students, the researcher may have a chance to intervene the participants to be able to making groups according to their ages and genders.

A further study can be conducted with sympathetic tendency questionnaire or sympathetic tendency scale according to needs' of the study. The findings can be compared to this study and further studies.

For a new study, it should be borne in mind that the language games including competition should be organized by the researcher, taking into participants' ages and the curriculum outcomes consideration just as the present study.

6.5. Implications

This study reveals that the new term sympathetic tendency and this term can be used in many fields and in educational field as well. Sympathy and sympathetic tendency can be included in English language curriculum while organizing the subjects and the activities of course books. In addition to that, the new term, sympathetic tendency, can be taught at universities as a subject to be able to help prospective teachers.

In addition to that, the results indicate that females have higher sympathetic tendency than males. The reasons behind this result may be investigated in a detailed way in terms different dimensions by the researchers. The course books and English language curriculums can be reorganized to according to results to be able to enhance English skills of the learners.

The study also reaches the results that using games in foreign language classrooms is valuable for language learners to make progress in their vocabulary knowledge rather than memorizing. This study shows that all the activities and language games should be designed meticulously regarding the target audiences' needs, interest, ages and genders and also they should be in parallel with the curriculum of the lesson (Karatay, 2007). How to form effective and beneficial games can be taught in a more detailed way at universities in teaching programs under the topic of gamification in the perspective of sympathetic tendency.



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APPENDICES



APPENDIX A. SYMPATHETIC TENDENCY QUESTIONNAIRE

**İNGİLİZCE ÖĞRENEN ÖĞRENCİLERİN, REKABET İÇEREN OYUNLAR
ARACILIĞIYLA İNGİLİZCE DERSİNE YÖNELİK SEMPATİK EĞİLİMLERİ
ÜZERİNE BİR ÇALIŞMA**

ANKET FORMU

Bu anket formu, Gaziantep Üniversitesi, Eğitim Bilimleri Enstitüsü'nde yürütülmekte olan “İngilizce Öğrenen Öğrencilerin, Rekabet İçeren Oyunlar Aracılığıyla İngilizce Dersine Yönelik Sempatik Eğilimleri Üzerine Bir Çalışma” başlıklı araştırma için yapılmaktadır. Vereceğiniz cevaplar tamamen bilimsel amaçlar için kullanılacak ve kesinlikle gizli tutulacaktır. Katkılarınız bizim için önemli ve değerlidir.

Gösterdiğiniz ilgi ve ayırmış olduğunuz zaman için teşekkürler.

Halenur ÇELİKTÜRK

haleecelikturk@gmail.com

BİRİNCİ BÖLÜM

Lütfen size uygun olanağı seçeneği kutucuklara (X) koyarak işaretleyiniz.

KİŞİSEL BİLGİLER

Cinsiyet	Kadın ()		Erkek ()	
Yaş	14 ()	15 ()	16 ()	17 ()

İKİNCİ BÖLÜM

Bu bölümde yer alan yargılara (cümlelere) size en yakın gelen seçeneklerden birine (X) koyarak katılım düzeyinizi belirtiniz.

1- Hiçbir zaman, 2- Bazen, 3-Sıklıkla, 4-Genellikle, 5- Her zaman

	HIÇBİR ZAMAN	BAZEN	SIKLIKLA	GENELLİKLE	HER ZAMAN
Arkadaşlarımla uyum içerisinde çalışırım.	X				

		HIÇBİR ZAMAN	BAZEN	SIKLIKLA	GENELLİKLE	HER ZAMAN
1.	İngilizce derslerinde oyun oynarken heyecanımı grup arkadaşlarımla paylaşıyorum.					
2.	Oyun sırasında grup arkadaşlarımı olumlu yönde desteklerim.					
3.	Grup arkadaşlarımla iyi anlaşmam grup çalışmalarındaki performansımı etkiler.					
4.	Oyunu kazanmak İngilizce dersi için hem grup arkadaşlarımla hem de benim motivasyonumu artırır.					
5.	Kaybeden takımın üzüntüsünü ben de hissederim.					
6.	Oyun oynarken arkadaşlarımla aynı seviyede olduğumu görmekten hoşlanırım.					
7.	Grup çalışmalarındaki yardımlaşma arkadaşlarımla aramdaki güven duygusunu artırır.					
8.	Oyun sırasındaki heyecanımız, takım ruhumuzun güçlenmesine yardımcı olur					
9.	Oyun esnasında doğru cevaplar verdiğimde mutluluğumu grup arkadaşlarımla paylaşıyorum.					
10.	Oyunlar sırasında grup arkadaşlarıma eşlik ederim.					
11.	İngilizce derslerinde oyun oynamak grup arkadaşlarımla ve benim yarışmayı kazanmaya odaklanmamızı sağlar.					
12.	Grup arkadaşlarımdan birisi kendine güvenli hissettiğinde onun sevincini hissederim.					
13.	Oyunların sonunda bir sonraki oyun için İngilizce çalışma isteğim artar.					
14.	İngilizce derslerinde oyun oynamak konuşma becerisine olan inancımı artırır.					
15.	Oyun sırasında grup arkadaşlarımla beni olumlu yönde destekler.					
16.	Oyun öncesi İngilizce dersi için grup olarak heyecan duyarız.					
17.	Oyunlar sayesinde İngilizce iletişim yeteneğimin geliştiğini fark ederim.					

18.	Oyunlar İngilizce dersine olan ilgimi artırır.					
19.	Oyun sırasında grup arkadaşlarımla aynı hisleri paylaşmak beni memnun eder.					
20.	Oyunlar sayesinde İngilizce dersi ve iletişim arasındaki bağı kurabilirim.					
21.	Kaybeden takım olduğumda grubumla beraber üzülürüm.					
22.	Kazanan takımın sevincini ben de hissederim.					
23.	Oyun sonunda grup olarak değerlendirme yaparız.					
24.	Oyunlar İngilizceye olan ön yargılarımın ve korkularımın azaltmasına yardımcı olur.					
25.	Oyunlar özgüvenimi ve grup arkadaşlarıma olan güvenimi artırır.					
26.	Hata yapan grupların hatalarından grupça ders çıkarırız.					
27.	Oyun sırasındaki heyecan beni ve grup arkadaşlarımı motive eder.					
28.	Grup arkadaşlarımdan birisi hata yaptığında onun üzüntüsünü hissederim.					
29.	Oyunlar İngilizcenin eğlenerek öğrenildiğini gösterir.					
30.	Oyunlardaki işbirliği İngilizce dersini daha eğlenceli hale getirir.					
31.	Grup arkadaşlarım hata yapınca onlara sinirlenirim.					
32.	Oyunlar esnasında üzerime düşeni yapamayınca kendime kızarım.					
33.	Oyunlar sayesinde arkadaşlarımda İngilizcedeki gelişimini rahatça görebilirim.					
34.	Oyunlar sayesinde İngilizcedeki gelişimimi rahatça görebilirim.					
35.	Oyunlardaki rekabet İngilizce dersini daha eğlenceli hale getirir.					



APPENDIX B. SYMPATHETIC TENDENCY SCALE

**İNGİLİZCE ÖĞRENEN ÖĞRENCİLERİN İNGİLİZCE DERSİNE YÖNELİK
SEMPATİK EĞİLİMLERİ ÖLÇEĞİ**

Bu ölçek, İngilizce öğrenen öğrencilerin, İngilizce dersine yönelik sempatik eğilimlerini ölçmeyi araştırmak için oluşturulmuştur. Vereceğiniz cevaplar tamamen bilimsel amaçlar için kullanılacak ve kesinlikle gizli tutulacaktır. Katkılarınız bizim için önemli ve değerlidir.

Gösterdiğiniz ilgi ve ayırmış olduğunuz zaman için teşekkürler.

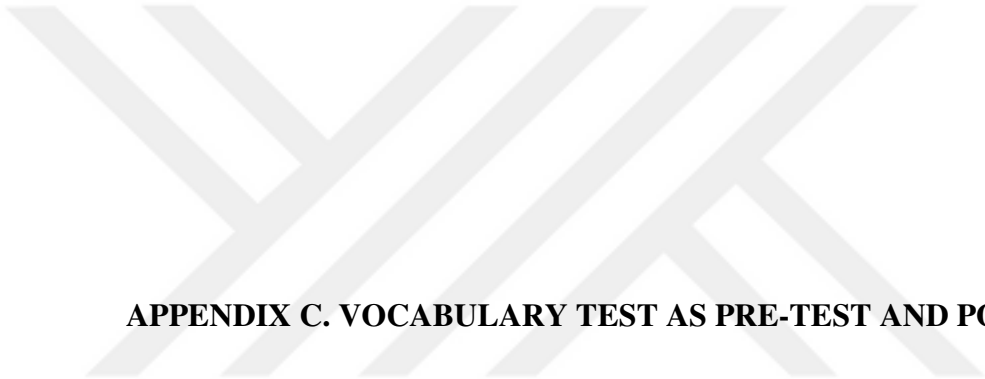
BİRİNCİ BÖLÜM				
Lütfen size uygun olanağı seçeneği kutucuklara (X) koyarak işaretleyiniz.				
KİŞİSEL BİLGİLER				
Cinsiyet	Kadın ()		Erkek ()	
Yaş	14 ()	15 ()	16 ()	17 ()

İKİNCİ BÖLÜM	
Bu bölümde yer alan yargılara (cümlelere) size en yakın gelen seçeneklerden birine (X) koyarak katılım düzeyinizi belirtiniz.	
1-Hiçbir zaman, 2- Bazen, 3-Sıklıkla, 4-Genellikle, 5- Her zaman.	

		HIÇBİR ZAMAN	BAZEN	SIKLIKLA	GENELLİKLE	HER ZAMAN
	Arkadaşlarımla uyum içerisinde çalışırım.	X				

		HIÇBİR ZAMAN	BAZEN	SIKLIKLA	GENELLİKLE	HER ZAMAN
1.	İngilizce derslerinde oyun oynarken heyecanımı grup arkadaşlarımla paylaşıyorum.					
2.	Oyun sırasındaki heyecanımız, takım ruhumuzun güçlenmesine yardımcı olur					
3.	Oyun sırasında doğru cevaplar verdiğimde mutluluğumu grup arkadaşlarımla paylaşıyorum.					
4.	Kaybeden takımın üzüntüsünü ben de hissedirim.					
5.	Oyun oynarken arkadaşlarımla aynı seviyede olduğumu görmekten hoşlanırım.					
6.	Grup arkadaşlarımdan birisi kendine güvenli hissettiğinde onun sevincini hissedirim.					
7.	Kaybeden takımda olduğumda grubumla beraber üzülürüm.					
8.	Kazanan takımın sevincini ben de hissedirim.					
9.	Grup arkadaşlarımdan birisi hata yaptığında onun üzüntüsünü hissedirim.					
10.	Grup arkadaşlarım hata yapınca onlara sinirlenirim.					
11.	Oyunların sonunda bir sonraki oyun için İngilizce çalışma isteğim artar.					
12.	İngilizce derslerinde oyun oynamak konuşma becerisine olan inancımı artırır.					
13.	Oyunlar sayesinde İngilizce iletişim yeteneğimin geliştiğini fark ederim.					
14.	Oyunlar İngilizce dersine olan ilgimi artırır.					
15.	Oyunlar sayesinde İngilizce dersi ile iletişim arasındaki bağı kurabilirim.					
16.	Oyunlar İngilizceye olan ön yargılarımla ve korkularımın azalmasına yardımcı olur.					
17.	Oyunlar İngilizcenin eğlenerek öğrenildiğini gösterir.					

18.	Oyunlardaki işbirliği İngilizce dersini daha eğlenceli hale getirir.					
19.	Oyunlar sayesinde İngilizcedeki gelişimimi rahatça görebilirim.					
20.	Oyunlardaki rekabet İngilizce dersini daha eğlenceli hale getirir.					
21.	Oyun sonunda grup olarak değerlendirme yaparız.					
22.	Hata yapan grupların hatalarından grupça ders çıkarırız.					
23.	Oyunlar esnasında üzerime düşeni yapamayınca kendime kızarım.					



APPENDIX C. VOCABULARY TEST AS PRE-TEST AND POST-TEST

TEST YOUR VOCABULARY

Dear Students,

This test is created to measure vocabulary knowledge that is a part of a scientific study called as 'Increasing Sympathetic Tendency of EFL Learners through Competition Games'. Your results will be used only for this study.

In order to complete the test, choose the correct option and match the items (in question 20 and 22).

Sevgili öğrenciler,

Bu test, 'Türkiye'de İngilizce Öğrenen Öğrencilerinin Rekabet İçeren Oyunlar Aracılığıyla İngilizce Dersine Karşı Sempatik Eğilimlerinin Arttırılması' olarak adlandırılan bilimsel bir araştırmanın parçası olan, kelime bilgisini ölçmek için oluşturulmuştur. Sonuçlarınız yalnızca bu çalışma için kullanılacaktır.

Testi tamamlamak için doğru olan seçeneği işaretleyiniz ve 20. ile 22. sorulardaki eşleştirmeleri yapınız.

1 Fill in the gaps with the correct phrasal verb. I..... very well with my sister

A get out **B** get on **C** get up **D** get over

2 Find the correct option that explains the underlined word

He is a very talented swimmer because he has many medals.

A unskilled **B** enjoyable **C** skilful **D** modest

3 Find the correct option that explains the underlined word.

The polite people have sympathy and empathy.

A rude **B** friendly **C** kind **D** smart

4 Which verb can you use with all these words?

train	plane	bus	car	bicycle
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A miss **B** catch **C** go by **D** take

5 Which of these is not part of a car?

A wheel **B** door **C** mug **D** window

6 Which is the sixth month of the year?

A July **B** June **C** January **D** May

7 Emily: I can't move this..... I need your help.

Freddie: Okay. Let's move it together.

A flat B floor C wardrobe D chemist's

8 The board is Please it

A good / walk B bad / write C high / open D dirty / clean

9 Add one uncountable kind of food to this list: rice, bread, water, spaghetti

A apples B eggplant C tomatoes D chocolate

10 Which verb can you use with all these words?

skiing	swimming	dancing	shopping
A make	B do	C take	D go

11 Which word means the same as 'easy-going'?

A happy B lovely C relaxed D kind

12 Find the opposite of the underlined word.

Aerion: Are they any horses in nature?

Alisse: Yes, there are. Not all horses are domestic.

A close B safe C wild D dead

13 Be I need silence to read this document.

A happy B funny C noisy D quiet

14 Fill in the gap with the correct word.

A..... attacked me in the street and stole my bag.

A terrorist B mugger C vandal D murderer

15 Rick: What is the of France?

Arya: Paris

A country B capital C damage D village

16 Which clothes can you wear when you go to wedding ceremony?

A sandals B high-heeled shoes C slippers D flip-flops

17 Find something that only women wear.

A trainers B jeans C tights D T-shirt

18 She wants to be a vegetarian. That's her dream.

A children B kid C young D childhood

19 An likes writing and she/he is fond of literature.

A actress B engineer C author D officer

20 Match the words on the left with their opposites on the right.

1 hot A sad

2 well B love

3 happy C cold

4 hate D ill

21 The is welcoming the guests at the entrance to reception hall.

A host B remain C population D cost

22 Match the adjectives with the countries.

1 Norwegian 2 Dutch 3 Italian 4 Swiss

A Switzerland B Holland C Italy D Norway

23 Complete the sentences with the correct word.

First we saw some lightning, then we heard loud

A thunder B fog C snow D rain

24 Where in a town do you go to borrow a book?

A the town hall B the library C the post office D tourist information office

25 Which place has lots of trees?

A a village B a field C a forest D a river

26 Which animal lives on a farm?

A a snake B a sheep C an elephant D a fish

27 Which of the words can't be used at the airport?

A check in B platform C boarding card D flight

28 What does the sign mean ?

EXIT

- A go away B go out C go in D go up

29 Which of the fruits is hard and green or red?

- A a banana B an orange C an apple D a strawberry

30 Which thing can't you find in the kitchen?

- A fridge B teapot C mug D shampoo

31 What do you find in the bedroom?

- A a toilet B a shower C a basin D a wardrobe

32 What can you do with a remote control?

- A turn the computer on B change the TV station C listen to music

33 Where does a doctor work?

- A in a shop B in an office C in a factory D at the hospital

34 Where can you buy a lot of different things like clothes, toys, food and furniture?

- A a supermarket B a department store C a stationery shop

35 Our math teacher is very person. She makes a lot of jokes.

- A funny B late C usual D difficult

36 Fill the gap with the correct word. She playseveryday.

- A swimming B karate C running D tennis

37 What type of film is about ghosts or dead people?

- A a horror film B a musical C a comedy D a western

38 My father's sister is my

- A uncle B daughter C cousin D aunt

39 What type of programme is often on TV every day and is about people's lives?

- A a talk show B a cartoon C a documentary D a soap opera

40 Fill the gap with the correct word.

We want to take the car with us on holiday so we're going by.....

- A ship B plane C ferry D boat.

ANSWER KEY

1.B	21.A
2. C	22. (1.d, 2.b, 3.c, 4.a)
3. C	23.A
4. C	24. B
5. C	25. C
6.B	26. B
7.C	27. B
8. D	28. B
9. D	29. C
10. D	30. D
11. C	31. D
12. C	32.B,C
13. D	33. D
14. B	34.A, B
15. B	35. A
16. B	36.D
17. C	37. A
18. D	38. D
19. C	39. D
20. (1.c, 2.d, 3.a, 4,b)	40. C or D



APPENDIX D. VOCABULARY TEST BY CAMBRIDGE

TEST YOUR VOCABULARY

Thousands of learners all over the world have found using the *in Use* range of vocabulary books an invaluable way of practising and extending their vocabulary. Use this guide to help you decide which books you need.

	Units to study
1 Which one is a phrase? A Our dog's name is Ruby. B In the garden. C I like chocolate. D Where is it?	1
2 Which of these is not part of a car? A wheel B door C mug D window	2
3 Which sentence is not correct? A Have you got a brother? B I've got a cold. C My house has got three bedrooms. D I've always got a good time in my English lesson.	3
4 Which verb can you use with all these words? skiing swimming dancing shopping A make B do C take D go	4
5 The answer is 'I'm listening to music'. What is the question? A What are you doing? B What do you do? C What do you do to relax? D What do you like doing?	5
6 Which sentence is not correct? A I'm making a cup of coffee. B Can you make the bed, please? C The book made me sad. D She made a photo of the baby.	6
7 Fill the gap with the correct phrase. 'What time did you last night?' A come home B come to home C come back to home	7
8 Complete the question with the correct phrase. to get to the airport? A How long it is B How much C How long does it take D How far	8
9 Which sentence is the best reply to this question: 'Can I borrow this book?' A Yes, but please bring it back tomorrow. B Yes, but please take it back tomorrow.	9
10 Which phrasal verb means 'make something louder'? A turn off B turn on C turn down D turn up	11
11 Fill the gap with the correct phrasal verb. I very well with my sister. A get out B get on C get up D get over	11
12 Which one is correct? A He told me 'Goodbye'. B He said me 'Goodbye'. C He said 'Goodbye'. D He told 'Goodbye'.	13
13 Which of these can't you 'tell'? A a story B a joke C the time D a question	13
14 Which verb can you use with all these words? train plane bus car bicycle A miss B catch C go by D take	14
15 Which conjunction answers the question 'why'? A because B so C if D but	15
16 Which is the sixth month of the year? A July B June C January D May	16
17 Fill the gap with the correct word. Jane's at the moment. She's coming back in about 10 minutes. A out B abroad C away	18

English Vocabulary in Use: elementary

2

- 18 Complete the sentence with the correct word. The driver sits at the of the bus.
A side B beginning C middle D front
- 19 Which word is not an adverb?
A good B well C fast D slowly
- 20 Which of these verbs has a past form that ends in 'ed'?
A keep B drive C choose D open
- 21 Add two other uncountable kinds of food to this list: rice, bread, water, spaghetti
A apples B milk C tomatoes D chocolate
- 22 Which sentence has a negative meaning?
A The weather's not bad today. B The weather's better today. C It's a terrible day.
- 23 Which word means the same as 'easy-going'?
A happy B lovely C relaxed D kind
- 24 Which of these verbs is not correct?
A look of B look after C look at D look for
- 25 Which of these words has the wrong prefix?
A impolite B impossible C unsafe D incorrect
- 26 Which suffix changes an adjective into an adverb?
A -y B -er C -ly D -ing
- 27 Complete the sentence with the correct phrase. This house is
A very quite. B very quiet. C very quietly.
- 28 Which question is correct?
A When you were born? B When were you born? C When are you born?
D When do you born?
- 29 Which definition is correct?
A Your cousin is your father's brother or sister.
B Your cousin is your aunt's brother or sister.
C Your cousin is your grandparents' son or daughter.
D Your cousin is your father or mother's niece or nephew.
- 30 Which one is not part of your leg?
A thumb B toe C knee D foot
- 31 Find something that only women wear.
A trainers B jeans C tights D T-shirt
- 32 Which phrase describes someone in a negative way?
A She is too thin. B Ken is very tall. C He's quite handsome.
- 33 Which sentence is not correct?
A I've got a headache. B He's got a heart attack. C Do you get hay-fever? D She's got toothache.
- 34 Match the words on the left with their opposites on the right.
1 hot A sad
2 well B love
3 happy C cold
4 hate D ill
- 35 When do you say 'Congratulations!'
A It's your mum's birthday. B Your friend passed his exam. C Your sister missed her plane.
D Your friend is taking her driving test tomorrow.
- 36 Match the adjectives with the countries.
1 Norwegian 2 Dutch 3 Italian 4 Swiss
A Switzerland B Holland C Italy D Norway
- 37 Complete the sentence with the correct word. First we saw some lightning, then we heard loud
A thunder B fog C snow D rain

Units to study

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English Vocabulary in Use: elementary

3

- 38 Where in a town do you go to borrow a book?
A the town hall B the library C the post office D tourist information office
- 39 Which place has lots of trees?
A a village B a field C a forest D a river
- 40 Which animal lives on a farm?
A a snake B a sheep C an elephant D a fish
- 41 Which words do you use at the airport?
A check in B platform C boarding card D flight
- 42 What does this sign mean? **EXIT**
A go away B go out C go in D go up
- 43 Which of these fruits is hard and green or red?
A a banana B an orange C an apple D a strawberry
- 44 Which three things do you find in the kitchen?
A fridge B teapot C mug D shampoo
- 45 What do you find in the bedroom?
A a toilet B a shower C a basin D a wardrobe
- 46 What can you do with a remote control?
A turn the computer on B change the TV station C listen to music
- 47 Where does a doctor work?
A in a shop B in an office C in a factory D at the hospital
- 48 Fill the gap with the correct phrase. When you finish university you
A give a lecture B do a course C get a degree D take notes
- 49 Which one is not part of a computer?
A a phone box B a screen C a keyboard D a mouse
- 50 Fill the gap with the correct word.
We want to take the car with us on holiday so we're going by
A ship B plane C ferry D boat
- 51 Where can you buy a lot of different things like clothes, toys, food and furniture?
A a supermarket B a department store C a stationery shop
- 52 Choose A, B, C or D. You can say 'I booked a room' or:
A I have a reservation. B I have a double room. C I filled in a form. D I checked in.
- 53 The answer is 'Yes, I'll have fish and salad'. The question is:
A What do you want? B What do you like?
C Are you ready to order? D Is everything all right?
- 54 Fill the gap with the correct word. She plays everyday.
A swimming B karate C running D tennis
- 55 What type of film is about ghosts or dead people?
A a horror film B a musical C a comedy D a western
- 56 Which sentence is wrong?
A I like relaxing after dinner. B I often listen to music. C I see TV every evening for an hour.
D I enjoy reading.
- 57 Fill in the gap with the correct word.
A attacked me in the street and stole my bag.
A terrorist B mugger C vandal D murderer
- 58 What type of programme is often on TV every day and is about people's lives?
A a talk show B a cartoon C a documentary D a soap opera
- 59 Fill in the gap with the correct phrase. Can you repair my TV?
A It's untidy. B It's dying. C It isn't working. D It's out of order.
- 60 Finish the sentence with the correct phrase.
When you are unemployed, you
A do not have enough food. B do not have a job. C have a new job. D do not have a home.

Units to study

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APPENDIX E. PERMISSION

İSTANBUL GAZİANTEPLİLER ANADOLU LİSESİ MÜDÜRLÜĞÜNE

Gaziantep Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi yüksek lisans tez çalışmam kapsamında 2018/2019 Eğitim- Öğretim yılı, 15/10/2018-18/01/2019 tarihleri arasında 9-B, 9-C, 9-D, 9-E, 9-F, 9-G 9-H ve 9-I sınıflarında “Yarış İçeren Çeşitli Oyunların, Türkiye’de İngilizce Öğrenen Öğrencilerin İngilizce Dersine Yönelik Sempatik Eğilimlerine Etkisi ” konusunda deneysel bir çalışma yürütmek istiyorum.

Bilgi ve onayınızı arz ve rica ederim.

03/09/2018

Halenu ÇELİK TÜRK

İngilizce Öğretmeni


Ali GÜNE
Müdür Yardımcısı

APPENDIX F. VARIOUS COMPETITION GAMES PLAN

VARIOUS COMPETITION GAMES PLAN

UNIT 2

Name of the Games	Purpose of the games	Procedure of the games	Reference for the games
Game 1: Hot Seat	This game is created to activate students' schemata before other activities related to parts of house and house objects.	-This game is played in 3 groups. - The three empty chairs are placed in front of the door and one person from each group comes and sits the chair. - The picture of the object is reflected to the board and the group tries to tell the object to the person who sits on the chair as facing back. - The first hot person to say the word correctly, the group wins a point. The winner group will be the one that has more points.	This game is created from students book, activity 2, on page: 28,



Correct answers:

Toothbrush, washing machine, dishwasher, clock, vacuum cleaner, wardrobe, oven, cushions, fork, lamp, curtains, towels, fridge, bookcase, fireplace, coffee table, carpet, mirror, sofa, chair

Name of the Games	Purpose of the games	Procedure of the games	Reference for the games
Game 2: Spelling Game	This game is created to improve students' attention and word knowledge and furthermore it aims to improve students' spelling skills.	-The class is divided into 5 groups. - When the handouts are distributed, the groups have 10 minutes to write the correct word. - When the time is up, the handouts are changed with other groups respectively to be checked. - The group which has more correct answer will be the winner.	- This game is created from students book, activity 1, on p: 32

NAME: _____ DATE: _____

SPELLING PRACTICE 1

PLACES AROUND TOWN

- Correctly spell the words below.
- The first letter of each word is underlined.

art gallery

1. What can you see at an (ar ygeallr)? 
2. What can you buy at a (yakebr)?
3. Who can you see at a (liinc)?
4. Where can you find a (sgroskwal)?
5. What can you do at a (mgy)?
6. When do most people stay at a (heoatl)?
7. What can you wash at a (alundtroma)?
8. Would can you read at a (lbrary)?
9. What can you see at a (oviem hetater)?
10. What kinds of things can you look at in a (sumemu)?
11. Is there a (karp) near your home or school?
12. What can you buy at a (charmapy)?
13. What can you do at a (tosp fpfiec)?
14. What can you do on a (wsidekal)?
15. What can you buy at a (mupersarket)?

Correct answers:

2. bakery, 3. Clinic, 4. Crosswalk, 5. Gym, 6. Hotel, 7. Laundromat, 8. Library, 9. Movie theater, 10. Museum, 11.park, 12. Pharmacy, 13. Post office, 14. Sidewalk, 15. supermarket

Name of the Games	Purpose of the games	Procedure of the games	Reference for the games
Game 3: Finding the Opposites	This game is created to improve students' word knowledge and memory.	-The game is played in groups; the class is divided into 5 groups. - The teacher writes sentences that contain "adjectives about places" and she puts these sentences into a box. - One person from each group comes to board and chooses a sentence paper from the box respectively. -When the student reads the sentence, the group tries to find the opposite of the adjective from this sentence.	- This game is created from workbook, activity 2, on p:18

The adjectives:

Safe x dangerous, polite x rude, big x small, lively x quiet, crowded x empty, hot x cold, lively x boring, modern x old, cheap x expensive, stunning x ugly, delicious x disgusting

The sentences:

- . Antalya has hot summer days.
- . The streets are very crowded in Ankara at weekends.
- . Turkish sellers are very polite, the tourists like going shopping.
- . Paris is an expensive city, the prices are very high.
- . Gaziantep has old bazaars.
- . The villages are very quiet places.
- . Lisbon is a safe city, you can go out whenever you want.
- . Be careful in Istanbul it is a very big city.
- . Living in a small places is boring. You cannot find a place to go.
- . Mıhlama is a very delicious food made in Black Sea Region.
- . You can see stunning castles and palaces in Istanbul.

Name of the Games	Purpose of the games	Procedure of the games	Reference for the games
Game 4: Completing the Song	This game is created to improve students' listening and spelling skills about superlatives.	-The class is divided into 5 groups. - The groups listen to the song and try to fill the blanks. -After the listening, students write the superlative versions of the adjectives given in the column. - They listen to the song twice and the winner group is defined according to correct answers.	This game is created from students book, activity 5, on page: 35

WAKE ME UP by Avicii

Listen and Complete the song with the missing words

Feeling my way through the -----
 Guided by a beating -----
 I can't tell where the ----- will end
 But I know where to -----

They tell me I'm too ----- to understand
 They say I'm caught up in a -----
 Well life will pass me by if I don't open up my -----
 Well that's ----- by me

[2x]
 So wake me up when it's all -----
 When I'm ----- and I'm -----
 All this time I was finding -----
 And I didn't know I was -----

I ----- carrying the weight of the -----
 But I only have two -----
 Hope I get the chance to travel the world
 But I don't ----- any plans

Wish that I could stay ----- this -----
 Not afraid to close my -----
 Life's a game made for -----
 And love is the prize

[2x]
 So wake me up when it's all -----
 When I'm ----- and I'm -----
 All this ----- I was finding myself
 And I didn't know I was lost
 ----- I was lost
 I didn't know -----
 I didn't know I was lost
 ----- (didn't know, didn't know)

**Fill the comparative
form of these
adjectives**

Old -----
 Crowded -----
 Good -----
 Bad -----
 Interesting -----
 Ugly -----
 Small -----
 Intelligent -----
 Wide -----
 Safe -----
 Boring -----
 Busy -----
 Clever -----
 Happy -----
 Big -----
 Strong -----
 Fat -----
 Heavy -----
 Polite -----
 Rich -----
 Lively -----
 Friendly -----
 Cheap -----
 Modern -----



Correct answers of adjectives:

1. Older, 2. More crowded, 3. Better, 4. Worse, 5. More interesting, 6. Uglier, 7. Smaller, 8. More intelligent, 9. Wider, 10. Safer, 11. More boring, 12. Busier, 13. Cleverer, 14. Happier, 15. Bigger, 16. Stronger, 17. Fatter, 18. Heavier, 19. More polite, 20. Richer, 21. Livelier, 22. Friendlier, 23. Cheaper

Correct answers of the song:

Feeling my way through the darkness
Guided by a beating heart
I can't tell where the journey will end
But I know where to start

They tell me I'm too young to understand
They say I'm caught up in a dream
Well life will pass me by if I don't open up my eyes
Well that's fine by me

[2x]

So wake me up when it's all over
When I'm wiser and I'm older
All this time I was finding myself
And I didn't know I was lost

I tried carrying the weight of the world
But I only have two hands
Hope I get the chance to travel the world
But I don't have any plans

Wish that I could stay forever this young
Not afraid to close my eyes
Life's a game made for everyone
And love is the prize

[2x]

So wake me up when it's all over
When I'm wiser and I'm older
All this time I was finding myself
And I didn't know I was lost

Didn't know I was lost
I didn't know I was lost
I didn't know I was lost
I didn't know (didn't know, didn't know)

UNIT 3

Name of the Games	Purpose of the games	Procedure of the games	Reference for the games
Game 1: Knowledge Contest	-This game elevates the excitement and it teaches how to trust another person since this game needs brain storming to find the correct answer. -Another aim of this game is to improve students' collaboration skills.	- The class is divided into 5 groups of 8 persons max, and each group has a blank sheet to write the correct answer in a given time (15-20 seconds) by the teacher. The teacher reads the questions twice only. -When teacher says "time is up" the groups stop writing and when the teachers says "raise", all the students raise their answers. If the answer is true, the group gets + and the winner group is defined according to pluses that they get. - The questions are written to measure students' new and past knowledge about family members. When all the groups give wrong answer the teacher writes the word on the board to remember the words.	This game is created from students book, activities 1 and 2, on page: 38 and from workbook, activity 1 on page 23

1. Computer graphics and special effects are the backbone of these films. "Finding Memo" is an _____ film. (*Animation*)
2. This kind of films can be classified as adventure films. "Star Wars" is a _____ film. (*Sci-fi*)
3. There is usually a fight between the good guys and bad guys in this kind of films. "Fight Club" is an _____ film. (*Action*)
4. These kind of films can be based on innocent humor, exaggerations, facial expressions or downright crude jokes. "Meet the Fockers" is _____ film. (*Comedy*)
5. These films expose our fears and give rise to nightmares. "Jaws" is a _____ film.
(*Horror*)
6. These kinds of films are entertaining films that are based on full scale scores or song and dance. "La La Land" is a _____ film. (*Musical*)
7. These kinds of films give history lessons. "Lincoln" is a _____ film.
(*Historical drama*)
8. These kinds of films give information about a person by telling his/her life. "A Beautiful Mind" is a _____ film. (*Biography*)
9. These kinds of films tells a love story in an emotional way. "Me Before You" is a _____ film. (*Romance*)
10. These kinds of films are based on American culture. The plots and characters are distinctive. "Sundance Kid" is a _____ film. (*Western*)
11. These are called TV series and they tell people's daily lives. They are called as _____
(*soap operas*)
12. These kind of programs include a showman and the guests. You can watch them in the evenings. They are called as _____ (*talk shows*)

Name of the Games	Purpose of the games	Procedure of the games	Reference for the games
Game 2: Taboo Game	This game is prepared to increase student's vocabulary knowledge and it is helpful to make them speak in front of the class. In addition, this game increases the sense of responsibility of students since it is played as a group game, so every student is responsible for own and group achievement. - This game elevates the excitement and by this way it motivates students to do their best. Each step motivates for the other steps.	- The taboo words are arranged by the teacher according the outcomes of the unit. Thus, taboo words consist of occupations. -The class divides into three and one student from each group will come to board and choose a card to tell the word in one minute to his/her group. - One student from other groups comes to near the student who is the teller to check the taboo words. Also, one student from other group checks the time and when the time is over, s/he says "time is up" loudly. - If the group knows the answer, the group gets + and teacher writes the scores on the board step by step. - The group that has more pluses is the winner.	This game is developed from students book, the taboo game, on page: 86

Painting	Scuba Diving	Jogging
Art Picture Colors	Swimming Underwater Mask	Running Park Exercise
Skiing	Playing football	Working out
Winter sport Snow Downhill	Kick Ball Sport	Gym Lift weights Muscle
Fishing	Surfing	Playing basketball
Rod Catch Lake / river	Beach Waves Board	Hoop Bounce Ball
Watching TV	Reading	Skateboarding
Looking Screen Program	Book Story Pages	Four wheels Park trick
Photography	Rollerblading	Cycling
Camera Take pictures Digital	Shoes Skates Rollers	Two heels Bike Bicycle
Playing computer games	Playing an instrument	Climbing
Notebook / laptop Level Joystick	Musician Song Learn	Up Rope Mountain
Chatting	Going shopping	Swimming
Online Computer Talking	Buy things Spend money Mall	Pool Water Swim suit
Camping	Visiting friends	Cooking
Tent Sleeping bag Outside	Hanging out Chatting Socializing	Food Kitchen Recipe
Playing badminton	Watching films	Surfing the net
Net Racket Shuttlecock	Movies Cinema Popcorn	Website Download Computer

Name of the Games	Purpose of the games	Procedure of the games	Reference for the games
Game 3: Silent Motion Pictures	-This game is created to practice the adjectives by body language, gestures and mimics. - This game aims to increase the permanence of the target vocabulary by using body language thanks to this method activating right and left hemisphere is getting easier.	-The class is divided into 3 groups. One student from each group tries to tell the target word by using his/her body language. If his/her group knows the answer, the group gets a point. - The group will be the winner who has the highest score.	This game is created from students book, activity 3, on page: 44

Boring	Exhausting	Exciting	Challenging	Ordinary
Fascinating	Popular	Thrilling	Lonely	Breathtaking
Cheap	Terminal	Relaxing	Creative	Realistic

Name of the Games	Purpose of the games	Procedure of the games	Reference for the games
Game 4: Matching the Synonyms	-This game aims to learn a word with their synonyms. - The game may help students memorize the words.	-The class is divided into 5 groups consisting of 8 persons max. - The teacher gives handouts that s/he prepared before. - The groups try to match the cut words with their synonyms. - The winner will be the ones that finish first.	This game is created from workbook, activity 4, on page: 41, and activity 2, on page 46

Reflect	Start
Fragile	Entertaining
Tiny	Tedious
Weird	Goal
Exchange	Shocking
Bomb	Swap
Plot	Very small
Hilarious	Breakable
Boring	Amazing
Thrilling	Misfortune
Expensive	Exciting
Surprising	Unpopular
Recommend	Stop
Feel- good	Fun
Addict	Give advice
Give up	Show
Ambition	Strange
Fair	Costly
Take up	Written story

Correct answers:

(Bad luck X Misfortune) (Take up X Start) (Fair X Equal)

(Give up X Stop) (Addict X Fun) (Feel- good X Entertaining)

(Recommend X Give advice) (Surprising X Shocking) (Expensive X Costly)

(Thrilling X Exciting) (Boring X Tedious) (Hilarious X Amazing)

(Plot X Written story) (Bomb X Unpopular)(Exchange X Swap)

(Weird X Strange) (Tiny X Very small) (Fragile X Breakable)

(Reflect X Show) (Ambition X Goal)

UNIT 4

Name of the Games	Purpose of the games	Procedure of the games	Reference for the games
Game 1: Quiz Show	-This game is created to help learners learn the target vocabulary in an easy and enjoyable way. - This game includes multidisciplinary knowledge since their geography knowledge will help them to answer the question in a correct way.	-The class is divided into three and one person is chosen by the teacher randomly from each group respectively. - The chosen student comes to board and chooses one card on which the question is written. - This student asks the question to his/her group, if they know the answer in 30 minutes they will get point. - The winner group will be the one that has more correct answers.	This game is created from students book, activity 1, on page: 50

1. Which one is bigger? - lake -river
2. Which is stronger? - wind -storm
3. Which one is smaller? - ocean -sea
4. Which one is higher? - hill -mountain
5. Which one is greener? -forest -beach
6. Which is stronger? - waterfall -river
7. In which one we CANNOT see any sharks? - island -lake
8. Order them from the smallest to the biggest - ocean -river - sea
9. Order them from the greenest to the brownest. -desert -forest -island
10. Order them from the highest to the lowest - sea - hill - mountain

Correct answers:

1.River 2.Storm 3.Sea 4.Mountain 5.Forest 6.Waterfall 7.lake 8.River – sea - ocean
9.Forest - island - desert 10.Mountain – hill – sea

Name of the Games	Purpose of the games	Procedure of the games	Reference for the games
Game 2: Slay the Demons	- This game is created to raise students' awareness of words and how they should be used in the sentences. - The game is normally played with homophones, but this game is adopted for 9th grade students about the topic including jobs about natural life.	- The class is divided into 5 groups of 8 max. - The groups try to find the "demons" (correct words) and "angels" (wrong words) in the passage that the teacher hands out. - The key point is that the students will not know how many demons and angels are there in the passage. - For each true demon they will get point, and for each false angel they will lose point. - The winner group will be the one who will have the highest point.	This game is created from students book, activity 1B, on page: 56

While I was thinking about the unusual jobs, many of them occurred in my mind last night. For example, I really wonder how it can be possible to take natural photographs as a zoo keeper. This is very challenging for me since I don't think that I can't stand the hard conditions of nature. In addition to that, I really want to talk to a park ranger in order to get information about the job and its working conditions because I think it should be very difficult to extinguish a fire without harming any living things in the nature. I hope one day I can meet a person who does this job. The other nail-biting job is explorer since I like doing search as much as I can in my daily life, but I cannot imagine the life full of new things and places. Also, I can imagine how it can be wonderful to discover new and untouched places. The much known job also makes me curious about itself, that is, police officer. Trying to find the guilt people and trying to help the innocent people should be very hard, but if I were a police officer, I would be proud of myself about doing this difficult job. When I can think going on long journeys by myself, my heart skips a beat! I want to go as further as I can because I want to be myself and I want to welcome the new places in my life. I want to meet different lives, peoples or animals and I want to save myself! As you can see my dream job is wild land fire-fighter!

Correct answers:

The demons: zoo keeper, park ranger, wild land fire fighter

The angels: explorer, police officer

Name of the Games	Purpose of the games	Procedure of the games	Reference for the games
Game 3: Picture Taboo	- This game is created to raise students' aware of vocabulary knowledge without giving letters. - It also helps visual learners to codify and remember the words.	- The class is divided into three groups. - One student from each group comes to board respectively, and chooses a word randomly. - The person who comes to board tries to tell the word to his/her group by not saying any words just drawing. - If the group knows the answer, they get point and the group that has the highest mark will be the winner.	-This game is created from workbook, activity 2, on page: 32 - This game is created to reinforce the vocabulary in students book, on page:56

climb	fall	swim	dive	catch	talk
travel	run	jump	feed	cycle	

Name of the Games	Purpose of the games	Procedure of the games	Reference for the games
Game 4: Writing the Most Relevant Words as a Board Race	- This game focuses on spelling the words since students write the related words on the board. - With the help of this game the students will take the whole responsibility of their groups.	-The class is divided into 3 groups. - One student from each group comes to board with different color board markers. - When the teacher gives the topic for the students who are standing in front of the board, the students try to write the related word according to the topic that teacher gave. - When the time is up (it should be 2 minutes for each turn), the answers are checked by teacher and the students and the wrong ones are eliminated. The group which writes more correct answers gets a point. - When the first part is over, the game continues with other three students	-This game is created from students book, vocabulary activities, on page: 50,52 and 56

Land forms
Weather events
Natural disasters
Outdoor sports / hobbies

The possible and expected answers:

- Land forms: hill, mountain, river, sea, desert, waterfall, beach, ocean and etc.
- Weather events: storm, rain, tornado, hurricane, fog, wind, snow, snowstorm and etc.
- Natural disasters: volcanic eruption, avalanche, flood, landslide, tsunami and etc.
- Outdoor sports / hobbies: falling off trees, climbing, travelling, swimming, running

UNIT 5

Name of the Games	Purpose of the games	Procedure of the games	Reference for the games
Game 1: Guess Who	This activity is created to improve students' speaking skills with using the target vocabulary.	-The game is similar to hot seat game in which the class is divided into 4 groups, one student from each group comes to board and sits towards their classmates, according to games the groups try to describe the celebrities according to his/her personal traits. If the person knows the answer, the group gets plus.	This game is created from students book, activity 2, on page: 68



Name of the Games	Purpose of the games	Procedure of the games	Reference for the games
Game 2: A Surprise Box	This game is created to practice the target vocabulary about personal appearance and traits.	-The class is divided into two groups according to gender. - The teacher chooses a person who acts out or tells the words by using body language for each turn from the different group respectively. - The surprise box is placed one step closer to the group that knows the word. - When the words are over, according to the location of the box the winner group will be the winner. -The winner group opens the box and sees the gift. - The gift is a piece of paper written "congratulations".	This game is created from students book, activity 4, on page:62 and activity 1, on page: 70

Elegant	All skin and bone	Slippers	Sensible
Awesome	Ridiculous	Hair band	Brave
Honest	Polite	Tie	Plump
Clutch	Easy going	Belt	Headscarf

Name of the Games	Purpose of the games	Procedure of the games	Reference for the games
Game 3: Describe and Draw	This game is created to practice target vocabulary about personal appearances, clothes and accessories.	-The class is divided into 5 groups. -The teacher handouts the draft for each group that includes a female and a male body. - The teacher describes the people and the groups try to draw the persons according to what they hear. The descriptions include physical appearance as well as clothing and body posture. - When time is up, the groups raise their drawings to show the teacher. - The most true drawing gets point	This game is created from students book, activity 1, on page:62 and activity 1, on page: 70

Jack is medium height. He is wearing a cap, short, T-shirt and flip-flops. He has short and curly hair, big eyes and thin lips.

Bruce is well built. He is wearing sneakers, jeans and T-shirt. He has a ball in his right hand. He has got a moustache, but he hasn't got any beard on his face.

Jane is a plump teenage girl. She has dental braces. She is wearing high-heeled shoes, a skirt and a blouse. Her skirt has flower ornaments. She has thick lips and long, straight hair.

Amy is a middle-aged woman. She is short and slim. She is wearing a boots, jeans and a coat. She has a pearl necklace and a headscarf with tulip ornaments.

Jason is a fat child. He has a round face and big cheeks. He is wearing long socks and a coat. He has big earmuffs.

Pamela is a young woman. She is wearing a blouse, long skirt and high heeled boots. She has short curly hair and big ears.

Name of the Games	Purpose of the games	Procedure of the games	Reference for the games
Game 4: Chain Game	The game aims to increase students' vocabulary knowledge by categorizing them	-The class is divided into 4 groups. - 2 persons from each group are chosen randomly by the teacher and the students make circle. - The teacher wants students to make chain by using the proper vocabulary according to the sentence that she starts to say. - Each person will have 30 seconds after correcting and reciting the chain to add another new word. - The chain is broken when a player cannot correctly recite the chain or cannot think of a word to add to it within 30 seconds.	This game is created from students book, activity 1, on page: 70

I'm going to picnic, I'm wearing...

I'm going to party, I'm wearing...

I'm going to school, I'm taking...

VITAE

Halenur ÇELİKTÜRK was born in IZMİR in 1992. She graduated from, Foreign Language Education Department, English Language Teaching Program at Hacettepe University in 2015. She has been working as a teacher of English in Ministry of National Education since 2015. Firstly, she worked in a primary school in Gaziantep between the years 2015-2017. She has been working in an Anatolian high school in Gaziantep since 2017. She speaks English fluently. She also has basic Spanish abilities.

ÖZGEÇMİŞ

Halenur ÇELİKTÜRK 1992 yılında İzmir’de doğmuştur. 2015 yılında Hacettepe Üniversitesi, Yabancı Diller Eğitimi Bölümü, İngiliz Dili Öğretmenliği Programından mezun olmuştur. 2015 yılından bu yana Milli Eğitim Bakanlığı’nda İngiliz Dili öğretmeni olarak çalışmaktadır. 2015-2017 yılları arasında Gaziantep’te bir ilkokulda çalışmış, 2017 yılından beri Anadolu lisesinde görev yapmaktadır. İngilizceyi akıcı bir şekilde konuşmaktadır. Aynı zamanda temel düzeyde İspanyolca becerilerine sahiptir.