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**THE EFFECTS OF GAME BASED LEARNING ON YOUNG
LEARNER'S VOCABULARY GROWTH AND RETENTION LEVELS: AN
EXPERIMENTAL INVESTIGATION**

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ÖZET

Bu çalışmanın amacı; ilköğretim 2. sınıf İngilizce derslerinde kullanılan Oyuna Dayalı Öğrenme tekniğinin kelime bilgisi gelişimine ve kalıcılığına etkisini araştırmaktır. Araştırma, ön test- son test kontrol gruplu deneme modeline uygun olarak gerçekleştirilmiştir. Gruplar oluşturulurken, sınıflar kura ile deney ve kontrol gruplarına tayin edilmiştir, bu yüzden bu çalışma yarı deneysel desende yapılan bir çalışmadır.

Deney grubundaki öğrencilere hedef kelimeler Oyuna Dayalı Öğrenme tekniğiyle öğretilirken, kontrol grubundaki öğrencilere aynı kelimeler Oyuna Dayalı Öğrenme tekniği kullanılmadan öğretilmiştir. Araştırmada veri toplama aracı olarak öğrencilerin seviyelerine ve müfredata uygun olarak hazırlanmış 30 soruluk İngilizce Kelime Bilgisi Testi ve Kalıcılık Testi kullanılmıştır.

Araştırmada elde edilen nicel verilerin gruplar arası analizinde bağımsız örneklem T-testi ve SPSS kullanılmıştır. Sonuçlar incelendiğinde İngilizce kelime bilgisi gelişiminde ve kalıcılığında deney grubundaki öğrencilerin önemli ölçüde daha başarılı olduğu tespit edilmiştir.

Araştırma bulgularından elde edilen sonuçlar şu şekilde özetlenebilir:

1. Uygulanan Oyuna Dayalı Öğrenme Tekniği, deney grubu öğrencilerinin İngilizce kelime bilgisi gelişimine olumlu yönde etki etmiştir.
2. Uygulanan Oyuna Dayalı Öğrenme Tekniği, deney grubu öğrencilerinin öğrenmiş oldukları İngilizce kelimelerin kalıcılığını önemli ölçüde artırmıştır.

Anahtar Kelimeler: İngilizce Kelime Bilgisi, Oyuna Dayalı Öğrenme Tekniği, Genç Öğrenciler, Kelime Bilgisinde Kalıcılık, Kelime Bilgisi Gelişimi

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ABSTRACT

The aim of this study is to investigate the effect of Game Based Learning technique on 2nd grade primary school students' vocabulary growth and retention. A quasi-experimental study design, specifically randomized pre-test, post-test, retention test, control and experimental groups were adopted. While forming the groups, classes were appointed to the experimental and control groups at random.

In the experimental group students were taught the target words through Game Based Learning Technique while in the control group, students were taught the same target words without this technique. As data collection instruments, an English Vocabulary Test and Retention Test, comprised of 30 items, were prepared in accordance with the contents of the curriculum and the level of the students.

The quantitative data obtained from the investigation were analyzed through independent-samples t-test and SPSS. The results indicated a significant difference in English vocabulary growth and retention levels in favor of the experimental group which was taught by Game Based Learning technique.

The findings of our research can be summarized as follows:

1. Game Based Learning technique had a significant positive effect on the English vocabulary growth of the students in the experimental group.
2. Game Based Learning technique remarkably increased the retention of the previously learned vocabulary of the students in the experimental group.

Keywords: English Vocabulary, Game Based Learning technique, Vocabulary Growth, Vocabulary Retention, Young Learners

ABBREVIATIONS**EFL:** English as a Foreign Language**ELT:** English Language Teaching**ESL:** English as a Second Language**GBL:** Game Based Learning**M:** Mean**MCQ:** Multiple Choice Questions**MNE:** Ministry of National Education**N:** Sample Size**NAEYC:** National Association for the Education of Young Children**P:** Significance Level**SD:** Standard Deviation**SPSS:** Statistical Package for the Social Sciences**TESOL:** Teaching English to Speakers of Other Languages**TEYL:** Teaching English to Young Learners**TPR:** Total Physical Response**YL:** Young Learner**YLS:** Young Learners**ZPD:** The Zone of Proximal Development

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CHAPTER I

1. INTRODUCTION

This chapter begins with the background of the study. Then, the statement of the problem is stated. Next, the purpose of the study, the significance of the study, research questions, the scope of the study and the limitations of the study are presented. Lastly, the definition of terms are given briefly.

1.1. Background of the Study

The English language is a widely spoken language around the World. It has been used as a means of communication in many countries such as the United Kingdom, the United States of America, Canada, Australia, New Zealand, South Africa, and dozens of others. It is also lingua franca of the Internet (Huddleston and Pullum, 2002: 4). In addition, since the English language is among the most prominent languages, people use English in many areas such as international politics, trade, sports, and social aims (Ajibade and Ndububa, 2008: 27). As English is regarded as a global language, it has become the most widely taught and learned foreign language in over 100 countries like China, Russia, Germany, Spain, Egypt and Brazil (Crystal, 2003: 5).

As for Turkey, the instrumental function of English makes it the most studied foreign language. Also, as a medium of instruction, English is the most popular one among other foreign languages (Doğançay-Aktuna, 1998: 37).

Using games is one of the language teaching techniques in English Language Teaching (ELT). Language games raise interest and increase motivation in language classes, which makes it easier to teach a foreign language especially to YLs. Language teachers must know that children's attention span is short, therefore, they must add variety to their teaching activities. Young learners like activities which are exciting, stimulating their curiosity and making them physically active during the class (Harmer, 1991:7). Since they like playing and being imaginative, language games can be an effective way of teaching them (Cameron, 2001). This study investigates the effects of language games and Game Based Learning technique on young learners' foreign language learning.

Since vocabulary plays an important role in young learner's level of proficiency, our focus is on vocabulary development of these learners. Harmer (1991: 153) also supports our view and stresses the importance of vocabulary as follows: "If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and flesh." Wilkins also (1972, cited in Chen and Chung, 2008: 624) wrote that "... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Therefore, teaching and learning vocabulary is important.

Before teaching the vocabulary of a language to young learners, the language teacher needs to know about what vocabulary is. As Alali and Schmitt explain (2012, cited in Lessard-Clouston, 2013: 2), vocabulary deals with words; however, it involves much more than just single words. Vocabulary also deals with lexical chunks, phrases like "Good morning" and "Nice to meet you". These phrases are comprised of more than one word but their usage is clear and formulaic. They make up a remarkable percentage of spoken or written English language usage. Therefore, vocabulary can be defined as: "the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do" (ibid).

One of the most important point in teaching vocabulary is teaching high frequency words. As Newton and Nation (1997: 239) states, teachers should first focus on teaching high frequency words in their classes. And in this study, Cambridge's and Oxford's list of high frequency words were carefully examined and the test items were designed in accordance with them.

Another important point we should remember is that the knowledge of vocabulary has got two dimensions: receptive vocabulary and productive vocabulary. Receptive vocabulary involves words that we recognize after we hear or see them. Productive vocabulary involves words that we use as we speak or write (Lehr et al., 2004: 1).

Research shows that learners' receptive vocabulary is larger than their productive vocabulary (Coombe, 2011: 114). Therefore, it is logical to test receptive vocabulary learning at the beginning of the foreign language instruction. In this study, our students were also at the beginning of their foreign language instruction; therefore, we attempted to measure their receptive vocabulary during the data collection process.

The receptive vocabulary requires only the recognition of the vocabulary and according to Coombe (2011: 114) vocabulary recognition skills are generally assessed through multiple-choice questions (MCQs) and matching formats. Multiple choice questions are very reliable if they are prepared well because there is only one correct option. Moreover, MCQs are advantageous because most of the students in the World are familiar with this format.

Matching questions are also a common and objective way of assessing vocabulary knowledge. In this format, students are faced with two columns of information and they are required to find the matches between these two columns. Since students choose one option from many distractors, matching questions are more advantageous than MCQs (Coombe, 2011: 118). In this study, data collection items were designed in this way. The items of the vocabulary test were comprised of matching, true/false, circling the correct option and writing the missing letters. From a practicality standpoint, it may be claimed that these formats are easy to mark and their results can be interpreted clearly (ibid).

As it is generally observed by teachers, YLs have difficulty in remembering and consolidating vocabulary items. Therefore, they need concrete methods while acquiring new words (Tuan, 2012: 257). At this point, games help YLs (Young Learners) learn and retain the target vocabulary easily because games provide them with opportunities for making practice with the target language, encourages them to communicate by using all four language skills, and creates real life situations for language use (Kim, 1995: 35).

There are many studies in the World which investigate the contribution of language games on YLs' second or foreign language learning. The studies are given in parantheses (Deesri, 2002; Hong, 2002; Al Neyadi, 2007; Rosita, 2008; Tomlinson and Masuhara, 2009; Azarmi, 2010; Bettiol, 2010; Wang et al., 2011; Tuan, 2012).

There are also many studies done in Turkey about this subject. They are given in parantheses (İnan, 2006; Cimcim, 2008; Taviş and İşısağ, 2009; Kalaycıoğlu, 2011; Asfuroğlu, 2013; Gülsoy, 2013).

In majority of these studies 2nd grade students were not investigated. Therefore, in this study we attempted to make contributions to literature on this field and we conducted our study on 2nd grade primary school students attending a primary state school in Konya, Turkey. And in our study, our aim is to investigate whether Game Based Learning can be an effective technique to reinforce vocabulary growth and retention levels of these students we mentioned above.

This section begins with the statement of the problem, the purpose of the study and the significance of the study. Later, research questions and the hypotheses of the study are presented. Then, the scope of the study and limitations of the study will be explained. Lastly, we will finish the chapter with the definition of terms.

1.2. Statement of the Problem

Generally, students who are learning English as a foreign language have some problems in Turkey. The first problem is about using the language for communicative purposes. And the second one is about remembering the meanings of previously taught vocabulary, in other words, retention of the vocabulary. In fact, they are closely related to each other.

The main reason for these problems may be that English is regarded as a formal requirement not as a tool for communication. However, the learners need to take active roles in their learning process. Therefore, teacher should apply activity based and interactive methods which are regarded as the most suitable ones for young learners (Moon, 2005: 32).

Game Based Learning technique is an effective way of teaching young language learners because games increase motivation and foster interaction between the students. Lewis and Bedson (1999: 3) supports our point by claiming that games encourage students to become interested in learning a new language and also to participate in an educational environment while interacting with their classmates in the classroom.

Due to the fact that young learners learn English vocabulary easily but forget quickly, English teachers have problems in helping students retain the previously taught vocabulary items for a long time. Some teachers teach the vocabulary through

old methods, by simply giving the mother tongue translation of the words or having students write down the target words into their notebooks for many times. Students do not know how to use these words suitably within the context. They are reluctant to study English vocabulary because it is a boring and passive activity. Therefore, we decided to use language games and Game Based Learning technique in our classes. Language games help children develop a positive attitude to the English language at the beginning of their learning. They interact with their friends using the target vocabulary and retain these words for a long time because they will learn them sub-consciously. Also, since games include lots of repetition, they will revise these words with their classmates in an enjoyable and communicative way.

1.3. Purpose of the Study

Although there are many researches conducted on teaching English vocabulary to young learners in primary state schools, the samples of these studies mostly vary from 4th grade students to 6th graders (Hisar, 2006; Cimcim, 2008; Köksal, 2013; Gülsoy, 2013). There exists no sufficient study conducted on 2nd graders because these students started to receive English lessons within their educational program in recent years. It was in the 2012-2013 Educational Year when the Ministry of National Education (MNE) implemented foreign language lessons for primary school students starting from the second grades. Thus, English as a foreign language has become a compulsory course for the second grades in primary schools all over Turkey.

The aim of this study is to make contributions to literature on this field by studying only with 2nd grade students. In this study, the researcher was the English teacher of the second graders in a primary state school and aims to make an investigation into the effects of Game Based Learning technique on young learner's vocabulary growth and also retention levels.

1.4. Significance of the Study

Most of the scholars believe that it is important to investigate TEYL (Teaching English to Young Learners) for many reasons. First of all, it is believed that if children acknowledge the necessity of learning foreign languages at an early age, they will

make a better progress in their learning. This means that they will be able to communicate better in the target language (Edelenbos et al., 2006: 123).

Second, there are many studies that stress the importance of the critical period for children to learn a foreign language (Birdsong, 1999; Flege et al., 1999; Stevens, 1999; Hakuta et al., 2003; Moon, 2005; Kuç, 2008). This period lasts until puberty and children are claimed to have a better chance of learning the pronunciation of a foreign language similar to a native speaker. Therefore, it is important to investigate the effectiveness of methods and techniques which are used in teaching English to young language learners.

As Qinglan et al. (2010: 23-24) claim, the appropriate activities for young learners are songs and games with actions, Total Physical Response activities, tasks that include coloring, cutting and sticking, simple repetitive stories and speaking activities of real communicative value. These activities are also favored by many other studies (Widodo, 2005; Hisar, 2006; Calle and Ortega, 2011, Kalaycıoğlu, 2011; Seminario Tenesaca and Villavicencio, 2012; Er, 2013).

Among these activities, language games are generally found appropriate and effective because games are a natural part of young learners' lives (Yolageldili and Arıkan, 2011: 223). Through games, learning English becomes an enjoyable job and students participate willingly and attentively (Ara, 2009: 168; Çakır, 2004: 108). For these reasons, examining the effects of GBL technique on young EFL learners' success is significant.

Since vocabulary plays an important role in the early stages of learning a foreign language, we investigated the effects of GBL technique on YLs' vocabulary development. It is claimed that when children have a large store of vocabulary in a second language, they can communicate with other people in a wide range of situations. Moreover, it is claimed that when YLs learn the vocabulary of the target language, it will be easier to learn how to use these vocabulary items properly. Therefore, it is important to focus on vocabulary, rather than grammar in the early stages of learning a second language (Meara, 1995: 4-5).

In addition, it is also important to focus on retention of vocabulary because students have problems in remembering the vocabulary items after some time. In terms of retention, language games are mostly found effective by many scholars. Since language games are fun and relaxing, YLs learn and remember vocabulary better. Moreover, they use the words in various contexts with a lot of repetition. Therefore, GBL technique is memorable and help YLs put the words in long term memory while having fun (Nguyen and Khuat, 2003, 11).

Because of all these reasons we mentioned above, we believe that it is important to investigate the effects of Game Based Learning technique on young EFL learners' vocabulary growth and retention levels.

1.5. Research Questions

In this study, it is assumed that using Game Based Learning technique in teaching new vocabularies to young learners will make a significant effect on their learning and also will help them remember these words better in the long term. Therefore, the following research questions were designed:

1. Does Game Based Learning (GBL) technique have a significant effect on young learners' vocabulary growth?
2. Does Game Based Learning (GBL) technique improve young learners' retention of previously learned vocabulary items?

1.6. Hypotheses of the Study

This study presupposes that GBL technique is an effective technique in teaching vocabulary of English as a foreign language in the 2nd grade students of primary school level. In this study, it is assumed that students in the second grade will find language games enjoyable and motivational. While they are acquiring a new language, they will learn the new words in a stress free environment and this will increase their motivation and lead to a significant growth in their vocabulary. Also, games will help YLs remember the vocabulary items they have learned after a long time. So, the hypotheses of this study are:

a) Using Game Based Learning technique with young learners will contribute to their English vocabulary growth.

b) Using Game Based Learning with young learners will increase the retention of the previously learned vocabulary.

1.7. Scope of the Study

This study is limited to an ELT (English Language Teaching) context. Let's explain what we mean by saying an ELT context. ELT is a general term which covers various subjects such as teaching vocabulary, grammar, speaking skills, listening and writing skills, etc. The subjects we are interested in is teaching vocabulary to young learners through games.

The aim of this study is to investigate the effects of Game Based Learning technique on the vocabulary growth and retention skills of 2nd grade students. The third and fourth graders are not included into the study since the focus of this study is for beginner level students. Therefore, the findings of this study cover only the beginners not the other levels.

Only quantitative methods were used during the data collection process. Students' learning was measured through the English Vocabulary Test for Starters. The instrument to collect data is limited to this Vocabulary Test. However, a pilot study was carried out in order to measure the reliability and validity of the test. The results of the pilot study revealed that the test items were highly reliable and valid.

1.8. Limitations of the Study

Although the findings of this study reveal the benefits of Game Based Learning precisely, there are some limitations to be mentioned. One of the limitations of this study is that the effects of Game Based Learning technique on teaching grammar, pronunciation, writing or speaking were not examined. Our focus is only on vocabulary including nouns and verbs. In addition, we only measured recognition skills of the students, production skills were not measured.

Another limitation of this study is that private schools were not included into the study. That is, our focus is only on primary state school's educational program. The

participants were only from Meram Dr. Teoman Bilge Primary School. However, a satisfactory number of participants were included in to the study but still it is to some extent limited.

1.9. Definition of Terms

Young learner: The students from the first grade schooling from the age six, to eleven or twelve years of age (Philips, 1993: 3).

Vocabulary: “the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do (Lessard-Clouston, 2013: 2).

Vocabulary Retention: Vocabulary retention means being able to remember the meaning of words after a long time.

Vocabulary Growth: Vocabulary growth means the development of vocabulary knowledge.

Game Based Learning: Game-based Learning (GBL) is the use of educational games to enhance teaching and learning. Game-based Learning enables learners to perform tasks and have experiences which would otherwise be difficult due to cost, time, safety and other reasons (Vasiliou and Economides, 2007: 24).

Total Physical Response: (TPR) “It is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. It was developed by James Asher, a professor of psychology”(Richards and Rodgers, 2001: 73).

CHAPTER II

2. REVIEW OF LITERATURE

This section contains information about relevant literature and starts with the definition of a Young Learner and the developmental characteristics of YLs. Then, the importance of teaching English to Young Learners and the suitable conditions to teach them are discussed in detail. Next, it gives a general information about the Total Physical Response (TPR): What is TPR, the procedure of this method, its advantages for YLs and using games within this method. Afterwards, Game Based Learning technique is presented from several aspects: What is GBL technique, the characteristics of games and language games, the significance of language games in teaching EFL (English as a Foreign Language), choosing appropriate games for the classroom use, types of language games, when to use games in a language class.

Finally, the chapter ends with the important points in teaching vocabulary to YLs through Game Based Learning technique. The definition of vocabulary, the significance of vocabulary to Young EFL Learners, some important tips for teaching vocabulary to YLs are mentioned. The advantages of using GBL technique in teaching vocabulary to YLs from the viewpoints of scholars and researchers are highlighted at the end.

2.1. Young Learners

This section includes who a young learner is, the characteristics of young learners and how young learners learn a language from the viewpoints of recent theorists: Piaget, Vygotsky and Bruner.

2.1.1. Who is a Young Learner?

Generally, people think that the term “young” means not old maybe teenage or in twenties etc. However, in ELT (English Language Teaching) the term “young learner” includes only children learning English in primary school or kinder garden.

Children attend primary education at different ages in the World. In some countries, primary education starts at the age of five while in other countries it starts at the age of six or seven. Also, children may start learning English at different stages of their primary education. For instance, in Turkey children start learning English in

kinder garden at the age of five or even earlier. Therefore, there are many varieties in the age groups of children learning English around the World. Thus, we can not define young learners according to a definite age group. Moreover, even the children at the same age may show significant differences because every child is unique and has his/her own learning speed. We can also observe substantial differences between children at the same age because they live in different cultures and educational contexts. Nevertheless, we need a general definition of “young learners” as it is comprised of such a range of ages (Pinter, 2006: 1-2).

Now, let’s examine how some scholars define the term “ young learners” in their studies. We will examine three different definitions in the following:

First of all, Philips (1993:5) defines the term ‘young learners’ as children from the first year of formal schooling to eleven or twelve years of age. Secondly, according to Ur (2012: 256) “the term young learner refers to pre-adolescents, pre-school and primary school children”. The third definition is for “young language learners”. McKay (2006: 1) defines young language learners as “those who are learning a foreign or second language and who are doing so during the first six or seven years of formal schooling”.

From the definitions above, we can understand that although there are some small differences in the age groups of young learners, generally, they include children who begin receiving formal education and continue until they are 11- 12 years old. Within this period, children display many different developmental characteristics. In the following section, we will deal with these characteristics.

2.1.2. Characteristics of Young Learners

It is important to examine the characteristics of young learners in order to determine the right approach to teach them English. As everybody can guess, YLs are more eager to learn something new than older groups. The reason for this is that they are at the beginning of their educational period. Pluckrose (cited in Kostkova, 2006: 31) supports our belief through his following sentence:

“At no other time in life (than childhood) does the human being display such enthusiasm for learning, for living, for finding out.”

As it is understood from this citation, children have a great will to learn something new and a great interest to discover their environment. Depending on our observations we can say that YLs are really enthusiastic and excited about learning English since they are beginning to learn English for the first time. So, we should benefit from this advantage in our classes.

Young learners show many differences when compared to adolescents in learning and understanding something new. Pinter (2006: 2) compares young learners and older learners as in the following:

Figure 2.1. Characteristics of Younger and Older Learners

Younger Learners	Older Learners
Children are at pre-school or in the first couple of years of schooling.	These children are well established at school and comfortable with school routines.
Generally they have a holistic approach to language, which means that they understand meaningful messages but can not analyse language yet.	They show a growing interest in analytical approaches, which means that they begin to take an interest in language as an abstract system.
They have lower levels of awareness about themselves as language learners as well as about process of learning.	They show a growing level of awareness about themselves as language learners and their learning.
They have limited reading and writing skills even in their first language.	They have well developed skills as readers and writers.
Generally they are more concerned about themselves than others	They have a growing awareness of others and their viewpoints.
They have a limited knowledge about the world.	They have a growing awareness about the world around us.
They enjoy fantasy, imagination and movement.	They begin to show interest in real life situations.

From the Figure 2.1. we can conclude that the abilities of young learners' are more limited than older learners. Since they are at the beginning of their formal education, they need more encouragement and support from their teachers.

As a teacher of young learners, we should know their developmental characteristics in more detail in order to teach them effectively. Since big changes occur in children within the period from five to ten, it is also important to analyze the characteristics of young learners according to their ages. In this study, since our target group is 8 year old children, we will examine the features of this group in more detail. The following quote explains our target age group in a good way:

“The magic age seems to be around seven or eight. At around seven or eight, things seem to fall into place for most children and they begin to make sense of the adult world as we see it” Scott and Ytreberg (1990, cited in Kostkova, 2006: 31).

It can be concluded from this quote that children at the age of seven or eight can understand the World better. They are also claimed to learn a foreign language better because they are beginning to show language awareness and readiness in their foreign language classroom (Scott and Ytreberg, 1990: 4). Therefore, we can claim that our target group would be a good example for young EFL learners. Nevertheless, social and emotional factors, as well as individual differences have a profound effect on their language learning.

In order to understand the characteristics of our target group in more detail, we examined two different studies that describe young learners according to their age groups. The first one belongs to Scott and Ytreberg (1990:1). They divide the children into two main groups, the 5 to 7 year olds and the 8 to 10 year olds. And the second classification is done by Ersöz (2000). She divides young learners into three as: Very young learners (3-6 years old, pre-school education), Young learners (7-9 years old, from first to third grade), and Late young learners (10-12 years old, from fourth to sixth grade).

When two different classifications are compared, it can be seen that both of them put children at the age of 8 in the second group. So, these two classifications overlap at this point. Now, we will examine the common points. Here are the characteristics

of young language learners between the ages of 7 and 10 according to Ersöz (2000); Scott and Ytreberg (1990)

- They are building their World knowledge and are able to differentiate fact and fiction.
- Their views of the world are very stable since they have formed their basic concepts. For example, they are certain about what they like and dislike doing and they can make some decisions about their own learning.
- They are logical and analytical learners, so they like asking questions all the time.
- They are developing their self confidence while expressing themselves.
- They can understand better through the use of their physical environment. Teachers should employ activities which involve movement and the senses. It is important to use real objects and pictures to demonstrate meaning. Also, facial expressions, gestures should accompany the spoken words as clues to meaning.
- They can use their mother tongue competently and they have developed awareness of the main rules of syntax in their own language. By the age of ten, they become able to understand symbols as well as abstracts and they begin to generalize and systematize.
- They can work with others and learn new things from other students; but, they may have problems in sharing.
- They have a developed sense of fairness, so they can sometimes question the teacher's decisions.
- Their concentration and attention spans are short, so the language teacher needs a wide variety of activities. Also, there must be variety in pace, organization and voice.
- They have short memory; therefore, frequent revision is essential.
- They have limited motor skills.
- They have a remarkable ability to acquire language through play and fun activities.

Having knowledge of all these characteristics of YLs is a basic requirement for a language teacher. Through this knowledge, he/she can decide on the right approach, materials and the type of the activity considering YLs' needs, interests and aims.

2.1.3. How YLs Think and Learn

In this section, the way young learners think and learn will be explained based on the theories of three well-known scholars: Piaget, Vygotsky, and Bruner. They are generally regarded as the most known and influential theorists in education. National Association for the Education of Young Children (NAEYC) (1996, cited in McCloskey, 2002: 2) states that these theorists attempt to understand the cognitive potential and capabilities children bring into the learning environment and how they use and develop these capabilities to acquire the new knowledge. These recent theories include constructivist and interactionist approaches. In this part, we will examine these approaches and their contribution to education. We think that a young learner teacher should have knowledge in these important concepts. We will also mention about which theory this study is based on according to our observations.

2.1.3.1. The Theory of Cognitive Development

This theory was developed by Jean Piaget, a Swiss psychologist who was particularly interested in children's intellectual development. It is generally known as one of the most historically influential theories in education. The theory is known as "constructivist" because Piaget claimed that learners are actively constructing their knowledge through working with objects or ideas (Cameron, 2001: 4).

According to Piaget's theory, children conduct experiments in their environments to improve their knowledge of the World. For instance, when a child goes to a zoo, he/she encounters many animals and may think that not only chicks and ducklings but also monkeys are hatched from eggs. In other words, the child uses his previous knowledge to learn more about the other animals in the zoo. This process is called as "assimilation". Following this stage, a parent, talking about animals with the child, may explain the child that all animals are not hatched from eggs. Then, the child has to adapt his way of thinking to suit the new situation. Piaget calls this stage as "accommodation". This interaction between the environment and the children's pre-

existing knowledge is a continuous process. More and more refinements are added to this growing knowledge (Pinter, 2006: 6).

Piaget suggests that teachers should provide the suitable environment for children in which they can be active learners. The child should be free to do experiments, explore new things, create and solve problems through his/herself-chosen and self-directed initiatives. The role of the teacher is the facilitator who continually responds to these initiatives and values their thinking processes and cognitive concerns. The teacher never imparts knowledge which children ideally should construct for themselves (Wood and Attfield, 2005: 40).

Piaget also made big contributions to education when he identified four major stages of cognitive development. He suggested that all children develop cognitively as they undergo these stages in the same order. Piaget argued that it is not possible to skip one of these stages since each successive stage builds on the accomplishments on previous stages (Shaffer and Kipp, 2002: 253). Pinter (2006: 6) expresses that these stages start from birth to adulthood and they are as in the following:

Sensory motor stage: It is the first two years of a child life when babies' and toddlers' use physical action their senses-sight, sound, taste, touch and smell in order understand the World. They are generally egocentric but they are growing awareness of object permanence.

Preoperational stage: It starts from the age of two and continues to six or seven years old age. Children begin to manipulate environment and to represent objects by words.

Concrete operational stage: It starts about seven and continues to eleven years old age. Childrens' logical thought can be observed as they can make a classification or categorization of similarity and difference.

Formal operations stage: It starts around the age of twelve and continues through adulthood. At this stage children's thinking and logical thought emerges.

When we examine the stages above, we can say that the participants of our study are in Concrete Operations Stage (ages 7-11). Piaget claims that year 7 is a turning point because YLs' logical thinking begins to resemble to adults way of thinking. They

start to give up egocentrism, appreciating only their own way of thinking (Pinter, 2006: 7). Also, private language or speech for oneself decreases at this stage. For these reasons, we believe that this stage is very important for YLs' language development.

It is helpful for teachers to have knowledge about the Piagetian framework because different age groups have different interests and needs. The teacher needs to use suitable materials and methods accordingly (Pinter, 2006: 7).

2.1.3.2. The Social- Cognitive Theory

The Social-Cognitive Theory was developed by Lev Vygotsky, the Russian theorist. This theory focuses on the effects of social factors on YLs' cognitive development and learning. Therefore, Vygotsky is a good example for Social-Constructivist theory. Social Constructivism gives importance to the role of society and culture in learning. Knowledge is the result of social interaction and language use (Jordan et al., 2008: 59).

The difference between the theories of Piaget and Vygotsky is that while Piaget's stage theory gave much importance to the biological basis of development and the universal progression from stage to stage in every child, Vygotsky's theory of learning gave importance to the social side of childrens' development. The social environment, the cultural context and especially peers, teachers and parents interacting with the children have a significant role in children's intellectual growth (Pinter, 2006: 10).

Vygotsky's Social - Cognitive Theory sees language development from the interactionist perspective because Vygotsky claims that children learn as they develop through interaction with more knowledgeable ones in their surroundings (McCloskey, 2002: 2).

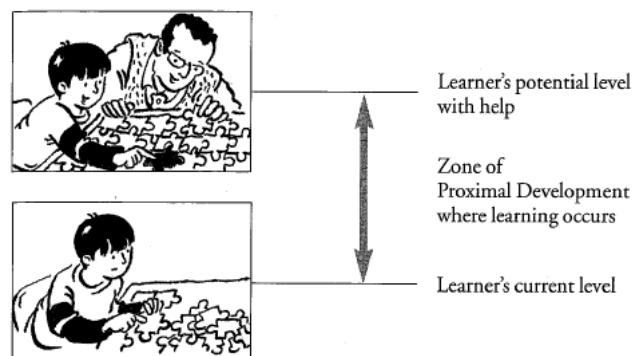
Based on our observations, we can say that this study is grounded in Vygotsky's Social - Cognitive theory because when children learn language through Game Based Learning technique, they are not only socially but also cognitively active during the games. Children are cognitively active in their learning because games have also a cognitive demand. As Vygotsky (1997: 90) states games "organize the higher form of behaviour, involve the resolution of rather complex problems of behaviour, require guess-work, quickness, and resourcefulness, and concerted and coordinated efforts of

the most diverse capacities and forces”. Children are also socially active in their learning because language games encourage them to collaborate and communicate by providing many opportunities for interaction.

Vygotsky (1980: 86) also made important contribution to education by his best known term ZPD ‘zone of proximal development’. He describes this term as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable ones”. Vygotsky believes that working within the ZPD will provide children a fertile ground for learning because it starts with what the child is already capable of and carefully develops it in accordance with the child’s immediate needs to go forward (Pinter, 2006: 11).

The following figure of Pinter (2006: 11) displays ZPD in a simple and effective way:

Figure 2.2. Zone of Proximal Development



As we can see in the Figure 2.2. the task seems too complex for the learner but he/she can accomplish it with the guidance and encouragement from a parent or a more skillful peer. Teachers can also gauge intellectual development of their students in this way. They should provide the necessary support to advance the student’s way of thinking. With the teacher’s support, learners can achieve more than they would unaided.

2.1.3.3. Jerome Bruner

Jerome Bruner is another theorist who made research on how young learners think and learn. Bruner strongly claims that language is an important factor in children's cognitive growth and offers the term of "scaffolding". It is the process that "enables the child to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts. This scaffolding consists essentially of the adult controlling those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence." (Wood et al., 1976: 90).

Scaffolding can be transferred into the classroom as "teacher- pupil talk". Wood (1998, cited in Cameron, 2001: 9) suggests that teachers can scaffold pupils' learning by using various strategies. For example, they can help students keep their attention on the significant points in a task and remember the whole task and their goal. When children focus on some part of a task, they may not be able to keep in mind the whole task since their attention capacity is limited. The teacher can divide the task into parts according to students' age and experience. He/she can also use many other strategies to help the student accomplish the task.

In this section, the way how YLs think and learn were presented from the viewpoints of three theorists. Some important tips for teachers were also emphasized. In addition, we expressed that this study is grounded in Vygotsky's Social- Cognitive theory.

2.2. Teaching a Foreign Language (English) to Young Learners

In this part, firstly the importance of teaching a foreign language to young learners will be presented. Then, suitable conditions for young learners to learn a language will be dealt with. These conditions are the appropriate learning environment, competent language teachers, using the appropriate method and teaching aids and assessment of young learners.

2.2.1. The Importance of Teaching English to Young Learners (TEYL)

We strongly believe that TEYL has gained much importance in recent years. The first reason is the recent changes in the World. The second reason is that children are

believed to have a tendency to learn a foreign language and the third reason is that it has many advantages when children learn a foreign language at an early age. In this section, these three reasons will be mentioned.

As we mentioned above, the first reason is the recent changes in the World. The need to communicate with people of other nations has been increasing day by day because of the recent changes in political and geographical boundaries. As a consequence of this increasing need, it has become more important to learn a foreign language at an earlier age. Thus, TEYL has become a field which grows rapidly around the World and English education is increasingly being implemented at the primary levels or even earlier (Superfine, 2002:27; Shin, 2006; Griva et al., 2010:3700; Lefever, 2010:1).

As for Turkey, the importance of learning a foreign language has been recognized especially in the last three decades. Since the English language is used as foreign, state and science language by over two billions of people in over 75 countries, it has become a necessity to learn and teach English (Vahapoğlu, 2002: 11). The Ministry, accepting the advantages of learning English in early ages, implemented foreign language lessons for children in primary school age. In 2013 - 2014 Education and Training Year, MNE lowered the compulsory introduction of English to 2nd grade in Primary State Schools. So, TEYL has gained much importance in Turkey.

The second reason why TEYL has become an important field in foreign language education is that young learners are believed to be more advantageous in learning a foreign language than adult learners. It is claimed that children have been endowed with a magical ability to learn new languages. This ability is slowly lost and totally disappears by the time an adult begins the task of learning a new language (McGlothlin,1997). This theory is called Critical Period Hypothesis (CPH).

According to CPH, children have special sensitivity to pronunciation. They are sensitive to the sounds and the rhythm of new languages and they enjoy copying new sounds and patterns of intonation (Moon,2005: 30). According to Nixon and Tomlinson (2005, cited in Kuç, 2008: 3) students should start learning pronunciation as early as possible. Pronunciation can easily be taught and corrected at an early stage

in the learner's development and it will be not easy to correct time-compounded pronunciation errors at a later stage.

The third reason why TEYL has become an important field is that teaching a foreign language at an early age has a number of advantages. There are many studies that support this idea such as: Griva et al., 2010: 3700; Superfine, 2002; Edelenbos et al., 2006: 129.

Superfine (2002: 28) explains these advantages within three groups as in the following:

- Mother- tongue Improvement

It is claimed that learning a foreign language at the primary level never interrupts the development of the mother tongue because the basic development of the mother-tongue is supposedly finished by the age of four or five. When children start learning a foreign language early in life, they can understand their native language system better. They grow awareness of the existence of language as a phenomenon.

- Intellectual Improvement

Evidence shows that children's experience with two language systems gives them greater mental flexibility, superiority in concept formation and a more diversified set of mental abilities.

- Cultural Gains

Children who learn a foreign language may want to learn about other cultures, which may result in cultural gains. It was suggested that children who speak foreign languages gain a wider cultural outlook while monolingual children often feel that their own culture and customs are the most important. It has not any negative effect when children are exposed to other languages and cultures at a very young age, even before they have identified with their first language and culture. Rather, the introduction of a foreign language may be useful as it helps a child develop tolerance towards people who are different, which may result in a better mutual understanding among nations in the future time.

Pinter (2006: 38) points out similar reasons why it is advantageous to teach a foreign language to children. In addition to these advantages, Pinter claims that teaching a foreign language to children can:

- improve children's basic communication skills in the language
- provide enjoyment and increase motivation for learning a language
- foster the development of children's metalinguistic awareness
- motivate 'learning to learn'.

In this part, we mentioned the reasons why TEYL has become an important field in foreign language education. We mentioned the importance of foreign language learning at an early age and its advantages. However, we should know that starting to learn English at primary levels is not the only criteria that determine the success. The quality of teaching and the amount of time allocated to learning and teaching are also important factors in the young EFL learners' success. We should also remember that the benefits of starting earlier can really emerge if they have sufficient exposure to the foreign language in learning situations and if the EFL teachers are fluent in the foreign language (Moon,2005: 30). In other words, there should be suitable conditions for young learners to learn a foreign language in an effective way. Therefore, teachers need to ensure these conditions in order to use the advantage of studying with young minds and young tongues. In the following chapter, we will try to explain these suitable conditions that lead to effective language learning.

2.2.2. Suitable Conditions for Young Learners to Learn a Foreign Language

Young learners should be provided with appropriate conditions while learning a foreign language. In this section, these conditions are presented in detail. Superfine (2002: 29) suggests these favorable teaching conditions leading to successful learning are as follows:

- small learning groups,
- suitable teaching aids,
- appropriate methodology
- appropriately trained and prepared teachers

In addition to these, one of the most critical variables in YLs' success is the frequency of language lessons. In other words, how much English they hear and how often they have opportunities to interact in English are important factors in their learning. The more intensive their learning program is, the more proficient they will become (Pinter, 2006: 39). According to Nikolov and Curtain (2000, cited in Moon, 2005: 32), children should have their language lessons very often, perhaps due to the fact that they do not yet have well developed memory techniques and learning strategies. As their ability to concentrate is limited, frequent sessions with plenty of revision are very important for them.

In the following sections, we will try to explain these suitable conditions for YLs to learn a foreign language. These conditions are generally claimed to be important while teaching young language learners. In addition, we will put emphasis on how to assess YLs in an appropriate way since we made an assessment at the end of our study and we believe that assessment and teaching can not be separated from each other.

2.2.2.1. Appropriate Learning Environment for YLs

Young learners' motivation plays a crucial role in learning a foreign language. However, since the target language is not spoken widely enough in their environment, they need many reasons to sustain their motivation in an EFL context.

First of all, they need a comfortable, relaxed atmosphere in class (Pinter, 2006: 37). Scott and Ytreberg (1990) suggest that in a secure environment, students will participate at maximum level.

As it is known, YLs have a lot of physical energy and they show more interest to the physical and tangible things in their environments. So, teachers should prepare them activities that have lots of brightly colored visuals, toys, puppets and real objects. They will also like preparing visual materials with their teachers, parents, or other students (Shin, 2006).

Scott and Ytreberg (1990) maintain that young children respond well to a pleasant and familiar atmosphere. Therefore, it would be a good idea to decorate the walls with calendars, posters, postcards, drawings etc. and to have plants, animals, and

any kind of interesting objects as long as there is enough space for the children to do the edutainment activities which require a lot of action.

It is accepted by many experts that young learners attention span is limited. Therefore, Harmer (2009: 83) suggests that “teachers need to provide a rich diet of learning experiences which encourage their students to get information from a variety of sources.” Among the most suitable activities he mentions as “puzzle-like activities, drawing, games, physical movement, songs mixing play and learning in an atmosphere of cheerful and supportive harmony’.

Also, the YL teacher must organize the classroom in a way that it would have an area of easily moveable desks and chairs and an open space for action songs and games. Desks and chairs must be arranged for children so that they can work in pairs or groups. A space must be allocated so that they can come out to the board and move around the classroom (Qinglan et al., 2010: 3).

Lastly, we need to say that, the teacher is generally the main source of language input in an EFL context. Therefore, YLs need to listen to their teacher’s use of language attentively in order to model pronunciation and understand the new language in context. YLs also need to use the language for communicative purposes in the classroom environment. Therefore, teachers will need to consider the best way of scaffolding learners’ early language production in their English classes. Also, they need to think about the suitable questioning techniques in order to elicit language from their learners and how they can encourage their students to use the target language meaningfully with their classmates (Pinter, 2006: 13).

We believe that the most important factor in YLs’ success is, of course, the teacher. If the teacher succeeds to motivate the learners, they would learn easily and quickly. Now let’s go through the characteristics of competent teachers of Young EFL Learners.

2.2.2.2. Teachers of Young EFL Learners

As it is generally admitted, when young learners like their teacher and the learning activities, they will also like the lesson and make a better effort to learn the

language. In this section, we will mention about the qualities of a competent YL teacher who motivates students to learn the target language.

First of all, the teacher can increase motivation by finding the suitable means, materials and procedures. At this point, the teacher must consider students' needs, attitudes and expectations (Castro Calvín, 1991: 15).

The foreign language teacher must present the content in such a dynamic and interesting way that he or she can grab the students' attention. The EFL teacher must provide activities which encourage interaction and provide meaningful dialogue in the foreign language. And games are one of these activities that may help increase motivation and knowledge of the language (Bettiol, 2010).

A qualified YL teacher must also have knowledge about YLs psychology and developmental stages at social and intellectual aspects. In this way, he/she can improve awareness of how to educate children. For instance, young school children need more praise and appreciation as they are still building their self-esteem. More praise will increase childrens' self- confidence and promote their performance in the classroom (Qinglan et al., 2010: 2).

In addition, a competent YL teacher must encourage children to use English words or sentences in a non-threatening way. When they have hesitations, the YL teacher need to be patient. If they make a mistake, it is not right to blame them because they may experience frustration and lose their self esteem (Qinglan et al., 2010: 3).

Another important point is that a competent YL teacher should have knowledge of the English language. He/ she should also have fluency in English involving good communication skills because he/she is the only source of language input for children who may have limited exposure outside the classroom. Having good interaction skills enables the teacher apply activity based and interactive methods which are regarded as the most suitable ones for young learners. While interacting with students, the young learner teacher also needs to be flexible enough to be able to adjust his/her language to the children's level so that he/ she can provide feedback (Moon,2005: 32).

In addition, as Scott and Ytreberg (1990: 6) claim, as a teacher of young children, it will be very helpful to have a sense of humor, to be open-minded, adaptable and patient. Among these, being patient and tolerant is an important requirement for being a qualified classroom manager. Young learners can easily do something out of your expectation because they have poor self-control ability and poor discipline awareness. Teacher must easily tolerate their naughty behaviors and show them great patience (Qinglan et al., 2010: 2).

Lastly, Castro Calvín (1991: 20) mentions the similar things with us and in addition he claims that a YL teacher should be able to make a realistic self-evaluation and have a desire to improve his skills. The most important point is, however, the language teacher must feel a real interest in his students and his profession. If a teacher does not have interest, his students may behave disruptively, which shows that there is a lack of discipline in the classroom.

We can conclude from the statements above that it is not everyone's cup of tea to teach a foreign language to YLs. Although it is enjoyable, it is also a hard work to train these energetic and talkative learners in a classroom environment.

2.2.2.3. Appropriate Methodology for Young Learners

Using a method that would be suitable for young learners is also very important. In our study, we used Total Physical Response Method because we observed that Young Learners learn best by doing and experiencing something new. Also, since they are at beginner level, they are sometimes shy and reluctant to use the target language. In fact, scholars claim that they should not be forced to speak English immediately. According to TESOL professionals, young learners should be encouraged to speak when they are ready and eager to do. This is an important principle when teaching English to beginner level students. TESOL professionals call this principle as allowing for the silent period. During the silent period of language learning, teachers employ comprehension based activities. At this stage, teachers' main aim is to help children understand the target language (Gordon, 2007: 78). One of the most effective comprehension based methods is called Total Physical Response (TPR). It's been proven effective for teaching beginners of foreign languages. In the following chapter,

we will try to explain this method in more detail since we applied this method to our beginner level students and conducted our experiment using this method.

2.2.2.4. Suitable Teaching Aids (Materials)

Using appropriate teaching materials is also another important issue in TEYL. In this section, first we will try to explain what we mean by teaching materials. Then, we will go through different type of materials that are claimed to be most suitable for young language learners.

So, what do we mean by ‘teaching materials’? Is it the coursebook, dictionary or other items that the teacher brings to the classroom such as pictures, real objects, etc? According to Tomlinson (1998: 2) “Materials include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the Internet. They can be instructional in that they inform learners about the language, they can be experiential in that they provide exposure to the language in use, they can be elicitive in that they stimulate language use, or they can be exploratory in that they seek discoveries about language use.”

We can say that there are a number of teaching materials in ELT. It will not be sufficient to use only the coursebook and a dictionary in a language class, especially if we are a young learner teacher.

In order to deal with this subject better, we need to categorize teaching materials. Pakkan (1997: 6) divides the basic and most frequently used language teaching materials into three groups as (1) the coursebook, (2) the supplementary materials (teacher’s book and the workbook or exercise book), and (3) the supporting materials (pictures, puppets, posters, drawings, tapes, videos, etc.).

Among these materials, we will focus on supporting materials because they are very effective tools for YLs and they are related to our subject. Supporting materials can also be classified into three groups as: visual materials, audio materials and audio-visual materials. These materials will be mentioned briefly in the following:

- Visual materials

A YL teacher should know that the topic should be supported visually for YLs. He/ she can use big colorful pictures, posters, drawings or flashcards, puppets, toys and real objects or dramatize the meanings through mime, facial expressions, gestures and so on. Visual materials are important because YLs learn best by seeing and doing. Their learning style is predominantly visual and kinesthetic. Through visual materials the language teacher can help learners guess meanings from contexts. The use of visual aids also makes learning more memorable and fun- especially if the pictures are large, colourful and amusing, and the miming is exaggerated and funny (Çakır, 2004: 105). Philips (1993: 69) also stresses the same point and claims that pictures should always be used for YLs. Especially while teaching vocabulary, pictures are very helpful to illustrate the meaning of a word.

- Audio materials

The teacher, audio cassettes, records/record players, CDs/CD players, radio programs, multimedia lab and language laboratories are the examples of auditory materials (Kale, 2008: 30). Torun (2008: 19) gives some good examples for audio materials that can be used for YLs such as recorded dialogues, stories, songs, sounds of nature, animal sounds etc.

Some important advantages of using these materials in a YL classroom are as follows:

- Pupils have the advantage of hearing the spoken language from different speakers through different voices and accents.
- The voice on the cassette / CD can be a constant model and students are exposed to examples of English spoken by native speakers.
- Some recordings include some amusing sound-effects which can motivate learners and help them guess meanings of unknown words.
- The teacher can use the voice on the cassette as a model and he/ she can imitate it while demonstrating a number of storytelling techniques like adapting the voice for different characters, intonation patterns, stress and rhythm; changing the pace of the voice, and so on (Ellis and Brewster, 1991: 32).

- Audio- Visual Materials (Multimedia)

These materials are both visual and audial. As Pakkan (1997: 28-29) states: “The audio-visual materials combine sound and image and provide a considerable degree of contextualization”. The audio-visual materials are DVD/VCD players or videotapes, films, televisions, computers, projectors, etc.

Among these, video and television are important ones for YLs. They can be used effectively in the language classroom. Videos are very useful while presenting new vocabulary items, structures or functions in a meaningful context. They also provide a stimulus for speaking. Moreover, they can be used as an excellent source of input for topic-based work (Philips, 1993: 126).

We can say that YLs are very interested in audio-visual materials. Videos, computers, World Wide Web increase their motivation, add interactivity and also variety to classroom procedures. They give students opportunity to practice and use the target language. They also improve their technical literacy, in this way, they can cope with the challenges of modern life. However, it is the teachers’ responsibility to choose the content, provide effective instruction and guide students through educational experiences (Gordon, 2007: 196).

As a conclusion, using supporting materials in a YL classroom will be very helpful for their foreign language development. Among the most effective materials and activities in young learners class, we can say TPR activities, games, songs, chants, rhymes, poems, arts and crafts, puppets, magic, drama activities, stories, puzzles computers and problem solving activities. It can be any other material that makes learning English both motivating and a memorable experience for YLs.

2.2.2.5. Assessment

In this section, firstly the definition of the term “assessment” will be presented. Then, how to assess YLs appropriately will be mentioned. Also, different types of assessment techniques will be stated.

Assessment is a general term which includes all methods used to gather information about children’s knowledge, ability, understanding, attitudes, and motivation (Ioannou-Georgiou and Pavlou, 2003: 4). Assessment is a must for teachers and administrators while making decisions about students' linguistic abilities, their placement at appropriate levels, and their achievement. Assessment is also necessary

for evaluating the suitability and effectiveness of the curriculum, the teaching methodology, and the instructional materials. In order to make a successful assessment, it is essential to make an effective selection, use appropriate tools and procedures, and interpret students' performance properly (Shaaban, 2001: 1). It is the responsibility of educators to make an assessment that is inclusive, fair, relevant, comprehensive, valid, fair and yield meaningful results in order to improve educational quality and ensure the success of young EFL learners (Gottlieb, 2006: 1-14)

From the viewpoints of researchers and classroom practitioners, while assessing language learners, classroom generated data gives more accurate and valid information for educators. This type of assessment is called as classroom assessment or formative assessment and it focuses on the process of learning. It is useful when adapting the way of instruction in order to ensure that the content of the lesson is effectively incorporated into the student's knowledge base.

There is also another type of assessment called summative assessment. Summative assessment aims to measure the outcome of the instructional process. It can be a final exam at the end of a course or a standardized test that is applied by the Ministry of Education. Students are marked and important decisions are made according to the results (Mihai, 2010: 28).

In short, assessment can be divided into two main categories: formative assessment and summative assessment. While classroom assessment is formative, standardized tests and final exams are an example for summative assessment.

In the last two decades, as O'Neil (1992, cited in Shaaban, 2001) expresses, strictly summative testing tools and procedures gave their place to informal assessment techniques that give importance to formative assessment. Because when teachers use formative assessment in their classes, they can decrease the level of anxiety caused by concentration on linguistic accuracy and increase students' comfort zone and feeling of success by focusing on communicative fluency.

There are many new assessment techniques that supply formative assessment instead of summative assessment. These are known as alternative assessment techniques. We can define alternative assessment as a kind of assessment that makes

students perform, create or do something while being engaged in meaningful learning tasks within the classroom activities. These techniques give importance to variation in students' needs, interests, and learning styles; and emphasize positive traits and successful performance. Their aim is to integrate assessment and learning activities (ibid).

In Shaaban's (2001) study, we can see that many different types of alternative assessment techniques are introduced. These are nonverbal responses, oral interview, role-play, written narratives, presentations, student-teacher conferences, self-assessment, dialogue journals, peer and group assessment and student portfolios. We can say that these are similar to classroom assessment techniques since classroom assessment includes the collection and documentation of students' performance in a planned way and interpreting them as an ingredient of the instructional process (Gottlieb, 2006: 11).

To summarize, while making assessments, the YL teacher's main concern must be to assist children's learning. It needs to be developmental, that is, YL teacher ought to use tasks familiar to children, and monitor progress over time by collecting data about children's performance on classroom activities. In this way, teachers can plan and adjust their teaching with the help of this information and also according to children's needs. Over- emphasis on testing at primary levels can have strongly negative effects on classroom experiences and lessen the chance of introducing more experiential and activity based teaching (Moon, 2005: 33). However, we should say that standardized tests should not be abandoned. Classroom assessment techniques in fact complement and contribute to these standardized tests.

In our study, we used a standardized test which includes true-false, matching and multiple choice. Since standardized forms require using identical set of procedures for data collection, analysis, scoring and reporting, we used this type of assessment in our study.

2.3. Total Physical Response

In this part, what is TPR method, the procedure of TPR, the advantages of TPR for Young Learners and using games in TPR method will be mentioned briefly.

2.3.1. What is TPR?

Total Physical Response (TPR) is one of the English teaching methods which was developed by James J. Asher who is a professor of psychology at San José State University in the USA.

As Richards and Rodgers (2001: 73) express, Asher argued that a second language or additional language should be learned in the same way that children learn their first languages. As we all know, in the first language acquisition process, parents try to communicate with their children by using simple sentences and modeling actions. They do not expect their children to produce language in return until they feel ready. The parent gives some commands such as “Look at mama. Bring me your teddy bear! etc” The child listens and gives physical responses to these commands (Syrja, 2011: 112). While listening, the child is also figuring out the sentences and patterns of the language unconsciously. After having decoded enough language, he/she begins to speak spontaneously (Walsh, 2005: 229).

Similar to the process of first language acquisition we mentioned above, in a TPR classroom, the teacher gives some commands to the students and the students give responses by means of action. As students make progress over time, the teacher gives more complex commands. Students are not forced to speak. As they listen, they are internalizing a cognitive map of the language. When they feel ready, they spontaneously begin to produce utterances (Beltrán Llavador et al., 2011: 34).

When we compare the first language acquisition process and the procedure of TPR as we mentioned above, we can see the similarities better and we can deduce the three hypotheses of this method.

The first hypothesis is that children develop listening skills before they develop verbal skills. They can understand complex sentences that they can not produce yet. While listening, they are getting prepared to use the language verbally. (Morretta and De Francisci, 2014)

The second hypothesis is that children acquire language through physical movement. Asher (1974, cited in Haggstrom, 1995: 95) argues that learning a language is facilitated when spoken language is coordinated with physical actions. This will also enhance comprehension, retention and long term memory.

The third hypothesis is that students must not be forced to produce the language. Language learning should not involve any stress. TPR involves gamelike movements which reduce the stress of the learners. Learners develop positive attitudes towards the language and their learning is facilitated (Richards and Rodgers, 2001: 73).

In the following section, the procedure of TPR Method will be mentioned in more detail.

2.3.2. The Procedure of TPR in a Language Class

First of all, we should say that in TPR method, the language teacher needs to be well- prepared and well organized, because it is his/her responsibility to decide what to teach, to model and present the new materials, and select supporting materials for classroom use. It will be very helpful to write down the exact utterances he/she will be using, especially the novel commands since the flow of the lesson is usually fast and there will be no time to create them spontaneously. It is also the responsibility of the teacher to regulate classroom interaction and turn taking (Widodo, 2005: 238). Therefore, we can see that although TPR seems simple at first glance, the teacher needs to make some preparations and also needs to be authoritative.

The basic steps of TPR Method can be summarized from different sources as follows (Larsen-Freeman, 2000: 111; Walsh, 2005: 234; Brooks, 2015: 67).

First of all, the teacher sets up a situation in which students follow a set of commands using actions. For example, the teacher may choose a topic like “Parts of the Body” in which students are required to stand up, sit down, raise their right hands, etc.

Then, the teacher wants students to listen attentively to what they hear in the target language. They are also required to do the same thing the teacher does. For example, the teacher gives a command as: “Stand up” and demonstrates the action himself. He/ she can also use some gestures, pictures, repetitions, etc to make sure

that the students understand the input correctly. When the students do the action, she then gives the other command: “Sit down” and everybody sits down with the teacher. Various commands like “Walk!”, “Stop”, “Turn!” are studied in the same way and for several times. It is important that the students internalize the series thoroughly. They are not required to talk or repeat the commands.

When the teacher feels sure that students internalized the series thoroughly, he/she invites volunteers to respond alone to these commands. As students observe their friends, they can see that they have internalized the unfamiliar words and understood them correctly.

Next, the teacher gives commands to the class without modeling the action himself. The class acts out the series together. They can learn through observing actions from their classmates as well as by performing the actions themselves. The teacher repeats this stage several times.

After that, students can have the opportunity to give the commands to their friends. They can work in groups of two or three. One of them reads the series of the commands and the others listen and respond physically. The teacher can deal with the students individually. When she/he is sure that they have mastered all of the commands, new commands can be introduced.

The teacher should sometimes change the order of the commands to prevent students to memorize fixed routines. If the students make a mistake, the teacher repeats the command and also acts it out. The teacher should also surprise the students with some new and funny commands to help students develop flexibility in understanding novel combinations of the target language. This novelty can motivate students to learn more.

Finally, students can write down the new commands they have learned at the end of the lesson because TPR method emphasizes spoken language over written language. In TPR, students should be encouraged to speak when they feel ready.

2.3.3. Advantages of Using TPR for Young Language Learners

Many scholars and coursebook writers believe that TPR is a suitable and effective method for young language learners. We can summarize the reasons as in the following.

First of all, as it is known, young learners' attention span is limited and they have got a lot of physical energy. In addition, they are very much interested in their surroundings. Their learning is mostly through the physical and tangible things. Therefore, teachers should incorporate realia, visuals and movement to their activities (Shin, 2006).

TPR answers these needs of young learners we mentioned above because, in a TPR class, learners are physically active. The meaning of the language is given through pictures, realias, mimics and they manipulate objects while responding to the commands of the teacher.

The second reason is that YLs can not immediately produce the language yet but they can give nonverbal responses to what they hear. In TPR method, they can participate in meaningful listening activities while their teacher is monitoring their comprehension without expecting them to speak (Vásquez and Smith, 2013: 171).

The third reason is TPR method combines language with action, therefore, it activates kinesthetic memory. Kinesthetic memory is in charge of learning actions such as swimming or riding a bike while declarative memory is used while learning new facts and new information. Kinesthetic memory is more longlasting than the others because it involves actions. Declarative memory involves memorization.

In TPR method, students never memorize, they learn by doing. So, they have a better grasp of word meaning. The teacher conveys the meaning of a target language item such as "Turn around" or "Pick up your pencil" by modeling the action or by flashcards. When students hear these phrases they do the action and manipulate objects. They do not simply learn what a language item means, instead they learn by experiencing and integrating the language into their real lives (Gordon, 2007: 81). Therefore, the level of retention is very high. TPR is highly motivational for both teachers and students (Syrja, 2011: 112).

Fourth, TPR is a stress-free method for young learners because it does not demand them to speak in the target language and also it involves gamelike movements. In this way, young learners develop a positive attitude towards the language and learn more easily and willingly (Richards and Rodgers, 2001: 277).

In addition, TPR has been proven to be very popular for teaching young learners because of the lack of any formal focus on grammar (Nunan, 2010).

As we mentioned before, we used TPR method in this study and observed that young learners like this method. It reduces stress and students do not get bored. As Nunan (2010) states, they generally like TPR activities which involve physical movement and manipulation of objects. These activities are songs, games, rhymes, stories, directed drawing, pantomime, etc. Among these, we will focus on games in this study.

2.3.4. TPR and Games

Fun and games are the fundamental elements of a TPR lesson because they are an effective way of maintaining the students' motivation and expanding their attention spans. Students learn the language while enjoying themselves and they feel no stress (Morretta and De Francisci, 2014). Games also help learners to cope with stress in the language classroom because it is similar to the way native speakers learn their first language. While playing a game, learners use the language as a means to achieve an aim. The language is not the only aim itself. They also improve their social skills such as co-operating and obeying rules through games (Reilly and Ward, 1997: 26).

We will mention the advantages of games in the following chapter in more detail. Now, let us give some good examples for games used in TPR method.

Our target group, young learners, like especially action games. For example, *Simon Says*, a popular game, can be used in order to teach body words, action words, and objects that students can touch. In this game, when the teacher gives a command, students should do it only if it starts with the phrase *Simon says*... For example, the teacher can say "Simon says slide some bread" or "Simon says chop an onion" and students should do the action. However, if the teacher says "Run out of the door" the students should not do this. If any student carries out the command that does not start

with the phrase *Simon says...*, then he/ she is excluded and can only watch the rest of the students playing the game (Murray and Christison, 2010: 80).

Charades is also a classic game. The teacher can divide the class into two teams. Then, he/ she can flip a coin to determine which team will begin first. The first team chooses one of its members to send to the front of the class. The teacher whispers a word into this student's ear. Then, the teacher sets a time limit and signals the student to begin pantomiming the word. Once a member in the same group guesses the word correctly, the timer is ceased. It is the other teams turn. The team which guesses the correct word faster wins the round. And at the end the team who wins the most rounds is the overall winner (Seberg and Chalk, 2009: 20).

2.4. Game Based Learning

In this part, first of all, we will mention what a game is, the characteristics of language games, the significance of language games in EFL teaching and learning process. Then, how to use and choose language games in class and different types of language games will be stated. Lastly, when to use these games within a language class will be explained briefly.

2.4.1. What is a Game?

There are various definitions of the term 'game' in literature, but we will deal with the ones within the scope of this study. The definitions are as follows:

“A game is an activity that has a goal, a challenge (or challenges), and rules that guide achievement of the goal; interactivity with either other players or the game environment (or both); and feedback mechanisms that give clear cues as to how well or poorly you are performing. It results in a quantifiable outcome (you win or lose, you hit the target, and so on) that usually generates an emotional reaction in players.” (Boller and Kapp, 2017)

According to Richards and Schmidt (2013: 219), a game is an organized activity that usually has the following features: a specific task or objective, a set of rules, competition between players, and communication between players through spoken or written language.

From these definitions above, we can conclude that games include many elements such as objectives, entertainment, rules, challenge, and communication. In this study, we deal with pedagogical, in other words, educational games which we use in the classroom as a teaching tool for teaching English. As Shears and Bower (1974, 61-65) explain, in educational games, students actively interact with each other both cooperatively or competitively. Moreover, educational games help teachers create a meaningful, useful and enjoyable context for learning at all levels. Therefore, games are generally used as effective educational tools in many different fields, especially for foreign language learning.

There is a strong relationship between games and learning a language. Wortham, (1998: 68) expresses this relationship by claiming that language has a significant role in play and play has an equally significant role in the development of language. The significance of play in language and cognitive development is explained as follows:

- Play fosters innovation in language.
- Play presents and clarifies new words and concepts.
- Play encourages language use and practice.
- Play improves metalinguistic awareness.
- Play develops verbal thinking.

From the statements above, it can be understood that the positive effects of games on children's overall development must be taken into consideration and language teachers should incorporate games in their classes. In the following part, why it is important for language teachers to use games in an EFL context will be mentioned.

2.4.2. Significance of Language Games in EFL Learning and Teaching Process

We believe that language games have many positive effects on foreign language learning. Experts and educationalists also acknowledge that using games in the language classroom has a number of pedagogical advantages. Tomlinson and Masuhara (2009: 2) claim that playing games are regarded as an easy, economical and effective way of ensuring suitable conditions for language acquisition. In this chapter, we will deal with the aspects of language games which help learners acquire the language.

First of all, when students are required to play games in the classroom, they generally find games fun and get motivated. As Richard-Amato claims (1996: 193) games lower students' stress in the classroom, in this way, the acquisition of input becomes more likely. In Turkey, students find it difficult to memorize unknown words and can not easily grasp grammatical structures of English language. So, they feel stressful and unsafe. This situation affects their motivation and performance in the class in a negative way. We believe that when teachers use games in the language classroom, they will handle this problem easily. Game based learning technique makes students forget that they are in class and feel comfortable while participating in the lesson.

Secondly, playing games improves some social skills such as collaborating with each other, thrusting their classmates, sharing their feelings, obeying rules, etc. (Ajibade and Ndububa, 2008: 31; Ataöver, 2005: 17; Reilly and Ward, 1997: 26). Likewise, according to Bradley (2010: 3), when students play games in pairs or groups, they can learn to recognize and appreciate the contributions of others. Also, they learn from each other and use team-building skills. They may even be unaware of the fact that they are learning while working with their classmates towards a common goal.

Third, students learn to compete with each other in a friendly way. And the competitive aspect of games motivates students to learn more. Because when playing games, they struggle to beat other teams for themselves or on the behalf of their team. They are really willing to have a turn to play, to score points and to win. For example, in the dictation game, students try to do their best while running, trying to remember the words and speaking loudly and clearly. They run swiftly back and forth, trying to memorize the content as much as they can do (Deesri, 2002). As a result, they learn more and retain more while playing.

Fourth, since students are aware of the fact that they are playing games, they do not make an effort to correct themselves in every single sentence. So, they can develop their fluency and speaking skills better (Deesri, 2002).

The most important advantage is that games provide the opportunity for every learner to make practice in the communicative use of the language (Wright et al, 2006:

3). In other words, learners experience the language rather than merely studying it. Through games, the language teacher can create meaningful contexts in which the learners want to take part and in order to do, so they must understand what others are saying or have written. Furthermore, they must use the target language while speaking or writing in order to express their opinion or give information (Wright et al, 2006: 1).

In addition to these, we can say many other advantages. For example, games in the language classroom can be really helpful for classroom management. The teacher can prevent learners from getting bored or feeling stressed by using games because games can be an enjoyable and effective way of presenting and also practicing the new language items. Also, games provide immediate feedback and encourage slow learners to participate in the lesson (Ataöver, 2005: 16). What is more, games can be seen as diagnostic tool for the teacher. During the game, students' errors and difficult areas can be noted by the teacher in order to correct and discuss them at the end of the game.

Lastly, as Hadfield (1990, cited in Deesri, 2002) claims, games give students a chance to drill and also practice using grammatical patterns and other functions just similar to the way in a traditional classroom. For example, while students are playing the game called "Find Someone Who", they have to ask classmates the questions within the chart such as: "Can you swim?" "Do you have a pet?" etc. (Deesri, 2002).

Table 2.1. Find someone who...

Likes rock music	Loves watching movies	Likes to cook	Has a pet
Can sew	Cannot swim	Is reading a novel	Loves chocolate
Has a big family	Likes green	Hates durians	Loves English
Watches TV every day	Is having a good time	Has visited three countries	Can speak two languages

As it is seen in the Table 2.1. students have to wander around the classroom to find whoever these statements are suitable to and then write their names into these places. The winner is the one who can finish his/ her page first. Students practice asking and answering questions during the game. They may have to repeat the same question several times until they find the right person. This resembles the type of drill

and repetition within the conventional classroom, but through playing games, it becomes more communicative and meaningful. Although students communicate within artificially defined limits, we can say that language games constitute a bridge between classroom and the real world. The way students use the language is the same as they do when they are outside the classroom (Deesri, 2002). What is more, since games include personal, social, and cross-cultural issues, they can sometimes simulate real-life situations (Ajibade and Ndububa, 2008: 31).

We can sum up the advantages of using games in the language classroom in a similar way that McCallum (1980: 9) states in the following list:

- Games help learners keep their attentions on specific forms, grammatical structures, and vocabulary items.
- Games can be regarded as reinforcement, review and enrichment devices of the teacher
- Games encourage not only fast learners but also slow learners to participate in the lesson
- Games can be easily adapted to suit the individual age and language levels of the learners.
- Games create an atmosphere of friendly competition, encourage students to use the language in a creative and non- stressful way.
- Games can be incorporated into the lesson in every teaching situations and with four language skills (reading, writing, speaking, or listening).
- Games provide the teacher with immediate feedback.

2.4.3. How to Use Language Games in Class

There are some important tips about using games for teaching young learners. Having examined different sources (Deesri, 2002; Hong, 2002; Azarmi, 2010: 34; Ersöz, 2000), we concluded these important points that the language teacher must take into consideration in order to use games effectively in the classroom. These are as follows:

- The rules of the games must be clearly explained and well understood by the students before playing. The best way to set up the game would be by

demonstration rather than lengthy explanation. Using a few words in the mother tongue may also be helpful while giving instructions to beginners. If students do not understand the objective of the game, the game will not be beneficial for them. For instance, students who do not understand the rules in "Dictation Game", will only write without following the instructions. At this point, the game will turn into an exercise in copying, and it won't help students with accuracy, pronunciation, or spelling at all.

- Games should be simple and clear enough so that there will be no difficulty in explanation or scoring
- Teachers must prepare materials which are necessary for various games. It will be helpful if these materials are prepared easily or if they are always available. Also, a specific place can be allocated for them.
- It will be sensible if the teacher place children in numbers where they are of equal or near equal ability with the others in that row. It is not advisable to place two brilliant and two unsatisfactory students in the same row because this would discourage those less able. A team mustn't be too powerful or too weak to afford interest and fair competition. If the teacher complies with this plan, it will be possible to divide the teams evenly into combined strengths and weaknesses. In addition, teams may be maintained once set up. However, if desired, only the numbers may be adjusted considering the subject ability of the learners.
- It will be advantageous if the children are already familiar with the games before learning the subject matter or skills because it will be difficult for them to learn how to play the game and the content of the lesson at the same time.
- Games should be fast moving so that pupils get interested in the lesson and don't get bored. Also, playing the game for too long wouldn't be beneficial because students will begin to lose interest. The YL teacher must stop a game at its peak.
- Games should include surprise or competition.
- Games should be incorporated into the regular class as supplementary activities. The whole syllabus should not consist of games only - even for young learners. And teachers should use them to achieve a definite learning objective.

- Games should focus on a particular point of language that the students are not good at yet.
- Games should give students opportunities to practice previously learned items.
- The context of the game should be chosen in accordance with the language items.
- Games should be both fun and enjoyable.
- Games should be appropriate for the age level of learner.
- The teacher should organize a suitable space of the classroom to conduct the game.
- The materials used in the game should not pose any danger to the learners.
- Teachers should also let children express their choice of games.
- Teachers should benefit from the course book as a main resource of games.
- After the game has begun, the teacher should not interfere and try to correct mistakes in language use.
- The teacher should not insist an individual to participate. Some learners may not be willing to participate because of some personal reasons. Forcing students to participate usually does not give pleasing results.
- A game which looks excellent on the paper may not work well in the real classroom environment. If it turns out to be tiring or boring, it should be stopped.

2.4.4. Choosing Appropriate Games for the Class

Students may want to play games just for fun; however, teachers need more reasonable intentions. When the students are young learners, teaching them through games necessitates special effort from the teacher. Teachers need to make sensible decisions on using which games, when to use them, how to link them up with the syllabus, textbook or program. The essential qualities of a successful language game are that the rules are clear, the ultimate goal is well defined and the game must be fun (Hong, 2002). In this part, we will deal with these important criteria for choosing appropriate games for young language learners.

Wright et. al. (1983, cited in İnan, 2006, 46) suggest that the language teachers should ask themselves while choosing the appropriate game. If the answer is ‘Yes’ to

all of these questions, he/she can use the game which will be highly suitable to the learners' needs.

1) Will the game take you a long time to prepare, compared with the amount of useful work you will get from it?

2) Will it be applicable and also easy for you to organize in the classroom?

3) Is it likely to interest the group of learners that you are planning to use in?

4) Is the language or language skill you are teaching is intrinsic to the activity? Or are you (honestly!) just trying to force the students to play the game in another way?

5) Is the amount of language or the type of use enough to justify the use of the game? Or do you have another good reason for introducing it?

As we mentioned in the previous part, it is important to choose a game that is suitable for the students' level, abilities and also previous experiences. It will be difficult when the task or the topic is inappropriate or outside the students' experience (Şenergüç, 2007: 17). That is, teachers should design activities where students can experience success. In addition, Hong (2002) claims that teachers should ask themselves whether it is possible to add variations to the game, and also whether it is possible to simplify or make it more complex if necessary. Many games require being modified for use in accordance with the students' needs.

Secondly, the needs of the students must be considered before choosing or designing games and implementing them in the language classroom. Students need to learn the grammar of the language so that they can be successful in their exams; therefore the games that the teacher choose should reinforce a certain grammatical aspect of language. Also, they need to practice the structures and lexis taught, in communicative situations. And the classroom environment may be their only opportunity to use the language for communication (Şenergüç, 2007: 18). Then, the language teacher should choose the game accordingly to achieve this aim.

Thirdly, as Carrier (1990, cited in Deesri, 2002) claims, teachers should take students' characteristics and expectations into account: whether they are young or old, serious-minded or unconcerned, and highly motivated to learn or not. As Siek-

Piskozub (1994, cited in Şenergüç, 2007: 17) it is important to be aware of the fact that different age groups necessitate different materials, topics, and modes of games. For example, it is more advantageous when children play games which include physical activity, imitating a model and competing between groups. Also, children's games should include praise and encouragement since they always love to be the center of attention (Yolageldili and Arikan, 2011: 221).

The fourth important criteria for choosing the appropriate game is its duration, in other words, the time between the beginning and the end of the game. In fact, most of the games have a time limit, but according to Siek-Piskozub (1994, cited in Şenergüç, 2007: 17), the teacher can allocate more or less time in accordance with the students' level, their familiarity with the rules, or the number of students. It should also be born in mind that games should be as short as possible for young learners since the average attention span in children is 10-20 minutes and after that, they may feel bored and tired (Yolageldili and Arikan, 2011: 221).

Besides, Carrier claims that (1990, cited in Deesri, 2002) teachers should also think about the appropriate time for using a game because using the game in the morning or in the afternoon, on Monday or Friday may give different results.

Lastly, as Hong (2002) claims an appropriate game is the one in which students participation and interaction are at maximum level. Also, Deesri (2002) suggests that teachers should be able to play and overact the game so that the students can feel more comfortable and be willing to participate. Therefore, teachers should choose a game that he/she can understand and use effectively. It is not easy to find a game that meets all of these criteria we mentioned above. Some games need some change in order to fit students' language level, natures, and characteristics. The key point is that games should be used when they are fun and have educational value otherwise they will be a waste of time.

2.4.5. Types of Language Games

Classifying games into categories is a difficult task because different writers have a different categorization of games and such categories often overlap. Basically, Hadfield (1984, cited in Wang et al., 2011: 129) divides language games into two

types: linguistic games and communicative games. Linguistic games are about accuracy while communicative games are about the exchange of information.

Secondly, Tuan (2012: 259) finds out that there are five main types of games: vocabulary games, writing games, speaking and listening games, structure games and reading games. Each type aims to improve a definite language component or a language skill, therefore it is important to choose a game in accordance with the content of the lesson.

Thirdly, Jacobs (cited in Wang et al., 2011: 129) categorized games in a more elaborated way which is made up of both linguistic and communicative games.

1. Sorting, ordering or arranging games. Students have a set of cards related with months and they must put these cards into the right order.
2. Information gap games. In these games, one or more students have information that other students do not, and they need to interchange their information to win the game.
3. Guessing games. These are a kind of information gap activities. For example, one student has a flashcard but mustn't reveal it to other students. He /she must mime the flashcard to other students so that they can guess the word from his or her performance.
4. Searching games. These games are a kind of two-way information games, in which everyone is both searching and also giving information. For instance, every student is given a clue and tries to guess which student is the criminal. They ask questions to their partners and then answer their partners' questions in order to solve the problem.
5. Matching games. As the name suggests, players have to find the correct match for a word, picture, or card.
6. Labeling games. These games are a kind of matching game. There is only one difference: the players match labels with pictures.
7. Exchanging games. Most of the card games belong to this category. In such games, students exchange cards, objectives, or ideas.
8. Board games. "Scrabble" is a good example and one of the most well-known games within this category.

9. Role playing games. Students are required to play some roles that they might not play in real life.

The last classification of games we will mention was made by Greenall (1990: 11), which resembles Jacob's classification above. We can also examine this classification as in the following:

a. Do-it-yourself simulation. It is a kind of activity in which the students act like being in a situation which he/she has either experienced or may experience in some way.

b. Role-play. Students receive a card on which a role or an identity is marked and they are asked to react according to the role or identity on this card. They can also develop the character by inventing a dialogue that is about a daily subject or a specifically defined setting.

c. Describing. This is not a difficult task. One person has a specific item of information and tries to describe it to others through drawings, using mime and gestures, and roundabout descriptions. He/she can also answer the questions with Yes or No.

d. Matching pairs. In these games, words, pictures or lines of dialogue are separated into more than two pieces and after that they are mixed. Then, one part is given to one of the students who must try to find his or her partner.

e. Jigsaw. It resembles Matching Pairs. It is separated into more than two pieces and the students work together in order to match them.

f. Logical sequences. This technique and Jigsaw are alike; but, the materials of logical sequences are strip cartoons, song lyrics or proverbs. The components of these materials can be reconstructed in the correct and logical order.

g. Board games: Teacher presents a situation which includes a series of events and asks students to continue by thinking of a number of favorable and unfavorable events which might happen after that situation.

h. Discussion activities: Teachers can use them as a starting point for discussion or questionnaires.

Students can play these games in pairs, groups, or as a whole class. Teachers can organize them as card games, board games, puzzles, and role-play in accordance with the number of the students and the space available in their classroom. They can be implemented at every stage of a class (Harmer, 1991: 260). Now, how to determine the appropriate time to use these games in classroom environment will be mentioned in the following part.

2.4.6. When to Use Games

It has been generally argued by the scholars and methodology manuals writers that games are not merely time - filling activities, instead, they must be at the heart of teaching foreign languages. Rixon (1981: 70) suggests that teachers can use games at every stage of the lesson provided that they are appropriately and carefully designed. The aim of the teacher within a game may change according to the stages of a lesson. These stages are:

1. Presentation: Making the meaning clear by presenting a good model;
2. Controlled practice: Enabling students to imitate the new language and give appropriate responses;
3. Communicative practice: Giving students an opportunity to use the target language.

Games can also be used as revision exercises in order to help learners recall the previously learned material in an enjoyable way (ibid). Moreover, from the viewpoints of Wellhousen and Kieff (2001, cited in Azarmi, 2010: 25), teachers can also use educational games before instruction in order to assess students' pre-existing knowledge.

To sum up, the teacher can use games for many reasons:

1. When a teacher wants to present the content or complete the lesson in an enjoyable way
2. When he wants to motivate his students for learning
3. To make something different from the course book
4. To improve a language skill or make practice with it
5. When there is a special need for making some dynamic practice

6. To alleviate the stress (Şenergüç, 2007: 19).

It can be concluded that games can be used in every phase of teaching. Hadfield (1999: 8) holds the same opinion and states that games must be regarded as an integral part of the syllabus which is followed by language teaching, rather than an amusing activity for the end of the day, week or term.

2.4.7. How Games Work on Young EFL Learners

As Carlsson-Paige (2008) claim, child development theorists, researchers, and educationalists believe that play is among the most important resources for young learners, essential for their social, emotional, and cognitive development. Thanks to play, children understand the World around them and work through new experiences, ideas, and feelings. She advises educators to create an environment in which play gives children a strong basis for learning, the emotional and mental eagerness to learn, and the social and emotional skills they need in order to be successful both at school and in life.

Gestwicki (1999, cited in İnan, 2006: 17) reports that researchers following the theories of Piaget and Vygotsky have found out that there is some sort of a relationship between cognitive development and children's participation in play, because play creates wonderful opportunities for children to practice divergent thinking, using objects in novel ways and increasing their ability to think flexibly and creatively to solve problems. Gestwicki also states that play has an important role in a child's ego development and social development.

We can conclude from the statements above that play has a very important role in the overall development of children. In this study, we believe that play is an ideal medium for young learners in language classes. Now, we will try to explain the reasons for our assumption in the following:

- Games are a natural part of children's life

Yolageldili and Arıkan (2011: 223) supports our view and claim that since games are a natural part of YLs existence, they are among the most appropriate activities that a young learner teacher can use in the language classroom. Çakır (2004: 108) also stresses the same point that since playing games is a natural activity for young learners,

children learn the language in a safe environment where they can venture out and take risks.

- Games alleviate stress and help young learners learn a language better.

As Ara (2009: 168) claims, language games are one of the most effective activities through which children can be involved in the language class in a natural anxiety-free environment. Çakır (2004: 108) also believes that students may unconsciously learn some language by heart while engaging in a fun activity. Thus, children may have the opportunity to discover rules for themselves through these pleasant informal activities.

- Games are effective classroom tools because they motivate YLs to learn a language.

Lightbown and Spada (1999, cited in Al Neyadi, 2007: 102) underline the importance of motivation. They claim that “The principal way that teachers can influence learners’ motivation is by making the classroom a supportive environment in which students are stimulated, (and) engaged in (the) activities.” Games create a motivating environment for YLs because through games learning English becomes an enjoyable job and students participate willingly and attentively. And when they participate in the activity, they will be exposed to language input for longer and practice the language better (Çakır, 2004: 103).

- Language games are effective in teaching YLs since children learn best through experience and activity.

Children have a strong instinct to explore their environment. For example, they like to touch and play with things such as pressing buttons, switches, etc. They will pick up the language while participating in activities which require them to use the language instead of being taught in a traditional way (Moon, 2005: 31). Play can be seen as a “concrete”, “hands on” and “manipulative” activity that creates a relaxing and fun learning environment for YLs (Azarmi, 2010: 15).

- Games include a lot of repetition which helps young learners transfer from learning activities to the ability to use the language effectively outside the classroom environment.

Games encourage students to use the language continuously with a lot of repetition, which makes the proverb ‘repetition is the mother of skill’ very meaningful (Ara, 2009: 168). The purpose of various and meaningful repetition in the game is to support the transfer of learning activities to the ability to use the language ability to use the language effectively in various real life situations and for various purposes (Tomlinson and Masuhara, 2009: 16).

- Games include physical activity that helps young learners learn and understand the target language better.

Schilling et al. (2006, cited in Tomlinson and Masuhara, 2009: 3) report that when children have active roles and move during play, their attention span expands, and in this way their verbal, visual and kinesthetic learning is facilitated. Çakır (2004: 103) also expresses that children will learn and remember best when the language is closely related to what is happening in the situation. In this way, learners can get clues about the meaning from the activity which accompanies the language. Therefore, we can say that the physical aspect of the games provides opportunities for mental processing of the language used.

- English language games actually give students a reason to communicate, and a context for speaking practice.

According to Tomlinson and Masuhara (2009: 2), games provide learners rich opportunities for language intake and for purposeful use of language. Rixon (1981, cited in Gülsoy, 2013: 18) also claims that games foster interaction between young learners and young learners learn more effectively by interacting with their friends. Most of the games require team spirit, which also creates socialization and fosters the learners’ behavior.

- Language games empower the learners’ fluency and accuracy in using the language for communication.

Macedonia (2005, cited in Azarmı, 2010: 15) claims that while playing games, students not only automatize the habit of language use but also increase the speed of performance. Since language forms occur frequently, students get accustomed to these forms and produce them accurately.

Having examined the advantages of games in teaching English to YLs, now, we will move on to the advantages of games in teaching English vocabulary to YLs, which is the focal point of this study.

2.5. Teaching Vocabulary to Young Learners Through Game Based Learning (GBL)

In this part, firstly, we will present the definition of vocabulary and then put emphasis on the importance of teaching vocabulary to YLs. Next, some important points in teaching vocabulary to YLs will be mentioned. Lastly, we will focus on the advantages of GBL technique on YLs' vocabulary learning and retention from the viewpoints of different scholars and reseachers.

2.5.1. The Definition of Vocabulary (within the context of ELT)

Vocabulary is defined in many different ways by scholars. Let us see some of these definitions below:

Richards and Schmidt (2002: 580) define vocabulary as: “a set of lexemes, including single words, compound words, and idioms.”

Merriam -Webster (2004: 1400) dictionary defines it as “a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge”.

Ur (2012: 60) defines vocabulary as: “the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, call it a day etc. There are also multi-word idioms such as *call it a day*, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words". From the definitions above, we can conclude that vocabulary is the total number of words in a particular language. And they are communication tools among people.

First of all, we should be aware that a vocabulary item may consist of one, two or more words. So, a word is a more complex phenomenon than at first it might appear. Thornbury (2002, cited in Sahraini, 2015: 3) explains differnet aspects of a word as in the following:

- words have different functions, some carrying mainly grammatical meaning, while others bear a greater informational load
- the same word can have a variety of forms
- words can be added to or combined, to form new words
- words can group together to form units that behave as if they were single words
- many words commonly co-occur with other words
- words may look and/or sound the same but have quite different meanings
- one word may have a variety of overlapping meanings
- different words may share similar meanings or may have opposite meanings
- words can have the same or similar meanings but be used in different situations or for different effects.

Secondly, it is also necessary to mention that there are two types of vocabulary: receptive vocabulary and productive vocabulary. Stuart Webb (2009, cited in Alqahtani, 2015) defines receptive vocabulary as “words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading a text but do not use it in speaking and writing.” And continues saying that productive vocabulary is “the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others”

The third important point in teaching and learning vocabulary is that a vocabulary item has many aspects that a language learner needs to learn. In other words, knowing a vocabulary item does not mean merely knowing its meaning. Nation (2001: 40) deals with this problem and tries to answer: “What is involved in knowing a word?” According to Nation, effective vocabulary teaching needs to deal with what needs to be taught about a word. We can call it as the learning burden of a word and it may differ from word to word according to the ways in which the word relates to first language knowledge and already existing knowledge of the second language and or other known languages.

In this study, since our students are at the beginning of their foreign language instruction; we attempt to measure their receptive vocabulary during the data collection process because the receptive vocabulary of children is larger than their expressive vocabulary.

2.5.2. The Significance of Vocabulary for Young EFL Learner

Vocabulary has great importance in YLs' foreign language learning. Many scholars admit that vocabulary has gained more importance in recent years. Mehta (2009) also emphasizes the importance of vocabulary and claims that vocabulary acquisition is the first and foremost important step in learning a foreign language. Bastanfar and Hashemi (2010: 158) also hold the same opinion and claim that a satisfactory knowledge of vocabulary is of utmost importance in building communication skills. When students have broad word knowledge they can communicate in ways that are precise, powerful, persuasive and interesting because words are tools for analyzing, inferring, evaluating and reasoning (Vacca et al., 2005, cited in Bromley, 2007: 529).

In addition, Stahl and Fairbanks (1986, cited in Bromley, 2007: 528) claim that vocabulary is an essential contributor to comprehension, fluency and achievement. Students with large vocabulary are better in understanding texts and have higher scores than students with small vocabulary.

Another reason why vocabulary knowledge is so important for young learners is that learning words help children cope with the grammar of the target language. In other words, we can say that vocabulary learning can be regarded as the first step in learning and using grammar (Cameron 2001: 72). Harmer (1991:153) also expresses the importance of vocabulary over grammar by claiming that "If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and flesh".

As a conclusion, the importance of vocabulary in language learning has never been denied by many scholars and educators. We need to know that learning vocabulary is essential for young EFL learners, therefore, it is important to teach them in an effective and meaningful way. Now, we will deal with the important points in

teaching vocabulary to YLs and how to ensure retention of the previously learned vocabulary.

2.5.3. Teaching Vocabulary to Young EFL Learners

Vocabulary is very important for all language learners, and especially for YLs. However, we should not forget that teaching YLs is different from teaching adults. Therefore, teachers of young language learners must have pedagogical knowledge in this field. For example, young learners are not fully aware of the language structures even in their first language, so they may show no interest or inclination to recognize language forms in their second language. Therefore, they will pick up and learn the second or foreign language if they are having fun and if they can interpret messages from meaningful contexts (Pinter, 2006: 18). They learn holistically and find it easier to study and learn about the concrete words rather than abstract words. On the other hand, adults are usually taught with abstract words and grammar (Rosita, 2008: 19).

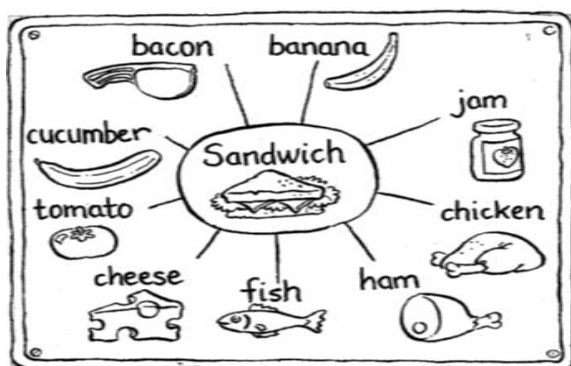
Another difference between teaching vocabulary to YLs and adults is in the number of words that they must be introduced per lesson. According to Mc Charty (1990: 117) in order to teach young learners effectively, the language teacher must give eight new vocabulary items to the elementary students and twelve to advanced students in an hour lesson.

When presenting vocabulary to YLs, teachers can first introduce things they can see, feel, play with, touch and experience every day. Meaning can be made apparent without the use of the first language. Teachers can use real objects such as dolls, toys to present parts of the body, or puppets to act out a dialogue. They can also use classroom objects such as the desks and chairs, the pictures and posters. Occasionally, when appropriate, teachers can bring in real objects such as apples, carrots, baskets, bags, hats, bottles and cups. Picture cards in their coursebooks can be used or they can be made at home (Pinter, 2006: 88).

Young Learners will also find it easier to learn vocabulary through semantic networks or mindmaps. In the following example, a semantic network, the student learn the word 'sandwich' from the coursebook. The teacher can ask him to think about different types of fillings that he already knows like jam, honey, fish, cheese etc. This

will be an enjoyable recycling activity. Also, the student can prepare a menu for a coffee shop with different types of sandwiches.

Figure 2.2



Another important point is that younger children must be taught basic level words at first. Older learners can use subordinate vocabulary related with these basic level words that they have previously learned (Cameron: 2001: 81).

The language teacher must also teach the most frequent and useful words at first. As Nation (2001: 21) explains: “ There is a small group of high frequency words which are very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of the language.”

In this study high frequency words were chosen while teaching English vocabulary to the students. We can claim that if they learn these words, they will communicate in the target language more easily.

In the early stages of learning, students need to come across with the new words more frequently such as within a few days so that they can remember the words better. In the later stages, repetition can be within several weeks (Newton and Nation, 1997). Thornbury (2002, cited in Çörekçioğlu, 2010: 32) suggests some principles which are necessary to ensure that the target words are put in permanent long-term memory. Since our focus is on the retention of vocabulary, we think that it will be beneficial to examine these principles in terms of young language learners. These principles are in the following:

Repetition: It is considered that learners should meet the same word at least seven times over spaced intervals in order to remember them later.

Spacing: Rather than studying a large number of words at a single time period, it is better to distribute them in periods of time.

Pacing: Learners have their own learning styles and process data at different rates. Therefore, teachers should give students some time for their “memory work” such as organizing or reviewing the newly learned vocabulary silently and individually.

Use: Using the words in interesting ways helps learners to put these words in long term memory.

Cognitive depth: When the learner makes cognitively demanding decisions about a word, it is more likely to be remembered.

Personal organizing: When the learner makes personal judgments about a word, it is remembered better.

Imaging: Words that are easily visualized are more memorable than words which don't evoke a picture at the time of speaking.

Motivation: If the learner is strongly motivated to learn the language, he/ she can spend more time on practice.

Attention: Students need some degree of conscious attention in order to improve their vocabulary. When a word triggers a strong emotional response, it is recalled more easily than the others.

Affective depth: Affective information is put in memory along with cognitive data, and plays a critical role in how words are stored and recalled.

Newton and Nation (1997) also suggests some other similar ways of helping learners remember previously met words. These are as follows:

1. Students should spend time dealing with two or three aspects of the word such as its spelling, its spoken form, pronunciation, collocation and grammar etc.
2. Learners should do listening and reading by means of the graded stories that are appropriate for their level.
3. Learners should do speaking and writing activities related to the new words.
4. Learners should be involved in activities which teach and test vocabulary such as Same or different? Find the difference, Word and picture matching.

5. Teachers should allocate a period of time each week for revising the previously learned vocabulary.

We can understand that it is not so easy to ensure long term retention of the newly learnt vocabulary. Especially when we are teaching YLs, it becomes more difficult. However, it is possible to make vocabulary learning enjoyable for YLs. The language teacher can practice many different types of activities in the class to recycle the vocabulary like:

- Word bag
- Games (card games, board games, memory games, bingo, pencil-and-paper games, guessing games and so on.)
- Riddles, jokes and puns
- Cartoons and bulletin board
- Drama, songs and rhymes
- Puzzles

Among these, we will deal with games and Game Based Learning technique in detail and suggest that this technique is remarkably effective especially in revising vocabulary to young learners.

2.5.4. Teaching Vocabulary to Young EFL Learners through Game Based Learning Technique

Many scholars believe that using games has a number of advantages in teaching vocabulary to young learners. Now, we will point out these advantages.

First of all, we need to say that motivation is one of the most important factors in foreign language acquisition. According to Moon (2000, cited in Al Neyadi, 2007: 102), motivated learners can learn vocabulary more successfully than unmotivated ones. Thus, in order to make progress in their vocabulary, learners need to be motivated. As Şenel and Akman (2016: 12) suggests, learning a language may not be the key motivational factor for children, but it will be possible to stimulate them to learn through games. Young learners mostly find language games fun and relaxing and they become more motivated to learn the language. Julia Debson (1978, cited in Azarmı, 2010: 7) also supports our view and expresses that: “I have found that a good

language game is a wonderful way to break the routine of classroom drill because it provides fun and relaxation very much within the framework of language learning. Nothing intrigues children more than the promise of learning a new game. By taking advantage of this playful inclination, the teacher is able to build new vocabulary concepts.”

Uberman (1998, cited in İnan, 2006: 43) has also observed that students who practiced vocabulary activity with games were more motivated and interested during the lesson. Furthermore, the high marks of these students indicated that the fun and relaxed atmosphere accompanying the game - based activities facilitated their learning. Similarly, Nguyen and Khuat (2003: 11) found out that young learners learn new words more easily since games bring in relaxation and fun for them.

Another aspect of vocabulary games that motivate young learners to learn the new words is that games usually involve friendly competition. This side of games keep learners interested in the subject and increase their motivation. So, they get involved and participate actively in the learning activities (Nguyen and Khuat, 2003: 11).

We can deduce that children are motivated to learn new vocabulary through play, relaxation and friendly competition. They are also motivated to learn something by doing and experiencing. And games provide children many opportunities to do, to act, and to move. In this way, they can acquire a greater quantity of meaningful vocabulary (Wang et al., 2011: 130).

Using games is also an effective way of revising vocabulary because games encourage students to use the language continuously with a lot of repetition (Ara, 2009: 168). Through regular recycling, children can be given opportunities to meet the same vocabulary, embedded in different contexts and activity types. This not only improves their recall and develops memory processes, but also extends their understanding and associations of vocabulary in an ever expanding network of meaning and use (Sökmen, 1997: 242). Therefore, games are not only memorable but also helps students to develop a better understanding of the target vocabulary items.

Another purpose of various and meaningful repetition in the game is to support the transfer from learning activities to the ability to use the language effectively in

various real life situations for various purposes (Tomlinson and Masuhara, 2009: 16). So, we can say that games encourage young learners to use the new words for communicative purposes. The importance of vocabulary games, especially in communicative language teaching classes, has been recognized by many experts of language teaching methodology (Tuan, 2012: 260).

Lastly, as Macedonia (2005, cited in Azarmi, 2010: 15) expresses language games help students practice vocabulary in a playful way, so students learn the new vocabulary mostly unconsciously. They do not think about how they are learning, instead, their mind is always busy with the game. So, they learn new words in a natural way. And since they are relaxed and having fun, they can remember the words more easily (Nguyen and Khuat, 2003: 11).

We mentioned the reasons why GBL technique is an effective one in teaching vocabulary to YLs. We are in the same opinion with Uberman (1998: 20) and believe that “Games ought to be in every phase of teaching a language in general and vocabulary in specific.

CHAPTER III

3.METHODOLOGY

This section includes a detailed information about the research methodology applied in this study and it has 6 main parts: Design of the study, Setting and Participants, Testing Instruments, Pilot Study, Data Collection Procedure, Data Analysis.

3.1. Settings and Participants

In the present study, there were a total of 184 2nd grade students attending a primary state school in Konya. They were all Turkish students and at the same age. In terms of their level, they were all at the beginner level. Students were divided into two groups; as an experimental and a control group; at random. In each group, there were 92 (Ninety-two) Turkish-speaking students learning English as a foreign language. In the following table, the number of the students are given:

Table 3.1. The number of the students

Group	Female	Male
Experiment	48	44
Control	46	46

The sample is homogeneous concerning students' language level, mother tongue, social backgrounds, and type of instruction and the instructor. All students have Turkish as their mother tongue and attend to the same primary school located in Konya. Totally 92 students participated into the study.

The sampling primary school was founded in 1997 and it had 1011 students, 44 teachers. It was a detached, two storey, 3580 m² building with a large garden for children to play, and a kindergarten on the bottom floor. The school had a library, a laboratory, a teachers room, an information technology room, a meeting hall and a room for counselling. It served to children from six to ten years old. The school had dual education. Students who are on the second grade start school at 12:00 a.m. and finish at 5: 30 p.m. Bigger classes start at 07:00 a.m. in the morning and end at 11:40

a.m. All second grade students have two forty-minute-English courses twice a week. English is a foreign language for them. They live with their parents.

Three English language teachers participated in the investigation: the researcher in cooperation with the other English teachers of the classrooms. The researcher thoroughly introduced the methodology and application of the study to the other teachers. And they made observations and contributions during the study.

3.2. Instruments

The objective of this study is to investigate the effectiveness of Game Based Learning on the vocabulary growth of young learners. It mainly focuses on the difference between the vocabulary scores of the experimental group and the control group. Therefore, quantitative data collection instruments were used in this study.

With the aim of understanding the effect of the treatment, the researcher applied three kinds of instruments: a pre-test, an immediate post-test and a retention test. Prior to the study, English as a foreign language (EFL) Vocabulary Test was prepared. Before preparing the vocabulary test the researcher examined the Guide to Pearson Test of English Young Learners Firstwords (Level 1) and Cambridge English Young Learners English Test: Handbook for Teachers, Cambridge Young Learners Reading and Writing Test: Sample Paper, as a guidance in order to make a more reasonable selection.

In addition, the target words in the vocabulary test were chosen according to the lesson content and the most frequent words.

There are 30 items in the vocabulary test based on Nation's (2001) recommendation that a minimum of 30 items should be prepared for a reliable vocabulary test. The vocabulary domains of the vocabulary test were chosen in accordance with the curriculum and the coursebook.

Specifically, these items were selected from 5 domains, such as: animals, fruits, body parts, verbs and colors.

The vocabulary test was also prepared in such a way that is suitable for assessing students' receptive vocabulary. And according to Coombe (2001:114) students'

receptive vocabulary is generally assessed through multiple-choice questions (MCQs) and matching formats. Moreover, it may be claimed that these formats are practical because their results can easily be interpreted (ibid). In accordance with these suggestions, the researcher prepared the items in the vocabulary test with matching, multiple choice, true/false, and writing the missing letters (see Appendix 1).

Before implementing a test in a study, it is important to prove its validity and reliability beforehand. Therefore, for the validity of EFL Vocabulary Test, two expert teachers from Foreign Language Education department of a state university in Konya, Turkey and another expert teacher from the Ted Colledge were consulted about the content validity. Thanks to their feedback and suggestions, the questions of the test were prepared more clearly and suitably.

A careful evaluation was also made by the experts about the items of the vocabulary test and they were found equal in difficulty. All of the items were at basic-starter level. In order to check the reliability of the instrument, a pilot study was carried out with an experimental group of 100 children who were eight years old in the same primary state school but in different classes. And KR 21 was calculated for the internal consistency. The reliability coefficient was found, .864 which showed that the EFL Vocabulary Test was highly reliable.

The vocabulary test consisted of five sections. In the first part students are expected to match the sentences with the pictures. The emphasis is on the action verbs used in these sentences. In the second part, students are expected to tick the correct name for each of the animal in the picture. In the third part, the students are expected to look at the pictures of fruits and write down the fruit with the correct spelling from the jumbled words. In the fourth part, students are again tested to see whether they can choose the correct body part in the picture and circle the correct option. In the last part of the test, learners are expected to put a tick or cross in the boxes. First, they must read the sentence and then decide whether the sentence is right or wrong in order to make the right choice. The questions are directed to the students to measure their recognition skills. It is not possible to make judgements on their production skills.

In this study, pre-, post-, and retention tests, including 29 target words, were the same in terms of their formats and contents; however, the researcher changed the order of the questions in the retention test since students may remember the places of the answers in the previous test which would reduce the reliability of the study.

The implementation of data collection instrument was done in pencil and A4 sized sheet of paper. Students were informed that they would not be graded. Vocabulary items from four different domains as animals, fruits, body parts, basic verbs were illustrated with the pictures. All of the children were unfamiliar with these vocabulary items. The Vocabulary Test implementation was conducted at the same time with all of the students participating in the study. The students did their tests in their own classes under the control of a teacher to protect internal validity by preventing cheating. All the children were treated in a standard way during the implementation. The students received the exam papers and before they start answering the questions, the researcher made all the necessary explanations in their own language to avoid any misunderstanding. Students had enough time for all the questions. At the end, the sum of the correct answers was calculated as the total EFL vocabulary test score of each child. The lowest score a child could gain was zero point and the highest score a child could gain was 29 points in the EFL Vocabulary Test since one of the test item was omitted from the test in the light of the results of the pilot study.

3.3. Design of the study

In this study, experimental research design was employed to collect data. The participants were randomly assigned to the experimental and the control group. Three classes were assigned to the control group and the other three classes were assigned to the experimental group.

The pilot study was carried out on 24 January. After analyzing the results of the pilot study, the treatment process started on 10th of February. The treatment process finished on 23rd of May. All of the participants received two hours of instruction per week during this experimental process. A retention test was administered to the subjects four weeks after the experimental process ended. The whole process of the

study was carried out in 15 weeks. In the following table, the steps of the research are displayed:

Table 3.2. Design of the study

Groups	Before the treatment	Treatment Process (11 weeks)	Just after the Treatment	Four weeks after the treatment
Experimental	Vocabulary Pre-test	Learning the target words through Game-Based Learning technique	Vocabulary Post-Test	Vocabulary Retention Test
Control	Vocabulary Pre-test	Learning the target words in the absence of Game-Based Learning technique	Vocabulary Post-Test	Vocabulary Retention Test

As it is seen in the table above, before the implementation process started, both groups received a pre-test to ascertain that their level of vocabulary were equal before the treatments. The implementation of the study was initiated in the second term of education and in an eleven-week period. Learners had English lessons twice a week. Each lesson was 40 minutes. In each lesson the target vocabularies were taught to them in accordance with the curriculum and with the same method. Students studied five units within the coursebook and were taught 46 target words within these units.

The target vocabulary items were taught to the experimental group through the Game Based Learning technique while the control group was taught the same items in the absence of this technique.

After 11 weeks, the treatment process was completed, an immediate post test was administered to both groups in order to determine the effects of Game Based Learning technique on young learner's vocabulary growth. Then, after 4 weeks, a retention test was applied to both groups in order to find out whether Game Based Learning technique has a significant effect on remembering the words better.

The comparison between the two groups was made by using t-test for independent measures. Also SPSS Item Analysis was used to find out the total

correlation of the items and also item difficulty indices, which helped us understand whether the items within the test work properly or not.

From the explanations above, we can say that this experimental study can be claimed to be suitable for the quantitative study design. Quantitative studies investigate an effect of an independent variable on dependent variables. The subjects are treated within two groups: experimental group and control. Also, data collection process is conducted at the end of the study and hypotheses are tested by means of statistics. (Frankel and Wallen, 2005)

3.4. Pilot Study

The pilot study was carried out in the same school together with the main study. The researcher used different classes as samples. All of the classes were in the same physical conditions . In the pilot study, there were 100 children, 39 males and 61 females. Consequently, the pilot study was carried out with an experimental group of 100 children who were nine years old. The researcher implemented the EFL vocabulary test on 24 th of January, 2014 .

The pilot study indicated what changes should be made in the data collection instrument. The level of the vocabulary was adjusted to the basic English level, the number of the vocabulary items were set as 29, one of them was omitted because it did not prove to have a discriminative effect according to the results. These results are given in chapter IV. Moreover, the written directions of the vocabulary test were adapted. In addition, the pilot study helped to determine the time duration allotted for the implementation. Finally, content validity and Kuder-Richardson 21 reliability analysis were carried out. KR21 was found which showed that the instrument was proven to be reliable. After completing the pilot study, the main study was initiated. The process of the main study will be explained in more detail in the following part.

3.5. Data Collection Procedure

Before the study was initiated, the approvals of the school management were taken. The school and the parents were given enough information about the study. The student's personal information were secured. Moreover, the researcher obeyed the

rules of research ethics in every stage of the research. Data collection procedure is displayed in Table 3.3.

Table 3.3. Data Collection Procedure

Procedure	Description
Procedure 1	<p>The researcher divided her 2nd grade students into two groups: the experimental and the control group. These groups were pre-tested on their knowledge of the target vocabularies through the use of English Vocabulary Test for Starters. According to the pre-test results, both of the groups had never learned the target vocabularies before. So, it can be claimed that the two groups had equal knowledge of the target English vocabulary items before the treatment started.</p>
Procedure 2	<p>Both groups were taught the target English vocabulary items in accordance with the teaching principles and methods suggested by Ministry of National Education. The students were taught by the researcher who was the English teacher of both groups.</p> <p>The target vocabulary items were taught to the experimental group by the Total Physical Response (TPR) method including the Game Based Learning technique while the control group was taught the same items in the absence of this technique with the same TPR method.</p>
Procedure 3	<p>After 11 weeks, the same EFL Vocabulary Test was applied to both groups as a post-test by the researcher at the end of the treatment. The number of correct and incorrect responses were added and the total scores were calculated</p>
Procedure 4	<p>The post- test scores of the groups were compared in order to determine whether or not there was a significant difference between the experimental group which used Game Based</p>

Learning technique and the control group which didn't make use of this technique while learning the target vocabulary. Thus, the results indicated whether or not the Game Based Learning technique contributed to the English vocabulary growth of the students. Four weeks later, a retention test was implemented to make comparisons between the two groups to see which group is better at remembering the vocabulary items

As it is seen in the table above, the subjects have been tested for three times during the study; a pre-test, post-test and retention test. The preparation of the items in these tests was made according to the age and the language level of the participants. All of the target vocabulary items have been proved to be within the grasp of young learners and primary education. The tests have been prepared by sampling from the most frequent 1,000 and 2,000 levels and also from Cambridge English Young Learners Starters Vocabulary List.

The tests were prepared in a similar way to the Cambridge Young Learners English Starters Reading and Writing Sample Papers and also with the contributions of the experts from Konya Ted Colledge. Moreover, the vocabulary items were chosen from students' near environment, for instance, they were expected to recognise animals such as cow, bird, sheep but not crocodile, giraffee or pig.

In this study, the aim of the reseacher is to measure YLs' vocabulary recognition skills. At the beginning of the test, clear instructions were given both orally and in written form in the students' mother tongue so as to ensure that they truly understood what they were required to do. To prevent %50 chance of guessing correctly, students were informed that they would be asked the same questions orally to ascertain that they really know these words. Also to make students feel relaxed, they were told that they will certainly not be graded or given any marks and the aim of these tests is just to see their progress. All the students took the test at the same time to ensure internal validity by preventing children from asking the test questions from the other classes which have taken the test before. Then, the data were analysed to find out whether or

not Game Based Learning technique had a significant effect on YLs vocabulary growth.

In an eleven-week period, learners had English lessons twice a week. Each lesson lasted 40 minutes. In each lesson, the target vocabularies were presented to them in accordance with the curriculum and the coursebook. The units in the coursebook included 46 vocabulary items and these items were taught to students through flashcards, songs, realia, wall charts, blackboard drawings, mime and gestures by using TPR method to both groups.

3.6. Data Analysis

The researcher initiated the data analysis process by taking internal validity threats into control. Then, the EFL Vocabulary Test for Starters was conducted to the children as pre-test and a comparison was made between the pre-test scores of EFL Vocabulary Test of the experimental and the control group by using independent samples t-test in order to find out whether the groups are equal or similar in terms of their knowledge on the target vocabularies.

After the researcher conducted the implementation of the English lessons to both groups in two sessions during an eleven-week period, all the students took the EFL Vocabulary Test for Starters as a post-test at the same time.

The post-test scores were used in data analysis, in independent samples t-test. The experimental and the control groups' vocabulary test score means were compared. Also, the same English Vocabulary Test for Starters was applied the third time as a Retention Test, 4 weeks later in order to compare the retention levels of the two groups via independent samples t-test.

CHAPTER IV

4. RESULTS OF THE STUDY

4.1. Item Analysis and Reliability

SPSS Item Analysis gives total correlation of the items and also item difficulty indices. In this way we can understand whether the items within the test work properly or not.

Table 4.1. Item Difficulty Indices of the Pilot Study

Item Number	Item Difficulty Indices	Item Number	Item Difficulty Indices
ITEM 1	,570	ITEM 16	,207
ITEM 2	,385	ITEM 17	,432
ITEM 3	,256	ITEM 18	,317
ITEM 4	,310	ITEM 19	,095
ITEM 5	,298	ITEM 20	,581
ITEM 6	,598	ITEM 21	,472
ITEM 7	,414	ITEM 22	,506
ITEM 8	,632	ITEM 23	,565
ITEM 9	,298	ITEM 24	,493
ITEM 10	,574	ITEM 25	,368
ITEM 11	,463	ITEM 26	,430
ITEM 12	,607	ITEM 27	,459
ITEM 13	,309	ITEM 28	,452
ITEM 14	,255	ITEM 29	,423
ITEM 15	,521	ITEM 30	,412

Generally items with a total correlation of 30 and more differentiate people better while items that have a degree between 20 and 30 may be included into the test but they need to be revised. When the item's total correlation degree is below 20, they must be omitted from the test (Büyüköztürk, 2011). In this test, item 19 was omitted because its difficulty index was below 20. After this omission, item reliability index was calculated and KR 21 index was found .864 which shows that the test is reliable with a high degree.

4.2. Validity

In terms of content validity, test items were prepared in accordance with the level of the students and the curriculum of the education program, The test items were formed and selected by the reseacher with the guidance of experts in this field. The test format was selected in accordance with students' previous experiences because if students encounter a new format in a testing situation, this would be a serious violation of test validity (Coombe, 2011: 114).

4.3. Differences in Pre-test results of the two groups

Table 4.2. Independent Samples T Test results related with the Pre –Test Scores of the Control and Experimental Group

Groups	N	\bar{X}	S	SD	T	P
Control	92	.97	1.29	182	-1.456	.147
Experimental	92	1.24	1.24			

In table 4.2, comparison of the pre-test scores of the experimental and the control group is displayed. In this table, it is shown that there is not a significant difference between Pre-test scores of the two groups. [$t(182)=-1.456, p>0.05$]. Therefore, these two groups can be claimed to be equal in terms of their Pre-test scores, that is, vocabulary knowledge levels of the both groups were very close to each other before the experiment. As a result, we can say that pre-test scores don't have any influence on the post-test scores and neither of the groups was advantaged prior to the study. Hence, this data will enlighten us on the effects of the study when the results of the pre- and post-test scores of the groups are compared.

4.4. Is there a meaningful difference between the Pre-test and Post-test scores of the control group?

Table 4.3. Dependent Groups T Test results related with the Pre-test and Post-test Scores of the control group

Tests	N	\bar{X}	S	Sd	T	p
Pre-test	92	.97	1.24	91	-64.261	.000
Post-test	92	22.09	2.91			

As it is seen in the table 4.3. a significant difference was found between the Pre-test and Post-test scores of the Control group. [$t(91) = -64.261, p < 0,01$]. Before the instruction, the mean of the pre-test was calculated as $\bar{X} = .97$ but after the instruction it became $\bar{X} = 22.09$. This difference in the mean shows that students vocabulary knowledge improved between the Pre-test and Post-test period. This increase occurred as a result of having English lessons 2 hours a week; however, without making use of Game Based Learning technique.

4.5. Is there a significant difference between the Pre-test and Post-test results of the experimental group?

Table 4.4. Dependent Groups T Test results related with Pre-test and Post-test scores of the experimental group

Groups	N	\bar{X}	S	Sd	T	p
Pre-test	92	1.24	1.29	91	-100.221	.000
Post-test	92	26.65	2.14			

As it is seen in the table 4.4. a statistically significant difference was found between the Pre-test and Post-test scores of the experimental group [$t(91) = -100.221, p < 0,01$]. This difference in average scores (mean) indicates that the students in the experimental group improved their vocabulary considerably within the period of the treatment. Students' average score was $\bar{X} = 1.24$ before the instructional process and after they received instruction it increased to $\bar{X} = 26.65$. This table is the evidence to

the fact that Game Based Learning improved the vocabulary of experimental group to a great extent.

In table 4.3. and 4.4. the comparison of pre- and post-test results within groups indicates that both groups made a considerable improvement. However, the following table, displaying the comparison of both groups' post test results, demonstrates that the progress in the experimental group is outstanding.

4.6. Is there a significant difference between the Post-test results?

Table 4.5.Independent Samples T test results related with the Post-test scores of the Control and Experimental group?

Groups	N	\bar{X}	S	Sd	T	P
Control	92	22.90	2.91	92	-9.985	.000
Experiment	92	26.65	2.14			

As shown in the table 4.5. there is a significant difference between the post-test results of the two groups [$t(92) = -9.985, p < 0.01$]. Comparison of both groups' post-test results indicate that experimental group has the average score of **26.65** while the control group has the average score of **22.90**. As p value equals to ,000, it can be easily inferred that the difference is highly statistically significant in favor of the experimental group. Taking into account this data, it can be easily deduced that experimental group students learning the target words through Game Based Learning technique improved their vocabulary better than the control group.

4.7. Is there a significant difference between the retention test scores of the two groups?

Table 4.6. Independent Samples T test results related with the Retention Test scores of the Control and Experimental Group

Groups	N	\bar{X}	S	Sd	T	p
Control	92	19.58	2.92	182	-13.006	.000
Experimental	92	25.13	3.04			

Table 4.6. displays that there is a statistically important difference between retention test results of the two groups [$t(182) = -13.006, p < 0.01$]. When the average scores are examined, it is seen that the mean for the experimental group ($\bar{X} = 25.13$) is higher than the mean for the control group ($\bar{X} = 19.58$). So, this table shows that the retention level of experimental group is higher than the control group. This proves that the experimental group, learning the target words in game based context, performed better on retention.

CHAPTER V

5. DISCUSSION and CONCLUSIONS

5.1. Discussion

This study forms its basis on two main hypotheses and the first hypothesis of this current study is as follows:

Using Game Based Learning (GBL) technique with young learners will contribute to their English vocabulary growth.

The first hypotheses claims that teaching vocabulary to young learners through Game Based Learning technique will be more effective than teaching without using this technique. The experimental group received 11-week period treatment in which a variety of vocabulary games were used to teach the target words while the control group was taught the same words without playing these games. With the purpose to find the effectiveness of the study, pre- and post test composed of 29 questions were applied to both groups. Pre-test results of the groups were approximately the same which showed that the vocabulary knowledge of the groups were similar prior to the study.

While the pre-test mean score of the control group was 0,97; it was 1, 24 for the experimental group and after the implementation period, the control group increased its average score to 22,09 and the experimental group increased it to the mean score of 26,65. According to comparison of the post test results within groups, both groups improved their vocabulary, which enables us to easily interpret that teaching vocabulary through Total Physical Response method affected young learners' vocabulary growth positively. However, the significant difference between the post test scores of the groups can be claimed to be a concrete proof to the first hypothesis of the study. The results show that using Game Based Learning technique contributes to the vocabulary growth of young learners to a large extent.

The findings of this study is consistent with what Azarmı (2010) found while trying to find out the contributions of using adapted authentic childhood games with children to their foreign language learning. In the study, the students in the experiment group outperformed their fellow students in the control group. The experiment group

learners showed better performance not only in vocabulary but also in pronunciation, grammar, fluency and problem solving skills.

Similarly, the study of Wang et al., (2011) examined the contributions of using games on young children's English proficiency in accordance with some criteria such as: motivation; vocabulary acquisition; and anxiety owing to peer pressure. In this study, sixth graded students were applied both quantitative and qualitative research methods. The results demonstrated that students' motivation for learning the language remarkably increased and they made significant improvement in their vocabulary acquisition process. Moreover, their anxiety levels resulting from peer pressure were diminished when they learned the target language through games.

Also, Kalaycıoğlu (2011) found that using games as a technique was significantly effective in teaching English vocabulary to four-yearold children attending to the private preschool. She claims that the reasons can be learners' language attitudes, their developmental features and the nature of the games used for the study.

The second hypothesis of the study is:

Using Game Based Learning with young learners will increase the retention of the previously learned vocabulary.

This second hypothesis claims that the retention level of the target vocabulary will be higher in experimental group than in control group. To see whether this hypothesis would be confirmed or not, four weeks after the treatment, delayed post test was applied to both groups. Delayed post tests are essential in determining the efficiency of methods on retention level of vocabulary. The critical role of the delayed test is clearly emphasized by the statement from Schmitt (2010: 257).

...knowledge of lexical items learned in a study will usually decay over time after the treatment, and so only delayed posttests give a true indication of durable learning. This is the main reason why delayed posttests are so important in vocabulary research.

Taking this quotation into consideration, the results of the delayed post tests of both groups were compared and it was found out that the score of the experimental group was higher than the control group. The data obtained from this study showed that the treatment applied to experimental group produced better results. This confirms that learning new words through Game Based Learning technique help learner's retention level more than learning these words with the same method but without using GBL technique.

Based on the findings of this study, we can deduce that GBL technique improves retention of vocabulary. When learners play games while learning and revising vocabulary, they retain vocabulary more successfully. This finding is consistent with what Tuan (2012) found while trying to determine whether games influence young learners' vocabulary recollection in Way Ahead classes at Ngoi Nha Thong Thai Elementary School (The House of Wisdom Elementary School), Vietnam. The results of the pretest and two posttests showed that the experimental group scored much better than the control group in recollecting vocabulary not only in the immediate retention stage but also in the delayed retention stage. Based on these findings, firstly it was suggested that learners will recollect the vocabulary in their workbooks better if teachers add more games to motivate them. Secondly, it is very crucial to choose the most appropriate vocabulary games so as to benefit the most from them.

Similarly, Asfuroğlu's (2013) study aims to compare gaming method with other methods for teaching very young learners. Findings of the study revealed that teaching English vocabulary through games can be suggested as one of the most effective techniques. Very young learners enjoy themselves while learning because they take part in the lesson actively, which helps them keep most words in their minds.

Cimcim (2008) in her experiment with fifth grade students, found out that young learners can be taught English more effectively and permanently through games.

To conclude, this experimental study's focus was on developing and also strengthening learners' vocabulary. To achieve these aims, it tried to understand whether using Game Based Learning technique would produce more positive effects on students' vocabulary growth and retention levels than teaching in the absence of this technique. The findings of the study led us to conclude that teaching vocabulary

to young learners through Game Based Learning technique produced better results for vocabulary growth and retention.

5.2. Conclusions

English language has become a universal language and learning English is regarded as a necessity in many countries. Therefore, teaching English to young learners has gained much importance in recent years. In this study, it is also suggested that people should start learning English from their first years of formal education because children have a strong will and also a tendency to learn a foreign language. Therefore, it is important to make investigations on effective methods and techniques in teaching English to young learners. As the term ‘young learners’ covers children between the ages of six and twelve, we can say that games are a natural and essential part of their lives. In this respect, this study aimed to investigate the positive effects of game based learning technique on young learners’ EFL learning process.

Moreover, the focus of this study is on vocabulary recognition skills because vocabulary plays an important role in EFL learning and teaching. When children have developed their vocabulary skills, they can communicate more effectively.

In this respect, this study was conducted in a primary state school in Konya with the participation of 184 2nd grade students to find out whether or not game based learning technique contributes to young learners’ vocabulary growth and retention skills.

As a conclusion, analysis of the data derived from the Vocabulary Test showed that using game based learning technique proved to be a very effective way of teaching English vocabulary to young learners in the second grade of primary education. In other words, the results of the post-test revealed that language games helped young learners improve their vocabulary since the students in the experimental group scored considerably better than the control group. They also expressed that they would like to be taught English in a game based learning context and declared that they learned English vocabulary better at the end of the lessons. Moreover, it was observed that the students in the experimental group found their activities more enjoyable than the students in the control group. It was seen that language games increased students

motivation and active participation in the lesson and resulted in improving their vocabulary knowledge.

For researchers the findings of this study are useful and valuable because they give information about a satisfactory number of students being taught through game based learning technique for a considerably long period. However, we can not generalize the results to all 2nd grade Turkish primary school students. In spite of the fact that the same official curriculum and similar methodology is followed all over the country, students' attitudes, learning environments may yield different results.

In addition, data collection instrument used in this study measures vocabulary recognition skills, therefore we can not make any interpretations about students' production skills. In other words, we can not guarantee students can use these words in real communication. We need more studies to investigate the production skills as well as the relationship between vocabulary recognition and production skills.

5.2.1. Pedagogical Implications

The findings of this study may give rise to several pedagogical implications for Young EFL classes. Although there is a common misconception that language games are just time - filling activities, the results of this study demonstrated that language games are effective teaching tools especially for young learners. Teachers of young language learners should be aware of the fact that their students want to learn English with enjoyable activities and games have an important part in their lives. The findings of this study showed that YLs learn new words effectively and can remember them in the long term through the game-based learning technique. Thus, this study proved that game based learning technique contributes to Young EFL Learners vocabulary growth to a large extent.

In the light of the findings of this study and many other previous studies, it can be suggested that the instructors should not underestimate the educational value of language games and incorporate more games to their educational programs. As for young learners' teachers, primary school curriculum for young learners' English lessons should incorporate more games for children. Games should have a central part in primary school education because they are motivating, contextualizing and also

memorable. Moreover, they are a natural part of children's life and make learning meaningful. Finally, teachers who do not have enough knowledge about the importance of game based activities and how to apply them to their classes should develop themselves by attending seminars or reading recent books or essays on this field.

As it is seen in this experimental study and also in the previous studies conducted on using games in the ELT for primary school students, we can understand that vocabulary games have a remarkable effectiveness on English language learning for young learners. Consequently, it can be implied that experts should design more vocabulary games for the classroom use and greater number of books should be written about educational vocabulary games. Furthermore, English as a foreign language curriculum should be prepared including games for primary school education program and a new course about teaching English to young learners into foreign language teacher training and education programs should be integrated into the universities for pre-service teachers by the policy makers in the scope of a national foreign language policy.

5.3. Suggestions for Future Research

This study was only carried out with a group of students attending a primary state school in Konya. Among numerous techniques, only game- based leaning technique was chosen; and only the effects of this technique on vocabulary learning were measured. Students' recognition skills were tested at the end of the study.

Keeping these restrictions of the study in mind, new researchers can carry out a similar study with a larger group of students from a wider social and educational background. Furthermore, this thesis reflects a study which was carried out with a group of young learners. New researchers can carry out a similar study with older language learners and thus contribute to this research area. Moreover, more reseach can be done in order to measure not only recognition but also production skills.

Game based learning technique is a vast research area, and this thesis investigated only a small part of it, only the games that are played in the classroom.

Therefore, new researchers can investigate other games such as digital games, interactive games, outdoor games etc.

In conclusion, the findings of this study imply that further research should be carried out about this issue.

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APPENDICES


Appendix 1: Vocabulary Test


Meram Dr Teoman Bilge ilkokulu İngilizce Dersi Kelime Bilgisi Testi
 Name: Class:
 Surname : Number:


A) Match the sentences with the pictures.

- 

a) I can walk.
- 


b) I can swim.
- 

c) I can run.
- 

d) I can jump.
- 





e) I can sing.

B) Tick the correct name for each animal.

- 




-Fish -Snake -Cat -Cow

-Turtle -Elephant -Bird -Sheep


-Parrot -Lion -Duck -Bee
- 
- 
- 
- 


-Lion -Bird -Turtle -Lion


-Monkey -Fish -Duck -Bear

-Snake -Frog -Rabbit -Tiger
- 
- 
- 




C) Put the letters in order

- 




epsgar
- 




anaban
- 

papel


4.  gerona 5.  raep 6.  herrcy


D) Look and Tick.


1.  2.  3. 
 a) Head a) Eyes a) Foot
 b) Hand b) Ears b) Toe


4.  5.  6. 
 a) Mouth a) Nose a) Hair
 b) Shoulder b) Leg b) Knee


E) Look and read. Put a tick () or cross (x) in the box.

1.  This is a watermelon.


2.  This is a goat.

3.  This is a bird.

4.  This is a snake.

5.  This is a hand.

Hande Gül Alperen Öztürk
 ELT Teacher



Appendix 2: Sample Lesson Plan

LESSON: English

UNIT: At the Playground

TOPIC: Playground Activities

TIME: 40+40+40 minutes

AIMS:

To practise:

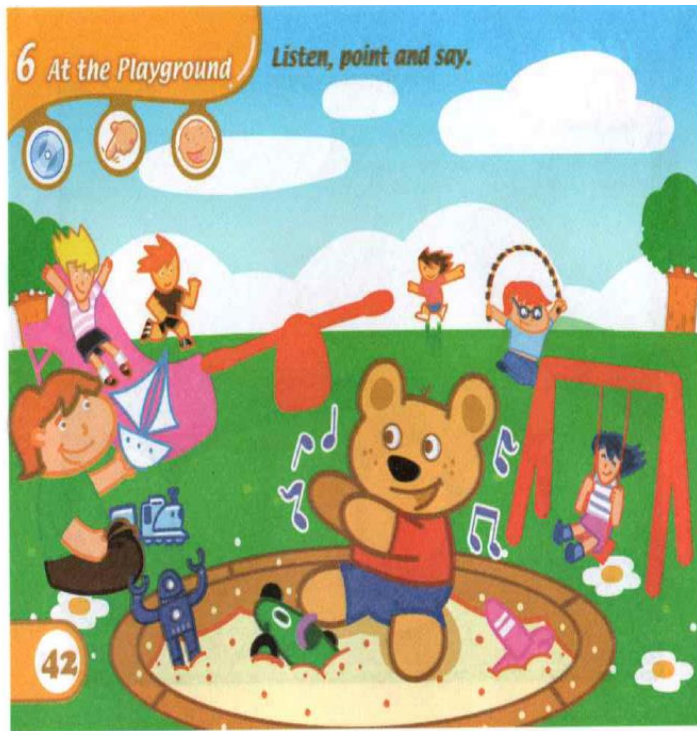
- vocabulary: playground activities
- structure: Let's..... / Do you...?
Yes, I do/ No, I don't
- skills: integrated skills (listening, speaking, reading, writing)

MATERIALS:

1. Vocabulary cards
2. At the Playground Poster
3. Finger puppets
4. Computer
5. Coursebook

PROCEDURE

Introduce the Topic (5 minutes)



- Show students a big poster of a playground. Ask students if they know what it is. Do they go to a playground often? What do they like doing there? Is there a playground near their house?
- Talk about the playground items in the picture. Ask them if their local playground or school playground has each of the items. Have a quick vote for the students' favourite.

Vocabulary: (10 minutes)



1. Stick the vocabulary cards on the board one by one. Ask students to listen to the instructions like Let's dance, Let's jump. Let's skip rope etc. While giving these instructions, demonstrate and model the actions yourself. Then, ask them to do these actions with you.

2. Show the poster of the playground to the students again. Give one of the commands they have just studied. For instance "Let's run". And ask volunteers to come to the front and show the child who runs in the poster.

3. Students listen to the related listening part in the coursebook. As they listen, they try to find the child who does the same activity in the poster and point to that child. They can make sentences like "Let's swing. Let's skip rope. Let's run."

Practice Activity

Stick the vocabulary cards on the board. Then stick different colours on each of them. Tell students one of these colors and ask them to do the action which has that colour on it. They can also make sentence. For example:

Teacher: Blue

Students: "Let's dance".

Vocabulary Game:

Divide the students into two groups. Give one the vocabulary cards "dance, jump, skip rope, play, run, walk, sing, slide, swing" to one of the groups and ask them to pantomime the actions in the card to the other group. They must not show the card while doing the action on it. When the other group guesses the action and says "Dance/jump!" they have a turn and the game continues in this way.

Practice Activity

Divide the students into three groups. Tell them "You are at the park . You want to dance/ swing. So you say "Let's dance/swing." One of the students in the group says "Let's dance/swing" and the others do the action. Ask the other groups to make different sentences when it is their turn. Continue the activity in this way.

Listening Activity

The image shows a listening activity worksheet on a red background. In the top left corner, there is a yellow vertical bar containing a CD icon and a pencil icon. To the right of this bar, the text "Listen and number." is written in red. Below this text are four square illustrations, each with a white box to its right for writing a number. The illustrations are: 1. A boy with red hair sitting on a floor playing with a red toy train. 2. A boy with blonde hair sliding down a red slide. 3. A girl with dark hair swinging on a red swing set. 4. A boy with blue hair running on a blue floor. In the bottom left corner, there is a yellow circle with the number "44" inside.

Students listen to the related listening part in their coursebooks and write down the number of the activity they hear into the boxes.

Number 1: Let's slide.

Number 2: Let's play.

Number 3: Let's run.

Number 4: Let's swing.

“Teddy says” Game:

Tell the students to do the actions if the sentence they hear begins with “Teddy says” and not to do the actions if the sentence they hear does not begin with “Teddy says” phrase. For example:

Teacher: “Teddy says let's jump”(Students jump.)

Teacher: “Walk” (Students do nothing.)








Speaking Activity

Use Teddy finger puppets. Ask the Teddy finger puppet “ Do you dance/ jump/slide?” and make the puppet answer “Yes, I do.”. Then ask the puppet “ Do you skip a rope/walk/run?” and shake its head and have the puppet say “No, I don’t”.



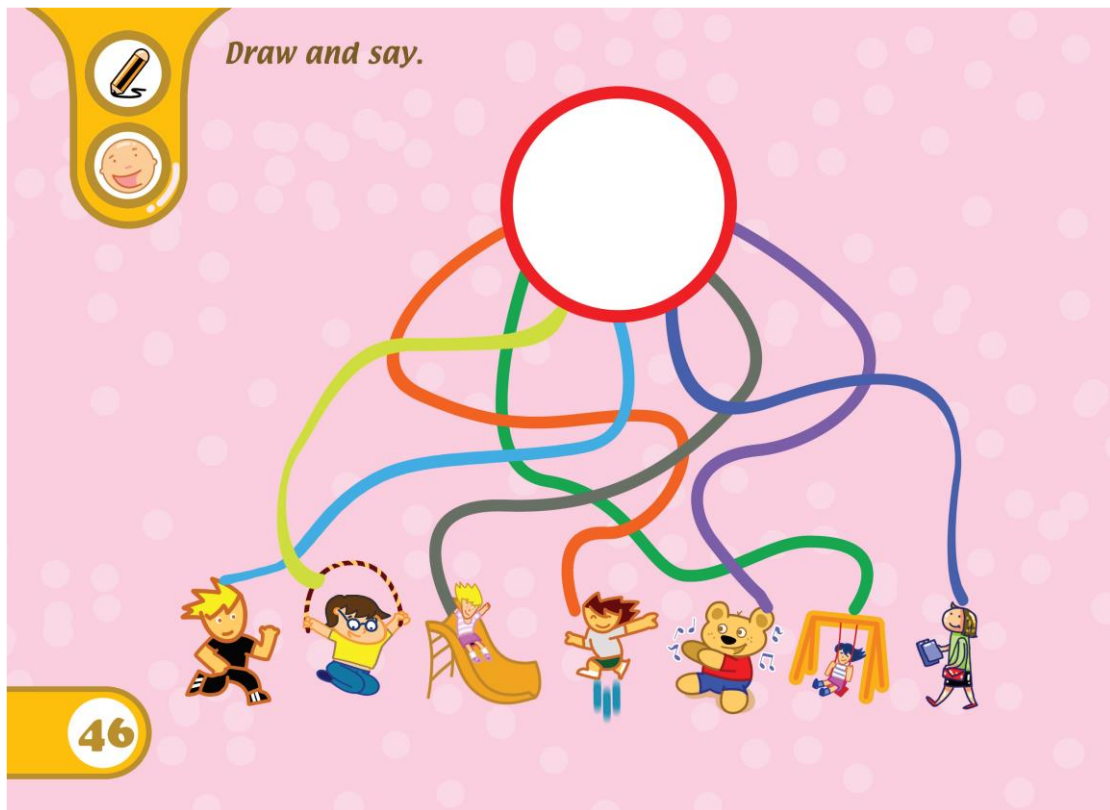
Speaking Activity

Ask. Tick or cross.

.....							
.....							
.....							

45

Have students sit in groups of four. Tell “Write your friends’ names.” And they write the names of the three friends in their group into the blanks on the left side. Then, tell the students to ask questions to each other about the picture in each column. For example, one student asks “Do you run/ skip rope/slide?” The other students answer “Yes, I do. / No, I don’t. And the student who asked the question puts a tick or cross in the box according to the answers he/ she gets.



Time: 80 minutes

Materials: A4 sized white paper.

Give students the instruction: “ Draw your face”. And ask them to draw their faces into the blank circle. After that, ask them to follow each coloured lines and make sentences as: I walk. I slide. etc

Project Work:

Hand out A4 sized papers to all of the students. Want them to draw pictures using the new vocabulary items and tell about themselves. They should make sentences as: I sing/dance. When they feel ready, they can present their work to their classm.