

THE ATTITUDES OF EFL TEACHERS AND
STUDENTS TOWARDS THE USE OF GAMES
IN TURKISH HIGH SCHOOLS AND UNIVERSITIES

A THESIS

Submitted to the Institute of Economics and Social
Sciences of Bilkent University
in Partial Fulfillment of the Requirements
for the Degree of Master of arts
in the Teaching of English As A Foreign Language

BY

F. AYSUN KIZKIN

JULY, 1991

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ABSTRACT

The main concern of this study is to find out the attitudes of Turkish EFL teachers and the students towards the use of games in high school and universities. It is argued that games offer acquisition benefits, and therefore, should no longer be considered merely as amusing activities which break up the regular routines of class.

The first step in this study was to examine the theory, definition, pedagogical aspects, and classification of games that are given in the professional literature. Next, questionnaires were designed to assess the attitudes of Turkish EFL teachers and students concerning the importance and benefits of games in the classroom. The questionnaires were administered to a total of 8 high school and 8 university teachers, and 60 high school and 64 university students.

The results indicate that most teachers and students agree that games are necessary activities in the EFL classroom. All the teachers who participated in the study indicated that games are relaxing and acquisition activities, however, they ranked games low in frequency of use in comparison to nine other classroom activities. Students also ranked games rather low in usefulness in comparison to the same nine other activities.

A limitation of this study is that it is only a survey of teachers' and students' attitudes towards

games. Future research could be done based on class observations of games in use and on experimental testing of particular games.

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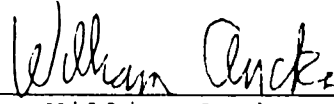
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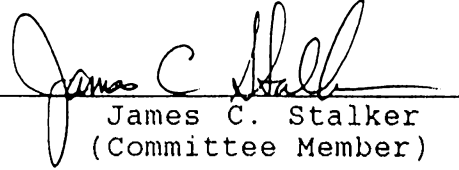
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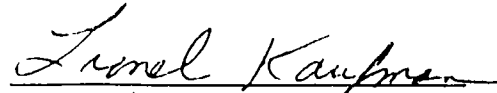
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,

To my fiancée and my family...

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CHAPTER I

INTRODUCTION

1.1 BACKGROUND

Many teachers are unaware of the importance of games in teaching English. It has been ignored that students can acquire language while they are playing games in the classroom. In traditional classrooms, games had only a limited function. Larsen-Freeman (1986) says:

Games...are often used in the Audio-Lingual Method. The games are designed to get students to practice a grammar point within a context. Students are able to express themselves, although it is rather limited... there is a lot of repetition...(p. 47)

Teachers should be aware that games do not have a limited function as in the past; on the contrary, recent studies have shown that games are one of the most important language learning activities. Learning, when combined with fun, which is what games provide, give students opportunities for language acquisition. As Jeftic' (1989) points out:

...one of the most effective means of achieving communicative language is through the utilization of the communicative technique of games. Supplementing regular lessons by a large variety of game-activities motivates even the usually nonresponsive, shy, passive onlookers, and they become active participants, displaying their competence and newly found confidence in communicating in the foreign language. (p. 182)

As one of the communicative teaching activities, games succeed in motivating even passive students and also maintaining students' interest and participation. In fact, games might become a core element of the lesson

rather than mere enjoyment or relief from other activities. As Gasser and Waldman (1989) have pointed out:

...Games should be more than something which teachers use to provide relief from the class routine to get their students' attention, or to take up the extra minutes at the end of class. Games can teach, and there is no reason why they can not be legitimately included as an integral part of lesson. (p. 54)

New theories and methods have been found for better language learning, and these methods require new teaching techniques. The contribution of games to the communicative classroom can be great if they are used consciously and if they are no longer considered as simply a fun classroom activity. As Larsen-Freeman (1986) states:

Games are used frequently in the Communicative Approach. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice... (p. 136)

If games are meaningful and beneficial activities, students will be able to learn a foreign language using games. Feeling less inhibited, students could be more active and productive in their lessons. It can easily be seen that students might be more willing and enthusiastic in joining these fun activities. Without forcing themselves, they learn the items in a seemingly natural context. When the students feel comfortable speaking the foreign language, communication starts.

We can see the new emphasis on using games is communicative use of the target language, not simply practicing grammar items. As Johnson (qtd in Gasser and Waldman, 1980 p. 54) has stated "the use of language games is task-oriented and has a purpose, which is not in the end, the correct or appropriate use of language itself". If the students' needs are considered and the class is well arranged, games will continue to be employed as meaningful and efficient activities in language classrooms (Colgan, 1988)

1.2 STATEMENT OF THE PROBLEM

Teachers can have one of two approaches to games; either they use games in class or they do not. Of those who use games, there seems to be two different attitudes of EFL teachers in high schools and universities. The first attitude is of teachers who use games only because they are only amusing activities. These teachers do not seem to think that games facilitate language acquisition. They use games only to fill in a few extra minutes of class or to break the monotony of other class activities.

The second attitude is of teachers who realize that as relaxing and amusing activities, games also facilitate language acquisition. In both attitudes, fun is the common element in games. However, in the second attitude, teachers know that games have the benefit of providing language acquisition opportunities.

1.3 PURPOSE

The aim of this study is to evaluate the current status of games in EFL classes at the high school and university levels in the light of the existing literature, and to emphasize the importance of games in Turkish EFL classes.

The two attitudes of teachers together with the attitudes of students in Turkish EFL classes will be investigated. Do Turkish teachers focus on games because they are amusing activities or because they are both amusing and a good teaching activity which provides acquisition of language? Do games have a significant role in Turkish EFL classes?

In this study, four factors are important. The first is the aim of games. It will be investigated whether teachers use games as amusing activities when students get bored or as facilitators of acquisition. The second factor is in which skills and how often are games used. The third is attitudes of teachers and students towards games: Do they like games? Do teachers use them? The last factor is: how significant are the age differences of learners and the educational setting?

The results at the end of this study will help answer some crucial questions about the use of games in EFL classroom in Turkey, including:

-Do teachers use games in class? Why or why not?

-Do teachers have difficulty finding appropriate language games?

-Do teachers have difficulty in finding materials?

-Do students enjoy games in their English classes?

-Do students speak English as much as possible when games are used in their classroom?

-Do students feel comfortable with games?

-Do students think that games are beneficial activities among other class activities like conversation, reading and writing activities?

Attitudes of students and teachers will reflect the problematic areas in using games as well as giving some new ideas for games.

Finally it is hoped that this study will make a contribution to the teachers' present ideas about games. With the help of this study, teachers will clearly see that games do not function as fun only. Games also help students learn the target language easily. By making a classification of games according to the skills (reading, writing, speaking, listening) and the materials used in the classroom, teachers can understand how effective games can be.

1.4 METHOD

To answer these questions, research was conducted by using questionnaires prepared for both students and teachers. There are 4 different settings: prep classes at Bilkent and Hacettepe universities and 2 high

schools. Three settings are in Ankara, and the fourth setting, one high school, is in Konya.

1.5 LIMITATION

This study will be limited to EFL teachers and students at two Turkish Universities and two high schools. We will not consider other levels of public or private education.

1.6 ORGANIZATION

Chapter II includes a literature review with the following sections: definition of games, theory of games, pedagogical aspects of game, and a classification of games.

Chapter III consists of an explanation of methodology.

Chapter IV presents the data analysis.

Chapter V includes conclusions and recommendations.

CHAPTER II

LITERATURE REVIEW

This chapter is divided into four sections: a working definition of classroom language games, a discussion of theoretical aspects of language games, an overview of the pedagogical value of games, and a classification of language games based on the work of several well-known authors.

2.1 DEFINITION OF GAMES

Games are defined differently by different authors. In this section, we will look at several possible definitions. What is important in defining language games is to show how games are different from other kinds of classroom activities. For Fawui-Abolo (1987), this difference concerns competition:

One significant difference between language games and other activities is that they introduce an element of competition into the lesson. While we would not wish the students to become excessively competitive and of course by organizing them into teams or groups we at least make the competition corporate rather than individual, we should recognize that competition provides a valuable impetus to a purposeful use of language: The students want to have a go; they want to stay in the game (if it is one that involves elimination); they want to be the first to guess correctly; and they want to gain points (whether for themselves or for their team). (p.46)

Hadfield (1985) defines a game as an activity with rules, a goal and an element of fun. According to him, games can be used to practice functions and structures. Rixon (1986) makes an additional clarification in his

definition of games, saying they are "closed activities" with rules and restrictions:

The definition of a true game is rather strict. It is a "closed activity", that is, one which ends naturally when some goal or outcome has been achieved. There are players who compete or co-operate to achieve that outcome, and there are rules which restrict or determine how the players can work towards their ends. Language games are simply games in which language provides either the major content or else the means through which the game is played. (p.62)

Hadfield (1985) has pointed out that there are two types of games; one is competitive, and the other is cooperative. Some writers claim that competition is harmful. Instead of the word completion, they use the term "challenge". Wright, et al. (1984) has stated that the essential part of a game is "challenge", however, challenge is not synonymous with competition. He believes that many games depend on cooperation.

Considering the different definitions given above, a general definition of games can be given as follows: A game is a meaningful classroom activity which provides language acquisition opportunities with the elements of fun and friendly competition. Games should be an integral part of the language lesson, aiming at teaching target language items in all four skills to students' of any level, age and number. In the less controlled atmosphere of a game, students develop their language skills without much fear of speaking, and they can share their feelings. A classroom game, with its aspects of

authenticity, flexibility and enjoyment, is a motivating activity which creates a warm, friendly atmosphere and helps students acquire the language easily.

2.2 THEORY OF GAMES

In this section, we will examine past and present theoretical approaches to using games in foreign language teaching.

2.2.1 Approaches to games in the past

In the past, games were thought to be a means of enjoyment and fun to break the routines of classroom activities. Woolwich (ctd. in Jong, 1991) indicates that the aim of games is to give a moment of relaxation in the lesson saying that a good language game is easy to play and provides the student with an intellectual change. It entertains the students, but does not cause the class to get out of control.

In the Audio Lingual method, the use of games is generally based on mechanical repetition. The purpose of games is to teach structural patterns of language without forgetting the element of fun. Entertainment and relaxation of students are important (Larsen-Freeman, 1986). Lee (qtd. in Rixon, 1986) has pointed out that "There is little necessary language learning work which cannot, with the exercise of a modest amount of ingenuity, be profitably converted... into a game or something like a game" (p. 62).

Despite the enthusiasm of teachers, games were not

always highly motivating activities. Jordan and Mackay (qtd. in Jong, 1991) emphasize this situation:

... Learners apparently, showed less and less enthusiasm when confronted with yet another pattern exercise, even when the lesson was prettied with a song or a game. (p. 3)

In the cognitive code method of teaching foreign languages, the attitude of teachers towards games changed slightly. Teachers became interested in games which helped students communicate. Communication games were used first in primary schools for second language teaching, then they were incorporated into adult EFL and ESL courses. Rixon (1986) on the use of games in the cognitive code approach says:

Thinking in terms of a traditional three stage lesson of Presentation, Practice and Production, teachers next began to reconsider the usefulness of non-communicative drill-like games in which teams competed to produce a structure or other language item correctly in order to win points from the teacher. (p.63)

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

The value of using games, however, has still been overlooked by some teachers who seem reluctant to exploit them in their classroom. According to Gasser and Waldman (1989) games should be "more than something which teachers use to provide relief from the classroom routine, to get students' attention or to take up the

extra minutes at the end of class" (p. 51).

2.2.2 Approaches to games in recent years

Today, approaches in teaching have changed incorporating the needs of students, and communicative language teaching has replaced more traditional teaching methods. Thus views about games and their uses have changed in the language class (Jong, 1991, p. 3). Games are currently considered an essential part of teaching programs which can not be excluded from the other class activities. As Abolo (1987) explains:

The maximum benefit can be obtained from language games only if they form an integral part of the program at both the practice and production stages of learning. Used in this way, they provide new and interesting contexts for practicing language already learned and for acquiring new language in the process. (pp. 46-47)

Like Abolo, Gasser and Waldman (1989) consider games as an integral component of language lesson. Hutchinson and Waters (1987) also support the idea that enjoyment, which games provide, is essential:

Enjoyment isn't just an added extra, an unnecessary frill. It is the simplest of all ways of engaging the learner's mind. The most relevant materials, the most academically respectable theories are as nothing compared to the rich learning environment of an enjoyable experience. This is an aspect of pedagogy that is taken for granted with children, but it is too often forgotten with adults. It doesn't matter how relevant a lesson may appear to be; if it bores the learners, it is a bad lesson. (p. 141)

Games are an inseparable part of communicative activities. This development in language teaching can

be seen as shifting from a structural-grammatical approach to a more functional one. Using Halliday's classification of language functions, Rivers has shown how games can provide functional practice of the target language. Language games provide opportunities to practice the "regulatory" and "heuristic" functions of language by having students give orders and suggestions and ask questions (Rivers, 1981). The other functions of language are also present in language games. Teachers can prepare games according to the students' level and ages in any skills.

Also the amount of interaction among the students can be increased with the help of games. Palka (1991) supports this with the idea that it is the students who work intensively and not the teacher when games are used as "a self-teaching device" (p. 15). Playing well-organized games which are appropriate for their level and relevant for their studies, students' speaking time can be increased (Sion, 1985). Brenner and Wiseman (1980) express these ideas in the following way:

...Games can be very useful in providing controlled practice. Care must be taken that the adults in the class do not regard these games as silly or time wasting. The purpose of the practice must be clear and the games must be relevant to the students' needs and experience. When presented correctly, the games are fun and stimulating, they can add a great deal to the atmosphere of the class. (p. 181)

In the acquisition/learning hypothesis of the Natural Approach, learning and acquisition activities have different features. In learning activities, students' attention is focused on the form rather than the content of the language. This focus on form prevents full focus on the message. Unlike learning activities, for acquisition activities to take place the topics used in each activity must be interesting or meaningful so that students' attention is focused on the content of the utterances. Students are normally interested in the outcome of the game, and in most cases the focus of attention is on the game itself and not the language forms used to play the game. Games qualify as acquisition activities in another way because they can be used to give comprehensible input.

Since acquisition is central to developing communication skills, the majority of class time in communicative language teaching is devoted to acquisition activities. Games like other acquisition activities help students communicate and benefit from this input. Krashen and Terrell (1983) have explained:

Language instructors have always made use of games in language classrooms, mostly as a mechanism for stimulating interest and often as a reward for working diligently on other presumably less entertaining portions of the course. Our position is that games can serve very well as the basis for an acquisition activity and are therefore not a reward nor a "frill", but an important experience in the acquisition process. (p. 23)

There are different elements which make up a game activity, for example, discussion, contests, problem solving, and guessing. Most games exhibit a combination of these elements. The element of competition has a significant role in games. When it is possible and depending on the relationships among the students, competition should be utilized by the teacher (Gasser and Waldman, 1989, pp. 54-55). Colgan (1988) has explained that "the competitive atmosphere helps to get their adrenalin flowing and seems to raise their attention level" (p. 960). But games should never focus solely on competition. Such games might cause the embarrassment of individual students in front of the classroom, and they might avoid speaking. Instead, variation in games should be practiced, and group competitions are recommended (Amato, 1988).

As one of the most beneficial activities of the classroom, games provide alternatives and variations. A change of pace, motivation, an element of fun, and acquisition benefits are the contributions of games to the teaching of foreign languages (Brenner and Wiseman, 1980, p. 191).

2.3 PEDAGOGICAL VALUE OF GAMES

In this section, the advantages of games will be briefly explained. There are numerous aspects of games which increase communication in the classroom as long as

teachers know how, when, and where to use games and students are familiar with the games. Adding different games to their repertoire, teachers can help to accelerate their students' learning.

According to some experts in the field (Rixon, 1986; Amato, 1988; Moskowitz, 1978; Steinberg, 1983; McCallum, 1980) the pedagogical values of games are numerous including acquisition benefits, classroom management benefits, and affective benefits.

2.3.1 What are the acquisition benefits?

There are numerous acquisition benefits of games. First of all, games focus students' attention on specific structures. They are effective for reviewing material and reinforcing newly acquired items in the target language. Games facilitate acquisition and aid retention because they lower anxiety. Games provide practice in communicative use of language, including managing interaction and developing fluency. Finally, games can be used to develop any skill and they suit any age group or language level.

2.3.2 What are the classroom management benefits?

For classroom management, games can be very helpful. They help in presentation of new language items. In a non-stressful classroom environment, games allow maximum student participation with a minimum of teacher preparation. They also give immediate feedback to the teacher. By raising students' attentiveness, games

provide equal participation opportunities for both slow and fast learners.

2.3.3 What are the affective benefits?

The affective benefits of using games in language classes can be divided into two types: benefits for individual students and benefits for student interaction. The individual benefits include that games increase motivation of students by providing fun, mystery, and a bit of excitement to the lesson. By rewarding their performance, games also encourage students' creativity and imagination. Moreover, games help students achieve their own insights into how the target language works.

There are several student interaction benefits. The first, as amusing activities, games promote warm feelings between classmates. The second, by building a feeling of trust in a relaxed atmosphere, games give students opportunity to share their feelings and that promotes caring about one another. Thirdly, they can be used to break the ice, particularly in the case of beginning or new students.

2.4 PRACTICAL ASPECTS OF USING GAMES

Games have a vital role in teaching language. Using a variety of games, teachers can make students aware of their target language abilities. There are several important practical aspects of using games that the teacher must keep in mind in order to use games successfully.

2.4.1 Do all students like games?

Although some individuals do not like games, it largely depends on the appropriateness of the game and the role of the player. Even though teachers believe in the utility of games and this encourages the students' participation, some learners still might be reluctant to play games or might be interested only in passing exams rather than playing games and learning language. Teachers must respect the ideas of such students. If they refuse to play, students could simply be observers (McCallum, 1980).

Wright (1984) has expressed that age is not an important factor because the enjoyment of games is not restricted by age. Although some problems occur relating to age, these can be solved easily by not forcing students to play games.

Jeftic (1989) makes three important points. In order to get full student participation: " games should be interesting (containing an element of competition), quite simple (allowing all members to understand the rules efficiently for active participation), and easily comprehensible (demanding on appropriate vocabulary level)" (p. 182).

2.4.2 When should a game be used?

Games can be used in all skills (reading, writing, listening, speaking), in all stages of the teaching/learning sequence (presentation, recycling, and

free use of language) and for many types of communication such as encouraging, criticizing, agreeing, explaining (Wright, 1984).

Students of all proficiency levels can play language games. Games should also be flexible, to permit alterations and adaptation for different levels and abilities of the pupils. A variety of teaching techniques can be incorporated into games including information gap, role play, and problem solving.

Knowing when to use games will help students enjoy them most. Steinberg (1983) has claimed that games could be introduced at any time. Other authors disagree on the best moment of class time to use a game. Some believe, games should be used as attention getters, at the beginning of a lesson; others believe games should be used later on in the lesson when students' attention is beginning to wane. Jeftic' (1989) believes games should be limited in time to approximately 5 to 10 minutes and take place during the middle or at the end of the lesson. McCallum (1980) has said that the best time to use a game is the end of the hour:

...there is no hidebound rule about this and whenever an instructor feels it is the appropriate moment for a more relaxing activity, that is the time for a game. All this is relative, of course, and it will be the good judgement of the instructor that determines the appropriate time. (p.x)

If the teacher arranges the setting, level, and time,

and finds an appropriate game, it can be useful for the students, no matter when it is presented.

2.4.3 What is the teacher's role?

In all types of games, the teacher should organize the class, whether in pairs, groups, or as individuals. Undoubtedly teachers are responsible for preparing the ground work. From beginning to advanced level, with controlled, guided, or free games, the teacher should take care to select games considering the students' level, the number of students and the size of the classroom.

Moskowitz (1978) has stated that teachers should not expect instant miracles. Instead they should prepare a warm atmosphere for the class, then games help students develop their sense of personal worth. When the activities are motivating, fun, and interesting to participate in, a cooperative spirit arises and students' involvement in their learning is more personalized. Games allow the students to see the human side of each other as well as the teacher.

McCallum (1980) points out that the teacher must understand the game before using it in the classroom. Gasser and Waldman (1989) have said "Interruption should be as infrequent as possible so as not to detract from the students' interest in the game "(p. 54). Hadfield (1985) adds that games can also serve as a diagnostic tool for the teacher. The teacher can note errors or

areas of difficulty and take appropriate, remedial action when the game is over.

2.5 CLASSIFICATION OF GAMES

Each author classifies games differently. In this section, some examples of classification of games will be given.

The value of fun has been appreciated by most authors. Jeftic' (1989) has pointed out that fun and games can not be separated. Sion (1985) puts classroom activities into 8 groups, with "fun and games" being separate from the other activities. His groups are group dynamics, role playing, creative writing and thinking, structures and functions, reading and writing, vocabulary, listening, and fun and games. In all the classifications mentioned below, the element of fun is what separates games from other classroom activities.

In these examples of classification, specific techniques of games are taken into consideration. For instance, some authors include role playing as a game; others reject this idea. What is important to keep in mind is that although individual authors' systems of classification may seem to be mutually exclusive, a comparison of different authors' classifications does not show mutual exclusivity. For example, one author may base his classification on competition vs. cooperation, but another author may base hers on guessing vs. memory.

In Silver's (1989) categorization, humor is the basic element in games, and they are based on the combination of incongruous ideas and student enjoyment. Silver's (1989) groups games in three ways: guessing, observation, and memory.

In Olshtain's (1977) categorization, scoring is used to entertain students and to stimulate their talking. She has categorized games based on the following features: guessing, semantics, add-an-item, command, alertness, and sensations.

Hadfield (1985) has given categorization in a more general sense and he mentions varieties of game techniques such as info-gap, guessing, searching, matching, and exchanging. In his categorization, there are four basic types of games: competitive, cooperative, communicative, and linguistic. Gasser and Waldman (1989), however, think that games help the students work in cooperation and competition at the same time. In Amato's (1988: 148) classification, games are classified as non-verbal, board-advancing, word focus, treasure hunts and guessing games.

Baudains and Baudains (1990) categorize classroom activities in four groups: games (having fun), exercises (studying language), conversations (sharing real information), and testing or evaluation (knowing or not knowing). Baudains and Baudains (1990) consider that categorization might be subjective:

Another important premise is that, inevitably, the grouping of the activities ... is based on a teachers' (my own) view of their potential purpose for learners. What for one group is a Game, however, may be an Exercise for another. The categorization is subjective. Many activities in class are received as exercises by default because the students have missed the authentic purpose the teacher had in mind. If students don't enter into the make-believe of a role play, accept the challenge of a competition or have their curiosity awakened by a puzzle, all these Game activities become mere language practice. Conversely, learners often do multiple-choice activities, which are conceived as Tests or Exercises by their authors, in the spirit of a game, engaged by the puzzle or game of chance element. (p. 4)

Steinberg (1983) categorizes games considering only the level of students. The games are intended for all levels and are classified accordingly: beginners, beginners & intermediate, intermediate, intermediate and advanced, and advanced.

2.5.1 The variety of games

For this section of the study, four game books were examined. Presenting the variety of the types in these books gives an idea of how games vary according to purpose and techniques. The name of each book and the total number of games in the book are given below.

Caring and Sharing in the Foreign Language Class

(Moskowitz, 1978)

Number of games: 120

Types of games:

- | | |
|-----------------------|-------------------|
| 1. Relating to others | 6. My memories |
| 2. Discovering myself | 7. Sharing myself |

- | | |
|---------------------------|-------------------------|
| 3. My strengths | 8. My values |
| 4. My self-image | 9. The arts and me |
| 5. Expressing my feelings | 10. Me and my fantasies |

101 Word Games (McCallum, 1980)

Number of games: 101

Types of games:

- | | |
|---------------------|-------------------------------|
| 1. Vocabulary games | 5. Conversation games |
| 2. Number games | 6. Writing games |
| 3. Structure games | 7. Role play and
dramatics |
| 4. Spelling games | |

Communication Starters (Olsen, 1982)

Number of games: 16

Types of games:

- | | |
|---------------------|------------------------------|
| 1. Races and relays | 3. Other familiar
games |
| 2. Bingo activities | 4. Tell me how
activities |

Games for Language Learning (Wright, et al.1984)

Number of games: 101

Types of games:

- | | |
|-----------------------------|----------------------------------|
| 1. Picture games | 8. Word games |
| 2. Psychology games | 9. True/false games |
| 3. Magic tricks | 10. Memory games |
| 4. Caring and sharing games | 11. Question and
answer games |

- | | |
|-------------------------|---------------------------------|
| 5. Card and Board games | 12. Guessing and
speculating |
| 6. Sound games | games |
| 7. Story games | 13. Miscellaneous
games |

2.5.2 Functional language in games

When the objectives and linguistic skills that can be taught via the 338 games presented in these four books are reviewed, it can be seen that games have many common features. Listed below are some of the possible groupings of the functional uses of language that games offer.

- describing, naming, defining, identifying
- guessing, predicting, inferring, suggesting
- comparing, contrasting, matching
- criticizing, justifying, giving reasons
- narrating, story telling
- agreeing, disagreeing
- listing, counting
- analyzing, speculating, discussing

2.6 Conclusion

Fun is the common element in games which separates them from other classroom activities. Games can help students improve their language skills by providing acquisition opportunities in an enjoyable activity. An appropriate game can be found for students of all ages and levels. There are many ways to classify games

according to the specific techniques and skills necessary to play the games.

In the following chapters, we will see how Turkish EFL teachers and students define and evaluate games.

CHAPTER III

METHODOLOGY

3.1 Introduction

This chapter is concerned with methodology and gives a detailed explanation of the procedures of the study, including the subjects and data collection instruments. The main concern of this study is the use of games in EFL classes. As mentioned earlier in chapter one, some teachers are aware of the importance of games and try to use them as much as possible, and some others prefer never to use games, ignoring their pedagogic value in teaching English.

In this research project, the preferences of Turkish EFL teachers and students concerning games were investigated, in particular, whether teachers and students find games a beneficial acquisition activity. As Weed (1975) has questioned "Is the adaptability of games to the full range of language teaching objectives known and practiced in EFL classes? " (p. 303). Additional questions to be answered in this study include: Do teachers use games as motivating and challenging activities in their classrooms? If so, for what reasons? What are the attitudes of student towards using games? In order to provide the answers to these questions questionnaires were devised for teachers and students who represent a sample of the Turkish high school and university populations.

3.2 Setting and Subjects

The settings were two regular high schools, Ankara Etlik Lisesi and Konya Gazi Lisesi, and prep classes at Bilkent and Hacettepe universities.

The sex of the participants was not taken into consideration. The subjects were both male and female. Their proficiency level was intermediate. Their ages ranged between 16-25.

Student subjects were chosen as by the teachers in each school. With the permission of the director in the school, two appropriate classes at each university and one class at each high school were recommended by the teachers, and students were requested by their teachers to provide data.

In this study participants were EFL students and teachers. There were two classes in each university. In Bilkent University, there were 20 students in one class, and 14 students in the other, for a total of students was 34. In Hacettepe University, there were 12 students in one class, and 18 students in the other, for a total number of 30. The total number of students from both universities was 64. One class was used from each high school. There were 30 students from Etlik and 30 students from Konya Gazi Lisesi, for a total of 60 students in the high schools.

There were 4 teachers from Etlik and 4 teachers from Konya Gazi Lisesi, for a total of 8 teachers from the

high schools. In Hacettepe University, there were 4 teachers, and there were 4 teachers in Bilkent University. So the total number of teachers was 16.

3.3 Materials

The data were collected by means of questionnaires, which were separately prepared for students and teachers (see Appendix A for the student questionnaire and Appendix B for the teacher questionnaire). The questionnaires were written in Turkish, but an English translation and the original in Turkish are provided in the appendices. The purpose of the questionnaire was to find out how games are used in the classroom and to gather the comments of EFL teachers and students on using games as a language teaching activity.

The use of questionnaires was preferred because it was easier to get the results about the feelings of students and teachers than using interviews or other means of data collection from a large number of people. Collecting data using questionnaires was a fast and efficient method. In a limited time, a relatively large number of students could answer the questions. It is also more practical than any other means. Their distribution and completion did not take much time.

The questionnaire for students consisted of three main parts. The first part asked the students whether they agreed or disagreed with 5 different definitions of a game. These were that games a) are for relaxation b)

increase motivation c) provide an opportunity for language acquisition d) provide communication practice and e) are for fun. The second part asked questions about games, including their necessity, the role of competition in games, the comfort of students, and English practice for students. Students were also asked to answer questions about whether scoring and rewarding are significant and whether games are a motivating activity in learning. The last part was about classroom activities; students were asked to rank the activities according to their usefulness in the classroom, taking into consideration their own thoughts about language learning.

The questionnaire for teachers contained 5 main parts. The first part was the same as the student's questionnaire: teachers' agreement and disagreement about the 5 definitions of games. The second part was about the use of games and teachers' attitudes towards the use of games in their classroom. This part asked questions concerning the necessity of games, the participation of teachers, organization and discipline of class, providing materials, and the element of competition. Teachers were also asked if they can avoid students speaking Turkish, whether they think that games have a significant role in teaching, and whether games are motivating activities. Teachers' opinions about the age of students and the time limitations were also considered.

In the third part, teachers were asked about class grouping. They also responded to three common features of games: cooperation, competition, and amusement. The fourth part was the same as for students: ranking class activities such as dialogues, exercises, songs, and games according to frequency of use in their classroom.

3.4 Procedures

The first drafts of the questionnaires were distributed to the researcher's colleagues who were requested to give their opinions of the items in the questionnaires. After revising it according to this feedback from colleagues, the researcher did a pilot study with the colleagues. When the final draft of the questionnaire had been prepared, arrangements were made for administration.

The questionnaires were distributed to high school and university students and teachers. In early May 1991, questionnaires were administered at the two universities, Hacettepe and Bilkent. The researcher explained the data collection procedures to the cooperating teachers, and the teachers administered the questionnaire during class time. Approximately 20 minutes were allowed to complete the questionnaire. The researcher collected the completed questionnaires from the teacher after class. The next week, questionnaires at the high schools were administered. The same data collection was followed in the high schools as in the

universities.

For data tabulation, all of the questionnaires were grouped according to school, class, students and teachers. In the following chapter, the analysis of the data is presented.

CHAPTER 4

ANALYSIS OF THE DATA

4.1 Introduction

In this study, it is argued that games can be used to facilitate language acquisition. That is, if games are chosen according to the language proficiency level of students, students can acquire the language items more easily by using games.

In order to understand the use of games in EFL classes and their role in classroom activities, the attitudes of teachers and students at two universities, Bilkent and Hacettepe, and two high schools, Etlik and Konya Gazi Lisesi, were studied. Students were given a total of 24 questions and teachers were given a total of 35 questions in questionnaires which were prepared in Turkish. The number and distribution of subjects is given in Table 4.1.

Table 4.1
Distribution and Number of Subjects

School	Teachers	Students
Bilkent	4	34
Hacettepe	4	30
Etlik	4	30
Konya	4	30
Total	16	124

4.2 DATA ANALYSIS

As a first step, the questionnaires of teachers were analyzed. Responses of teachers were analyzed item by item. As a second step, the questionnaires of students were analyzed. Finally, the answers of both the teachers and the students concerning the use of games were compared.

The following tables present percentages or mean scores. Some items on the questionnaires were written as statements, and subjects were asked to indicate their agreement or disagreement with the statement. Tables which represent the results of this type of questionnaire item are given in percentages. Only percentages of agreement with the statement are given in the tables. Other items were written as yes/no questions and the "yes" responses to those items are also shown in tables as percentages of agreement. The percent of disagreement can be determined by subtracting the percentage listed in the table from 100.

The other tables in this chapter, which represent the questionnaire items which asked subjects to rank items, are shown in mean scores, based on a scale of 1 to 5, with 1 being least often or useful, and 5 being most often or useful. Six mean scores are given. There are scores for high school students, university students and a combined student score. Likewise, there are scores for high school teachers, university teachers and a

combined teacher score. This will enable us to compare high school subjects with university subjects and student subjects with teacher subjects.

The following abbreviations are used in the tables:

T represents teachers

S represents students

HS represents high school

U represents university

4.2.1 Necessity of games

In table 4.2, the agreement of teachers and students about the necessity of using games is given. As shown in the table, 87% of the university teachers and 75% of the high school teachers indicate that games are necessary activities. Eighty-four percent of the university students and 81% of the high school students also agreed with the statement. The combined percentage of both teachers and students are almost the same, 81% and 83% respectively.

A separate item in the teachers' questionnaire asked them to respond to the statement "Games have an important role in teaching language". The two groups of teachers showed a high percentage (87% combined) of agreement with the statement.

Table 4.2
Teacher and Student Agreement on the
Necessity of Games (in %)

	Combined T	HST n=8	UT n=8	Combined S	HSS n=60	US n=64
Games are necessary activities	81	75	87	83	81	84

4.2.2 Teachers' opinions about using games

In this section, the attitudes of teachers concerning the use of games in the foreign language classroom will be presented.

In Table 4.3, teachers' attitudes to using games with different age students are given. In the second item on the table, elementary school is not mentioned as an option because English language instruction is not offered in Turkish elementary schools. The first item on the table shows most of the teachers think that age is an important factor (88% combined). In the second item, all the university teachers indicate that games can be used with all age groups whereas only 27% of the high school teachers think so. Fifty-four percent of the high school teachers responded that games should be used only in junior high school, suggesting that games are only appropriate for younger students. These results imply university teachers recognize the language acquisition benefits of using games whereas the high school teachers believe games are merely fun activities most appropriate for younger students.

Table 4.3
 Teachers' Responses to Using Games
 with Different Student Age Groups (in %)

	Combined T	HST n=8	UT n=8
Age is an important factor	88	75	100
Games should be used in			
Junior High	27	54	0
High school	11	18	0
University	0	0	0
All levels	61	27	100

Teachers' opinions about the time limitations for games and class organization during games are given in Table 4.4. None of the teachers chose individual student participation as a way of organizing the class during games. This may have two possible explanations, one concerning cooperation and the other concerning competition. First, games require cooperation and that means students work together. Second, in games that require competition, students should work in pairs or groups in order to avoid embarrassment or unwillingness on the part of less proficient or less extroverted students. As seen in the table, both groups of teachers show a preference for group work rather than pair work during games. Concerning time limitations of a game, most teachers indicate there is a limit to the amount of time that can usefully be spent playing a game in class. Although 28% of the high school teachers and 12% of the university teachers indicated there should be no time

limitation for a game, the majority of the teachers showed a preference for spending 10-15 minutes or 15-20 minutes of class time engaged in a game.

Table 4.4
Teachers' Responses to Time Limitations and
Class Organization during Games (in %)

	Combined T	HST n=8	UT n=8
<hr/>			
The best way to organize the class is	Individual	0	0
	Pairs	19	12
	Group	81	87
<hr/>			
Time limitation of a game	5 minutes	7	0
	10-15 minutes	39	50
	15-20 minutes	33	37
	No Limit	20	12
<hr/>			

The opinions of teachers concerning other characteristics of games are given in Table 4.5. In the first item, the results show that most of the teachers agree (94% combined) that teachers should participate in games. This may mean that games should be guided or controlled by the teachers, or that teacher participation encourages the students to participate, too. The second item in the table shows that only 33% of the high school teachers and 37% of the university teachers think that the organization and the discipline of the class are difficult during games. In the third item, 62% of the high school teachers indicate that finding materials in using games is difficult; on the other hand, the percentage of the university teachers is lower, only 37%.

In the fourth item, we can see that 62% of the university teachers think that finding interesting games is difficult whereas only 50% of the high school teachers have difficulty in finding interesting games.

In the last item in the table, all of the university teachers agree that games should be related to course content, while the high school teachers' agreement with this statement is 75%. It is apparent that most teachers prefer games related to the course content. They try to use games depending on what they teach in the classroom. Using games related to the course content may mean that teachers use games as acquisition activities. On the other hand, for those teachers that do not think games should be related to course content, games may not be considered acquisition activities.

Table 4.5
Teachers' Responses to Selected Characteristics
of Games (in %)

	Combined T	HST	UT
		n=8	n=8
Teachers should participate in games	94	100	87
Organization and discipline of class are difficult in games	35	33	37
Finding materials in using games is difficult	50	62	37
Finding interesting games is difficult	56	50	62
Games should be related to course content	89	75	100

Table 4.6 presents how frequently teachers use games in the classroom. It is seen in the table that none of the teachers choose the options "once a semester" or "once in two days". The majority of the teachers use games on a weekly basis. Some answered (14% combined) that they use games every day in a class others answered that they use games "once a week" (44% combined) and others answered "twice a week" (35% combined). This indicates that although they may not be used as frequently as other activities, maybe only once or twice a week, games are an integral part of the lesson and are used on a regular basis by most teachers.

Table 4.6
Agreement of Teachers on the Frequency of
Using Games (in %)

		Combined T	HST n=8	UT n=8
Frequency of using games should be	Once a week	44	50	37
	Twice a week	35	33	37
	Every day	14	16	12
	Once a month	6	0	12
	Once in two days	0	0	0
	Once a semester	0	0	0

The percentages of teacher responses to a questionnaire item about what language skills should be practiced in games are given in Table 4.7. Teachers frequently use games to practice of speaking and listening (47% combined and 17% combined, respectively), whereas writing is never the primary skill practiced in games by any of the teachers. None of the university teachers marked reading as the primary skill, but 11% of the high school teachers did. The combined percentage of teachers from both groups who answered the option "all skills" is 29 %. However, this percentage is much higher among university teachers (44%) than high school teachers (11%). These results indicate that teachers mostly use games which provide speaking practice, and that very few teachers use games based on writing.

Table 4.7
 Agreement of Teachers on the Use of
 Skills during Games (in %)

	Combined T	HST	UT
Skills that teachers frequently use in games			
Writing	0	0	0
Reading	6	11	0
Speaking	47	55	44
Listening	17	22	11
All skills	29	11	44

4.2.3 Students' attitudes towards games

Students opinions about competition, scoring and rewarding and motivation are given in Table 4.8. As shown in the table, 90% of the high school students and 84% of the university students believe that using scoring and rewarding in games increases their rate of learning. The majority (95% combined) reported that they feel psychologically comfortable during games. This result reflects the opinions of researchers, as presented in Chapter II, that games create a warm atmosphere in class. It also suggests that students do not feel threatened using the target language during games

In the third item, it can be seen that most students believe games increase their motivation (80% combined). The last item in the table shows a high degree of agreement between high school and university students (75% and 72% respectively) who answered positively in response to the question "Do games help you practice in

English?".

Table 4.8
Students' Responses to Possible Benefits
of Games (in %)

	Combined S	HSS n=60	US n=64
Do scoring and rewarding increase your rate of learning?	87	90	84
Do you feel comfortable psychologically when you play games?	95	97	93
Do games increase your motivation in class?	80	73	87
Do you think that games help you practice?	74	75	72

4.2.4 Comparison of teachers' and students' attitudes towards games

In Table 4.9, agreement of both teachers and students about five particular defining characteristics of games is given. In the first item, only 14 % and 10 % respectively of university teachers and students say that games are relaxing activities, however, the high school teachers' and students' percentages are higher, 87 % and 25 % respectively. It appears that teachers find games more relaxing than students. In the second item on the table, 100% of the teachers and most of the students (combined 94%) believe games are motivating activities. All of the teachers agree that games are

relaxing and acquisition activities and that games are communication activities, whereas only 87% of the students agree with these two definitions of games. In the last item in the table, it can be seen that approximately half of the teachers and students consider games amusing activities.

Table 4.9

Teachers' and Students' Agreement
on 5 Aspects of Game (in %)

	Combined T	HST n:8	UT n:8	Combined S	HSS n:60	US n:64
Games are...						
relaxing activities	51	87	14	18	25	10
motivating activities	100	100	100	94	90	98
both relaxing and acquisition activities	100	100	100	87	85	89
communication activities	100	100	100	87	86	88
amusing activities	54	50	57	50	43	56

In Table 4.10, both teachers' and students' opinions concerning the necessity of competition are given. According to the results of the first item, 75% of high school teachers agree that competition should be used; the percent for university teachers (50 %) is lower. The students' attitude towards competition seems to be more positive than teachers. Almost all the students (combined 90%) agree that competition should be used in

games. The concern of some researchers that competition in games may be undesirable, as presented in Chapter II, does not seem to be a concern of the majority of the subjects in this study.

Table 4.10
Responses of Teachers' and Students' to
Competition in Using Games (in %)

	Combined T	HST n=8	UT n=8	Combined S	HSS n=60	US n=64
Competition should be used in games	62	75	50	90	94	86

4.2.5 Using English during games

Table 4.11 shows whether students speak English or Turkish during the games. In the questionnaire, students were asked if they spoke English during games. If they answered "yes", they were asked to answer one of four following options about how much English they spoke. When compared with the responses of university students, high school students seem to speak English less during games than university students, 35% and 68% respectively.

None of the high school students chose the option "I only speak English", whereas 31% of the university students did.

Only 18% of the high school students indicated they spoke "half English, half Turkish" during games but 31% of the university students chose this option. These differences may be due to class size; in general, high school classes are large, and due to the size fewer

students may be able to participate. It seems that during games, communication in English in the high school is less than that in the university classroom.

Table 4.11
Students' Use of Turkish and English
during Games (in %)

	Combined S	HSS	US
		n=60	n=64
Do you speak English as much as possible during games? ("yes" answers in %)	52	35	68
-I only speak English	16	0	31
-I speak half English, half Turkish	30	18	31
-I use simple English sentences	40	57	24
-I use as much English as required in the game	20	25	14

Teachers were asked different questions about the use of Turkish by students during games. Fifty percent of the university teachers and 75% of the high school teachers agreed with the statement "Preventing students from speaking Turkish is easy".

4.2.6 Students' and teachers' ranking of classroom activities

The students' and teachers' ranking of ten typical classroom activities are given in Tables 4.12 and 4.13 respectively. The students' ranking is based on the usefulness of these ten activities, and the teachers' ranking is based on how often they use these activities

in their classes. Although both teachers and students indicated that games are necessary classroom activities when considered in isolation (see section 4.2.1), when comparing them to nine other activities, games were ranked rather low in usefulness by students and in frequency of use by teachers.

As seen in Table 4.12, the students' combined ranking shows that dialogues, conversation, and writing activities were considered the three most useful classroom activities. Out of the ten activities, games were ranked ninth in usefulness, less useful than all except songs. In Table 4.13, teachers' mean scores for the same activities according to their use of them in the classroom are presented. The teachers' combined ranking indicates writing activities, test exercises, and reading activities are the three most frequently used activities. Games were ranked eighth out of ten, more frequently used than role play and songs.

These results are rather surprising in at least two ways. First of all, both teachers and students indicated that games are necessary activities and we might assume because of this that games would be ranked higher in the ten typical activities. The second surprising result is unrelated to games. The students' ranking shows that two speaking activities are most useful (dialog, conversation), but the teachers' ranking places written activities high in the list and places dialog and

conversation after writing activities, test exercises, and reading activities. The only point of agreement between teachers and students seems to be concerning songs, which were rated tenth out of ten by both groups.

Table 4.12
Mean Score of Usefulness of Ten Classroom
Activities According to Students
(5=very useful 1=not useful)

	combined	HS n:60	US n:64
Dialogue	3.63	3.84	3.42
Conversation	3.56	3.37	3.74
Writing activities	3.45	3.58	3.33
Reading activities	3.4	3.74	3.1
Listening activities	3.37	3.48	3.26
Drill	3.27	3.44	3.11
Role Play	2.93	2.66	3.21
Test exercise	3.18	3.14	3.23
Games	2.8	2.49	3.11
Songs	2.03	1.7	2.37

Table 4.13
 Mean Scores of Frequency of Use of
 Ten Classroom Activities by Teachers
 (5=very often 1=never)

	Combined	HST n:8	UT n:8
Writing activities	4.55	4.5	4.6
Test exercises	4.54	4.71	4.37
Reading activities	4.20	3.71	4.7
Conversation	3.85	3.28	4.42
Dialogue	3.66	3.71	3.62
Listening activity	3.42	2.6	4.25
Drill	3.35	4.2	2.5
Games	2.9	2.8	3
Role play	2.36	1.6	3.12
Songs	2.1	2.6	1.6

4.3 Conclusion

The results of the questionnaires indicate that most subjects perceive certain benefits of using games in EFL classes. All four groups, university and high school teachers and students, seem to have positive attitudes towards games as activities which provide acquisition opportunities. Concerning the necessity of games, 84% of the teachers and 83% of the students agree that games are necessary activities. One hundred percent of the teachers and 87% of the students indicated agreement with

the statement "Games are both relaxing and acquisition activities".

The teachers were asked several questions about classroom management concerning games. The majority (81%) believe the best way to organize the class during games is in groups. Most teachers indicate that either 10-15 or 15-20 minutes should be the time limitation of a game. Only 35% of the teachers believe that class organization and discipline are difficult in games. Almost all the teachers (94%) agree that the teacher should participate in games.

The responses of students to questions about the benefits of games are mostly positive. The majority (80%) believe games increase their motivation. Eighty-seven percent believe that scoring and rewarding increase their rate of learning. Almost all the students (95%) answered affirmatively when asked "Do you feel comfortable psychologically when you play games?".

The comparison of teachers' and students' attitudes reveal interesting similarities. Approximately half of the teachers and students (54% and 50% respectively) agreed that games are amusing activities, and even more agreed that games are communication activities, combined teachers 100% and combined students 87%. However, the ranking of games in comparison to nine other classroom activities (see Table 4.12 and 4.13) was low by both teachers and students.

CHAPTER V

CONCLUSIONS

5.1 Summary of the study

Games are important foreign language learning activities. Current language teaching theory emphasizes the importance of fluent communication rather than mechanical memorization and the need for methods that can provide opportunities for communication practice in the classroom. Games are one of the techniques that can provide authentic, enjoyable communication between students. Students not only practice language skills, but also they acquire them. Today, games are considered a valuable language activity. Games are no longer considered as simply fun classroom activities or time-filling breaks from the regular routine, but as acquisition activities.

In this study, attitudes of both teachers and students toward games were examined in order to find out if games are used for the facilitation of language acquisition in EFL classes. In the literature review, four aspects of games were discussed: definition, theory, pedagogical value, and classification. In each section, the importance of games is discussed and significant differences between games and other activities are mentioned. Elements such as fun and competition are the major features which distinguish games from other types of classroom activities.

Questionnaires were administered to both EFL teachers and students in university and high school settings. The student questionnaire consisted of three parts: the definition of games, some specific aspects of games, and a comparative ranking of ten classroom activities. The teacher questionnaire consisted of 5 parts: the same three as in the student questionnaire plus two sections which asked about the practical aspects of using games, including class organization, time limitations and age groups.

Analysis of the data collected in this study suggests that both teachers and students recognize the acquisition benefits of games. In general the attitudes of teachers and students toward the use of games are positive. Most university and high school teachers agree on the necessity of games in their classes, 87 % and 75 %, respectively, and they agree that games provide motivation, relaxation, and communication (see Table 4.9). The frequency with which these two groups of teachers use games also shows similarity; the majority prefer using games once or twice a week, and none answered that they use games only once a semester (see Table 4.6).

Like the teachers, both groups of students agree that games are necessary activities, high school students 81% and university students 84%. Most of the students (90%) feel that competition should be in games. A higher

percentage of university students (68%) than high school students (35%) say that they speak English as much as possible during games.

These results suggest that teachers and students are aware of the beneficial aspects of games for teaching and learning EFL. Based on the students' ranking of the usefulness of games and the teachers' ranking of how frequently they use games, we can conclude that games are used on a regular, but not frequent, basis.

5.2 Pedagogical implications

It is hoped that one of the results of this study will be to increase EFL teachers' and students' awareness of the usefulness of games as language acquisition activities. Although games have long been a part of foreign language teaching, it is important that teachers who use games in their classes understand why games are valuable.

The results of this study imply that teachers who use games do not encounter major problems in class. Teachers who do not use games may think that there might be some problems in using games. However, as the study indicates, classroom organization and discipline are not considered difficult. This study might encourage those reluctant teachers to try games in their classes.

5.3 Assessment of the study

It must be kept in mind that this study is only a survey of the attitudes of teachers and students towards

games. It did not include actual classroom observation when games were being used. The results are based on what the respondents say and not what they actually do in class. Therefore, it is only a survey.

The reliability of the data may have been affected by subject expectancy in the questionnaires. Subjects might have given their answers positively considering the researcher's expectations, because "Use of games in EFL classes" was written on the questionnaire. This possibility is unavoidable in questionnaires, but nevertheless, questionnaires are useful in getting data in the shortest time from many subjects.

An additional consideration in this study is the number of subjects, especially concerning the participants from the high schools. A small number of subjects can be a limitation of any research. Considering the large number of high schools in Turkey, and the many English teachers and students who work and study in them, one must be careful in making generalizations about them based on a survey of only 60 students and 8 teachers.

5.4 Implications for future research

Several suggestions can be made for future research into the use of games in EFL classes in Turkey. The first is future studies could be based on the classroom observations of games. This type of "action research" would reveal the actual behaviors of teachers and

students while they play games.

A second kind of research could be experimental. Specific games could be tested using experimental and control groups in order to measure the effectiveness of the games. In both of these suggested studies, follow-up questionnaires and/or interviews could be conducted to assess the participants' attitudes after playing games. An advantage of this kind of data collection is that subjects would be asked their opinions based on an immediate prior experience of a particular game.

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APPENDIX A

ANKET

Tarih: _____
 Okul: _____ Yaş: _____ Cinsiyet: _____
 İngilizce Düzeyi: Başlangıç: _____ Orta: _____ İleri: _____
 Kaç yıldır İngilizce öğreniyorsunuz? _____
 İngilizceyle okul dışında ne kadar zamandır
 uğraşıyorsunuz? _____

Bu anket İngilizce derslerinde oyunların kullanımı konusunda öğrenciler için hazırlanmıştır.

I. Sınıf aktivitelerinden biri olan oyunlar hakkında düşüncelerinizi aşağıda belirtilen kolonlardan uygun olanına işaretleyiniz.

Katılıyorum Katılmıyorum

- | | | |
|---|-------|-------|
| 1. Oyunlar sadece dinlenme aracıdır. | _____ | _____ |
| 2. Oyunlar dersi monotonluktan kurtararak öğrencilerin derse dikkatini toplar. | _____ | _____ |
| 3. Oyunlar sadece öğrencinin dinlenmesini değil aynı zamanda onların dili kazanmalarını sağlar. | _____ | _____ |
| 4. Oyunlar sınıf içi iletişimi sağlar. | _____ | _____ |
| 5. Oyunlar ders esnasında eğlence aracıdır. | _____ | _____ |

II. Aşağıdaki soruları oyunların sınıf içindeki kullanımlarına göre yanıtlayınız.

- Oyunlar sizce İngilizce öğretiminde gerekli bir aktivite midir?
Evet _____ Hayır _____
- Yarışmanın oyunu negatif yönde etkilediğini düşünür müsünüz?
Evet _____ Hayır _____
- Oyunlarda yarış unsuru olmalı mı?
Evet _____ Hayır _____ Bazen _____
- Oyun oynarken kendinizi rahat hissediyor musunuz?
Evet _____ Hayır _____ Bazen _____

5. A: Oyunlar esnasında mümkün olduğunca çok İngilizce konuşabiliyor musunuz?
Evet_____ Hayır_____
6. B: Yanıtınız evet ise aşağıdaki durumlardan sizin için en uygun olanını seçiniz.
() Sadece İngilizce konuşuyorum.
() Yarı İngilizce yarı Türkçe konuşuyorum.
() Basit cümleleri konuşabiliyorum.
() Sadece oyunun gerektirdiği kadar konuşabiliyorum.
7. Puanlama ve ödüllendirme sizin öğrenme hızınızı artırıyor mu?
Evet_____ Hayır_____ Bazen_____
8. A: Oyunlar sizin İngilizce dersinizde motivasyonunuzu artırıyor mu?
Evet_____ Hayır_____ Bazen_____
- B: Yanıtınız evet ise oyunu İngilizce konuşmanızı kolaylaştıran bir öğretim tekniği olarak düşünebilir misiniz?
Evet_____ Hayır_____ Bazen_____

III. Aşağıdaki 10 aktiviteden hangilerinin sizin için daha yararlı olduğunu düşünüyorsunuz? Yararlılık derecesine göre boşlukları 1 den 5 e doğru işaretleyiniz.
(1: çok faydalı 5: faydasız)

	1	2	3	4	5
1. Dialog	()	()	()	()	()
2. Rol oyunu	()	()	()	()	()
3. Konuşma	()	()	()	()	()
4. Oyunlar	()	()	()	()	()
5. Şarkılar	()	()	()	()	()
6. Test alıştırmaları	()	()	()	()	()
7. Drill	()	()	()	()	()
8. Yazım aktiviteleri	()	()	()	()	()
9. Okuma aktiviteleri	()	()	()	()	()
10. Dinleme aktiviteleri	()	()	()	()	()

QUESTIONNAIRE

Questionnaires for students about the use of games in EFL classes.

School: _____ Age: _____ Sex: _____
 Level: Beginner _____ Intermediate _____ Advanced _____
 How long have you been studying English? _____
 How long have you been studying English outside school? _____

I. Mark whether you agree or disagree with the following statements.

	<u>Agree</u>	<u>Disagree</u>
1. Games are a means of relaxation.	_____	_____
2. Games attract students' attention breaking the routine of lessons.	_____	_____
3. Games help students not only relax but also acquire English.	_____	_____
4. Games facilitate communication.	_____	_____
5. Games are amusing activities.	_____	_____

II. Answer the following questions concerning the use of games in the classroom.

1. Do you think that games are necessary activities in English teaching?
 Yes _____ No _____
2. Do you think that competition influences games negatively?
 Yes _____ No _____
3. Is competition necessary in games?
 Yes _____ No _____ Sometimes _____
4. Do you feel comfortable psychologically when you play games?
 Yes _____ No _____ Sometimes _____
5. A. Do you speak English as much as possible during games?
 Yes _____ No _____
6. B. If your answer is "yes", choose the most appropriate statement.
 I speak only English.
 I speak half English, half Turkish.
 I can speak only simple sentences.
 I can speak as much as games require.
7. Do scoring and rewarding increase your rate of learning?
 Yes _____ No _____ Sometimes _____
8. A. Do games increase your motivation in class?
 Yes _____ No _____
 B. If your answer is "yes", do you think that games help you practice in English?
 Yes _____ No _____ Sometimes _____

III. How often do you think that these activities should be used? Rate the activities below with respect to their usefulness in learning English. (1: very useful, 5: least useful)

	1	2	3	4	5
1. Dialog	()	()	()	()	()
2. Role play	()	()	()	()	()
3. Conversation	()	()	()	()	()
4. Games	()	()	()	()	()
5. Songs	()	()	()	()	()
6. Test exercises	()	()	()	()	()
7. Drill	()	()	()	()	()
8. Writing activities	()	()	()	()	()
9. Reading activities	()	()	()	()	()
10. Listening activities	()	()	()	()	()

APPENDIX B

ANKET

Tarih: _____

Okul: _____ Yaş: _____ Cinsiyet: _____
 İngilizce Düzeyi: Başlangıç: _____ Orta: _____ İleri: _____
 Kaç yıldır İngilizce öğretiyorsunuz? _____

Bu anket İngilizce derslerinde oyunların kullanımı konusunda öğretmenler için hazırlanmıştır.

I. Sınıf aktivitelerinden biri olan oyunlar hakkında düşüncelerinizi aşağıda belirtilen kolonlardan uygun olanına işaretleyiniz.

Katılıyorum Katılmıyorum

- | | | |
|---|-------|-------|
| 1. Oyunlar sadece dinlenme aracıdır. | _____ | _____ |
| 2. Oyunlar dersi monotonluktan kurtararak öğrencilerin derse dikkatini toplar. | _____ | _____ |
| 3. Oyunlar sadece öğrencinin dinlenmesini değil aynı zamanda onların dili kazanmalarını sağlar. | _____ | _____ |
| 4. Oyunlar sınıf içi iletişimi sağlar. | _____ | _____ |
| 5. Oyunlar ders esnasında eğlence aracıdır. | _____ | _____ |

II. Aşağıdaki soruları oyunların sınıf içindeki kullanımına göre yanıtlayınız.

- Oyunlar sizce İngilizce öğretimimde gerekli bir aktivite midir?
Evet _____ Hayır _____
- Öğretmenlerin oyuna katılmaları gerektiğini düşünür müsünüz?
Evet _____ Hayır _____
- Sizce oyun oynanırken sınıfı organize etmek ve sınıfın disiplinini sağlamak zor bir iş mi?
Evet _____ Hayır _____ Bazen _____
- Sizce oyun için gerekli materyalleri temin etmek zor mu?
Evet _____ Hayır _____ Bazen _____

5. Oyunlarda yarış unsuru olması gerektiğine inanıyor musunuz?
Evet_____ Hayır_____
6. Sizce öğrencilerin ilgisini canlı tutacak, onların hoşlanabileceği oyunları bulmak zor mu?
Evet _____ Hayır _____
7. A. Oyunların, derste öğrencinin motivasyonunu artırdığını düşünüyor musunuz?
Evet _____ Hayır _____
- B. Yanıtınız evet ise oyunu öğrencilerinizin İngilizce konuşmalarını kolaylaştıran bir öğretim tekniği olarak düşünebilir misiniz?
Evet _____ Hayır _____
8. Oyunlar esnasında öğrencilerin Türkçe konuşmalarını önleyebiliyor musunuz?
Evet _____ Hayır _____
9. Oyunların İngilizce öğretiminde önemli bir yeri olduğunu düşünüyor musunuz?
Evet _____ Hayır _____
10. Öğrenci yaşının oyunda önemli bir faktör olduğunu düşünüyor musunuz?
Evet _____ Hayır _____
11. A: Kullandığınız oyunların günlük dersiniz veya programınız ile bağdaşmasına dikkat eder misiniz?
Evet _____ Hayır _____
- 12 B: Yanıtınız evet ise oyunları ne zaman kullanırsınız?
() Dersten önce.
() Ders konusunu pekiştirmek için dersten hemen sonra.
() Dersin üzerinden belli bir süre geçtikten sonra.

IV. Aşağıdaki soruları sizce uygun olan şekilde işaretleyiniz.

1. Sınıfta oyunları oynamanın ve öğrencileri organize etmenin en iyi yolu nedir?
() Bireysel () İkili () Grup
2. Hangi yaş gruplarında oyun oynanmalıdır?
() Ortaokul () Lise
() Üniversite () Hepsi

3. Oyundaki sürenin limiti sizce ne olmalıdır?
 5 dakika 10-15 dakika
 15-20 dakika Limit yok
4. Oyunu daha çok hangi becerilerin öğretiminde kullanıyorsunuz?
 Yazma Okuma
 Konuşma Dinleme Her durumda
5. Haftanın her günü İngilizce dersi olan bir sınıf için ne kadar aralıklarla oyun oynanmalıdır?
 Haftada bir kez Dönem içinde bir kez
 Haftada iki kez Ayda bir kez
 Her gün İki günde bir kez
6. Öğrenciler oyun oynarken aşağıda belirtilen noktalardan en çok hangi noktaya dikkat edersiniz?
 Öğrencilerin ortak çalışması _____
 Öğrencilerin yarışarak çalışması _____
 Öğrencilerin eğlenerek çalışması _____
- V. Aşağıdaki 10 aktiviteden hangilerini her gün sınıfınızda kullanmaya çalışıyorsunuz? Kullanım derecenize göre parantez içindeki boşlukları 1 den 5 e doğru işaretleyiniz. (1: çok kullanıyorsunuz, 5: hiç kullanmuyorsunuz)

	1	2	3	4	5
1. Dialog	()	()	()	()	()
2. Rol oyunu	()	()	()	()	()
3. Konuşma	()	()	()	()	()
4. Oyunlar	()	()	()	()	()
5. Şarkılar	()	()	()	()	()
6. Test alıştırmaları	()	()	()	()	()
7. Drill	()	()	()	()	()
8. Yazım aktiviteleri	()	()	()	()	()
9. Okuma aktiviteleri	()	()	()	()	()
10. Dinleme aktiviteleri	()	()	()	()	()

QUESTIONNAIRE

Questionnaires for teachers about the use of games in EFL classes.

School: _____ Age: _____ Date _____

Sex: _____

How long have you been teaching English? _____

How long have you been studying English outside school? _____

I. Mark whether you agree or disagree with the following statements.

	<u>Agree</u>	<u>Disagree</u>
1. Games are a means of relaxation.	_____	_____
2. Games attract students' attention by breaking the routine of lesson.	_____	_____
3. Games help students not only relax but also acquire English.	_____	_____
4. Games facilitate communication.	_____	_____
5. Games are amusing activities.	_____	_____

II. Answer the following questions concerning the use of games in the classroom.

1. Do you think that games are necessary activities in English teaching?
Yes _____ No _____
2. Do you think that teachers should participate in games?
Yes _____ No _____
3. Do you think that organizing the class and maintaining discipline is difficult during games?
Yes _____ No _____
4. Do you find that providing materials for game is difficult?
Yes _____ No _____
5. Do you believe that there should be an element of competition in games?
Yes _____ No _____
6. Do you think that finding interesting games is difficult?
Yes _____ No _____
7. A. Do you think that games increase motivation in the lesson?
Yes _____ No _____
B. If your answer is "yes" do games help students practice in English?
Yes _____ No _____
8. Can you prevent students from speaking Turkish?
Yes _____ No _____
9. Do you think that games have an important role in teaching English?
Yes _____ No _____

10. Do you think that age is an important factor in using games?
Yes____ No____
11. A. Do you think that games should be related to the course content?
Yes____ No____
- B. If your answer is "yes", when do you use games?
 Before the presentation of a language point
 After the lesson, to reinforce the subject
 A period of time, after teaching language points

III. Choose the most suitable responses.

1. What is the best way to organize the class when using games?
 Individual Pairs Groups
2. In which age groups should games be used?
 Secondary High school
 University All
3. What do you think is the maximum length of time a game should be played?
 5 minutes 10-15 minutes
 15-20 minutes No limitation
4. In which skills do you use games mostly?
 writing reading
 speaking listening in all skills
5. Where students have English everyday of the week, how often are games used in the classroom?
 Once a week Once a semester
 Twice a week Once a month
 Every day Once every two days
6. Which feature of games do you consider to be most important?
 Students study in cooperation _____
 Students study with competition _____
 Students study with enjoyment _____

IV. Rate the activities below with respect to their usefulness in learning English. How often do you use the following activities? (1: very often, 5: never)

- | | 1 | 2 | 3 | 4 | 5 |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Dialog | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Role play | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Conversation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Games | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Songs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Test exercises | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Drill | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Writing activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Reading activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Listening activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |