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THE ROLE OF GAMES
IN EFL SECONDARY SCHOOLS SPEAKING CLASSES: A STUDY IN
NAZIMIYE

THESIS BY

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APPROVAL

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We certify that thesis under the title of **"The Role of Games in EFL Secondary Schools Speaking Classes: A Study in Nazımiye"** which was prepared by our student **Bora GÜR** with the number of **2022008022** is satisfactory consensus for the award of the degree of **Master of Arts in the Department of English Language Education.**

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To my beloved family and my parents, Seray& Haydar

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Bora GÜR

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ÖZ

ORTAOKUL YABANCI DİL İNGİLİZCE KONUŞMA DERSLERİNDE OYUNLARIN ROLÜ: NAZIMİYE'DE BİR ARAŞTIRMA

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Bu çalışmanın temel amacı, 8. sınıf öğrencilerine konuşma öğretiminde eğitsel oyunların rolüne ve öğrencilerin konuya ilişkin görüşlerine ışık tutmaktır. Nitel ve nicel analizleri birleştiren karma bir metodolojinin kullanıldığı çalışmaya 7'si erkek, 11'i kız olmak üzere toplam 18 öğrenci gönüllü olarak katılmıştır. Öğrencilere sırasıyla oyun deneyiminin başında ve sonunda verilen ön test ve son test, dereceli puanlama anahtarı kullanılarak notlandırılmıştır. Sonuçları incelemek için Wilcoxon İşaretli Sıralar Testi kullanılmıştır. Ön test ve son test ortalama değerleri önemli ölçüde değişmektedir ve test sonuçları arasında anlamlı bir fark olduğu ortaya konmuştur. Süreci daha anlaşılır kılmak için alan notları tutulmuştur. Öğretim sürecinin sonunda, 18 katılımcı öğrenci, 5'li Likert tipi bir ölçek kullanarak 15 sorudan oluşan bir anket doldurmuştur. Anket verileri analiz edilmiştir ve sonuçlar öğrencilerin yabancı dil İngilizce konuşma derslerinde oyunların kullanımına dair olumlu tutumlarını ortaya koymuştur. Son olarak, dokuz gönüllü öğrenci ile altı sorudan oluşan yarı yapılandırılmış bir mülakat gerçekleştirilmiştir. Mülakat verileri kodlama tekniği (tematik kodlama) ile analiz edilmiştir. Tüm araçlardan elde edilen veri sonuçları, oyunların 8. sınıf EFL konuşma dersleri üzerinde faydalı bir etkisi olduğunu göstermiştir.

Anahtar kelimeler: Oyunlar, Ortaokul Öğrencileri, Konuşma, Öğretim

ABSTRACT

THE ROLE OF GAMES
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The main purpose of this study is to shed light on the role of educational games in teaching speaking to 8th grade students and students' views on the subject. A total of 18 students, 7 boys and 11 girls, participated voluntarily in the study, which used a mixed methodology combining qualitative and quantitative analysis. The pre-test and post-test given to the students at the beginning and end of the game experience, respectively, were graded using a rubric. Wilcoxon Signed Rank Test was used to analyze the results. The mean values of the pre-test and post-test varied significantly and there was a significant difference between the test results. Field notes were kept to make the process more understandable. At the end of the teaching process, 18 participating students completed a questionnaire consisting of 15 questions using a 5-point Likert-type scale. The questionnaire data were analyzed and the results revealed the students' positive attitudes towards the use of games in EFL classes. Finally, a six-question semi-structured interview was conducted with nine student volunteers. The interview data were analyzed using a coding technique (thematic coding). The data results from all the instruments have revealed that games had a beneficial effect on 8th grade EFL speaking lessons.

Keywords: Games, Secondary School Learners, Speaking, Teaching

TABLE OF CONTENTS

ABBREVIATIONS

Cpost   **:** Control Group Post-test

Cpre   **:** Control Group Pre-test

EFL   **:** English as a Foreign Language

Epost   **:** Experimental Group Post-test

Epre   **:** Experimental Group Pre-test

N   **:** Number

SPSS   **:** Statistical Package for the Social Sciences

LIST OF TABLES

LIST OF APPENDICES

1. INTRODUCTION

This chapter provides an overall summary of the research. The study's foundation, the problem context, and the study's goals are first discussed in relation to the eighth grade secondary school students' weak performances in English speaking lessons, and then the research questions are provided.

1.1. Background of the Study

Foreign language learners in secondary education in Turkey face some disadvantages throughout the process of acquiring a language such as teacher insufficiency, quantitative and qualitative insufficiency of books, time insufficiency, teaching inadequacy of the environment, personal inadequacy of the student, thinking only of passing the class and predominance of behaviours, crowded classes, lack of appropriate equipment, lack of curricula, deficiencies in preparation, inability to perceive the purpose of learning a foreign language, inadequacies in regulations (Özen, 1978). Typically, the only context in which students may practice speaking the target language is in English lessons. Only those who live in or visit popular tourist attarcations have the opportunity to practice their English with tourists. However, the fact that globalization makes learning English inevitable, has impacted the need to learn it more that ever before. People living in Turkey consider English as a milestone in their lives as in the whole world, and this situation pushes language teachers to make great efforts to ensure that their language learners are in the best possible setting.

Atay and Ece (2009) states that the ability of the country to continue its worldwide connection and stay up with changes in many industries where English is the most extensively used language is quite vital for Turkish nationals. Students can practice speaking the target language and improve their communication skills by playing games (Azar, 2012) and they can keep secondary learners both physically and mentally active, and the classroom can employ a range of game styles while teaching foreign languages.

Encouraging a language learner to participate in a speaking session is an important issue to consider, not only because of the learner's lack of motivation, but also because of the difficulty of finding a nurturing setting to aid the language learner and the teacher in the language acquisition process. Brewster & Ellis (1991:218) state that *"beliefs, thoughts"* and *"feelings"* are the essential points that play a role in actively creating an

action. Motivation is something that enables or provides the learner to achieve success. To make matters worse, there are no possibilities for language practice outside of the classroom for students (Zhang, 2009). To keep language learners active and interested in language learning, colorful, attractive, and entertaining materials must be used. It is already known that there is a strong relationship between motivation and achievement, which becomes stronger with age. In particular, at age 9, highly motivated learners show higher achievement (Broussard & Garrison, 2004). According to Malone (1981), games have a motivating effect by triggering *"challenge, imagination,"* and "*curiosity.*" As long as games involve *"play"* and "*competition*," learners will be more motivated. His study of games makes it clear that games are more fun than they are educational. Secondary school students are motivated not only internally but also externally. It is well known that young learners are better at language acquisition. According to Krashen (1985), the reason is that *"the affective filter gains strength dramatically around puberty"* (p.13). This means that it is imperative to focus their attention on creating a warm classroom atmosphere encouraging secondary students to speak in class. They may also have cognitive barriers due to the lack of motivation. In accordance with this argument, in the process of teaching and learning, motivation is an important benchmark to take into account. Nowadays, language teachers have the opportunity to use different materials for teaching. When selecting teaching materials, teachers should consider the readiness, differences, and motivations of target language learners. This is a must in order to increase learners' curiosity and engage them in the learning process (Harmer, 1991:7-8).

Another factor affecting the success of foreign language learners is readiness. Individual learner readiness, school readiness for learners, and family and community support for the learner are all parts of readiness (Williams et al., 2019). According to Hao (2016), learner control and self-directed learning, self-efficacy with technology, learning motivation, self-efficacy with in-class communication, and conducting previews are the five components of learning preparation and adds that individual circumstances and personal traits, such as linguistic attitudes, how students view teachers, the availability of tools and help outside of the classroom, study habits, learning outcomes, and internet use can affect the levels of the readiness dimensions. Yıldırım (2008) points out that before creating or modifying activities, it is critical to gauge students' readiness for learner autonomy in any given learning setting.

Cooperation is also the term impacting the students' success in EFL speaking classes. Cooperative learning places a strong emphasis on reliance on one another and teamwork; by completing each learning assignment, group members collaborate to reach the same learning objective (Jong et al., 2012). Tuan (2010) points out the benefits of cooperative learning as improving student interaction and cognitive development. The researcher of this study opted to utilize games as an instrument to boost the success of speaking sessions as a result of all the variables and studies described above.

1.2. Problem Statement

Speaking is the turning point of a new language learning. Ayedoun et al. (2019) emphasizes that language learners frequently struggle when they try to talk or participate in conversation and this difficulty is caused by a variety of factors, including individual variations, the context of a foreign language, and the techniques or activities employed by language instructors. To show the learners' reluctance, Tuyan & Kabadayı (2018) states that students' disinterested expressions and inattentive postures throughout class prevented both them from making the most of the opportunity. In order to overcome the problem depending on the characteristics of the target group, the tactics to tackle the problem may change; utilizing games in the classroom, for example, may promote speaking skills.

According to Ho et al. (2020), teachers frequently use games to provide opportunity for students to excel in speaking classes. Martinson & Chu (2008) state that games provide students with a fictional environment where they may experiment with numerous possibilities without worrying that they would make the incorrect decision, which makes them effective teaching aids. Intentional activity mixes intention with action to accomplish a purpose. We learn how to think creatively, strategically, and to assess our alternatives by playing games. Since eighth grade students at Tunceli Nazımiye Secondary School had difficulties in attending, paying attention to foreign language English speaking lessons and participating in conversation or speaking activities, it was decided to implement games as engaging activities in the lessons to improve their speaking skills by boosting their motivation, readiness and growth.

1.3. Purpose of Study

Speech is the part of a language that a speaker produces. Language learners have the option to study in a cozy setting thanks to the usage of games in the classroom. In line with this opinion, the aim of this research is to examine the potential impact of gaming use on eighth grade English students' motivation levels. To this main end, as a sub-objective, the present study first examines the effect of games in the speaking classroom, and then analyzes the degree of effectiveness of games and learners' attitudes toward the use of games in the EFL classroom according to the findings of the Wilcoxon Signed Ranks Test and questionnaire results.

1.4. Research Questions

1. To what extent are games efficient in boosting 8th grade English langauge speaking performance?

2. How do English language learners view the use of games in speaking classes?

1.5. Literature Review

1.5.1. Introduction

This chapter reviews the history of research examining the impact of games on language learners' motivation in the language classroom. In other words, it attempts to identify the relationship between games and language learners' achievement in the language classroom. This topic has a great impact on the successful language learning process because communicative competence involves oral communication skills and games are the tools enabling young learners to engage in language acquisition. In today's educational world, the teaching system is learner-centered, and learners' success can be increased if they participate in the learning process. Thus, this chapter firstly focuses on the meaning and characteristics of playing and speaking; then, the motivation and characteristics of language learners in secondary education are discussed. Finally, the studies on the effects of games in EFL language teaching in Turkey and worldwide are discussed.

1.5.2. Speaking Skill

Speaking skill is one of the basic building blocks of language acquisition and has many components in its essence. Speaking is a term that describes oral communication

and one of the four skills in foreign language learning, along with listening, reading and writing (Sadiku, 2015). It is an oral skill that is referred to as *"active"* or *"productive"* (Masqudi, 2016). Likewise, Kürüm (2016) states that speaking is the ability that is most frequently required for someone to be regarded as being able to use a foreign language. Speaking is the "par excellence" instrument of social unity, social making, professional achievement, and business, claimed by Bygate (1987). Speaking ability is crucial to effective communication (Crisianita & Mandasari, 2022). It is not just about pronouncing words correctly and putting them in the right order. Crucial to speaking skill is conveying the message to the audience as it is in the speaker's mind. Oppenheimer (2008) states that fluency is the arbitrary perception of ease or challenge in carrying out a mental job. In addition, Bygate (1998:7) states that interactional ability includes the capacity to use language in meeting some specific demands. In a general sense, speaking means having a conversation, saying or pronouncing words about something we are talking about. People who have developed speaking skills are easily understood by those with whom they communicate. There are some reasons why people communicate with each other. Jeremy Harmer (2002:46) explains the reasons as follows:

> "*They want to say something to express their feelings and thoughts whenever they have a communicative goal. To accomplish this, they go through their thoughts and select from theirvocabulary*".

In conclusion, the five key components of effective speaking are: confidence, fluency, finding the correct words, keeping the listener interested, and sounding natural.

1.5.3. Description of Games

A game is a sport activity that requires knowledge and ability (Leó & Cely, 2010). Teaching a foreign language requires the active participation of learners in the learning continuum. In addition, games encourage high-level thinking as they consist of rules and strategies, and social skills trigger intellectual thinking (Changwong et al., 2018). Some games require choral responses and group or pair work. Krashen (1991) suggests that games reduce stress or anxiety in the classroom. The use of games in the foreign language classroom allows learners to internalize vocabulary, grammar, and structures. Games are not merely pass the time, according to several seasoned textbook and

methodological manual authors; they also have significant instructional value (Riahipour & Saba, 2012). Increasing the effectiveness of games is related to the selection of appropriate games. Demirel (1992) states the following:

> *Language games can add fun and variety to conversation classes if participants enjoy playing them. They can be well integrated into any targeted conversation program. Of course, the teacher should select only the best of the hundreds of language games that exist in order to get the most benefit from a language game in both phases. (p. 77)*

There are various perspectives on learning through games, and one of these perspectives regards learning as a process that happens after play. Through self-initiated play, learners acquire *"higher order thinking skills"* and *"social skills"* (Gee & Prensky, 2003). Although there is a consensus about the fun effect of games, a contradiction is noted in "*All Play and No Work*". Games are quite interesting because they need players to solve problems, and they are not very enjoyable if there is no challenge or chance of failure (MacKenty, 2006). Although there are some naysayers arguing that games are not fun, many academics and researchers agree that games enhance the language acquisition process because in group work students have the opportunity to build relationships and co-operate rather than compete, and so games keep students active in learning (Gillies & Ashman, 2003). In a positive classroom atmosphere, students feel equal and are exposed to different learning environments and the chance to express oneself is provided for shy pupils.

1.5.4. Properties of Games

"Games used as teaching tools or to support the teaching process must teach learners what is to be taught through interaction within social values, since all games are essentially social human activities" (Engin et al., 2004, p.111). The games have rules and are fun, and most games require group work and are used practically in a language course. Games may not be part of the presentation because grammar and vocabulary are required to play them. Krashen (1991) states that games reduce stress in the classroom atmosphere. For a language process to be effective, fluency should take precedence over accuracy. Fluency is particularly vital in real life since the message being given is

significant. Games can be seen as tools that enhance the relationship between the classroom and the real world (Hadfield, 1990). According to Bumpass (1963), games should be action-packed to keep young students engaged and active, they should be built around competition and excitement, they should support the teaching functions and activities outlined in the classroom, and they should cater to the educational needs of language learners (pp. 23–26). The following traits of a good game, according to Kalaycıoğlu (2011), include small-scale designs rather than elaborate layouts; timely interventions for children; allowing as many students to participate in the activities as possible; providing immediate feedback and not requiring further correction; and controlling children in a fun way. The target audience of the games used in language classrooms should be considered, and the games themselves should cater to the needs and preferences of the students.

1.5.5. Functions of Games

One of the factors affecting students' speaking skills is undoubtedly the instruments used in the lessons. The usage of games in the educational setting contributes a lot to the learning of the target language. Games offer a number of benefits for both teachers and learners. Not only do they increase efficiency, but they also give learners the opportunity to connect to real-life situations. In this way, learners are actively involved in the learning process. Hadfield (1984) cites the fact that games have an appealing effect on both learners and teachers as a reason for using games in the classroom. In a game-based classroom, better results are achieved for the teaching and learning process. Otherwise, if the methods or techniques used in a language course are stable, learners will get bored easily. The conventional teaching methods do not bring much to the learners. Games make the classroom climate warm. Constantinescu (2012) argued that students can improve their speaking ability through games and even for children who may have particular difficulties, games increase learners' English vocabulary in a familiar and relaxed setting where they feel competent. In addition to this, English is commonly used with computers. According to Richtoff & Persson (2022), playing video games boosts motivation and the desire to better oneself so that students focus more intently on finishing the assignment since challenge and competition are essential components of any game multidisciplinary strategy. Additionally, students utilize the knowledge from other classes and play helps students become better observers. Cicchino (2015) states

that games have definite goals and regulations as a result of this, games foster creativity, problem-solving, and critical thinking. Furthermore, games offer fresh and engaging methods of instruction and practice that might take the place of conventional workbooks (Rudis & Poštić, 2017). Games can be modified for players with various degrees of knowledge. Engaging in instructional games in the classroom doesn't need much time and is easy to use and understand (Eltem & Berber, 2020). Online instructional games are widely available and cost nothing immediate feedback for both teachers and students. Sometimes the visual and auditory consequences are more powerful and obvious (Schrader & McCreery, 2008). It's common practice to establish and adhere to working hours in advance. Games enable for the individual growth and cognitive development of students while also promoting collaborative learning. Students may be rewarded with games in the classroom.

Fah (2015) states that games are supportive learning tools and encourage learners to participate in language practice even when time is limited or the class is crowded. The main role of the teacher is to involve the learners in the game and make them feel that they are unique so that only when learners participate in the activities their individual abilities are revealed and their individual speaking skills are triggered through game-based learning.

Bradley (2010, p. 3) puts forward the following about the benefits of games for students. First of all, games include every student in the learning process. When students work in groups or pairs on activities, they get the opportunity to practice team-building strategies and learn to value and acknowledge the contributions of others. In certain classroom games, the focus is on pupils striving to win against their peers. In this type of game, students who are extremely motivated and fiercely competitive perform well. Second, playing games offers an opportunity for collaboration and/or teamwork. As they play classroom activities to attain a shared goal, students get the opportunity to engage and communicate with one another. Certain games allow students to play in pairs or groups, which might promote peer tutoring and the need for successful collaboration. Even though they might not realize it, they are actually learning as they work together to accomplish a common goal. Third, learning may be enjoyable when you play games. Establishing a vibrant and fun learning environment is one of the most crucial first stages in motivating pupils. Research indicates that one effective strategy for promoting learning in the classroom is the use of games, not to mention that games make learning

enjoyable, promote cooperation and/or collaboration among students, and encourage involvement from all of them.

There are some disadvantages as well as the advantages of using games as a tool in English as a foreign language speaking lessons. According to Stojkovic & Jerotijevic (2011), discipline difficulties, boisterous students are a possibility. A lack of proper rules training may have caused players to stray from the game's primary goal, leading to excessive play and a failure to learn. Students may not participate as fully in games if they are already dull or familiar. Some students, particularly teens, can consider games pointless and juvenile. Another important point to consider is that dialogues or speaking parts in a language course book do not give learners much opportunity to practice their speaking skills. According to Alraba (1991), students utilize their visual and aural abilities far more than their language abilities in language practice. Paul (1996) recommends language teachers to introduce the words or phrases in an appropriate way. In this sense, it is best to keep learners in a game-based learning environment because it involves fun and discovery.

1.5.6. Types of Games

There are some factors that should be considered when selecting games in terms of access to success. In addition to the importance of the advantages of choosing games as an instrument in language acquisition, the point of which game or games are preferred by teachers is also important. The teaching/learning process' potential success is dependent on the teacher's choice of games, so teachers need to be capable of identifying the unique characteristics of their students and they must also be aware of their students' current language proficiency in order to choose games that are appropriate for them (Hong, 2002). According to Harris (2006), games should fit the current curriculum. MacKenty (2006) states that games should cover the purpose of the subject in the teaching and learning process. According to these views, games should be appropriate to the context of the lesson.

To achieve the best results, the purpose of the games should be determined immediately. Constantinescu (2012) states that games should have goals, they're not only for enjoyment; they're used to motivate kids. Therefore, language usage should be emphasized in games and students must study, practice, or review linguistic components through their ways. According to Echeverría et al. (2011), content needs to be

appropriate for the curriculum, accurate from all angles, and refrain from endorsing undesirable values (such as violence). Technically speaking, games should be simple to employ in the classroom and they should be so appropriate for the students' age and academic level that the students should all remain engaged with games. Utilizing brief games is advised to avoid pupils losing interest (Kirriemuir & McFarlane, 2004).

Another point that should be noted is the similarities and differences between game types. Games are not typical in terms of learners and learning domains. Sigurðardóttir (2010) states that there are categories into which games are divided such as "games for dividing larger groups into smaller groups, introduction games, group games, physical games, scavenger hunt games, educational games, educational card games, word games, theoretical expressive games, drawing and colouring games, story games, and question games".

Games allow learners to be engaged in the learning process. In addition, games can trigger the shift from individual to group work and accelerate collaboration in a group so that student engagement can be increased (Franklin et al., 2003). But in general, there are two types of games: competitive and cooperative. Cooperative games allow learners to work in groups or toward a common goal. Cooperative games require group work, while competitive games do not. Cooperative games support and encourage group success, while competitive games generally do not. Competitive games are limited to individual success and they inspire the pursuit of individual success (Dindar, 2021).

Hadfield (1990) has placed a lot of emphasis on using games as instructional resources. The author categorizes educational games under 8 titles: Information Gap: Learners are in search of missing information for a task, map, or solution to a problem. Guessing games: One player shows a card or tells about someone or something, the others try to guess "what it is" or "who it is". Search games: All players search for necessary information to fill out a questionnaire or solve a problem. Matching Games: in this type of game, learners work in pairs so that each learner must find another player with the corresponding card or picture. Matching-up games: each of the players has multiple opinions, preferences, and desires. The players come to an agreement through discussion. Collecting games: teammates collect cards or pictures. Combination games: players in the game act on important information and then combine information links to reassign their positions in a group. Arranging games: players of the game are on the lookout for necessary information to find items in a particular order (as cited in Gülsoy,

2013). Choosing which educational game should be played by which pupils at which time is crucial in this situation.

Not only linguistic games, but also communicative games aim at speaking in the target language. However, in language games, accuracy is prioritized. Communicative games, on the other hand, focus on the flow of speech (Hadfield, 1999, p.8). But the common point for game types is that all games aim to strengthen one's ability to talk in the target tongue and serve in this way.

The researcher utilised games to improve the performance of eighth graders in the English speaking classes. The names and content of the games played are presented below:

1.5.6.1. True/False Storytelling

Each pupil receives a piece of paper bearing the word "true" or "false." Each student should share a narrative with the class, and the group must determine if the story is true or not. You can extend the game by allowing the other students to quiz the person giving the story.

1.5.6.2. Debates

On one side of a piece of paper with "agree" and "disagree" printed on it, each pupil is given. Each student holds up his or her paper to indicate whether they agree or disagree with a contentious remark that is read aloud. Each side selects one student to present their case and engage in a brief debate.

1.5.6.3. Descriptive Drawing Activity

Each pupil receives a photo face down after being placed in pairs. For their partners to sketch the picture, they must describe it and listen to the instructions carefully.

1.5.6.4. Impromptu Speaking

A list of potential themes for impromptu speaking is used, and the class is divided into two teams. Each student choose a number and immediately responds to the statement. When the teacher commands the pupil to cease speaking, they have 45 seconds to do so. The opposing team listens to the student's speech while looking out for any hesitations,

grammatical errors, or vocabulary errors. A point is awarded to the opposing team if they can accurately spot an error.

1.5.6.5. Jumbled Dialogue

Pictures and conversation are presented in a jumbled manner. The pupils attempt to match the appropriate texts with the related photos.

1.5.6.6. Twenty Questions

There are two teams; one student from the opposing side selects a word to focus on, and the other team uses a maximum of 20 questions to uncover the hidden word.

1.5.6.7. Odd One Out

On the board are dialogues and sentences that are relevant to various topics. Each dialogue is incomplete in certain places. The pupils attempt to finish each dialogue by selecting the odd sentence.

1.5.6.8. Role Play

A text on the subject that the students are already familiar with is given out by the teacher. The kids skim the book and involuntarily assume the roles of the characters.

1.5.7. Characteristics of Secondary School Learners

Graduates of primary school between the ages of twelve and sixteen may enroll in secondary school (Küçüker, 2017) and they differ from young or adult learners in terms of puberty as well as their cognitive and social development. Teachers in secondary education should take care of learners as early as possible because they show different attitudes and feelings. The possible reason is the change in their physical appearance or hormones and these changes can lead to failures; decision making problems, value systems, drug and alcohol use can also be added to this list of reasons for failure. Students in secondary school may have varying attention spans, moreover some of them prioritize their personal relationships above all else, choosing not to participate in class activities and this circumstance typifies the culture of teenagers. To improve their success, the best learning techniques or styles should be chosen by teachers taking into account their characteristics. As Piaget describes, almost all secondary school students

by age twelve have reached the stage of formal operationalization (Inhelder & Piaget, 1958). When assessing the cognitive development of secondary students, the following steps should be considered:

1. Secondary school learners need to understand the goal and relationship between instructional activities. If the instructional activities are not in a relationship or harmony, secondary students may not feel that they are part of the learning process.
2. The purpose of the learning process should also be explained to them in detail.
3. They are driven by both internal and external factors. Simply put, internal motivation has to do with how students see themselves and how they feel about their academic accomplishment. Examples of this kind of internal motivation include their senses and their self-perceptions. The factors that influence students' learning progress as environmental elements belong to external motivation and in this regard the environment for the learning process should be suitable for the learners (Gagne & Deci, 2005: 331).

Learners at the secondary level have self-imposed cognitive barriers due to years of academic failure and lack of self-confidence, in this case, a warm climate in the classroom is important so that they feel they can succeed (Ameri & Mohseni, 2010). The classroom environment should be created to allow access to success in order to counteract this idea. They may be cognitively inhibited in some areas, but they must learn how to learn and get through these obstacles and to accomplish this, teachers should instill in them the belief that *"you can succeed."* According to Bowerman & Choi (2001), the two most crucial concepts are logical and conceptual development, and it is vital to prevent learners from inhibiting these two concepts. Understanding cognitivist theory requires cracking open the mysterious workings of the mind, therefore it is a cornerstone of cognitivist theory to *"Learn how to learn!"*.

As a result, one of the key responsibilities of teachers is to direct students toward academic achievement. Lai (2011) expresses that teachers should act as motivators in such a process. Young individuals desire to establish both short- and long-term personal objectives, in addition, they are quite imaginative, they have both short-term and long-term aspirations in such a world and their status in the future is related to these

objectives. They desire to be in charge of their own education and development in order to achieve their objectives (Harackiewicz et al., 2000). Teachers ought to advise students on their next moves and tasks in the classroom should be determined by the students' readiness or level (Tomlinson, 2014). Abstract thinking develops throughout the formal-operational phase and in addition to potential outcomes or results, learners also consider their past experiences. As young people enhance their problem-solving techniques during this era, teachers should serve as facilitators (Stevens et al., 2014).

Piaget's frameworks, accommodation and assimilation are two milestones in building the learner's new knowledge. While to make oneself aware of the world and new experiences is called accommodation, the incorporation of new experiences into the old ones is called assimilation and in the assimilation phase, the learner employs many cognitive processes; new ways of seeing, rethinking are part of it. (Netti et al., 2016).

Looking at the relationships of secondary school students under the title of social concept, it can be clearly said that they have adult-like relationships. An interest in coeducational activities, a desire for adult leadership and autonomy in planning, a desire for adults to take a primarily supportive role in their education, the development of a sense of community, and a need for opportunities for self-expression are among their social tendencies.

1.5.8. The Studies on EFL Speaking Classes In Turkey

Teaching speaking in English as a foreign language classes has always held an important place in Turkey as well as with the globolazing world. Not being exposed to the target language in daily social life is one of the biggest obstacles to success in foreign language English speaking classes. Işık (2008) and Yurtsever & Bodur(2015) argued that language learning cannot be realized independently of the social environment. In their study, Challenges in EFL Speaking Classes in Turkish Context, Kara et al. (2017) point out that speaking is challenging for students because of social and pedagogical reasons rather than personal reasons. Although they state that social and educational reasons have a greater place on speaking skill than individual reasons, Gökdemir (2005) claims that personal factors such as effort and investment hold a major function in the language acquisition process, as well. These studies support the idea that the most important factor affecting speaking relies on the context in which schooling is used.

The implementation stage and the inability to attain the intended success in foreign language English speaking courses in Turkey are both influenced by a number of factors. According to Çetintaş (2010), form-based teaching is one of the leading factors limiting speaking ability in EFL lessons in Turkey. Aktaş (2005) also argues that teachers should motivate students to move on to practice rather than focusing on form. According to Haznedar (2010), many teachers regard it challenging to adjust to the current change even though the Ministry of National Education (MoNE) transitioned from the traditional oriented method to the communicative focused method in language acquisition in 2006. Besides, despite the fact that language instructors are aware of communication techniques in language learning, Uysal (2012) claims that they are unable to use these methods due to the short lesson time, the curriculum's density, the large class size, the absence of technological infrastructure, and other factors.

Material selection plays an important role in creating a warm classroom atmosphere in foreign language English speaking classes. Many authors and researchers draw attention to the selection of colorful, attractive and entertaining course materials in order to increase the success rate in foreign language speaking lessons (Büyükyavuz & İnal, 2008; Kizildag, 2009; Yüksel, 2022). If the material selection is made correctly, it is relatively easy to amplify the motivation and thus the success of young students in foreign language English speaking classes. İnal et al. (2005) stated that the way to achieve success in English is to develop a positive attitude towards the target language and culture. Demir & Erten (2005) based on their studies with 4th and 8th grade students emphasized that young students are more motivated both internally and externally compared to older students.

1.5.9. Several Examples of International Studies on EFL Speaking Courses

The inability to achieve the desired efficiency in foreign language English speaking lessons has laid the groundwork for many scientific researches around the world. Many studies have been carried and many instruments such as poetry, music and games are used to increase speaking skills in foreign language English lessons (Richards, 2015).

The positive effect of including games in speaking lessons has been demonstrated with studies carried out in many different countries around the world. Urrutia & Vega (2010) aimed to improve the speaking skills of adolescents in their study conducted in Colombian public school through games, and the data obtained revealed that the use of

games in speaking lessons is of great importance. Rama et al. (2007) conducted a similar study in Singapore and revealed that the use of language games in primary schools has a large contribution to over half of the students' second language communication.   In another study conducted by Leó & Cely (2010) in a public school in Colombia, the goal was to enhance the speaking abilities of adolescents through games, and as a result of the research, they concluded that the students felt comfortable and safe during the playful activities in the classroom. Salazar & Villamil (2012) investigated games' impact on the speaking abilities of 4th grade primary school students in their study conducted in Remigio Antonio Cañarte, and they concluded from the data analysis that games both improve the speaking and listening skills of children and allow them to use the language naturally. In their study, Liu et al. (2021) demonstrated how games in EFL classes can significantly impact Iranian context. In the study *"Empirical Study on the Effects of Using Kahoot as a Game-Based Learning Tool on EFL Learners' Vocabulary Recall and Retention"*, Ahmed et al. (2022) found that games are crucial teaching aids in language classes.

2. METHODOLOGY

This chapter outlines the design, context, data collection tools, participants, procedure, data analysis and evaluation of the study.

2.1. Research Design

A mixed-method strategy was used to perform the current research. For a mixed method study, both quantitative and qualitative research expertise is needed (Creswell, 2021). Creswell & Clark (2017) express that although mixed methods research has been utilized since the 1950s, it was first formally introduced in the late 1980s and a growing number of researchers are now using this method. Çeşme (2023) states that six important aspects of mixed methods research include: compensating for the shortcomings of both qualitative and quantitative research; offering a more comprehensive approach to a research topic than just one of these methods; integrating differences resulting from rivalry between researchers who embrace a quantitative or qualitative viewpoint, supporting the usefulness of research findings, and helping to resolve research challenges that cannot be addressed by the qualitative or quantitative technique alone.

Methodologies for qualitative and quantitative research were combined to balance the data collection for this study. According to Karakaya (2010), using both qualitative and quantitative techniques enables the researcher to produce findings that are more reliable. Likewise, Malina et al., (2011) emphasize that research using a combination of methods produces results that are more robust than those produced by either method alone.

2.2. Context of the Study

This study was carried out in the government-run Nazmiye Secondary School in Tunceli, Turkey. The A2 level from the levels set in the Common European Framework of Reference for Languages corresponds to the 8th grade curriculum established in Turkey. Based on the method used by the Turkish Ministry of Education, the school offers four secondary school classes. 15 pupils are the average in each class. English instruction is given for four hours to the eighth grade, three hours to the fifth and sixth grades, and four hours to the seventh grade. The school's resources are limited (computer, speakers, projector, etc.).

2.3. Data Collection Tools

In a secondary school language classroom, the researcher's objective was to raise the standard of instruction and learning and to get better findings about the impact of games on 8th grade students (Junor Clarke & Fournillier, 2012). Burns (1999, p. 79) notes that there are various techniques for gathering data in the classroom. The following tools which are pre and post tests, a questionnaire, observation, field notes, and semi-structured interviews were employed as data collection instruments for this study.

2.3.1. Pre – Test and Post – Test

A crucial assessment tool that aids in the direct and efficient evaluation of a course or lecture to enhance student learning is the pre-test/post-test design. The goal of the pre-test/post-test assessment approach is to gauge participants' past knowledge prior to a lecture or course and compare it with what they learn after the course. By comparing the post-test results to the pre-test scores of the participants, it is possible to ascertain if the activity was successful in increasing the participants' knowledge of the subject presented (Alam, 2019).

A pretest was given to the students at the start of the treatment and a post test at the end of the treatment to ascertain their language proficiencies. Ten questions made up the tests. The pre-test and post-test were created by the researcher of this study (see Appendix F, p.65), who also sought advice from experts. Each test lasted two class periods, (80 minutes). In both assessments, the questions were the same because the aim was to observe how the games had an effect on the answers given to the same questions under the same topic.

The researcher designed a five-item speaking rubric (see Appendix C, p.62) to assess the students' speaking competency via these assessment tools.

The reliability and Cronbach's Alpha of the test items are indicated in the following table:

Table 1.

Reliability Statistics of the Pre Test and the Post Test

Reliability Statistics	
Cronbach's Alpha Based on Standardized Items	.955
N of Items	10

2.3.2. Questionnaire

A questionnaire serves as the main instrument for obtaining quantitative primary data. Gathering quantitative data in a consistent, internally consistent, and logical manner for analysis requires the use of a questionnaire. Each aim on the questionnaire should be directly related to the objectives of the study, and the intended use of the data should be made apparent from the outset (Roopa & Rani, 2012).

The questionnaire (see Appendix D, p.63) in this study consists of 15 items adapted from Şenergüç's (2007), and they have the characteristics of determining and measuring the effects of the use of games in EFL classes on the motivation of adolescents' (eighth graders), as well as determining their opinions and attitudes on this issue. Participants responded to the items with "strongly disagree," "disagree," "no idea," "agree," and "strongly agree," from lowest to highest agreement.

Table 2.

Reliability Statistics of the Questionnaire

Reliability Statistics	
Cronbach's Alpha	.966
N of Items	15

The Cronbach's Alpha value of 0.966 was found to be greater than the threshold of 0.6, indicating the validity of the scale.

Table 3.

Scale Statistics

Scale Statistics	
Mean	44.3333
Variance	187.529
Std. Deviation	13.69414
N of Items	15

The scale's mean was 44,3333, its standard deviation was 13.69414 and its variance was 187.529.

In addition, the questions of the questionnaire were adapted to the learners' level and translated into their native language, Turkish. If needed, help was provided to clarify the understanding.

2.3.3. Observation

One of the most important and varied research methods in the social sciences is observation. Because the word encompasses a multitude of styles, tactics, and approaches that may be difficult to compare in terms of execution and expected effects, the choice must be customized to the research topic and the scientific context (Ciesielska et al., 2018). According to Laurier (2010), spending time with individuals or communities to understand them requires participant observation, which means being, residing, or working among them. Field notes, drawings, photos, or video recordings are utilized as a means of data gathering in this strategy, which is centered on engagement and observation.

2.3.4. Field Notes

Field notes are qualitative research tools that consist of two types of information:

1. Descriptive information: In this sort of data, the researcher gives details on the occasion, location, circumstances, activities, behaviors, and conversations that were seen.
2. Reflective information: During the observation process, the researcher captures his or her ideas, questions, and interests in this type of information (Sacred Heart University Library, 2020).

Fieldnotes are a type of representation, or a technique to decrease observed events, people, and locations to written narratives (Emerson et al., 2001). Field notes offer qualitative researchers the opportunity to engage in reflective practice (Maharaj, 2016). They have some characteristics, such as being accurate, descriptive, and organized. Also, the focus should be on the research problem and the observer should transfer his findings into the notes.

2.3.5. Semi – Structured Interviews

In order to gather information for qualitative studies or medical research, the social sciences commonly employ the semi-structured interview as a form of exploratory interview (Magaldi & Berler, 2020). Semi-structured interviews are the most effective method for obtaining data when a researcher is more interested in understanding the participant's specific perspective than in gaining a broad understanding of a phenomena (Adeoye-Olatunde & Olenik, 2021). Additionally, SSIs may strengthen and complement other approaches in mixed methods research, making them a useful adjunct (Adams, 2015). According to Rahman (2019), the goal of questions should be to provide respondents the greatest amount of latitude and flexibility while responding. Questions should refrain from being leading, threatening, loaded (double-barreled), vague, and ambiguous in order to accomplish this purpose. These kinds of inquiries will only prevent us from learning about and comprehending the topic of interest.

Nine volunteers for this study were subjected to semi-structured interviews at the very last step of the procedure. The researcher and the adviser together developed six open-ended questions to create the interview questions and the aim of the questions in the semi-structured interview in this study was to broadly explore the impact of using games in English speaking classes on students. Face-to-face audio recordings of the interviews were made. To offer the interviewees an opportunity to express themselves more fully in their own tongue, the interview was conducted in Turkish. The researcher then translated the audio recordings into English after transcribing them into Word documents at the conclusion of the interviews.

The semi-structured interview questions are given below:

1. *How would you characterize the game-playing experience in your EFL speaking classes?*
2. *Describe the game that you enjoyed playing the best. Why?*
3. *Describe the game that you enjoyed playing the least. Why?*
4. *How did your teacher assist you when playing games?*
5. *What difficulties did you face when you participated in the class games?*
6. *How do you thinkgaming activities can be made more effective?*

2.4. Participants

The participants in this study were the researcher's students at Nazımiye Secondary School in Nazımiye, Tunceli, Turkey. A total of 18 students participated in this study on voluntary basis and of the participants, 7 were male and the remaining 11 were female. The respondents were 8th graders aged 12 to 14 attending a public school. The group had 4 hours of English classes per week. Parental Consent was secured.

Table 4.

Participants' Information

Participants	
Male	7
Female	11
Total Number	18
Grade	8
Age Range	12 - 14
School	Nazımiye Secondary School
Level	A2

2.5. Procedure

The students played games in EFL classes since the beginning of the first term of the academic year 2022-2023, but rather when learning vocabulary or grammar. Playing games in language classes was almost a new technique for them. Grading pre- and post-tests based on participation in games was also a new technique for them.

Pre-implementation

The games were played for 3 hours every week and the total time for conducting the games in EFL classes was 24 hours. To address the speaking problem in EFL speaking classes a ten-question speaking test (see Appendix F, p.65) covering the first four units in the textbook of the National Ministry of Education for middle school 8th graders (Tıraş, 2018) was prepared and administered to the students as a pre-test to assess their level

exactly. The test lasted two class periods (80 minutes). After the evaluation according to the speaking rubric was conducted, the teacher thought that games would be an effective tool in speaking lessons and to this end, the the teacher presented popular and appropriate games for students' levels in the classroom and the students voted on the games they liked most. The teacher determined 4 different topics from the National Ministry of Education book for middle school 8th graders (Tıraş, 2018) and defined 8 games to teach in the classroom according to the students' choices. Two games were played for each topic. The topics, functions and useful language were:

- Friendship (Accepting and refusing / Apologizing / Giving explanations and reasons)

  "Would you like to come over tomorrow? -I'm sorry, but I can't come over because my cousin is coming tomorrow. -Sure, that sounds fun! Would you like some fruit juice? -Yes, I'd love some. -No, thanks. I'm full / stuffed. -Yeah, that would be great.How about going to the cinema this Saturday? -Sure, it sounds good / great / awesome. -Yeah, why not. -I'll text our friends to come over at 7 o'clock, then."

- Teen Life (Expressing likes and dislikes / Expressing preferences)

  "I love/like/enjoy going to concerts. I hate/dislike shopping with my parents. I prefer hip-hop concerts, I think they're terrific. I prefer reading the news online."

- In The Kitchen (Making simple inquiries)

  "Do I use two or three eggs? What can/should I use to cook soup? bake / bitter boil / chop / flour / fry ingredients kitchen tools (knife, spoon, fork, pan, plate, oven ...) meal / mix / oil peel / pour salty /slice sour / spicy / tasty"

- On The Phone (Following phone conversations)

  "Hello! This is ... calling, is ... in? May I speak to ...? Is ... there? Hang on a minute; I'll get him/ her. Can you hold on a moment, please? I'm afraid he is not available at the moment. He has gone out. Would you like to leave a message?"

After the topics and games were determined, lesson plans for each class were prepared by the teacher (see Appendix G, pgs.66-73). After that, the process of playing the games in the classroom began and each game on a topic was played for a week-3

classes (120 minutes). The following lists the games used in the process respectively and how they are played in the classes:

Week 1

- **True / False Storytelling**

The first game was true/false storytelling on the topic of friendship. Each student in the class told a story to their friends using the true/false slips of paper. As they told the stories, the students used language patterns for accept and reject/excuse/explain and justify.

Week 2

- **Jumbled Dialogue**

The other game on the theme of friendship was Jumbled Dialogue. In this game, students tried to match the pictures to the correct dialogues related to Invite, Accept, and Reject.

Week 3

- **The Descriptive Drawing Activity**

The Descriptive Drawing activity was used for the theme of "Teen Life". This game was played as pair work. The partners told each other the hidden pictures using the language pattern "likes, dislikes, and preferences".

Week 4

- **Twenty Questions**

The other game on the theme of "teenage life" was Twenty Questions. One by one, the students chose a word from the unit and the students of the opposing team asked up to twenty questions to find the hidden word.

Week 5

- **Debate**

The next 3 lessons included the activity "Debate" on the topic "In the Kitchen". Each student was given a piece of paper with "agree" on one side and "disagree" on the other. A controversial statement about recipes was read aloud and each student held up their

slip of paper and stated whether they agreed or disagreed. A single student representing each side was chosen to present their perspective and engage in a brief discussion. In this activity, students tried to ask simple follow-up questions while explaining or advocating their opinions.

Week 6

- **Odd One Out**

The other game played on the theme of "In the Kitchen" was Odd One Out. Sentences and dialogues were written on the board. Students tried to fill in the blanks in the dialogues with the correct sentences.

Week 7

- **The Impromptu Speaking**

The Impromptu Speaking game was first played for the theme of "On The Phone." The class was divided into two teams and given different topics for phone conversations. Students on each team engaged in an unprepared phone conversation with their partners for 45 seconds. The students on the other team listened and took notes on the mistakes. In this game, tracking phone conversations was the core of the activity. The team that identified a mistake got the point.

Week 8

- **Role Play**

The final game on "On the Phone" and the process was a role play. The teacher distributed a text to the students related to the topic (telephone conversation), which they knew in advance. After reading the text, they played their roles.

During the games, the teacher observed the classroom both in terms of the students' linguistic interaction/production and the atmosphere. To accurately assess the lessons and the learners, the teacher kept field notes from the very beginning of the continuum and reflected on his notes. Missing items in the lesson were identified for both the teacher and the learners. Since progress was not sufficient at the beginning of the session new lesson plans were prepared according to learners' needs. The teacher decided to use some warm-up exercises at the very beginning of the lesson to encourage the learners to participate in the games with more enthusiasm. These warm-up exercises included real-

life questions and related to the topics thus, these activities had a triggering effect for the speaking lessons.

Post-implementation

In the final step, the teacher reflected on the entire study and concluded that the students' speaking skills and attitudes toward language learning had improved significantly. To see the difference in teaching and learning more clearly after the eight-week experiment, participants were firstly administered a posttest and after that a 15-item Likert-type questionnaire to assess whether or not the target group (eighth graders) learned effectively enough through games to confirm the assumption that secondary students learn better when taught through games. The test lasted two class periods (80 minutes) and were evaluated in accordance with speaking rubric prepared by the teacher. The pre-test and post-test results were compared with the spss programme. One day after the test application, a questionnaire was applied to the students and the results were analyzed by spss programme. Finally, semi-structured interview questions were asked to nine volunteer students and their answers were analyzed.

2.6. Data Analysis and Evaluation

The researcher used quantitative and qualitative data collection instruments in this study. Quantitative data were collected using a 15-item questionnaire on a 5-point Likert scale that revealed learners' attitudes toward the use of games in EFL language classes, a 10-item pretest, and a posttest that measured learners' speaking performance before and after the intervention. Qualitative data were gathered keeping field notes and implementing semi-structured interviews to the learners consisting of six questions.

The researcher defined the differences between the pretest and posttest. The goal was to determine whether or not games had a significant impact on EFL language learning compared to the absence of games. Speaking rubric was used for the pre test and post test. Rubrics are detailed instructions used to evaluate (McCauley,2003). The advantages of using rubrics for their own forms of classroom assessment are rapidly realized by many (Stevens & Levi 2013). In this study, the speaking rubric was prepared by the researcher after examining many sample speaking rubrics and expert opinion was obtained. It consisted of four sections: accuracy, fluency, vocabulary, and communication. In each section, learners were scored from 1 to 5 points according to

their linguistic ability (see Appendix H, pgs.74-75). The pre and post test data collected using the speaking rubric were transferred to the SPSS programme and Wilcoxon Signed Ranks Test was applied to see the difference between the two tests. Descriptive statistics table was prepared according to the data collected from pre-test and post-test findings. Means of pretest and posttest were compared.

After eight weeks of implementation of the games, learner questionnaire was applied and to enter the questionnaire data into the SPSS programme, each item was numbered as follows:

a. Strongly Disagree : 1

b. Disagree : 2

c. No Idea : 3

d. Agree : 4

e. Strongly Agree : 5

The questionnaire responses from the pupils were graded using percentages and the results of the survey were compiled into a single table. Students' responses to the questionnaire items were evaluated in terms of determining students' attitudes towards using the games in EFL speaking classes.

Field notes were kept by observing the students' reactions during the eight-week implementation, the application of pre and post test, the student questionnaire and semi-structured interview in order to better and more efficiently manage the process. The teacher used descriptive information so that the necessary evaluations were made and required measures were taken through the field notes to avoid the same problems in the implementation process.

Nine students in this study were administered a semi-structured interview at the end of the intervention process and thematic analysis (coding technique) was used to analyze the six-question interviews. According to Babayiğit & Balcı (2023), thematic analysis allows the researcher to become more adaptable, thanks to accurate assessments of a specific occurrence within the complete set of data. For this purpose, first the main themes and then the categories consisting of main categories and sub-categories were identified.

2.7. Ethical Issiues

This research application was approved by Çağ University Institute of Social Sciences (see Appendix A, pgs.59-60). To be able to apply this study at Nazımiye Secondary School 8th grade students, necessary permission was received from Tunceli Provincial Directorate of National Education within the Ministry of National Education (MoNE) (see Appendix L, pgs.79-81). Also, the researcher got permission from the developer of the questionnaire via e-mail correspondance (see Appendix M, p.82). Finally, parental consent forms were sent to the parents of the participants to seek their approval and consent so that their children could voluntarily participate in the study (see Appendix N, p.83). Therefore, it is safe to say that the ethical considerations required were applied in this study.

3. FINDINGS

This chapter presents the descriptive statistics of pre and post tests, Wilcoxon Signed Ranks Test results utilized in the study. Resulsts obtained from the qestionnaire along with the semi-structured interviews, field notes kept by the researcher are displayed.

3.1. Descriptive Statistics of Pre Test and Post Test

A 10-item pre- and post-test was administered with the language learners. The pre-test and post-test consisted of 10 questions based on the English coursebook for the secondary school level of the National Ministry of Education (Tıraş, 2018). The speaking tests were scored using the Speaking rubric prepared by researcher of this study (see Appendix H, pgs.74-75). Each test had a total of 20 points.

The following table provides descriptive statistics with the minimum and maximum scores, mean, median, and standard deviation before and after the test:

Table 5.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Median	St.Deviation
Pre test	18	4,00	19,00	10.6111	9.5000	5.27077
Post test	18	6,00	20,00	14.0556	12.5000	4.65861
Valid N	18					

According to Table 5, the highest score for the pre-test is 19 and for the post-test is 20, while the lowest score for the pre-test is 4 and for the post-test is 6. The mean score for the pre-test is 10.6111 and for the post-test is 14.0556. The mean difference between the two tests is -3.44444. From Table 1, it is clear that the group's pre-test and post-test results show a considerable difference. In other words, the participants performed better in the post-test.

3.1.1. Wilcoxon Signed Ranks Test Results

The researcher used the Wilcoxon Signed Ranks test to evaluate the significance of the relationship between the pretest and posttest scores of the same group since the data was collected from a small sample of less than 30 respondents (18 participants) and the

mean, median values of the pre-test differed and the mean, median values of the post-test differed as well. In other words, descriptive statistics data gathered from the tests do not show a normal distribution since median and mean values differ significantly. A nonparametric test approach known as the "Wilcoxon Signed Rank Test" is used to analyze matched pairs of data, differences-based data, or data from a single sample (Woolson, 2007). The researcher's freedom from variable restrictions is the most significant aspect of nonparametric approaches and this statistical feature for academics makes analysis simple. The outcomes will be stronger and more responsive as we properly utilize these benefits (Akkuş et al., 2006). Findings of Wilcoxon Signed Ranks Test are displayed in the table below:

Table 6.

Wilcoxon Signed Ranks Test Results

Ranks		N	Mean Rank	Sum of Ranks
posttest – pretest	Negative Ranks	0[a]	.00	.00
	Positive Ranks	18[b]	9.50	171.00
	Ties	0[c]		
	Total	18		

Test Statistics[a]

	posttest-pretest
Z	-3.739[b]
Asymp. Sig. (2-tailed)	.000

For ranks:	For test statistics:
a. posttest < pretest	a.Wilcoxon Signed Ranks Test
b. posttest > pretest	b. Based on negative ranks
c. posttest = pretest	

The table above depicts that there is a significant difference between the pre-test and post-test results. Negative ranks are zero, in other words, there are no values with a negatively signed rank. The number of ranks with positive signs is 18, the mean is 9.50, and the sum is 171.00. The number of observations excludes values where the difference between two test outcomes is 0. P value is smaller than .05 / p=.00 /.

3.1.2. Questionnaire Results

The study's objective was to evaluate the impact of language games on language learners in the eighth grade. In this section, the analysis of a questionnaire with 15 items and 5 Likert-type items applied to 8th grade learners EFL is presented in tables. The table below provide information about the participants' attitudes toward learning speaking through games.

Table 7.

Questionnaire Results

Items	Strongly Dis.	Disagree	No Idea	Agree	Strongly A.
1. I find it difficult to learn expressions of second language.	33.3	22.2	16.7	22.2	5.6
2. Studying vocabulary as a separate part of language process is unnecessary.	27.8	0	16.7	5.6	50
3. I like learning, practising and studying new expressions.	0	5.6	5.6	83.3	5.6
4. Our course books are enough to learn speaking in English, no need to extra classroom activities.	55.6	38.9	0	0	5.6
5. I prefer enjoyable activities instead of dull studying procedures.	0	0	16.7	22.2	61.1
6. I find language games very childish.	33.3	33.3	27.8	5.6	0
7. When I practise the speaking via enjoyable activities, I learn and remember them better.	0	5.6	0	38.9	55.6

8. I don't mind playing games in the classroom because I know they are useful.	5.6	0	33.3	27.8	33.3
9. I think games are just time-wasting activities. We are adolescents and we must be exposed to more serious techniques.	61.1	22.2	0	5.6	11.1
10. When I enjoy the lesson, it becomes more beneficial for me.	0	0	22.2	0	77.8
11. I get bored while playing games in the classroom.	77.8	16.7	5.6	0	0
12. Learning new expressions at home is the best way to learn them.	11.1	22.2	50	5.6	11.1
13. I do speaking better in the exams when I learn them via activities in the classroom.	11.1	5.6	16.7	27.8	38.9
14. I forget the new expressions easily when I memorize them one by one.	50	11.1	33.3	5.6	0
15. I do not feel comfortable while playing games with my friends in the classroom.	55.6	22.2	11.1	0	11.1

Students' responses to the survey items are evaluated below:

Learners' Responses to Item 1: *I find it difficult to learn expressions of second language.*

33.3% of the participants think that learning expressions in the second language, such as giving a recipe or making an invitation, is difficult. The most remarkable thing is that the percentage of learners who find it difficult and not difficult to learn expressions in the second language is the same. Table 3 clearly shows that more than half of the participants find it easy to learn expressions in the second language. Overall, 27.8% of the participants find it difficult to learn expressions in the target language.

Learners' Responses to Item 2: *Studying vocabulary as a separate part of language process is unnecessary.*

The participants' responses to item 2 clearly show that the majority agrees on learning vocabulary as integrated with language learning process. One out of six participants has no idea about the vocabulary learning method in efl classes. 27.8% of the participants prefers studying vocabulary as seperated from language learning process.

Learners' Responses to Item 3: *I like learning, practising and studying new expressions.*

Almost all participants are interested in all steps of the language process. It can be said that learning new expressions makes the speech classes entertaining. On the other hand, the percentages of participants who disagree, have no idea, and strongly agree are dramatically equal.

Learners' Responses to Item 4: *Our course books are enough to learn speaking in English, no need to extra classroom activities.*

Almost all respondents think that additional classroom activities are needed because the current textbooks in EFL language courses are not sufficient. On the other hand, the participants think that the textbooks are sufficient for learning how to speak in the foreign language.

Learners' Responses to Item 5: *I prefer enjoyable activities instead of dull studying procedures.*

83.3% of the participants agree to try entertaining activities for learning to speak, such as playing games. The table clearly shows that no one prefers boring learning methods. Moreover, 16.7% of the participants have no idea what they choose.

Learners' Responses to Item 6: *I find language games very childish.*

The majority of the respondents think that games are not childish, so they prefer

games in EFL language learning. Only a small percentage think games are childish. A large percentage of learners have no idea how to define games.

Learners' Responses to Item 7: *When I practise the speaking via enjoyable activities, I learn and remember them better.*

Almost all participants (55.6% fully agree and 38.9% agree) learn better when entertaining classroom activities such as games are used in language teaching. The table shows that games significantly support their self-learning process.

Learners' Responses to Item 8: *I don't mind playing games in the classroom because I know they are useful.*

More than half of the participants feel comfortable playing games because they know the benefits of playing games. 33.3% of the participants have no idea about this point.They also agree that they learn in a cooperative work. The percentages of the participants that have chosen Disagree and Strongly Disagree are insignificant. They also agree that they learn in a cooperative work. The percentages of the participants who selected "disagree" and "disagree at all" are insignificant.

Learners' Responses to Item 9: *I think games are just time-wasting activities. We are adolescents and we must be exposed to more serious techniques.*

A total of 83.3% of the participants, 61.1% with Strongly Disagree and 22.2% with Disagree do not see games as time-wasting activities. They think that games are useful tools in language teaching, while 16.7% of the participants think games are useless and would like to see more critical learning techniques as they see games as childish.

Learners' Responses to Item 10: *When I enjoy the lesson, it becomes more beneficial for me.*

77.8% of the participants fully agree with the point advocating entertaining tools to access success. In language classes with games, learners feel relaxed and confident. They are not anxious when playing games in language class. 22.2% of the respondents do not know whether the fun has a useful effect on the learning process or not.

Learners' Responses to Item 11: *I get bored while playing games in the classroom.*

The percentages of participants who selected "strongly agree" and "agree" are equal. While 5.6% of the participants have no idea, 16.7% of the participants disagree and 77.8% of the participants strongly disagree with the point. This table clearly shows that games are a fun activity in foreign language classrooms.

Learners' Responses to Item 12: *Learning new expressions at home is the best way to learn them.*

The participants' answers are inconsistent. Half of the participants have no idea. The number of participants who prefer to learn new expressions at home and in the classroom are close to each other. According to this table, it can be said that learners have no experience in learning new expressions at home, so they cannot make a comparison that English class is fun or not. A total of 75% of the participants, including 50% who "strongly agree" and 25% who "agree", are enthusiastic about English classes. Surprisingly, the percentages of participants agreeing with the statement "strongly agree" and "strongly disagree" are equal.

Learners' Responses to Item 13: *I do speaking better in the exams when I learn them via activities in the classroom.*

More than half of the participants agree with the idea that speaking games lead to better exam results because they require communication and cooperation. 16.7% of respondents disagree with the function of games for better exam results.

Learners' Responses to Item 14: *I forget the new expressions easily when I memorize them one by one.*

Half of the respondents strongly disagree that learning new expressions detached from the context leads to temporary learning success. Only 5.6% of respondents disagree with this notion. A large proportion of learners have no idea about this point.

Learners' Responses to Item 15: *I do not feel comfortable while playing games with my friends in the classroom.*

A large part of the respondents feel comfortable and safe while playing. They do not mind playing next to their classmates. Only a small portion of learners feel uncomfortable and unsafe playing in the classroom.

3.1.3. Semi-Structured Interview Questions Results

In the semi-structured interviews, the participants were given six questions, and each participant was requested to explain their ideas calmly and openly. The collected data were then divided into main and sub-themes. The opinions stated by the participants are shown in the following table as themes, categories and sub-themes.

Table 8.

Views of the Participants

Theme	Category	Sub-Themes (Sub-Category)	Frequency	%
Game Playing	Speaking	Interaction	5	20
		Communication	6	24
		Listening	1	4
		Turn Takings	3	12
		Time	3	12
		Comfortable	3	12
		Uncomfortable	4	16
	Motivation	Success	4	12,90
		Self- Confidence	5	16,12
		Anxiety	7	22,58
		Enjoyment	9	29,03
		Participation	6	19,35

When table 8 is evaluated, students' opinions on the function of games in EFL speaking classrooms are coded. Sub-themes are developed for each of the two broad categorizations "speaking" and "motivation" that describe the general opinion.

The results for the speaking category are as follows: Five times "interaction", six times "communication", one time "listening", three times "turn takings", three times "time", three times "comfortable", four times "uncomfortable" are indicated. However, the results for the motivation category are as follows: four times "success", five times "self-confidence", seven times "anxiety", nine times "enjoyment", six times "participation".

The following phrases give a sense of some of the participants' opinions on how game-playing function as speaking:

P4. *"Descriptive drawing activity is my favourite. I gave the description of a word (adjective, item, occupation etc.) and I wanted my friends to draw what they understood."*

P5. *"Since I could think of more than one answer to the questions, it was a bit difficult to decide which one to say."*

P6. *"The experience of playing games was useful. I was excited because I was unprepared. I was ambitious in the games where I got points. I tried to choose words and make sentences while playing. Trying to remember the words challenged my memory, which was fun. The gaming experience was different and enjoyable. Because even*

though there were words I didn't know in English, I felt as if I had lived the language and knew how to speak it well."

P7. *"The impromptu speaking was the game I enjoyed the most. Because I listened to the speakers more carefully. 1 point was given to my team as I found the mistakes they made. I tried to speak more correctly and accurately by seeing the other team's grammar mistakes or word mistakes. Also, the 45-second time added excitement to the game. We were in a hurry to end the conversation and sometimes our team and sometimes the opposing team said very wrong words."*

P9. *"I didn't like Impromptu Speaking.Since there is no preparation, one is in a hurry about what to say."*

The following phrases give a sense of some of the participants' opinions on how game-playing function as motivation:

P1. *"The experience of playing games in EFL conversation classes was exciting, immersive as well as engaging. The experience of playing game was very fun and beautiful. I felt ready and confident enough to speak English because I knew enough English to express myself and understand the other person. The rest needed experience."*

P2. *"I think it was an instructive and colorful experience. It was good, it was fun at times, but I couldn't feel ready and safe because I'm a bit stressed."*

P3. *"It challenged me a little bit and excited me a little bit. But as I played, I got used to it and I liked it. It was good. Overall, it was nice. There was a fun atmosphere in the classroom. My teacher and friends helped me when I was not ready or when I was lacking."*

P8. *"I never liked the debate because my friends chose me as the group spokesperson and I had a hard time."*

P9. *"At first it seemed like I could never do it, but then I got used to it, and as I got used to it, I started to enjoy it and it was also instructive. Actually, it was very good, but I had problems with both sentence construction and excitement."*

The students' opinions on "game-playing" categorized as "speaking" and "motivation" show that as they become accustomed to playing games in EFL speaking sessions, they start to feel good about speaking English. Additionally, they are conscious of their own strengths and weaknesses as well as what has to be done to improve their success and motivation.

3.1.4. Field Notes Results

Throughout this study, as a researcher, I observed the students and took field notes to take necessary precautions and make improvements (see Appendix E, p.64). Although the data obtained from the field notes in the first lessons were categorized under negative categories, this was replaced by a positive change in the following lessons. Below are the highlights of the field notes kept throughout the process:

In the first lesson, they felt uncomfortable while they are taking part in activities. In the second class when it's her turn, one of my students said that " I don't want to play in front of my friends. Because; they will laugh at me." But, the anxiety, worry and excitement I observed in the first lessons were replaced by fun and interactive learning by the third week. Students started to play the games with great attention, perseverance, ambition and motivation. The pupils' speech was not accurate and fluent at first, but they improved, particularly in their fluency because, they started to strive to talk more, and while competitive learning dominated in team games, I started to see the positive effects of cooperative learning among individuals in the same group. As the weeks progressed, a warm climate began to form in the classroom in the name of the learning process and students discovered learning while having fun. The warm up activities I used at the beginning of the lesson just before the games contributed positively to the learning environment. I established some direct parallels to earlier work that students had completed and I tried to make the instructions as clear as possible. The table below shows 12 positive and 10 negative themes that emerged from the field notes kept throughout the process:

Table 9.

Themes of Field Notes

Positive	Negative
Low anxiety filter	Raised anxiety filter
Improvement expressing himself/herself in English	Difficulty expressing himself/herself in English
Progress in syntax	Problems with syntax
Advancement in accuracy	Lack of accuracy
Advancement in fluency	Lack of fluency
Increased volunteer participation	Lack of participation
Increased concentration	Short attention span
Warm classroom atmosphere	Practice problem due to time and place
Interaction	Turn-taking problem
High motivation	Low motivation
Cooperative learning	
Communicative learning	

4. DISCUSSION AND CONCLUSION

In this chapter discussion related to the research questions are thoroughly performed. The overall conlusion of the study is exhibited and finally, limitations along with implications and suggestions for further studies are given.

This study has examined the use of speaking games, learning and teaching speaking and the role of games in eight grade EFL speaking classes. In order to reach the goals of the study, pre and post test, students' questionnaire, semi structured interviews have been applied and field notes kept.

Mair (2003) points out that English is a world language and has always attracted a lot of attention. But one of the four basic skills, speaking, poses a problem for many language learners. Language learners usually cannot transfer what they have learned in English class to the outside world (Ozverir & Herrington, 2011). Also, for various reasons, they cannot speak during class; lack of motivation, confidential problems, anxiety filters, environmental or surroundings problems, individual differences, and problems with teachers are among them. According to Nuraini (2016), the difficulties in teaching English as a second language stem from both internal and external causes. Native language, age, exposure, intrinsic phonetic ability, identity and language ego, and drive for good English speaking are internal elements. Teaching spoken English to a big class and students' autonomy are external factors. To remove these barriers, colorful, appealing, and amusing materials must be used in the language classroom to keep students engaged and interested (Howard & Major, 2004).

This study provides evidence that games influence the teaching process, especially in language teaching as incorporating games into the language classroom helps in increasing the students' motivation, readiness and growth. Furthermore, by simulating real-world scenarios, game-based learning improves students' speaking abilities. According to & Singleton (2014), learning a foreign language is a complex matter as learners have to make great efforts, especially when they learn the target language far from the country where the language is spoken. Considering the characteristics of learners in secondary education, the use of games in English classes is one of the most appropriate technique that teachers can choose (Davies & Pearse, 2000). Through the use of games in the EFL classroom, students not only gain their knowledge and skills but also feel more motivated and demonstrate excitement for learning (Sevy-Biloon, 2017).

Games occupy an important place in language learning, not only in Turkey but also in the world, and they increase learners' success by motivating them (Karakoç et al., 2022). Using games as a teaching tool allows learners to learn in a warm classroom environment without worrying about their senses or attitudes toward the lesson, while the language teacher provides a good atmosphere in the classroom. The point that a teacher should consider is to choose the most appropriate games according to the learners' needs and desires. Gozcu & Caganaga (2016) states that if a game's goal is education rather than entertainment, it can be incredibly beneficial.

The present study confirms that games make a great contribution to the teaching of speaking English to the 8th graders improving their speaking fluency, accuracy and correct pronunciation. In the light of the experiments conducted in this study in the form of questionnaires, semi structured interviews, Wilcoxon Signed Ranks Test, field notes and reviewing the literature, the researcher found that secondary school learners' motivation increases through cooperative learning and the enthusiasm of competition when they participate in games. According to Rouse (2013), instructional games boost motivation. Learners are the focus of learning, teaching and teachers act as facilitators, motivators or guides. They also have the opportunity to learn from each other. For one thing, they play, and for another, they learn in a cooperative way (Wulanjani, 2016). In this regard, games act as a motivator during language classes. The outcomes, together with the students' favorable reaction to a cooperative strategy for honing speaking abilities through games, underscore the necessity to design learning activities such that students collaborate and perform tasks together (Tang, 2011). Games are extrinsic sources of motivation and these sources trigger the intrinsic motivation of secondary school students. In other words, there is a significant relationship between games and success as well as games and motivation in the EFL speaking classroom.

4.1. Discussion of the Research Question 1

The pre test and post test results answer the first research question of this study, " To what extent are the games efficient in boosting 8th grade English langauge speaking performance?" The results of the Wilcoxon Signed Ranks Test in Table 6 and the descriptive statistics in Table 5 clearly show that there is a strong relationship between the games and learner success as there is a significant difference between the pretest and posttest means. The P value is less than .05 / p=.00 /. These tables clearly demonstrate

that games are significantly effective in eighth grade English speaking lessons. Likewise, In Yolanda & Hadi's study (2019), the pre-test mean is 58.34, the post-test average is 77, and the T-test calculation's result is 2.045 points higher than the T-table's result by 13.090 points.

The findings of the research conducted by Saha & Singh (2021) using a classroom action plan in a classroom with inadequate equipment are noteworthy and it is advocated that students learn more effectively in a classroom with games than in a typical classroom setting due to the pleasure and enjoyment factor. In addition, incorporating games into the classroom may shift its focus from the instructor to the students and through these exercises, the students may go from being quiet listeners to confident speakers. Nazımiye Secondary School classrooms are also inadequately equipped and given that Nazımiye is a tiny region without many tourist attractions, it lacks places where students may enhance their language skills outside of the school. Similar findings have been observed in this study, demonstrating that games engage learners in learning activity while they are having fun.

According to Dewi et al. (2017), the speaking skills of pupils at junior high schools are impacted by communicative games. In this study, interviews, observations, questionnaires and tests were used to collect data and the result of the study showed the mean score's pretest reached of 60.42 to 69.02 and post test's score reached up to 78.77. Similarly, according to Maryam's (2020) research, students' speaking abilities can be effectively improved by using communicative language games. The study gathered qualitative data through the use of field notes and interview transcription, and quantitative data was obtained through the use of pre- and post-test student scores to evaluate students' speaking skills. There, the post-test mean score was 75.42, while the pre-test mean score was 59.75. This indicates that pupils' speaking scores have improved by 15.67. This interpretation led the author to the conclusion that 54.2% of students' scores (87.5 – 33.3 = 54.2) had improved following the post-test. Savitri (2013) advocates that playing language games helps learners speak more easily and improves their vocabulary, accuracy, fluency, and pronunciation. The language learners' better speaking scores, which increased from 5.64 in the pre-test to 7.35 in the post-test, provide credibility to the results. Therefore, it can be concluded that employing games to teach speaking is of utmost importance in enhancing speaking ability.

As mentioned above, although many studies have demonstrated the significant effectiveness of games on EFL classes, there are some studies in the literature that show that they may also have partially negative effects. According to Ahmadpour et al. (2022), even though games are useful exercises to improve students' language proficiency and classroom engagement, one drawback is that some students continue to be less engaged or passive. The effectiveness of the gaming strategy might be raised by providing rewards or high marks to these pupils as incentives. In a study on the effects of gaming, Aramnia (2015) discovered a significant difference in the mean speaking competence of the experimental group before and after gaming (t = -8.67, df = 14, p <0.01). Despite this significant difference, the researcher notes that most EFL students find it difficult to interact with one another due to a variety of barriers, including the fact that speaking in a foreign language causes anxiety in majority of them.

4.2. Discussion of the Research Question 2

The second question of the study " How do English language learners view the use of games in speaking classes?" finds an answer through the questionnaire results, field notes and semi structured interviews. From the results of the questionnaire items 7, 10, and 13 in Table 7, it can be deduced that integrating games with speaking lessons positively affects students' speaking performance because they obtain better results. In line with this result, Staines (1990) advocates that learning via play is not mysterious; children naturally learn and grow while they play. Likewise, the results of the questionnaire items 1, 3, 5, 8, 9 in Table 7, it is concluded that they feel happy when playing language games. The answers given to the semi-structured interview questions and the categories and subcategories obtained from these answers show that students' thoughts and reactions about the use of games in EFL classes are mostly positive. The field notes also reveal that the students developed positive attitudes and thoughts about the use of games in the process. All mentioned above illustrate that games have an positive impact on eight graders because, the use of games increases their motivation to participate in the activities and speak English.

According to the study of Liu & Chu (2010), the findings of learning outcomes and motivation for learning English show that include commonplace games in the process might produce greater learning outcomes and motivation than utilizing non-gaming methods. They also demonstrates a beneficial connection between motivation and

learning results. Khasawneh (2021) advocates that language learning is made fascinating for pupils by placing them in circumstances that thrillingly reflect daily life and this suggests that language games are successful in helping kids develop their oral expression abilities. In a public school in Colombia, Leó & Cely (2010) performed a research encouraging youngsters to develop their speaking abilities using games. In this group, 20 males and 20 girls between the ages of 14 and 18 participated. As data gathering tools, videos, a teacher's notebook, and surveys were all employed. The findings demonstrated that when students engaged in oral tasks, particularly during games, they felt more positive, liberated, self-assured and motivated. According to a study conducted by Ahmed et al. (2022), independent samples t-tests' findings suggested that EFL students may learn English more quickly and efficiently by reducing their anxiety via the use of games. According to the results, employing game-based instruction increased the motivation of Iranian EFL students to acquire the language. Kaur & Aziz (2020) states that language games increase pupils' language abilities, particularly speaking. Since most games require speech, learners will be using their language skills in some way. Any type of language game that has clear goals, regulations, and meets the needs of the students will improve their speaking abilities, regardless of the their age, according to a study of previous studies. The use of language games in speaking classes is crucial and it help teachers and educators bringing in a fun factor and encouraging learners to interact in real life. The study of Almusharraf (2021) on learners' perception which included a t-test and a one-way ANOVA, showed that students have favorable attitudes toward a game-based approach to English learning, indicating that educational competitions in the classroom can improve teaching and learning above and beyond what is provided in conventional classrooms by reducing disruptions.

Regarding the contary of these, Chan & Wu (2004) used questionnaires, interviews, classroom observations, and document collection as instruments in their study on foreign language anxiety in EFL elementary school students in Taiwan and they discovered that speaking in front of others, spelling, and game competition are situations that cause anxiety. Su (2006) conducted a research to learn more about the advantages and disadvantages of enforcing a policy requiring elementary school English instruction in Taiwan. Instructors who implemented communicative activities, such as games, observed that students became disruptive, made excessive noise, needed extra time to be stopped talking and directed toward the teacher, and that it was challenging to get low-

achieving students to engage in the activities. The positive benefits of using games in EFL classes, such as high motivation, cooperative learning, an increase in speaking skills, fostering a warm classroom climate, etc., far outweigh any potential negative effects, even though these and similar studies highlight potential drawbacks related to time, student population, noise, etc. Communication and collaboration, creativity and innovation are 21st century skills (Thornhill-Miller, 2023) and games contribute to the development of these skills by reducing anxiety filter and triggering motivation.

4.3. Limitations

The study was conducted with 18 participants from the eigth grade at Nazımiye Secondary School. The small sample size in this study is a drawback. It is not certain whether or not the results will be similar in other groups or classes as the use of games in different language classes may not produce the same results. One of the elements that can cause the findings of this study to vary is the fact that English as a Foreign Language speaking courses in Turkey or throughout the world are made up of learners' various mother tongues, socio-economic structures or cultures. Besides, the study's limitations stem from the students' varied degrees of preparation and the fact that only half of them consented to take part in the semi-structured interview.

4.4. Implications and Suggestions for Further Studies

Games are one of the best ways to lower the anxiety filter or remove the barriers to learning or teaching.. EFL teachers should use games as a tool when they observe that secondary students are distracted from instruction and wanted to use a classroom intervention to improve students' speaking skills. They may consider utilizing games as a facilitator whenever they observe learners are reluctant in speaking classes. Games make in-class activities amusing and learners' motivation is raised to take part in activities therefore secondary school learners should prefer participating in games in speaking classes. When the sufficient number of students is reached, this research topic can also be conducted with control and experimental groups. Likewise, this study can be applied with different age groups, different data collection tools and in different environments. In service teaching offered to language teachers by MoNE may include games activites in their training programmes. Coursebook writers and designers might think of giving more room to educational games. In addition, games keep learners mentally and physically

active while learning. Games as pedagogical tools teach secondary language learners about their role in life in relation to different concepts or situations. In other words, games promote the development of problem-solving skills and increase awareness in a group. Learners transfer this acquisition to their real lives. Traditional teaching techniques such as memorization and repetition create a cold atmosphere in the classroom and learners feel uncomfortable. Educational researchers need to be careful about some issues. There are many factors that can affect the progress of the learning process. Mistakes of the researcher, changes in the environment, changes in the participants are just some of them. In the teaching context, choosing the appropriate teaching style is a must, especially when working with secondary students in the language classroom. The researcher suggests that using games in the curriculum is an alternative for teachers and learners. Researchers, educators, and teachers should consider the findings of this study when teaching secondary students to speak.

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APPENDICES

Appendix A: Ethic Committee Approval of Çağ University

	T.C
	ÇAĞ ÜNİVERSİTESİ
	SOSYAL BİLİMLER ENSTİTÜSÜ
	TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU
	ÖĞRENCİ BİLGİLERİ
T.C. NOSU	
ADI VE SOYADI	BORA GÜR
ÖĞRENCİ NO	2022008022
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İNGİLİZ DİLİ EĞİTİMİ
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2022/ 2023 BAHAR DÖNEMİ KAYDINI YENİLEDİM.
	ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER
TEZİN KONUSU	THE ROLE OF GAMES IN EFL SPEAKING CLASS
TEZİN AMACI	The main aim of this study is to put forward the role of educational games in teaching speaking to 8th graders. In accordance with this, the study will reveal the attitudes of secondary school learners towards learning speaking through games.
TEZİN TÜRKÇE ÖZETİ	Bu çalışmanın temel amacı eğitsel oyunların 8. Sınıf yabancı dil İngilizce konuşma derslerindeki rolünü ortaya koymaktır. Bununla bağlantılı olarak; çalışma öğrencilerin oyunlar aracılığıyla konuşmayı öğrenmeye dair tutumlarını açığa çıkarmaktadır. Konuşma derslerinde kullanılan oyunlara verilen öğrenci tepkilerini anlayabilmek için çalışma sürecinin sonunda öğrencilere 15 maddelik bir anket uygulanacaktır. Çalışmada oyunların İngilizce konuşma derslerindeki etki derecesini ölçmek için 10 (on) maddeden oluşan ön test ve son test yer almaktadır.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	T.C. MİLLİ EĞİTİM BAKANLIĞI TUNCELİ NAZIMİYE ORTAOKULU
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	TUNCELİ MİLLİ EĞİTİM MÜDÜRLÜĞÜ(NAZIMİYE ORTAOKULU - TUNCELİ / NAZIMİYE)
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	İşbu çalışma, Tunceli İl Milli Eğitim Müdürlüğü'ne bağlı Tunceli ili Nazımiye ilçesindeki Nazımiye Ortaokulu 8. sınıf öğrencilerine yabancı dil İngilizce konuşma derslerinde oyunların etkisini araştırmak üzere sınıf eylem araştırması kapsamında ön test, son test ve anket olarak uygulanacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Anket: Learner Questionnaire (Öğrenci Anketi - Likert Türü), SPSS 16 (Ön test - Son test), Rubric (Dereceli Puanlama Anahtarı - Konuşma sınavı - Five Point Speaking Rubric)
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Rubrik (1) Sayfa Dereceli Puanlama Ölçeği. 2) Öğrenci Anketi (1) Sayfa Likert Türü Öğrenci Anketi. 3)Konuşma Sınavı (1) Sayfa Ön Test Son Test Formları.
ÖĞRENCİNİN ADI - SOYADI: BORA GÜR	**ÖĞRENCİNİN İMZASI:** TARİH: 17/ 03/ 2023	**(The Original Copy Hold in the Institute Directorate is Signed.)**
	TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.						
2. Anılan konu	English Language	.... faaliyet alanı içerisine girmektedir.				

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI
Adı - Soyadı: Meryem AKÇAYOĞLU	Adı - Soyadı:	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ Ünvanı: Prof. Dr.	Adı - Soyadı: Murat KOÇ Ünvanı: Prof. Dr.
Unvanı: Dr. Öğretim Üyesi	Unvanı:	Unvanı:	Unvanı: ......
(The Original Copy Hold in the Institute Directorate is Signed.)	İmzası: .... / .... / 20....	İmzası:... (The Original Copy Hold in the Institute Directorate is Signed.)	İmzası:...... (The Original Copy Hold in the Institute Directorate is Signed.)

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: **Şehnaz ŞAHİNKARAKAŞ**	Adı - Soyadı: **Yücel ERTEKİN**	Adı - Soyadı: **Deniz Aynur GÜLER**	Adı - Soyadı: **Mustafa BAŞARAN**	Adı - Soyadı: **Mustafa Tevfik ODMAN**	Adı - Soyadı: **Hüseyin Mahir FİSUNOĞLU**	Adı - Soyadı: **Jülide İNÖZÜ**
(The Original Copy Hold in the Institute Directorate is Signed.)	(The Original Copy Hold in the Institute Directorate is Signed.)	(The Original Copy Hold in the Institute Directorate is Signed.)	(The Original Copy Hold in the Institute Directorate is Signed.)	(The Original Copy Hold in the Institute Directorate is Signed.)	(The Original Copy Hold in the Institute Directorate is Signed.)	(The Original Copy Hold in the Institute Directorate is Signed.)
...... / ..... / 20.....	...... / ..... / 20.....	... / ..... / 20.....	..... / ..... / 20.....	... / ..... / 20.....	...... / ..... / 20.....	...... / ..... / 20.....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi

OY BİRLİĞİ İLE	**X**	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, ... / ...... / 20...... - .... / .... / 20...... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.
OY ÇOKLUĞU İLE	◯	

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.

Appendix B Consent Form of Çağ University

ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
ETİK KURULU

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bukapsamda "THE ROLE OF GAMES IN EFL SPEAKING CLASS" başlıklı araştırma "Bora GÜR" tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz.** Bu formu onaylamanız, **araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: İşbu araştırmanın hedefi, yabancı dil İngilizce konuşma derslerinde oyunların, öğrencilerin konuşma becerisi üzerindeki rolünü belirlemektir. (Nazımiye Ortaokulu 8. Sınıf Öğrencileri – Nazımiye/Tunceli)

Araştırmanın Nedeni: Yabancı dil 8. sınıf İngilizce konuşma derslerinde istenilen hedefe varılamaması.

Araştırmanın Yürütüleceği Yer:Nazımiye Ortaokulu (8. Sınıf Öğrencileri) Nazımiye /TUNCELİ

Çalışmaya Katılım Onayı:

Araştırmanın amacını, nedenini, yürütüleceğiyer ile ilgili bilgileri okudum ve gönüllü olarak üzerime düşen sorumlulukları anladım. Araştırma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu araştırma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile***)

Adı-Soyadı:

İmzası**

Araştırmacının

Adı-Soyadı:Bora GÜR

e-posta:

İmzası:

***Online yapılacak uygulamalarda,ıslak imza yerine, bilgilendirilmiş onam formunun anketin ilk sayfasındaki en üst bölümüne yerleştirilerek katılımcıların kabul ediyorum onay kutusunu işaretlemesinin istenilmesi gerekmektedir.

Appendix C: Rubric For Assessing Speaking

Communication	5	Clearly understands the questions; answers them suitably and pertinently.
	4	Mostly understands the questions; mostly responds suitably and pertinently.
	3	Has difficulty in understanding the questions; answers usually suitably.
	2	Mostly has difficulty in understanding the questions and answers them mostly unsuitably and impertinently.
	1	Does not understand the questions; or does not answer them suitably and pertinently.
Fluency	5	Speaks readily and confidently with one or two hesitations.
	4	Speaks with several hesitations but able to continue.
	3	Speaks slowly with some hesitations; and sometimes may not continue.
	2	Speaks with difficulty often with long hesitations.
	1	Is not able to speak enough to transfer his/her ideas or totally can not speak.
Vocabulary	5	Uses a wide range of vocabulary and expressions effectively to answer to the question; makes very few mistakes.
	4	Uses a wide range of vocabulary and expressions to answer to the question; makes a few mistakes.
	3	Uses finite range of vocabulary and makes some mistakes.
	2	Uses finite range of vocabulary, and uses elementary level vocabulary inadequately or inaccurately.
	1	Uses vocabulary inadequately and/or inaccurately totally.
Accuracy	5	Can control suitable language structures with very few mistakes. Speaks with clear pronunciation.
	4	Can control suitable language structures with some mistakes. Speaks with mostly clear pronunciation.
	3	Can comparatively control suitable language structures with some mistakes that inhibit meaning. Often speaks with unclear pronunciation.
	2	Can hardly control suitable language structures with many mistakes that inhibit meaning mostly. Usually speaks with unclear pronunciation.
	1	Can not control suitable language structures. Inadequate language structures with unclear pronunciation.

Appendix D: Learner's Questionnaire

LEARNER'S QUESTIONNAIRE
The aim of this questionnaire is to assess your views on the role of games in speaking lessons. There will be 15 items in this questionnaire and you will have 5 choices for each item. Participation in the questionnaire is not compulsory. Your answers will be kept confidential. Please read and think about the items carefully and then choose the option that suits you best. Thank you for your participation.

THE ROLE OF GAMES IN EFL SECONDARY SCHOOLS SPEAKING CLASSES	S. DISAGREE	DISAGREE	NO IDEA	AGREE	S. AGREE
1. I find it difficult to learn expressions of second language.					
2. Studying vocabulary as a separate part of language process is unnecessary.					
3. I like learning, practising and studying new expressions.					
4. Our course books are enough to learn speaking in English, no need to extra classroom activities.					
5. I prefer enjoyable activities instead of dull studying procedures.					
6. I find language games very childish.					
7. When I practise the speaking via enjoyable activities, I learn and remember them better.					
8. I don't mind playing games in the classroom because I know they are useful.					
9. I think games are just time-wasting activities. We are adolescents and we must be exposed to more serious techniques.					
10. When I enjoy the lesson, it becomes more beneficial for me.					
11. I get bored while playing games in the classroom.					
12. Learning new expressions at home is the best way to learn them.					
13. I do speaking better in the exams when I learn them via activities in the classroom.					
14. I forget the new expressions easily when I memorize them one by one.					
15. I do not feel comfortable while playing games beside my friends in the classroom.					

Appendix E: A Sample Field Note Form

1. Observer's Name:	Bora GÜR
Date:	02/03/2023
Location:	Nazımiye Secondary School
Time of observation:	13:00 – 14:30
Type of observation: (participate/nonparticipant)	Participant (teacher)

This was the first class including games and the students were very excited at the very beginning of the lesson. In general, they felt uncomfortable while they are taking part in activities. In the second class when it's her turn, one of my students said that " I don't want to play in front of my friends. Because; they will laugh at me." I tried to persuade her but she didn't take part in. Before the next speaking class, I should tackle with this problem. At the end of the class, 4 students said that " The lesson was so joyful." That made me really happy but I have to find a way of enabling all of them play games voluntarily. I will speak to one of my university friends, Dilek to figure out this. When it comes to their speaking performance, it was not satisfying. They were not fluent and accurate. If I can form a warm classroom atmosphere, their performances will be preferable. I hope next class will be better.

Appendix F: Nazimiye Secondary School 8th Grades Speaking Test

1. Make an invitation to one of your friends for your birthday.
2. Your classmate invites you to his/her slumber party. How do you accept / refuse the invitaton?
3. Your best friend invites you to the reunion party; but you have an important meeting that day. How do you apologize and make an excuse?
4. What are your likes and dislikes in your daily life?
5. Do you prefer going to the cinema or going to the theatre? Why?
6. Your mother makes a cake and you really like it. You wonder the ingredients in it. How do you ask your mother for it?
7. Give a recipe that you like.
8. You call one of your best friends. He/she is not at home right now. How do you leave a message?
9. You want to take a flight ticket to your hometown so, you call the agent but you don't know which flight is more economical. You ask the agent…
10. You want to make a phone conversation with your boss. Because; you have a serious problem at home and there is no chance for going to work. How do you express this situation to your boss?

Appendix G: Lesson Plans

2022-2023 ACADEMIC YEAR **ENGLISH LESSON PLAN FOR 8th GRADES**	
DATE / TIME	*27 February - 10 March / 40 min. + 40 min. + 40 min. + 40 min.*
UNIT	*Unit 1 Friendship*
TOPIC PATTERN	*Accepting and refusing / Apologizing / Giving explanations and reasons*
LEARNING OUTCOMES AND TARGET BEHAVIOURS	**Spoken Interaction** *Students will be able to make short conversations involving accepting and refusing an offer/invitation, apologizing and making simple inquiries.* **Spoken Production** *Students will be able to interact with reasonable ease in structured situations involving accepting and refusing an offer/invitation, apologizing.*
TEACHING METHODS AND TECHNIQUES	*Communicative approach, TPR*
TOOLS AND RESOURCES	*- Course book - Interactive Board* *- Pictures -Cram* *- Flashcards*
FUNCTIONS AND LANGUAGES	*Would you like to come over tomorrow?* *—I'm sorry, but I can't come over because my cousin is coming tomorrow.* *—Sure, that sounds fun!* *Would you like some fruit juice?* *—Yes, I'd love some.* *—No, thanks. I'm full/stuffed.* *—Yeah, that would be great.* *How about going to the cinema this Saturday?* *—Sure, it sounds good/great/awesome.* *—Yeah, why not.* *—I'll text our friends to come over at* *7 o'clock, then.* *Are you busy tomorrow evening?* *—No, not at all. Why?*

TEACHING LEARNING ACTIVITIES	***Pair-Work*** *Each student in the classroom tells a story to his/her friend using the true-false papers. While telling the stories students use speech patterns for Accepting and refusing / Apologizing / Giving explanations and reasons.* ***Group Work*** *The other game for the theme "Friendship" is Jumbled Dialogue. During this game, students will try to match the pictures with the right dialogues related to invitation, accepting and refusing topics.*

Bora GÜR

English Language Teacher

2022-2023 ACADEMIC YEAR
ENGLISH LESSON PLAN FOR 8TH GRADES

DATE / TIME	*13-24 March min. 40+40+40+40*
UNIT	*Unit: 2 Teen Life*
TOPIC PATTERN	*Expressing likes and dislikes / Expressing preferences / Stating personal opinions* *(Making simple inquiries)*

LEARNING OUTCOMES AND TARGET BEHAVIOURS	***Spoken Interaction*** *Students will be able to talk about regular activities of teenagers.* ***Spoken Production*** *Students will be able to express what they prefer, like and dislike.* *Students will be able to give a simple description of daily activities in a simple way.*	
TEACHING METHODS AND TECHNIQUES	*Communicative approach, TPR*	
TOOLS AND RESOURCES	*- Course book - Interactive Board* *- Pictures -Cram* *- Flashcards*	
FUNCTIONS AND LANGUAGES	*I love/like/enjoy going to concerts.* *I hate/dislike shopping with my parents.* *Expressing preferences* *I prefer hip-hop concerts, I think they're terrific.* *I prefer reading the news online.* *Stating personal opinions* *(Making simple inquiries)* *What do you do in the evenings?* *I usually do my homework, but I also listen to music. I love rap. And to* *be honest, I never listen to pop music; I can't stand it. I think it's unbearable.* *I rarely/seldom go to the theater. I am fond of/keen on camping.*	*argue* *casual* *fashion, -s* *impressive* *relationship, -s* *ridiculous* *serious* *snob, -s* *teenager, -s* *terrific* *trendy* *unbearable* *types of music*

TEACHING LEARNING ACTIVITIES	*Descriptive Drawing Activity will be applied for the theme "Teen Life". This game will be played as pair work. The partners will tell the face down pictures each other with the speech pattern " preferences, likes and dislikes". The other game for the theme "Teen Life" is Twenty Questions. The students will choose a word from the unit one by one and the students of rival team will ask questions up to twenty to find the hidden word.*

Bora GÜR

English Language Teacher

2022-2023 ACADEMIC YEAR
ENGLISH LESSON PLAN FOR 8th GRADES

DATE / TIME	*27 March -7 April / 40 min. + 40 min. + 40 min. + 40 min.*
UNIT	*Unit: 3 In The Kitchen*
TOPIC PATTERN	*Describing simple processes* *Expressing preferences* *Making simple inquiries*

LEARNING OUTCOMES AND TARGET BEHAVIOURS	***Spoken Interaction*** *Students will be able to ask and answer questions and exchange ideas and information on a topic related to how something is processed.* ***Spoken Production*** *Students will be able to give a simple description about a process.*	
TEACHING METHODS AND TECHNIQUES	*Communicative approach, TPR*	
TOOLS AND RESOURCES	*- Course book - Interactive Board* *- Pictures -Cram* *- Flashcards*	
FUNCTIONS AND LANGUAGES	*It's easy to make an omlette. Let me tell you how to make an omlette. First, put some oil into a pan and heat it. Second, mix two eggs in a bowl. Then add somesalt. After that, add some cheese and milk. Finally, pour the mixture into thehot pan.* *Do you prefer cooking pizza or pasta?* *—I love cooking and eating pizza.* *—I usually prefer cooking pasta.*	*Do I use two or three eggs?* *What can/should I use to cook soup?* *bake – bitter – boil -- chop* *flour -- fry* *ingredients* *kitchen tools (knife, spoon, fork,* *pan, plate, oven ...)* *meal – mix – oil – peel – pour – salty - slice* *sour – spicy - tasty*

TEACHING LEARNING ACTIVITIES	*"Debate" activity will be implemented for the theme "In The Kitchen". Each student will be given a piece of paper with" agree" written on one side, and "disagree"on the other side. A controversial statement about recipes will read aloud, and each student will hold up his/her paper stating whether he/she agrees or disagrees. One student will be chosen from each side to explain his/her position and participate in a short debate. In this activity, the students will try to make simple inquiries while explaining or advocating their opinions. The other game will be played for the theme "In The Kitchen" is Odd One Out. There will be sentences and dialogues written on the board. The students will try to fill the blanks in the dialogue with the right sentences.*

Bora GÜR

English Language Teacher

2022-2023 ACADEMIC YEAR ENGLISH LESSON PLAN FOR 8th GRADES	
DATE / TIME	*10-14 April – 24-28 April/ 40 min. + 40 min. + 40 min. + 40 min.*
UNIT	*Unit: 4 On The Phone*
TOPIC PATTERN	*Following phone conversations* *Stating decisions taken at the time of speaking*

LEARNING OUTCOMES AND TARGET BEHAVIOURS	**Spoken Interaction** **E8.4.SI1.** *Students will be able to make a simple phone call asking and responding to questions.* **Spoken Production** **E8.4.SP1.** *Students will be able to express their decisions taken at the moment of conversation.*	
TEACHING METHODS AND TECHNIQUES	*Communicative approach, TPR*	
TOOLS AND RESOURCES	*- Course book - Interactive Board* *- Pictures -Cram* *- Flashcards*	
FUNCTIONS AND LANGUAGES	*Hello! This is ... calling, is ... in?* *May I speak to ...? Is ... there?* *Hang on a minute; I'll get him/ her.* *Can you hold on a moment, please?* *I'm afraid he is not available at the* *moment. He has gone out. Would you* *like to leave a message?*	*I'll talk to you soon.* *I'll see you at the café tomorrow, then.* *We'll meet next Saturday, then.* *I'm sorry* *to hear that. We'll meet up later, then.* *I'll get back to you in an hour.* *[The phone rings] I will take that.* *available – connect – contact – dial -- engaged* *extension -- get/keep in touch -- get back* *hang on/up – hold – line -- memo, -s -- pick up* *polite -- put someone through*

TEACHING LEARNING ACTIVITIES	*Impromptu Speaking game will be played for the theme "On The Phone" firstly. The class will be splitted into two teams and there will be different telephone conversations topics. The students in each team will make a phone conversation with their partners without any preparation for 45 seconds and the students in the other team will listen to it and take some notes for the mistakes. In this game, following phone conversations is the essence of activity. The team identifies an error will get the point. The last game of the theme "On The Phone" and the process is Role Play. The teacher will distribute a text to the students related to the topic (phone conversation) they know beforehand. After scanning the text, they will play their roles.*

Bora GÜR

English Language Teacher

Appendix H: Speaking Test Scores

PRE-TEST RUBRIC RESULTS

	COMMUNICATION	FLUENCY	VOCABULARY	ACCURACY	SCORE
NO					
P1	4	5	4	3	16
P2	1	2	2	1	6
P3	2	1	2	2	7
P4	2	2	2	2	8
P5	2	1	2	2	7
P6	1	1	1	1	4
P7	4	4	3	3	14
P8	3	4	3	3	13
P9	3	3	2	2	10
P10	4	4	4	3	15
P11	2	2	1	1	6
P12	3	3	4	2	12
P13	5	5	5	4	19
P14	1	1	1	1	4
P15	3	3	1	2	9
P16	1	1	1	1	4
P17	5	5	4	4	18
P18	5	5	5	4	19

POST-TEST RUBRIC RESULTS

NO	COMMUNICATION	FLUENCY	VOCABULARY	ACCURACY	SCORE
P1	5	5	5	4	19
P2	3	3	3	3	12
P3	3	2	4	3	12
P4	3	3	3	3	12
P5	3	3	3	3	12
P6	2	2	1	1	6
P7	5	5	5	4	19
P8	5	5	4	3	17
P9	4	4	3	2	13
P10	5	5	5	4	19
P11	3	3	2	1	9
P12	4	4	4	3	15
P13	5	5	5	5	20
P14	2	3	2	2	9
P15	4	3	2	2	11
P16	2	2	2	2	8
P17	5	5	5	5	20
P18	5	5	5	5	20

Appendix I. Permission from Rectorate of Çağ University

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2300003386   11.04.2023
Konu : Bilimsel Araştırma ve Yayın Etiği
    Kurulu Kararı Alınması Hk.

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında tez aşamasında kayıtlı olan **Bora Gür** isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Prof. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 adet öğrenciye ait tez evrakları dosyası.

Appendix J. Ethics Committee Approval

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2300004039   08.05.2023
Konu : Bilimsel Araştırma ve Yayın Etiği
       Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 11.04.2023 tarih ve E-23867972- 050.01.04-2300003386 sayılı yazınız.
         b) 13.04.2023 tarih ve E-23867972- 050.01.04-2300003493 sayılı yazınız.
         c) 17.04.2023 tarih ve E-23867972- 050.01.04-2300003599 sayılı yazınız.
         ç) 25.04.2023 tarih ve E-23867972- 050.01.04-2300003704 sayılı yazınız.

İlgi yazılarda söz konusu edilen **Melis Taş, İpek Kırmacı, Bora Gür** ve **Ali Sert** isimli
öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek
uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

Appendix K: Official Request of Çağ University

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2300004077   09.05.2023
Konu : Bora GÜR'ün Anket Uygulama
        İzni Hk.

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi tezli yüksek lisans programında kayıtlı Bora GÜR isimli öğrencimiz, **"The Role Of Games in EFL Speaking Class"** konulu tez çalışmasını Çukurova Üniversitesi öğretim üyesi Dr. Öğr. Üyesi Meryem AKÇAYOĞLU'nun tez danışmanlığında yürütmektedir. Adı geçen öğrenci tez çalışması kapsamında Nazımiye İlçe Milli Eğitim Müdürlüğüne bağlı Nazımiye ortaokulu 8. sınıf öğrencilerini kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

Ek :
1 - Etik Kurul Formu.
2 - Ana Bilim Dalı Başkanı Onayı.
3 - Taahhütname.
4 - MEB Ön Başvuru Formu.
5 - Tez Önerisi.
6 - Etik Kurul Formu -2.
7 - Etik Kurul Onay Yazısı.
8 - Etik Kurul İzin İstek Yazısı.

Dağıtım:
Gereği: Bilgi:
T.C. Tunceli İl Milli Eğitim Müdürlüğüne   Tunceli Valiliğine

Appendix L: Official Documents

T.C.
TUNCELİ VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-51166484-605.01-76741278   24/05/2023
Konu : Araştırma Uygulama İzin Talebi

VALİLİK MAKAMINA

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili ve Eğitimi Anabilim Dalı Tezli Yüksek Lisans Programı öğrencisi Bora Gür'ün yürütmekte olduğu "Yabancı Dil İngilizce Konuşma Derslerinde Oyunların Etkisi" konulu araştırma başvuru talebi 15/05/2023 tarih ve 76237761 sayılı evraklar ve Milli Eğitim Bakanlığı Araştırma İzinleri Modülü ayse.meb.gov.tr üzerinden 2023031137797755060 başvuru nolu belge müdürlüğümüze iletilmiştir. Tunceli ili Nazımiye ilçesindeki Nazımiye Ortaokulu 8.sınıf öğrencilerine yönelik uygulanması planlanan anket formları müdürlüğümüzce oluşturulan komisyon tarafından incelenmiştir. Yapılan inceleme sonucunda söz konusu anket formlarının Nazımiye Ortaokulu 8.sınıf öğrencilerine eğitim öğretimi aksatmayacak şekilde, gönüllülük esasına göre, 2020/2 sayılı MEB Araştırma Uygulama İzinleri Genelgesi doğrultusunda okullarımızla iş birliği içerisinde uygulanması uygulamalarda sadece ekteki ''mühürlü anketlerin'' kullanılması ve araştırma sonucunda elde edilen raporun, basılı ve dijital ortamda Müdürlüğümüze teslim edilmesi şartı ile çalışmanın yürütülmesi;

Makamlarınızca uygun görülmesi halinde olurlarınıza arz ederim

Gürsel EKMEKCİ
Milli Eğitim Müdürü

OLUR
Kemal Sefa GÖKMENOĞLU
Vali a.
Vali Yardımcısı

EKLER:
Araştırma İzin Talebi ve Ekleri (35 sayfa)

TUTANAK

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili ve Eğitimi Anabilim Dalı Tezli Yüksek Lisans Programı öğrencisi Bora Gür'ün yürütmekte olduğu "Yabancı Dil İngilizce Konuşma Derslerinde Oyunların Etkisi" konulu araştırma başvuru talebi 15/05/2023 tarih ve 76237761 sayılı evraklar ve Milli Eğitim Bakanlığı Araştırma İzinleri Modülü ayse.meb.gov.tr üzerinden 202303113779755060 başvuru nolu belge müdürlüğümüze iletilmiştir. Tunceli ili Nazımiye ilçesindeki Nazımiye Ortaokulu 8.sınıf öğrencilerine yönelik uygulanması planlanan anket formları müdürlüğümüzce oluşturulan komisyon tarafından incelenmiştir. Yapılan inceleme sonucunda söz konusu anket formlarının Nazımiye Ortaokulu 8.sınıf öğrencilerine eğitim öğretimi aksatmayacak şekilde, gönüllülük esasına göre, 2020/2 sayılı Araştırma Uygulama İzinleri Genelgesi doğrultusunda ve okulumuzla iş birliği içerisinde uygulanmasında herhangi bir sakınca görülmemiştir.

İş bu tutanak tarafımızca imza altına alınmıştır. 22/05/ 2023

Bilal GÜÇER
Öğretmen(Üye)

Buket KARADAĞ
Öğretmen(Üye)

Serdar PARLAK
Milli Eğitim Müdür Yardımcısı
22. /05/2023

MİLLÎ EĞİTİM BAKANLIĞINA BAĞLI OKUL VE KURUMLARDA
GERÇEKLEŞTİRİLECEK ARAŞTIRMA UYGULAMALARINA İLİŞKİN

ARAŞTIRMA İZNİ BAŞVURU TAAHHÜTNAMESİ

1. Araştırmam boyunca anayasa/kanun ve yönetmeliklere uygun davranacağımı,
2. Araştırmayı yürüteceğim okulun/kurumun kurallarına uyacağımı,
3. Araştırmam boyunca hiç kimseyi araştırmama/çalışmama katılmaya zorlamayacağımı,
4. Araştırmayı/çalışmayı bana tahsis edilen mekân/sınıf ve zamanda gerçekleştireceğimi,
5. Araştırmanın olası fiziksel/ruhsal zararları konusunda katılımcıları bilgilendireceğimi,
6. Araştırmam/ çalışmam sırasında topladığım kişisel bilgileri koruyacağımı,
7. Araştırmam/çalışmam için gerektiği kadar veri toplayacağımı,
8. Araştırma/çalışma sırasında öğrencilerin derslerinde/çalışmalarında herhangi bir kayıplarının olmayacağını,
9. Araştırmam/çalışmam sırasında herhangi bir ticari faaliyette bulunmayacağımı, katılımcıları herhangi bir ürün/eser/tedaviye yönlendirmeyeceğimi,
10. Araştırma izin evraklarını okul yönetimine teslim edeceğimi,
11. Araştırma/çalışma sırasında izni olan evrakları kullanacağımı,
12. Tıbbi araştırmalarda araştırma/çalışmanın uygulama sırasında etik kurallara uyacağımı,
13. Araştırma/çalışma sırasında topladığım ses ve görüntü kayıtlarını güvenilir ortamlarda saklayacağımı ve araştırma/çalışma sonrasında imha edeceğimi,
14. Genelge hükümlerine aykırı davranmam ve herhangi bir yanlış ifade, beyan ve maddi gerçeği gizleme gibi durumlarda adlî ve idarî işlemlerin yürütülmesini kabul edeceğimi,
15. İzin alınmış araştırmalarda/projelerde insanlarla ilgili yapılacak anket, görüşme, gözlem, alan araştırması, uygulama ve incelemelerde sağlık, güvenlik, insan hakları, mevcut mevzuat hükümleri, hukukun genel ilkelerini ihlal etmeyeceğimi ve etik ilkelere uyacağımı,
16. Araştırma ile ilgili sonuç raporlarını çalışmanın bitiş tarihinden itibaren 30 gün içinde izin aldığım birime ulaştıracağımı,

Kabul ettiğimi beyan ederim.

Araştırmanın Adı   : THE ROLE OF GAMES IN EFL SPEAKING CLASS

Araştırmacı   :   BORA GÜR

Tarih   10./04./2023

İmza

İsim - Soyisim   Bora GÜR

Appendix M: Electronic Maıil of Questıonnaire Permission

← **Gamze ŞENERGÜÇ** ☆

Alıcı: **Bora Gür** ⌄

Re: Anket Kullanım İzni

22 Ara 2022 Per 11:58

Merhaba Bora Bey. Gerekli referans kurallarına uyulduğu sürece benim için herhangi bir problem yok. Anketi kullanabilirsiniz. İyi çalışmalar.
----- Orijinal Mesaj -----
Kimden: Bora Gür <
Kime:
Gönderilenler: Mon, 19 Dec 2022 20:03:08 +0300 (TRT)
Konu: Anket Kullanım İzni

<div dir="auto">
Hocam merhabalar, <div>
</div><div>Ben Çağ Üniversitesi'nde İngiliz Dili Eğitimi üzerine yüksek lisans yapmaktayım. Yürütmekte olduğum tez çalışması var; 8. sınıf öğrencilerinin konuşma derslerinde oyunların rolü üzerine. Bu çalışmamda şahsınıza ait 2007 yılında yayımlanan tezinizde kullandığınız anketi uygulamak istiyorum öğrencilerime müsaadeniz olursa. </div><div>
</div><div>Teşekkürler, iyi çalışmalar.

<div>Telefonumdan gönderildi</div></div></div>

Appendix N: Parental Consent Form

Ek-1

Sayın Veli;

Çocuğunuzun katılacağı bu çalışma, "THE ROLE OF GAMES IN EFL SPEAKING CLASS – YABANCI DİL İNGİLİZCE KONUŞMA DERSLERİNDE OYUNLARIN ROLÜ" adıyla, 20/03/2023 ila 20/05/2023 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: İşbu araştırmanın hedefi, yabancı dil İngilizce konuşma derslerinde oyunların, öğrencilerin konuşma becerisi üzerindeki rolünü belirlemektir. (Nazımiye Ortaokulu 8. Sınıf Öğrencileri – Nazımiye/Tunceli)

Araştırma Uygulaması: Anket / Görüşme / Gözlem şeklindedir.

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul yönetiminin de izni ile gerçekleşmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çocuğunuz çalışmaya katılıp katılmamakta özgürdür. Araştırma çocuğunuz için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Çocuğunuzun katılımı tamamen sizin isteğinize bağlıdır, reddedebilir ya da herhangi bir aşamasında ayrılabilirsiniz. Araştırmaya katılmamama veya araştırmadan ayrılma durumunda öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilemeyecektir.

Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir.

Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söylemesi yeterli olacaktır. Anket çalışmasına katılmamak ya da katıldıktan sonra vazgeçmek çocuğunuza hiçbir sorumluluk getirmeyecektir.

Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı :Bora GÜR