REPUBLIC OF TURKEY
İSTANBUL MEDENİYET UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE EDUCATION

THE EFFECTS OF THE USE OF GAMES ON SPEAKING MOTIVATION IN A FOREIGN LANGUAGE CONTEXT

MASTER'S THESIS

İnci DEMİR

JUNE 2021

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Prof. Dr. Selami AYDIN

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İnci Demir tarafından hazırlanan "The Effects of the Use of Games on Speaking Motivation in a Foreign Language Context" başlıklı bu yüksek lisans tezi T. C. İstanbul Medeniyet Üniversitesi Lisansüstü Eğitim Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı'nda hazırlanmış ve jürimiz tarafından kabul edilmiştir.

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Yüksek Lisans Tezi olarak sunduğum “The Effects of the Use of Games on Speaking Motivation in a Foreign Language Context” başlıklı çalışmamın, tamamen kendi çalışmam olduğunu, akademik ve etik kuralları gözeterek çalıştığımı ve her atıfa kaynak gösterdiğimi taahhüt ederim.

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Danışmanlığını yaptığım işbu tezin tamamen öğrencimin çalışması olduğunu, akademik ve etik kuralları gözeterek çalıştığını taahhüt ederim.

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Scholars launched a wide variety of approaches, strategies, techniques, and procedures to help EFL learners meliorate their speaking skills. While early theories emphasized memorization and application of grammatical constructs and accuracy, the emphasis has shifted from accuracy to fluency and memorization to practice. Furthermore, although early methods were teacher-centered, subsequent methods have placed the learner at the heart of learning; hence, learner-centeredness has reigned. Individuals now receive more attention as a result of these recent developments in the field. Concordantly, individual motivation has also gained ground to accomplish tasks and the learning process effectively. Therefore, effective learning materials and strategies should be deployed to enhance learners' motivation and engage EFL speaking. In this sense, games, with their clear-cut rules, particular elements, and attainable objectives that encourage learners to win, may improve performance. Thus, integrating games into EFL speaking to increase learner motivation in an entertaining, interactive, and interesting way is worth considering.

Writing this thesis has been a challenging but inimitable process for me to embrace academic satisfaction and progress. First and foremost, I owe my thesis supervisor Prof. Dr. Selami Aydın, a debt of gratitude and thanks for his golden heart, modestness, endless support, patience, and encouragement throughout the study. Without his valuable insights and feedback, it would have been too uneath to accomplish this process.

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İnci Demir

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ÖZET

OYUN KULLANIMININ YABANCI DİL BAĞLAMINDA KONUŞMA MOTİVASYONU ÜZERİNE ETKİSİ

DEMİR, İnci

Yüksek Lisans Tezi, Yabancı Diller Eğitimi Anabilim Dalı,

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İngilizcenin yabancı dil olarak öğretiminde, oyunların etkileri ile yabancı dil öğrencilerinin konuşma motivasyonları arasındaki ilişkiyi ölçen çalışmaların sayıca sınırlı olduğu açıktır. Dolayısıyla bu çalışma amaçladığı iki hedefte bu konu üzerine yoğunlaşmıştır. İlki, Türk EFL öğrencilerinin konuşma motivasyon düzeyini ve oyunların onların konuşma motivasyonu düzeyine etkisini incelemektir. İkincisi, yabancı dil öğrencilerinin konuşma sınıflarında oyun kullanımına ilişkin algılarını ve demografik değişkenlerin konuşma motivasyonu ve algılanan oyun kullanım düzeyleri ile ilişkisini incelemektir. Araştırmada betimsel araştırma modeli kullanılmıştır. Araştırmanın evrenini, Türk Yükseköğretim Kurulu'na bağlı üniversitelerde yabancı dil okullarında İngilizce hazırlık eğitimi almış 136 öğrenci oluşturmaktadır. Veriler üç araçla toplanmıştır; bir arka plan anketi, 31 maddelik bir konuşma motivasyonu ölçeği ve 23 maddelik bir oyunlaştırma ölçeği. Verilerin analizi için SPSS programı aracılığıyla T-testi, ANOVA, Regresyon Analizi ve Pearson Korelasyon testleri yapılmıştır. Sonuçlar, yabancı dil öğrencilerinin çoğunlukla dış güdümlü ve orta derecede iç güdümlü konuşma motivasyonuna sahip olduğunu göstermektedir. Sonuçlar ayrıca, öğrencilerin oyun kullanımını çoğunlukla eğlenceli, orta derecede eğitici ve rekabetçi olarak algıladıklarını, ancak rozet kazanma veya liderlik tablosunda görünme gibi oyunlarda beklenen sonuçlara ulaşma ve oyunlara dahil olma algılarının çok düşük olduğunu göstermektedir. Ayrıca oyun kullanımının, yabancı dil öğrencilerinin iç güdümlü ve dış güdümlü konuşma motivasyonunu artırdığı görülmüştür. Ancak oyunlarda beklenen sonuçlara ulaşmaları ve oyunlara katılmaları beklendikçe konuşma konusunda güdülenememenin arttığı; yani konuşma motivasyonlarının azaldığı ortaya çıkmıştır. Son olarak, cinsiyet, yaş, başarı puanı, İngilizce seviyesi ve bölüm gibi demografik

değişkenlerin de öğrencilerin konuşma motivasyon düzeyleri ve oyun kullanımına ilişkin algıları açısından önemli olduğu kanıtlanmıştır.

Anahtar kelimeler: Yabancı dil olarak İngilizce; Oyun kullanımı-Oyunlaştırılmış öğrenme; Konuşma motivasyonu.

ABSTRACT

THE EFFECTS OF THE USE OF GAMES ON SPEAKING MOTIVATION IN A FOREIGN LANGUAGE CONTEXT

DEMİR, İnci

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In the English as a Foreign Language (EFL) context, there have been a limited number of studies measuring the correlation between the effects of games and EFL learners' speaking motivation. Therefore, this study centered on this issue with two aims. The first one was to examine the level of Turkish EFL learners' speaking motivation and the influence of games on EFL speaking motivation level. The second was to examine Turkish EFL learners' perceptions of the use of games in speaking classes and the relationship of demographic variables with the levels of speaking motivation and perceived use of games. A descriptive research model was used in the research. The sample group consisted of 136 university students who have received English preparatory education in foreign language schools at universities affiliated with the Turkish Council of Higher Education. Data were collected via three tools: a background questionnaire, a speaking motivation scale consisting of 31 items, and a gamification scale consisting of 23 items. T-test, ANOVA, Regression Analysis, and Pearson Correlation tests were employed via the SPSS software to analyze data. Results indicate that Turkish EFL learners have mostly extrinsic and moderately intrinsic speaking motivation. Results also demonstrate that they mostly perceive the use of games as entertaining, moderately perceive it as educative and competitive, but their perceptions of reaching the expected outcomes of the games like earning badges or appearing on the leaderboard and so on and getting engaged in the games are very low. It is found that the use of games increases the intrinsic and extrinsic speaking motivation of Turkish EFL learners (p=.000). However, it is also unveiled that the more they are expected to reach the outcomes of the games and get engaged in the games, the more their amotivation for speaking increases; namely, their speaking motivation decreases.

Lastly, demographic variables such as gender, age, achievement score, English level, and department are significant in terms of learners' speaking motivation level and perceptions of the use of games.

Key words: English as a foreign language; Use of games-Gamified learning; Speaking motivation

DEDICATION

Dedicated to my beloved family.

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LIST OF ABBREVIATIONS

ANOVA: Analysis of Variance

ANCOVA: Analysis of Covariance

CAR: Classroom Action Research

EFL: English as a Foreign Language

ELT: English Language Teaching

FLE: Foreign Language Education

GBL: Game-Based Learning

GLE: Gamified Learning Environment

i+1: Comprehensible Input

L1: First Language

L2: Second Language

LAD: Language Acquisition Device

LMD: License, Master, Doctorate

MoNE: Ministry of National Education

PIT: Personal Investment Theory

PPP: Presentation, Practice, Production

SDT: Self Determination Theory

SMS: Speaking Motivation Scale

SPSS: Statistical Package for the Social Sciences

TBL: Task-Based Learning

TNES: Turkish National Educational System

UNERWA: United Nations Educational Relief and Work Agency

1. INTRODUCTION

In this section, the background of the study, statement of the problems, aims and significance of the study, and research questions are presented. First, in the background of the study, the importance of speaking, the place that motivation and gamification have in speaking, and the role that gamification plays in speaking motivation are discussed. Second, after problems related to speaking skills and speaking in the Turkish EFL context are discussed, motivation in EFL speaking and motivation in the Turkish EFL context are discussed. Then, the purpose and significance of the study will be indicated. Lastly, research questions will be introduced and limitations of the study will be presented.

1.1 Background of the Study

Speaking constitutes a significant role in the EFL language context for several reasons. First, EFL learners face some circumstances in foreign language settings where they are supposed to speak English competently to interact well with the EFL speakers or native speakers of English in a naturalistic context such as asking for direction, talking to someone on the phone, having conversations with friends, meeting someone face to face. Therefore, in these kinds of daily situations, to effectively express ideas and feelings, set good communication with others, understand and be understood, as Richards (2007) states, mastery of speaking skills in English is of high importance in EFL settings. From this point of view, it can be noted that utterances are the concrete forms of what we have in our minds, and it is crucial to reveal our thoughts, ideas, feelings, and beliefs by using the language in action for effective communication. Second, to have a good command of English, all four skills should be mastered without neglecting any of them, but what is observed

is that many EFL learners perform well at reading and writing, but they have poor speaking abilities. They look up words from dictionaries and memorize them, but they cannot use them to communicate in English in speeches (Goh & Burns, 2012). However, for communication to take place, indisputably, there should be speech; namely, without speaking a language, nobody can assert that she knows that language. What is more, speaking has such a degree of importance for most EFL learners that, as Bailey and Savage (1994) point out, the ultimate goal is generally to be able to speak English since speaking is perceived as the demonstration of knowing a language. Likewise, foreign language learners base their mastery of the language on speaking skills, too, because, from their perspectives, it is an essential skill among all others (Burnkart, 1998 cited in Nazara, 2011). However, besides it is important, it is also one of the most problematic areas in the language learning process.

The lack of motivation is one of the most important problems affecting the mastery of speaking skills in the EFL context. Dörnyei (1998) highlights the impact of motivation, one of the most considerable factors affecting EFL learners' success. Motivation has such a significant role in increasing EFL learners' performance that it is commonly known that the more motivated learners are, the more successful they become. However, some cases might lack motivation because of some external factors such as parental, environmental, or teacher-related problems or internal factors (Ekiz & Kulmetov, 2016). To this end, the lack of motivation creates some problems for EFL learners in terms of speaking. First, it may cause negative perceptions and attitudes towards learning because if learners do not have the necessary motivation to reach the full attainment in speaking English or if some factors are blocking them to attain the language fully in action by speaking, then they might grow away from speaking gradually in time. Second, as they get estranged from speaking for several reasons, learning is inhibited, and as a result of this, achievement in learning English also decreases. To this end, the use of games may provide potential solutions regarding the lack of motivation in speaking skills.

To increase the speaking motivation of EFL learners, games can be utilized as motivation enhancers concerning some aspects. It is more likely for even the learners who lack motivation respecting speaking English to be engaged in a language game

than in an instructional lecture because, for learners, games are made up of some attractive components. First, as Garris et al. (2002) state, games in nature are fantastic realms for learners, so while playing games, they both feel relaxed far away from the stress they have in real life and also become curious about them since they want to see what will happen if they get into those imaginary worlds. As Loewenstein (1994) puts forward, human beings are curious about unexpected or unexplained things. Thus, to experience an unknown life through games, learners become more relaxed, eager, and motivated to practice English by speaking free from the burdens or fears of making mistakes while speaking English. Second, for learners, games are undoubtedly more interesting and fun compared to traditional instruction (Randel et al., 1992 cited in Garris et al., 2002). To exemplify, a game has, of course, some clear-cut, specific rules and achievable goals, which may be found enjoyable to obey and challenging to reach by learners. That is why it leads to enhanced performance (Locke & Latham, 1990). Thus, with the help of clear, achievable rules, a game can enable an EFL learner to use the language as a communication means in the game to achieve a set of goals by speaking the language without hesitation and having fun at the same time. Third, especially group games have a competitive and challenging atmosphere in their entirety, which makes games attractive for learners (Malone & Lepper, 1987). In such a competitive environment, learners perform their best to contribute to their team and do whatever they can without thinking about whether they make mistakes or not while speaking English because the ultimate goal is to win as a group by communicating in English for interaction and moving as a whole in the group. As a result, they become motivated to speak subconsciously via games and gain insights and feelings like self-efficacy, dispositions, attitudes, and self-confidence regarding speaking English, which are also factors increasing motivation of the EFL learners to speak.

Speaking as one of the most important skills in the EFL context needs to be fostered to attain the language fully. In pursuit of cultivating EFL learners' speaking proficiency, learners' motivation should be considered since it plays a vital role in promoting speaking skills as a triggering drive for learners. However, EFL learners might lack motives regarding this skill due to some factors. Therefore, to increase their motivation and choose the most appropriate and influential way of improving

speaking skills among EFL learners, integrating fun activities into the curriculum might be considered. From this point forth, it is worth employing games in the classroom to help solve the motivation-related problems of EFL speakers. Furthermore, educational games do not have to be in a real classroom environment with the advance of technology anymore. From online digital games to authentic games, all types of games can be implemented for educational purposes as a motivation enhancer for EFL speakers. However, there have been a limited number of studies conducted measuring the effects of games on EFL speakers' motivation. To conclude, the studies carried out across the globe and in Turkey are limited to make a deduction about the effects of games on EFL learners' speaking motivation.

1.2 Statement of the Problem

Improving EFL learners' speaking skills has been a major concern for scholars and teachers from the very early times because it is one of the most challenging skills of language learning, requiring a lot of effort and time. To contribute to EFL learners' speaking skills, there have been a wide range of approaches, methods, techniques, and procedures developed by scholars. While early theories have based their philosophies mostly on memorizing and applying the grammatical structures and having accuracy, the focus has shifted from accuracy to fluency and from memorization to practice. In addition, whereas traditional methods that were put forward in the early times have been teacher-centered, subsequent methods have taken the learner as the core of learning; namely, learner-centeredness has prevailed. With these recent developments in the field, attention is now paid to individuals. Along with the rising importance of individuals, motivation of individuals needs to be considered regarding being able to achieve tasks and complete the learning process successfully. Therefore, to increase learners' motivation and get them engaged in EFL speaking, appropriate learning materials and methods should be benefitted to get satisfying results in the process. In this sense, it is clear that games, as asserted by Locke and Latham (1990), may lead to enhanced performance thanks to their clear-cut rules, specific elements, and achievable goals that push learners to

win. Thus, games are worth considering to be integrated into the EFL speaking to promote learner motivation, autonomy, self-confidence, and self-efficacy.

1.2.1 Problems in Relation to Speaking Skills

For the vast majority of English learners, speaking remains a challenge because they are incapable of communicating verbally in English (Zhang, 2009). It is a sophisticated and complicated skill requiring simultaneous diverse operations. While speaking even in the first language (L1) might be demanding and challenging from time to time, it seems inevitable to have some difficulty in speaking English as a foreign language (EFL). Speaking-related problems can be evaluated under three categories: educational, social, and personal problems. First, educational problems encapsulate the teachers' teaching styles, theories, and methods adopted and implemented materials and techniques. To illustrate, an EFL learner's speaking proficiency might differ from another EFL learner who is taught other methods and materials. The learners' speaking proficiency may be adversely affected if appropriate methods and techniques are not adopted. Second, social problems refer to the learners' environment, including from family members to TV programs. Whether the father or mother speaks English or not, whether the individual watches TV programs or series in English or not, whether you are in an English-speaking society or not, may impact learners' speaking proficiency. Last, personal problems are the ones that are individual-based such as effort, desire, attitude, and motivation. It is pertinent to if learners desire to study this language, if they give all their effort and energy to that and if they are motivated enough. Kara et al. (2017) indicate that the main reasons why EFL learners in Turkey have problems in speaking English are educational and social reasons, whereas personal reasons are not that influential.

1.2.2 Problems in Relation to Speaking in the Turkish EFL Context

Today English is viewed as a "lingua franca" and in parallel with this, in Turkey, the dominating foreign language is English. Educated Turkish citizens are expected to speak English as a foreign language at school and work. Additionally, the Turkish government's enthusiasm and efforts to improve its citizens' English proficiency can be seen in the recent regulations made by the Ministry of National Education

(MoNE) which has legislated English Language Teaching (ELT) to be compulsory starting from the 2nd grade. However, though English is the leading foreign language in Turkey, most Turkish people cannot be past master at English at a proficient level, which is agreed by learners, teachers, and scholars (Karahan, 2007). There are various cognitive, affective, and social-based problems remaining to be solved in the Turkish National Educational System (TNES) such as the shortcomings of the curriculum, insufficient teacher training programs, teachers lacking confidence and competency, overuse of the first language (L1) in the class, teaching with grammar-based methods, ineffective use of technology, student anxiety due to peer pressures, use of traditional exams instead of alternative assessments and lack of language practice. Along with these, the most significant problem regarding EFL speaking in TNES, as asserted by Çetintaş (2010) and Haznedar (2010), is grammar-based instruction and a lack of oral language practice. Nunan (1999) indicates the importance of giving the learners the maximum number of opportunities to verbally practice the language in meaningful contexts and situations. However, in Turkish EFL classes, mostly grammar structures and rules are paid attention to; thus, accuracy is placed at the core of learning, which means communicative oral language practice and fluency are ignored. In such an environment where learners do not practice producing the language orally, inadequacies in speaking skills emerge, and full attainment of the language cannot happen. Indeed, the MoNE has set forth for a radical change from form-focused language instruction to the meaning and communication-focused one in 2006 (Haznedar, 2010); however, it cannot be said that the new regulations are internalized and embraced by every teacher. This problem is still unsolved. Another problem is exam-oriented teaching. In Turkey, exams have overrated importance from the lowest level of education to the highest level. How well students, teachers, and schools perform is evaluated by the exam scores that they get (Hatipoğlu & Erçetin, 2016). The examinations hinder the full attainment of the EFL because the four language skills are not given equal importance. As both the teachers and students focus on getting high exam scores, receptive skills have prevailed productive skills in Turkey for a long time because of the central written examinations such as high-school or university entrance exams. Thus, students are mostly taught grammar rules, vocabulary, and reading, while

listening and speaking are ignored. Likewise, Yılmaz (2008) highlights that EFL coursebooks studied in Turkish schools are also based mainly on grammar and reading skills and lack of oral communication activities. That is why there is no focus on communication in the Turkish EFL classes, but as Scrivener (2005) argued, "there is no point knowing a lot about language if you can't use it" (page 146). Thus, as Alptekin and Tatar (2011) suggest, foreign language education (FLE) in Turkey still needs betterment and restorations.

1.2.3 Problems Related to Motivation in EFL Speaking

Motivation occupies a great place in the field of EFL as it does in all subjects, as well. It is simply what pushes learners, in this context, to learn English. Second and foreign language motivation, however, does not remain the same all the time. As all learners are unique, motivation is something dynamic. Namely, everyone has different characteristics, and their interests, feelings, motives, or degree of motivation in learning a second language (L2) may also change over time. Within this context, there are some prevalent observed and documented motivational problems for most EFL speakers. These problems might stem from internal or external factors. First, internal factors affecting speaking motivation are about our inner souls of the EFL learners such as their desires, wishes, motives, drives, mood, fortitude, confidence, effort, intents, aspirations, dispositions, enthusiasm, beliefs, and faith. Second, external factors having an impact on speaking motivation might be curricular, classroom-related, or teacher-related problems. Ur (1996: 121) divides motivational related problems in EFL speaking into four categories:

1. "inhibition"- fear of making mistakes; fear of criticism and shyness,
2. "nothing to say"- having no motive to speak,
3. "low or uneven participation"- the lack of chances to participate because of large classes,
4. "mother tongue use"- the tendency to use L1 in the class sharing the same mother tongue.

As can be seen, the first and second specifications are internal, while the third and fourth are external problems affecting the speaking motivation of the EFL learners. To put it more comprehensively, lack of grammar and vocabulary knowledge, lack of

preparation, low self-confidence, fear of making mistakes, fear of being criticized, having no motive to speak, hesitation and shyness are internal; lack of interesting subjects and fun speaking activities is curricular; lack of chances to participate due to large classes and the tendency to use L1 in the class are classroom-related, and immediate error-corrections by the teacher is teacher-related external factors which hinder learners from having higher speaking motivation in EFL classes.

1.2.4 Problems in Relation to Motivation in the Turkish EFL Context

In the Turkish EFL context, motivation-related problems are double-edged: caused by the learners and the teachers. For learners, motivation can be categorized as intrinsic and extrinsic by Self Determination Theory (Deci & Ryan, 2000); and instrumental and integrative motivation (Gardner & Lambert, 1972). First, in the Turkish EFL context, the biggest motivation-related problem is that learners lack intrinsic and integrative motivation. The majority of Turkish EFL learners do not learn English for pleasure and the feeling of achievement that learning offers. Alternatively, they do not learn to integrate with the community of that language or adopt its culture. Instead, they act with instrumental motivation (Tokoz-Göktepe, 2014; Kızıltepe, 2000; Saracaloğlu, 2000; Üzüm, 2007;) and extrinsic motivation (Akçay et al., 2015). That is, they want to learn English mostly to get an excellent job in the future (Doğancay-Aktuna, 1998; Kızıltepe, 2000; Üzüm, 2007) or some of them want it because of family or peer pressure; not to be excluded or humiliated in society. Al Hosni (2014) states that some EFL learners lack motivation as they do not regard learning or speaking English as a real necessity. Likewise, Turkish EFL learners see learning English as a burden on their shoulders rather than a necessity, and they feel that they are forced to learn this language in today's constantly globalizing and connecting world. They think that if they are not able to learn English, there will be some consequences. Second, the prospective steps taken by MoNE over the 10 years have not been effective and enough. To illustrate, the EFL course books and materials are not chosen appropriately by the educational objectives. MoNE provides students with coursebooks, but they are not mostly useful or attractive; thus, teachers make students buy other books to reach the objectives, and they study them instead. Hoai & Chuyen (2021) point out that speaking is found

difficult by students because the teaching is in an old way. In parallel with this, teachers' lack of competency and confidence in using technology (Aydın, 2013) constitutes a problem, too, since using technology may add variety to teaching and attract students, but due to teachers' ineffective technology usages, traditional teaching still rules over. Therefore, the lack of interesting coursebooks and subjects, including classical and traditional activities and exercises, may disincline students from English because they may get bored, which causes them not to develop intrinsic motivation. Moreover, Nation (2003) highlights the importance of fluency-based activities promoting learners' involvement. However, in Turkey, even if MoNE made meaning and communication-based regulations in 2006, teachers still prefer and implement grammar-based methods. Due to form-focused teaching in Turkish schools, students fear making mistakes if they lack knowledge of structures and vocabulary. In addition, as students are imposed on speaking accurately, they become hesitant, anxious, shy, and with low self-confidence in the process. Thus, they do not want to speak for fear of getting criticism from their peers or teachers. Furthermore, Zhang et al. (1995) report that effective speaking calls for special attention and continuous practice. However, there is not much chance for students to participate in hands-on fluency-based activities in grammar-based teaching, which may also demotivate students. In addition, maximum exposure to the target language is needed to produce language competently and fluently (Chomsky, 1965), but some Turkish ELT teachers overuse the L1 in the class (Solak & Bayar, 2015), which leads learners to speak L1, too and alienates them from practicing English orally.

In sum, in EFL teaching, the common rooted problem is speaking skills. Learners have educational, social, and personal problems with speaking. Motivation for speaking also poses a great deal of problems. There might be internal and external sourced motivational speaking problems of learners. In Turkish EFL classes, the main problem arises from both learners themselves and the teachers. Learners lack intrinsic and integrative motivation to speak English; rather, they have instrumental motivation to get a good job. On the other hand, teachers insist on grammar-based language teaching, which puts accuracy to the core and leads learners to fear making mistakes, being criticized, having hesitation and low self-confidence, and being anxious and shy. In addition, implementing uninteresting materials, teaching with

traditional methods, and overusing L1 in the class causes learners not to develop intrinsic motivation; rather, they get alienated and lose their desire to speak it. In this context, deploying entertaining and intrinsically motivating elements like games, songs, movies, or series can give rise to a willingness among EFL learners (Yolageldili & Arikan, 2011). Therefore, games can help solve these motivational problems in the field of EFL speaking in some ways. First, games may increase students' intrinsic motivation to speak English more since they are fun in nature, and students mostly enjoy having fun while learning. Second, rather than employing traditional teaching methods and materials, using games may add variety to the EFL curriculum in Turkey in terms of speaking skills. Games may fulfill the need for diversified and interesting materials; thus, students do not get bored and may develop an interest in EFL speaking. Third, most speaking games are interactive, so they improve EFL learners' communicative, social, and personal skills. In this way, with the help of games, learners do not grow shy, hesitant, anxious, and with low self-confidence while speaking English. Fourth, some group games or pair-work games have specific aims and clear-cut rules, and to reach the goals of the games, learners do not often focus on accuracy, which increases the focus on fluency. Therefore, while playing speaking games, EFL learners may get rid of the fear of making mistakes due to lack of vocabulary knowledge or structure knowledge, of being criticized by peers or the teacher, of speaking without preparation.

1.3 Aims of the Study

Speaking gets a significant share of the pie in English as a foreign (EFL) language context for several reasons. However, it is also one of the most problematic skills in language learning. The lack of motivation is one of the most important problems affecting the mastery of speaking skills in the EFL context. Within this framework, games may have some beneficial effects on the speaking motivation of EFL learners. However, no studies were carried out measuring the correlation between the effects of games and EFL speakers' motivation. Thus, this study has two aims. The first one is to examine the level of EFL speaking motivation that Turkish EFL learners have

towards speaking and the influence of games on EFL speaking motivation level. The second is to examine Turkish EFL learners' perceptions of the use of games in speaking classes and the relationship of demographic variables with the levels of speaking motivation and perceived use of games.

1.4 Significance of the Study

The study seems to be highly significant with regard to several reasons. First, the study underlines the importance of motivation for EFL speaking skills. Second, the study offers some insights into the solution of motivation-related speaking problems in the Turkish EFL context. Third, the study contributes significantly to the related literature by discussing the effects of games on EFL speaking motivation. Fourth, in the end, the study also makes recommendations for the researchers, teachers, and curriculum designers to integrate games into speaking activities.

1.5 Research Questions

In the Turkish EFL context, some problems are resulting both from students such as lack of intrinsic motivation, shyness, anxiety, hesitation, low self-confidence, fear of making mistakes, fear of being criticized by the teacher or peers, and also from teachers such as lack of interesting materials, insist on focus on form, overusing of L1. However, by implementing games into the EFL classrooms in Turkey, these problems may be solved to some extent, or the degree of problems about speaking, problems about motivation, and problems about speaking motivation can be reduced, or some progress can be made. In this context, games might be beneficial as motivation enhancers because they are fun, interactive, and interesting; thus, they may increase intrinsic motivation, add variety to the curriculum, foster communicative, social, and personal skills and improve fluency in speaking. Therefore, this study aims to examine the effects of games on EFL learners' speaking motivation. To this end, this study asks four research questions:

1) What is the level of speaking motivation among Turkish EFL learners?

2) How do Turkish EFL learners perceive the use of games in speaking classes?

3) Does the use of games in speaking classes affect the level of speaking motivation among foreign language learners?

4) Do demographic variables relate to speaking motivation and perceived use of games in speaking classes?

1.6 Limitations of the Study

Several limitations can be noted. First of all, this study is limited to 136 English preparatory school students studying at various universities in Turkey. Second, this study is limited to descriptive research design, including two Likert-type scales and a background questionnaire. Third, the study is limited to the investigation of the relationship between EFL speaking motivation and learners' perceptions of using games in EFL speaking classes. Furthermore, the data collection method is limited to the SMS and Gamification Process in Undergraduate Education Scale.

2.RELATED LITERATURE

This chapter is comprised of two main sections. First, in the theoretical framework of the study, comprehensive descriptions of speaking, motivation, and games and hypotheses about them are introduced. Second, related literature on speaking motivation, games in the EFL context, use of games in speaking skills, effects of games on motivation, and the relationship between games and speaking motivation is extensively presented.

2.1 Theoretical Framework

This section is comprised of seven sub-sections with detailed information about the theoretical framework of the study. First, speaking, its definitions and main hypotheses put forward about it are mentioned. Second, motivation, its characteristics, and prominent theories regarding it are touched on. Third, a speaking motivation model is discussed. Fourth, games in the EFL context are introduced with their definitions and two pivotal theories in the area; Gamification and Game-Based Learning Theories, along with two models of gamification, Educational Gamification Five-Step Model and MDE Framework. Fifth, the use of games in speaking skills is explained by various types of educational games. Moreover, the effects of games on motivation are examined, and related theories are sorted out. Lastly, the relationship between games and speaking motivation is examined, and a related theory and model is demonstrated in-depth.

2.1.1 Speaking

Speaking is defined as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney & Burk, 1998; 13). It is also described as a "combinatorial skill" that "involves doing various things at the same time" (Johnson, 1996; 155). Based on these definitions, it can be inferred that speaking is the actual use of the knowledge of all language levels such as phonology, morphology, syntax, semantics, pragmatics via utterances, the ability to combine sentences to produce meaning beyond sentence level coherently and cohesively, knowing what to say when and where ability to keep conversations going via successful turn-takings.

In terms of speaking, the Comprehensible Input Hypothesis by Krashen (1982) suggests that for acquisition to take place, it is necessary for language learners to be exposed to the target language input slightly above their level (i+1), through which our brains can process information from the outside and make utterances via Language Acquisition Device (LAD) put forward by Chomsky (1965). In a sense, it is a kind of input-to-output transformation. However, since comprehensible input is an authentic and unmodified way of exposure to the target language in naturalistic contexts, it might fall short to cover the foreign language context because foreign language learning might not take place in a natural environment; instead, it mainly occurs in synthetic language classrooms designed for this purpose. Thus, learning via interactions is at the core of the EFL context. In line with this, the Interaction Hypothesis by Long (1996) goes further in detail and claims that interactionally modified input is more beneficial than comprehensible input because, in interactionally modified input, the goal is to ensure that the message is understood correctly by condensing the language and minimizing the risk of i+1. It may house confirmation checks, comprehension checks, and clarification requests in the classroom. Moreover, the Output Hypothesis by Swain (1985) is also of high importance in the EFL context. It suggests that producing output encourages students to amend their utterances, assists them in negotiating meaning and form, and assesses the accuracy of applying previously taught forms to new forms. Following Swain, two types of output emerged in this framework: pushed output, which is shaped by

the aid of language teachers or native speakers, and self-initiated output, which is the learners' knowledge and recognition of their own mistakes and correcting them.

2.1.2 Motivation

McDonough (2007: 369) defines motivation as "what moves us to act, in this context to learn English, to learn to teach English or to teach it. This deceptively simple statement reveals, however, the four elements it involves:

- the reasons why we want to learn,
- the strength of our desire to learn,
- the kind of person we are, and
- the task, and our estimation of what it requires of us."

In terms of motivation, four insights come to the fore in the EFL context: intrinsic and extrinsic motivation by Self Determination Theory (Deci & Ryan, 2000); and instrumental and integrative motivation by Gardner's Motivation Theory (Gardner & Lambert, 1972). Intrinsic motivation occurs when we do an activity for our own sake; that is, for the enjoyment, learning, and feeling of accomplishment that it provides (Lepper, 1988) without any obvious external rewards. Therefore, it is simply learning English as a foreign language in the EFL context with no reason other than enjoyment and satisfaction that it houses. On the other hand, extrinsic motivation occurs when we act to attain some external rewards such as money, prizes, fame, grades, other benefits, and social acceptance or eschewment concrete and intangible penalties such as time-out, scolding, rejection, or a sense of poor self-worth. As for instrumental and integrative motivation in the EFL context, Gardner and Lambert (1972) state that the first includes functional reasons for learning a language such as passing an examination, getting a better job, or a higher salary, while the latter is the desire to integrate with the members of English.

2.1.3 Speaking Motivation

According to Gardner's Socio Educational Model (1985), three main factors affect the "motivation of *learning* an L2": positive attitudes towards the language and its community, the enjoyment of learning, and external factors such as parents' pressures, getting rewards, pragmatic aims. However, when it comes to "motivation of *speaking* an L2", among these, obviously the most influential one is the positive attitudes as it fosters intrinsic motivation. Going deeper, this is meant to have integrativeness (genuine interest) in the L2 community, favorable attitudes towards the language, and integrative orientations towards the community and its users to some degree. First, to have the highest intrinsic motivation to speak an L2, learners need to integrate themselves into that community. In other words, they need to have pure interests (integrativeness) in the community of that language in that they need to wonder how that society is like, how their culture is like, how their literature is like, and so on. Second, they need to have favorable attitudes, beliefs, opinions towards the language itself. If they think learning and speaking that language is very hard, then they get demotivated. Third, they need to have some integrative orientations and adaptations towards the L2 community and its users. They must internalize the language and community and need to embrace them in all aspects with their every tiny tenet to be able to speak it with the fullest motivation because without adopting, one cannot actualize the action of speaking an L2 completely. In short, at the end of the process, they should feel like a member of that community. Similarly, Gardner and Lambert (1959) state that the motivation of learning an L2 is determined by the demeanor that learners have towards the L2 community and the aspiration to become a member of that community.

2.1.4 Games in the EFL Context

A game is a voluntary, fun, and unpredictable activity that is separate from the real world and administered by rules (Caillois, 1961 as cited in Garris et al., 2002). In another definition, it is defined as "a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome." by Salen and Zimmerman (2004: 80).

In terms of the term “game”, Gamification Theory and Game-Based Learning Theory are at the heart of the EFL contexts. According to Deterding et al. (2011: 1), gamification is defined as “the use of game elements and game design techniques in non-game contexts”. In the definition, the term “game elements” refers to the points, teams, virtual goods, badges, levels, boss fights, leaderboards, combat, progression charts, quests, performance graphs, avatars, and rewards which are used in most of the games nowadays. “Game design” refers to the design of the game which should be artistic, systematic, original, and creative to provide fun, depth, and lushness to the players’ experience at the same time. By “non-game context”, anything other than the actual game is referred to as business, education, school, social impact, and personal improvement. On the other hand, as Caponeto et al. (2014) define, Game-Based Learning is the adaptation and implementation of games to educational settings with educational purposes on the mind. Experiential learning, safe practice, and interaction are what GBL stands for. Learning through games enables students to acquire knowledge by experimenting in non-threatening scenarios, practicing the language, and interacting socially with the environment and their peers. Moreover, while examining games in the EFL context, it would be inevitable not to touch on the “MDE framework of gamification principles” model which illustrates factors affecting gamified experiences such as mechanics, dynamics, and emotions.

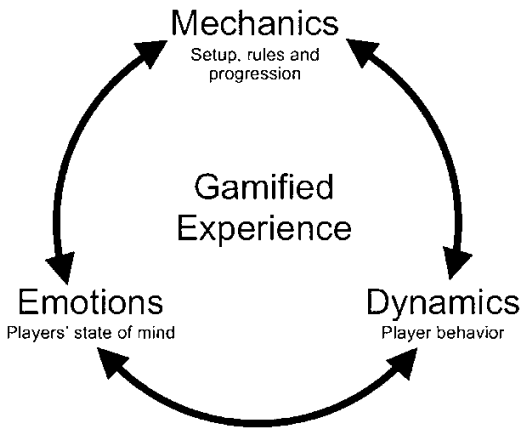

Figure 1. MDE Framework of Gamification Principles (Robson et al., 2015: 416)

While playing games, emotions occupy an important place in that both positive feelings like exhilaration, entertainment, awe, astonishment, marvel, personal success and negative feelings like unhappiness with a loss or despair at not obtaining a prize may arouse. In addition, if players do not enjoy the game, they may not go on playing it, so gamification sees creating player enjoyment as the utmost player engagement goal (Sweetser & Wyeth, 2005). Within this context, gamification designers' focus is on developing or choosing appropriate game mechanics (game rules, setup, and progression) to have control over the gamified experience because if the mechanics can engage players in the game, desired dynamics (player behavior) and emotions (players' state of mind) emerge. In other words, the mechanics of a game can also shape the player's emotions and dynamics. Alternatively, in a successful gamified experience, players' emotional reactions and the dynamics that come along during the game may shape the mechanics that administer the game. From this point forth, as seen, these gamification principles illustrated above are interdependent and of prime importance.

Table 1. Gamification Definitions – Illustrated by Marache-Francisco and Branbier (2013)

Deterding et al. (2011b).	Thom et al. (2012)	Zichermann & Cunningham (2011)	Witt, Scheiner & Robra Bissantz (2011)	Iactionable (2012) (gamification platform)
An informal umbrella term for the use of video game elements in non-gaming systems to improve user experience (UX) and user engagement.	The use of game mechanics in non-gaming applications aims to create a sense of playfulness in nongame environments so that participation becomes enjoyable and desirable	The process of game-thinking and game mechanics to engage users and solve problems.	Implementing principles and mechanics of games (like points, leaderboards, or levels) in a serious context is called "Gamification" and illustrates one possibility to increase the level of enjoyment and flow and hence, to address these challenges [encourage customers to submit ideas].	Gamification increases engagement by leveraging feedback mechanisms traditionally found in games.

Furthermore, to gamify education, EFL instructors or teachers follow a five-step model which is presented below. First, for the model work successfully, EFL teachers should identify the learners' profile, level, aptitude, and interests, and s/he should define the objectives accordingly at the same time planning the lesson. Later, the resources available to help the learners proceed and measure their progression at the end should be identified, and in line with this, game elements (badges, points, and leaderboards) should be implemented.

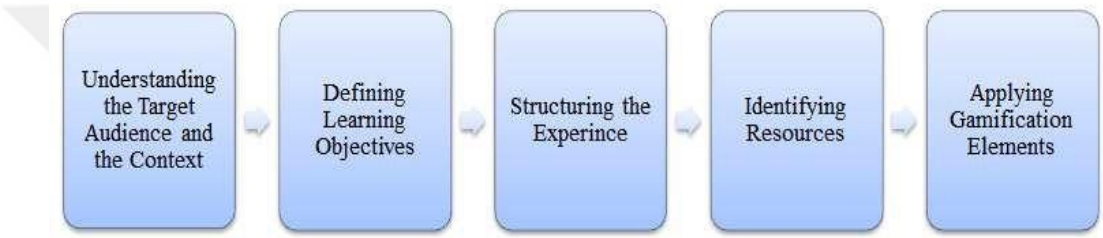

Figure 2. Educational Gamification Five-Step Model illustrated by Huang and Soman (2013)

2.1.5 The Use of Games in Speaking Skills

There are various types of educational games to consolidate the speaking skills of EFL learners: competitive games, cooperative games, linguistic games, and communicative games. In competitive games, learners work in a group and compete to be in the lead, attaining the goal. In cooperative games, learners work in a group altogether. That is, they cooperate towards a common goal. In linguistic games, learners are supposed to form correct sentences, utter correct structures, remember, and say the correct word. Linguistic games place linguistic accuracy at the core. Lastly, in communicative games, learners are engaged in performing a task like filling in charts, matching, drawing, and rewriting. In language classes, the followings are the most common games which are utilized: *Find someone who, Fly Swat, Hot seat, Never have I ever, Alibi, Taboo, Mafia, Line ups, Puzzles, Puzzle-*

solving, Miming, Mr. Crocodile, Bingo, Listen and do, Guessing, Matching, Matching-up, Board games, Card games, and Roleplays. In general, games may be benefitted for the following purposes :

- as warm-up activities at the beginning of the lesson
- as practicing activities for a structure being studied in the lesson
- as reinforcement activities for already learned material

Moreover, there are two phases of games: memorizing and communicating. For memorization games (memorizing phase), accuracy is essential, and the goal is to make the meaning of the word stable in the learner′s mind so that learners can recall and produce the correct word. Therefore, in this phase, simple versions of matching, guessing, and miming are used. In Communication games (communicating stage), on the other hand, fluency is in focus. Achievement of a goal and successful completion of a task like finding a person, solving a puzzle is given importance. In this phase, language is produced flexibly, and creativity is required.

2.1.6 The Effect of Games on Motivation

Players' motivation is largely determined by two prominent clusters: extrinsic and intrinsic motivation (Deci et al.,1999; Ryan & Edward, 2000). Muntean (2011) asserts that gamification knits these two types together by using extrinsic rewards like points, levels, and badges to increase engagement while raising certain feelings like achieving mastery, autonomy, and a sense of belonging. The social aspect of motivation cannot be ignored in games. Competition, social interaction, or cooperation may also impact players' behavior (Malone, 1981; Yee, 2006). Hence, following Vassileva (2012), Karimi and Nickpayam (2017) provide a range of motivations ranging from extrinsic through social to intrinsic. Extrinsic motivation, which is the subject of Expectancy Value Theory and Skinner's Reinforcement Theory, is on one extreme of the thread. According to these theories, motivation is the act or activity of inducing extrinsic rewards. On the other extreme, Maslow's Hierarchy of Needs, Atkinson's Need Achievement Theory, Bandura's Self-Efficacy Theory, and Goal Setting Theory all focus on intrinsic motivation. All of these

theories are founded on needs. In the middle of the thread, social motivation of games which is the subject of Festinger's Social Comparison and Personal Investment Theory (PIT), has its place. The Self-Determination Theory of Deci and Ryan is a broad theory that encompasses not only intrinsic but also extrinsic motivation on a thread from internal to external motivation.

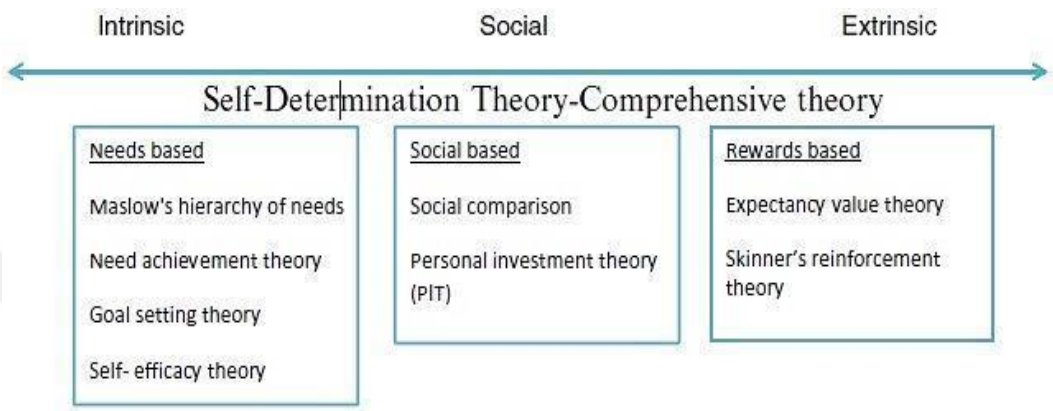

Figure 3. Model of Motivation in Games, Based on Deci and Ryan (2000) and Vassileva (2012); Illustrated by Karimi and Nickpayam (2017)

2.1.7 The Relationship between Games and Speaking Motivation

The Self Determination Theory (Deci & Ryan, 2000; Vansteenkiste, Ryan, & Deci, 2008) takes three innate needs into account for optimum function and growth to take place: competence, autonomy, and relatedness (connection). Satisfaction with these needs increases enjoyment and consequently improves user engagement. First, competence is to attain mastery in tasks and acquire skills. Looked from the perspective of L2 speaking, it is apparent that when L2 learners feel that they have the required skills or ability to be successful, they probably take more actions because they get motivated with this feeling of competency. To put it simply, if people are good at something, they keep doing that; they do not give up; that is why feeling competent is important. Second, autonomy is to have control over one's behaviors or actions. In the L2 speaking context, learners feeling that they control their actions and goals get more motivated with this sense of autonomy and take

more actions. Autonomous learners know that they are the ones who do whatever is aimed, not anybody else. That is why, they also know they are the ones who are in charge of their behaviors and who can direct themselves, which contributes to self-determined extrinsic motivation, as well. Third, as for relatedness (connection), it is to feel attachment or to belong to other people. Namely, it is the need to be connected to others, have meaningful relationships and interactions with others, and experience caring for others, which is the social dimension of the theory. In the L2 speaking context, learners who interact with other learners establish a relationship with them through different interactive activities like games get more motivated since human beings need to interact and socialize, which push them to take more actions.

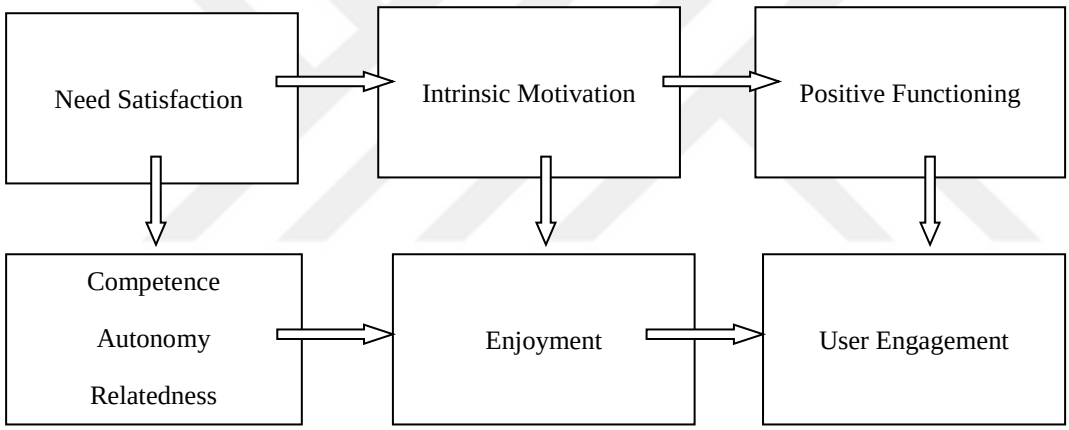

Figure 4. Baseline Model Driven by the Self-Determination Theory

When these needs are satisfied, they allow L2 learners to flourish with intrinsic motivation, resulting in increased enjoyment and user engagement. Therefore, it is vital to understand that social settings that meet these three needs are the pavements towards increasing intrinsic motivation. In accordance with this, to foster speaking motivation, language teachers should know how to motivate students and know how to create settings or conditions where students can motivate themselves. As a good example of this, games can be shown.

Research has asserted that games are good at satisfying these three psychological needs: competency, autonomy, and connection (Richer et al., 2015). Through games, settings that promote the intrinsic L2 speaking motivation can be set up since games vitalize these needs. First, all games have some goals, and by the means of speaking, players try to reach these goals by solving problems, getting immediate and frequent feedback, and progressing towards mastery. So, by doing these, if they reach the goals, they feel, of course, competent. Second, games are learner-centered activities, and through speaking, players can experiment on the tasks, generate ideas, fail or succeed, do whatever they want without fear of failure because games are unrealistic realms enabling learners to get relaxed and have fun. Furthermore, in the course of playing a game, players can customize it according to the needs without violating the rules of games, of course. All these require autonomy; namely, if players take action freely with their wills and act fairly obeying the rules towards the goal, they feel undoubtedly autonomous because they have managed to control and direct themselves. Third, games are interactive, so they require social interactions in that players are expected to cooperate and act as a whole group, which leads them to feel connectedness towards the group that they are a member of, and in this way, they create meaningful relationships with the group. Also, as there is a purpose or goal in games, groups or pairs need to compete with each other altogether to accomplish the goal. As seen, games embody and foster all these three innate needs necessary to develop intrinsic motivation, feel enjoyment, and user engagement while practicing the speaking skill. Also, games are fun, interesting, interactive, and unrealistic relaxing realms for L2 learners, increasing intrinsic motivation.

Table 2. Game elements by Self-Determination Theory

Autonomy	Competence	Relatedness
profiles, avatars, configurable interface, alternative activities, privacy control, notification control	positive feedback, optimal challenge, intuitive controls, progressive information, points, badges, leaderboards	teams, community, messages, chat, connection to social networks, cooperation

In brief, while playing games, learners get involved in it (autonomy); namely, they experience the language by producing it and interacting with group members or partners (connection) to reach a specific goal (competency) determined by the game rules. What is more, all of these happen in an unrealistic, non-threatening, and mostly fun setting, which is likely to foster learners' intrinsic motivation and lead to increased enjoyment and user engagement. Within this framework, integrating educational games into the curriculum to intensify L2 speaking motivation is of high cruciality.

2.2 Literature Review

This section displays a brief review of the literature. With this motive, first, a review of research on speaking motivation is revealed. Then, in the EFL context, research on games is focused on. Next, the use of games in speaking skills is reviewed. Later, studies on the use of games on motivation are presented. Finally, studies on the relationship between games and speaking motivation are reviewed.

2.2.1 Research on speaking motivation

Research shows that the main factor affecting EFL learners' speaking motivation is being criticized by their peers when making mistakes, and those seeing their English as good are less anxious and unwilling to speak compared to those who see their English as poor. First, Tok (2009) examined the communication barriers that Turkish EFL students face in English language classrooms and expressed that the reason for feeling anxious and unwilling during the English speaking process is to be criticized when making mistakes, especially before their peers. It was also uncovered that students regarding their English as "poor" have more anxiety and unwillingness to speak in English classes than other students viewing their level as "very good, good and OK".

Research also indicates that deploying socio-affective strategies to enhance students' speaking motivation is perceived positively by the students. For example, Hakim

(2019) carried out a study to increase the students' motivation in speaking through the use of socio-affective strategies. With this object in mind, it focused on finding out the teachers' way of implementing socio-affective strategies and describing students' perceptions. The researcher conducted a case study, collected data through classroom behavior observation, interviews, and questionnaires, and exploited the data triangulation technique to ensure that the research result is more valid. The results displayed that there were six ways in using socio-affective strategies in teaching speaking which are lowering students' anxiety, promoting students' speaking, managing students' feelings, directing questions, partnering with others, and having empathy with others. It also showed that students had positive perceptions towards utilizing socio-affective strategies to augment their speaking motivation.

Research also points out that employing interactive, exciting, and engaging activities and group tasks boosts and sustains students' speaking motivation and confidence. For instance, Ulla (2020) conducted research and provided some pedagogical implications on students' speaking motivation and their perceptions of a Task-Based Language Classroom (TBL). A survey was used to obtain data from 137 Thai students enrolled in a general English class at a Thai university and having an English proficiency of A1 in their university English placement test. The results disclosed that using interactive, exciting, and engaging activities got students to be more motivated towards the language. Another implication was that for those EFL learners who are not used to using English in and outside the class and have low speaking confidence to commence and maintain a conversation, it is vital to be exposed to and practice the language to enhance their speaking confidence and motivation. Thus, teachers were suggested to design language activities accordingly. Lastly, it was revealed that students learn and perform language better in group tasks. Therefore, Ulla (2020) recommended that teachers should conduct more group tasks to promote high speaking confidence and motivation.

2.2.2 Research on games in the EFL context

Studies investigating the place and role of games in the EFL context reveal that games positively influence learning English as they are fun, effective, and create a motivating non-threatening atmosphere in an interactive environment. Gozcu and Caganaga (2016) wanted to assess the degree to which games were crucial in EFL classrooms. They used two types of qualitative research methods in their study: semi-structured interviews and observation, as well as multi-method triangulation. In data collection, audio-recorded interviews and observation were deployed. The participants were two undergraduate students who were taught English using a customized version of the game "Twister" for teaching. Based on the findings, Gozcu and Caganaga (2016) indicated the importance of games and determined that games should be used in second language learning classrooms as they provided an entertaining and motivating atmosphere for EFL learners with high learning performance. In another study, Maasum et al. (2015) carried out a study in Malasia that examined the effects of games in EFL classrooms. In Malaysian schools, the second language taught was English, and outside the school, students, especially young learners, were exposed to English to a great extent via English media and language learning activities. However, in rural primary schools, students did not have abundant exposure to English media and rarely used English outside the class. They also abstained from taking part in English class activities due to a lack of motivation and self-confidence. In one of their courses at university, as their final school assignment, 40 Bachelor of English Language Studies third-year students devised language games, and a rural school was chosen to handle the pilot project in an informal classroom environment. These undergraduates acted as facilitators to 112 students who all are nine years old and made them involved in language games. It was observed that students performed better and were inhibited less with their young facilitators in an informal, non-threatening environment. In the end, the students were given a self-report questionnaire to obtain feedback on how they felt about the games and the facilitators. Based on the adequate amount of feedback from the pupils, Maasum et al. (2015) indicated that language games positively impacted teaching English. Likewise, Mubaslat (2012) tried to identify the function of educational games in the acquisition of a foreign language, as well as to compare

games to more traditional methods as effective learning instruments for students in Jordan's governmental schools. By using three groups out of six randomly, experimental research was carried out. A one-way Analysis of Variance (ANOVA) was implemented based on achievement levels, and Pearson's Correlational analysis was used to see the relation between educational games and learning a foreign language. The experimental group's post-test result was much better than the controlled one; namely, games positively affect the achievement for the early stages of learning a second language and offer an interactive environment. So, Mubaslat (2012) advocated for the use of games in language instruction since they are particularly beneficial in the early stages. On the other hand, research also suggests that games have both benefits and costs since it takes much time to prepare games and implement them in the classroom. To illustrate, Kumar and Lighter (2007) investigated adult learners' impressions on interactive classroom teaching techniques in a two-phase study. Sixty-two college professors and 45 business trainers were polled about their teaching and training methods in the first phase of the research. Trainers employed a wider range of instructional strategies in their presentations, including visual aids and interactive exercises, such as games, and reduced the time spent teaching compared to college professors. In the second phase of the research, five professors were supervised in the conversion of traditional lectures to interactive games. When their comments were asked to students, they stated that they enjoyed the lesson and learned a lot, but when they were asked how long they would want to be lectured, their answer was %51. On the other hand, when asked for faculty members, they stated that they liked teaching via games, and the process was fun, but preparing games took a lot more time than lecturing. Thus, it was seen that games have both benefits and costs. Regarding these, in the end, Kumar and Lighter (2007) made suggestions for strategies to benefit games in the college classroom.

2.2.3 Research on the use of games in speaking skills

Research illustrates that implementing games offers a learning environment where students contribute to their speaking skills by participating actively without having stress or getting bored and with increased self-confidence and high fluency in

speaking skills. While speaking English, most EFL learners in Asia did not feel confident or were frequently terrified of making mistakes and being mocked in front of their peers. That is why Dewi et al. (2017), in their study, aimed to know whether there was an impact of communicative games on teaching speaking skills and described how these games have an influence on speaking skills of students at junior high schools in Jakarta, Indonesia. In this study, Classroom Action Research (CAR) was performed and planning, acting, observing, and reflecting procedures were followed. It was done in two cycles. With some of the English teachers, collaborative action research was used. The data was gathered in a variety of ways like interviews, observations, questionnaires, and tests; the test was only given to students, and the others were conducted for both teachers and students. In conclusion, Dewi et al. (2017) noted that communicative games had positive impacts on the teaching and learning process. They increased students' active engagement, confidence, and fluency in speaking abilities by making the learning process more fun and lowering boredom and tension. Moreover, Pham et al. (2019) carried out a study examining the effects of the use of games on EFL learners' speaking performance. The study was experimental, and while the control group was taught with the PPP method (presentation, practice, and production), the experimental group was also taught the PPP method, but at the same time, games were implemented into the learning process of the experimental group. Pre-tests, post-tests, questionnaire, and interviews were employed to collect data. The results indicated that students had motivation while learning in the speaking classroom, and their speaking skills improved a lot. In addition, Pham et al. (2019) suggested gaming activities be applied in EFL classes to increase students' participation in the process of learning effectively.

2.2.4 Research on the use of games in motivation

Studies have demonstrated that the use of games fosters language learning motivation. As traditional games are in decline with improving technology, Wichadee and Pattanapichet (2018) conducted a study to determine the effects of a digital game on students' learning performance and motivation in English Language classes. Two groups of students participated in quasi-experimental research. While

the control group was taught with the traditional method, the experimental group was taught using the digital game “Kahoot”. The tools used to collect data in this study were pre-tests, post-tests, and questionnaires on the students’ motivation and attitudes toward gamification in language learning. Independent t-tests and One-way Analysis of Covariance (ANCOVA) were used to analyze the data. The results revealed that the experimental group participants got higher scores than the ones in the control group, and the experimental group's motivation was significantly greater than the control group's. To this end, Wichadee and Pattanapichet (2018) concluded that using digital games has a positive impact both on students’ learning performance and motivation in language learning. Similarly, Ochoa et al. (2016) aimed to shed light on the connection between communicative activities and students' motivation to study English as a foreign language because although there has been much research on motivation, very few studies have highlighted the impacts of classroom communicative activities on EFL learners’ motivation. One hundred eighty senior high school learners (86 male and 94 female) and 8 EFL teachers in a town of the Amazon region of Ecuador completed a questionnaire. All of the teachers and a sample of these students took part in a face-to-face interview. Both students and teachers were given questionnaires. For this study, a six-point Likert scale was used to gather data. A mixed-method approach was used to conduct the data analysis, which included both quantitative and qualitative methodologies. Findings demonstrated that students and teachers both believed communicative activities, such as games, were stimulating. They improved students' English fluency, pronunciation, and performance in a fun way because they felt encouraged and motivated when they assisted one another with activities. In addition, according to Fitzgerald (2015), primary students could acquire and use English as a second language better if teachers incorporate games in their teaching. Thus, to prove this, Fitzgerald (2015) focused on the influence of games on language learning and acquisition, motivation, and self-esteem in his study. For the study, 14 fourth-grade students, nine girls, and five boys, were chosen from a village in Bihor County, Romania. The observation was used to see students’ attitudes towards games played, and a questionnaire was employed to collect data about students’ language learning, motivation, and self-esteem. Students were asked to describe situations where they feel confident and

motivated to learn English and their feelings when they have better scores. The pre-test and the post-test were implemented to check students' knowledge about the topic "weather". The findings illustrated that teachers could increase students' motivation and interest through games. Additionally, Fitzgerald (2015) stated that using appropriate games could help students build self-esteem and self-confidence while learning English as a second language. In another study, Mahmoud Raba and Tanni (2014) sought to determine the place of games in enhancing students' attitudes toward learning English from the teachers' point of view. During the second term of the academic year 2010-2011, a 30-item questionnaire was administered to 20 male and female UNERWA teachers teaching English to young Palestinian students aged from 6 to 10 (grades 1-4) in the schools of Jenin Refugee Camp, Ya'bad, Araba, and Rommana, where United Nations Educational, Relief and Work Agency (UNERWA) was in charge. Various statistical procedures such as means, t-test, and one-way ANOVA were used for data analysis. After analyzing the collected data, it was found that most of the English teachers in these schools agreed that using games in the class had a significant influence on the students' attitudes towards learning English. They asserted that using games in class is both entertaining and promoted creative and critical thinking, problem-solving, role-playing, and collaboration. In consideration of these findings, Raba and Tanni (2014) proposed employing games as short warm-up exercises and energizers to attract learners to learn and bring real life to learning.

2.2.5 Research on the relationship between games and speaking motivation

Research points out that implementing games in the class help students deal with the problems they face while speaking and improve their speaking skill. Most EFL students had difficulties in speaking English; thus, Saliha (2015) researched to solve this problem using games to improve students' speaking skills by motivating them. The research hypothesis was that the use of games in EFL classrooms could enhance students' speaking skills by motivating them to participate in the classroom. Thus, this research aimed to test this hypothesis. It depended on the descriptive methodology of investigation which includes two questionnaires. Participants were

40 first-year LMD students and five teachers of oral expression at the department of English at Mohammed Kheither Biskra University. Saliha (2015) found that the usefulness of games was essential to overcome the students' difficulties and develop their speaking skills. In another study, Zakaria and Sahil (2018) investigated students' intrinsic and extrinsic motivation in learning speaking while playing word association games and examined students' attitudes due to these kinds of motivation. A qualitative design was used. Questionnaires and observations were benefitted for collecting data. Twenty-eight students participated in the study. The results indicated that students had four kinds of intrinsic motivation: desire, interest, achievement, and goal. For extrinsic motivation, it was revealed that they need motivation from teachers, parents, and the classroom environment. As to students' attitudes, they grasped the content of the game and answered the teacher's questions correctly and actively. In the light of these findings, researchers concluded that using games influenced students' motivation to speak using games and the students' attitudes were positive. They also recommended teachers make use of games as a method with which they can improve students' motivation in learning speaking.

2.2.6 Conclusion

Based on the omnibus review of the research presented above, certain conclusions can be drawn. First, the use of games in EFL contexts contributes to students' speaking motivation to a great extent in that the use of games influences the learners' speaking motivation positively by enabling them to have fun, by creating a competitive atmosphere, by fostering their self-esteem, and autonomy. Second, thanks to games, learners' active participation in the lessons increases, their pronunciation and fluency at speaking improves, and high learning performances are observed because, as reported by learners, games reduce the boredom and stress of the learning process. Third, interactive, exciting, and engaging activities and group tasks heighten students' speaking confidence and motivation since they learn and perform the language better when they are in a group.

3. METHODOLOGY

In this section, the methods and procedures of the study are displayed. First, the research context is explained in the research design part. Second, research participants are introduced. Third, data collection tools are presented. Fourth, the research procedure is clarified. Lastly, how data were analyzed is explained.

3.1 Research Design

The study mainly examines whether games can be beneficial to enhance EFL students' speaking motivation. Thus, it is based on the practical research type. Practical research is conducted for problems having practical solutions and offers practical implications accordingly. Within this framework, in this study, to address EFL students' low speaking motivation problem, just as SLA researchers have alleged, the use of games was offered as a possible solution, and practical implications were provided. In addition, the study follows the analytic approach as the data was probed in small components to exhibit a coherent image by connecting them. Moreover, the study has deductive objectives because it does not gain new insights into the research topic, and it does not generate a hypothesis based on those insights. Rather, it aims to test and see the validity of existing hypotheses which were put forward by SLA researchers. Furthermore, as the study aims to describe the relationships among factors, a descriptive research design was used. Lastly, a survey -the most prevalent quantitative data collection tool in descriptive research design- was conducted to gather a great amount of data.

3.2 Participants

The participants in the study were 136 students who are studying right now at English Preparatory School at various universities in Turkey, have studied recently at English Preparatory School at various universities in Turkey and are in their departments at university now, and had studied at English Preparatory School at various universities in Turkey and graduated from university. They were all non-native English speakers who speak the same mother tongue. They are all taking, have taken and took English lessons at preparatory schools of universities leading them to master all language skills like reading, writing, listening, speaking, grammar and vocabulary. Participants' minimum age is 18, the maximum age is 37, and the mean age is 21.33. There were 77 (56.6%) female and 59 (43.4%) male participants. In the final exam at English preparatory school, participants' minimum achievement score is 54, maximum achievement score is 100, and the mean achievement score is 82.67 out of 100. In the background questionnaire, they were asked their current English level, and as the results indicated, 27 (19.9%) of the students had A1 level English, 17 (12.5%) of them had A2, 30 (22.1%) had B1, 35 (25.7%) had B2, 24 (17.6%) had C1, and 3 (2.2%) of them had C2 level English. As for participants' departments at university, 10 (7.4%) participants are from Economics, 8 (5.9%) participants are from Business Administration, 7 (5.1%) are from Computer Engineering, 7 (5.1%) are from English Translation, and Interpreting, 7 (5.1%) are from International Relations, and 7 (5.1%) are from International Trade. In addition, 5 (3.7%) participants are from Mechanical Engineering, 5 (3.7%) are from Psychology, 4 (2.9%) are from Applied English and Translation, 4 (2.9%) are from History, 4 (2.9%) are from Industrial Engineering, 4 (2.9%) are from International Logistic and Transportation, and 4 (2.9%) are from Political Science and Public Administration. Moreover, 3 Civil Aviation (2.2%), 3 Interior Architecture (2.2%), 3 Law (2.2%), 3 Radio, Television and Cinema (2.2%), 2 Architecture (1.5%), 2 Aviation Management (1.5%), 2 Banking and Finance (1.5%), 2 Computer Programming (1.5%), 2 English Language Teaching (1.5%), 2 International Trade and Finance (1.5%), 2 International Trade and Logistics (1.5%), 2 Political Science and International Relations (1.5%), 2 Sociology (1.5%) and 2 Tourism Management

(1.5%) students participated in the study. What is more, 1 (0.7%) student took part in the study per the following departments: Child Development, Computer Science, Electric Electronics Engineering, English Language and Literature, Foreign Trade, German Language and Literature, Graphic Designing, Industrial Designing, Interior Designing, Logistic Management, Mathematics Teaching, Molecular Biology and Genetic, New Media, Nursing, Philosophy, Social Sciences Education, Software Engineering, Tourism, and Hotel Management, and Turkish Language and Literature.

Table 3. Participants' Age, Gender, Achievement Scores, English Level, and Departments

Variables		Participants					
Age	Mean	21.33					
	Minimum	18					
	Maximum	37					
Gender	Number	Female	Male	Total			
		77	59	136			
	Percent	Female	Male	Total			
		56.6	43.4	100			
Achievement Score	Number	129					
	Mean	82.6					
	St. Dev.	11.5					
	Minimum	54					
	Maximum	100					
Current English Level		A1	A2	B1	B2	C1	C2
	N	27	17	30	35	24	3
	%	19.9	12.5	22.1	25.7	17.6	2.2
Departments						Number	Percent
		Economics				10	7.4
		Business Administration				8	5.9
		Computer Engineering				7	5.1
		English Translation and Interpreting				7	5.1
		International Relations				7	5.1
		International Trade				7	5.1
		Mechanical Engineering				5	3.7
		Psychology				5	3.7
		Applied English and Translation				4	2.9
		History				4	2.9
		Industrial Engineering				4	2.9
		International Logistic and Transportation				4	2.9
		Political Science and Public Administration				4	2.9
		Others				51	37.5
		Total				127	93.4

3.3 Data Collection Tools

To collect data, three tools were used in the study: (1) a background questionnaire, (2) the Speaking Motivation Scale (Dinçer, 2011), and (3) Gamification Process in Undergraduate Education Scale (Baydas & Cicek, 2019). First, the background questionnaire included questions asking participants to express their ages, genders, departments at university, achievement scores in English class final exam, and current English level. Second, SMS was developed by Dinçer (2011) and made up of 31 items. It was a Likert-type questionnaire, and participants needed to rate items from one to five (5=strongly agree, 4=agree, 3=neither agree nor disagree, 2= disagree, 1=strongly disagree). SMS had originally been adapted from the Writing Motivation Scale (WMS) which had been formed by Yeşilyurt (2008) and included 33 items. However, two items related to amotivation were deleted from the original scale to adapt it to SMS. Thus, 31 adapted items took place in SMS. SMS was comprised of three dimensions and six sub-dimensions: (1) amotivation, (2) extrinsic motivation (external regulation, introjected regulation, identified regulation), and (3) intrinsic motivation (knowledge, accomplishment, stimulation). “Amotivation” was measured with four items in the scale. “Extrinsic motivation” was measured with 16 items (six of them were for external regulation, five items were for introjected regulation, and five items were for identified regulation). “Intrinsic motivation” was measured with 11 items. Items 7, 14, 21, and 26 are about amotivation. The items related to extrinsic motivation are 1, 2, 3, 8, 9, 10, 15, 16, 17, 22, 23, 24, 27, 28, 29, and 31. The rest 11 items (4, 5, 6, 11, 12, 13, 18, 19, 20, 25, and 30) pertain to intrinsic motivation types. The Cronbach Alpha values of the scale for the dimensions were as follows: for amotivation, the value was 0.71, for extrinsic motivation, it was 0.81 (external regulation 0.53, introjected regulation 0.59, identified regulation 0.64), and for intrinsic motivation, it was 0.87. The standard deviation values of the scale for the dimensions were as follows: for amotivation, the value was 0.62, for extrinsic motivation, it was 0.50 (external regulation 0.60, introjected regulation 0.62, identified regulation 0.54), and for intrinsic motivation, it was 0.55. Third, Gamification Process in Undergraduate Education Scale was developed by Baydas and Cicek (2019) and consisted of 23 items. It was a Likert-

type questionnaire, and participants needed to rate items from one to five (5=strongly agree, 4=agree, 3=neither agree nor disagree, 2= disagree, 1=strongly disagree). It is composed of six dimensions : (1) perceived learning effect, (2) expected outcome, (3) intention, (4) entertainment, (5) engagement, and (6) competition. “Perceived learning effect” was measured with five items. “Expected outcome” was measured with five items. “Intention” was measured with four items. “Entertainment” was measured with three items. “Engagement” was measured with three items. “Competition” was measured with three items. Items 1, 2, 3, 4, 5 refer to the perceived learning effect. Items numbered as 6, 7, 8, 9, 10 are about expected outcome. Items 11, 12, 13, 14 are related to intention. The items pertaining to entertainment are 15, 16, 17. The items about engagement are 18, 19, 20, and items numbered as 21, 22, 23 refer to competition. The Cronbach alpha coefficient value of the whole scale was calculated as 0.93, which is reliable. The Cronbach alpha values of the dimensions were 0.87 for the perceived learning effect, 0.86 for the expected outcome, 0.87 for intention, 0.84 for entertainment, 0.82 for engagement, and 0.67 for competition. The total variance of the scale was % 73.54.

3.4 Procedure

Before implementing the survey, the first necessary permission was granted by the administration of the Institute of Graduate Studies, and research ethics committee approval was provided. Then, the survey with the ethics committee report was conveyed to Google Forms, sent to the researcher’s colleagues working at English Preparatory School at various universities in Turkey through e-mail and Whatsapp and asked them kindly to share the survey with their current and old students. Before their participation, the participants were informed about the study, its importance, its purpose, and the procedure of the research. They were ensured that all their personal details and responses would be kept private. It was expressed that their consent was crucial and that if they did not want to continue or complete the questionnaires, they could do it as they had such a right. Putting an approval section at the beginning of the survey on Google Forms guaranteed that the participation was based on

voluntariness. At the end of one month after sending the first e-mails, the data collection process was ended in April 2021.

3.5 Data Analysis

After implementing the data collection tools, the Statistical Package for Social Sciences (IBM SPSS Statistics 21.0 software) was used for data analysis. First of all, participants' gender was computerized in terms of frequency and percentages. Second, participants' age was computed according to the minimum and maximum values, mean scores, frequencies, and percentages. Third, minimum and maximum values for achievement scores, mean scores, standard deviation, frequencies, and percentages were calculated. Participants' achievement scores' minimum and maximum values, mean scores, standard deviation, frequencies, and percentages were computed. In addition, participants' current English level and their departments were computerized in terms of frequency and percentages. Later, reliability coefficients in Cronbach Alpha and percentage of variance were calculated for both scales used to collect data in the study. The Cronbach reliability value of SMS was 0.94, and the percentage of variance was 67.12. Furthermore, the Cronbach reliability value of the Gamification Process in Undergraduate Education Scale was 0.96, and the percentage of variance was 66.58.

Table 4. Cronbach's Alpha Reliability Coefficients of the Scales

	Reliability Coefficients (Cronbach's Alpha)	% of Variance
Speaking Motivation Scale	0.94	67.12
Gamification Process in Undergraduate Education Scale	0.96	66.58

Moreover, to evaluate the level of speaking motivation among participants, descriptive statistics and frequency analysis of the Speaking Motivation Scale were done. Similarly, to see the participants' perceptions of using games in speaking classes, descriptive statistics and frequency analysis of the Gamification Process in Undergraduate Education Scale were done. Furthermore, T-test was used to identify if there was a difference between female and male participants' speaking motivation levels and perceptions of using games. ANOVA was utilized to see if there was a difference regarding speaking motivation level and game use perceptions of participants in different age groups. ANOVA was administered to determine if there was a difference among participants in different achievement score groups (low, middle, and high achievement score groups) regarding speaking motivation level and perceptions of using games. ANOVA was used to detect if there was a difference in speaking motivation level and game use perceptions of participants having different English levels. T-Test was benefitted to identify if there was a difference in speaking motivation level and game use perceptions of participants from different departments. Multiple Regression Analysis was governed to see if there was a significant relationship between two scales about the use of games and speaking motivation level. Lastly, Pearson Correlation Analysis was conducted to determine the direction and magnitude of the correlation between the perceived use of games and speaking motivation level.

4. FINDINGS

This section presents the findings of the study obtained from the questionnaires' results in parallel with the research questions. First, the results on the level of speaking motivation among Turkish EFL learners are given. Second, the results on Turkish EFL learners' perceptions regarding the use of games in speaking classes are examined. Third, the results on the relationship between the perceived use of games in speaking classes and the level of speaking motivation among foreign language learners are presented. Lastly, the results on the relationship of demographic variables with speaking motivation and perceived use of games in speaking classes are given.

4.1 The level of speaking motivation among Turkish EFL learners

Values in Table 5 on page 42 show that Turkish EFL learners' speaking motivation is very highly driven by extrinsic motivation. To start with, Turkish EFL learners stated that they did speaking activities and tasks in and out of class given by their speaking teachers because it was essential to do speaking activities if one wanted to be successful in language learning ($\bar{x}$=4.08) because it was a good way to gain lots of skills which could be useful to them in other areas of language learning and their life ($\bar{x}$=4.05). They reflected that they did speaking activities because they would feel proud of themselves if they did well ($\bar{x}$=3.94) and because they wanted to get better at speaking or, at least, keep their current skill level ($\bar{x}$=3.93). They also asserted that they did them because they wanted to find out how good they were at speaking ($\bar{x}$=3.71) and because it was important to them to try to do well in classes ($\bar{x}$=3.70).

On the other hand, the values indicate that Turkish EFL learners' speaking motivation is mainly driven by intrinsic motivation. To illustrate, they stated that they did speaking activities and tasks because they got satisfaction in finding out new things ($\bar{x}$=3.87) because it made them happy ($\bar{x}$=3.86), because they had pleasure while they were perfecting their abilities in foreign language speaking ($\bar{x}$=3.85) and because they liked speaking in English ($\bar{x}$=3.78). They expressed they did speaking activities because they experienced great pleasure while discovering new techniques of expression of ideas and feelings through speaking ($\bar{x}$=3.78) because they felt much personal satisfaction when they mastered difficult speaking activities ($\bar{x}$=3.77) because they felt good when they did better than they had thought in speaking English ($\bar{x}$=3.77) and because they thought carrying out complex speaking tasks would improve their performance ($\bar{x}$=3.75). They also remarked that they did them because they had excitement in knowing more about the foreign language speaking ($\bar{x}$=3.70) because they felt great excitement when they were involved in speaking activities ($\bar{x}$=3.66) and because they thought it was interesting ($\bar{x}$=3.52).

The values also demonstrate that Turkish EFL learners' speaking motivation is also moderately driven by extrinsic motivation. For instance, they did speaking activities because they might get a reward (high grades) if they did well ($\bar{x}$=3.43) because they would feel bad about themselves if they did not try and do well in speaking classes ($\bar{x}$=3.30) because it was a good way to maintain good relationships with their classmates ($\bar{x}$=3.22) and because they wanted to show others how good they were at speaking in English ($\bar{x}$=3.16). They affirmed that they did speaking activities because they wanted the teacher to say nice things about them ($\bar{x}$=3.05) because they were supposed to do them by their parents, teacher, or friends ($\bar{x}$=2.85) because they wanted to impress the other students in the class ($\bar{x}$=2.85) because they knew they would get in trouble if they did not ($\bar{x}$=2.66) and because that was the rule ($\bar{x}$=2.65).

The finding sheds light on the fact that Turkish EFL learners' speaking motivation is driven by amotivation very little. They stated that doing speaking activities was not interesting for them ($\bar{x}$=2.29), and they did not know why they did speaking activities ($\bar{x}$=2.28). They expressed that they did not care about speaking activities and tasks

much ($\bar{x}$=2.13), and they did not want to speak in English because they did not think they would go anywhere in it ($\bar{x}$=1.94).

Table 5. Frequencies of the Level of Speaking Motivation on EFL Learners (N=136)

I do the speaking activities and tasks (role-play, information gap, jigsaw activities, etc.) in/out of the classroom given by my speaking teacher. Because...		Frequencies					Mean	Standard Deviation
		Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree		
Because I want to show others how good I am at speaking in English.	N	17	25	34	39	21	3.16	1.25
	%	12.5%	18.4%	25%	28.7%	15.4%		
Because it is absolutely necessary to do speaking activities if one wants to be successful in language learning.	N	7	7	16	43	63	4.08	1.11
	%	5.1%	5.1%	11.8%	31.6%	46.3%		
Because it is a good way to gain lots of skills which could be useful to me in other areas of language learning and my life.	N	9	6	13	49	59	4.05	1.14
	%	6.6%	4.4%	9.6%	36%	43.4%		
Because I experience a great pleasure while discovering new techniques of expression of ideas and feelings through speaking.	N	9	6	31	49	41	3.78	1.12
	%	6.6%	4.4%	22.8%	36%	30.1%		
Because I think carrying out complex speaking tasks will improve my performance.	N	7	8	34	50	37	3.75	1.08
	%	5.1%	5.9%	25%	36.8%	27.2%		
Because I like speaking in English.	N	8	13	25	44	46	3.78	1.18
	%	5.9%	9.6%	18.4%	32.4%	33.8%		
I do not care the speaking activities and tasks much.	N	44	54	21	10	7	2.13	1.10
	%	32.4%	39.7%	15.4%	7.4%	5.1%		
Because I know I will get in trouble if I do not.	N	35	28	37	20	16	2.66	1.32
	%	25.7%	20.6%	27.2%	14.7%	11.8%		
Because I want the teacher to think I am a good student.	N	19	28	34	37	18	3.05	1.25
	%	14%	20.6%	25%	27.2%	13.2%		
Because I want to get better at speaking or, at least, keep my current skill level.	N	9	6	19	53	49	3.93	1.13
	%	6.6%	4.4%	14%	39%	36%		
Because I get a satisfaction in finding out new things.	N	8	8	23	51	46	3.87	1.12
	%	5.9%	5.9%	16.9%	37.5%	33.8%		
Because I have a pleasure while I am perfecting my abilities in foreign language speaking.	N	7	9	27	47	46	3.85	1.11
	%	5.1%	6.6%	19.9%	34.6%	33.8%		
Because it makes me happy.	N	9	7	24	50	46	3.86	1.14
	%	6.6%	5.1%	17.6%	36.8%	33.8%		
Doing speaking activities is not interesting for me.	N	42	40	33	14	7	2.29	1.16
	%	30.9%	29.4%	24.3%	10.3%	5.1%		

Because I am supposed to do them by my parents, teacher, friends, etc.	N	24	32	39	22	19	2.85	1.28
	%	17.6%	23.5%	28.7%	16.2%	14%		
Because I want to impress the other students in the class.	N	36	24	38	17	21	2.72	1.38
	%	26.5%	17.6%	27.9%	12.5%	15.4%		
Because it is a good way to maintain good relationships with my classmates.	N	14	26	34	40	22	3.22	1.22
	%	10.3%	19.1%	25%	29.4%	16.2%		
Because I have an excitement in knowing more about the foreign language speaking.	N	9	8	33	50	36	3.70	1.12
	%	6.6%	5.9%	24.3%	36.8%	26.5%		
Because I feel a lot of personal satisfaction when I master difficult speaking activities.	N	6	12	28	50	40	3.77	1.10
	%	4.4%	8.8%	20.6%	36.8%	29.4%		
Because I think it is interesting.	N	7	18	40	39	32	3,52	1.14
	%	5.1%	13.2%	29.4%	28.7%	23.5%		
I do not want to speak in English, because I don't think I will go anywhere in it.	N	72	27	16	14	7	1.94	1.23
	%	52.9%	19.9%	11.8%	10.3%	5.1%		
Because that is the rule.	N	33	29	39	22	13	2.65	1.27
	%	24.3%	21.3%	28.7%	16.2%	9.6%		
Because I will feel bad about myself if I do not try and do well in speaking classes.	N	12	18	42	44	20	3.30	1.14
	%	8.8%	13.2%	30.9%	32.4%	14.7%		
Because I want to find out how good I am at speaking.	N	7	8	31	61	29	3.71	1.03
	%	5.1%	5.9%	22.8%	44.9%	21.3%		
Because I feel good when I do better than I thought in speaking English.	N	8	9	27	63	39	3.77	1.11
	%	5.9%	6.6%	19.9%	39%	28.7%		
I do not know why I do speaking activitie:	N	45	43	21	18	9	2.28	1.24
	%	33.1%	31.6%	15.4%	13.2%	6.6%		
Because I want the teacher to say nice things about me.	N	20	28	34	33	21	3.05	1.29
	%	14.7%	20.6%	25%	24.3%	15.4%		
Because I will feel proud of myself if I do well.	N	8	12	14	48	54	3.94	1.17
	%	5.9%	8.8%	10.3%	35.3%	39.7%		
Because it is important to me to try to do well in classes.	N	6	17	33	35	45	3.70	1.18
	%	4.4%	12.5%	24.3%	25.7%	33.1%		
Because I feel a great excitement when I am involved in speaking activities.	N	10	13	29	45	39	3.66	1.20
	%	7.4%	9.6%	21.3%	33.1%	28.7%		
Because I might get a reward if I do well (high grades)	N	14	21	28	38	35	3.43	1.30
	%	10.3%	15.4%	20.6%	27.9%	25.7%		

4.2 Turkish EFL learners' perceptions of the use of games in speaking classes

Values in Table 6 on page 45 demonstrate that Turkish EFL learners mostly perceive the use of games as entertaining. First, Turkish EFL learners stated that they found playing a game with their friends in a GLE fun ($\bar{x}$=3.84), they also found playing a game in a GLE fun ($\bar{x}$=3.80), and they became engaged with the components of a GLE ($\bar{x}$=3.65) such as background music, duration, visual design.

The values also indicate that Turkish EFL learners moderately perceive the use of games as perceived learning effect, expected outcome, intention, engagement, and competition. To illustrate, they expressed that playing in a GLE helped them to achieve the learning goals ($\bar{x}$=3.76) which is about the perceived learning effect they had fun while competing against their friends in a GLE ($\bar{x}$=3.69) which refers to the expected outcome and time passed so fast while playing in a GLE ($\bar{x}$=3.68) which pertains to engagement. They stated that they felt more positive towards course topic while playing the game in a GLE ($\bar{x}$=3.67) which is about perceived learning effect they wished other instructors would also gamify their teaching ($\bar{x}$=3.65) which is about intention, and they felt that they made an effort to learn in a GLE ($\bar{x}$=3.61) which is about perceived learning effect. They affirmed that it contributed to their learning while getting immediate feedback for every question in a GLE ($\bar{x}$=3.60) which is about the perceived learning effect, and they also said being informed about the scores after each stage in a GLE increased their excitement ($\bar{x}$=3.59) which is related to competition. They suggested that, in the future, their friends teach their courses in a GLE ($\bar{x}$=3.53), planned to use GLEs in their future course ($\bar{x}$=3.50), and intended to teach their future courses in a GLE ($\bar{x}$=3.49) which are all about intention. They asserted they were excited when they earned a badge over others while playing in a GLE ($\bar{x}$=3.48) and considered others' performance while playing in a GLE to feel better about my performance ($\bar{x}$=3.47), which are both about competition. They also indicated they learned about the topic while playing in a GLE ($\bar{x}$=3.47), which pertains to the perceived learning effect.

The finding reveals that Turkish EFL learners perceive the use of games relatively less as expected outcome and engagement. For example, they said they were getting

excited while competing against others in a GLE ($\bar{x}$=3.47), endeavored to reach the achievement criteria like medal system, and the student of the week in the GLE ($\bar{x}$=3.39) struggled to appear at the top of the leaderboard of the GLE ($\bar{x}$=3.35) and struggled to appear on the platforms like social networks or boards that display the game results ($\bar{x}$=3.25) which are all related to the expected outcome. They also stated they engaged themselves while playing in a GLE ($\bar{x}$=3.33) and just focused on playing while playing in a GLE ($\bar{x}$=3.33) which are both about engagement.

Table 6. Frequencies of the EFL Learners' Perceptions Towards the Use of Games (N=136)

		Frequencies						
		Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Mean	Standard Deviation
I learned about the topic while playing in a Gamified Learning Environment (GLE).	N	13	13	28	60	22	3.47	1.16
	%	9.6%	9.6%	20.6%	44.1%	16.2%		
It contributes to my learning while getting immediate feedback for every question in a GLE.	N	7	14	28	64	23	3.60	1.04
	%	5.1%	10.3%	20.6%	47.1%	16.9%		
Playing in a GLE helps me to achieve the learning goals.	N	5	9	29	63	30	3.76	.99
	%	3.7%	6.6%	21.3%	46.3%	22.1%		
I feel that I make an effort to learn in a GLE.	N	7	9	34	66	20	3.61	.99
	%	5.1%	6.6%	25%	48.5%	14.7%		
I feel more positive towards course topic while playing the game in a GLE.	N	10	10	27	56	33	3.67	1.14
	%	7.4%	7.4%	19.9%	41.2%	24.3%		
I endeavor to reach the achievement criteria (medal system, the student of the week, etc.) in the GLE.	N	10	11	48	50	17	3.39	1.04
	%	7.4%	8.1%	35.3%	36.8%	12.3%		
I struggle to appear at the top of the leaderboard of the GLE.	N	9	15	47	49	16	3.35	1.04
	%	6.6%	11%	34.6%	36%	11.8%		

I am getting excited while competing against others in a GLE.	N	11	13	37	51	24	3.47	1.13
	%	8.1%	9.6%	27.2%	37.5%	17.6%		
I struggle to appear on the platforms (social networks, boards, etc.) that display the game results.	N	9	23	44	44	16	3.25	1.08
	%	6.6%	16.9%	32.4%	32.4%	11.8%		
I have fun while competing against my friends in a GLE.	N	11	8	27	56	34	3.69	1.15
	%	8.1%	5.9%	19.9%	41.2%	25%		
I intend to teach my future courses in a GLE.	N	6	14	46	47	23	3.49	1.03
	%	4.4%	10.3%	33.8%	34.6%	16.9%		
I suggest that in future my friends teach their courses in a GLE.	N	6	14	43	47	26	3.53	1.05
	%	4.4%	10.3%	31.6%	34.6%	19.1%		
I plan to use GLEs in my future course.	N	9	9	49	43	26	3.50	1.08
	%	6.6%	6.6%	36%	31.6%	19.1%		
I wish other instructors would also gamify their teaching.	N	13	7	27	56	33	3.65	1.18
	%	9.6%	5.1%	19.9%	41.2%	24.3%		
It is fun to play game in a GLE.	N	8	11	18	62	37	3.80	1.10
	%	5.9%	8.1%	13.2%	45.6%	27.2%		
I become engaged with the components (background music, duration, visual design etc.) of a GLE.	N	10	8	34	51	33	3.65	1.13
	%	7.4%	5.9%	25%	37.5%	24.3%		
It is fun to play a game with my friends in a GLE.	N	7	8	17	71	33	3.84	1.02
	%	5.1%	5.9%	12.5%	52.2%	24.3		
I just focus on playing while playing in a GLE.	N	15	18	31	51	21	3.33	1.21
	%	11%	13.2%	22.8%	37.5%	15.4%		
Time passes so fast while playing in a GLE.	N	6	14	31	51	34	3.68	1.09
	%	4.4%	10.3%	22.8%	37.5%	25%		
I engage myself while playing in a GLE.	N	11	13	53	37	22	3,33	1.11
	%	8.1%	9.6%	39%	27.2%	16.2%		
I consider others' performance while playing in a GLE to feel better about my performance.	N	10	13	38	52	23	3.47	1.10
	%	7.4%	9.6%	27.9%	38.2%	16.9%		
I am excited when I earn a badge over others while playing in a GLE.	N	11	12	39	48	26	3.48	1.14
	%	8.1%	8.8%	28.7%	35.3%	19.1%		

4.3 The relationship between perceived use of games in speaking classes and level of speaking motivation among foreign language learners

Values in Table 7 unveil that there is a statistically significant correlation between intrinsic speaking motivation and perceived use of games (p=.00), extrinsic speaking motivation and perceived use of games (p=.00), and amotivation and perceived use of games (p=.00). First, the use of games predicted learners' intrinsic motivation for speaking English with a value of 65%. Second, the use of games predicted learners' extrinsic motivation with a value of 62%. Third, the use of games predicted amotivation with a value of 30%.

Table 7. Regression Analysis Result for the Perceived Use of Games Predicting Speaking Motivation Subscales

	Use of Games		
Speaking Motivation Subscales	N	r^2	p
Intrinsic motivation	136	.65	.00
Extrinsic motivation	136	.62	.00
Amotivation	136	.30	.00

Values in Table 8 on page 48 demonstrate that a statistically positive and significant correlation is available between intrinsic motivation and all subscales of perceived use of games (p=.00). Similarly, according to the table, there is a statistically positive and significant correlation between extrinsic motivation and all subscales of the perceived use of games (p=.00). However, as to the relationship between amotivation and subscales of perceived use of games, there is no significant correlation in all subscales except engagement (p=.00): perceived learning effect is (p=.56); expected outcome is (p=.74); intention is (p=.90); entertainment is (p=.44) and competition is (p=.39). Moreover, in perceived learning effect, intention, and entertainment, there is a negative correlation, while in expected outcome, engagement, and competition, there is a positive correlation. First, for intrinsic motivation, it can be deduced that the more perceived learning effect, expected outcome, intention, entertainment,

engagement, and competition increases, the more EFL learners' intrinsic motivation will increase. Second, for extrinsic motivation, it can be inferred that the more perceived learning effect, expected outcome, intention, entertainment, engagement, and competition increase, the more EFL learners' extrinsic motivation will increase. Third, for amotivation, it can be said that the more perceived learning effect, intention, and entertainment increase, the more amotivation will decrease because there is a negative correlation between amotivation and these subscales of perceived use of games. However, the more expected outcome, engagement, and competition increase, the more amotivation will increase since there is a positive correlation between amotivation and these subscales of perceived use of games.

Table 8. Correlations between Perceived Use of Games and Speaking Motivation (Pearson Correlation)

Speaking Motivation Subscales	Perceived Use of Games Subscales											
	Perceived Learning Effect		Expected Outcome		Intention		Entertainment		Engagement		Competition	
	Pearson Correlation	p	Pearson Correlation	p	Pearson Correlation	p	Pearson Correlation	p	Pearson Correlation	p	Pearson Correlation	p
Intrinsic motivation	.71	.00	.68	.00	.60	.00	.61	.00	.51	.00	.57	.00
Extrinsic motivation	.64	.00	.68	.00	.57	.00	.57	.00	.50	.00	.65	.00
Amotivation	-.05	.56	.02	.74	-.01	.90	-.06	.44	.24	.00	.07	.39

4.4 The relationship of demographic variables with speaking motivation and perceived use of games in speaking classes

In this part, the effects of EFL learners' demographic variables on speaking motivation and the perceived use of games in speaking classes are illustrated. To this end, findings of demographic variables such as gender, age, achievement score, English level, and department were analyzed.

The result of the study disclosed that in all the variables, there were statistically significant differences in EFL learners' speaking motivation. However, there was no statistically significant difference in their perceived use of games with certain variables such as age and department. In contrast, there existed statistically significant differences in their perceived use of games in certain variables such as gender, achievement score, and English level.

Values in table 9 uncover that a statistically significant difference is available between gender types regarding three items in the SMS. For example, male EFL learners seemed more eager to show others how good they were speaking in English (p=.033). They also stated that they got satisfaction in finding out new things (p=.027), and doing speaking activities was not interesting for them (p=.042).

Table 9. Gender Effects on EFL Learners' Speaking Motivation (T-Test)

Statements	Gender	N	x̄	Sd	F	Sig(2-tailed)
1.Because I want to show others how good I am at speaking in English.	Female Male	77 59	2.96 3.42	1.26 1.20	.32	.033
11.Because I get a satisfaction in finding out new things.	Female Male	77 59	3.68 4.11	1.28 .83	17.24	.027
14.Doing speaking activities is not interesting for me.	Female Male	77 59	2.11 2.52	1.11 1.19	1.52	.042

Values in Table 10 indicate that a statistically significant difference is situated between gender types regarding six items in the Gamification Process in Undergraduate Education Scale. To illustrate, compared to female EFL learners, male EFL learners seemed more interested in the use of games because they expressed that while playing in a GLE, they just focused on playing more (p=.027), time passed more fast for them (p=.045), and they engaged themselves more(p=.042). In addition, they reflected that while playing in a GLE, they considered others' performance more to feel better about their performance (p=.013), got excited more when they earned a badge over others compared to female EFL learners (p=.029), and being informed about the scores increased their excitement (p=.021).

Table 10. Gender Effects on EFL Learners' Perceived Use of Games (T-Test)

Statements	Gender	N	x̄	Sd	F	Sig(2-tailed)
18.I just focus on playing while playing in a GLE.	Female Male	77 59	3.13 3.59	1.23 1.13	.86	.027
19.Time passes so fast while playing in a GLE.	Female Male	77 59	3.51 3.89	1.17 .94	6.59	.045
20.I engage myself while playing in a GLE.	Female Male	77 59	3.16 3.55	1.17 .98	.22	.042
21.I consider others' performance while playing in a GLE to feel better about my performance.	Female Male	77 59	3.27 3.74	1.10 1.06	.44	.013
22.I am excited when I earn a badge over others while playing in a GLE.	Female Male	77 59	3.29 3.72	1.26 .90	8.73	.029
23.Being informed about the scores after each stage in a GLE increases my excitement.	Female Male	77 59	3.40 3.84	1.22 .90	8.27	.021

Values in Table 11 on page 51 demonstrate a statistically significant difference among age groups regarding two items in the SMS. For instance, for the item

“Because I want the teacher to think I am a good student.”, 18-year-old EFL learners had the highest mean score, while 19-year-old EFL learners had the lowest mean score (p=.042). Similarly, for the item “Because it is important to me to try to do well in classes.”, 18-year-olds had the highest mean score, while 19-year-olds had the lowest mean score (p=.020). Thus, the results show a significant difference between the answers of 18-year-old and 19-year-old EFL learners for both items. As for the relation of EFL learners’ ages and their perceived use of games, there exists no statistically significant difference between the items in the Gamification Process in Undergraduate Education Scale and age groups.

Table 11. Age Groups’ Effects on EFL Learners’ Speaking Motivation (ANOVA)

Statements	Age Groups	N	x̄	Sd.	F	Sig.
9.Because I want the teacher to think I am a good student.	18	15	3.73	.88	2.06	.042
	19	29	2.62	1.01		
	20	20	3.15	1.42		
	21	17	3	1.62		
	22+	55	3.07	1.21		
29.Because it is important to me to try to do well in classes.	18	15	4.46	.63	3.01	.020
	19	29	3.31	1.07		
	20	20	4	1.37		
	21	17	3.76	1.20		
	22+	55	3.58	1.18		

Values in Table 12 on page 52 reveal that a statistically significant difference is present among achievement score groups regarding ten items in the SMS. Out of ten items, there exists a statistically significant difference between low and high groups in six items, between low and middle groups in four items. In all 10 items, the low group had the highest mean. The high group had the lowest mean in six items, while in four items, the low group had the lowest mean. To illustrate, compared to those in the middle and high group, the members in the low group did speaking activities because they knew more that they would get in trouble if they did not (p=.001) because they wanted more the teacher to think they were good students (p=.022)

because they were supposed to do them more by their parents, teacher or friends (p=.007) and because they wanted to impress the other students in the class more (p=.000). Additionally, they affirmed that they did speaking activities because it is a good way to maintain good relationships with their classmates more (p=.012) because they thought more that it is interesting (p=.037), because that was the rule (p=.002) and because they felt more excitement when they were involved in speaking activities (p=.003). On the other hand, they also declared that they did not want to speak in English because they did not think they would go anywhere (p=.020), and they did not know why they did speaking activities (p=.002).

Table 12. Effects of EFL Learners' Achievement Scores on Their Speaking Motivation (ANOVA)

Statements	Achievement Score Groups	N	$\bar{x}$	Sd.	F	Sig.
8.Because I know I will get in trouble if I do not.	Low(0-75)	34	3.29	1.24	6.86	.001
	Middle(76-90)	66	2.50	1.26		
	High(91-100)	29	2.17	1.31		
9.Because I want the teacher to think I am a good student.	Low(0-75)	34	3.55	.95	3.92	.022
	Middle(76-90)	66	2.84	1.30		
	High(91-100)	29	3.00	1.25		
15.Because I am supposed to do them by my parents, teacher, friends, etc.	Low(0-75)	34	3.35	1.29	5.15	.007
	Middle(76-90)	66	2.77	1.26		
	High(91-100)	29	2.34	1.20		
16.Because I want to impress the other students in the class.	Low(0-75)	34	3.44	1.35	8.22	.000
	Middle(76-90)	66	2.54	1.33		
	High(91-100)	29	2.17	1.19		
17.Because it is a good way to maintain good relationships with my classmates.	Low(0-75)	34	3.67	1.19	4.58	.012
	Middle(76-90)	66	3.21	1.15		
	High(91-100)	29	2.75	1.29		
20.Because I think it is interesting.	Low(0-75)	34	3.97	1.11	3.39	.037
	Middle(76-90)	66	3.34	1.15		
	High(91-100)	29	3.55	1.08		
21.I do not want to speak in English, because I don't think I will go anywhere in it.	Low(0-75)	34	2.38	1.55	4.05	.020
	Middle(76-90)	66	1.66	.98		
	High(91-100)	29	1.82	1.16		
22.Because that is the rule.	Low(0-75)	34	3.20	1.22	6.46	.002
	Middle(76-90)	66	2.54	1.30		
	High(91-100)	29	2.10	1.08		
26.I do not know why I do speaking activities.	Low(0-75)	34	2.85	1.45	6.74	.002
	Middle(76-90)	66	1.93	1.02		
	High(91-100)	29	2.17	1.16		
30.Because I feel a great excitement when I am involved in speaking activities.	Low(0-75)	34	4.23	.85	6.09	.003
	Middle(76-90)	66	3.59	1.28		
	High(91-100)	29	3.24	1.18		

Values in Table 13 on page 54 point out that a statistically significant difference appears among achievement score groups regarding eight items in the Gamification Process in Undergraduate Education Scale. In all eight items, there is always a significant difference between low and high achievement score groups: while the low group had the highest mean, the high group had the lowest mean. To exemplify, compared to the middle and high group, the low group had felt more that they made an effort to learn in a GLE (p=.038), they were getting more excited while competing against others in a GLE (p=.028), they struggled to appear on the platforms more (social networks, boards, etc.) (p=.013) and suggested more that in future their friends teach their courses in a GLE (p=.013). In addition, they asserted that they became more engaged with the components like background music, duration, or visual design in a GLE (p=.003), engaged themselves more while playing in a GLE (p=.007), considered others' performance more while playing in a GLE to feel better about their performance (p=.027) and they were more excited when they earned a badge over others while playing in a GLE (p=.030).

Table 13. Effects of EFL Learners' Achievement Scores on Their Perceived Use of Games (ANOVA)

Statements	Achievement Score Groups	N	$\bar{x}$	Sd.	F	Sig.
8.Because I know I will get in trouble if I do not.	Low(0-75)	34	3.29	1.24	6.86	.001
	Middle(76-90)	66	2.50	1.26		
	High(91-100)	29	2.17	1.31		
9.Because I want the teacher to think I am a good student.	Low(0-75)	34	3.55	.95	3.92	.022
	Middle(76-90)	66	2.84	1.30		
	High(91-100)	29	3.00	1.25		
15.Because I am supposed to do them by my parents, teacher, friends, etc.	Low(0-75)	34	3.35	1.29	5.15	.007
	Middle(76-90)	66	2.77	1.26		
	High(91-100)	29	2.34	1.20		
16.Because I want to impress the other students in the class.	Low(0-75)	34	3.44	1.35	8.22	.000
	Middle(76-90)	66	2.54	1.33		
	High(91-100)	29	2.17	1.19		
17.Because it is a good way to maintain good relationships with my classmates.	Low(0-75)	34	3.67	1.19	4.58	.012
	Middle(76-90)	66	3.21	1.15		
	High(91-100)	29	2.75	1.29		
20.Because I think it is interesting.	Low(0-75)	34	3.97	1.11	3.39	.037
	Middle(76-90)	66	3.34	1.15		
	High(91-100)	29	3.55	1.08		
21.I do not want to speak in English, because I don't think I will go anywhere in it.	Low(0-75)	34	2.38	1.55	4.05	.020
	Middle(76-90)	66	1.66	.98		
	High(91-100)	29	1.82	1.16		
22.Because that is the rule.	Low(0-75)	34	3.20	1.22	6.46	.002
	Middle(76-90)	66	2.54	1.30		
	High(91-100)	29	2.10	1.08		
26.I do not know why I do speaking activities.	Low(0-75)	34	2.85	1.45	6.74	.002
	Middle(76-90)	66	1.93	1.02		
	High(91-100)	29	2.17	1.16		
30.Because I feel a great excitement when I am involved in speaking activities.	Low(0-75)	34	4.23	.85	6.09	.003
	Middle(76-90)	66	3.59	1.28		
	High(91-100)	29	3.24	1.18		

Values in Table 14 on page 55 show a statistically significant difference among EFL learners having different English levels regarding five items in the SMS. There is always a significant difference between the A1+A2 level and the C1+C2 level in all five items, while the A1+A2 level EFL learners had the highest mean, those at C1+C2 level had the lowest mean. Compared to the B1+B2 and C1+C2 level learners, the A1+A2 level did speaking activities because they wanted the teacher to think more that they were good students (p=.040) and say more nice things about them (p=.016). They also did speaking activities because they would feel more proud of themselves if they did well (p=.036) and because it was more important to them to

try to do well in classes (p=.048) compared to B1+B2 and C1+C2 level learners. They also declared that doing speaking activities was not interesting for them (p=.009).

Table 14. Effects of EFL Learners' English Levels on Their Speaking Motivation (ANOVA)

Statements	English Levels	N	x̄	Sd.	F	Sig.
9.Because I want the teacher to think I am a good student.	A1+A2	44	3.43	1.04	3.29	.040
	B1+B2	65	2.92	1.25		
	C1+C2	27	2.74	1.45		
14. Doing speaking activities is not interesting for me.	A1+A2	44	2.72	1.12	4.89	.009
	B1+B2	65	2.12	1.13		
	C1+C2	27	2.00	1.10		
27. Because I want the teacher to say nice things about me.	A1+A2	44	3.47	1.08	4.29	.016
	B1+B2	65	2.93	1.28		
	C1+C2	27	2.63	1.44		
28. Because I will feel proud of myself if I do well.	A1+A2	44	4.27	.78	3.39	.036
	B1+B2	65	3.87	1.26		
	C1+C2	27	3.55	1.36		
29. Because it is important to me to try to do well in classes.	A1+A2	44	4.02	.95	3.10	.048
	B1+B2	65	3.64	1.26		
	C1+C2	27	3.33	1.20		

Values in Table 15 on page 56 display a statistically significant difference among EFL learners having different English levels regarding only one item in the Gamification Process in Undergraduate Education Scale. A statistically significant difference lies between the A1+A2 level and C1+C2 level in the relevant item: while A1+A2 level EFL learners had the highest mean, those at C1+C2 level had the lowest mean. A1+A2 level learners unclosed that they endeavored to reach the achievement criteria like medal system and the student of the week in the GLE more than B1+B2 and C1+C2 did (p=.030).

Table 15. Effects of EFL Learners' English Levels on Their Perceived Use Of Games (ANOVA)

Statements	English Levels	N	x̄	Sd.	F	Sig.
6. I endeavor to reach the achievement criteria (medal system, the student of the week, etc.) in the GLE.	A1+A2	44	3.63	.71	3.59	.030
	B1+B2	65	3.40	1.04		
	C1+C2	27	2.96	1.37		

Values in Table 16 show a statistically significant difference between English Language-related departments and other departments regarding only one item in the SMS. EFL learners studying departments related to English Language had higher mean scores than other departments in that item. EFL learners from English Language departments did speaking activities because they thought more interesting than those in other departments (p=.036). When it comes to the relation of EFL learners' departments and their perceived use of games, no statistically significant difference was found between the items in Gamification Process in Undergraduate Education Scale and their departments.

Table 16. Effects of EFL Learners' Departments on Their Speaking Motivation (T-Test)

Statements	Departments	N	x̄	Sd.	F	Sig.
20.Because I think it is interesting.	English	14	4.14	.66	4.47	.036
	Others	113	3.48	1.13		

5 CONCLUSIONS, IMPLICATIONS, and RECOMMENDATIONS

This section is divided into five subsections, each containing specific details about the conclusions and a summary of the effects of using games on EFL learners' speaking motivation. First, conclusions made in the study are clarified. Second, the study's results are contrasted with those obtained in previous research. Third, learners, instructors, tools, and curriculum developers will be given practical recommendations. Fourth, suggestions for future research are provided.

5.1 Conclusions

This study aims to determine Turkish EFL learners' speaking motivation levels, to find out their perceptions of the use of games in speaking classes, to explore the correlation between their perceived use of games and speaking motivation levels, and to assess the relationship of demographic variables with their speaking motivation level and perceived use of games. Within this context, the results have drawn some conclusions. The first conclusion is that extrinsic motivation has a prominent place in Turkish EFL learners' speaking motivation. That is, learners' speaking motivation is shaped greatly by extrinsic motivation. On the other hand, according to the results, intrinsic motivation is also a strong driver of Turkish EFL learners' speaking motivation. However, the results highlight that amotivation plays a minor role in Turkish EFL learners' speaking motivation. The second conclusion is that the use of games is often regarded as entertaining by Turkish EFL learners. In addition, according to the results, learners moderately regard the use of games as a perceived learning effect, intention, and competition. However, the results show that they

perceive the use of games relatively less as expected outcome and engagement. The third conclusion is that there is a statistically significant correlation between the perceived use of games and Turkish EFL learners' speaking motivation. The use of games predicted intrinsic and extrinsic motivation for speaking English with high values, while it predicted amotivation with a low value. The fourth conclusion is that a statistically positive and significant correlation is available between intrinsic and extrinsic speaking motivation and all subscales of perceived use of games which are "entertainment, perceived learning effect, expected outcome, engagement, intention and competition". Namely, the more entertainment, perceived learning effect, expected outcome, engagement, intention, competition increases, the more extrinsic and intrinsic speaking motivation of Turkish EFL learners will increase. However, for amotivation, the situation is different. The more perceived learning effect, intention, and entertainment increase, the more amotivation will decrease because there is a negative correlation between amotivation and these subscales of perceived use of games. While playing in a GLE, if learners learn, get entertained, and intend to use games more for speaking, they do not have amotivation. On the contrary, the more expected outcome, engagement, and competition increase, the more amotivation will increase since there is a positive correlation between amotivation and these subscales of perceived use of games. In other words, when EFL learners are expected to fulfill the criteria of the games and when there is a competitive environment, their motivation is affected negatively, and they have amotivation. The fifth conclusion is that gender is a considerable variable regarding Turkish EFL learners' speaking motivation and the perceived use of games. The results unveil that males seemed to have higher extrinsic and intrinsic motivation regarding speaking compared to female EFL learners. Likewise, while playing in a GLE, males get engaged more, and they like the competitive environment more than females. The sixth conclusion is that age is a considerable variable regarding Turkish EFL learners' speaking motivation, but it is not considerable regarding the perceived use of games. The results reveal that 18-year-old EFL learners have the highest extrinsic speaking motivation among 19, 20, 21, and 22+ year-olds while 19-year-olds have the lowest. The seventh conclusion is that achievement score is a considerable variable regarding Turkish EFL learners' speaking motivation and the perceived use

of games. According to the results, the members in the low achievement score group has the highest intrinsic and extrinsic motivation regarding speaking than those in the middle and high achievement score groups. In addition, the motivation type that the members in the low achievement score group have the most is intrinsic motivation, which follows extrinsic motivation and amotivation, respectively. Similarly, the members in the low achievement score group has the highest values regarding games, while the members in the high achievement score group have the lowest. In other words, the members in the low group want to play games in a GLE more than the ones in the middle and high group. The eighth conclusion is that English level is a considerable variable regarding both Turkish EFL learners' speaking motivation and perceived use of games. The results indicate that among A1+A2, B1+B2, and C1+C2 English levels, A1+A2 level EFL learners have the highest extrinsic and amotivation C1+C2 level have the lowest. Likewise, while A1+A2 level EFL learners had the highest values regarding the use of games, those at the C1+C2 level had the lowest. A1+A2 level learners want to play games in a GLE more than B1+B2 and C1+C2 level learners. The last conclusion is that department is a considerable variable regarding Turkish EFL learners' speaking motivation, but it is not considerable regarding the perceived use of games. According to the results, EFL learners studying at English language-related departments have more intrinsic motivation than the other departments.

In brief, extrinsic motivation was found to have a tremendous role in Turkish EFL learners' speaking motivation. In addition, the use of games was found to be mostly received as entertaining by Turkish EFL learners. Moreover, a statistically significant correlation was found between Turkish EFL learners' perceived use of games and speaking motivation; extrinsic and intrinsic motivation was positively correlated with the use of games, while amotivation is negatively correlated with it. Furthermore, all variables were found to be considerable regarding EFL learners' speaking motivation. However, certain variables such as age and department are not considerable in EFL learners' perceived use of games, while certain variables like gender, achievement score, English level are considerable.

5.2 Implications

Some pedagogical implications can be drawn from the current study's results. First of all, this study provides evidence for the speaking motivation orientations among Turkish EFL learners. Namely, Turkish EFL learners' speaking motivation is driven greatly by extrinsic motivation and considerably by intrinsic motivation. These results contradict the findings of Dinçer (2011) which state that EFL learners are motivated mostly intrinsically and often extrinsically to learn speaking English. On the other hand, they are parallel because both studies indicate that amotivation occupies a very little place in EFL learners' speaking motivation. Second, Turkish EFL learners find the use of games mostly amusing. This indication supports Baydas and Cicek's (2019) results, which underline that except for some, most of the learners were entertained with the gamification learning process and socially engaged with each other. Apart from getting entertained, the current study's results also demonstrate that they also make efforts to learn with games, they compete with each other, and they intend to use them in the future. However, they play games relatively less for reaching the expected outcomes via rule mechanics and for engagement. Similar results are also obtained, highlighting that once learners reach some expected outcomes like earning badges, achieving certain levels, or appearing on the leaderboard, they start to be less engaged in the game process since their motivation and enthusiasm decrease over time (Hanus & Fox, 2015). Third, the use of games increased intrinsic and extrinsic motivation for speaking English, as is found in the studies of Wichadee and Pattanapichet (2018), Ochoa et al. (2016), Fitzgerald (2015), and Mahmoud Raba and Tanni (2014). Moreover, according to the results, when EFL learners are expected to fulfill the criteria of the games by reaching certain outcomes and when there is a competitive environment in the games, their motivation is affected negatively, and they have amotivation, which shows consistency with the findings of Baydas and Cicek (2019) and Domínguez et al. (2013). In addition, according to the findings, gender is a significant factor affecting EFL learners' speaking motivation, and male learners seemed to have higher extrinsic and intrinsic motivation for speaking English than female learners. However, there seem to be contradictory results concluding that female EFL learners

house a higher level of foreign language learning motivation (Öztürk & Gürbüz, 2012; Gardner & Lambert, 1972; Mendi, 2009; Dörnyei & Csizer, 2002). In this regard, the findings of the studies seem to contradict, but in the current study, specifically, the speaking motivation is handled while the other studies focus on foreign language learning motivation which is broader in scope. Similarly, it is revealed in the current study that when playing in a GLE, male learners are again more active and enjoy the competitive atmosphere more than females, which contradicts with the findings of Al-Zangana (2018) which indicate that there are no significant gender effects on educational games on five-year-old Iraqi EFL learners in learning new English vocabulary. Furthermore, the results unveil that compared to 19, 20, 21, and 22+ year-olds, 18-year-old EFL learners have the highest extrinsic speaking motivation, and 19-year-olds have the lowest. Similar to this finding, Lepper et al. (2005) found that as the learners grow older, they get less motivated. Besides that, for the Turkish EFL context, there might be another reason. In Turkey, if their departments require English language mastery, 18-year-old university students have to study at the English preparatory school of their universities before getting into their departments. They get education in solely English throughout a whole year, and if they cannot pass the preparatory class, they cannot move on with their departments. Therefore, the group of 18-year-old may have the highest extrinsic motivation to pass the class. As for 19-year-old learners, it is possible to say that since they have passed the preparatory class and study at their departments right now, they have no concerns about English anymore; that is why maybe they have the lowest extrinsic motivation. When it comes to achievement score effects on EFL learners' speaking motivation, the results show that learners with low achievement scores have the highest intrinsic and extrinsic speaking motivation than those with average and high scores. Likewise, learners with low achievement scores want to play games in a GLE more than the other two groups, while those having high achievement scores want to play games in a GLE less than the other two groups. For this case, the findings in Baydas and Cicek (2019)'s study may make sense in that they expressed that when in-depth learning is needed, gamification does not work well because students can be inclined to ignore content learning and focus solely on the game elements like earning badges or gaining a place on the leaderboard as

reported in Fitz-Walter et al. (2011) and Montola et al. (2009). Thus, as gamified learning process was proved to be ineffective in terms of in-depth content learning, it is normal for the learners with high achievement scores not to want to play games much because more hardworking or knowledgeable students generally desire to learn the content in-depth; properly and completely with all the related details. As for the effects of English level on EFL learners' speaking motivation, it is noted in the study that among A1+A2, B1+B2, and C1+C2 English levels, A1+A2 level EFL learners have the highest extrinsic motivation regarding speaking, while those at C1+C2 level have the lowest. The finding may explain such a result that those at low English levels are aware that they have to maximize their English knowledge and improve their English language skills to survive later at their departments requiring high English mastery. Thus, they become extrinsically motivated. Similar results are obtained in the study by Dinçer (2011) that states although EFL learners are cognizant that their English level is low, they are hopeful they will improve and achieve speaking fluency in the future; namely, they are motivated, which shows parallelism with this study's results. Likewise, A1+A2 level learners want to play games in a GLE more than B1+B2 and C1+C2 level learners, while C1+C2 level learners want to play games in a GLE less than A1+A2 and B1+B2 level learners. This can be clarified with the same study's same explanation made for the achievement score effects on EFL learners' perceived use of games, namely, Baydas and Cicek's (2019) study. High-level learners, namely, C1+C2 level learners are generally hardworking or knowledgeable students, and this kind of students generally desire to learn the content in-depth, but the gamified learning process falls short regarding in-depth content learning, that is why they may not want to play games much. Lastly, the findings illustrate that EFL learners studying at English language-related departments are more intrinsically motivated to speak English than those at other departments, which can be simply commented like they would not have chosen English-related departments at university they had not loved English and speaking English. Thus, it is pretty unexceptional for those at English-related departments to have intrinsic motivation towards speaking English.

5.3 Practical Recommendations

Some practical recommendations can be submitted in line with the conclusions. First, instructors should promote Turkish EFL learners' intrinsic motivation for speaking English because their intrinsic motivation level is lower than their extrinsic motivation. To do so, instructors should consider their interests and needs and accordingly lead them to set intrinsic goals such as personal development, enjoyment, interest, and knowledge. Second, instructors should integrate entertaining, educative, and sweet competitive games into speaking classes since the learners perceive the use of games as entertaining, educative, and sweet competitive.

Third, instructors should make use of games in their speaking classes because the more games are used, the more learners' intrinsic and extrinsic motivation increase. However, they should explain the rationale behind the games and give informative feedback to students' progress in the games. Fourth, instructors should not benefit from games pushing learners to reach some definite outcomes, having harsh competitive environment and making learners fully engaged in. Learners have amotivation when they play such games. That is why, not to lower their speaking motivation, staying away from these kinds of games would be better. In addition, when they do not feel like playing games, or when there are some learners not want to play, instructors should not force them to take part in the games. They should be autonomous and free to choose to participate or not. Thus, instructors should listen to learners and try to understand their feelings, moods, needs, and desires.

Moreover, female learners' intrinsic and extrinsic speaking motivation should be enhanced, and their perceptions of the use of games should be supported more because they have lower motivation levels and they like playing games less compared to males. To overcome this, females should be encouraged more to speak English, given more opportunities to express themselves, and partnered with males in games for peer tutoring. Hence, males' enthusiasm and energy to play games may affect females positively while playing in pairs. Along with this, instructors should offer mediation, give learners hints when they get stuck and provide them with constructive feedback. Apart from this, games getting both males' and females'

attention should be carefully chosen. Therefore, instructors should offer alternatives to learners and let them choose the games they want unanimously.

In addition, intrinsic speaking motivation of 18-year-old EFL learners should be strengthened; namely, those at English preparatory schools of universities should be intrinsically motivated in terms of speaking since they have the highest extrinsic motivation among 19, 20, 21, and 22+ year-olds. Thus, instructors should help them internalize their extrinsic speaking motivation, namely, transform their extrinsic motivation into intrinsic motivation. Thus, they should raise awareness, inspire them, make them love speaking English. Learners' reasons to learn and speak English should not only be to pass the prep school and move on to their departments. Rather, they should have intrinsic motives; pleasure, growth, satisfaction, and happiness while speaking English. To do this, instructors can benefit from entertaining, educative, and soft competitive games as mentioned above.

Furthermore, learners having average and high achievement scores and learners having middle and high-level English should be motivated in terms of speaking English more, and they should be engaged in games more since they have lower speaking motivation and lower desire for games. These kinds of students may think that they are already knowledgeable, that they can speak if they want and that they do not need to improve themselves as they are good enough. Thus, they may have low speaking motivation and be unwilling to attend games. Therefore, instructors should pick a little bit challenging and complicated speaking games for such students as when they see that they cannot play easily, they will have an ambition, which will elevate their speaking motivation automatically, and so they will participate.

Additionally, intrinsic speaking motivation of learners studying at different departments other than English language-related ones should be soared more because they have lower intrinsic motivation than those studying at English language-related departments. Instructors should first get to know them well and stir intrinsic motivation they have inside to speak. They should attract the attention of these learners with interesting and attractive activities and materials. At this point, games again can play a pivotal role regarding intrinsic speaking motivation if it is employed in a convenient atmosphere with proper strategies. Through games, once they

experience the success, personal growth, satisfaction, enjoyment, and the power of knowledge, without doubt, they will go for it.

Along with these recommendations, some other suggestions on enhancing learners' speaking motivation and engagement in speaking activities can be added. Even if an instructor is so competent in his/her field, without knowing instructional strategies, it is almost impossible for him/her to motivate learners intrinsically. From this point forth, Kayi (2006) listed some instructional suggestions for teachers in teaching speaking :

- Provide students with as many opportunities to speak the target language as possible by creating a rich atmosphere with collaborative work, authentic resources, and activities, and shared knowledge.
- Aim to include every student in every speaking activity; to accomplish this, practice various methods of student involvement.
- Reduce the amount of time the instructor speaks in class while increasing the number of time students talk. Take a step back to look at the students.
- When reflecting on a student's answer, use constructive language.
- Pose eliciting questions like "What exactly do you mean? How did you come up with that conclusion?" to encourage students to speak up more.
- Deliver written feedback such as "Your presentation was fantastic. It was excellent work. I admired your diligence in preparing the materials and making effective use of your tone…."
- When students are speaking, do not correct their pronunciation mistakes frequently. The correction should not hinder the student's ability to speak.
- Include speaking exercises both in and out of class; make contact with parents and other people who can assist.
- Walk around the classroom to make sure that students are on the beam and to see if they need some assistance when working in groups or pairs.
- Provide students with the words they will need for speaking exercises ahead of time.
- Diagnose students' difficulties in expressing themselves in the target language and offer further opportunities for them to practice speaking the language.

5.4 Recommendations for Further Research

Some practical recommendations for further research can be made. To begin with, more research should be carried out to see the effects of the use of games on EFL speakers' psychological, social and individual variables. In other words, the effects of the use of games on EFL speakers' emotions; learners' affective variables like inhibition, anxiety level, attitudes, self-esteem, and self-respect; learners' social variables like ethnic identity, social class, social norms; and learners' individual variables like aptitude, cognitive styles, learning strategies, personality types, self-consciousness, self-assurance, and self-sufficiency should be investigated in further research. Participants' speaking motivation levels and their perceptions of the use of games may also relate to these variables. Research also needs to focus on the types of games such as online games, video games, board games, card games, traditional educational games like hangman or games with realia and investigate the effect of a specific type of game on EFL learners' speaking motivation. Participants' perceptions of the use of games may change according to the type of the games. Moreover, qualitative research should be conducted to identify flaws and obtain open-ended feedback on learners' speaking motivation and perceptions of the use of games.

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APPENDICES

Appendix 1- Questionnaires

The Effects of the Use of Games on Speaking Motivation in a Foreign Language Context

Dear participants,

This survey consists of 3 questionnaires aiming to find out your speaking motivation level in the field of EFL, to gain insights into your perceptions of the use of games in speaking classes, to assess the correlation between your perceived use of games and speaking motivation levels, and to explore the relationship of demographic variables with your speaking motivation level and perceived use of games. All of your responses will be kept private, and the information gathered will not be linked to any individual participants. Individual surveys, which will be anonymous at the student level, will be accessible exclusively to the researcher. It is entirely voluntary to take part in this study.

Thanks a lot for contributing to this survey.

Supervisor : *Prof. Dr. Selami AYDIN*

MA Student : *Res. Asst. İnci DEMİR*

☐ I voluntarily agree to participate in this study.

Part One : Background Questionnaire

Age :

Gender :

◯ Male ◯ Female

Department at University :

Final Exam Grade in English Class :

Current English Level :

◯ A1 ◯ A2 ◯ B1 ◯ B2 ◯ C1 ◯ C2

Part Two : Speaking Motivation Scale (Dinçer, 2011)

This scale contains items related to your motives in carrying out the speaking activities (role-play, communication game, discussion, etc. in/out of the classroom) given by your speaking teacher. Please mark the number which is most appropriate for your levels of agreement with each statement.

**I do the speaking activities and tasks (role-play,information gap, jigsaw activities, etc.) in/out of the classroom given by my speaking teacher. Because...*

NOTE: This statement is valid for only the items beginning with "because".

	Strongly Disagree	*Disagree*	*Neither Agree Nor Disagree*	*Agree*	*Strongly Agree*
1.Because I want to show others how good I am at speaking in English.					
2.Because it is absolutely necessary to do speaking activities if one wants to be successful in language learning.					
3.Because it is a good way to gain lots of skills which could be useful to me in other areas of language learning and my life.					

4.Because I experience a great pleasure while discovering new techniques of expression of ideas and feelings through speaking.					
5.Because I think carrying out complex speaking tasks will improve my performance.					
6.Because I like speaking in English.					
7.I do not care the speaking activities and tasks much.					
8.Because I know I will get in trouble if I do not.					
9.Because I want the teacher to think I am a good student.					
10.Because I want to get better at speaking or, at least, keep my current skill level.					
11.Because I get a satisfaction in finding out new things.					
12.Because I have a pleasure while I am perfecting my abilities in foreign language speaking.					
13.Because it makes me happy.					
14.Doing speaking activities is not interesting for me.					
15.Because I am supposed to do them by my parents, teacher, friends, etc.					
16.Because I want to impress the other students in the class.					
17.Because it is a good way to maintain good relationships with my classmates.					
18.Because I have an excitement in knowing more about the foreign language speaking.					
19.Because I feel a lot of personal satisfaction when I master difficult speaking activities.					

20.Because I think it is interesting.					
21.I do not want to speak in English, because I don't think I will go anywhere in it.					
22.Because that is the rule.					
23.Because I will feel bad about myself if I do not try and do well in speaking classes.					
24.Because I want to find out how good I am at speaking.					
25.Because I feel good when I do better than I thought in speaking English.					
26.I do not know why I do speaking activities.					
27.Because I want the teacher to say nice things about me.					
28.Because I will feel proud of myself if I do well.					
29.Because it is important to me to try to do well in classes.					
30.Because I feel a great excitement when I am involved in speaking activities.					
31.Because I might get a reward if I do well (high grades)					

Part Three: Gamification Process In Undergraduate Education Scale (Baydas&Cicek,2019)

This scale contains items related to the effects of games on your speaking motivation in English classes. Please mark the number which is most appropriate for your levels of agreement with each statement.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1.I learned about the topic while playing in a Gamified Learning Environment (GLE).					
2.It contributes to my learning while getting immediate feedback for every question in a GLE.					
3.Playing in a GLE helps me to achieve the learning goals.					
4.I feel that I make an effort to learn in a GLE.					
5.I feel more positive towards course topic while playing the game in a GLE.					
6.I endeavor to reach the achievement criteria (medal system, the student of the week, etc.) in the GLE.					
7.I struggle to appear at the top of the leaderboard of the GLE.					
8.I am getting excited while competing against others in a GLE.					
9.I struggle to appear on the platforms (social networks, boards, etc.) that display the game results.					
10.I have fun while competing against my friends in a GLE.					
11.I intend to teach my future courses in a GLE.					
12.I suggest that in future my friends teach their courses in a GLE.					
13.I plan to use GLEs in my future course.					

14.I wish other instructors would also gamify their teaching.					
15.It is fun to play game in a GLE.					
16.I become engaged with the components (background music, duration, visual design etc.) of a GLE.					
17.It is fun to play a game with my friends in a GLE.					
18.I just focus on playing while playing in a GLE.					
19.Time passes so fast while playing in a GLE.					
20.I engage myself while playing in a GLE.					
21.I consider others' performance while playing in a GLE to feel better about my performance.					
22.I am excited when I earn a badge over others while playing in a GLE.					
23.Being informed about the scores after each stage in a GLE increases my excitement.					

CURRICULUM VITAE

İnci DEMİR completed her primary and high school education in Denizli. In the last year of high school, she participated in the Comenius Programme and got education in Skinners' Academy, in London, England. In the year 2010, she attended to Middle East Technical University, Faculty of Education, English Language Teaching (ELT) Department. In 2015, she was entitled to take part in Erasmus Programme and studied at the Universitat zu Köln, in Cologne, Germany. After graduation from university in 2016, she began to work as a lecturer at the School of Foreign Languages of İstanbul Aydın University at the same year. One year later in 2017, she started to work at the School of Foreign Languages of Beykent University as a lecturer again and worked there for 4 years. In the year 2018, she enrolled to ELT master degree programme of İstanbul Medeniyet University Institute of Graduate Studies. She won a master's scholarship from TUBITAK 2210-National Scholarship Programme for MSc Students. In 2021, she began to work as a research assistant in ELT Department of Pamukkale University.

ÖZGEÇMİŞ

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Uyruğu : T.C.

EĞİTİM

Derece	Kurum	Mezuniyet Yılı
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	University of Cologne, İngilizce Öğretmenliği (Erasmus-2015, Almanya)	
	London Skinners' Academy (Comenius-2011, İngiltere)	
Yüksek Lisans	İMU, Lisansüstü Eğitim Enstitüsü, Yabancı Diller Eğitimi Anabilim Dalı (TÜBİTAK 2210-A Bursiyeri)	2021

İŞ TECRÜBESİ

Tarih	Kurum	Görev
2016-2017	İstanbul Aydın Üniversitesi	İngilizce Okutmanı
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2021-hala	Pamukkale Üniversitesi	Araştırma Görevlisi

YABANCI DİLLER

İleri düzeyde İngilizce, orta düzeyde Almanca.