THE EFFECT OF EDUCATIONAL BOARD GAME DESIGN ON EFL STUDENTS' MOTIVATION

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ABSTRACT

THE EFFECT OF EDUCATIONAL BOARD GAME DESIGN ON EFL STUDENTS' MOTIVATION

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The aim of this study is to examine the impact of board game design on Turkish preparatory students' motivation on English language at a foundation university in Istanbul, Turkey. A quasi-experimental design was applied with qualitative and quantitative data collection. This research is carried out with participation of 36 students in total, who were in experimental and control group with an equal number of participants. The data collection tools were Course Interest Survey and Instructional Materials Motivation Survey by Keller and were applied as pre-test and post-test on both groups. Besides, an interview was held with the participants of the experimental group to have qualitative data. After the participants were given a brief presentation about board games, they spent the first three weeks to design their own board game and last three weeks to play the board games created the groups in the experimental group and the treatment took 7 weeks in total. The findings of Course Interest Survey revealed that integration of board game design into English lessons increased the motivation scores of the participants. The findings gathered for the subscale category, Attention, on IMMS showed that there is a statistically significant difference between the pre and post-test mean scores of the experimental group (p= .001, $p < 0.05$). Furthermore, the findings showed that there was no statistically significant difference between total scores of the participants towards the course and instructional material. According to qualitative data findings, it was found that board game design and play were perceived as an effective and motivating process while

learning English. In conclusion, board game design and play could be integrated into English lessons as a way of teaching.

Keywords: English Language, Motivation, Board Game Play, Board Game Design

ÖZ

EĞİTSEL KUTU OYUNU TASARIMININ EFL ÖĞRENCİLERİNİN MOTİVASYON DÜZEYİNE ETKİSİ

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Bu çalışmanın amacı, kutu oyunu tasarımı ve kutu oyunlarının, İstanbul, Türkiye'deki özel bir üniversitede öğrenim görmekte olan hazırlık öğrencilerinin İngilizce motivasyonu üzerindeki etkilerini incelemektir. Hem nitel hem de nicel veri toplama yöntemleri ile yarı deneysel bir araştırma tasarımı uygulanmıştır. Araştırma, deney ve kontrol grubu olarak eşit sayıda katılımcı ile belirlenen toplam 36 öğrencinin katılımıyla gerçekleştirilmiştir. Veri toplama araçları Keller'ın Ders Motivasyon Ölçeği ve Öğretim Materyalleri Motivasyon Anketi olup, her iki gruba da ön-test ve son-test olarak uygulanmıştır. Ayrıca, deney grubundaki katılımcılar ile araştırmanın nitel veri kısmını oluşturan yüz yüze görüşme yapılmıştır. Katılımcılar toplamda 7 hafta olan uygulama sürecinin ilk haftasında kutu oyunları hakkında bir sunum ile bilgilendirilmiş, sonraki 3 haftayı kendi kutu oyunlarını tasarlayarak ve son üç haftayı deney grubundaki grupların oluşturduğu kutu oyunlarını oynayarak geçirdiler. Ders Motivasyon Ölçeği bulguları, kutu oyunu tasarımının İngilizce derslerine entegrasyonunun katılımcıların motivasyon puanlarını artırdığını ortaya çıkarmıştır. Öğretim Materyali Motivasyon Ölçeği alt kategorilerinden Dikkat kategorisinin bulgularına göre deney grubunun ön-test ve son-test puanları arasında istatistiksel olarak anlamlı bir fark bulunmuştur ($p = .001$, $p < .05$) Ayrıca, bulgular, öğrencilerin dersteki motivasyon düzeylerinde ve öğretim materyallerinde istatistiksel olarak anlamlı bir fark olmadığını göstermiştir. Nitel veri bulgularına göre kutu oyunu tasarımı ve kutu oyunu oynamanın İngilizce öğrenirken etkili ve

motive edici bir süreç olarak algılandığını ortaya çıkmıştır. Sonuç olarak, kutu oyunu tasarımı ve kutu oyunları, bir öğretim yöntemi olarak İngilizce derslerine entegre edilebilir.

Anahtar Kelimeler: İngilizce, Motivasyon, Kutu Oyunu Tasarımı, Kutu Oyunu

To My Father, Who Inspired Me

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TABLE OF CONTENTS

ETHICAL CONDUCT……..……..…..iii
ABSTRACT iv
ÖZ v
ACKNOWLEDGEMENTS vi
TABLE OF CONTENT ……..……....…….vii
LIST OF TABLES…….....….viii
LIST OF FIGURES…….....…..ix
LIST OF ABBREVIATION x
Chapter 1: Introduction..... 1
1.1. Overview 1
1.2. Statement of the Problem 3
1.3. Purpose of the Study 4
1.4. Research Questions 5
1.5 Significance of the Study..... 6
1.6 Definitions 6
Chapter 2: Literature Review..... 8
2.1 Games, Features of Games and Types of Games 8
2.1.1 What is Game?..... 8
2.1.2 Features of Games..... 9
2.1.3 Types of Games..... 10
2.2 English Language Education in 21st Century..... 15
2.2.1 Why Use Games in English Language Education? 16

2.3 Sample Board Games in Language Education 20
2.4 Motivation 23
2.4.1 What is Motivation? 23
2.5 Game Design 25
2.5.1 Board Game Design Models 26
Chapter 3: Methodology 29
3.1 Research Design 30
3.2 Setting and Parcitipants 31
3.2 Procedures 37
3.2.1 Data Collection Instruments. 38
3.2.2 Data Collection Procedures 42
3.2.3 Data Analysis Procedures 48
3.2.4 Reliability and Validity 49
3.3 Limitations 50
Chapter 4: Findings 51
4.1 Students' Motivation on the Lesson 51
4.2 Students' Motivation towards the Instructional Materials 57
4.3 Interview Findings 61
4.3.1 Findings on English language. 62
4.3.2 Findings on Game Design Process. 65
4.3.3 Game Play Process. 70
Chapter 5: Discussion and Conclusions 76
5.1 Discussion on the Findings for RQ1 76
5.2 Discussion on the Findings of RQ2 78
5.3 Discussion on the Findings of RQ3 80
5.4 Recommendations for Further Research 82

REFERENCES 85

APPENDICES 93

A. Instructional Materials Motivation Survey 93

B. Course Motivation Survey 95

C. Interview Questions 97

Curriculum Vitae 99

LIST OF TABLES

TABLES

Table 1 Research Design of the Study 38
Table 2 Scoring Guide for IMMS 40
Table 3 Scoring Guide for CIS 41
Table 4 Pre-test and post-test mean scores of control and experimental group on CIS 52
Table 5 Pre-test and post-test mean scores of control group on CIS 53
Table 6 Pre-test and post-test mean scores of experimental group on CIS 53
Table 7 Pre-test mean scores of control and experimental group on CIS 54
Table 8 Post-test mean scores of control and experimental group on CIS 54
Table 9 CIS Paired Sample T-Test for all subscales of control group 55
Table 10 CIS Paired Sample T-test for all subscales of experimental group 56
Table 11 Pre-test and post-test mean scores of control and experimental group on IMMS 57
Table 12 Pre-test and post-test mean scores of control group on IMMS 58
Table 13 Pre-test and post-test mean scores of experimental group on IMMS 58
Table 14 Pre-test mean scores of control and experimental group on IMMS 59
Table 15 Post-test mean scores of control and experimental group on IMMS 59
Table 16 IMMS Paired Sample T-test for all subscales for control group 60
Table 17 IMMS Paired Sample T-test for all subscales for experimental group 61
Table 18 Categories and themes on the findings on English language 62
Table 19 Categories and themes of the findings on game design process 66
Table 20 Categories and themes of the findings on game play process 70

LIST OF FIGURES

FIGURES

Figure 1. Educational Background of The Control Group. 33
Figure 2. Educational Background of The Experimental Group. 33
Figure 3. Board Games Known By Participants. 34
Figure 4. Favourite Board Games of The Participants. 35
Figure 5. The Strongest Skills In English Language of Experimental Group Members. 36
Figure 6. The Weakest Skills In English Language of Experimental Group Members. 37
Figure 7. Skills Improved Through Playing Board Games 72

LIST OF ABBREVIATION

EFL	English as a Foreign Language
CIS	Course Interest Survey
IMMS	Instructional Materials Motivation Survey
ARCS	Attention, Relevance, Confidence, Satisfaction

Chapter 1

Introduction

1.1. Overview

Language is the greatest wealth of human being (Lawrence & Lawrence, 2013). It is the most significant invention ever been created. As not only it is preferred in international communication, but also has a great amount of people speaking it, English is one of the most significant languages around the world (Bauch & Cable, 2005). Thus, it has been taught to be able to adapt and communicate to the rest of the world for many years. To be able to teach English language, variety of approaches have been applied. While some of them focus on translation, psychical actions, drills, communicative skills, others focus on repetition, dialogues and tasks and so forth. Yet, it is impossible to claim that there is an ideal teaching approach since learning foreign language is a dynamic process, which means to whom, where, when and why you teach the target language depends on the learners' profile, which results in some problems in English language education.

English language has been taught in a teacher-centred learning environment where teachers were the source of information and observers of students whereas the students were holding a passive role as they were receiving the knowledge only (Emaliana, 2017). In teacher-centred learning contexts, learning is limited to the classroom and transferring the information was the only goal (Acat & Sönmez, 2009). Today, learning environments have been shaped as student-centred rather than teacher-centred as it has been recently. Student-centred learning environment is a learning context where the needs of the students, rather than those of teachers and others at school, are quite significant and teacher is the manager of the learning taking students' needs, skills, tendencies into consideration (Larasati, 2008). Additionally, student-centred learning environments are the new motivators of students since this type of learning require them to take their own responsibility in learning (Lestari & Wdjajakusumah, 2009).

Promoting student-centred learning environment involves in some problems in developing countries (Muianga, Klomsri, Tedre & Mutimucuio, 2008). Even though learning environments have lost their focus on teachers but on students nowadays,

there are still some teachers who find creating student-centred learning environment is difficult to adopt, especially in classes having large number of students. As there are some societies where the number of sources is limited, and the size of the classes is large, following student-centred learning is problematic (O'Neil & McMahon, 2005). In such environments, student-centred learning could seem uneconomical for teachers to adopt in their classes, even though students experience collaborative learning, learning with their interests, problem solving skills.

The second common problem in English language education today is that with the technological grow-out in 21st century, information is accessible anytime and anywhere and learners are supposed to know how to find out the required sources, analyse and synthesize throughout their learning process to achieve since there is a mass of information in today's world. Today's communities seek for people who have competences in searching and using the information, taking advantages of critical thinking, problem-solving, communication and creative skills (Boyacı & Atalay, 2016). To be able to be the most wanted one in this century, learners are to gain such skills. Teachers and schools must be aware of the fact that what is being taught and the skills the content provide cannot be taken into consideration separately but interrelated (Rotherham & Willingham, 2009). Thus, teachers should start creating such atmosphere in their own classrooms to give the learners a chance to practice and gain 21st century's skills.

Due to all those revolutions mentioned above around the world, education has been affected accordingly since there is a need for learners with those new abilities to be successful. Even though student-centred classrooms, where learners can experience 21st century skills, have been taking places of teacher-centred classes, still it might be found tough to provide such context. This situation has brought a new belief among educators: to use games in classrooms (Sağlık, 2017).

Educators have commenced to consider games as a new way in teaching, which composes more effective learning than traditional learning (Yükseltürk, Altıok & Başer, 2018). Games can build a classroom environment where students can experience reality, joy, excitement and accomplishment in a classroom context by gaining and practising some skills such as competing and collaborating (Ajibada & Ndububa, 2008), which are those of skills in demand today. Games generates such a

learning setting in classrooms that learners can adopt English language skills such as vocabulary and grammar while focusing on the information taught through the language rather than the language itself (Abijade & Ndububa, 2008). Thus, the language comes into being a tool to learn and practice 21st century skills rather than being a subject to be learned. As being great facilitator of providing those skills, games also arise motivation in learners. In those game-integrated learning environments, where learner's needs are met with joy, satisfaction, communication and education, they start to raise motivation to learn (Gürçay, 2015). When teachers integrate games as a new way of learning method in their classes, it is inevitable that the learning in those classes is active, fun and dynamic as they compound cooperation, interaction between groups of learners and communication (Wu, 2017).

Motivation is the key to unlock how to understand the design of instruction, (Keller, 1983). Motivation is the most vital impulse in our lives. Without motivation, there would be no learning, no progress and no productivity. As Yüncü Kurt (2014) states, it cannot be expected that learners perform success when they do not have willingness and motives to lead them to go forward. Since motivation is significant, educators have been taking advantage of games to reveal it among learners. It is proven by the research studies that games are an effective tool to raise motivation of students (Ajibada & Ndububa, 2008; Alcala & Garijo, 2017; Sağlık, 2017). Even though there are few studies focusing on how games are helpful to reveal motivation in learners, there is still a lack of studies composing of game as a motivator in EFL classes especially in Turkey. Thus, current study is aimed to fulfil this need in literature and examine how games affect learners when they learn English language.

1.2. Statement of the Problem

Learning English language has been an essentiality to be able to interact with the entire world today. As English language has been "global language", education, also, is affected by this change. Not only the English language departments at universities, but other departments are now being taught in English language. Today's learners are trying to learn that language in order to be in touch with the world all the time, to have a profession or to have qualified lives (Yüncü Kurt, 2014).

Thus, learners who are willing to have this language competence are required to learn English language.

Since motivation is one of the most important components in learning, we, as teachers, should unveil students' motivation in our classes. Even though students start their learning with a great eagerness in the beginning of the term, they start to lose their attention and motivation along the year. Using the same materials throughout the year causes students to lose their interests in lessons since those materials do not have such activities to enhance students' motivation (Yüncü Kurt, 2014). Hence, it has been a trend that games have been involved in classes to reveal motivation of learners. Educational games are considered as the facilitator of learning, appealing and motivating since games provide immediate feedback as learners can observe the consequences of their decisions throughout playing the games and decide what to do next (Şenel & Akman, 2016).

In the consideration of those studies, which investigated the impact of games in education (Min & Fung, 2016; Lee, 2012; Arslan, Moseley & Cigdemoglu, 2011; Paris & Yussof, 2013; Ajibade & Ndububa, 2008; Leon & Cely, 2010; Sanchez & Olivares, 2011; Sevy-Biloon, 2016), a deficiency was found since the number of studies, which examine the effects of educational board games on students' motivation in EFL classes. In order to fill this gap in literature, this study desires to observe the impact of board game design on motivation of Turkish students who are actively enrolled in EFL class in language preparatory school.

1.3. Purpose of the Study

The overall purpose of this study is to examine the motivation of learners, who are actively enrolled in an English language preparatory school at a foundation university in Istanbul, Turkey and compare the difference in motivation of those who are exposed to learn through board games and the ones who experience traditional English learning. In this study, not only playing board games, but also designing those board games will be focused since students were required to design and play educational board games throughout the study.

1.4. Research Questions

This study is conducted with the aim of finding answers for those research questions, which are presented below;

1. Is there a statistically significant difference between total scores of experimental and control groups on CIS at the beginning and at the end of the study?
   - 1.1. Is there a statistically significant difference between the pre-test and post-test total scores of control group on CIS?
     - 1.1.1. Is there a statistically significant difference between the pre-test and post-test total scores of control group in terms of subscales (ARCS) of CIS?
   - 1.2. Is there a statistically significant difference between pre-test and post-test total scores of experimental group on CIS?
     - 1.2.1. Is there a statistically significant difference between the pre-test and post-test total scores of experimental group in terms of subscales (ARCS) of CIS?
   - 1.3. Is there a statistically significant difference between pre-test total scores of control and experimental group on CIS?
   - 1.4. Is there a statistically significant difference between post-test total scores of control and experimental group on CIS?
2. Is there a statistically significant difference between total scores of experimental and control groups towards the instructional materials at the beginning and at the end of the study?
   - 2.1. Is there a statistically significant difference between the pre-test and post-test total scores of control group on IMMS?
     - 2.1.1. Is there a statistically significant difference between the pre-test and post-test total scores of control group in terms of subscales (ARCS) of CIS?
   - 2.2. Is there a statistically significant difference between the pre-test and post-test total scores of experimental group on IMMS?
     - 2.2.1. Is there a statistically significant difference between the pre-test and post-test total scores of experimental group in terms of subscales (ARCS) of CIS?

2.3. Is there a statistically significant difference between pre-test total scores of control and experimental group on IMMS?

2.4. Is there a statistically significant difference between post-test total scores of control and experimental group on IMMS?

3. What are the students' perceptions about designing board games in EFL classes?

1.5 Significance of the Study

Since teaching English became prevalent worldwide many teaching methods have been used for effective language teaching. However, with the prevalence of distinctive and modern teaching methods games became one of the essential components of modern EFL classrooms. According to Ajibade and Ndububa (2008), games are the most practical tools in terms of communication, as they not only focus on the output but also the process of learning. Likewise, games are the most effective way of learning which the learners follow with their own will and enjoy to be able to reach a specific aim held by the game itself (Köksal, Çekiç & Beyhan, 2014). Despite the studies having been conducted on game-based learning, there are only a few studies focusing on how game design affects students' motivation. Therefore, this study aims to fill this gap by integrating board game design and board game play into EFL classrooms to analyse their effectiveness on motivation quantitatively and qualitatively.

1.6 Definitions

Educational Game: Educational game is one of the game categories and its purpose is to change the player's knowledge in a positive way (Üçgül, 2006).

Game Play: It is a conceptual feature of the game itself and the process of defeating some challenges the game presents and to perform either related or unrelated actions to do so (Adams, 2014).

Game Design: It is a process, which is performed by the act of designing the game itself determining its elements such as the surface, game mechanics, rules and so on (Adams, 2014).

Board Game: Board games are the games played with moveable items on its surface with a dice and cards on the surface of the game board, (Anonymous, 2017).

Chapter 2

Literature Review

2.1 Games, Features of Games and Types of Games

2.1.1 What is game? Game is a primitive activity to discover the environment (Crawford, 1984). As a human being, we experience playing games in some parts of our lives at least (Melek, 2014). Games are kind of practise that brings entertainment. According to Wright, Betteridge and Buckby (2006), games are described as fun, attractive, playful and interactive activities. As claimed by Leon and Cely (2010), game is an activity, which requires players to take action against an opponent following some set of rules and use their knowledge to be able to win. In other words, games are example of participating in a competition, which creates strife among the players (Leon & Cely, 2010). Juul (2003) defines games as an organization, which its players follow some certain rules, perform to change the measurable outcome and mind the results of it. As Kapp (2012) stated, games are systems where players perform in the circle of the game itself and other players following its rules, receive feedback and result in an outcome, which is observable. Similarly, Arkün-Kocadere and Samur (2016) delineate "games" as fun activities, which are constructed using mechanics, hold an aim or aims requiring competition by following the sets of rules of the game itself and have measurable results at the end. Some scholars claim that games are related to real-life experiences and problem solving skills. As stated by Gredler (1996), games are group of dynamic interactions as they hold changing variables and reflect real-life courses. Additionally, Salen and Zimmerman (2004) claim that games are the systems, where their players are supposed to solve a problem or a shared problem in their groups obeying the rules of the game itself, which are set beforehand, and try to end up with a measurable result. Even though scholars define the game with different words and aspect, it can be seen that all definitions have a common sense since they include similar words to define what a game is such as; system, organization, entertainment, rules, competition, measurable outcome, aims, problems.

2.1.2 Features of games. Likewise, any other tools and activities in education, games, also, have some specific features, which should be taken into consideration by the educators. According to Gredler (1996), games consist of some specific rules, which describe the roles of the players and instructions to play the game itself, leading players to have prizes or punishments. As stated by Gürçay (2005), all games have their unique features such as problem solving, socialization, and set of rules, creativity and so forth. On the other hand, Prensky (2001) declares that games initiate an entertaining, exciting, motivating, interactive, satisfying, challenging environment, provide learners with planning, creativity, social, problem solving skills and present fluency in learning and feedback, which enables learning to continue. Langran and Purcell (1994) state that games reflect reality and facilitate meaningful learning, revision, chance to ask questions, confidence, entertainment, friendly atmosphere, chance to practise for exams and vocabulary and any other structure of the target language for the learners.

2.1.3 Types of games. Since there are a great amount of games, they have been assorted in different categories by different scholars. According to Wright, Betteridge and Bucky (2006) there are eight different kinds or games, which are 1. *Care and share, 2 Do: Move, mime, draw, obey, 3. Identify, discriminate, guess, speculate,4. Describe, 5. Connect: compare, match, group, 6. Order, 7. Remember, 8. Create.* In Care and Share games players are asked to share their personal information in a friendly environment, which generates amiable atmosphere rather than a challenging one. Do: Move, Mime, Draw, Obey games players are supposed to act in a non-verbal way after receiving an input from a reading or heard text. Identify, discriminate, guess, speculate games, the challenge is to identify what is difficult to be identified or to come up with a hypothesis with regard to facts. On the other hand, Describe means that those types of games hold a challenge requiring describing something to the player's partner by either speaking or writing so that his/her partner can complete something. They define the Connect: compare, match, and group games as those types of games where players are expected to connect, compare, match or group some set of components in an either objective and subjective way by making comments on those groups or matched pairs of components. The games in the category of Order are games where the challenge is to make an order of the input taking the expected sequence into consideration in either subjective or objective way. The games labelled as Remember involve recalling skills and communication skills. Finally, games, which are called as Create, challenge their players to offer a new material made out of their imagination.

In his book, Crawford (1997) arranges his own unique classification of games with different groups as *Board Games, Card Games, Athletic Games, Children's Games, Computer Games* According to Crawford, board games consist of a board as a playground and pieces to move with the instructions the game itself indicates to each player. Additionally, card games, as the name them suggest, they are played by cards and the objective is to analyse the cards following to the rules and play accordingly. Athletic games, on the other hand, allow interaction with players and require physical actions to perform. Next, children games are the games including not only process of group of physical activities but also playing as teams mostly. Hide and Seek, Red Rover could be classified under this title of games. Finally,

computer games are defined as those kinds of games that display animated graphics.

Furthermore, games have been discriminated in only three different categories, which are *Competitive, Cooperative or Collaborative* as well. (Zagal, Rick & Hsi, 2006). Zagal, Rick and His note that competitive games possess a challenge that requires beating the other players by administering some strategies and involving in a combat with those players. Nevertheless, cooperative games engage in working in cooperation by exchanging ideas via discussions and have an equal achievement or no achievement at all. Lastly, Zagal, Rick and His determine collaborative games as the final type of games in their classification and differ those types of games from cooperation ones in that collaboration games offers an obligation that players in a team has one goal and all the strategies and decision they follow are their responsibility since the outcome they have at the end of the play is equally shared by every single player in a team.

In another book, games fall into different genres, which are *Action games, Adventure games, Casual games, Educational games, Role Playing games (RPs), Simulation games, Sports (fighting games included), Strategy games and Puzzles and Toys* (Pedersen, 2003). He defines action games as being engaged in action such as fighting, showing reaction, collecting things like guns, aids, protections. In adventure games, on the other hand, the main character in the game starts the game with insufficient amount of supplies and needs then tries to reach his/her main goal by solving problems and puzzles during the game process (Pedersen, 2003). Casual games consist of board games such as chess, card games such as solitaire and game shows, which is playing against a real person (Pedersen, 2003). The main point of educational games is learning, teaching and practicing what has been learned while role-playing games (RPs) are those games offering limitless environment where the only objective of the players is to discover more to become more experienced by exploring prizes or objects, beating the enemies and handling the problems they encounter throughout their expedition (Pedersen, 2003).

He also states that in simulation games, authentic contexts are presented to the players to experience several occasions and states that sport games include two sub categories, which are the player POV, for finger dexterity, and the manager POV, involving making plans, calculating, authentic materials (Pedersen, 2003). In his

classification of games, he expresses strategy games in a different way and claims that those games offer their players to set the rule and plans and control the flow of the game itself, which requires making plans and thinking skills (Pedersen, 2003). Lastly, he declares that players are supposed to solve a puzzle in puzzle games whereas they usually put objects in a certain order to structure or form something in toy games (Pedersen, 2003).

In the present paper, board games have been chosen to be integrated into the study process and examine their effects on learners' motivation when they are enrolled English language class. Hence, board games are going to be presented in detail in the following section.

2.1.3.1 Board games in education. Board games are kind of games having a board or a surface and are divided into different parts and they are played following a few specific rules (Üçgül, 2006). Crawford (1997) also delineates that they comprise a surface, which has different sectors on it and are supposed to be performed following assigned rules with portable items. Games have been consolidated with teaching and learning, which arises a new movement in the scope of education. Diversely, board games could unveil such a learning environment where learners work as coordinated, compete each other, excited, and follow their imagination and each one of the players understand how to play with a group since they all hold equal turns to play (Arslan, Moseley & Cigdemoglu, 2011).

Literature represents some various example studies, which show how board games were integrated into education and what kind of outcomes they brought. Arslan, Moseley & Cigdemoglu (2011) studied on how board games assist to increase environmental literacy of learners. In their study, they utilized Enviropoly the board game, which is designed to raise awareness of environmental issues. 44 candidate teachers existed as the participant group in this study and they were between 20-45 years old. The game was set to play with groups of 4-5 participants. While they were playing, the researchers were passively involved as they were monitoring them to take notes, which is supposed to be analysed as data of the study. In addition, researchers conducted groups for the participants to discuss and criticize the advantages and disadvantages of the game and how to develop it to make it more

practical. Those game involved lessons were regarded as tempting, motivating, delightful and beneficial. It was also regarded that this game could be applied in different contexts, as the content is suitable to change accordingly. The reason why this study was found rewarding was that the closer issues taking place in people's environment are involved in the content of the lesson, the more alerted they are. The instructions on reading and question cards depend on the environment of the current participants. Namely, this board game, ENVIROPOLY, enable educators to modify the content of reading and question cards according to target topic, in other words, the target environment.

In another study, Hoy (2018) studied on teaching history with custom-built board game, POLICING the SOUND, in order to measure the potential of it in terms of affecting historical empathy, integration in classroom and increasing learners' understanding of some historical points. 88 undergraduate and graduate students from History and Indigenous Studies participated in the pilot study. The purpose of the game is to challenge students' beliefs about crime, government and cultural values and get them to make decisions in difficult situations. After the game, all players have discussion sessions to share their thoughts and strategies, which enables students to be engaged in the classroom and be attracted. According to the study, the board game used in the study brought a few aspects to the classroom. It allowed students to experience different ways of playing it, to share their strategies with other teams, which was an opportunity for each of the teams to examine other possible ways and it could cover all other significant parts of the history, which the board game could not present. Hoy (2018) emphasized that the board game's success lies on the fact that those discussion parts provided learners with understanding of those roles and strategies and combine all the experiences shared by other teams, which get learners to focus on significant points while playing.

On the other hand, Skillen and Sietz-Stein (2018) conducted a board game called 100 HOUSE, which is based on linear numbers. The number of the participants of the study was 49 kindergarten students. The design of the game was based on Chuts and Ladders game but each one of the boxes, which were 100 in total, has linear numbers on them from 0 to 100. Game holds an objective to increase mathematical competence of the learners and make them achieve higher level of

performance. Fostering counting skills, knowledge of representation of quantity, how to encode the spatial and numerical links of numbers was the main purpose of this game. These purposes were turned into tasks and presented in an order according to their complexity. Finally, the game was designed consisting of 4 different task levels to be played. At the end of the study, it was indicated that the participants accomplished permanent improvements. The reason why this board game assisted participants to perform those improvements could be those modifications made by the researchers. During the procedure of game play, children were asked to work in cooperation with the experimenter, which was attractive and motivating activity for the children. This modification provided children with the chance of practicing the numbers twice, both while helping the experimenter and playing for themselves. On the other hand, the experimenter took an active role during the game play and held a supportive role especially for those children had difficulties with counting. These modifications of play could result in greater performances of children in mathematical competence.

Another study, carried out by Mattlin (2018), focuses on a board game called DIPLOMACY, which was designed and developed in order to teach diplomacy, international relations and decision-making. The researcher in his study administered some variations such as supplementing team play, a peace mediator team and post discussions. By these variations, the game turned into more cooperative one rather than competitive one since it included within-group negotiations, peace rather than beating others and reflections which allows sharing ideas. The participants of this study were university students and they were asked to perform game play for 10 hours at most and attend to seven lectures, which lasted 1.5 hour each. At the end of the study, those students were asked to provide researcher with their feedbacks about the course. The analysis of those feedback demonstrated that this game, DIPLOMACY, held an effective role being a real micro world, which represented reliable international relations. The reason why the study resulted in such a conclusion could be that those modifications conducted by the researcher himself leaded to obtain conciliated and debated outcomes.

2.2 English Language Education in 21st Century

Human life is dynamic, so is the world. In this changing world, it is inevitable fact that education, also, is taking its place since the way educators proceed, the roles and the need of both educators and learners are also changing accordingly. Throughout the education, speaking of language education in particular, there have been different types of teaching and learning methods to make language teaching more effective (Richards & Rodgers, 2014). Among all these teaching and learning methods, some educators may consider the specific ones as the most effective way to use while teaching. There are some educators who state that *learning-by-doing* is superior to all other ways of learning, yet providing such a learning environment is almost impossible because of some circumstances such as; cost, safety and easiness (Lombardi, 2007).

Methods having been used in language education so far have always been representing the aim of language teaching (Richards & Rogers, 2014). Thus, 21st century has brought about a change in education as well, which is the fact that the aim of language teaching has undergone such change. This dynamic and immediately changing world has resulted in that learners are no longer the passive receiver of the information but active constructor of it (Nissim, Weissblueth, Scott-Webber & Amar, 2016). In order to undertake this active role in learning procedure, learners, today, are supposed to have some certain skills. In today's world, the ones who have skills including creativity, communication and collaboration, which are called as "the three C's", are being preferred to be employed, (Stevens & Verschoor, 2017). Thus, providing those learners with such skills has become a must for them to be the most wanted. Wagner (2010), on the other hand, declares that critical thinking, problem solving, collaboration and leadership, agility and adaptability, being initiative, entrepreneurialism, effective spoken and written communication, accessing and analysing information, curiosity and imagination are inevitably vital needs to succeed in 21st century.

As language learning requires new skills; such as communication, both learning and teaching the English language have come to a demanding point (Yolageldili & Arıkan, 2011). With the aim of adapting to this environment, schools need to provide students with those new competences. If there is no advancement required by 21st

century in the curriculum, teaching and testing, acquiring 21st century skills will be imaginary and life-long learning will never been achieved (Rotterham & Willingham, 2009). To be able to create such a learning environment, where learners can experience authentic learning and gaining those skills needed in 21st century, some educators see games as an alternative way of learning. The areas where games are involved in have been varied to accomplish the specific aims and benefits (Gürçay, 2015). Among all types of games, especially using language games could be a different choice in EFL classes (Köksal, Çekiç & Beyhan, 2014).

2.2.1 Why use games in English language education? Language learning might be challenging and may discourage learners time to time and games could be a solution since they could bring encouragement and life-long enthusiasm to learners when games are brought into language classrooms (Besma, 2015). Thus, integrating games into education has been a new trend and researchers recommend doing so (Uberman, 1998). Games could provide an relaxing and motivating atmosphere to foster learning (Can & Şimşek, 2016). Since games have been integrated into teaching recently, it is now inevitable fact that games are taking their place in education as an instructional material for learning. In the light of education, "education science" has been holding a new field to focus on, which is "game science" (de Freitas, 2018). Since games are being preferred in education, language teaching is following the usage of games as well, as in English language teaching.

Motivation, which is an individual component, should be considered as the basis of instructional design process since the effect of lessons could result in an increase in motivation, which brings willingness to learn, participation and more effective engagement (Cook, Beckman, Thomas and Thompson, 2009). In study of Yuncu Kurt and Keçik (2017), Instuctional Materials Motivation Survey was applied to examine motivation level of students from a preparatory school at a state university in Turkey and it was found that the instructional materials used during the study, which were the course books applied according to ARCS model, affected the students' motivation possitvely since the strategies aqnd instructions were clearly explained and applied. In another study conducted with 69 middle school students in Spain, it was found that the instructional material which was the use of augmented

reality technology, increased students' motivation since the data gathered thorugh Instructional Materials Motivation Survey showed so (Di Serio, Ibanez & Kloos, 2013). As in those studies, it was considered that using games as a new kind of instructional materials could provide such environment where learners' motivation is increased and students' enthusiasm and engagement towards the lessons are facilitated. Namely, what kind of an instructional material is used to teach and learn should be taken into account since an instructional material, such as board game, could bring various effective outcomes into EFL classrooms.

2.2.1.1 Games and language skills. Games used in language classrooms could provide learners with an unusual experience in enhancing language skills. According to Ajibade and Ndububa (2008), language skills such as vocabulary and grammar could be acquired with the help of well-established games. In their research, they chose word games, songs and stories as materials to examine students' motivation in an English language class. Since the students' culture is intertwined with games, they could build a bridge between what they learned in class and what they experienced in their real life easily. The students had some responsibility over their learning to some extend as they could choose any song among different kind of given songs, worked in groups and followed the stages of the given stories. Those stories created by the teacher were related to the students' culture and designed to teach "idioms". They played the word game as two groups and the group who could know the meaning of the word got the points. At the end of the research, it was found that giving such responsibility, control and chance to practise with games to the students increased their willingness to learn and discover more, which enhanced learners' vocabulary and grammar skills. As also stated by Wulanjani (2016), covering the language lessons with vocabulary games is a good way to increase learners' language skills and competence. On the other hand, games could reinforce speaking practices in a language classroom. Using games in language classes could make learning more fun and provides a great amount of speaking opportunities (Leon & Cely, 2010). In their research, storytelling, guessing, caring and sharing games were implemented as tools to investigate how games help students improve speaking skills. In story games the students were asked to tell the story again working in groups. In guessing game, students were asked choosing an object and others were asked to guess what it was.

And in the last one, caring and sharing game, students were required to answer some questions about what they like and they do not playing it as a board game. Since the students were playing games, they did not feel the pressure of learning something. These games raised courage in those students and they could have a chance of self-expression in a free way, which also ensured self-confidence.

2.2.1.2 Games and 21st century skills. Games not only get students to have competence in language skills but also in other skills such as confidence, socialization, problem solving. Sigurdardottir (2010) states that games could bring opportunities for learners to experience socialization and equality since they keep learners active and engaged throughout the learning process, which also increases confidence in them as they solve problems and communicate with others while playing. Learners who are involved in playing games during their learning are more like to improve their cooperative, communicative and social skills since game-play process convert traditional classrooms into a motivating and active learning environment (Wu, 2017). In their study Sanchez and Olivares (2011) searched for how learners develop their problem-solving and collaborative skills while being engaged in playing games. The study took place in Chilean and the participants were 8th grade students from different schools, which were selected according to a set of specific criteria. The learners in the experimental group were more organized since they made a plan for each step while they were solving the problems. Thus, at the end of the study, it was found out that the learners in the experimental group performed better in organizing and making a plan whenever they encounter with a problem.

2.2.1.3 Games and authentic learning. Language teaching has shifted its focus on realistic perspective of language rather than grammar (Dikilitaş & Kırkgöz). Games, which could be an alternative tool to follow that change, convey real-life language experience into the classroom. They reveal not only challenge and motivation among learners but a chance to learn the target language in a realistic way (Ersoz, 2000). According to Boarcaş (2014), using and learning the language in its natural and real context is the most significant factor, which enables learners to improve their communicative skills. In the research carried out by Sevy-Biloon

(2016), lessons were covered with the integration of games in a university setting with 30 university students for one academic year. The games used in this paper were speaking game, board game, board rush and charades. It was required for students to guess the celebrity in the speaking game while they were supposed to answer questions on the board with the target grammar structure. On the other hand, the aim was to make students practise prepositions using classroom setting and objects in board rush game while they were acting out what was written on the paper and others were trying to guess the action. The reason why those students strengthened their skills in English language skills was that they could build a connection between their life experiences and the lesson itself as they were learning unconsciously.

2.2.1.4 Games and advantages for teachers. Games possess some advantages not only for learners but also for teachers. Teachers can accomplish the required objectives in education by the virtue of games (Mubaslat, 2012). Games carry unlimited advantages in language education. They have been significant in teaching English language both for learners and teachers since they create joy and relief as well as courage, creativity and communication in the classroom (Yolageldili & Arıkan, 2011). Games minimize problems with which both teachers and learners have to deal and might occur because of stress in classrooms. Thus, as Mora and Lopera claim (2001), not only learners but also teachers enjoy games and game-like activities in classrooms. On the other hand, grammar could be seen as one of the most complicated subject to teach. Teaching grammar might be considered as a challenging subject since it is confusing and difficult to learn but games can dispose all those problems and create a motivating learning environment (Lawrence & Lawrence, 2013). Within the range of various advantages, which games hold for teachers, it can be educatory that games ease grammar teaching as learners focus on the entertainment they experience via games rather than learning about the grammar of the target language. Why games are being used as a tool in education is that they create such an environment in which learners do not focus on what or how they learn but on language itself using it in a natural way (Benavides, 2001). When learners concentrate on joy they feel less stressful during learning process.

On the other hand, games reduce the cost in terms of time and effort. In the classrooms with large population it is difficult to make required opportunities available for each one of the learners to practice the language at the same time. However, games enable learners to put their learning into practice with a complete usage of target language, which facilitates communicative skills among them, and that elicits progress, the progress elicits motivation and motivation elicits learning, (Gaudart, 1999). On the other hand, teaching takes place in a limited time at schools or courses. Games allow teachers to enrich their teaching, which gets learners to improve their proficiency in English language, (Wu, 2017). Hereby, teachers benefit from games and provide learners with more opportunities with less cost.

2.3 Sample Board Games in Language Education

Among a great amount of games, board games have been integrated into language education as well based on the fact that they bear several benefits. In language classes, when board games are regulated with the curriculum and cover the educational purposes, then they reach significance on the side of education since they engender language items and phrases with the help of games (Lee, 2012). Board games are amusing way to perform what is being learnt. Ersoz (2000) emphasizes that board games are the opportunities for pupils to process their language competences and communication forms. Incidentally, performing the target language by learners could be managed in virtue of board games owing to fact that they foster ability of speaking and competence (Fung & Min, 2016).

In their study, Fung and Min (2016) questioned the effects of board games on participants' anxiety of speaking in English language and they integrated the board game, "What Say You?". Number of the participants was 60 in total and half of them was experimental group whereas the other half was the control group. They attained the data with pre and post speaking tests and questionnaire to report the speaking test scores of the participants. The results presented that there was a statistically significant difference between the scores of both group aforementioned. Furthermore, participants of the experimental group performed significantly higher scores. When compared to the control group, participants in the experimental group were more self-assured to advocate their thoughts and showed eagerness to have a

voice after they were exposed to the treatment. This study declared that participants with low competence of English speaking could involve in class and take an active role due to board games. The reason why they achieve higher scores was that they were prompted by the achievements of their peers and their level of confidence started to rise since they observed their own performance in board game playing.

In another study, Lee (2012) implemented a research on board games and integrates a board game, SMARTies, into the language classroom to conduct a formative assessment. Attendants of the study were 30 voluntary students and they were requested to go in for a pre-test and post-test along with a questionnaire to identify what kind of attitudes they hold towards board games. Consequently, they presented positive attitude towards integrating with SMARTies and the participants concerned this board game not only as an entertaining and integrating game but also challenging. It was reported that participants demonstrated better performance in general knowledge, grammar and spelling competence after playing the board game despite the limited time of play. The reason why this board game had those participants performed more successfully is that SMARTies presents opportunities for teachers to prepare target content to be practised right after teaching. Since this board game offers a dynamic content to be acquired, students can learn items related to the target language while they are playing it.

Paris and Yussof (2013) investigated the ways a board game facilitates teaching grammar in a language class and used “Fun with Grammar” the board game in their research. They conducted their study with 115 students who registered Pre TESL programme and divide the population into four groups. Then they selected two of those groups as experimental groups while the other two as control group. The purpose of that study was to use board game along with the textbook as a treatment for the experimental group whereas using textbook only for the control group and investigate the effect of board game on grammar competence of the learners. The board game, “Fun with Grammar”, was basically worked as a snake ladder game with a difference. Rather than including numbers, this board game included “tenses” of the target language. The board game consisted of four different stages, which are asking questions, giving responses, forming sentences and error correction. The purposes of that game was to achieve all the tasks given on the game board itself and

access the “WELL DONE POINT” as first player to win. This board game was found valuable since it enhanced grammar learning in language class. The reason why using this board game strengthened learning could be that it made learners be exposed to variety of grammar structures simultaneously with less anxiety since learners were basically playing a game which established pleasant and friendly environment for them. Since the learners existed in a calm atmosphere, their stress or anxiety did not hinder them to focus on grammatical items. Additionally, this board game enabled learners to build self-confidence since they were in the centre of the game and responsible for all actions.

In order to examine the capacity of board games on learners’ speaking competence, Sasidharan and Eng (2013) integrated CHALLENGE the board game, which was designed taking the theory of Multiple Intelligence and Social Learning Theory into consideration, into their research. The number of the participants of this study was 56, aged between 11-12, from a Malaysia primary school and 8 teachers, who observed the entire process of game play. The board of the game was a life-sized mat and the students acted as the tokens of the game. The purpose of the study was to answer the questions from either question cards or constructed ones by the teams, who played the game, and to reach the highest points. The questions presented on the cards were classified into four groups, which were English, Science, Mathematics and General Knowledge. Pupils could ask those questions on the cards or have discussion sessions before playing to come up with a new question, which they constructed as a team. With the help of those discussion sessions, Social Learning Theory was integrated into learning, thus students could experience social interaction to learn from peers. Additionally, six principles of Multiple Intelligence Theory were embedded, which were linguistic intelligence, logical-mathematical intelligence, spatial-visual intelligence, bodily-kinaesthetic intelligence, and interpersonal and intrapersonal intelligence. The results of the study demonstrated positive perspectives towards it since it tried to meet different types of learners’ needs in one game, encourage pupils to practise the language as much as possible in a limited of time and providing a student-centred learning environment since students were controlling the game flow as they were not only playing but also creating its content, which empowers autonomous learning.

2.4 Motivation

2.4.1 What is motivation? The researches have been defining what motivation means with variety of words. Motivation is the basis of human actions (Mokhtar, Tarmizi, Ayub & Nawawi, 2013). It is the boost, which leads people to take action to achieve a specific purpose with their own will (Veronica, 2013). In the light of education, motivation is perceived as a building stone of effective learning and learning cannot be achieved if there is no motivation (Gonzalez-Peiteado, Pino-Juste & Rodriguez-Lopez, 2016). According to Dörnyei and Guilloteaux (2008), motivation holds the most significant role in human psychology, which makes people act since it is the answer to the question why learning is achieved or not. In other words, motivation is the most valuable parameter in language learning and has been in favour on the studies recently (Dornyei, 1994). It is something which leads people not only start to do something but also shapes how and how long they do it (Glynn, Aultman & Owens, 2005). Motivation is the push factor, which gets learners to start and continue to learn. Motivation is the process, which keeps human being living and leading his or her energy to access an aim (Wlodkowski, 1999). Even though each researcher has their own definition of motivation, Hu (2008) summarizes the common aspects of those definitions that motivation is connected to the goal of teaching, it shapes and leads learning activities and experiences and it is presented by achievement, choice and endurance. Motivation has been searched extensively in literature. In this study, it is aimed to study on how games and motivation are related and what kind of effects games hold on motivation of learners.

2.4.1.1 ARCS Motivation Model. ARCS motivation model is initiated and promoted by John Keller (1979; 1983; 1987a; 1987b) and it contains four sections of motivational situations: attention, relevance, confidence and satisfaction. Keller clarifies that ARCS motivation model holds its unique characteristics: it consists of four sub-categories, which include particular concepts of human motivation, it includes methods and strategies to increase the level of motivation of given instructions and it presents an organized design to be pursued even within traditional models (1987a). ARCS design model is considered as an effective model to use in

order to examine motivation of students in this study since it allows students to take an active role rather than a passive receiver as they are in a traditional learning setting (Yünckükurt, 2017). Keller (2010) claims that ARCS motivation model is a provider of alternative ways to increase the level of learners' motivation and eliminate the problems, which could decrease the motivation and still the practitioners can still follow the syllabus.

On the other hand, Keller (2010) states that those educators who are willing to increase the motivation in their lessons but have difficulties with putting their knowledge into practice can benefit from ARCS motivation model since it provides organized and easy steps to follow, which can be applied by every educator easily. Additionally, Keller (1983) claims that making use of ARCS motivation model could turn learning contexts into such environments where learners are the motivators of themselves.

Keller (1987a) divides ARCS motivation model into four main sections, which are attention, relevance, confidence and satisfaction.

Attention. The first step of the motivational model is attention and it is crucial to achieve learning. Whereas taking learners' attention is simple to accomplish, providing sustainable attention is the real challenge. Keller (1987b) forms three types attention, which consists of perceptual arousal, inquiry arousal and variability.

Small (1997) explains that whereas perceptual arousal points to mystery and uncertainty, inquiry arousal refers to curiosity towards finding a possible solution for problem-based situations and variability indicates integrating variety of methods and media to answer learners' needs. On the other hand, Varank (2003) claims that researchers measure eagerness and concerns of the learners with the items related to attention part of the survey.

Relevance. Relevance attributes the relation between content of teaching and learners' needs. Educators could design relevant content to be able to satisfy the needs of the learners. Nevertheless, to raise relevance, adapting the means in which the content is taught is also an option rather than adapting the content only. Keller (1987a; 1987b) created three subcategories of relevance, which are goal-orientation, motive matching and familiarity.

Goal-orientation declares letting learners be aware of the objectives, which are aimed to achieve and the purpose of the given instructions while motive matching refers to answering students' needs with the objectives of teaching and familiarity means providing the content in a way that learners can connect to their background knowledge and experiences (Small, 1997). Similarly, Varank (2003) states that relevance the second part of the survey aims to determine the needs and expectations of the learners.

Confidence. Confidence indicates specific expectations of the learners. According to Keller (1987a; 1987b), there are three ways to increase confidence level of the learners and these are learning requirements, success opportunities and personal responsibility.

Learning requirements means raising awareness of what kind of requirements are asked learners to accomplish and how they are going to be assessed and success opportunities refer to challenges and opportunities which educators should provide and personal responsibility is to building a connection between the effort of the students and their achievements (Small, 1997). The items related to confidence factor of the survey are conducted to reveal the ideas on self-success (Varank, 2003).

Satisfaction. It means how learners feel positively when they achieve something by the virtue of reinforcements. According to Keller (1987a; 1987b), there are three strategies to achieve satisfaction; intrinsic reinforcements, extrinsic reinforcements and equity.

Intrinsic reinforcement means revealing intrinsic entertainment while learning and extrinsic reinforcements means presenting positive reinforcement to the learners and equity refers to keeping permanent standards and outcomes of learning (Small, 1997). Likewise, Varank (2003) states that satisfaction in this survey means that revealing self-recognition of learners' own success and their ideas about the reinforcements such as rewards and feedbacks they receive during the learning process.

2.5 Game Design

Motivation is the core component, which is needed to be facilitated through learning to make learning achieved. Nevertheless, to enhance motivation is a real

challenge for educators to carry out. Hence, bringing games to classroom and learning via games have been a trend in educational world since games are not only an alternative way to accomplish learning itself but they also import a number of advantages, one of which is facilitating motivation. Games bring meaningful learning environments, turn learning into fun, reduce learning anxiety of learners, facilitate language acquisition and meet learners' interests (Gozcu & Caganaga, 2016). Hence, learning in such an entertaining and stress-free environment makes learners spend their energy and effort on the language itself and games boost attentiveness of learners and get them to focus on what is aimed to be taught more efficiently. Moreover, the most valuable contribution of games is that they direct learners to apply more effort on learning since games excite and entertain them than they would in an environment where games are not involved (Anthony, 1939). Forasmuch as educational games possess the potential to turn learning contexts into fun and non-traditional places for both learners and educators, it is undeniable need to design educational games to facilitate attitudes and awareness of the learners and how they behave towards their environment (Arslan, Moseley & Cigdemoglu, 2011). Ozkan (2018), also, notes that designing game is a need to satisfy gamers' expectations upon their game choices and how they act in games. In that sense, gamers could be regarded as learners in the classroom since they possess different learning styles and behaviours in classroom as well.

Design is a progress the designer conducts to establish a context for the participants to be involved (Salen & Zimmerman, 2004). Designing a game is basically the uses of creative and technical skills at the same time (Crawford, 1997). Process of design has a crucial role since it brings authentic problem solving situations, which is encountered by people constantly (Swan, Binns & Gillespie, 1987). Considering the need of designing a game in language education, this paper aims to apply board game design by examining the already available board game design models, which are explained in detail in the next section.

2.5.1 Board Game Design Models

There has been a common agreement that learners need to learn how to apply what they have learned and handle more authentic problems to increase their skills (Swan, Binns & Gillespie, 1987). In order to fulfil this need, Swan, Binns and

Gillespie (1987) offered a strategy to be included in education programme at schools: board game design. Swan, Binns and Gillespie (1987) proposed a set of steps on how to design a board game for the students in their book and these steps include examining the samples, determining the idea, creating the game and finally testing and evaluating the game. In the first stage of the design process, students were to experience game play as much as possible in order to build up a related background. In the second stage, they were expected to brainstorm so that they can produce their own ideas and the third stage involves in game design. In the final stage of the design process, students exchanged the games they produce so that they could assess those games with a different perspective and evaluate by commenting and providing feedback to make those games better (Swan, Binns & Gillespie, 1987).

In addition, Kosa and Yılmaz (2017) suggested a set of steps to design a board game; assigning the goal, setting the board and finally marching. The first step of this board game design process required establishing the aims of the game itself. The second step of the process was the step which, asked designers to create the board of the game and final step required organizing the paths of both game itself and the players, (Kosa & Yılmaz, 2017).

A research carried out by Au, Fung and Xu (2016), the objective was to investigate whether there would be a difference between learning experiences of experimental and control group when the treatment was to including board game and animation design into education. For their project, they suggested steps of progressing how to design a board game. In the first step, background information was needed via reviewing the literature or examining similar tools and techniques. Next step was the design process, which means shaping the game itself with its materials and content. Final step was to create two manuals, one of which was for students while the other one was for the instructors.

Differently, Huang, Liu, Liu and Lin (2012) conducts a course design study about educational board game designing. They offer four stages while designing an educational board game; setting the groups, making the project, interacting and revising the product and finally evaluating and reviewing the previous steps.

In another study Liomas, Atlantis & Retalis (2017), a design model, which consists of three steps, to create digital board games is introduced. Respectively,

these steps are Design, Development and Development & Assessment. First step refers to decide what kind of content the board will have, what kind of game mechanics should be included, examining the feedbacks and reporting the data while playing the game. Once the game is designed following those sub steps presented in the design phase, visual editing is required to be completed as the second step of board game design. Finally, in the development and assessment phase, a website application is used to check the technical requirements of the board game and collect assessments of the game play.

Many schools have integrated board games into education as a medium of learning for a large variety of purposes such as assessment for learning outcomes; yet, very few of researches have carried out a study to pursue the effects of game design on learning experiences, (Au, Fung & Xu, 2016). Hence, not only game play but also board game designing has been contained in the current study to explore the effects of the board games on students' motivation in English language lessons. Similar to those board game design processes suggested in the literature (Swan, Binns & Gillespie, 1987; Kosa & Yılmaz, 2017; Au, Fung & Xu, 2016; Anonymous, 2017), specific design procedure is followed during the treatment of this research. Firstly, students examined sample board games to enhance their background knowledge. Secondly, all groups gathered together to share their ideas and have a debate on them in order to have a final idea. In the third step, groups were required to establish the goals of the board game they would create. In the final step, whole class played all board games, which were designed by the groups, each week and the games were assessed and have been given feedback.

Chapter 3

Methodology

In this chapter, the methodology of the current study covers research design, setting, participants, procedures and finally limitations parts. The procedures part is divided into subtitles such as data collection instruments, data collection procedures, data analysis procedures, validity and reliability to present the steps of methodology in detail. In the following, the research questions, which are aimed to be answered in this study, are presented.

1. Is there a statistically significant difference between total scores of experimental and control groups on CIS at the beginning and at the end of the study?
   - 1.1. Is there a statistically significant difference between the pre-test and post-test total scores of control group on CIS?
     - 1.1.1. Is there a statistically significant difference between the pre-test and post-test total scores of control group in terms of subscales (ARCS) of CIS?
   - 1.2. Is there a statistically significant difference between pre-test and post-test total scores of experimental group on CIS?
     - 1.2.1. Is there a statistically significant difference between the pre-test and post-test total scores of experimental group in terms of subscales (ARCS) of CIS?
   - 1.3. Is there a statistically significant difference between pre-test total scores of control and experimental group on CIS?
   - 1.4. Is there a statistically significant difference between post-test total scores of control and experimental group on CIS?
2. Is there a statistically significant difference between total scores of experimental and control groups towards the instructional materials at the beginning and at the end of the study?
   - 2.1. Is there a statistically significant difference between the pre-test and post-test total scores of control group on IMMS?

2.1.1. Is there a statistically significant difference between the pre-test and post-test total scores of control group in terms of subscales (ARCS) of CIS?

2.2. Is there a statistically significant difference between the pre-test and post-test total scores of experimental group on IMMS?

2.2.1. Is there a statistically significant difference between the pre-test and post-test total scores of experimental group in terms of subscales (ARCS) of CIS?

2.3. Is there a statistically significant difference between pre-test total scores of control and experimental group on IMMS?

2.4. Is there a statistically significant difference between post-test total scores of control and experimental group on IMMS?

3. What are the students' perceptions about designing board games in EFL classes?

3.1 Research Design

The current research is designed as a quasi-experimental study by following a mixed type of research method, which consists of both qualitative and quantitative data collection, analysis and interpretation to reveal the answers for the research questions. According to Creswell (2013), quasi-experimental research is to be applied when the researcher studies with two groups one of which is experimental and the other one is control group, in which the participants are not assigned in a random way but could be readily available in groups. Mixed method was followed to attain data collection section of the study since using mixed type of research methods enables the study to have more valuable data by neutralizing possible disadvantages during the process, (Cresswell, Clark, Gutmann & Hanson, 2003). Board game design and board game play were involved in English language lessons and their effects on students' motivation level were examined. Hence, the groups assigned to the researcher were decided as experimental and control group in a random way. In order to gather quantitative data, two scales, which are Course Interest Scale (CIS) with 34 items and Instructional Materials Motivational Scale (IMMS) with 24 items designed by Keller are applied to control and experimental group at the beginning

and end of the track as a pre and post test to examine whether there is a change in participants' motivation or not and the findings gathered from those scales are analysed following quantitative methods. In addition to this, a face-to-face interview is conducted with learners and their answers are recorded to be interpreted by following quantitative methods to be able to find out answers for the research questions the study aims to answer.

3.2 Setting

This study is held at an English Preparatory School of a foundation university in Istanbul, Turkey. In this school, all students are required to take proficiency exam in the beginning of the academic term in order to verify their level of English language since it is obligatory for those students to have a required level of English to be able to begin their education in departments directly. The language requirement of the school for English language is to have B1 at least. Considering the profile of the students, most of them are EFL learners and they are assigned to classrooms with regard of their English proficiency. The school has categorized the students according to their departments; such as Social Science, English Language Education, Engineering, Law and so forth. Hence, the classrooms are constructed in a homogenous way in terms of both their faculty and English language level. This study is conducted with Social Science students and the number of the students in each classroom is 18. The mission of the school is to present and enhance students' listening, speaking, reading and writing skills in English language, which is a must to be educated in their related departments.

In this program, the academic year is divided into four tracks and each track students begin the next level of English. For instance, if the level of students in English language is A1, they begin A1 level in the first track and then start A2 level in the second. The program does not include a modular system. Namely, there is no requirement for students to pass to higher level of English. However, students' classrooms might change according to their success in each track since there are 9 classes of Low level and they are ranked according to students' achievement in tests. That is to say, class number 9 has highest amount of academic success whereas class number 1 has the least. Each track of the program is divided into 7 weeks and a final

week, which ends on Wednesday of the 8th week. Students have 28 hours of English language education in each week and all of those hours consist of main course, which is taught following English File Elementary, Pre-Intermediate and Intermediate books by Oxford. In each track, all students are required to take Mid Track Exam, which is held on every Friday of 4th week and Track Achievement Test, which is held on every Wednesday of 8th week. Apart from those tests, students are supposed to perform writing for their portfolios, which are embedded in main course lessons and projects, whose topic is assigned by the school itself and which are aimed to ascertain students' creativity, group working, problem-solving and language-related skills.

3.3 Participants

The participants of the present study consist of students in English Preparatory Program in a foundation university of Istanbul, Turkey. The data collected from two classrooms, whose number of students is equal since they both have 18 students in each and 36 students in total. The level of those students was A1 in the beginning of the year, which was determined by a standard proficiency exam for all students who are expected to have a required level of English. The study is conducted in the second track of the first semester of the academic year, 2018-2019, which means that the level of those groups were A2 when the treatment procedure was being held. The level of the participant groups is similar since one of them is class 6 and the other one is class 7. All of those students in participant group possess Turkish language as their mother tongue.

The consent forms were obtained from the students in the beginning of the second track and the experimental group were informed that they are required to design an educational board game to play and practise English language skills by the instructor, who is also the researcher of the current study.

Before the treatment was applied, a personal information form was delivered to all participants of the study to have a deeper perspective towards the results of this study.

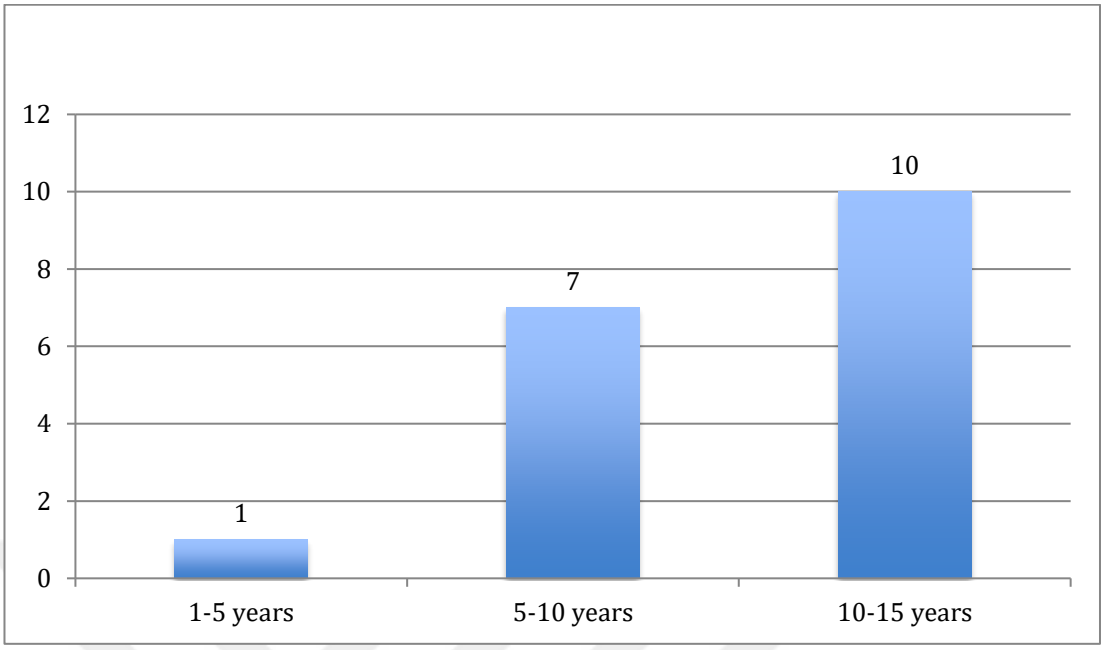


Figure 1. Educational background of the control group.

Figure 1 shows how many years of English language education control group had been taught. According to Figure 1, participants who had been taught English language for 10 to 15 years are more than other participants who had been taught English language for 1 to 5 years and 5 to 10 years.

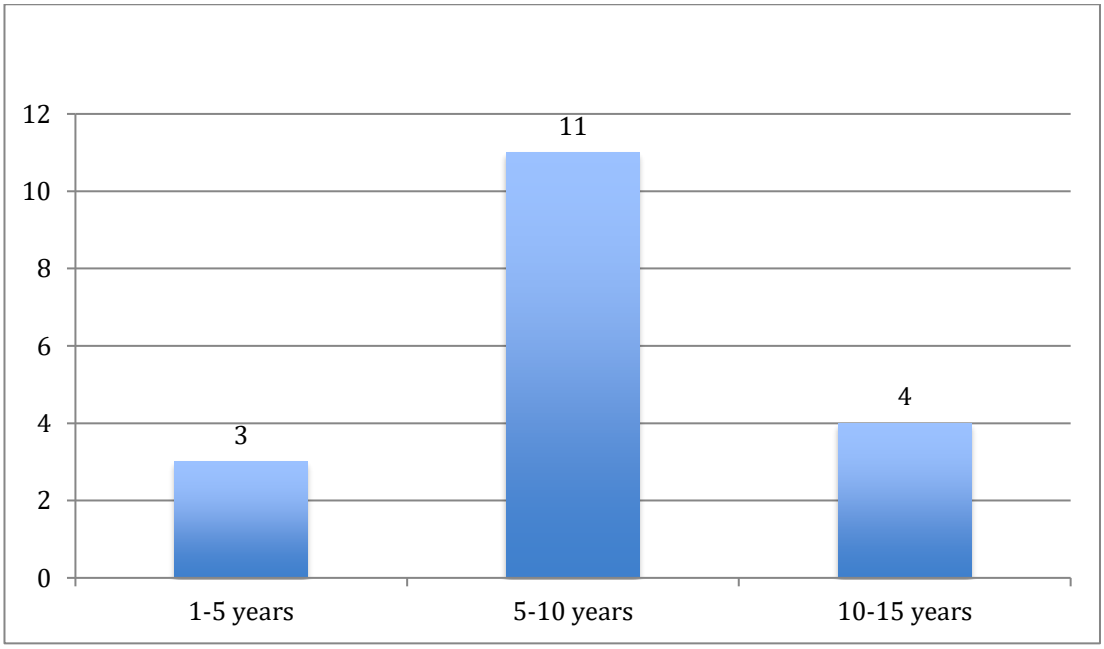


Figure 2. Educational background of the experimental group.

On the other hand, Figure 2 gives the demographic information about how many years the participants in the experimental group of this current study had been taken English language education. On the contrary to control group, those participants in the experimental group had been taught English language between 5 to 10 years mostly.

Both control group and experimental groups were asked whether they played board games or not. Although 15 participants explained that they played board games, 3 of them said they do not since they do not have time or interest. In the experimental group, on the other hand, 16 participants stated that they played board games whereas 2 of them do not since they do not have any interest.

Those participants, who confirmed that they played board games, explained that they are interested in those board games, which are played with a group, strategic, intelligent games, dexterity-based, exciting, attention-grabbing, competitive, educational, vocabulary-based and entertaining.

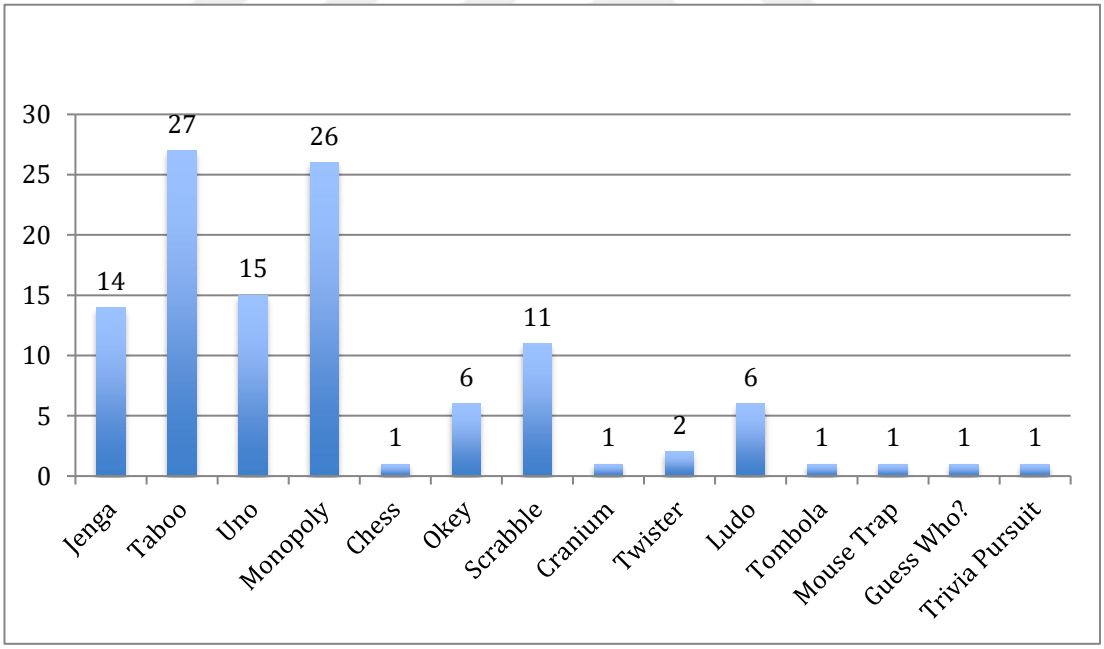


Figure 3. Board games known by participants.

Figure 3 demonstrates the board games, which are familiar to participants in this study. According to the chart, the most known board game is Taboo, followed by Monopoly as the second and lastly Uno as the third.

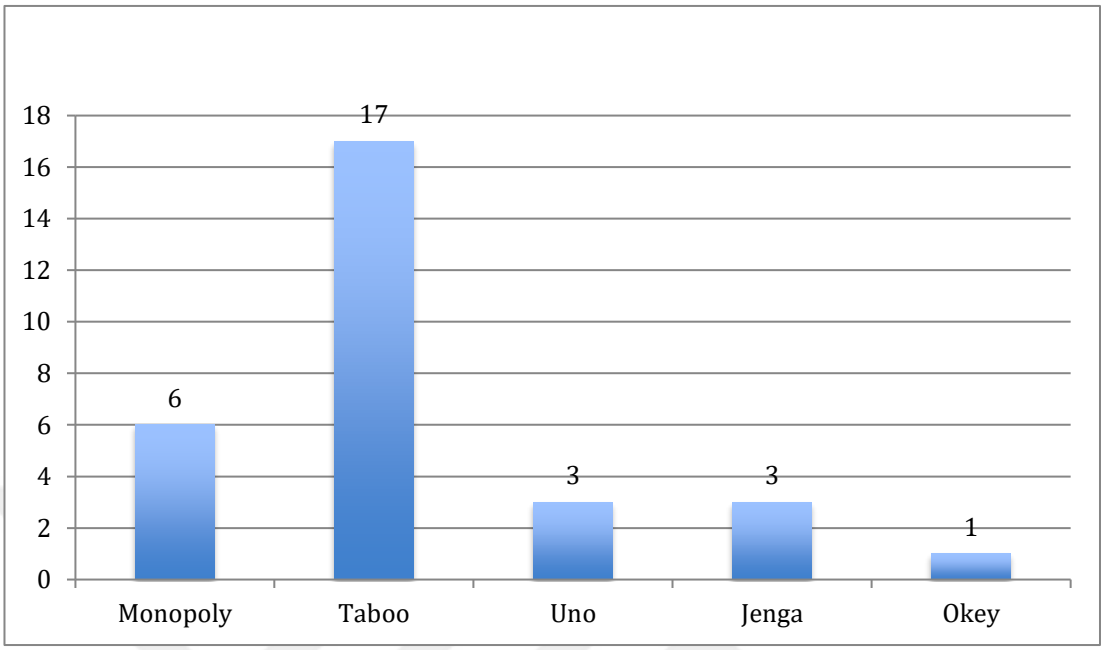


Figure 4. Favourite board games of the participants.

The participants stated their favourite board games and their answers are shown in the Figure 4. According to Figure 4, Taboo the board game is the most popular favourite game among participants. The reason why Taboo game is their favourite, the participants stated that they like it since it is creative, productive, educational, fun, competitive and played with groups. The second favourite board game is Monopoly, which was found as competitive, fun, money-based and strategic. Uno was also claimed to be the favourite board game of some participants since it was logical, fun and played with a group. On the other hand, some of the participants declared that their favourite board game was Jenga in that it was fun, required attention and the players needed to use their manual skills to be successful. Lastly, one of the participants clarified that his favourite board game was Okey since it is played with a group of people and entertaining.

On the other hand, it was required from participants in the experimental group to recognize their strengths and weaknesses in English language. In order to have a clearer understanding on students' strengths and weaknesses in English language,

participants were asked about their personal ideas on how they evaluate themselves as a learner of English language.

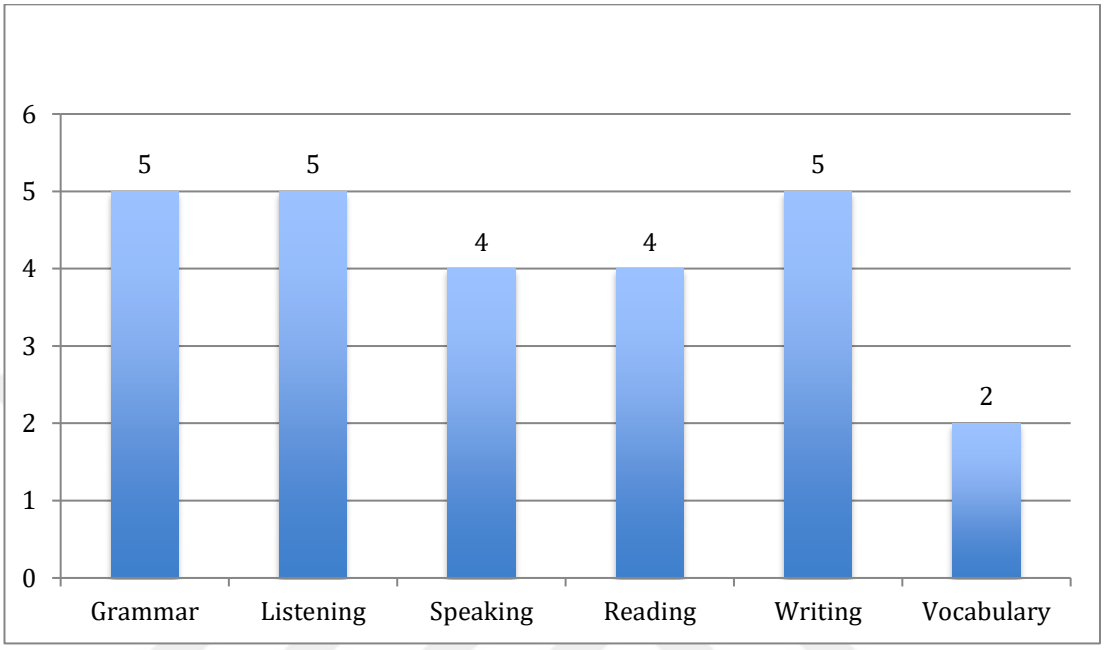


Figure 5. The strongest skills in English language of experimental group members.

According to the answers of the participants, the strongest language skills in English language they have are shown in Figure 5. As the figure shows, equal number of participants evaluated grammar, listening and writing skills are the skills they concern they are good at whereas speaking and reading are the second strongest skills. Only two of the participants claim that they feel secure about their Vocabulary competence the most.

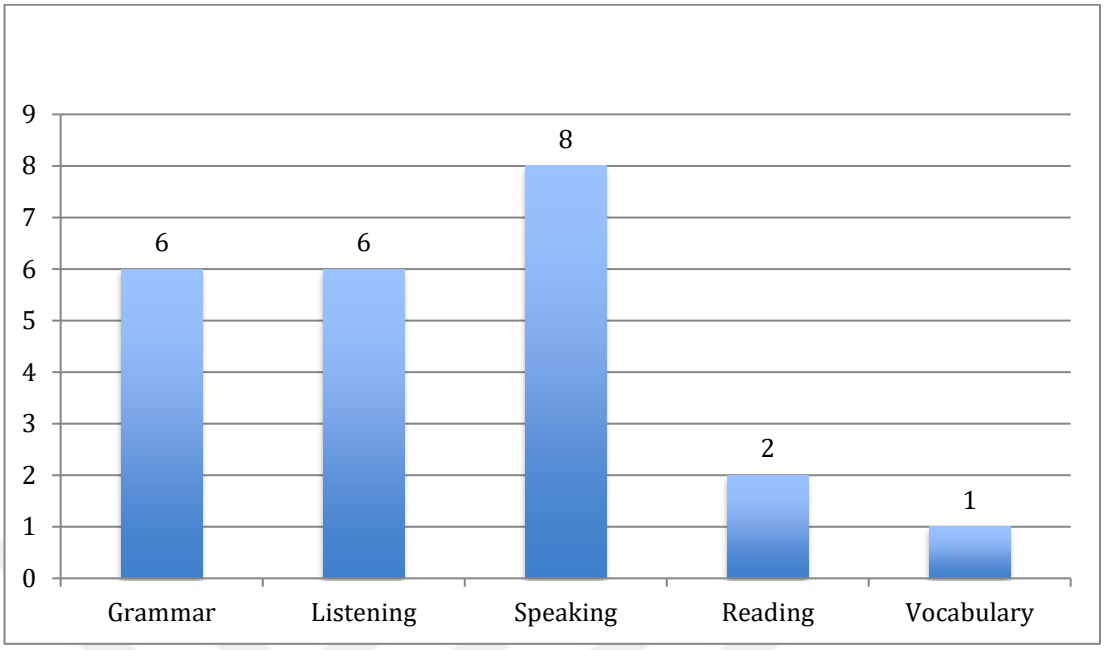


Figure 6. The weakest skills in English language of experimental group members.

Besides, the experimental group members were asked about their weakest skills in English language. Figure 6 shows that speaking skill is noticed as the weakest skill by almost the half of the participants. On the other hand, 12 members declared that grammar and listening skills are the ones they feel insecure about. It was stated that reading skill was their deficient skill by 2 participants whereas only 1 of the participants stated that vocabulary is the most deficient skills of him.

3.4 Procedure

The implementation process lasted for one track, which consists of 7 weeks. The same objectives are planned to achieve during the implementation in both groups. Table 1 presents how this study was designed to conduct.

Table 1

Research Design of the Study

Experimental Group	O1 + O2----------	X ----------	O1 + O2
Control Group	O1 + O2 ----------		O1 + O2

The research design of this study is displayed on Table 1, which shows the pre-test and post-test implementation on both groups and the treatment applied on experimental group. O1 and O2 represent two different scales, which are respectively Course Interest Survey and Instructional Materials Motivation Survey and X represents the treatment of board game integration into EFL classroom, which was held in the classroom of the experimental group.

Before the treatment was implemented, both control and experimental groups took pre-test so that the results could be compared to discover whether there was a significant difference between them. After taking the pre-test, the implementation of the treatment started, and experimental group was asked to design and play board game whereas the control group was being taught in a traditional way with no game involved. At the end of the 7th week, all participants in both groups were asked to take the same tests as post-tests to compare the results. Additionally, experimental group was asked to participate in a face-to-face interview to complete qualitative part of the study whereas the control group was not required.

3.4.1 Data collection instruments. For the study, the data is gathered with both quantitative and qualitative ways through pre and post Instructional Material Motivation Survey (IMMS) and Course Interest Survey (CIS), which are created by Keller, and an interview.

3.4.1.1 Instructional materials motivation survey (IMMS). Instructional Materials Motivational Survey is a scale, which was designed by Keller (1987, 2006, 2010) depending on ARCS Motivation Model. This scale possesses 36 items in total, which is presented in a Likert-type scale. The participant groups were supposed to

choose what they agreed or disagreed considering the instructions and materials they had been integrated before the second track began. When they were asked to take the same scale as a post-test, they presented their ideas considering the same things used throughout the second track.

The scale is designed with four different categories, which are Attention, Relevance, Confidence and Satisfaction and each category presents 12, 9, 9 and 6 items respectively. While giving the answers, participants are supposed to answer each one of the items choosing the best option for them, which is ranked between 1 and 5.

In this study, it is considered that applying Turkish version of the scale would be more efficient by reason of reliability and accuracy of the data. Thus, Turkish version of the scale, which is adapted by Kutu and Sozbilir, (2011). In their study, they have applied the survey to 262 participants who were university students. They constructed the survey consisting of 24 items in total under 2 factors. They have calculated the reliability coefficient (Cronbach Alpha) value as 0.83 for the entire scale. They have also calculated that value for subcategories, which are Attention-Relevance and Confidence-Satisfaction, as 0.79, 0.69 respectively.

Another study conducted by Dinçer and Doğanay (2006) was also examined to check the reliability and validity of the Turkish version of survey. In their study Dinçer and Doğanay (2006) applied the whole scale since they modified some of the items of the survey itself. In their research, they study with 1361 middle school students. 469 of the students constructed the first phase of data while 568 of them provided the data for explanatory analysis and data gained from 295 used for confirmatory factor analysis. In the adaptation process of the scale, the researchers turned those statements with negative expressions into positive ones since it would be more apprehensible for the participants since they could have experience complexities with negative ones. There were 3 items whose meanings were ambiguous, and they were decided not to include, and the scale was implemented with 33 items in total. The internal reliability coefficient was found as 0,93 in the factor analysis whereas confirmatory factor analysis revealed an acceptable limit value.

Table 2

Scoring Guide for IMMS

Attention, Relevance		Confidence, Satisfaction	
1	7	12 (reversed)	19
2	8	13	20
3 (reversed)	9	14 (reversed	21
4	10	15	22
5	11	16 (reversed)	23
6		17	24
		18 (reversed)	

3.4.1.2 The course interest survey (CIS). Keller (2010) constructed this survey to evaluate students' motivation towards the instructions they are being given. The survey is based on four categories; attention, relevance, confidence and satisfaction. The scale is designed to be responded between 1 and 5 for each item it has. Namely, one can gain 170 as maximum score whereas 34 as minimum score and the midpoint of the scale is 102. Since each subcategory attention, relevance, confidence and satisfaction, owns different number of items, the maximum, minimum and the midpoint values for each of them range. In his study, Keller (2006) held a pilot study of the survey to measure its reliability and validity. The internal consistency estimates (Cronbach Alpha) were found satisfactory. Thanks to his study, Keller proved that survey, CIS, was valid to be used as a measurement tool for motivation in different kinds of contexts.

In order to obtain more valuable and accurate responses, Turkish version of the scale, which was translated by Varank (2003), is applied for the study. During the process of his study of translation the scale, he received help from two experts in both languages in the aim of not losing its reliability and validity. They implemented the survey with the participation of 195 students. The survey's reliability coefficient (Cronbach's Alpha) was found as 0, 095 and 0, 84, 0, 84, 0, 81 and 0, 88 for those subcategories of the scale, which are Attention, Relevance, Confidence and Satisfaction respectively. Hence, the study carried out Varank proved that the

Turkish version of the scale was valid and reliable to assess motivation level of the students in consideration of those scores. It was clarified by Varank (2003) that each category of the scale holds its own function. The items which belong to Attention category are designed in the aim of assessing eagerness and concerns of the learners while those items belonging to Relevance are included in the survey to examine whether the needs and expectations of learners are met or not. Items in relation to Confidence are conducted to find out what kind of perspectives the learners have towards their own success and whether they have the control of it. Lastly, items in relation to Satisfaction are composed to measure whether the achievements of the learners are recognized, given feedback and awarded.

In another study, Yüncükurt tested the Turkish version of CIS as a pilot study with 29 participants and the reliability coefficient was found as 0,83 in total. For the subcategories in the survey, attention, relevance, confidence and satisfaction, that value was found as 0,56, 0,67, 0,69 and 0,61 respectively, (2014).

Table 3

Scoring Guide for CIS

Attention	**Relevance**	**Confidence**	**Satisfaction**
1	2	3	7 (reversed)
4(reversed)	5	6 (reversed)	12
10	8 (reversed)	9	14
15	13	11 (reversed)	16
21	20	17 (reversed)	18
24	22	27	19
26 (reversed)	23	30	31 (reversed)
29	25 (reversed)	34	32
	28		33

3.4.1.3 Interview. Semi-structured interviews were implemented in order to gather extensive information about the participants' thoughts and experiences in

what they had been involved throughout the process of treatment. Those semi-structured interviews were implemented at the end of the study as post interviews.
Only those participants of the experimental group involved in the interviews and each one of them participated. The questions, which formed the interview, were arranged under specific categories. The first part of the interview consisted of questions about background knowledge in English language, self-confidence and self-awareness whereas those questions in the second part were formed around the topic of game design and experiences in groups. Lastly, the final part of the interview consisted of those questions about perceptions about the treatment and expectations for the future education. Questions in the interview were formed with the consideration of both what the scales used for the current research aimed to measure and what the researcher aimed to find out.

3.4.2 Data collection procedures.

3.4.2.1 Instruction materials motivation survey (IMMS). In order to obtain quantitative data for the research itself, Instruction Materials Motivation Survey was asked to be taken by the participants in each group to compare their results in terms of their level of motivation towards instructions and materials in English language they had been exposed. The participants in each group were asked to complete this survey by taking their previous experiences before the study began in English language classes into consideration and evaluate accordingly. The same survey was given to both groups again as a post-test at the end of the process of the study by asking them to consider and evaluate the instructions and materials involved in English lessons during these 7 weeks when the study was being applied.

3.4.2.2 Course interest survey (CIS). Another instrument used to obtain quantitative data for the research was Course Interest Survey. Both groups took this survey since it was aimed to compare their level of motivation towards English lesson itself. The survey was given to those groups as a pre-test and post-test to analyse their results in terms of level of motivation towards the lesson. When the participants were asked to complete the survey as a pre-test at the beginning of the track, they were required to evaluate their previous experiences in English language

classes whereas they were asked to evaluate these 7 weeks when the study was being conducted when it was given as a post-test at the end of the track.

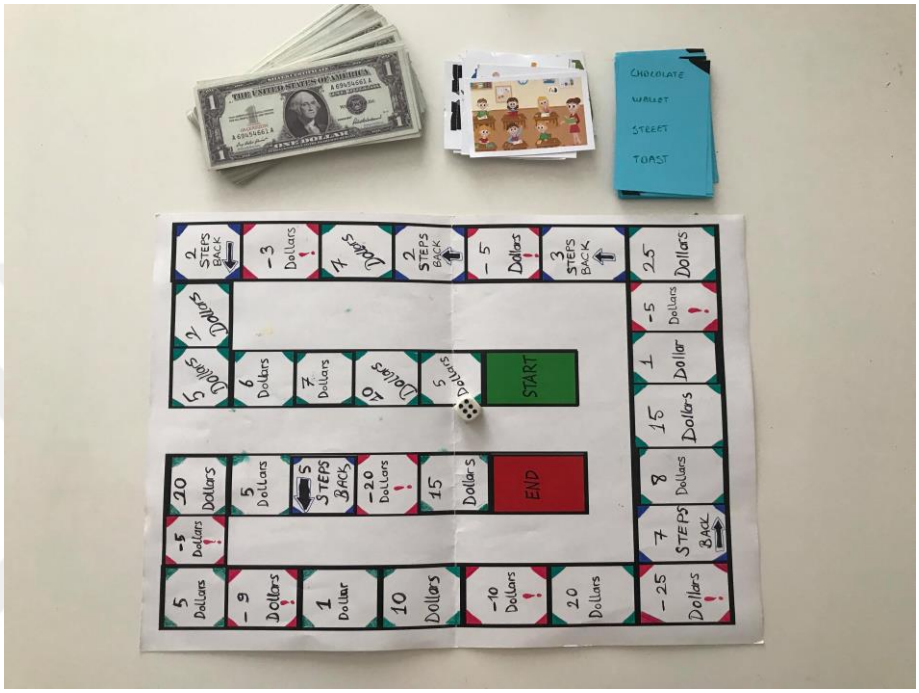
3.4.2.3 Interview. An interview was designed by the researcher of this study and a subject matter expert to accomplish quantitative data collection. Since the questions involved in the interview included designing and playing board games as well, they were asked to those participants in the experimental group only. The interview took place in a classroom setting after the lessons are over. The researcher had the interview with each one of the participants of the experimental group one by one in order to get each participant to give their unique answers without any possible influence, which could have been occurred because of others' responses.

Since all participants possessed Turkish language as their mother tongue, it was considered that it would be more adequate to have the interview in Turkish language rather than English language since the participants would be able to express themselves with more efficient and valuable responses.

3.4.2.2 Implementation Procedures

Experimental Group Procedure. The experimental group underwent a certain treatment, which involved game design and play, through 7 weeks of the track. Participants in experimental group were supposed to work in group of 6 and design a board game, which should be about English language and has educational purposes. To do so, those participants were presented beforehand about what game is and what kind of difference it has from educational games. Then, they examined the sample board games, which were chosen according to their popularity in Turkish culture by the researcher so that the participants could have a much clearer understanding of board games and their elements. In the first week of track, participants organized their groups and decide what to practice via the board game they were going to design. In the following weeks, they decided how to design the path, materials to use and game elements to include. Afterwards, they were asked to test the board game and improve it according to the feedbacks given by the researcher and classmates. Final step of this procedure was to play the final draft of the game as a whole class and practise those skills the board game presented.

Ka-Ching. The first game designed and played is Ka-ching, whose name is related to money as players of this game earn it depending on their success and luck. The main purpose of the game is to practice vocabulary and speaking skills in English language via telling stories.

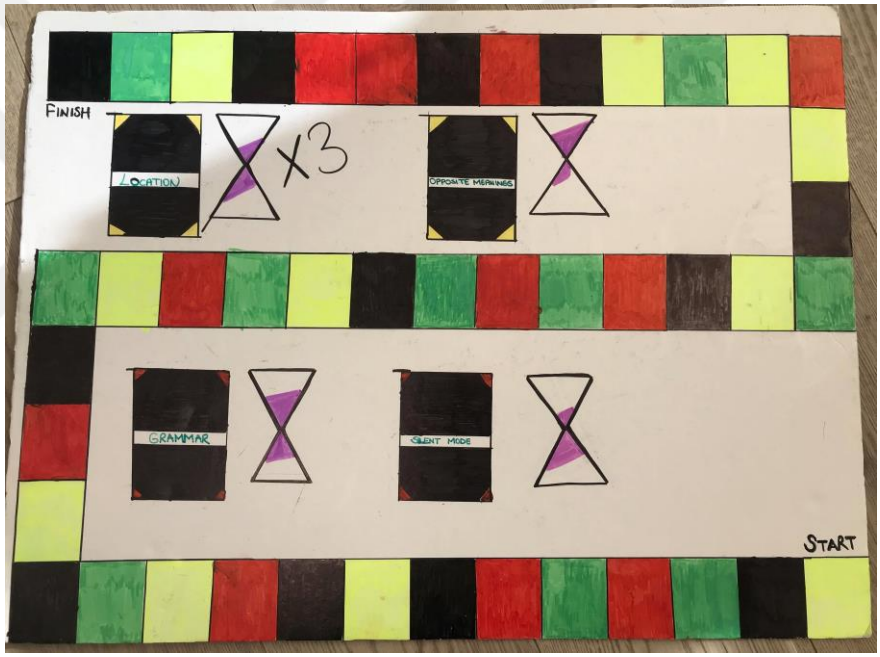


Ka-Ching the Board Game

Each team rolls the dice and goes forward according to the number on the dice, then picks a card from the bunch of picture cards and a card from the bunch of vocabulary cards. The purpose is to use every single word written on the vocabulary card and tell a story using the picture as its context. The challenge here is not only the time, which the player is supposed to finish his/her story using every word on the card, but also those words since they are not related to each other at all, which means the player is supposed to make meaningful connections between those words and create a meaningful story. If the player achieves the task, his/her team gains the amount of the money written on the square on the board of the game itself. Some of those squares on the path of the game had small amount of money such as 1 dollar or 2 dollars while others had 15 dollars or 25 dollars. Additionally, some of those squares had -25 dollars or -10 dollars, which meant that the team who stepped on that square was supposed to give that amount of money back to the cashier if they cannot

complete the task on time or successfully. And a few of those squares had “7 steps back” or “5 steps back” signs on them, which meant that the team was supposed to go back if they could not achieve the task just in time of in a successful way. The winner of the game was the team, which accessed the finale point of the game before the other teams and had the highest amount of money. If a team finished the game before other teams but had smaller amount of money, then the winner was the team, which had the greatest amount of money again.

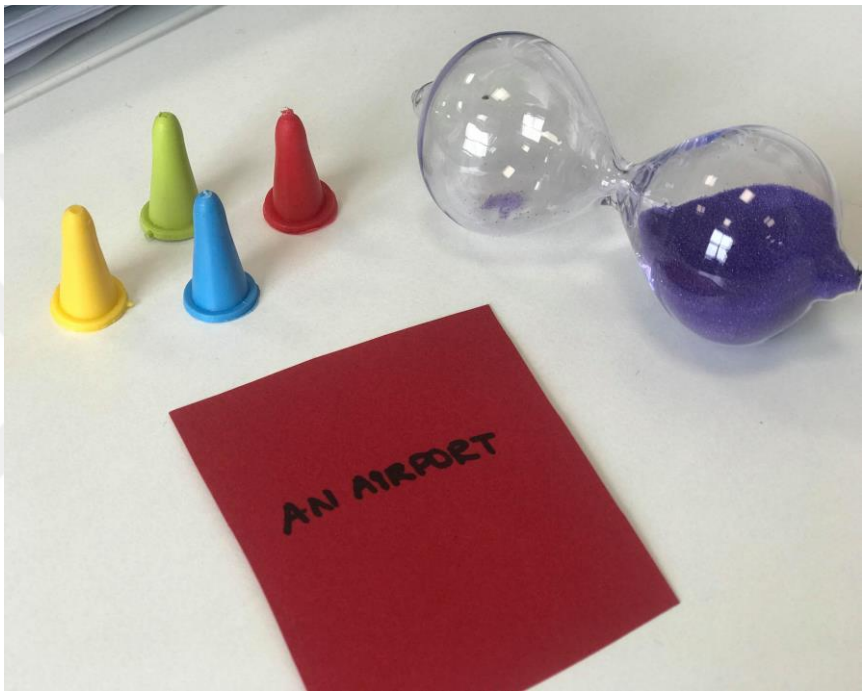
Box of Skills. The second game, Box of Skills, has a path on the board and each square on that path is coloured differently in those colours: yellow, green, black and red.



Box of Skills the Board Game

Each colour offers a different type of task. When the player rolls the dice and steps on the yellow square, he/she is supposed to tell some words from the pack of word cards using the puppet without making any sound. The green square, on the other hand, means building sentences with the antonyms of those words on the cards. When a player is on the black square, he/she is to use grammar skills to construct some sentences with the words and type of tense such as present simple tense, present perfect tense or past simple tense. Finally, when a player is on the red square, it is the time for two teams to try to achieve the task simultaneously. Red cards have

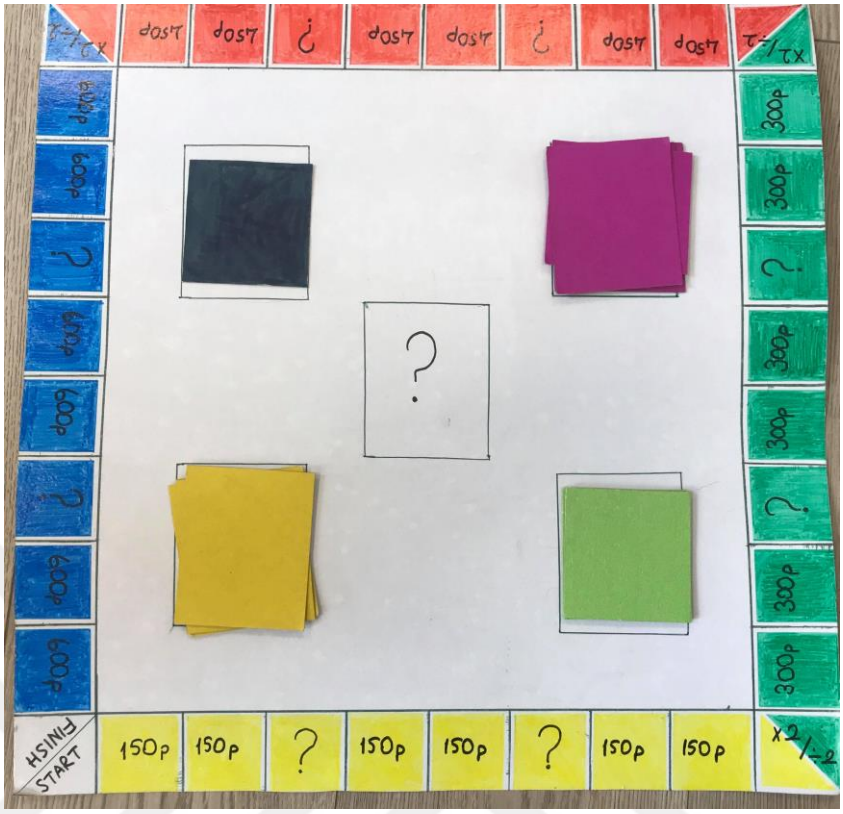
variety of contexts such as airport, school or hospital and two of the teams try to write as many words possible as a list on a paper for 1 minute. The winner of this task is the team, which write more words about the context and wrote accurately. Namely, on the red squares, there is a possibility for the opponent team to win as well, which makes the even more challenging since the teams compete against not only the time but also each other.



Box of Skills the Board Game

The purpose of this game is to facilitate and perform grammar, vocabulary, speaking skills in English language.

Time Flies. Finally, the third game, Time Flies, was designed in four stages and coloured as yellow, green, red and blue, which represents the level of difficulty in terms time respectively. Each stage has its own pack of cards, which are coloured with the same colours as in the stages.



Time Flies the Board Game

The teams are required to achieve a task by telling 3 words at least in 20 seconds on yellow squares, 4 words on green squares in 20 seconds, 5 words in red square on red squares in 25 seconds and 6 words at least on blue squares in 25 seconds again. Since the main challenge here is to compete against the time, the name of the board game is given as “Time Flies”. Additionally, there are a few of squares, which have a question mark on them. These squares mean that when a player steps on one of those squares, the player should get all of those cards located on the square with the question mark in the middle of the board itself and choose whichever card he/she would like. The challenge here is that not only the team whose player has the current turn but the players from the opponent team can also try to guess the word. If the opponent team predict the word accurately, then they get the bonus point, which is 100 and continue to play their turn. When a player is on one of three corners on the board, he/she picks one card from one of the packs whose colours are demonstrated on the square and tries to complete the task to make their teams’ points multiplied by 2 if they are correct or divided by 2 if they fail. The

winner of this game is determined by the amount of the points collected throughout the playing process.

Control Group Procedure. In contrary to the experimental group, the control group was not exposed to any kind of treatment in the time of implementation of the research. In the context of control group, the traditional teaching and learning were pursued throughout the implementation procedure. Namely, the research did not integrate any kind of games into this classroom to be able to compare the results at the end of the study with those of experimental group. After the participants took both Course Interest Survey and Instructional Materials Motivation Survey, they followed the same routine of learning, which is covering the objectives of the current curricular. Since there was no new kind of instructional material in this classroom, the members of the control group evaluated the worksheets and books they were given during the track.

3.4.3 Data Analysis Procedures

3.4.3.1 Instructional Material Motivation Survey and Course Interest Survey. The data collected by the surveys from experimental group and control group were analysed on Statistical Package for the Social Sciences (SPPS). To find an answer for the first research question, (Is there a significant difference between total scores of experimental and control group towards to course at the beginning and at the end of the study?) the results obtained from experimental and control group were studied to analyse to find out whether there is a significant difference between the pre-test and post-test for each one of the groups.

3.4.3.2 Interview. The analysis of the data gathered via interviews, which constructs the qualitative part of the study, is accomplished through thematic analysis by coding process, which is divided into themes and subthemes (Leedy & Ormrod, 2001). Hence, this study carries out content analysis in the time of coding procedure of the quantitative data. The answers of the participants were analysed under the 3 categories, which are background knowledge of English, Game Design Process and Game Play Process. The questions were created according to the content of the

surveys. The questions under the categories of Game Design and Game Play were aimed to measure and understand whether there is meaningful difference in motivation level of those participants in experimental group before and after the treatment was applied and between experimental and control group.

3.4.4 Reliability and Validity

To be able to meet the reliability and validity criteria for this study, a set of steps are carried out. Reliability consists of two concepts, which are internal reliability and external reliability. Internal reliability means finding similar results when the data is analysed by different researchers while external reliability is finding similar results when the research is applied in different contexts (Baykul & Turgut, 2015). In the current study, two data collection tools, which are Course Interest Survey and Instructional Materials Motivation Survey were used and they were taken from the studies, which confirm the reliability of the surveys (Kutu & Sozbilir, 2011; Varank, 2003).

Validity is conducting a research following impartiality throughout the study to have precise and accurate results (Büyüköztürk et al., 2016; Yıldırım & Demir, 2016). On the other hand, validity is the potential of measurement of the measuring tool to measure the target feature without being affected by other factors (Baykut & Turgut, 2015). The more similar results the subject matters find after analysing the data, the more valid the study is (Büyüköztürk et al., 2016). Thus, the personal information form and the interview questions were prepared with two subject matters to conduct validity and reliability. In the analysis process of qualitative data, two different subject matters examined the data, which are the results obtained from interviews, and determine common codes and themes. When different codes are determined by the subject matters, third subject matter made decisions on the codes. That different subject matters examine the same data of the same study helps to provide the internal validity of the research (Büyüköztürk et al., 2016; Yıldırım & Şimşek, 2016). In addition, a pilot interview was held before the treatment process was started to check the validity of the interview questions.

To provide both reliability and validity of the current study, all steps, the methodology, game design and game play process, the participants, data collection

tools and data collection procedure are presented in details and the findings are associated with those findings presented in the literature review of this study.

3.5 Limitations

As could be encountered in other studies, this study has its own limitations as well. First of all, the students established the design process according to the needs and interests of themselves. With another group of participants, the results might change since the materials created by the experimental group will change since they designed board games to practise or develop their skills in English.

Being lack of time resulted in another limitation for the study. This study took 7 weeks to implement; including the game design and game play processes. Implementing such study in a 7-week period of time might not enough to observe and evaluate motivation levels of the participants. Hence, another implementation of this study could bring different types of results.

Another limitation was about the size issue of the groups. The first week was to present the treatment and inform the participants about what kind of process they were going to follow for the next 6 weeks. Next 3 weeks, they spent their time to design the board game and play those games for the last 3 weeks of the track. To be able to play one of those board games in each week for the last 3 weeks, the participants had to work in groups of 6 so that the class would be able to create 3 board games in total. In smaller groups, the study could result in different findings.

Lastly, the background of the participants leaded to have another limitation. Not only the English educational background each one of the participants had but also the background in game design and game play differed from other participants. Hence, if similar study is applied with other groups of participants, the findings could provide different results.

Chapter 4

Findings

This chapter comprises the results of the current study, which is conducted to determine the effects of board game design and play on preparatory students' motivation in English language classroom in a foundation university. The chapter demonstrates both qualitative and quantitative data. The quantitative data was gathered through Course Interest Survey and Instructional Materials Motivation Survey, which were applied as pre-test and post-test, and the qualitative data was collected via face-to-face interviews, which were held at the end of the treatment of the study itself. The results found will be presented in regard to each research question.

4.1 Students' Motivation towards the Lesson

The first research question is "Is there a statistically significant difference between total scores of experimental and control group on CIS at the beginning and at the end of the study?". The purpose of this question is to determine whether there was a statistically significant difference between both experimental and control groups' motivation in the beginning and at the end of the treatment.

Table 4

Pre-test and post-test mean scores of control and experimental group on CIS

		N	M	SD
Control	Pre-test	18	127.9	14.9
	Post-test		126.7	12.5
Experimental	Pre-test	18	126.3	15.9
	Post-test		134.6	15.2

In consonance with the data shown on Table 4, there is a decrease between the pre-test (*M* = *127.9*, *SD* = 14.9) and post-test (*M* = 126.7, *SD* = 12.5) mean scores of control group whereas there is an increase between the pre-test (*M* = 126.3, *SD* = 15.9) and post-test (*M* = 134.6, *SD* = 15.2) mean scores of the experimental group on Course Interest Survey.

In order to examine the difference between total scores of the control group gathered through Course Interest Survey, paired sample t-test was applied. Table 5 presents the statistical data of Course Interest Survey scores of the control group consisting of both pre-test and post-test scores.

Table 5

Pre-test and post-test mean scores of control group on CIS

	N	M	SD	SE	df	t	Sig(2-tailed)
Pre-Test	18	127.9	14.9	3.5	17	.295	.771
Post-Test	18	126.7	12.5	2.9	17		

According to the results on Table 5, it can be seen that there is no statistically significant difference between the pre-test mean scores (*M* = 127.9, *SD* = 14.9) and post-test mean scores (*M* = 126.7, *SD* = 12.5) of the control group.

Table 6

Pre-test and post-test mean scores of experimental group on CIS

	N	M	SD	SE	df	t	Sig(2-tailed)
Pre-Test	18	126.3	15.9	3.7	17	-1.729	.102
Post-Test	18	134.6	15.2	3.5	17		

The statistical data gained from the paired sample t-test of the experimental group were shown in Table 6. The results demonstrate that there is no statistically significant difference between the mean scores of the pre-test (*M* = 126.3, *SD* = 15.9) and the post-test (*M* = 134.6, *SD* = 15.2) of the experimental group.

Table 7

Pre-test mean scores of control and experimental group on CIS

	N	M	SD	SE	df	t	Sig(2-tailed)
Control	18	127.9	14.9	3.5	34	.302	.764
Experimental	18	126.3	15.9	3.7			

Table 7 demonstrates the statistical data gained through the comparison of pre-test mean scores of control group and experimental group and as the data present, there is no statistically significant difference between the pre-test mean scores of control and experimental groups.

Table 8

Post-test mean scores of control and experimental group on CIS

	N	M	SD	SE	df	t	Sig(2-tailed)
Control	18	126.7	12.5	2.9	34	-1.696	.099
Experimental	18	134.6	15.2	3.5			

As the last step to answer the first research question, paired sample t-test was applied to determine the post-test mean scores of both control and experimental group on Course Interest Survey. The collected data is presented on Table 8 and it can be stated explicitly that there is no statistically significant difference between the post-test mean scores of control and experimental group.

The Course Interest Survey has four different categories, which can be scored separately. Thus, in the process of data analysis, those four categories, which are attention, relevance, confidence and satisfaction, were calculated independently to

see if there was a statistically significant difference between the pre-test and post-test scores in each category.

Table 9

CIS Paired Sample T-Test for all subscales of control group

	Pre-Test		Post-Test				
CIS	M	SD	M	SD	df	t	Sig(2-tailed)
Attention	23.2	3.2	22.1	3.3	17	.904	.378
Relevance	30.5	3.3	32.3	4.8	17	-1.820	.086
Confidence	25	2.2	25.5	3.9	17	-.446	.662
Satisfaction	30.7	5.3	29.6	2.8	17	.984	.339

Table 9 displays the mean scores of each category of CIS of the participants in the control group. According to the results presented on Table 9, it can be seen that the Relevance category mean score has higher increase (pre M = 30.5, post M = 32.3) than Confidence category (pre M = 25, post M = 25.5). However, the mean scores of the other two categories decreased in the post-test. Satisfaction category has more decrease (pre M = 30.7, post M = 29.6) than Attention category (pre M = 23.2, post M = 22.1). As reported on the Table 9, it is found that there is no statistically significant difference between the pre-test and post-test mean scores of any of the categories of CIS.

Table 10

CIS Paired Sample T-test for all subscales of experimental group

	Pre-Test		Post-Test				
CIS	M	SD	M	SD	df	t	Sig(2-tailed)
Attention	22	3.8	26.6	3.6	17	-3.901	**.001***
Relevance	31.5	4.2	32.7	3.2	17	-1.062	.303
Confidence	26	2.6	26.5	3	17	-.587	.565
Satisfaction	30.6	5.6	33.4	5.3	17	-1.659	.115

***p<0.05**

Table 10 presents the mean scores related to each category of the participants in the experimental group. When all categories are examined, it is clear that mean scores related to Attention category has the highest increase (pre *M*=22, post *M*=26.6) while scores within Confidence category has the lowest increase (pre *M*=26, post *M*=26.5). In the Relevance (pre *M* = 31.5, *SD* = 4.2; post *M* = 32.7, *SD* = 3.2) , Confidence (pre *M* = 26, *SD* = 2.6; post *M* = 26.5, *SD* = 3) and Satisfaction (pre *M* = 30.6, *SD* = 5.6; post *M* = 33.4, *SD* = 5.3) categories, there is no statistically significant difference between the mean scores. In addition, only in the Attention category, there is a statistically significant difference (p= .001, $p < 0.05$).

4.2 Students' Motivation towards the Instructional Materials

The second research question is "Is there a statistically significant difference between total scores of experimental and control group towards the instructional materials at the beginning and at the end of the study? ". The purpose of this question is to measure the motivation scores of the students towards the instructional materials used during the treatment.

The data gathered through the implementation of Instructional Materials Motivation Survey are shown on Table 11 presenting the mean scores of post-test and pre-test of both groups.

Table 11

Pre-test and post-test mean scores of control and experimental group on IMMS

		N	M	SD
Control	Pre-test	18	92.2	11.8
	Post-test		87.8	15
Experimental	Pre-test	18	94.8	16.1
	Post-test		94	13.1

As reported by Table 11, there is a decrease between the mean scores of pre-test (M = 92.2, SD = 11.8) and post-test (M = 87.8, SD = 15) of the control group. Likewise, the data demonstrate such decrease between the mean scores of pre-test (M = 94.8, SD = 16.1) and post-test score (M = 94, SD = 13.1)

Table 12

Pre-test and post-test mean scores of control group on IMMS

	N	M	SD	SE	df	t	Sig(2-tailed)
Pre-Test	18	92.2	11.8	2.8	17	1.223	.238
Post-Test	18	87.8	15	3.5	17		

Table 12 shows statistical data of the control group gathered through the application of Instructional Materials Motivation Survey, which was applied before and after the treatment. According to Table 12, the mean score of the control group was 92.2 before the treatment while it was 87.8 after the treatment was applied and the data clearly shows that there is no statistically significant difference between the pre-test and post-test mean scores of the control group on Instructional Materials Motivation Survey.

Table 13

Pre-test and post-test mean scores of experimental group on IMMS

	N	M	SD	SE	df	t	Sig(2-tailed)
Pre-Test	18	94.8	16.1	3.8	17	1.164	.872
Post-Test	18	94	13.1	3	17		

The statistical data, which was obtained through the implementation of Instructional Material Motivation Survey, of the experimental group is demonstrated in Table 13. As the Table 13 offers, the mean score of the experimental group was 94.8 before the treatment and it was found as 94 after the treatment. The data also shows that no statistically significant difference was found between the mean scores.

Table 14

Pre-test mean scores of control and experimental group on IMMS

	N	M	SD	SE	df	t	Sig(2-tailed)
Control	18	92.2	11.8	2.8	34	-.551	.585
Experimental	18	94.8	16.1	3.8			

The mean scores on the pre-test application of Instructional Materials Motivation Survey are displayed on Table 14 and it is clearly presented that there is no statistically significant difference between those scores of control and experimental groups towards the instructional materials.

Table 15

Post-test mean scores of control and experimental group on IMMS

	N	M	SD	SE	df	t	Sig(2-tailed)
Control	18	87.8	15	3.5	34	-1.308	.200
Experimental	18	94	13.1	3			

In order to answer the second research question, the final step was to compare the post-test mean scores of the control and experimental groups towards the instructional material and the data were demonstrated on Table 15. As reported on

the table, it is explicit that there is no statistically significant difference between the post-test mean scores of both groups.

Similar to Course Interest Survey, Instructional Material Motivation Survey, also, consists of four categories; Attention, Relevance, Confidence and Satisfaction. While analysing the data gathered from IMMS, 2 factors analysis was applied. Namely, Attention and Relevance categories were analysed together and Confidence and Satisfaction categories were analysed together as well.

Table 16

IMMS Paired Sample T-test for all subscales for control group

	Pre-Test		Post-Test				
IMMS	M	SD	M	SD	df	t	Sig(2-tailed)
Attention/ Relevance	39.9	4.9	38.8	7.6	17	.552	.588
Confidence/ Satisfaction	42.9	6.1	40.3	7.5	17	1.347	.196

Table 16 demonstrates the statistical data of the categories in the Instructional Material Motivation Survey, which was applied on the control group. As reported on the table, there is a decrease between the mean scores of the pre-test (*M* = 39.9, *SD* = 74.9) and the post-test (*M* = 38.8, *SD* = 7.6) in the Attention/Relevance category. However, there is no statistically significant difference between the mean scores of the pre-test and post-test.

Confidence/Satisfaction category shows a decrease between the pre-test (*M* = 39.9) and post-test (*M* = 40.3). Besides, there is no statistically significant difference between those mean scores.

Table 17

IMMS Paired Sample T-test for all subscales for experimental group

	Pre-Test		Post-Test				
IMMS	M	SD	M	SD	df	t	Sig(2-tailed)
Attention/ Relevance	40.5	7.8	41.3	5.8	17	-.313	.758
Confidence/ Satisfaction	45	5	42	4.6	17	1.967	.066

The statistical data for the categories of the Instructional Materials Motivation Survey, which was applied to experimental group, was shown on Table 17. As the table demonstrates, there is an increase both on Attention/Relevance (pre-test *M* = 40.5, *SD* =7.8;*M* = 41.3, *SD* = 5.8) and Confidence/Satisfaction (pre-test *M* = 45, *SD* = 5; post-test *M* = 42, *SD* = 4.6) category. However, there is no statistically significant difference between the mean scores of any of those categories.

4.3 Interview Findings

In the current study, each one of the experimental group members, who were 18 people in total, were interviewed by the researcher to emerge their insights towards English language, the whole procedure of both game design and game play. It was considered that holding the interview in Turkish language, which is the mother tongue of the participants, would be more effective and more reliable. The questions of the interview were created with a subject matter expert and each one of the interviews was held in a classroom setting individually.

4.3.1 Findings on English language. The first part of the interview consists of questions regarding English language. The answers of the participants were analysed by coding, then the similar codes were gathered under the related themes and those themes were grouped under the related categories at the end. Next, three subject matter experts translated those codes and themes into English language. Those themes and categories were presented on Table 18 and some quotations were presented from participants' answers.

Table 18

Categories and themes on the findings on English language

Themes	**Categories**
The Role of English Language	Career
	Future Plans
	Communication
Self Evaluation in English Language	Personal Achievements
	Intrinsic and Extrinsic Reasons
Strategies	Ways to Overcome Language Deficiencies
Techniques used for learning	Students Understanding of Learning

4.3.1.1 The role of English language. Participants clarified that they regard English language as a need for various purposes. Most of the participants stated that English language is a requirement in their lives for their future job, travelling, daily communication and international communication. Those answers about career purposes are presented in the following:

ST2: "*I need English language primarily for job opportunities and I have a dream to live abroad and that is why I need to learn English.*"

ST14: "*I need English language both for my job and for my private life. I need it for my work life just because I need to be different from my colleagues.*"

The participants whose purposes are about future plans such as traveling or going abroad stated their ideas as follows:

ST3: "*I think I will need English language when I go abroad…"*

ST11: "*…English language is one of the most significant things to be able to go abroad…"*

On the other hand, communicational purposes were among the answers of the participants when they express the role of English language.

ST8: "*I need English language because most people use that language when they communicate internationally."*

ST13: *"…English language has a significant place in my life since it is a global language to communicate different people from different countries."*

Few of the participants stated that English language is a requirement since the education language in their departments is English, which is an academic need.

ST12: "*I need English for my department. I did not think that I need it first but now I need it just because it is necessary for my department."*

4.3.1.2 Self evaluation in English language. Participants were asked to evaluate their performances as a learner of English language by stating their reasons as well. They expressed their overall perspectives about themselves and some of the participants considered that they are successful learner of English language since they have good grades, interest and wish to study.

ST1: *"I considered myself as a successful learner because I study a lot. I think I am focused on the lessons and I succeed as I can see on my grades and when I can use English in daily life."*

ST2: *"I have been interested in English language since I was child and I have been watching TV series, movies and playing games in English. So, I see myself as a successful."*

ST7: *"I think I can understand the lessons and when I go home, I study myself. That is why I am successful."*

On the contrary, most of the participants regarded themselves as unsuccessful in English language in consideration of being inefficient academically, uninterested, unfocused, not having wish to study, lack of sleep, unconfident and unplanned.

ST3: *"Personally, I do not think that I am a successful learner nowadays. Academically, I need to have vocabulary competence and I need to develop myself more."*

ST4: *"Honestly, I do not see myself as a successful student since I never had an interest in English language. I do not like speaking English and that is why I have not participated in English language lessons."*

ST6: *"Sometimes I lose my concentration…"*

ST9: *"No because I do not study enough…"*

ST10: *"I used to consider myself as successful in the first trackt but in the second track I cannot even open my book. When I go home, I do not study and that is why I am not successful because I get up at 5.30 in the morning and I do not sleep enough. And that affects me a lot since I cannot concentrate on the lessons."*

ST12: *"No because even if I can understand, I do not speak because I am shy."*

ST15: *"Not exactly because I am an unplanned person."*

4.3.1.3 Strategies. Since all of the participants in the experimental group reflected on them by stating that they have deficiencies in English language, whether they pursue any strategy or not were asked. At least one type of strategy is taken to overcome the deficiency they have whereas very few of them do not follow any strategy. Reading, practicing by speaking, taking private lessons, studying, watching English media, using technology, writing and listening to music are the strategies are declared to be the strategies to follow when defeating the weaknesses they have.

ST7: "*I read English books and I try to write by myself."*

ST1: *"I try to use English in every part of my daily life."*

ST2: *"I take private lessons for my grammar."*

ST15: *"I try to take tests by myself to improve."*

ST12: *"I watch TV series and movies with English subtitles."*

ST18: *"I listen to some English music and I use some applications such as Voscreen. It improves our listening skills and I use it."*

However, three of the participants stated that they had no strategy to follow to deal with the problems they encounter while learning language since they do not have necessary motivation as a start.

4.3.1.4 Techniques use for learning. Participants were asked about how they check themselves to examine whether they could learn or not. Most of participants expressed that they believe that learning occurs when they practice what they learn.

ST16: *"If I could give the accurate answers in reading parts of the lessons, I feel that I have learned."*

ST14: *"When I can do the exercises without having any difficulty, I understand that I have learned."*

On the other hand, many of the participants believed that feedback is an efficient way to check oneself to see if learning occurred or not.

ST13: *"When I checked my answers on an exercise, I feel that I have learned since they are correct."*

ST9: *"If I can give feedback on whatever I have learned, it means that learning has occurred for me."*

One of the participants claimed that games could be a way of understanding whether learning has been accomplished or not.

ST18: *"...I play games related to the topics in English language and that is how I understand if I have learned or not."*

4.3.2 Findings on game design process. In the second part of the interview, the questions were created towards assessing the board games, which are designed by the participants, in different ways such as their designs, how they teach and whether they are effective tool as a homework or not. Besides, the process of group working was also asked to be evaluated by the participants by giving their personal thoughts and experiences. Those findings from the interview are displayed on Table 19 with categories and themes composed via the answers of the participants.

Table 19

Categories and themes of the findings on game design process

Themes	Categories
General Perspectives	General Ideas on Game Design Process General Ideas on Designs of Games
Games as Instructional Materials	Games as Homework Games as Teaching Tool
Group Work Experiences	General Ideas on Group Work The Process of Planning

4.3.2.1 General perspectives. Participants were requested to illustrate their ideas and experiences about the game design process. Most of them justified that they have found designing board games as fun, creative and interactive since they were supposed to work as a group and it was a different process that they usually do not experience in English language lessons. Besides, most of the participants claimed that designing process was educational since they stated that they have learned and practised English language.

ST8: *"It was fun because it was something different. Besides, we did it in English, which is totally different for us. And we worked as group, so we could interact with each other, which was a good experience."*

ST10: *"Board games were fun. We tried to think and do something in English. So, I think the process was fun."*

ST7: *"I tried to design the board game in a way that others can learn and practise English language and that is how I experienced board game design process."*

On the other hand, some of the students claimed that they have found designing board games as exciting and attractive as they were requested to create something for learning and practising English language by themselves.

ST13: *"It was a nice process. We tried to do brainstorming and shared our ideas in groups, which was nice. We worked hard as a group because we wanted to*

do something good in the end. I felt good because I also wanted to do something good and that made me excited."

ST12: *"It was nice. There was an excitement of creating something. We were the ones who were trying to create something. And I felt the excitement of this and I was doing this project with a greater excitement than other project. I had an active role in this process and I had been wondering what we would have at the end and I worked harder to see the result as soon as possible."*

In addition, participants evaluated the designs of the board games in terms of both physically and their purpose. Most of the answers were that board games could teach and provide players with opportunity to practice English.

ST4: *"While playing the board games, we were listening to others and trying to understand. Those games were like the game version of our exams. For instance, when you had the grammar card, you were supposed to make a sentence using your grammar knowledge. Also, vocabulary cards taught new vocabulary or practice our vocabulary knowledge, which was totally educational."*

On the other hand, according to some participants board games were motivating since they were designed with some elements, which were attractive to the participants such as rewards, competition and different tasks.

ST3: *"One of the board games had money as a reward, which attracted me to win. Also, in our game, we had different cards with different tasks and we had a limited time to achieve those tasks, which was another motivating thing for me."*

ST10: *"I liked the game designed with money as prize. Also, rolling a dice was fun since it made the game interesting."*

ST8: *"I liked the board games with vocabulary practice because the words my friends put in the design of the games were helpful to practice them before exams. Besides, I liked the board games because there was a competition between the groups, which was motivating."*

ST14: *"I liked the game with storytelling with words and pictures."*

However, some participants claimed that they found some deficiencies in the designs of board games such as number of players, being similar to other designs of board games, level of difficulty of the tasks and being insufficient in terms of content.

ST6: *"I did not like the third board game, Box of Skills, since it was more appropriate to play with a smaller group."*

ST11: *"Almost every one of the board games was the same with the others."*

ST12: *"The first game, Ka-Ching, could have been designed in a better way because we could not tell a story efficient enough. I was like making sentences with the targets words on the card, but those sentences did not sound like a story that much."*

ST7: *"Our game, Ka-Ching, seemed to have less content since the purpose of that game was to practise speaking and vocabulary while others' were to practise more skills including grammar as well."*

4.3.2.2 Games as instructional materials. Since one of the purposes of this study was to examine how board games affect students' motivation towards English language, it was requested from the participants to express their thoughts about board games in terms of a teaching and practicing material. Most of the students stated that board games were fun, educational and something different from a point of being a homework material.

ST18: *"We did not even see board games as homework but as fun. We saw it as an educational game rather than being just homework and it was fun."*

ST17: *"It was different and something that I had never done before. Since it was the first English game that I was a part of, I found it fun."*

ST16: *"The design process was a little bit difficult because we had other projects as well. If I evaluate this project by itself, I would say it was fun because we also learned and practiced English while we were designing."*

Some students, on the other hand, claimed that designing a board game was a valuable homework, yet they could not perform efficient enough since they had some difficulties in group work and having responsibilities.

ST11: *"It was a precious homework, but we could not follow a right strategy while designing because we did not know each other well enough and we had a deadline, which made us feel under pressure. If we had worked with our close friends and have more time, we would create more interesting and better board games and it would be better homework."*

Moreover, participants evaluated board games in terms of a teaching material and some participants explained that board games were fun, educational, competitive, attractive and a material, which increase permanent learning.

ST4: *"Board games were a teaching tool, which increased fun and permanent learning since you remember what you practice while you are having fun."*

ST6: *"Sometimes we lost our focus on lessons. Since we tried to have some points to win, we had to focus on playing games, which was fun."*

ST11: *"When we play, we not only have fun, but also learn things permanently."*

4.3.2.3 Group work experiences. Participants worked in groups while designing their own board games. Their ideas and experiences in groups were also asked in the interview and participants expressed their personal ideas on the process of group work.

ST1: *"It was fun to work in a group in this project since we were all entrepreneur people."*

ST14: *"Working in groups not only develops yourself but also your friends since you share ideas."*

However, most of the participants stated that they encountered some difficulties and problems while working as groups such as communication problems and irresponsibility.

ST9: *"In our group, some of our friends did not finished what they were supposed to, and others had to get their tasks done instead."*

ST11: *"We could not meet so often, and we communicated via Internet, which I do not found as effective that much."*

ST18: *"We could not communicate effectively since the groups were too big and some of our members did not finish their work."*

Moreover, participants were asked to clarify what kind of strategies they followed in the design process of board games. According to participants, they followed various ways while planning the design process such as sharing tasks

according to their interests or skills, having a leader to assign tasks, brainstorming and making co-decisions.

ST2: *"One of our friends was the leader of the group and she assigned the tasks to each member of the group."*

ST6: *"We decided what to do as a whole group first and then we determined our next steps. We assigned the tasks according to our interests and skills. For example, I prepared the cards and one of our friends wrote the content since she has a good handwriting."*

ST11: *"Everybody shared their ideas and we tried to develop our ideas by discussing on each of them for about 2-3 minutes. When we chose the best idea, we focused on it and try to discuss on it to determine next steps to follow."*

4.3.3 Game play process. In the final part of the interview, participants were asked to clarify their opinions on game play process, what kind of contributions the board games provided and their comments about whether they would like to experience game design and play in English language lessons in the future as well or not. The data from the answers gathered via the interview for these topics are presented on Table 20 with categories and themes, which were conducted based on the codes of participants' answers.

Table 20

Categories and themes of the findings on game play process

Themes	**Categories**
General Perspectives	General Ideas on Game Play Process
Game Play and Its Contributions to Learners	Language Skills
	Expectation and Needs
	Self Awareness
	Raising Curiosity
Willingness of game design play	Ideas on Future Learning

4.3.3.1 General perspectives. General statements were clarified based on game play process and the participants expressed that playing games in English lessons were fun with regard to various reasons such as being unusual, interactive and competitive.

ST16: *"I had so much fun and I had never been bored while we were playing the board games. The competition between the groups made me play more to win and I liked it."*

ST11: *"It was so much fun because we learned and had fun. Besides, we could get to know each other better while playing those games. I think playing games help to build closer friendships in the classroom."*

ST12: *"Playing board games made lessons more attractive. Normally, language lessons are so similar to each other and they do not attract me that much. But with those board games, lessons were more attractive, and I wanted to focus more and be involved."*

Some participants, on the other hand, expressed that they had thought board games would be boring and they had felt nervous, concerned about that process and had some prejudgements.

ST2: *"I had thought that it was something childish. But then I realized that it was actually fun."*

ST6: *"First, I concerned about how we were going to design and play a board game. Then, with the help of our teacher's guide, we could make it. I had thought that it would be boring because I had never played such games before even in Turkish and I had not known about them that much. Since I was interested in English, it turned out to be fun."*

ST9: *"In the beginning, I was nervous because I was wondering about whether I would design and play a board game or not. But then, I realized that the whole process was actually based on having fun."*

Only one of the students stated that playing games could be boring if they were involved in language classes more.

ST14: *"Playing games was fun but it was boring when you play too much."*

4.3.3.2 Game play and its contributions to learners. According to the data from the interview, playing board games have contributed to learners in numerous ways in terms of language skills, meeting expectations and needs, raising self-awareness and curiosity.

Participants declared that board game play process has contributed to their language skills in terms of grammar, speaking, vocabulary, reading and listening.

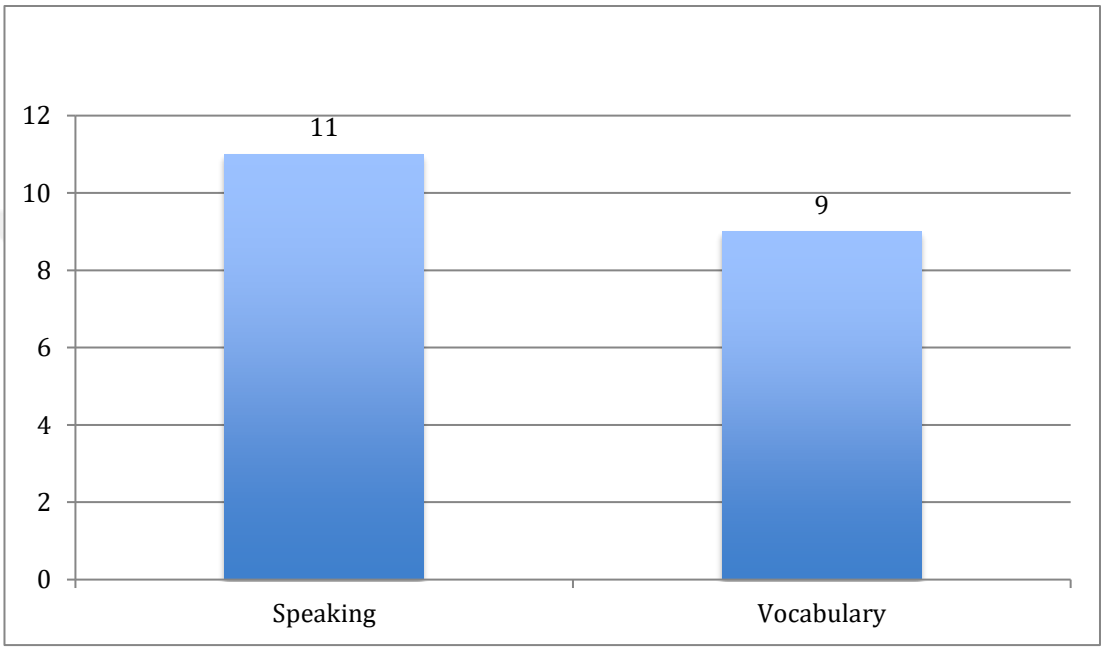


Figure 7. Skills improved through playing board games

Figure 7 shows participants' answers to the questions that what kind of language skills board games could contribute to throughout game play. According to Figure 5, a large number of participants claimed that playing board game have improved their speaking skills the most.

ST5: *"I think playing board games have contributed to my speaking skills the most since I could start making sentences even though I could not before."*

ST9: *"Speaking was the mostly improved skills of mine during game play practise because we were trying to tell things before the time ended and that made me speak much more fluent in time."*

On the other hand, vocabulary competence of some participants was improved with the help of practises while playing board games.

ST10: *"Game play helped to improve my vocabulary skills the most since I was thinking all the words I have learned while telling something during the game and I could even learn new words from others while they were speaking."*

ST13: *"In some games, we were supposed to know antonyms of some words on the cards. Even though I did not know some of them, I could learn from others, which contributed to my vocabulary competence."*

Moreover, board games were evaluated in terms of whether they meet the expectations and needs of the participants and most of them explained that they have found playing board games as sufficient to meet what they expected to learn and practice and what they needed to improve in English language.

ST1: *"I wanted to strengthen my weaknesses in English language, which was my prior expectation from English lessons and playing board games helped me a lot in improving and practising vocabulary."*

ST18: *"I found myself weak in speaking. Thus, I think my speaking skills have developed since we played board games during lessons."*

Nevertheless, a few of the participants did not find playing board games efficient enough to meet their expectations and what they demand.

ST9: *"Even though designing and playing board games helped us learn new vocabulary, it did not help me either practise or learn about grammar since board games were not based on grammar enough."*

ST11: *"Board games made me have fun but did not help me learn English because I do not think we could design the board games efficient enough."*

Furthermore, it was stated that playing board games during lessons in English helped participants to increase their awareness towards themselves in various ways especially their strengths and weaknesses with regard to language skills.

ST18: *"I realized that my vocabulary knowledge was better than I had thought. I saw that I actually knew the meanings of some words."*

ST8: *"I realized that I was not that good at grammar since I could not make proper sentences when I was supposed to speak, so those games helped me what I could and could not."*

Nevertheless, very few of the participants did not find board games as a material, which help increasing self-awareness at all when they were asked whether

board games worked for them to have self-awareness in terms of their strengths and weaknesses.

ST1: *"They did not help me to see things differently or clearer. I knew what I was capable of and it was the same while I was playing or afterwards.*

ST4: *"When you play any type of game, you focus on winning not other things, so I did not feel like I could see my strengths or weaknesses in English language."*

Whether board games raised curiosity or not was another question and almost every one of the participants claimed that board games made them curious about what they would design at the end, what kind of games other groups would make, how they would practice and learn at the same time.

ST5: *"I was curious about other groups' work and I wondered what kind of similarities or differences there would be between our designs."*

ST8: *"In vocabulary parts, I wondered what kinds of words I would learn, and we thought that our game was good and wanted to see other games as well."*

ST12: *"I was curious about what kind of work we would have at the end. In the beginning, I did not believe that we could make it and that is why I was so curious during the whole process to see our work"*

Even though most participants found board games as a material, which made them more curious about English lessons, two of the participants claimed that those games did not made any change in how curious they were earlier.

ST1: *"I had always been curious about English language. Thanks to board games, I could have fun more in lessons, but they did not lead to have a greater curiosity."*

ST2: *"I had already been curious, so they did not make any change."*

4.3.3.3 Willingness of game design and play. After stating their opinions on game play process, itself, participants were requested to state their opinions about whether they would like to learn English with board games in the future as well or not. All of the participants expressed that they would like to have such lessons interacted with board games more by giving their various reasons.

ST2: *"I want to learn with board games from now on because they not only teach you some language skills such as speaking and vocabulary, but also how to work in a group, which I did not experience before this project."*

ST6: *"I would be nice if we play such board games 3-4 hours a week because the words we learn during playing were helpful because it is different then writing the new vocabulary on the board. However, we want to know what words the cards have, and it makes learning permanent."*

ST16: *"Including board games in lessons time to time would be fun. By doing so, our motivation gets higher and we learn better with games."*

Chapter 5

Conclusion and Discussion

The purpose of the current study was to examine whether there would be any difference in students' motivation in English language lessons when they design and play board games. Furthermore, this study aimed to investigate the perceptions of the participants on both game design and gameplay process. In order to achieve those purposes, both quantitative and qualitative data collection tools and procedures were applied, which were Course Interest Survey, Instructional Materials Motivation Survey and an interview. While CIS and IMMS were applied as pre-test and post-test on both the experimental and control group, the interview was held with experimental group members only. The following part discusses the findings of this research for further information.

5.1. Discussion on the Findings for RQ1

The objective of the first question, "Is there a statistically significant difference between total scores of experimental and control groups towards the course at the beginning and at the end of the treatment?", was to investigate students' motivation towards the course itself and compare the results of experimental and control groups' scores, gathered through CIS. The data analysis shows that there is no statistically significant difference between the scores compared in the research questions related to number one. Only the mean scores of pre-test and post-test on subscales of CIS of the experimental group showed a statistically significant difference.

The implementation of board game design and play did not lead to a statistically significant difference in the motivation level of those members in the experimental group. The reasons are discussed in detail relating to the subscales of the Course Interest Survey.

Reasons related to attention. Although there is no statistically significant difference in the total scores of experimental groups, there is a statistically significant difference between the scores of the subscale, attention, of the experimental group.

The reason could be that the procedure to design and play a board game was a different kind of treatment in English language lessons. According to Yüncü Kurt (2014), including the same materials into a course decreases the attention of the students. Thus, implementing such a unique project must have taken the participants' attention since almost all of them did not have such an experience in designing a board game.

On the other hand, the studies in the literature review of this study (Fung & Min, 2016; Lee, 2012; Paris & Yussof, 2013; Sasidharan & Eng, 2013), included board games in the curriculum of English language lessons but they did not request from the participants to design the board games. However, the implementations of those studies showed that games could increase the motivation or language competences of the students in English language lessons. Similarly, the analysis showed that the motivation of the students in terms of attention increased since they were involved in experiencing language lessons with games.

Reasons related to relevance. In the study of Lee (2012), the board games were prepared with the related content of what was being taught, and it was played right after the students were taught the target subject of the lesson, which increased the motivation. Unlike Lee (2012), the content of the board games was created according to the students' interests and what they would like to practice more rather than the content of the curriculum. Moreover, the participants played those games during the last three weeks of the track rather than playing them after they learned a specific subject of the lesson. This could be the reason why there is no statistically significant difference in the scores related to relevance.

Reasons related to confidence. The scores related to confidence showed that there is no statistically significant difference between the scores of experimental and control groups. The reason could be that there was not a pilot study before the treatment began. As Keller (2010) states, the implementation of a pilot study increases the potential achievement and efficacy of the actual treatment. Hoy (2018) implemented a pilot study while including board games in learning and held discussion sessions afterwards. As Hoy (2018) found, having those discussion sessions helped participants have different perspectives and learn new strategies and experiences of others, which was the reason why the research was successful since

the participants knew what they would experience during the actual treatment. Hence, this could be the reason why there is no statistically significant difference between those scores related to confidence of the current study since there was no pilot study included.

Reasons related to satisfaction. Firstly, the students might have felt unwilling to accomplish this project since they knew that they would not be graded throughout the process. According to Pedersen (2003), the players of a game enjoy discovering the prizes and the objects of a game, which sustains the flow of gameplay. Even though those board games designed by the participants had some rewards inside the game, the project itself did not bring anything as a reward to the participants at the end of the procedure such as grades. The participants might not have felt satisfied, as they knew that they would not be graded on this project.

5.2 Discussion on the findings of RQ2

The second research question, "Is there a statistically significant difference between total scores of experimental and control group towards the instructional materials at the beginning and the end of the study?", was aimed to find out the total scores of both groups whether there would be a statistically significant difference between their scores towards the instructional materials used in English language lessons during the research. The findings related to instructional materials, which was measured via Instructional Materials Motivation Survey, are discussed under the subscales of the survey.

Reasons related to attention-relevance. The reason why the analysis shows that there is no statistically significant difference in the scores of attention and relevance could be that the content of the instructional materials was formed and included in the games by the participants of this study according to their needs and interests rather than the instructor's decisions on what to include and practise, which was in contrast with the study of Moseley and Cigdemoglu (2011). Hence, the content of a board game might have met the needs of the groups who designed it. However, it may not have met the requirements and expectations of other members of the other groups, which could be seem unattractive and irrelevant to other members of groups.

Reasons related to confidence-satisfaction. Firstly, the reason why there is no statistically significant difference in the level of motivation related to confidence and satisfaction could be that students had too many responsibilities. The participants of this study had another project as well, which was assigned them to complete, and they were graded on that project, which affected their total scores of the preparatory school. Hence, the students may not have been satisfied since they were not be graded and rewarded after they accomplish such a project. In their study, , they let participants bring the instructional materials themselves, which increased students' motivation since they enjoyed being responsible for their learning. However, the participants of the current study had more than one responsibility, which could cause them to feel under pressure since they had too many tasks to achieve.

On the other hand, unlike in the study of Paris and Yussof (2013), those participants in the current research did not play the board game individually but in groups. Thus, the members of each group were responsible for not only himself but also his group to be able to win the game. This might have increased the stress and anxiety level of the participants since they may have felt the pressure of being responsible for their groups' achievement when it was their turn to play although the level of stress and anxiety decreased with the help of board game in the research of Paris and Yussof (2013).

In contrast to the study of Skillen and Sietz-Stein (2018), another reason could be that the instructor of the lesson did not play an active role and did not work and help students during the game design and play but rather as a guide helping what kind of strategy to follow while designing by giving feedbacks and as an observer during the gameplay. For this reason, some of the students might have lost their confidence when they encountered a problem during both procedures of design and play.

Even though the confidence of the participants in the experimental group increased throughout the process of board game play, the scores related to confidence and satisfaction did not show a statistically significant difference of the experimental group in this research. The reason could be that they did not practice speaking only, but also other language skills at the same time in some of the board games, which might have been found as challenging or overloading information.

However, in the study of Fung and Min (2016), speaking was the only skills of being practised, which could be the reason of increased motivation.

5.3 Discussion on the findings of RQ3

For the third research question, "What are the students' perceptions about designing board games in EFL classes?", an interview was held with each one of the members who participated in the experimental group to clarify their perceptions about being involved in board game design and play by evaluating themselves as a learner of the English language.

To be able to have privileges in work life and be mostly preferred, learners, today, need to practise new skills based on communication, creativity and collaboration (Stevens & Verschoor, 2017). The answers of the participants were parallel with this statement that almost every one of the members of experimental group clarified that the English language held a significant role in their lives even though they have different kinds of reasons such as communication, academic and career purposes or their future plans. With regard to the data, it can be inferred that learning the English language is crucial. Nevertheless, a number of the participants evaluated themselves as an unsuccessful learner of English language, whereas others concerned the opposite but still in need to improve further. The speaking skill was stated as the most problematic skills, among other skills such as grammar, listening, reading and vocabulary.

After declaring the strongest and weakest skills of them, they were asked about how they deal with the language deficiencies, and it was concluded that most of the students followed a strategy to overcome their problems while three of them did not have the motivation to follow a certain strategy. Finally, they were asked how they comprehended what they learned in English, and the findings presented that they could comprehend what was being taught if they could put it into practise both in lessons and their daily lives.

Moreover, it could be inferred from the answers of the participants that they evaluated game design process as motivating since it was something exclusive and created an atmosphere, which both learning and entertaining could be possible at the same time. Games are the opportunity for learners to exercise and improve

themselves, which reveals the motivation to learn further (Gaudart, 1999). The participants of this study claim that game design process provided them with an greater opportunity to participate in class more, which was consistent with the statement of Salen and Zimmerman (2004) that the process of designing makes participants actively enrolled. Besides, game design process gets learners to put their various skills into practise at the same time (Crawford, 1997).

On the other hand, working in teams motivated the participants since they helped and interacted each other throughout the whole process and this result promotes the findings of the study Sigurdardottir's (2010), which supports that involving in games help learners build new relationships with others, having an equal chance to practise what they learn and involving in groups strengthens confidence and skills of problem-solving throughout process of having a close communication with other members.

Nevertheless, even though the way the board games were designed found effective and motivating, some thought that they were designed in a similar way, which decreased the variety of different types of materials and that might have decreased the minority of the participants' motivation. In terms of being an instructional material, those board games were considered as an efficient homework and learning tool whereas some claimed that being assigned to design a board game was an overload, which decreased motivation of very few of the participants since they were supposed to complete other assignments as well and they had to finish some extra tasks of others who did not accomplish their responsibility.

According to Besma (2015), language classes might turn into a routine, which leads learners to lose their attention and motivation to learn and games could be an alternative to increase the excitement of the lessons. Similarly, the participants evaluated the involvement of game design into EFL classes as motivating since it was the first experience participating in such a project, they could build new friendships throughout the process, and the sense of competing each other increased the excitement of the lesson. On the other hand, during the procedure of board game play, the answers showed that it was motivating to play them since they could meet their needs in English language and had a chance to practise and improve their speaking and vocabulary skills the most, which goes along with the finding that

board games facilitate speaking practices in the study of Fung and Min (2016). This finding, also, corresponds with the results of Leon and Cely's study (2010) that making use of games in EFL classes could present with a greater amount of opportunities to practise speaking.

Finally, it can be concluded that game design and play was a motivating process since all the participants stated that they had a great willingness to experience learning through board games during their future experiences of learning the English language.

The result of this research revealed that despite the fact that there was an increase in motivation scores in relation to the course itself in the experimental group, there is no statistically significant difference between pre-test and post-test scores of experimental group. Additionally, no statistically significant difference was found between the pre-test and post-test scores of control group towards course. Similarly, the motivation scores related to instructional materials revealed that there is no statistically significant difference between the pre-test and post-tests of the experimental group. Nonetheless, the fact that game design and gameplay in English language lesson was motivating was a commonly shared perception since most of the participants stated that they found competing, working in groups and having fun were highly motivating.

In conclusion, this research held the purpose of investigating whether there would be a change between the motivation levels of participants in English language lessons and the results show that integrating board game design and play into English language lessons in preparatory school could be an effective and unique way to foster learning.

5.4 Recommendations for Further Research

This research offers a number of recommendations for both researchers to conduct further research and practitioners to implement the treatment the current study offers.

5.4.1. Recommendations for Researchers

This study was carried out in a foundation university in Istanbul with the participation of 36 students in total, who were assessed as a low level of English

language. Therefore, the same process of treatment could be implemented in another university or classroom with different level of English language to enhance the reliability of the findings. Besides, this study is conducted with a small group of 18 students, yet another research could be conducted with a larger group of participants in order to have more reliable results. Furthermore, this research could be implemented in a longer period of time rather than implementing in 7 weeks to contribute to the findings of the study. On the other hand, other types of data collection tools can be utilized rather hand making use of motivation surveys and interviews only. For instance, the researcher might use an observation checklist during the process of board game design and play. Additionally, students' achievement scores can be analysed in order to examine whether integrating board games in EFL classes has an effect on their success. This study examined the possible effects of board game design in EFL classes on students' motivation. Thus, in another research, different features of games can be investigated such as challenges, awards and goals of the games and their effect on students' achievement, engagement or motivation.

Additionally, the results of pre-test and post-test scores of experimental and those of control group related to subscales of both CIS and IMMS could be compared in another study in order to investigate whether there is a statistically significant difference between them. Last but not least, the background of the students such as age, socio-economic status, gender and their family could be investigated to answer further questions.

5.4.2. Recommendations for Practitioners

In the context this research occurred, the participants had must assignments requested by the administrators of the school. Based on the observations of the researcher of this study, it could be stated that having additional homework the board games design along with the assignments the school requested, those students in experimental group might have had difficulties to accomplish both assignments, which also might have affected their motivation. For example, some of the participants from experimental group stated that they experienced difficulties when they studied for their school assignments and board game design project at the same time while other students from other classes had to deal with school assignments

only. Not giving them a prize or grade for their hard work in board game design might have affected their motivation as well since some of the students may have thought that it was not fair. Thus, teachers can give grades and prized to their students to see the effect of board game design and play in their EFL classes. The observations also revealed that integrating board game design and play in EFL classes did not make effective contribution to language learning but language practicing. Hence, the practitioners could allocate board game design as the main assignment rather than as extra homework in order to examine the possible effects on motivation instead of examining whether they commence language learning or not. According to the observations during board game play, the students could only design a board game with the content they had already known, which made them practise their knowledge rather than learn new information. Yet, other students from other groups might have learned new information, which was still not enough. However, they could practice their knowledge many times through playing board games, which could have affected their motivation. Finally, practitioners should follow a curricular in harmony with board game design since the effects of designing board games is an effective way to stabilize the motivation level of the learners.

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APPENDICES

A. Instructional Materials Motivation Survey

ÖĞRETİM MATERYALLERİ MOTİVASYON ANKETİ (ÖMMA)

1 = Hiç katılmıyorum **2 = Az katılıyorum**

3 = Orta derecede katılıyorum **4 = Çok katılıyorum**

5 = Tamamen katılıyorum

1. İçeriğini ilk öğrendiğimde, bu derste dikkatimi çeken ilginç bazı şeylerin olduğunu gördüm.	**1**	**2**	**3**	**4**	**5**
2. Dersin işleniş şekli ve derste kullanılan materyaller dikkat çekiciydi.	**1**	**2**	**3**	**4**	**5**
3. Derste kullanılan materyallerde yeterli bilgi yoktu.	**1**	**2**	**3**	**4**	**5**
4. Derste kullanılan materyallerde bilgilerin işleniş şekli dikkatimi çekti.	**1**	**2**	**3**	**4**	**5**
5. Bu derste dikkat çekici şeyler vardı.	**1**	**2**	**3**	**4**	**5**
6. Derste bazı ilginç yeni şeyler öğrendim.	**1**	**2**	**3**	**4**	**5**
7. Alıştırmaların, materyallerin, sunumların çeşitliliği dikkatimi derse vermeme yardımcı oldu.	**1**	**2**	**3**	**4**	**5**
8. Derste kullanılan materyallerde işlenen konunun önemini gösteren hikayeler, resimler ve örnekler vardı.	**1**	**2**	**3**	**4**	**5**
9. Derste kullanılan materyaller benim için uygundu.	**1**	**2**	**3**	**4**	**5**
10. Derste öğrendiğimiz bilgilerin nasıl uygulamaya yansıtabileceğine dair açıklama ve örnekler vardı.	**1**	**2**	**3**	**4**	**5**
11. Derste kullanılan materyallerin gerek içeriği gerek sunumu konularının öğrenilmeye değer olduğu izlenimini uyandırdı.	**1**	**2**	**3**	**4**	**5**
12. Dersi anlamak beklediğimden daha zor oldu.	**1**	**2**	**3**	**4**	**5**
13. İçeriğini ilk incelediğimde, bu ders kapsamında neler öğreneceğimi anladım.	**1**	**2**	**3**	**4**	**5**
14. Derste kullanılan materyallerde çok fazla bilgi verildiğinden nelerin önemli olduğunu ayırt edemedim.	**1**	**2**	**3**	**4**	**5**
15. Verilen ödevleri yaptıkça konuları öğrenebileceğime dair kendime güvenim arttı.	**1**	**2**	**3**	**4**	**5**
16. Dersteki alıştırma ve uygulamalar oldukça zordu.	**1**	**2**	**3**	**4**	**5**
17. Ders konularını çalıştıktan sonra, bu dersten geçebileceğime dair	**1**	**2**	**3**	**4**	**5**

güvenim arttı.					
18. Ders kapsamındaki konuların birçoğunu tam olarak anlayamadım.	**1**	**2**	**3**	**4**	**5**
19. Dersteki konu diziliminin iyi olması dersi öğrenebileceğime dair güvenimi artırdı.	**1**	**2**	**3**	**4**	**5**
20. Dersteki uygulamaları/ alıştırmaları tamamlamak bende başarı hissi uyandırdı.	**1**	**2**	**3**	**4**	**5**
21. Dersten zevk aldığım için, dersteki konular hakkında daha çok şey öğrenmek istiyorum.	**1**	**2**	**3**	**4**	**5**
22. Derse zevk alarak çalıştım.	**1**	**2**	**3**	**4**	**5**
23. Ödev sonrasındaki dönütler ve dersteki diğer yorumlar emeğimin karşılığını aldığım hissini verdi.	**1**	**2**	**3**	**4**	**5**
24. Dersi başarıyla tamamlamaktan mutluluk duydum.	**1**	**2**	**3**	**4**	**5**

B. Course Motivation Survey

DERS MOTİVASYON ÖLÇEĞİ (DMÖ)

Tamamen Katılıyorum (5), Çok Katılıyorum (4), Orta Derecede Katılıyorum (3),

Az Katılıyorum (2), Hiç Katılmıyorum (1) seçeneklerinden size en uygun olanını işaretleyiniz.

1. Dersin öğretmeni işlenecek konu için bizi heveslendiriyor.	**1**	**2**	**3**	**4**	**5**
2. Bu derste öğrendiğim şeyler benim için çok yararlı olacak.	**1**	**2**	**3**	**4**	**5**
3. Bu deste başarılı olacağım konusunda kendime güveniyorum.	**1**	**2**	**3**	**4**	**5**
4. Bu derste ilgimi çeken çok az şey var.	**1**	**2**	**3**	**4**	**5**
5. Dersin öğretmeni dersteki konuların önemli olduğunu gösteriyor.	**1**	**2**	**3**	**4**	**5**
6. Ancak şans eseri bu dersten iyi not alınabilir.	**1**	**2**	**3**	**4**	**5**
7. Bu derste başarılı olmam için çok çalışmam gerek.	**1**	**2**	**3**	**4**	**5**
8. Bu dersin içeriği ile hali hazırda bildiğim şeyler arasında bir alaka göremiyorum.	**1**	**2**	**3**	**4**	**5**
9. Bu derste başarılı olup olmamam bana bağlı.	**1**	**2**	**3**	**4**	**5**
10. Dersin öğretmeni bir konuyu anlatırken bazı şeylere yeterince açıklık getirmiyor.	**1**	**2**	**3**	**4**	**5**
11. Bu dersin konusu benim için gerçekten çok zor.	**1**	**2**	**3**	**4**	**5**
12. Bu dersin beni çok tatmin ettiğini hissediyorum.	**1**	**2**	**3**	**4**	**5**
13. Bu derste yüksek hedefler koymaya ve bunları başarmaya çalışıyorum.	**1**	**2**	**3**	**4**	**5**
14. Diğer öğrenciler ile karşılaştırıldığında bu derste aldığım notların ve öğretmenin öğrencilere karşı tavır ve davranışlarının adil olduğunu düşünüyorum.	**1**	**2**	**3**	**4**	**5**
15. Sınıftaki öğrenciler bu dersin konusu hakkında meraklı görünüyorlar.	**1**	**2**	**3**	**4**	**5**
16. Bu derse çalışmak hoşuma gidiyor.	**1**	**2**	**3**	**4**	**5**
17. Öğretmenin yaptığım ödevlere ne not vereceğini tahmin etmek zor.	**1**	**2**	**3**	**4**	**5**
18. Öğretmen bana beklediğim notu veriyor.	**1**	**2**	**3**	**4**	**5**
19. Bu derste kazandığım şeylerle tatmin olduğumu hissediyorum.	**1**	**2**	**3**	**4**	**5**
20. Bu dersin içeriği benim beklentilerim ve hedeflerim ile alakalı.	**1**	**2**	**3**	**4**	**5**
21. Dersin öğretmeni sınıfta ilginç olan beklenmedik sürpriz şeyler yapıyor.	**1**	**2**	**3**	**4**	**5**

22. Sınıftaki öğrenciler aktif olarak bu derse katılıyorlar.	**1**	**2**	**3**	**4**	**5**
23. Hedeflerime ulaşabilmem için bu derste çok iyi performans göstermem önemli.	**1**	**2**	**3**	**4**	**5**
24. Bu dersin öğretmeni ilginç ve farklı öğretme teknikleri kullanıyor.	**1**	**2**	**3**	**4**	**5**
25. Bu dersten çok fazla şey öğrendiğimi zannetmiyorum.	**1**	**2**	**3**	**4**	**5**
26. Sınıftayken sıkça hayal kurarım.	**1**	**2**	**3**	**4**	**5**
27. Bu dersi aldığım süre içerisinde inanıyorum ki eğer yeteri kadar sıkı çalışırsam başarılı olabilirim.	**1**	**2**	**3**	**4**	**5**
28. Bu dersin bana kişisel olarak kazandıracağı şeyleri açıkça görebiliyorum.	**1**	**2**	**3**	**4**	**5**
29. Bu dersteki ilgim ve merakım çoğu kez bu dersin konusu hakkında sorular sorulduğunda veya problemler verildiğinde artıyor.	**1**	**2**	**3**	**4**	**5**
30. Bu dersin zorluk derecesini aşağı yukarı normal buluyorum, ne çok zor ne de çok kolay.	**1**	**2**	**3**	**4**	**5**
31. Bu derste daha çok hayal kırıklığına uğradığımı hissediyorum.	**1**	**2**	**3**	**4**	**5**
32. Aldığım notlara, yorumlara ve eleştirilere bakarak, bu dersteki çalışmalarımdan dolayı yeteri kadar takdir edildiğimi düşünüyorum.	**1**	**2**	**3**	**4**	**5**
33. Yapmam gereken çalışma miktarı bu çeşit bir ders için uygun.	**1**	**2**	**3**	**4**	**5**
34. Ne kadar iyi olduğumu anlamak için yeteri kadar değerlendirme ve yorum alıyorum.	**1**	**2**	**3**	**4**	**5**

C. Interview Questions

1. İngilizce dilinin hayatınızdaki rolü nedir? İngilizce' ye neden ihtiyaç duyuyorsunuz?
2. İngilizce dersinde kendinizi başarılı bir öğrenci olarak görüyor musunuz? Evet ise nasıl başarılı olduğunuz hakkında detaylar veriniz. Hayır ise nedenleri nelerdir?
3. İngilizce dilindeki güçlü ve zayıf yanlarınız nelerdir? Detaylı bir şekilde anlatınız.
4. İngilizce dersinde zayıf yanlarınızı geliştirmek için izlediğini herhangi bir strateji var mı? Evet ise detaylı bir şekilde anlatınız. Hayır ise neden?
5. İngilizce' de herhangi bir konuyu (ör: kelime bilgisi, dil bilgisi, yazı yazma vb.) öğrendiğinizi nasıl anlarsınız?
6. Kutu oyunu tasarlarken, süreç nasıldı? Neler hissettiniz? Detaylı bir şekilde anlatınız.
7. Kutu oyunu tasarlamak nasıl bir ödevdi? Detaylı bir şekilde anlatınız.
8. . Sınıf içerisinde oynanan kutu oyunları tasarım yönünden nasıldı? Beğendiğiniz/beğenmediğiniz kutu oyunları var mıydı? Hangileri, neden?
9. Tasarlanan kutu oyunları, dersten beklentinizi ve hedeflerinizi karşıladı mı? Detaylı bir şekilde anlatınız.
10. Grup çalışması yapmak nasıldı? Süreçte olumlu/olumsuz herhangi bir şey yaşandı mı? Detaylı bir şekilde anlatınız.
11. Kutuyu tasarım sürecinde nasıl kararlar aldınız? Bu kararlara kim nasıl karar verdi?
12. Sizce kutu oyunları İngilizce dersi için nasıl bir öğrenme aracıdır? Derste kullanılabilir mi? Cevabınız evet/hayır ise nedenlerini paylaşınız.
13. İngilizce dersinde oynanan kutu oyunları size en çok hangi alanlarda (kelime bilgisi, yazı yazma, dil bilgisi, konuşma vb.) katkı sağladı? Detaylı bir şekilde anlatınız.
14. Kutu oyunları oynarken veya oynadıktan sonra İngilizce' de güçlü veya zayıf yanlarını fark ettin mi? Nasıl?
15. Ders içinde kutu oyunu oynarken neler hissettiğinizi detaylı bir şekilde anlatınız.

16. Derste kutu oyunlarını dahil etmek derse karşı herhangi bir merak uyandırdı mı/uyandırmadı mı? Evet/hayır ise neden?
17. Bundan sonra İngilizce derslerini bu şekilde işlemek ister misiniz?

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