



PREVIOUS STUDIES OF WORLD SCIENTISTS ON THE INFLUENCE OF EDUCATIONAL GAMES ON TEACHING SPEAKING

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Аннотация

Nowadays, teaching is considered as a profession related to science and art. This is an area where methods, materials and tools must be constantly developed and updated to meet the changing needs and interests of students. In this context, Rilling and Miller argued that a competent teacher must have knowledge of the subject (English language systems), be sufficiently flexible, cooperative, and competent in carrying out teaching and learning tasks. [8]

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Therefore, teaching English in particular requires the use of various approaches and techniques that attract students' attention and increase their active participation in the learning process. Most teachers around the world have included educational games in teaching English as a foreign language. The literature in this area is replete with various definitions, classifications and benefits of educational games.

Numerous studies have been carried out by researchers worldwide to investigate the impact of educational games on learning and performance. Yıldız investigated the impact of educational games on the academic performance of seventh-grade pupils who had varying learning styles. [9]

The study comprised 120 secondary school students from the central and rural parts of Erzurum. Data were gathered using the researcher's accomplishment exam and the Kolb Learning Style Inventory. There were no statistically significant variations in accomplishment between students with different learning styles, and the educational game strategy greatly boosted student achievement.

Musablat investigated how teaching vocabulary and grammar to fifth-grade students was aided by the use of educational games. An experimental group and a control group were chosen and assigned for this purpose. The experimental group received regular training using the communicative method alone, while the control group received instruction using educational games and the communicative approach to teach grammar and vocabulary. The vocabulary and grammar tests were used to pre-test



the students in both groups. Finally, both groups took a post-test on the same grammatical and vocabulary questions. The experimental group outperformed the control group in the vocabulary and grammar posttest, according to the findings. As a result, the educational games were successful in improving students' grammar and vocabulary. [6]

The goal of Asan & Sezgin's study was to find out how educational games affected the spontaneous speaking abilities and speaking anxiety of fourth grade pupils. In the first semester of 2018–2019, 28 pupils from a public school were included in the sample. For six weeks, Turkish teachings were imparted to the experimental group together with the use of instructional games. It was handled in the control group using the fundamental teaching-learning strategies found in the Turkish Curriculum. The three-dimensional speaking order and style of speech, including the use of voice, which are made up of audibility and meaningfulness dimensions, subject and thought transfer, refinement, and use of time, were found to be positively impacted by educational games. Additionally, research revealed that instructional games had no impact on students' speaking fear. [2]

The impact of computer-assisted instructional games on academic accomplishment in grammar and attitudes toward grammar was investigated by Kayan & Aydın. A pretest-posttest nonequivalent group was used in the quasi-experimental design of the study, which was based on a quantitative investigation. Two sixth-grade classrooms from a middle school made up the sample. Twelve weeks passed during the experiment. The results showed that students' grammatical proficiency had a substantial positive impact on their attitude and overall accomplishment, favoring the experimental group. [5]

Fanfarelli sought to investigate the impact of a story and badge-based game that instructs students on the anatomy and function of the brain. Eighty students made up the sample, divided into four groups. The game was played in four groups: the first group played the original version, the second group added a fantasy-based story, the third group added digital badges, and the fourth group combined the base version with both digital badges and a fantasy-based narrative. The game's use had no discernible impact on pupils' learning or engagement, according to the results. [3]

Rama investigated the effect of playing language games to enhance speaking abilities in English classes at a primary school in Singapore. There were 78 students in the sample. Games were used to teach one group while communicative methods were used for the other. The results showed that games improved the second language communication of over half of the students. The experimental group's students concurred that speaking English allowed them to converse more successfully. [7]

In conclusion of this thesis, it is worth noting that the general results of research conducted by previous scientists in the field of development of spoken English show that the use of educational games gives positive results where English is taught as a foreign language. These results provide a driving force for other researchers to study the impact of educational games in other fields.

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