

Developing a Board Game to be Used in Teaching English: Are You Ready to Learn English by Discovering the Pole Star?


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Abstract

In this study, it was aimed to develop material in the form of board games, and games, which are tools for learning English and having fun, are a very effective method of learning English to improve speaking and listening skills. Furthermore, with the materials used, the selection of questions related to the life and an environment where students can associate with their lives and the construction of activities, the students' ability to read, think and respond quickly, develop their English thinking skills, and improve their pronunciation and fluency are among the other objectives of the game. This game was implemented by high school students whose English levels are B1 (intermediate English) and B2 (upper-intermediate English). A survey which was conducted to English Language teachers and high school students and the pilot study carried out determined whether this project is useful in terms of effectiveness and fun. After the pilot study, the quality of the project, and its effectiveness in learning English was measured, and the pros and cons were determined. In line with the analysis of the data obtained from the pilot study and the survey results, it was suggested to make some changes to the questions and time. On the other hand, the game was appreciated and seen as effective for learning by the students. The game implied that the teachers could use this kind of game as a learning tool by having fun with the English.

Keywords: English teaching, teaching methods and techniques, effective learning, fun games, material development



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INTRODUCTION

So that people can talk to each other, it is necessary to understand each other. In order to understand, we need to learn their language. Our ancestors said, "One language is one person, two languages are two people." Learning different languages and cultures can share all kinds of feelings, thoughts, and expressions by becoming human. It has been determined that English is also the common language of communication. Therefore, there are English classes in most countries, as well as in Turkey. Unfortunately, Turkey has failed in English. As a matter of fact, in the worldwide English proficiency indicators, it has been observed that Turkey has regressed compared to these indicators since 2012. According to the research conducted by the Education First language school in 2018, the fact that Turkey ranks 73rd among 88 countries and 69th among 100, being 69th out of 100 countries according to the 2020 report and 70th among 112 countries according to the 2021 British Proficiency Index report is an indication that Turkey is among the 'low' countries with a proficiency level and how low English proficiency is countries according to the 2020 report is an indication of how low Turkey's English proficiency is. The reason for this is that most of the teachers in our schools do not have teaching qualifications and which teaching methods and techniques and which skills they focus on in their English lessons.

Speaking is a part of communication that occurs always; while walking in the street, sitting on the sofa, bathing, sleeping, etc. When we are born, firstly, we listen to the sounds, decode them, and speak. Similarly, when learners start to learn English as a foreign language, they should learn English by speaking. Unfortunately, this is a neglected skill, test-centered and written language-centered (Basturkmen, 2001; Clennell, 1999). Speaking is barely taught and hardly practiced. In addition, they continue this with the root system, which has nothing to do with teaching techniques. In order to provide effective and permanent learning, it is necessary to master some teaching strategies, methods, and techniques.

In English, every skill is interrelated and important, but the most basic is speaking and listening. Teaching these skills, preparing an environment for this, and preparing various activities will be beneficial in using English in an effective and fun way. We can develop these skills in English by engaging students in an effective and fun way. The best way to do this is to play games. According to Vygotsky, educational games are effective in developing children's skills such as perception, quick thinking and reaction, and quick decision making (Karamustafaoğlu & Kılıç, 2020; Yiğit, 2007).

LITERATURE REVIEW

In foreign language teaching, games, especially educational games, have an important place in the development of students' basic speaking, grammar, vocabulary and pronunciation skills (Günday, 2015). Learners can easily learn the words and pronunciations in the target language without the fear and worry of making mistakes through the game. Games are an activity in which students actively use the target language (Kadim, 2012; Uluçay, 2013). It is argued that games also help to develop children's cognitive competencies such as defining, classifying, sequencing, observing, distinguishing, making decisions, drawing conclusions, comparing, establishing cause-effect relationships, and these competencies increase the child's academic success. Because with games, learning experiences become more concrete and learning concepts and gaining goals for students become simpler. The use of games for educational purposes, students both realize permanent learning, as they learn by seeing and experiencing, and thanks to the game, students' emotions are also addressed. In this respect, games have a great place in education.

Here Game is entertainment and used as a tool in learning English. Therefore, is every game playable? Not playable. The game should be fun and attractive in its appearance, materials, and content (Groh, 2012; Sezgin et al., 2018). Although classic dice games and the same square boards are in demand, change, and innovation is always more attractive and, in the end, there must be a purpose, awareness, and a different perspective. This is exactly what this project is about and what it delivers. Forget the game ways you know in this project, forget the dice, forget English. If you are going on a journey with your friends and family to discover every point of the pole star in daily life, you must go through some

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obstacles. These obstacles are the ones you will pass when you realize your communication skills, your character, and most of all yourself. This meaning will facilitate learning by incorporating various imaginations and a sense of achievement, as well as what the child does, thinks and speaks. Studies have also proven that games have a positive and effective effect on foreign language learning (Chen, 2005; Kupeckova, 2010). The importance of the games is as follows:

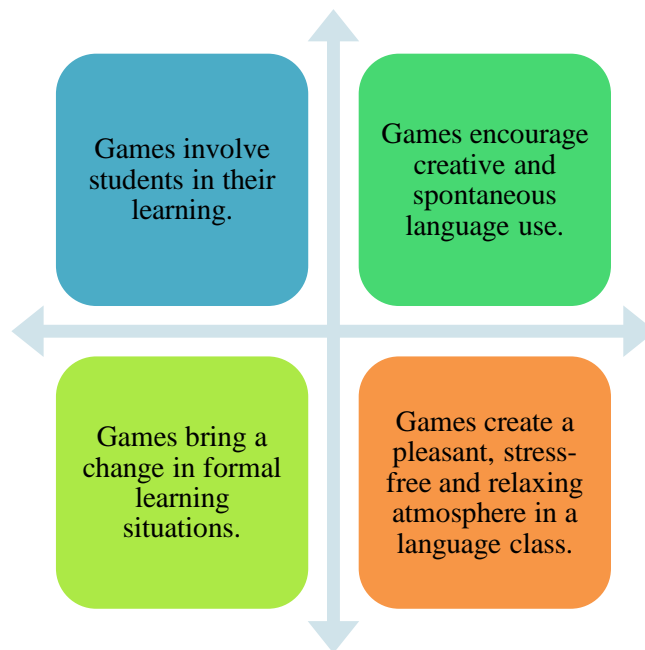


Figure 1: The importance of the games

Language teachers should seriously consider when to use games, which ones to use, and how to use them appropriately, purposefully, and efficiently to meet both students' needs and lesson objectives. Wright, Betteridge, and Buckby (2005) plays are central to a language teacher's repertoire and do not simply see time as a way to paginate. The organization of any game-like activity places great demands on the teacher. He should prepare the content of the game, the necessary materials for its completion, clearly explain the rules of the game to the students and determine the time. To eliminate misunderstandings, the game can be introduced by the teacher as follows in Figure 2 (Wright, Betteridge & Buckby, 2005).

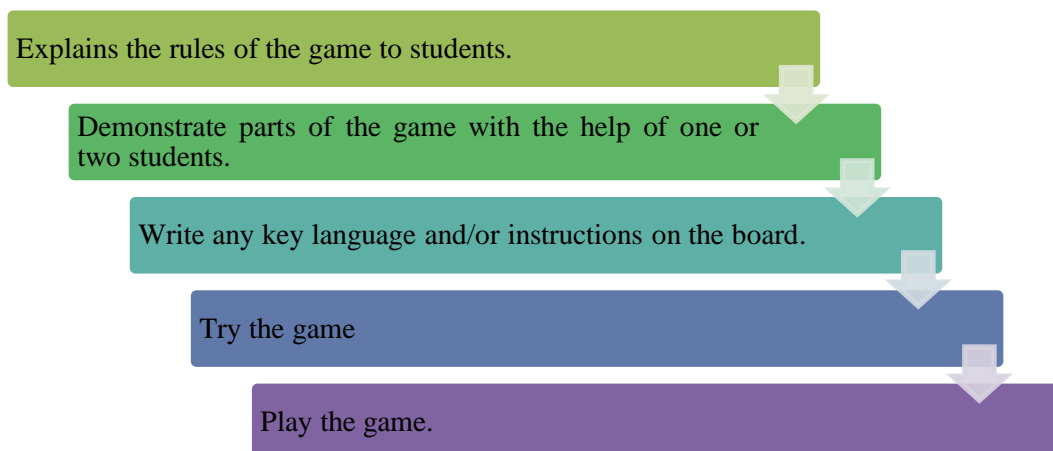


Figure 2: Playing game process

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Board games have been the subject of many scientific studies covering research areas such as memory, perception, decision making, problem solving, motivation, intelligence and neuroscience, especially psychology (Gobet, Retschitzki & de Voogt, 2004). In addition, playing board games is a social experience that can enhance the development of social and emotional skills (Hromek & Roffey, 2008).

One of the important strategies of effective teaching is that teachers can motivate students. Persuading students to speak goes beyond giving them confidence and encouraging them to do it, which is motivation. For example, if you are willing to speak fluently, you will need to practice a lot more. As you practice speaking, you may think you're doing it wrong or not doing well because you need to be motivated. Investigating methods to increase students' motivation to learn English may result in more competent English learners, which is the primary goal of language educators and researchers. Proper teaching, according to some, results in excellent motivation among language learners (Gamlo, 2019). Students will lack confidence in speaking English if they are not properly trained and accustomed (Arisanty, 2020). Issitt (2007) observed that reluctant speakers are motivated when they receive positive feedback from their teachers or friends. Stones (2012) argues that dealing with problems to mobilize knowledge and motivating them through practice encourages students to speak and improves error correction. Therefore, when students make a mistake and correct them through practice with the help of the teacher or friends, they will be motivated, encouraged to speak up, recognize and learn from mistakes. For example, many games, and cards were made with improvements and associations on them, but these games were not sufficient in terms of keeping them in mind and reconciling them with life, since they were generally made on the course and sometimes in the field of general culture. Techniques such as role cards and dramas are techniques developed for speaking skills. But not enough for entertainment. It is very difficult to entertain children, to attract their attention.

Cognitive development is the whole of mental activities that enable the individual to perceive, make sense of and interpret his environment. In adolescence, thought should be able to comprehend and interpret both the present and the future, and abstract operational thinking should be developed, which should be supported by education (Ahioglu, 2011). In education, it is necessary not only to inform, but also to provide students with this, not in the form of lessons, but by entertaining them. This can be achieved with games. For example, in the questions such you are sensitive or not, selfish or not, and how you would spend your life if you learned that you have 6 months to live, the person should know his/her own characteristics, know himself/herself, and know how he/she reacts to situations and events so that he/she can answer this question. Because it is not possible for a person who does not know himself and does not know how he reacts to events to answer such questions.

Such questions like people are inherently good or not, how people can improve their self-esteem, etc. are the question types that require individuals to perceive, make sense of and interpret their hypothetical thinking skills, environment, and world. If students who have reached the abstract processing stage and mentally carry this stage, it is possible to answer these questions. In other words, with the game in question, students will question themselves, encourage them to know themselves and contribute to their cognitive development.

Purpose of the research

The aim of the study was to use English learning as a tool, not a goal, to raise awareness that English is necessary for communication, to expose children to English in an entertainment environment, to enable them to learn while having fun, to improve their communication, listening and reading skills, to improve their pronunciation and fluency in their speech, with tongue twisters. together, to reduce amblyopia, to improve English thinking skills, to prepare an environment for English speaking practice, to prepare an environment that will enable them to be aware of their own characteristics, what they can do, and be aware of themselves while learning English, to gain the ability to think and respond quickly, to provide effective and qualified teaching of English, to ensure the retention of English and increase is included.

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METHODS

Research Model

Both quantitative which is objective measurement and numerical analysis of the data and qualitative research models which generalize the effectiveness of the data were used in this study. In the quantitative research model, based on the experimental model research design; In the qualitative research model, it was found suitable to be applied based on the phenomenology research design. Experimental research is studies conducted to see how effective it will be in solving a particular problem. The problem in this method was determined as 'Students' lack of English-speaking skills. No control group for experimental research is used since the results of the groups were not compared to each other. Phenomenology is a method that allows people to express their feelings and thoughts about a certain phenomenon or concept and describe how they experience this phenomenon. The phenomenon in this method was determined as 'determination of students' interests, wishes, and attitudes towards board games or English lesson and determination of their readiness'.

Sample

The study population of this research consisted of students who studied English or took English lessons from Grade 9 to Grade 12, and English teachers specialized in their fields. Random sampling only indicates its limitations according to the population and according to it, it is the random selection of the samples within these limits. Cluster type random sampling, which is one of the random sampling types, is choosing randomly from the subgroups formed by these units, rather than the units with a large universe. The criteria determined for the criterion sample.

- Being an English Language Teacher,
- To have studied English,
- Being a 9th, 10th, 11th, and 12th grade student,
- To be fluent in English at B1 and B2 levels.

Table 1. Sample size of the students

Study Group	F	%
9th grade	26	29.6
10th grade	26	29.6
11th grade	21	23.8
12th grade	15	17
Total	88	100

The questionnaire for students answered by a total of 88 students, 26 9th grade, 26 10th grade, 21 11th grade, and 15 12th grade students. Table 1 shows that 9th and 10th grade students constituted the majority of the study group with 29.6%.

Table 2. Sample size of teachers

Study Group	f	%
Female	14	56
Male	11	44
Total	25	100

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The sample of the survey conducted with the English teachers consists of 25 English teachers, 14 women and 11 men. According to the data in Table 6, female teachers constituted the majority of the sample with 56%.

Implementation

Procedure Of the Game

The procedure of the game is as follows: Figure. 3

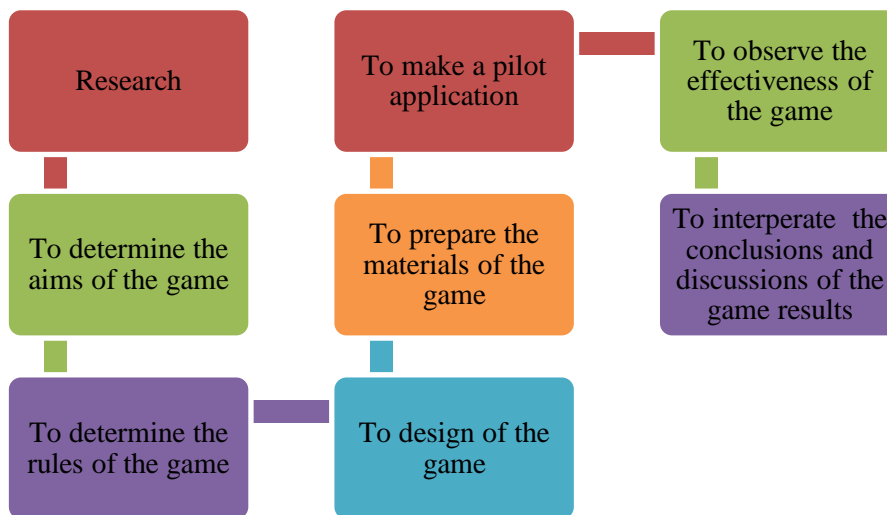


Figure 3. The procedure of the game

Firstly, it was determined lack of speaking English and the effectiveness of the game while learning by doing research on articles using the key words such as speaking skill in English, the effectiveness of the game in learning, websites, and visuals. After deciding the game, it was continued to determine what the aims can be on the game. The main purpose of the game is determined to raise awareness that English is necessary for communication, to expose children to English in an entertainment environment. Then, the rules of the game were determined. Every game has a set of rules to be followed inasmuch as the rules ensure to be played fairly and properly. Next, the game was designed according to the researcher's imagination and creativeness. First, the shapes of the board; Second, the colors of the board; Third, shapes and colors of the cards; and lastly, the other materials that will be used in the game was selected. One of the other procedures of the game was to make a pilot application which is necessary to observe the effectiveness of the game in reality. As a conclusion, interpretation of the results was done by analyzing the survey results and observations.

Game Materials

Wheel and Joysticks



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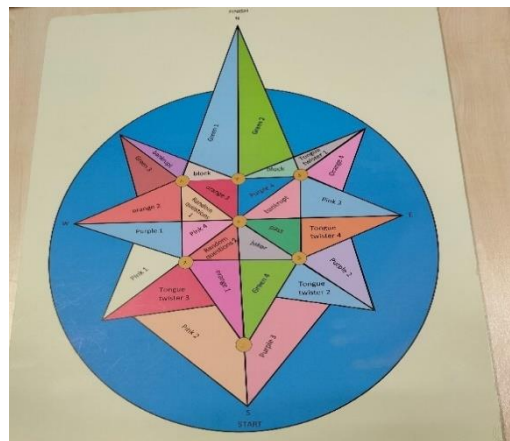
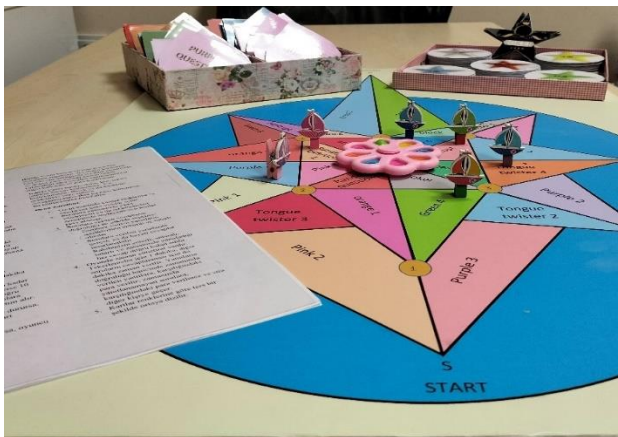
Question Cards



Money Cards and Joker Cards



Game Setup



Data Collection Tools

In this research, one class was selected for each of the 9th, 10th, 11th, and 12th grades of a public high school and the survey method was adopted for data collection, which is the qualitative method that is a valuable tool to help answering complex questions such as how and why best practice implementation efforts may either succeed or fail (Hamilton, 2019). A questionnaire is a set of question(s) created for the purpose of conducting the research. Using the survey method under observation will be used, and open-ended questions for students and closed-ended questions for teachers were preferred in the survey.

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The question on the game can be seen in the figure 4:



Figure 4. The questions on the game

The tongue twisters that are used on the game can be seen in the figure 5.

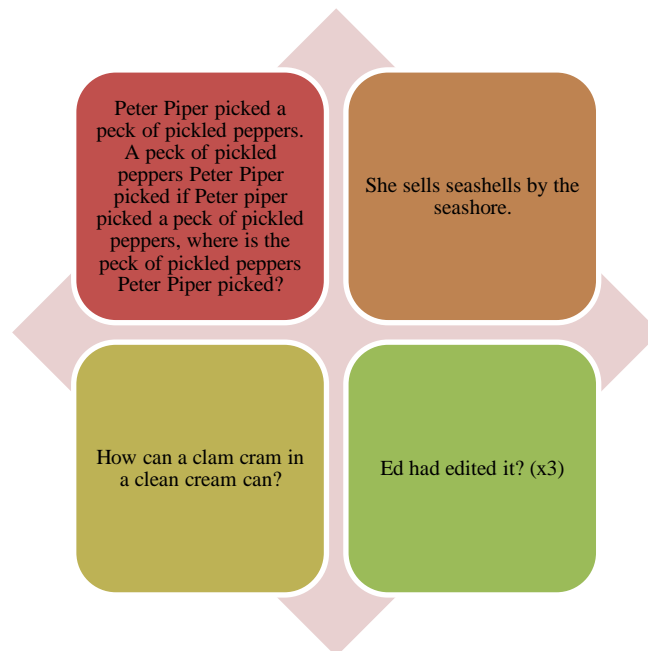


Figure 5. Tongue Twisters

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Analysis of Data

A descriptive analysis was carried out in the analysis of the data. Descriptive analysis is the type of analysis that is related to how the process to be applied works in a certain time. In line with the purpose of the study, it was determined how many people answered the answers to all questions in the questionnaires answered by the students, and the percentage and frequency values of the data were found and tabulated. In the questionnaires answered by the English teachers, the rating of the effectiveness of the game was stated and explained on the column chart.

RESULTS

Characteristics of the Sample on Students

88 high school students participated in the questionnaire created for students and gave answers according to their readiness for English board games, their level of English, their interest, attitudes, and thoughts towards English. The tables (Table 3., 4., 5., 6., 7., 8., 9., 10., 11., 12.) below have been created by calculating the answers given to each question in the questionnaire, according to grade level, and the frequencies and percentages of these answers.

Table 3. The frequencies and percentages of these answers about English in their life

Options	9th grade	10th grade	11th grade	12th grade	f	%
Every part of my life	4	6	15	12	37	42
Only at school	14	10	2	1	27	30
In games	5	4	2	1	12	14
On the internet	3	6	2	1	12	14
Total	26	26	21	15	88	100

From the question 1 to 10, the responses of high school students to the questionnaire were examined. 88 students participated in the survey and gave answers according to their readiness for English board games, their level of English, their interest in English, their attitudes, and thoughts. When we look at the frequency and percentage values, the highest frequency is 37 for Question 1, “English stays in every part of my life” (42%); with at least 12 frequencies, the answer was “English stays on the internet” (14%) and “English stays in games” (14%).

Table 4. The frequencies and percentages of these answers about English emotion

Options	9th grade	10th grade	11th grade	12th grade	Frequency	Percentage
Yes, it is funny.	6	3	3	1	13	16
Yes, it allows to learn new words	1	6	4	5	16	19
Yes, it is interesting.	3	3	4	-	10	11
Yes, it allows us to know different cultures and people.	3	6	6	5	20	23
Yes, it is easy.	-	1	2	1	4	4
Yes, it is important.	5	2	1	1	9	10
Yes, it works for me.	5	2	1	2	10	11

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I have not decided.	2	1	-	-	3	3
Good when I can speak English.						
No	1	2	-	-	3	3
Total	26	26	21	15	88	100

According to 4th question, games provide permanent learning in English with a maximum of 20%, and games do not improve English with a minimum of 5%.

Table 7. The frequencies and percentages of these answers about playing games in English lessons

Options	9th grade	10th grade	11th grade	12th grade	Frequency	Percentage
Yes, kahoot	15	-	9	8	32	36
Yes, taboo	6	26	2	-	34	39
Yes, Quizlet	-	-	7	-	7	8
No.	5	-	3	7	15	17
Total	26	26	21	15	88	100

Taboo is played at the most with 39% and Quizlet at the least with 8% in English lessons for the 5th question.

Table 8. The frequencies and percentages of these answers about playing games to improve in daily life

Options	9th grade	10th grade	11th grade	12th grade	Frequency	Percentage
Yes	6	10	10	13	39	44
No	15	13	9	2	39	44
Rarely	5	3	2	-	10	12
Total	26	26	21	15	88	100

At 44%, both played and not played equally for improving English in daily life for the 6th question.

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Table 9. The frequencies and percentages of these answers about English apps on phones

Options	9th grade	10th grade	11th grade	12th grade	frequency	Percentage
Duolingo	2	8	5	3	18	20
Cake	-	1	2	1	4	5
Busuu	2	-	4	2	8	9
Voscreen	-	4	4	-	8	9
PC apps and social media	12	2	6	9	29	33
No	10	11	-	-	21	24
Total	26	26	21	15	88	100

In the 7th question, "We use Instagram, Youtube and other social media tools in English" (33%) with 29 frequencies, and "Cake application" was the least used" with 5%.

Table 10. The frequencies and percentages of these answers about board games

Options	9th grade	10th grade	11th grade	12th grade	Frequency	Percentage
Yes	22	21	21	14	78	89
No	3	3	-	1	7	8
Little	1	2	-	-	3	3
Total	26	26	21	15	88	100

Question 8 was answered with a frequency of 78, "We like board games in English" (89%) and "I like it a little" with 3%.

Table 11. The frequencies and percentages of these answers about playing board games

Options	9th grade	10th grade	11th grade	12th grade	frequency	Percentage
Kızma birader	6	7	3	4	20	23
Monopoly	7	9	5	6	27	31
Uno	7	8	7	4	26	29
Scrabble	1	2	1	1	5	6
No	5	-	5	-	10	11
Total	26	26	21	15	88	100

In the 9th question with 27 frequencies, "We played the most monopoly game" (31%); The answer was "We played at least Scrabble" (6%).

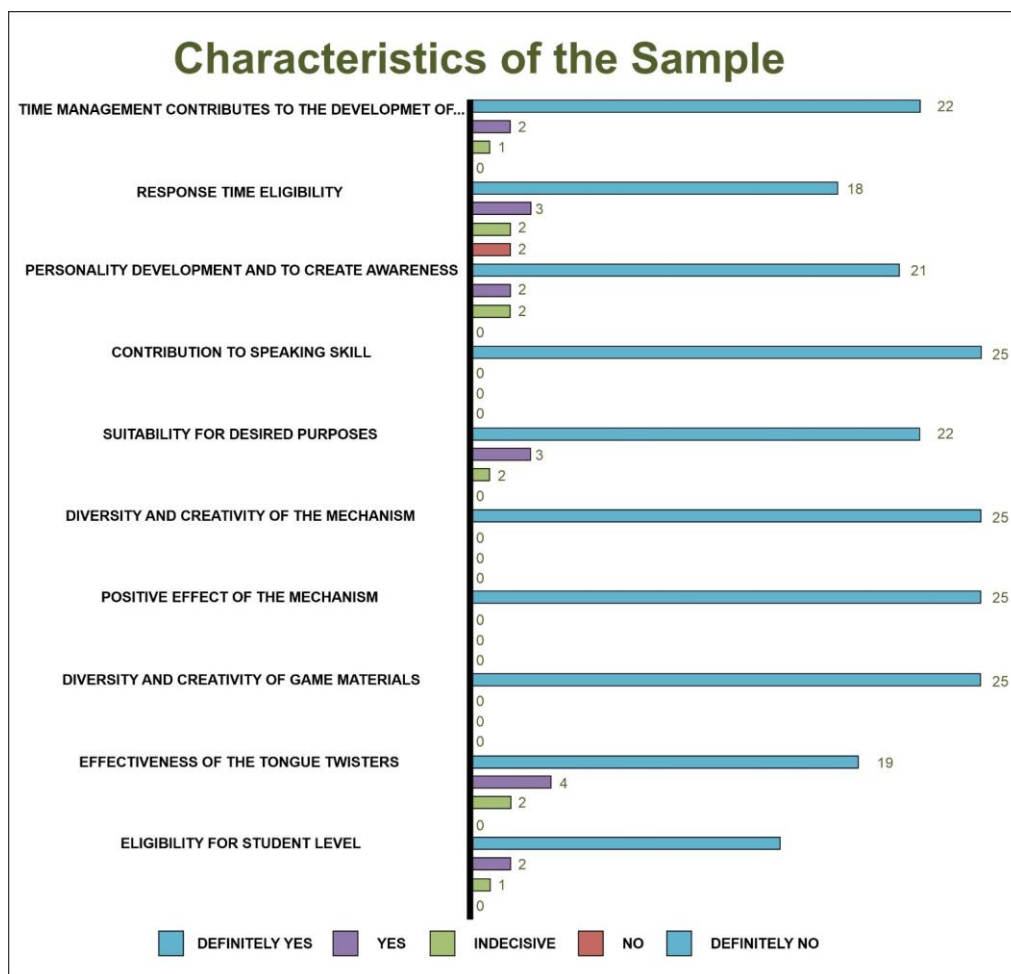
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Table 12. The frequencies and percentages of these answers about want to play board games

Options	9th grade	10th grade	11th grade	12th grade	Frequency	Percentage
Yes	15	22	15	14	66	75
No	8	1	4	-	13	15
Maybe	3	3	2	1	9	10
Total	26	26	21	15	88	100

To question 10, with 66 frequencies, "I would play a board game on improving English" (75%); at least "maybe I can play" (10%) answers were given.

Survey answers conducted to the English teachers in Graph 1.



Graph 1. Survey answers conducted to the English teachers

In Graph 1, the responses of English teachers to the questionnaire were examined. 25 teachers participated in the survey and evaluated the effectiveness of the game. When we look at the graph carefully, the 'definitely yes' part is suitable for the student level, 15 people; usefulness of rhymes 19 people; game materials and the difference and creativity of the device, the positive effect of the device and its contribution to speaking skills 25 people; 22 persons for suitability for desired purposes; personality development and awareness 21 people; response time availability 18 persons; its contribution to the development of time management and ability to think and respond quickly was

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marked by 22 people. Undecided or yes part was marked by a maximum of 4 people for each of the questions such as the usefulness of the tongue twisters, their suitability for the desired purposes, the response time, the development of personality and awareness, and its contribution to the development of time management, ability to think and respond quickly.

DISCUSSION

As a result of the questionnaires conducted on high school students, it was determined that English was only taught as a lesson in school, there were not many activities or games, and it was observable among the answers that the students wanted to play board games to improve themselves in English speaking. Learning which is experience of acquiring knowledge or skill can occur when learners are motivated (Paras, 2005), in which the games play a crucial role to motivate them. It was also observed that after the questionnaire application, when the students were told that they would play a game, they were very excited and happy. When the game was set on the table, it attracted the attention of the students, but in this game, which was carried out with the voluntary participation of the students, it was asked who would volunteer. Participation decreased, and hesitation was observed when the game on speaking English was mentioned. Moreover, since the students did not know the game at all, there were some who wanted to watch and get to know the game beforehand. The information and skills that a person acquires and acquires are useful when problems arise in life that must be solved. Viewing game design as a question-making activity provides great insight into the game being designed. With the development of cognitive psychology, the role of the educator was repeatedly addressed, always trying to create optimal learning conditions (Kalmpourtzis, 2018). Through this game, it was tried to provide it since the game is one of the important purposes of the game, although the levels of the questions are appropriate considering the cognitive levels of the students, the cognitive levels of the students are not sufficiently developed, the students should be able to express their feelings, thoughts and ideas about a subject and interpret them, recognize their own personalities, they need to know how to react when a problem or situation occurs. Benefits of games include challenging learning through practice as well as activating and motivating students. (Barbosa and de Ávila Rodrigues, 2020; Hamari et al., 2016; Hamzeh et al., 2017; Huizenga et al., 2017; Vu and Feinstein, 2017, as cited in Jääskä and Aaltonen, 2022)

In the first application made in the 11th grade, the rules of the game were explained to the first four selected people and the game instructions were left in front of them. The order of the game was numbered on the wheel and the students were asked to choose colors in English, and when we turned the wheel upside down, the lines were determined. Then, the wheel was placed in the 1st part of the arrangement and the first player was asked to spin it. The question card in the incoming section was taken and read aloud and the student was asked to answer within the specified time. He thought at first, trying to answer even though it was not a regular sentence. In terms of motivating the students and making the game playable, it was not forced at first, and then interventions were made by asking them to give more details and examples. One of the problems observed in the game is that the same questions came, and they could not see different questions, since the same section came across all the time, which affected the progress of the game. Although it was played during the 1-hour lesson, the winner of the game could not be determined, and it could not be passed to another group. Finally, when the students were asked how the game was, its deficiencies and bad aspects. The students said that the game was nice and effective, but they stated that the repetition of the same questions affected the game badly.

In order to include other groups when applied to the 9th grades, new student groups played on the mechanism as a continuation of the other groups during the transition to each section. This had a positive effect on the end of the game, the determination of the winner, and more participation was achieved.

When it was done with 12th graders, because there was time and they were few in number, it was done in groups of 6 with them and continued until the end of the game, which took a period of two hours. Compared to other classes, when this game was finished until the end, some of them lost money because they went bankrupt, they jumped in line because of a pass, they were happy because the joker card came and they used it in the question in the section they wanted, some stayed in the previous

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section, making the game more active and fun. In addition, the students used the language and their pronunciation actively, as it coincided with the tongue twisters, and they took great pleasure in this situation. In the end, the students stated that they enjoyed the game, it was a good game, but the questions were the same.

In order not to make the same mistake this time, care was taken to change the groups at the beginning of each part, and different card selection was applied in case the questions were repeated. Thus, the general lines of the game, its rules, and how it should be directed were determined. Throughout the whole game, the following part of the paper (conclusion) stood out as the game was observed and studied in every sense.

Limitations of the Research

One of the limitations of the study is the limited time. Due to the lack of time, reaching each person was limited. Another limitation is students' English levels. Compared to student English levels, the game was a little more flexible in terms of both time and answers. The next limitation is the inadequacy of the cognitive development characteristics of the students and their ignorance of themselves. This reduces the quality of the questions. Another limitation of the study is the methodological problem since qualitative method which is used in the study is difficult to observe numerically. Thereby, interpretation of the results will become more subjective than objective. The other limitation is insufficiency of the sample size. It was conducted in one school and one class for each grade in that there was no time to allow it and it could not be done the other schools. Therefore, it is arguable that it can be drawn valid conclusions. Lastly, it is lack of previous research studies on this topic inasmuch as there is limited prior research studies that are relevant to this thesis.

CONCLUSION& RECOMMENDATIONS

The diversity of the game, its creativity, and the design of the materials was highly appreciated and made interesting by everyone. Since the time in the game content is not enough, some flexibility has been shown in terms of time. Although it was easier for the students to answer and talk about the question than they had thought before, because the questions in the game were constantly repeated, it was not pleasant to use the initiative either to spin the wheel again or to draw a different question card. It has been seen that a single lesson is not enough to finish the game. The tongue twisters both entertained the students and made them make an effort to tell the truth. Since the game is one of the important purposes of the game, although the levels of the questions are appropriate considering the cognitive levels of the students, the cognitive levels of the students are not sufficiently developed, the students should be able to express their feelings, thoughts and ideas about a subject and interpret them, recognize their own personalities, they need to analyze their character. Unfortunately, in the personality development and cognitive development questions, it was observed that the student did not know himself, did not have self-confidence, and their personalities were not settled.

Although this question is a question that will make one feel good and strong, the fact that students cannot say what they are proud of shows that they are insecure, pessimistic and do not know themselves. Most of the students were confused on the question what their strengths and weaknesses. Their reaction is exactly this: 'I don't have a strong side! I don't see anything strong in myself.' This shows that they despise themselves, do not see their strengths or weaknesses, and are insecure. It can be deduced that they do not have the will to control their emotions according to the answers such as I cannot control my emotions, I overreact when I get angry.

Apart from this, it was understood that they were pessimistic about their future plans and purpose in life, and they could not answer the question that they did not have any goals. Therefore, it is concluded that students need plenty of direction, cognitive development, and motivation. Although positive feedback is generally received as a result of the questionnaires made with the teachers, there are also those who think that the level of the question, the duration, and the rhymes are not fully productive, and some arrangements will be made again after evaluating them.

For one hour of the lesson is not enough, it is recommended to play the game for two hours in the lesson or to apply it in sections at different time intervals. Since the questions should be answered, increasing efficiency and speaking skills should be considered, the teacher should open, guide, and

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enlighten the answers given abundantly. In addition, there should be plenty of activities that will improve students' cognitive levels, enable them to know themselves, develop their personalities, provide a positive perspective, and motivate them, and they should be closely interested and directed. Students can even be involved in creating their own board games and asked to record their reflections.

A more ambitious opportunity is to create technology-enhanced board games with pre-written feedback. While our board games were interesting, they were under teacher supervision to introduce the rules and provide feedback. In the board games industry, some publishers are now bypassing the need to refer to the guide by creating free mobile apps to accompany their games. In a phonetics and phonology board game, a simple utility app can replace printed answer keys, provide immediate feedback to students who continue to lose points, and possibly increase replay ability by offering modified game rules.

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Conflict of Interest

The authors have disclosed no conflict of interest.

Photos of the Pilot Application

The photos below are the pilot content of the 9th grade. In order to benefit from the pictures, they evaluated the game and made an effort to answer it.



In each section, students were asked to participate on a voluntary basis and care was taken to change groups. Some students wanted to continue because they liked the game, and they were not changed.



The photographs below were made with the 10th graders and it was tried to include different people between the departments. The obvious thing in the pictures is the smiles on the faces of the students that they have a lot of fun while playing, and the attention they give to the game.

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The photos below are photos of the 11th class. Since it was the classroom where the first application was made, different groups and people could not be included, the game was not over and there were few photographs because of the lack of time, but at the end of the lesson they expressed that they liked the game.



The photos below belong to the 12th grade, 6 volunteers were chosen due to their scarcity, and the game was spread over 2 lesson hours and applied until it was completely over. In this section, they had more fun with the rhymes and bankruptcies, and they expressed that they got efficiency from the game and understood the game better.



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