Workshops for Improving Speaking Skills of Secondary School Fifth-Grade Students through Web-Based Games

Yağmur PEHLİVAN COŞKUN[1*], Perihan Tuğba ŞEKER[2]

[1]*Graduate Education Institute, Uşak University, Uşak, Turkey*

[2]*Depertmant of Primary Education, Uşak University, Uşak, Turkey*

Corresponding author: Yağmur Pehlivan Coşkun, E-mail: yagmurpehlivan@gmail.com

ARTICLE INFO

ABSTRACT

In this study, workshop suggestions are offered to improve the speaking skills of secondary school 5th-grade students through web-based games. The qualitative method was used in the study, and the data were obtained by document analysis. The study includes web 2.0 supported activity suggestions planned to support and improve the speaking skills of 5th-grade students. The activities are planned as five online workshops. A template was created in the workshop planning phase using the document analysis method, and the workshops were developed following this template. The stages of the workshops were created by taking expert opinions. The study is expected to serve to improve many skills of secondary school 5th-grade students besides speaking skills, such as problem-solving, critical thinking, creativity, and managing their own learning process, which are intrinsically included in the game. The planned web 2.0 supported workshops will contribute to the related literature and set an example for online course alternatives.

Key words: Speaking, Speaking Skills, Game, Web 2.0, Web 2.0 Supported Activity, Web-Based Games

INTRODUCTION

There is more than one definition for speaking: the ability that distinguishes human beings from other living things, an element that gives subjectivity among its fellows, a skill area based on narration, with a unique color, tone, and identity. Speaking conveys, explains, and expresses feelings, thoughts, and wishes through visual and auditory elements (Taşer, 2004). According to Erdem (2013, p.18), "Speaking is a physical and mental process that enables agreed signs and sounds to create meaning in the mind of the other person and turn them into messages." Speaking is the most effective tool that enables individuals to communicate in their social life, share their knowledge and experience, and express their feelings, thoughts, dreams, observations, and plans (Kurudayıoğlu and Potur, 2015). This tool also has a reflective role in the mental development, personality formation, and social relations of the individual (Sever, 1997, p. 23).

Although the view that an individual starts school equipped with listening and speaking skills and acquires reading and writing skills at school is outdated in the literature, it still exists as a common opinion in practice. The speaking that the child acquires before starting school is informal; it is taught by the social environment and has no gains, its boundaries are not drawn, the necessary feedback and corrections are not made on it. The formalization of this speaking in educational institutions, creating gains for each age group, performing the necessary feedback, correction, and evaluation, processing them in appropriate settings with appropriate activities will contribute to both the individual and the country. Güneş (2014) states that a person communicates for an average of twelve hours a day; one-third of this is spent on speaking. It is evident that speaking, which covers such a large part of human life, is a critical skill area for people and a society made up of people.

Developing speaking skills, which is the fourth element of Turkish teaching together with reading, writing, and listening, is the duty of every level of educational institutions and all educators in these institutions. However, the primary task belongs to Turkish courses and Turkish teachers. "The purpose of the speaking lessons given in educational institutions is to provide students with the ability to express their thoughts and feelings accurately and effectively following the language rules" (Aktaş and Gündüz, 2003, p. 258).

Having a proper speaking skill level is closely related to the students' achievements in every lesson and the development of their personality (Akyol, 2006; Kavcar et al., 1995). On the other hand, lack of speaking means not thinking, not getting involved in classroom activities, and not learning (Kavcar et al., 2005).

Studies show that speaking skill is created and developed through repetition, as in every skill area (Kavcar et al., 1995). There is no practical way to improve speaking skills

other than speaking in suitable settings and in an appropriate way (Çifci, 2006).

Since speaking skill, which is a skill area based on narration, will develop by speaking, what and how to speak are also important issues. The literature emphasizes that speaking education should be not only in the form of teaching, but in the form of games, practices, and training and that this skill should be taught with examples from real life and by activating students' prior knowledge (Akyol, 2016; Batur and Özen, 2018; Büyükikiz and Hasırcı, 2013; Batur et al., 2017; Doğan, 2009; Kemiksiz, 2017; Kurudayıoğlu, 2011; Mert, 2014). The efficiency to be obtained from speaking education is directly proportional to the seriousness of the education to be given on this subject, addressing the student and being process-based (Büyükikiz and Hasırcı, 2013). Speaking is a skill that develops with practice and training, and the permanence of learning is directly proportional to the intertwining of what is learned with life (Yalçın, 2002; Doğan, 2009). Considering students' developmental stages, considering that secondary school students are switching from concrete operations to abstract ones, using games in the studies on speaking skills is thought to be effective. Güneş (2015) states that studies in education have made a significant contribution to the child's development in recent years and emphasizes that the game should be used for effective and permanent learning. The game-based learning approach aims at children's active participation in educational activities and permanent learning by having fun.

Baltacıoğlu (1938, p.85) states, "Child is not an abbreviation of man, its poorer form or caricature, but an original being of its kind and has self-sufficient power. Children grow up and develop by acquiring the childish expression from their activities and experiences, not by imitating the language of the elder." Based on this statement, it can be said that children like to talk about their own issues, their world and experience their activities rather than the subjects of adults. In today's education system, where the teacher is the guide, the teacher needs to find this channel and make his way through it. Speaking skills will not go beyond being a field in the Curriculum unless it becomes an activity performed in suitable settings, where the teacher uses appropriate opportunities.

The generation called the net generation (Oblinger and Oblinger, 2005), digital natives (Prensky, 2001), or Generation Z, born after the 2000s into the age of technology, is now the learner of educational settings. This new generation is a generation that has a technology-based lifestyle, uses social media actively and productively, can use technology to solve their problems, can access information quickly, is technology savvy, does not comply with formalities, learns quickly, and embraces diversity (Kapil and Roy, 2014; Twenge et al. 2010; Prensky, 2010). It is not easy to ensure the active involvement of this new generation in education and training activities designed with classical methods (Keskin, 2021). For this reason, learning materials and learning environments need to be harmonized with the nature of "learners." Therefore, the use of digital tools in the education of digital natives has become mandatory (Batibay, 2019, p. 3).

Web 2.0 tools have considerably changed learning and teaching by restructuring traditional learning environments, taking students away from the passive consumer role, and making them partners in creating knowledge (Heafner and Friedman, 2008, Franklin and Van Harmelen, 2007). Web 2.0 tools are the new generation internet platform, where users can contribute to the content; they are user-centered, that is, they provide freedom of action and ease of use (Horzum, 2007).

Studies show that traditional language teaching has begun to leave its place in today's modern approaches, where students are responsible for their learning. Many educational objectives can be achieved with Web 2.0 tools (Baran and Ata, 2013, Aytan and Başal, 2015, Elmas and Geban, 2012, Thomas, 2008). Studies conducted in the field of language teaching reveal that interactive settings are beneficial and that Web 2.0 tools offer an interactive teaching environment independent of time and space for both learners and teachers, increasing the motivation of the learner and lowering costs (Karatay et al., 2018; Aytan and Başan, 2015; Demiral and Yavuz, 2016; Benzer, 2017; Başaran and Kılıçarslan, 2021). It is thought that the Covid 19 epidemic process, which has affected the whole world, has made it a must to find new solutions in education. It can be said that starting of distance education in schools during the epidemic process makes interactive environments compulsory rather than preference. All these processes have led be in new searches of speaking education. In the study, the researcher made web-based game workshop suggestions to improve the speaking skills of secondary school students by making use of the nature of the game with web 2.o tools.

The purpose of this study is to suggest web-based game workshops that field experts can use to improve the speaking skills of secondary school 5th-grade students. Speaking education includes the gains that students will have to use throughout their lives. Research shows that it is difficult to forget what is learned by doing, living, and having fun. Therefore, it is necessary to take supportive measures and develop activities by considering students' developmental characteristics, interests, and learning processes. In the related literature, few studies suggest speaking activities (Doğan, 2009; Kurudayıoğlu, 2003; Ucgun, 2007; Temizyürek, 2007; Şahan, 2012; Büyükikiz and Hasırcı, 2013; Mert, 2014; Ayran, 2016). In addition, there is no workshop application to improve speaking skills through web 2.0.

METHODOLOGY

The qualitative research design was preferred in the study. Qualitative research tries to answer detailed questions, such as how and why, to understand better the event, people, or phenomenon, instead of quantitatively measurable features such as the amount and average of events, people, or facts (Denzin and Lincoln, 1998). "Qualitative research is a research in which qualitative data collection methods such as observation, interview, and document analysis are used, and a qualitative process is employed to reveal perceptions and events realistically and holistically, in a natural environment (Yıldırım and Şimsek, 2018, p. 39). The data of the research

were collected by document analysis, which involves the analysis of materials containing information about the case or cases that are aimed to be investigated (Yıldırım and Şimşek, 2018). Document analysis is a systematic method used to examine and evaluate all documents, including printed and electronic materials (Kıran, 2020). Similar to other methods used in qualitative research, document analysis requires analyzing and interpreting data to make sense of it, forming an understanding of the subject, and developing empirical knowledge (Corbin and Strauss, 2008). Document analysis covers the processes of finding sources for a specific purpose, reading them, taking notes, and evaluating (Karasar, 2005). In education, curriculums, course contents, and the effectiveness of a given education can be investigated by document analysis (Sak et al., 2021).

Data Collection Tools

A framework was created on what to consider in the designed workshops by taking into account Turkish textbooks, Turkish course curricula, domestic and international education programs, scientific publications, periodicals, youtube contents, social media, related websites, traditional games, educational games, Common European Framework of Reference for Languages and speaking skill gains. The workshops that improve speaking skills are designed with an understanding in line with this framework.

Data Collection Process

Before the implementation

A comprehensive literature review was conducted on the research topic. Turkish curricula, foreign curricula, textbooks, Common European Framework of Reference for Languages, scientific publications, periodicals, youtube contents, social media, related websites, books related to the research topic were combed. A pool of speaking gains was created after the document review. Expert opinion was taken for the prepared pool of gains regarding the target audience and the purpose of the study.

Expert opinions were consulted in four stages:
1. Opinions of academicians: The opinions of three academicians working in Turkish teaching were taken.
2. Opinions of teachers who have done/are doing a doctorate in Turkish teaching: The opinions of two Turkish teachers who completed their doctorate and three teachers who are doing their doctorate in Turkish teaching were taken.
3. Opinions of researchers with postgraduate studies in speaking education: The opinions of five researchers who performed a study/studies in speaking education were taken.
4. Opinions of Turkish teachers with at least ten years of professional experience: The opinions of five teachers with at least then years of professional experience were taken. Then, the gains were given their final shape.

At this stage, the researcher attended some training on web 2.0 tools. Expert opinion on the web 2.0 tools to be used in the study was sought. At this stage, a pool of web 2.0 tools was created from the "Top 100 Tools for Education 2021" list (https://www.toptools4learning.com/) and https://web2araclari.com/. Expert opinion was taken for the listed web 2.0 tools considering the target audience and research purpose. Expert opinion was received by sending the list to two informatics teachers and three Turkish teachers who had previously worked with web 2.0 tools. Regarding the purpose and target audience of the research, the Web 2.0 tools planned to be used were finalized in the light of expert opinions.

Implementation

Literature review and document analysis continued during the research process. A game plan to be used in the workshops was prepared after identifying the gains and web 2.0 tools by taking expert opinion. It was aimed to systematize the process by preparing the game plan. Expert opinion was taken for the game plan. Opinion was received from an expert who had previously worked on games and web 2.0 tools. The prepared game plan, gains, and web 2.0 tools were combined into workshops.

After the implementation

Opinions of three experts were taken in the process of achieving the objective of the prepared workshops. Necessary corrections were made following the feedback of the experts. The prepared activities were examined by Turkish teachers and field experts working in different schools, and they gave feedback. The workshops were finalized using the feedback received.

Validity and Reliability

The research process was described in detail. Expert opinion was taken at all stages of the research. Necessary corrections and adjustments were made according to the feedback received from the experts.

WORKSHOP SUGGESTIONS

The workshop suggestions prepared in line with the gains and shaped following expert opinions are given below.
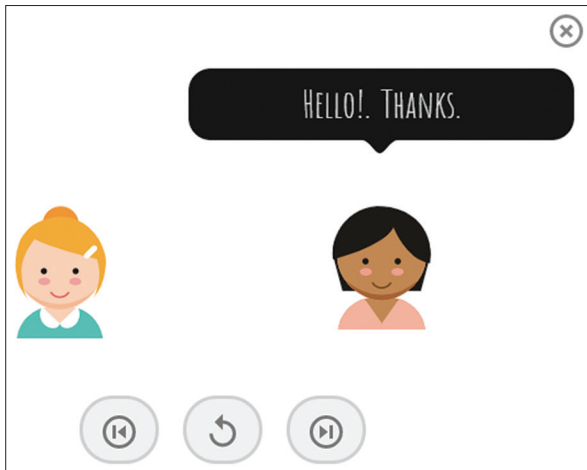
Workshop Plan

1. Type:
2. Web 2.0 Tool Used:
3. Workshop Name:
4. Gain:
5. Tool-Material:
6. Target Audience:
7. Status of the Leader:
8. Duration:
9. Implementation:
10. Evaluation:

Workshop 1:

GAME PLAN
1. Type: Game
2. Web 2.0 Tool Used:

- TOLK.IO (https://www.tolks.io)

Figure 1. Screenshot of tolks io web 2.0 tool

- Decision Wheel (https://wheeldecide.com/)

Figure 2. Screenshot of decision wheel web 2.0 tool

- ZOOM (wwwz.zoom.us)

3. Workshop Name: Talkmatic

4. Gain:

- Impromptu speaking skill
- Uses basic speaking patterns when necessary (good morning, congratulation, how are you, sorry, thank you).
- Participates in a conversation appropriately.
- Uses appropriate addressing expressions in speaking.
- Ends speaking with appropriate phrases.

5. Tool-Material:

- Decision wheel (https://wheeldecide.com/)
- Tolk.io
- An electronic device with internet access

6. Target Audience: 11-year-old group (5th-grade students)

7. Status of the Leader: The leader is in the game

8. Duration: 30 minutes

9. Implementation:

Before the game:

- Music is shared in the workshop opened from the ZOOM application. When the leader stops the music,

he/she asks all the participants to take a frozen state (standstill).

- Starting with the participant at the bottom of the participant list, the leader asks the participants to tell a name. A name that has been told cannot be told again.
- The participant and the name that he/she said form a group. In this way, the class is divided into groups of two.
- The following events based on expert opinion are written on the decision wheel before the workshop (Decision Wheel (https://wheeldecide.com/)).

Patient visit, bairam visit, hosting guests, public transportation, eating at the table, ordering food at the restaurant, asking for an address, calling a friend on the phone, going on a visit, paying at the shopping mall, asking for something from the cleaning staff, asking something from the teachers' room, shopping at the market, asking a friend to borrow an item, asking the teacher for help with something, asking a friend for help with something, apologizing to a friend you hurt.

During the Game:

- The decision wheel is reflected on the screen by audio and screen sharing from ZOOM.
- Starting from the first group, the decision wheel is turned for each group, and the participants are asked to note the events for impromptu speaking.
- Groups of two are asked to write dialogue as a dual conversation about the event they get from the decision wheel.
- All participants are put into two-person classes by using ZOOM and they are asked to prepare their speech in the given time. Meanwhile, the leader uses the ZOOM application features to visit the classrooms and help the participants with their questions and problems.
- At the end of the time, groups placed into separate classes are gathered on the main page.
- The participants' dialogues are divided into groups are entered into talk.io, starting from the first group.
- The avatar choice in talk.io is left to the participants.
- The peer assessments form is distributed to the groups, and how to score it is explained.
- Students are asked to animate their dialogues written on talk.io.
- The participants of the other groups are asked to assess while a group animates its dialogue on talk.io.

After the Game: The group getting the highest score from the peer assessments is the winner.

10. Evaluation: Peer assessments.

CRITERION	10	5	0
Uses basic speaking patterns when necessary (good morning, congratulations, how are you, thank you, etc.)			
Appropriately participates in the conversation			
Uses appropriate addressing expressions in the speech			
Ends his/her speech with appropriate expressions			

(Peer assessments are sent to students at the beginning of the activity. They are told that the groups will be evaluated according to these criteria, and the winning groups will be determined accordingly. Each group scores the other groups. They are told to give 10 points to the group that fully meets the criteria, 5 points to the group that partially fulfills the criteria, and 0 points to those that do not pay attention to the criteria.)

Workshop 2:
GAME PLAN
1. Type: GAME
2. Web 2.0 Tool Used:
- KEAMK (https://www.keamk.com/)
- ZOOM (wwwz.zoom.us)

3. Workshop Name: Yes-no game
4. Gain:
- Asks what they do not understand and wonder
- Gives clear, adequate, and correct answers to questions asked during speaking

5. Tool-Material:
- An electronic device with internet access
- Students list

6. Target Audience: 11-year-old (5th-Grade Students)
7. Status of the Leader: The leader is in the game
8. Duration: 30+30 two lesson hours
9. Implementation:

Before the game:
- Students are divided into two groups by the KEAMK program.
- Group 1 is chosen by flipping a coin.
- Each participant in Group 2 chooses a partner from the other group. In other words, the right to choose a partner belongs to Group 1.

During the Game:
- The leader makes a sample application with a volunteer participant. (The leader tries to make the participant say yes or no with various questions. The participant tries to answer the questions without saying yes or no. He/she loses the game if he/she says yes or no.)

- The pairs play the yes-no game by taking turns.
- Participants in Group 1 try to make participants in Group 2 say "yes-no" with various questions. If they get successful, the group gets +. The game continues in this way.
- After everyone in Group 1 plays the game, it is the turn of Group 2. However, participants in Group 2 cannot change their partners. The game continues with the matches made by Group 1. The participant in Group 2 tries to make the participant in Group 1 say "yes-no."
- The game continues in the same way. (As people may not say yes or no for a long time, time can be kept with a timer so that the participants do not get bored. The group that does not use yes or no for the longest time gets a plus).

After the Game: At the end, the group with the most + is declared the winner.

10. Evaluation: A self-assessment form is distributed to the students at the end of the game. Participants are asked to evaluate themselves according to criteria. Participants mark "yes" if they think that they have fulfilled the achievement in the criterion, "no" if they do not think to have fulfilled it, and "partially" if they think that the achievement in the criterion was sometimes taken into account and sometimes not. (This evaluation, apart from the post-game evaluation, is used by the leader to measure the participants' level of achievement and allow them to make self-assessments. In this way, the participants evaluate themselves individually.)

CRITERION	YES	PARTIALLY	NO
I asked what I did not understand and wondered			
I gave clear, precise, and correct answers to the questions asked during speaking.			

Workshop 3:
GAME PLAN
1. Type: Game
2. Web 2.0 Tool Used:
- Decision Wheel (https://wheeldecide.com/)
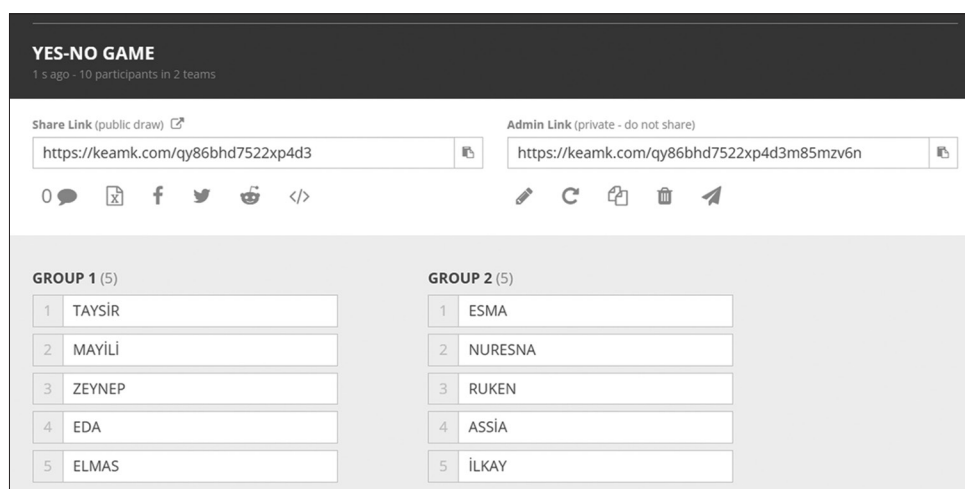- ZOOM (wwwz.zoom.us)

Figure 3. Screenshot of KEAMK web 2.0 tool

Figure 4. Screenshot of decision wheel web 2.0 tool

3. Workshop Name: Destiny
4. Gain:
- Asks what they do not understand and wonder
- Gives clear, adequate, and correct answers to questions asked during speaking

5. Tool-Material:
- An electronic device with internet access
- Decision Wheel
- ZOOM (wwwz.zoom.us)

6. Target Audience: 11-year-old (5th-Grade Students)
7. Status of the Leader: The leader is in the game
8. Duration: 30+30 two lesson hours
9. Implementation

Before the game:
- The leader gets together with the team(s) that won the *yes-no* game. Participants are presented with a list of professions. They are asked to choose a profession from or out of the list.
- Each participant should choose a different profession.
- They are asked to think about what kind of questions can be asked about the profession they choose and prepare themselves about how this profession can be introduced without saying the name of their profession.

During the Game:
- The "destiny" game is explained to the players who lost the yes-no game as follows: "Each student in the other group choose a profession, and you are asked to guess the profession correctly by asking questions in a way that cannot be answered as "yes-no."
- The leader chooses one of the unselected professions and makes an exemplary application showing the desired question and answer qualities.
- Participants are informed that asking open-ended questions that cannot be answered as yes-no is essential and that questions answered with yes-no are invalid. They are told that asking more questions and giving clear, accurate, and correct answers will provide a great advantage.

- Sorting is done voluntarily in the group that lost the previous game. Volunteer participants raise their fingers over the ZOOM. The ranking is established from first to raise a finger to non-volunteers. The first player spins the decision wheel to find the player to ask a question. The first participant asks questions to the drawn name and tries to find the profession.
- The student whose name comes out of the wheel answers the questions without giving false and misleading information. However, he never blurts the profession out. The participant who blurts out is eliminated. The leader checks the number of questions asked by the participants and whether there are questions of the desired quality.
- The student who cannot find the profession in the given time is out, and the turn passes to the next person.
- The game continues in this way.
- The group that finds the profession in the given time during the game receives +, and the group that gives accurate information to the questions receives +.

After the Game: The number of + that groups took is counted at the end of the game. The participant who asked the highest number of questions to his opponent and guessed correctly is declared the "champion." The championship certificate is given from https://certificatemagic.com/create.php program.

If the students want, the game can be played again by switching roles.

10. Evaluation: Participants evaluate themselves by self-assessment. Participants mark "yes" if they think that they have fulfilled the achievement in the criterion, "no" if they do not think to have fulfilled it, and "partially" if they think that the achievement in the criterion was sometimes taken into account and sometimes not. (This evaluation, apart from the post-game evaluation, is used by the leader to measure the participants' level of achievement and allow them to make self-assessments. In this way, the participants evaluate themselves individually.)

CRITERION	YES	PARTIALLY	NO
I asked what I did not understand and wondered			
I gave clear, precise, and correct answers to the questions asked during speaking.			

Workshop 4:

GAME PLAN
1. Type: Game
2. Web 2.0 Tool Used:
- BLABBERİZE (https://blabberize.com/make)
- CERTIFICATE MAGIC (https://certificatemagic.com/create.php)
- ZOOM (wwwz.zoom.us)

3. Workshop Name: Voiced Photos
4. Gain:
- Makes explanations about the speech before speaking
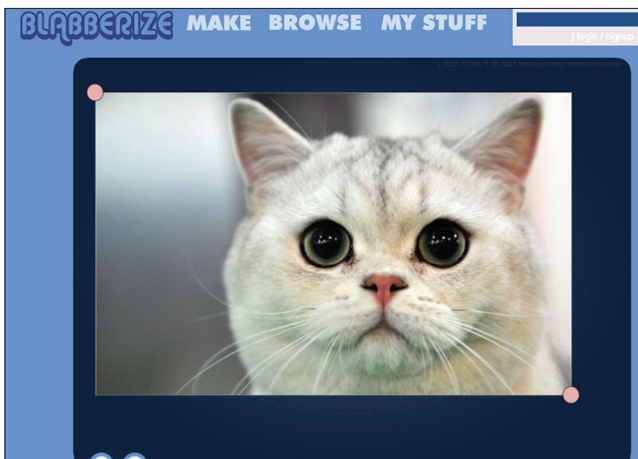- Makes preparations in mind about what to speak before speaking
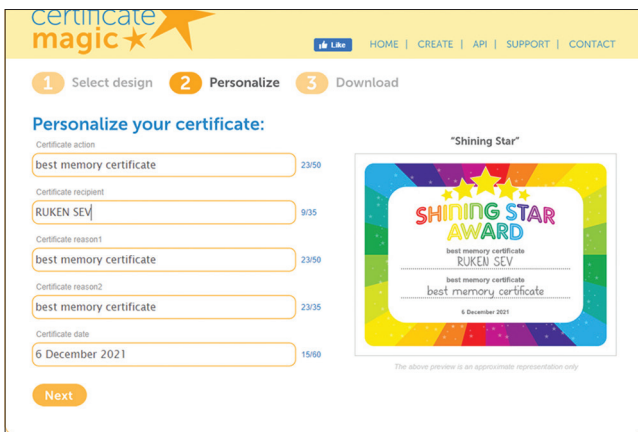
Figure 5. Screenshot of BLABBERİZE web 2.0 tool

Figure 6. Screenshot of certificate magic web 2.0 tool

5. Tool-Material:
- Web 2.0 tools
- An electronic device with internet access

6. Target Audience: 11-year-old (5th-Grade Students)

7. Status of the Leader: The leader is not in the game

8. Duration: 30+30

9. Implementation:

Before the game:
- The leader divides the participants into two groups.
- The ones with even school numbers form one group, odd ones another group.
- The group that finds the stick hidden in the leader's hand becomes Group 1.
- The teacher reads the names of the participants in the group.
- The participant whose name is read enters the game.
- The teacher explains the game *my grandmother came from the market*.
- *(The leader starts the game by saying, "my grandmother came from the market and brought me an apple." The next person repeats it and adds one object. Each participant tells the rhyme, the objects mentioned before, and add another object. The one who forgets what was said before is out. The game continues.)*

- The participants were informed that in the "*my grandmother came from the market*" game, they had to say the objects following the order they were said and without missing any of them. Otherwise, they would be out, and the game would start over for that group.
- Then it is the turn of Group 2, which plays the game in the same way.
- The top three in the groups are entitled to receive the best memory certificate. Certificates are prepared through the *certificatemagic* app.

During the Game:
- https://blabberize.com/make app is explained to the students.
- They are asked to make a large-size animal, image, object speak using this application by placing a mouth on it.
- They are asked to think a conversation about what the grandmother coming from the market experienced, what she saw in the market, the events she witnessed, what she felt, what she bought from the market, what she went through, what she experienced while going to the market, being in the market, returning from the market, why she went to the market, the reasons for going to the market.
- They are asked not to use paper and pen while preparing this speech but to make mental preparations.
- They are asked to develop a speaking attitude appropriate to the character they have chosen. The character they choose may be the grandmother, someone who observes her, knows her, or an object (grandma's bag, a tree on the road, the fruit that grandmother bought from the market, the marketer).
- The participants are asked to explain what the talk they will make is about before starting the conversation.

After the Game: The assessment form of the activity is sent to the students. They are asked to prepare the speaking photos and share them in class groups following the evaluation form.

10. Evaluation: The participants evaluate themselves by self-assessment.

CRITERION	YES	PARTIALLY	NO
Before speaking, I made an explanation about speaking.			
Before speaking, I made mental preparation for my speech.			

Workshop 5:
GAME PLAN
1. Type: Game
2. Web 2.0 Tool Used:
- Voki (https://l-www.voki.com/)
- ZOOM (wwwz.zoom.us)

3. Workshop Name: Vokivoki

4. Gain:
- Uses appropriate addressing statements and words in his/her speech
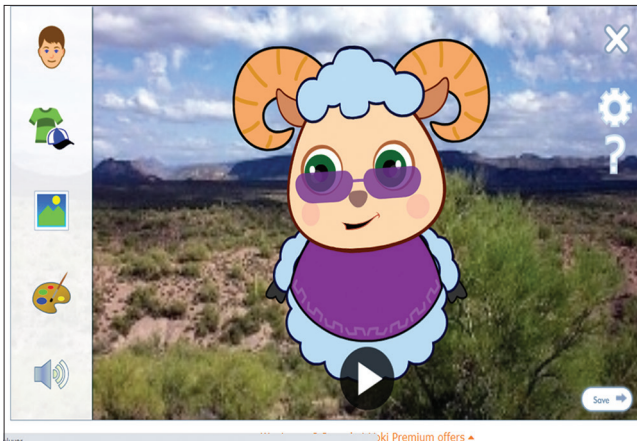- Makes a presentation involving his/her area of interest and expertise.

Figure 6. Screenshot of voki web 2.0 tool

- Organizes the information he/she will use in the speech in a plan.
- Rehearses before the speech.
- Makes explanations about speaking before the speech.

5. Tool-Material:
- WEB 2.0 tools
- An electronic device with internet access

6. Target Audience: 11-year-old (5th-Grade Students)

7. Status of the Leader: The leader is not in the game

8. Duration: 30 +30 (2 lessons hour)

9. Implementation:

Before the game:

- The leader explains the adapted version of the *wolf dad* game to the participants.
- The leader is included in this part of the game. Participants' cameras are on. The leader informs that they will form a queue according to the participant list in the ZOOM program. The first wolf dad is the leader. "Wolf dad, wolf dad, what do you do" is said in unison. The leader chooses daily activities such as combing my hair, brushing my teeth, and washing my face. The leader both animates and vocalizes that activity. Together with the leader, the participants animate that activity.
- When the leader's animation is over, he/she class a participant's name, starting from the list, "what are you doing …". The participant whose name is said also says activity, and all participants animate that action with him/her. He/she also calls the name of another participant. In this way, each participant becomes the wolf dad, and the game continues in this way.
- The leader divides the class into two groups according to the placement of the participants on the screen. Group members are randomly chosen. Like those at the top of the screen, those at the bottom of the screen.

During the Game:

- Group 1 is selected by flipping a coin. Group 1 chooses one participant among themselves. The participant is taken to the "waiting room" for a while.

- Meanwhile, the principles of impromptu speaking are given to some students in Group 2; the benefits of a leek meal are given to others.
- The student waiting in the waiting room is taken to the classroom. The student is asked to find the items in the given time. Groupmates cannot give any direction.
- He/she tells the name of any student from the opposite group and makes him/her read the item.
- He/she decides whether the item has the desired property or not.
- He/she makes his/her group write the item he/she wants to be written.
- He/she skips the items he does not want by saying pass.
- At the end of the time, the number of items found is checked.
- The turn passes to Group 2. Group 2 chooses someone among themselves. The selected person goes to the "waiting room." Some of the students get the benefits of leeks, whereas the principles of prepared speech are distributed to others.
- The student from Group 2 is taken from the "waiting room" and included in the class. The student tries to find the principles of prepared speech in the determined time.
- Likewise, the game continues.

After the Game: The group that found more correct items is declared the winner. Voki is introduced to the students. The use of the voice recording feature in Voki is presented. They are asked to make a speech by considering the prepared speech features found in the game and share it. They are asked to send the vokis they have prepared to the leader within the specified time.

10. Evaluation: Self-assessment.

CRITERION	YES	PARTIALLY	NO
I used appropriate addressing statements and words in my speech.			
I organized the information I would use in my speech within a plan.			
I rehearsed before the speech.			
I made a presentation involving my area of interest and expertise.			
I made explanations about speaking before the speech.			
I used intonation in appropriate places during my speech.			

DISCUSSION AND CONCLUSION

Speaking is the foundation of Turkish Language Teaching (Baymur, 1948, p. 17), the starting point of literacy skills (Temizyürek, 2004; Ünalan, 2008), the indispensable element of democratic life (Duru et al., 2017) and the communication network that organizes human communities at all ages and all over the world (Evliyaoğlu, 1973,

p. 15). Even though speaking skill is of great importance for people and communication, there are limited studies on it in the literature.

The review of the relevant literature on the subject revealed the following studies: Speaking and speaking education was emphasized in the study of Doğan (2009). There are activity suggestions for the training of speaking skills at the end of the study. Five activities are included in the study mentioned above. Kurudayıoğlu (2003) focused on speaking, speaking education, the behaviors to be gained by students, and the basic concepts of speaking education. In this study, 33 activity suggestions were made. In his study, Uçgun (2007) focused on the importance of speaking education and the factors affecting speaking education and suggested activities to improve speaking skills. In addition, Uçgun (2007) emphasized educational games and stated that developing speaking skills through educational games would be more enjoyable. Temizyürek (2007) focused on five types of activities that can be done to improve speaking skills in primary schools. Kara (2009) focused on the use of drama to improve speaking skills. Temizkan's (2009) study tried to determine the effect of peer assessment on speaking skill development. Şahan (2012) focused on the workshop examples for developing speaking competencies and speaking skills of 10-12-year-old primary school students. Büyükikiz and Hasırcı (2013) made activity suggestions by referring to the role of speaking skill in mother-tongue teaching. Mert (2014) tried to suggest activities to improve four basic language skills in his study. In the study conducted by Gedik and Orhan (2014), the effect of participating in social activities on improving students' speaking skills was examined. Karadüz and Damar (2015) tried to determine speaking methods and techniques in the Turkish teaching curriculum. In Ayrancı's (2016) study, speaking skill in the curriculums was examined, speaking skill was discussed, expectations about speaking skill were determined, and activity suggestions were made to improve speaking skill. Sevim and Turan (2017) examined the contribution of drama to speaking skills. They concluded that the drama activities are more effective in improving the listening and speaking skills of the students than the activities carried out according to the current Curriculum. Ulum and Taşkaya (2017) tried to reveal the methods and activities used by classroom teachers to improve speaking skills through the opinions of classroom teachers. Kemiksiz (2017) examined the oral expression activities of 7th and 8th-grade Turkish courses according to selected speaking topics, the methods and techniques used, speech preparation and presentation types, and the inclusion of assessment. Bekdaş (2017) examined the effect of games on speaking skills in foreign language teaching. Duran and Kaplan (2018) focused on the secondary school students' topic choice tendency in a prepared speech. They found that the chosen subject was animals and nature in 5th and 6th grades, the environment in 7th, and sports branches in 8th grade. Kurudayıoğlu and Kiraz (2020) focused on impromptu speaking and suggested five impromptu speaking strategies. Sezer and Topçuoğlu Ünal (2020) examined the pronunciation errors made by secondary school students during impromptu speaking. The

use of local dialect was found to be the most common error. In Kesici's (2021) study, 56 studies on speaking skills consisted of 32 articles, 17 master's theses, 7 doctoral theses were analyzed. The samples of the examined studies were primarily students, and the technical-creative drama was the most used method. The majority of the studies aimed to determine the effect of teaching methods and techniques on speaking skills. 29 of the studies were designed with a qualitative model and 27 of them with the mixed model. The most preferred data collection tool was the interview. The findings showed that the studies achieved positive results in improving speaking skills. The researchers mostly emphasized in their suggestions that method and technique are necessary to improve speaking skills. In Kurudayıoğlu and Gocioğlu's (2021) studies, Monroe's Motivational Series developed by Alan Monroe was discussed within the scope of speaking training. Speaking outline that students can use as a guide in their persuasive speeches was given. Suggestions for activities involving the use of the draft are also included. In the study conducted by Aksoy and Arıcı (2021), a speaking scale was developed for secondary school students. Yılmaz et al. (2021) determined the positive contribution of concept cartoons to speaking skills. Aktaş and Bayram (2021) examined the coverage of speaking and writing strategies included in the Turkish curriculum by the textbooks. At the end of the study, they concluded that speaking and writing strategies were not sufficiently included in the textbooks. Tanrıkulu and Akçıl (2021) found that silent films have a positive effect on speaking skills. Yüceer and Doğan (2021) examined the relationships between pre-service teachers' impromptu speaking skills and the main factors affecting them. They found a significant relationship between participation in theater and drama studies and impromptu speaking skills. Bayraktar and Maltepe (2021) reported that peer assessment positively affects the "language and expression, content, presentation" dimensions of speaking skills in Turkish teaching as a foreign language. Erden (2021) concluded that the teachers did not know speaking education methods and techniques sufficiently. They either lack theoretical knowledge or cannot turn it into practice. Teachers' lack of the methods/techniques was attributed to the inadequacies in undergraduate education, the complexity of the curriculum and guidebooks, and insufficient literature. Yıldız and Deveci (2021) found that in impromptu speaking, students mostly encounter the following problems: they fail to construct sentences using correct Turkish grammar, have difficulty in finding words, frequently repeat same words and sentences, mostly speak without a plan, remain passive in using body language and have a short vocabulary. Aydeniz and Haydaroğlu (2021) comped the National Thesis Center of the Council of Higher Education database regarding concepts and disciplines and reached 198 master's theses and 47 doctoral theses published from 2015 to 2019. The evaluation of postgraduate theses according to skills showed that most studies were related to writing and reading skills. On the other hand, there was not enough work in listening and speaking.

The topics of the studies on speaking skills are; the contribution of drama, activities, and social activities in the

development of speaking skills, the effect of peer assessment on improving speaking skills, the implementation of speaking methods and techniques in the curriculum, teacher and student opinion on speaking skill, impromptu and prepared speech strategies, studies on a speaking skill scale. Based on the relevant literature, it can be concluded that the settings in which effective methods and techniques are used in developing speaking skills affect developing skills positively. Studies show that peer assessment has a positive effect on speaking skills. Again, regarding study results, it can be concluded that speaking skill is addressed less than other skill areas, and field educators feel inadequate about methods and techniques.

In the study, web 2.0 tools were used in the preparation of speaking workshops. The following studies have been identified on Web 2.0 tools: Karakuş and Er (2021) examined the knowledge of pre-service teachers on web 2.0 tools, and the most known web 2.0 tools were ZOOM, Google documents, Edmodo, Kahoot, Google Classroom, Prezi, Google form, Google Hangout, Blogger, and Dudingo. Karadağı and Garip (2021) examined the LaerningApp application through student opinions in their study. At the end of the study, the application was highly appreciated by the students. Students found the application fun, heartwarming, and suitable for individual assessment and stated they would like to use it again. The study of Altınışık and Aktürk (2021) on the use of web 2.0 tools in educational environments analyzed masters and doctoral studies in the database of YÖK National Thesis Center. The study covered from 2010 to 2020, and 44 theses from various categories were examined. As a result, they found that: The thesis language was primarily Turkish. Studies on Web 2.0 tools were carried out in state universities more than foundation universities. Usually, the purposeful sampling technique was used, and participants were undergraduate students. Quantitative and literature review methods were used more than qualitative and mixed methods. Surveys, interviews, and motivation tests were frequently used in theses. Usually, quantitative methods were employed to analyze data, but advanced statistical techniques were not used. Gündüzalp (2021), in his study, concluded that in online courses, web 2.0 tools were effective in improving students' reflective and critical thinking and problem-solving skills. Başaran and Kılıçarslan (2021) investigated the effectiveness of games designed with web 2.0 tools in teaching reading and writing to primary school students in distance education. The students in the experimental group were more successful in recognizing letters, spelling, and reading the texts in which the relevant letter was intensely used than control group students. Çetin and Aktay (2021) examined the opinions of teachers and students regarding the application of Google forms as a web 2.0 tool. Teachers wanted the application to be used and disseminated in every setting. Students also stated that they liked the application. İnal and Arslanbaş (2021) investigated web 2.0 tools that can provide active interaction in distance education of Turkish as a foreign language and the areas and levels that these tools could be used. Based on the example of Kahoot, one of the web 2.0 tools, Mete and Batıbay (2019) examined the effect of web 2.0 applications on motivation in Turkish

education. They found that motivation highly increased in Turkish lessons in which Kahoot-supported activities were implemented. Başaran et al. (2021) examined teachers' technology usage in the distance education process. As a result of the study carried out with 20 teachers in different branches in primary, secondary, and high schools, teachers' technology competencies were observed to be lacking. Teachers had not received any in-service training on the use of technology. Karaca and Aktaş (2019) tried to determine secondary school teachers' awareness of web 2.0 tools, their competence, frequency of use, and their use in education. The study results show that social networks and video sharing sites were the most available and adequate web 2.0 tools. Podcast and RRS were the web 2.0 applications that teachers used the least. According to the same study, web 2.0 applications were mainly used for communication, making lessons research, or accessing source materials to support courses. In his study, Tenekeci (2020) examined teachers' awareness of web and web 2.0 applications in Turkish teaching. They concluded that teachers did not know about the applications, except EBA, Okulistik, Morpa Campus. Göker and İnce (2019) examined the use of web 2.0 tools in teaching Turkish as a foreign language and its effect on academic success. As a result of the research, they concluded that those who learned the subject of "statement" in Turkish in 3 minutes, which is a web tool, had higher academic success than those who learned with the traditional method. Yazar (2019) mentioned the role and importance of digital technology applications in Turkish Teaching and the acquisition of basic language skills. He suggested adopting an approach in favor of including digital technologies applications in the learning and teaching process. Özdemir (2017) stated that using digital technologies has become mandatory for the future of Turkish teaching.

Regarding the studies on Web 2.0 tools, the main topics are; the awareness of web 2.0 tools by teachers and students, the opinions of pre-service teachers on the use of web 2.0 tools, the use of web 2.0 tools in Turkish Teaching, the use of web 2.0 tools in education in Turkey, the effectiveness of the games designed with web 2.0 tools, teachers' and students' opinions on the effectiveness of web 2.0 tools, the effect of web 2.0 tools on initial literacy, and the effect of web 2.0 tools on success, attitude, and motivation. According to the results of the studies, teachers lack technological competence; they are only aware of some of the web 2.0 tools. Web 2.0 tools are generally used in communication courses and to reinforce the subject. Student motivation and class participation in the lessons taught with Web 2.0 tools differ significantly from the traditional teaching method. According to the research results, web 2.0 tools improve reflective, critical thinking, and problem-solving skills.

The game concept is another issue included in the prepared workshops. Regarding the studies on the game concept, the following studies were identified: In his research, Mete (2021) included the opinions of Turkish teachers working in Bilsem on game-based teaching. Bilsem Turkish teachers stated that game-based education is the most effective method for Turkish lessons. Teachers stated that they use educational games to reinforce the subject, associate

the subjects with current life, and teach Turkish permanently and funnily. Altun (2013) reported that educational games improve students' problem-solving skills. Gözalan and Koçak (2014) used educational games in teaching vocabulary and succeeded. In his study, Bulut (2015) concluded that educational game design improves creative thinking skills. Keskin (2009) reported that classroom and narrow space games contribute to developing students' multiple intelligence areas; students discover their abilities that they are unaware of, and the lessons become more motivated and enjoyable through games. Varan (2017) used educational games to teach vocabulary to primary school students and stated that educational games were effective in developing mental words. In the study with mildly mentally disabled students, Demir (2016) used educational games enriched with writing to raise writing awareness. He concluded that the games were effective in writing skills. Çankaya (2014) concluded that games improve empathy skills in students. Durualp and Aral (2010) reported that students' social skill levels were improved through educational games.

Studies on the subject have shown that games contribute to learning in many mental and affective areas. Bilsem Turkish teachers see the game as one of the most effective methods. Educational games are utilized to reinforce the subject, ensure a permanent effect, establish a relationship with current life, make the lesson fun, and increase student motivation. Studies show that the game develops empathy, multiple intelligences, creative thinking, and problem-solving skills.

Game and web 2.0 tools were used in structuring the suggested workshops that field experts can use to improve the speaking skills of secondary school fifth-grade students. The study accepts the game as a concept that includes learning by having fun, activates preliminary knowledge, is suitable for the students' developmental stages, and speaking intrinsically. Web 2.0 tools fit the learning styles of new generation students, defined as digital natives, and attract their attention and interest.

Workshops prepared for the research are the activities that have a scenario; where competition is felt; in which students are divided into groups; which includes cooperation, as well as the individual competition; where the name of achieving the achievements is winning the game; and students, construct their learning process by creating an experience, instead of classical learning environments. The relevant literature includes no other study with workshop suggestions as in the current study. The study is thought to set an example in terms of online course alternatives as well. For this reason, it can be said that the study will contribute to the literature.

According to the 2018 Turkish Course Curriculum: "The active participation of students in the learning and teaching process should be ensured, and students should be encouraged to take responsibility for their learning. Works and activities that enable students to associate what they have learned with the socio-cultural and environmental situations they live in and which they can actively participate in should be included. Such activities and studies will make learning more meaningful and permanent and contribute to the development of positive attitudes towards learning" (MEB, 2018). Studies have also determined that new generation learners have some problems in classical educational learning processes (Prenksy, 2001; Can and Usta, 2021; Elkind, 2011; Solomon and Schrum, 2007; Mert, 2014; Kapil and Roya, 2014). One of the ways to eliminate the problems experienced in learning processes is to make learning processes interesting, intriguing and entertaining. The workshops structured by the researcher are thought to serve these purposes and set an example for online course alternatives. A document review of the web-based game workshops was performed, expert opinion was taken, and the workshops were finalized.

Regarding the relevant literature, few studies are suggesting speaking activities (Doğan, 2009; Kurudayıoğlu, 2003; Temizyürek, 2007; Şahan, 2012; Büyükikiz and Hasırcı, 2013; Mert, 2014; Ayran, 2016). There are no online suggestions and activities to improve speaking skills through web-based games in the literature. It aims to contribute to the literature by offering workshops, including web-based games that educators can use to improve the speaking skills of secondary school fifth-grade students using web-based games.

REFERENCES

Akarsu, D. (2021). *Türkçe öğretmenlerinin konuşma sürecinde öğrencilere geri bildirim verme tercihleri* [Master's Thesis]. Denizli Pamukkale Üniversitesi.

Akran, S. K., & Kocaman, İ. (2018). Karikatüre dayalı öğrenme-öğretme modelinin okul öncesi öğrencilerinin konuşma ve dinleme becerilerine etkisi. *e- Uluslararası Eğitim Araştırma Dergisi, 9*(2), 105-122.

Aksoy, S. H., Arıcı, M. A., & Kan, M. (2021). Ortaokul öğrenciler için konuşma özyeterlilik ölçeği geliştirme çalışması. *Opus Uluslararası Toplum Araştırmaları Dergisi, 18*(41).

Aktaş, E., & Bayram, B. (2021). Anlatma becerileri kapsamda 1-8. sınıf türkçe ders kitaplarına bir bakış: konuşma ve yazma stratejilerinin kullanımı. *Ana Dili Eğitimi Dergisi, 9*(1).

Aktaş, Ş., & Gündüz, O. (2003). *Yazılı ve sözlü anlatım kompozisyon sanatı, konuşma*. Akçağ Yayınları.

Akyol, H. (2006). *Yeni programa uygun türkçe öğretim yöntemleri*. Kök Yayıncılık.

Akyol, H. (2016). *Programa uygun türkçe öğretim yöntemleri.* Pegem Akademi.

Altunışık, M., & Aktürk, A. O. (2021). Türkiye'de web 2.0 araçlarının eğitim ve öğretim ortamlarında kullanımına bir bakış. *Bilim, Eğitim, Sanat ve Teknoloji Dergisi*, 205-225.

And, M. (2007). *Oyun ve bügü: Türk kültüründe oyun kavramı*. Yapı Kredi Yayınları.

Aybek, B. (2007). Eleştirel düşünmenin öğretiminde öğretmenin rolü. *Bilim, Eğitim ve Düşünce Dergisi.*

Ayhan, T., & Başal, A. (2015). Türkçe öğretmen adaylarının web 2.0 araçlarına yönelik algılarının incelenmesi. *Turkısh Studies, 10*(7), 149-166.

Ayrancı, B. B. (2016). Konuşma eğitimi önemi. *Karaelmas Journal of Educational Sciences, 4*, 15-24.

Ayrancı, B. B. (2019). Türkçe eğitiminde dil becerisi oyunlarının eğtim materyali olarak klullanımı. *Turkish Studies, 14*(3).

Aytaş, G., & Uysal, B. (2017). Oyun kavramı ve sınıflandırılmasına yönelik bir değerlendirme. *Manisa Celal Bayar Üniversitesi Sosyal Bilimler Dergisi, 15*(1), 675-690.

Balcı, A. (2015). *Karşılaştırmalı eğitim sistemleri.* Pegem Akademi.

Baltacıoğlu, İ. H. (1938). *Toplu tedris.* İstanbul.

Baran, B., & Ata, F. (2013). Üniversite öğrencilerinin web 2.0 teknolojileri kullanma durumları, beceri düzeyleri ve eğitsel olarak faydalanma durumları. *Eğitim ve Bilim, 38*(169), 192-208.

Baş, B. (2012). İlköğretim türkçe programına sözlü ve yazılı kültür temelli bir eleştiri. *Kastamonu Eğitim Dergisi.*

Başaran, M., & Kılınçarslan, R. (2021). Uzaktan eğitimle ilkokuma yazmac öğretiminde web 2.0 araçlarıyla tasarlanan oyunların etkililiği. *Türkiye Eğitim Dergisi*, 186-199.

Başaran, M., & Ülger, I. G. (2021). Uzaktan eğitim sürecinde öğretmenlerin teknoloji kullanım durumlarının incelenmesi. *Uluslararası Toplum Araştırma Dergisi, 17*(37).

Batur, Z., & Özen, N. E. (2018). Eleştirel okuma: 36 hafta, 36 etkinlik. *Akademik Sosyal Araştırma Dergisi, 6*(25), 100-136.

Batur, Z., Duru, K., & Beyret, T. N. (2017). *Obed uygulamaları.* Pegem Akademi.

Baymur, F. (1948). *Türkçe öğretimi birinci kitap.* İnkilap Kitapevi.

Bayraktar, E., & Maltepe, S. (2021). Yabancı dil olarak türkçe öğretiminde akran değerlendirmenin konuşma becerisine etkisi. *Aydın Tömer Dil Dergisi, 6*(1).

Bekdaş, M. (2017). Yabancı dil öğretiminde oyunların konuşma becerisine etkisi. *TÜBAD, 2*(1), 18-26.

Bulut, D. (2017). *Eğitsel oyun tasarlama sürecinin öğrencilerin yaratıcılıklarına etkisi* [Unpublished master's thesis]. Bahçeşehir Üniversitesi.

Büyükikiz, K. K., & Hasırcı, S. (2013). Anadili öğretiminde konuşma becerisinin yeri. *Okuma Yazma Eğitimi Araştırmaları*, *1*(1), 57-63.

Büyüköztürk, Ş., Çakmak, E., Akgün, E., Karadeniz, Ş., Demirel, & Ebru. (2016). *Bilimsel araştırma yöntemleri.* Pegem Akademi.

Can, B., & Usta, E. (2021). Web 2.0 desteki kavramsal karikatürlerin başarı ve tutuma etkisi. *Türk Akademik Yayınlar Dergisi, 5*(1), 51-59.

Carnegif, D. (1985). *Söz söyleme ve iş başarma sanatı.* Yaprak Yayınları.

Corbin, J., & Starauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory.* Sage.

Cüceloğlu, D. (1997). *İyi düşün doğru karar ver.* Sistem Yayıncılık.

Cüceloğlu, D. (2002). *'Keşke' siz bir yaşam için iletişim.* Remzi Kitapevi.

Çankaya, G. (2014). *Çocukların oynadıkları oyunlara göre empati ve saldırganlık düzeylerinin belirlenmesi* [Unpublished master's thesis]. İstanbul Üniversitesi.

Çelik, A., & Güneş, F. (2017). Türkçe ders kitaplarında etkinliklerin incelenmesi. *Ana Dili Eğitimi Dergisi, 5*(2), 272-286.

Çetin, H. S., & Aktay, S. (2021). Web 2.0 değerlendirme araçlarının ilkokulda etkililiğine ilişkin öğretmen ve öğrenci görüşleri. *Medeniyet Eğitim Araştırmaları Dergisi*, 36-48.

Çifci, M. (2006). *Türkçe öğretiminin sorunları*. G. Gülsevin, & E. Boz içinde, Türkçenin Çağdaş Sorunları (s. 105). Gazi Kitapevi.

Çifci, M., Batur, Z., & Duru, K. (2017). Cumhuriyet dönemi türkçe dersi öğretim programlarının konuşma becerisi açısından değerlendirilmesi. *Turkısh Studies, 12*(6), 215-234.

Demir, M. (2016). *Yazıca zenginleştirilmiş oyunun anaokuluna devam eden zihinsel engelli öğrencilerin yazı farkındalığı becerilerine etkisi* [Unpublished master's thesis]. Gazi Üniversitesi.

Demiral, H., & Yavuz, Ş. (2016). Türkçenin yabancı dil olarak öğretiminde ders dışı öğrenme ortamları. *Eğitim ve İnsani Bilimler Dergisi: Teori ve Uygulama, 7*(13), 126-146.

Denzin, N., & Lincoln, Y. (1998). *The Lanscape of qualitative research*: Therioer abd issues. Sage.

Dobelli, R. (2014). *Hatasız düşünme sanatı*. NTV Yayınları.

Doğan, Y. (2009). Konuşma becerisini geliştirmeye yönelik etkinlik önerileri. *Türk Eğitim Bilim Dergisi, 7*(1), 185-204.

Doğan, Y. (2013). *Dinleme eğitimi.* Pegem Akademi.

Dökmen, Ü. (2005). *İletişim çatışmaları ve empati.* Sistem Yayıncılık.

Duran, E., & Kaplan, K. (2018). Ortaokul öğrencilerinin hazırlıklı konuşmadaki konu seçme eğilimleri. *Journal of History Cultura and Art, 7*(3), 544-565.

Durualp, E., & Aral, N. (2010). Altı yaşındaki çocukların sosyal becerilerine oyun temelli sosyal beceri eğitimini etkisinin incelenmesi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi,* 160-172.

Einon, D. (2016). *Zeka geliştirici oyunlar.* Mikado Çocuk.

Elkind, D. (2011). *Oyunun gücü.* (B. Onur, Çev.). İmge Yayınları.

Elmas, R., & Geban, Ö. (2012). Web 2.o tools for 21 st century teachers. *International Online Journal of Educational Sciences, 4*(1), 243-254.

Er, S. (2013). *Sözün büyüsü.* Hayat.

Erden, B. (2021). Konuşma eğtimi yöntem ve tekniklerinin türkçe dersinde uygulanma durumları ve yaşanan sorunlar. *Kastomonu Education Journal, 29*(3).

Evliyaoğlu, G. (1973). *Konuşma sanatı, diksiyon, fonetik, retorik*. Türk Tarih Kurumu.

Franklin, T., & Harmelen, M. V. (2007). Web 2.0 for Contenet for Learning and Teaching in Higher Education.

Gedik, M., & Orhan, S. (2014). Öğrencilerin sosyal etkinliklere katılımlarının konuşma becerilerini geliştirmeye etkisi. *Turkish Studies, 9*(5), 967-978.

Gögüş, B. (1982). *Türkçe öğretmen kılavuzu.* MEB.

Gök, V. (2020). *Yabancılara türkçe öğretimi için oluşturulmuş eğitsel web sitelerinin kullanılabilirlik ve öğretici görüşleri açısından incelenmesi* [Master's Thesis]. Düzce Üniversitesi Sosyal Bilimler Enstitüsü.

Göker, M., & İnce, B. (2019). Web 2.0 araçlarının yabancı dil olarak türkçe öğretiminde kullanımı ve akademik başarıya etkisi. *Türkçe Konuşurların Akademik Dergisi, 6*(1).

Gözalan, E., & Koçak, N. (2014). Oyun temelli dikkat eğitim programının 5-6 yaş çocukların kelime bilgi düzeylerine etkisinin incelenmesi. *Sosyal ve Ekonomik Araştırmalar Dergisi*, 115-130.

Gözaydın, N. (2007). Dil, çocuk, *oyun. Türk Dili ve Edebiyatı Dergisi*, 291-297.

Gündüzalp, C. (2021). Çevrimiçi bir derste web 2.0 araçlarına dayalı etkinliklerin öğrencilerin yansıtıcı ve eleştirel düşünme ile problem çözme becerilerine etkisi. e-*Kafkas Journal of Education Research, 8*(6), 137-156.

Güneş, F. (2014). Konuşma öğretimi yaklaşım ve modelleri. *Bartın University Journal Of Faculty of Educatıon, 1*(27), 127.

Güneş, F. (2015). Oyunla öğrenme yaklaşımı. *Turkısh Studies, 10*(11), 773-786.

Güneş, F. (2020). Türkçe öğretiminde "hazırlıksız konuşma" sorunu. *Sınırsız Eğitim ve Araştırma Dergisi, 5*(2), 109-124.

Heafner, T. L., & Friedman, A. M. (2008). Wikis and constructivism in secondary social studies: Fostering a deeper understanding. *Computers the Schools*, 288-302.

Horzum, M. B. (2007). Web tabanlı yeni öğretim teknolojileri: Web 2.0 Araçları. *Eğitim Bilimleri ve Uygulama, 6*(12), 99-121.

Horzum, M. B. (2010). Öğretmenlerin web 2.0 araçlarından haberdarlığı, kullanım sıklığı ve amaçlarının çeşitli değişkenler açısından incelenmesi. *Uluslararası İnsan Bilimleri Dergisi, 7*(1), 604-630.

Howard, V. A., & Barton, J. H. (1998). *Tartışma sanatı.* Beyaz Yayınları.

Huizinga, J. (2020). *Home ludens.* (O. Düz, Çev.) ALFA.

İnal, E., & Arslanbaş, F. (2021). Türkçenin yabancı dil olarak uzaktan öğretiminde iletişim odaklı web 2.0 araçları ve uygulama örnekleri. *Bayburt Üniversitesi Eğitim Fakültesi Dergisi, 16* (Özel Sayı), 228-249.

Kapil, Y., & Roya, A. (2014). A critical evaluation of generation Z at workplaces. *Internation Journal of Social Relevance and Concern, 2*(1), 10-14.

Kaplan, M. (2009). *Kültür ve dil.* Dergah Yayınları.

Kara, Ö. T. (2009). İlköğretim ikinci kademe türkçe dersinde konuşma becerisinin geliştirilmesinde dramanın kullanılması ve bir uygulama örneği. *Sosyal Bilimler Dergisi, 11*(2), 152-163.

Karaca, F., & Aktaş, N. (2019). Ortaöğretim kurumu öğretmenlerinin web 2.0 uygulamaları için haberdarlıklarının yeterlilik düzeylerinin kullanım sıklıklarının ve eğitsel amaçlı kullanım biçimlerinin incelenmesi. *Erzincan Eğitim Fakültesi Dergisi, 21*(2), 212-230.

Karadağ, B. F., & Garip, S. (2021). Türkçe öğretiminde web 2.0 uygulaması olarak learningapps'ın kullanımı. *Çocuk Edebiyat ve Dil Eğitimi Dergisi*, 21-40.

Karadüz, A., & Damar, G. (2015). Ortaokul türkçe öğretim programındaki konuşma yöntem ve tekniklerinin uygulanma durumu. *Akademik Araştırma Dergisi, 67*, 145-166.

Karakuş, N., & Er, Z. (2021). Türkçe öğretmeni adaylarının web 2.0 araçlarının kullanımıyla ilgili görüşleri. *IBAD Sosyal Bilimler Dergisi*, 177-197.

Karasar, N. (2005). *Bilimsel araştırma yöntemi.* Nobel Yayın Dağıtım.

Karataş, E. (2014). Eğitimde oyunlaştırma: araştırma eğilimleri. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 15*(2), 315-330.

Karatay, H., Karabuğa, H., & İpek, O. (2018). Türkçenin yabancı dil olarak öğretiminde edmodo'nun kullanımı: bir durum çalışması. *Ana Dili Eğitim Dergisi, 6*(4), 1064-1090.

Kavcar, C., & Oğuzkan, C. (1999). *Örnek edebi metinlerle yazılı ve sözlü anlatım.* Anı.

Kavcar, C., Ferhat, F., & Sever, S. (2005). *Türkçe öğretimi- türkçe ve sınıf öğretmenleri için.* Engin Yayınevi.

Kavcar, C., Oğuzkan, F., & Sever, S. (1995). *Türkçe öğretimi.* Engin Yayınları.

Kekeç, M. A. (2013). *Düzenli oyun oynayan 11-12 yaş grubu çocuklarda problem çözme becerilerinin incelenmesi* [Unpublished master's thesis]. Gazi Üniversitesi.

Kemiksiz, Ö. (2017). Ortaokul 7. ve 8. sınıf türkçe derslerindeki sözlü anlatım etkinliklerinin çeşitli açılardan incelenmesi. *The Journal of Social Science Studies* (55), 79-96.

Keskin, A. (2009). *Oyunların çocukların çoklu zeka alanlarının gelişime etkisi* [Unpublished master's thesis]. Selçuk Üniversitesi

Kıral, B. (2020). Nitel bir veri analizi yöntemi olarak doküman analizi. *Sosyal Bilimler Enstitüsü Dergisi, 1*(15), 170-189.

Koçyiğit, S., Tuğluk, M. N., & Gök, M. (2007). Çocuğun gelişim sürecinde eğitsel bir etkinlik olarak oyun. *Kazım Karabekir Eğitim Fakültesi Dergisi.*

Kuru, O., & Güneş, F. (2017). Akıcı konuşma problemi yaşayan ilkokul 4. sınıf öğrencilerinin konuşma becerilerinin geliştirilmesi. *Erzincan Üniversitesi Eğitim Fakültesi Dergisi, 19*(1), 33-47.

Kurudayıoğlu, M. (2011). Türkçe öğretmeni adaylarının sözlü anlatımlarının düşünceyi gelkiştirme teknikleri açısından incelenmmesi. *Türklük Bilimi Araştırmaları, 29*(29), 213-226.

Kurudayıoğlu, M., & Gocioğlu, B. (2021). İkna edici konuşma becersinin geliştirilmesinde monroe ‹nun motive edilmiş dizisi tekniği. *Ana Dili Eğitim Dergisi.*

Kurudayıoğlu, M., & Kiraz, B. (2020). Hazırlıksız konuşma stratejileri. *RumeliDE Dil ve Eedebiyat Dergisi*, 167-189.

Kurudayıoğlu, M., & Potur, Ö. (2015). Temel dil becerilerinin kazandırılması açısından tekerlemeler. *Dil ve Edebiyat Eğitimi Dergisi, 15*, 40-62.

MEB. (2005). *İlköğretim türkçe dersi öğretim programı ve kılavuzu (6,7,8. sınıflar).* Ankara Devlet Kitapları Müdürlüğü Basımevi.

MEB. (2017). *Türkçe dersi öğretim programı* (1-8. Sınıflar). Milli Eğitim Bakanlığı Yayınları.

MEB. (2019). *Türkçe dersi öğretim programı (ilkokul ve or-taokul 1,2,3,4,5,6,7 ve 8. sınıflar).* MEB Yayınları.

Memiş, M., & Ustabulut, M. Y. (2021). Türkçe öğrenenler-in konuşma yazma başarısını artırmak içi kullanılabi-lecek faydalı bir uygulama: farklı kelimelerle açıklama staretejisi. *Erzincan Üniveristesi Eğitim Fakültesi Der-gisi, 23*(2).

Merrıam, B. S. (2013). *Nitel araştırma desen ve uygulama için bir rehber.* Nobel.

Mert, E. L. (2014). Türkçe eğitimi ve öğretiminde dört temel dil becerisinin geliştirilmesi sürecinde kullanılabilecek etkinlik önerileri. *Ana Dili Eğitim Dergisi*, 23-48.

Mete, F., & Batıbay, E. F. (2019). Web 2.0 uygulamalarının Türkçe eğitiminde motivasyona etkisi. *Ana Dili Eğitim Dergisi, 7*(4), 1029-1047.

Mete, G. (2021). Bilsem türkçe öğretmenlerinin oyun temelli öğretim yöntemine yönelik görüşleri. *Kahramanmaraş Sütçü İmam Üniversitesi Sosyal Bilimler Dergisi, 18*(1).

Oblinger, D., & Oblinger, J. (2005). Educause tranforming education throung ınfırmatıon technologies. Education the Net Generation.

Onur, B., & Güney, N. (2014). *Çocuk oyunları.* Çocuk Kültürü Araştırma ve Uygulama Merkezi.

Önen, A. (2004). *Türkçeyi Türkçe konuşmak.* İnkılap.

Özbay, M., & Özdemir, O. (2014). Türkçe öğretim pro-gramlar için bir öneri: dijital okuryazarlığa yönelik amaç ve kazanımlar. *Okuma Yazma Eğitim Araştırma-ları*, 31-40.

Özdemir, E. (2008). *Güzel ve Etkili Konuşma Sanatı.* Remzi Kitapevi.

Özdemir, E. (2012). *Anlatım sanatı.* bilgi yayın evi.

Özdemir, O. (2017). Türkçe öğretiminde dijital teknolojil-erin kullanımı ve bir web uygulaması örneği. *Turkish Studies*, 427-444.

Porzig, W. (1995). *Dil denen mucize.* (V. Ülkü, Çev.) Atatürk Kültür, Dil ve Tarih Yüksek Kurulu.

Prensky, M. (2001). Dijital natıves, dijital ımmıgrants. *Part 1*, 2-6.

Sağlam, Ö., & Doğan, Y. (2013). 7. Sınıf öğrencilerinin hazırlıksız konuşma becerileri. *Mustafa Kemal Üniver-sitesi Sosyal Bilimler Enstitüsü Dergisi, 10*(24), 43-56.

Sak, R., Sak, İ. T., Şendil, Ç. Ö., & Nas, E. (2021). Bir araştırma yöntemi olarak doküman analizi. *Kocaeli Üniversitesi Eğitim Fakültesi Dergisi, 4*(1), 227-250.

Sever, S. (1997). Türk*çe öğretimi ve tam öğrenme.* Anı Yayıncılık.

Sevim, O., & Sayır, F. (2017). Türkçe derslerinde akıllı tahta ile yapılan konuşma becerisi etkinliklerinin öğretmen ve öğrenci görüşlerine göre incelenmesi. *Uluslararası Türk Eğitim Bilimleri Dergisi, 5*(5), 160-173.

Sevim, O., & Turan, L. (2017). Drama etkinliklerinin 6. sınıf öğrencilerinin dinleme ve konuşma becerilerine etkisi. *Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi Dergisi*, 1-13.

Sezer, A., & Ünal, F. T. (2020). Ortaokul öğrencilerinin telaffuz hataları üzerine bir inceleme. *Türkiye Sosyal Araştırmalar Dergisi*, 683-700.

Solomon, G., & Schrum, L. (2007). *Web 2.0 new tools, New schools*. İste.

Süleyman Aydeniz, M. H. (2021). Dört temel dil beceri alanında yapılan yapılan liansüstü tezlerin biblio-metrik analizi. *Türkiye Eğitim Dergisi, 6*(1), 200-216.

Şahan, M. (2012). 10-12 Yaş arası ilköğretim öğrencile-rini n konuşma yeterlilikleri ve konuşma becerisinin geliştirlimesine yönelik atölye örnekleri. *5. Uluslararası Türkçenin Eğitimi- Öğretimi Kurultayı.* Mersin.

Şahinel, S. (2002). *Eleştirel düşünme.* Pegem A.

Şimsek, Ş. (2020). Ortaokul Türkçe ders kitaplarının an-latımına dayalı etkinlikler yönünden karşılaştırılması. *Kastamonu Educatıon Journal, 28*(18).

Şimşek, H., & Yıldırım, A. (2003). *Sosyal bilimlerde nitel araştırma yöntemleri.* Seçkin Yayıncılık.

Tanrıkulu, L., & Akçıl, G. (2021). Konuşma becerisinin geliştirilmesinde sessiz film etkisi: charlie chaplin örneği. *Atatürk Üniversitesi Sosyal Bilimler Dergisi.*

Taşer, S. (2004). *Konuşma eğitimi.* Papirüs.

Temizkan, M. (2007). *Konuşma eğitimi.* Öncü Kitap.

Temizkan, M. (2009). Akran Değerlendirmenin Konuşma Becerisini Geliştirmesi Üzerindeki Etkisi. *Sosyal Bilim-ler Enstitüsü Dergisi, 6*(11), 90-112.

Temizyürek, F. (2007). İlköğretim ikinci kademede konuşma becerisinin geliştirilmesi. *Ankara Üniveristesi Eğitim Bilimleri Fakültesi Dergisi, 40*(2), 113-131.

Temizyürek, F., & Balcı, A. (2015). *Cumhuriyet dönemi ilköğretim okulları türkçe programları.* Nobel.

Temizyürek, F., Erdem, İ., & Temizkan, M. (2016). *Konuş-ma eğitimi sözlü anlatım.* Pegem Akademi.

Tenekeci, M. (2020). Türkçe öğretiminde web uygulamarı ve mobil uygulamaları ile bunların öğretmenlerce bilinirliği. *Milli Eğitim Dergisi*, 429-445.

Tombul, I. (2020). Argümantatif yaklaşımla dilital yerlil-er ve dijital göçmenlerin tartışılması. *Ege Üniversitesi İletişim Fakültesi Yeni Düşünceler Hakemli e- Dergi*, 134-155.

Twenge, J. M., Compbell, S. M., Hoffman, B. J., & E.Lance, C. (2010). Generational differences in workvalues: Lei-sure and extrinsic value sincreasing social and intrinsic values decrasing. *Jaurnal of management, 36*(5), 1117-1142.

Ucgun, D. (2007). Konuşma eğitimini etkileyen faktörler. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 1*(22), 59-67.

Ulum, H., & Taşkaya, S. M. (2017). Sınıf öğretmen-lerinin konuşma becerilerini geliştirmek için kul-landıkları etkinlikler. *Çukurova Araştırma Dergisi, 3*(2), 92-101.

Varan, S. (2017). *İlkokul 4. sınıf öğrencilerinin zihinsel söz-lüğünü geliştirmede eğitsel oyunların etkisi* [Unpub-lished master's thesis]. Bartın Üniversitesi.

Yalçın, A. (2002). *Türkçe öğretim yöntemleri- yeni yak-laşımlar.*Akçağ Yayınları.

Yalçın, A. (2006). *Türkçe öğretim yöntemleri.* Akçağ.

Yalçın, A. (2012). *Çağdaş insan ve edebiyat.* Akçağ.

Yaman, E. (2014). *Doğru, güzel ve etkili konuşma sanatı (söz-lü anlatım).* Akçağ Yayınları.

Yazar, İ. (2019). Türkçe öğretiminde ve temel dil becerileri-nin kazanımımda dijital terknoloji uygulamalarının yeri

ve önemi. *Uluslararası Sosyal Araştırmalar Dergisi, 12*(64).

Yıldız, C. (2008). *Yeni öğretim programına göre kuramdan uygulamaya türkçe öğretimi.* Pegem Akademi.

Yılmaz, A. (2012). *Dil zekası.* Tutku.

Yılmaz, E. A. (2015). *Herkes için oyunlaştırma.* Ankara: Abaküs Yayıncılık.

Yılmaz, M., Sağlık, Z. Y., & Kaden, Ö. F. (2021). Kavram karikatürleriyle yapılan öğretimin ilkokul 3. sınıf öğrencilerinin konuşma becerilerine etkisi. *Eğitim ve Bilim.*

Yüceer, D., & Doğan, Y. (2021). Türkçe öğretiminde birinci sınıf öğrencilerinin hazırlıksız koınuşma becerileri üzerine bir araştırma. *Muallim Rıfat Eğitim Fakültesi Dergisi, 3*(2).