Using Bingo Games in Teaching "Jobs" in English

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Abstract. Children learn more easily through playing games. For that reason, a teacher needs to use educational games to set an effective learning environment. In this study, it was aimed to get the opinions of primary school 4th grade students about teaching "jobs" subject using bingo game. The study was conducted using a quasi-experimental design with pre-test – post-test control group. A pre-test and post-test, a game evaluation form, an attitude scale and a semi-constructed interview with the teacher were used as data collection tools. Pre-test and post-test results of the students showed that the game had positively affected the learning of the students and students stated that they had a lot of fun while playing and learned while playing.

Keywords. Jobs, bingo game, educational games, learning English.

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Games are of great importance for both children and adults, and they affect the social, emotional, physical and cognitive development of all people. Piaget defines 'game' or 'play' as a means of getting to know the world (Piaget, 1952). On the other hand, Vygotsky emphasises the effect of games on children's social development by expressing that the game enables the child to develop socially (Nicolopoulou, 1993). Children get to know their surroundings, themselves and objects by playing games and they learn how to learn. They develop their own interests and abilities through games. According to Ministry of National Education (2014), a game is a process which may be with or without rules; a game may have aims or not; a game forms the basis of a child's cognitive, physical, social, language and emotional development in which a child participate willingly and happily; a game is the part of a real life; and also is the most effective learning process for a child (MoNE, 2014, p.5). Games are very important in the development and education of a child. For a child, game means understanding life, researching, recognizing and finding its purpose, learning new information, rearranging and restructuring his/her knowledge (Ramazan, 2013, p.2).

Educational games are exercises that are prepared for the purpose of gaining certain outcomes in learning environments at school or outside, and games help the child's mental or physical development in which he/she feels comfortable (Foulquie, 1994, p.370). Educational games are all of the activities, which are competitive or collaborative, individual or with a group, that have educational values, are planned in accordance with the purposes of teaching, require special materials and have their own rules. Any game that serves the goals of education is considered as an educational game (Tural, 2015; Özgenç, 2010, p.19). In order to use the educational games in a learning environment, it is necessary that the games be simple and understandable, interesting and appropriate for the age of the students. Learning and development can take place together with educational games when the requirements mentioned in the former sentence are met (Ülküdür and Bacanak, 2013, p.30).

Using games in foreign language teaching enables students to use and communicate in the target language while playing and also makes it easier for them to learn the intended words in the target language without being aware of it. According to Kara (2010), using game in language teaching enables the child to act freely, respect social rules, interact with people, learn by giving attention to the game, develop their decision making and reasoning abilities, explore nature by recognizing its real aspects and build a world of dreams him/herself (Kara, 2010).

The most important task in the process of preparing an educational game belongs to the teachers and a teacher needs to make a preliminary preparation first. A teacher should assess the game's

appropriateness for the students' age and level. Afterward, they should create a game designed to captivate the students' attention and interest. The game should be easy, understandable, and aligned with their achievements. Importantly, it should entertain students while facilitating learning without them realizing (Güneş, 2015).

Based on the information above, the aim was to teach the subject of "jobs" which is included in the 4th grade primary school English curriculum by using job bingo game that is adapted and edited by the researchers. The name of the jobs, bingo cards and all other necessary materials in the job bingo game were determined by the researchers and a suitable game for the level of students was produced. For this purpose, answers to the following questions were sought:

- What is the effect of the job bingo game on teaching the subject of "Jobs"?

- What are the opinions of the student participants about the job bingo game?

- What are the attitudes of the student participants towards the job bingo game?

- What are the opinions and suggestions of the teacher about the jobs game?

Method

The type of research, research group, data collection tools, validity and reliability, data collection techniques, analysis of the data are explained in this section.

Research Model

In this study, a quasi-experimental design with pre-test – post-test control group was used to measure the effect of bingo game on learning English. Pre-test – post-test control group design was applied by measuring the dependent variable of the subjects both at the beginning and after the experimental study. The subjects are divided into two as experimental and control groups (Karasar, 2005, p.87).

Study Group

The research was applied to 120 students (64 girls, 56 boys) at a primary school in Eskisehir Odunpazarı district in the 2022-2023 academic year. There were four different classes in fourth graders. Each class had 30 students and students were divided randomly into two groups as experimental and control groups (60 students in each group). Since the participants of the study were not adults, the researchers granted parental consent forms from the parents of the students before the game activity. The teacher in this game activity was also one of the researchers in this study. As he

was also the teacher of the school, he was all in the game. The other researcher was actively observing the students and after the game activity, she helped the teacher with the game evaluation process and made the interview with the teacher.

Data Collection Tools

A pre-test was applied to the students before the lesson and then the subject of "jobs" was taught to the students in the control group with classical methods like grammar-translation method which focused on the memorization of vocabulary and grammatical rules; the subject was taught using the bingo game in the experimental group. At the end of the lesson, the success of students was measured by applying the pre-test as post-test to the students in both groups.

In the pre-test and post-test used, there existed 30 questions having information about the jobs students were familiar with. The researchers asked the students in both groups to find the job using their knowledge about jobs. Then the subject was taught with grammar translation method in control group and bingo game was used in experimental group for teaching the subject. The list of job names used in the test were given in Table 1. After the bingo game, same test was applied to the experimental group as the post-test In choosing the vocabulary used to describe what a job does or where a job works, it is ensured that the words were in line with the English language curriculum of fourth grades. The students were familiar with the words that describe the places where a job works are they had learnt them in "In My City" unit in third grade; and the sentences were made in simple present tence which the students learnt in Unit 6 in fourth grade. Some of the questions in the pre/post-tests were;

- *She is a _____. She works at a school. She teaches students.*

- *He is a _____ He works at a police station. He catches criminals.*

- *He is a _____. He works at an airport. He flies planes.*

Table 1:

Vocabulary List Used in Pre-test and Post-test

JOBS					
Teacher	Student	Hairdresser	Dentist	Engineer	Architect
Actor	Actress	Barber	Vet	Fireman	Housewife
Waiter	Waitress	Businessman	Doctor	Nurse	Worker
Cook	Scientist	Lawyer	Farmer	Policeman	Artist
Singer	Dancer	Tailor	Pilot	Policewoman	Postman

In order to get the opinions of the students about the job bingo game, a game evaluation form consisting of three parts was distributed right after the game; considering that the students might have

difficulty in answering the questions in the game evaluation form, it was prepared in Turkish to get correct more reliable information from the students, The first part of the form included the demographic information of the students; the second part of the form included a 10 – item attitude scale with a reliability coefficient of 0,8. The scale was adapted from Akkuzu's (2005) study in which the researcher used this scale of 12 items to measure the attitudes of the students towards the game in this study. The third part of the form included 4 open ended questions in order to get the students' views on the game. Expert opinions were sought while preparing these open-ended questions. The questions used in the game evaluation form were as follows;

- What are your three favorite aspects of this game?

- Compare this lesson including bingo game with lessons without games,

- Have you learned more easily with this game?

    Yes, because…

    No, because…

- In your opinion, should the game be changed? If yes, write with reasons.

Finally, after the job bingo game, a semi-structured interview was held with the English teacher to get his views on the effect of the game on students' vocabulary acquisition and motivation levels. The questions used in the interview were as follows:

- How were the motivations of the students?

- Was the bingo game suitable for the students' level?

- Do you think the game was effective for vocabulary acquisition?

- Would you use this bingo game for vocabulary acquisition?

- Do you think the game has changed classroom atmosphere?

- How did the first and last finishers act during the game?

- How were the students' attitudes towards the game?

- Do you think the game affected the students' exam results positively?

- Is there anything you want to add?

Description of the Game

Game Materials

The following materials were used in the job bingo game:

- **Bingo cards** having pictures of 12 different jobs on each card (Figure 1),

- A PowerPoint presentation that include the introduction of the jobs such as:

  - She is a teacher. She works at a school. She teaches students,

  - He is a pilot. He works at an airport. He flies planes,

  - She is a dentist. She works at a dental hospital. She pulls out teeth,

  - He is a farmer. He works on a farm. He grows fruit and vegetables, etc.

- Surprise box (Figure 2),

- 12 small pieces of paper for each student to cover the pictures,

A sample of bingo cards prepared for this game can be seen in Figure 1 below:
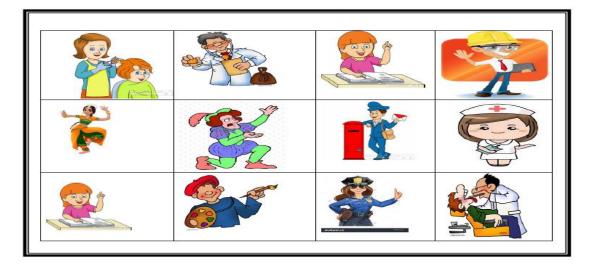

Figure 1. A Sample of Bingo Cards.

Diffirent gifts can be added to the surprise box. Gifts added in this game were;

- Motivating elements like smileys, stars, stamps,

- Stationery items (pen, eraser, sharpener, crayons, notebook, etc.),

- Food (Chocolate, candy, etc.).

Figure 2: A Picture of the Surpise Box Used in this Bingo Game.

Game Application Plan

Table 2

Game Application Plan

Time	Phases	Details of the Game Application Plan
Phase 1 (25 min)	**Pre test**	• Pretest is applied to measure the knowledge of the students.
Phase 2 (5 min)	**Explanatory Speech**	**Details of the Application** • Teacher gives an explanatory speech to the students in English in a simple way (why we are here, what we are going to do and how, etc.) • Teacher explains the objectives of the game, • Teacher emphasizes the importance of the goals, • Teacher presents the materials, • Attracts students' attraction to the materials.
Phase 3 (30 min)	**Application Phase**	• Teacher starts the PowerPoint presentation sentences that explain jobs. Students try to understand the job written in the sentence and also read by the teacher and if that job is on the bingo card of the student, he/she cover the job with a small sheet of paper. • Teacher continues to read the sentences one by one on the presentation, • If a student covers 4 jobs in a row, he/she raises his/her hand and shouts "Bingo". Then he/she tries to say the names of the jobs in the row correctly. If s/he knows the names correctly, s/he chooses a gift from the surprise box. • Each student who completes a row says "Bingo", then tries to say the names of the jobs to choose a gift from the surprise box

		• The first student to close all 12 jobs on his bingo card and succeed in saying the names gains a gift to be determined by the teacher.
Phase 4 (15 min)	**Post test**	• After all the students cover the jobs on their bingo cards, the game finishes. Then posttest is applied.
Phase 5 (25 min)	**Game Evaluation**	• To measure the effect of the game, students are asked to fill out a game evaluation form.
Total Time		The bingo game takes 100 minutes. After the phase 1 and 3, there can be 10 minute break time.
Materials		Bingo cards that include the pictures of 12 jobs for each student, 12 small pieces of paper, Surprise box, PowerPoint presentation of the jobs.

Results

Pre-test and Post-test Results

The pre-test and post-test results of both experimental and control group students were given in Table 3 below. In the pre-test and post-test, 30 questions about jobs were asked to the students. As seen in Table 3, there was no significant difference between the pre-test and results of the students in both experimental and control groups (p= .806). It was seen that the groups had similar readiness levels at the beginning. According to the post-test results, the p value was measured as 0,000 and there was a significant difference between the post-test averages of the experimental and control groups in favour of the experimental group. Accordingly, it was seen that the bingo game had a positive effect on teaching the subject of "Jobs".

Table 3

Pre-test and Post-test Results of the Experimental and Control Groups

Pre-test Results						
Group				**t test**		
	N	**$\bar{X}$**	**SD**	**t**	**df**	**p**
Experimental	60	10.23	2.205	-.247	98.519	.806
Control	60	10.37	3.556			
Post-test Results						
Group				**t test**		
	N	**$\bar{X}$**	**SD**	**t**	**df**	**p**
Experimental	60	29.02	1.033	29.02	1.033	29.02
Control	60	21.65	2.231			

Whether the bingo game had a positive effect on the learning of the students in the experimental group, dual sample t-test results were given in the Table 4 below:

Table 4

t-test Results of the Pre-test and Post-test of the Experimental Group

Experimental Group	N	$\bar{X}$	SD	t test		
				t	df	p
Pre-test Results	60	10.23	2.205	-62.850	59	.000
Post-test Results	60	29.02	1.033			

The pre-test averages of the students in the experimental group (X=10.23) increased considerable in the post-test after the bingo game (X=29.02). As seen in Table 4 and since the significance value between the tests was measured as 0.000; it can be said that the bingo game had a positive effect on the learning of the students.

Attitudes of Students against Job Bingo Game

Scale Results: In the study, the scale of Akkuzu (2015), having a 0,800 Cronbach's Alpha reliability coefficient, was used in order to measure the attitudes of students towards the job bingo game. The scale consisted of 12 items. However, 2 items of the scale were removed and a total of 10 items were used in this research. The scale was applied immediately after the job bingo game. The reliability coefficient of the scale were measured again with the 10 items and Cronbach's Alpha reliability coefficient was measured as 0.708. Based on this result, it was concluded that the 10-item attitude scale applied was effective in measuring the attitudes of the students towards the job bingo game. More detailed information about the items of the scale was given in Table 5.

When Table 5 was examined, the average scores of the items in the scale were sorted according to the average size and starting from the highest to the lowest; item 1 with an average of 3.92; item 8 with an average of 3.85; item 10 with an average of 3.73. The low item average scores were sorted from lowest to highest; item 2 with an average of 3.03; item 3 with an average of 3.38 and item 7 with an average of 3.42.

Table 5

Scale Statistics

Item Number	Explanation	I Totally Agree		I Agree		I Disagree		I Totally Disagree		Average	Standard Deviation
		N	%	N	%	N	%	N	%	$\bar{X}$	Sd
1	I had fun while playing	55	91.7	5	8.3	-	-	-	-	3.92	.279
2	It was interesting	23	38.3	19	31.7	15	25.0	3	5.0	3.03	.920
3	The game helped me learn new words	29	48.3	26	43.3	4	6.7	1	1.7	3.38	.691
4	I had no difficulty in playing	44	73.3	14	23.3	2	3.3	-	-	3.70	.530
5	I would like to play this game for learning vocabulary	40	66.7	15	25.0	3	5.0	2	3.3	3.55	.746
6	The rules of the game were not complicated	44	73.3	13	21.7	3	5.0	-	-	3.68	.567
7	I could see my mistakes while playing	30	50.0	26	43.3	3	5.0	1	1.7	3.42	.671
8	I think the game was useful	51	85.0	9	15.0	-	-	-	-	3.85	.360
9	I would like this game to be used in the lessons	42	70.0	11	18.3	6	10.0	1	1.7	3.57	.745
10	It increased my desire to learn	47	78.3	10	16.7	3	5.0	-	-	3.73	.548

Considering the data in Table 5, it was seen that the students had high attitude scores in the items related to the facts that students had fun while playing; the game was a useful game and they had no difficulty in playing. It was seen that the attitude scores of the items related to the game's being interesting, helping them to learn new words and making them see their mistakes while playing were relatively lower than other item scores. Considering all these results, it could be said that the students generally had a positive attitude towards the job bingo game. Except for the second and third

items, more than half of the students answered other eight items as "I totally agree", which showed that the students had positive attitudes towards the game and they liked the job bingo game.

In the study, four open-ended questions were asked to the students in order to get their opinions about the job bingo game. In order to learn which parts students liked most in the job bingo game, they were asked *"What are your three favourite aspects of this game?"* The data in Table 6 below were obtained from their answers to this question.

Table 6

Answers of the Students to the First Question

Answers	Students Who Answered	f
Having prizes or gifts	s1, s2, s3, s4, s6, s8, s9, s10, s12, s13, s14, s15, s16, s17, s18, s20, s21, s22, s23, s24, s25, s27, s28, s30, s31, s32, s34, s36, s37, s38, s40, s41, s42, s43, s44, s45, s46, s47, s49, s50, s51, s52, s53, s54, s55, s56, s57, s58, s59, s60	**50**
Funny and Entertaining	s3, s6, s8, s10, s11, s13, s14, s16, s17, s19, s20, s22, s24, s26, s29, s39, s40, s42, s43, s44, s47, s48, s49, s51, s52, s54, s55, s56,	**28**
Instructive	s3, s4, s5, s6, 7, s9, s10, s11, s12, s19, s20, s23, s27, s32, s33, s44, s48, s49, s52, s53, s54, s55, s57, s59, s60	**25**
Learning "Jobs"	s1, s5, s18, s19, s22, s25, s28, s30, s31, s33, s34, s36, s37, s38, s43, s46,	**14**
Well prepared	ö1, ö4, ö6, ö10, ö23, ö26, ö34,	**7**
Reinforcing	s4, s20, s21, s25, s56, s57	**5**
Exciting	s7, s12, s26, s29, s51	**5**
Competitive	s27, s32, s39, s40, s59	**5**

50 students in the experimental group liked the job bingo game in terms of *"having prizes or gifts"* in the game. Participant S1 and S10 stated that *"the prizes were very good"* and the participant S50 stated that they liked the prizes in the game by saying *"I liked to earn gifts or prizes when I did bingo"*. 28 students who thought that the job bingo game was *"funny and entertaining"* stated that they had fun while playing the game. One of the students, S53, said that *"we both play and learn, this is a very good advantage for us"; participant S3 stated that *"I had fun playing the game"* and *"the job bingo game was entertaining"*. Among the 25 students stating that the bingo game was *"instructive",* the participant S11 expressed his views on the job bingo game by saying *"It helped me understand the jobs better"* and the participant S54 said *"it helped me learn new words"*. There were 14 students who thought that the best part of the game was *"learning jobs"*. The participant S19 emphasized the learning of jobs in the bingo game by saying "*it became more entertaining as it was*

about jobs" and the participant S22 said *"we learn jobs by playing bingo game".* In addition, 7 students emphasized that the job bingo was *well prepared;* 5 students stated that the game was *reinforcing, exciting* and *competitive.*

Secondly, students were asked to compare the lessons with games and lessons without games. By asking this question, researches wanted to learn the thoughts of the students especially about the lessons with games. The data obtained from the students were listed below in two separate tables as lessons with games and lessons without games.

Table 7

Answers of the Students to the Features of the Lessons with Games

Answers	Students Who Answered	f
Entertaining	s1, s2, s3, s4, s5, s6, s7, s8, s11, s12, s13, s14, s15, s16, s17, s18, s19, s21, s22, s23, s24, s25, s26, s27, s28, s29, s30, s31, s32, s33, s35, s37, s39, s40, s41, s42, s43, s44, s45, s46, s47, s48, s51, s53, s54, s55, s56, s57, s58, s60.	50
Instructive	s2, s3, s4, s6, s7, s8, s9, s10, s11, s12, s14, s15, s18, s19, s21, s23, s25, s26, s27, s28, s30, s31, s32, s34, s36, s37, s38, s39, s42, s44, s46, s48, s49, s50, s51, s52, s53, s54, s55, s56, s58, s59	42
Nice	s14, s17, s20, s21, s22, s23, s24, s26, s30, s31, s33, s34, s35, s38, s41, s42, s45, s46, s49, s51, s53, s54, s57, s58, s60	25
Elating	s12, s15, s16, s24, s40, s43, s47, s48, s49, s50, s52	11
Exciting	s3, s7, s17, s18, s22, s23, s27, s30	8
Time Passes Quickly	s3, s19, s27, s29, s33, s44,	6
Memorable	s7, s55, s58, s59, s60	5

As seen in Table 7, 50 of the students said that the lessons with games were *"entertaining";* 42 of them said that lessons with games were *"instructive"* and helped them understand and learn better; 25 of them said that such lessons were *"nice";* 11 of them stated that the lessons with games were *"elating";* 8 of them were more "*excited"* in the lessons with games; 6 of them said that *"the time passed quickly"* in these lessons and 5 of them stated that lessons with games were more *"memorable".*

Answers of the students about the lessons without games were given in Table 8 below. 38 students stated that lessons without games were *"boring"*; 21 students thought that the lessons without games were *"not fun"* and they could not learn better when the lessons were not fun; 17 students said that they could not learn better in such lessons as they thought that lessons were *"uninstructive";* 13 students said that the lessons without games were *"bad"* and *"hard to learn".*

Students also stated that lessons without games were *"not memorable", "tiring", "and unmemorable"* and they "*made them* unhappy".

Table 8

Answers of the Students to the Features of the Lessons without Games

Answers	Students Who Answered	f
Boring	s2, s3, s6, s8, s10, s11, s12, s13, s15, s16, s17, s19, s22, s24, s25, s26, s27, s29, s31, s32, s33, s34, s35, s36, s39, s40, s41, s43, s44, s45, s46, s48, s50, s51, s55, s57, ö59, s60	38
Not Fun	s2, s4, s5, s8, s12, s13, s18, s19, s21, s23, s26, s28, s29, s30, s32, s33, s34, s39, s47, s52, s54	21
Uninstructive	s2, s3, s6, s7, s8, s9, s10, s11, s14, s18, s19, s20, s23, s38, s42, s46, s54	17
Bad	s14, s17, s22, s23, s30, s31, s34, s46, s48, s49, s51, s54, s58,	13
Hard to learn	s15, s18, s25, s30, s31, s38, s51, s52, s55, s56, s57, s59, s60.	13
Unmemorable	s20, s55, s57, s58, s59, s60.	6
Tiring	s13, s16, s17, s39, s43	5
Making Unhappy	s15, s24, s43, s47	4

Thirdly, students were asked *"Have you learned more easily with this game?"*. All the students answered "Yes" to this question and stated that the bingo game helped their learning. Students also stated their reasons on how the bingo game affected their learning. The explanations of the students were given in Table 9 below:

Table 9

Answers of the Students to the Third Question

Answers	Students Who Answered	f
Yes	All of the 60 students	60
It helped me learn more easily	s1, s2, s3, s4, s5, s7, s8, s10, s11, s12, s13, s14, s16, s18, s20, s22, s23, s24, s26, s28, s29, s30, s31, s33, s34, s36, s39, s42, s44, s46, s48, s57, s58, s60	34
I learned with fun	s8, s9, s11, s12, s15, s25, s26, s31, s32, s35, s40, s41, s45, s47, s51, s52, s54, s56, s57, s59	20
I learned new words	s13, s16, s17, s19, s21, s27, s28, s49, s54	9
It was more memorable	s6, s7, s37, s55, s59	5
I liked learning with games.	s9, s39, s43, s50, s53	5

Table 9 showed that job bingo game had a positive effect on students' learning. 34 students stated that *"the bingo game helped them learn more easily"*; 20 of them said that *"they learned with fun";* 9 students stated that *"they learned new words";* and lastly 5 students each stated that *"the game was more memorable"* and *"they liked to learn with games".*

In order to find out what the students think and whether any changes should be made in the game, *"In your opinion, should the game be changed? If yes, write with reasons"* question was asked to the students. Answers of the students were given in Table 10 below:

While 7 students thought that the game should have been changed, 53 students thought that there was no need to make any changes in the job bingo game. According to Table 10, 7 students thought that changes were necessary; 4 students wanted the gifts to be changed, 2 students wanted less words, 1 student wanted more words and 1 students wanted more gifts. 53 students thought that there were no changes needed. These students thought that the game was beautiful as it was (n=20), it was fun (n=11), it was well-prepared (n=9), there was nothing to add (n=9) and the game was instructive (n=5).

Table 10

Answers of the Students to the Fourth Question

Answers	Students Who Answered	f
Yes, it should	s4, s7, s9, s12, s13, s43, s46	**7**
Gifts could be different	s4, s7, s12, s43	**4**
There should have been less words	s9, s31	**2**
There should have been more words	s12, s13	**2**
There should have been more gifts	s13	**1**
There should have been gifts for every bingos.	s46	**1**
No, It should not		**53**
It is beautiful as it is	s1, s2, s15, s18, s22, s24, s26, s27, s30, s36, s37, s40, s42, s47, s49, s52, s56, s57, s58, s60	**20**
It was fun	s8, s11, s16, s20, s23, s24, s25, s48, s50, s53, s56	**11**
It was well-prepared	s3, s11, s17, s19, s32, s33, s41, s55, s59	**9**
There was nothing to add	s18, s23, s35, s37, s39, s40, s45, s48, s54	**9**
It was instructive	s11, s14, s25, s39, s50	**5**

Teacher's Opinions about the Job Bingo Game: The semi-structured interview with the teacher included 9 questions. The researchers aimed to find different perspectives of the teacher, who observed the students from the beginning to the end of the game, about the bingo game by asking these questions. Open-ended questions were prepared to get the teacher's views on the game.

First of all, *"How were the motivations of the students"* question was asked to the teacher. As a reply to this question, he said, *"When I told the students that we were going to play bingo, they all shouted 'Yay!' in unison. Then, I explained the rules of the game stating that the game was adapted to jobs and different from the bingo game we knew. Each student drew their own bingo cards without looking at the front of the page. They started the game with great enthusiasm. Students were very happy while playing. They were eager to pull their gifts out of the surprise box when they did the first bingo, especially when they closed jobs on their bingo cards one by one. Students carefully followed the explanations of the jobs on the screen and concentrated on the game with determination to finish the game first. It was a very enjoyable game"* and stated that the students were pleasant and excited from the beginning to the end of the bingo game.

When asked *"Was the job bingo game suitable with students' level?"* to check whether the game was suitable for their level, the teacher said *"Since the bingo game was a game students played with their families, they quickly adapted to the game without having any trouble understanding the rules. Although some students had difficulty in understanding the job in the pictures, they managed to find the right one when they focused a little more. In my opinion, the job bingo game was a suitable game for their level in terms of its being about jobs which was included in the curriculum of fourth grade in primary school"* and stated that game was suitable for their level.

Then, *"Do you think the game was effective for vocabulary acquisition?"* was asked to the teacher to learn the effect of the game on students' vocabulary acquisition. The teacher answered *"In the job bingo game, every student got a bingo card having pictures of 12 different jobs. As the game included a total of 30 jobs, the pictures of the jobs on each student's card were mostly different. Students tried to keep their pronunciation in mind by listening to the explanation of the job carefully, as they knew they had to count the names of the jobs correctly in order to win a gift. Except for a few students, all the students who did bingo were able to count the names of the jobs at that time"* and stated that the topic chosen for the game attracted the attention of the students, so that they learned more easily in the acquisition of the target words.

Next, *"Would you use this bingo game for vocabulary acquisition?"* question was asked to the teacher. In response to this question, he said *"The job bingo game increased students' interest in the lesson. Therefore, I can adapt the bingo game to lessons in different subjects and classes."* And stated that this game could also be used in teaching vocabulary.

Following that, *"Do you think the game has changed the classroom atmosphere?"* question asked to find out whether the game had any positive or negative effects on the classroom atmosphere. The teacher said *"I can say that it definitely has. During the bingo game, all of the students focused on the pictures of the jobs on their bingo cards and were eagerly awaiting when their jobs would appear on the screen. The possibility of winning a surprising gift if the jobs were pronounced correctly in the first bingo also aroused the students' curiosity. While the first student making bingo was pulling his gift card out of the surprise box, I felt the gaze of many students wishing to be in that student's position. The students who could not count the jobs in the first bingo were given another chance to receive surprise gifts by counting the names of the jobs correctly when one of the other two rows were completed. They were determined to keep the names of the jobs in their mind and pronounce them correctly to receive the gifts"* and stated that the game allowed them to have fun and learn while having fun.

Then, *"How did the first and last finishers act during the game?"* question was asked to the teacher. He said *"All the students enjoyed the game. Especially at the beginning of the game, they were curious about which of their friends would do bingo first and receive the surprise gift. All the other students looked at the first bingo student enviously. I could clearly see the desire in their eyes. As the bingo game continued, students started to do the bingo one by one and received their gifts. However, the students, who could not do bingo because of not completing a row in their bingo cards, started to become even more impatient. But fortunately, towards the end of the game, they were able to close their jobs and do their bingos. The student who finished first in the game was so happy. He kept jumping happily until the end of the game saying "I won". Actually, we did not make a ranking as first, second or third in the game, but since the students were in competition with each other, I did not want to overshadow their joy, they had fun and were happy" and* stated that especially the students who finished early were much happier and they acted like as if they won the race.

Next, *"How were the students' attitudes towards the game?"* was asked to the teacher to learn the positive-negative attitudes of the students towards the game. As a reply to this question, he said *"The students had no difficulty in adapting to the game as they were familiar with the bingo game.*

Only some students who saw that there were some jobs they did not know before on the bingo card were a little uneasy, but they got used to playing when they started to find the jobs in their boards. And also they wanted to play one more time when the game finished, which meant a lot for me" and stated that students did not have difficulty in playing the job bingo game similar to the bingo game they were familiar with and they only had some difficulties in finding some of the jobs they did not know.

Lastly, *"Do you think the game affected students' exam results positively?"* was asked to the teacher to find out whether the game had any positive or negative results on the exam results of the students. The teacher said *"While the students were playing the bingo game, they started to learn the names of the jobs one by one without realizing it. In the pre-test applied before game started, many students said that they did not understand the questions and they answered them without knowing the answers, and it took a little longer for them to finish the test. However, at the end of the game, the pre-test was applied as a post-test. Students solved the questions more quickly and confidently and the results of the post-test showed that they understood the subject"* and stated that though students had some difficulties while solving the pre-test, they did not have difficulty in the post-test after the job bingo game and they were more successful in the post-test than pre-test.

Discussion and Conclusion

According to the results of the research, the student both enjoyed and learned the "jobs" more easily with the job bingo game. The significant relationship between the pre-test results and post-test results showed that the game had a positive effect on students' learning. This result supports many previous studies on the effect of games on learning English (Işık and Semerci, 2016; Dervişoğulları, 2008; Kalaycıoğlu, 2011; Demirci, Hamzaçebioğlu and Arslan, 2021; Demirci and Olur, 2018; Demirci and Çınar, 2022; Tosuncuoğlu, 2014; Kocaman and Cumaoğlu, 2014; Bulut and Boz, 2016; Akkuzu, 2015).

In the study, it was seen that students had a positive attitude towards the bingo game and it was concluded that their success increased concordantly. Students playing the job bingo game thought that the game was fun, instructive and catchy; they had fun while playing game and learned while having fun. This result supported the studies of 'Coco et al. (2001)' and 'Wahyuni and Syafei (2016)'. Wahyuni and Syafei (2016), who studied the bingo game, stated that the bingo game motivates students during the learning phase and it would be beneficial to use it especially in vocabulary

teaching (Wahyuni and Syafei, 2016). Based on these findings, it was concluded that it would be beneficial to use educational games while teaching vocabulary in a foreign language.

As a result, considering both the pre-test and post-test results of the students, the data obtained from the game evaluation questionnaire, the data obtained from the attitude scale, and the opinions obtained from the teacher participating in the research, the professional bingo game "Jobs" in the 4th grade curriculum was positively effective in the teaching of the subject, and after the game, the students were more willing and motivated, and because they saw what they learned while having fun, they were more willing to teach with the game. It is thought that by adapting the said bingo game to different subjects, it can be used in teaching vocabulary and it will affect learning positively.

The results of the study showed that the job bingo game helped the lesson be more enjoyable and easy to understand. The results showed that the game had a positive effect on students' learning. These results support many previous studies on the effect of games on learning English (Işık and Semerci, 2016; Dervişoğulları, 2008; Kalaycıoğlu, 2011; Demirci, Hamzaçebioğlu and Arslan, 2021; Demirci and Olur, 2018; Demirci and Çınar, 2022; Tosuncuoğlu, 2014; Kocaman and Cumaoğlu, 2014; Bulut and Boz, 2016; Akkuzu, 2015).

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Recommendations

Based on these findings of this research, it was concluded that it would be beneficial to use educational games while teaching vocabulary in a foreign language. As the students both enjoyed the game activity and learned more easily, it is suggested that lessons can be more enjoyable when more audio-visual materials and game activities are used. By doing so, it will enable students to participate actively in the learning – teaching process. It should be taken care to ensure these games and materials are appropriate for the levels of the students and achivements, and that they will arouse students' curiosity and attract their attention. Classroom and branch teachers should be trained on preparing materials and games that will attract students' attention in lessons.

In-service training should be given to the teacher on what the game learning approach is and how it can be used in lessons. Additionally, students and parents should be informed about this approach. It should not be forgotten that the more fun and attractive the lessons are, the more effective learning will be.

The number of experimental studies on the game learning approach in our country is few. With this study, an exemplary application of the game learning approach was made and positive changes were observed in students' attitudes and achievements towards the game activity. Activities similar to this study should be carried out in different schools, education levels and different lessons.

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