



Overcoming Barriers Through Games: Innovative Language Teaching in Inclusive Classrooms

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Annotation. In inclusive classrooms with students who have diverse learning needs, it is extremely challenging to engage them in reading and writing activities and instill a relevance for them using traditional teaching methods. In this study, the role of game-based learning environments in helping students acquire reading and writing skills in inclusive classrooms is examined and interpreted in light of the results of a six-week implementation.

Keywords: *language, game, inclusive classroom.*

Introduction

In today's world, where 21st-century skills such as analytical thinking, creativity, and digital literacy are gaining importance, student profiles are also changing due to various factors, and as a result, educational programs are continuously updated. Especially as a result of migrations caused by wars and unemployment, student profiles in affected countries are changing, bringing inclusive education to the forefront. As it is well known, inclusive education not only provides teaching and learning that aligns with the diversity of student profiles in schools but also accelerates these students'

adaptation to social life. Inclusive education is a process. Inclusion should be seen as an ongoing act of inquiry aimed at finding better ways to respond to diversity (Polat, 2020; Erdem, 2023).

Today, inclusive education practices face significant barriers, such as language, ethnicity, disability, and socioeconomic status. These obstacles not only make it difficult for affected students to access education but also lead to the neglect of equal opportunities in education. In an inclusive school culture, it is believed that elements such as positive attitudes and perceptions toward student diversity, a belief that success is possible for every individual, and an environment where development is evaluated broadly rather than within limited areas can enhance levels of development and learning (Sakız, 2022; Yılmaz & Karataş, 2023). Inclusive education practices ensure equal opportunities and provide fair and equitable learning for all students. Inclusive education is based on the pedagogy of equalizing opportunities in learning environments, not only for disadvantaged students but for all students. Thus, inclusive education aims for the maximum possible development of every student (Özardıç & Tüzün, 2024; Sakız, 2022). Khalafov (2024) stated that the inclusion of children with special educational needs into the schools where their typically developing peers study is a societal imperative of the modern education system.

Game-based learning environments increase children's interest in education, help them concentrate better, and, at the same time, by transforming children from passive participants into active ones, they facilitate learning. Game-based learning emerges as a method used in education. This approach involves integrating play into the learning process and enabling students to develop their knowledge and skills while playing. It increases students' levels of interest, making learning more enjoyable (Duman & Cumart, 2024).

Nowadays, in language teaching, game-based learning environments are preferred over traditional teaching methods. Thanks to games, which provide a natural communication environment for children, language use becomes more aligned with real-life situations. Early childhood environments provide numerous opportunities for different types of social play, supporting communication, critical thinking, and problem-solving skills (Akyol & Aşkar, 2022). Children who learn new words and concepts will use them in daily life through games and gain confidence as they find environments where they can experience these concepts. In general, the use of games is highly effective because it increases student motivation, enables language use in natural contexts, makes learning enjoyable, and strengthens communication skills.

Literature Review

Compared to traditional learning methods, game-based learning environments are instructional models that increase students' motivation, prepare them for learning, and enable children to learn by doing and experiencing in a natural setting. Game-based learning environments not only make the lesson enjoyable and fun for students but also enhance teacher–child communication. As Akin & Atıcı (2015) and Tekman & Yeniasır (2023) noted in their studies, play increases the level of students' motivation, fosters interest in the content, and boosts self-confidence in their ability to learn, thereby creating relaxation and motivation in students. Similarly, Atasoy (2019) emphasized in her study that games add excitement to the lesson and increase teacher motivation.

Game-based learning environments have become one of the important educational models used in language teaching. Özergül (2019) stated in her thesis that teaching language to children through games has attracted attention as a method adopted in recent years. Gamification is believed to improve the four language skills in foreign language learners. Thanks to games that provide a fun learning environment, students are constantly interacting with each other, so they learn the target foreign language much more easily (Tatan, 2021). Educational games are quite effective in teaching Turkish, as in other subjects, compared to traditional teaching methods (Erol et al., 2021). It has also been observed that students whose motivation for the lesson increases through games generally show improved academic achievement (Korkmaz, 2018; Mete, 2021).

When examining studies conducted up to the present, it is seen that game-based learning environments are one of the effective methods used specifically in the development of reading skills. It is believed that lessons enriched with mind and intelligence games improve the reading and comprehension skills of primary school students (Sapan, 2024). Games can improve children's reading skills because learning through playing aligns with children's learning concepts. Game-based learning has positively affected reading skills by making students happier during the learning process (Rakimahwati, 2020).

Game-based environments are believed to contribute effectively to the development of writing skills, one of the core skills of language learning. In her doctoral dissertation on this subject, Özer (2022) emphasized that educational digital game-supported teaching activities improve students' reading comprehension and writing skills.

When reviewing the literature, it has been observed that studies emphasizing the effectiveness of game-based learning environments in teaching reading and writing skills to children in inclusive classrooms are insufficient. The particularly limited number of such studies in these classrooms has motivated us to conduct this research.

Materials and Methods

Purpose and Research Question of the Study

Due to the social and technological changes occurring today, educational programs implemented in schools must prepare children to adapt to these changes. This largely depends on language proficiency in education. In this context, language skills, especially reading, serve as a source for acquiring new knowledge and skills for lifelong learning. Reading, which begins at a very young age and becomes a long-lasting habit, is the most important gateway to the future. Likewise, strong writing skills developed from an early age will enable an individual to succeed both in daily life and in academic life. Individuals who express themselves well will be guided toward critical thinking through their writing skills, and thus, their creativity will also emerge.

This study aims to reveal the effect of game-based learning environments on reading and writing skills in inclusive classrooms. To this end, the question, “Are game-based learning environments effective in developing reading and writing skills in inclusive classrooms?” was explored.

Sample

The research sample consisted of 16 third-grade students attending Arabahmet Primary School in the Turkish Republic of Northern Cyprus (TRNC) during the fall semester of the 2023–2024 academic year.

Data Collection and Analysis

In this study, the action research model, one of the qualitative research methods, was preferred. The chosen action research is also known as “teacher research”. The qualitative data collection tools used in the study were a semi-structured student interview form and a teacher observation form. The data collection tools were developed by the researcher after obtaining opinions from three experts. Lesson content for the implementation was prepared, and two lesson hours per week were conducted over six weeks.

The games used in the study are: “Tik Tak Bom, Wheel of Fortune, word cards, story cubes, and visual cards”. The themes of the study are “friendship, sharing, cooperation, empathy, self-confidence, and patience”. The themes were selected by considering student needs and were linked to the games. The data obtained from the “Teacher Observation Form”, one of the data collection tools of the study, were analyzed using descriptive analysis, while the data obtained from the “Student Opinion Form” were analyzed using content analysis and presented in tables.

Findings

The tables below include teacher observations regarding students' "Reading and Writing" skills.

Data Regarding Teacher Observations on Reading

Table 1

Findings Regarding Teacher Observations on Reading in Week 1

Reading	Observed	Partially observed	Not observed
The student shows willingness and interest in reading.	3	2	11
The student can read creatively.	3	1	12
The student can interpret what he/she reads.	3	1	12
The student determines the topic of the text they read.	3	1	12
The student focuses attention on reading.	2	1	13
The student summarizes what they have read in general terms.	3	2	11
The student reads by paying attention to emphasis, intonation, pronunciation, and punctuation marks.	2	2	12

Based on the teacher observations regarding reading skills in Table 1 for week 1, it was found that 3 students were willing and interested in reading, 2 students were partially willing and interested, and 11 students were unwilling and uninterested in reading. It was also determined that 3 students could read creatively, 1 student could partially read creatively, and 12 students could not read creatively. Additionally, it was observed that 3 students were able to interpret what he/she read, 1 student was partially able to interpret, and 12 students were unable to interpret what he/she read. Another finding showed that 3 students could determine the topic of the text, 1 student could partially determine it, and 12 students could not determine the topic. Additionally, 2 students were able to focus their attention on reading, 1 student could partially focus, and 13 students were unable to concentrate. It was determined that 3 students were able to summarize what they read in general terms, 2 students were partially able to summarize, and 11 students were unable to summarize the text. It was also observed that 2 students read paying attention to emphasis, intonation, pronunciation, and punctuation marks, 2 students read while partially paying attention to these, and 12 students did not pay attention to emphasis, intonation, pronunciation, or punctuation marks.

Table 2*Findings Regarding Teacher Observations on Reading in Week 2*

Reading	Observed	Partially observed	Not observed
The student shows willingness and interest in reading.	5	4	7
The student can read creatively.	3	3	10
The student can interpret what he/she reads.	4	3	9
The student determines the topic of the text they read.	3	1	12
The student focuses attention on reading.	2	1	13
The student summarizes what they have read in general terms.	3	2	11
The student reads by paying attention to emphasis, intonation, pronunciation, and punctuation marks.	2	2	12

Based on the teacher observations regarding reading skills in Table 2 for week 2, it was determined that 5 students were willing and interested in reading, 4 students were partially willing and interested, and 7 students were unwilling and uninterested in reading. It was also found that 3 students could read creatively, 3 students could partially read creatively, and 10 students were not able to read creatively. Additionally, it was observed that 4 students were able to interpret what he/she read, 3 students could partially interpret what he/she read, and 9 students were not able to interpret what he/she read. Furthermore, 3 students were able to determine the topic of the text, 1 student partially determined it, and 12 students could not determine the topic. Regarding focus, 2 students were able to concentrate their attention on reading, 1 student partially focused, and 13 students were unable to focus. Additionally, 3 students summarized what they read in general terms, 2 students partially summarized, and 11 students were unable to summarize the text. Observations also showed that 2 students read paying attention to emphasis, intonation, pronunciation, and punctuation marks, 2 students partially paid attention to these, and 12 students did not pay attention to emphasis, intonation, pronunciation, or punctuation marks.

Table 3*Findings Regarding Teacher Observations on Reading in Week 3*

Reading	Observed	Partially observed	Not observed
The student shows willingness and interest in reading.	5	6	5
The student can read creatively.	4	4	8
The student can interpret what he/she reads.	6	4	6

Reading	Observed	Partially observed	Not observed
The student determines the topic of the text they read.	3	3	10
The student focuses attention on reading.	3	4	9
The student summarizes what they have read in general terms.	3	5	8
The student reads by paying attention to emphasis, intonation, pronunciation, and punctuation marks.	3	4	9

Based on the teacher's observations regarding reading skills in week 3, it was determined that 5 students were willing and interested in reading, 6 were partially willing and interested, and 5 were unwilling and uninterested in reading. It was observed that 4 students were able to read creatively, 4 were partially able to read creatively, and 8 could not read creatively. The findings also showed that 6 students could interpret what he/she read, 4 could partially interpret what he/she read, and 6 could not interpret. It was also found that 3 students could determine the topic of the text, 3 could partially determine it, and 10 could not determine the topic. Additionally, 3 students were able to concentrate fully on reading, 4 were partially able to concentrate, and 9 were unable to concentrate. Regarding summarizing what they read, 3 students could summarize the main points, 5 could partially summarize, and 8 could not summarize the text. Finally, observations also showed that 3 students paid attention to emphasis, intonation, pronunciation, and punctuation while reading, 4 paid partial attention to these aspects, and 9 did not pay attention to them.

Table 4

Findings Regarding the Teacher's Observations of Reading in Week 4

Reading	Observed	Partially observed	Not observed
The student shows willingness and interest in reading.	8	6	2
The student can read creatively.	4	6	6
The student can interpret what he/she read.	6	6	4
The student determines the topic of the text they read.	4	5	7
The student focuses attention on reading.	5	4	7
The student summarizes what they have read in general terms.	6	5	5
The student reads by paying attention to emphasis, intonation, pronunciation, and punctuation marks.	5	6	5

Based on the teacher observations of reading skills in week 4 from Table 4, it was found that 8 students were willing and interested in reading, 6 students were partially willing and interested, and 2 students were unwilling and uninterested in reading. It was also determined that 4 students could read creatively, 6 could partially read creatively, and 6 could not read creatively. It was observed that 6 students could interpret what he/she read, 6 could partially interpret, and 4 could not interpret what he/she read. Regarding determining the topic of the text, 4 students succeeded, 5 partially succeeded, and 7 could not determine. It was noted that 5 students could concentrate their attention on reading, 4 could partially concentrate, and 7 could not focus. Six students were able to summarize what they read, 5 partially summarized, and 5 could not summarize the text. Finally, five students read paying attention to emphasis, intonation, pronunciation, and punctuation marks, 6 paid partial attention, and 5 did not pay attention to these features.

Table 5
Findings Regarding Teacher Observations on Reading in Week 5

Reading	Observed	Partially observed	Not observed
The student shows willingness and interest in reading.	8	7	1
The student can read creatively.	6	6	4
The student can interpret what he/she read.	7	8	1
The student determines the topic of the text they read.	6	5	5
The student focuses attention on reading.	5	6	5
The student summarizes what they have read in general terms.	8	5	3
The student reads by paying attention to emphasis, intonation, pronunciation, and punctuation marks.	5	8	3

Based on the teacher observations regarding reading skills in week 5 as shown in Table 5, it was determined that 8 students were willing and interested in reading, 7 students were partially willing and interested, and 1 student was unwilling and uninterested in reading. It was also found that 6 students were able to read creatively, 6 students partially read creatively, and 4 students could not read creatively. Additionally, seven students were able to interpret what he/she read, 8 students partially interpret what he/she read, and 1 student could not interpret. Six students were able to determine the topic of the text, 5 students partially determined it, and 5 students could not determine the topic. Five students were able to concentrate their attention on reading, 6 students partially concentrated, and 5 students could not focus. Eight

students summarized what they read in main points, 5 students partially summarized, and 3 students could not summarize the text in main points. Finally, five students read by paying attention to emphasis, intonation, pronunciation, and punctuation marks; 8 students partially paid attention; and 3 students did not pay attention.

Table 6

Findings Regarding Teacher Observations on Reading in Week 6

Reading	Observed	Partially observed	Not observed
The student shows willingness and interest in reading.	10	4	2
The student can read creatively.	6	8	2
The student can interpret what he/she read.	9	6	3
The student determines the topic of the text they read.	6	6	4
The student focuses attention on reading.	7	4	5
The student summarizes what they have read in general terms.	8	5	3
The student reads by paying attention to emphasis, intonation, pronunciation, and punctuation marks.	5	8	3

Based on the teacher observations regarding reading skills in week 6, as shown in Table 6, it was observed that 10 students were willing and interested in reading, 4 students were partially willing and interested, and 2 students were unwilling and uninterested. It was determined that 6 students were able to read creatively, 8 students partially read creatively, and 2 students could not read creatively. Another finding showed that nine students were able to interpret what he/she read, 6 students partially interpret what he/she read, and 3 students could not interpret. Six students were able to determine the topic of the text, 6 students partially determined it, and 4 students could not determine the topic. Seven students were able to concentrate their attention on reading, 4 students partially concentrated, and 5 students could not focus. Eight students summarized what they read in main points, 5 students partially summarized, and 3 students could not summarize the text in main points. Additionally, five students read while paying attention to emphasis, intonation, pronunciation, and punctuation marks; 8 students partially paid attention to these; and 3 students did not pay attention to emphasis, intonation, pronunciation, and punctuation marks. Comparing these findings to those of the first week, we can say that the games had a significant positive effect on students' progress in reading skills.

Data Regarding Teacher Observations on Writing

Table 7

Findings Regarding Teacher Observations on Writing in Week 1

Writing	Observed	Partially observed	Not observed
The student writes unique texts.	3	2	11
The student writes in accordance with spelling rules.	4	2	10
The student writes in different genres.	3	4	9
The student chooses titles that match the content of what is written.	4	5	7
The student writes with coherence and topic unity.	2	2	12
The student completes writing within the planned time.	4	3	9
The student is interested in writing.	3	3	10

Based on the teacher observations regarding writing skills in week 1, it was observed that 3 students could write unique texts, 2 were partially able to do so, and 11 were unable to write unique texts. It was also determined that 4 students wrote in accordance with spelling rules, 2 partially wrote in accordance with spelling rules, and 10 could not write in accordance with spelling rules. It was found that 3 students could write different genres, 4 partially wrote different genres, and 9 could not do so. Additionally, four students were able to choose titles suitable for the content, 5 partially chose appropriate titles, and 7 were unable to determine suitable titles. Two students wrote with topic coherence, 2 partially maintained coherence, and 12 did not write with topic coherence. It was also found that 4 students completed their writing within the planned time, 3 partially completed it on time, and 9 could not finish within the planned time. Finally, 3 students showed interest in writing, 3 were somewhat interested, and 10 lacked interest in writing.

Table 8

Findings Regarding Teacher Observations on Writing in Week 2

Writing	Observed	Partially observed	Not observed
The student writes unique texts.	3	4	9
The student writes in accordance with spelling rules.	4	4	8
The student writes in different genres.	3	5	8
The student chooses titles that match the content of what is written.	5	4	7

Writing	Observed	Partially observed	Not observed
The student writes with coherence and topic unity.	4	2	10
The student completes writing within the planned time.	4	4	8
The student is interested in writing.	3	4	9

Based on the teacher observations regarding writing skills in week 2, observations revealed that 3 students wrote unique texts, 4 were partially able to do so, and 9 were unable to write unique texts. It was also found that 4 students wrote in accordance with spelling rules, 4 partially wrote in accordance with spelling rules, and 8 could not write in accordance with spelling rules. Three students wrote in different genres, 5 partially used wrote in different genres, and 8 could not write in different genres. Five students were able to choose titles suitable for the content, 4 partially chose appropriate titles, and 7 were unable to determine suitable titles. Four students wrote with topic coherence, 2 partially maintained coherence, and 10 did not write with topic coherence. Another finding showed that 4 students completed their writing within the planned time, 4 partially completed it on time, and 8 could not finish within the planned time. Three students showed interest in writing, 4 were somewhat interested, and 9 lacked interest in writing.

Table 9

Findings Regarding Teacher Observations on Writing in Week 3

Writing	Observed	Partially observed	Not observed
The student writes unique texts.	5	4	7
The student writes in accordance with spelling rules.	4	5	7
The student writes in different genres.	5	3	8
The student chooses titles that match the content of what is written.	5	6	5
The student writes with coherence and topic unity.	4	3	9
The student completes writing within the planned time.	4	5	7
The student is interested in writing.	5	4	7

Based on the teacher observations regarding writing skills in week 3, it was seen that 5 students were able to write unique texts, 4 were partially able to write, and 7 were unable to write unique texts. It was found that 4 students wrote in accordance with spelling rules, 5 partially wrote in accordance with spelling rules, and 7 did not

write in accordance with spelling rules. Additionally, 5 students wrote in different genres, 3 partially wrote in different genres, and 8 did not write in different genres. Five students were able to choose titles suitable for the content, 6 partially chose appropriate titles, and 5 were unable to determine suitable titles. Four students wrote with topic coherence, 3 partially maintained coherence, and 9 did not write with topic coherence. It was also found that 4 students completed their writing within the planned time, 5 partially completed it on time, and 7 could not finish within the planned time. Finally, five students showed interest in writing, 4 were somewhat interested, and 7 lacked interests in writing.

Table 10
Findings Regarding Teacher Observations on Writing in Week 4

Writing	Observed	Partially observed	Not observed
The student writes unique texts.	5	7	4
The student writes in accordance with spelling rules.	5	4	7
The student writes in different genres.	5	3	8
The student chooses titles that match the content of what is written.	6	5	5
The student writes with coherence and topic unity.	5	3	8
The student completes writing within the planned time.	5	4	7
The student is interested in writing.	5	4	7

Based on the teacher observations regarding writing skills in week 4, observations revealed that 5 students were able to write unique texts, 7 were partially able to write, and 4 were unable to write unique texts. It was also found that 5 students wrote in accordance with spelling rules, 4 partially did so, and 7 did not write in accordance with spelling rules. Another finding showed that 5 students wrote in different genres, 3 partially wrote, and 8 did not write in different genres. Six students were able to choose titles suitable for the content, 5 partially chose appropriate titles, and 5 were unable to determine suitable titles. Five students wrote with topic coherence, 3 partially maintained coherence, and 8 did not write with topic coherence. The findings also revealed that 5 students completed their writing within the planned time, 4 partially completed it on time, and 7 could not finish within the planned time. Five students showed interest in writing, 4 were somewhat interested, and 7 lacked interest in writing.

Table 11*Findings Regarding Teacher Observations on Writing in Week 5*

Writing	Observed	Partially observed	Not observed
The student writes unique texts.	5	7	4
The student in accordance with spelling rules.	5	5	6
The student writes in different genres.	5	5	6
The student chooses titles that match the content of what is written.	8	5	3
The student writes with coherence and topic unity.	5	4	7
The student completes writing within the planned time.	5	5	6
The student is interested in writing.	7	3	6

Based on teacher observations regarding writing skills in week 5, it was found that 5 students wrote unique texts, 7 were partially able to write, and 4 were unable to write unique texts. It was observed that 5 students wrote in accordance with spelling rules, 5 partially did so, and 6 did not write in accordance with spelling rules. Additionally, five students wrote in different genres, 5 partially wrote in different genres, and 6 did not write in different genres. Eight students were able to choose titles suitable for the content, 5 partially chose appropriate titles, and 3 were unable to determine suitable titles. Another finding showed that five students wrote with topic coherence, 4 partially maintained coherence, and 7 did not write with topic coherence. It was also found that 5 students completed their writing within the planned time, 5 partially completed it on time, and 6 could not finish within the planned time. Seven students showed interest in writing, 3 were somewhat interested, and 6 lacked interest in writing.

Table 12*Findings Regarding Teacher Observations on Writing in Week 6*

Writing	Observed	Partially observed	Not observed
The student writes unique texts.	7	5	4
The student writes in accordance with spelling rules.	6	5	5
The student writes in different genres.	6	4	6
The student chooses titles that match the content of what is written.	9	5	2
The student writes with coherence and topic unity.	5	5	6
The student completes writing within the planned time.	5	7	4
The student is interested in writing.	7	4	5

Based on the teacher observations regarding writing skills in table 6 for week 6, it was observed that 7 students were able to write unique texts, 5 were partially able to do so, and 4 were unable to write unique texts. It was also determined that 6 students could write in accordance with spelling rules, 5 wrote partially in accordance, and 5 were unable to write in accordance with spelling rules. It was found that 6 students were able to write in different genres, 4 were partially able to do so, and 6 were unable to write in different genres. Additionally, 9 students were observed to be able to determine a title appropriate to the content, 5 were partially able to do so, and 2 were unable to determine a suitable title. It was determined that 5 students were able to write with appropriate topic coherence, 5 partially maintained topic coherence, and 6 were unable to write coherently. Additionally, 5 students were able to complete their writing within the planned time, 7 partially completed it on time, and 4 were unable to complete their writing within the allotted time. Finally, it was observed that 7 students were interested in writing, 4 were partially interested, and 5 lacked interest in writing.

Data Regarding Student Opinions

Table 13
Findings on Student Opinions Regarding Which Language Skills (Reading, Writing, Listening, Speaking) the Teacher Conducted Activities for More Frequently

Category	F
Reading	14
Writing	10

Based on the findings in Table 1, students stated that their teacher mostly conducted reading activities, followed by writing activities.

Table 14
Findings on Whether Students Play Games in Turkish Lessons or Not

Category	F
Yes	2
No	14

Based on Table 2, the majority of students stated that they do not play games in Turkish lessons.

Table 15

Findings Regarding Students' Opinions on Which Language Skills Were More Affected by the Games Played During the Implementation

Category	F
Reading	9
Writing	12

Based on the findings in Table 3, the students stated that the games they played had an impact primarily on their writing skills, followed by their reading skills.

Conclusion

Based on the findings of this study, striking conclusions have been reached. It was concluded that games have positive effects on language skills. A comparison of teacher observations regarding language skills from the first and last weeks revealed that students' interest and motivation toward the lessons increased, and games encouraged students to actively participate in the learning process. Group games helped students improve their communication skills and collaborate with their peers. In particular, students with special needs felt more comfortable during game-based activities, which contributed to the natural reinforcement of their communication skills during play.

As a result of the game-based activities, it was revealed that students showed improvement, particularly in vocabulary knowledge, sentence formation, answering questions, following instructions, and reading and written expression skills.

The students who participated in the study also stated that their class teachers rarely used games during lessons and emphasized that they found the lessons boring because of this. The students reported that the games they played throughout the application helped them better understand (9 writing, 8 reading) lessons. Nowadays, especially in inclusive classrooms with diverse children, it is obvious that teachers face great difficulties in ensuring effectiveness when teaching language using traditional methods.

In conclusion, it has been observed that game-based learning environments applied in inclusive classrooms provide students with a freer learning atmosphere by eliminating the fear of making mistakes. Thus, these environments have enabled children to develop more quickly while having fun, and by increasing social interaction, they have strengthened peer support. Games have played a very important role in helping disadvantaged students feel accepted. Likewise, in another study by Avdiu et al. (2022), it was stated that the teachers who participated in the study pointed out the importance of games in inclusive classrooms and they added that games enhance the students' learning. It was also highlighted in the study that games are a fantastic

way to ensure students actively participate, act, contribute, and gain knowledge and a sense of achievement.

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Kliūčių įveikimas žaidimais: novatoriškas kalbų mokymas įtraukiosiose klasėse

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Santrauka

Šio tyrimo tikslas – atskleisti žaidimais grįstos mokymosi aplinkos poveikį skaitymo ir rašymo įgūdžiams įtraukiosiose klasėse. Tyrime dalyvavo 16 trečios klasės mokinių, besimokančių pradinėje mokykloje Šiaurės Kipro Turkijos Respublikoje (TRNC) 2023–2024 mokslo metų rudens semestre. Tyrimas buvo vykdomas 6 savaites, o užsiėmimams buvo skiriama po 2 valandas per savaitę. Šiame tyrime pirmenybė buvo teikiama veiklos tyrimo modeliui, vienam iš kokybinių tyrimo metodų. Pasirinktas veiklos tyrimas dar kitaip vadinamas „mokytojo tyrimu“. Tyrime naudoti kokybiniai duomenų rinkimo metodai, tokie kaip pusiau struktūrizuoti mokinių interviu ir mokytojo stebėjimas. Duomenų rinkimo įrankius tyrėjas sukūrė, gavęs trijų ekspertų nuomones. Gauti kokybinio tyrimo duomenų rezultatai rodo, kad žaidimai reikšmingai pagerina keturis pagrindinius kalbos įgūdžius. Šiame kontekste mokinių nuomonės taip pat patvirtina, kad žaidimų naudojimas yra labai veiksmingas formuojant keturis pagrindinius kalbos įgūdžius. Tyrimo rezultatai parodė, kad žaidimais grįstas mokymasis ir tinkamas mokymo metodų naudojimas sustiprino mokinių susidomėjimą bei motyvaciją lavinti keturis pagrindinius kalbos įgūdžius, o pačias pamokas padarė patrauklesnes ir įdomesnes.

Esminiai žodžiai: kalba, žaidimas, įtraukioji klasė.

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