

**EFL TEACHERS' IDEAS ABOUT DIGITAL GAMIFICATION FOR
YOUNG LEARNERS**



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EFL TEACHERS' IDEAS ABOUT DIGITAL GAMIFICATION FOR YOUNG LEARNERS

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EFL TEACHERS' IDEAS ABOUT DIGITAL GAMIFICATION FOR YOUNG LEARNERS

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I hereby declare that all information in this document has been acquired and presented accordance with academic rules and ethical conduct. Therefore, I also declare that I have fully cited and referenced all material and results that aren't original to this work.

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To my family,

whom always wished the best for me

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I would also like to thank my family and my friends who always motivate me during this study. I would like to thank my family's patience and encouragement during this study.

ABSTRACT

The study aims to analyze EFL Teachers' ideas about Digital Gamification. This research is quantitative research and descriptive. This research's participants consist of 104 primary EFL teachers who work in private and public schools in İstanbul. Snowball sampling is going to be used for choosing a sample. While this study's findings have been evaluated, non-parametric test methods and t-test were utilized for analysis of data. According to results of this research, EFL teachers have positive attitudes towards English Teachers' ideas about Digital Gamification. This study examined sub problems such as teaching experience, gender, school type. Teaching experience and school type don't make difference in points. However, there is a significant difference between genders. Male EFL teachers' points are higher than female EFL teachers. Also education variable was analysed. The EFL teachers who have MA degree, got higher points than EFL teachers who have BA degree.

Key Words: digital gamification, teaching experience, gender, education

ÖZET

Bu çalışmanın amacı, İngilizce Öğretmenlerinin Dijital Oyunlaştırmaya yönelik görüşlerinin alınmasıdır. Bu araştırma nicel bir araştırmadır ve betimseldir. Bu çalışmada Tarama araştırması kullanılmıştır. Bu araştırmanın katılımcılarını İstanbul'daki özel ve devlet okullarında çalışmakta olan ilkokul İngilizce Öğretmenleri oluşturmaktadır. Araştırmanın katılımcıları gönüllü olarak katılım sağlamışlardır. Veri analizinde parametrik olmayan test yöntemleri ve t-testi kullanılmıştır. Çalışmanın sonucuna göre, İngilizce öğretmenlerinin Dijital oyunlaştırmaya yönelik tutumları oldukça iyi bulunmuştur. Öğretim deneyimi, cinsiyet ve okul türü alt problemler olarak incelenmiştir. Öğretim deneyimi ve okul türünün puanlara etkisi olmamıştır. Fakat cinsiyet değişkeni puanları etkilemiştir ve erkek İngilizce öğretmenlerinin puanı kadın İngilizce öğretmenlerinden yüksek çıkmıştır. Bunlara ek olarak, eğitim değişkeni incelenmiştir. Yüksek lisans mezunu olan İngilizce öğretmenlerinin puanları lisans mezunu olan İngilizce öğretmenlerinden daha yüksek çıkmıştır.

Anahtar kelimeler: dijital oyunlaştırma, öğretim deneyimi, cinsiyet, eğitim

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LIST OF ABBREVIATIONS

ELT : English Language Teaching

EFL: English as a foreign language

DGBLL: Digital Game-based Language Learning

DGBL: Digital Game-based Learning



1. INTRODUCTION

It is without a doubt that a teacher is crucial for learners. When learners begin to learn a new language, some of them have hesitation. A good teacher can change negative attitude of the students towards language learning. To increase students' language success, teachers should know their needs and interests. Nowadays learners' needs and interests are different. Therefore, learners' expectations. Gabriela, Nadezhda & Lina (2014) think that today's learners have both new profiles and digital natives. These learners were grown-up via various learning styles, digital technologies. Therefore, they have a new attitude to the learning process and advanced necessities for learning and teaching. Teachers have new challenges and must find solutions for crucial problems related to the adaptation of the learning process towards learners' necessities, preferences and needs. Also, teachers must draw on various teaching methods and approaches. These methods and approaches allow students to become active participants with powerful motivation and interpenetration to their learning (Gabriela et al. 2014).

It is known that games have importance in our lives. Alsamarei (2016) claims that games are sensed as a way of amusing and having fun by many of us. Therefore, games may be to relax and release some pressure caused by daily life chores. Occasionally the materials for our games come from the people and things closest to us. More and more people are attempting to use games for anything than pure amusement. There are several names or titles for this method. It has been used to a variety of sectors, including design, marketing, business, and services design. One of the phrases being used in this context more frequently recently, notably in academia, is "gamification." (Alsamarei, 2016).

It is known that gamification has crucial importance for English teaching and gamification supplies requirements for language teaching. According to Kapp (2012) the definition of

gamification is "Using game-based mechanics, aesthetics and game thinking to engage people, inspire action, promote learning and solve issues". Therefore, Gabriela et al. (2014) indicate that several definitions may all be summed up as follows: Gamification is the use of both game mechanics and game theory to non-game contexts.

Nowadays, Digital Gamification is one of the most useful strategies for teaching a foreign language. Bruce D., Jan L., Charles, Teresa & Alisha (2018) claim that many research have been directed to employ digital games in education. That research showed that digital games enhance cognitive skills, digital games facilitate vocabulary teaching (Chen et al., 2018), and it has a significant function as a pre organizer (Denham, 2018). C.B. While digital gamification enhances vocabulary teaching, Rugoero & Green (2017) consider that digital games improve skills in solving problems. They think that digital games improve skills in collaborative learning (Sung & Hwang, 2018) and solving problems (Rugoero & Green, 2017). According to Gee (2009), digital games are "problem-solving places that use continual learning and they supply ways to mastery through fun and pleasure" (p.65). Therefore, digital games can be used for various types of learning such as skill-and-drill, creating deeper conceptual understandings, problem-solving.

Digital gamification has crucial importance for young learners. Young learners need creativity, games, digital devices, and variety while learning a foreign language. Fortunato & Cruz (2018) Since many students nowadays are drawn to different mobile and electronic gadgets and are digital natives, we believe that using them in the English Language Teaching (ELT) classroom may help students feel more confident and motivated. Nevertheless, it works effectively to accommodate the various learning preferences of students and can promote cooperation and teamwork. We think that incorporating technology into the ELT classroom is a great method to help students improve both their language and technical abilities.

Motivation is one of the most crucial sides of Gamification. According to Fogg (2020), motivation is a kind of eagerness that enhances instant or routine behaviors. In this sense, a user's motivation is one of the most important parts of gamification. When an individual's motivation is not sufficient, the individual generally avoids to show eagerness. While gamification applications have been planned, motivation is observed as a unique factor to activate a person. For this reason, awards and encouragements are used frequently. But it is also known that motivation is not the only factor that individuals activated, and it is unstable.

In this study, the researcher aims to know EFL teachers' ideas about Digital Gamification. This study aims to determine both EFL teachers' knowledge about Digital Gamification and whether they use Digital Gamification in English lessons or not. Therefore, the researcher aims to increase digital gamification usage while teaching the English language.

This study consists of five parts. These parts are the introduction, literature review, research method, results, discussion, and conclusion. In chapter 1, the significance of the study is written. Therefore, the main problems, sub problems, assumptions, limitations, and definitions are written. Chapter 2 gives some information about some titles such as a game, gamification, gamification examples, game dynamics, game mechanics, player characters, D6 Model, theories behind Gamification, Digital gamification in education, Digital game, examples of Digital Gamification, collaborative versus competitive games, digital game - based learning, Digital game-based language learning, gamification in education, gamification as a motivation, gamification in English language learning, game-based learning, serious games, simulations, and motivation. In chapter 3, the research method is written. The design of the study is written. Therefore, the researcher mentions how he/she selects participants. Analysis of data and the internal validity of the study are mentioned in this chapter. In chapter

4, the researcher mentions the results. In chapter 5, the researcher gives some information about the discussion and conclusion.

1.1. Significance of the study

It is known that education is one of the most important parts for us. We can get information, skills, and experience through education. Learning a foreign language is important for our education life. Teachers are one of the most important factors for teaching a foreign language. Teachers' and students' communication should be strong because it determines students' language success. Teaching a foreign language has some requirements such as creativity, different methods, and approaches. Gamification has a crucial role while teaching a foreign language. In 2008, Rahat Paharia was the first to use the word "gamification." Gamification, in its broadest sense, may be defined as the integration of game design features into non-playful environments. Its main objective is to influence people's behavior by engaging and inspiring them to overcome obstacles. Since 2008, a large number of authors have worked to define this idea specifically and identify shared traits. According to Kapp (2012), gamification is a mindset, a social movement, and a method of instruction. Also, according to Ray Wang's (2011) point of view, gamification identifies design principles, processes, systems employed to affect, engage, motivate individuals, groups, communities to drive behaviors and affect desired outcomes. Gamification is a kind of factor that affects students while learning a foreign language. Using gamification is effective for teachers and students' communication.

It is known that learning English has importance for our life. When a person knows English or any foreign language, it supplies some crucial opportunities. For example; when someone applies for a job, one of the first questions is "Do you know English or any other foreign language?". While teaching English or any foreign language, approaches and methods are important for increasing the level of success. Digital Gamification is one of the most

important methods for teaching English to young learners. Today's young learners are interested in technology, and they are called digital natives. Nonetheless, Digital Gamification is one of the most useful methods while teaching a foreign language. Digital Gamification increases young learners' curiosity, attention, and interest. When Digital Gamification is used, young learners may feel more comfortable while they express themselves in a second language. Furthermore, through Digital Gamification, they can enjoy learning a new language. For this reason, this study is done for the primary level. This research aims at analyzing EFL teachers' ideas about Digital Gamification.

1.2 The Main Problem and the Sub-Problems

Research aims to determine primary school EFL teachers' ideas about digital gamification. Therefore, the problem sentence is "How are the primary school EFL teachers' ideas about digital gamification?"

These research questions are answered in this study.

1. What are the primary school EFL teachers' opinions about Digital Gamified education?
2. Does "teaching experience" affect EFL teachers' opinions about Digital Gamification?
3. Does Gender affect EFL teachers' opinions about Digital Gamification?
4. Does school type affect EFL teachers' opinions about Digital Gamification?

1.3 Assumptions and Limitations

1.3.1. Assumptions

Investigated studies' knowledge is true and surveyed studies are assumed enough for research's content. The teachers who participated in the study answered the questionnaire sincerely.

1.3.2. Limitations

This research is limited to EFL teachers' who work in private and public schools and analyzing EFL teachers' ideas about Digital Gamification with a survey.

1.4. Definitions

Game: Game is a kind of fun element with specific rules and a person can have a good time.

Gamification: “using game thinking, aesthetics, and game-based mechanics, to engage people, motivate action, promote learning, and solve problems.” Kapp (2012)

Gamification in Education: Gamification in Education can be defined that with using technology's opportunities, the classroom can be more entertaining and active learning supply. (Özer, 2016)

Game-based learning: the borrowing of certain gaming principles and applying them to real-life settings to engage users (Trybus, 2015).

Digital Gamification: Digital gamification is a kind of method which uses digital platforms for engaging learners.

Digital game-based learning: Kaltman thinks that digital game-based learning is a kind of educational method that includes educational content into video games with the aim of engaging learners (Kaltman, 2019).

2. LITERATURE REVIEW

2.1. English Teaching to Young Learners

It is known that learning is an active process and learning begins at an early age. Learning is one of the most important parts of children's both social and cognitive development. Children need motivation, play, discovery, and opportunities to talk things through with others. Nevertheless, when young learners are motivated, they are happy to try new things and to experiment with opinions and thoughts in conversations with both adults and teachers. Exploring is one of the most important factors that affects young learners' learning process. Therefore, exploring can refer to things in concrete terms such as playing with sand and water or building with toy bricks or in abstract terms in conversations with others. Frequently, the two happen together, for instance, young learners and adults can play together and with water and sand and speak about what they are doing (Nunan, 2011).

Cognitive development has crucial importance for children's development. In addition to this, Jean Piaget developed his ideas about cognitive development. Piaget defined four majors cognitive development stages such as sensorimotor, preoperational, concrete operational, and formal operational. These stages are explained in table 1.

Sensorimotorstage (Birth to 2 years)

- The young child learns to interact with the environment by manipulating objects around him

Pre-operational stage (2-7 years)

- The child's thinking is largely reliant on perception but he or she gradually becomes more and more capable of logical thinking. Overall, this stage is characterized by egocentrism (a kind of self-centeredness) and a lack of logical thinking.

Concrete operational stage (7-11 years)

- Year 7 is the "turning point" in cognitive development because children's thinking begins to resemble "logical" adult-like thinking. They develop the ability to apply logical reasoning in several areas of knowledge at the same time (such as math, science, or map reading) but this ability is restricted to the immediate context. This means that children at this stage can not yet generalize their understanding.

Formal operational stage (11 years and over)

- Children can think beyond the immediate context in more abstract terms. They can carry out logical operations such as deductive reasoning in a systematic way. They achieve "formal logic."

Table 1. Piagetian stages of development (Nunan, 2011)

According to Piagetian stages of development table 1, a child learns how to interact with objects around him in sensorimotor stage. In this stage, children learn some abilities such as sight, hearing, smell, test, grasp, and touch. From 2 to 7 years, children begin to learn logical thinking. Nevertheless, they are egocentric and logical thinking is weak. In pre-operational stage, children start to talk and symbolic play. In the concrete operational stage (7-11 years), children begin to adult-like thinking. Therefore, children learn logical knowledge such as science, math, or map reading however this ability is restricted. The Formal operational stage is the last stages of Piaget. Children begin to learn deductive thinking, critical thinking, and they learn formal logic.

The term "young learner" refers to a broad range of ages, from around 3 to 15. Young learners approach language holistically, which means they can understand messages but are

not yet able to evaluate language. But they like movement, fantasy, and imagination. (Nunan, 2011) One of the most significant talents that pupils have “curiosity”. Through curiosity young learners ask questions and they are eager to both exploring and learn new things. While teaching English to pupils, one of the most significant things are creating and encouraging an emotional atmosphere in the classroom; the teacher must be creative to create both a fun and interesting environment in the classroom. It is known that a cooperative rather than competitive environment works better with young learners (Scott & Ytraberg, 2001). At this age, young learners need systematic support from adults. He realized that every child was a unique learner and was interested in the potential of students to learn. Furthermore, he was interested to discover what individual children could achieve with the help and support of a knowledgeable partner. Therefore, Vygotsky found a concept “Zone of Proximal Development” (Nunan, 2011). This concept is a kind of scaffolding and guidance for young learners while learning.

In 1983, Howard Gardner developed the Multiple Intelligences Theory. According to Gardner’s framework, there are 8 types of multiple intelligences such as naturalist, intrapersonal, interpersonal, bodily-kinesthetic, musical, spatial, logico-mathematical, and linguistic. No matter whether the means of communication is written or spoken, linguistic intelligence may be defined as the ability to use language and words effectively. However, kids that possess linguistic intelligence are able to communicate in both spoken and written form, match synonyms, understand a reading material, and even create a paragraph. The ability to think and apply numbers correctly might be described as having logical-mathematical intelligence. Additionally, those who possess this intelligence are able to do mathematical operations, quickly organize and classify occurrences or things, order events in time, compute, and generalize. No matter whether the means of communication is written or spoken, linguistic intelligence may be defined as the ability to use language and words effectively. Gardner defined spatial intelligence as the ability to envision or create a picture that accurately captures the spatial reality. Gardner defines corporeal kinesthetic intelligence as the capacity to skillfully use one's body and body components to carry out a task or address an issue. Along with artisans, this intelligence is employed by sports, surgeons, and dancers.

Nonetheless, bodily kinesthetic intelligence has a crucial importance while teaching English to young learners. Students who have bodily kinesthetic intelligence can learn foreign languages effectively by games, miming out different actions, drama, role plays and other activities which require bodily movements. Gardner identified musical intelligence as sensitivity to rhythm and melody. Musical intelligence has an important effect on young learners while teaching English. Additionally, tongue twisters, music, melodies, or rhymes might be used to encourage kids who are musically intelligent. Gardner claims that interpersonal intelligence may be measured by one's capacity to comprehend and relate to the feelings of others. Understanding others' goals and motives is another aspect of this sort of intelligence. Because of this, students that possess this kind of intelligence excel in character analysis, retelling tales from diverse perspectives, and comparing and contrasting different viewpoints. Understanding oneself, your desires, objectives, motives, and feelings is a sign of having intrapersonal intelligence (Spirovska, 2013).

It is known that techniques are one of the most important parts while teaching English to pupils. It is without doubt that young learners may not learn a second language with traditional methods. They need both creativity and fun while learning a second language. Nonetheless, the use of games, rhymes, and songs effects positively while English teaching for young learners. One of the most crucial components for young learners is music. Children are more likely to mimic and retain language when it is "sung" to them than when it is just "said," since music may be a source of incentive, interest, and enjoyment. Additionally, a song or chant may be used to teach kids the language's sounds and rhythm as well as to reinforce its grammar and vocabulary. Rhymes are another important factor while teaching English to young learners. Young learners can remember rhymes easily and they consider that rhymes are fun. For instance, action rhymes with rhythm and movement, such "Head, shoulders, knees and toes," provide enjoyable vocabulary drills for body parts. Furthermore, this kind of rhyme also includes many sounds, mimics words, and repetition. Games have crucial importance for young learners. The most successful classroom tools for teaching English are games that use the language to enhance learning. Nevertheless, games are useful

because game-making learning fun, children are eager to participate, pay more attention (Ara, 2009).

There exist many easiness and difficulties while teaching English to young pupils. Young learners are curious, eager to learn and discover. When teachers use creative activities such as games, songs, rhymes, young learners can be learnt a second language easily. However, there are some challenges while teaching English to young learners. Young learners have a short attention span, so teachers must be more active in the classrooms. Therefore, it is also difficult to motivate young learners to learn a new language. They can get bored easily.

2.2. Game & Gamification

Games inevitably have an importance during our lives. Especially, it also has importance for our education life. Games are one of the most significant factors for children.

It is known that a child can express himself with a game. Game, both dream and reality, a the game can reflect a child's inner world with a mirror. Therefore, playing a game is a kind of need as if eating or drinking (Obut, 2005). Arslan (2017) defined that game child's area of freedom; it makes out abilities, enhance; furthermore, it provides new skills and features. While games have crucial importance for us, in the second half of 2010, the digital the media industry has emerged a new term which is "Gamification" however this term dates back before that time, which was in 2008, however, it was not known and not common that other terms were known instead of gamification, such as "game layer, behavioral games, or applied gaming" Sebastian, Dan, Rilla & Lennart (2011) Therefore, the term gamification later became more common and more popular which is used in big companies. The issue with the term "Gamification" which is misused and misunderstood and not explained clearly in the game industry and game studies that it led to terms that arguably relate to gamification (Deterding et al., 2011b). Also, this delay, misused and misunderstood has affected gamification development negatively. Various definitions are confessed for Gamification.

"Using game-based mechanics, aesthetics and game thinking to engage people, encourage action, promote learning and solve issues" is how gamification is characterized. (Kapp, 2012). As a result, gamification proponents concentrate on game mechanics, which are the foundation of games. The major goal is to use these principles to encourage and reward behaviors that enhance learning and promote positive social interactions rather than designing a full-fledged game (Kapp, 2012). Furthermore, Kapp expresses that gamification has crucial effects on social interactions and encourages students for the lesson. Games can be used for learning by doing (Koçyiğit et al., 2007). According to Werbach and Hunter, games can support a variety of interests and abilities by fostering problem-solving, attracting both novices and experts, breaking down difficult tasks into manageable pieces, encouraging collaboration, rewarding creative thinking, enhancing the experience, and lowering the fear of failure (Werbach & Hunter, 2012).

During lectures, teachers assume that their students are engaged, competing, working together to solve issues, and wanting to learn more. These actions can be produced when playing games (Prensky, 2003). Therefore, Lee & Hammer indicate that games have three crucial features: (1) Cognitive skills can be fostered by games as they present situations from real-life. (2) They can emerge from various emotional states. (3) Games present various roles to players to act. Through games, students can develop different skills such as cognitive skills and problem-solving skills. Students can enhance self-confidence through games (Lee & Hammer, 2011).

Bunchball (2010) asserts that game mechanisms encourage behavior dynamics and fulfill criteria. Game aspects are employed to entertain users, provide them the freedom to choose their own actions, give them a role to play, and involve them in an unrelated non-game activity. Gamification employs features for various aims in routine acts such as buying goods, writing comments, watching videos, or reading articles. Therefore, many people use

gamified apps including patients, employees, or pupils. It gives consumers a sense of accomplishment, coolness, or popularity in real life. This aspect of gamification imparts secret membership and gives purpose to everyday tasks. Good gamification tools should, however, integrate both game components and the spirit of the game design in order to boost engagement.

Gamification increases motivation. Marczewski, Silic& Lowry (2020) indicate that gamification affects motivation positively. Therefore, Marczewski claimed that gamification is a kind of game metaphor and elements, in addition to opinions in a setting other than a game to increase commitment and drive and to affect user behavior (Marczewski, 2013). Silic& Lowry (2020) defines gamification as the application of game-like IT designing system and artifacts processes to boost user incentives and promote certain behavioral changes for practical purposes.

Çeker&Özdamlı (2017) claimed that the following are some of the main justifications for employing gamification in education:

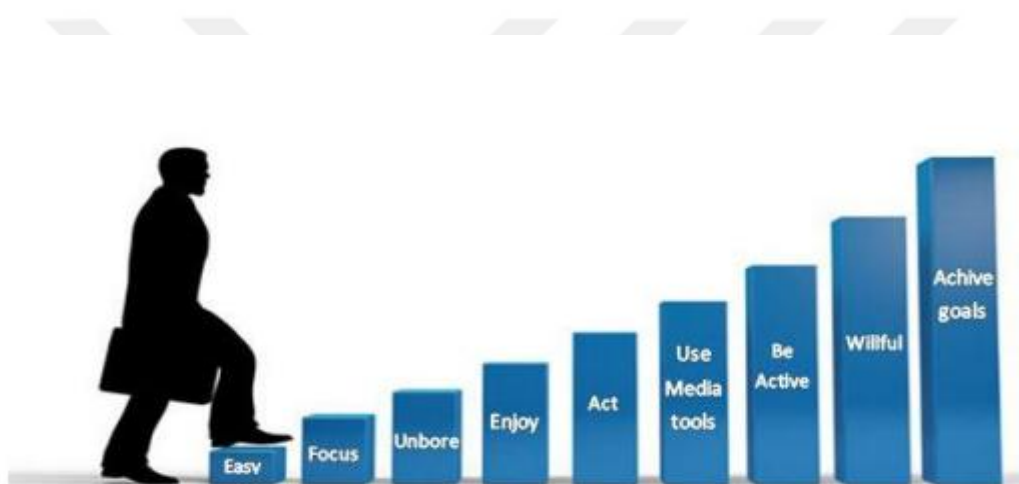
- Take on tedious activities to much more controllable amusing ones
- Transfer tough job processes to more amusing tasks
- Assist them in easier concentration,
- Enhance involvement,
- Supply contentment and ambition in business (Uses and Gratifications Theory)
- Help individuals enhance the use of media tools for some goals' success.
- Encourage students to take greater initiative and actively participate,
- Assist people in becoming more aware and adept at using media technologies to meet their requirements.

The ladder animates these affecting factors in the learning process. Gamification instruments used to complete some specific tasks and objectives successfully. According to

figure 1, Gamification helps to achieve some goals step by step. It supplies easy steps such as easy, focus, unbored, and enjoy. Nonetheless, Gamification enhances using media tools skills and being active. It also provides to be willful while learning a foreign language. The last step is to achieve goals. Figure 1 shows that Gamification develops learners' language learning abilities with enjoy, being active, and using media tools.

Figure 1

Gamification ladder



2.2.1. Some gamification examples for language learning

Gamification has some great examples for language learning. These examples are multiplayer classroom, Duolingo, class dojo, busuu, Kahoot, Microsoft ribbon hero, Yousician, Edmodo, and Socrative. They include different kinds of characteristics while learning English.

Multiplayer classroom is a kind of Gamification example that supports team-based learning, a group working, and it encourages learners to be successful because learners aren't punished for being failure however when they are successful, they are rewarded. Duolingo is another example of Gamification. Learners can decide which language they want to learn, and

they can determine goals. Nonetheless, when learners complete levels, they can win rewards and success. Through the Duolingo app, learners can enhance their speaking, writing, and reading skills. ClassDojo is a kind of Gamification example that supports classroom management, and it connects teachers and students. Each student has their avatar and it motivates them to participate in the lesson. Busuu enhances reading, writing, listening, and speaking skills. Nevertheless, it provides practice with native speakers. Kahoot supplies easiness for teachers. Teachers can prepare quizzes, discussions, and surveys. Students can use their mobile devices to answer the quizzes, discussions, and surveys.

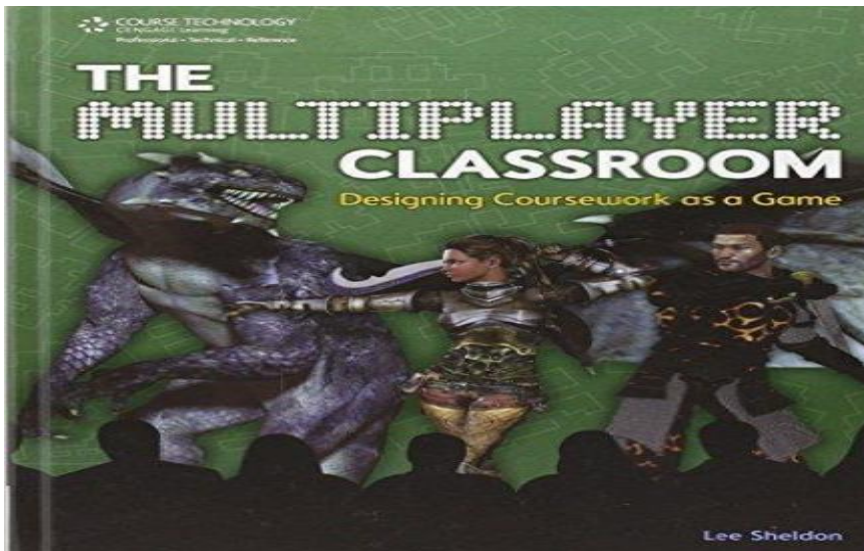
Microsoft Ribbon hero and Yousician are other examples of Gamification. Learners can complete assignments and they get immediate feedback. Yousician can be used teach playing musical instruments. Edmodo and Socrative are some of the most useful gamification examples for L2 learning. Edmodo is a useful gamification tool because learners can post, submit assignments. Nonetheless, they can develop spelling and grammar. Socrative helps develop learners' visual skills.

1. The Multiplayer Classroom (Lee Sheldon)

Without the requirement for a video game platform, professional game author Sheldon (2012) and Star Trek scriptwriter put out his undergraduate course as a multiplayer game. Lee incorporated gaming ideas from the most captivating games into his team-based learning course. Additionally, students took classes in what are known as "guilds." Students earned experience points (XPs) for attending classes and doing assignments. Depending on the XP for each student, grades were given. His approach allowed students to earn points, rewarding accomplishment rather than punishing failure. (Sel,2017).

Figure 2

The Multiplayer Classroom



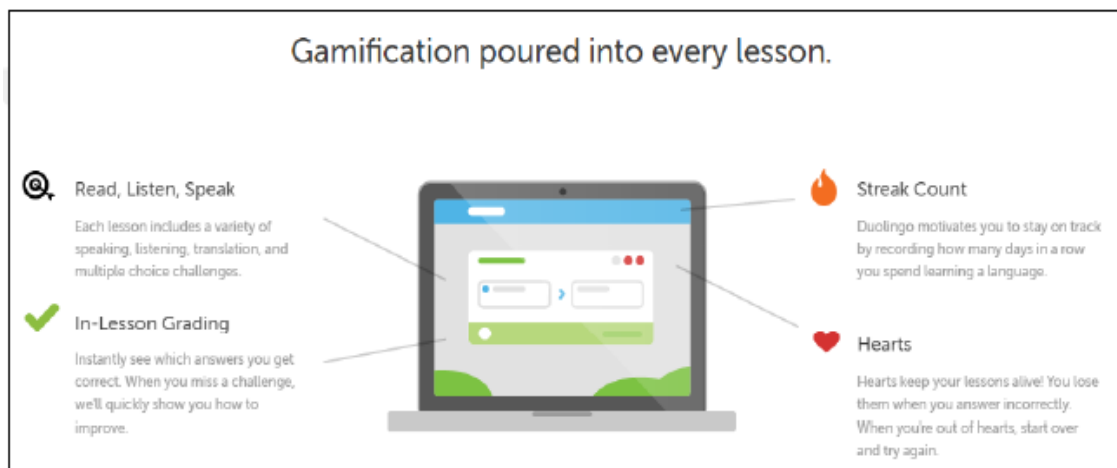
2. Duolingo

Duolingo is a good example that gives both teaching and gamification design right.

It is one of the most popular learning platforms. Furthermore, Versions of mobile applications for the iOS and Android mobile operating systems may be obtained from the App Store and Google Play, respectively. (Sel,2017). Duolingo is a kind of language learning platform which supplies many foreign languages. Initially, learners decide which language they prefer to learn. Then learners determine goals for themselves. Therefore, when they complete limits, learners win rewards and success. Learners can develop some basic language learning skills including writing, speaking, in addition to reading.

Figure 3

Duolingo

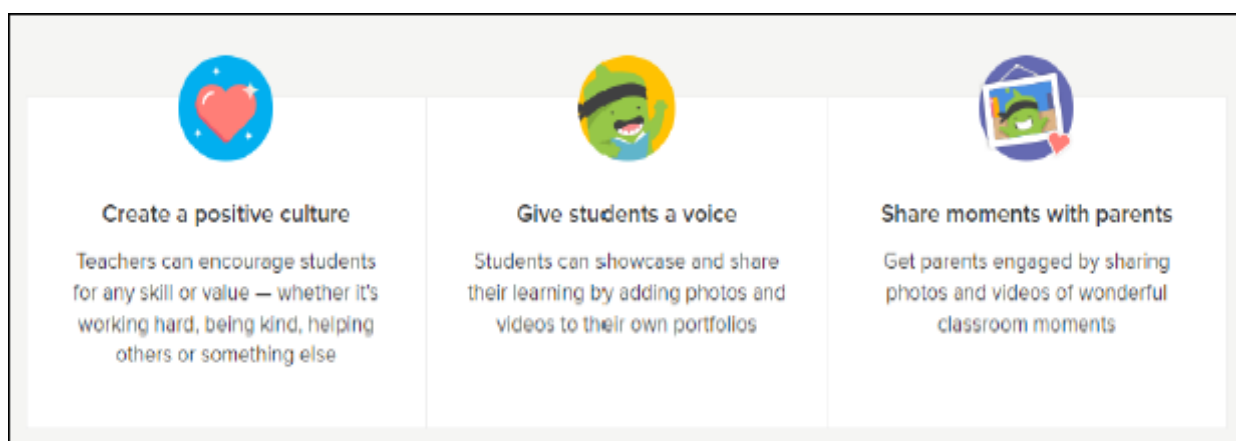


3. ClassDojo

A type of classroom management application called ClassDojo links instructors with pupils and parents to create amazing classroom communities. This application makes it simple and quick for instructors to improve in their classrooms. Each student is given the opportunity to build an avatar that will be shown within the program. Through ClassDojo, teachers may provide quick feedback, assign points for students' actions, and send an alert to the student's computer or mobile device. The ability to receive rapid feedback always inspires kids. (Sel,2017). Through ClassDojo, teachers can manage the classroom easily and students will be more willing to join the lessons.

Figure 4

Classdojo



4. Busuu

Busuu is a kind of application which supplies 12 different language courses on both mobile devices and the web. A standard version of the application's subscription is free. The application covers some language competencies including speaking, listening, writing, and reading. The levels of application vary from beginner to upper-intermediate. Therefore, it also supplies practice with native speakers. The options are given to the users to choose lessons or proceed sequentially (Karatekin, 2017). Through busuu application, learners can develop language skills and they can benefit from this application's opportunities.

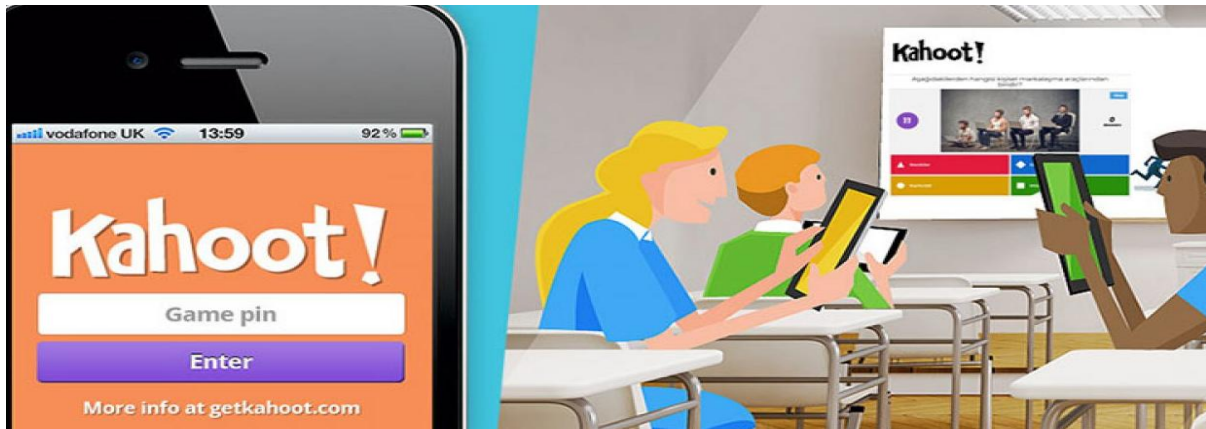
5. Kahoot

Kahoot is a kind of educational game website that allows a teacher to constitute quizzes, discussions, and surveys. The teacher can add images, videos and diagrams to questions to amplify engagement. Furthermore, students can be tested in an individual way or in a group setting like a classroom. The questions for the activity must be prepared before applying to the classroom and when questions are ready, while the questions and options are displayed on a shared screen, players use their mobile devices to respond. The top three students who get the most points can be shown on a podium at the end of the activity. Furthermore, Knowing the true response isn't enough on the podium, students have to race against time. The results can be shared by students on social media. It can be said that podiums, points, and racing each other can be considered as gamification mechanics (Karatekin, 2017). Wang, Zhu & Saetre (2016) expressed that Kahoot! is a new breed of student response systems that emphasizes gamification to motivate and engage pupils. This tool improves learning motivation and engagement and may be used to gauge how well pupils have understood a course. Gamification also fosters learners' metacognitive abilities, empathy, and collaboration ability. Therefore, learning resources like Kahoot! can keep

students engaged in activities that they otherwise wouldn't. Through the Kahoot app, students' motivation increases, and they are more eager to learn a new language.

Figure 5

Kahoot



6. Microsoft Ribbon Hero

Ribbon Hero aims to educate Microsoft Office Suite's users with fun and games. If learners in Ribbon Hero complete their assignments, they win scores (Akbuğa, 2018). Microsoft composes suitable and short assignments, and it supplies immediate feedback to users. With this, users are encouraged to learn (Sel,2017).

Figure 6

Microsoft Ribbon Hero

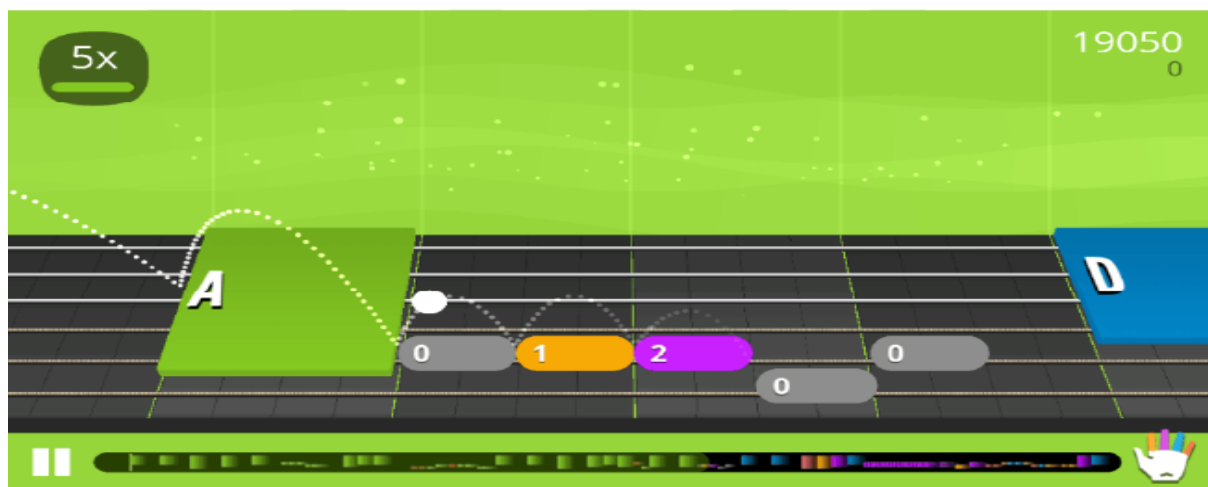


7. Yousician

Yousician is a kind of application which aims to teach playing musical instruments. Users can find guitar, bass guitar, piano in Yousician. This application can be used from the website or mobile application. (Akbuğa, 2018)

Figure 7

The Screenshot of Yousician



8. Edmodo

For all academic levels, Edmodo may be utilized as a classroom supplement. It resembles Facebook a lot. Students may track their progress, provide comments on postings, and submit homework. Additionally, teachers may create quizzes, open discussion boards, polls, and assignments. Edmodo is a fantastic tool for L2 education since it encourages collaboration and collaborative learning, and parents may even sign up for an account to get instructor feedback. Students can work on their grammar and spelling. Any Web browser, an iPad, iPhone, iPod Touch, an Android device, or a Windows phone may use Edmodo.

9. Socrative

Socrative is a fantastic tool for the L2 classroom since it allows pupils to answer questions while oblivious to tension and worry. It has gamification tactics including live results, quick feedback, and simple data analysis, and it lets users upload photos into the question items.

Fuentes Flores (2015)

2.2.2 Elements of digital games

There are some elements which constitute gamification. These elements are “game dynamics, game mechanics, game components and player characters.”

Gamification dynamics almost exist in all types of games and gamification dynamics constitute gamification design. Gamification dynamics provide easiness for gamification design. These dynamics show feelings, adapt the game, development of player, and interaction between players.

Constraints: They exist in all games and define player freedom.

Emotions: A game can contain different feelings such as happiness and sadness. Fun is important in a game and at the end of winning emotions are emotional reinforcers for continuing the game.

Narrations: Narrations are a kind of structure that adapts the game. Narrations can resemble a scenario or it can be a latent structure.

Progression: It shows development to the player.

Relationships: Relationships express players' interaction with other players. This interaction can become between friends, teammates, or opponents (Bozkurt & Genç Kumtepe, 2014).

Although the word "game mechanics" is frequently used in the context of game design, there is no agreed-upon definition (Lundgren & Bjork, 2003; Sicart, 2008). Rules and mechanics are clearly distinguished by Avedon (1971), who defines mechanics as a process for action and rules as guiding the activity and the consequences.

Points, progress bars, leaderboards, badges, level/stages, rewards and achievements, storylines or narratives and feedback are one of the most important game mechanics.

1. **Points** enable players to know how far they have come in a gamification by providing quick feedback (Sel, 2017).
2. **Levels and Stages** provide players a sense of progress in the game and can be used as a reward for finishing a job or assignment.
3. When pursuing a goal, **badges** are acknowledged as a sign of praise or task completion. Badges encourage students to apply for future learning activities and drive them to strive toward future goals. 2014's (Nah et al.)
4. In gamified applications, **leaderboards** are used to display the users with the highest number of awards or points. Leaderboards must be utilized with extreme caution, otherwise, gamers risk losing interest. For instance, a new player can stop playing the game if they launch your gamified application and realize that their starting point is 10 points and they are at the bottom while the top player has 1000 points. (Sel, 2017)

5. Rewards & Achievements

Rewards are endearing items because they demonstrate that you worked hard and earned them. Measurement Players are given achievements if they can perform a job to a specific level. Players who successfully finish a task—regardless of how well they did it—are awarded completion achievements. (Sel,2017)

6. Progress Bars: are a type of graphical depiction of academic success. Badges indicate success toward a level or goal, whereas progress bars measure and display the overall objective advancement.

7. Using **narratives or storylines** can help students attain the optimal learning curve, in which motivation and interest are highest at the start and conclusion of the learning process. When utilized properly, they both provide the context for learning and problem-solving, as well as aiding in the representation of the relevance of concepts to everyday life. (Nah et. al 2014).

7. Feedback determines the standards for gameplay and performance According to Nah et al.,(2014) clear, and immediate feedback is crucial for obtaining the flow state, which is a state of total immersion and involvement in an activity. Game Components are one of the most important parts for Gamification. There are main components of the games in the following.

1. **Achievement:** The goals which are determined beforehand.
2. **Avatars:** The player's virtual character.
3. **Badges:** When the player reaches aim, badges represent success with visual factors.
4. **Boss Fight:** Level's most difficult aim.
5. **Collections:** Badges or objects in the game are collected in collections.
6. **Combat:** Generally combat is a short fight, a clash.
7. **Content Unlocking:** When the player reaches aim; the part is open to access.
8. **Gifting:** Resource sharing with other players.
9. **Leaderboards:** According to players' scores, they are on the list. (Bozkurt &Genç

Kumtepe, 2014)

10. Levels: Player's progression in the game.

11. Points: Player's progression numeric equivalent.

12. Social Graphs: The graphics that supply social interactions between players.

13. Team: It is a definition of players who work together for a common aim.

14. Virtual Goods: They have obvious meanings, worth, and function in the game.

(Kunduracioğlu, 2018)

One of the earliest academics, Richard Bartle, studied the ethnography of online gamers in the first MUD (Multi-User Dungeon) in 1978. Bartle asserts that there are four distinct player kinds, as indicated in Figure 8 (Sel,2017).

Figure 8

Richard Bartle's player types (1996)

Killers Defined by: A focus on winning, rank, and direct peer-to-peer competition. Engaged by: Leaderboards, Ranks	Achievers Defined by: A focus on attaining status and achieving preset goals quickly and / or completely. Engaged by: Achievements
Explanations of Richard Bartle's player types	
Socialites Defined by: A focus on socializing and a drive to develop a network of friends and contacts. Engaged by: Newsfeeds, friends lists, chat	Explores Defined by: A focus on exploring and a drive to discover the unknown. Engaged by: Obfuscated Achievements

Richard Bartle's player types explain that players have some characteristics such as killers, achievers, socialites and explores. These player types have different features from each other.

Achievers concentrate on getting the best results, not showing off to other players.

These players make up 10% of the total.

Explorers concentrate on playing games to locate everything. Explorers spend a lot of time unlocking new levels, yet they might repeat the same activities over. 10% of players fall within this category.

Among all user kinds, **socializers** are the most prevalent. Socializers love playing games for enjoyment and social interaction rather than focusing on completing all objectives or learning everything in a game. The majority of players—up to 80%—fit this description.

Killers prefer seeing others lose and want to win the game. Killers are like achievers and less than 1% of players is of this type (Sel, 2017).

2.3. Theories behind Gamification

It is known that Gamification has crucial importance for learning and teaching. Nevertheless, Gamification includes some important learning and teaching theories including social learning theory, cognitive apprenticeship, episodic memory, scaffolding, and distributed practice. Distributed practice supplies multiple learning, it helps to increase remembering and permanence for learning. Scaffolding is another learning and teaching theory in Gamification. Scaffolding is a kind of theory that supports learners while playing a game. Teachers can remind rules or learners' peers can help. Episodic memory keeps in mind some important information such as dates and experiences about events. When an individual has a problem while playing a game, the individual needs to call knowledge from long-term memory and to take suitable decisions, the learner needs episodic memory.

Cognitive apprenticeship is another Gamification learning and teaching theory. This theory aims to supply real problems to learners, and they live their experiences. Cognitive apprenticeship focuses on cognitive skills and processes. Social learning theory is also Gamification learning and teaching theory. Learners observe others' behaviors and according to others' behaviors, learners shape their behaviors. Nonetheless, avatars can be used for social learning. (Meşe, 2016)

2.4. Gamification in Education

Rula, Fatma & Mazin (2016) define that gamification is a kind of basic way as it is the utilization of game mechanics, game thinking, and game design elements to develop non-game contexts. According to Gabriela, Nadezhda & Lina (2014), The application of game mechanics and aspects in a learning setting is known as gamification. Therefore, Caponetto Ilaria, Jeffrey & Michela (2014) define that when it comes to learning process design, gamification refers to the use of game design features and gaming experiences. It has been adopted to encourage learning in a variety of contexts and subject areas and to highlight related attitudes, activities, and behaviors, including integration of exploratory learning methods, easier and more efficient assessment methods, assignment completion, self-guided study, collaboration, participating approaches, consolidation of student creativity and retention, and more. Through using Gamification in education, learners can learn a new language in a creative way. Jihan, Robert & Robert (2018) define Gamification is the use of game design features in a formal setting for higher education with the goal of assisting students in meeting course-specific learning objectives.

Gamification may be used to guarantee that desired behaviors are encouraged in the classroom and that they help students achieve successful learning outcomes. Gamification also provides a number of social, emotional, and cognitive advantages. It also makes language

learning easier (Lee & Hammer, 2011). It can be said that gamification develops students' social interaction, self-confidence, empathy. Students have the chance to develop their critical thinking abilities since they may practice them for a number of hours in game-based settings (Gee, 2003).

2.4.1. Game-based learning

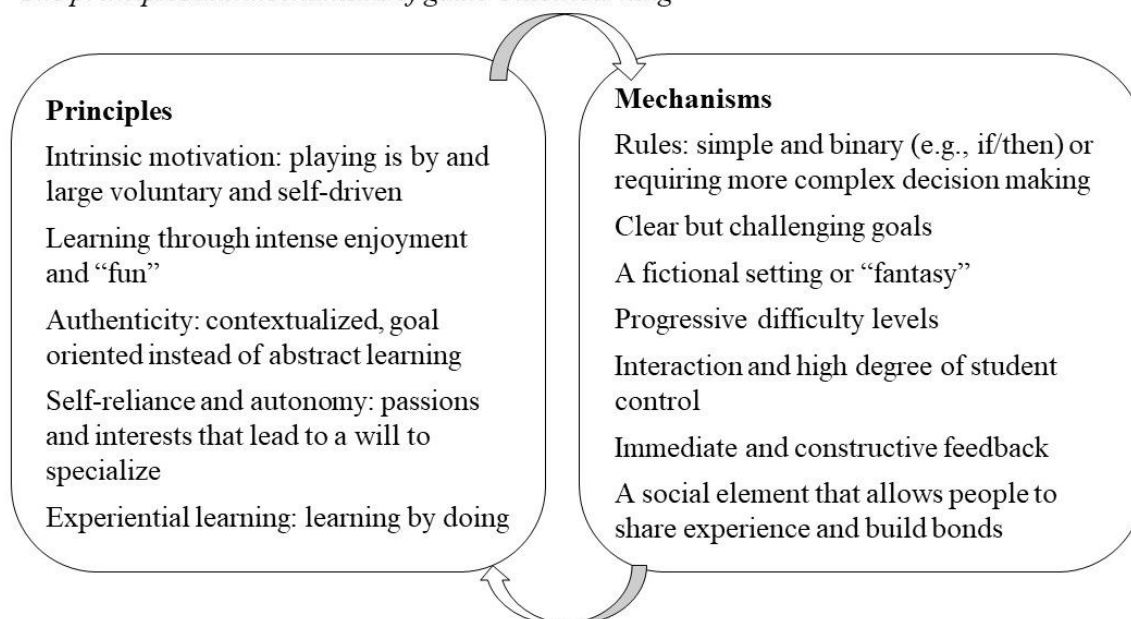
Game-based learning is an approach of the adoption of precise gaming concepts and their application in real-life circumstances in order to engage people. (Trybus 2015).

Pho & Dinscore (2015) claim that game-based learning enables students to interact with instructional content in an entertaining and active way. Additionally, game-based learning involves organizing learning activities that may gradually introduce concepts and direct users toward a goal, not merely creating games for students to enjoy. In the classroom, game-based learning offers a customizable setting. Pupils learn a new language in playful and dynamic materials.

According to Carlo, Gill, Helen & Emily (2013) "Game-based learning" obviously is used for the usage of video games to assist learning and teaching. Even though it is a slightly established notion, it is difficult to identify completely. We have derived a definition by identifying the fundamental ideas and workings. which Figure 9 shows. According to figure 9, game-based learning has some principles and mechanisms. Game-based learning principles include some items such as learning with fun, learning by doing, intrinsic motivation. Nonetheless, Game-based learning mechanisms have some crucial parts such as challenging goals, fantasy, being progressive on difficult levels, immediate feedback. Game-based learning principles and mechanisms are integrated with each other.

Figure 9

The principles and mechanisms of game-based learning



GBL (game-based learning) is a great tool for promoting innovative teaching techniques. As evidenced by the literature, games offer possibilities for true learning by allowing players to freely explore their surroundings in a risk-free context and by providing difficult experiences that foster intrinsic enjoyment. (Frossard, Barajas & Trifonova, 2012). Through the GBL method, students can use their creativity, discover new things while learning a new language. Additionally, it incorporates knowledge and instructional technologies. The GBL is being used increasingly frequently as e-learning gains popularity. In game-based learning (GBL), the course material is integrated into the game to provide a virtual learning environment. Repeated self-learning, ongoing engagement, and feedback can boost learning interest and motivation. So, GBL may successfully accomplish the learning objective (Ching & Chung, 2012). Additionally, it provides genuine activities and an environment that simultaneously tests and promotes the learner's critical thinking abilities and encourages the exploration of alternate viewpoints or strategies without putting the player at undue danger. (DeKanter, 2005). It can be said that the GBL method provides a comfortable classroom environment, critical thinking for students and increased motivation. Additionally, they help students engage actively in activities and develop emotional responses like curiosity, motivation, and readiness to participate. In addition, games frequently emphasize the communicative and functional features of language (Gomleksiz, 2005; Oztürk-Yurtsever, 2016). They actively

encourage individualism and competitiveness in learning and have beneficial benefits on participation.

2.4.2. Serious Games & Simulations

Serious games are designed for serving a significant purpose beyond fun (Deterding et al., 2011; Peng et al., 2010; Kapp, 2014). "Serious games" provides the following definition of the term: It is possible to play in a serious or informal manner. We are concerned with serious videogames in the sense that they are not initially intended to be played for enjoyment but rather have a specific and well-considered instructional function. This is not to say that serious games can't be or shouldn't be fun (Abt, 1987, cited in Michael & Chen, 2016:21).

According to Nazrina& Daniela (2017), Since serious games are made with education in mind, they vary from fun games. Serious games are described as entertaining resources with an educational goal, where players develop their knowledge and hone their skills by conquering multiple challenges while playing. Furthermore, Angel A., Birgit, Thanasis & Sebastian (2017) claims that performances of players are evaluated during the gaming process. When players overcome an obstacle, they attain some rewards such as power, advancement, and scores.

It is possible to include educational games into gameplay such that players would learn while playing inadvertently. Thus, serious games encourage because they are supported with rewards.

Francesco, Bill, Kiju, Pablo & Ricardo (2013) indicates that a serious game serves a variety of functions, including being enjoyable, amusing, and instructional. Similar commercial games, a serious game is created with a wide target audience in mind and has important educational objectives as well. Therefore, considerations for pleasure and enjoyment as well as instructional value must be considered while evaluating a serious game. Because learning is

the main objective of serious games, the evaluation provides special obstacles in addition to encouraging enjoyment and participation. Serious games are interested in both fun factors and learning.

David Rejecksk and Ben Sawyer launched the first serious game apps in 2002. Games have been created for a variety of occupations, including the simulation, teaching, and military. Serious games were used to teach a great deal of people because they wanted to leverage the power of game features rather than tedious duties. For instance, Impact Games' "Peace Maker" game, a type of turn-based strategy game that mimics the Israeli-Palestinian conflict, was used to train more than a thousand soldiers. It demonstrated to the warriors how one person's choices and actions may affect everyone else (Sel, 2017).

Simulations are another implementation in education. Simulation is used as a means of something is suchlike or fake. For these implementations, it can be said that a reflection of reality. Through these implementations, the reality is generated again, and they are mostly used for education. There are some games such as (SimCity) which clamp game players. However, simulation is not a game itself. Simulation is a kind of design that is used in games. Therefore, Simulation generally is shown as a game zone. But even simulations include some game mechanics, they are not games (Bical, 2016).

There are several simulation models that may be applied in educational settings. Both quantitative and qualitative models can be used to describe them. In quantitative models, the interactions between the entities are specified by mathematical relations, and the entities are represented by numerical values. They provide numerical data that indicates their development and behavior to consumers or their authors (Fritzson, 2004). Another kind of model that we might employ is a qualitative one.

According to Neumann & Bredeweg (2004), With only the most important aspects of their structure and behavior and minimal more information, sophisticated and dynamic systems may be modeled qualitatively. As a result, even without all the data required for a quantitative representation, a system can be represented. This representation has the ability to mimic the key features of the system in question while disregarding a substantial body of knowledge that is unrelated to how it will be used. Lunce (2006) outlines four basic classifications for simulation programs: procedural, situational, iterative, and physical simulations.

- Physical simulations are used to illustrate a certain occurrence and let students control some of the variables that are simulated. In this kind of simulation, the system is already represented, and the student merely has the option of changing the variables and verifying the impact of these changes on the behavior of the system.
- Students have the opportunity to test, depict hypotheses, and verify the outcomes in iterative simulations, which helps them learn about the phenomena being simulated.
- Situational simulations provide students the opportunity to interact with diverse settings or conditions while taking on a certain role and learn more about the system being simulated.
- Procedural simulations make it possible to learn how to use the apparatus.

2.5 Digital Gamification in Education

Gamified experiences reflect modern popular culture and thus hold a potentially important place in the field of education. Therefore, modern popular culture has an extensive effect on youth, more now than ever before (Gee, 2008a; Gee, 2008b). According to Kingsley & Grabner-Hagen (2018), video games are played by ninety-seven percent of U.S. high school students, American youth spend 10,000 hours in average in playing video games in his or her teen years. Nowadays, it is known that students are interested in video games and digital

things. Furthermore, video games and digital platforms have a crucial effect on students' language learning success. Youth can develop into successful multi-taskers with the ability to perform in fast-paced through accessing technology and stimulating environments (Mitchell & Savill-Smith, 2004; Thompson, 2012). Halloluwa et al (2018), considers that educators may capitalize on the experience and strengths of technology-literate youth in positive ways through digital, gamified experiences.

2.5.1. Digital Game-Based Learning

Digital game-based learning is a type of instructional strategy that incorporates educational material into video games in an effort to keep students' attention (Kaltman, 2019). According to Wouters et al., in game-based learning, students follow certain guidelines to engage with the game while receiving feedback continuously for completing precise goals that are frequently incorporated into games as challenges (Wouters et al. 2013) They said that because GBL is positioned in a learning environment, it should assist students in gaining the essential information and achieving their targeted learning objective. (Klopfer et al. 2009; Ke 2016).

According to the concurrence between DGBL theorists, digital games can increase motivation and engagement (Scanlon et al. 2005), support active learning (Gee, 2005), provide immediate feedback (Shute & Ke, 2012), allow players to learn from mistakes (Juul, 2013), offer multiple paths to success (Devlin, 2011), encourage learning by discovery, and naturally support mastery learning. (VanEck, 2006). Digital game-based learning provides self-confidence for learners while learning a new language.

DGBL (Digital Game-based Learning) term has an additional restriction – that the games must be digital. In this sense, when pupils utilize games, DGBL understands what they are doing for achieving the learning outcomes. (Stancin, Hoic-Bozic&Skocic-Mihic, 2019)

Prensky (2003) considers using digital games in conjunction with education has been suggested as one of the most effective ways to increase learner engagement and make learning fun. Furthermore, it is known that digital games provide a funny classroom environment.

The link between digital games and education has received a lot of attention since they may have an impact on education (Yang, Jeng, & Chen 2011; Chiang et al, 2011). For instance, a study by Kirriemuir and McFarlane (2004) describes two major aspects that are prevalent to the development of educational games. These themes include the willingness to leverage the motivational value of games to make learning fun and the conviction that playing games while learning is a potent learning tool. There are various aspects of digital games that are beneficial for education (Prensky, 2001). Feedback, consequences, objectives, rules, and fun/fantasy, opposition/challenge/competition/conflict, interactivity, presentation and story are some categories into which these variables might be classified. Digital game-based education has been used by a variety of industries, including the health and wellness, governmental, marketing, military and education sectors. The games that target skill development are mostly used in military and corporate contexts, whereas those that target acquiring new material are utilized in teaching of mathematics, engineering, technology, and science, in addition to language learning programs (Wang & Han, 2021).

2.6. Gamification as a Motivation

Motivation has crucial importance for Gamification. There are a lot of definitions about Gamification. It can be comprehended from many definitions of motivation; it has a power to urge somebody to act for reaching a goal. When a person is motivated more, the higher is the effort he/she puts into action and the higher is the persistence. In this respect, Gardner & MacIntyre (1993) assert motivation components such as willingness to achieve a

the goal, effort dedicated in this direction, and contentment with the activities or tasks related to this goal. Gardner (2007) also propounds that a motivated person has some characteristics such as attentive, goal-oriented, tenacious, self- confident and stimulated. It can be seen from the descriptions: a motivated individual has both desires and expectancies. Dörnyei & Ushioda (2011: 4) summarize the concept of motivation as:

- the preference of a particular action,
- the effort put into it and
- the tenacity with it.

In other terms, motivation determines

- Why people choose to do something,
- how hard they will work to achieve their goals.
- how long they will be motivated to continue doing it, and

Both intrinsic or extrinsic motivation is possible. Extrinsic motivation has meaning for activity done for an external reason such as award, money, reputation and wealth or request. Legault, (2017) claims that extrinsic motivation is the term for conduct that is largely dependent upon the achievement of a goal that is independent of the activity itself. It is therefore of an instrumental nature.

On the other hand, Intrinsic Motivation (IM) is used for the engagement in behavior that is

naturally fulfilling or entertaining (Legault, 2017). Intrinsic motivation's need is when the activity is found exciting and funny. Therefore, activity should not be made for any extrinsic motivators and something else. One of the most significant things in intrinsic motivation is to do the activity without considering the results or benefits at the end of the activity (Yalçın, 2016). For instance, a pupil might have fun with playing outside- jumping, skipping, running- for no other reason than because it is entertainment and innately satisfying. Intrinsic motivation is one of the most common and most significant motivation types. When people

are healthy, they are moving, trying to satisfy curiosity, and playing games. In addition to them, people are always ready for learning and exploring. While they are doing this, they need extrinsic stimulus. People have intrinsic motivation innately. This natural motivation activates the person, and it has a significant part in a person's choice, cognitive, social, and physical development. By reason of person cares intrinsic benefits while enhancing knowledge and skills (Ryan & Deci, 2000b).

According to Hassan, Dias & Hamari (2019), the basic aim of gamification is to ensure a learner experience to its users, to provide participation of users, and to enhance motivation. They consider that gamification provides different experiences, and it increases motivation. When utilized as a motivational tool, gamification is among the most effective techniques. (Kim, 2015; Glover, 2013; Lee & Hammer, 2011). According to Joey & Jessica (2011) gamification can increase students' motivation while learning a foreign language.

Motivation has some theoretical concepts such as theory of Goal-setting, ARCS Model, Flow concept, and Theory of Self-Determination.

Self-Determination Theory (SDT) is dependent on human motivation, wellness, and psychology. This theory proposes that there are three different kinds of motivation: amotivation, controlled or autonomous extrinsic motivation, and intrinsic motivation (also known as autonomous motivation) (Ryan & Deci, 1999; Gagné & Deci, 2005). Absence of intrinsic or extrinsic motivation is referred to as amotivation (Dornyei & Ushioda, 2009).

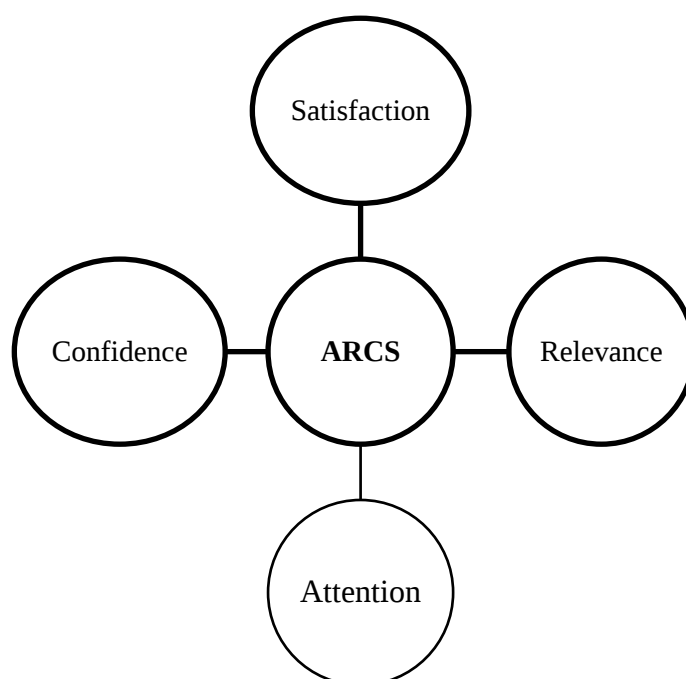
Csikszentmihalyi defines that people lose focus on outside influences and get fully immersed in any work when they are in a state of flow (Csikszentmihalyi, 2014). If an activity's difficulty level is appropriate for their abilities, people will enjoy it. People experience anxiety when an activity is too difficult, and boredom and disinterest when an activity is too easy (Csikszentmihalyi, 2004). It can be understood that flow is one of the most

important factors for activity. Therefore, easiness and difficulty determine people's point of view about the activity.

According to Keller (1984), the ARCS model aims to make students' motivation last during all periods of teaching. A lot of teachers consider that motivation is something that can't be supplied outside; instead of, it is something only can be controlled by students. In contrast, Keller indicates that there are a few strategies for boosting or sustaining pupils' motivation. (Keller, 1984; 1987). Keller (1987) comes up with 4 subjects to raise or maintain students' motivation. The educational process ought to cover these four topics: Satisfaction, Confidence, Relevance, and Attention. It can be understood from Keller's model, students' motivation is both important and it determines students' level of success.

Figure 10

Keller's ARCS model



According to Locke & Latham (1990), the goal-setting theory assumes that all creatures are goal-oriented, and their actions are shaped by their goals. People need to have goals for being successful and act in accordance with their goals as goals of a person determine how successful he/she can be.

In goal-setting theory, there are 4 important factors as Locke & Latham (2006) addresses that “feedback is the key moderators of goal-setting, which people need so as to track their progress; dependence to the goal, which is developed by self-sufficiency and the goal is viewed important; task complexity, in relation to that task information is harder to acquire on complex tasks; and situative constraints” (p. 265). In brief, according to Locke & Latham, there are 5 goal-setting principles such as clarity, challenge, commitment, feedback, and task complexity. Inevitably, goal-setting theory determines goals and motivates people for a goal.

2.7. Gamification in English Language Learning

Gamification has always been at the center of most discussions in second language acquisition. The goal of incorporating gamification into education is to give students access to more engaging and successful learning opportunities. The L2 learner is drawn to have this experience because of this aspect. This is depending on the notion that L2 teaching has long been a part of technological progress. The learners need to be motivated to alter or activate a particular activity. With the help of gamification, L2 learners can expand their language learning experience while also acquiring the knowledge and skills necessary to complete any tasks or challenges that the class, unit, or topic throws their way. It can be said that Gamification has supplied innovation for L2 education and it has increased interaction between students. (Fogg, 2002). Additionally, Gamification suggests the learners a chance to engage in conversation as suggested in a multiplayer game.

Gamification is one of the newest trends that gain popularity in foreign language courses as a motivator. According to Buckley & Doyle (2016), research indicates that learner motivation in education can be improved by gamification.

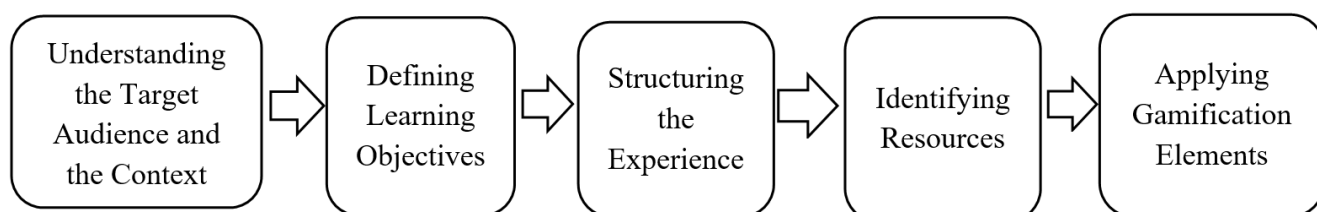
It can be comprehended that students' motivation can be increased with gamification.

Educational Gamification five-step model includes some steps such as understanding the target audience and the context, defining learning objectives, structuring the experience identifying resources and applying gamification elements. These steps help the teaching and the learning process, a series of steps need to be followed. Nevertheless, they guide the instructor to plan accordingly the Gamification aspect. Figueroa Flores (2015)

In the paper "Using Gamification to Enhance Second Language Learning" by Jorge Francisco Figueroa Flores (2015), a 5-step methodology for implementing gamification in education is described and is based on Huang & Soman's (2013) work. These are the patterns:

Figure 11

Educational Gamification Five Step Model (Huan & Soman, 2013)



1. To be aware of the target audience for the gamification program and the environment in which it will be used. By doing this, the instructor will be able to pinpoint the issues that hinder the students from achieving their goals. The

aspects of gamification that can be utilized to construct the programme and the materials will be available for selection.

2. Learning objectives that are clearly stated are essential to a program's success. Objectives must be general, specific, and behavioral.
3. When the experiences is organized, the program is divided into separate sections and its main points are established. This enables the assessment of the knowledge and learning that students must demonstrate at the conclusion of each stage.
4. In light of the program's various stages, the gamification features that we wish to use are identified. This requires taking into account the monitoring system, the unit of measurement used for the assessment, the degrees, standards, and the feedback.
5. Adding the gamification components that the instructor determines are more appropriate in each situation (Garcia, 2017).

2.7.1. Digital Game-Based Language Learning (DGBLL)

Because they gain the desired knowledge in a compelling and participatory way, learners can benefit from the experience of game playing during learning. (Z. Xu et al., 2019). DGBLL enables to the language learning process by (Klimova&Kacet, 2017):

1. Ensuring that the target language is exposed both visually and audibly
2. Emphasis is placed on specific language proficiency (e.g., grammar and vocabulary)
3. Encouraging participation and interest in language practice and learning

DGBLL develops some language learning skills such as grammar, vocabulary development, practice in language learning. Therefore, while learners learn a language

through the Digital game-based language learning method, they both learn a language in a natural environment and, they can express themselves easily without hesitation.

Five main motifs were determined by Wang & Han (2021). The subject of theory development integrates theories of foreign language acquisition with those of digital game-based learning. As a result, the design theme is used to analyze the technological features of a digital game in language learning and teaching. Teachers' self-reflection on the effectiveness of employing precise digital games in language instruction is connected to pedagogical topics. Non-experimental research, such as case studies, discuss the effects of utilizing digital game-based language learning to improve one or more language learning skills. Experimental studies compare the impact of a digital game-based language learning program with a control group. (Wang & Han, 2021).

2.8 Relevant Studies

Gamification, game-based learning, digital gamification, and digital game-based learning have crucial importance for teaching. Nevertheless, they are one of the most useful and creative teaching methods for teaching a foreign language and educational areas. There are many studies about these methods in our country. Some Gamification, digital game-based learning, digital gamification, and game-based learning studies were summarized.

2.8.1. Gamification & Game-based learning Studies

Atabay's master's thesis (2019) research was carried on twelve pre-school students. This research aims to provide pre-school children the education of algorithms with gamification. Stories and fairy tales activities have been used while teaching the scope of robotic coding and how they affect children's motivation and learning process. Research results show that with the help of the games, preschoolers were able to understand the idea of an algorithm and

are now able to assess problems and come up with solutions. Preschoolers are amused by the game's mechanics, very motivated to earn badges and rewards, and prepared to take part in all the activities.

The goal of KavaklıDuman's (2019) master's thesis research is to determine how gamification affects students' English learning accomplishment and how learners feel about gamification and game components (points, awards, ranks, avatars, leaderboards, etc.). With the ClassDojo app, a gamification design was created with this objective in mind. Data were first gathered by questionnaires, with 104 students from an Anatolian High School in Ankara participating in the study. 11 individuals were then interviewed in a semi-structured interview. The findings show that gamification was successful in boosting participants' engagement and motivation.

It supported the growth of linguistic abilities. The pupils also acquired a favorable attitude toward gamification and appreciated the game components in general.

In Aljreivi's study (2019) two equal samples were selected. While the traditional method was taught to the 30 students in the control group, a gamification-based educational environment was used for 30 students in the experimental one. This research's aim is to evaluate the impact of gamifying online education on primary children' academic performance and innovative thinking. Results show that Web-based education promotes academic skill development and boosts students' capacity for original thought.

Taştekin's study (2020) was made with young learners. Using the quasi-experimental classroom-based research design, this study aimed to investigate the impacts of the game-based learning approach on young learners' speaking abilities and motivation for learning English. This study's results show that The Game-Based Studying Approach to language teaching dramatically improved young students' speaking abilities and motivation for learning English while the control group's speaking achievement and motivation level nearly remained the same at the end of the study.

Öztürk's study (2018), 2nd-grade primary school students have participated in this study.

Randomized pre-test, post-test, retention-test, control, and experimental groups were used in a quasi-experimental study design. Classes were randomly assigned to the experimental and control groups as the groups were being formed. Students in the experimental group learned the target words using the Game-Based Learning Technique, whereas those in the control group learned the same phrases using a different method. An English Vocabulary Test and Retention Test with 30 items each were created as data collecting tools based on the curriculum's contents and the academic level of the students. The purpose of this study is to determine how game-based learning techniques affect kids in primary schools in the second grade as they acquire and retain new vocabulary. The outcomes showed a substantial difference in the experimental group, which received game-based learning instruction, in terms of vocabulary acquisition and retention.

Birsen (2017)'s thesis involved young students. The major goal of this study is to investigate how young learners' perceptions and vocabulary retention are affected by gamified game-based L2 vocabulary education. The study's findings suggest that using gamified, game-based L2 vocabulary instruction in young learners' EFL sessions is an efficient way to improve both their performance and interest.

2.8.1. Digital Gamification & Digital Game-Based Learning Studies

Stanley & Yolgeçen's research (2018), which was conducted with pupils at the English-language worldwide branch of a private, wealthy school in eastern China, included pupils of various ethnicities and native tongues. In a third-grade social studies classroom, this case study seeks to ascertain the impact of digital gamification on engagement and performance. The results suggest that digital gamification and student achievement and engagement may be positively correlated. This study fills a research vacuum by examining the effects of digitally gamified courses on young students' success.

Five students were used in Reinders & Wattana's (2014) study, which looked into how these students fared throughout a 15-week game-based learning course at a Thai institution. The purpose of this study is to examine the impact and communicative openness of digital game-based learning. They contend that games are stimulating, reduce emotional learning hurdles, and promote communication in a foreign or second language (L2). According to the study's findings, gaming helped the participants learn more and communicate more effectively by decreasing their actual learning obstacles.

Andreani & Ying's (2019) study was done with 35 students in Indonesian elementary school, whose ages are between seven and twelve years. This study is about digital game-based learning. This study aims to develop Indonesian students' English vocabulary using a game application, named as PowPow. This game has 3 themes such as a house, restaurant, and outer space. Results show that the majority of pupils concur that the game inspires them to study English.

3. METHODOLOGY

In this chapter, the design of the study, the study group, the measurement tools and statistical analyses of data are presented.

3.1 Design of the Study

The purpose of the research is to investigate EFL teachers' ideas about Digital Gamification.

This research is quantitative and descriptive. According to (Alawany, 2021) Quantitative research is a type of educational research in which the researcher makes a decision on what to study, ask specific and narrow questions, collect quantifiable data from participants, and analyzes these number using statistics. Furthermore, Quantitative research inquires a numeric collection of data. This research is a kind of method which involves participants' answers. It determines a group's specific features, and it aims to collect data. This research's important advantage is to present several pieces of knowledge with many samples. (Şener, Kılıç Çakmak, Akgün, Karadeniz & Demirel, 2018). The reason why the quantitative method was chosen is that it involves collecting and analyzing numerical data to comprehend and explore opinions about Digital Gamification. Descriptive research is one of the classifications of Quantitative research. Abood & Alalwany (2021) consider that descriptive research is based on how to observe the situation of the case that the researcher study on. Plus, a survey investigation is used in this study. According to Fraenkel & Wallen (1996), Survey investigation is a type of research that obtains data to determine specific characteristics of a group. It contains researchers asking a large group of people questions

about a specific issue or topic. This asking of questions can be done in several ways such as face to face, by e-mail, or by telephone. Survey investigation has three major characteristics such as:

1. Information is gathered from a group of people to describe some aspects or characteristics such as ability, opinions, attitudes, beliefs, and knowledge of the population of which that group is a part.
2. The information is collected by asking questions; the data of the study is constituted by the answers to these questions by the members of the group.
3. Information is collected from a sample rather than from every member of the population.

Data analysis has crucial importance for reviewing and evaluating the gathered data. The questionnaire was sent to the participants, and it includes 5 options and asked them to choose the appropriate option. All statistical analyses were made with IBM SPSS 25.0 program. Descriptive statistics are indicated for analyses and firstly English teachers' ideas about the Digital Gamification scale's internal validity of the study were analyzed since the scale can be used in a study or not. Thereafter pretest and post-test data were gathered from EFL teachers pretest and post-test data. Descriptive analysis and correlation coefficients were examined. Whereafter scale's validity and reliability analyses were made, data were collected again. Scale items were examined with validity analysis. The researcher aims to get EFL teachers' opinions about Digital gamification. For that reason, a survey investigation is used for this study. Therefore, because of pandemic reasons, the researcher needs to use e-mail while collecting answers, so a survey investigation is suitable for this research.

3.2 Participants

The research's participants consist of primary EFL teachers who work in both private and public schools in Istanbul. The Snowball sampling method is used for sample selection. The Snowball sampling method is a chain and with someone's help, the researcher can compose a sample (Kılıç, 2013). This method is chosen because the researcher aims to reach primary EFL teachers who work in Istanbul. Therefore, because of pandemic reasons, the researcher used the Snowball sampling method. The researcher could reach 104 primary EFL teachers because of pandemic reasons. The researcher applied a Questionnaire to primary EFL teachers via email. 104 primary EFL teachers participated in the questionnaire, and they are volunteers.

Table 2

Demographic Distributions of Participants

N	%		
Gender	Male	21	20,2
	Female	83	79,8
Year of Teaching	0-5	40	38,5
Experience	5-10	33	31,7
	10-15	17	16,3
	15+	14	13,5
Education	BA	74	71,2
	MA	30	28,8
School	Private	64	61,5
	Public	40	38,5
Total		104	100

Among the EFL teachers who participated in the questionnaire, 21 participants are male, and 83 participants are female. Table 2 indicates that among the contributors; 40 of them have 0-5 years of teaching experience; 33 of them have 5-10 years of teaching experience; 17 of them have 10-15 years of teaching experience and 14 of them have 15 and over teaching experience. Therefore, the participants have different degrees of education: most of them have BA (74 participants) and some of them have MA (30 participants) degrees. Furthermore, some of the participants work in private schools and some of them work in public schools. 64 of them work in private, and 40 of them work in public schools. EFL teachers' gender, year of teaching experience, education, and school distributions were analyzed, and personal features were analyzed. Therefore, they are presented as table 2.

Table 2 displays the demographic information of participants. According to Table 2, most of EFL teachers %79,8 were female and %20,2 consisted of male participants. EFL teachers %38,5 0-5 year, %31,7 has 5-10 years' experience, %16,3 has 10-15 years' experience and %13,5 has 15+ year of teaching experience. EFL teachers %71,2 have BA degrees and %28,8 got MA education. EFL teachers %61,5 work in private schools and %38,5 work in public schools.

3.3 Instruments

A questionnaire has been designed to collect data about the opinions of EFL teachers about Digital Gamification. The questionnaire was consisted of two parts. The first part aims to get to know participants through demographic knowledge. The second part of the questionnaire aims to know participants opinions about Digital Gamification. The questionnaire was prepared by the researcher and a 5-Point Likert scale was used. This questionnaire is consisted of strongly agree, agree, neutral, disagree, and strongly disagree. Strongly agree (5 points), agree (4 points), neutral (3 points), disagree (2 points), and strongly disagree (1 point).

The questionnaire includes two parts; the introduction part which requires demographic information and the main part in which the participants are asked about their ideas. The main part of the questionnaire has 17 items designed to collect data. 1, 3, 4, 11, and 12 items were selected from “The effect of Gamification in learning environments for student’s success in education: class dojo example. (Özer, 2016)”

3.3.1 Reliability analysis of EFL teachers’ ideas about digital gamification

According to English Teachers’ Ideas about Digital Gamification scale’s . Cronbach’s Alpha and internal consistency analysis were made. The questionnaire consisted of 17 items; Cronbach’s Alpha value of the questionnaire was found at 0,94. ($0,90 \leq \alpha < 1,00$), it means the reliability of the questionnaire is quite high. It can be said that EFL teachers gave consistent answers, and the reliability of the questionnaire is excellent.

3.3.2. The validity of the EFL teachers’ ideas about digital gamification

Validity is one of the most important parts of the Questionnaire. Face validity was used to find validity of the questionnaire. To assess face validity, opinions were received from 5 experts about whether the questions measure the variable to be measured, and it was concluded that all of the items were related to the measured variable.

3.4 Analysis of Data

Statistical Package for Social Sciences (SPSS) 25 was used to analyze the data. In order to understand parametric or non-parametric analyzing methods are utilized, normality tests were implemented to comprehend whether variable has normal distribution or not. Skewness and kurtosis values were analysed. Orcan (2020) indicates that skewness and kurtosis values are other way to analyse the normality of data. The skewness and kurtosis values 1 that is accepted as normal distribution. Skewness and kurtosis values, mean and standard deviation values are displayed in table 3. Also, Higtogram graphs can be found in Appendix 3.

Skewness and kurtosis values displayed that the data doesn't show normal distribution and non-parametric tests are utilized.

Table 3

Tests of Normality

	N	$\bar{x}$	Sd.	Skewness	Kurtosis
English Teachers' opinions about digital Gamification	104	4.36	,499	-,315	-,732

4. FINDINGS

EFL teachers' ideas about the Digital Gamification questionnaire were applied to primary EFL teachers and data were collected through the questions of the survey. The results of the analyses were summarized according to sub problems of this research.

4.1 English Teachers' Ideas about Digital Gamification

The first question of this research is defined as “What are the primary school EFL teachers’ opinions about Digital Gamified education?.” 104 participants’ responses were analyzed for each item and results were displayed in table 4.

While results have been evaluated, arithmetic mean ranges are “1,00 – 1,80 = Strongly Disagree (Quite Minimum Level)”, “1,81 - 2,60 = Disagree (Minimum Level)”, “2,61 – 3,40 = Neutral (Medium Level)”, “3,41 – 4,20 = Agree (High Level)” and “4,21 – 5,00 = Strongly Agree (Maximum Level)”. According to mean and standard deviation results, it is seen to be ranging from ($\bar{x}$ = 4,59, SD=,63 to $\bar{x}$ = 4,07, SD=,95). The lowest mean score was calculated as (4,07), the highest item was calculated as (4,59). When the standard deviations were calculated, they were found below one. This results can be explain that there are similarities among the teachers opinions.

Table 4*Means and standard deviation values of the Participants*

English Teachers' Ideas About Digital Gamification	N	$\bar{x}$	SD
1. I think Digital Gamification develops collaborative learning	104	4,39	,76
2. I think Digital Gamification gives an opportunity to show students' English language skills	104	4,42	,64
3. I think Digital Gamification affects students' intrinsic motivation	104	4,43	,65
4. I think Immediate feedback should be given	104	4,07	,95
5. In my opinion, Digital Gamification affects both social learning and team spirit	104	4,36	,80
6. I believe that Digital Gamification supplies social learning	104	4,30	,83
7. I believe that Digital Gamification affects taking a role skill	104	4,28	,78
8. In my opinion, Digital Gamification supplies safe learning environment in the classroom	104	4,15	,82
9. In my opinion, Digital Gamification affects learning by doing skills	104	4,34	,60
10. I think Digital Gamification develops risk-taking skills	104	4,10	,84
11. I believe that students eager to join lessons through game's fun win factors	104	4,55	,57
12. In my opinion, teammates and relationships between opponents enhance team spirit	104	4,42	,66
13. I believe that rewards affect learners' extrinsic motivation	104	4,36	,72
14. I think using of avatar (player character) and badge increase self-confidence	104	4,25	,83
15. In my opinion, learners' motivation, and attendance to lesson increase with using Digital Gamification in online lessons	104	4,52	,65
16. I believe that using of Digital Gamification increase motivation	104	4,59	,63

in online lessons

17. I think using of digital games in online lessons increase attendance to lesson	104	4,50	,73
Total	104	4,36	,74

4.2. EFL teachers' opinions about digital gamification in terms of teaching experience

The second question is defined as “Does teaching experience affect EFL teachers' opinions about Digital Gamification?” To investigate this research question, analysis is made with Kruskal-Wallis H test. For that reason, Kruskal –Wallis H test was conducted to determine whether teachers' questionnaire scores differ according to the variable of experience period. According to analysis results (Table 5); EFL teachers' opinions about Digital Gamification aren't differentiated as statistical ($p>0.05$) according to the year of teaching experience. In other words, EFL teachers' year of teaching experience doesn't make difference in group mean rank points. Moreover, it's determined that year of teaching experience doesn't affect English Teachers' Ideas about Digital Gamification.

Table 5

Kruskal-Wallis H test results of the year of teaching experience

Years of Teaching Experience	N	Mean Rank	Kruskal Wallis H	
			X^2	p
0-5	40	49,69	7,37	,061
5-10	33	44,91		
10-15	17	61,91		
15+	14	67,00		

*p value is significant at 0.05 level.

4.3. EFL teachers' opinions about digital gamification in terms of gender

The third question is identified as “Does gender affect EFL teachers’ opinions about Digital Gamification?”. Mann Whitney U test was applied to determine whether teachers’ questionnaire scores differ according to the variable of gender. As shown in table 6, Test result show that there isn’t statistically significant difference between genders($p>0.05$).

Table 6

Mann Whitney U test results for Gender

Gender	N	Mean Rank	Sum of Ranks	U	z	p
Male	21	62,93	1321,50	652,500	-1,779	,075
Female	83	49,86	4138,50			

*p value is significant at 0.05 level

4.4. EFL teachers' opinions about digital gamification in terms of school type

The fourth question is defined as “Does school type affect EFL teachers’ opinions about Digital Gamification?”. To analyse this research question, Mann Whitney U test was implemented to determine whether teachers’ questionnaire scores differ according to the variable of school. It can be comprehended from analysis results (Table 7); that EFL teachers' points aren't differentiated as statistical according to school circumstances ($p>0.05$). In other

words, EFL teachers' school circumstance doesn't make differentiation for group mean points. Moreover, the school variable doesn't affect points.

Table 7

Mann Whitney U test results for School

School	N	Mean Rank	Sum of Ranks	U	z	p
Private	64	49,69	3180,00	1100,00	-1,206	,228
Public	40	57,00	2280,00			

*p value is significant at 0.05 level

Education variable analysis also was made with Mann Whitney U test. Mann Whitney U test was applied to determine whether teachers' questionnaire scores differ according to the variable of education and school variables. According to analysis results (Table 8); EFL teachers' points are differentiated as statistical according to education ($p < 0.05$). Furthermore, EFL teachers who have MA degrees got higher points than EFL teachers who got BA degrees. In other saying, EFL teachers' education level make difference for group mean points. Additionally, it's identified that education affects points.

Table 8

Mann Whitney U test results for Education

Education	N	Mean Rank	Sum of Ranks	U	z	p
BA	74	46,89	3470,00	695,00	-2,987	,003

MA	30	66,33	1990,00
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*p value is significant at 0.05 level

5. CONCLUSION& DISCUSSION

The study aims to know primary English teachers' opinions about Digital Gamification. This study also aims to discover both English teachers' knowledge about Digital Gamification and whether they use Digital Gamification in English lessons or not. Therefore, the research aims to increase digital gamification usage while teaching English language.

In addition, teaching experience, gender and school variables on EFL teachers' ideas about Digital Gamification were investigated.

4.1 Discussions of Findings

4.1.1 The Primary school EFL teachers' opinions about Digital Gamified Education

1st research question aims to investigate Primary school EFL teachers' opinions about Digital Gamified education.

When the means of the questionnaire are analyzed, “ I believe that using of Digital Gamification increase motivation in online lessons.”(4,59) got the highest mean. “I think Immediate feedback should be given” has the lowest mean (4,07). Questionnaire's items have a “good” meaning and it shows that EFL teachers have a positive manner toward English teachers' ideas about Digital Gamification. Furthermore, some items such as “ Item 2 “I think Digital Gamification gives an opportunity to show students' English Language skills.”and Item 12 “In my opinion, teammates and relationships between opponents enhance team

spirit.” Moreover, some items got high points such as “I believe that students eager to join lessons through game’s fun win factors” 4,55, item 15 “ In my opinion, learners’ motivation, and attendance to lesson increase with using Digital Gamification in online lessons 4,52”. Generally, items got high points. Only item 7 got the lowest point. According to mean results, general means are found quite good. Moreover, it shows that EFL teachers’ perceptions are quite good for Digital Gamification.

The results of the questionnaire have revealed that most of the participants marked “strongly agree” and “agree” options. %46,3 of them chose to agree option, %40,7 of them marked strongly agree. While most of them were choosing “strongly agree” and “agree” options, some of them chose the “neutral” option. Moreover, %13,0 of them chose the “neutral” option.

4.1.2 English teachers’ opinions about digital gamification in terms of teaching experience

The 2nd research question searched EFL teachers’ opinions about digital gamification in terms of teaching experience. EFL teachers %44,5 have 0–5 years of teaching experience, %18,5 have 5-10 years’ experience, %18,5 have 10-15 years of teaching experience, and %18,5 have 15+ years of teaching experience. According to the results of the analysis, there are not statistically significant difference among the groups. In other words, it’s determined that year of teaching experience doesn’t affect English Teachers’ Ideas About Digital Gamification points. It was expected that teaching experience affects EFL teachers’ responses. It was thought that the EFL teachers who are more experienced are less eager for Digital Gamification. However, the results didn’t change according to teaching experience because all EFL teachers’ perceptions are quite good for Digital Gamification.

4.1.3 EFL teachers’ ideas about digital gamification in terms of gender

The third research question investigated that whether gender affect EFL teachers’ opinions about digital gamification. EFL teachers’ %66,7 were female and %33,3 consisted of male participants. According to analysis results, there is statistically significant difference between male and female teachers and male EFL teachers’ scores are higher than female ones. This results could be supported by Russel & Bradley and Todman’s studies. Russel & Bradley (1997) revealed a study about teachers’ computer anxiety. According to this study, even though females composed of a majority of the teachers, however males showed

meaningful greater confidence with computers than females. ($p < 0.05$). Todman (2000) found out a research about computer anxiety and gender effects. He focused on teachers' computer self efficacy and this research revealed that males computer self efficacy faster than females. Therefore, male teachers' scores were higher than female teachers. It could be said that, this factors has also effected their opinions about digital gamification. Therefore, male EFL teachers' perceptions are quite good for Digital Gamification and they are more eager to use digital gamification than female EFL teachers.

4.1.4 EFL teachers' ideas about digital gamification in terms of school types

The fourth research question investigated that whether school types affect EFL teachers' opinions about digital gamification. In this study, EFL teachers %59,3 work in private schools and %40,7 work in public schools. It can be understood from the results of the analysis, that EFL teachers' opinions about digital gamification aren't differentiated according to school types. It was expected that the school variable affect results because of the fact that private schools has many opportunities related with technology. The administrators and parents of these schools expect technology to be used in the classroom environment. For this reason, it can be thought that private school EFL teachers are more familiar and accustomed to using technology. However, the resech results showed that the opinions of private and public schools teachers about digital gamification were similar. This result can be interpreted as school facilities and expectations do not affect teachers' opinions.

4.1.5 EFL teachers' ideas about digital gamification in terms of educational level

EFL teachers %68,5 have BA degree and %31 of them got MA education in tis study. According to the results of the analysis, EFL teachers' opinion about digital gamification scores are differentiated statistically according to the level of education. Furthermore, EFL teachers who got the degree of MA got higher scores than teachers who got BA degrees. In other words, the difference between education levels make difference for group mean points.

It's demonstrated that the level of education affects the opinions of the teachers. Since it is thought that teachers with MA education will have more information about new technologies and teaching methods, it was expected that MA teachers' ideas about digital games would be better. The results confirmed that EFL teachers who got an MA education have high scores.

4.2 Implications

Implications of this study can be summarize as follows:

1. The research's findings indicate that EFL teachers' gender affect teachers' opinios about digital gamification. When male EFL teachers and females teachers were compared, the results show that male EFL teachers' have stronger opinions toward digital gamification. Technological knowledge is one of the most important parts of digital education. Nowadays, education and technology are integrated, and this situation increases success in education. For this reason, female EFL teachers should be supported about technology using and gamification.

2. The level of education was found effective on digital gamification. The EFL teachers who have MA degree have stronger beliefs about digital gamification. EFL teachers who have BA degree should be encouraged to use technology and gamification. They should be supported with certificate programs about technology using and gamification.

For further research, this study was restricted to primary EFL teachers who worked at private and public schools in İstanbul. The further study can be carried out with primary EFL teachers from around the country.

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APPENDICES

APPENDIX 1

ENGLISH TEACHERS' IDEAS ABOUT DIGITAL GAMIFICATION SCALE

Dear Colleague;

The aim of this questionnaire is to find English teachers' ideas about digital Gamification and the study is named as “ English teachers' ideas about digital Gamification. The first part of the questionnaire aims to get to know you through demographic knowledge. The second part of the survey aims to find your ideas about Gamification. Your names and responses will only be used for research. I appreciate your participation and contributions to the study.

Contact Information:

Introductory Part

Kapp defines that gamification as “using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems.”(Kapp, 2012) Gabriela et al. define that Gamification is an aggregation of both game elements and game thinking in activities that aren't games. (Gabriela et al.)

You need to circle appropriate choices thinking about your personal experience and information. You don't have to write your names. It aims to get your demographic knowledge.

Gender

Female ☐

Male ☐

Year of teaching experience

0-5 ☐

5-10 ☐

10-15 ☐

15 and over ☐

Education

BA ☐

MA ☐

School

Private ☐

Public ☐

The Statements of the Questionnaire

The Five Point Lickert scale (strongly agree, agree, undecided, disagree, strongly disagree) was used to design the statements. The items for the survey were prepared by the researcher.

Please decide how much you agree or disagree with the statements.

English Teachers' Ideas about Digital Gamification	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
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	(5)	(4)	(3)	(2)	(1)
1. I think Digital Gamification develops collaborative learning					
2. I think Digital Gamification gives an opportunity to show students' English language skills					
3. I think Digital Gamification affects students' intrinsic motivation					
4. I think Immediate feedback should be given					
5. In my opinion, Digital Gamification affects both social learning and team spirit					
6. I believe that Digital Gamification supplies social learning					
7. I believe that Digital Gamification affects taking a role skill					
8. In my opinion, Digital Gamification supplies safe learning environment in the classroom					
9. In my opinion, Digital Gamification affects learning by doing skills					
10. I think Digital Gamification develops risk-taking skills					
11. I believe that students					

eager to join lessons through game's fun win factors					
12. In my opinion, teammates and relationships between opponents enhance team spirit					
13. I believe that rewards affect learners' extrinsic motivation					
14. I think using of avatar (player character) and badge increase self-confidence					
15. In my opinion, learners' motivation, and attendance to lesson increase with using Digital Gamification in online lessons					
16. I believe that using of Digital Gamification increase motivation in online lessons					
17. I think using of digital games in online lessons increase attendance to lesson					

APPENDIX 2

Oyunlaştırma Yöntemi ile İlgili Genel Görüşler	Kesinlikle katılmıyorum	katılmıyorum	kararsızım	katılıyorum	Kesinlikle katılıyorum
1. Oyunlaştırma yöntemi derse olan ilgimi artırdı					
2. Oyunlaştırma yöntemi sayesinde derste başarılı olmak için daha çok çalıştım					
3. Oyunlaştırma yöntemi ile derste yarış halinde olmak motivasyonumu artırdı					
4. Oyunlaştırma yöntemi sayesinde derste daha başarılı olmak için arkadaşlarım ile iletişimim arttı.					
5. Başka derslerde de oyunlaştırma yönteminin kullanılmasını istiyorum					
6. Akıllı telefonumdan oyunlaştırma yöntemini kullanmak kendimi daha iyi hissetmemi sağladı					
7. Oyunlaştırma yönteminde ödüllerin olması benim motive olamamı sağladı					
8. Oyunlaştırma yöntemi sayesinde kendi başarı durumumu görmem eksik olduğum konularda kendimi geliştirmemi sağladı					
9. Oyunlaştırma yönteminin harmanlanmış öğrenme yöntemi ile kullanılması dersi daha iyi anlamamı sağladı					
10. Oyunlaştırma yöntemi eğlenceliydi					
11. Oyunlaştırma yöntemi ile grup çalışmaları yapmak işbirliği ile başarının nasıl elde edilebileceğini öğrenmemi sağladı					
12. Oyunlaştırma yöntemi ile rozet kazanmam kendimi önemli hissetmemi sağladı					
13. Oyunlaştırma yöntemi arkadaşlarım ile bilgi alış verişinde katkıda bulundu					
14. Oyunlaştırma yöntemi sayesinde bilgiler daha kolay hatırlamamı sağladı					
15. Oyunlaştırma yöntemi uygulanırken başarısız olursam kendimi kötü hissetmemi sağladı					
16. Oyunlaştırma yöntemi sayesinde kazandığım rozetler ile sınıf içinde itibarımın arttığını düşündüm					
17. Oyunlaştırma yöntemi sayesinde bildiğim her soru kendime olan güvenimi artırdı					
18. Oyunlaştırma yöntemi başarılı olmak için daha da hırslı olmama yardımcı oldu					
19. Oyunlaştırma yöntemi sınıf içi rekabeti artırdı					
20. Oyunlaştırma yönteminde zamanla yarışmak cevap verme hızımı artırdı					
21. Oyunlaştırma yöntemi uygulanan derste daha başarılı olmak için daha çok sorumluluk almamı sağladı					
22. Aldığım puanları sosyal ağlarda paylaşmak kendimi iyi hissetmeme sebep oldu					
23. Oyunlaştırmada kullanılan uygulamalar zaman planlaması yapmamıza olanak sağladı					
24. Oyunlaştırma yöntemi anlaşılması zor konuları eğlenerek öğrenemi sağladı					
25. Oyunlaştırma yönteminde grup başarısını artırmak için kendimi öğrenmeye zorladım					
26. Oyunlaştırma yöntemi sayesinde kazanma isteğim arttı					
27. Oyunlaştırma yöntemi başka derslerde de uygulanırsa başarılı olmamı sağladı					
28. Oyunlaştırma ile aktif bir öğrenme ortamında çekingen davranışlardan kurtulmamı sağladı					
29. Rekabet ortamını oluşturması benim derse olan ilgimi artırmadı					
30. Kalabalık sınıflarda grup çalışması olarak oyunlaştırma yönteminin kullanılması rekabetimi artırdı					
31. Oyunlaştırma yöntemi kalabalık sınıflarda motivasyon sağlanamadı					
32. Oyunlaştırma yöntemi sayesinde grup çalışmalarında her bireyden farklı bir bilgi edinerek eksik noktalar tamamlandı					

APPENDIX 3

Histogram and Scatter Plots

